

INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

**Amendments to the OP EC Implementation Document as of 09/06/2010**

Chapter/ Page	Amendment
<p>PA1, 1.1 Chapter 3.1.3/17, 18</p>	<p>Division of the supported GG activities into <b>implementation commenced in 2008 – completed by 31/12/2012 and implementation commenced by 2011 – completed by 30/06/2015</b></p> <p><b>In the implementation commenced by 2011 – completed by 30/06/2015</b></p> <p>Amendment to GG activities from:</p> <ul style="list-style-type: none"> <li>• Creating conditions for the implementation of school framework programmes at schools and educational institutions, supporting the activities of methodological teams and staff at schools and educational institutions involved in the innovation of SFP.</li> <li>• Implementation of new curriculum documents at every school, and educational and information support of the curriculum reform focused on a broader public consisting of teachers and parents at the regional level.</li> <li>• Introducing teaching methods, organisational forms and teaching activities, including the creation of modular teaching programmes, with emphasis on inter subject links, which lead to the development of key competencies.</li> <li>• Introducing teaching methods, organisational forms and teaching activities that increase the quality of foreign language education (including e-learning).</li> <li>• Support for tuition in foreign languages at secondary schools.</li> <li>• Improving conditions for the tuition of technical subjects, and increasing pupils' motivation to study these subjects.</li> <li>• Creating conditions for long-term employment of fully qualified guest teachers of foreign languages.</li> <li>• Improving conditions for using ICT for both pupils and teachers, including outside of classes.</li> <li>• Use of ICT in general educational and vocational subjects.</li> </ul>

- Development of partnerships and networking – partnerships, cooperation and exchange of experiences between schools and educational institutions and between schools, educational institutions, non-governmental non-profit organisations and other participants in the education field.
- Cooperation between initial educational institutions at regional level and operators in the labour market (including foreign ones) with potential application of innovative forms of cooperation (e.g. internships of students/teachers with employers).
- Cooperation between initial educational institutions and local and regional state administrative bodies and local government with the potential application of innovative forms of cooperation (e.g. involvement of schools in community development).
- Development of career consultancy at schools, including identifying those pupils at risk of poor career choices or who may prematurely leave the education system, and educational and information activities directed at pupils and parents and focused on the rationalisation of the choice of a further educational path.
- Supporting schools in the field of evaluation, providing evaluation tools and verifying key competencies of pupils in order to improve the quality of education:
- Support of information centres at schools, including marketing support.
- Development of entrepreneurial knowledge, abilities and skills of pupils in initial education (primary schools, secondary schools).
- Development of the knowledge, abilities and skills of pupils in education for sustainable development, with emphasis placed on the environmental area, including the implementation of practical (environmental) programmes.

**To activities:**

- Supporting the implementation of the curriculum reform of schools and educational institutions
- Supporting the tuition of foreign languages and in foreign languages at schools and educational institutions
- Improving the conditions for the tuition of technical and scientific subjects and crafts, including the increase in the motivation of pupils to education in these subjects.
- Improving the conditions for the use of ICT in generally educational and professional subjects for both pupils and teachers in and outside classes.
- Cooperation between initial educational institutions and operators in the labour market (including foreign ones) with potential application

	<p>of innovative forms of cooperation</p> <ul style="list-style-type: none"> <li>• Cooperation between initial educational institutions and state administration and local government with the potential application of innovative forms of cooperation, including the involvement of schools in community development.</li> <li>• Development of career consultancy at schools, including identifying those pupils at risk of poor career choices or who may prematurely leave the education system</li> <li>• Supporting schools in the field of evaluation, providing evaluation tools and verifying key competencies of pupils in order to improve the quality of education, even in the international context.</li> <li>• Development of entrepreneurial knowledge, abilities and skills of pupils in initial education</li> <li>• Development of the competencies of pupils in education for sustainable development.</li> </ul>
<p>PA1, 1.1 Chapter 3.1.3/18, 19</p>	<p>Amendment of the formulations of activities of individual projects:</p> <ul style="list-style-type: none"> <li>• Creating conditions for the implementation of school framework programmes at schools and educational institutions, supporting the activities of methodological teams and staff at schools and educational institutions involved in the innovation of SFP.</li> <li>• Implementation of new curriculum documents at every school, and educational and information support of the curriculum reform focused on a broader public consisting of teachers and parents at the regional level.</li> <li>• Introducing teaching methods, organisational forms and teaching activities, including the creation of modular teaching programmes, with emphasis on inter subject links, which lead to the development of key competencies.</li> <li>• Introducing teaching methods, organisational forms and teaching activities that increase the quality of foreign language education (including e-learning).</li> <li>• Creating conditions for long-term employment of fully qualified guest teachers of foreign languages.</li> <li>• Improving conditions for using ICT for both pupils and teachers, including outside of classes.</li> <li>• Development of partnerships and networking – partnerships, cooperation and exchange of experiences between schools and educational institutions and between schools, educational institutions, non-governmental non-profit organisations and other participants in the education field.</li> </ul>

	<p>Connected into more general and apt units:</p> <ul style="list-style-type: none"> <li>• Supporting the implementation of the curriculum reform of schools and educational institutions.</li> <li>• Supporting the tuition of foreign languages and in foreign languages at schools and educational institutions.</li> </ul> <p>Amendment:</p> <ul style="list-style-type: none"> <li>• Cooperation between initial educational institutions <del>at regional level</del> and operators in the labour market (including foreign ones) with potential application of innovative forms of cooperation (<del>e.g. internships of students/teachers with employers</del>).</li> <li>• Cooperation between initial educational institutions and <del>local and regional</del> state administrative bodies and local government with the potential application of innovative forms of cooperation (<del>e.g. including the involvement of schools in community development</del>).</li> <li>• Development of career consultancy at schools, including identifying those pupils at risk of poor career choices or who may prematurely leave the education system, <del>and educational and information activities directed at pupils and parents and focused on the rationalisation of the choice of further educational path.</del></li> <li>• Supporting schools in the field of evaluation, providing evaluation tools and verifying key competencies of pupils in order to improve the quality of education, <i>even in the international context.</i></li> <li>• Development of entrepreneurial knowledge, abilities and skills of pupils in initial education (<del>primary schools, secondary schools</del>).</li> <li>• Development of the <del>knowledge, abilities and skills</del> <i>competencies</i> of pupils in education for sustainable development, <del>with emphasis placed on the environmental area, including the implementation of practical (environmental) programmes.</del></li> </ul> <p>Removed:</p> <ul style="list-style-type: none"> <li>• Increasing quality on the basis of data finding, even in the international context.</li> </ul>
3.2.3/29, 30	<p>Division of the supported GG activities into <b>implementation commenced in 2008 – completed by 31/12/2012 and implementation commenced by 2011 – completed by 30/06/2015</b></p> <p>The following GG activity <b>to be implemented by 2011 – completed by 30/06/2015</b> was removed:</p> <ul style="list-style-type: none"> <li>• Prevention of racism and xenophobia by promoting a multicultural environment and education.</li> </ul> <p>The activity may be supported within the area of support 1.1; the target group is not sufficiently defined for this activity in area of support 1.2.</p>

<p>PA1, 1.2, Chapter 3.2.7/34</p>	<p>Addition ...education <i>or</i> assistance...</p> <ul style="list-style-type: none"> <li>• The staff and volunteers of organisations engaged in providing education <i>or</i> assistance services and in the field of leisure time activities and special-interest education for children and youth.</li> </ul>
<p>PA1, 1.3, Chapter 3.3.3/42</p>	<p>Division of the supported GG activities in <b>implementation commenced in 2008 – completed by 31/12/2012 and implementation commenced by 2011 – completed by 30/06/2015</b></p> <p><b>In the implementation commenced by 2011 – completed by 30/06/2015</b></p> <p>Amendment of GG activities from:</p> <ul style="list-style-type: none"> <li>• Further education of the teaching staff at schools and educational institutions, including implementation of vocational practice and international internships of the teaching staff with emphasis on the implementation of the curriculum reform, language education, use of ICT in tuition and environmental education, including the mastering of other modern pedagogical methods connected with, and systematic improvement of, the quality and efficiency of education.</li> <li>• Methodical support of foreign language education, including consultancy and advisory activities and creation of methodological tools and documents within the scope of further education of teaching staff at schools and educational institutions.</li> <li>• Increasing the competencies of managerial staff at schools and educational institutions in the area of management and human resource policy.</li> <li>• Increasing the availability, quality and attractiveness of the offer of further education for school employees and educational institutions.</li> </ul> <p><b>To activities:</b></p> <ul style="list-style-type: none"> <li>• Supporting the professional development of the teaching staff of schools and educational institutions in the field of curriculum reform.</li> <li>• Supporting the professional development of the teaching staff of schools and educational institutions in the field of foreign language education and education in foreign languages.</li> <li>• Supporting the professional development of the teaching staff of schools and educational institutions in the field of tuition of technical and scientific subjects and crafts.</li> <li>• Supporting the professional development of the teaching staff of schools and educational institutions in using ICT in education.</li> <li>• Supporting the professional development of the teaching staff of schools and educational institutions for sustainable development.</li> <li>• Increasing the availability, quality and attractiveness of the offer of</li> </ul>

	<p>further education for non-teaching staff of schools and educational institutions</p> <ul style="list-style-type: none"> <li>• Increasing the competencies of managerial staff at schools and educational institutions in the area of management and human resource policy.</li> </ul>
<p>PA1, 1.3, Chapter 3.3.3/42, 43</p>	<p>Rephrasing the activities of individual projects:</p> <ul style="list-style-type: none"> <li>• Further education of the teaching staff at schools and educational institutions, including implementation of vocational practice and international internships of the teaching staff with emphasis on the implementation of the curriculum reform, language education, use of ICT in tuition and environmental education, including the mastering of other modern pedagogical methods connected with and systematic improvement of the quality and efficiency of education</li> <li>• Methodical support of foreign language education, including consultancy and advisory activities and creation of methodical tools and documents within the scope of the further education of teaching staff at schools and educational institutions.</li> <li>• International certification of foreign language teachers.</li> </ul> <p><b>To activities:</b></p> <ul style="list-style-type: none"> <li>• Supporting the professional development of the teaching staff of schools and educational institutions in the field of curriculum reform.</li> <li>• Supporting the professional development of the teaching staff of schools and educational institutions in the field of foreign language education and education in foreign languages.</li> <li>• Supporting the professional development of the teaching staff of schools and educational institutions in the field of tuition of technical and scientific subjects and crafts.</li> <li>• Supporting the professional development of the teaching staff of schools and educational institutions in using ICT in education.</li> <li>• Supporting the professional development of the teaching staff of schools and educational institutions for sustainable development.</li> </ul> <p>Amendment:</p> <ul style="list-style-type: none"> <li>• Increasing the availability, quality and attractiveness of the offer of further education for <i>non-teaching</i> staff of schools and educational institutions</li> </ul> <p>Removal:</p> <ul style="list-style-type: none"> <li>• Consultancy and information portal on further education (portal service).</li> </ul>

PA1, 1.3, 3.3.7/46	Clarification of the target group definition to <i>managing/controlling staff of schools and educational institutions</i>
PA2, 2.3, Chapter 4.3.6/87	Amendment of the terminology in the name of the beneficiary from: <ul style="list-style-type: none"> <li>• Other <u>research and development organisations</u> as defined by Act No. 130/2002 Coll., on aid for research and development from public resources and on amendments to certain related laws.</li> </ul> To: <ul style="list-style-type: none"> <li>• Other <u>research organisations</u> as defined by Act No. 130/2002 Coll., on aid for research and development from public resources and on amendments to certain related laws.</li> </ul>
PA2, 2.4, 4.4.6/101	Amendment of the terminology in the name of the beneficiary from: <ul style="list-style-type: none"> <li>• Other <u>research and development organisations</u> as defined by Act No. 130/2002 Coll., on aid for research and development from public resources and on amendments to certain related laws.</li> </ul> To: <ul style="list-style-type: none"> <li>• Other <u>research organisations</u> as defined by Act No. 130/2002 Coll., on aid for research and development from public resources and on amendments to certain related laws.</li> </ul>
5.1.4/110	The possibility to implement the area of support through national individual projects was added to the type of support.
5.1.6/111	The Ministry of Education, Youth and Sports was added to the beneficiaries (in relation to the type of the project)
5.1.12/114	06.03.51 The indicator Proportion of participants in individual actions of further education / number of persons in further education (in total population, aged 25-64 years) is changed from 30% to 15%. The amendment to this indicator was omitted at the last MC meeting where the number of successfully supported participants was decreased to 800,000, 30% corresponds with the original indicator with the number of 1,800,000.
8.3/154	In relation to the consolidation of the areas of support in PA4, information on the public support in the initial areas of 4.2. and 4.3 was removed from the table
Annexe 2 Explanation of terms used / 164	The reference in Individual Project to the possibility of making projects regional if the use of unit costs is applied was added.
Annexe 4 / 168	The requirements of accreditations were specified in Item <b>2 Issues associated with the accreditation of educational courses within the framework of the further education of teaching staff</b>

170	Item III – Creating a new teacher position can only be a complementary activity for a project. <del>if the applicant commits to keep at least 50 % of this job within sustainability for the period of 5 years after the completion of the project, while methods of financing described in Item H should be used.</del> An amendment to subjects with whom it is possible to consult the position of a teacher assistant.
171	Item 7 <b>Further education of teaching staff</b> – amendment to the formulation
172	Item 8 <b>Diagnosis of socio-culturally disadvantaged children</b> – amendment to the formulation
173	Item 13 <b>Foreign language lecturers – native speakers</b> – rephrasing the text in relation to the model for foreign languages at elementary schools in 1.4.
174	Item 17 <b>Parents and the General Public</b> – amendments to the formulation
Annexe 5 / 178-183	Addition of Annexe 5 – Implementation of educational activities in Priority Axis 3 – area of support 3.2 Supporting the offer of further education within the Global Grants
PD OP EC – monitoring indicators	Changes in the aggregation map of the monitoring indicators of OP EC were executed as of 12 May 2010 due to the planned launch of the electronic Monitoring Report of the OP EC and the related functions of the aggregation of monitoring indicators of the OP EC according to the methodology of the NCA. These changes must also be included in the PD OP EC.  Indicators for project application are boldfaced in all OP. Superior reading indicators are marked in yellow.
OP 1.1, Chapter 3.1.12	division of indicator 074100 into indicators according to sex 074101 and 074101
OP 1.1, Chapter 3.1.12	indicator 074180 and indicators according to sex 074181 and 074182 follow-up to OP 1.1
OP 1.2, Chapter 3.2.12	division of indicator 074100 into indicators according to sex 074101 and 074101
OP 1.2, Chapter 3.2.12	indicator 074180 and indicators according to sex 074181 and 074182 follow-up to OP 1.2
OP 1.2, Chapter 3.2.12	division of indicator 061200 into indicators according to sex 061201 and 061202, decrease in the target value of the indicator

OP 1.2, Chapter 3.2.12	new indicator 061210 included, including sub-indicators according to sex 061211 and 061212 and target values
OP 1.3, Chapter 3.3.12	division of indicator 074100 into indicators according to sex 074101 and 074101
OP 1.4, Chapter 3.3.12	division of indicator 074100 into indicators according to sex 074101 and 074101
OP 1.4, Chapter 3.4.12	conversion of indicator 061200 into indicator 061210; target value remains the same
OP 1.4, Chapter 3.4.12	division of indicator 061210 into indicators according to sex 061211 and 061212
PA 2	with regard to the incorporation of reading rules during the implementation of the OP EC, the target values of the superior and inferior indicators were cancelled – risk of overwriting the values in the system
OP 2.1, Chapter 4.1.12	division of indicator 074100 into indicators according to sex 074101 and 074101
OP 2.1, Chapter 4.1.12	introduction of new indicator 074130 and relevant indicators according to sex 074131 and 074132;
OP 2.1, Chapter 4.1.12	conversion of indicator 074693 into indicator 074665
OP 2.1, Chapter 4.1.12	division of indicator 074665 into indicators according to sex 074666 and 074667
OP 2.2, Chapter 4.2.12	division of indicator 074100 into indicators according to sex 074101 and 074101
OP 2.2, Chapter 4.2.12	introduction of new indicator 074130 and relevant indicators according to sex 074131 and 074132;
OP 2.2, Chapter 4.2.12	conversion of indicator 074117 into indicator 074155, indicator 074117 deleted from the aggregation map of the OP EC
OP 2.2, Chapter 4.2.12	conversion of indicator 074617 into indicator 074655, indicator 074617 deleted from the aggregation map of the OP EC
OP 2.2, Chapter 4.2.12	conversion of indicator 074693 into indicator 074665, indicator 074693 deleted from the aggregation map of the OP EC
OP 2.2, Chapter 4.2.12	division of indicator 074665 into indicators according to sex 074666 and 074667

OP 2.3, Chapter 4.3.12	introduction of new indicator 074130 and relevant indicators according to sex 074131 and 074132;
OP 2.3, Chapter 4.3.12	indicator 074165 and relevant indicators according to sex 074166 and 074167 follow-up to OP 2.3
OP 2.3, Chapter 4.3.12	conversion of indicator 074617 into indicator 074655
OP 2.3, Chapter 4.3.12	indicator 074665 and indicators according to sex 074666 and 074667 follow-up to OP 2.3
OP 2.4, Chapter 4.4.12	division of indicator 074670 to monitoring indicators according to sex 074671 and 074672
OP 2.4, Chapter 4.4.12	indicator 074665 and relevant indicators according to sex 074666 and 074667 follow-up to OP 2.4
OP 3.1, Chapter 5.1.12	conversion of indicator 061300 into indicator 074100, indicator 061300 deleted from the aggregation map of the OP EC
OP 3.1, Chapter 5.1.12	division of indicator 074100 into indicators according to sex 074101 and 074102
OP 3.2., Chapter 5.2.12	conversion of indicator 061300 into indicator 074100, indicator 061300 deleted from the aggregation map of the OP EC
OP 3.2., Chapter 5.2.12	division of indicator 074100 into indicators according to sex 074101 and 074102