



INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

Changes made to the Implementation document for the EC OP as of 5 February 2010

Chapter/ Page	Change
3/14	Sentence inserted in the first paragraph as follows: Annex 4 provides information on some of the eligible and ineligible actions and activities within the framework of priority axis 1.
3/15	A fourth area of support was added to priority axis 1 as follows: 1.4 Improvement of the conditions for primary school education.
3.1.2/17	The area of support was modified to read: <ul style="list-style-type: none">• Development of partnerships and networks between schools and other entities involved in schooling and education.
3.1.6/20, 21	The following paragraphs were inserted: In the event that the beneficiary of a global grant is a primary school, support cannot be granted for projects or project activities if the school in question is already receiving financing for these projects or project activities from area of support 1.4. If the primary school is implementing a project within the area of support 1.4, it cannot participate as a target group in identical activities within the framework of projects being implemented by other beneficiaries of support. In the event that a primary school is the beneficiary of support granted within the category of other individual projects, support cannot be granted for projects or project activities if the school in question is already receiving financing for these projects or project activities from area of support 1.4. If the primary school is implementing a project within the area of support 1.4, it cannot participate as a target group in identical activities within the framework of projects being implemented by other beneficiaries of support.
3.1.7/22	A footnote was inserted as follows: ² The target group comprising Czech School Inspection (CSI) staff is authorised to be a target group only for Other Individual Projects.
3.2.2/28	New specific objectives were defined as follows: <ul style="list-style-type: none">• Provide support to promote success in education and to prevent premature departures from the education system.

Chapter/ Page	Change
	<ul style="list-style-type: none"> • Creation of a system that provides timely care for children who have a socio-cultural disadvantage. <p>The following specific objective was deleted:</p> <ul style="list-style-type: none"> • Prevention of premature leavings from education system and building an early care system for children with socio-cultural disadvantages.
3.2.3/29	<p>Changes were made to the activities for Other Individual Projects as follows:</p> <ul style="list-style-type: none"> • Development of consultancy, elaboration and extension of the offer of assistance, special pedagogical and psychological services for children and pupils with special educational needs. • Prevention of socially-pathological effects (truancy, aggression, criminality, violence, addictive substance abuse, sexually transmitted diseases, etc.) • Implementing of humane models in the area of education of children and pupils with special educational needs, support of new therapeutic programs and principles, whose objective is to increase the social competencies of children and pupils with special educational needs (e.g. principle of therapeutic community, psychotherapeutic approaches such as canistherapy, hipotherapy, art therapy, music therapy, etc.)
3.2.6/31	<p>The following paragraphs were inserted:</p> <p>In the event that the beneficiary of a global grant is a primary school, support cannot be granted for projects or project activities if the school in question is already receiving financing for these projects or project activities from area of support 1.4. If the primary school is implementing a project within the area of support 1.4, it cannot participate as a target group in identical activities within the framework of projects being implemented by other beneficiaries of support.</p> <p>In the event that a primary school is the beneficiary of support granted within the category of other individual projects, support cannot be granted for projects or project activities if the school in question is already receiving financing for these projects or project activities from area of support 1.4. If the primary school is implementing a project within the area of support 1.4, it cannot participate as a target group in identical activities within the framework of projects being implemented by other beneficiaries of support.</p>
3.2.7/32	<p>The target group for area of support 1.2 was modified as follows:</p> <ul style="list-style-type: none"> • children and pupils with special educational needs from the age of three (e.g., nursery schools and preparatory classes for admission to primary schools) • children (up to 18 years), who have prematurely left the system of the initial education • children and pupils at educational institutions for special-interest education or involved in organisations that provide leisure time activities for children and youth, if the activities of the project being implemented are focused on the prevention of socio-pathological phenomena (applicable to the category of Other Individual Projects) and the creation of an inclusive environment at school (applicable to the categories of Global Grants and Other Individual Projects)

Chapter/ Page	Change
	<ul style="list-style-type: none"> • gifted children and pupils with footnote 4 The definition of the target group is specified in Annex 4 • the staff of organisations engaged in the education of children and youth and the staff of organisations that provide leisure time activities and special-interest education for children and youth • the staff and volunteers of organisations engaged in providing education for those who provide assistance services or services associated with leisure time activities and special-interest education for children and youth
3.2.7/32	<p>Footnote 3 was modified to read as follows:</p> <p>³ Within the meaning of Regulation No 73/2005 Coll., on the education of children, pupils and students with special educational needs and children, pupils and students who are exceptionally gifted.</p>
3.3.6/41	<p>The following were added to the beneficiaries for global grants and other individual projects:</p> <ul style="list-style-type: none"> • the Chamber of Commerce and the Agrarian Chamber in accordance with Act No 301/1992 Coll., on the Chamber of Commerce of the Czech Republic and the Agrarian Chamber of the Czech Republic; • employers, employer organisations and professional and occupational associations, if, on the basis of the subject of their activities, they provide fulfilment related to activities that can be supported from the EC OP or help create the prerequisite conditions for such activities;
3.3.6/41, 42	<p>The following paragraphs were inserted:</p> <p>In the event that the beneficiary of a global grant is a primary school, support cannot be granted for projects or project activities if the school in question is already receiving financing for these projects or project activities from area of support 1.4. If the primary school is implementing a project within the area of support 1.4, it cannot participate as a target group in identical activities within the framework of projects being implemented by other beneficiaries of support.</p> <p>In the event that a primary school is the beneficiary of support granted within the category of other individual projects, support cannot be granted for projects or project activities if the school in question is already receiving financing for these projects or project activities from area of support 1.4. If the primary school is implementing a project within the area of support 1.4, it cannot participate as a target group in identical activities within the framework of projects being implemented by other beneficiaries of support.</p>
3.3.11/43	<p>The following text was deleted:</p> <p>Therefore, it is not taken as state aid, on condition that it will be subject to the commitment of the lecturer who will complete such education paid from the support, to remain for a certain period of time at the same institution, where he/she works as a lecturer, resp. to perform teaching practice within the given area for a certain period of time (to ensure the fulfilment of the support's objective).</p> <p>...</p>

Chapter/ Page	Change
	<p>The requirement to remain in the teaching practice for a certain period of time can be ensured, if the subsidy will be provided subject to the agreement on improvement of qualification (§ 143, Act No 65/1965 Coll., Labour Code; new § 234, Act No 262/2006 Coll. Labour Code).</p> <p><i>Justification:</i> <i>‘The provisions pertaining to an employee’s obligation to remain in a certain organisation are entirely irrelevant from the perspective of the provision of state aid, if the objective of the measure is not an objective aimed exclusively at employees of public schools (which, on the basis of the programme conditions, it is not; in addition, this is a condition that is not of significance for the purposes of excluding or providing state aid).’</i></p>
3.4/47 - 54	<p>A new sub-chapter was inserted:</p> <p>3.4 Area of Support 1.4 – Improved Conditions for Primary School</p>
4.1.2/57	<p>One of the specific objectives was modified to read as follows:</p> <ul style="list-style-type: none"> • Innovation and strengthening the quality of the educational programmes at tertiary professional schools in order to increase the employability of tertiary professional school graduates on the labour market.
4.1.3/57	<p>One of the supported activities was modified to read as follows:</p> <ul style="list-style-type: none"> • Innovation of educational programmes in accordance with requirements for a knowledge economy and labour market needs through modularisation, credit system classification, extending the offer of combined and distance learning, tuition in foreign languages, supporting a spirit of entrepreneurship, etc.
4.1.7/59	<p>One of the target groups was modified to read as follows:</p> <ul style="list-style-type: none"> • teaching staff of tertiary professional schools, including professionals from the field who also provide performance at tertiary professional schools
4.2.3/67	<p>One of the supported activities was modified to read as follows:</p> <ul style="list-style-type: none"> • Innovation of study programmes in accordance with the requirements of a knowledge-based economy and the needs of the labour market through modularisation, improving the quality of the combined and distance learning that are offered, modernising teaching methods, tuition in foreign languages, supporting a spirit of entrepreneurship, etc. <p>The following supported activity was moved to the end of the list:</p> <ul style="list-style-type: none"> • Supporting cooperation between universities and primary and secondary schools by providing consultancy services and assisting talented pupils.
4.2.7/68	<p>One of the target groups was modified to read as follows:</p> <ul style="list-style-type: none"> • teaching staff of primary, secondary and tertiary professional schools (in case of providing consultancy services and assisting talented pupils).

Chapter/ Page	Change
4.3.6/78	<p>One of the recipients of support was modified to read as follows:</p> <ul style="list-style-type: none"> Other research and development organisations as defined by Act No 130/2002 Coll., on aid for research and development from public resources and on amendments to certain related laws.
4.3.7/78	<p>The target groups were expanded to include:</p> <ul style="list-style-type: none"> teaching staff at primary and secondary schools (only in relation to the activity ‘Support of systematic work with students and pupils in the area of familiarization with R&D’).
4.4.3/89	<p>One of the supported activities was modified to read as follows:</p> <ul style="list-style-type: none"> Work placements and internships for students, teachers, academic and scientific workers in the private and public sectors for the purpose of establishing cooperation or developing existing cooperation
4.4.3/90	<p>A new supported activity was added as follows:</p> <ul style="list-style-type: none"> Supporting the implementation of full-cost methods as a tool for applicative cooperation
4.4.6/90	<p>The beneficiaries were modified to include:</p> <ul style="list-style-type: none"> public research institutions as defined by Act No 341/2005 Coll., on public research institutions other research and development organisations as defined by Act No 130/2002 Coll., on aid for research and development from public resources and on amendments to certain related laws
4.4.6/90	<p>The following beneficiaries were deleted:</p> <ul style="list-style-type: none"> schools and educational institutions (i.e. legal entities carrying on the activities of schools and educational institutions, registered in the schools register) other organisations operating in the area of education and career consultancy research and development institutions pursuant to Act No 130/2002 Coll., on aid for research and development from public resources and on amendments to certain related laws, as amended other subjects (legal entities) fully satisfying the definition of the Community Framework for state support of research, development and innovation (2006/C 323/01)¹⁰ trade unions and employers' organisations, professional and trade associations employers, if they render performance in accordance with their scope of business, relating to activities that may be considered as subjects of support of EC OP or with development of conditions necessary for such activities

Chapter/ Page	Change
4.4.7/91	<p>The following target groups were deleted:</p> <ul style="list-style-type: none"> • teaching staff of primary and secondary schools (in the case of creation of partnerships of tertiary education institutions or research and development institutions with relevant schools) • people interested in study at tertiary professional schools and universities
5.1.1/98	<p>The following sentence was deleted:</p> <p>The activities will be focused also on the support of knowledge development in an environmental area.</p>
5.1.3/98	<p>The following phrase was deleted in the third point of supported activities:</p> <p>‘environmental knowledge and skills’</p>
6/109 - 117	<p>All of PO4 was merged into new area of support 4.1 – System framework of lifelong learning.</p>
8.2/138	<p>The text was modified to read as follows:</p> <p>Within the cross financing, it will not be possible to purchase vehicles, infrastructure, real estates and lands in the EC OP.</p>
8.3/139, 140	<p>A new option for receiving state aid was added as follows:</p> <p>Furthermore, state aid can be provided according to the approved support regime for the Czech Republic of 7 May 2009 (Ref. No N236/2009) – the ‘Czech Temporary Framework’.</p>
11/146	<p>The link for the Managing Authority’s website was changed:</p> <p>Original link: www.msmt.cz/eu/esf</p> <p>New link: http://www.msmt.cz/</p>
Annex 4 /153-163	<p>A new annex was added (originally issued under methodological letters 1 and 6):</p> <p>Annex 4 – Explanation of certain eligible and ineligible processes and activities within the framework of Priority Axis 1 – Initial Education</p>
	<p>Modifications to indicators and financial plans:</p>