



# Operational Programme Research, Development and Education

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The text of the Operational Programme Research, Development and Education has been drawn up in accordance with [COMMISSION IMPLEMENTING REGULATION \(EU\) No 288/2014](#) of 25 February 2014 laying down rules pursuant to Regulation (EU) No 1303/2013 of the European Parliament and of the Council laying down common provisions on the European Regional Development Fund, the European Social Fund, the Cohesion Fund, the European Agricultural Fund for Rural Development and the European Maritime and Fisheries Fund and laying down general provisions on the European Regional Development Fund, the European Social Fund, the Cohesion Fund and the European Maritime and Fisheries Fund with regard to the model for operational programmes under the Investment for growth and jobs goal and pursuant to Regulation (EU) No 1299/2013 of the European Parliament and of the Council on specific provisions for the support from the European Regional Development Fund to the European territorial co-operation goal with regard to the model for co-operation programmes under the European territorial co-operation goal.

This Regulation defines the structure of the text and tables, it regulates the content of the chapters and sub-chapters, including the limits to the number of characters. In order to contain the maximum of important information directly in the text of the Operational Programme, abbreviations of selected terms have been used in some chapters; all abbreviations are explained in the List of abbreviations and terms.

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# **1. STRATEGY FOR THE OPERATIONAL PROGRAMME'S CONTRIBUTION TO THE UNION STRATEGY FOR SMART, SUSTAINABLE AND INCLUSIVE GROWTH AND THE ACHIEVEMENT OF ECONOMIC, SOCIAL AND TERRITORIAL COHESION**

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*(Article 27(1) and Article 96(2)(a) of Regulation (EU) No 1303/2013 of the European Parliament and of the Council)*

## **1.1. Strategy for the operational programme's contribution to the Union strategy for smart, sustainable and inclusive growth and to the achievement of economic, social and territorial cohesion.**

### **1.1.1. Description of the programme's strategy for contributing to the delivery of the Union strategy for smart, sustainable and inclusive growth and for achieving economic, social and territorial cohesion.**

The aim of the Operational Programme Research, Development and Education (hereinafter referred to as the Programme or OP RDE) is to contribute to the Czech Republic's structural shift towards economy based on an educated, motivated and creative workforce and on the production of high-quality research results and their use to increase competitiveness. The Programme will contribute to one of the three priorities of the Strategy for smart, sustainable and inclusive growth (the Europe 2020 strategy), i.e. to priority "Smart growth". The objective of the Programme is to increase the quality and to enhance orientation of research on societal challenges, on needs of the market and on the knowledge domains relevant for smart specialisation following the National Research and Innovation Strategy for Smart Specialisation of the Czech Republic (the National RIS3) and its regional annexes.

The Programme will focus on increasing the quality of education and so will contribute to the Youth on the Move initiative of the Europe 2020 strategy. "To improve educational outcomes, addressing each segment within an integrated approach, encompassing key competences..."<sup>1</sup> In line with the "Smart growth" priority and the "Innovation Union" initiative, the Programme will help ensure the conditions for quality research. Research is not only an essential source of new knowledge but has an indispensable role in the formation and development of human resources. Therefore, better interconnection of education and research will be supported.

A great emphasis will be put on connecting education with the labour market, which will contribute to another of the Europe 2020 priorities: "Inclusive growth", specifically the flagship initiative "An agenda for new skills and jobs". Effective interventions in the area of human resources preparation will be augmented by reinforcing the principle of equal access to education. In line with another flagship initiative "European Platform against Poverty", the Programme will contribute to reducing the risk of educational failure of young people, which will have a significant impact on the quality of their lives and on their success in the labour market.

The key principle of the Programme is the development of human resources for a knowledge-based economy and sustainable development in a socially-cohesive society, which is supported by interventions under more priority axes. That principle is followed up by support of quality research for which a qualified workforce represents a key input factor. Interventions in education will also be supported by systemic changes aimed at improving the education system. The areas of action include:

- a. Supporting equal access to quality education.

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<sup>1</sup> Commission communication, the Europe 2020 strategy.

- b. Developing the competences needed for the labour market and the long-term needs of the society.
- c. Strengthening capacity for high-quality research and its benefit to the society.

As well as contributing to the above Europe 2020 priorities, the actions respond to other recommendations in strategic documents at the European and national levels.

<b>EDUCATION</b>	
Europe 2020 Strategy	<p>National objectives:</p> <ul style="list-style-type: none"> <li>• To maintain the share of early school leavers at the maximum of 5.5 %.</li> <li>• The share of persons aged 30 to 34 with completed tertiary education to be at least 32%.</li> </ul>
Strategic Framework for European Co-operation in Education and Training (ET 2020)	<p>Strategic objectives:</p> <ul style="list-style-type: none"> <li>• Improve the quality and efficiency of education and training.</li> <li>• Promote equity, social cohesion and active citizenship.</li> <li>• Improve creativity and innovation, including entrepreneurial skills, at all levels of education and training.</li> </ul> <p>Common European reference levels for education:</p> <ul style="list-style-type: none"> <li>• The share of 15-year-old pupils who have problems with reading, mathematics and natural sciences should be below 15%.</li> <li>• Pre-school education should be attended by at least 95% of children aged 4 and above.</li> </ul>
Country-Specific Council Recommendations 2014	<p>Ensure that the accreditation, governance and financing of higher education contribute to improving its quality and labour market relevance. In compulsory education, make the teaching profession more attractive, implement a comprehensive evaluation framework and support schools and pupils with poor outcomes. Increase the inclusiveness of education, in particular by promoting the participation of socially disadvantaged and Roma children in particular in early childhood education.</p>
Priorities of the National Reform Programme of the Czech Republic 2014 (NRP)	<ul style="list-style-type: none"> <li>• Equal access to education.</li> <li>• Support to vocational training and co-operation between schools and employers.</li> <li>• Support to post-secondary vocational and tertiary education.</li> <li>• Further education.</li> </ul>
International Competitiveness Strategy of the Czech Republic 2012–2020 (ICS)	<p>Improving the quality and accessibility of pre-school education by expanding and improving the network of nurseries.</p> <p>Enhancing inclusion and raising the quality of education, in particular:</p> <ul style="list-style-type: none"> <li>• Introducing standards of results and monitoring their achievement.</li> <li>• Increasing the quality of teachers.</li> <li>• Improving the work of school managements.</li> <li>• Improving the careers advising at schools.</li> <li>• Achieving diversification and higher quality and excellence of higher education institutions.</li> </ul>

Education Policy Strategy of the Czech Republic up to 2020	<ul style="list-style-type: none"> <li>• Reducing disparities in education.</li> <li>• Supporting quality teaching and teachers as its key pre-requisite</li> <li>• Managing the educational system effectively and responsibly</li> </ul>
Other selected documents met by the Operational Programme	Roma Integration Strategy up to 2020, Life-long Learning Strategy of the Czech Republic, Priorities for Areas Controlled by the Ministry of Education, Youth and Sport in the Future Period of EU Cohesion Policy 2014–2020, National Strategy of Children's Rights Protection, Digital Education Strategy up to 2020, Situation in Gender Equality in the Ministry of Education, Youth and Sport and Draft Mid-term Strategic Plan for Gender Equality, Education Strategy for Sustainable Development of the Czech Republic, National Programme of Environmental Education and Awareness in the Czech Republic, Tertiary Education Development Framework up to 2020.
<b>RESEARCH AND DEVELOPMENT</b>	
Europe 2020 Strategy	European Union objective: To achieve the objective of investing 3 % of GDP to research and development. National objective: National public expenditure on research, development and innovation at 1 % of GDP (2020).
Country-Specific Council Recommendations 2014	Accelerate the development and introduction of a new methodology for evaluating research and allocating funding in view of increasing the share of performance-based funding of research institutions.
National Reform Programme	<ul style="list-style-type: none"> <li>• Development of conditions for excellent research.</li> <li>• Development of co-operation between the business sector and research organizations</li> </ul>
International Competitiveness Strategy of the Czech Republic 2012–2020	To create conditions for the development of excellent research, including: <ul style="list-style-type: none"> <li>• Long-term support of top-class infrastructures (material and personnel) oriented towards keeping up with leading world research centres.</li> <li>• Streamlining the system of doctoral study.</li> <li>• Raising the professional qualification of persons in the managerial governance of research organisations.</li> <li>• Creating conditions for the arrival of excellent foreign researchers.</li> <li>• Raising mutual information and motivation for co-operation between the business and the research and development sectors.</li> </ul>
Regional Development Strategy of the Czech Republic 2014–2020	<ul style="list-style-type: none"> <li>• Development of universities and research institutions.</li> <li>• Promoting knowledge transfer between the research and business sectors.</li> </ul>
Update of the National Research, Development and Innovation Policy of the Czech Republic 2009–2015 with an outlook to 2020 (NRDIP Update)	<ul style="list-style-type: none"> <li>• Efficient dissemination of knowledge and using knowledge for innovations.</li> <li>• Ensuring quality human resources for research, development and innovation.</li> <li>• Stable, effective and strategically managed system of research, development and innovation.</li> </ul>

National Research and Innovation Strategy for Smart Specialization of the Czech Republic (National RIS3) and its regional annexes	<ul style="list-style-type: none"> <li>Targeting European, national, regional and private sources at the horizontal and vertical priorities identified in 6 key areas of change.</li> </ul>
National Priorities of the Oriented Research, Experimental Development and Innovation (Priorities 2030).	<ul style="list-style-type: none"> <li>6 priority areas.</li> <li>Enhancing co-operation between academic research, higher education, applied research and the application sphere.</li> </ul>
Other selected documents met by the Operational Programme	National Innovation Strategy of the Czech Republic 2012–2020, Education Strategy for Sustainable Development of the Czech Republic, National Programme of Environmental Education and Awareness in the Czech Republic.

Main starting points for the focus of the Operational Programme:

### a) Supporting equal access to quality education

#### BACKGROUND

In an international comparison, the best outcomes are achieved by those education systems which are able to link equal access to education with its quality and enable every child or pupil, regardless of its personal or socio-economic background, to achieve its potential in education (inclusion education). Enhancing this approach is the key task of the Czech education system. The factors that affect the ability of schools to provide such education are related also to the quality of the school management, of the teachers and the education infrastructure. Interventions in this area will build on systemic changes achieved with the support of the European Social Fund in the programming period 2007–2013 (see Annex G).

#### KEY CHALLENGES AND NEEDS

- The education system does not support equal opportunities sufficiently.
  - Participation of children from socially and culturally-compromised environment in pre-school education is low.<sup>2</sup> But it is in fact one of few recognised ways to reduce the risk of later educational failure of such children during their school attendance. The Czech Republic ranks among countries with a very low share of early school-leavers but the risk of early school-leaving is much higher for persons with special educational needs or from marginalised groups (for example, from the Roma minority).
  - The preparedness of teachers in inclusive education, differentiated education and diagnostic teaching<sup>3</sup> is insufficient. Schools have not created conditions for integrating the education of

<sup>2</sup> Czech School Inspectorate (CSI): Annual report for 2011/2012.

<sup>3</sup> Teachers in practice are familiar with the so-called diagnostic teaching which is focused on monitoring the level of education and development. It monitors the specific knowledge, skills, habits, attitudes, interests, talents, behaviour etc. It evaluates also the quality of thinking both in general and in different sectors (e.g. technical thinking, creativity etc.), the ability to remember, the quality of perception, attention, aesthetic ability etc. The teacher knows how to use the means of diagnostic teaching based on individual and development specifics of pupils. The teacher is able to identify pupils with special educational needs and can adjust the selection of teaching content and methods of teaching to their possibilities. He/she is able to recognise socially pathological behaviour in pupils (Střelec – Krátká, 2007), knows the options of their prevention and correction and can use them. He/she tackles educational

children and pupils with special educational needs into mainstream schools, and the accessibility and capacity of the system of educational and psychological counselling are insufficient.

- The school system does not manage to eliminate in children, pupils and students the disparities and stereotypes their approach to related to choice of career path. The methodological support of teachers in practical introduction of individualised and also gender stereotype-free content and methods of teaching is strongly limited.
- It is necessary to introduce into practice a proposal of conceptual changes<sup>4</sup> in institutional education where the main objectives are: to support transformation of the system of institutional education with an emphasis on quality and a professional level of care provided for clients (children and their families). In order to prevent high-level risk behaviour, it is also the strengthening the outpatient service and, if it is in the best interest of the child, through close co-operation with the family and with the locally competent social authorities for the protection of children seeking to return children to their families. A systemic change lies in the development of preventive measures. In order to avoid imposed institutional care, the intention is to seek to prevent the development of the kind of behaviour which puts children at risk; where institutional care has already been ordained, its duration is to be limited giving the greatest regard to the interests of the child.
- In the total number of student sin higher education in the Czech Republic, the proportion of students with special needs is very low<sup>5</sup>, both in comparison with foreign countries and when comparing the percentage of disadvantaged persons in the total population, which is around 10 %. <sup>6</sup> Higher education institutions are either unable to identify sufficiently the students with special needs or such students are disadvantaged already at the admission procedure, or they do not even attempt to apply to university because they are convinced that their disadvantage has a serious impact on their ability to study.

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problems effectively. Analyses the oral, written, graphic and other learning performance of pupils. Diagnoses the pupil's understanding of the teaching content and the style of learning. Works on improving the favourable climate in the class, on inclusive principles and more individual approach to each pupil (cf. Střelec – Krátká, 2007). The class core teacher is the one that should have the diagnostic competences in particular because he/she, apart from the above, knows the living conditions of the child, its family environment and social structures of the class (Střelec – Krátká, 2007).

<sup>4</sup> The Intent of the concept of the management and development of educational establishments for institutional and protective care and preventive care, funded by the MEYS, <http://www.msmt.cz/file/34169/>

<sup>5</sup> The share of students with special needs in higher education institutions can be indirectly found out from the numbers of students for whom higher education institutions claimed contribution for ensuring studies. In 2012, this was 854 students of public higher education institutions out of the total number of 333 618 students of public higher education institutions, i.e. 0.26 %.

<sup>6</sup> Alevia, s.r.o.: Analýza současné situace studentů se specifickými nároky na vysokých školách [Analysis of the current situation of special-needs students in higher education institutions].

- Need: Enhancing equal access to education

These challenges will be addressed in interventions under Priority Axes 2 and 3.

Priority Axis 2 will focus on supporting equal opportunities for disadvantaged students at higher education institutions and on identifying their needs directed towards compensating the possible consequences of their disadvantage on the study results.

Priority Axis 3 will focus on increasing the opportunities of children and pupils to achieve their personal maximum. Interventions will be directed towards inclusive education, including interventions to increase the participation of Roma children in education at mainstream schools and towards individualised approach in education. Support will be provided to increasing the openness of schools towards a higher level of social inclusion, including enhancing the competences of the managers and teachers of mainstream schools to educate children and pupils with varying educational needs, and active introduction of supportive measures at schools. Together with that, it is necessary to better target the co-ordinated socio-educational intervention in households where socially disadvantaged children live, and it is necessary to determine instruments that will enable the verification of the quality of such processes.

2. The support of schools in improving the instruction is not sufficient.

- Schools have a very high level of autonomy; by contrast, however, they have relatively low responsibility for the education outcomes. Some systemic elements of external evaluation have already been introduced, but there is no system for an ongoing evaluation of the education outcomes and no evaluation tools for 'soft' key competences. The external and internal systems of evaluation are not interlinked and the socio-economic background of the schools is not taken into account.
- The share of pupils postponing the start of their education is high.<sup>7</sup> The main problem is the linkage of pre-school and primary education. There is no system of verifying the outputs, which would increase the preparedness of children for entering primary school and a systematic co-operation of schools between parents is also missing.
- The quality of administrative and financial management of schools is good. The competences of headteachers and education authorities in leading the schools to better results based on evaluation of education outcomes and their utilisation for change management are, however, unbalanced and insufficient. There is no system of objective appraisal of applicants for the position of headteacher, nor a system of evaluating the work of the headteacher during their work nor a career system. No preparatory, pre-appointment training is required for headteachers. Leadership and change management are not a compulsory part of later headteacher training. Headteachers work on leading the education process towards better outcomes on average for only a fifth of their time since administration and operational management prevail.<sup>8</sup> The autonomy of schools is very high, but co-operation among schools is low. System leader-

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<sup>7</sup> CSI Annual report for the school year 2012/2013.

<sup>8</sup> National report on the survey TALIS 2013, CSI, Prague 2014.

ship<sup>9</sup> in education is missing and the educational leadership of nurseries and primary schools by education authorities is not of a high enough standard<sup>10</sup>.

- The insufficient competence of teachers to develop and evaluate the abilities of every pupil individually is reflected in low educational ambition of some groups and, consequently, in low results and a low interest in studying.<sup>11</sup>The results of international student assessment surveys, PISA and TIMSS, show repeatedly that Czech schools build little motivation and often negative attitudes to learning in pupils from a very early age.
- It will be possible to monitor and reward the quality of teachers' work and to strengthen it with specific training only after evaluation standards are introduced<sup>12</sup>. The existing system also does not motivate teachers to perform better nor does it attract top professionals to the teaching profession. Teachers lack support from society and for the prevention of burnout.
- In particular, in the course of their professional lives, pre-school teachers have little opportunity for professional development<sup>13</sup>; they often do not have the necessary competences for their work. More than a tenth of teachers do not have the necessary qualification and the availability of specialists for educating children with special educational needs is the lowest among all segments of education.<sup>14</sup> For nursery teachers (and for persons caring for children in other establishments) there is neither a set of quality training programmes reflecting the requirements of the framework education programmes nor systemic support.
- In the undergraduate preparation of teachers, the greatest problem is the little amount of practical training in teacher training courses (for more details see Annex C, item 6).
- In the continuing professional development of teachers, there are insufficient opportunities for support of school-based teams of teachers, for sharing of good practice, for individual support or for distance education.

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<sup>9</sup> System leadership: it is not a centralised management or solution. More e.g. in: OECD, 2008. Improving School Leadership VOLUME 2: CASE STUDIES ON SYSTEM LEADERSHIP. Pont, B. Nusche, D., Hopkins, D. (eds.), or Caldwell, B.J. System leadership for innovation in education. Seattle 2011:

[http://gelponline.org/sites/default/files/resource-files/system\\_leadership\\_for\\_innovation\\_in\\_education.pdf](http://gelponline.org/sites/default/files/resource-files/system_leadership_for_innovation_in_education.pdf)

<sup>10</sup> Report on the results of survey on the stakeholders' needs. Assessing the system of evaluation and monitoring in the Czech Republic, CSI, Prague 2013.

<sup>11</sup> Institute for Information in Education: Brief summary of PISA 2009 results. Main findings of PISA 2012, CSI, Prague 2013.

<sup>12</sup> A part of the career system under preparation (from 2016).

<sup>13</sup> CSI Annual report for the school year 2013/2014.

<sup>14</sup> CSI Annual report for the school year 2011/2012.

- Need: Leading schools to better results of pupils

These challenges will be addressed in interventions under Priority Axis 3. It is necessary to focus on creating a fully-integrated, evaluation framework in the education system, which will be perceived as an integrated whole, leading to a positive change for pupils and for the whole school with evaluation of equality of opportunities at the level of the system, regions, municipalities and individual schools.

Fundamentally, it is necessary to complete and interlink systems of external and internal, summative and formative evaluation and to project evaluation results into measures to increase the quality at all levels of education and at all levels of the education process. To apply this principle, it will be necessary to ensure intensive methodological support in every school.

In undergraduate preparation, an increase in the proportion of practical training of teachers and the development of co-operation between academics and practising teachers will be supported.

### 3. Deficiencies in the education infrastructure.

- The problem of local non-availability of good quality public nurseries and primary schools will occur during the period 2014–2020 and will be partly addressed in the Integrated Regional Operational Programme, which will include technical modifications of the education infrastructure to facilitate inclusive education.
- Primary and secondary schools are relatively well-equipped with hardware, but the use of digital technologies in teaching is low. Digital technologies are used minimally mainly for individualisation and diversification in teaching or communication with pupils. This arises from both technical obstacles and low teacher competence.
- Schools also lack material equipment for teaching, mainly teaching aids, textbooks, modern information and communication technologies, brick-boxes, tools and rehabilitation and assistive aids for pupils with disabilities.
- Secondary schools need to upgrade continuously workshop equipment and practical training at schools and educational establishments.
- In the primary schools, a further problem is the lack of equipment for the development of a broad-based science and technology curriculum.
- Higher education institutions have not yet been able to link effectively large financial investment into the education infrastructure with interventions leading to higher quality educational activity. That shortcoming is particularly striking in the case of the City of Prague.
- In the programming period 2007–2013, over CZK 10 billion was invested into the research-oriented education infrastructure. Since Prague does not belong to the Convergence objective territory, support for the research-education agencies from the Structural Funds was very limited. A significant part of higher-education and research capacity and more than 43 % of hu-

man resources in higher-education research (recalculated to full-time equivalents)<sup>15</sup> is, however, located in the capital city. That the still-unsupported, research-oriented education infrastructures in Prague and in the other regions of the Czech Republic need to be upgraded arises from preliminary mapping of the Programme's absorption capacity. The identified needs for Prague reach approximately the same level as for the whole of the non-Prague higher education institutions and mainly concern modernisation of instrumentation and material equipment for education.

- The improvement of the education infrastructure with a link to the profiling of higher education institutions and their study programmes and the higher employability of graduates were not supported in the programming period 2007–2013. Such support is, however, necessary as a synergistic complement to interventions for the practical orientation of teaching.
- Further, in order to increase the openness of higher education institutions to disadvantaged groups of the population, it is necessary to modify the premises and to purchase the necessary compensatory equipment to compensation.
- The quality of instruction and management of higher education institutions may, in justified cases, be supplemented by improvement in the infrastructure conditions. In the the City of Prague, there are more than 60% of higher education buildings with teaching spaces and libraries which require partial or general refurbishment. In the other regions, this share is over 50 %<sup>16</sup>.

- Need: Improving the education infrastructure and increasing the effectiveness of its use

These challenges will be addressed in interventions under Priority Axes 1 and 2. Support will be provided to activities developing the quality of education and investments into equipment and material facilities. Support will go to investments into the development and upgrade of classrooms and laboratories, including the instrumental, material and didactic equipment for education purposes and into making the spaces accessible for students with special challenges. In justified cases, construction investments into improving the teaching and research-education spaces will be supported.

Construction, building modifications and the related landscaping, essential equipment for schools and organisations in regional education will be addressed by interventions from the Integrated Regional Operational Programme. Effective use of interventions by the European Regional Development Fund - ERDF (IROP) and the European Social Fund – ESF (OP RDE) will be achieved by the timing and content complementarity of the calls published.

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<sup>15</sup> CZSO, data for 2013.

<sup>16</sup> MEYS, analysis from the data of programmes for the development and renewal of the material technical base of 23 public higher education institutions and Charles University as of 2013. The analysis did not include data from programmes for the development and renewal of material technical base of Masaryk University in Brno and Czech Technical University in Prague due to obsolete data (from 2011) or due to missing data in sufficient detail.

## **b) Developing the competences for the labour market and for the long-term needs of the society**

### BACKGROUND

The fundamental prerequisite of the Czech Republic for succeeding in creating a modern, dynamic, economic environment is not an extensive raw material or financial capital matter. The key to success is mainly a qualified and flexible workforce able to succeed in the global labour market today, now and in the years to come. In order to maintain international competitiveness, the economy of the Czech Republic with a high share of employment in the processing industry and technology services<sup>17</sup> needs to raise quality mainly in the development of STEM (Science, technology, engineering and mathematics) and in selected sectors with a close link to the societal challenges and market needs (e.g. Horizon 2020). It is also necessary to develop civic competences and to enhance the potential of young people for life-long learning and for creating and implementing new ideas. In implementing the measures, results and outputs achieved with the support of the European Social Fund in the period 2007-2013 (see Annex G) will be utilised.

### KEY CHALLENGES AND NEEDS

1. Insufficient support for the development of key competences and potential of every child and pupil
  - As shown by international studies and comparisons of member states by the Organisation for Economic Co-operation and Development (OECD) pre-school education has the greatest impact on the success of pupils in later life, education and in the labour market.<sup>18</sup> However, only 7 % of nurseries in the Czech Republic achieve the highest level in the evaluation of support for the development of functional literacy of children; in 2008/2009 that number was three times higher.<sup>19</sup>
  - In international surveys of the knowledge of pupils of 4th and 8th grades<sup>20</sup> improvement was recorded in 2011 after a longer period of decline and the Czech Republic ranked slightly above the average in all areas. With regard to the low frequency of such surveys, a change of trend cannot, however, be clearly deduced. In international comparison, the low proportion of pupils achieving the highest results is alarming, chiefly in mathematics. An overall improvement in natural sciences was achieved mainly by a movement of pupils from the weakest knowledge levels to low and medium. This suggests that primary schools do not work well with talented pupils. Measures to improve the work of schools need to be further strengthened.
  - Concerning fifteen-year-olds, results for the Czech Republic in the PISA 2012 survey (compared to 2009) also improved slightly, but it still ranks only around the average of the OECD countries. Strong disparities between schools remain to be a problem. A significant role is played by the socio-economic background the importance of which is seen to be the second highest among the OECD countries at school level. At all levels of the education system, schools are little prepared to develop the individual potential of every pupil, and that concerns not only children with a disadvantage. PISA 2012 has again confirmed the poor work of schools with talented

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<sup>17</sup> Eurostat 2012.

<sup>18</sup> MEYS: Guidelines of the Education Policy Strategy up to 2020.

<sup>19</sup> CSI Annual report for the school year 2011/2012.

<sup>20</sup> The results of the international survey PIRLS 2011 and the project TIMSS 2011.

children. For example, by comparison with the years 2003–2012, the proportion of children with above-average results in mathematical literacy is significantly lower in all types of schools. PISA and the related survey among adults, PIAAC<sup>21</sup>, have shown a markedly lower level of the surveyed literacies among students of apprenticeships and adults with that level of qualification. Those literacies are, in fact, the most important requirements of employers and also the base for lifelong learning, innovation and the development of new technologies. A comprehensive conceptual approach to the development of such literacies has not been applied much so far and so methodical support is missing, and the training of the teachers in this regard is also insufficient. More detailed outputs from international surveys in key competencies are provided in Annex C, items 1–4.

- At all levels of the education system, the ability of schools to co-operate in education with other partners is only beginning to develop. This situation has a negative impact on the labour market relevance of education.
- Despite the positive impact of the curriculum reform, schools still support insufficiently the development of key competences of pupils. Methodical support of schools in the development and evaluation of the competences is not sufficient and, although such organisations play a large part in developing the soft key competences<sup>22</sup>, the exploitation of the potential of co-operation between schools and organisations of non-formal education is also low.

- Need: To improve the development of key competences of children and pupils

These challenges will be addressed in interventions under Priority Axis 3. In regional schools, it is necessary to focus on improving the level of key competences development by the use of active learning approaches, in the form of further professional learning and development of teachers and the non-formal education staff; additionally, by supporting teachers in teaching directly in classrooms and through out-of-school education and care. Key competences need to be specifically developed already from pre-school education by co-operation of schools and educational establishments with all relevant partners; such partnerships should be further developed to share experience, disseminate good practice and enhance mutual learning.

## 2. Low relevance of secondary education to the labour market needs

- In the case of secondary schools, the relevance of their training programmes to the requirements of employers and the support of competences for entrepreneurship of students also need to be monitored. Both factors reflect in the employability of school-leavers with secondary education. Here, the situation has deteriorated strongly in recent years, which is not just a consequence of economic recession.
- The numbers of pupils in apprenticeships have been dropping in the last years. That is caused both by a low birth-rate and by the preference given to purely academic achievement and an education more suitable for being followed by higher education. Already today, many vocational

<sup>21</sup> Programme for the International Assessment of Adult Competencies.

<sup>22</sup> Study on the impact of Non-Formal education on young people's employability. Commissioned by European Youth Forum, Authored by Bath University/GHK Consulting, 2012.

technical qualifications are scarce in the labour market and this problem will deepen in the next years.

- The number of framework education programmes is still too high and despite certain shifts in concentration, they are often still focused quite narrowly. For that reason they cannot provide young people with a sufficiently broad, professional base. This problem impedes their long-term employability and reduces the effectiveness of further professional training.
- Another cause of the discordance between the training programmes and the labour market requirements is the little co-operation between schools and employers, be it in the creation of training programmes, in traineeships or in practical instruction. Apprenticeships are applied for also by students who were not successful in university admission procedures or during their study at secondary schools. Such students lack sufficient motivation to study. That reflects in their results and their interest in becoming employed with the qualification they obtained.
- A problem of secondary education is also the low permeability between programmes of initial and further education, which again reduces the employability and so increases the costs of further training of individuals.

- Need: To increase the relevance of secondary education for the requirements of employers and to strengthen the long-term employability of school-leavers

These challenges will be addressed in interventions under Priority Axis 3. It is necessary to focus on increasing co-operation of schools, employers and other institutions in education, in the creation of training programmes and the implementation of practical training and work placements. It is also necessary to support greater creativity, technical thinking and entrepreneurial skills of secondary school students through co-operation between schools. It is necessary to share good practice and to connect non-formal education with vocational education focused on technology innovation and effective teaching of competences and support for students achieving excellent results in practical subjects. It is also necessary to augment the relevance of framework education programmes and school education programmes of vocational training for the labour market needs. It is also necessary to improve the permeability between programmes of initial and further education through a system of recognising the results of the previous learning and a wider support of the networks of schools – centres of life-long learning.

### 3. High drop-out rate in tertiary education and low relevance for the labour market needs

- The quality of education at secondary schools also represents a strong factor in selecting the field of study at a higher education institution and successful graduation. This situation has a significant impact on the capability of preparing a sufficient number of promising graduates with the potential to work in technology-demanding fields and in research and development. Further development of new mainly social-science fields of study has led to a lower representation of students studying natural and technical sciences. The development potential of the Czech economy, building its competitiveness on industrial production and technological services is consequently not fully exploited.
- The unemployment of tertiary education graduates is still much lower than the average unemployment rate (see Annex B, figures 5 and 6). The said fact proves that the demand of employers for highly-qualified workers is still high. Many professions requiring a higher education

degree have shortages in the labour market and, by contrast, the rate of employment of graduates in positions that do not require the obtained education level is high.

- The quality of higher education graduates is perceived by employers as problematic, which has been confirmed by outputs of the national project, Support of Technical and Natural-Science Fields of Study<sup>23</sup>, and by the Eurobarometer 2010 survey where the Czech Republic ranked among the last countries in Europe in terms of satisfaction of employers with graduates.<sup>24</sup> It has resulted from the results of the Reflex 2013 and 2010 survey that the level of achieved competences of higher education graduates has decreased<sup>25</sup> (see also Annex A, figure 3 and Annex B, figure 7). The problematic quality of graduates is related to the insufficient focus of the current study programmes on the labour market needs and such programmes need to be developed. One of the areas of measures identified in the "Higher Education Development Framework up to 2020" is to promote the introduction of principles of education focused on the student through innovation in and changes of study programmes.
- Mainly due to its general nature, the Bachelor degree in the Czech Republic is still not accepted both by society and by the labour market as a full, higher education qualification. That is also the reason why the absolute majority of Bachelors continues to the Master study and the costs of the education system grow further (see Annex B, figure 8).
- In relation to the labour market needs, it is important to strengthen the role of higher education institutions and to improve competences of their staff in adult education. The offer of courses of such education often does not meet the needs of the target groups and their labour market relevance is low due to the paucity of co-operation with employers.
- The growing share of persons with completed tertiary education is one of the priorities for education in ET 2020. In the Czech Republic, the share of 30–34 year old higher education graduates is still low, the net rate of admission to tertiary education in the Czech Republic in 2013 reached 65 %<sup>26</sup>, however (see Annex A, figure 2 and Annex B, figure 1 and 2). The problem is rather the drop-out rate (i.e. the share of students who drop out of a higher education institution without a degree) which is around 24 % in Bachelor programmes and around 10 % of the Master and follow-up Master programmes, and 13 % in doctoral programmes.<sup>27</sup>
- A significant reason for ending the study without a degree is the possibility to apply for more study programmes and then to end one of them. A substantial role in the growing drop-out rates is played by the un-met expectations of students in the chosen field of study, caused by information gaps or a frequently unclear idea of the future at the age of leaving secondary

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<sup>23</sup> NEF: Survey of employers' requirements for graduates of technical fields and natural sciences.

<sup>24</sup> The best evaluation of quality was awarded to university graduates by only 19 % of employers in the Czech Republic; in Finland it was 27 %, in Germany 35 %, in Austria 45 % and in Sweden even 52 % of employers.

<sup>25</sup> Educational Policy Centre, Faculty of Education, Charles University in Prague: Reflex 2013. Presentation 2013-12-06.

<sup>26</sup> Educational Policy Centre, Faculty of Education, Charles University in Prague: Reflex 2013. Presentation 2013-12-06. Counted as a ratio of persons admitted to tertiary education for the first time to the average of age cohorts of nineteen-year-olds and twenty-year-olds in the given year.

<sup>27</sup> MEYS: Annual Report on the Situation in Higher Education in the Czech Republic in 2011. Online at: <http://www.msmt.cz/vzdelavani/vyrocní-zpráva-o-stavu-vysokeho-skolství-za-rok-2011>

school. Other causes of higher-education students' drop-out are the deteriorating quality of previous education and the worsening capacity of applicants for higher education study.<sup>28</sup>

- In order to improve the quality of all activities of higher education institutions there is a need to improve the quality of their strategic management and the system of internal and external quality assessment. Those activities must build on the findings of the individual national projects from the period 2007–2013 (see Annex G).

- Need: To increase the share of higher education graduates and their quality with regard to the labour market requirements

These challenges will be addressed in interventions under Priority Axis 2. It is necessary to support the development and profiling of higher education institutions and their study programmes, including substantial modifications to study programmes, according to the identification of their strengths and so increasing the quality and relevance of higher education study for the labour market needs, mainly in co-operation with employers. At the same time, it is necessary to increase the openness of higher education institutions by encouraging international cooperation, to link activities of higher education institutions with practice and to expand the possibilities of adult education. It is necessary to continue to support the improvement of strategic management of higher education institutions and better assessment of their quality. Through measures to reduce the drop-out rate, it is possible to raise the proportion of higher education graduates.

### **c) Strengthening the capacity for high-quality research and its benefit to the society**

#### **BACKGROUND**

The key to further economic growth of the Czech Republic is the functional link and improvement between all sides of the knowledge triangle: education, research and innovation. Quality research is one of the pre-requisites of competitiveness and in the long-term perspective also one of the key conditions for innovation performance of the economy.<sup>29</sup> Excellence in research is a necessary pre-condition for higher order innovation. Research contributes no less to the professional training of a new generation of experts. There is a direct link between quality of research and the quality of tertiary education graduates, who are pivotal for knowledge and new technology transfer to the world of application.

#### **KEY CHALLENGES AND NEEDS**

##### **1. Insufficient quality and availability of specialists for research and development**

- Lagging behind developed countries of Western and mainly Northern Europe in the employment rate in research and development.<sup>30</sup>

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<sup>28</sup> University of Economics and Management (VSEM) and NEF: Competitiveness of the Czech Republic. Part – Quality of human resources – participation in education (2012).

<sup>29</sup> National Innovation Strategy of the Czech Republic, National RIS3.

<sup>30</sup> Eurostat - Science and technology database (2014), see also Annex A, figure 1.

- The share of doctoral study graduates, the main source of expertise in research and development, is below average in the young population by comparison to European Union member states, and the drop-out rate is very high.
- The offerings of doctoral study graduates strongly lags behind the need for qualified human resources for research and development. Chiefly, the share of technical sciences students in the total number of all higher education students is dropping (in 2001–2012 from 25 % to 15 %, see Annex A, figure 3). The problem starts already in the insufficient interest of talented children and students in such fields of study<sup>31</sup>.
- Low ability to attract and maintain foreign experts in the area of science and technology (the share of foreign experts in the total employment in science and technology in the Czech Republic is only 2 %<sup>32</sup>) and, at the same time, an exodus of qualified workforce.
- Ineffective use of the potential of qualified and educated women By most indicators monitoring the position of women in science, the Czech Republic ranks below average (see Annex A, figure 3); in a number of them even among the worst countries of the European Union<sup>33</sup>.
- Insufficient expert capacity and institutional obstacles for managerial governance of research organisations and strategic management at the level of whole institutions and research teams and groups<sup>34</sup>, including the absence (or low professional level) of the supporting activities (including grant service). A substantial problem in research and development is also the insufficient institutional capacity of public administration for its management.

- Need: To ensure systematic preparation of a sufficient number of experts for research and development

These challenges will be addressed in interventions under all priority axes.

Priority Axis 1 will enhance the capacity for quality research generating (apart from research results) top-level qualified human resources (in a link to RIS3).

Priority Axes 1 and 2 will support the development of higher education institutions in research-oriented study programmes which represent the most advanced and at the same time strategically the most important area of preparation of highly-qualified human resources. It will also improve the conditions for the development of human resources for science and research including improved professional management of science and research at all levels (in a link to RIS3).

Priority Axis 3, as part of supporting key competences in initial education, will focus on developing and popularising technical and natural science education and research and innovation with a view to identifying the interested persons and talented pupils for higher education study and for work in research and development.

<sup>31</sup> See the part High drop-out rate in tertiary education and low relevance for the labour market needs.

<sup>32</sup> Eurostat - Science and technology database (2014), see also Annex A, figure 4.

<sup>33</sup> European Commission, She Figures 2012.

<sup>34</sup> Thematic area "Functional research and innovation system".

## 2. Research quality – a small number of internationally successful research teams

- In the programming period 2007–2013, the Operational Programme Research and Development for Innovation invested into building eight European centres of excellence focused on world-class research. A further 40 regional R&D centres were built; the science and research results will be preferentially used in applications. These investments have led to a significant across-the-board reduction in the technological gap which had represented a significant barrier to high-quality research and to greater participation in international research cooperation between research centres in the Czech Republic and elsewhere.
- However, the Czech Republic is still lagging behind the most developed countries due to other factors.<sup>35</sup> That is reflected in the low participation of Czech research teams in international research projects and in the limited number of research findings having applicability in practice (see Annex A, figures 6 and 7).
- As for the infrastructure, problems persist with the equipment in some fields of study, and it is necessary to ensure further development of the newly-built centres<sup>36</sup>, particularly, technical upgrades of single devices and to improve the accessibility of the research infrastructures in an open access regime<sup>37</sup>. In order to support the implementation of the long-term, problem-oriented research, it is sensible to combine various types of expertise within one research agenda.
- As a result of the 2007–2013 programming period, investment into research centres and infrastructures in Prague is lagging behind. Prague is a natural research and higher education centre of inter-regional importance with a substantial impact on the science and research environment of the whole of the Czech Republic. That is reflected in the high concentration of employees in research and development and in the amount of expenditure on research and development. Institutions in Prague are also important partners of foreign entities (e.g., out of 21 projects of ESFRI<sup>38</sup> infrastructures in the Czech Republic, 14 are represented by an institution based in Prague) and they often play the role of a research "gate" to international research cooperation. The limited possibilities of beneficiaries from Prague to use the Structural Funds in the programming period 2007–2013 have therefore had a negative impact on science and research in the whole of the Czech Republic. Thus, it is necessary to take into account the long-term position of Prague in science and research in connection with the expected market needs.
- To a considerable degree, the research environment is a closed community, which can be seen in "inbreeding", few foreign researchers and students, a high share of publications without a foreign co-author, or a low involvement of Czech bodies in the European Research Area<sup>39</sup>.
- Unsatisfactory working conditions and an insufficiently-stimulating environment for implementing truly quality research<sup>40</sup> is caused by an insufficient system of evaluating research and development. The evaluation system is too oriented on measuring quantitative outputs and short-

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<sup>35</sup> Thematic area "Functional research and innovation system".

<sup>36</sup> Thematic area "Functional research and innovation system".

<sup>37</sup> This means open access to scientific information.

<sup>38</sup> The European Strategy Forum on Research Infrastructures.

<sup>39</sup> E.g. activities such as Joint Technology Initiatives, Joint programming, EIT, etc.

<sup>40</sup> Arnold E. et al. (2011): The Quality of Research, Institutional Funding and Research Evaluation in the Czech Republic and Abroad.

term results.<sup>41</sup> The current system of institutional financing of research organisations and the grant system therefore encourage rather short-term results of research than research excellence. The evaluation of research programmes is dominated by the performance side of evaluation without taking into account impact on the given research field, economic performance or the impact of completed programmes on the whole society. The evaluation concept is therefore represented primarily by monitoring and it is not understood as an important tool for improving and orienting the research policy.<sup>42</sup>

- Insufficient use of strategic knowledge at all levels of research and innovation policy is connected with insufficient evaluation of the effectiveness or non-effectiveness of previous interventions.<sup>43</sup>
- Lack of dedicated time coupled with fragmented access to current scientific information and databases impede the work of researchers and their teams.

- Need: Stairway to Excellence – development of excellent research and its international competitiveness

These challenges will be addressed in interventions under Priority Axes 1 and 2.

Priority Axis 1 will focus on reinforcing the capacity of research organisations with potential to create internationally-recognised outcomes and to establish and develop strategic partnerships with the world's most prestigious research centres. Support will be aimed at greater openness of the science and research infrastructures, interdisciplinary research and the internationalisation of research teams. In accordance with the Common Strategic Framework, the Programme investment should prepare a so-called "Stairway to Excellence", i.e., to inclusion in the European Research Area and to the Horizon 2020 programme and other activities of international research co-operation.

Interventions will build on investments into infrastructure projects financed in the previous programming period and will help develop such centres through their technological upgrade and human resources development. With regard to the potential of research capacity in Prague for creating excellent research results and the impact of such findings on the whole Czech economy, the programme will support also research capacity-building in Prague within the bounds of regulations.

Investment will also be spent on improving systemic conditions for research, e.g., on establishing systems for science and research management or on improving the access to information sources.

Priority Axis 2 will focus on improving the conditions for concentrating and sustaining quality human resources in science and research by means of attracting and developing promising researchers.

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<sup>41</sup> Arnold E. et al. (2011): The Quality of Research, Institutional Funding and Research Evaluation in the Czech Republic and Abroad. International Audit of Research, Development and Innovation in the Czech Republic.

<sup>42</sup> Arnold E. et al. (2011): R&D Governance in the Czech Republic. International Audit of Research, Development and Innovation in the Czech Republic.

<sup>43</sup> Arnold E. et al. (2011): R&D Governance in the Czech Republic. International Audit of Research, Development and Innovation in the Czech Republic.

### 3. Insufficient benefit of quality research for the society

- Insufficiently problem-oriented research and the paucity of concentration on the key areas of development needs of the Czech Republic.
- Low intensity of communication and co-operation between academia and the world of application.
- Insufficiently developed process of smart specialisation at national and regional level – few or no initiatives focused on developing knowledge-based competitive advantages.
- Insufficient popularisation of research findings and explanation of the importance of research to the general public impede the linking of the academic and application worlds.

- Need: To develop an environment for higher exploitation of the potential of quality research for the society

These challenges will be addressed in interventions under Priority Axes 1 and 2.

Priority Axis 1 will support building capacity and implementation-oriented, pre-application research, which is focused on the development of knowledge and the possible directions of solution in the area of long-term challenges and needs of the society defined in co-operation between the research and the application worlds. At the same time, smart specialisation based on RIS3 will be initiated and developed.

Priority Axis 2 will focus on improving human capacity for the technology transfer and commercialisation of research and on stimulating co-operation between the public research sphere and the application sphere, including through schemes encouraging inter-sectoral mobility. Emphasis will be put on supporting women in research, through a specific scheme. Human capacity in the regions will also be strengthened in order to initiate and implement the process of smart specialisation based on RIS3.

The form of Programme interventions responding to the science and research needs identified above is also based on the National RIS3 and its regional annexes.

The National RIS3 has been drawn up following the existing national strategic documents in the area of science, research and innovation (see chapter 1.1.1). After the Czech government approved the strategy in Resolution No 1028 of 8.12.2014, the National RIS3<sup>44</sup> became an integral part of the "Update of the National Research, Development and Innovation Programme" (fundamental strategic document). The National RIS3 specifies mainly the objectives and measures, the purpose of which is to enhance the quality, relevance and application use of research and development.

The regional dimension of the National RIS3 is provided in 14 regional annexes – regional strategic documents whose purpose is to identify the specific features of innovation systems in the particular regions, to identify their specific needs and demonstrations of an existing or potential specialisation and to propose interventions needed. Despite a considerable homogeneity of the Czech economy the regional innovation systems in the regions do vary, not only in terms of the

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<sup>44</sup> The National RIS3, approved by the Czech government, is available at the MEYS website: <http://www.msmt.cz/strukturalni-fondy/ris3-strategie-cr>

structure and nature of the individual parts of the innovation system, but also in terms of institutional development and grounding. Both of these reasons are arguments for proposing specific regional interventions that will reflect regional peculiarities and complement the extensive interventions implemented at the national level. In the text below, "National RIS3" refers to the document at the national level and "RIS3" refers to the National RIS3 including its regional annexes.

The proposal section of the National RIS3 includes six key areas, in which the Czech Republic must achieve significant changes in order to strengthen the knowledge-intensity of the economy, develop and profile the identified domains of specialisation and in the long run to fulfil the vision of the National RIS3 formulated as "THE CZECH REPUBLIC – ENTERPRISING, CREATIVE AND ATTRACTIVE FOR TALENT AND MONEY". Thus, the following key areas of change concern:

- a. greater innovation performance of firms,
- b. higher quality of public research,
- c. higher economic benefits from public research,
- d. higher number and quality of people for innovative entrepreneurship, research and development,
- e. developing e-Government and e-Business to increase competitiveness,
- f. enhancement and better use of the social capital and creativity in addressing complex societal challenges.

In view of the still relatively-limited development of innovation at a national level, as well as at the level of most regions, enhancement of innovation for the performance of the economy requires removing or mitigating the main barriers in the sphere of research, development and innovative entrepreneurship. For that reason, the above-mentioned areas of change in the National RIS3 cover priorities and the follow-up interventions (type activities) of two kinds:

- (i) horizontal (cross-cutting) = interventions to support the creation or improvement of a system for innovation at national and regional levels (i.e. interventions regardless of the thematic specialisation of the supported activities),
- (ii) vertical = interventions focused on specific competitive, promising thematic areas of science, research and innovation (both concerning the knowledge domains and opportunities for application) with a strong growth potential - so-called vertical priorities/domains of smart specialisation.

The specific form of "verticalisation"<sup>45</sup> of interventions will be negotiated by national innovation platforms and the so-called "Steering Committee for RIS3" throughout the programming period. The interventions will either be implemented as purely vertical (i.e., only projects that meet a vertical priority/domain of smart specialisation as defined at the national or regional level will be supported), or will have a specified degree of verticality where the share of resources or projects, whose support will be conditional upon compliance with any of the vertical priorities of the national or regional level, will be defined.

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<sup>45</sup> "Verticalisation" is understood as gradual prioritisation, i.e. narrowing the interventions down to themes/ priorities of smart specialisation.

Since they are a pre-condition for improving the effectiveness of interventions that will help to develop the specialisation. In the initial years of implementing RIS3, the horizontal interventions will prevail. In the course of the RIS3 implementation, the proposed specialisation domains will be gradually profiled (at the national and regional level) by means of a so-called "entrepreneurial discovery process"<sup>46</sup> and investment will focus on their support and development; gradually, the share of vertical interventions will be increased and, at the advanced phase of RIS3 implementation, the vertical interventions should prevail.

The vertical priorities of the National RIS3 have been identified on the basis of three kinds of outputs: (i) economic specialisation analysis, (ii) research specialisation analysis, and (iii) the already given and Czech-government approved Priorities 2030 which include societal changes/challenges the Czech oriented research should focus on in the long term.

- (i) On the basis of, on the one hand, a combination of available empirical data (data on export intensity, the R&D expenditure intensity, the development of sales etc.) and on the entrepreneurial discovery process, which has been running since 2013 at the regional level and since 2014 at the national level on the other hand, basic areas of economic specialisation may be identified, where the Czech Republic shows an above-average growth potential. These include manufacture of transport vehicles, mechanical engineering, electronics and electrical engineering, IT services and software, electricity production and distribution, drugs and medical products<sup>47</sup>. It is therefore important to identify specific sub-sectors within these industries, which represent a major competitive strength in the economy. These sub-sectors, or the relevant businesses in the sub-sectors, are important for the identification of the knowledge domains, the development of which will be targeted by smart specialisation. Nearly all the application areas identified (with the exception of IT services and partly health services and care) belong to the manufacturing sector. This reflects the current economic specialisation of the Czech Republic and, in the future, research specialisation should also be directed accordingly. In addition to the six application themes derived from the economic and innovation dynamism of relevant application areas, an additional seventh theme has been added to reflect the need for innovations in the area of natural resources and food sufficiency. In this area, the Czech Republic does (at the moment) not show any immediate comparative advantage within the international markets, it is, however, reasonable to assume that in terms of maintaining long-term competitiveness this is a critical area necessary to prevent risks that could threaten the long-term prosperity of the economy and the society. In addition to specifying in detail the application areas within the national economic specialisation, region-specific specialisations were also identified from the regions which will also be considered in the vertical interventions when implementing RIS3.
- (ii) Research activities in the Czech Republic cover a wide spectrum and, to a certain extent, reach across all key knowledge domains (KETs<sup>48</sup>) – research of materials, nanotechnology,

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<sup>46</sup> This concerns the so-called entrepreneurial discovery of new opportunities, i.e. a process of identifying and narrowing down the priorities in cooperation with representatives of the research and public sphere but mainly with the business (application) sphere.

<sup>47</sup> This is not an exhaustive list but rather an overview of the application areas identified so far, which should not be overlooked. On-going additions and refinement should be a permanent part of the entrepreneurial discovery process, which will be coordinated from the national level throughout the implementation of RIS3 by the national RIS3 manager.

<sup>48</sup> KET = key enabling technologies. For definition see Commission Communication COM (2012) 341 final.

micro- and nano-electronics, photonics, advanced manufacturing technology and industrial biotechnology. The knowledge domains represent a set of knowledge and technological capabilities of a generic, cross-cutting, broadly applicable nature, which if, however, they are not creatively used for specific applications in areas of private or public need, they do become a source of competitiveness. These purely technological knowledge domains have been supplemented with social science knowledge necessary for non-technical innovation (i.e., knowledge necessary for marketing, organisational innovation, and generally for innovation management, which form, by their nature, a cross-cutting knowledge domain relevant for the majority of the applications), and with knowledge for digital economy and cultural and creative industries.

- (iii) Societal challenges defined in Priorities 2030 are narrowed down by the National RIS3 in terms of applications in selected application areas (areas of economic specialisation), see the matrix below.

All analytical outputs in the National RIS3 will be further used to identify new opportunities within the innovation platforms and the entrepreneurial discovery process, which will run continuously throughout the implementation of RIS3 in interactions between partners from different innovation platforms where the leaders of the application sector, research organisations, as well as the public sector are associated. Thus, it will be possible to specify gradually the vertical priority of smart specialisation of the Czech Republic defined as an intersection of societal challenges, basic knowledge domains and application opportunities and to fulfil gradually the matrix of innovation and research needs of smart specialisation defining the framework for vertical priorities (set out in the table below in the version approved in Government Resolution No 1028 of 8.12.2014).

**The matrix of innovation and research needs of smart specialisation – knowledge domains v. application sectors**

		Key application sectors and themes – national							Key knowledge application sectors – regional				
		Manufacture of transportation equipment, sustainability and safety of transport	Advanced and cost-effective mechanical engineering and automation	Cost-effective solutions in electronics and electrical engineering	IT services, software and IT security	Sustainable and safe production and distribution of electricity	Drugs and medical products for healthy ageing	Natural resources, sustainable agriculture and food safety	Chemistry	Glass, ceramics	Rubber and plastic industry	Media	Textile
Generic knowledge domains (KETs + non-technological domains)	Advanced materials												
	Nanotechnology												
	Micro- and nanoelectronics												
	Advanced manufacturing technologies												
	Photonics												

		Key application sectors and themes – national							Key knowledge application sectors – regional				
		Manufacture of transportation equipment, sustainability and safety of transport	Advanced and cost-effective mechanical engineering and automation	Cost-effective solutions in electronics and electrical engineering	IT services, software and IT security	Sustainable and safe production and distribution of electricity	Drugs and medical products for healthy ageing	Natural resources, sustainable agriculture and food safety	Chemistry	Glass, ceramics	Rubber and plastic industry	Media	Textile
Generic knowledge domains (KETs + non-technological domains)	Industrial biotechnologies												
	Knowledge for digital economy, cultural and creative industries												
	Social-science knowledge for non-technical innovations												

Meeting the objectives defined in the RIS3 will be continuously monitored and evaluated by an external independent body in co-operation with the relevant entities implementing the interventions at national and regional levels, using special data surveys and impact and other comparative analyses and evaluation methods.

This Programme is one of the key implementation instruments contributing to the delivery of the relevant objectives of the RIS3 strategy. The Programme will implement RIS3 mainly through activities under Priority Axis 1 in all specific objectives and in Priority Axis 2, specifically in specific objective 5, for which RIS3 is an ex-ante conditionality.

Activities in those specific objectives are linked to the following strategic objectives in the proposal part of the National RIS3 (including the preservation of the horizontal or vertical dimension of the specific interventions as the relevant dimension is indicated in the particular type activities/ interventions in the National RIS3):

- in key area of changes "B: Increasing the quality of research", the strategic objective is
  - B.1: To improve the quality and problem orientation of research in knowledge domains relevant for smart specialisation,
- in key area of change "C: Increasing the economic benefits of public research", the strategic objective is
  - C.1: Increasing the relevance of research,
- in key area of changes "D: Better accessibility of human resources in their number and quality for innovative entrepreneurship, research and development", the strategic objective is
  - D.3: To improve the quality of staff in research and development,
- in key area of changes "F: Enhancement and better use of the social capital and creativity in addressing complex challenges of the society", the strategic objective is
  - F.1: To encourage open partner co-operation in experiments to address societal challenges and to exploit systemically well-established models.

The strategic objectives of the National RIS3 are further divided into individual specific objectives. The table below shows the links between the specific objectives of the Programme and the specific objectives of the National RIS3.

Links between specific objectives of the OP RDE and the National RIS3	
OP RDE	National RIS3
PA 1 SO 1 Improving international quality of research and its results	B.1.1.: To ensure stable conditions for a long-term development of quality research centres, B.1.2.: To increase international openness of public research in the Czech Republic.
PA 1 SO 2 Building capacity and strengthening long-term co-operation of research organisations with the application sphere	C.1.1.: To enhance co-operation and interaction between research organisations and the application sphere, C.1.2.: To step up commercial use of R&D results and the knowledge of research organisations.
PA 1 SO 3 Improving the infrastructure for research in education	B.1.1.: To ensure stable conditions for a long-term development of quality research centres.
PA 1 SO 4 Improving strategic management of research at national level	B.1.1.: To ensure stable conditions for a long-term development of quality research centres, C.1.1.: To enhance co-operation and interaction between research organisations and the world of application, D.3.1.: To improve the quality of strategic and operative management and to create preconditions for increasing the competitiveness of research organisations.
PA 2 SO 5 Improving the conditions for education related to research and for the development of human resources in research and development	C.1.1.: To enhance co-operation and interaction between research organisations and the application sphere, C.1.2.: To step up commercial use of R&D results and the knowledge of research organisations, D.3.1.: To improve the quality of strategic and operative management and to create preconditions for increasing the competitiveness of research organisations, D.3.2.: To put in place an effective system of human resources management in research institutions, higher education institutions and their faculties, D.3.3.: To increase the attractiveness of research career and the quality of training of future researchers, F.1.1: To encourage open partner co-operation in experimental addressing of societal challenges and to utilise systemically the well established system models.

**1.1.2. Justification for the choice of thematic objectives and corresponding investment priorities having regard to the Partnership Agreement, based on an identification of regional and, where appropriate, national needs including the need to address the challenges identified in relevant country-specific recommendations adopted in accordance with Article 121(2) TFEU and the relevant Council recommendations adopted in accordance with Article 148(4) TFEU, taking into account the ex ante evaluation.**

**Table 1: Justification for the selection of thematic objectives and investment priorities**

Selected thematic objective	Selected investment priority	Justification of selection
<p>Thematic objective 1 Enhancement of research, technological development and innovation</p>	<p>Enhancing research and innovation (R&amp;I) infrastructure and capacity to develop R&amp;I excellence, and promoting centres of competence, in particular those of European interest.</p>	<ul style="list-style-type: none"> <li>• The national objective in the Europe 2020 strategy is the growth of total expenditure on R&amp;D to 2.7 % of GDP and national public expenditure on R&amp;D to 1.0 % of GDP by 2020.</li> <li>• Low employment in R&amp;D, low representation of women and foreign experts compared to developed EU states.</li> <li>• Low participation in international programmes and a low number of excellent results compared to developed EU states.</li> <li>• Low internationalisation of research teams.</li> <li>• Investment into research centres and infrastructures in Prague is lagging behind.</li> <li>• Insufficient co-operation between the academic and of application worlds</li> <li>• Insufficient level of research popularisation.</li> </ul>
<p>Thematic objective 9 Promoting social inclusion and combating poverty and discrimination</p>	<p>Socio-economic integration of marginalised communities such as the Roma.</p>	<ul style="list-style-type: none"> <li>• Country-Specific Council Recommendations 2014. Increase the inclusiveness of education, in particular by promoting the participation of socially disadvantaged and Roma children in particular in early childhood education.</li> <li>• One of the priorities in the Roma Integration Strategy up to 2020 is education</li> <li>• Insufficient support for socially disadvantaged pupils in preventing dropouts and facilitating their transfer to the labour market.</li> </ul>
	<p>SCombating all forms of discrimination and promoting equal opportunities.</p>	<ul style="list-style-type: none"> <li>• One of the priorities according to the NRP 2014 is quality and inclusive education.</li> <li>• One of the three cross-cutting priorities in the Education Policy Strategy of the Czech Republic up to 2020 is reducing disparities in education</li> <li>• Insufficient support for professional development of teachers and other employees in education, headmasters and education authorities. Insufficient co-operation of education authorities, schools and other organisations working in education with social services (NGOs, authorities for social and legal protection of children, etc.) and the families of the children. Insufficient implementation of supporting educational and preventive measures by instruments for monitoring and development of the progress of pupils with SEN.</li> <li>• Insufficient capacity and quality of the counselling system.</li> </ul>

Selected thematic objective	Selected investment priority	Justification of selection
Thematic objective 10 Investing in education, vocational education and training for skills and lifelong learning.	Reducing and preventing early school-leaving and promoting equal access to good quality early-childhood, primary and secondary education including formal, non-formal and informal learning pathways for reintegrating into education and training	<ul style="list-style-type: none"> <li>• Czech national objective under the Europe 2020 Strategy: To maintain the level of maximum 5.5 % of dropouts.</li> <li>• Country-Specific Council Recommendations 2014. In compulsory education, make the teaching profession more attractive, implement a comprehensive evaluation framework and support schools and pupils with poor outcomes. Increase the inclusiveness of education, in particular by promoting the participation of socially disadvantaged and Roma children in particular in early childhood education.</li> <li>• One of the priorities according to the NRP 2014 is quality and inclusive education.</li> </ul>
	Improving the quality and efficiency of, and access to, tertiary and equivalent education with a view to increasing participation and attainment levels, especially for disadvantaged groups	<ul style="list-style-type: none"> <li>• A national objective of the Czech Republic in the Europe 2020 strategy is to achieve the rate of persons with higher education aged 30–34 at 32 % up to 2020.</li> <li>• Country Specific Recommendation 2014: Ensure that the accreditation, governance and financing of higher education contribute to improving its quality and labour market relevance.</li> <li>• A NRP 2014 priority is to set the higher education so that it reflects the needs of the labour market and of employers.</li> </ul>
	Investing in education, vocational education and training for skills and lifelong learning by developing education and training infrastructure	<ul style="list-style-type: none"> <li>• A national objective of the Czech Republic in the Europe 2020 strategy is to achieve the rate of persons with higher education aged 30–34 at 32 % up to 2020.</li> <li>• Average annual expenditure on education institutions per pupil and student, tertiary education (OECD, Education at a Glance 2011, chart B1.2) according to the purchasing power parity in the Czech Republic is only 57 % of the OECD average.</li> <li>• The National Plan for Creating Equal Opportunities for Persons with Disabilities for the Period 2010 to 2014 contains the measure: "To use financial instruments to improve accessibility of higher education for the largest possible number of disabled persons."</li> </ul>

## 1.2. Justification for the financial allocation

*Justification for the financial allocation (Union support) to each thematic objective and, where appropriate, investment priority, in accordance with the thematic concentration requirements, taking into account the ex-ante evaluation.*

The weights between the priority axes are based mainly on the strategy and content focus of the Programme, on priorities arising from ex-ante conditionalities for the selected thematic objectives, e.g. Education Policy Strategy of the Czech Republic up to 2020 or RIS3. The size of the allocations also reflects findings from absorption capacity mapping, pre-screening of project proposals of potential grant beneficiaries and experience from the 2007–2013 programming period.

In line with European legislation (Regulation on ERDF, Article 3(b)), the Programme takes into account the possibility of involving enterprises not meeting the European definition of small and medium-sized enterprises in absorbing the Programme funding. Such entities could be possibly

involved under Priority Axis 1, specific objective 2 and Priority Axis 2, specific objective 5 in interventions supporting research and development. It is expected that direct support of investments into such large enterprises, if it occurs, will be very limited and will not exceed 10 % of shares in the allocation for the above specific objectives.

Priority Axis 1 is expected to invest into costly instrumentation. The setting of the financial allocation is based on the pre-screening and also on analyses of the Operational Programme Research and Development for Innovation. It also stems from the knowledge gained in the RIS3 preparation during which the needs of individual regions are exactly mapped.

The allocation of Priority Axis 2 (the part financed from the ESF) is intended to improve study programmes, to improve strategic management of higher education institutions and research organisations, to support human resources in research and development and to implement RIS3. The financial allocation is based on preliminary mapping of the absorption capacity.

Priority Axis 2 allocation (the share financed from the ERDF) is intended to improve the infrastructure for instruction at higher education institutions and supplements the share financed from the ESF. Apart from the City of Prague region, the absorption capacity of higher education institutions in the area of investment plans is already somewhat limited, and the support here will be small-scale.

The larger part of the ESF funding will be used to implement projects under Priority Axis 3 where only soft projects will be submitted, improving the quality and inclusiveness of education, focused on the development of key competences, on more targeted development of professional competences, on modifications to education programmes with a view to labour market relevance, on increasing the quality of the work of teachers etc. The financial allocation is set based on pre-screening, analysis of the Operational Programme Education for Competitiveness and on mapping the need of nation-wide solutions of some activities.

The funding provided from the Programme is considered public. The Managing Authority will ensure that all state aid provided under the Programme complies with the procedural and material regulations on state aid applicable in the period when the state aid is provided.

The allocation of Priority Axis 4 is, in line with Article 119 of the Common Provisions Regulation, limited to 3.5% of the total allocation for the Programme. The weight of the allocation corresponding to the limit for technical assistance is given by the higher administrative intensity of projects in research, development and education and arises from the expected large number of projects, number of calls and activities. Based on experience from the 2007-2013 programming period it will be necessary to use a higher percentage of funds to support beneficiaries in implementing their projects, mainly in order to reduce the number of irregularities and the risk of losing a part of the commitment.

The Programme allocates funding to the implementation of projects both in more-developed regions and in less-developed regions. The connecting of both allocations will have a strong impact on the success of interventions, mainly because both the area of research and development and the area of education are strategic elements for increasing the competitiveness of the Czech Republic. In research and development and also in higher education, Prague is a research and education centre with a national impact. Out of all higher education students in the Czech Republic, 40% study in Prague, and of those nearly 70% do not permanently live in Prague but commute. In education, the interventions will be directed towards changes in the system, and it is necessary that interventions run in synergy in the whole territory of the Czech Republic in order to achieve maximum effect and to prevent fragmentation of the education system.

**Table 2: Overview of the investment strategy of the Operational Programme**

Priority Axis	Fund (ERDF, Cohesion Fund, ESF or Youth Employment Initiative)	Union support (EUR)	Share of total EU support for the operational programme	Thematic objective	Investment priorities	Specific objectives corresponding to the investment priority	Common and programme-specific result indicators for which a target has been set
Strengthening capacity for high-quality research	ERDF	1 006 013 636	36.34 %	1. Enhancement of research, technological development and innovation	Enhancing research and innovation (R&I) infrastructure and capacity to develop R&I excellence, and promoting centres of competence, in particular those of European interest	<ol style="list-style-type: none"> <li>1. Improving international quality of research and its results</li> <li>2. Building capacity and strengthening long-term co-operation of research organisations with the application sphere</li> <li>3. Improving the infrastructure for research in education</li> <li>4. Improving strategic management of research at national level</li> </ol>	<p>Publications in co-authorship with researchers from abroad (selected types of documents).</p> <p>Publications (selected types of documents).</p> <p>Success rate of teams from the Czech Republic in international research programmes.</p> <p>International patent applications (PCT).</p> <p>Proportion of doctoral students using the infrastructure.</p> <p>Proportion of researchers with foreign citizenship.</p> <p>Proportion of projects coordinated by institutions of the Czech Republic in collaborative international projects with Czech participation.</p>
Development of higher education and human resources for research and development	ESF	350 609 567	12.67 %	10. Investing in education, vocational education and training for skills and lifelong learning	Improving the quality and efficiency of, and access to, tertiary and equivalent education with a view to increasing participation and attainment levels, especially for	<ol style="list-style-type: none"> <li>1. Improving the quality of education at universities and its relevance for the needs of the labour market</li> <li>2. Increasing the participation of students with special needs, from socio-economically</li> </ol>	<p>Proportion of study programmes taught in a foreign language.</p> <p>Number of first year graduates of new practically oriented study programmes.</p> <p>Number of first year graduates of new practically oriented bachelor study programmes.</p> <p>Number of special-needs students in study programmes using newly</p>

Priority Axis	Fund (ERDF, Cohesion Fund, ESF or Youth Employment Initiative)	Union support (EUR)	Share of total EU support for the operational programme	Thematic objective	Investment priorities	Specific objectives corresponding to the investment priority	Common and programme-specific result indicators for which a target has been set
					disadvantaged groups	<p>disadvantaged groups and from ethnic minorities in higher education, and decreasing the drop-out rates of students</p> <p>3. Improving the conditions for lifelong learning at higher education institutions</p> <p>4. Setting up and developing an evaluation system and ensuring the quality and strategic management of higher education institutions</p> <p>5. Improving the conditions for education related to research and for the development of human resources in research and development</p>	<p>created products of advisory and assistance support.</p> <p>Number of newly-created lifelong learning courses.</p> <p>Number of higher education institutions with transparent quality assessment systems.</p> <p>Number of organisations whose employees upgraded their qualification in R&amp;D, in its management and related fields.</p> <p>Number of students in new or modernised research-oriented curricula accredited also in a foreign language.</p> <p>Number of research organisations with new incoming researchers either from abroad or from private sector.</p> <p>Number of research organisations with a modernised system of strategic management.</p> <p>Number of Roma children, pupils and students in supported organisations.</p> <p>Number of organisations affected by systemic interventions.</p> <p>Number of supported co-operations.</p>

Priority Axis	Fund (ERDF, Cohesion Fund, ESF or Youth Employment Initiative)	Union support (EUR)	Share of total EU support for the operational programme	Thematic objective	Investment priorities	Specific objectives corresponding to the investment priority	Common and programme-specific result indicators for which a target has been set
	ERDF	415 295 229	15.00 %	10. Investing in education, vocational education and training for skills and lifelong learning	Investing in education, training and vocational training for skills and lifelong learning by developing education and training infrastructure	1. Improving the education infrastructure at higher education institutions in order to ensure a high quality of education, improving access for disadvantaged groups and increasing the openness of higher education institutions.	Bachelor and Master programme students who use the infrastructure, outside the infrastructure for education related to research.  Proportion of students with special needs to the total number of students.
3. Equal access to high-quality pre-school, primary and secondary education	ESF	899 277 718	32.49 %	9. Promoting social inclusion and combating poverty.	Socio-economic integration of marginalised communities such as the Roma	1. Social integration of children and pupils including the integration of Roma children into education	Number of educators applying newly acquired competencies in practice. Number of organisations affected by systemic interventions. Number of Roma children and pupils integrated into education.
					Combating all forms of discrimination and promoting equal opportunities	1. Quality conditions for inclusive education	Number of organisations which increased the quality of education and pro-inclusion. Number of educators applying newly acquired competencies in practice. Number of organisations affected by systemic interventions.

Priority Axis	Fund (ERDF, Cohesion Fund, ESF or Youth Employment Initiative)	Union support (EUR)	Share of total EU support for the operational programme	Thematic objective	Investment priorities	Specific objectives corresponding to the investment priority	Common and programme-specific result indicators for which a target has been set
				10. Investing in education, vocational education and training for skills and lifelong learning	Reducing and preventing early school-leaving and promoting equal access to good quality early-childhood, primary and secondary education including formal, non-formal and informal learning pathways for reintegrating into education and training	<p>1. Improving the quality of pre-school education, including facilitating the transition of children to primary school</p> <p>2. Improving the quality of education and achievement of students in key competencies</p> <p>3. Developing a system of strategic management and quality assessment in education</p> <p>4. Improving the quality of the preparation of future and beginning teaching staff</p> <p>5. Improving the quality of education and vocational training, including strengthening their labour market relevance</p>	<p>Number of organisations which increased the quality of education and pro-inclusion.</p> <p>Number of educators applying newly acquired competencies in practice.</p> <p>Number of children and pupils with the need of support measures in supported organisations,</p> <p>Number of Roma children, pupils and students in supported organisations.</p> <p>Number of organisations affected by systemic interventions.</p>
Tech-	ERDF	96 865	3.50 %	n/a	n/a	1. Ensuring	Stabilisation rate of em-

Priority Axis	Fund (ERDF, Cohesion Fund, ESF or Youth Employment Initiative)	Union support (EUR)	Share of total EU support for the operational programme	Thematic objective	Investment priorities	Specific objectives corresponding to the investment priority	Common and programme-specific result indicators for which a target has been set
nical assistance		960				effective administration 2. Ensuring information, publicity and absorption capacity	employees in the implementation structure. Success rate of project applications.

## 2. PRIORITY AXES

(Reference: Article 96(2)(b) and (c) of Regulation (EU) No 1303/2013)

### A. Description of the priority axes other than technical assistance

(Reference: Article 96(2)(b) and (c) of Regulation (EU) No 1303/2013)

#### 2.1. Priority axis 1: Strengthening capacity for high-quality research

ID of the Priority Axis	1
Priority Axis name	Strengthening capacity for high-quality research

##### 2.1.1. Justification for the establishment of a priority axis covering more than one category of region, thematic objective or Fund

For the Czech Republic, enhancing the quality and relevance of research is one of key conditions for increasing the competitiveness and innovation performance of the economy. This priority axis contributes significantly to one of the Europe 2020 priorities – "Smart growth". At the same time, its focus is in line with the objectives of the flagship initiative "Innovation Union" related to enhancing the innovation performance and so developing the economy. At the national level, the axis reflects the objective of the NRDIP Update to create a quality and productive research system. PA 1 interventions are a pivotal instrument for achieving the RIS3 objectives. The supported activities are immediately linked to RIS3 and the compliance with that strategy will be one of the criteria in project selection. Research will be more strongly oriented on priorities in RIS3 the objectives of which meet the current needs of the economy and target the funding effectively at activities reinforcing the innovation capacity and at activities defined in co-operation between the public and application spheres. Projects will

also reflect the societal challenges set in Priorities 2030, which formed one of the sources for designing the priorities in Chapter 4 of the National RIS3.

The interventions of this axis are focused on creating conditions for achieving an internationally-recognised, first-class level of research in the Czech Republic, developing research collaboration, improving the infrastructure conditions for the preparation of future researchers, creating an environment for quality management of research and increasing the benefits of research for society. PA 1 responds to the existing deficiencies in the Czech research system, identified in the equipment, utilisation and sharing of research infrastructures, infrastructure conditions for education of the new generation of researchers, multi-disciplinarity of research teams, involvement of research teams in international collaboration, co-operation between the public and private sectors in long-term research and a strategically-managed national research policy. Those deficiencies are addressed through four complementary specific objectives (SO).

SO 1 is focused on improving the quality and achieving excellence in research through greater concentration of financial and human resources in the areas of research where the Czech Republic has the conditions for implementing internationally-competitive research and where the Czech Republic has, in line with RIS3, the potential to contribute to address global socio-economic challenges.

SO 2 is focused on enhancing the capacity for strategic co-operation of the public and private sectors in the preparation and implementation research with a general potential for application oriented to addressing long-term societal needs in accordance with RIS3. The capacity enhancement is concentrated on such research that is based on strategic needs of the market but is unattractive for private investment owing to the more remote applicability of the findings. The cooperation includes enhancing capacity seen to be key for co-operation, which can be linked to interventions from the OP EIC.

SO 3 is focused on creating conditions for a quality infrastructure to prepare a new generation of researchers. Support will be provided to investments into infrastructure for research-oriented study programmes.

SO 4 is focused on greater effectiveness of research management at the national level and in creating a stimulating environment for implementing higher quality research results in line with the Council Recommendation on the NRP for 2014<sup>49</sup>. Priority will be given to projects which address the strategic management of research across the board.

### 2.1.2. Fund, category of region and calculation basis for Union support

Fund	ERDF
Category of region	Less-developed regions, more-developed regions
Basis for calculation (total eligible expenditure or eligible public expenditure)	Total eligible expenditure

<sup>49</sup> Council Recommendation on the NRP, COM(2014) 404/2.

### 2.1.3. Investment priority 1 under Priority Axis 1

Investment priority	Enhancing research and innovation (R&I) infrastructure and capacity to develop R&I excellence, and promoting centres of competence, in particular those of European interest
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### 2.1.4. Specific objectives corresponding to the investment priority and expected results

*(Reference: points (b)(i) and (ii) of the first subparagraph of Article 96(2) of Regulation (EU) No 1303/2013)*

#### Specific objective 1: Improving international quality of research and its results

By enhancing the pre-conditions for excellent research, the aim is to increase the number of research teams that will achieve international quality recognition in terms of originality and practical effects of their research. Support shall be provided to research teams and infrastructure used by them with qualitative prerequisites for achieving research excellence (e.g., publications, applied results, participation in international projects). Thus, it is pivotal to use the existing modern infrastructure, to strengthen internationalisation of research teams and concentration of human and financial resources into the development of capacities for excellent research responding to global societal challenges in line with the RIS3 priorities.

The aim is to reinforce, expand and utilise existing research capacity so that quality conditions are created for research to a comparable world-level.

The construction of new research centres will not be supported outside the City of Prague.

The interventions will result in:

1. Expanding the number of excellent research teams, which will reflect in a higher number and quality of internationally-recognised bibliographic and applied research results, in higher participation of research teams in international programmes (e.g. Horizon 2020 and other), in higher internationalisation of research teams, in establishing and developing strategic partnerships with world-renowned science centres (both public and private) leading to the implementation of joint research projects with quality research outputs.
2. Greater openness and accessibility of R&D infrastructures (including their internationalisation) for research teams from other research centres, including foreign, on the basis of transparent rules for the use of instruments and equipment.
3. Enhancing the interdisciplinarity of research.

Specific objective 2: Building capacity and strengthening long-term co-operation of research organisations with the application sphere

The aim is to increase practical benefits of the research for addressing societal challenges and more generally, for the society, which will be achieved in particular through building and strengthening the capacities for effective co-operation in pre-application research between the world of research and that of application. The results will contribute by addressing major societal themes and a higher quality of life for society. The above-mentioned research will meet the strategic, long-term market needs with the use of the existing research infrastructures. This objective has synergistic links to interventions under the Operational Programme Enterprise and Innovation for Competitiveness, focused on technology transfer and industrial research in co-operation of research organisations with enterprises.

The interventions will result in:

1. Creation of interdisciplinary research teams implementing pre-application research in leading edge areas with the potential for broad application of the results. Intensive research co-operation across disciplines and sectors will help strengthen the research community to become involved in extensive international research projects in breakthrough technologies (e.g., in projects of future emerging technologies supported from Horizon 2020).
2. Stronger orientation on societal challenges in line with the priority areas set in the RIS3.
3. Greater potential for utilising the research results in practice, higher number of international patent applications and joint publications of the public and private sector.
4. More intensive long-term co-operation of research organisations with the world of application, mainly businesses.

Specific objective 3: Improving the infrastructure for research in education

The aim is to develop quality infrastructure of research-oriented study programmes in line with needs identified in the RIS3. The infrastructure-oriented interventions will run in synergy with the support for research-oriented study programmes, provided under specific objective 5 of Priority Axis 2.

The interventions will result in:

The aim is to develop quality infrastructure of research-oriented study programmes in line with needs identified in the RIS3. The infrastructure-oriented interventions will run in synergy with the support for research-oriented study programmes, provided under specific objective 5 of Priority Axis 2.

The interventions will result in:

1. Readiness of infrastructure, spatial and material conditions for research-oriented study programmes. The supported study programmes will respond to the demand of research organisations and knowledge-intensive sectors identified in the RIS3.
2. Greater interest of students in research-oriented study programmes thanks to higher quality conditions for research education and better prospects of subsequent employment in the field. The more attractive research career will lead to a higher number of doctoral degree holders and a higher number of graduates choosing the researcher career path.
3. The achievement of better research results by the youngest generation of researchers enabled by the use of higher quality material and instrumental equipment.
4. Stronger capacity of personnel in Czech research organisations and, in the mid-term to long-term, achieving higher quality research results at international level as a result of a greater involvement of the young generation in research and knowledge-intensive activities.

Specific objective 4: Improving strategic management of research at national level

The aim is to increase the quality of the strategic management of research, development and innovation at national level and to introduce an incentive system of evaluation and funding of

research organisations<sup>50</sup>. Higher-quality strategic management of research will be based on a more extensive use of knowledge about the impacts of the implemented programmes and policies and on more efficient co-ordination of the management of research policy at all levels of the hierarchy.

The interventions will result in:

1. Establishing a framework for regular monitoring and evaluation of the effectiveness of the research system and its components up to the level of research organisations, leading to the creation of a stable and attractive environment for implementing excellent research. A complex system of evaluating research organisations, including quantitative indicators and qualitative criteria, should serve as the main basis for awarding institutional financing. The new system of research evaluation will be a motivation to achieve higher quality research results, and taking into account other than quantitative outputs will also encourage the development of other aspects of the quality of research organisations (e.g. internationalisation, co-operation with the world of application etc.).
2. Thanks to more effective management of research and development and a more strategically-based approach to evaluation and financing of research organisations, the administrative burden for researchers will be reduced.
3. Better access for researchers to essential information sources through centralised access.
4. Higher labour effectiveness being shown by a greater number of quality results of the research.

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<sup>50</sup> Following the Country-Specific Council Recommendations 2014, COM (2014) 404/2.

**Table 3: Programme-specific result indicators, by specific objective (for the ERDF and the Cohesion Fund)**

(Reference: point (b)(ii) of the first subparagraph of Article 96(2) of Regulation (EU) No 1303/2013)

Result indicator		SO 1 – Improving international quality of research and its results						
ID	Indicator	Unit of measurement	Category of region	Baseline value	Year	Target value	Data source	Reporting frequency
2 02 15	Publications in co-authorship with researchers from abroad (selected types of documents)	Publications	More devel. reg.	3317	2013	3,600	Thomson Reuters Web of Science	Annual
2 02 15	Publications in co-authorship with researchers from abroad (selected types of documents)	Publications	Less devel. reg.	1844	2013	2,400	Thomson Reuters Web of Science	Annual
2 02 10	Publications (selected types of documents)	Publications	More devel. reg.	7064	2013	7,500	Thomson Reuters Web of Science	Annual
2 02 10	Publications (selected types of documents)	Publications	Less devel. reg.	4494	2013	5,000	Thomson Reuters Web of Science	Annual
2 01 10	Success rate of participants from the Czech Republic in international research programmes	%	More devel. reg.	20.6	2015	22.0	E-CORDA database	Annual
2 01 10	Success rate of teams from the Czech Republic in international research programmes	%	Less devel. reg.	20.5	2015	22.0	E-CORDA database	Annual

Result indicator		SO 2 – Building capacity and strengthening long-term co-operation of research organisations with the application sphere						
ID	Indicator	Unit of measurement	Category of region	Baseline value	Year	Target value	Data source	Reporting frequency
2 20 10	International patent applications (PCT)	Applications	More devel. reg.	175	(2010 - 2012)	200	Industrial Property Office/WIPO	Annually (three-year average)
2 20 10	International patent applications (PCT)	Applications	Less devel. reg.	273	(2010 - 2012)	320	Industrial Property Office/WIPO	Annually (three-year average)

Result indicator		SO 3 – Improving the infrastructure for research in education						
ID	Indicator	Unit of measurement	Category of region	Baseline value	Year	Target value	Data source	Reporting frequency
5 45 10	Share of doctoral students using the infrastructure	%	More devel. reg.	32	2014	36	MEYS	Annual
5 45 10	Share of doctoral students using the infrastructure	%	Less devel. reg.	32	2014	36	MEYS	Annual

Result indicator		SO 4 – Improving strategic management of research at national level						
ID	Indicator	Unit of measurement	Category of region	Baseline value	Year	Target value	Data source	Reporting frequency
2 03 10	Share of projects coordinated by institutions of the Czech Republic in collaborative international projects with Czech participation	%	More devel. reg.	0.9	2015	3.0	E-CORDA database	Annual

2 03 10	Share of projects co-ordinated by institutions of the Czech Republic in collaborative international projects with Czech participation	%	Less devel. reg.	2.1	2015	3.0	E-CORDA database	Annual
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Result indicator		SO 4 – Improving strategic management of research at national level						
ID	Indicator	Unit of measurement	Category of region	Baseline value	Year	Target value	Data source	Reporting frequency
2 04 10	Share of researchers with foreign citizenship	%	More devel. reg.	6.99	2011	7.60	CZSO	in five-year intervals (previous data from 2006 and 2011)
2 04 10	Proportion of researchers with foreign citizenship	%	Less devel. reg.	4.51	2011	4.90	CZSO	in five-year intervals (previous data from 2006 and 2011)

### 2.1.5. Action to be supported under the investment priority

**Description of the type and examples of actions to be supported and their expected contribution to the specific objectives including, where appropriate, the identification of main target groups, specific territories targeted and types of beneficiaries**

*(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)*

Support will be directed to strengthening research capacity in all regions of the Czech Republic – i.e., both to the beneficiaries in the less-developed regions and to beneficiaries in the more-developed region of the City of Prague. The reason for supporting entities and activities in the City of Prague is the high concentration of capacity, human and financial resources of research and higher education in the City, with significant impact on the performance of the research and education system in the less-developed regions.

In the less-developed regions investment in the research infrastructure will focus on completion<sup>51</sup>, modernisation or upgrade of the existing research centres. The construction of new research centres will, in justified cases, be enabled only in Prague, where the volume of investment into research infrastructure in the 2007–2013 programming period did not correspond to the size and importance of the research sector. All types of investment in the research infrastructure will always have to be supported with an evaluation of what was built in the period 2007-2013, or from other subsidy programmes, and with a clear definition of the need for further development of the infrastructures. The focus of all supported infrastructures will correspond fully with the key areas of research specialisation of the Czech Republic, identified in the RIS3.

*Activities focused on increasing the international quality of research and its results (contributing to SO 1):*

- Developing the capacity of research teams, including ensuring quality technical personnel, acquiring top-class Czech and foreign researchers, quality beginning researchers and experts from the world of application and ensuring the related material conditions and needs for the actual research activity. Under the activity it will be possible to finance instruments and apparatus as well as other material equipment and the costs necessary for quality working conditions for researchers taking part in the project. It will also be possible to finance the remuneration costs of expanding the research teams with top Czech and foreign researchers or the necessary technical staff.
- Completion, modernisation or upgrade of existing research infrastructures (mainly for use in the form of open access and sharing among a larger number of partners with special regard to the infrastructures of European or international importance) and other research centres. Financing will be provided only to research infrastructures and research centres whose orientation is in line with the research specialisation of the Czech Republic – priorities identified in the RIS3. Where phasing or financing of another phase from OP RDE is permitted, support will be also granted to the completion of selected projects of research infrastructures under OP RDI. The pre-condition for infrastructure investment will be an already-existing base of a research team whose members can present quality results from previous research (e.g., publications, applied results, participation in international projects).
- The construction of new or modernisation of the existing science and research infrastructure and research centres in Prague in the areas of research specialisation in the Czech Republic – priorities identified in the RIS3. The pre-condition for newly-constructed infrastructures is an already existing research team whose members can present quality results from previous research (e.g., publications, applied results, participation in international projects).
- Support for open access to scientific information (establishing and improving the institutional repositories, data archives etc.).

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<sup>51</sup> Completion – expansion or completion of the existing capacity of an R&D centre tied to a purchase or use of new technologies, within the existing buildings if possible.

- Establishing strategic partnerships and research co-operation programmes with leading foreign centres (in the European union and outside it) and developing research cooperation with such centres.
- Involving research teams in international research projects in the areas of national and European priorities, which will be implemented under existing EU initiatives supporting research and innovation (mainly activities under Horizon 2020, under the pillar, 'Excellent Science and Joint Programming Initiatives', under Joint Technology Initiatives, Teaming and Twinning schemes, ERA Chairs etc.), including the possibility of top-up financing or supplementary financing of activities supported under those programmes and initiatives at national level. The Programme will enable complementary financing to projects (in line with RIS3 priorities) approved under the above-mentioned international research programmes and initiatives. The complementary financing will not cover the compulsory financing but can pay the additional costs of the approved projects, e.g. of instruments and apparatus. This way, the Programme funding will foster better results of the projects of Czech research teams and their advancement at an international level.
- Co-financing of projects under Horizon 2020 (complying with the ban on double financing of the same budget items and also adhering to the principle of not replacing national co-financing of a part of the Horizon 2020 projects with ESIF funding) and financing of quality projects which passed the appraisal under Horizon 2020 but owing to limited funding were not financed from Horizon 2020 (so-called shortlisted projects). The financed projects must comply with the RIS3 priorities. The aim of the activity is to increase the still low participation of Czech research teams in framework programmes.
- Creating new and developing existing visitor centres in the supported research centres and infrastructures, including the related popularisation programmes, activities and materials (as a complementary activity to the support of the capacity of excellent research teams).
- Supplies of parts of the infrastructures and research facilities to international research infrastructures ("in kind contributions") by Czech research organisations.

The actual support for the development of human resources for research and development is provided through specific objective 5 under Priority Axis 2.

*Activities focused on building capacity and strengthening long-term co-operation of research organisations with the application sphere (contributing to SO 2):*

- Preparation and implementation of projects of long-term cooperation of research organisations with enterprises and inter-disciplinary partnerships utilising the existing research infrastructure (of the type of European competence centres, co-location centres etc.).
- Capacity building and implementation of research projects in the pre-application phase, based on long-term needs of the market and of the society, with a great potential for achieving breakthrough results.
- Supporting the preparation of international research projects of Future Emerging Technologies (FET) - mainly activities such as defining a common research agenda and building a consortium in a direct connection to the preparation of the projects.
- Co-financing of projects under Horizon 2020 (complying with the ban on double financing of the same budget items and also adhering to the principle of not replacing national co-

financing of a part of the Horizon 2020 projects with ESIF funding) and financing of quality projects which passed the appraisal under Horizon 2020 but owing to limited funding were not financed from Horizon 2020. The financed projects must comply with the RIS3 priorities. The aim of the activity is to increase the still low participation of Czech research teams in framework programmes.

- *Activities improving the infrastructure for research-education purposes (contributing to SO 3)*
- Improving the infrastructure conditions of higher education institutions and the Czech Academy of Sciences institutions which co-operate in research-oriented study programmes relevant for the RIS3. Support will be provided for investment in completion, modernisation or upgrade of infrastructure for instruction connected with research, and investment in research equipment for education purposes (apparatus, laboratory equipment, information technology etc.).
- In justified cases, construction of new infrastructure for the development of research-oriented study programmes. Construction of new infrastructure will be supported in the case of newly-emerging disciplines (mainly technical) which are demanded by research organisations and knowledge-intensive sectors. Higher education institutions applying for a grant will have to provide information both for infrastructures being completed and for new ones concerning their current use and occupancy of the existing buildings and infrastructures of the given higher education institutions, including a plan for their further use, information on planned investment of the higher education institution in the new programming period, including the impact on the use/occupancy of existing buildings and infrastructures; analyses of the expected development of the number of students in the future years, information on the planned methods of co-financing of projects submitted and on addressing the sustainability of the planned newly constructed infrastructures. That information will be included in the strategic plans of higher education institutions.

*Activities focused on improving the strategic management of research at the national level (contributing to SO 4)*

- Developing the strategic management of the research, development and innovation policy at national level - by creating and implementing a system for technology assessment and technology foresight, by creating a system for monitoring and evaluating public interventions in research, development and innovation, by creating and implementing a national strategy of open access to scientific information, by building institutional capacity etc. The aim of those activities is to reduce the administrative burden for researchers.
- Implementing a new, motivating system of evaluation and institutional financing of research organisations according to quality<sup>52</sup>, aimed at enhancing the role of research organisations in economic development.
- Creating and implementing mechanisms for coordination of support for international research and innovation activities (e.g. JPI, EUREKA and others).

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<sup>52</sup> Following the Country-Specific Council Recommendations 2014, COM (2014) 404/2.

- Managing RIS3 at the national level and ensuring its effective implementation that contributes to higher quality of strategic management of research and development, including the management of the entrepreneurial discovery process and partnership building.
- Creating, developing and implementing a system for centralised access to information sources for research and development (databases, registers etc.), including the creation and implementation of a national system for purchasing licences for using costly, electronic information sources for research, development and innovation.
- Creating, developing and implementing a system for integrated communication on the research and development results including measures to increase the quality of R&D results presentation (including the creation of a database of the instrumentation of research organisations for the needs of external users).

#### Identification of the main target groups

- Personnel of research organisations
- Higher education students
- Public administration staff dealing with research, development and innovation
- Media staff
- Researchers in the private sector
- Public administration staff (state administration and self-government)

#### Specification of the target area

In accordance with Article 96(1)(a) of the Common Provisions Regulation, support provided under this investment priority (IP) will relate to more than one category of regions. The activities will take place throughout the Czech Republic, including the City of Prague. In the case of certain individual projects, the activities will have an impact on the whole of the Czech Republic. Support will be directed mainly on developing territories which can be considered growth poles where research-development capacity is concentrated in the shape of excellence centres and other constructed science and research and higher education infrastructures; additionally, to areas where the demand of entrepreneurs will be linked with the expertise of research organisations. Support will also be regionally differentiated according to the capacities for developing smart specialisation.

In this investment priority, support will be targeted mostly at the more urbanised areas that are defined in the Regional Development Strategy as developing territories (metropolitan areas, regional settlement agglomerations, regional centres and their territories).

This investment priority will use the flexibility option in accordance with Article 70 of the Common Provisions Regulation.

In accordance with Article 70 of the Common Provisions Regulation, the main authority deciding on the PRO RATA setting is the Monitoring Committee. The PRO RATA method will be applied to the total eligible project expenses, i.e., including national co-financing.

This priority axis will also support projects in a more-developed region with an impact only on that territory. These projects will not use the PRO RATA method, but will be funded solely from the allocation for the more-developed regions.

## Types of beneficiaries to be supported

- Entities meeting the definition of an organisation for research and dissemination of knowledge according to the Framework for State Aid for Research, Development and Innovation (higher education institutions, public research organisations, corporations (including business ones), contributory organisations of the state and of territorial self-governing units, state organisations etc.).
- Other entities performing research.
- State administration and self-government bodies and their unions, and their subsidiaries.
- Other entities involved in the RIS3 management and implementation.

### 2.1.6. Guiding principles for the selection of operations

*(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)*

Investment priority	1a – Enhancing research and innovation (R&I) infrastructure and capacity to develop R&I excellence, and promoting centres of competence, in particular those of European interest
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#### Common procedure for all PAs:

Calls for Project Proposals will be published under the Programme (see the list below). The submitted project proposals will be appraised based on their form and focus in the material phase of appraisal by external evaluators from the Czech Republic or from abroad/ by an evaluation committee or combination of external evaluators and an evaluating committee. The Project Proposals will be assessed using pre-defined evaluation and selection criteria corresponding to the nature of each priority axis and the specific objectives and their supported activities. In relevant cases, the selection process will be carried out in the relevant forms of support by a selection committee consisting of representatives of the Managing Authority, MEYS and other relevant partners. The system of appraisal and selection will be established with maximum transparency, ensuring a full audit trail of each step taken. The calls that expect synergistic links between programmes will be planned together with representatives of the relevant managing authorities.

Projects of applicants who cannot prove their final ownership structure will not be supported.

The Programme differentiates in general among the following forms of support:

#### **Individual project**

Individual projects may differ according to their nature and focus. They may be e.g. Conceptual, i.e., projects addressing essential issues, proposing conceptual solutions of an issue and verifying the solution in practice. Such projects may be complementary to the content of systemic projects. Such projects may not address an issue only at the level of a single institution. In implementing conceptual projects, emphasis will be put on monitoring, interim evaluation and information-reporting to the Managing Authority. Such projects are not subject to MC approval. Other types of projects include Regional, i.e., projects addressing an issue comprehensively, for example, in a whole region, area or a certain territory. A separate group is to be formed by projects of Thematic Partnerships and Networks, which address the process of establishing partnership and support for networking of institutions and entities e.g. in

a territory, region or other area. The general typology of individual projects is closed by Other Projects, which address the issue at the level of the individual institution.

A specific category are Individual Systemic Projects

They address comprehensively a given issue of a certain area or a whole territory, their main factor is concentrated and targeted support. The key role in approving and monitoring the systemic projects will be played by the MC. Approval will include justification of why the form of the systemic project implemented by a specific beneficiary was selected for the given operation, what is its added value compared to the submission through an open call, and, in the process of appraisal and preparation of systemic projects, will take into account experience of implementing individual national projects from the previous period 2007–2013. In implementing the systemic projects, greater emphasis will be put on their management, monitoring and interim evaluation. Quantitatively, there will be a minimum number of projects justified. Detailed rules of approving, managing and monitoring the systemic projects are included in the controlled documentation.

### **Major Project**

A project pursuant to Articles 100–103 of the Common Provisions Regulation.

### **Simplified project**

A project consisting exclusively of standardised activities with defined outputs or results, which are determined by the Managing Authority and for which the Managing Authority has set a precise amount of support for each activity (or output or result) in line with the rules for simplified reporting.

Specific features for PA 1 projects:

Under this priority axis, Systemic Projects, Individual Projects and Major Projects may apply for support.

Under this priority axis, Systemic Projects, Individual Projects and Major Projects may apply for support.

In appraisal under PA 1, the compliance of the focus of the research in the project with RIS3 priorities and Priorities 2030 will be assessed.

The applications of individual projects focused on setting up systemic conditions for quality research will be appraised on the basis of their quality and recognised need for the project. The projects will be appraised by foreign or Czech experts who will assess the projects for quality in line with international standards.

The content and quality of short-listed projects will be assessed under the above-mentioned research programmes and initiatives. Such types of projects will be assessed in a shortened appraisal process, for example, the thematic compliance with RIS 3 priorities and Programme interventions will be assessed.

In projects financed from SO 3, the grant beneficiaries, specifically the higher education institutions, must meet the conditions set out in the part Description of Principles for Selection of Operations related to PA 2, IP 1. A condition for the other beneficiaries under this SO will be the preparation of an analysis justifying the requested investment and identifying any links to activities in SO 5 PA 2.

SO 3 will not support the reconstruction of the outer shells of buildings including replacement of windows and technical operational facilities (replacement of boilers etc.). Nor will the construction and reconstruction of infrastructure unrelated to education, i.e., catering and accommodation facilities, storage etc. be supported.

### 2.1.7. Planned use of financial instruments

(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)

Investment priority	1a – Enhancing research and innovation (R&I) infrastructure and capacity to develop R&I excellence, and promoting centres of competence, in particular those of European interest
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**Based on an analysis carried out, the use of financial instruments is not planned for Priority Axis 1.**

### 2.1.8. Planned use of major projects

(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)

Investment priority	1a – Enhancing research and innovation (R&I) infrastructure and capacity to develop R&I excellence, and promoting centres of competence, in particular those of European interest
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In the course of the implementation of major project "ELI: EXTREME LIGHT INFRASTRUCTURE" (beneficiary: Institute of Physics, Czech Academy of Sciences), implemented under Priority Axis 1 of OP RDI, it was found that with regard to its high technological complexity and use of the apparatus "at the edge of knowledge", which must be developed in parallel with production, it is not practically possible to complete the implementation successfully at the level of the originally-planned parameters within the 2007–2013 programming period. For that reason the project must be broken down to stages and its second stage must be implemented in the 2014–2020 programming period (from 2016 after the first stage of the project concludes). According to the current proposal, the second stage will include the installation of some systems supplied and put into operation during the first stage, installation of control and experimental systems and an overall integration of the project under OP RDE.

The implementation of major project "Sustainable Energy (SUSEN)" (beneficiary Research Centre Řež, s.r.o.) implemented under Priority Axis 2 of OP RDI was substantially delayed. The main reason for the delay is the excessive time demanded when implementing public contracts for the selection of suppliers of unique technologies, where only a limited number of relevant suppliers exists. The implementation was partly delayed by the complicated situation which arose in the whole area of nuclear energy in the period following the accident of the nuclear power plant in Fukushima, Japan; the project had to respond to the worldwide shift in attitude to nuclear energy by modifying some of its parameters. For those reasons it is not possible to complete the implementation successfully at the level of the originally-planned parameters within the 2007–2013 programming period. The project must therefore be broken down into stages and its second stage must be implemented in the 2014–2020 programming period (from 2016 at the end of the first stage of the project). According to the current proposal, the second stage will include the supply of a part of the technological experimental apparatus, its putting into operation and its licensing.

The indicative 'List of Major Projects' contains only major projects that will be broken down into stages. The indicative list may be extended only in rare cases and any extension may be proposed to the Monitoring Committee based only on a prior agreement of the European Commission on the specific project proposal. Apart from information on meeting the conditions in Article 100 of Regulation No 1303/2013, the project proposal must contain sufficient justification of the need for a project of such scope and information regarding its sustainability. The project must not duplicate an already-existing project.

### 2.1.9. Output indicators by investment priority and, where appropriate by category of region

(Reference: point (b)(iv) of the first subparagraph of Article 96(2) of Regulation (EU) No 1303/2013).

**Table 5: Common and programme specific output indicators**

ID	Output indicator	Unit of measurement	Fund	Category of region	Target value total (2023)	Data source	Reporting frequency
CO24	Number of new researchers in supported entities	FTE	ERDF	More devel. reg.	25	Beneficiary	Mon. rep.
				Less devel. reg.	225		
CO25	Number of researchers working in improved research infrastructures	FTE	ERDF	More devel. reg.	190	Beneficiary	Mon. rep.
				Less devel. reg.	1,710		
2 40 00	Number of newly built, expanded or modernised research infrastructures and centres of excellence	Infrastructures	ERDF	More devel. reg.	4	Beneficiary	Mon. rep.
				Less devel. reg.	36		
5 27 01	Number of newly built, expanded or modernised infrastructures for research-focused curricula	Infrastructures	ERDF	More devel. reg.	11	Beneficiary	Mon. rep.
				Less devel. reg.	19		
2 15 01	Products of strategic R&D&I management	Products	ERDF	More devel. reg.	0	Beneficiary	Mon. rep.

ID	Output indicator	Unit of measurement	Fund	Category of region	Target value total (2023)	Data source	Reporting frequency
				Less devel. reg.	6		
CO26	Number of enterprises cooperating with research institutions	Enterprises	ERDF	More devel. reg.	20	Beneficiary	Mon. rep.
				Less devel. reg.	180		
2 41 01	Number of expanded or modernised research centres	Workplace	ERDF	More devel. reg.	7	Beneficiary	Mon. rep.
				Less devel. reg.	63		
5 45 01	Number of students who use the newly built, expanded or modernised infrastructure for research-focused curricula	Students	ERDF	More devel. reg.	4,200	Beneficiary	Mon. rep.
				Less devel. reg.	7,800		

Note: Products in systemic projects which have an impact on the whole of the Czech Republic will be reported under less-developed regions

## 2.1.10. Social innovation, transnational co-operation and contribution to thematic objectives 1–7

### 2.1.11. Performance framework

(Reference: point (b)(v) of the first subparagraph of Article 96(2), and Annex II to Regulation (EU) No 1303/2013)

**Table 6: Performance framework of the priority axis (by fund and, for the ERDF and ESF, category of region)**

Indicator type	ID	Definition of indicator or implementation phase	Unit of measurement	Fund	Category of region	Milestone for 2018	Target value total (2023)	Data source	Explanation of relevance of indicator
Output	2 40 00	Number of newly-built, expanded or modernised research	infra-structures	ERDF	More devel. reg.	1	4	MS 2014+	Indicator monitoring the number of supported research infrastruc-
					Less devel.	7	36		

Indicator type	ID	Definition of indicator or implementation phase	Unit of measurement	Fund	Category of region	Milestone for 2018	Target value total (2023)	Data source	Explanation of relevance of indicator
		infrastructures and centres of excellence			reg.				tures and excellence centres, covering the financially most demanding part of the intervention within SO 1. The decisive moment for entering the value of the milestone will be the launch of the operation of the research infrastructure or centre of excellence.
					Less devel. reg.	53	180		
Financial	FINMT	Certified funds	EUR	ERDF	More devel. reg.	15,380,978	144 695 964	MS 2014+	The calculation was made as follows: the main allocation for 2015 (i.e. allocation without the performance reserve) - volume of advance payments. The national co-financing is then added to the resulting value. This is calculated for each fund and each category of region, then it is divided in % share among the relevant PAs. - in a link to
					Less devel. reg.	108,855,765	1,098,430,182		

Indicator type	ID	Definition of indicator or implementation phase	Unit of measurement	Fund	Category of region	Milestone for 2018	Target value total (2023)	Data source	Explanation of relevance of indicator
									the planned interventions over time.

## 2.1.12. Categories of intervention

(Reference: point (b)(vi) of Article 96(2) of Regulation (EU) No 1303/2013)

Categories of intervention corresponding to the content of the priority axis based on a nomenclature adopted by the Commission, and indicative breakdown of Union support

### Tables 7–11

**Table 7: Dimension 1 – Intervention field**

Category of region and fund ERDF: less-developed regions									
Table No. 1: Dimension 1 Area of intervention		Table No. 2: Dimension 2 Form of funding		Table No. 3: Dimension 3 Type of territory		Table No. 4: Dimension 4 Territorial delivery mechanisms		Table No. 5: Dimension 5 Thematic objective for ERDF	
Code	EUR	Code	EUR	Code	EUR	Code	EUR	Code	EUR
049	93,366,566	01	933,665,654	01	653,565,958	01	83,041,863	01	933,665,654
058	560,199,392			02	186,733,131	07	922,971,773		
060	205,406,444			03	93,366,565				
061	73,693,252								

Category of region and fund ERDF: more-developed regions									
Table No. 1: Dimension 1 Area of intervention		Table No. 2: Dimension 2 Form of funding		Table No. 3: Dimension 3 Type of territory		Table No. 4: Dimension 4 Territorial delivery mechanisms		Table No. 5: Dimension 5 Thematic objective for ERDF	
Code	EUR	Code	EUR	Code	EUR	Code	EUR	Code	EUR
049	29,939,193	01	72,347,982	01	72,347,982	01	0	01	72,347,982
058	36,173,991								
060	5,064,359								
061	2,170,439								

### **2.1.13. Summary of the planned use of technical assistance including, where necessary, actions to reinforce the administrative capacity of authorities involved in the management and control of the programmes and beneficiaries**

*(Reference: point (b)(vii) of Article 96(2) of Regulation (EU) No 1303/2013)*

In this priority axis, technical assistance funds will be used to create sufficient capacity necessary for proper administration of the Managing Authority, including the necessary background materials for targeting support at the current needs. With regard to the nature of the supported projects that will be unique in their focus and cost, it is necessary in the first place to ensure proper preparation of calls and, during implementation, highly professional appraisal of projects involving foreign evaluators and expert consultations with applicants and beneficiaries in order to facilitate their access to the support and smooth running of projects including interim and final evaluation of supported interventions.

### **2.2. Priority axis 2: Development of universities and human resources for research and development**

ID of the Priority Axis	2
Priority Axis name	Development of universities and human resources for research and development

#### **2.2.1 Justification for the establishment of a priority axis covering more than one category of region, thematic objective or Fund**

PA 2 has been designed so that it integrates two IPs falling under thematic objective 10 – Investing in education, vocational education and training for skills and lifelong learning:

By linking the two IPs in PA 2, a thematically-coherent, integrating approach will be established. The interventions falling under the IP financed from the ESF will be based on investment in human resources, substantial changes in study programmes, interlinking training with practice etc. Investment under the second IP financed from the ERDF will be complementary to ESF investments and will suitably support and complement the ESF investments in cases where it will be necessary to complete, modernise, upgrade or adjust the infrastructure and costly equipment of the higher education institutions or other research organisations in the role of project partners so that conditions are created for implementing SO 1, 2 and 4 set out for investment from the ESF.

PA 2 will support measures improving the quality and results of higher education institutions and so will contribute to one of the Europe 2020 priorities "Innovation Union". Quality will be improved by measures focused on higher relevance of higher education for the labour market and societal needs. PA 2 is also focused on human resources development in R&D and the related improvement of conditions for research-related training. The focus of supported activities on human resources development in R&D will comply with the identified priorities of the National RIS3 (Key area of changes B, 'Increasing the quality of public research', Key area of changes C, 'Increasing the economic benefits of public research', and Key area of changes D, 'Better availability of human resources in number and quality for innovative entrepreneurship, research and development') and its regional annexes.

The emphasis on higher quality and relevance of higher education will contribute to objectives of the Europe 2020 initiative "Youth on the move" which also stresses the quality of education

and higher employability of young people. That initiative also aims to increase the openness of education systems and international attractiveness of European higher education institutions. The PA 2 objectives will be achieved through interlinking the higher education activities with practice, strengthening the international environment and co-operation at higher education institutions again in a link to the strategic direction of the institutions, with the possibility of follow-up support for participation in Erasmus+, mainly its key actions 1 and 2.

The openness of higher education in the Czech Republic will be supported by measures improving the conditions for providing life-long learning at higher education institutions. Participation in higher education in the Czech Republic is currently quite high and, in several years it could exceed the average of developed countries. An identified problem is, however, a high drop-out rate and, therefore, one SO is focused on supporting greater effectiveness of higher education and a higher pass rate. That will contribute to the objective of the flagship initiative of Europe 2020 "Youth on the Move": to reduce the number of drop-outs.

The human resources development for R&D will be fostered by measures supporting research-oriented study programmes and increasing the qualification of research and other staff in R&D, in a link to RIS3 priorities.

Popularisation of science will be supported by measures at higher education institutions, in other research organisations and centres of non-formal education focused on this area, including joint projects.

With regard to the defined needs and objectives of higher education and R&D, five SOs have been defined in IP 1 and one SO in IP 2.

### 2.2.2. Fund, category of region and calculation basis for Union support

Fund	ESF, ERDF
Category of region	Less-developed regions, more-developed regions
Basis for calculating the support (total eligible expenditure or total public eligible expenditure)	Total eligible expenditure
Fund	ESF
Category of region	Less-developed regions, more-developed regions
Basis for calculating the support (total eligible expenditure or total public eligible expenditure)	Total eligible expenditure

### 2.2.3. Investment priority 1 of Priority Axis 2

Investment priority	Improving the quality and efficiency of, and access to, tertiary and equivalent education with a view to increasing participation and attainment levels, especially for disadvantaged groups
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## 2.2.4. Specific objectives corresponding to the investment priority and expected results

*(Reference: points (b)(i) and (ii) of the first subparagraph of Article 96(2) of Regulation (EU) No 1303/2013)*

Specific objective 1: Improving the quality of education at universities and its relevance for the needs of the labour market

By supporting the varying specialisations of higher education institutions and their strengths, the aim is to improve the quality and profiling of higher education and its labour market relevance<sup>53</sup>, including support for entrepreneurship and other modern student competences.

Higher education often does not meet the societal needs – this situation is caused by a complex set of reasons and factors on the part of the higher education institutions, social expectations, the public and application spheres. Higher education institutions also have different specialisations (research, education, application, regional/ international, university/sector-specific etc.). It is necessary to support the development of all higher education institutions and their programmes according to their orientation.

It is necessary to increase the labour market relevance of study. Support will be directed at the development of bachelor programmes and fields of study focused on practice, responding predominantly to regional, societal and economic needs. Emphasis will be also put on the development of the necessary general knowledge and skills, including soft skills. The development of the necessary competences will be supported also in masters' programmes. Co-operation between higher education institutions and the world of work will be supported, including the provision of feedback on the quality of the knowledge obtained by students and graduates and on the content of study programmes. Interventions will also be focused on increasing the number, quality and length of traineeships and work placements of students and scholars in the workplace, and active participation of practitioners in teaching. The supported activities will include intensification of links between higher education institutions and their alumni. The aim is to obtain higher-quality and more precise information on the employment of graduates in connection with applying the knowledge gained and learning outcomes.

Accompanying the massification of higher education in the Czech Republic is a greater student/teacher ratio and, at the same time, a more heterogeneous student population. Therefore, support will be provided to increase the capacity of university teachers and increasing their competences for working with heterogeneous groups. Support will be also directed at the development of international co-operation and internationalisation of the environment at higher education institutions in the Czech Republic in order to enable students to deepen their field-specific language competences and to work in a culturally-heterogeneous environment. Activities will also include the preparation and use of new learning methods, individualisation of teaching and support for distant learning, and a higher share of subjects taught in a foreign language. The support of internationalisation will be supplemented with support from Erasmus+ activities so that double financing is avoided.

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<sup>53</sup> Following the Country-Specific Council Recommendations 2014, COM (2014) 404/2.

The interventions will result in:

1. Higher quality of education activities at public, state and private higher education institutions. Higher market relevance of study programmes and graduates better prepared for the labour market.
2. Stronger internationalisation and overall development and modernisation of the educational and other activities of higher education institutions.
3. Teaching according to modern teaching trends and stronger co-operation with practice.
4. A broader selection of full-value bachelor study programmes and fields of study focused on practice, more masters' and follow-up masters' study programmes and fields of study focused on practice and on taking into account labour market needs.

Specific objective 2: Increasing the participation of students with specific needs, from socio-economically, disadvantaged groups and from ethnic minorities in higher education, and decreasing the drop-out rates of students

The aim is to increase the participation of students with special needs, from socio-economically disadvantaged groups and from ethnic minorities in higher education, and to reduce the drop-out rates of students through relevant, higher quality support.

A higher effectiveness of education will, among other things, mean a lower drop-out rate, which has been increasing in the Czech Republic and in 2011; it was nearly 19% across all levels of higher education, which represents 66 thousand students a year<sup>54</sup>. The most at risk are first-year students, mainly on bachelor programmes. It is necessary to monitor systematically drop-out on individual study programmes and to design measures to reduce it while preserving the quality of learning outcomes (in particular the development of adequate forms and methods of education, recognising previous formal and non-formal learning and counselling).

The ratio of students identified with special needs and from some ethnic minorities, mainly the Roma, is markedly lower in higher education than their ratio at lower levels of education or their representation in the population. The reason behind this situation may be that students with special needs are already disadvantaged in the university admissions' process or that they do not even attempt to apply because they are convinced of their disadvantage. In the case of students from some ethnic minorities, the possible reason is also less support from their families and environment in which they live and possible consequent lower self-confidence. Part of the activities will therefore focus on supporting enhancing attitudes to higher education and the motivation of the Roma and other ethnic minorities.

Activities supporting students with special needs, from socio-economically disadvantaged groups and from ethnic minorities will focus on services for such students, modification to the minimum standards of such services and on increased support for such students. Support will also be directed towards members of the Roma and other ethnic minorities interested in entering higher education. Academics and other higher education staff will be supported with interventions focused on training in competences for work with such students. The focus of the activities under this SO is adjusted to the assumed target group.

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<sup>54</sup> MEYS: Annual Report on the Situation in Higher Education in the Czech Republic in 2011. Online at: <http://www.msmt.cz/vzdelavani/vyrocní-zpráva-o-stavu-vysokeho-skolství-za-rok-2011>.

Interventions will result in:

1. Expanding the scope of operation and improving the accessibility of higher education counselling and assistance services and setting minimum standards of services for students with special needs.
2. Review and adaptation of the study environment for potential students and students with an emphasis on persons with special needs, from socio-economically disadvantaged groups and from ethnic minorities, which will increase their number at higher education institutions.

Specific objective 3: Improving the conditions for lifelong learning at higher education institutions

The aim is to create conditions at higher education institutions, which will respond flexibly to the demand for lifelong learning (LLL) from adults and entities in the world of work.

The demand for higher education among the middle-aged generation with secondary education has been growing, however, with greater demand, in the long term, for flexible forms of training.<sup>55</sup> The importance of LLL is growing also due to demographic changes and the speedy change in global development leading to requirements for flexible approaches to deepening and broadening of knowledge and skills.

Despite the apparent advantages of using the higher education potential for teaching LLL courses, it is necessary to improve the quality of the conditions at higher education institutions for LLL. Since the nature of LLL courses and students is different from the nature of typical university instruction and student body, it is necessary to raise the qualification of tutors for teaching such courses so that the courses are attractive, innovative and interactive, and to increase the support and motivation of such staff to offer and implement LLL courses. It is also important to increase the qualification of other higher education staff who provide support and services for LLL participants, including those with special needs. The purchase and creation of teaching aids for LLL will also be supported.

Interventions will result in:

1. More highly-qualified academic and other staff of higher education institutions leading to higher quality conditions for LLL at the higher education institutions.

Specific objective 4: Setting up and developing an evaluation system and ensuring the quality and strategic management of higher education institutions

SO 4 follows up the Council Recommendation on the NRP for 2014<sup>56</sup>. To take measures to improve the system of accreditation and funding of universities. The aim is to create a transparent and clearly-defined system of evaluating the quality of higher education institutions and to increase the quality of their strategic management.

The unsatisfactory conditions and the set-up of the system of evaluation and quality assurance and strategic management of higher education institutions is one of the reasons why higher education in the Czech Republic as a whole does not attain as high a level as it might. The Czech Republic has a well-established and relatively elaborate system of external quality

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<sup>55</sup> Thematic area "Labour market and education".

<sup>56</sup> Council Recommendation COM(2014) 404/2.

evaluation by the Accreditation Committee, which has, however, reached its limits (with regard to the massification of higher education). The system of internal and external evaluation of the quality of higher education institutions functioning is, however, lagging behind good international practice.

The quality of strategic, managerial and project management at higher education institutions is, compared to foreign countries, lower, which reduces the effectiveness of universities in the Czech Republic and their attractiveness for foreign partnership, participation in international projects and for attracting top-class workers from abroad.

The aim is to increase the focus of the evaluation system on quality. To create and put in place internal evaluation and quality assurance in higher education institutions, which will be able to identify and respond to deficiencies in internal management process of the institutions, including insufficient personnel and professional capacity.

The interventions will result in:

1. Creating, setting up and developing transparent systems of internal quality assurance at higher education institutions.
2. Building the capacity for quality assurance at higher education institutions (also analytical and conceptual) and supporting "academic leadership".
3. Assuring quality and effective principles of management.
4. Higher quality of external forms of evaluation.

Specific objective 5: Improving the conditions for education related to research and for the development of human resources in research and development

The aim is to enhance skills of research and other workers in R&D and ensure a sufficient number of highly-qualified university graduates with practical research experience and to enhance the inflow of top experts from abroad and from the private sector into research organisations and to increase workers' skills for an effective implementation of the RIS3. The support will be also directed at establishing and developing strategic partnerships between the public and the private sector at regional and international level by means of new instruments which will contribute to RIS3. Interventions under this SO will also support female researchers and raise the interest of pupils, students and the public in research and its findings.

The implementation of this SO will lead to an overall improvement of human resources in R&D, which will also reflect in enhanced excellence of research in the Czech Republic and its benefits for society, i.e., in areas supported under PA 1.

The interventions will result in:

1. Higher qualification of research, administrative and technical staff in research organisations through support of their participation in domestic and foreign traineeships and professional training.
2. Enhancing the capabilities of the new generation to perform research activities. The investment in higher quality and internationalisation of research-oriented study programmes will produce highly-qualified graduates with practical experience in research and in international co-operation and in application. Those supporting activities will be complemented in

synergy by investments in the infrastructure and in research equipment for study programmes under PA 1.

3. The inflow of top-class experts from the private sector and from abroad (including Czech researchers working abroad in the long-term) thanks to creating attractive conditions in public research. Interventions will be complementary to the support of research teams implementing specific projects in R&D under PA 1.
4. Improving the quality and effectiveness of strategic management of research organisations.
5. Greater attractiveness of work in R&D as a choice of occupation thanks to stimulating the interest of children, pupils and students in R&D from pre-school age. Support will be provided to further qualitative development of science popularisation centres at higher education institutions, in other research organisations and in the sector of non-formal education.
6. Enhancing the co-ordination of regional policies, improving the communication and development of multi-lateral co-operation of the public, academic and application spheres, with a view to developing and sustaining a long-term competitive advantage based on knowledge, creativity and entrepreneurship. These interventions will reflect positively on the ability of the public and private sectors to jointly generate and contribute to extensive research themes reflecting the long-term societal needs of a region or of the whole Republic.

#### 2.2.5. List of result indicators

**Table 4: For the ESF: Common result indicators for which a target value has been set and programme specific result indicators corresponding to the specific objective (by investment priority and category of region)**

ID	Indicator	Category of region	Indicator measurement unit	Common output indicator used as basis	Base-line value	Measurement unit for base-line and target	Base-line year	Target value total (2023)	Source of data	Reporting frequency
5 29 10	Proportion of study programmes taught in a foreign language	More devel. reg.	%	irrelevant	23	irrelevant	2014	30	beneficiary/M A	Annual
		Less devel. reg.			23			30		
5 31 10	Number of first year graduates of new practically-oriented study programmes	More devel. reg.	students	irrelevant	376	irrelevant	2014	1,800	beneficiary	Mon. rep.
		Less devel. reg.			2,221			4,200		
5 31 13	Number of first year graduates of	More devel. reg.	students	irrelevant	271	irrelevant	2014	1,440	beneficiary	Mon. rep.

ID	Indicator	Category of region	Indicator measurement unit	Common output indicator used as basis	Baseline value	Measurement unit for baseline and target	Baseline year	Target value total (2023)	Source of data	Reporting frequency
	new practically-oriented bachelor study programmes	Less devel. reg.			1,597			3,360		
5 21 14	Number of students with SN in using consultancy and assistance products	More devel. reg.	students	irrelevant	1,480	irrelevant	2014	640	beneficiary	Mon. rep.
		Less devel. reg.			4770			2,060		
5 21 13	Number of newly created life-long learning courses	More devel. reg.	courses	irrelevant	424	irrelevant	2014	37	beneficiary	Mon. rep.
		Less devel. reg.			738			63		
5 35 10	Number of higher education institutions with transparent quality assessment systems	More devel. reg.	organisations	irrelevant	9	irrelevant	2014	7	beneficiary	Mon. rep.
		Less devel. reg.			16			13		
2 08 10	Number of organisations whose employees upgraded their qualification in R&D, its management and related fields	More devel. reg.	organisations	irrelevant	25	irrelevant	2014	18	beneficiary	Mon. rep.
		Less devel. reg.			24			62		
5 28 10	Number of first year	More devel.	students	irrelevant	3,512	irrelevant	2014	2,205	beneficiary	Mon. rep.

ID	Indicator	Category of region	Indicator measurement unit	Common output indicator used as basis	Baseline value	Measurement unit for baseline and target	Baseline year	Target value total (2023)	Source of data	Reporting frequency
	graduates in new or modernised research-oriented curricula accredited also for teaching in a foreign language	reg.								
		Less devel. reg.			8,194			4,095		
2 04 15	Number of research organisations with new incoming researchers either from abroad or from private sector	More devel. reg.	organisations	irrelevant	16	irrelevant	2014	9	beneficiary	Mon. rep.
		Less devel. reg.			45			31		
2 08 11	Number of research organisations with a modernised system of strategic management	More devel. reg.	organisations	irrelevant	7	irrelevant	2014	7	beneficiary	Mon. rep.
		Less devel. reg.			22			23		
5 43 10	Number of supported co-operations	More devel. reg.	co-operation	irrelevant	40	irrelevant	2014	56	beneficiary	Mon. rep.
		Less devel. reg.			34			144		

ID	Indicator	Category of region	Indicator measurement unit	Common output indicator used as basis	Baseline value	Measurement unit for baseline and target	Baseline year	Target value total (2023)	Source of data	Reporting frequency
5 08 10	Number of organisations affected by systemic interventions	More devel. reg.	organisations	irrelevant	9	irrelevant	2014	7	beneficiary	Mon. rep.
		Less devel. reg.			16			13		
5 17 10	Number of Roma children, pupils and students in supported organisations	More devel. reg.	children, pupils and students	irrelevant	N/A	irrelevant	2014	N/A	beneficiary	Mon. rep.
		Less devel. reg.			N/A			N/A		

Note: The OP RDE Managing Authority will also report the relevant indicators according to Annex 1 to Regulation No 1304/2013 of the European Parliament and of the Council in the required breakdown. The baseline values for the ESF interventions are understood as reference or comparative and they are not included in the target values.

## 2.2.6. Action to be supported under the investment priority

### Description of the type and examples of actions to be supported and their expected contribution to the specific objectives including, where appropriate, the identification of main target groups, specific territories targeted and types of beneficiaries

(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)

Activities financed from the ESF will contribute to increasing and sustaining the quality of higher education in the Czech Republic through support of linking training with practice and of openness to foreign co-operation. It is also important to build on the support in the 2007–2013 programming period and to continue in innovations in teaching at higher education institutions. Through developing interactive teaching and learning environments and the use of modern teaching methods, higher education institutions will be able to provide education in line with the latest teaching trends. The quality of higher education institutions, their openness and competitiveness can be also enhanced by a greater share of teaching in a foreign language (mainly English), and through higher involvement of foreign experts. Such quality-increasing measures will be supplemented with support for the establishment of a system for evaluating the quality and strategic management of higher education institutions. The financed activities will also contribute to lower drop-out rates among students with special needs and to making higher education more accessible to disadvantaged groups. Last but not least, support will be granted to activities increasing the exploitation of the higher education potential for implementing lifelong learning courses at higher education institutions.

The activities will also contribute to: (a) the development of personnel in research and development, i.e. of research, administrative and technical staff in research and development; (b) improving the conditions for the development of research-oriented higher education programmes through projects supporting inter-sectoral and international mobility; (c) raising the

qualification of staff in areas related to the management of research and development; (d) university projects for developing research and for developing quality researchers. At the same time, the interventions will foster stronger co-operation between public and private entities including cooperation with public institutions governing the implementation of R&D&I policies and strategies. The supported activities will follow up the RIS3 priorities.

#### Types and examples of activities to be supported

- Improving the quality of teaching at higher education institutions: Supporting the education activities and other creative activities (research, artistic, practical etc.) related to the profiling of study programmes at higher education institutions and to encouraging the creation and development of study programmes focused on practice, supporting higher qualifications and teaching competences of scholars including soft skills and language knowledge. Support activities for improving the education activity at higher education institutions (e.g. modernising the software equipment necessary for training, introducing new teaching methods)<sup>57</sup>.
- Increasing labour market relevance of higher education: Supporting the development of profiling of the study programmes/fields of study at higher education institutions in line with labour market needs, supporting the creation of and significant modifications to study programmes in line with the current and the long-term perspective of development at the regional, national and international level, supporting co-operation between higher education institutions and bodies in the applied sector, e.g. through instruments of the "professorial chairs", supporting entrepreneurship and soft skills (including teaching by practitioners). Support for the development of mainly bachelor and masters study programmes and fields of study focused on practice.
- Creating or modernising research-oriented study programmes, with an emphasis on problem-oriented research, linkage to practice including knowledge transfer and on internationalisation of programmes (programmes in English, international mobility development) and inter-institutional cooperation (mainly with the Czech Academy of Sciences institutes).
- Winning and developing key researchers and academics with good prospects, including foreign researchers and academics, for accredited study programmes.
- Developing international co-operation and international environment at higher education institutions: Expanding the range of opportunities for international mobility of students and academic and non-academic staff, increasing the proportion of subjects taught in a foreign language, development of suitable services for students from abroad and from the Czech Republic and for academic and non-academic staff. Recruiting foreign staff in order to internationalise the personnel structure of higher education system. Developing strategic partner relations with foreign institutions e.g. as part of a joint degree.
- Enhancing the inter-sectoral mobility of researchers (from the private sector to the public research) and international mobility of researchers (inflow of researchers from abroad to Czech research organisations).

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<sup>57</sup> To define quality, the results of individual national projects implemented in the 2007-2013 programming period will be used, in particular the project Quality.

- Supporting international mobility of research, technical and administrative staff in research and development and of students under the newly-established strategic partnerships of Czech and foreign research and higher education institutions (study visits, traineeships, training).
- Establishing and developing study programmes of the type of international graduate schools and doctoral schools, including creating and implementing mechanisms to support talented Ph.D. students and postdocs (e.g., early researcher grants).
- Developing the capacity and knowledge of managerial and other staff in the strategic management of research and development and of higher education institutions, supporting the systems for strategic and effective management of research organisations, and evaluation and quality assurance systems: Managing co-operation with the world of application, human resources management and career development in research organisations (including higher education institutions) with an emphasis on integration of the principles of equal opportunity, technology road mapping, creating and implementing the strategies for internationalisation of research, creating and implementing strategies of open access to the results and scientific information, development of capacities and human resources for internal evaluation of quality, development of human resources in managerial governance; supporting the preparatory processes for obtaining accreditation, supporting the introduction of principles of effective management in higher education.
- Supporting measures to popularise science and research, which will have an impact on the lay and the professional public including children, pupils and students, creating and implementing strategies and systems for popularising research, including programmes training researchers in communication and the popularisation of research and development, organising thematic summer schools etc. Throughout the Czech Republic, support will be offered to the upgrade of exhibitions and to creation of new education programmes related to non-formal education and serving the popularisation of research. With regard to the focus of this priority axis, the activities will be of a smaller scope.
- Support towards human resources for effective implementation of the RIS3 at regional level including support for specialised training, traineeships etc.
- Preparation and development of new or innovated instruments that will lead to the achievement of the RIS3.
- Preparation of project proposals contributing to the RIS3 objectives, prepared under the support of Smart Accelerator.
- Measures reducing the drop-out rate: Establishing and developing counselling centres; creating motivation programmes; revising the admission procedure systems; analysing the barriers in access to studying and to success in studying; revising the curricula of study programmes and analysing the real study burdens in connection to learning outcomes.
- Ensuring satisfactory expert capacities and conditions for technology transfer from research to practice, including higher qualification of specialist workers, support for measures to increase the interest of the world of application in R&D findings, their application and their presentation.

- Personnel for internal grant support in research organisations, mainly for international research projects, and increasing the qualification of specialised staff (training in project design and management, identification of new opportunities etc.).
- Supporting a balanced professional development of female and male researchers in line with the cultural and institutional change approach for promoting gender equality<sup>58</sup> (supporting re-inclusion of researchers into research activities after a period of absence due to maternity/parental leave, projects focused on higher attractiveness of natural and technical sciences for female students).
- The above activities supporting human resources in research and development may include also national and international scientific conferences, seminars.
- Activities focused on better information about study programmes offered and, for those interested in studying and in order to reduce their future dropping out, higher education. Activities reducing the drop-out rate of the current students will focus mostly on supporting the individualisation of instruction, improving the skills of the counselling centres staff at higher education institutions including sharing of such experience with the staff of other higher education institutions, improving the services provided by such centres, including career counselling and introducing a minimum standard of such services, preparation and implementation of levelling-up courses with regard to the diverse knowledge of new students.
- In order to increase their numbers at higher education institutions, activities with an impact on students and future students with specific needs and from socio-economically disadvantaged groups and from ethnic minorities (particularly the Roma). These activities will lead to improved information about the work with such students and to higher quality of the related competences of the academic and other staff of higher education institutions, including the staff of counselling centres. The activities will also focus on exchange of experience on the issues, on supporting assistants – including their training (and that of student assistants) – for the students identified above, the preparation, greater accessibility and quality of suitably-amended study materials. Last but not least, activities will focus also on individual support of persons interested in studying at a higher education institution, facilitating the transfer of pupils from secondary schools or post-secondary vocational schools to a tertiary school, and on motivation to study at a higher education institution.
- Increasing the qualification of staff who take part in the preparation and implementation of lifelong learning courses linked to the labour market, and supporting the purchase and creation of the relevant aids.

#### Identification of the main target groups

- Higher education students
- Lifelong learning participants
- Pupils of nurseries, primary and secondary schools, persons interested in studying at university

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<sup>58</sup> The cultural and institutional (or structural) change approach was adopted as an instrument for promoting gender equality in Resolution of the Competitiveness Council of 28.5.2010.

- Pupils and students who are hindered in access to and successful completion of university education and subsequent entry in the labour market by such social and personal factors as their socio-economic status, health, ethnic origin or family and cultural background
- Public administration staff dealing with strategic management of higher education
- Research organisation and higher education staff
- Staff dealing with research in the private sector
- Public administration staff dealing with governance and implementation of R&D&I
- Staff of non-formal education centres focused on popularisation of science

#### Specification of the target territory

In accordance with Article 96(1)(a) of the Common Provisions Regulation, support provided under this IP will relate to more than one category of regions. The activities will take place throughout the Republic, including the City of Prague. In the case of certain individual projects, the activities will have an impact on the whole of the Czech Republic, preferentially, university towns.

In this investment priority, support will be targeted mostly at the more urbanised areas which are defined in the Regional Development Strategy as developing territories (metropolitan areas, regional settlement agglomerations, regional centres and their domains).

This investment priority will use the flexibility option in accordance with Article 70 of the Common Provisions Regulation and Article 13 of the Regulation on the European Social Fund.

Projects supported under this investment priority on the territory of a more-developed region, but with an impact on both the more-developed regions and the less-developed regions, will be funded according to the following PRO RATA – projects in specific objective 5 will be funded according to PRO RATA – 26 (more devel. reg.): 74 (less devel. reg.), the values are derived from the indicator of the amount of expenditure on R&D in the business sector. For projects of SO 1–SO 4, the number of Prague and non-Prague higher education students will be used as a proxy indicator, where projects will be funded in the ratio 34 (more-developed region) : 66 (less-developed region).

The PRO RATA method will be applied to the total eligible project expenses, i.e., including national co-financing.

This investment priority will also support projects in the territory of a more-developed region with an impact only on the territory of the more-developed region. These projects will not use the PRO RATA method, but will be funded solely from the allocation for the more-developed regions.

#### **2.2.7. Types of beneficiaries to be supported**

Types of beneficiaries for specific objectives 1 to 4:

- Higher education institutions pursuant to Act No 111/1998 Coll., on Higher Education Institutions and Amendments and Supplements to Certain Other Acts (the Act on Higher Education Institutions), as amended.
- State administration and self-government bodies and their unions, and their subsidiary organisations.

- For specific objective 2: other bodies – higher education institutions, public research institutions, post-secondary vocational schools, corporations (including trade ones), state administration and local self-government bodies, or their subordinate organisations, other institutions involved in the implementation of interventions of specific objective 2, a pre-condition is co-operation with a higher education institution.
- The partners may also include other bodies involved in the implementation of interventions under Specific Objectives 1–4 (higher education institutions, public research institutions, post-secondary vocational schools, corporations (including trade ones), state administration and local self-government bodies, or their subsidiary organisations, other institutions involved in the implementation of interventions of specific objectives 1–4).

The scope of beneficiaries may be further defined or limited in other documents, e.g., in the calls for proposals, etc.

Types of beneficiaries for specific objective 5:

- Entities meeting the definition of an organisation for research and dissemination of knowledge according to the Framework for State Aid for R&D&I (higher education institutions, public research organisations, corporations (including business ones), contributory organisations of the state and of territorial self-governing units, state organisations etc.).
- Other entities performing research or non-formal education (publicity/popularisation of R&D&I results, e.g. science learning centres, visitor centres etc.).
- State administration and self-government bodies and their unions, their subordinate organisations.
- Other entities involved in the RIS3 management and implementation.

The scope of beneficiaries may be further defined or limited in other documents, e.g., in the calls for proposals, etc.

### 2.2.8. Guiding principles for the selection of operations

*(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)*

The common description of principles for the selection of operations is provided in Chapter [2.A.6.2](#) of Priority Axis 1 - Description of the type and examples of actions to be supported and their expected contribution to the specific objectives including, where appropriate, the identification of main target groups, [specific](#) territories targeted and types of beneficiaries.

Under this investment priority, it will be possible to apply for support to individual projects – Simplified Projects will be implemented mainly in the area of mobilities.

Specific features for projects of investment priority 1, Priority Axis 2:

- Activities funded from specific objective 5 are set so that they complement thematic objective 1. The projects under this specific objective will be appraised in relation to the focus of research under the project with RIS3 priorities and with the National Priorities of Oriented Research, Experimental Development and Innovation.
- In projects funded from specific objective 5, the grant beneficiaries, specifically the higher education institutions proposing activities of fostering human resources for research-

oriented study programmes, must meet the conditions for specific objectives 1–4 set out below.

The condition for the other beneficiaries under this specific objective, or activities fostering human resources for research-oriented study programmes, will be the preparation of an analysis justifying the requested investments and identification of any links to activities in specific objective 3 of Priority Axis 1.

- Under specific objectives 1–4, higher education institutions will submit typically one project per the whole institution, i.e., larger strategic projects there will be funded. Those projects will include selected eligible activities related to the written strategic plan of the given institution, which will be one of the main conditions for obtaining a grant. The strategic plan will include analyses of the baseline situation mainly of the infrastructure, and the links of the infrastructure needs to improving the educational and other activities of the given institution.
- In the appraisal, the link to projects implemented by the given beneficiary and funded from the Programme will be taken into account.
- In the case of financing short-listed projects (e.g. from Erasmus+), a shortened appraisal process would be used, e.g., the project's thematic consonance with the Programme interventions would be assessed.

### 2.2.9. Planned use of financial instruments

*(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)*

Based on an analysis carried out, there is limited room for using financial instruments in Priority Axis 2, investment priority 1. At present, specific types of financial instruments are not planned, nevertheless, in selected interventions contributing to specific objective 5 the use of financial instruments could, where justified, be piloted.

### 2. 2.10. Specification of major projects

*(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)*

Under Priority Axis 2, investment priority 1, no major projects within the meaning of Articles 100–103 of the Common Provisions Regulation are planned.

### 2.2.11. Output indicators by investment priority and, where appropriate by category of region

*(Reference: point (b)(iv) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)*

**Table 5: Common and programme specific output indicators (by investment priority)**

ID	Indicator	Unit of measurement	Fund	Category of region	Target value total (2023)			Source of data	Reporting frequency
					M	W	T		
6 00 00	Total number of participants	Persons	ESF	More devel. reg.	-	-	4,647	beneficiary	Mon. rep.

ID	Indicator	Unit of measurement	Fund	Category of region	Target value total (2023)			Source of data	Reporting frequency
					M	W	T		
				Less devel. reg.			7,253		
2 08 00	Number of supported researchers and academics	Persons	ESF	More devel. reg.	-	-	777	beneficiary	Mon. rep.
				Less devel. reg.			1,323		
2 08 03	Number of supported administrative and technical workers in R&D	Persons	ESF	More devel. reg.	-	-	666	beneficiary	Mon. rep.
				Less devel. reg.			1,134		
2 08 06	Number of supported persons involved in the management and implementation of the R&D policy	Persons	ESF	More devel. reg.	-	-	14	beneficiary	Mon. rep.
				Less devel. reg.			186		
5 46 01	Number of students of research-oriented study programmes and post-graduate students who participated in traineeships	Persons	ESF	More devel. reg.	-	-	1480	beneficiary	Mon. rep.
				Less devel. reg.			2520		
5 21 00	Number of supported products	Products	ESF	More devel. reg.	496		beneficiary	Mon. rep.	
				Less devel. reg.	854				
5 29 01	Of which Number of newly-created and accredited study programmes in Czech	Programmes	ESF	More devel. reg.	75		beneficiary	Mon. rep.	

ID	Indicator	Unit of measurement	Fund	Category of region	Target value total (2023)			Source of data	Reporting frequency
					M	W	T		
				Less devel. reg.	175				
5 30 01	Number of new study programmes realised in co-operation with another university	Programmes	ESF	More devel. reg.	15			beneficiary	Mon. rep.
				Less devel. reg.	35				
5 31 01	Number of new courses of study focused on practice	Courses	ESF	More devel. reg.	75			beneficiary	Mon. rep.
				Less devel. reg.	175				
5 29 02	Number of study programs with at least one new subject taught in a foreign language	Programmes	ESF	More devel. reg.	75			beneficiary	Mon. rep.
				Less devel. reg.	175				
5 21 04	Number of consultancy and assistance products	Products	ESF	More devel. reg.	52			beneficiary	Mon. rep.
				Less devel. reg.	88				
5 21 03	Number of supported lifelong learning products	Products	ESF	More devel. reg.	74			beneficiary	Mon. rep.
				Less devel. reg.	126				
5 35 01	Of which Number of products created to improve quality of strategic management and evaluation system of universities	Products	ESF	More devel. reg.	18			beneficiary	Mon. rep.

ID	Indicator	Unit of measurement	Fund	Category of region	Target value total (2023)			Source of data	Reporting frequency
					M	W	T		
				Less devel. reg.	22				
5 28 01	Number of new or modernised research-oriented study programmes accredited also in a foreign language	Programmes	ESF	More devel. reg.	11			beneficiary	Mon. rep.
				Less devel. reg.	19				
2 15 02	Number of new products modernising strategic management systems in research organisations	Products	ESF	More devel. reg.	12			beneficiary	Mon. rep.
				Less devel. reg.	38				
5 43 01	Number of new project proposals prepared thanks to the support of SmartAccelerator	Proposals	ESF	More devel. reg.	5			beneficiary	Mon. rep.
				Less devel. reg.	65				
5 43 03	Number of new tools for R&D&I support at regional level	Products	ESF	More devel. reg.	1			beneficiary	Mon. rep.
				Less devel. reg.	19				
5 31 03	Number of new practically oriented bachelor courses of study	Courses	ESF	More devel. reg.	60			beneficiary	
				Less devel. reg.	120				

Note 1: M = men, W = women, T = total

Note 2: The OP RDE Managing Authority will also report the relevant indicators according to Annex 1 to Regulation (EU) No 1304/2013 of the European Parliament and of the Council in the required breakdown. The target values have not been set for them because they are not the aim of the interventions.

## 2.2.12. Investment priority 2 under Priority Axis 2

Investment priority	Investing in education, vocational education and training for skills and lifelong learning by developing education and training infrastructure
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## 2.2.13. Specific objectives corresponding to the investment priority and expected results

*(Reference: points (b)(i) and (ii) of the first subparagraph of Article 96(2) of Regulation (EU) No 1303/2013)*

Specific objective 1: Improving the education infrastructure at higher education institutions in order to ensure a high quality of education, improving access for disadvantaged groups and increasing the openness of higher education institutions.

Higher education institutions do not reach the desired parameters in terms of inclusion and support for students with special needs. The systems of internal evaluation and quality assurance are also inadequate.

The purpose of the support will be to complement the investment from ESF to SO 1, 2 and 4 in PA 2 of the OP RDE, or to support and to follow up projects financed in the previous programming period with investment into infrastructure and into costly equipment. Investment into improving the education infrastructure is expected across the Czech Republic, i.e., in the regions and in Prague. The same activities will receive support in both types of territory. Funding will be provided for completing, modernising and upgrading the infrastructure and for costly equipment. In justified cases, the construction of new infrastructure will also be supported. The construction of new infrastructure will be supported in the cases where new courses of study are created which are demanded by the labour market, or in the case of expanding capacity for the existing courses where the labour market demand strongly exceeds graduate numbers. When applying for a grant, higher education institutions will have to provide evidence of infrastructural changes being completed and also for new ones concerning current usage and occupancy of existing buildings and infrastructures of the given higher education institutions, including a plan for their further use, information on planned investments of the higher education institution in the new programming period, including the impact on the use/occupancy of existing buildings and infrastructures; analyses of the expected growth in the number of students in the future years, information on the planned methods of co-financing of the submitted projects and on sustainability of the planned investment. That information will be included in the strategic plans of the higher education institutions.

In the 2007-2013 period, investments into education infrastructure (not connected to research) were financed only to a very limited degree through cross-financing in OP EC, or from national programmes. The ERDF interventions under PA 2 aim to prepare conditions, in particular, for upgrading the infrastructure intended for undergraduate instruction, preferentially for those in technical and natural science fields of study. The infrastructure of research-oriented programmes is addressed in SO 1 PA 1 (thematic objective 1).

The interventions will result in:

1. Readiness of infrastructure, spatial and material conditions mainly for practical instruction.

2. Higher access to higher education institutions for disadvantaged groups, mainly students with special needs.

#### 2.2.14. List of result indicators

**Table 9: Programme-specific result indicators, by specific objective (for the ERDF and the Cohesion Fund)**

ID	Indicator	Unit of measurement	Category of region	Base-line value	Base-line year	Target value total (2023)	Source of data	Reporting frequency
5 27 10	Bachelor and masters programme students who use the infrastructure, outside the infrastructure for education related to research.	%	More devel. reg.	43.8	2014	53	MEYS	annual
			Less devel. reg.	43.8		53		annual
5 18 10	Proportion of students with special needs to the total number of students	%	More devel. reg.	0.27	2013	0.33	MEYS	annual
			Less devel. reg.	0.27		0.33		

#### 2.2.15. Action to be supported under the investment priority

**Description of the type and examples of actions to be supported and their expected contribution to the specific objectives including, where appropriate, the identification of main target groups, specific territories targeted and types of beneficiaries**

*(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)*

Activities funded from the ERDF are supportive in relation to activities funded from the ESF under Priority Axis 2 investment priority 1, specific objectives 1, 2 and 4. They will serve as a complement to achieving the objective of European Social Fund investments. Investments in infrastructure for research or instruction connected with research at higher education institutions will be implemented through interventions under Priority Axis 1, specific objective 3.

An indicative list of supported activities leading to the achievement of the specific objective

- Modification of spaces and purchase of the necessary equipment so that they meet the special needs of students.
- Development and modernisation of classrooms and laboratories which serve the education activities, including purchase of the relevant tools and material equipment so that it contributes to higher quality in the higher education institution, its competitiveness, and that it is adequate for innovated instruction.
- Development of practical learning and teaching spaces at a higher education institution (e.g. training operating rooms, simulation of judicial trials, spaces for artistic work and performances related to learning).

- Reconstruction and regeneration of unsatisfactory buildings intended for education at a higher education institution in order to improve the education provided, mainly in the City of Prague.
- Access to new and broader access to the existing information sources, systems of managerial governance; modernisation of the software equipment so that it enables the introduction and development of internal systems of evaluation and quality assurance at the higher education institution.

#### Identification of the main target groups

- Higher education students
- Academic and other staff of higher education institutions
- Personnel of research organisations
- Pupils of secondary schools and persons interested in studying at university

#### Specification of the target area

In accordance with Article 96(1)(a) of the Common Provisions Regulation, support provided under this investment priority will relate to more than one category of regions. The activities will take place throughout the Czech Republic, including Prague, but preferentially in the university cities.

In this investment priority, support will be targeted mostly at the more urban areas that are defined in the Regional Development Strategy as developing zones.

In accordance with Article 70 of the Common Provisions Regulation, this investment priority may incorporate flexibility.

In accordance with Article 70 of the Common Provisions Regulation, the main authority deciding on the PRO RATA setting is the Monitoring Committee. The PRO RATA method will be applied to the total eligible project expenses, i.e., including national co-financing.

This PA will also support projects in the territory of a more-developed region with an impact only on the territory of the more-developed region. These projects will not use the PRO RATA method, but will be funded solely from the allocation for the more-developed regions.

#### Types of beneficiaries to be supported

- Higher education institutions, pursuant to Act No 111/1998 Coll., on Higher Education Institutions and Amendments and Supplements to Certain Other Acts (the Act on Higher Education Institutions), as amended.

The scope of beneficiaries may be further defined or limited in other documents, e.g., in the calls for proposals, etc.

### **2.2.16. Guiding principles for the selection of operations**

*(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)*

The common description of principles for the selection of operations is provided in Chapter [2.A.6.2](#) of Priority Axis 1 - Description of the type and examples of actions to be supported and their expected contribution to the specific objectives including, where appropriate, the identification of main target groups, specific territories targeted and types of beneficiaries.

PA 2 will provide support to individual projects.

The appraisal process will take into account projects implemented by the beneficiary and financed from the Programme, or the link between the planned activities to projects financed from the ESF in the previous programming period.

Grant beneficiaries under this investment priority will have to meet the same conditions for the selection of operations as under SO 1 - 4 under investment priority 1 of Priority Axis 2, i.e. Improving the quality and efficiency of, and access to, tertiary and equivalent education with a view to increasing participation and attainment levels, especially for disadvantaged groups (ESF).

This investment activity will not support new external fabric of buildings, including replacement of windows and technical operational facilities (replacement of boilers etc.). The construction and reconstruction of infrastructure not related primarily to education, i.e., catering and accommodation facilities, storage etc. will not be supported.

### 2.2.17. Planned use of financial instruments

*(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)*

Based on an analysis carried out, the use of financial instruments is not planned for Priority Axis 2, investment priority 2.

### 2.2.18. Specification of major projects

*(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)*

The indicative List of Major Projects contains only major projects that will be broken down to stages. The indicative list may be extended only in rare cases and any extension proposed to the Monitoring Committee may only be based on a prior agreement of the European Commission on the specific project proposal. Apart from information on meeting the conditions in Article 100 of Regulation No 1303/2013, the project proposal must contain sufficient justification of the need for the project of such scope together with information on ensuring its sustainability. The project must not duplicate an already-existing project.

### 2.2.19. Output indicators by investment priority and, where appropriate by category of region

*(Reference: point (b)(iv) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)*

**Table 10: Common and programme specific output indicators**

ID	Indicator	Unit of measurement	Fund	Category of region	Target value total (2023)	Source of data	Reporting frequency
3 06 00	Acquired information sources	Information sources	ERDF	More devel. reg.	68	beneficiary	Mon. rep.
				Less devel. reg.	32		

ID	Indicator	Unit of measurement	Fund	Category of region	Target value total (2023)	Source of data	Reporting frequency
3 05 00	Number of procured information systems	number of IS	ERDF	More devel. reg.	6	beneficiary	Mon. rep.
				Less devel. reg.	14		
5 27 05	Number of students who use the newly built, expanded or modernised infrastructure, outside the infrastructure for education related to research	students	ERDF	More devel. reg.	48,000	beneficiary	Mon. rep.
				Less devel. reg.	82,000		

#### 2.2.20. Social innovation, transnational co-operation and contribution to thematic objectives 1–7

In its focus on higher education and human resources development for research and development, Priority Axis 2 has the strongest link to thematic objective 1 – enhancing research, technological development and innovation, mainly in specific objective 5 (which will receive around 22 % of the allocation for this priority axis). The selected activities are directly focused on those areas. The contribution to the other thematic objectives will be mainly secondary – through the process of educating the target groups (the themes mentioned such as environmental protection and resources efficiency support will reflect in the content of the study programmes of higher education institutions).

International co-operation under this axis will be supported at the level of particular projects, based on their nature. This approach will facilitate the creation of projects' results, or the improvement of projects' results thanks to sharing good practice, and will also facilitate greater effectiveness of the funds spent. International co-operation will be supported in interventions focused on increasing the quality of human resources, among other things, to step up the participation in Horizon 2020 or to improve the quality of higher education.

Specific objective 2 will support activities and projects that contribute to creating or developing strategies and organisational measures at higher education institutions, which will enable and facilitate studying for students with special needs, from socio-economically disadvantaged groups and from ethnic minorities, and will help reduce the risk of dropping out. Support will be provided for broader implementation of the outputs of projects funded in the 2007–2013 programming period (mainly under the Operational Programme Education for Competitiveness) and to sharing good practice among particular schools. These activities will indirectly support the area of social innovation.

## 2.2.21. Performance framework

(Reference: point (b)(v) of the first subparagraph of Article 96(2), and Annex II to Regulation (EU) No 1303/2013)

**Table 11: Performance framework of Priority Axis 2**

Indicator type	ID	Indicator definition	Unit of measurement	Fund	Category of region	Value of milestone in 2018	Target value total (2023)			Data source	Explanation of relevance of indicator
							M	W	T		
Output	6 00 00	Total number of participants	Persons	ESF	More devel. reg.	1,549			4,647	MS2014 +	Interventions under PA 2 aim to develop human resources in higher education and in R&D, primarily by supporting specific persons (research and academic workers, R&D technicians, RIS3 implementation workers etc.). The basic output indicator for PA 2 ESF is the number of participants.
					Less devel. reg.	2,418			7,253		
Output	3 06 00	Acquired information sources	Information sources	ERDF	More devel. reg.	5			32	MS2014+	Interventions at higher education institutions funded from ESF under PA 2 will be suitably and in relevant cases complemented with investments into infrastructure from ERDF..
				.	Less devel. reg	10			68		Apart from investments into construction, the information support

									at the level of SO 1, 2 and 4 in the ESF part through electronic information sources is crucial
Output	5 27 05	Number of students who use the newly built, expanded or modernised infrastructure, outside the infrastructure for education related to research	students	ERDF	More devel. reg.	5,700	48,000	MS2014 +	The second large part of intervention will be the improvement of education infrastructures and the costly equipment. The decisive moment for entering the value of the milestone will be the launch of the infrastructure use.
					Less devel. reg.	11,300	82,000		
Financial	FINMT	Certified funds	EUR	ESF	More devel. reg.	5,163,296	78,167,630	MS2014 +	The calculation was made as follows: the main allocation for 2015 (i.e. allocation without the performance reserve) - volume of advance payments. The national co-financing is then added to the resulting value. This is calculated for each fund and each category of region, then it is divided in % share among the relevant PAs. - in a link to the planned interventions over time.
					Less devel. reg.	110,651,866	366,500,886		
				ERDF	More devel. reg.	6,591,848	120,528,034		
					Less devel. reg.	108,855,765	417,683,780		

## 2.2.22. Categories of intervention

(Reference: point (b)(vi) of Article 96(2) of Regulation (EU) No 1303/2013)

Categories of intervention corresponding to the content of the priority axis based on a nomenclature adopted by the Commission, and indicative breakdown of Union support

**Tables 7–11**

**Table 7: Categories of intervention**

Category of region and fund ESF: less-developed regions									
Table No. 1 Dimension 1 Area of intervention		Table No 2 Dimension 2 Form of funding		Table No 3 Dimension 3 Type of territory		Table No 4 Dimension 4 Territorial delivery mechanisms		Dimension 6 ESF secondary theme	
Code	EUR	Code	EUR	Code	EUR	Code	EUR	Code	EUR
116	311,525,752	01	311,525,752	01	249,220,601	07	311,525,752	04	192,834,440
				02	52,959,378			06	31,152,575
				03	9,345,773				

Category of region and fund ESF: more-developed regions									
Table No 1 Dimension 1 Area of intervention		Table No 2 Dimension 2 Form of funding		Table No 3 Dimension 3 Type of territory		Table No 4 Dimension 4 Territorial delivery mechanisms		Dimension 6 ESF secondary theme	
Code	EUR	Code	EUR	Code	EUR	Code	EUR	Code	EUR
116	39,083,815	01	39,083,815	01	39,083,815	07	39,083,815	04	21,261,595
								06	3,908,382

Category of region and fund ERDF: less-developed regions									
Table No 1 Dimension 1 Area of intervention		Table No 2 Dimension 2 Form of funding		Table No 3 Dimension 3 Type of territory		Table No 4 Dimension 4 Territorial delivery mechanisms		Tables No 5 Dimension 5 Thematic objective for ERDF	
Code	EUR	Code	EUR	Code	EUR	Code	EUR	Code	EUR
049	355,031,212	01	355,031,212	01	284,024,970	07	355,031,212	10	376,211,414
				02	71,006,242				

Category of region and fund ERDF: more-developed regions									
Table No 1 Dimension 1 Area of intervention		Table No 2 Dimension 2 Form of funding		Table No 3 Dimension 3 Type of territory		Table No 4 Dimension 4 Territorial delivery mechanisms		Tables No 5 Dimension 5 Thematic objective for ERDF	
Code	EUR	Code	EUR	Code	EUR	Code	EUR	Code	EUR
049	60,264,017	01	60,264,017	01	60,264,017	07	60,264,017	10	39,083,815

### 2.2.23. Summary of the planned use of technical assistance including, where necessary, actions to reinforce the administrative capacity of authorities involved in the management and control of the programmes and beneficiaries

(Reference: point (b)(vii) of Article 96(2) of Regulation (EU) No 1303/2013)

Under Priority Axis 2, the technical assistance fund will be used to create sufficient Managing Authority necessary for the due administration of this priority axis, including the necessary background materials for targeting support of current needs, mainly in ensuring expert consultations with applicants and beneficiaries in order to facilitate their access to support and smooth implementation of projects. As this priority axis is multi-fund and mutually complementing projects from the ERDF and ESF will be implemented, the technical assistance funds will be also used to ensure due and effective setting of calls, appraisal and selection of projects, including any participation of foreign evaluators, and subsequently interim and final evaluation of the supported interventions.

### 2.3. Priority axis 3: Equal access to high-quality pre-school, primary and secondary education

ID of the Priority Axis	Priority axis 3
Priority Axis name	Equal access to high-quality pre-school, primary and secondary education

#### 2.3.1. Justification for the establishment of a priority axis covering more than one category of region, thematic objective or Fund

Regional schools<sup>59</sup> will focus (in line with ET 2020<sup>60</sup> and other European and national strategies, see Chapter 1.1, and with OECD recommendations), on the following priorities:

- excellent education at all levels with a view to supporting the potential of every individual child and pupil to develop their competences throughout their lives,

<sup>59</sup> This means education from pre-school up to post-secondary vocational level in all forms: formal, non-formal, and informal learning.

<sup>60</sup> On-line at: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:CS:PDF>.

- development of key competences<sup>61</sup>: communication in mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, a sense of initiative and entrepreneurship, cultural awareness and expression,
- improving the quality and effectiveness of education and vocational training with an emphasis on their relevance for the long-term needs of school-leavers, of the labour market and of society.

Improving the quality, equal and fair access to quality education and excellent education for every pupil (inclusive education) at all levels of the education system will be the thematic focus of IP 1, under thematic objective 10. IP 2 in thematic objective 9 will create support for inclusive education by deepening the competences of education personnel so that they are better able to recognise the needs and potential of every child or pupil, and to develop them. IP 3 in thematic objective 9 will support the resolution of specific issues in the inclusive education of marginalised groups, such as children and pupils from socially-disadvantaged backgrounds, Roma children and pupils and children of foreigners (including migrants and asylum-seekers).

The basis for change is to strengthen the competence of those with strategic leadership of education at all levels: state/ founder/ headteacher/ teacher/ pupils (IP 1/ SO 3) leading to improved results. It is necessary to find and support teacher-leaders who will help to launch the change and lead, who will support teams of educators and improve their professional development, during their professional training (IP 1/ SO 4).

The precondition for increasing the potential of the Czech Republic to ensure experts for qualification-intensive professions is the development of competences, potential and talent<sup>62</sup> of every individual. Right from pre-school age (IP 1/SO 1), it is important to guarantee that every pupil gains key competences for lifelong learning (IP 1/SO 2), For these objectives (and in support of PA 3 objectives), it is necessary to obtain greater understanding and encouragement from parents and to link teaching more with the out-of-school activities of pupils. Co-operation of schools with parents, the local community, the labour market, science, research and foreign countries will contribute significantly to a higher quality and relevance of, and to mobility. IP 1 will focus on new ways to support talent and to develop natural capabilities through STEM. Openness of schools needs to be greater in vocational training (IP 1/ SO 5), where it is necessary to improve the quality and relevance of the competences of school-leavers for the labour market, mainly in the long-term perspective. It is, therefore, necessary to combine systems of formal, out-of-school and other education, including the recognition of results of prior learning and to enhance the role of schools and educational establishments as LLL centres.

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<sup>61</sup> *Key competencies for lifelong learning - European Reference Framework*. Annex from 18.12.2008 to Council Recommendation L394 of 31.12.2006: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:CS:PDF>.

<sup>62</sup> Written declaration of the European Parliament on supporting talent in the European Union of 9.11.2012. 0034/2012.

### 2.3.2. Fund, category of region and calculation basis for Union support

Fund	ESF
Category of region	Less-developed regions, more-developed regions
Basis for calculating the support (total eligible expenditure or total public eligible expenditure)	Total eligible expenditure

### 2.3.3. Investment priority 1 under Priority Axis 3

Investment priority	Reducing and preventing early school-leaving and promoting equal access to good quality early-childhood, primary and secondary education including formal, non-formal and informal learning pathways for reintegrating into education and training
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### 2.3.4. Specific objectives corresponding to the investment priority and expected results

*(Reference: points (b)(i) and (ii) of the first subparagraph of Article 96(2) of Regulation (EU) No 1303/2013)*

Specific objective 1: Improving the quality of pre-school education, including facilitating the transition of children to primary school

The aim is to increase the quality and inclusiveness of pre-school education and the co-operation between nurseries and the first cycle of primary schools, and to facilitate the transition to primary school for children. The quality of pre-school education is significantly affected by the quality of the pre-school teacher. SO 1 therefore focuses on professional support for teachers, deepening and expanding the qualification of teaching staff and improving the competencies of other educators who teach pre-school children according to the Framework Educational Programme for Pre-School Education (FEP PSE);

The interventions will result in:

1. Greater share of educational organisations with higher quality and pro-inclusiveness of pre-school education.
2. Introducing and disseminating the procedures and instruments of individual support for teachers, which help improve every-day work of pre-school teachers.
3. Ensuring quality methodological, educational-psychology assistance, guidance and support for teaching and other staff, and for the parents of children in pre-school establishments.
4. Greater number of teachers and other education personnel in pre-school education who have, with regard to individual needs and interests of children, deepened or expanded their knowledge and skills for developing key competences (including literacies) of children in their class and have also improved their competences for inclusive education and who apply them suitably in care and education.
5. Improving the competences of staff in pre-school education establishments, who work in line with the FEP PSE outside the sector of public nurseries to achieve the expected pre-school education outcomes.

6. Establishing co-operation among teachers in nurseries and primary schools, the educational-psychology counselling staff, other experts and parents of nursery children to ensure an easier transition of children to primary schools.
7. Deepening mutual co-operation of teachers, sharing professional experience with an emphasis on professional feedback and learning from colleagues.

External factors that may help achieve the objective are: ensuring quality providers of further teacher training (FTT) and methodological materials, linking teacher training to standards<sup>63</sup> for evaluating the teacher quality (motivation to participate in FTT), specifying the activities in problem areas of the FEP PSE and implementing the linkage of curriculum documents for pre-school and primary education.

Specific objective 2: Improving the quality of education and achievement of students in key competencies

The aim is, through individual forms of support, to achieve mutual learning and further training of teachers, the situation where teachers are able to educate every primary and secondary school pupil so that the pupils' potential is used in the best possible way for developing competences important both for personal and social life and for the labour market. The motivation of pupils and the relevance of education will be supported also by linking the school and out-of-school education.

The interventions will result in:

1. Introducing and disseminating the procedures and instruments for individual support of teachers, which will help improve their work at schools and educational establishments including activities beyond the total compulsory dedicated time of the relevant FEP.
2. Developing a culture of sharing teaching experience, providing methodological support and professional feedback and learning from colleagues.
3. Greater share of teachers able to adjust their teaching to the needs of the individual pupils.
4. Greater share of organisations where the quality of education towards key competences is improved by support of the whole organisations in creating and implementing strategies and action plans, fulfilling the principle of equal opportunities and enabling the development of key competences of every pupil.
5. Higher quality and effectiveness of the system of educational-psychology counselling with an emphasis on completing the links between educational counselling facilities (educational-psychological counsellors - EPA, special pedagogic centres - SPC, educational policy centres - EPC) and the school-based counselling facilities, increasing the quality of diagnostic and intervention activity so that maximum development of the potential of all pupils is ensured.
6. Opening the primary schools, secondary schools, educational counselling facilities and other educational institutions to more co-operation with the family, specific entities both

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<sup>63</sup> See the career system for teachers under the Individual National Project "Career System": <http://www.nidv.cz/cs/projekty/projekty-esf/karierni-system/standard-ucitele-a-jeho-misto-v-kariernim-systemu-pedagogicky-pracovniku.ep>

locally and abroad, including the involvement of pupils and teachers to develop key competences.

7. Increasing the number of teachers who, in practice, apply the newly-gained competences for inclusive education so that personal and social factors such as gender, disability or health disadvantage, ethnic origin or family background do not represent obstacles for individuals in achieving their potential, for activating methods in education and for their approximation to the needs of practical life.
8. Using ICT and on-line training, including linkage of instruction with informal learning, principally in order to introduce and develop procedures and instruments for personalised support for pupils and for differentiation in teaching.
9. Supporting the development of key competences of pupils and of staff in non-formal education and establishing strong partnerships between schools and organisations to achieve key competences in non-formal education.

An external factor is the linking of teacher training to teacher standards<sup>64</sup>.

Specific objective 3: Developing a system of strategic management and quality assessment in education

At all levels of the education system, the aim is to improve strategic leadership<sup>65</sup>, to establish a shared idea of quality in education and to build a culture of evaluating outcomes in education. The stakeholders will increase their competences in the management, monitoring and evaluation of results in terms of the relevant objectives, including the promotion of equal opportunities. To implement a change it is necessary to significantly improve information to and knowledge base of the professional public and parents.

The interventions will result in:

1. Greater competences of the staff of public administration, founders, headteachers and teachers for using monitoring and evaluation as instruments for change management and support for further development with a view to improving equal opportunities and the quality in education at all levels. New competences will be exercised directly in creating, leading and evaluating the regional and local action plans of education development, plans of activities for education development in particular schools, and in the career system.
2. Creating an integrated framework of standards, monitoring and evaluation of all elements of the system, including linking external and internal evaluation. The evaluation will include criteria for achieving the objectives in equal opportunities and will enable targeted support for schools with weaker results. It will be possible to monitor systematically and comprehensively the inequalities in the education system and to inform the public so that some schools do not become unfairly threatened.
3. Introducing evaluation which will include both summative and formative elements. The still missing instruments for evaluation of educational objectives will be prepared and tested

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<sup>64</sup> See the career system for teachers under preparation.

<sup>65</sup> This does not mean a centralised management but system leadership, see Chapter 1.

so that they cover the whole range of educational objectives, including objectives that are more difficult to evaluate, such as key competences.

4. Teachers will be supported in continual evaluation of the progress of individual pupils and in providing formative feedback so that personal and social factors such as gender, disability or health disadvantage, ethnic origin or family background do not represent a limitation for the individual in pursuing its educational objectives.
5. Instruments will be prepared for increasing the level of reliability and equity of pupil evaluation by teachers. Since teachers will have the opportunity to compare the performance of their pupils in various education areas with others (benchmarking), the interventions will contribute to ensuring agreement in approaches to evaluation. A moderation process<sup>66</sup> will thus be introduced in schools and between schools.

In order to achieve the objective successfully it is necessary to set the general objectives of education<sup>67</sup>, to introduce a career system for teachers and headteachers and to have a sufficiently stable political situation.

Specific objective 4: Improving the quality of the preparation of future and beginning teaching staff

The aim is to enhance the quality of training of teaching staff<sup>68</sup> and to ease their adaptation period in co-operation with schools as employers.

The result of interventions at the level of each teacher training institution<sup>69</sup> will be:

1. Development of the system of evaluation and quality management of TTIHE – application of instruments of internal and external evaluation and sharing good practice.
2. Increasing the competences of future teachers so that they are prepared for developing the potential of every child and pupil. Increasing the competences for individualisation, differentiated instruction, formative and summative evaluation and development of transversal key competences in specialisations. Strengthening long-term reflective teaching practice in study programmes. Changes in study programmes will comply with the national qualification framework and standard for a beginning teacher.
3. Creating networks of faculties and other education institutions and organisations for the preparation and implementation of education programmes, motivation of future students, higher proportion of practical training, enhancing the didactic transformation of specialisms, development of current knowledge in the field at specialist faculties and co-operation with schools, educational establishments and organisations of non-formal education.

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<sup>66</sup> The activity responds to the following recommendation: "Another priority should be the introduction of so-called moderation processes within schools and between schools in order to increase the reliability level of the evaluation performed by teachers. The aim is to ensure that the ways in which teachers assess and mark pupils are not so different and that equity in this area is higher." (Santiago, P. at al., OECD Report on education assessment in the Czech Republic, OECD, 2012, p. 10).

<sup>67</sup> In connection to the Education Policy Strategy of the Czech Republic until 2020.

<sup>68</sup> The priorities of improving the quality of teacher training at higher education institutions are described in the individual national projects under OP EC "Quality assurance and evaluation in the system of tertiary education" and "Career system".

<sup>69</sup> TTI – teacher training institution: Higher education institution, post-secondary vocational school and secondary school. TTIHE - teacher training institution of higher education.

4. Co-operation of TTIs and other education organisations in introducing transversal themes in instruction/study, which will help develop key competences.
5. Reducing the difficulties of beginning teachers in the adaptation phase of their teaching work – creating a system of work with graduates and mentor teachers in co-operation with employers and educators in FTT, work with feedback leading to qualitative changes in teacher training, development of quality LLL programmes based on the needs of schools and implementation of blended-learning programmes to increase the qualification of nursery teachers.
6. Human resources development in TTIs – enhancing the teaching competence of the TTI staff and education organisations in co-operation with schools, with organisations providing FTT and with a foreign involvement of practising teachers in TTIs.
7. Development of teaching and didactic research – shared professional capacity of TTIs, schools and other education institutions for participative action research in schools and to address serious themes in education and child development.

An external factor is the introduction of a career system for teachers and a common profile of graduates.

Specific objective 5: Improving the quality of education and vocational training, including strengthening their labour market relevance

The aim is to promote motivation of children, pupils and students to study technical fields and natural sciences, to improve school-leavers' professional and entrepreneurial competence and employability. An accompanying aim is to improve the adult education conditions in schools and raise the benefit of such education for their employability.

The interventions will result in:

1. Greater interest of children and pupils in studying technology and natural science and motivation to apply that education in the labour market.
2. Enhancing creativity, manual dexterity and a positive attitude to nature and technology among pre-school children.
3. Expanding polytechnic education<sup>70</sup>, increasing the quality of polytechnic education at primary, secondary and post-secondary vocational schools in cooperation with other educational establishments and organisations.
4. Increasing the cooperation of schools and employers in implementing education (including practical instruction and work placements). Support will be provided towards cooperation of schools, other educational establishments and organisations and employers in modifications to School Educational Programmes (SEPs) which will lead to the achievement of key and professional competences of pupils enhancing their employability; in increasing the participation of employers in profession-specific initial education, in improving career counselling and in supporting manual dexterity, creativity and interest in natural science and technology.

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<sup>70</sup> 'Polytechnic education' covers sciences, technology, engineering, mathematics. Natural science includes environmental education and awareness and support for education in the natural environment.

5. Expanding the cooperation among schools, and between schools and other educational establishments and organisations; sharing good practice and interlinking non-formal and vocational education which will focus on technology innovation and effective instruction in vocational and entrepreneurial competences and on support for pupils with excellent results in practical subjects.
6. Increasing the capacity and quality of career counselling at schools, with a view to reducing the prejudices and the impact of personal and social factors (e.g., gender, disability or health disadvantage, ethnic origin or family background) on the educational trajectory and career choice.
7. Higher relevance of FEPs and SEPs for the needs of employers and enhancing long-term employability of school-leavers.
8. Developing the conditions in vocational schools to provide adult education linked to prescribed professional qualifications and increasing permeability between programmes of initial, non-formal and other education through a system acknowledging prior learning.

The key external factors affecting the implementation of interventions include the degree to which employers are interested in closer co-operation with schools and the degree to which schools are interested in adult education.

### 2.3.5. List of result indicators

**Table 13: For the ESF: Common result indicators for which a target value has been set and programme specific result indicators corresponding to the specific objective (by investment priority and category of region)**

ID	Indicator	Category of region	Unit of measurement	Common output indicator used as basis	Baseline value	Measurement unit for baseline and target	Baseline year	Target value total (2023)	Source of data	Reporting frequency
5 10 10	Number of organisations which increased the quality of education and pro-inclusion	More devel. reg.	organisations	irrelevant	23	irrelevant	2014	351	beneficiary	Mon. rep.
		Less devel. reg.			281			4658		
5 25 10	Number of educators applying newly acquired competencies in practice	More devel. reg.	education and training staff	irrelevant	87	irrelevant	2014	3,044	beneficiary	Mon. rep.
		Less devel. reg.			693			26,176		
5 08 10	Number of organisations affected by systemic interventions	More devel. reg.	organisations	irrelevant	77	irrelevant	2014	122	beneficiary	Mon. rep.

ID	Indicator	Category of region	Unit of measurement	Common output indicator used as basis	Base line value	Measurement unit for baseline and target	Baseline year	Target value total (2023)	Source of data	Reporting frequency
		Less devel. reg.			643			1,388		
5 16 10	Number of children and pupils with the need of support measures in supported organisations	More devel. reg.	children and pupils	irrelevant	N/A	irrelevant	2014	N/A	beneficiary	Mon. rep.
		Less devel. reg.			N/A			N/A		
5 17 10	Number of Roma children, pupils and students in supported organisations	More devel. reg.	children, pupils and students	irrelevant	N/A	irrelevant	2014	N/A	beneficiary	Mon. rep.
		Less devel. reg.			N/A			N/A		
5 43 10	Number of supported co-operations	More devel. reg.	co-operation	irrelevant	2	irrelevant	2014	12	beneficiary	Mon. rep.
		Less devel. reg.			57			167		

Note: The OP RDE Managing Authority will also report the relevant indicators according to Annex 1 to Regulation (EU) No 1304/2013 of the European Parliament and of the Council in the required breakdown. The baseline values for the ESF interventions are understood as reference or comparative and they are not included in the target values.

### 2.3.6. Action to be supported under the investment priority

#### Description of the type and examples of actions to be supported and their expected contribution to the specific objectives including, where appropriate, the identification of main target groups, specific territories targeted and types of beneficiaries

(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)

The investment priority is focused on regional schools, including SO 4 focused on improving the preparation of teachers, which has been inserted into 3 for its direct impact on the quality of initial education. As an aspect of secondary education quality development, Specific Objective 5 contains also includes the development of conditions for further professional training of adults at schools.

The issue of inclusive education, development of key competences, evaluation, monitoring and competences for strategic management are cross-cutting areas of support which cut through all levels of schools (nurseries, primary and secondary) and forms of education. With aims of changing the education culture, re-establishing the confidence of schools in curricu-

lum reform and starting off the pro-innovative and pro-inclusive approach of schools, the strategic approach is, therefore, support for the teaching staff of nurseries, primary and secondary schools and developing leadership of the school/ teacher/ assistant in introducing new knowledge into common practice and supporting and motivating headteachers to plan FTT to develop the school. The substance of the approach is the set of activities cutting across all SOs which will together form the action KLIMA (Learning Culture, Leadership, Inclusion, Methodological support for teachers (Mentoring), Active learning approach).

Support will be offered to the co-operation of education authorities, schools (including private and church) and the other partners in the given territory in preparing and implementing joint activities focused on higher quality of education with regard to the support of equal access to education and to introducing a system of quality assessment and strategic management in education. One of the pillars will be the creation and implementation of regional and local action plans of education development and plans of activities for education development in individual schools (in synergy under IP 1/SO 3 and SO 5). The competences in quality assessment and strategic management will be deepened among the actors at all levels of the education system. Instruments will be created for the system to monitor the education system in terms of fair access to education (instruments enabling the evaluation of the socio-economic background at the level of the pupil and the school) and instruments verifying the results of education, including the evaluation of key competences, and instruments of external and internal evaluation of schools will be linked (under SO 3).

Increasing the quality of pre-school education is addressed under SO 1. Emphasis will be put on professional support (mentoring, supervision) of teachers and systemic training of teachers in the key areas (mathematical and reading literacy, inclusive education and polytechnic education<sup>71</sup>). Interventions will focus on personal and social development of teachers and the other educators and their competences for developing key competences of children. Support will contribute to strengthening competences of teachers in educational diagnostics and in work with a heterogeneous group, it will be directed at sharing professional experience among headteachers, among teachers and at their co-operation with primary school teachers, parents and other experts in pre-school education. Support will be provided to activities leading to the early integration of children at risk of school failure, to the development of co-operation between educational and social services and the family in education (including activities aimed at a clear presentation of the positive aspects of Roma children integration in pre-school education) and prevention in the field of speech therapy and communication skills.

Activities under SO 4 will, in synergy, support greater competence of practising pre-school teachers and will strengthen the practical component of undergraduate preparation.

At the level of primary and secondary schools, PA 3 will focus on improving the education of all pupils in key competences with an emphasis on the development of basic literacies (reading literacy and numeracy) (SO 2) and on supporting the natural gifts and talents of every pupil, especially in areas within the STEM concept and introducing programmes and projects aimed at making technology and natural sciences more attractive for girls (SO 5). Key competences will be developed across subjects.

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<sup>71</sup> Polytechnic education covers technology and natural science including environmental education and awareness and support for education in natural environment.

SO 5 will support the entrepreneurship, initiative and creativity of children and pupils. From the early years, competences and natural gifts in such areas will be targeted and developed by co-operation of schools, educational establishments, organisations of non-formal education, research institutions and employers.

Formal education will be supported with an emphasis on inclusion, individualisation and development of key competences for every child and pupil. For that, it is necessary to support higher quality and effectiveness of the system of educational-psychological counselling with an emphasis on completing the links between educational counselling facilities (EPA, SPC, EPC) and the school-based counselling facilities or schools and on increasing the quality of diagnostic and intervention activity so that maximum development of the potential of all pupils is ensured. Mainstream schools (primary, secondary), educational establishments and other organisations in education will be strengthened in inclusion of children and pupils with SEN, with an emphasis on removing the barriers in key competences' development, by introducing levelling-up and supportive measures, developing school-based counselling facilities, improving the social climate in inclusion of SEN pupils and by the development of differentiated instruction in the key competences.

New forms of personalised teaching and learning and unconventional forms of organizing learning, such as ELO<sup>72</sup>, Flipped Classroom<sup>73</sup>, teaching in mixed-age groups, mobilities etc. will be piloted. Non-formal education targeted at developing key competences of children and pupils will be supported. Support will be offered also to activities leading to a greater understanding of changes in teaching and, in the significance, of key competences' development of pupils and children, among the general public and mainly parents. To ensure specific co-operation of schools, parents and the public with a view to improving the key competences of children and pupils, community schools will be supported. Professional development of all teachers will be based on an analysis of their training and development needs using the whole range of diversified forms of support, by evaluating its effectiveness in bringing new knowledge into practice and by qualitative system transformation of FTT carried out in co-operation with teacher education institutions, the school practice (networks of university teachers), organisations in education and with foreign institutions. Support for teachers at all levels will be newly expanded with individual forms of support and training in practice with feedback under expert supervision, mainly in the form of mentoring (methodological leadership of teachers) and supervision and by using the methodology portal for teachers, [rvp.cz](http://rvp.cz), by supporting quality didactic research with an international impact, by supporting the creation and functioning of subject methodology groups in schools.

The professional development of all teachers will also focus on the development of competences in individualisation, inclusive education and differentiated instruction, on the key competences' development of children and pupils by innovative (activating) methods of education, on the development of didactic skills in general and on effective use of modern technologies. The support for teachers in enhancing individualisation of instruction will contain edu-

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<sup>72</sup> ELO meaning „Extended Learning Opportunities“, see e.g.: [http://www.ccsso.org/Resources/Publications/Supporting\\_Student\\_Success\\_The\\_Promise\\_of\\_Expanded\\_Learning\\_Opportunities.html](http://www.ccsso.org/Resources/Publications/Supporting_Student_Success_The_Promise_of_Expanded_Learning_Opportunities.html)

<sup>73</sup> "Flipped classroom": the aim is to bring more discussion and practice into school: the pupils can listen to the teacher's instruction at home and at school they solve problems, projects, they discuss the problematic issues.

cation programmes of FTT focused on mitigating the prejudices about the impact of personal and social factors (e.g. gender, disability or health disadvantage, ethnic origin or family background) on the success, abilities, educational trajectory and occupational choice of pupils; teachers will be offered a broad range of methods and techniques facilitating the individualisation of instruction and formative evaluation of children and pupils. Introduction of new knowledge into practice will be supported by mentors.

To ensure that results reflect exclusively the individual dispositions and interests and not the varying expectations of the capabilities of girls and boys, which stem from gender stereotypes, it is necessary to monitor the results of school performance of boys and girls in the long term, to carry out gender analyses, to inform the teaching public of gender differences in school performance, to provide organisational, methodical and financial support to activities leading to higher performance of systematically failing male and female pupils, to include the issue of gender differences in school performance into professional training and LLL of teachers. Similarly, it is necessary to monitor in the long term the results of school performance of pupils from the majority population and of pupils from ethnic minorities, to create and develop instruments for monitoring and carry out analyses in this area (SO 3).

The support for personnel managing schools and education establishments will be targeted at directing their competences in school leadership towards better results of children and pupils and to supporting the professional development of teachers. For the headteachers and directors of educational establishments, a complex system of development will be prepared, respecting the various needs at certain phases of their career: from selecting the headteacher, through their preparation and evaluation, up to their professional development.

The Programme will also focus on increasing the quality of teacher preparation under SO 4, generally by improving the quality of teacher training institutions and specifically by developing the competences of future graduates and beginning teachers in the areas of differentiated instruction, formative evaluation and inclusive education and by introducing cross-cutting themes leading to key competences' development in teaching. A substantial benefit will be the support of a greater share of long-term, reflective teaching practice in educational programmes in initial teacher education and the development of such practice at schools, in the work with children and youth in the non-formal education and social services, both in the Czech Republic and abroad, by recognising practice gained before study and linking the instruction of general and field-specific didactics with educational-psychological disciplines.

SO 5 will concentrate on higher quality and labour market relevance of education. OP RDE will support mainly improvement in the quality and employability of secondary and post-secondary vocational school-leavers. Activities will focus on improving the co-operation of schools, educational establishments, employers, NGOs, other actors in education and R&D institutions. Such co-operation will take place not only in implementing the professional training or professional practice but also in educating the teachers or in innovation of the training content. In career counselling, the aim will be to raise the motivation of pupils to study and to apply professional skills in practice and, at the same time, to increase information and understanding among pupils, parents and teachers about the requirements for carrying out the occupation, on the working environment and on prospects of employment. The motivation of children and pupils to study technology will be strengthened by support for career counselling

towards greater attractiveness of vocational education and overcoming the stereotypes related to the first career choice, the development of polytechnic education, activities developing entrepreneurship and business competences at all levels of schools<sup>74</sup> and also support for the related non-formal education. Special attention will be paid to the motivation and employability of children, pupils and students from ethnic minorities.

The quality in vocational training will be further enhanced through FTT leading to improved competences of teachers in schools and educational establishments in teaching STEM and vocational subjects, and through support of project and team instruction even in practical instruction.

The Programme will also improve the employability of adults with secondary education by linking the systems of initial and further education (FE). Key in this regard is the role of secondary schools -- due to negative demographic trends in pupil numbers, the utilisation of schools will temporarily decrease and it will be possible, at an increasing rate, to use their capacity for adult education. The effectiveness of these measures will be further enhanced by simplifying the permeability between programmes of initial and FE, and by increasing their compatibility and relevance to the qualification requirements of the labour market.

In the projects it will be possible to purchase the necessary equipment for schools and organisations in education required to put into place educational activities.

Co-operation and networking among actors at all levels of the education system will be strongly supported in the activities. Support will be provided to the development of co-operation and mutual learning of schools and the development of mutual co-operation among the individual actors in education at the horizontal level (schools, parents, employers, educational establishments, NGOs, counselling facilities, research organisations) and at the vertical level (local - regional - national - international) towards improving the results of pupils and students, motivation and future employability in science and research and in the labour market. Schools as well as their social partners will be involved in the creation and implementation of territorial strategic plans.

Apart from by key competences, the framework for co-operation will be formed, by themes of entrepreneurship and creativity, motivation for science and exploration-oriented learning, in synergistic actions cutting across the whole OP RDE. Such themes will be supported together with promoting the attitudes leading to social responsibility and sustainable development.

The individual projects will include projects focused on creating and implementing Local Action Plans (LAP)/ Regional Action Plans (RAP)/ Plans of Activities for Education Development in individual schools (PA). After the LAP/RAP/PAs are approved, the Managing Authority will publish calls for proposals of Other Individual Projects with a territorial impact for recipients to achieve their objectives.

All schools (nurseries, primary, secondary and post-secondary vocational) will draw up plans of activities for education development (PAs).

The LAP is focused on pre-school and primary education and will be drawn up and implemented in places where partnerships have already been created between schools and edu-

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<sup>74</sup> Up to the level of International Standard Classification of Education - ISCED 3.

cation authorities and other educational institutions, organisations working in education and parents, and also in territories with interests in the partnership necessary for creating a LAP.

The RAP is focused on vocational education including the co-operation of schools and employers, on supporting polytechnic education, motivation to study STEM, entrepreneurship, career counselling, inclusion, development of schools as LLL centres and will be created in partnership of the region with schools, employers and other key actors in education and research in the given region. Information for the preparation of RAPs will be gained preferentially from secondary and post-secondary vocational schools and, in the area of common themes, with LAPs also from nurseries and primary schools (see information on LAPs).

The LAPs/PAs will mainly follow the needs of schools in: reading literacy and numeracy, inclusion, accessibility and, materially, technical equipment. The preparation of those plans will also follow the needs in polytechnic education (including environmental education and awareness), motivation to study STEM, entrepreneurship and career counselling. That information will be submitted as background materials for designing and implementing the given themes in the Regional Action Plans. A comprehensive solution under RAP and LAP/PAs facilitating the design of projects of co-operation across schools and other education institutions will be created.

Identification of the main target groups

- Children and pupils
- Students of post-secondary vocational schools
- Higher education students (future teachers)
- Academic staff training the future teachers
- Educational staff
- Parents of children and pupils
- Staff of public administration and education authorities working in education policy
- Staff of organisations working in education, research and counselling
- Employees and volunteers of organisations in the field of education or assistance services and in the field of non-formal education of children and youth
- Staff popularising science and the curriculum reform
- The public

Specification of the target area

In accordance with Article 96(1)(a) of the Common Provisions Regulation, support provided under this IP will relate to more than one category of regions. The activities will take place throughout the entire Czech Republic, including Prague. In the case of certain individual systemic projects, the activities will have an impact on the whole of the Czech Republic. Support will be targeted according to defined priorities, needs, urgency and data on the defined territory, see Chapter 4.

According to the Regional Development Strategy, support under this investment priority will be targeted at development areas, stabilised and peripheral areas and at regions supported by the State.

This investment priority will use the flexibility option in accordance with Article 70 of the Common Provisions Regulation and Article 13 of the Regulation on the European Social Fund.

Projects supported under this investment priority on the territory of a more-developed region, but with an impact on both the more developed region and a less-developed region, may be funded according to PRO RATA. The whole investment priority was assigned a uniform PRO RATA 12 (more-developed region) : 88 (less-developed region); the values depend on the ratios of students in regional school in Prague and in the territory of the less-developed regions (pupils of nursery, primary, secondary and post-secondary vocational schools). The PRO RATA method will be applied to the total eligible project expenses, i.e., including national co-financing.

This priority axis will also support projects in the territory of a more-developed region with an impact only on the territory of the more-developed region. These projects will not use the PRO RATA method, but will be funded solely from the allocation for the more-developed regions.

Types of beneficiaries to be supported

- Schools and educational institutions in the field of pre-school, primary and secondary education, non-formal, extracurricular primary and secondary art education and post-secondary vocational schools.
- Higher education institutions pursuant to Act No 111/1998 Sb., on higher education institutions and amendments and supplements to certain other acts (the Higher Education Institutions Act), as amended, which train future educational staff.
- Other entities involved in the provision of educational activities.
- Bodies of state and local governments, including their unions or associations and their subordinate organisations.

The scope of beneficiaries may be further defined or limited in other documents, e.g., in the calls for proposals, etc.

### **2.3.7. Guiding principles for the selection of operations**

*(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)*

The common description of principles for the selection of operations is provided in Chapter [2.A.6.2](#) of Priority Axis 1 – Description of the type and examples of actions to be supported and their expected contribution to the specific objectives including, where appropriate, the identification of main target groups, [specific](#) territories targeted and types of beneficiaries.

Under Priority Axis 3, it will be possible to apply for support for individual projects and also simplified projects will be used.

In individual systemic projects implemented under this priority axis, the MEYS will not be an eligible applicant.

In individual systemic projects, the appraisal will have a condition of a link to strategies as well as of creating a working team for problem solving and establishing a partnership for designing the project proposal and its implementation. A content-relevant group at the MEYS

will ensure an ongoing supervision and evaluation of the project in co-operation with the Programme Managing Authority.

The appraisal of projects in the area of regional schools will assess their consonance with LAP/RAP/PAs.

The individual projects focused on thematic partnerships and networks are expected to have great potential for piloting and evaluation of innovative designs. The exact specification will be provided in the calls for proposals. The substance of the projects will be the creation of an innovative product in a broad partnership, its piloting and testing or controlled full-area distribution.

The calls for proposals of individual projects focused on contributing to the result monitoring indicator "number of organisations where the quality of care, education and pro-inclusiveness has increased" will require that organisations involved in the project evaluate the current situation in the quality of care, education and pro-inclusiveness in pre-defined criteria. The criteria will be defined through a survey by the Managing Authority before opening a call in close co-operation with the Czech School Inspectorate, including the relevant MEYS's departments and selected experts in education. As part of the grant application it will be required that the organisation indicates the criteria where it needs to improve and that it creates a plan by which it wants to achieve the improvement of the current situation in the chosen criteria. The monitoring reports will describe the progress achieved. The final monitoring report will describe the improvement using the criteria of the quality of education, care and pro-inclusiveness. If the project does not result in an improvement, which may, in some cases, happen for sound reasons, a plan of activities for education development in the upcoming period will be attached. The validity of self-evaluation of the organisations involved will be examined in the evaluation of calls.

Grant beneficiaries under SO 4 of this investment priority will have to meet the same conditions for the selection of operations as under SO 1–SO 4 under investment priority 1 of Priority Axis 2, i.e. Improving the quality and efficiency of, and access to, tertiary and equivalent education with a view to increasing participation and attainment levels, especially for disadvantaged groups (ESF).

In the case of financing short-listed projects (e.g. from Erasmus+), a shortened appraisal process would be used, e.g., the project's thematic consonance with the Programme interventions would be assessed.

Under this priority axis, it will be possible to implement one project where the applicant will select activities both from thematic objective 9 and from thematic objective 10. During the implementation of the project it will be necessary to ensure and subsequently report which activities are tied to thematic objective 9 and which to thematic objective 10.

### **2.3.8. Planned use of financial instruments**

*(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)*

Under Priority Axis 3, no financial instruments within the meaning of Article 37 of the Common Provisions Regulation will be used.

### 2.3.9. Specification of major projects

(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)

Under Priority Axis 3, no major projects within the meaning of Articles 100–103 of the Common Provisions Regulation are planned.

### 2.3.10. Output indicators by investment priority and, where appropriate by category of region

(Reference: point (b)(iv) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)

**Table 14: Common and programme specific output indicators (by investment priority)**

ID	Indicator		Unit of measurement	Fund	Category of region	Target value total (2023)			Source of data	Reporting frequency
						M	W	T		
6 00 00	Total number of participants		persons	ESF	More devel. reg.	-	-	3948	Beneficiary	Mon. rep.
					Less devel. reg.			33,852		
5 21 00	Number of supported products		products	ESF	More devel. reg.			602	Beneficiary	Mon. rep.
					Less devel. reg.			6,462		
5 08 01	of which	Number of products in system projects	products	ESF	More devel. reg.			0	Beneficiary	Mon. rep.
					Less devel. reg.			39		

Note: The Managing Authority will also report the relevant indicators according to Annex 1 to Regulation (EU) No 1304/2013 of the European Parliament and of the Council in the required breakdown. Products in systemic projects which have an impact on the whole of the Czech Republic will be reported under less-developed regions.

### 2.3.11. Investment priority 2 under Priority Axis 3

Investment priority	Combating all forms of discrimination and promoting equal opportunities
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### 2.3.12. Specific objectives corresponding to the investment priority and expected results

*(Reference: points (b)(i) and (ii) of the first subparagraph of Article 96(2) of Regulation (EU) No 1303/2013)*

#### Specific objective 1: Quality conditions for inclusive education

The aim is to support individual approach to children and pupils through the following actions:

- developing the competences of teachers to recognise the needs and potential of every child or pupil and to implement supporting measures for their development;
- transforming the system of educational-psychological counselling so that nation-wide uniform approach to these services is ensured and the co-operation of the counselling facilities with all relevant partners is enhanced.

The interventions will result in:

- a) systemic improvement of the educational-psychological counselling; more effective activity of the educational counselling facilities and school-based counselling facilities;
- b) improving the competences of teachers to recognise not only the knowledge and skills of the individual children and pupils with regard to their natural gifts and development needs but also with regard to their understanding of the teaching content and learning styles. Teachers will gain competences for inclusive education, they will be able to take into account the social context in which the children and pupils live, the relationships among children and pupils and, finally, the climate of the class and the whole school. Teachers will be supported in introducing and implementing supportive measures and in working with a heterogeneous group;
- c) a higher number of quality and pro-inclusive schools and the other education organisations which create differentiated conditions for all children and pupils without exception (including children and pupils needing supportive measures), develop optimally their abilities while educating them in a common social but mixed ability group;
- d) group with members' supporting the teachers at mainstream schools who bring up and educate children and pupils with a need of supportive measures;
- e) activating the pupils of schools separately established for children and pupils with a disability and supporting their transition from school to employment;
- f) inclusion of children and pupils with a need of supportive measures in non-formal education;
- g) implementing preventive and supportive measures for pupils at risk of dropping out and support for them to enter the labour market.

### 2.3.13. List of result indicators

**Table 15: Common result indicators for which a target value has been set and programme specific result indicators corresponding to the specific objective (by investment priority and category of region)**

ID	Indicator	Category of region	Unit of measurement	Common output indicator used as basis	Baseline value	Measurement unit for baseline and target	Baseline year	Target value in total 2023	Source of data	Reporting frequency
5 10 10	Number of organisations which increased the quality of education and pro-inclusion	More devel. reg.	Organisations	irrelevant	3	irrelevant	2014	40	beneficiary	Mon. rep.
		Less devel. reg.			37			460		
5 25 10	Number of educators applying newly acquired competencies in practice	More devel. reg.	Education and training staff	irrelevant	80	irrelevant	2014	88	beneficiary	Mon. rep.
		Less devel. reg.			647			712		
5 08 10	Number of organisations affected by systemic interventions	More devel. reg.	Organisations	irrelevant	5	irrelevant	2014	8	beneficiary	Mon. rep.
		Less devel. reg.			337			92		

*Note: The OP RDE Managing Authority will also report the relevant indicators according to Annex 1 to Regulation (EU) No 1304/2013 of the European Parliament and of the Council in the required breakdown. **The baseline values for the ESF interventions are understood as reference or comparative and they are not included in the target values.***

### 2.3.14. Action to be supported under the investment priority

**Description of the type and examples of actions to be supported and their expected contribution to the specific objectives including, where appropriate, the identification of main target groups, specific territories targeted and types of beneficiaries**

*(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)*

In this IP, systemic activities will be implemented, improving the educational-psychological counselling and special educational counselling so that the staff are able to suitably recommend supportive measures for maximum development of the potential of the child or pupil based on assessment of their education opportunities and situation, in the context of the environment they come from and from the viewpoint of the language they speak well. The development and practical use of suitable levelling-up and supportive measures will be also

supported. Supportive measures means teaching and learning methods and organisation, assessment, aids and interventions. The educational counselling facilities will co-operate both among themselves and with nurseries, primary and secondary schools, NGOs and authorities for social and legal protection of children so that the whole system is directed at reducing the disparities in the activity of the counselling services between regions and between the individual facilities.

Teachers will be supported in the development of competences for finding an individualised approach for each individual child and pupil with regard to their personal potential, and their family and social background. Support will be provided to the development of competences for work with learning outcomes of children and pupils, for setting high expectations and for formative influence using suitable supportive measures including co-operation with the family. Last but not least, support will be provided to work with heterogeneous groups of children and pupils, implementation of differentiated instruction and reflection of the teacher's own work. Teachers will improve through FTT, individualised forms of support for teachers and other tried-and-tested models of professional development. Teachers, mainly in mainstream nurseries and primary schools, will be supported.

Experiential modes of training of teachers will be implemented, focusing on changes of attitudes to children and pupils with a need of supportive measures.

Mainstream primary schools will be able to create and develop school-based counselling facilities, will implement activities to improve the social climate at schools integrating pupils with a need of supportive measures.

At secondary schools, supportive measures will be implemented for pupils from the target group, be related to prevention of early secondary-school leaving as well as supportive programmes when entering the labour market.

In areas where support materials of sufficient quality have not yet been prepared, interventions will be implemented to correct the situation. For example, materials will be prepared to enable the lower-secondary school pupils (without a school-leaving exam) to develop functional literacy. Schools will be enabled to purchase equipment for pupils with different educational needs (e.g., alternative forms of communication).

In the whole of the Czech Republic, actions will be implemented to activate pupils of schools established separately for children and pupils with a disability, including activities leading to a higher level of their inclusion (higher number) in the already-existing organisations of non-formal education and programmes supporting their entry into employment and adaptation in it (transit programmes).

Identification of the main target groups

- Children and pupils (In activation actions and in transit programmes, the specific target group are children and pupils at schools separately established for children and pupils with disability in the whole of the Czech Republic. In transit programmes, the target group includes school-leavers up to one year after completing school attendance.)
- Teachers and staff of mainstream schools and educational establishments (In activation actions and in transit programmes, the specific target group are children and pupils at schools separately established for children and pupils with disability in the whole of the Czech Republic.)

- Leaders and managers of schools and educational establishments
- Parents of children and pupils
- Staff of public administration and education authorities working in education policy
- Staff of organisations working in education and counselling
- Employees and volunteers of organisations in the field of education or assistance services and in the field of non-formal education of children and youth
- Higher education students (future teachers)
- The public

#### Specification of the target area

In accordance with Article 96(1)(a) of the Common Provisions Regulation, support provided under this IP will relate to more than one category of regions. The activities will take place throughout the entire Czech Republic, including Prague. In the case of certain individual systemic projects, the activities will have an impact on the whole of the Czech Republic. Support will be targeted according to defined priorities, needs, urgency and data on the defined territory see Chapter 4.

According to the Regional Development Strategy, support under this investment priority will be targeted at development areas, stabilised and peripheral areas and on regions supported by the State.

This investment priority will use the flexibility option in accordance with Article 70 of the Common Provisions Regulation and Article 13 of the Regulation on the European Social Fund.

Projects supported under this investment priority on the territory of a more-developed region, but with an impact on both the more developed region and a less-developed region, may be funded according to PRO RATA. The whole investment priority was assigned a uniform PRO RATA 12 (more-developed region): 88 (less-developed region); the values depend on the ratios of students in regional schools in the territory of Prague and in the territory of the less-developed regions (pupils of nursery, primary, secondary and post-secondary vocational schools).

The PRO RATA method will be applied to the total eligible project expenses, i.e., including national co-financing.

This priority axis will also support projects in the territory of a more developed region with an impact only on the territory of the more developed region. These projects will not use the PRO RATA method, but will be funded solely from the allocation for the more developed regions.

#### Types of beneficiaries to be supported

- Mainstream schools<sup>75</sup> and educational institutions in the field of pre-school, primary and secondary education, non-formal, extracurricular primary and secondary art education and post-secondary vocational schools.

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<sup>75</sup> A typical mainstream school: for the purposes of the OP RDE, it is a primary school which educates more than 60 % of pupils according to the Framework Education Programme for Primary Education (without the Annex defining the education

- In the case of projects focused on activating programmes for children and pupils with a disability, the beneficiaries may be the schools separately established for educating disabled pupils.
- Other entities involved in the provision of educational activities.
- Bodies of state and local governments, including their unions or associations and their subsidiaries.
- Higher education institutions pursuant to Act No 111/1998 Sb., on higher education institutions and amendments and supplements to certain other acts (the Higher Education Institutions Act), as amended, which train future educational personnel.

The scope of beneficiaries may be further defined or limited in other documents, e.g., in the calls for proposals, etc.

### 2.3.15. Guiding principles for the selection of operations

*(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)*

The common description of principles for the selection of operations is provided in Chapter [2.A.6.2](#) of Priority Axis 1 – Description of the type and examples of actions to be supported and their expected contribution to the specific objectives including, where appropriate, the identification of main target groups, [specific](#) territories targeted and types of beneficiaries.

The selection of projects under this investment priority is subject to the same principles as for investment priority 1 of Priority Axis 3, specifically ***Reducing and preventing early school-leaving and promoting equal access to good quality early-childhood, primary and secondary education including formal, non-formal and informal learning pathways for reintegrating into education and training (Article 3(1)(c)(i) of the Regulation on ESF).***

### 2.3.16. Planned use of financial instruments

*(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)*

Under Priority Axis 3, no financial instruments within the meaning of Article 37 of the Common Provisions Regulation will be used.

### 2.3.17. Specification of major projects

*(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)*

Under Priority Axis 3, no major projects within the meaning of Articles 100–103 of the Common Provisions Regulation are planned.

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of pupils with a light mental disability) even in the individual classes. At the same time it is not a special school separately established for educating disabled pupils.

### 2.3.18. Output indicators by investment priority and, where appropriate by category of region

(Reference: point (b)(iv) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)

**Table 16: Common and programme specific output indicators (by investment priority)**

ID	Indicator		Unit of measurement	Fund	Category of region	Target value total (2023)			Source of data	Reporting frequency
						M	W	T		
6 00 00	Total number of participants		persons	ESF	More devel. reg.	-	-	110	Beneficiary	Mon. rep.
					Less devel. reg.			890		
5 21 00	Number of supported products		Products	ESF	More devel. reg.	75		Beneficiary	Mon. rep.	
					Less devel. reg.	675				
5 08 01	of which	Number of products in system projects	Products	ESF	More devel. reg.	0		Beneficiary	Mon. rep.	
					Less devel. reg.	5				

Note: The OP RDE Managing Authority will also report the relevant indicators according to Annex 1 to Regulation (EU) No 1304/2013 of the European Parliament and of the Council in the required breakdown. Products in systemic projects which have an impact on the whole of the Czech Republic will be reported under less-developed regions.

### 2.3.19. Investment priority 3 under Priority Axis 3

Investment priority	Socio-economic integration of marginalised communities such as the Roma
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### 2.3.20. Specific objectives corresponding to the investment priority and expected results

(Reference: points (b)(i) and (ii) of the first subparagraph of Article 96(2) of Regulation (EU) No 1303/2013)

Specific objective 1: Social integration of children and pupils including the integration of Roma children into education

The aim is to:

- improve education mainly in municipalities with socially-excluded areas;
- address specific situations in the inclusive education of Roma children and pupils and the other children and pupils who face similar obstacles in education in mainstream schools.

The interventions will result in:

- 1) Mainly in municipalities with socially-excluded areas:

- a) ensuring equal access to education for every child or pupil through creation and implementation of local action plans of education development which will prevent selection in education and will contribute to the development of key competences of every child and pupil.
  - b) increasing the number of pro-inclusion mainstream schools and educational establishments.
  - c) supporting non-formal education in municipalities with socially-excluded areas and in municipalities which are prepared to introduce or have already introduced measures preventing the appearance of segregated schools.
  - d) increasing the number of children at risk of dropping out in their participation in quality pre-school education, and developing a system of timely care for children at risk.
  - e) improving the attitudes of teachers as well as the public to the possibilities of joint education of children and pupils who live in different social environments.
- 2) In the whole of the Czech Republic:
- a) expanding the measures reducing the risk of early school-leaving among pupils from the target group mainly through supporting such pupils in mainstream nurseries and primary schools and at the time of transition between levels of education.
  - b) enhancing the competences of teachers for work with the socio-cultural background of the children and pupils, in the area of educational diagnostics and work with a heterogeneous group.
  - c) increasing the competences of teachers in the specific features of work with Roma children and pupils and children of foreigners (including migrants and asylum-seekers) - e.g. a positive attitude to differences, encouraging the pupil to be successful in education; work with pupils with a different mother tongue or with Czech ethnolect.
  - d) higher rate of inclusion of children and pupils from the target group into the already existing non-formal education, including programmes during school holidays.
  - e) supporting the family environment and preventing the children and youth threatened with risk behaviour from entering institutional or protective care, and transformation in the institutional care establishments through increasing the quality of care, professional quality and inter-sectoral co-operation.

### 2.3.21. List of result indicators

**Table 17: Common result indicators for which a target value has been set and programme specific result indicators corresponding to the specific objective (by investment priority and category of region)**

ID	Indicator	Category of region	Unit of measurement	Common output indicator used as basis	Baseline value	Measurement unit for baseline and target	Baseline year	Target value in total 2023	Source of data	Reporting frequency
5 08 10	Number of organisations affected by systemic interventions	More devel. reg.	organisations	irrelevant	10	irrelevant	2014	10	beneficiary	Mon. rep.
		Less devel. reg.			90			90		
5 25 10	Number of educators applying newly acquired competencies in practice	More devel. reg.	education and training staff	irrelevant	2	irrelevant	2014	660	beneficiary	Mon. rep.
		Less devel. reg.			14			5340		
5 17 15	Number of Roma children and pupils integrated into education.	More devel. reg.	children, pupils and students	irrelevant	N/A	irrelevant	2014	N/A	beneficiary	Mon. rep.
		Less devel. reg.			N/A			N/A		

*Note: The OP RDE Managing Authority will also report the relevant indicators according to Annex 1 to Regulation (EU) No 1304/2013 of the European Parliament and of the Council in the required breakdown. The baseline values for the ESF interventions are understood as reference or comparative and they are not included in the target values.*

#### Action to be supported under the investment priority

#### Description of the type and examples of actions to be supported and their expected contribution to the specific objectives including, where appropriate, the identification of main target groups, specific territories targeted and types of beneficiaries

*(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)*

The creation and implementation of local plans for education development, where measures supporting common (inclusive) education are an important component. Local action plans of education development in municipalities with socially-excluded areas and plans of activities for education development in particular schools will be supported as a long-term intervention which consists of two phases – collecting data and creating the plan and subsequently its implementation in the following years. For quality preparation and design of such action plans it is necessary to train the public administration staff and the staff of organisations working in education and providing counselling services (staff of education authorities, staff

of educational counselling facilities, authorities of social and legal protection of children, NGOs etc.).

Activities in those territories will focus on enhancing the competences of teachers at all levels of mainstream schools (including school leaders and managers) for inclusive education and overcoming prejudice so that personal and social factors such as gender, disability or health disadvantage, ethnic origin or family background do not represent obstacles for the individual in achieving their education potential and engagement in future life. Activities will also focus on competences for work with heterogeneous groups, educational diagnostics, formative assessment and on modern (engagement) methods of teaching and learning to increase its quality. Support will be provided to activities improving the educational-psychological counselling and special education counselling to ensure better diagnosing of the individual needs of children and pupils and design of suitable levelling-up and supportive measures in co-operation with nurseries and primary schools, NGOs and the authorities for social and legal protection of children. Support will be also provided to testing and introducing levelling-up and supportive measures at primary schools, to the development of school-based counselling facilities, to improving the social climate at schools and developing and verifying the methods of mitigating inter-ethnic tension.

The implementation of programmes in those territories focused on dropout prevention among children will begin at the pre-school age. An important instrument is mainly the inclusion in mainstream nurseries of children at risk of dropping out while providing them with the necessary support for their education, support for non-institutional forms of pre-school education of socially-disadvantaged children in justified cases (timely care for children with a social disadvantage), developing also the co-operation between educational services (including counselling), social services and the family, in education (including activities targeted at clear presenting the positive aspects of inclusion of Roma children in pre-school education and strengthening Roma families in their role of partners in the education of children) and co-ordination and co-operation in socio-educational interventions in families where socially disadvantaged children live, as well as subsequent co-operation in transition between nursery and primary school.

In the whole of the Czech Republic, actions will be implemented to reduce early school-leaving of the target group pupils in mainstream schools. Support will be provided to activities enhancing the motivation to learn, to support groups, to the transition from primary to secondary school and when entering the labour market and to activities increasing the inclusion rate (higher number) of children and pupils from the target group into the already existing organisations of non-formal education, second-chance programmes and linkage to formal education.

Activities leading to better inclusion of pupils with a different mother tongue will also be supported. Knowledge of the Czech language is a condition for successful completion of school attendance as a precondition for future life. Support will be provided to the preparation of methodological materials to identify the needs of children and pupils with a different mother tongue (including Czech ethnolect), to materials for work with such target group and teachers will be trained in this area. To ensure smooth assimilation and school attendance by children and pupils from the target group, schools will develop training for better understanding of the cultural background, for greater awareness and sensibility of different religions and training to remove expressions of intolerance and discrimination.

Support will be provided to systemic co-operation between all stakeholders working with the child at risk in preventive educational care, institutional or protective care<sup>76</sup>, in order to enhance the preventive services that will support the child at risk and her/his family with a view to maintaining the child in the original family setting, shortening the time spent by the child in institutional care and returning the child to the family and setting up a system of individual psychological aid to the child. In educational establishments providing institutional or protective care, support will be provided to raise the quality of educational care through implementing quality standards<sup>77</sup> in practice and training staff, improving the offer of differentiated programmes in the establishments, in order to correspond to the individual needs of children, standards of quality and needs of the given region, and increasing the safety in the institutional or protective care establishments.

#### Identification of the main target groups

- Children and pupils:
  - a) children and pupils from marginalised groups for which social and personal factors such as socio-economic status, ethnic origin or family and cultural background, secondary state of health, represent obstacles for achieving their potential in future life (e.g. children from socially-excluded areas, from socially-disadvantaged families, Roma children and children of foreigners),
  - b) children and pupils assessed as at risk, and children and youth who have completed their institutional care and within one year of completion,
  - c) all children and pupils in mainstream schools who are educated in a common group with children from marginalised or threatened groups with an emphasis on higher quality and pro-inclusiveness of schools and educational establishments.
- Teachers and staff of mainstream schools and educational establishments
- Leaders and managers of schools and educational establishments
- Parents of children and pupils
- Staff of public administration and education authorities working in education policy
- Staff of organisations working in education and counselling
- Staff of institutional and protective care and preventive services
- Employees and volunteers of organisations in the field of education or assistance services and in the field of non-formal education of children and youth
- Higher education students (future teachers)
- The public

#### Specification of the target area

In accordance with Article 96(1)(a) of the Common Provisions Regulation, support provided under this IP will relate to more than one category of regions. The activities will take place

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<sup>76</sup> <http://www.msmt.cz/file/34169/>

<sup>77</sup> <http://www.nuv.cz/cinnost/PPP/oddeleni-ustavni-a-ochranné-vychovy-prevence-a-pracoviste>

throughout the entire Czech Republic, including Prague. In the case of certain individual systemic projects, the activities will have an impact on the whole of the Czech Republic. Support will be targeted according to defined priorities, needs, urgency and data on the defined territory, see Chapter 4.

According to the Regional Development Strategy, support under this investment priority will be targeted at development areas, stabilised and peripheral areas and regions supported by the state.

This investment priority will use the flexibility option in accordance with Article 70 of the Common Provisions Regulation and Article 13 of the Regulation on the European Social Fund.

Projects supported under this investment priority on the territory of a more-developed region, but with an impact on both the more developed region and a less-developed region, may be funded according to PRO RATA. The whole investment priority was assigned a uniform PRO RATA 12 (more-developed region): 88 (less-developed region); the values depend on the ratios of students in regional schools in the territory of Prague and in the territory of the less-developed regions (pupils of nursery, primary, secondary and post-secondary vocational schools).

The PRO RATA will be applied to the total eligible project expenses, i.e., including national co-financing.

This priority axis will also support projects in the territory of a more-developed region with an impact only on the territory of the more-developed region. These projects will not use the PRO RATA method, but will be funded solely from the allocation for the more-developed regions.

#### Types of beneficiaries to be supported

- Mainstream schools<sup>78</sup> and educational institutions in the field of pre-school, primary and secondary education, non-formal, extracurricular primary and secondary art education and post-secondary vocational schools.
- Other bodies involved in the provision of educational activities.
- Entities of state and local governments, including their unions or associations and their subsidiaries.
- Higher education institutions pursuant to Act No 111/1998 Sb., on higher education institutions and amendments and supplements to certain other acts (the Higher Education Institutions Act), as amended, which train future educational staff.

The scope of beneficiaries may be further defined or limited in other documents, e.g., in the calls for proposals, etc.

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<sup>78</sup> A typical mainstream school: for the purposes of the OP RDE, it is a primary school which educates more than 60 % of pupils according to the Framework Education Programme for Primary Education (without the Annex defining the education of pupils with a light mental disability) even in the individual classes. At the same time it is not a special school separately established for educating disabled pupils.

## 2.3.22. Guiding principles for the selection of operations

(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)

The common description of principles for the selection of operations is provided in Chapter [2.A.6.2](#) of Priority Axis 1 – Description of the type and examples of actions to be supported and their expected contribution to the specific objectives including, where appropriate, the identification of main target groups, [specific](#) territories targeted and types of beneficiaries.

The selection of projects under this investment priority is subject to the same principles as for investment priority 1 of Priority Axis 3, specifically ***Reducing and preventing early school-leaving and promoting equal access to good quality early-childhood, primary and secondary education including formal, non-formal and informal learning pathways for reintegrating into education and training (Article 3(1)(c)(i) of the Regulation on ESF).***

Local action plans may be replaced under this investment priority with the Strategic Plan of Social Inclusion, which is described in more detail in [Chapter 5](#).

## 2.3.23. Planned use of financial instruments

(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)

Under Priority Axis 3, no financial instruments within the meaning of Article 37 of the Common Provisions Regulation will be used.

## 2.3.24. Specification of major projects

(Reference: point (b)(iii) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)

Under Priority Axis 3, no major projects within the meaning of Articles 100–103 of the Common Provisions Regulation are planned.

## 2.3.25. Output indicators by investment priority and by category of region

(Reference: point (b)(iv) of the first subparagraph of Article 96 (2) of Regulation (EU) No 1303/2013)

**Table 18: Common and programme specific output indicators (by investment priority)**

ID	Indicator	Unit of measurement	Fund	Category of region	Target value total (2023)			Source of data	Reporting frequency
					M	W	T		
6 00 00	Total number of participants	persons	ESF	More devel. reg.	-	-	880	beneficiary	Mon. rep.
				Less devel. reg.			7120		
5 21 00	Number of supported products	products	ESF	More devel. reg.	29		beneficiary	Mon. rep.	
				Less devel. reg.	371				

ID	Indicator		Unit of measurement	Fund	Category of region	Target value total (2023)			Source of data	Reporting frequency
						M	W	T		
5 08 01	of which	Number of products in system projects	products	ESF	More devel. reg.	0			beneficiary	Mon. rep.
					Less devel. reg.	1				

Note: The OP RDE Managing Authority will also report the relevant indicators according to Annex 1 to Regulation (EU) No 1304/2013 of the European Parliament and of the Council in the required breakdown. Products in systemic projects which have an impact on the whole of the Czech Republic will be reported under less-developed regions.

### 2.3.26. Social innovation, transnational co-operation and contribution to thematic objectives 1–7

#### Contribution to thematic objectives 1–7

Priority Axis 3 ensures equal access to high-quality pre-school, primary and secondary education. In specific objective 3, supporting, among other things, polytechnic education and creativity and entrepreneurship, interventions have direct positive impacts on thematic objective 1. The availability of a qualified workforce is a basic prerequisite for building excellence in natural and technical fields which are, and will be in the long term, pillars of the economic competitiveness of the European Union member states. By interventions in this area, the Programme will aim to initiate and stimulate creativity of children and the youth and their interest in technical and natural science fields (already from nurseries), it will develop the capability of independent scientific work and the ability to experiment so that the personal best of every pupil can be achieved. In all activities, attitudes leading to responsibility for impacts on the society and sustainable development will be fostered. Interventions under Priority axis 3 have potential indirect positive impacts on environmental protection and climate change, i.e., on thematic objective 4 Supporting the shift towards a low-carbon economy in all sectors, 5 Promoting climate change adaptation, risk prevention and management, and 6 Protecting the environment and promoting resource efficiency. Polytechnic education covers technology and natural science including environmental education and awareness and support for education in natural environment.

#### Social innovation

Priority Axis 3 will support social innovation as a new approach in projects that will be created in territories on the principle of broad partnership. Partnerships will be created, dealing with the quality of education and finding innovative solutions with a view to ensuring sustainability of local cooperation for the future. Education authorities will be trained together in inclusion and quality, good practice will be presented, and joint discussion will be supported on the quality of education and on joint planning of actions leading to change.

#### International co-operation

International co-operation will be supported under Priority Axis 3 in the areas suitable for achieving better results, by using experience and expertise of foreign partners, by obtaining the already-invented solutions abroad and disseminating good practice.

## 2.3.27. Performance framework

(Reference: point (b)(v) of the first subparagraph of Article 96(2), and Annex II to Regulation (EU) No 1303/2013)

**Table 19: Performance framework of priority axis 3**

Indicator type	ID	Definition of indicator or implementation phase	Unit of measurement	Fund	Category of region	Value of milestone in 2018	Target value total (2023)			Data source	Explanation of relevance of indicator
							M	W	T		
Output	6 00 00	Total number of participants	persons	ESF	More devel. reg.	1 646	-	-	4 938	MS 2014+	The indicator is a basic output indicator of PA 3 and covers a significant part of the activities, it covers: education staff: teachers including headmasters, non-formal education staff working with children and youth, education authorities staff, expert counselling staff for schools (school psychologist), children, pupils and students with special educational needs.
					Less devel. reg.	13 954			41 862		
Financial	FINMT	Certified funds	EUR	ESF	More devel. reg.	7,744,943	85,355,462			MS 2014+	The calculation was made as follows: the main allocation for 2015 (i.e. allocation without the performance reserve) - volume of advance payments. The national co-financing is then added to the resulting value. This is calculated for each fund and each category of region, then it is divided in % share among the relevant PAs. - in a link to the planned interventions over time.
					Less devel. reg.	73,767,910	1,007,764,691				

## 2.3.28. Categories of intervention

(Reference: point (b)(vi) of Article 96(2) of Regulation (EU) No 1303/2013)

Tables 7–11

Table 7: Categories of intervention

Category of region and fund ESF: less-developed regions									
Table No 1 Dimension 1 Area of intervention		Table No 2 Dimension 2 Form of funding		Table No 3 Dimension 3 Type of territory		Table No 4 Dimension 4 Territorial delivery mechanisms		Table No 6 Dimension 6 ESF secondary theme	
Code	EUR	Code	EUR	Code	EUR	Code	EUR	Code	EUR
110	199,000,000	01	856,599,987	01	171,319,997	07	856,599,987	06	856,599,987
111	20,523,226			02	256,979,996				
115	637,076,761			03	428,299,994				
Code	EUR	Code	EUR	Code	EUR	Code	EUR	Code	EUR
110	1,000,000	01	42,677,731	01	42,677,731	07	42,677,731	06	42,677,731
111	1,216,485								
115	40,461,246								

## 2.3.29. Summary of the planned use of technical assistance including, where necessary, actions to reinforce the administrative capacity of authorities involved in the management and control of the programmes and beneficiaries;

(Reference: point (b)(vii) of Article 96(2) of Regulation (EU) No 1303/2013)

Under Priority Axis 3, technical assistance funding will be used to create sufficient capacity of the Managing Authority necessary for due administration of this priority axis. It is expected that under Priority Axis 3, smaller projects submitted by entities with insufficient administrative capacity will be implemented. Although that problem should be mitigated by the prepared simplification of procedures for beneficiaries (mainly simplified reporting of expenditure), it is considered that technical assistance funding could be also used to enhance the capacities, mainly for consultations with applicants and beneficiaries in order to facilitate their access to support and smooth implementation of projects. At the same time, technical assistance funding will be used to create platforms for the preparation of calls and working groups with partners for key themes, to ensure foreign assessment of systemic projects and interim (supervisions - formative on-going evaluation) and final evaluation of interventions at the level of projects. The need to reinforce the capacities for Priority Axis 3 implementation is related to the decision to implement interventions in regional schools directly from the level of the Managing Authority, i.e. without using intermediate bodies which were used in the Operational Programme Education for Competitiveness in the 2007–2013 programming period.

## 2.4. Priority axis 4: Technical assistance

(Reference: point (c) of the first subparagraph of Article 96(2) of Regulation (EU) No 1303/2013)

ID of the Priority Axis	Priority axis 4
Priority Axis name	Technical assistance

### 2.4.1. Justification for establishing a priority axis covering more than one category of region

(Reference: Article 96(1) of Regulation (EU) No 1303/2013)

Technical assistance is financed primarily from the allocation for less-developed regions. It is supplemented with a financial contribution from the allocation for more-developed regions so that it can be provided for the administration of the whole Programme, i.e., also for administration of the allocation for more-developed regions. Technical assistance projects will be financed according to PRO RATA given by the ratio of allocations for more and less developed regions for PA 4 given in table No 18a.

That PRO RATA will be applied to the total eligible project expenditure, i.e. including national co-financing.

The grant beneficiary under this priority axis may be also the Technology Agency of the Czech Republic based on Co-operation Contract.

### 2.4.2. Fund and category of region

Fund	ERDF
Category of region	Less-developed regions, more-developed regions
Basis for calculating the support (total eligible expenditure or total public eligible expenditure)	Total eligible expenditure

### 2.4.3. Specific objectives and expected results

(Reference: points (c)(i) and (ii) of the first subparagraph of Article 96(2) of Regulation (EU) No 1303/2013)

#### Specific objective 1: Ensuring effective administration

The pre-condition for achieving the objective is mainly the sources gained during the implementation of OP RDI and OP EC; additionally infrastructure (including equipment and systems), methodological documents, analyses, evaluations and information channels. The main objective is to ensure effective administration of the Programme, to contribute to efficient use of the allocated funds and to achieve the strategic objectives.

With its supported activities, the specific objective will respond to the weaknesses of implementation in the 2007–2013 period, which were identified in analyses and evaluations to date and which include the sub-optimal distribution of the absorption of programmes, insufficient capacity of qualified staff at the start of the implementation of programmes, unstable organisational and personnel structure and administrative intensity caused also by the ambiguity of the set rules enabling different interpretations, changing conditions for project implementa-

tion, frequent changes during the preparation and implementation of projects and long administrative deadlines.

During the implementation, emphasis will be put on combating corruption in line with the "Strategy for Combating Fraud and Corruption in the CSF funds in the period 2014–2020" and in line with the "Action plan for its achievement". The Managing Authority will follow this Strategy and the Action Plan. Above and beyond this Action Plan the Managing Authority shall proceed in accordance with the MEYS's internal anti-corruption programme. The anti-corruption programme aims to eliminate (or as far as is possible) limit conditions for any corrupt behaviour within the Ministry. The specific Managing Authority anti-corruption measures include (a) elements preventing formation of a corruption environment (tenders, decision-making by more persons, unambiguous and consistent interpretation of disputed statutory provisions, exclusion of conflicts of interest and any possible bias, control mechanisms etc.) incorporated into the management system through internal regulations; (b) strict verification of their update and compliance with them; (c) unambiguous definition of competences – powers and responsibilities for activities with a corruption potential; (d) training of employees; (e) maximum possible information provided to the general public about decision-making processes in the implementation structure; (f) ensured open and equal access to information and (g) thorough investigation of complaints indicating any suspicion of corruption.

In implementing the operational programmes the Managing Authority will take into account the Code of Ethics and shall present it to all employees of the implementation structure and members of the Monitoring Committee, who shall sign the Code and an affidavit excluding any corruption conduct on their side.

The Managing Authority will use the Arachne tool, which reveals the ownership structure of potential applicants and prevents conflicts of interest.

The interventions will result in:

1. An optimal establishment of an administrative capacity ensuring effective programme management (the implementation structure staff, project appraisal system).
2. Optimal working conditions leading to a lower staff turn-over in the implementation structure.
3. Higher quality of education and training ensuring sufficient quality of human resources.
4. Clear and comprehensible methodologies helping to eliminate frequent changes, differing interpretations and the resulting errors.
5. Effective use and transfer of information for due administration of the Programme (outputs of analyses and evaluations, well-tried procedures and good practice).
6. Activities and sessions of the Monitoring Committee and working groups.
7. The verification and monitoring system will be effectively established.

Specific objective 2: Ensuring information, publicity and absorption capacity

The main aim is to ensure timely, comprehensive and precise information on the Programme and sufficient number of grant applications and implemented projects which, in line with the Methodological Guideline for Publicity and Communication of the European Structural and Investment Funds in the 2014–2020 Programming Period, will contribute to better awareness of the ESIF among the general public.

Apart from external communication, the Programme will support activities improving the quality of internal communication reflecting mainly in the information and consultation assistance to applicants and beneficiaries. More details on the support for applicants and beneficiaries can be found in Chapter 10 The reduction of administrative burden on beneficiaries, in sub-chapters called Summary of the planned use of technical assistance, and in Annex G.

The interventions will result in:

1. Increased awareness of the general public about the programme.
2. Elaboration of clear and comprehensible manuals, guides and other information materials for the applicants, which will eliminate frequent changes, differing interpretations and the resulting errors.
3. Sufficient number of quality grant applications and implemented projects with regard to maximum absorption of the approved funding and with an emphasis on sustainability of the projects.
4. Implementation of training, workshops, conferences and other similar activities.

**2.4.4. Result indicators**

*(Reference: point (c)(ii) of the first subparagraph of Article 96(2) of Regulation (EU) No 1303/2013)*

**Table 12: Programme-specific result indicators (by specific objective) (for ERDF/ESF/Cohesion Fund)**

ID	Indicator	Unit of measurement	Baseline value	Baseline year	Target value (2023)	Source of data	Frequency of reporting
8 25 10	Stabilisation rate of employees in the implementation structure	%	39	2014	45	Managing Authority of OP RDE	annual
8 02 10	Success rate of grant applications	%	94	2007–2013	95	Managing Authority of OP RDE	annual

**2.4.5. Actions to be supported and their expected contribution to the specific objectives**

*(Reference: points (c)(i) and (iii) of the first subparagraph of Article 96(2) of Regulation (EU) No 1303/2013)*

**A description of actions to be supported and their expected contribution to the specific objectives**

*(Reference: points (c)(i) and (iii) of the first subparagraph of Article 96(2) of Regulation (EU) No 1303/2013)*

The supported activities will be implemented in order to achieve the specific objectives defined, which are necessary for efficient implementation of the Programme.

The supported activities meet the needs of the implementation structure in terms of administrative capacity and with their results they contribute mainly to ensuring effective administration, including external services. Such supported activities include:

1. Personnel and technical equipment for Programme implementation. Technical equipment includes the spaces for the implementation. Personnel includes salaries and the related statutory payments and financial motivation of employees who take part in the preparation, selection, monitoring and evaluation of the programme, audits and verifications.

In connection to the national "Strategy of human resources development for the Czech Republic", a transparent and fair system will be applied at programme level for the recruitment of employees, their remuneration and dismissal, which will contribute, together with quality management (compared to the 2007–2013 programming period), to stabilisation of the personnel capacity.

2. Activities upgrading the qualification and expertise of staff involved in the Programme implementation (training, seminars), which will foster effective administration and partly also stabilisation of the personnel capacity. Technical assistance will also fund training specific for implementing the Programme. Cross-cutting training usable for implementation of all programmes will be implemented and funded under the activities supported from the Operational Programme Technical Assistance.
3. Creation and update of the methodological procedures of implementation, instructions and recommendations ensuring the Programme implementation, which will ensure uniform, methodological environment and reduce the administrative burden on applicants, beneficiaries and the Managing Authority.
4. Activities reducing the administrative burden (mainly support for activities ensuring simplified administration in the form of type projects, support for a single methodological environment at the Programme level, above all in the preparation of due and timely conditions for the implementation of projects, internal methodologies, manuals and guidelines for applicants, beneficiaries).
5. Purchase, development and operation of internal IT applications including their pro-links with MS 2014+ (e.g. OP RDE intranet, accounting or file recording system of the MEYS). TA of OP RDE will not finance the development of MS2014+.
6. Activities related to the implementation of platforms, working groups and meetings mainly of the evaluation committees and the Monitoring Committee, including the costs of external experts in implementation.
7. Implementation of audits and checks on the spot.
8. Drawing up expert analyses, studies, evaluations and methodologies for setting or assessing the functioning and effectiveness of the management and control systems, rules and procedures of programme implementation.
9. Activities stabilising the personnel capacity, which also contribute to the horizontal principles (e.g. costs related to part-time jobs and flexible working hours).
10. Support for the management of Programme-related projects implemented within the implementation structure of the Managing Authority.
11. Ensuring anti-corruption mechanisms. Using the ARACHNE system in the monitoring system and applying anti-corruption mechanisms at all levels of the OP RDE implementation.

12. Ensuring a smooth closure and evaluation of the 2007-2013 programming period within MEYS - OP EI and OP RDI Managing Authorities.
13. Activities related to the preparation and launch of the implementation of the next programming period.

The supported activities which are focused on information, publicity and absorption capacity create a comprehensive and uniform system of informing the public of the Programme and together with the created tools they ensure and with suitable measures they increase the absorption capacity. The supported activities in information and publicity will be implemented on the basis of annual communication plans linked to the Methodological Guideline for Publicity and Communication of the European Structural and Investment Funds in the 2014-2020 Programming Period, which is uniform for all programmes of the 2014-2020 programming period. Such supported activities include:

1. Planning the information and publicity measures including the implementation of surveys focused on specific target groups for identification of their information needs and requirements.
2. Implementation of information and publicity measures. Activities and information tools focused on promotion and publicity, information events. Development, management, and technical support of information and communication tools.
3. Information and consultancy support for applicants and beneficiaries (seminars, workshops, exchange of information, know-how). Supporting the creation and preparation of projects to be submitted under the Programme and supporting the success rate of the supported projects' implementation, including support for the project management at the beneficiary.
4. Popularising the outputs and results of the Programme implementation.
5. Activities reinforcing the internal communication (e.g., editorial administration and development of the intranet, preparing and issuing the internal newsletter, implementing meetings, analyses and an ongoing setting of measures and procedures for better internal communication, increasing the information and awareness among the staff of the outputs of internal analyses and evaluations etc.). Apart from improving the information, those activities will help increase the quality of administrative capacity of the Programme and indirectly they will contribute to the need to stabilise the personnel capacity.

Services of external suppliers for activities supported under technical assistance will be used exclusively for those specific activities where it will not be possible or efficient and effective to carry them out using the internal administrative capacity. These may include activities of operational nature related to ensuring the operation of the organisation and the following activities: creating the evaluation studies or analyses, translations and interpretation, training of the implementation structure staff, ensuring experts for reinforcing and streamlining the performance of audit and of checks on the spot, publicity of the programme, specialised legal, economic and other necessary expert analyses and services.

Activities related to the purchase of goods, services and works will be co-ordinated with regard to optimisation and effective use of technical assistance funding, both internally in the Managing Authority and in a link to the Operational Programme Technical Assistance. Public contracts will be drawn up and made in accordance with the appropriate community and national legislation.

For the needs of effective implementation of technical assistance within the Programme, a long-term plan of technical assistance activities will be created in the Programme (with detailed specification of activities per year) and a co-ordination modus operandi will specify the co-ordination of activities both within the Managing Authority and be linked to implementation of activities supported in the Operational Programme Technical Assistance.

#### 2.4.6. Output indicators expected to contribute to results

**Table 13: Output indicators (by priority axis) (for ERDF/ESF/Cohesion Fund)**

ID	Indicator	Unit of measurement	Target value (2023)	Data source
8 25 00	Number of jobs financed from the programme	FTE	Irrelevant	Beneficiary
8 06 00	Number of meetings of bodies and working or advisory groups	meetings	50	Beneficiary
8 05 00	Number of written and published analytical and strategic documents (incl. evaluation ones)	documents	45	Beneficiary
8 20 00	Number of trainings, seminars, workshops and conferences	activities	500	Beneficiary
8 00 01	Number of information and publicity activities organised	activities	95	Beneficiary
8 01 03	Number of newly created communication tools	tools	3	Beneficiary

#### 2.4.7. Categories of intervention

*(Reference: point (c)(v) of the first subparagraph of Article 96(2) of Regulation (EU) No 1303/2013)*

*Corresponding categories of intervention based on a nomenclature adopted by the Commission, and an indicative breakdown of Union support*

**Tables 14-16: Categories of intervention**

Table 14 Dimension 1 Intervention field		Table 15 Dimension 2 Form of finance		Table 16 Dimension 3 Type of territory	
Code	EUR	Code	EUR	Code	EUR
121	53,144,877	01	96,865,960	07	96,865,960
122	18,041,393	-	-	-	-
123	25,679,690	-	-	-	-

### 3. FINANCING PLAN

(Reference: point (d) of the first subparagraph of Article 96(2) of Regulation (EU) No 1303/2013)

#### 3.1. Financial appropriation from each fund and amounts for performance reserve

(Reference: point (d)(i) of the first subparagraph of Article 96(2) of Regulation (EU) No 1303/2013)

**Table 17: Financing plan (the table will be further modified based on clarification of the possibilities of using flexibilities)**

Fund	Category of region	2015		2016		2017		2018		2019		2020		Total	
		Main allocation	Performance reserve												
ERDF	In less-developed regions	352,198,277	22,480,742	181,404,425	11,579,006	185,034,916	11,810,739	188,737,955	12,047,104	192,514,981	12,288,190	196,367,250	12,534,080	1,296,257,804	82,739,861
ERDF	In more-developed regions	35,546,078	2,268,899	18,308,480	1,168,626	18,674,894	1,192,014	19,048,626	1,215,870	19,429,828	1,240,202	19,818,625	1,265,018	130,826,531	8,350,629
ERDF	Total	387,744,355	24,749,641	199,712,905	12,747,632	203,709,810	13,002,753	207,786,581	13,262,974	211,944,809	13,528,392	216,185,875	13,799,098	1,427,084,335	91,090,490
ESF	In less-developed regions	298,341,239	19,043,058	153,664,638	9,808,381	156,739,968	10,004,679	159,876,749	10,204,899	163,076,203	10,409,120	166,339,397	10,617,408	1,098,038,194	70,087,545
ESF	In more-developed regions	20,882,034	1,332,896	10,755,570	686,526	10,970,824	700,265	11,190,380	714,279	11,414,321	728,574	11,642,725	743,152	76,855,854	4,905,692
ESF	Total	319,223,273	20,375,954	164,420,208	10,494,907	167,710,792	10,704,944	171,067,129	10,919,178	174,490,524	11,137,694	177,982,122	11,360,560	1,174,894,048	74,993,237
Total		706,967,628	45,125,595	364,133,113	23,242,539	371,420,602	23,707,697	378,853,710	24,182,152	386,435,333	24,666,086	394,167,997	25,159,658	2,601,978,383	166,083,727

### 3.2. Total financial appropriation by fund and national co-financing (EUR)

(Reference: point (d)(ii) of the first subparagraph of Article 96(2) of Regulation (EU) No 1303/2013)

**Table 18a: Financing plan**

Priority Axis	Fund	Category of region	Basis for calculation of Union support	Union support	National counterpart	Indicative breakdown of national counterpart		Total funding	Rate of co-financing	For information	Total allocation (Union support) less performance reserve		Performance reserve		Performance reserve amount (Union support) as proportion of total Union support for the priority axis
						National public resources	National private resources				Union support	National counterpart	Union support	National counterpart	
						(a)	(b) = (c) + (d)								
1	ERDF	Less devel. reg.	Total	933,665,654	164,764,528	159,821,592	4,942,936	1,098,430,182	85.00%		873,720,318	154,185,938	59,945,336	10,578,589	6.42%
1	ERDF	More devel. reg.	Total	72,347,982	72,347,982	70,177,543	2,170,439	144,695,964	50.00%		67,792,201	67,792,201	4,555,781	4,555,781	6.30%
2	ERDF	Less devel. reg.	Total	355,031,212	62,652,568	59,519,940	3,132,628	417,683,780	85.00%		332,236,687	58,630,005	22,794,525	4,022,563	6.42%
2	ERDF	More devel. reg.	Total	60,264,017	60,264,017	57,250,816	3,013,201	120,528,034	50.00%		56,469,169	56,469,169	3,794,848	3,794,848	6.30%
2	ESF	Less devel. reg.	Total	311,525,752	54,975,134	52,226,377	2,748,757	366,500,886	85.00%		292,834,207	51,676,626	18,691,545	3,298,508	6.00%
2	ESF	More devel. reg.	Total	39,083,815	39,083,815	37,129,624	1,954,191	78,167,630	50.00%		36,738,786	36,738,786	2,345,029	2,345,029	6.00%

Priority Axis	Fund	Category of region	Basis for calculation of Union support	Union support	National counterpart	Indicative breakdown of national counterpart		Total funding	Rate of co-financing	For information	Total allocation (Union support) less performance reserve		Performance reserve		Performance reserve amount (Union support) as proportion of total Union support for the priority axis
						National public resources	National private resources				Union support	National counterpart	Union support	National counterpart	
						(a)	(b) = (c) + (d)				(c)	(d)	(e) = (a) + (b)	(f) = (a)/(e) (2)	
3	ESF	Less devel. reg.	Total	856,599,987	151,164,705	148,141,411	3,023,294	1,007,764,692	85.00%		805,203,987	142,094,823	51,396,000	9,069,882	6.00%
3	ESF	More devel. reg.	Total	42,677,731	42,677,731	41,824,176	853,555	85,355,462	50.00%		40,117,068	40,117,068	2,560,663	2,560,663	6.00%
4	ERDF	Less devel. reg.	Total	90,300,799	15,935,436	15,935,436	0	106,236,235	85.00%		90,300,799	15,935,436	0	0	0.00%
4	ERDF	More devel. reg.	Total	6,565,161	6,565,161	6,565,161	0	13,130,322	50.00%		6,565,161	6,565,161	0	0	0.00%
Total	ERDF	Less devel. reg.		1,378,997,665	243,352,532	235,276,968	8,075,564	1,622,350,197	85.00%		1,296,257,804	228,751,380	82,739,861	14,601,152	6.00%
Total	ERDF	More devel. reg.		139,177,160	139,177,160	133,993,520	5,183,640	278,354,320	50.00%		130,826,531	130,826,531	8,350,629	8,350,629	6.00%
Total	ESF	Less devel. reg.		1,168,125,739	206,139,839	200,367,788	5,772,051	1,374,265,578	85.00%		1,098,038,194	193,771,449	70,087,545	12,368,390	6.00%
Total	ESF	More devel. reg.		81,761,546	81,761,546	78,953,800	2,807,746	163,523,092	50.00%		76,855,854	76,855,854	4,905,692	4,905,692	6.00%

**Table 18c: Breakdown of the financial plan by priority axis, fund, category of region and thematic objective**

Priority Axis	Fund	Category of region	Thematic objective		Union support	National counterpart	Total funding
Priority Axis 1	ERDF	Less devel. reg.	Thematic objective 1	1,006,013,636	933,665,654	164,764,528	1,098,430,182
	ERDF	More devel. reg.	Thematic objective 1		72,347,982	72,347,982	144,695,964
Priority Axis 2	ERDF	Less devel. reg.	Thematic objective 10	415,295,229	355,031,212	62,652,568	417,683,780
	ERDF	More devel. reg.	Thematic objective 10		60,264,017	60,264,017	120,528,034
	ESF	Less devel. reg.	Thematic objective 10	350,609,567	311,525,752	54,975,134	366,500,886
	ESF	More devel. reg.	Thematic objective 10		39,083,815	39,083,815	78,167,630
Priority Axis 3	ESF	Less devel. reg.	Thematic objective 9	221,739,711	219,523,226	38,739,393	258,262,619
	ESF	More devel. reg.	Thematic objective 9		2,216,485	2,216,485	4,432,970
	ESF	Less devel. reg.	Thematic objective 10	677,538,007	637,076,761	112,425,312	749,502,073

Priority Axis	Fund	Category of region	Thematic objective		Union support	National counterpart	Total funding
	ESF	More devel. reg.	Thematic objective 10		40,461,246	40,461,246	80,922,492
Priority Axis 4	ERDF	Less devel. reg.		96,865,960	90,300,799	15,935,436	106,236,235
	ERDF	More devel. reg.			6,565,161	6,565,161	13,130,322

**Table 19: Indicative amount of support to be used for climate change objectives**

*(Reference: Article 27(6) of Regulation (EU) No 1303/2013)*

Priority Axis	Indicative amount of support to be used for climate change measures	Proportion of total allocation to the operational programme (%)
1	0	0
2	0	0
3	0	0
Total	0	0

## 4. INTEGRATED APPROACH TO TERRITORIAL DEVELOPMENT

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*(Reference: Article 96(3) of Regulation (EU) No 1303/2013)*

*Description of the integrated approach to territorial development taking into account the content and objectives of the operational programme having regard to the Partnership Agreement and showing how it contributes to the accomplishment of the objectives of the operational programme and expected results*

The integrated approach to territorial development is based on the typology of regions set in the Regional Development Strategy and, apart from the Partnership Agreement, also on the National Document on the Territorial Dimension" which was approved in Czech Government Resolution No 681 of 27 August 2014.

The setting of the individual specific objectives took into account the needs at regional and sub-regional level. Since the business of research, development and education is complex and has an impact on the whole of the Czech Republic, it is necessary to address the vast majority of activities across the board and in accordance with regional partners.

A special instrument of territorial dimension in the Programme will be the so-called regional projects. These projects have an impact on a specific territory; this type of project is planned both for research and development, mainly in a link to RIS3, and for regional schools.

The territorial instruments used for implementing some interventions under Priority Axis 3 will be: Regional Action Plans of Education Development (RAP) and Local Action Plans of Education Development (LAP).

The RAPs and LAPs are created in a bottom-up approach based on the needs of schools, education policy priorities and needs of the territory, which are already projected into the "Long-term Plan for Education and the Development of the Education System of the Region", RIS3, Regional Sectoral Agreements, Employment Pacts etc. The action plans are created in partnership of entities operating in the given territory and in accordance with the objectives of the education policy, the Programme and selected interventions in the Integrated Regional Operational Programme.

Based on the RAP and LAP outputs, the Managing Authority will set the calls and will use the simplified forms of reporting to the maximum.

In addressing the issue of inclusive education, the Programme is oriented specifically on areas with socially-excluded areas, through the Strategic Plan of Social Inclusion (see Chapter 5), the issue will be addressed through calls also co-ordinated with the other relevant operational programmes to maximise complementarities.

The need to support inclusive education is not, however, only in these locations, but is horizontal. It does not concern only pupils with a need of supportive measures but it includes the needs of diversification and individualisation of instruction as such, and therefore these interventions will be designed to have a horizontal impact. The issue of increasing the quality of pre-school and primary education will be managed centrally and it is not possible to include it in integrated approaches at the level of the region, municipality or conurbation. Regional actors will be invited to discuss the issues addressed.

With regard to the setting and the activities of the Programme, it is expected that integrated instruments defined by a methodology (CLLD, Integrated Development Plan of an Area, ITI) will be used only as a secondary means of implementing the territorial dimension. Those

instruments must always be in accord with the LAPs, RAPs and RIS3 and any other programme documents, e.g., the specifications of calls.

**4.1 Instruments to ensure community-led local development**

*(Reference: Article 96(3)(a) of Regulation (EU) No 1303/2013)*

With regard to the nature of the Programme, a direct use of the integrated instrument of Community-led Local Development is not expected. The Local Action Groups (LAGs) will be used as a means of increasing the absorption capacity and ensuring the monitoring of specific problems of a given territory. The co-ordinating role of the LAGs in the implementation of interventions in favour of rural development is based on detailed knowledge of local conditions and broad co-operation with local actors. The deeper knowledge of local problems, the ability to target specific problems in the place of operation of the LAGs are advantages that will be used in the Programme implementation. Based on an agreement between the Managing Authority and the National Co-ordination Authority and the National Network of Local Action Groups, the main task of the LAGs is seen in their work with the territory – work with applicants, communication in their territory, information support for nurseries and primary schools and their education authorities, establishing co-operation with territorial actors in creating the LAP. This activity of LAGs will be financed from the Integrated Regional Operational Programme into which funding from the technical assistance allocation of the Programme has been transferred for these activities.

**4.2 Integrated actions for sustainable urban development**

*(Reference: point (b) of Article 96(3) of Regulation (EU) No 1303/2013; Article 7(2) and (3) of Regulation (EU) No 1301/2013 of the European Parliament and of the Council)*

*The indicative amount of ERDF support for integrated actions for sustainable urban development to be implemented in accordance with the provisions under Article 7(2) of Regulation (EU) No 1301/2013 and the indicative allocation of ESF support for integrated action.*

Integrated actions for sustainable urban development are implemented under the Programme exclusively through Integrated Territorial Investments (ITI, see Section 4.3).

**Table 20: Integrated actions for sustainable urban development – indicative amounts of ERDF and ESF support**

1. Fund	ERDF and ESF support (indicative) (EUR)	Proportion of fund's total allocation to programme %
Total ERDF	83,041,863	5.47 %
Total ESF	0	0
Total (ERDF + ESF)	83,041,863	3.00 %

**4.3 Integrated Territorial Investment**

*(Reference: Article 96(3)(c) of Regulation (EU) No 1303/2013)*

*The approach to the use of Integrated Territorial Investments (ITIs) (as defined in Article 36 of Regulation (EU) No 1303/2013) other than in cases covered by 4.2, and their indicative financial allocation from each priority axis*

Integrated territorial investments (ITIs) will be used in the Czech Republic in the largest metropolitan areas of national importance, in accordance with Article 36 of the Common Provisions Regulation and on the basis of the definition in the Regional Development Strategy of the Czech Republic for 2014-2020.

ITIs will be pursued by projects co-financed by various operational programmes and will be included in an integrated strategy ("sustainable urban strategy" according to Article 7(4) of the ERDF Regulation). An integrated strategy will be promoted by the designated main town of the relevant metropolitan area.

It will be designated by a public law agreement to be concluded with the Managing Authority of the OP on the exercise of duties of an intermediate body within the meaning of Article 123(6) of the Common Provisions Regulation and Article 7(5) of the ERDF Regulation, within the scope of assessing the compliance of projects/operations with a specific integrated strategy that the town act as a promoter of the integrated strategy.

Each metropolitan areas may submit for approval and implementation one integrated strategy assessing the problems and potential of the territory, defining its objectives, establishing indicators and specifying in a financial plan an allocation from the Programme necessary for the achievement of the set objectives. The strategies will be selected via a two-tier procedure: a check of formalities and acceptability (by Ministry of Regional Development) and an assessment of the strategy's compliance with the objectives, focus and conditions of the Programme (by OP RDE MA). If financing of projects falling under Priority Axis 1 is expected every integrated strategy must, at the same time, comply with the National RIS3.

If an integrated strategy successfully passes through both selection tiers, the Managing Authority will prepare a 'Declaration of Acceptance of an Integrated Strategy', which will include all the key parameters of the approved integrated strategy. The strategy shall then be discussed by the National Permanent Conference, which (on the basis of documents submitted) shall recommend the Minister of Regional Development to sign a memorandum on the implementation of integrated strategies with promoters of the ITI, which have met the requirements of the evaluation process and have been accepted by all the management authorities concerned.

The Managing Authority shall, on the basis of evaluation of the integrated strategies, earmark in the operational programme a financial allocation for the implementation of projects based on these strategies. In the case of the integrated strategy promoter failing to comply with the conditions, through the programme's Monitoring Committee, the Managing Authority shall set criteria for absorbing these allocations for the given metropolitan area, decide on raising the relevant share of financial allocations and open calls (specific for ITI or combined with a part earmarked only for ITI) for integrated projects under the appropriate specific objectives of the operational programme. The actual assessment and share of the ITI promoter in this process will be governed by a public law contract entered into by the managing authority and the ITI promoter.

Integrated territorial investments will be mainly focused on the implementation of larger, strategic projects that have a significant positive impact to the respective territory. Smaller projects may be supported as well, if they properly complement larger projects to achieve the desired effects of synergy.

Projects submitted as part of the integrated strategies (“integrated projects”) under calls of the Programme must comply with the conditions determined by the Managing Authority and must meet the pre-determined binding criteria, and ensure monitoring and evaluation.

The ITI promoters are obliged to ensure expert scientific appraisal of the projects in order to secure the adequate quality of projects in line with the selection criteria and rules of the Programme. For the purpose of the expert scientific appraisal, the ITI promoters use the expert capacity certified by the Managing Authority.

More detailed specification of the preparation, appraisal, approval, implementation and monitoring of ITIs are included in the Methodological Guideline for utilisation of integrated instruments in the programming period 2014–2020; the calls management system is covered by the Methodological Guideline for calls management, appraisal and selection of projects in the programming period 2014-2020 and the management documentation.

Under the multi-level partnership principle, a platform of the National Permanent Conference has been established to ensure mutual coherence and co-ordination of implementing the territorial dimension, through involvement of managing authorities and regional and other partners. Decision-making of the Managing Authority regarding programme implementation will be advised by recommendations emerging from meetings of the National Permanent Conference.

**Table 21: Indicative financial allocation to ITI other than those mentioned under point 4.2 (aggregate amount)**

Priority Axis	Fund	Indicative financial allocation (EUR)
PA 1	ERDF	83,041,863
PA 2	ERDF, ESF	0
PA 3	ESF	0
Total	–	83,041,863

## **5. SPECIFIC NEEDS OF GEOGRAPHICAL AREAS MOST AFFECTED BY POVERTY OR TARGET GROUPS AT HIGHEST RISK OF DISCRIMINATION OR SOCIAL EXCLUSION**

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*(Reference: Article 96(4)(a) of Regulation (EU) No 1303/2013)*

### **5.1 Geographical areas most affected by poverty/target groups at highest risk of discrimination or social exclusion**

Just as in the other countries of the former Eastern bloc, over recent years the number of poor inhabitants in the Czech Republic has increased. As elsewhere in the world, poverty mainly threatens children, the unemployed, the disabled, women, incomplete families or ethnic minorities. In 2006, the list of areas with occurrence or higher risk of social exclusion included 330 municipalities, where approximately 80 thousand people lived and their unemployment was over 90 %. In 2014, it was estimated that the number of excluded locations rose to 400 and approximately 100 thousand inhabitants live there<sup>79</sup>. Together with the above-mentioned unemployment, those locations exhibit socio-pathological phenomena, or low levels of education. Additionally, social exclusion is partly linked to ethnicity.

Quality education of children and young people is a basis of a long-term and positive solution to the situation of socially-excluded locations. The aim is to ensure that, if possible, all children pass through the mainstream education system. Only the education system can underpin future social cohesion and, at the same time, raise social mobility of the inhabitants of socially-excluded locations.

The selected Programme activities are targeted at groups at highest risk of discrimination and social exclusion, i.e., ethnic minorities including the Roma and children of foreigners and at persons with health disadvantage and disability.

For the purpose of the Programme, social exclusion is defined in line with foreign sources<sup>80</sup> as a gradual and growing exclusion from full participation in social, material and symbolic resources produced, shared and consumed by the general society to ensure good living conditions, organisation of social life and participation in decision-making. In social exclusion, there is a typical concurrence of marginalisation processes which strongly limit the opportunities of (1) access to the open labour market, (2) access to public and private services including social services, housing or education, (3) contact with the social environment, (4) political participation at the local and national level. Such limitations of access deepen (5) the lack of material resources and may lead to the rise of (6) alternative social mechanisms and phenomena which compensate the wants in the access to the labour market, material sufficiency, social environment, public services and decision-making mechanisms (alternative strategies of subsistence, deepening debts etc.).

In 2012, out of all European Union countries, the Czech Republic had the second lowest share of the population threatened with poverty or social exclusion.

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<sup>79</sup> Source Social Inclusion Agency. The exact numbers will be known after the current map of socially excluded locations is compiled by the MLSA.

<sup>80</sup> For example: Steinert, H. & Pilgram, A. (2003). *Welfare from Below: Struggles Against Social Exclusion in Europe*. Aldershot: Ashgate Publishing Limited, p. 5.

A socially-excluded location means a space (a house, street or neighbourhood) where people are concentrated through marginalisation processes of systemic and/or individual nature. These processes are caused and deepened by economic crisis, changes in legislation, gentrification of towns and cities, a rise of a "secondary market" with sub-standard housing focused on groups discriminated against on the open housing market, deficiencies in urban planning and activity of institutions, evictions of indebted tenants or placements/directing of tenants with recognised Roma ethnicity into one area. Living in socially-excluded locations may further deepen the social exclusion, i.e., limitations in access to the above-mentioned socio-economic resources. Such places are usually marked with negative symbols by the surrounding inhabitants ("bad address" etc.), they have a worse quality of housing and may be spatially separated from the surrounding built-up areas.

Socially-excluded locations cannot be simply and clearly marked and demarcated, they can be defined, however, with the use of the latest version of the 'map of socially-excluded locations of the Ministry of Labour and Social Affairs' (available at [www.esfcr.cz/mapa](http://www.esfcr.cz/mapa)), or other analytical documents of regions, municipalities or the Office of the Government - Human Rights Section (available e.g. at [www.socialni-zaclenovani.cz](http://www.socialni-zaclenovani.cz)).

The selection will be made in co-operation with the Managing Authority of the Integrated Operational Programme and with the Managing Authority of the Operational Programme Employment in order to carry out co-ordinated interventions in the territories so that the solution to the problems in the location is comprehensive.

## **5.2 Strategy to address the specific needs of geographical areas most affected by poverty/target groups at highest risk of discrimination or social exclusion, and where relevant, the contribution to the integrated approach set out in the Partnership Agreement**

One of the main areas of the Programme intervention is equal access to quality education at all levels. In the Czech Republic, the need to support inclusive education is not only in the socially-excluded locations but it applies to the whole country. It does not concern only pupils with special educational needs and students with special needs, from socio-economically disadvantaged groups and from ethnic minorities but it includes the needs to diversify and individualise teaching and learning, and, therefore, the Programme will implement interventions also with a horizontal impact. Those interventions will be supported under Priority Axis 3 (thematic objectives 9, 10) of investment priorities 1, 2 and 3, and under the whole Priority Axis 2 (thematic objective 10).

Interventions in Priority Axis 3, investment priority 3, will include, in addition, the territorially-focused interventions for selected socially-excluded locations and interventions for addressing specific problems of the most threatened target groups in the whole of the Czech Republic (thematic objective 9). The selected territories, which include socially-excluded locations, will be supported on the basis of the Strategic Plan for Social Inclusion, created by a bottom-up approach, and solutions in the areas of inclusive education and accessibility of quality education for all children will be reinforced. Thus, the problem of minorities will be solved in the given territory in a link to the regional specific features and the whole community will be involved in addressing the issue. The Programme addresses the issue of minorities – e.g., the Roma – cross-cuttingly in line with the European Union initiative, "For Diversity Against Discrimination" and it focuses on one of "The 10 Common Basic Principles on Roma Inclusion". In focusing interventions on improving the situation of the Roma minority, the "explicit,

not exclusive approach" will be supported, which, in relation to Roma inclusion, covers also other groups in the same (or comparable) socio-economic conditions.

To monitor the efficiency of interventions and to confirm the explicit support, the main result indicators have been introduced: "Number of Roma children, pupils and students, in supported organisations" and "Number of Roma children and pupils integrated into education".

The proposed interventions contribute to the objectives of the "Social Inclusion Strategy". The interventions respond directly to the Country-Specific Council Recommendations 2014<sup>81</sup>: In compulsory education, make the teaching profession more attractive, implement a comprehensive evaluation framework and support schools and pupils with poor outcomes. Increase the inclusiveness of education, in particular, by promoting the participation of socially-disadvantaged and Roma children, in particular, in early childhood education.

All the supported activities will be directed at increasing the possibility of inclusion of persons at risk of social exclusion and socially-excluded, at the highest risk of discrimination or social exclusion, with a special emphasis on marginalised groups of inhabitants (socially weak) and persons with disabilities. In selected activities, the aim of the support is also to reduce or mitigate undesirable, socio-economic, regional disparities.

**Table 22: Actions to address specific needs of geographical areas most affected by poverty/target groups at highest risk of discrimination or social exclusion**

Target group/geographical area	Main types of planned action as part of integrated approach	Priority Axis	Fund	Category of region	Investment priority
Higher education students and persons interested in entering higher education with an emphasis on persons with special needs, from socio-economically disadvantaged groups and from ethnic minorities, higher education staff.	Expanding the scope of operation and improving the accessibility of higher education counselling and assistance services including the setting of minimum standards of such services. Review and adaptation of the study environment for potential students and students with an emphasis on persons with special needs, from socio-economically disadvantaged groups and from ethnic minorities. Supporting the academic and other staff in higher education in work with students with special needs.	PA 2	ESF	Less/ more devel. reg.	IP 1 (10ii)
Students with special needs	Infrastructure support for increasing the access to higher education institutions for disadvantaged groups, mainly students with special needs.	PA 2	ERDF	Less/ more devel. reg.	IP 1 (10a)

<sup>81</sup> Country-Specific Council Recommendation, COM(2014) 404/2.

Target group/geographical area	Main types of planned action as part of integrated approach	Priority Axis	Fund	Category of region	Investment priority
Children and pupils in municipalities with socially-excluded locations, for which factors such as ethnic origin or socio-economic status, family background, and secondarily disability or health disadvantage represent obstacles for achieving their potential.	<p>Ensuring equal access to education for every child or pupil through the compiled Strategic Plan of Social Inclusion which will prevent selection in education and will contribute to the development of key competences of every pupil.</p> <p>Activities focused on dropout prevention among children, already from pre-school education, including co-operation with the family.</p> <p>Improving the education-psychological counselling and special education counselling to ensure better diagnosing of the individual needs of children and pupils and designing suitable levelling-up and supportive measures in co-operation with nurseries and primary schools, NGOs and the authorities for social and legal protection of children.</p> <p>Activities integrating children and pupils into non-formal education.</p>	PA 3	ESF	Less/ more devel. reg.	IP 3 (9ii) IP 1 (10i)
Pupils for whom social and personal factors such as ethnic origin represent obstacles for achieving their potential in future life, in the whole of the Czech Republic	Actions reducing early school-leaving, including activities leading to empowering the target group.	PA 3	ESF	Less/ more devel. reg.	IP 3 (9ii)
Children and pupils at schools established separately for children and pupils with a disability in the whole of the Czech Republic.	Actions for activation and transit programmes for the transition from school to work.	PA 3	ESF	Less/ more devel. reg.	IP 2 (9iii)

Target group/geographical area	Main types of planned action as part of integrated approach	Priority Axis	Fund	Category of region	Investment priority
Vulnerable children and youth in educational establishments for institutional care or protective care and for preventive educational care	Support will be provided to systemic co-operation among all stakeholders working with the child at risk in preventive educational care, institutional or protective care, in order to enhance the preventive services that will support the child at risk and its family with a view to maintaining the child in the original family environment, shortening the time spent by the child in the institutional care and returning the child back to the family and setting the system of individual psychological aid to the child. In educational establishments for institutional or protective care, support will be provided to increasing the quality of the educational care, thanks to implementing quality standards in practice and training the staff.	PA 3	ESF	Less/ more devel. reg.	IP 3 (9ii)
In the whole of the Czech Republic: all children and pupils, specifically those for whom social and personal factors such as ethnic origin or socio-economic status, family background or disability or health disadvantage represent obstacles for achieving their potential in future life.	Activities supporting inclusive education with a view to ensuring equal access to education for every child and development of the maximum potential of every child or pupil. Specific activities for integrating children at risk of dropping out into pre-school education, including the development of co-operation with the family. Improving the education-psychological counselling and special education counselling to ensure better diagnosing of the individual needs of children and pupils and the related design, implementation and evaluation of suitable supportive measures for the development of the potential of every child, in co-operation with nurseries and primary schools, NGOs and the authorities for social and legal protection of children.	PA 3	ESF	Less/ more devel. reg.	IP 1 (10i) IP 2 (9iii)

## **6. SPECIFIC NEEDS OF GEOGRAPHICAL AREAS WHICH SUFFER FROM SEVERE AND PERMANENT NATURAL OR DEMOGRAPHIC HANDICAPS**

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*((Reference: point (b) of Article 96(4) of Regulation (EU) No 1303/2013))*

This chapter is not relevant because the Czech Republic does not include regions which fulfil the parameters of Article 174 of the Treaty.

## 7. AUTHORITIES AND BODIES RESPONSIBLE FOR MANAGEMENT, CONTROL AND AUDIT AND THE ROLE OF RELEVANT PARTNERS

(Reference: Article 96(5) of Regulation (EU) No 1303/2013)

### 7.1. Relevant authorities and bodies

(Reference: points (a) and (b) of Article 96(5) of Regulation (EU) No 1303/2013)

**Table 23: Relevant authorities and bodies**

Authority / body	Name of authority/body and department or unit	Head of authority/body (position or post)
Managing Authority	Ministry of Education, Youth, and Sports	Deputy Minister
Certifying Authority	The Ministry of Finance	Director
The Audit Authority	The Ministry of Finance	Director
Body to which Commission will make payments	The Ministry of Finance	Director
Intermediate body for ITI implementation	Department/ unit of the City Hall of a statutory city	Mayor / head of department/unit of the municipality authority of statutory city

### 7.2. Involvement of relevant partners

(Reference: points (a) and (b) of Article 96(5) of Regulation (EU) No 1303/2013)

#### 7.2.1. Actions taken to involve the relevant partners in the preparation of the operational programme, and the role of those partners in the implementation, monitoring and evaluation of the programme

The Programme was prepared in accordance with Article 5 of the Common Provisions Regulation and all relevant entities were involved. The procedure of the preparation, responsibility for individual parts and also for important tasks closely related to the Programme preparation are covered by the document, "Procedure of the preparation of the future period of the EU cohesion policy at the MEYS", which was approved at a meeting of the MEYS management in January 2013.

The Steering Committee was established as the supreme body. The Steering Committee dealt with the professional aspects of all thematic areas of the future Programme and with principles of implementation at the external level (it took part in creating the strategic focus; it discussed, commented and expressed its opinion on the working versions; it commented on the proposals of the implementation structure and the proposals of distributing the funding among the individual priority axes).

The Steering Committee was created on the principal of partnership co-operation, it took into account the interests of social and expert partners and it represented a platform for addressing the current topics of the preparation of the programming period. The members of the Steering Committee were appointed from among the MEYS representatives and the key actors of public policy who were proposed by the content-relevant bodies of the MEYS, rec-

ommended by the MoRD or directly suggested by the organisations concerned (partner Ministries, regions, social partners, representatives of NGOs, chambers, representatives of the professional public, interest groups etc.).

The Steering Committee is headed by a chairperson, who is the Minister of Education, Youth and Sport. The activity of the Steering Committee is governed by its statute and rules of procedure. The list of partners involved in the Programme preparation is provided in Annex F. Apart from the Steering Committee, the partnership principle was developed in the preparation process also in the form of round tables and partner meetings. The content focus of the individual thematic objectives and the implementation principles were addressed at two levels: internal and external. Thematic objectives were addressed by thematic working groups whose structure corresponds to the investment priorities of the Common Provisions Regulation and to the priority axes. These thematic working groups (Working Group for Education, Working Group for R&D and Higher Education) will be modified, after the programme is approved, in terms of their objectives and tasks, and will be transferred to work under the Monitoring Committee as its working groups. The implementation principles, the future implementation structure or the issue of financial flows were addressed separately by the Working Group for Implementation, which will be subsequently transferred as a working group under the Monitoring Committee. The members of the working groups were representatives of the MEYS, invited experts and, at the external level, partner institutions. The aim of the working groups was to prepare and negotiate the content of the relevant investment priorities and their implementation.

The outputs of the working groups were discussed in the Project Team consisting of Deputy Ministers and other key staff of all MEYS'groups. The main task of the Project Team was to check the performance of tasks, to discuss and approve the outputs of the working groups, to co-ordinate activities and to define the timetable. Outputs approved by the Project Team, or by a meeting of the MEYS management, were subsequently discussed at the external level in the Steering Committee. The organisational diagram for the preparation of the future cohesion policy was designed with regard to the effectiveness of working meetings and the partnership principle. The number of members mainly in the working groups was limited to achieve flexibility of the meetings. The working group members drew up, internally, proposals of solutions to clearly-specified tasks; these proposals were subsequently discussed externally with the professional public, interest groups and political representatives.

Institutions selected for membership in the above platforms were approved by a meeting of the MEYS management in the document, "Procedure of the preparation of the future period of the EU cohesion policy at the MEYS", in early 2013 and then were invited to nominate their candidates. The membership in the platforms was open to other requests for representation and was continuously updated.

From the very start, preparation also involved the Technology Agency of the Czech Republic. The main benefit of involving the Technology Agency in the Programme preparation is the maximising of synergies between grant programmes at the national and European level (e.g. Horizon 2020). In the Programme implementation, the Technology Agency will act as an expert consultant in defined areas of intervention under Priority Axes 1 and 2.

The partnership principle will be applied in the actual implementation. The fundamental instrument for involving the relevant partners in the implementation, monitoring and evaluation of the operational programme shall be the Monitoring Committee. The Monitoring Committee

will be established on the motion of the Managing Authority within 3 months following the Programme approval by the European Commission at the latest. Nominations for the Monitoring Committee will be primarily based on the membership in the Steering Committee, so that the actors involved in the Programme preparation are also adequately involved in its implementation. Partners will be also involved in specialist platforms and working groups related to the implementation (e.g., a platform for the preparation of calls).

In parallel with the preparation process of the programming document and in line with Article 55 of the Common Provisions Regulation, the ex-ante evaluation was carried out. To carry out the ex-ante evaluation of the programming document, a competitive procedure was organised to select the supplier who, as part of the preparation process, drew up an Interim Report and a Final Report. Both reports were, in line with the contractual conditions, submitted in their final form to the MEYS and they contained the assessment of the individual evaluation areas and the resulting findings, conclusions and proposed recommendations for modifying the programme or any supplements and changes. The relevant recommendations of the Interim and Final Reports were integrated into the Programme text. In line with the conditions of the contract with the supplier, the last step of the ex-ante evaluation is the update of the Final Report, based on the modified text of the Programme after formal negotiation with the European Commission. The ex-ante evaluation meets the requirements of the Common Provisions Regulation, or the support documentation including the methodology at the national level. The main findings of the ex-ante evaluation, resulting from the updated Final Report, are set out in Annex J.

As part of the Programme preparation, the Strategic Environmental Assessment (SEA) was made. That Assessment was prepared in line with Czech and European Union legislation. Within the SEA process, the general public had the opportunity to submit comments on the proposed text of the Programme. For that purpose, a public discussion of the SEA was held on 20.6.2014; the draft text was available on the website and for inspection in paper form. All comments from the SEA process were assessed and relevant ones were integrated. The Ministry of Environment issued a favourable opinion on the draft programme on 3.7.2014 where it defined conditions that must be complied with during the implementation. The conditions concerning the actual text of the Programme were integrated, the other related to implementation, will be fulfilled in the course of the implementation and, where appropriate, included in the programme documentation.

### **7.2.2. Global grants (for the ESF, where appropriate)**

*(Reference: Article 6(1) of Regulation (EU) No 1304/2013)*

*Not relevant for the Programme.*

### **7.2.3. Allocation of an amount for capacity building (for the ESF, where appropriate)**

*(Reference: Article 6(2) and (3) of Regulation (EU) No 1304/2013)*

Already in the preparation process, emphasis was put on co-operation with social partners and NGOs. Their involvement is planned principally in Priority Axis 3 where the representatives of those organisations will take part in the creation of Regional and Local Action Plans. Those institutions will be also actively involved in the actual implementation of the above-mentioned plans.

Co-operation with social partners and non-governmental non-profit organisations is necessary in implementing the activities of thematic objective 9, where activities are planned to

complement activities under the Operational Programme Employment in areas of socially-exclusion. Social partners and non-profit organisations will be also involved in activities of thematic objective 10 under Priority Axes 2 and 3.

The Programme does not plan for any direct intervention in general capacity-building of social partners and non-profit organisations but the staff of those bodies will be able to participate in training programmes focused on enhancing the inclusiveness and deliberate strengthening of key competences of children and pupils. The Programme will use the outputs of projects implemented under the Operational Programme Employment, which will support capacity building of the social partners and NGOs in line with Articles 6(2) and 6(3) of the Regulation on the European Social Fund.

## **8. CO-ORDINATION BETWEEN THE FUNDS, THE EAFRD, THE EMFF AND OTHER UNION AND NATIONAL FUNDING INSTRUMENTS, AND WITH THE EIB**

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*(Reference: Article 96(6)(a) of Regulation (EU) No 1303/2013)*

*The mechanisms to ensure co-ordination between the Funds, the European Agricultural Fund for Rural Development (EAFRD), the European Maritime and Fisheries Fund (EMFF) and other Union and national funding instruments, and with the European Investment Bank (EIB), taking into account the relevant provisions laid down in the Common Strategic Framework.*

Co-ordination mechanisms with the other operational programmes are described in the Partnership Agreement and are a key element in programming and the subsequent implementation, with an aim to optimally attain the ESIF thematic objectives and the objectives of the Europe 2020 strategy. Synergies at the level of priority axes, investment priorities or specific objectives serve to specifically set up complementary and synergistic links that complement or strengthen one another in their effects and impacts.

An important structure for strategic direction of the interventions is the Council for European Structural and Investment Funds, whose members are political representatives, and it ensures the content interface and linkage between operational programmes. The National Co-ordination Authority supervises continuously the planning of synergistic calls and proposes measures to ensure synergies across the programmes according to the Partnership Agreement.

Managing authorities of programmes conclude memoranda binding them to ensure close cooperation of management and coordination mechanisms so that the preparation and the future implementation of operational programmes is as effective as possible. The specification of the co-operation conditions will be further detailed in cooperation agreements.

The basic co-ordination between operational programmes implemented in synergy will be ensured through mutual membership of the managing authorities concerned in monitoring committees and through due exchange of information.

More intensive co-ordination will be carried out through platforms or working groups where the relevant operational programmes and other partners (e.g. TA CR, Office of the Government) will be represented. The platforms and working groups will participate in the preparation of the content of the relevant intervention areas, setting the technical parameters of calls, appraisal of projects and evaluation of calls and will co-operate in setting the complementarities for the supporting instruments of the EU.

Synergistic/complementary areas will be co-ordinated mainly by targeting the calls, by time and content co-ordination of the calls. Links identified to date at the level of EU/national instruments are described below. If new potential links appear in the future (e.g., with regard to newly-open national programmes and EU programmes – e.g., AMIF, in education, R&D etc.), the MA will ensure that they are not mutually duplicating. The effort to maximise the interaction effect of such supports will be encouraged. The identified links are described in detail in Annex H.

To simplify the text, the next section of the chapter will use abbreviations which are explained in the List of Abbreviations and Terms at the end of the document.

## **CO-ORDINATION WITH INDIVIDUAL OPERATIONAL PROGRAMMES**

### **1. Operational Programme Employment (OP Emp, funded from the ESF)**

Further education (FE) is an important borderline area under the responsibility of MEYS and MLSA (OP Emp MA). In the support of FE with a direct link to the labour market, OP Emp will follow up the interventions in regional schools and interventions improving the conditions for LLL at HE institutions. The co-ordination mechanism is set out in the Memorandum (signed in July 2014). The aid provider in FE of adults will be MLSA while the role of the content sponsor will be played by a WG consisting of MEYS and MLSA representatives. The WG will be responsible for the whole area of FE and will share in the preparation of calls. Both ministries will support the area of early childhood care. The MEYS will mainly support education, the MLSA will support childcare services (e.g., establishment of children's groups) in order to enable the parents to return to work. Complementary investment in the infrastructure will be provided from the IROP.

The support of inclusive education and social inclusion will be co-ordinated by co-operation between MEYS, MLSA and MoRD through a WG involving the OG - Social Inclusion Agency.

The initiative, supporting youth employment, forms an integral part of the Czech Youth Guarantee Programme which has been prepared by the MLSA in close co-operation with the MEYS and other relevant partners. Both ministries, including other entities concerned (usually the organisations controlled by them) will co-operate in establishing and updating the strategic framework.

### **2. The Integrated Regional Operational Programme (IROP, funded from the ERDF)**

Interventions of OP RDE (ESF) implemented in regional schools and early childhood care will demonstrate complementarities with interventions under the IROP (ERDF). The division of the content between OP RDE and IROP was confirmed in a Memorandum (signed in July 2014). The IROP interventions include investments into construction, refurbishment, reconstruction and equipment of buildings where the pre-school, primary and secondary education are concerned, or reconstruction, refurbishment or equipment of buildings where non-formal education is concerned. OP RDE will support activities related to improving the quality of educational programmes and investment in the equipment of infrastructure acquired from the IROP and other sources.

Social inclusion will be co-ordinated transversely by a WG consisting of representatives of OP RDE, OP Emp and IROP in cooperation with OG – Social Inclusion Agency. The co-ordination mechanism is ensured also at the level of common starting strategies (Regional and Local Action Plans of Education Development).

### **3. Operational Programme Enterprise and Innovation for Competitiveness (OP EIC, funded from the ERDF)**

R&D&I support is an important area for synergy between OP EIC and OP RDE interventions and for attaining the objectives defined in RIS3. In OP RDE, the area of R&D is addressed in PA 1 (ERDF, IP 1a) by creating conditions for achieving excellent research, by enhancing the capacities for strategic co-operation of the public and private sector, by improving the research infrastructure and by higher effectiveness of the strategic management of research. In PA 2 (ESF), R&D is addressed by interventions into improving the conditions for research-related instruction and into human resources development in R&D. OP EIC focuses in its PA 1 (ERDF, IP 1b) on applied research and on enhancing the research capacity for the needs

of industry. The MEYS and MIT concluded a Memorandum (signed in December 2013). In the area of co-operation between the world of public research and the world of application and of increasing the use of the public research results, which includes both ERDF and ESF interventions, linkage will be ensured through co-operation with TA CR in the preparation and subsequent implementation of OP RDE where TA CR will act as expert consultant, which will ensure linkage between the OP and national or European programmes (e.g. (Horizon 2020).

Another co-ordination element in those programmes is the RIS3: Czech Government Resolution No 2018 of 8 December 2014 entrusted the RIS3 management and responsibility for its implementation and evaluation to the Deputy Prime Minister for science, research and innovation. In the area of vocational training, whose content sponsor is the MIT (OP EIC MA), the link is mainly with OP Emp. OP EIC, SO 2.4, which will support the infrastructure for vocational training of employees of SMEs from the ERDF. OP RDE, PA 3, SO 5, which will support vocational training of students and teachers of technical fields through ESF interventions, in order to upgrade the qualification of research and other staff in R&D and to ensure a sufficient number of highly-qualified HE graduates.

#### **4. Operational Programme Prague – Growth Pole of the Czech Republic (OP PGP, funded from the ERDF and ESF)**

OP RDE will use the possibilities given by regulations on flexibilities to use the funds intended for less-developed regions for the City of Prague. The PAs will therefore extend to the City of Prague with a given share of their interventions. The interventions will be e.g., those that have an impact on the whole territory of the Czech Republic (HE support in Prague, excellent research centres etc.). Interventions under OP PGP should focus on fields specific for the City of Prague, which have an impact mainly on its territory (e.g. support for applied research in firms in relation to the RIS3, specific problems of regional schools in Prague etc.).

#### **5. Operational Programme Technical Assistance (OP TA, funded from ERDF)**

An interface has been defined between OP TA and OP RDE in financing the personnel expenditure of administrative capacity (OP RDE - personnel costs of persons implementing the OP RDE; OP TA - personnel costs of bodies taking part, at the horizontal level, in the implementation of ESIF, i.e. MoRD and Ministry of Finance), administrative capacity training (OP TA - training at the horizontal level, OP RDE – training in specific areas), ensuring absorption capacity (the TA within OP RDE increases absorption capacity through suitable measures) and developing a uniform monitoring system. (OP TA will finance all activities related to the operation, administration, system support, upgrade of the technical equipment, licenses, data stores, implementation of the technical interface and training of the users of MS2014+.)

#### **6. Rural Development Programme (RDP, funded from EAFRD) and Operational Programme Fisheries (OP F, funded from EMFF)**

In vocational training, a complementary link exists only between OP RDE and RDP. The RDP is targeted at supporting LLL and vocational training in agriculture, same as the OP F is focused only on LLL in aquaculture. As the target groups and the subject of interventions differ between the programmes, coordination is not necessary. The same applies to R&D. The RDP is targeted at innovation and marketing of new products in agriculture and the food industry, unlike the OP RDE which supports the pre-application research remote from the market environment. Coordination will be carried out through mutual information and membership of representatives in monitoring committees, or WGs.

## **CO-ORDINATION WITH OTHER EU INSTRUMENTS**

### **1. Horizon 2020**

OP RDE will support activities enhancing the capacity for involving Czech entities in projects under Pillar I of the Horizon 2020 programme (Excellent Science), and aid grants, mainly for the actions of the European Research Council, Marie Skłodowska-Curie and for ERA Chairs projects. PA 1 and PA 2 will support activities enhancing the absorption capacity of participation in Horizon 2020 (support for the preparation of international grants and grant support staff, preparation of the participation and participation of Czech entities in the projects of the European Institute of Innovation & Technology, joint programming, joint technology initiatives, etc.). It is also considered that funding could be provided to quality projects of Horizon 2020 for which funding will not remain in that programme.

In terms of co-ordination mechanisms, it is expected that selected delegates of the programme committees of Horizon 2020 from the Czech Republic will be involved in the MC and that competent Czech representatives will be involved in the Horizon 2020 programme committees.

### **2. Erasmus+**

In education, complementarities with the Erasmus+ programme are expected in all SOs of PA 2 of OP RDE except SO 3, i.e. in areas of: international mobility of students and academic/ teaching staff, development of partnership among HE institutions, links to the labour market and R&D popularisation. Erasmus+ enables the mobility of individuals, mobility activities within Joint Master Degrees, strategic partnerships, partnerships between educational institutions and the world of work, the processes of development and capacity building.

Complementarities are expected in PA 3 in international visits, inspiration and creation of models for solutions in international co-operation, good practice transfer from abroad, teacher training and international partnership of schools and educational organisations in the themes of: digital education development, language education, recognition of the results of non-formal education and informal learning, development of entrepreneurship and cooperation of schools and employers. OP RDE is also considering to finance quality projects for which Erasmus+ would not have funding left (short-listed projects).

The OP RDE implementation will involve the relevant bodies of MEYS and representatives of the Centre for International Cooperation in Education (DZS). The implementation of complementarities will take into account the Commission recommendations.

### **3. European Union Strategy for the Danube Region**

The Czech Republic is involved in the EU Strategy for the Danube Region. OP RDE activities are in accord with the Danube Region Strategy and will contribute to the implementation of two selected priority areas of the Action Plan, i.e. of Priority Area 7 – "To develop the Knowledge Society (research, education and ICT)" and Priority Area 9 – "To invest in people and skills".

The co-ordination mechanisms will be ensured through assistance or membership of members of the relevant Steering Groups of the Danube Region Strategy in the Monitoring Committee or through ad hoc consultations. This link will take into account the Czech Republic priorities in the common definition of specific goals of the macro-region through activities of those representatives in the Steering Group.

#### **4. Other inter-regional co-operation**

In R&D&I, the OP RDE can complement programmes of cross-border cooperation e.g. Czech Republic - Bavaria, Austria - Czech Republic and Slovakia-Czech Republic, which will help establish strategic partnerships with foreign centres, increase the participation in programmes of international research cooperation, and support the partnership of the public and private sectors.

Co-ordination will be ensured by the Council for ESIF (in thematic WGs where a representative for Objective 2 programmes would be involved) and by ad hoc consultations.

#### **CO-ORDINATION WITH NATIONAL INSTRUMENTS**

##### **1. As the content-relevant MEYS groups are involved in the preparation of the national policy and instruments of its implementation, the necessary coordination with the existing national funding instruments will be ensured. The area of R&D will be also consulted with the "Information - Basis for Research" Programme**

It complements the intervention under PA 1 which specifically follows up the access created to electronic information sources under the programme Information - Basis for Research and other existing institutional activities, and will facilitate optimisation at the national level. MEYS is the MA of OP RDE and at the same time it is the aid provider under the programme, Information - Basis for Research.

##### **2. Programmes of government support for the work with children and youth carried out by non-governmental non-profit organisations for the period 2011–2015**

Supporting the development of key competences of pupils and of the staff in non-formal education and establishing strong partnerships between schools and organisations of non-formal education. Interventions are co-ordinated at the level of committee meetings and the meeting of the MEYS management to avoid overlaps.

##### **3. Programme "Development of capacities for instruction in nurseries and primary schools funded by territorial self-governing units"**

The main objective of the programme is to help ensure available capacities of nurseries and primary schools (in particular of the 1st cycle). OP RDE will support activities related to improving the education programmes. This programme is complementary to the IROP.

#### **CO-ORDINATION WITH THE EIB**

Financing through financial instruments is not expected.

## 9. EX-ANTE CONDITIONALITIES

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*((Reference: point (b) of Article 96(6) of Regulation (EU) No 1303/2013))*

Ex-ante conditionalities are defined in Article 19 of the Common Provisions Regulation. Their introduction follows from a requirement of the European Commission to ensure the achievement of tangible results of the European Structural and Investment Funds intervention in the programming period 2014–2020. The ex ante conditionalities aim to ensure that the framework prerequisites for the efficient use of the support are in place in the EU member states.

According to the above Article, the member states should submit to the European Commission information on the applicable ex-ante conditionalities and on their fulfilment. More detailed information related to this issue can be submitted in special explanatory documents annexed to operational programmes.

The fulfilment of ex-ante conditionalities at the national level is co-ordinated by the MoRD, which, for this purpose, issues the Action plan for management and coordination of ex-ante conditionalities in the programming period 2014–2020. In line with that Action Plan, the MEYS as the Managing Authority acts as the sponsor of fulfilling the content of some ex-ante conditionalities and it monitors them continuously and evaluates their fulfilment. Special attention is paid in particular to “risky ex-ante conditionalities”, for which a risk of non-fulfilment has been identified (time risk, implementation risk, risk of unclear or risk of too general interpretation).

The ex-ante conditionalities or their application in the case of the general and thematic ex-ante conditionalities mentioned were selected in line with the document of the European Commission, “Draft Guidance on ex-ante Conditionalities“. The MEYS participates in the fulfilment of sub-criteria of the applicable general ex-ante conditionalities (see Table 24) and in fulfilling the thematic conditionalities. The thematic ex-ante conditionalities applied in the Programme are:

- 1.1 Research and innovation
- 1.2 Research and Innovation infrastructure
- 9.2 Roma inclusion
- 10.1 Early school-leaving
- 10.2 Higher education

All the conditionalities identified as unfulfilled or partially fulfilled are supplemented with detailed action plans of fulfilment, describing the actions leading to the fulfilment of all criteria of the conditionalities, including their detailed timetable, which are provided in Annex I for each conditionality.

## 9.1 Ex-ante conditionalities

### *Information on the applicability and the fulfilment of ex-ante conditionalities*

**Table 24: Applicable ex-ante conditionalities and assessment of their fulfilment**

Ex-ante conditionality	Priority Axes to which the conditionality applies	Ex-ante Conditionality fulfilled: Yes No Partially	Criteria	Criteria fulfilled:		Reference (references to strategies, legal acts or other relevant documents, including links to relevant sections, articles or paragraphs, accompanied by web-links or access to full text)	Explanation
				Yes	No		
1. The existence of administrative capacity for the implementation and application of Union anti-discrimination law and policy in the field of ESI Funds	OP RDE, PA 1  OP RDE, PA 2  OP RDE, PA 3  OP RDE, PA 4	Yes	Arrangements in accordance with the institutional and legal framework of Member States for the involvement of bodies responsible for the promotion of equal treatment of all persons throughout the preparation and implementation of programmes, including the provision of advice on equality in ESIF related activities;	Yes		<a href="http://www.ochrance.cz/en/discrimination">http://www.ochrance.cz/en/discrimination</a> <a href="http://www.vlada.cz/cz/ppov/zmocnenc-vlady-pro-lidska-prava/organizace-sekce-lp/organizace-sekce-lidskych-prav-107606/">http://www.vlada.cz/cz/ppov/zmocnenc-vlady-pro-lidska-prava/organizace-sekce-lp/organizace-sekce-lidskych-prav-107606/</a>	<p>EC coordinator: Fulfilment YES.</p> <p>Tasks related to the ex ante conditionality “The existence of administrative capacity for the implementation and application of Union anti-discrimination law and policy in the field of ESI Funds” fall within the remit of the Office of the Government.</p> <p>MA: Fulfilment YES.</p> <p>OP RDE has a contact person designated who deals systematically with the implementation and application of anti-discriminatory law, with the issue of equality between women and men and of disabled persons, and is responsible for coordinating the activities in this area. The contact person co-operates closely with the OG and MLSA and if necessary it co-operates with the ombudsman. An OG representative is invited to OP RDE platforms and subsequently will be invited to MC meetings.</p> <p>The non-discrimination issue is generally addressed in OP RDE in Chapter Horizontal Principles. It will be further elaborated in the follow-up management documentation and will be reflected in the calls and evaluation and checks at the project level.</p>

Ex-ante conditionality	Priority Axes to which the conditionality applies	Ex-ante Conditionality fulfilled: Yes No Partially	Criteria	Criteria fulfilled: Yes No	Reference (references to strategies, legal acts or other relevant documents, including links to relevant sections, articles or paragraphs, accompanied by web-links or access to full text)	Explanation
			Arrangements for training of the staff of the authorities involved in the management and control of the ESIF in the fields of Union anti-discrimination law and policy.	Yes	<a href="http://www.strukturalni-fondy.cz/cs/Fondy-EU/2014-2020/Metodicke-pokyny/Metodika-rozvoje-lidskych-zdroju">http://www.strukturalni-fondy.cz/cs/Fondy-EU/2014-2020/Metodicke-pokyny/Metodika-rozvoje-lidskych-zdroju</a>	<p>EAC coordinator: Fulfilment YES.</p> <p>Schedules of training concerning equal treatment and non-discrimination have been prepared for all relevant employees collaboratively by the Office of the Government and the Ombudsman. Fulfilment of this criterion is underway and will take place on an ongoing basis throughout the future programming period.</p> <p>The MoRD-NCA ensures at the horizontal level that employees implementing EU funds are trained under the Training System. The Human Rights Section of the Office of the Government provides content and lecturers for the training.</p> <p>Coordinator MA: Fulfilment YES</p> <p>Employees will be regularly trained in this issue based on the offer of training programmes under the horizontal training of the implementation structure staff by the MoRD-NCA.</p>

Ex-ante conditionality	Priority Axes to which the conditionality applies	Ex-ante Conditionality fulfilled: Yes No Partially	Criteria	Criteria fulfilled: Yes No	Reference (references to strategies, legal acts or other relevant documents, including links to relevant sections, articles or paragraphs, accompanied by web-links or access to full text)	Explanation
2. The existence of administrative capacity for the implementation and application of Union gender equality law and policy in the field of ESI Funds	OP RDE, PA 1  OP RDE, PA 2  OP RDE, PA 3  OP RDE, PA 4	Yes	Arrangements in accordance with the institutional and legal framework of Member States for the involvement of bodies responsible for gender equality throughout the preparation and implementation of programmes, including the provision of advice on gender equality in ESIF-related activities.	Yes	<a href="http://www.ochrance.cz/en/discrimination">http://www.ochrance.cz/en/discrimination</a>  <a href="http://www.mpsv.cz/cs/12152">http://www.mpsv.cz/cs/12152</a>	EAC coordinator: Fulfilment YES. The tasks related to the applicable ex-ante conditionality are performed by the Office of the Government as the national coordinator of the gender equality agenda, together with contact persons appointed by the MAs of individual ESI Funds programmes. MA: Fulfilment YES. OP RDE has a contact person designated who deals systematically with the implementation and application of the law on equality between women and men and is responsible for coordinating the activities in this area and it cooperates closely with the ombudsman and the OG - Human Rights Section. A MLSA representative is invited to OP RDE platforms as a national co-ordinator of the agenda of equal opportunities for women and men. That representative together with the ombudsman will be invited to OP RDE Monitoring Committee meetings. The principle of equality between women and men will be applied as a horizontal principle across the investment priorities. The MA will also ensure that information on the gender equality principle and on the methods of supporting that principle is specified in the relevant documents on the particular calls.

Ex-ante conditionality	Priority Axes to which the conditionality applies	Ex-ante Conditionality fulfilled: Yes No Partially	Criteria	Criteria fulfilled: Yes No	Reference (references to strategies, legal acts or other relevant documents, including links to relevant sections, articles or paragraphs, accompanied by web-links or access to full text)	Explanation
			Arrangements for training of the staff of the authorities involved in the management and control of the ESIF in the fields of Union gender equality law and policy as well as in gender mainstreaming.	Yes	<a href="http://www.strukturalni-fondy.cz/cs/Fondy-EU/2014-2020/Metodicke-pokyny/Metodika-rozvoje-lidskych-zdroju">http://www.strukturalni-fondy.cz/cs/Fondy-EU/2014-2020/Metodicke-pokyny/Metodika-rozvoje-lidskych-zdroju</a>	EAC coordinator: Fulfilment YES. The MoRD-NCA ensures at the horizontal level that employees implementing EU funds are trained under the Training System; the Office of the Government provides content and lecturers for the training. The area of training is included in the Methodological Guideline on Human Resources Development in the Programming Period 2014–2020 and in the Programming Period 2007–2013 (Government Resolution No 444 of 16 July 2014). MA: Fulfilment YES. Employees will be regularly trained in this issue based on the offer of training programmes under the horizontal training of the implementation structure staff by the MoRD-NCA.
3. The existence of administrative capacity for the implementation and application of the Unit-	OP RDE, PA 2  OP RDE, PA 3  OP RDE, PA 4	Yes	Arrangements in accordance with the institutional and legal framework of Member States for the consultation and involvement of bodies in charge of protection of rights of persons with disabilities or rep-	Yes	<a href="http://www.vlada.cz/cz/pp-ov/vvzpo/dokumenty/nar-odni-plan-vytvareni-rovnnych-prilezitosti-pro-osoby-se-zdravotnim-postizenim-na-obdobi-2010--2014-70026/">http://www.vlada.cz/cz/pp-ov/vvzpo/dokumenty/nar-odni-plan-vytvareni-rovnnych-prilezitosti-pro-osoby-se-zdravotnim-postizenim-na-obdobi-2010--2014-70026/</a>	EAC coordinator: Fulfilment YES. Most tasks related to the applicable ex-ante conditionality are performed by the MLSA in close co-operation with the Government Committee for People with Disabilities along with designated MA contacts for each programme. MA: Fulfilment YES. To systematically ensure and strengthen administrative capacity for efficient application and implementation of the Convention in the field of ESI Funds, the OP RDE MA appointed a specific contact person who deals continuously

Ex-ante conditionality	Priority Axes to which the conditionality applies	Ex-ante Conditionality fulfilled: Yes No Partially	Criteria	Criteria fulfilled: Yes No	Reference (references to strategies, legal acts or other relevant documents, including links to relevant sections, articles or paragraphs, accompanied by web-links or access to full text)	Explanation
ed Nations Convention on the rights of persons with disabilities (UNCRPD) in the field of ESI Funds in accordance with Council Decision 2010/48/EC.			representative organisations of persons with disabilities and other relevant stakeholders throughout the preparation and implementation of programmes;			and systematically with the implementation and application of law on people with disabilities, is responsible for coordinating activities in this area and collaborates closely with the MLSA and with the Government Committee for People with Disabilities.  A representative of the MLSA and a representative of the Government Committee for People with Disabilities will be invited to the relevant platforms of the OP RDE and will also be invited to the OP RDE Monitoring Committee meetings once the OP RDE has been approved. A representative of the ombudsman will also attend the Monitoring Committee.
			Arrangements for training for staff of the authorities involved in the management and control of the ESIF in the fields of applicable Union and national disability law and policy, including accessibility and the practical application of the UNCRPD as reflected in Union	Yes	<a href="http://www.vlada.cz/cz/ppov/vzppo/dokumenty/zprava-o-plneni-opatreni-narodniho-planu-vytvoreni-rovných-prilezitosti-pro-osoby-se-zdravotnim-postizenim-na-obdobi-2010-2014-v-roce-2012-110987/">http://www.vlada.cz/cz/ppov/vzppo/dokumenty/zprava-o-plneni-opatreni-narodniho-planu-vytvoreni-rovných-prilezitosti-pro-osoby-se-zdravotnim-postizenim-na-obdobi-2010-2014-v-roce-2012-110987/</a> <a href="http://www.strukturalni-fondy.cz/cs/Fondy-EU/2014-2020/Methodicke-pokyny/Methodika-">http://www.strukturalni-fondy.cz/cs/Fondy-EU/2014-2020/Methodicke-pokyny/Methodika-</a>	EAC coordinator: Fulfilment YES.  Under the National Plan of Creating Equal Opportunities for People with Disabilities for the period 2010–2014, every year –a report on the implementation of measures. The arrangement for training for staff of the authorities involved in the management and control of the ESIF is already being fulfilled.  The MoRD-NCA ensures at the horizontal level that employees implementing EU funds are trained under the Training System; the MLSA provides content and lecturers for the training.  Coordinator MA: Fulfilment YES.  Employees will be regularly trained in this issue based on the offer of training programmes under the horizontal train-

Ex-ante conditionality	Priority Axes to which the conditionality applies	Ex-ante Conditionality fulfilled: Yes No Partially	Criteria	Criteria fulfilled: Yes No	Reference (references to strategies, legal acts or other relevant documents, including links to relevant sections, articles or paragraphs, accompanied by web-links or access to full text)	Explanation
			and national legislation, as appropriate;		<a href="#">rozvoje-lidskych-zdroju</a>	ing of the implementation structure staff by the MoRD-NCA.
			Arrangements to ensure monitoring of the implementation of Article 9 of the UNCRPD in relation to the ESIF throughout the preparation and the implementation of the programmes.	Yes	<a href="http://www.vlada.cz/cz/ppov/vvzpo/dokumenty/narodni-plan-vytvoreni-rovných-prilezitosti-pro-osoby-se-zdravotnim-postizenim-na-období-2010---2014-70026/">http://www.vlada.cz/cz/ppov/vvzpo/dokumenty/narodni-plan-vytvoreni-rovných-prilezitosti-pro-osoby-se-zdravotnim-postizenim-na-období-2010---2014-70026/</a>	<p>EAC coordinator: Fulfilment YES</p> <p>The National Plan contains measures to equalize opportunities for people with disabilities. Performance in these measures is subject to annual evaluation. The National Plan's design follows the elements of CRPD and it deals with Accessibility of Buildings, Transport and Information in Chapter 4.</p> <p>Accessibility requirements for public buildings, the share of public transport vehicles, which must allow for the transport of persons with reduced mobility are defined in Act no. 183/2006 Sb., Decree no. 398/2009 and Government Decree no. 63/2011.</p> <p>The Anti-Discrimination Act no. 198/2009 Sb., provides that all providers of services for the public are obliged to take reasonable measures for people with disabilities.</p> <p>Measures to ensure that the information related to the performance of public administration published in a manner allowing remote access can be accessed by persons with disabilities is governed by Act no. 365/2000 Sb. and Decree no. 64/2008 Sb.</p>

Ex-ante conditionality	Priority Axes to which the conditionality applies	Ex-ante Conditionality fulfilled: Yes No Partially	Criteria	Criteria fulfilled: Yes No	Reference (references to strategies, legal acts or other relevant documents, including links to relevant sections, articles or paragraphs, accompanied by web-links or access to full text)	Explanation
4. The existence of arrangements for the effective application of Union public procurement law in the field of the ESI Funds.	OP RDE, PA 1 OP RDE, PA 2 OP RDE, PA 3 OP RDE, PA 4	Partially	Arrangements for the effective application of Union public procurement rules through appropriate mechanisms.	No	<a href="http://www.strukturalni-fondy.cz/cs/Fondy-EU/Narodni-organ-pro-koordinaci/Dokumenty">http://www.strukturalni-fondy.cz/cs/Fondy-EU/Narodni-organ-pro-koordinaci/Dokumenty</a> <a href="http://www.mfcr.cz/cs/legislativa/metodiky/2014/metodika-financnich-toku-a-kontroly-prog-17121">http://www.mfcr.cz/cs/legislativa/metodiky/2014/metodika-financnich-toku-a-kontroly-prog-17121</a>	EAC coordinator: Fulfilment PARTIAL. Legislative and non-legislative measures adopted and published (Act No 137/2006, No 139/2006, amendment to Act No 55/2012). Regulations for the Public Procurement Act (Decrees No. 230/2012 Coll., 231/2012 Coll., 232/2012 Coll., 133/2012 Coll.). Legal Measure of the Senate No 341/2013, Methodological Guideline on public procurement for the programming period 2014–2020 (GR No 44 of 15.1.12014). WG for the public procurement and WG for the OPC have been established. MA: Fulfilment: PARTIALLY. By means of the OP RDE management documentation, the public procurement rules will be provided to all applicants/beneficiaries regardless of their legal form or level of support provided for their projects from public sources. All the public contracts in projects will be registered in the monitoring system. If an error is identified, financial corrections may be applied.
			Arrangements which ensure transparent contract award procedures;	Yes	<a href="http://www.portal-vz.cz/cs/Jak-nazadavani-verejnychzakazek/Legislativa-a-Judikatu">http://www.portal-vz.cz/cs/Jak-nazadavani-verejnychzakazek/Legislativa-a-Judikatu</a>	EAC coordinator: Fulfilment YES. Adopted, published: Act No 55/2012 Coll., guideline to the public procurement; methodological opinion on the Annex to Decree No 9/2011 Coll.; methodology guideline to Decree No 133/2012 Coll., technical amendment to Act No 137/2006 Coll, on public procurement, methodology guideline to De-

Ex-ante conditionality	Priority Axes to which the conditionality applies	Ex-ante Conditionality fulfilled: Yes No Partially	Criteria	Criteria fulfilled: Yes No	Reference (references to strategies, legal acts or other relevant documents, including links to relevant sections, articles or paragraphs, accompanied by web-links or access to full text)	Explanation
					<a href="#">ra/Legislativa/Narodnilegislativa-aktualni-a-uplne-zneni-z-(1)</a> <a href="http://www.portal-vz.cz/cs/Jak-nazadavani-verejnychzakazek/Methodikystanoviska/Methodicke-pokyny">http://www.portal-vz.cz/cs/Jak-nazadavani-verejnychzakazek/Methodikystanoviska/Methodicke-pokyny</a> <a href="http://www.vestnikverejnychzakazek.cz">http://www.vestnikverejnychzakazek.cz</a> <a href="http://www.portalvz.cz/cs/Aktuality/Informace-kpostupu-pri-uverejnovani-v-souvislosti">http://www.portalvz.cz/cs/Aktuality/Informace-kpostupu-pri-uverejnovani-v-souvislosti</a> <a href="http://www.portal-vz.cz/cs/Aktuality/Uverejneni-dokumentace-k-moznosti-napojeni-Individ">http://www.portal-vz.cz/cs/Aktuality/Uverejneni-dokumentace-k-moznosti-napojeni-Individ</a>	<p>cree on publication of notices for the purposes of the Public Procurement Act and the required elements of the profiles of contracting authorities; Public Procurement Journal.</p> <p>MA: Fulfilment YES.</p> <p>The rules for public procurement will be available to the applicants/ beneficiaries through the programme website. Apart from the rules, the MA prepares (and updates as needed) an overview of good and bad practice in public procurement, i.e. examples of what should be avoided are available on the website.</p> <p>Grant beneficiaries must, at the same time, publish all their procurement procedures above a certain value outside the scope of the law and all simplified below-the-limit procedures (the invitation to tender, the tender dossier and answers to questions can be freely studied during the procurement procedure and after it is completed).</p>
			Measures for training and dissemination of information for staff involved in	No	<a href="http://www.portal-vz.cz/cs/Spoluprace-a-yymena-informaci/Infoforum/Otazky-a-odpovedi">http://www.portal-vz.cz/cs/Spoluprace-a-yymena-informaci/Infoforum/Otazky-a-odpovedi</a>	<p>EAC coordinator: Fulfilment PARTIAL</p> <p>WG Public Procurement, training seminars for grant beneficiaries and for the bodies of implementation structures of programmes.</p>

Ex-ante conditionality	Priority Axes to which the conditionality applies	Ex-ante Conditionality fulfilled: Yes No Partially	Criteria	Criteria fulfilled: Yes No	Reference (references to strategies, legal acts or other relevant documents, including links to relevant sections, articles or paragraphs, accompanied by web-links or access to full text)	Explanation
			the implementation of the ESIF.		<a href="http://www.mmr.cz/cs/Verejne-zakazky/Verejne-zakazky-a-PPP/Informace-Udalosti/Konference-Pripravovane-zmeny-v-oblasti-verejneho">http://www.mmr.cz/cs/Verejne-zakazky/Verejne-zakazky-a-PPP/Informace-Udalosti/Konference-Pripravovane-zmeny-v-oblasti-verejneho</a>  <a href="http://www.strukturalni-fondy.cz/cs/Fondy-EU/2014-2020/Metodicke-pokyny/Metodika-rozvoje-lidskych-zdroju">http://www.strukturalni-fondy.cz/cs/Fondy-EU/2014-2020/Metodicke-pokyny/Metodika-rozvoje-lidskych-zdroju</a>	<p>Providing interpretation of the Public Procurement Act and Methodological Guidelines concerning public procurement.</p> <p>The MoRD-NCA ensures at the horizontal level that employees implementing EU funds are trained under the Training System; the MoRD (Public Procurement and Concession Law Section) provides the content and lecturers for the training.</p> <p>MA: Fulfilment PARTIAL.</p> <p>Public procurement rules will be a part of the training of employees, covering all MA staff who work with the projects of grant applicants and beneficiaries or who carry out methodological management. With this training, the MA supplements the training by MoRD-NCA.</p> <p>The training will concern any legislative changes or modifications of the Methodological Guideline for Public Procurement.</p> <p>The MA staff will provide consultations and legal support for tendering procedures and competitions for public contracts which are not tendering procedures within the meaning of Section 21 of the Public Procurement Act.</p>
			Measures to enhance the administrative capacity for the implementation and application of EU	No		<p>EAC coordinator: Fulfilment PARTIAL.</p> <p>New obligations laid down in the Public Procurement Act and a larger number of public contracts awarded according to the Public Procurement Act required new employees for the above Department at the MoRD. The MoRD-NCA has</p>

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			public procurement rules.			<p>compiled a summary final report based on an analysis of needs of the MAs' administrative capacity.</p> <p>MA: Fulfilment PARTIAL.</p> <p>OP RDE has a process prepared for risk management in projects and in the programme.</p> <p>In the OP RDE methodology level, two employees are responsible for the methodology in public procurement and two employees for risk management at the programme level.</p> <p>The MA staff carrying out administrative checks of monitoring reports in the area of public procurement will be regularly trained.</p> <p>The public procurement agenda will be performed by an organisational unit with a sufficient planned number of staff (10).</p> <p>The Verification Department will also include experts on public procurement.</p>

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5. The existence of arrangements for the effective application of Union State aid rules in the field of the ESI Funds.	OP RDE, PA 1  OP RDE, PA 2  OP RDE, PA 3	Partially – (fulfilment takes place on an ongoing basis, depending on the approval of EC regulations).	Measures for the effective application of EU State aid rules.	Yes	Act No 215/2004 ( <a href="http://www.uohs.cz/cs/legislativa/verejna-podpora.html">http://www.uohs.cz/cs/legislativa/verejna-podpora.html</a> ) Decree no. 456/2009 Sb., Act no. 218/2000 Sb., Act no. 250/2000 Sb., Act no. 320/2001 Sb., Act no. 456/2011 Sb., <a href="http://www.mfcr.cz/cs/legislativa/metodiky/2014/metodika-financnich-toku-a-kontroly-prog-17121">http://www.mfcr.cz/cs/legislativa/metodiky/2014/metodika-financnich-toku-a-kontroly-prog-17121</a> <a href="http://www.uohs.cz/cs/verejna-podpora/manualy-metodiky-a-dalsi-dokumenty.html">http://www.uohs.cz/cs/verejna-podpora/manualy-metodiky-a-dalsi-dokumenty.html</a> <a href="http://eagri.cz/public/web/mze/farmar/registr-podpor-de-minimis/">http://eagri.cz/public/web/mze/farmar/registr-podpor-de-minimis/</a> Methodological recommendation for implementing financial instruments in 2014–2020. Guidance for State aid	EAC coordinator: Fulfilment YES. The provider of aid which is subject to State aid rules cooperates with the central co-ordination authority (OPC, Ministry of Agriculture). The co-ordination bodies set the programmes with providers in accordance with the legislation on state aid (Act No 215/2004 Coll.). The MoRD is the body responsible at the level of the Funds. Act no. 218/2000 Sb., Act no. 250/2000 Sb., Act no. 320/2001 Sb. Provisions were made for the necessary functioning of MS 2014+ in State aid and for the transfer of data between the system and the central de minimis register. The central de minimis register has been brought into compliance with the requirements of EU legislation. The data on the state aid provided from ESIF are collectively included in the monitoring system MS2014+ and will also be available on the central website. MA: Fulfilment: Yes The state aid will be addressed in OP RDE in compliance with the applicable EU regulations. In the OP RDE preparation and creation of the management documentation (Operational Manual and Rules for Applicants and Beneficiaries), the state aid issue is actively consulted and communicated with the Office for the Protection of Competition (OPC).

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			Measures for training and dissemination of information for staff involved in the implementation of the ESIF.	Yes	<a href="http://www.uohs.cz/cs/verejna-podpora/akuality-z-verejne-podpory.html">www.uohs.cz/cs/verejna-podpora/akuality-z-verejne-podpory.html</a> <a href="http://www.vzdelavaninsrr.cz/www.strukturalni-fondy.cz">http://www.vzdelavaninsrr.cz/www.strukturalni-fondy.cz</a> <a href="http://www.strukturalni-fondy.cz/cs/Fondy-EU/2014-2020/Metodicke-pokyny/Metodika-rozvoje-lidskych-zdroju">http://www.strukturalni-fondy.cz/cs/Fondy-EU/2014-2020/Metodicke-pokyny/Metodika-rozvoje-lidskych-zdroju</a>	<p>EAC coordinator: Fulfilment YES</p> <p>The OPC provides for ongoing training of State aid providers.</p> <p>The MoRD-NCA (in collaboration with the OPC) issues methodological guidance documents. The OPC also ensures that all information sent by the European Commission is forwarded to providers.</p> <p>WG State Aid was established. Current information on State aid is available at: <a href="http://www.uohs.cz/cs/verejna-podpora.html">www.uohs.cz/cs/verejna-podpora.html</a>. For the area of ESIF at: <a href="http://www.strukturalni-fondy.cz">www.strukturalni-fondy.cz</a>.</p> <p>MA: Fulfilment YES</p> <p>The MA staff responsible for state aid take part in the seminars. The OPC is actively consulted. Participation is ensured in the MoRD-NCA working group on state aid attended by the OPC and the OG on state aid in research. Through them, information is shared and distributed among institutions. In the OP RDE preparation, the issue of state aid was addressed in internal working groups where the information was disseminated and shared among the MA staff. Staff will be trained in state aid also during the OP RDE implementation.</p>
			Measures to reinforce administrative capacity for implementation and application of EU State aid rules.	No	<a href="http://www.strukturalni-fondy.cz">www.strukturalni-fondy.cz</a> <a href="http://www.compet.cz">www.compet.cz</a> <a href="http://www.mze.cz">www.mze.cz</a>	<p>EAC coordinator: Fulfilment PARTIAL</p> <p>The OPC / Ministry of Agriculture acts as the central coordinating body for the area of state aid (Act No 215/2004 Coll.). Coord. and advisory body for managing authorities concerning State aid ESIF is the MoRD-NCA.</p>

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						<p>Methodological recommendation for implementing financial instruments in the programming period 2014-2020 issued. The MoRD-NCA (in collaboration with the OPC) issues methodological guidance documents on state aid.</p> <p>The MoRD-NCA (in collaboration with the OPC) issues methodological guidance documents on state aid.</p> <p>MA: Fulfilment YES</p> <p>At the moment, two employees work on the area of state aid. Given the MA needs in the phase of the OP preparation it was not necessary to increase that number in 2014. The number of staff dedicated to state aid will be increased by transferring a part of the existing employees falling now under OP EC, or OP RDI. The total number of 6 employees is adequate, according to administrative capacity analysis, to the requirements and volume of tasks imposed on them, and that number is expected to be achieved from 2016 on.</p>

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6. The existence of measures for the effective application of EU environmental legislation related to EIA and SEA.	OP RDE, PA 1  OP RDE, PA 2	Yes	A measure for efficient application of Directive 2011/92/EU of the European Parliament and of the Council (EIA) and Directive 2001/42/EC of the European Parliament and of the Council (SEA).	Yes	The relevant provisions of Act No 100/2001 Coll., on environmental impact assessment concerning the assessment of environmental impact of concepts: <a href="http://portal.cenia.cz/eiasea/static/sea_legislativa">http://portal.cenia.cz/eiasea/static/sea_legislativa</a>  Section 19 of Act No 100/2001 Coll., on environmental impact assessment: <a href="http://portal.cenia.cz/eia/sea/static/eia_legislativa">http://portal.cenia.cz/eia/sea/static/eia_legislativa</a>	Responsible party: YES  The amendment to the EIA Act came into force on 1 April 2015. The changes to the amendment were consulted with and approved by the European Commission. Expected to take effect on 1 April 2015. The amendment will also apply to the already initiated follow-up proceedings, thus fulfilling the requirements of the EIA directive for all projects with unfinished permitting process, and compliance of the already issued EIA opinions with the EIA directive will be checked.  The guidance for projects with the permitting process was issued on 20 August 2014 by the MoE and MoRD. For projects with completed permitting process prior to the effective date of the amendment, compliance of the permitting process with EIA directive will be assessed. A WG set up for this purpose.
	Arrangements for training and dissemination of information for staff involved in the implementation of the EIA and SEA Directives.		Yes	Sections 21 and 22 of Act No 100/2001 Coll., on environmental impact assessment  Section 21 of Act No 312/2002 Coll., regulating territorial self-governing units and amending some acts  <a href="http://portal.gov.cz/app/zakony/zakonPar.jsp?page=">http://portal.gov.cz/app/zakony/zakonPar.jsp?page=</a>	EAC coordinator: Fulfilment YES.  The Ministry of Environment provides methodical guidance to all personnel implementing the EIA and SEA Directives. Furthermore, in collaboration with the MoRD-NCA it organizes training for the staff of the MAs. Information concerning EIA and SEA is provided to the staff via the information system and methodological guidelines. Regional officials also regularly use the possibility of individual consultations. The staff implementing the EIA and SEA directives are qualified to provide consultancy concerning EIA and SEA. Regional officials demonstrate special qualification in the field of envi-	

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					<p><a href="#">1&amp;idBiblio=53652&amp;recShow=20&amp;nr=312~2F2002&amp;rupp=15#parCnt</a></p> <p>Government Resolution No 1542 of 30 November 2005</p> <p><a href="http://www.mzp.cz/cz/posuzovani_vlivu_zivotni_prostredi">http://www.mzp.cz/cz/posuzovani_vlivu_zivotni_prostredi</a></p> <p><a href="http://portal.cenia.cz/eiasea/view/eia100_cr">http://portal.cenia.cz/eiasea/view/eia100_cr</a></p> <p>+ the tab Legislation, guidelines and communications, etc.</p> <p><a href="http://portal.cenia.cz/eiasea/view/SEA100_koncepce">http://portal.cenia.cz/eiasea/view/SEA100_koncepce</a></p> <p>+ the tab Legislation, guidelines and communications</p> <p><a href="http://www.strukturalni-fondy.cz/cs/Fondy-EU/2014-2020/Metodicke-pokyny/Metodika-rozvoje-lidskych-zdroju">http://www.strukturalni-fondy.cz/cs/Fondy-EU/2014-2020/Metodicke-pokyny/Metodika-rozvoje-lidskych-zdroju</a></p>	<p>ronmental impact assessment. Particular professional qualification is verified by testing and demonstrated by a certificate.</p> <p>The training of staff involved in the implementation of the EIA Directive also includes information on the current state of infringement proceedings and the preparation of new EIA-related legislation. The MoRD-NCA ensures at the horizontal level that employees implementing EU funds are trained under the Training System; the MoE provides content and lecturers for the training.</p>

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			Measures to ensure sufficient administrative capacity.	Yes	<p>Sections 21 and 22 of Act No 100/2001 Coll., on environmental impact assessment</p> <p>Section 21 of Act No 312/2002 Coll., on officials of territorial self-governing units</p> <p>Government Resolution no. 1542 of 30 November 2005</p> <p>Act No 111/2009 Coll., on basic registers</p> <p><a href="http://www.mzp.cz/cz/posuzovani_vlivu_zivotni_prostredi">http://www.mzp.cz/cz/posuzovani_vlivu_zivotni_prostredi</a></p> <p><a href="http://portal.cenia.cz/eiasea/view/eia100_cr(+ the tab Legislation, guidelines and communications, etc.)">http://portal.cenia.cz/eiasea/view/eia100_cr(+ the tab Legislation, guidelines and communications, etc.)</a></p> <p><a href="http://portal.cenia.cz/eiasea/view/SEA100_koncepce(+ tab Legislation, guidelines and communications)">http://portal.cenia.cz/eiasea/view/SEA100_koncepce(+ tab Legislation, guidelines and communications)</a></p> <p><a href="http://portal.cenia.cz/eiasea/osoby/osoby">http://portal.cenia.cz/eiasea/osoby/osoby</a></p>	<p>EAC coordinator: Fulfilment YES.</p> <p>Pursuant to Act No 111/2009 Coll., the process of streamlining public administration has been launched, which is now used to determine sufficient numbers of staff to perform state administration, including the number of officials ensuring the implementation of EIA and SEA Directives.</p> <p>This number corresponds to the current requirements for administrative capacity in response to changing conditions.</p> <p>Technical assistance is ensured through the information system and guidance and through a system of authorised experts.</p>

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7. The existence of a statistical basis necessary to undertake evaluations to assess the effectiveness and impact of the programmes. The existence of a system of result indicators necessary to select measures which most effectively contribute to the de-	OP RDE, PA 1	Partially	Measures for timely collection and aggregation of statistical data with the following elements are in place:	No		EAC coordinator: Fulfilment PARTIAL. On 9 August 2013, Government Resolution No 597 approved a binding Methodological Guideline determining the rules for the creation of an indicator systems (MG for indicators 2014–2020). A technical solution within the monitoring system MS2014+ is being prepared. In the preparation of the indicator system, individual indicators were assessed with regard to their relevance, clarity and accessibility. During preparation, there was also collaboration with ex-ante evaluators of programmes. For relevant result indicators, which are based on central statistics, co-operation was agreed with the CZSO to ensure regular supply of the necessary data. MA: Fulfilment PARTIAL. As part of the preparation of the indicator system, the individual indicators are assessed. The preparation also includes co-operation with the ex-ante evaluator.
	OP RDE, PA 2		<ul style="list-style-type: none"> <li>the identification of sources and mechanisms to ensure statistical validation;</li> </ul>			
	OP RDE, PA 3		<ul style="list-style-type: none"> <li>measures for the publication and public availability of aggregated data.</li> </ul>	Yes	<a href="http://www.s-f.cz/cs/Fondy-EU/2014-2020/Metodicke-pokyny">http://www.s-f.cz/cs/Fondy-EU/2014-2020/Metodicke-pokyny</a>	EAC coordinator: Fulfilment YES. In terms of methodology, fulfilled in the form of the following binding Methodological Guidelines (MG): Methodological Guideline Evaluation (approved in GR No 597/2013), which incorporates the requirement for mandatory disclosure of all evaluation outputs. MG Monitoring (approved) which defines the content and the regular publication of implementation reports.

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sired results, to monitoring the progress towards results and to conducting an impact evaluation.						MG Publicity (approved in GR No 44/2014), which defines binding rules for the creation of a single website for ESI funds.
			An effective system of result indicators, including:	No		EAC coordinator: Fulfilment PARTIAL. Indicator systems for programmes and co-operation with the CZSO to define the sources of statistical data are prepared. As part of the preparation of programming documents, intensive co-operation took place between MoRD-NCA, MAs and ex-ante evaluators. Emphasis was put on correct setting of the intervention logic of the programme including the indicator system. The preparation of indicator systems and the creation of programme-specific indicators was governed by the binding Methodological Guideline for Indicators 2014–2020 and respects the requirements of the EC, including the contents of this ex-ante conditionality. In accordance with the MG Monitoring and MG Evaluation, the achievement of objectives will be regularly evaluated. The conclusions of the evaluations will be used for a potential revision of strategies or programming documents. MA: Fulfilment PARTIAL. In the preparation of the indicator system, individual indicators were assessed with regard to their relevance, clarity and accessibility. During preparation, there was also collaboration with ex-ante evaluators of programmes and MoRD-NCA.
			<ul style="list-style-type: none"> <li>the selection of result indicators for each programme providing information on what motivates the selection of strategic actions financed by the programme,</li> </ul>			
<ul style="list-style-type: none"> <li>the establish-</li> </ul>	No		EAC coordinator: Fulfilment PARTIAL.			

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			ment of targets for these indicators			<p>They will be part of the programming documents. The baseline and target values were set as part of the programme preparation. Continuously in co-operation with the ex-ante evaluators, the relevance of values was assessed by experts in relation to the allocation for a given topic.</p> <p>MA: Fulfilment PARTIAL.</p> <p>For OP RDE indicators where the baseline and target values can be set, the values have been set. For the following OP RDE indicators - 5 17 15 Number of Roma children and pupils integrated into education, 5 17 10 - Number of Roma children, pupils and students in supported organisations, and 5 16 10 Number of children and pupils with a need of measures in supported organisations - it was not possible to set the baseline and target values before the programme was approved. Their setting is detailed in the action plan.</p>
			<ul style="list-style-type: none"> <li>the consistency of each indicator with the following requisites: robustness and statistical validation, clarity of normative interpretation, harmony with strategies, timely col-</li> </ul>	No		<p>EAC coordinator: Fulfilment PARTIAL.</p> <p>It is part of the programming documents. The same rules are part of MG Indicators (approved by GR No 597/2013).</p> <p>MA: Fulfilment PARTIAL.</p> <p>The preparation of programming documents included an intensive co-operation between the MoRD-NCA, MA and ex-ante evaluators where emphasis was put on the correct setting of the intervention logic of the programme and of the indicator system. The indicator systems and the creation of programme-specific indicators were prepared in coordination according to the binding Methodological Guideline</p>

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			lection of data;			for Indicators 2014–2020 and respects the requirements of the European Commission, including the contents of this ex-ante conditionality.
			Procedures in place to ensure that all operations financed by the programme use an effective system of indicators.	No	<a href="http://www.s-f.cz/cs/Fondy-EU/2014-2020/Metodicke-pokyny">http://www.s-f.cz/cs/Fondy-EU/2014-2020/Metodicke-pokyny</a>	<p>EAC coordinator: Fulfilment PARTIAL.</p> <p>Mandatory procedures to meet the criteria are part of the approved binding methodological environment: MG Indicators (GR No 597/2013) and MG for project selection and appraisal (approved by GR No 873/2013), which define binding rules for the selection and fulfilment of at least one indicator in relation to a specific objective. Within the above guidance, 3E principles for the selection and evaluation of operations are simultaneously reflected. Binding and uniform methodical construction of all indicators used in the programmes and each operation are defined within NCI2014+.</p> <p>MA: Fulfilment PARTIAL.</p> <p>The uniform methodical approach of indicator systems is ensured through the National Codebook of Indicators for the 2014-2020 programming period (NCI2014+), which will, in its final form, contain a list and definitions of all common and specific indicators which are used in the ESIF operational programmes. The NCI2014+ is being completed and will correspond with the dates of approval of the individual programmes</p>

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1.1 Research and innovation: The existence of a national or regional smart specialisation strategy in line with the National Reform Program, to leverage private research and innovation expenditure, which complies with the features of well-performing national or regional R&I systems.	OP RDE, PA 1 OP RDE, PA 2	Partially	A national or regional smart specialisation strategy is in place that:	Yes	<a href="http://www.msmt.cz/strukturalni-fondy/ris3-strategie-cr">http://www.msmt.cz/strukturalni-fondy/ris3-strategie-cr</a>	The National RIS3 was prepared up to 2014 by the MEYS, it was approved in Government Resolution No 1028 of 8.12.2014, and its further management was entrusted to the OG. In accordance with the EC's guideline on the ex-ante conditionalities, an RIS3 Action Plan has been prepared which summarises the conceptual approach of the Czech Republic to this conditionality and contains a description of steps which have already been taken as well as steps which are yet to be taken to fulfil the criteria outstanding according to the Commission's opinion of 12.12. 2014 (together with the schedule of activities and identification of responsible entities). The updated Action Plan is attached to the relevant operational programmes – OP RDE, OP EIC and OP Prague – Growth Pole of the Czech Republic (for more information see the Action Plan). After having been approved by the Government, the National RIS3 Strategy becomes an integral part of the “Update of the National Research, Development and Innovation Policy of the Czech Republic 2009–2015 with an outlook to 2020” (NRDIP Update), which is, according to the Government Resolution No 294 of 24.4.2013, the basic strategic document for R&D&I at the national level.

			<ul style="list-style-type: none"> <li>• is based on a SWOT or similar analysis to concentrate resources on a limited set of research and innovation priorities;</li> </ul>	Yes		<p>The National RIS3 has been prepared following the current strategic documents of the Czech Republic (NRDIP Update, National Innovation Strategy of the Czech Republic (NIS), International Competitiveness Strategy (ICS) for the period 2012–2020, Oriented Research Priorities etc.), but also relies on its own new analyses (including a SWOT analysis), which provide a framework for more accurate targeting of the proposed interventions, and on a number of analyses of other bodies. The National RIS3 specialization areas (vertical and horizontal priorities) will be further refined in relation to the continuous process of "entrepreneurial discovery", and also in relation to the elaboration of Regional Annexes and the application of the "entrepreneurial discovery" principle in each region. The EC will be kept informed of the future negotiation rounds of innovation platforms (the nearest two negotiation rounds are planned for May and November 2015).</p>
			<ul style="list-style-type: none"> <li>• outlines measures to stimulate private RTD investment;</li> </ul>	Yes		<p>The prepared National RIS3 Strategy includes measures to support private R&amp;D&amp;I investment in all 6 key identified areas of change (for more details see Chapter 6 of the National RIS3 Strategy).</p>

			<ul style="list-style-type: none"> <li>contains a monitoring mechanism.</li> </ul>	No		<p>Monitoring of the National RIS3 Strategy is specified in sub-chapter 7.2 of the Strategy, with an emphasis on the monitoring reports and the role of individual authorities in their preparation, and on acquiring inputs for the monitoring activities from the operational programme level and from authorities responsible for the implementation of national support tools. As required by the EC, the monitoring methodology will be finalised by a description of the role of regional bodies in monitoring the RIS3, implemented from the regional level as part of interventions proposed in regional annexes to the National RIS3 Strategy. The draft monitoring indicators of the National RIS3 Strategy will also be finalised and updated (deadline for all the tasks – May 2015).</p>
			<p>A framework outlining available budgetary resources for research and innovation has been adopted.</p>	No		<p>The general framework for defining the available budgetary resources and priorities for RDI funding includes NRDIP (and its updates). NRDIP provides the principles of preparation of the RDI budget and then the budget draft and medium-term budget outlook for RDI, processed by the Research, Development, and Innovation Council. In the course of 2015, based on comments by the EC, the Office of the Government will review the public budget sources earmarked for the R&amp;D&amp;I support (national and regional), in order to allow a differentiation into resources intended for the implementation of RIS3 Strategy and other resources (in March 2015 the review was made for regional resources for 2015, in September 2015 it will be made for national resources for 2015 with an outlook to 2016–17).</p>

Ex-ante conditionality	Priority Axes to which the conditionality applies	Ex-ante conditionality fulfilled: Yes No Partially	Criteria	Criteria fulfilled: Yes No	Reference (references to strategies, legal acts or other relevant documents, including links to relevant sections, articles or paragraphs, accompanied by web-links or access to full text)	Explanation
1.2 Research and Innovation infrastructure The existence of a multi-annual plan for budgeting and prioritisation of investments	OP RDE, PA 1	Yes	An indicative multi-annual plan for budgeting and prioritisation of investments linked to Union priorities, and, where appropriate, the European Strategy Forum on Research Infrastructures (ESFRI) has been adopted.	Yes	<a href="http://www.mfcr.cz/cs/legislativa/legislativni-dokumenty/2013/zakon-c-4752013-sb-16365">http://www.mfcr.cz/cs/legislativa/legislativni-dokumenty/2013/zakon-c-4752013-sb-16365</a>	The R&D budget for 2015, with a mid-term outlook to 2015 and 2016, was approved. The multi-year budget plan is adopted by the RDI Council within the implementation of the Act on the National Budget. The OG is planning to compare the RIS3 priorities with the priorities of EAC 1.2 in 09/2015.
					<a href="http://www.vyzkum.cz/FrontClanek.aspx?idsekce=653383">http://www.vyzkum.cz/FrontClanek.aspx?idsekce=653383</a>	The Czech Government Resolution No. 552 of 19 July 2012 approved the National Priorities of Oriented Research, Experimental Development and Innovation. The priorities are valid until 2030.
					<a href="http://www.vyzkum.cz/FrontClanek.aspx?idsekce=684770">http://www.vyzkum.cz/FrontClanek.aspx?idsekce=684770</a>	The Implementation of the National Priorities of Oriented Research, Experimental Development and Innovation was approved by the Czech Government Resolution No. 569 of 11 July 2013. The document creates a thematic plan and the time schedule for the announcement of the RDI programmes until 2030 within the context of targeted support and in relation to the Priorities and the NRDIP Update 2009–2015 with an outlook to 2020.
					<a href="http://www.msmt.cz/vyzkum/ceska-roadmap">http://www.msmt.cz/vyzkum/ceska-roadmap</a>	The roadmap of the Czech Republic concerning large infrastructures for research, experimental development and innovation containing ESFRI projects

Ex-ante conditionality	Priority Axes to which the conditionality applies	Ex-ante conditionality fulfilled: Yes No Partially	Criteria	Criteria fulfilled: Yes No	Reference (references to strategies, legal acts or other relevant documents, including links to relevant sections, articles or paragraphs, accompanied by web-links or access to full text)	Explanation
9.2 A national Roma inclusion strategic policy framework is in place.	OP RDE, PA 3	Partially	A national Roma inclusion strategic policy framework has been prepared, which:	Yes	<a href="http://www.vlada.cz/assets/ppov/zalezitosti-romske-komunity/dokumenty/Koncepce_dloohodobe_integrace_2025.doc">http://www.vlada.cz/assets/ppov/zalezitosti-romske-komunity/dokumenty/Koncepce_dloohodobe_integrace_2025.doc</a>  <a href="http://www.vlada.cz/cz/cl-enove-vlady/pri-uradu-vlady/jiri-dienstbier/aktualne/vlada-schvalila-strategii-romske-integrace-do-roku-2020-126945/">http://www.vlada.cz/cz/cl-enove-vlady/pri-uradu-vlady/jiri-dienstbier/aktualne/vlada-schvalila-strategii-romske-integrace-do-roku-2020-126945/</a>	<p>Since 2000, the Czech Republic has had a strategic document of the Government entitled "Roma Integration Strategy". The Strategy was regularly updated.</p> <p>The Roma Strategy is based on the valid Principles of long-term Roma integration strategy 2025, which also formed the basis for the previous Roma Integration Strategy 2010–2013.</p> <p>The strategy is also aligned with key operational programmes, especially OP Employment. OP RDE and the Integrated Regional Operational Programme, which will finance both the projects that promote social inclusion in general, as well as programmes that are targeted at people living in socially-excluded localities with a considerable number of Roma, or that are targeted explicitly but not exclusively on the Roma.</p>

			sets achievable national goals for Roma integration to bridge the gap with the general population. These targets should address the four EU Roma integration goals relating to access to education, employment, healthcare and housing;	Yes	<a href="http://www.vlada.cz/assets/ppov/zalezitosti-romske-komunity/dokumenty/Koncepcedloohodobe_integrace_2025.doc">http://www.vlada.cz/assets/ppov/zalezitosti-romske-komunity/dokumenty/Koncepcedloohodobe_integrace_2025.doc</a>  <a href="http://www.vlada.cz/cz/clenove-vlady/pri-uraduvlady/jiridienstbier/aktualne/vlada-schvalila-strategii-romske-integrace-doroku-2020-126945/">http://www.vlada.cz/cz/clenove-vlady/pri-uraduvlady/jiridienstbier/aktualne/vlada-schvalila-strategii-romske-integrace-doroku-2020-126945/</a>	<p>The Strategy addresses four objectives of the EU, which constitute the traditional content of Roma strategies.</p> <p>It also refers to other relevant strategic documents, e.g. Social Inclusion Strategy and Action Plan for the fulfilment of the Judgment D. H. and others v. the Czech Republic. The Roma strategy focuses on the development of the Roma language and culture.</p> <p>In education, the key tasks include support for inclusiveness of the education system and the achievement of specific objectives, esp. eliminating the inclusion of Roma children in education with lower ambitions; support for disadvantaged Roma secondary school and university students.</p> <p>Concerning employment, the objective is to enhance employment and economic activity of Roma in socially-excluded localities and beyond, with an emphasis on the first working opportunities for young Roma.</p> <p>Concerning housing, the aim is to create social housing, preventing further loss of housing for the Roma (and other vulnerable groups) and addressing the situation of those living in substandard conditions (lodging houses).</p> <p>Concerning the access to health care, focus is on strengthening the prevention and removal of communication barriers.</p>
			identifies where relevant those disadvantaged micro-regions or segregated neighbourhoods, where communities are most deprived, using already available socio-	Yes	<a href="http://www.vlada.cz/cz/ppov/zalezitosti-romske-komunity/dokumenty/zprava-ostavu-romske-mensinyv-ceske-republice-zarok-2012-113913/">http://www.vlada.cz/cz/ppov/zalezitosti-romske-komunity/dokumenty/zprava-ostavu-romske-mensinyv-ceske-republice-zarok-2012-113913/</a>	<p>Report on the situation of the Roma minority and Information on the implementation of the Government resolutions on Roma integration summarize the available socio-economic indicators.</p> <p>The report and information are submitted annually to the Government by the Chairman of the Government Council for Roma Community Affairs; the Chairman is always a member of the Government.</p>

			economic and territorial indicators (i.e. very low educational level, long-term unemployment, etc);		<a href="http://www.vlada.cz/cz/clenove-vlady/pri-uradu-vlady/jiri-dienstbier/aktualne/vlada-schvalila-strategii-romske-integrace-do-roku-2020-126945/">http://www.vlada.cz/cz/clenove-vlady/pri-uradu-vlady/jiri-dienstbier/aktualne/vlada-schvalila-strategii-romske-integrace-do-roku-2020-126945/</a>	<p>Currently, a new "map" of socially-excluded localities in the Czech Republic is being prepared. The map builds on the existing map of socially-excluded Roma localities from 2006, which is updated as necessary.</p> <p>Based on a contract of the Ministry of Labour and Social Affairs, the Analysis of Socially-excluded Localities in the Czech Republic is prepared by the consulting company GAC spol. s. r. o.</p> <p>The map will be used for effective utilization of ESI funds for disadvantaged micro-regions and segregated urban districts with high concentrations of Roma (socially-excluded localities). The map will be used to offer assistance to at least 70 municipalities through the so-called co-ordinated approach to socially-excluded localities that concentrates support from three Operational Programmes (OP Employment, OP RDE and IROP).</p>
			includes strong monitoring methods to evaluate the impact of Roma integration actions and a review mechanism for the adaptation of the strategy;	No	<a href="http://www.vlada.cz/cz/p-racovni-a-poradni-organy-vlady/zalezitosti-romske-komunity/uvod-5779/">http://www.vlada.cz/cz/p-racovni-a-poradni-organy-vlady/zalezitosti-romske-komunity/uvod-5779/</a> <a href="http://www.vlada.cz/cz/clenove-vlady/pri-uradu-vlady/jiri-dienstbier/aktualne/vlada-schvalila-strategii-romske-integrace-do-roku-2020-126945/">http://www.vlada.cz/cz/clenove-vlady/pri-uradu-vlady/jiri-dienstbier/aktualne/vlada-schvalila-strategii-romske-integrace-do-roku-2020-126945/</a>	<p>The Inter-ministerial Commission for Roma Community Affairs and its committees monitor the implementation of the Roma Strategy.</p> <p>As in previous years, the report on the implementation of the Roma Strategy will be presented annually to the Government for consideration. On this occasion, the implementation of the Roma Strategy is not only evaluated, but the Roma Strategy or its Action Plan can be updated by a decision of the Government and individual ministries can be charged with new tasks.</p> <p>In addition to this basic mechanism, a monitoring mechanism will be systematically developed in relation to the fulfilment of the Roma strategy through ESI funds, so that the two mechanisms are complementary and provide for the participation of the Roma. Essential for this mechanism is the "Monitoring Committee", a committee of the Council, which monitors and evaluates the activities of the Agency in terms of</p>

						<p>its contribution to the integration of Roma, also choosing localities where the Agency will work.</p> <p>This mechanism will be developed into the Methodology to assess and monitor Roma Integration Strategy 2020, see "Measures to be taken".</p>
			<p>It is designed, implemented and monitored in close co-operation and continuous dialogue with Roma civil society, regional and local authorities.</p>	<p>Yes</p>	<p><a href="http://www.vlada.cz/cz/pov/zalezitosti-romske-komunity/dokumenty/vyrocnizprava-o-cinnosti-rady-vlady-cr-pro-zalezitosti-romske-mensiny-za-rok-2012-108088/">http://www.vlada.cz/cz/pov/zalezitosti-romske-komunity/dokumenty/vyrocnizprava-o-cinnosti-rady-vlady-cr-pro-zalezitosti-romske-mensiny-za-rok-2012-108088/</a></p> <p><a href="http://www.socialnizaclenovani.cz/dokumenty/ogenture">http://www.socialnizaclenovani.cz/dokumenty/ogenture</a></p> <p><a href="http://www.vlada.cz/cz/clenove-vlady/pri-uraduvlady/jiridienstbier/aktualne/vlada-schvalila-strategii-romske-integrace-do-roku-2020-126945/">http://www.vlada.cz/cz/clenove-vlady/pri-uraduvlady/jiridienstbier/aktualne/vlada-schvalila-strategii-romske-integrace-do-roku-2020-126945/</a></p>	<p>The representatives of the Roma civil society are members of the Inter-ministerial Commission for Roma Community Affairs and its working bodies (committees and working groups.) The Statute provides that at least half of the members of the Council must consist of Roma.</p> <p>The Inter-ministerial Commission for Roma Community Affairs and its Office also co-operate closely with regional Roma co-ordinators who exist in all regions, with Roma field workers in the municipalities as well as with Roma civil society.</p> <p>An important role is played by Roma district coordinators, who provide opinions on all the essential issues, including documents, which are used to propose, implement and monitor the Strategy.</p> <p>The Inter-ministerial Commission for Roma Community Affairs and the Office also co-operate with two representatives of the Roma minority in the Government Council for National Minorities and the committees for national minorities at the regional and municipal level.</p> <p>The Minister for Human Rights, Equal Opportunities and Legislation organises regular meetings with the Roma (the "Roma Forum").</p> <p>In municipalities where the Agency works, it always forms local partnerships that includes all the major actors at the local level, including non-profit organisations.</p>

			Upon request and where justified, relevant stakeholders will be provided with support for submitting project applications and for implementing and managing the selected projects.	Yes	<a href="http://www.socialni-zaclenovani.cz/dokumenty/o-agenture">http://www.socialni-zaclenovani.cz/dokumenty/o-agenture</a> <a href="http://www.vlada.cz/cz/clenove-vlady/pri-uraduvlady/jiri-dienstbier/aktualne/vlada-schvalila-strategii-romske-integrace-do-roku-2020-126945/">http://www.vlada.cz/cz/clenove-vlady/pri-uraduvlady/jiri-dienstbier/aktualne/vlada-schvalila-strategii-romske-integrace-do-roku-2020-126945/</a>	<p>Provided for by project consultancy of the Agency for Social Inclusion, which falls under the Ministry of Human Rights, Equal Opportunities and Legislation.</p> <p>As noted above, based on the map of socially-excluded localities, assistance will be offered to at least 70 cities, municipalities and associations of municipalities via co-ordinated approach to socially-excluded localities.</p> <p>In addition, the Agency may provide consultation to other entities if necessary. If objectively necessary, the Agency's capacity can be increased.</p>
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Ex-ante conditionality	Priority Axes to which the conditionality applies	Ex-ante conditionality fulfilled: Yes No Partially	Criteria	Criteria fulfilled: Yes No	Reference (references to strategies, legal acts or other relevant documents, including links to relevant sections, articles or paragraphs, accompanied by web-links or access to full text)	Explanation
10.1. Early school leaving: The existence of a strategic policy framework to reduce early school leaving (ESL) within the limits of Article 165 TFEU.	OP RDE, PA 3	Partially	A system for collecting and analysing data and information on ESL at relevant levels is in place that:	Yes	<a href="http://www.czso.cz/csu/r edakce.nsf/i/zam_vsps">http://www.czso.cz/csu/r edakce.nsf/i/zam_vsps</a>	<p>The Czech Republic is one of the countries with the smallest school drop-out rate in the world: in 2013 it was 5.4 %.</p> <p>In the Czech Republic, the Czech Statistical Office (CZSO) carries out a survey once a year, fully in line with the methodology of Eurostat, the Labour Force Sample Survey (LFSS). The outputs are sent to Eurostat and appear on the Eurostat website. LFSS has a tradition since 1992.</p> <p>The system provides enough underlying documents and the result is the support for verified measures – therefore the Czech Republic is not among the states that record higher numbers of early school leavers. This is mainly due to the legislative framework.</p>
						<p>The data are systematically used for monitoring, and the consolidation and development of measures to maintain a good condition, arising from legislation and used to track the differences between women and men.</p>
					<a href="http://epp.eurostat.ec.eu ropa.eu/tgm/table.do?tab=table&amp;init=1&amp;plugin=1&amp;language=en&amp;pcode=t sdsc410">http://epp.eurostat.ec.eu ropa.eu/tgm/table.do?tab=table&amp;init=1&amp;plugin=1&amp;language=en&amp;pcode=t sdsc410</a>	<p>Time series data are available on the Eurostat website:</p>

			<ul style="list-style-type: none"> <li>provides a sufficient evidence-base to develop targeted policies, and monitors developments.</li> </ul>	Yes	<a href="http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&amp;init=1&amp;plugin=1&amp;language=en&amp;pcode=tsdsc410">http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&amp;init=1&amp;plugin=1&amp;language=en&amp;pcode=tsdsc410</a>	Explanation under the first criterion of the ex-ante conditionality 10.1 also applies to this criterion. The situation is monitored also by the CSI, the Office of the Government and the Ombudsman.
			A strategic policy framework on ESL is in place that:	No	<a href="http://www.vzdelavani2020.cz">www.vzdelavani2020.cz</a>	Fulfilled partly (by 30 June 2015) until the approval of the Action Plan for Inclusive Education. <u>Strategic documents:</u> The Education Policy Strategy of the Czech Republic 2020 is a higher-level strategic document which will be followed on by action and implementation plans aimed at specific vulnerable target groups (approved by Government Resolution no. 538 of 9 July 2014). <u>Strategic documents:</u>
					<a href="http://www.databaze-strategie.cz/cz/msmt.cz/vzdelavani/skolstvi-v-cr/strategie/dlouhodoby-zamer-vzdelavani-a-rozvoje-vzdelavaci-soustavy-2011-2015">http://www.databaze-strategie.cz/cz/msmt.cz/vzdelavani/skolstvi-v-cr/strategie/dlouhodoby-zamer-vzdelavani-a-rozvoje-vzdelavaci-soustavy-2011-2015</a>  <a href="http://www.vzdelavani2020.cz/knihovna-koncepci.html">http://www.vzdelavani2020.cz/knihovna-koncepci.html</a>	<u>Long-term plans:</u> 1. The Long-term Plan for Education and the Development of the Educational System of the Czech Republic 2011–2015 and 2015–2020 (approved by the Government on 15.4.2015)
					<a href="http://www.msmt.cz/file/25872/download/">http://www.msmt.cz/file/25872/download/</a>	<u>Short-term action plans:</u> 1. Action plan to enforce the judgment of the European Court of Human Rights in the case of D.H. v. Czech Republic and the follow-up short-term action plans of measures.

					<a href="http://databaze-strategie.cz/cz/uv/strategie/strategie-boje-proti-socialnimu-vyloucenina-obdobi-2011-2015?typ=o">http://databaze-strategie.cz/cz/uv/strategie/strategie-boje-proti-socialnimu-vyloucenina-obdobi-2011-2015?typ=o</a> <a href="http://www.mpsv.cz/cs/17081">http://www.mpsv.cz/cs/17081</a>	<u>Inter-ministerial strategies:</u> 1. Strategy to Combat Social Exclusion 2011–2015 (Office of the Government) 2. Social Inclusion Strategy 2014–2020 (MLSA)
					<a href="http://databaze-strategie.cz/cz/uv/strategie/konceptce-romske-integrace-2010-2013?typ=o">http://databaze-strategie.cz/cz/uv/strategie/konceptce-romske-integrace-2010-2013?typ=o</a>	2. Roma Integration Strategy for 2010–2013 and its update Roma Integration Strategy until 2020.
			<ul style="list-style-type: none"> <li>is based on evidence;</li> </ul>	No	<a href="http://dx.doi.org/10.1787/9789264130852-en">http://dx.doi.org/10.1787/9789264130852-en</a>	Fulfilled partly (by 30 June 2015) until the approval of the Action Plan for Inclusive Education. All of the aforementioned strategies under the ex-ante conditionality 10.1 are based on relevant analyses (see the first criterion of this conditionality).
					<a href="http://www.csicr.cz/getattachment/2dc3e27a-c68b-4a81-808a-76656860f1cf">http://www.csicr.cz/getattachment/2dc3e27a-c68b-4a81-808a-76656860f1cf</a> <a href="http://www.oecd.org/education/school/48631810.pdf">http://www.oecd.org/education/school/48631810.pdf</a>	Furthermore, the OECD report: Equality and quality in education: Support for disadvantaged students and schools. Spotlight Report: Czech Republic (2012) and other international and national analyses and recommendations.
					<a href="http://www.nuv.cz/uploads/Vzdelavani_a_TP/Pr edc_odch_rozh_dobre_praxe_pro_www.pdf">http://www.nuv.cz/uploads/Vzdelavani_a_TP/Pr edc_odch_rozh_dobre_praxe_pro_www.pdf</a>	In the case of specific target groups of pupils with special educational needs and pupils at risk of dropping out, attention is paid to early school leaving.

			<ul style="list-style-type: none"> <li>covers all relevant educational sectors including early childhood education, targets in particular vulnerable groups that are most at risk of ESL including people from marginalised communities, and addresses prevention, intervention and compensation measures,</li> </ul>	No	<a href="http://www.msmt.cz/vzdelavani/skolstvi-v-cr/dlouhodoby-zamer-vzdelavani-a-rozvoje-vzdelavaci-soustavy">http://www.msmt.cz/vzdelavani/skolstvi-v-cr/dlouhodoby-zamer-vzdelavani-a-rozvoje-vzdelavaci-soustavy</a> <a href="http://www.vzdelavani2020.cz">www.vzdelavani2020.cz</a>	<p>All referenced strategies include measures that are in line with the Council Recommendation on policies to reduce early school leaving.</p> <p>Strategic documents, see the previous criteria of ex-ante conditionality 10.1.</p> <p>Legislative measures are contained in Act No 561/2004 Coll. (the Education Act) as amended in 2009, 2011 and 2015, and in Act no. 179/2006 Sb.</p> <p>The measures are financially supported by subsidies and development programmes funded by the Ministry of Education, Youth, and Sports, the regions and the EU.</p>
						(1) Address prevention – increased supply of education by extending the duration of compulsory schooling, provide increased flexibility and passableness of forms of teaching.
						2) Offering remedies through: ensuring that schools offer a second chance, the recognition of previous studies, various options for returning to the mainstream education and vocational training system, and the recognition and acknowledgement of previous studies, including skills obtained within the context of non-formal and informal learning.
						3) Intervention measures are primarily aimed at helping at-risk groups.
			<ul style="list-style-type: none"> <li>involves all policy sectors and stakeholders that are relevant to addressing ESL</li> </ul>	No	Links within the previous criteria.	<p>The objectives defined in the specialised strategies are focused on the detailed needs and problems of the target groups that are affected by the problem to a higher degree.</p> <p>The specified strategies are based on inter-ministerial co-operation, co-operation with the MLSA, and co-operation with the individual regions.</p>

Ex-ante conditionality	Priority Axes to which the conditionality applies	Ex-ante conditionality fulfilled: Yes No Partially	Criteria	Criteria fulfilled: Yes No	Reference (references to strategies, legal acts or other relevant documents, including links to relevant sections, articles or paragraphs, accompanied by web-links or access to full text)	Explanation
10.2. Higher education: the existence of a national or regional strategic policy framework for increasing tertiary education attainment, quality and efficiency within the limits of Article 165 TFEU.	OP RDE, PA 2	Yes	A national or regional strategic policy framework for tertiary education is in place, which contains:  where appropriate, measures to increase the participation and level of education attained, which:	Yes	<a href="http://www.vzdelavani2020.cz">www.vzdelavani2020.cz</a> <a href="http://www.msmt.cz/vzdelavani/vysoke-skolstvi/dlouhodobyzamer-vzdelavaci-a-vedecke-vyzkumne-vyvojove-a-1">http://www.msmt.cz/vzdelavani/vysoke-skolstvi/dlouhodobyzamer-vzdelavaci-a-vedecke-vyzkumne-vyvojove-a-1</a>	<p>The Higher Education Development Framework up to 2020 sums up the directions of OP RDE interventions and the relevant analytical support documents. The last version of the Framework is now discussed with the European Commission.</p> <p>The Education Policy Strategy of the Czech Republic until 2020 is an umbrella document defining the priorities for all levels of the education system (approved by Government Resolution No 538 of 9 July 2014).</p> <p>The "implementing document" for the Education Policy Strategy of the Czech Republic until 2020 for the area of universities is the "Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2016–2020" which is based on the Higher Education Development Framework up to 2020 (its analytical and normative parts).</p> <p>The fulfilment of the conditionality depends on acceptance of the content of the documents by the European Commission.</p>
					<a href="http://www.msmt.cz/vzdelavani/vysoke-skolstvi/dlouhodobyzamer-vzdelavaci-a-vedecke-vyzkumne-vyvojove-a-1">http://www.msmt.cz/vzdelavani/vysoke-skolstvi/dlouhodobyzamer-vzdelavaci-a-vedecke-vyzkumne-vyvojove-a-1</a>	The long-term plan is updated each year.

					<a href="#">zamer-vzdelavaci-a-vedecke-vyzkumne-vyvojove-a-1</a>	
						The Framework has become the basis for the new Long-term Policy for 2016–2020.
			<ul style="list-style-type: none"> <li>increase higher education participation among low income groups and other under-represented groups with special regard to disadvantaged people, including people from marginalised communities;</li> </ul>	Yes	<a href="http://www.vzdelavani2020.cz">www.vzdelavani2020.cz</a> <a href="http://www.msmt.cz/vzdelavani/vysoke-skolstvi/dlouhodoby-zamer-vzdelavaci-a-vedecke-vyzkumne-vyvojove-a">http://www.msmt.cz/vzdelavani/vysoke-skolstvi/dlouhodoby-zamer-vzdelavaci-a-vedecke-vyzkumne-vyvojove-a</a> <a href="http://www.msmt.cz/vzdelavani/vysoke-skolstvi/dlouhodoby-zamer-vzdelavaci-a-vedecke-vyzkumne-vyvojove-a-1">http://www.msmt.cz/vzdelavani/vysoke-skolstvi/dlouhodoby-zamer-vzdelavaci-a-vedecke-vyzkumne-vyvojove-a-1</a>	<p>An analysis of the issue and definition of the MEYS activities related to higher education institutions is set out in the Higher Education Development Framework up to 2020.</p> <p>Higher Education Development Framework up to 2020 (Measure 2) Education - Education open for disadvantaged and unconventional groups of students).</p> <p>Chapter 2.4 of the Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2011–2015.</p> <p>Priority Objective 2 Diversity and Accessibility in the Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2016–2020.</p>
			<ul style="list-style-type: none"> <li>reduce drop-out rates/improve pass rates,</li> </ul>	Yes	<a href="http://www.vzdelavani2020.cz">www.vzdelavani2020.cz</a> <a href="http://www.msmt.cz/vzdelavani/vysoke-skolstvi/dlouhodoby-zamer-vzdelavaci-a-vedecke-vyzkumne-vyvojove-a">http://www.msmt.cz/vzdelavani/vysoke-skolstvi/dlouhodoby-zamer-vzdelavaci-a-vedecke-vyzkumne-vyvojove-a</a> <a href="http://www.msmt.cz/vzdelavani/vysoke-skolstvi/dlouhodoby-zamer-vzdelavaci-a-vedecke-vyzkumne-vyvojove-a-1">http://www.msmt.cz/vzdelavani/vysoke-skolstvi/dlouhodoby-zamer-vzdelavaci-a-vedecke-vyzkumne-vyvojove-a-1</a>	<p>Chapters 1.5, 2.3, and 2.5 of the Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2011–2015.</p> <p>Priority Objective 2 Diversity and Accessibility in the Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2016–2020.</p>

					<a href="#">vedecke-vyzkumne-vyvojove-a-1</a>	
					<a href="http://www.msmt.cz/vzd-elavani/vysoke-skolstvi/aktualizace-dlouhodobeho-zameru-pro-oblast-vysokych-skol-pro-4">http://www.msmt.cz/vzd-elavani/vysoke-skolstvi/aktualizace-dlouhodobeho-zameru-pro-oblast-vysokych-skol-pro-4</a>	Specified in the update of the Long-Term Plan for 2014 as one of the priority areas for Cohesion 2014–2020.
						An analysis of the issues was carried out in the analytical section of the Framework for the Development of Higher Education until 2020. Higher Education Development Framework up to 2020 (Measure 2) Education – Success rate of students).
			<ul style="list-style-type: none"> <li>encourage innovative content and programme design;</li> </ul>	Yes	<a href="http://www.msmt.cz/vzd-elavani/vysoke-skolstvi/dlouhodoby-zamer-vzdelavaci-a-vedecke-vyzkumne-vyvojove-a">http://www.msmt.cz/vzd-elavani/vysoke-skolstvi/dlouhodoby-zamer-vzdelavaci-a-vedecke-vyzkumne-vyvojove-a</a> <a href="http://www.msmt.cz/vzd-elavani/vysoke-skolstvi/dlouhodoby-zamer-vzdelavaci-a-vedecke-vyzkumne-vyvojove-a-1">http://www.msmt.cz/vzd-elavani/vysoke-skolstvi/dlouhodoby-zamer-vzdelavaci-a-vedecke-vyzkumne-vyvojove-a-1</a>	<p>Chapter 2.2 of the Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2011–2015.</p> <p>Priority Objective 4 Relevance in the Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2016–2020.</p> <p>It is a priority in the preparation of the OP RDE (in the specific objective relating to labour market relevance).</p>
						An analysis of the issue and definition of the MEYS activities related to higher education institutions is set out in the Higher Education Development Framework up to 2020. Higher Education Development Framework up to 2020 (Measure (2) Education - Quality of the education activities, Profiling and diversification of study programmes).

			<p>measures to increase employability and entrepreneurship that:</p> <ul style="list-style-type: none"> <li>encourage the development of "transversal skills", including entrepreneurship in relevant higher education programmes; reduce gender differences in terms of academic and vocational choices.</li> </ul>	Yes	<p><a href="http://www.msmt.cz/vzdelavani/vysoke-skolstvi/dlouhodoby-zamer-vzdelavaci-a-vedecke-vyzkumne-vyvojove-a">http://www.msmt.cz/vzdelavani/vysoke-skolstvi/dlouhodoby-zamer-vzdelavaci-a-vedecke-vyzkumne-vyvojove-a</a></p> <p><a href="http://www.msmt.cz/vzdelavani/vysoke-skolstvi/dlouhodoby-zamer-vzdelavaci-a-vedecke-vyzkumne-vyvojove-a-1">http://www.msmt.cz/vzdelavani/vysoke-skolstvi/dlouhodoby-zamer-vzdelavaci-a-vedecke-vyzkumne-vyvojove-a-1</a></p>	<p>Higher Education Development Framework up to 2020 (Measure (2) Education - Labour market relevance of education, entrepreneurship support; Measure (4) Research and innovative, artistic and other creative activity).</p> <p>Chapter 2.2 of the Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2011–2015.</p> <p>Priority Objective 4 Relevance and Priority Objective 5 Diversity and Innovation in the Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2016-2020.</p> <p>It is a priority in the preparation of the OP RDE (in the specific objective relating to labour market relevance).</p>
					<p><a href="http://www.vzdelavani2020.cz">www.vzdelavani2020.cz</a></p>	<p>An analysis of the issue and definition of the MEYS activities related to higher education institutions is set out in the Higher Education Development Framework up to 2020.</p>
			<p>measures to increase employability and entrepreneurship,</p> <ul style="list-style-type: none"> <li>that reduce gender differences in terms of academic and vocational choices.</li> </ul>	Yes	<p><a href="http://www.vzdelavani2020.cz">www.vzdelavani2020.cz</a></p>	<p>An analysis of the issue and definition of the MEYS activities related to higher education institutions is set out in the Higher Education Development Framework up to 2020. Higher Education Development Framework up to 2020 (Measure (2) Education - Education open for disadvantaged and unconventional groups of students).The reduction of disproportions falls within the scope of the Education Policy Strategy of the Czech Republic until 2020, or within the scope of its implementing document, the Long-term Policy for Education and the Development of the Education System of the Czech Republic for 2016-2020.</p>

## 9.2 Description of actions to fulfil ex-ante conditionalities, responsible bodies and timetable

Table 25: Actions to fulfil applicable general ex-ante conditionalities

General ex-ante conditionalities	Criteria not fulfilled	Actions to be taken	Deadline (date)	Bodies responsible
<p>4. The existence of arrangements for the effective application of Union public procurement law in the field of the ESI Funds.</p>	<p>Arrangements for the effective application of Union public procurement rules through appropriate mechanisms.</p>	<p><b>An entirely new law on public procurement will be prepared, which will constitute the transposition of the new procurement directives.</b> 18/04/2016</p> <p>The basic principles of the new law:</p> <ol style="list-style-type: none"> <li>1) transposition of all relevant (mandatory) provisions,</li> <li>2) similar arrangements for below-threshold public contracts,</li> <li>3) reducing administrative workload related to procurement,</li> <li>4) increasing computerisation (use of electronic tools) in procurement will conform to the requirements of the new directives,               <ol style="list-style-type: none"> <li>a) As of 18 April 2016, the Czech Republic will adopt a statutory regulation on compulsory electronic public procurement in accordance with Directives 2014/23/EU, 2014/24/EU and 2014/25/EU. The computerisation will be introduced within the deadlines required by Directive 2014/24/EU.</li> <li>b) Launch of full operation of the National Electronic Tool (NET) 01/10/2015</li> <li>c) Czech government will decide on the obligation to use the NET for different types of contracting authorities 31/12/2016</li> </ol> </li> <li>5) reflecting the principle of proportionality in the procurement procedure,</li> <li>6) by analysing the decision practice of the OPC and control and audit findings, proposals for legislative amendments will be prepared. 31/12/2015</li> </ol>	<p>31/12/2016</p>	<p>MoRD</p>

	<p>Arrangements for the effective application of Union public procurement rules through appropriate mechanisms.</p>	<p><b>Implementation of a series of measures to streamline the OPC's surveillance activities – in particular in order to reduce the decision-making deadlines.</b></p> <p>Non-legislative measures:</p> <ol style="list-style-type: none"> <li>1) Standardisation of motions submitted to the MA to open proceedings in order to review acts of a contracting authority: 30/06/2015</li> </ol> <p>Legislative:</p> <ol style="list-style-type: none"> <li>2) A technical amendment of the Public Procurement Act came into effect on 6 March 2015, regulating the proceedings before the OPC. The amendment concerns the obligation of the parties to the proceedings to submit all proposals and evidence as soon as possible, no later than 15 days after the proceedings are initiated.</li> <li>3) Preparatory works for the new Act will further increase the computerisation of the OPC proceedings (obligation to send documentation in electronic form) and will streamline the OPC's operations. 18/04/2016</li> </ol> <p>The MoRD will provide the European Commission with a progress report regarding the delay in the decision-making of the OPC. 30/06/2016 The report on progress on OPC's operations covering points 1), 2) and 3).</p>	<p>18/04/2016</p>	<p>MoRD, OPC</p> <p>MoRD</p> <p>MoRD</p> <p>MoRD, OPC</p>
	<p>Arrangements for the effective application of Union public procurement rules through appropriate mechanisms.</p>	<p><b>Every year, the MoRD will draw up a Progress_Report</b> which will serve as the main tool for identifying the most frequent errors and problems in procurement. The identification of problems will be followed by the definition of measures.</p> <p>The report will contain the following:</p> <ol style="list-style-type: none"> <li>a) list of supporting documents analysed –decisions of OPC, courts, Court of Justice, audit reports on audits carried out in the Czech Republic by auditors from the European Court of Auditors and the EC, focused on analysis of negative and positive findings,</li> </ol>	<p>31/12/2016</p>	<p>MoRD, MEYS</p>

		<ul style="list-style-type: none"> <li>b) evaluation of compliance of the settings of the methodical environment with application practice and relevant legislation,</li> <li>c) evaluation of the application practice concerning checks,</li> <li>d) evaluation of the prevention system performance,</li> <li>e) list of measures adopted (guidances prepared, possible amendments to legislative regulations or methodologies),</li> <li>f) impact analysis of the measures adopted and analysis of the causes of errors,</li> <li>g) proposed measures of both legislative and non-legislative nature defined based on the above points, including a schedule.</li> </ul> <p>31/12/2015 31/12/2016</p>		
	<p>Arrangements for the effective application of Union public procurement rules through appropriate mechanisms.</p>	<p><b>Ensuring compliance of the settings of the methodical environment across MAs with application practice and relevant legislation:</b></p> <p>The body responsible for public procurement shall verify by checklists, whether each one managing authority has incorporated the Methodological Guideline for public procurement for the programming period 2014–2020 into its controlled programme documentation.</p> <p>Within the above mentioned progress report, the need to update the MG on public procurement for the programming period 2014–2020 will be assessed annually. If it is found that the update is necessary, it will be made no later than five months after the release of the Progress Report.</p> <p>30/06/2015 (following the adoption of individual programmes, no later than on 30/12/2015) 31/12/2015 31/12/2016</p>	31/12/2016	MoRD, MEYS
	<p>Arrangements for the effective application of Union public procurement rules through appropriate mechanisms.</p>	<p><b>Unification and improvement of the application practice concerning checks.</b></p> <p>By analysing individual finding, recommendations will be published for the MAs regarding checks of public contracts.</p> <p>Methodological recommendations will be discussed at WG Procurement.</p> <p>Shifts in this area will be part of the Progress Report.</p> <p>31/12/2015 31/12/2016</p>	31/12/2016	MoRD

	<p>Arrangements for the effective application of Union public procurement rules through appropriate mechanisms.</p>	<p>Creation of an effective prevention system for the purpose of ex-ante implementation of preventive measures.</p> <p>WG Procurement from a network of experts across MAs, members include the MAs and MoRD and also experts of the MoF, OPC and regions). The group's activities are primarily preventive and serve as a communication channel.</p> <p>In relevant cases, recommendation will be issued. The recommendations will be discussed at WG Procurement and formalized by updates of the Methodological Guideline on Public Procurement for the Programming Period 2014–2020, which is binding for MAs.</p> <p>Indirectly, through the MAs, recommendations for beneficiaries (contracting authorities) will be issued, on how to proceed in public procurement and what procedures to avoid.</p> <p>In the meantime between updates, methodological opinions of the Minister of Regional Development may be issued in urgent cases, which will be binding for the MAs.</p> <p>The MoRD will annually prepare a report on activities of the Group, in particular on the content and the manner of implementation of individual recommendations. The report will be part of the Progress Report.</p> <p>31/12/2015 31/12/2016</p>	<p>31/12/2016</p>	<p>MoRD, MEYS</p>
	<p>Arrangements for the effective application of Union public procurement rules through appropriate mechanisms.</p>	<p><b>Measures to improve the system for the dissemination of information:</b></p> <p>To improve the system for the dissemination of information and raising awareness of all actors in public procurement, the following measures will be taken:</p> <ol style="list-style-type: none"> <li>1) Technical adjustment of the Info-Forum on the portal on public procurement and concessions in order to improve the user-friendliness and easy search for good and bad practices in preparing and conducting procurement procedures, based on keywords. The Portal is publicly accessible for the bodies of the implementation structure and the beneficiaries (contracting authorities).</li> <li>2) The database of the authority responsible for the Public Procurement Act will be extended (referred to in point 7 of non-legislative measures in the previous table) with crucial decisions of the Office for the Protection of Competition, Czech courts and the European Court of Justice and selected anonymised most frequent audit findings in this field, so that the database forms a coherent framework for the entire public procurement.</li> </ol>	<p>31/12/2015</p>	<p>MoRD</p>

	Arrangements for the effective application of Union public procurement rules through appropriate mechanisms.	The body responsible for the anti-corruption strategy undertakes to reflect the EU Directives ensuring transparency of the public procurement in the commitments defined in the immediately following anti-corruption strategy. In the same way, the Directive set out above and the relevant provisions of national legislation will be reflected in the single methodological environment for ESI funds immediately after the adoption of such legislation. In relation to the current developments in the adoption of EU legislation, new commitments will be reflected in the current version of the anti-corruption strategy and the single methodological environment for ESI funds.	Cannot be defined	OG/MoRD
	Arrangements for the effective application of Union public procurement rules through appropriate mechanisms.	The public procurement rules (including the rules for entering data into the monitoring system) will be laid down in the Rules for Applicants and Beneficiaries and in the OP RDE Operational Manual and will fully respect the applicable EU and national legislation and the Methodological Guideline for Public Procurement for the 2014–2020 programming period.	30/06/2015	MEYS
	Arrangements for the effective application of Union public procurement rules through appropriate mechanisms.	The MEYS will prepare analyses of the most frequent errors made in public procurement by beneficiaries in OP EC and OP RDI 2007-2013. The conclusions will be published on the OP RDE website.	30/06/2015	MEYS
	Measures for training and dissemination of information for staff involved in the implementation of the ESIF.	Preparing final evaluation of the Training System 2007–2013.	31/12/2015	MoRD

	Measures for training and dissemination of information for staff involved in the implementation of the ESIF.	Creation of the Training System 2014–2020, which will build on the already proven Training System for 2007–2013 and will be further innovated. Training modules in the field of public procurement are as follows: Basic PPA terms Preparation of specifications, definition of the public contract subject-matter Evaluation criteria Qualifications Most frequent errors of contracting authorities in the procurement procedure 6. Exemptions from the PPA	31/12/2015	MoRD
	Measures for training and dissemination of information for staff involved in the implementation of the ESIF.	To ensure training for all relevant employees of the MA and the IB dealing with the public procurement in the context of adopting the new Methodological Guideline for Public Procurement: 1) The body responsible for public procurement will train the managing authorities and intermediate bodies in public procurement according to the procedures set out in the Public Procurement Act and procedures set in the Methodological Guideline for Public Procurement for the programming period 2014–2020 (full-time training). 2) In co-operation with the NCA and the MA and upon their request the authority responsible for the Public Procurement Act will similarly educate also the beneficiaries (contracting authorities).	30/06/2015	MoRD, MEYS
	Measures for training and dissemination of information for staff involved in the implementation of the ESIF.	The body responsible for public procurement shall identify legislative arrangements in the new Public Procurement Directives, which it considers problematic/risky (e.g. because such arrangements have not been applied previously or have been significantly altered compared to the previous period), and will organise training events dealing with these issues for the implementation structure bodies.	31/12/2016	MoRD

	Measures for training and dissemination of information for staff involved in the implementation of the ESIF	Submitting an application for the project Academy of Public Investment: (The content of the project will especially include the following: co-operation with the MAs, applicants and beneficiaries in the preparation and implementation of ESIF projects, sharing best practices, training of the implementation team and the team of experts, training of applicants and beneficiaries, professional conferences and workshops)	31/07/2016	MoRD
	Measures for training and dissemination of information for staff involved in the implementation of the ESIF.	The OP RDE MA staff working on public procurement will be trained in line with the adopted Methodological Guideline for Public Procurement.	30/06/2015	MEYS
	Measures to enhance the administrative capacity for the implementation and application of EU public procurement rules.	Recruiting another four employees by the EAC co-ordinator (some of the above methodological activities will be provided also by other staff of the PPA coordinator who are not directly assigned to ESIF agenda, because it is a general methodological work conducted by the PPA coordinator within its scope of competence)	30/06/2015	MoRD
	Measures to enhance the administrative capacity for the implementation and application of EU public procurement rules.	The MEYS has drawn up a Plan of Administrative Capacity containing an analysis of the needs of the administrative capacity; its results will lead to recruiting and training the appropriate number of staff.	30/06/2015	MEYS

General ex-ante conditionalities	Criteria not fulfilled	Actions to be taken	Deadline (date)	Bodies responsible
5. The existence of arrangements for the effective application of Union State aid rules in the field of the ESI Funds.	Measures to reinforce administrative capacity for implementation and application of EU State aid rules.	Assessing the administrative capacity in the area of State aid and supplementing this capacity, if necessary.	30/06/2016	MoRD, MEYS

General ex-ante conditionalities	Criteria not fulfilled	Actions to be taken	Deadline (date)	Bodies responsible
7. The existence of a statistical basis necessary to undertake evaluations to assess the effectiveness and impact of the programmes. The existence of	Measures are in place for timely collection and aggregation of statistical data with the following elements: <ul style="list-style-type: none"> <li>the identification of sources and mechanisms to ensure statistical validation.</li> </ul>	Completion of the National Codebook of Indicators for the programming period 2014–2020 which will ensure a uniform methodological design of all indicators used across all ESIF programmes. Setting the co-operation with the CZSO for regular provision of the necessary statistical data.	31/12/2015	MoRD, MA, CZSO

<p>a system of result indicators necessary to select actions, which most effectively contribute to desired results, to monitor progress towards results and to undertake impact evaluation.</p>		<p>In co-operation with the ministries concerned and the Office for Personal Data Protection (OPDP) prepare and then approve (by OPDP) and issue an interpretative opinion on the processing of personal data of the parties in the provision of financial support from the ESF.</p>	<p>31/12/2015</p>	<p>The MoRD, Office of the Government (Office for Personal Data Protection) + MAs of ESF programmes which have an obligation to monitor project participants under obligatory common indicators (MLSA, Prague City Hall, MEYS)</p>
	<p>An effective system of result indicators, including:</p> <ul style="list-style-type: none"> <li>the selection of result indicators for each programme providing information on what motivates the selection of strategic actions financed by the programme,</li> </ul>	<p>Completion of the National Codebook of Indicators for the programming period 2014–2020.  Completion and approval of programme strategy and the necessary follow-up programme documentation  Preparation and approval of evaluation plans of programmes and the Partnership Agreement, which will define the indicative schedule for the planned evaluation activities of programmes.</p>	<p>30/06/2016</p>	<p>MoRD, MEYS</p>

	<ul style="list-style-type: none"> <li>the establishment of targets for these indicators,</li> </ul>	Approval of programmes.	31/10/2015	MoRD, MEYS, Office of the Government, EC
		For OP RDE indicators - 5 17 15 Number of Roma children and pupils integrated into education, 5 17 10 - Number of Roma children, pupils and students in supported organisations, and 5 16 10 Number of children and pupils with a need of measures in supported organisations - for which it was not possible to set the baseline and target values before the programme was approved, the values will be set following further steps related to the performance of actions under the ex-ante conditionalities relevant to them (9.2 and 10.1). After the methodology for the system of monitoring according to EAC 9.2 is completed, the performance framework will include an indicator concerning the integration of the Roma into education (with the baseline and target values set).	31/12/2016	MEYS
	the consistency of each indicator with the following requisites: robustness and statistical validation, clarity of normative interpretation, harmony with strategies, timely collection of data;	<p>Setting the co-operation with the CZSO for regular provision of the necessary statistical data.</p> <p>Completion of the monitoring system ensuring the collection and aggregation of data from operations (MS2014+).</p> <p>In co-operation with the MA of OP Employment to prepare a technical solution to collect data on intervention participants, the "IS ESF2014+", which will ensure automatic prolinks to the selected data sources of the Czech Social Security Administration and the Labour Office, which are necessary to evaluate the success rate of ESF interventions.</p>	31/03/2016	MoRD, MEYS, CZSO, CSSA, LO
	Procedures in place to ensure that all operations financed by the programme adopt an effective system of indicators.	Preparation of programming documentation (manuals for applicants and beneficiaries), which will reflect the already approved binding methodological rules.	31/10/2015	MoRD, MEYS

**Table 26: Actions to fulfil applicable thematic ex-ante conditionalities**

Thematic ex/ante conditionalities	Criteria not fulfilled	Actions to be taken	Deadline (date)	Bodies responsible
<p>1.1. Research and innovation The existence of a national or regional Smart Specialisation Strategy in line with the National Reform Programme, to leverage private research and innovation expenditure, which complies with the features of well-performing national or regional R&amp;I systems.</p>	<p>A national or regional Smart Specialisation Strategy is in place that:</p> <ul style="list-style-type: none"> <li>contains a monitoring mechanism</li> </ul>	<p>According to the observations of the EC of 12 December 2014 the criterion has not been fulfilled sufficiently.</p> <p>Monitoring of the National RIS3 is specified in sub-chapter 7.2 of the Strategy, with an emphasis on the monitoring reports and the role of individual authorities in their preparation, and on acquiring inputs for the monitoring from the operational programme level and from authorities responsible for the implementation of national support tools. As required by the EC, the monitoring methodology will be finalised by a description of the role of regional bodies in monitoring the RIS3, implemented from the regional level as part of interventions proposed in regional annexes to the National RIS3 Strategy. The draft monitoring indicators of the National RIS3 will also be finalised and updated</p>	31/05/2015	OG
	<p>A framework outlining available budgetary resources for research and innovation has been adopted.</p>	<p>According to the observations of the EC of 12 December 2014 the criterion has not been fulfilled sufficiently.</p> <p>The general framework for defining the available budgetary resources and priorities for RDI funding includes NRDIP (and its updates). It provides the basis for the principles of preparation of the RDI budget and then the budget draft and medium-term budget outlook for RDI, processed by the Research, Development, and Innovation Council. In the course of 2015, the public budget sources earmarked for the R&amp;D&amp;I support (national and regional) will be reviewed by the OG based on an EC comment, in order to allow for a differentiation into resources intended for the implementation of the RIS3 Strategy and other resources. Based on inputs of regional RIS3 managers, the contributions of regional budgets to the RIS3 implementation for 2015 were quantified in March.</p> <p>Deadline 30/09/2015 –assignment of national funding sources to individual priorities (key areas of change) of the RIS3 for 2015 (with an outlook for 2016 and 2017).</p>	30/09/2015	
<p>9.2 A national Roma inclusion strategic policy framework is drawn up.</p>	<p>A national Roma inclusion strategic policy framework has been prepared, which:</p>	<p>Adopt the “the Methodology for evaluation and monitoring of the Roma Integration Strategy 2020”, which will include measures to evaluate the impact of the Roma Integration Strategy 2020 on the situation of Roma in the Czech Republic based on available performance indicators. The timetable for completion of this measure and detailed description is given in the Annex.</p>	31/03/2016	OG

Thematic ex/ante conditionalities	Criteria not fulfilled	Actions to be taken	Deadline (date)	Bodies responsible
	includes strong monitoring methods to evaluate the impact of Roma integration actions and a review mechanism for the adaptation of the strategy;			
10.1. Early school leaving: The existence of a strategic policy framework to reduce early school leaving (ESL) within the limits of Article 165 TFEU.	<p>A strategic policy framework on ESL is in place that:</p> <ul style="list-style-type: none"> <li>• is based on evidence;</li> </ul>	Based on the Educational Policy Strategy of the Czech Republic up to 2020 and its Implementation Plan of the Strategic Plan for Education and the development of the Educational System in the Czech Republic 2015–2020, short-term, targeted action plans (implementation plans) for inclusive education for 2016–2018 and 2019–2020 will be developed.	30/06/2015	MEYS
	<ul style="list-style-type: none"> <li>• covers all relevant educational sectors including early childhood education, targets in particular vulnerable groups that are most at risk of ESL</li> </ul>	Based on the Educational Policy Strategy of the Czech Republic up to 2020 and its Implementation Plan of the Strategic Plan for Education and the development of the Educational System in the Czech Republic 2015–2020, short-term, targeted action plans (implementation plans) for inclusive education for 2016–2018 and 2019–2020 will be developed.	30/06/2015	MEYS

Thematic ex/ante conditionalities	Criteria not fulfilled	Actions to be taken	Deadline (date)	Bodies responsible
	including people from marginalised communities, and addresses prevention, intervention and compensation measures,			
	<ul style="list-style-type: none"> <li>involves all policy sectors and stakeholders that are relevant to addressing ESL</li> </ul>	Based on the Educational Policy Strategy of the Czech Republic up to 2020 and its Implementation Plan of the Strategic Plan for Education and the development of the Educational System in the Czech Republic 2015–2020, short-term, targeted action plans (implementation plans) for inclusive education for 2016–2018 and 2019–2020 will be developed.	30/06/2015	MEYS

## 10. REDUCTION OF ADMINISTRATIVE BURDEN FOR BENEFICIARIES

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*(Reference: point (c) of Article 96(6) of Regulation (EU) No 1303/2013)*

*Summary of the assessment of the administrative burden for beneficiaries and, where necessary, the actions planned accompanied by an indicative timeframe to reduce administrative burden.*

One of the priorities in preparing the new programming period is a significant reduction in the administrative burden both for applicants/beneficiaries and for the grant providers. Activities to reduce the administrative burden and so help streamline the system of award and verification of the available grant are therefore being implemented at both national and ministerial level.

In the preparation of the implementation procedures, a significant account is taken of experience gained from the implementation of the two previous programming periods. The proposed recommendations to reduce administrative burden were identified from evaluation studies and analyses, questionnaire surveys, focus groups, seminars etc. during the implementation of the previous programmes both at the central level and at the level of the individual operational programmes. Based on conclusions arising from the available documents and records of the platforms, the Ministry of Regional Development created the document, "Recommendations for simplifying the administrative burden for applicants and beneficiaries in using the EU funds in the programming period 2014–2020", where a set of measures is presented that could contribute to the said goal. The document was approved in Government Resolution No 184 of 21 March 2012. That Resolution also charged the Ministry of Regional Development with submitting a proposal of a Uniform Methodological Environment for the 2014–2020 Programming Period which should be one of the important instruments to reduce administrative burden.

Administrative burden will also be reduced by removing legislative barriers inhibiting effective implementation. Specific measures to reduce the legislative barriers in the form of packages prepared by the National Co-ordination Authority were approved in Government Resolution No 610 of 22 August 2012. Activities in this area take into account also the findings of Czech and European authorities performing verification or audit.

The concept of the Uniform Methodological Environment is an umbrella for the individual methodological guidelines, it unifies the implementation processes and so increases the transparency and clarity of rules and processes for potential grant applicants/beneficiaries.

The main tools for reducing the administrative burden for applicants/ beneficiaries and the closely-related reduction of administrative burden for the implementation structure bodies are mainly: computerisation of the administration processes, determining the processes with pre-defined deadlines, harmonising the verification activities, reducing the number of methodological documents, setting and using common terminology, setting standardised, binding and enforceable rules for awarding grants etc.

During the individual stages of the project cycle, the following measures will be implemented, which should help to simplify the implementation system and to reduce the administrative burden of applicants/beneficiaries.

Opening and managing the calls for proposals:

- Timetables of the planned calls, created for a year. Harmonisation among all operational programmes so that only essential overlaps of the individual open calls occur.

Preparation and submission of grant applications:

- Reducing the data entered by the applicant, emphasis on automation of work with data, a link to the available registers.
- Electronic submission of grant applications, use of data boxes, electronic communication.
- Managing Authority creating templates and user-friendly necessary sample documents.
- Existence of effective communication tools (a call line, interactive portal) – at the national/ MA level.

Process of approving the grant applications:

- Computerisation of various tools of evaluating the investments and effectiveness of expenditure directly in MS2014+.
- Setting a uniform maximum duration of the grant application approval process.
- MA communicating with evaluators/ applicants directly in the MS2014+ system.

Project implementation, payment claim submission, monitoring, verifications:

- Maximum use of e-communication through MS2014+.
- Introducing a comprehensive system of planning financial controls from the central level so that duplicities are minimised.
- A broader use of simplified forms of reporting.

When preparing the Programme, emphasis was put on the setting of all links and of the actual structure so that the obstacles for reducing administrative burden during the implementation phase were minimised. This principle will be applied to any further programme documentation.

In the autumn of 2014, work started on the rules for applicants/beneficiaries, making optimum use of experience from the 2007–2013 period. To define the rules for applicants/beneficiaries, a Working Group was created, involving not only representatives of OP EC, OP RDI, TA CR and the relevant MEYS groups but also representatives of potential applicants/beneficiaries. The aim is to set the conditions and rules for applicants/beneficiaries so that they are defined clearly and unambiguously for the applicants/beneficiaries, strongly reducing the error rate in reporting the individual items of expenditure.

One of the main priorities is the use of simplified forms of reporting. It is based on good experience from the 2007–2013 period when both indirect costs and unit costs were used. In 2014, the analysis of indirect costs, used in the 2007–2013 period, started to be updated. Modifications are made on the basis of experience from implemented projects.

Preparation also started on source materials and documents for assessing the individual costs, which are required by the European Commission. The Managing Authority expects to submit the first unit costs for assessment to the European Commission in April 2015. Further unit costs will be submitted to the European Commission in October 2015. The Managing Authority expects to submit unit costs to the European Commission for assessment on all dates set in the delegation act, at least up to 2020.

Further simplifications will be applied in the field of indicators where the aim is to set a clear methodology for providing evidence for the individual indicators including sample documents.

The theme of reducing administrative burden for applicants/beneficiaries is related also to several goals in stabilising the administrative capacity. Thanks to a maximum emphasis on reducing the fluctuation of the implementation structure staff and their systematic training, the quality of activities carried out for applicants/ beneficiaries should increase.

Measures carried out by the Managing Authority to reduce the administrative burden are detailed in the management documentation. The majority of the implemented measures should be in place with the launch of the programme implementation or in a link to calls published. Because it is necessary, above all, to ensure that potential beneficiaries have maximum information in the given call before submitting their project proposal and so that a minimum of rules are changed during the project implementation.

To support applicants/beneficiaries, mainly from rural areas, Local Action Groups will be involved in order to provide applicants/beneficiaries with expert assistance in particular during the preparation and implementation of projects.

## 11. HORIZONTAL PRINCIPLES

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(Reference: Article 96(7) of Regulation (EU) No 1303/2013)

### 11.1 Sustainable development

*Description of specific action to take into account environmental protection requirements, resource efficiency, climate change mitigation and adaptation, disaster resilience and risk prevention and management, in the selection of operations.*

The Programme is focused on improving the quality of education, research, development, and co-operation among the actors. The basic modern principles both in education and in research and development include the development of key competences for sustainable development, environmental protection, resource efficiency, measures mitigating climate change, providing conditions for disaster resilience and risk prevention. Responsible attitudes to sustainable development will be encouraged both in grant applications and their subsequent implementation, and throughout implementation, e.g., by preferring electronic communication.

The Programme will not support projects which could have a negative impact on sustainable development. Minimum principles of sustainable development will be required from each project and subsequently will be assessed as part of the project implementation.

Based on findings and outputs of projects implemented in the 2007–2013 programming period, the sustainable development principle will be projected into Priority Axis 3, in the sense of approaches and attitudes leading to respect and care for the environment. That setting is in full agreement with the framework training programmes. The key competences of children and pupils for sustainable development will be deepened by interventions under Priority Axis 1. Support will be provided for the development of competences in science and technology – leading to an understanding of social, natural and technological systems and processes affecting the environment (e.g. exploration-oriented education, natural science literacy, applied statistics, sociology – opinion polls carried out by pupils, technologies and energy performance). The development of personal and civic competences will also be supported – with an emphasis on problem-solving, critical thinking, responsibility and civic activity (e.g. pupil projects proposing solutions to local problems, active involvement of secondary school pupils in implementing projects of energy sustainability of their school etc.). Support will be granted to projects of individual schools and other educational institutions as well as to projects creating networks among schools in educating children and pupils in such competences at the regional, national or international level.

The environmental impact will be assessed only in selected activities supported from the ERDF, e.g., construction works, purchase of sophisticated machines, devices, equipment etc. In this type of operation, the relevance of environmental protection, reducing the risk of disasters (of natural and other origin) or resource efficiency (including electric, heating and other savings) is high and the aim is that investments of this type meet the highest current standards. Therefore, environmental protection and the meeting of those standards will be a part of appraising this type of project proposals. In monitoring, the projects in relevant specific objectives will be internally monitored for their output environmental indicator "Extended, refurbished or newly-built capacity without taking agricultural land", which will be further aggregated for the needs of the Partnership Agreement.

In research and development projects specialising on research activities as such and on co-operation of various actors, the emphasis will be put on environmental protection within the

relevance of the project activities. Applicants will describe the environmental impact in their projects, mainly in resource efficiency, climate change, disaster resilience and prevention. The sustainable development principle will be taken into account by means of selection criteria in the appraisal and selection of the submitted project proposals.

In specific objectives focused on research and development, a strong emphasis will be put on compliance of the focus of the grant applications with the "National priorities of oriented research, experimental development and innovation" (Priorities 2030 approved in Government Resolution No 552 of 19 July 2012). Two out of six priority areas of that key document have a direct link to the promotion of sustainable development. The first is "Sustainable energy industry and material resources", which is split into three areas – Sustainable energy industry, Reducing energy intensity of the economy and Material base. The second priority area is "Environment for quality life", which covers a wide range of mainly environmental activities and it is divided into five areas – Natural resources, Global changes, Sustainable development of landscape and human settlements, Environmental technologies and eco-innovations, Environmentally friendly society. The fulfilment of Priorities 2030 will contribute to sustainable development through projects under Priority Axis 1, investment priority 1, specific objectives 1, 2 and 3.

The environmental dimension of sustainable development will be also indirectly fulfilled by introducing state-of-the-art technologies (science and research infrastructure etc.) which are environmentally-friendly.

## **11.2 Equal opportunities and non-discrimination**

*Description of specific action to promote equal opportunities and prevent discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation during the preparation, design and implementation of the operational programme and, in particular, in relation to access to funding, taking account of the needs of the various target groups at risk of such discrimination and in particular the requirements to ensure accessibility for persons with disabilities.*

The principle of equal opportunities and protection against discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation were respected in designing the Programme in all the priority axes and specific objectives. These principles will also be monitored in the implementation of projects where the main effort will be to remove barriers for the target groups, which would inhibit their participation.

Investment priorities 2 and 3 in Priority Axis 3 are dedicated exclusively to this horizontal principle and will support actions and activities compensating the handicaps of children and pupils with any disadvantage in their education. Similarly, specific objective 2 in Priority Axis 2 is focused on compensating the handicaps of students with special needs, from socio-economically disadvantaged groups and from ethnic minorities at higher education institutions. The Programme aims to remove the disparities and barriers faced by the disadvantaged groups and to enable them to have equal access to the activities of projects.

The Programme will not support any measures that lead to discrimination and segregation of marginalised groups such as Roma children and pupils and other children and pupils with the need for supportive measures (children and pupils with disabilities and social disadvantage).

That means that funding will not be provided to activities to keep and enrol these children and pupils:

- in nurseries and primary schools established for pupils with disabilities or their preparatory classes,
- in practical primary schools,
- in schools or classes for pupils educated according to the FEP PE - MMD in more than 40% of children
- in schools or classes taught according to SEP adjusted according to the needs of support measures for more than 40% of children
- in classes, departments or study groups for pupils with disabilities in a mainstream school.

This measure does not prejudice support for activating programmes (programmes expanding the curriculum, community activities etc.) or programmes for transition from school to work supporting children and pupils from schools separately established for pupils with disabilities.

In research and development projects, the equal opportunities and non-discrimination concerns mainly the involvement of women and young researchers. Both of those groups are currently involved less in the science and research projects. In the horizontal aspects, attention will be paid to involving those two groups through Priority Axis 1 investment priority 1, specifically through specific objectives 1, 2 and 3 in Priority Axis 1. Also in the area of human resources in Priority Axis 2, investment priority 1, specific objective 5. In some projects where strong emphasis will be put on the long-term nature of co-operation of research organisations and the application sector, the involvement of young researchers and graduates will be an appraisal criterion because one of the aims of this type of activities will be to enhance human resources. At the same time, all projects will have to follow non-discrimination approaches and the most open communication possible and co-operation with all relevant groups.

The Programme will not support projects, which could negatively affect the equal opportunities principle. Information on equal opportunities will be a part of all programming documents. For the public, information concerning the principle of equal opportunities, or the specific focus on equal opportunities, will be detailed in the text of the call (or in the follow-up documentation for the call). In their grant applications, the grant applicants will describe the impact of their projects on equal opportunities, or will describe the implementation of specific activities to promote them. Taking account of equal opportunities will play an important role also in the monitoring processes. Information on equal opportunities will be monitored primarily at the project level.

The equal opportunities principle will also be ensured by the Managing Authority at the partnership level. In the Monitoring Committee, the principle will be adhered to and the participation of institutions working in equal opportunities will be ensured. At the same time, depending on the nature of the supported area (and where appropriate), the participation of those institutions will be ensured in the evaluation committees for project selection, in advisory and working groups.

The contribution of the Programme to the principle of equal opportunities will be evaluated in thematic and strategic evaluations. If the results of evaluations focused on the equal opportunities principle are unsatisfactory, the Managing Authority will adopt measures that will promote equal opportunities.

### 11.3 Equality between men and women

*Description of contribution of the operational programme to the promotion of equality between men and women and, where appropriate, the arrangements to ensure the integration of the gender perspective at operational programme and operation level.*

The majority of activities in the Programme are not primarily focused on equality between women and men but all priority axes have an impact on it. The principle of equality between women and men will be therefore applied as a horizontal principle across the investment priorities. In the programming, management, monitoring and evaluation, account will be taken of the contribution of the interventions to equality between men and women supported. Equal access of men and women as the target groups will be ensured to activities implemented in projects, and discrimination based on gender will be prevented.

Equality between women and men will be promoted in line with the document „Situation in gender equality in the MEYS and Draft mid-term strategic plan in gender equality“, which was approved at a MEYS management meeting in 2013.

In the investment priorities, scrupulous care will be taken to ensure that the implemented activities are not in conflict with the principle of equality between women and men. The impact of the relevant activities on equality between women and men will be monitored and evaluated. If a negative impact on equality between women and men is identified in a project during appraisal, such a project will not be supported. It will be ensured that applicants take due account of the specific needs of the individual target groups and use accompanying measures to remove any barriers (e.g. by taking account of specific educational needs of girls and boys or by removing gender stereotypes).

Gender equality in education cannot be reduced only to equal access to education, but it must be extended with equal conditions in the education process, which will foster the achievement of equal results of boys and girls (see "the Gender Equality Study in MEYS"). In all three aspects of equality it is necessary to monitor both the formal conditions and the process of school education, such as the wording of the statutory and sub-statutory regulations, the official curriculum, intentionally used materials etc. as well as the hidden level of everyday life at school, represented by concealed expectations of pupils, parents and teachers. Interventions promoting gender equality in schools and education are planned in Priority Axis 3.

The typical problem of gender inequality - feminisation of schools - cannot be solved only by an operational programme because it is caused by the legislative space defining the salaries of teachers<sup>82</sup>: "70 - 90% of university-educated employees have a higher salary than an average teacher. Teachers with 15 years of experience earn on average only a half of what their university-educated peers earn". The contribution of the Programme will lie in supporting the implementation of a career system of teachers<sup>83</sup> across all specific objectives in Priority Axis 3 where the aim is to train teachers with a focus on higher quality of the work of individuals, in school teams and networks, for higher career positions (as a leader at school and

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<sup>82</sup> A short study 5/2012 - To be or not to be a teacher: salaries of Czech teachers in the perspective of the costs of missed opportunities and the broader context, 3. September 2012, DANIEL MÜNICH, JAN STRAKA, [http://idea.cerge-ei.cz/documents/kratka\\_studie\\_2012\\_05.pdf](http://idea.cerge-ei.cz/documents/kratka_studie_2012_05.pdf)

<sup>83</sup> Expected introduction in 2015, output of the individual national project - Career system, the principle is the introduction of rewards for a higher quality of work of teachers.

outside it). The training of headteachers in evaluation and leadership of the professional development of teachers, emphasising better pre-service preparation of teachers and, last but not least, by applying a professional portfolio as a requirement for evidencing the result monitoring indicators of projects. In the sector of nurseries, another cause for the feminisation is the secondary education with a school-leaving exam that is sufficient for the teachers also by law. And that places the nursery teachers in an even lower salary class. The Programme will respond to this situation by supporting the development of higher education study through Priority Axis 3, investment priority 1, specific objectives 2 and 4.

In terms of research, an important emphasis will be on the issue of women-researchers and on supporting a higher representation of women in research. For that purpose, the possibility of part-time jobs will be supported in projects, which will enable women to take an active part in research or management of projects while maintaining their family life. Those activities will be supported through Priority Axis 2, investment priority 1, specific objective 5. As the lack of women-researchers in some fields is higher than in others, the Programme intends to ensure that information on vacant positions is published in a non-discriminatory approach so that the positions are open to all potential candidates. At the project level, the principle of equal approach to both sexes will be followed and applicants in their project proposal will be able to express the specific features of their field, mainly in the area of involving women and men. This concerns, apart from the above mentioned specific objective focused on supporting human resources in research and development, also projects contributing to specific objectives 1 and 2 in Priority Axis 1, investment priority 1. At the project level, this issue may be addressed, if needed by the individual higher education institutions, within the support for strategic management of higher education institutions, in specific objective 4 of Priority Axis 2, investment priority 1.

The Managing Authority will also ensure that information on the gender equality principle and on the methods of supporting that principle is specified in the relevant documents on the particular calls.

In relevant cases, it will be ensured that organisations supporting equality between women and men participate in working groups, evaluation committees for project selection and in other suitable platforms.

## List of abbreviations and terms

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Association of Regions in the Czech Republic	Association of Regions in the Czech Republic
Action Plan to Promote Vocational Education	Action Plan to Promote Vocational Education
Association of Research Organisations	Association of Research Organisations
Authority for social and legal protection of children	Authority for social and legal protection of children
CAS	Czech Academy of Sciences
CF	Cohesion Fund
Charles University in Prague	Charles University in Prague
City of Prague	The Capital City of Prague
CLLD	Community-led local development
Confederation of Industry of the Czech Republic	Confederation of Industry of the Czech Republic
CSF	Common strategic framework
CSI	Czech School Inspectorate
Czech Chamber of Commerce	Czech Chamber of Commerce
Czech News Agency	Czech News Agency
Czech Rectors' Conference	Czech Rectors' Conference
Czech Republic	Czech Republic
CZSO	Czech Statistical Office
DGs	Directorate General, administrative unit of the European Union
EAC	Ex ante conditionality

EC	European Commission
ECTS	European Credit Transfer and Accumulation System
ECVET	European Credit System for Vocational Education and Training
Educational counselling facility	Educational counselling facility
Educational Policy Centre, Faculty of Education, Charles University in Prague	Educational Policy Centre, Faculty of Education, Charles University in Prague
Education-psychological counselling	Education-psychological counselling
EFIN	Effective institution
EIA	Environmental Impact Assessment
EIB	European Investment Bank
EIT	European Institute of Innovation & Technology
Electronic information sources	Electronic information sources
ELI	Extreme Light Infrastructure – a project of laser centres of the Institute of Physics of the Czech Academy of Sciences
Environmental education and awareness	Environmental education and awareness
EQAVET	European Reference Framework for Quality Assurance in Vocational Education and Training
EQF	European Qualifications Framework
ERC	European Research Council
ERDF	European Regional Development Fund
ESF	European Social Fund
ESFRI	The European Strategy Forum on Research Infrastructures
ESIF	European Structural and Investment Funds

ESL	Early School Leaving
ET 2020	Strategic Framework for European Co-operation in Education and Training
EU	European Union
EUR	Eurozone currency
EUROBAROMETER	A series of public opinion polls by the European Commission
Europe 2020	A strategy for smart, sustainable and inclusive growth
Faculty of Education of Charles University	Faculty of Education of Charles University
FE	Further education
FEP	Framework Educational Programme
FEP PSE	Framework Educational Programme for Preschool Education
FTE	Full-time equivalent
FTT	Further training of teachers
GDP	Gross domestic product
HE institution	Higher education institution
HRSTC	Human Resources in Science and Technology
IB	Intermediate body
ICT	Information and communications technologies
ID	Identification
IDPA	Integrated Development Plan of an Area
Institute for Information in Education	Institute for Information in Education
International Competitiveness Strategy of the Czech Republic 2012–2020	International Competitiveness Strategy of the Czech Republic 2012–2020

IP	Investment priority
IROP	Integrated Regional Operational Programme
IS	Information system
ISCED 3	International Standard Classification of Education
ITI	Integrated territorial investment
JPI	Joint Programming Initiatives
Key competences	Key competences in line with the Recommendation of the European Parliament and of the Council 2006/962/EC on key competences for lifelong learning
KICs	Knowledge and Innovation Communities
KLIMA	(Learning Culture, Leadership, Inclusion, Methodical support for teachers (Mentoring), Activating forms of learning
LAG	Local action group
LAP	Local Action Plan for Education Development
LFSS	Labour Force Sample Survey
LLL	Lifelong learning
LLL	Lifelong education at higher education institutions pursuant to Section 60 of Act No 111/1998 Sb., on Higher Education Institutions and Amendments and Supplements to Certain Other Acts (the Act on Higher Education Institutions), as amended
MA	Managing authority
MEP	Municipalities with extended powers
MEYS	Ministry of Education, Youth, and Sports
Ministry of the Interior	Ministry of the Interior
Mon. rep.	Monitoring Reports
MIT	Ministry of Industry and Trade

MLSA	Ministry of Labour and Social Affairs
MoA	Ministry of Agriculture
MoE	Ministry of the Environment
MoRD	Ministry of Regional Development
MoRD–DMSA	Ministry of Regional Development – Department of Monitoring System Administration
MoRD-NCA	Ministry of Regional Development – National Co-ordination Authority and Partnership Agreement Management Authority
MP	Methodological Guideline
MS2014+	Monitoring system for the programming period 2014–2020
NCI2014+	National Codebook of Indicators for the programming period 2014–2020
NCP	National Contact Point
NEETS	youth neither in employment nor education and training
NEF	National Education Fund
NGO	Non-governmental non-profit organization
NIE	National Institute for Education
NIP	National Individual Project
NIQES	National system of inspection assessment of the education system in the Czech Republic
NIS	National innovation strategy
NP RDI	National Research, Development and Innovation Policy of the Czech Republic 2009–2015 with an outlook to 2020
NRP	National Reform Programme
NRQ	National Register of Qualifications
NSRF	National Strategic Reference Framework

Nursery	Nursery
NUTS	Nomenclature of Units for Territorial Statistics
OECD	Organisation for Economic Co-operation and Development
Ombudsman	Ombudsman
OP EIC	Operational Programme Enterprise and Innovation for Competitiveness
OP Emp	Operational Programme Employment
OP F	Operational Programme Fisheries
OP PGP	Operational Programme Prague – Growth Pole of the Czech Republic
OP RDE	Operational Programme Research, Development and Education
OP RDI	Operational Programme Research and Development for Innovation
OP TA	OP Technical Assistance
OP EC	Operational Programme Education for Competitiveness
OPC	Office for the Protection of Competition
PA	Partnership Agreement
PA	Priority Axis
Palacký University in Olomouc	Palacký University in Olomouc
PCT	International patent application according to the Patent Co-operation Treaty
PIAAC	Programme for the International Assessment of Adult Competencies
PIRLS	Progress in International Reading Literacy Study – international survey of reading literacy among primary school pupils
PISA	Programme for International Student Assessment

Prague City Hall	Prague City Hall
Primary school	Primary school
Priorities 2030	National priorities of the oriented research, experimental development and innovation
Procurement procedure	Procurement procedure
Professional qualification	Professional qualification
PSE	Pre-school education
QS	QS World University Rankings 2013/2014
R&D	Research and development
RAP	Regional Action Plan for Education Development
RDI	Research, development and innovation
RDI Council	Council for Research, Development, and Innovation
RDP	Rural Development Programme
Recognising non-formal and informal learning	Recognising non-formal and informal learning
Regional Development Strategy of the Czech Republic 2014–2020	Regional Development Strategy of the Czech Republic 2014–2020
RIS	Regional innovation strategy
RIS3	Research and Innovation Strategy for Smart Specialization of the Czech Republic
School-based counselling facility	School-based counselling facility
SEA	Strategic Environmental Assessment
Secondary school	Secondary school
Self-employed person	Self-employed person

SEN	Special educational needs of support or compensating measures, arising from the life or personal situation of the pupil, e.g. socio-economic, health, cultural or family background, ethnic origin etc. as well as special educational needs to develop natural gifts and talent
SEP	School Educational Programme
SMEs	Small and Medium-Sized Enterprises
SO	Specific objective
SPC	Special pedagogic centre
Special needs	Special needs
State aid	State aid
State organisation unit	State organisation unit
STEM	Development of competences and motivation in Science, Technology, Engineering and Maths)
TA	Technical assistance
TA CR	Technology Agency of the Czech Republic
TC	Technology Centre of the Academy of Sciences of the Czech Republic
TFEU	The Treaty on the Functioning of the European Union
TIMMS	International survey TIMSS (Trends in International Mathematics and Science Study)
TO	Thematic objective
TTI	teacher training institution
TTIHE	Teacher training institution of higher education
Union of Towns and Municipalities of the Czech Republic	Union of Towns and Municipalities of the Czech Republic
University of Hradec Králové	University of Hradec Králové

WG	Working group
YEI	Youth Employment Initiative

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