

Annex 4

ACTION PLANS CONCERNING UNFULFILLED EX-ANTE CONDITIONALITIES

Action plans concerning unfulfilled ECs are created and updated by individual EC coordinators on an ongoing basis. This Annex includes Action Plans of thematic EC 2.1 (version as of 31 March 2015), EC 4.1 (version as of 23 March 2015), EC 5.1 (version as of 3 June 2015), EC 9.2 (version as of 5 May 2015), EC 9.3 (version as of 23 January 2015), EC 10.1 (version as of 29 April 2015), EC 10.3 (version as of 15 April 2015), EC 10.4 (version as of 15 April 2015) and general EC 6 (version as of 1 April 2015).

Action plan for ex-ante conditionality 2.1

Introduction

Ex-ante conditionalities are defined in the General Regulation¹ for European structural and investment funds (Article 19). Their introduction follows from a requirement of the European Commission to ensure the achievement of tangible intervention results from the European Structural and investment funds (ESIF) in the programming period 2014–2020. The ex-ante conditionalities aim to ensure in the EU Member States the creation of the necessary framework conditions for the effective use of ESIF support.

Annex XI of the General Regulation contains a list of thematic ex-ante conditionalities for the individual thematic objectives under Article 9 of the draft General Regulation. The concept of pre-conditions is further elaborated in the EC document “Draft Guidance on Ex-Ante Conditionalities for the European Structural and Investment Funds (ESI)” (European Commission, February 2014). This document elaborates in greater detail the question of the applicability or the fulfilment of the ex-ante conditionality criteria. The ex-ante conditionalities should generally be fulfilled by the end of the 2013, or by the approval of the operational programme. If the ex-ante conditionality is not fulfilled, it is necessary to take measures to fulfil the conditionality. The deadline for the fulfilment of the conditionalities is 31 December 2016.

Ex-ante conditionality 2.1

Digital growth: A strategic policy framework for digital growth to stimulate affordable, good quality and interoperable ICT-enabled private and public services and increase uptake by citizens, including vulnerable groups, businesses and public administrations including cross border initiatives.

The criteria of the ex-ante conditionality are detailed in the tables on the fulfilment of ex ante conditionalities.

In accordance with the Action plan for managing and coordination of ex-ante conditionalities in the programming period 2014–2020 (MoRD, version III, 11 October 2013), the MIT was designated as the coordinator responsible for the overall fulfilment of the ex-ante conditionality 2.1.

Current status

The strategic framework is currently made up of strategic documents “**National Policy in Electronic Communications – Digital Czech Republic**” (“Digital Czech Republic”) and “**Digital Czech Republic 2.0 – The road to the digital economy**” (Digital Czech Republic 2); the requirements of the ex-ante conditionality are also fulfilled through the **SME Support**

¹ Regulation (EU) No 1303/2013 of the European Parliament and of the Council of 17 December 2013 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 and repealing Council Regulation (EC) No 1083/2006

Strategy 2014–2020. These strategic documents form the framework for interventions particularly within the Operational Programme Enterprise and Innovation for Competitiveness (OP EIC).

The following strategic documents should also contribute to completing the strategic framework:

- National research and innovation strategy for smart specialization of the Czech Republic (National RIS3 Strategy), which was approved by the Government on 8 December 2014 (Government Resolution no. 1028/2014) and implementation management was entrusted to Deputy Prime Minister for Science, Research and Innovation. On 27 August 2014, the Government of the Czech Republic (the “Government”) approved Resolution no. 680 “**Strategic Framework for the development of public administration in the Czech Republic 2014–2020**”, which is crucial for interventions within the Integrated Regional Operational Programme (IROP) in public administration.
- Also, work is in progress on the preparation of the “Digital Literacy Strategy of the Czech Republic 2015–2020” (MoLSA, MEYS), which effectively fulfils the measures in chapter 5.6. Digital literacy, eSkills in an overarching strategy Digital Czech Republic 2.0. Deadline determined in the Government Resolution is June 2015. “Digital Literacy Strategy of the Czech Republic 2015–2020” builds on the **Digital Education Strategy 2020** (coordinated by the MEYS), which was approved by the Government on 12 November 2014 (Government Resolution no. 927/2014).

Ex-ante conditionality	Area	Co-coordinator
2.1	Strategic framework for digital growth:	
	- “Digital Literacy Strategy of the Czech Republic 2015–2020”	MoLSA (coordinator), MEYS (co-coordinator)
	- The strategic framework for the development of public administration of the Czech Republic 2014 – 2020	MC
	- National Research and Innovation Strategy for Smart Specialization of the Czech Republic (National RIS3 Strategy)	MEYS

EC comments on the implementation of EC 2.1 (from meeting of 19 March 2014 on ex-ante conditionalities in the Partnership Agreement)

EAC 2.1 Digital growth- *The strategic policy framework for digital growth as required by this EAC was submitted to the EC. However it contains no information on SWOT or similar*

analysis, no description of corresponding methodology, no information on the allocation of budget, on analysis of supply and demand and, on monitoring and indicators to measure progress of interventions in areas such as digital literacy, e-inclusion, e-accessibility, and of e-health.

- The EC noted that this EC is considered **partially fulfilled**.
- Based on the comments **made by the Commission, the MIT (for the needs of the Partnership Agreement) added comments on the individual criteria conditions for the area of Digital Czech Republic documents, so that the statement is more directed more at the requirements of criteria** (sent by the MoRD on 24 March 2014); however, the Digital Czech Republic cannot cover all parts of the criteria, which should also be fulfilled by other strategic documents (see above).

Other steps and measures to fulfil the conditionality

To address the comments and proposal for further course of action in fulfilling the ex-ante conditionality, the MIT initiated a joint meeting of the representatives of ministries, whose scope of competence covers other strategic documents under this conditionality; the meeting was held on 16 April 2014 at MIT. This meeting led to a more detailed elaboration of the fulfilment of ex-ante conditionality and the measures to meet it, incl. a more detailed schedule (EC requirement to modify the Action Plan of the conditionality under the EC templates for operational programmes and assessment grid according to EC Guidance on Ex-ante Conditionalities).

The strategic framework for the development of public administration of the Czech Republic 2014–2020

Coordinator: Ministry of the Interior

The original plan of the Ministry of the Interior consisted in the adoption of two strategic documents for the period 2014+, which will separately cover the areas of public administration and its computerization. These documents were the *Strategic framework for the development of public administration of the Czech Republic 2014+*, which included one of the areas of development of public administration, and the *Strategic framework for the development of eGovernment 2014+*, which dealt with the question of the development of eGovernment, i.e. computerization of public administration. In May 2014, the Ministry of Interior decided to merge the two documents into one, but preserving their essential elements. The Strategic framework for the development of public administration of the Czech Republic 2014–2020 (the “Strategic framework for the development of PA”) includes both of these areas.

On 27 August 2014, the Czech Government adopted the Strategic Framework for the Development of VS in its Resolution no. 680. This document includes four strategic objectives, namely:

1. Modernization of public administration,
2. Reviewing and optimizing the performance of public administration in the territory,

3. Increasing accessibility and transparency of public administration through e-Government tools,
4. Professionalization and development of human resources in public administration.

Each of the strategic objectives of the document outlines a general description of measures and activities to meet the objective. In connection with the agreed Strategic framework for the development of PA, the Ministry of Interior developed detailed implementation plans that specify individual measures and activities. The implementation plans were developed for each strategic objective (i.e. A total of four were created), with a subsequent two-year evaluation period. These implementation plans were approved by Government Resolution no. 21 of 14 January 2015.

Links to the Strategic Framework for the Strategic Framework for the Development of PA:

- <http://www.mvcr.cz/odk2/clanek/odbor-verejne-spravy-dozoru-a-kontroly.aspx?q=Y2hudW09OQ%3d%3d>
(including documents relating to the Government Council for Public Administration)
- <http://databaze-strategie.cz/cz/mv/strategie/strategicky-ramec-rozvoje-verejne-spravy-ceske-republiky-pro-obdobi-2014-2020>

Link to the Implementation Plan to the Strategic Objective 3:

- <http://www.mvcr.cz/odk2/clanek/odbor-verejne-spravy-dozoru-a-kontroly.aspx?q=Y2hudW09OQ%3d%3d>

National Research and Innovation Strategy for Smart Specialization of the Czech Republic (National RIS3 Strategy)

Approved on 8 December 2014 (Government Resolution no. 1028/2014); implementation and management was entrusted to the Deputy Prime Minister for Science, Research and Innovation.

http://www.msmt.cz/uploads/OP_VVV/Narodni_RIS3_strategie_schvalena_vladou_8.12.2014.pdf

One of the five key change areas (pp. 130–135):

E Information and communications technologies – digital agenda

Strategic objectives in the key change area B:

E.1: Development of eGovernment

E.2: Developing eBusiness and ICT in business

E.3: Infrastructure development in ICT

Indicators for strategic objectives / key change areas:

- 100% of public administration bodies at MEP and higher level (regions, ministries, tax offices, cadastral offices, etc.) to offer 20 most frequently used services to citizens and the 20 most frequently used services to businesses in a fully electronic form by 2020.
- more than 70% of the population to prove intermediate computer skills by 2020
- more than 70% of household in peripheral areas to be covered by high-quality Internet connection
- More than 70% of the population uses eGovernment services to communicate with the public administration at least once a year.

“Digital Literacy Strategy of the Czech Republic 2015–2020” (formerly referred to as the “Strategy to increase digital literacy and the development of e-skills of citizens”)

Coordinator: MoLSA, co-coordinated by the MEYS

The strategy focuses on **further education**.

It builds on the Digital Education Strategy 2020 (under the coordination of the MEYS) approved by the Czech Government on 12 January 2014 (Government Resolution no. 927/2014), which describes the situation and strategy in initial education.

The Digital Education Strategy aims at seven main areas targeted at initial education:

1. Ensure non-discriminatory access to digital learning resources.
2. Ensure conditions for the development of digital competencies and IT thinking of pupils.
3. Ensure conditions for the development of digital competencies and IT thinking of teachers.
4. Ensure the development and renewal of educational infrastructure.
5. Promote innovative practices, monitoring, evaluation and dissemination of their results.
6. Ensure system supporting the development of schools in the integration of digital technologies into teaching and school life.
7. Increase understanding of the objectives and processes of the integration of technology into education.

In further education, Digital Literacy Strategy of the Czech Republic 2015–2020 proposes the following strategic objectives of education (working version as of 1 June 2015):

- Increase the level of digital literacy of unemployed persons to the level necessary for the effective use of digital technologies and the level employable on the labour market.
- Ensure the development of digital literacy to increase competitiveness of small and medium-sized enterprises and self-employed persons and the adaptability of the workforce.

- Ensure the development of digital literacy of public administration workers to contribute to the streamlining of the public administration, facilitate the development of eGovernment and improve the accessibility of published information.
- Support for the development of digital literacy as a tool for combating poverty and social exclusion.
- Support for digital opportunities and elimination of risks in the school, family and leisure time.
- Achieve a more systematic approach to further education in the field of digital literacy, while making use of innovation and new forms of education.

Indicative schedule:

January 2015: expert consultation on the first draft of the document (round tables)

As of 1 June 2015, the first version was ready for consultation at round tables with experts.

The round tables were held on 12 January 2015 (topic: digital literacy and labour market) and 20 January 2015 (topic: digital literacy, family and social exclusion).

The comments from the public comment procedure will be discussed and incorporated by the end of January 2015.

February 2015: by the end of February, version 2 of the Strategy was finalized, which will subsequently be submitted to the inter-ministerial comment procedure.

30 June 2015 – the latest deadline for the Strategy's approval by the Czech Government.

Update as of 31 March 2015

Action plan to fulfil ex-ante conditionality 4.1

Introduction

Ex-ante conditionalities are defined in the Common Provisions Regulation² concerning the European Structural and Investment Funds (Article 19). Their introduction follows from a requirement of the European Commission to adopt measures to ensure tangible intervention results from the European structural and investment funds (ESIF) in the programming period 2014–2020. The purpose of the ex-ante conditionalities is to ensure that EU Member States put in place the framework conditions necessary for the effective use of ESIF support.

Annex XI of the CPR provides an overview of thematic ex-ante conditionalities for all thematic objectives set out in Article 9 of this Regulation. The proposal of preliminary conditions is elaborated in more detail in a Commission document entitled “Ex-ante conditionalities for European structural and investment funds (ESIF)” (European Commission, February 2014). This document, also further discusses the issue of the applicability of and compliance with the ex-ante conditionality criteria. The ex-ante conditionalities should generally be fulfilled by the end of the 2013, or by the approval of the operational programme. If an ex-ante conditionality is not fulfilled, measures should be taken to fulfil it. The deadline for the fulfilment of the ex-ante conditionalities is 31 December 2016.

Ex-ante conditionality 4.1

4.1. Actions have been carried out to promote cost-effective improvements of energy end use efficiency and cost-effective investment in energy efficiency when constructing or renovating buildings.

The actions are:

1. measures to ensure minimum requirements are in place related to the energy performance of buildings consistent with Article 3, Article 4 and Article 5 of Directive 2010/31/EU of the European Parliament and of the Council;

The Commission services want to draw attention to the fact that Article 4(2) of the Directive on the energy performance of buildings (recast) establishes a restrictive list of the categories of buildings that Member States may decide to exempt from determining or applying certain requirements.

Act no. 318/2012 Sb., Section 7(5)(d) exempts from those requirements buildings for family recreation, whereas the Directive stipulates that it is possible to exempt residential buildings which are used or intended to be used for either less than four months of the year, or,

² Regulation No 1303/2013 of the European Parliament and of the Council of 17 December 2013 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 and repealing Council Regulation (EC) No 1083/2006.

alternatively, for a limited part of the year, and whose estimated energy consumption is less than 25% of the consumption that would be the result of all-year use.

The Commission believes that by exempting all “buildings for family recreation” without providing a specific definition of these buildings (which should be in accordance with Article 4(2) of the Directive on the Energy Performance of Buildings), Act no. 318/2012 Sb. allows for the exclusion of buildings beyond the restrictive list set out in Directive 2010/31/EU (recast). This means that it is incorrectly transposed into national law.

Criteria fulfilled: No

The reasons for non-fulfilment and comments:

The Czech Republic introduced the minimum energy performance requirements for buildings in accordance with Article 3, Article 4 and Article 5 of Directive 2010/31/EU to Act no. 406/2000 Sb., on energy management (Section 7, "Reducing energy consumption in buildings"). Specific technical requirements are specified in Decree no. 78/2013 Sb., on energy performance of buildings.

The Czech Republic decided to comply with the European Commission comments and adopt the following amendments. Section 7(5) of Act no. 406/2000 Sb. will be amended. Regarding the national legislative process, the above amendment to Act no. 406/2000 Sb., on energy management is to come into effect on 1 July 2015.

- The Member State or its regions have adopted the method for calculating the energy performance of buildings (the deadline laid down by the Directive was 9 January 2013).

Criteria fulfilled: Yes

The reasons for non-fulfilment and comments:

The Czech Republic has adopted the method for calculating the energy performance of buildings (the deadline laid down by the Directive was 9 January 2013). The Czech Republic introduced the minimum energy performance requirements for buildings in accordance with Article 3, Article 4 and Article 5 of Directive 2010/31/EU to Act no. 406/2000 Sb., on energy management (Section 7, "Reducing energy consumption in buildings"). Specific technical requirements are specified in Decree no. 78/2013 Sb., on energy performance of buildings.

- The method is in accordance with Annex I, in particular:
 - The energy performance of a building shall be determined on the basis of the calculated or measured energy needed to meet the requirement of energy consumed under typical use of the building, which includes, *inter alia*, energy for heating, cooling, ventilation, hot water and lighting.

Criteria fulfilled: Yes

The reasons for non-fulfilment and comments:

The Czech Republic has adopted the method for calculating the energy performance of buildings (the deadline laid down by the Directive was 9 January 2013). The Czech Republic introduced the minimum energy performance requirements for buildings in accordance with Article 3, Article 4 and Article 5 of Directive 2010/31/EU to Act no. 406/2000 Sb., on energy management (Section 7, "Reducing energy consumption in buildings"). Specific technical requirements are specified in Decree no. 78/2013 Sb., on energy performance of buildings. Section 3 of this Decree establishes building energy performance indicators, Section 4 provides for the calculation of energy supplied and Section 5 provides for the calculation of primary energy. Annex 1 to this Decree establishes specific technical data.

- The method of calculation takes into account the energy consumption for heating, cooling, ventilation and hot water for households, and lighting for non-residential buildings.

Criteria fulfilled: Yes

The reasons for non-fulfilment and comments:

The Czech Republic has adopted the method for calculating the energy performance of buildings (the deadline laid down by the Directive was 9 January 2013). The Czech Republic introduced the minimum energy performance requirements for buildings in accordance with Article 3, Article 4 and Article 5 of Directive 2010/31/EU to Act no. 406/2000 Sb., on energy management (Section 7, "Reducing energy consumption in buildings"). Specific technical requirements are specified in Decree no. 78/2013 Sb., on energy performance of buildings. Section 3 of this Decree establishes building energy performance indicators, Section 4 provides for the calculation of energy supplied and Section 5 provides for the calculation of primary energy. Annex 1 to this Decree establishes specific technical data.

- Energy performance of buildings is expressed in a transparent manner and shall include an energy performance indicator and a numeric indicator of primary energy.

Criteria fulfilled: Yes

The reasons for non-fulfilment and comments:

The Czech Republic has adopted the method for calculating the energy performance of buildings (the deadline laid down by the Directive was 9 January 2013). The Czech Republic introduced the minimum energy performance requirements for buildings in accordance with Article 3, Article 4 and Article 5 of Directive 2010/31/EU to Act no. 406/2000 Sb., on energy management (Section 7, "Reducing energy consumption in buildings"). Specific technical requirements are specified in Decree no. 78/2013 Sb., on energy performance of buildings. Section 3 of this Decree establishes building energy performance indicators, Section 4

provides for the calculation of energy supplied and Section 5 provides for the calculation of primary energy. Annex 1 to this Decree establishes specific technical data.

- The method takes into account the following factors, which affect the energy performance:
- Characteristics of buildings and energy technology: heating, hot water supply, air conditioning, ventilation, lighting, solar system and protection, internal climatic conditions etc. (see point 3 of Annex 1).

Criteria fulfilled: Yes

The reasons for non-fulfilment and comments:

The method complies with Annex I. The Czech Republic introduced the minimum energy performance requirements for buildings in accordance with Article 3, Article 4 and Article 5 of Directive 2010/31/EU to Act no. 406/2000 Sb., on energy management (Section 7, "Reducing energy consumption in buildings"). Specific technical requirements are specified in Decree no. 78/2013 Sb., on energy performance of buildings. Section 3 of this Decree establishes building energy performance indicators, Section 4 provides for the calculation of energy supplied and Section 5 provides for the calculation of primary energy. Annex 1 to this Decree establishes specific technical data.

- Factors that may positively affect energy performance: local solar exposure conditions, active solar systems and other heating and electricity systems based on energy from renewable sources; electricity produced by CHP co-generation; daylighting (point 4 of Annex 1).

Criteria fulfilled: Yes

The reasons for non-fulfilment and comments:

The method complies with Annex I. The Czech Republic introduced the minimum energy performance requirements for buildings in accordance with Article 3, Article 4 and Article 5 of Directive 2010/31/EU to Act no. 406/2000 Sb., on energy management (Section 7, "Reducing energy consumption in buildings"). Specific technical requirements are specified in Decree no. 78/2013 Sb., on energy performance of buildings. Section 3 of this Decree establishes building energy performance indicators, Section 4 provides for the calculation of energy supplied and Section 5 provides for the calculation of primary energy. Annex 1 to this Decree establishes specific technical data.

- Measures have been taken to ensure that the minimum requirements for the energy performance of new buildings (or building units) that are subject to major renovation, and building elements that are part of the building envelope and that have a significant impact on the energy performance of the building, in order to achieve cost-

optimal levels (deadline for adoption of these measures in the buildings used by public bodies set by the Directive is 9 January 2013 and 9 July 2013 for other buildings):

- Cost-optimal levels of energy performance requirements were calculated according to the comparative methodology framework determined by the Commission for the different categories of buildings (Annex I to Commission Delegated Regulation no. 244/2012). In this case, the deadline was set at 21 March 2013.

Criteria fulfilled: Yes

The reasons for non-fulfilment and comments:

Cost-optimal levels of minimum energy performance requirements were calculated according to the comparative methodology framework determined by the Commission for the different categories of buildings. The Czech Republic introduced the minimum energy performance requirements for buildings in accordance with Article 3, Article 4 and Article 5 of Directive 2010/31/EU to Act no. 406/2000 Sb., on energy management (Section 7, "Reducing energy consumption in buildings"). Specific technical requirements are specified in Decree no. 78/2013 Sb., on energy performance of buildings. Paragraph 6 of this Decree lays down energy performance requirements set at cost-optimal levels. Annex 2 and 3 to this Decree establishes specific technical data.

II. Measures necessary to establish a system of certification of the energy performance of buildings consistent with Article 11 of Directive 2010/31/EU;

Criterion 2 (Article 11) has not been fulfilled. Decree no. 78/2013 Sb., Section 8(2) stipulates that economic suitability is demonstrated by achieving simple payback period shorter than the useful life of the recommended measure. That is not entirely in accordance with Article 11(3) of the Directive, which requires the certificate specifies the extent of payback period or costs and revenues over the economic life of the building, and therefore the transposition is incorrect.

Criteria fulfilled: Yes

The reasons for non-fulfilment and comments:

The Czech Republic believes that the above requirement is not in accordance with the requirement of the Directive 2010/31/EU of the European Parliament and of the Council on energy performance of buildings (recast), whose Article 11(3) only imposes an obligation that the recommendations included in the energy performance certificate must be technically feasible for a given building. The article does not impose any additional obligation. It further notes that the recommendations contained in the certificate **may** but **do not have to** provide an estimate of the extent of payback period or cost and revenues over its economic life.

- The energy performance certificate exists to allow the owners or tenants of the building or building unit to compare and assess its energy performance (citing the national/regional regulatory framework).
- o The certificates must include the following: energy performance of a building, reference values such as minimum energy performance requirements and recommendations for improving the energy performance of a building or building unit, which is optimal or efficient in relation to the costs incurred. It will also provide information about where the owner or tenant can receive more detailed information.

Criteria fulfilled: No

The reasons for non-fulfilment and comments:

The Czech Republic has transposed the requirements for energy performance certificates in accordance with Article 11 of Directive 2010/31/EU by means of an amendment to Act No. 406/2000 Sb., on energy management. The relevant requirement is contained in Section 7 "energy performance certificate". Specific requirements are specified in Decree no. 78/2013 Sb., on energy performance of buildings. Section 9 specifies the model and content of the certificate. Annex 4 to this Decree establishes specific technical data. However, in relation to the infringement procedure CZ 2012/0335, the European Commission objects that the legislation of the Czech Republic which includes the transposition does not clearly state that the measures provided in the energy performance certificate should also include measures taken in relation to the individual building elements independent of a major renovation (Article 11(2)(b) of the Directive – recommended measures for individual building elements). Another objection from the European Commission is that although in accordance with Article 11(4), the Czech Republic introduced a tool for more detailed information, particularly in the form of information services EKIS, Czech legislation contains no reference to these services. The above objections of the Commission will be reflected in the Decree no. 78/2013 Sb. Of the Ministry of Trade and Industry, on energy performance of buildings. Regarding the national legislative process, the above amendment to Decree no. 78/2013 Sb. is to come into effect on 1 July 2015.

III. Measures to ensure strategic planning on energy efficiency, consistent with Article 3 of Directive 2012/12/EU.

- A Member State shall determine a national indicative target for energy efficiency (the Directive set the deadline of 30 April 2013 in accordance with Article 3 of Directive 2012/27/EU).

Criteria fulfilled: No

The reasons for non-fulfilment and comments:

Untimely transposition of the Directive. The transposition deadline was 5 June 2014. The directive is transposed by the amendment to Act no. 406/2000 Sb., on energy management, and the amendment to Act no. 458/2000 Sb., on business conditions and the performance of public administration in energy sectors and amending certain acts (the Energy Act). Anticipated effective date of amendments to the acts are 1 July 2015 (Act no. 406/2000 Sb.), and 1 July 2015 (Act no. 458/2000 Sb.)

IV. Measures in accordance with Article 13 of Directive 2006/32/EC, which will provide final customers with individual meters (the Directive established the deadline of 17 May 2008):

- Member States have introduced a regulatory framework that will ensure that for new buildings or buildings undergoing major renovation, or if it is technically possible, final customers supplied with electricity, natural gas, district heating or cooling and domestic hot water are always equipped, if the costs are proportionate to the potential energy savings, with individual meters that accurately reflect actual energy consumption and actual time of use.

Criteria fulfilled: No

The reasons for non-fulfilment and comments:

Supplies of electricity, natural gas, energy for heating and cooling, including the supply of hot water to end customers in the Czech Republic have been measured for a long time and the measurements currently provide sufficient information about the actual consumption over a specific period. Obligations related to metering and billing are transposed into national law by Act no. 458/2000 Sb., the Energy Act, specifically Sections 49, 71 and 78, Act no. 406/2000 Sb., on energy management, specifically by Section 7, and Decree no. 108/2011 Sb., no. 82/2011 Sb., no. 372/2001 Sb. and no. 541/2005 Sb. These provisions require distributors to gratuitously install measuring equipment, i.e. equip end users with meters. Concerning supplies of heat and hot water from a central source, use is made of meters for billing consumption at transfer stations. Transfer stations should be established for each customer individually, where possible, particularly in larger renovation projects. The consumption measured in this manner is further transparently billed using various kinds of meters for heating and hot water. In the case of establishing a new connection in a new building or a building which has undergone a major renovation under Directive 2002/91/EC, the corresponding obligation for gas and electricity is clearly set out in the Energy Act; the obligation for heating applies wherever the actual consumption can be measured. However, the Commission criticizes the Czech Republic that the Czech legal regulations fail to establish a sufficiently clear obligation to ensure (under Article 13(1) of the Directive) that all end customers are provided with individual electric meters. The Commission requires that the right of end customers to have an individual meter be explicitly provided. The Czech Republic will amend the text of Section 2(2)(a)(17) of the Energy Act so that the definition of the customer is entirely consistent with the definition in Article 3(n) of the Directive.

Furthermore, amendments will be made to Section 49(7) of the Energy Act so as to expressly stipulate the right of customers to an individual meter. Regarding the national legislative process, the above amendment to the Energy Act is to come into force on 1 July 2015. Regarding the compulsory introduction of metering equipment in the case of new connections in new buildings or major renovations of buildings, the Czech Republic reiterates that the obligation of distributors to introduce individual meters is not limited to existing, new or renovated buildings. This obligation has a really wide range, in fact resulting in every customer being equipped with a measuring equipment. The Czech Republic therefore believes that concerning the clarity of the proposed amendments, the above issue will be resolved.

Furthermore, the Commission criticizes the Czech Republic for the fact that Czech legislation does not sufficiently fulfil the obligation to ensure (under Article 13(1) of the Directive) that all end customers are provided with individual meters of heat and hot water. As noted above in the objection relating to electricity, the Czech Republic has decided to comply with the European Commission requirement and adopt the following amendments. Section 7(4) of Act no. 406/2000 Sb., on energy management, will be amended. The amendment to the Energy Management Act has come into force on 1 July 2015. Regarding the introduction of individual meters in the case of new connections in new buildings or major renovations of buildings in accordance with the explanations referred to in the paragraph above, we can point out that the relevant objection does not apply to Section 7(4) of the Energy Management Act, since the provision of the obligation does not differentiate between the already constructed buildings and new buildings and does not constitute an obligation to establish a meter in the case of all renovations.

- This regulatory framework should ensure that billing performed by energy distributors, distribution system operators and retail energy sales companies, where appropriate, is based on actual energy consumption, presented in clear and understandable terms, and performed frequently to enable customers to regulate their power consumption.

Criteria fulfilled: No

The reasons for non-fulfilment and comments:

The end customers' consumption of electricity, gas and heat is measured and payments are generally made in the form of monthly advance payments and quarterly or annual billing. The statement contains detailed economic data, information about which items are included in the payment, a chart showing a comparison with the consumption for the previous period. Customers can choose the form of payment. However, the Commission argues that the billing information provided is not sufficient. However, the Commission itself states that it is merely a consequence of poorly regulated right of end customers to electricity meter and metering devices for heat and hot water. Therefore, the Czech Republic relies on the fact that the legislative amendments referred to in the paragraph above will clearly deal with this

issue. Regarding the national legislative process, the above amendment to the Energy Act is to come into force on 1 July 2015.

- A Member State can demonstrate that in their bills, contracts, transactions, and receipts at distribution places, the end customers are provided, where appropriate, with the following: current actual prices and actual consumption of energy; comparison of current energy consumption with consumption for the same period in the previous year; contact information of consumers' organizations, energy agencies or similar bodies (including website addresses), where information on measures to increase energy efficiency is available, etc.

Criteria fulfilled: Yes

The reasons for non-fulfilment and comments:

Billing of electricity, gas and heating or cooling energy is governed by Decree no. 210/2011 Sb., concerning the scope, requirements and dates of the billing of electricity, gas or thermal energy and related services. Billing of electricity and gas is provided to customers at least annually or at more frequent intervals and advance payments are paid every month. Heat suppliers shall gratuitously provide customers with billing for heat supply at least once each calendar year, not later than on 31 December, which is the last day of the accounting period. Heat suppliers shall provide customers with billing for each calendar year by 28 February of the following calendar year, unless otherwise agreed with the customer. End customers can get all the information needed in energy consulting and information centres in each region, or have their questions answered through an Internet consulting centre at <http://www.mpo-efekt.cz/cz/ekis/i-ekis>.

Provisional schedule for the legislative process:

Act No. 406/2000 Sb., on energy management.

I. The Government approved the draft act and passed it to the Chamber of Deputies on 9 September 2014.

II. On 11 February, at the 25th meeting of the Chamber of Deputies, the draft act was subject to 3rd reading. The draft act was approved.

III. On 24 February 2015, the Chamber of Deputies passed the draft act to the Senate. On 19 March 2015, the draft act was discussed at the 7th meeting of the Senate. The Senate returned the draft act to the Chamber of Deputies with amendments.

IV. Expected entry into effect: 1 July 2015

Act no. 458/2000 Sb., on business conditions and the performance of public administration in energy sectors and amending certain acts (the Energy Act)

I. The government approved the draft act on 20 October 2014.

II. The Government submitted the draft act to the Chamber of Deputies on 24 October 2014.

III. On 11 December 2014, it passed the first reading.

IV. On 11 March 2015, it passed the second reading.

V. Expected entry into effect: 1 July 2015

Ministry of Industry and Trade

Update as of 23/03/2015

Action plan for thematic ex-ante conditionality under coordination by the Ministry of the Environment

„Risk prevention and management: The existence of national or regional risk assessment for disaster management with regard to climate change adaptation”.

Version as of 6 March 2015

1. Introduction

The Action Plan covers ex-ante conditionality 5.1 (and EAFRD: **4.4) Risk prevention and management: The existence of national or regional risk assessments for disaster management with regard to climate change adaptation**, which belongs to the Thematic Objective 5 **Promoting climate change adaptation, risk prevention and management**.

EX ANTE CONDITIONALITY

5.1 Risk prevention and risk management: **The existence of national or regional risk assessments for disaster management taking into account climate change adaptation**

Criteria for fulfilment

A national or regional risk assessment with the following elements shall be in place:

- A description of the process, methodology, methods and non-sensitive data used for risk assessment as well as of the risk-based criteria for the prioritisation of investment;
- A description of single-risk and multi-risk scenarios;
- Taking into account, where appropriate, national climate change adaptation strategies.

2. Commission Guidances

The European Commission issues guidances on ex-ante conditionalities for each fund.

The Commission guidance document for the ERDF, ESF and CF is entitled „**Guidance on ex-ante conditionalities for the European Structural and Investment Funds**“(part I. and part II, incl. „evaluating tables”). The guidance is another means to clarify the interpretation and manner of fulfilling the ex-ante conditionalities. The document specifies in more detail the assessment of ex-ante conditionalities by the European Commission.

GUIDANCE ON EX ANTE CONDITIONALITIES, PART II, 13 February 2014 (selection of relevant parts)

Definitions (based on ISO 31010, risk management, risk assessment techniques)

Risk assessment means the overall cross-sectorial process of risk identification, risk analysis, and risk evaluation undertaken at national or appropriate sub-national level.

Risk scenarios are a plausible description of how the future may develop. Scenario building is mainly based on experiences from the past, but also events and impacts which have so far not occurred should be considered. Scenarios should be based on a coherent and internally consistent set of assumptions about key relationships and driving forces.

Rationale for the ex-ante conditionality

The lack of relevant risk prevention and management strategies/plans at national/regional level could undermine the effectiveness of the Funds' intervention. **Without a consistent climate forecasting method and approach and plan to act on climate change impacts, adaptation measures can be inefficient and even counterproductive** (maladaptation, e.g. increased use of irrigation against drought).

5. Fulfilment and non-fulfilment of criteria (Assessment grid)

Comment to single-risk and multi-risk scenarios:

In order to prepare their self-assessment, **MSs are encouraged to look at the Commission Staff Working Paper on “Risk assessment and Mapping Guidelines for Disaster Management”** (21 December 2010, see the link in Annex).

Extract of relevant documents

Council conclusions on Further Developing Risk Assessment for Disaster Management within the European Union (11-12 April 2011):

2. Recalling that before the end of 2011, the Member States are invited to further **develop national approaches to, and procedures for, risk management, including risk analyses, covering the potential major natural and man-made disasters, taking into account the future impact of climate change**, and recalling that before the end of 2012 the Commission, using the available national risk analysis and taking into account the future impact of climate change and the need for climate adaptation, is to prepare a cross-sectoral overview of the major natural and man-made risks that the EU may face in the future and on this basis identify risks or types of risks that would be shared by Member States or regions in different Member States;

3. EC templates for ex-ante conditionalities

Ex-ante conditionality	Priority axis or axes to which the conditionality applies	Ex-ante conditionality fulfilled: (Yes/No)	Criteria	Criteria fulfilled (Yes/No)	References (for fulfilled criteria) ³	Explanation
<p>TO 5: Promoting climate change adaptation, risk prevention and management</p> <p>EC 5.1 (and the EAFRD: 4.4) Risk prevention and management: The existence of national or regional risk assessments for disaster management, taking into account</p>	<p>* OP ENV 2014–2020⁴ Priority axis 1: Improvement of Water Management Infrastructure and Reduction of Flood Risks Priority axis 4: Protection and care of natural environment and landscape; * RDP * IROP Priority axis</p>	Partially	A national or regional risk assessment is in place with the following elements:	(partially)	<p>- Flood risk management plans</p> <p>http://www.mzp.cz/cz/mapy_povodnoveho_n_ebezpeci_rizik_odkaz</p> <p>- River basin management plans</p> <p>- Plans “A” - International river basin plans:</p> <p>Danube http://www.icpdr.org/participate/danube_river_basin_management_plan Elbe http://www.ikse-mkol.org/index.php?id=513&L=1 Odra http://www.mkoo.pl/show.php?fid=2808&lang=CZ</p> <p>- Plans “B” - Plans for the national sections of the international river basins: http://www.mzp.cz/cz/plany_narod_nich_casti_mezinarodnich_povodi - Plans “C” – River basin area plans:</p>	<p>The fulfilment of certain criteria within this particular area is based on valid national legislation, including: the duty to prepare flood risk management plans⁵, the duty to perform water planning⁶, and the duty assigned to the ministries and other administrative authorities to assess the possible sources of risk, to analyse the threats, and to remove deficiencies within the framework of prevention⁷.</p> <p>At present, several national policy or planning documents that deal with existing risks either already exist, or are in the process of being created or updated as follows:</p> <p>- Plans for managing flood risks (under preparation, <u>they are based on maps of flood hazards and risks</u>, following the SEA process they will be approved by the Government by December 2015);</p> <p>- River basin plans: The current river basin plans were approved in 2009. The fulfilment of the planning period according to the EU Water</p>

³ Links to strategies, legislative acts and other relevant documents containing references to the relevant sections or paragraphs of articles, together with an indication of a hyperlink or another means of access to the full text).

⁴ Marginally, the condition also applies to Priority Axis 2: Improving air quality in human settlements; Priority Axis 3: Wastes and material flows, environmental burdens and risks; and Priority Axis 5: Energy savings (the side benefits of the implemented measures may include adaptation to climate change)

⁵ Act No. 254/2001 Sb., on water and amendments to other acts (the Water Act), as amended.

⁶ Act No. 254/2001 Sb., on water and amendments to other acts (the Water Act), as amended.

⁷ Act No. 240/2000 Sb., on crisis management and amendments to certain other legislation (the Crisis Act), as amended.

climate change adaptation	1: Competitive, accessible and safe regions				<p>http://www.mzp.cz/cz/plany_oblasti_povodi</p> <p>- Population protection strategy: http://www.hzscr.cz/clanek/ochrana-obyvatelstva-v-ceske-republice.aspx http://database-strategie.cz/cz/mv/strategie/koncepce-ochrany-obyvatelstva-do-roku-2020-s-vyhledem-do-roku-2030</p> <p>- National environmental policy: http://www.mzp.cz/C1257458002F0DC7/cz/n ews_130108_Statni_politika_zivotniho_prostr edi</p> <p>- Regional Development Policy of the Czech Republic: http://www.mmr.cz/cs/Stavebni-rad-a-bytova-politika/Uzemni-planovani-a-stavebni-rad/Koncepce-Strategie/Politika-uzemniho-rozvoje-Ceske-republiky http://database-strategie.cz/cz/mmr/strategie/politika-uzemniho-rozvoje-cr-2008</p>	<p>Framework Directive (2000/60/EC) was reported to the European Commission; at present, the new river basin plans for the 2016-2021 are being prepared. Once the SEA process is complete, they will be approved by the Government by December 2015. For more information, refer to ex-ante conditionality 6.1.</p> <p>- <u>Strategy for the protection of the population 2020, with an outlook to 2030</u> (approved by the Government in October 2013);</p> <p>- <u>Strategy for the environmental security 2012–2015 with an outlook to 2020</u> (approved by the National Security Council in June 2012), <u>Strategy for the environmental security 2015–2020 with an outlook to 2030</u> (under preparation, approval expected by December 2015);</p> <p><u>State Environmental Policy of the Czech Republic 2012–2020</u> (adopted by the Czech Government in January 2013) – risk prevention and adaptation to climate change are among the priority areas of this strategic document.</p> <p>- <u>Land-use Development Policy of the Czech Republic 2008</u> (approved by the Government in July 2009, now updated and a draft update to be submitted to the Government by November 2014) – takes into account any measures, also with regard to climate change.</p> <p>A prerequisite for the more accurate assessment of the risks regarding climate change and their prevention is the approval of the <u>Climate Change Adaptation Strategy in the Czech Republic</u> (the Adaptation Strategy) and the realisation of the measures required to</p>
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					<p>implement the above-mentioned strategies and plans. The draft of this strategy was created within the framework of broad inter-ministerial cooperation. The draft adaptation strategy summarizes the anticipated impacts of climate change, defines the suitable adaptation measures, identifies the barriers to their implementation, defines a targeted research and analytical needs, etc. for the individual priority areas of the economy and the environment (sectors). It also includes a chapter dedicated to the field of crisis management. The draft adaptation strategy is ready to be submitted into the process of assessing the impact of the concepts on the environment (SEA) and the inter-ministerial comment procedure (ICP) according to the applicable Czech legal regulations. After the SEA opinion is delivered, the Adaptation Strategy will be submitted to the Government for approval.</p>
			<p>– a description of the process, methodology, methods, and non-sensitive data used for risk assessment as well as of the risk-based criteria for the prioritisation of</p>	<p>(partially)</p> <p><u>Integrated Warning Service System:</u> http://portal.chmi.cz/files/portal/docs/meteo/om/sivs/sivs.html</p> <p><u>Flood Forecasting and Reporting Service:</u> http://hydro.chmi.cz/hpps/</p> <p><u>METEOALARM:</u> http://www.meteoalarm.eu/</p> <p>http://www.hzscr.cz/clanek/vzdelavani-v-oblasti-krizoveho-rizeni.aspx http://www.hzscr.cz/clanek/dokumenty-ke-stazeni.aspx http://krizport.firebrno.cz/dokumenty/sezna-m-prehled-metodik-pro-analyzu-rizik http://krizport.firebrno.cz/dokumenty/zasady-pro-pripravu-a-provedeni-cviceni-organu-krizoveho</p>	<p>The Czech Hydrometeorological Institute operates a warning forecasting service for extreme weather phenomena (precipitation, temperature, wind), flood and drought in the form of the <u>Integrated Warning Service System</u> (IWSS) and the <u>Flood Forecasting and Reporting Service</u> and is a part of the European <u>METEOALARM</u> alert system.</p> <p>The risks of natural disasters in the Czech Republic are generally known (i.e. were assessed; they are contained in the <u>Risk Source Database</u>, which is updated and operated by the Ministry of the Environment and made available to the central administrative authorities), and adaptation measures and measures to limit their consequences are implemented. The database is part of the crisis plan of the Ministry of Environment (statutory obligation following from Act no. 240/2000 Sb.). Based on the risk assessment, a Strategy of Environmental Security was prepared, measures formulated and priorities set. Limiting the consequences of prolonged drought is insufficiently addressed at this time.</p>

			investment; 			<p>The criteria for determining the investment priorities based on risk have not yet been defined; this will only be possible based on the completion of the vulnerability studies for the most at-risk areas of the economy and the environment, and after the Adaptation Strategy is adopted.</p> <p>The Czech Republic has not only a comprehensive set of “crisis legislation”, but also a coherent set of documents relating to the procedure, or having the character of methodologies, methods and non-sensitive data used for risk assessment purposes. They are as follows:</p> <ul style="list-style-type: none"> - <u>The List – An Overview of Risk Analysis methodologies (2004)</u>, which consists of an overview of the basic risk identification methodologies (including the risks caused by natural phenomena). - <u>The Methodology for Processing Crisis Plans (2011)</u> is used to ensure a consistent procedure for preparing crisis plans and is regarded as a crisis management tool (including the risks caused by natural phenomena). - <u>The Methodology for Developing Emergency Preparedness Plans (2012)</u> defines the contextual scope of the relevant information and other details related to the processing of the emergency preparedness plan of the legal entities performing the tasks arising from the crisis plan, and to developing the emergency preparedness plan of critical infrastructure entities (including the risks caused by natural phenomena).⁸ - <u>Decree of the Ministry of the Interior, ref. no. - MV-117572-2/PO-OKR-2011</u> of 24 November 2011, laying down uniform rules for the organizational structure of the Crisis Staff of the Region, the Crisis Staff of the
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⁸ These plans are directly related to the crisis plans of the regions and the crisis plans of municipalities with extended jurisdiction. These plans lay down the rules for preparing the appropriate legal entity or business individual to deal with crisis situations. In addition, these plans are further elaborated by the territorial administrative authorities referred to in the crisis plan of the region or the crisis plan of a municipality with extended powers.

						Municipality with Extended Powers, and the Crisis Staff of the Municipality.
			– a description of single-risk and multi-risk scenarios;	YES (fulfilled)	http://portal.chmi.cz/portal/dt?portal_lang=c&s&menu=JSPTabContainer/P4_Historicka_data/P4_1_Pocasi/P4_1_10_Zmena_klimatu/P4_1_10_6_Projekt_VaV&last=false Examples of regional crisis plans , such as: http://www.hzscr.cz/clanek/krizovy-plan-jihocekeho-kraje.aspx http://www.hzscr.cz/clanek/dokumentace-havarijni-a-krizove-pripravenosti.aspx Examples of crisis plans of municipalities with extended powers , e.g.: http://www.olomouc.eu/obcan/bezpecnost/krizove-rizeni/krizovy-plan http://www.c-budejovice.cz/cz/mesto/krizove-rizeni/stranky/krizova-dokumentace-a-plan.aspx	<p>The Czech Republic has documents containing descriptions of scenarios, whether with one or more risks — at national level for all central administrative authorities and at regional level according to specific risks.</p> <p>The R&D project (SP/1a6/108/07) involved the updating of the scenarios of climate development in the Czech Republic in the water management, agriculture, and forestry sectors, the identification of the possible impacts of climate change, and preparing a description of risks concerning these areas.</p> <p>By assessing the risks in the Czech Republic⁹ it was found that especially severe is the combination of anthropogenic and natural sources of risk (e.g. flooding a facility with chemicals, etc.); a combination of two or more natural disasters is unlikely in the Czech Republic.</p> <p>The Czech Republic has documents concerning risk assessment (including risks caused by natural influences) at national level (emergency plans of central administrative authorities) and at regional level (emergency plans of regions and municipalities with extended powers)¹⁰. Each region and municipality with extended powers is obliged to create a crisis plan, which takes into account all probable emergencies,</p>

⁹ See the Environmental Security Concept of 2012-2015 with an outlook until 2020 (including the underlying documents) and the obligations arising from Act No. 59/2006 Sb., on the prevention of serious accidents caused by selected dangerous chemicals or chemical preparations, and amending Act No. 258/2000 Sb., on the protection of public health and amendment to certain related legislation, as amended, and Act No. 320/2002 Sb., amending and repealing certain acts in connection with the abolishment of district offices, as amended (the Act on the Prevention of Major Accidents), as amended.

¹⁰ The obligation to prepare a plan that includes a summary of emergency measures and procedures for crisis management (the so-called crisis plan) is assigned to the ministries and other central administrative authorities by Section 9(2)(b) of Act No. 240/2000 Sb., on crisis management and amending certain acts (the Crisis Act), as amended.

						including those linked to climate change (floods, droughts, landslides, torrential rain, large forest fires etc.) and is prepared by the Fire Rescue Service of the Czech Republic. The crisis plan includes an overview of the possible sources of risk and a threat analysis. ¹¹ In order to ensure uniform and systematic crisis plans, the Ministry of the Interior Directorate General of the Fire Rescue Service of the Czech Republic has prepared the Methodology for the Processing of Crisis Plans , which, amongst other things, describes the method of Development of standardized plans for the procedures dealing with the specific types of impending emergencies identified in the threat analysis . Standardised plans are plans for the individual types of emergencies, with recommended standardized procedures, principles and measures for their handling. The crisis plans are prepared in the form of operational plans that include a description of the emergency characteristics, the planned activity of the entities involved in its handling, and the appropriate measures, including the determination of responsibilities.
			– taking into account, where appropriate	(partially)		<u>The upcoming Climate Change Adaptation Strategy in the Czech Republic</u> is the national strategy to adapt to climate change. The current proposal will be submitted for approval after the SEA assessment in June 2015. The principles of adaptation to climate change in accordance with the draft adaptation strategy are

¹¹ The crisis plan of the region is the basic planning document containing a summary of the emergency measures and procedures to deal with crisis situations, including those linked to climate change (floods, droughts, landslides, torrential rain, etc.). Its purpose is to create the required conditions for ensuring preparedness for emergency situations and their solutions for the crisis management authorities and other stakeholders. The subject of the crisis plan therefore includes the risks/threats arising from climate change, i.e. floods, torrential rains, landslides, etc. The contingency plans of the municipalities with extended jurisdiction are further elaborated in relation to the regional crisis plan. The required particulars for the crisis plans are defined in Section 15 of Government Regulation No. 462/2000 Sb., for the purposed of implementing Sections 27(8) and Section 28(5) of Act No. 240/2000 Sb., on crisis management and amendments to certain acts (the Crisis Act), as amended. The crisis plan is divided into three sections, namely the Basic, the Operational and the Auxiliary Sections. Crisis plans are a non-public documents, as they contain personal data of the natural persons, legal entities and self-employed individuals involved in the crisis planning process. Usually they are published only in the form of a list of content specifications.

			te, national climate change adaptatio n strategies .			reflected in the approved State Environmental Policy. The draft adaptation strategy is appropriately reflected in the forthcoming Plans for the Management of Flood Risks and the updated River Basin Plans and the Strategy of Environmental Safety. Any relevant amendments to the Adaptation Strategy (which may be induced by SEA or ICP) will be incorporated into in the Plan for the Management of Flood Risks and River Basin Plans in the context of public comments (by 22 June 2015), and changes to the Strategy of Environmental Safety before its approval (by 31 December 2015). After its approval, the Adaptation Strategy will be reflected in the appropriate crisis documentation of the ministries concerned by 31 December 2015.
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Unfulfilled or partially fulfilled applicable ex-ante conditionality	Unfulfilled criteria	Measures to be taken	Deadline (date)	Bodies responsible
TO 5: Promoting climate change adaptation, risk prevention and management EC 5.1 (and the EAFRD: 4.4) Risk prevention and management: The existence of national or regional risk assessments for disaster management. taking into account climate change adaptation	A national or regional risk assessment is in place with the following elements:	Approval of flood risk management plans in accordance with Directive 2007/60/EC on the assessment and management of flood risks.	The dates follow from EC directives. Currently, ongoing progress towards the objectives is made; deadline for completion 22 December 2015 .	ME and MA, to be approved by the Government
		Approval of updated river basin management plans in accordance with the Water Framework Directive 2000/60/EC.	The dates follow from EC directives. Currently, ongoing	ME and MA, to be approved by the Government

			progress towards the objectives is made; deadline for completion 22 December 2015.	
		Approval of the Environmental Security Strategy 2015–2020 with an outlook until 2030	XII 2015	MoE, to be approved by the Government
		Approval of the Climate Change Adaptation Strategy in the Czech Republic (the Adaptation Strategy) , which is preceded by the following sub-steps: <ul style="list-style-type: none"> - <i>announcement of the Strategy according to Section 10c of the EIA Act</i> - <i>Inter-ministerial comment proceedings</i> - <i>Evaluation of the strategy's impact on the environment and public health (SEA)</i> - <i>Issuing the SEA</i> - <i>submission to the Government for approval</i> 	IX-X 2015	Coordinated and submitted by the ME, to be approved by the Government. MoE ME / collaboration with MoA, MoI, MIT, MoT, MoH MoE MoE MoE
	– a description of the process, methodology, methods, and non-sensitive data used for risk assessment as well as of the risk-based criteria for the prioritisation of investment;	Preparation of a comprehensive study of impacts, vulnerabilities and sources of risks associated with climate change for the most vulnerable sectors	XII 2015	ME / collaboration with MoA, MoI, MIT, MoT, MoH
		Defining the criteria to determine risk-based investment priorities	XII 2015	ME / collaboration with MoA, MoI, MIT, MoT, MoH
	– taking into account, where appropriate, national climate	Approval of the adaptation strategy	IX-X 2015	Coordinated and submitted by the MoE, to be approved by the Government.

	change adaptation strategies.			
		<p>Alternatively, reflecting the adaptation strategy in the corresponding national or regional risk assessments.</p> <p>The draft adaptation strategy is appropriately reflected in the forthcoming Plans for the Management of Flood Risks and the updated River Basin Plans and the Strategy of Environmental Safety. Any relevant amendments to the Adaptation Strategy (which may be induced by SEA or ICP) will be incorporated into in the Plan for the Management of Flood Risks and River Basin Plans in the context of public comments (by 22 June 2015), and changes to the Strategy of Environmental Safety before its approval (by 31 December 2015). After its approval, the Adaptation Strategy will be reflected in the appropriate crisis documentation of the ministries concerned by 31 December 2015.</p>	XII 2015	Competent Ministries.

Criteria	Assessment grids	Measure	Deadline (date)
There is a national or regional risk assessment with the following elements:	<ul style="list-style-type: none"> A national or regional risk assessment is in place.¹² The relevant operational programme contains a reference to the name of the plan or framework and indicates where it is or its different elements are published (in a form of a link) 	<p>Approval of flood risk management plans in accordance with Directive 2007/60/EC on the assessment and management of flood risks.</p> <p>Approval of updated river basin management plans in accordance with the Water Framework Directive 200/60/EC.</p> <p>Approval of the Environmental Security Strategy 2015–2020 with an outlook until 2030</p> <p>Approval of the Climate Change Adaptation Strategy in the Czech Republic (the adaptation strategy)</p> <p>In addition to the above measures, support will be provided to the National Platform for disaster risk reduction¹³.</p>	XII 2015
– a description of	<ul style="list-style-type: none"> The existing national or regional risk assessments fulfil the 	Preparation of a comprehensive study of impacts,	XII 2015

¹² For some projects, the existence of a regional risk assessment is more appropriate than national risk assessment.

¹³ Currently, the members include the representatives of the Ministry of Agriculture, Ministry of Interior, Ministry of Environment, Czech Hydrometeorological Institute, CGS, WRI, CEI, VSB-TUO, CzechGlobe (AV CR), Czech National Committee for Disaster Reduction, Union of Towns and Municipalities

<p>the process, methodology, methods, and non-sensitive data used for risk assessment as well as of the risk-based criteria for the prioritisation of investment;</p>	<p><i>requirements of a risk assessment process (ISO 31010) including:</i></p> <ul style="list-style-type: none"> ○ <i>The process of producing a national or regional risk assessment has involved a wide range of actors and stakeholders (e.g. one coordinating authority has been designated; working groups involving public authorities from different levels, research and business, non-governmental organisations have been planned);</i> ○ <i>The risk assessment has considered all three categories of impacts (human, economic and environmental, and political and social impacts);</i> ○ <i>Stakeholders and interested parties have been widely consulted on the draft risk assessments and information has been disseminated towards the general public on the process and the outcomes of risk assessment;</i> ○ <i>Cross-border issues have been addressed.</i> <p>▪ <i>The prioritisation of investments has been based on the risk assessment, providing the list of major risks to treat.</i></p>	<p>vulnerabilities and sources of risks associated with climate change for the most vulnerable sectors.</p> <p>Defining the criteria to determine risk-based investment priorities.</p> <p>Implementation of statutory obligations associated with the preparation of national or regional documents according to their type (public or classified) — e.g. SEA (incl. public hearing), comment procedures.</p> <p>In addition to the above measures, support will be provided to the National Platform for DRR.</p>	
<p>– a description of single-risk and multi-risk scenarios;</p>	<ul style="list-style-type: none"> ▪ <i>Single-risk and multi-risk scenarios have been elaborated ¹⁴</i> ▪ <i>A description of these scenarios is available.</i> 	<p>Fulfilled.</p>	
<p>– taking into account, where appropriate, national climate change adaptation strategies.</p>	<ul style="list-style-type: none"> ▪ <i>National climate change adaptation strategies address the impact of climate change on health, agriculture and forest, biodiversity and ecosystems, water, coastal and marine areas, and infrastructures and constructions.</i> ▪ <i>The Climate change adaptation strategies have been taken into account to prioritise the investments to address specific risks, ensuring disaster resilience and developing disaster management systems.</i> 	<p>Approval of the adaptation strategy (the current proposal addresses the impacts of climate change on health, agriculture and forestry, biodiversity and ecosystems, water infrastructure and construction; the Czech Republic does not have any coastal and marine regions — except for very limited areas designated for research in Antarctica and the deep areas designated for potential exploration and extraction of raw materials).</p> <p>Potential consideration of the adaptation strategy in the relevant national or regional risk assessments, specification of investment priorities addressing specific risks in the context of climate change in order to ensure resilience to disasters.</p> <p>The draft adaptation strategy is appropriately reflected in the forthcoming Plans for the Management of Flood Risks and the updated River Basin Plans and the Strategy of Environmental</p>	<p>XII 2015</p>

¹⁴ In order to prepare their self-assessment, MSs are encouraged to look at the Commission Staff Working Paper on "Risk assessment and Mapping Guidelines for Disaster Management (21 December 2010, see the link in Annex).

		Safety. Any relevant amendments to the Adaptation Strategy (which may be induced by SEA or ICP) will be incorporated into in the Plan for the Management of Flood Risks and River Basin Plans in the context of public comments (by 22 June 2015), and changes to the Strategy of Environmental Safety before its approval (by 31 December 2015). After its approval, the Adaptation Strategy will be reflected in the appropriate crisis documentation of the ministries concerned by 31 December 2015.	
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4. Risks for the fulfilment of the Action Plan

Time-related risk – potential complications during the SEA process and inter-ministerial comment procedure of the adaptation strategy, or delays in the search for a political consensus in the Government of the Czech Republic, time consuming preparation and implementation of individual measures.

Risk of adequate fulfilment of the EC requirements and coordination risk – the adequacy of the coverage of the entire spectrum of requirements resulting from the criteria for the fulfilment of the ex-ante conditionality, which become extended due to gradual specification in more detail; risks related to climate change apply across ministries, with each ministry perceiving, analysing and addressing the risks differently – the question is how the EC will understand and accept the proposed measures to fulfil the ex-ante conditionality.

The risk of political consensus over the approval of adaptation strategy.

Situation as of: 6 March 2015

ACTION PLAN FOR EX-ANTE CONDITIONALITY 9.2

Ex-ante conditionality 9.2 The national Roma inclusion strategic policy framework has been prepared.

Action Plan to finalise the fulfilment criterion: includes strong monitoring methods to evaluate the impact of Roma integration actions and a review mechanism for the adaptation of the strategy (fulfilled partly);

The Roma Inclusion Strategy was approved by Government Resolution no. 127 of 23 February 2015,

The Strategy states:

"The basic monitoring and evaluation cycle is one year and is always completed by the government discussing the report on the implementation of the Roma Integration Strategy 2020, which will also inform about the status of the Roma minority in the past year. The report analyses the situation of the Roma minority and shows the development of the situation of the Roma minority in the wider national and international context. Monitoring and evaluation are based on already established and proven practices; at the same time, however, there will be expanded and improved data collection and analysis. To strengthen the monitoring and evaluation system so as to deliver more precise and meaningful information, it is necessary to significantly strengthen data collection and ensure the processing of input analyses by qualified bodies, primarily research institutions and qualified non-profit entities.

At the beginning of each calendar year, the Office shall gather materials from all ministries, regions and other actors, including NGOs and Roma representatives, concerning the implementation of the Roma Integration Strategy 2020 for the previous year. The intervention monitoring system will focus both on the evaluation of ESI funds and on interventions that are implemented from the State budget, as has been the case in the Report on the status of the Roma minority for the previous year. To strengthen the monitoring and evaluation system, working groups set up for individual thematic units will annually evaluate the progress towards tasks arising from the Strategy. The working groups will consist of representatives of the Human Rights Section, specifically the representatives of the Government Council for Roma Community Affairs and the Department for Social Inclusion, representatives of the relevant ministries and Roma experts and representatives of non-profit and professional associations in the field. The outputs of the activities of working groups will form the basis for the preparation of the Report on the Implementation of the Roma Integration Strategy 2020. After the analysis and adding documentation, the Office will prepare a summary Report on the Implementation of the Roma Integration Strategy 2020 in the relevant year. In addition to evaluating the progress towards the measures specified in the Strategy, the Report will also focus on the monitoring of a set of indicators relating to the integration of Roma, which is being created in cooperation with the EU Agency for Fundamental Rights. After consultations with the relevant stakeholders, the Report will be discussed by the Committee and subsequently by the Government Council for Roma Community Affairs. Then it will be submitted to the standard inter-ministerial comment procedure and submitted to the Government for discussion by the Minister for Human Rights, Equal Opportunities and Legislation. Consequently, it is sent to the European Commission."

To create the “Methodology for the evaluation and monitoring of the Roma Integration Strategy 2020”, a working group will be convened, which will consist of representatives of ministries, managing authorities of the relevant operational programmes, representatives of the civil society sector, the Czech Statistical Office and the coordinator of the Strategy.

The activities of the working group will consist in proposing the Methodology for the evaluation and monitoring of the Strategy, setting of appropriate indicators to monitor the impact of measures, both those funded by the State budget and by ESI funds. In relation to ESI funds, use will be made of the indicator system related to the coordinated approach in socially excluded localities with regard to the possibility of collecting data that would enable Roma beneficiaries to be identified.

The Human Rights Section will, through the Agency for Social Inclusion, specifically monitor the part of the operational programmes where it contributes to interventions through the so-called coordinated approach (i.e. approx. 70 municipalities). In general, it helps to gather information from the field, provides feedback and helps validate hypotheses with regard to field knowledge. For example, regional coordinators for Roma affairs will also have a similar role. Details will be further specified within the methodology

The indicator system will be inspired by the framework for the performance indicators of national Roma Integration Strategies, which are prepared for the European Commission by the EU Agency for Fundamental Rights, whose working group also involves the Czech Republic, on condition that the aforementioned framework is prepared and approved by the Member States. Therefore, the above working group currently plays a key role in the creation of the “Methodology for the evaluation and monitoring of the Strategy”. The Methodology should include measures that allow effective collection of meaningful data, allowing:

1. The annual evaluation of the progress towards the measures of the Strategy with a possibility of its partial update (submitted to the Government by 31 May of each calendar year in the form of the Report on the status of the Roma minority).
2. In the medium term (i.e. In the period 2015–2017 and 2018–2020), the impact of the Strategy on the situation of the Roma in the Czech Republic will be subject to a detailed evaluation and updates in response to the findings. The first in-depth evaluation of the Strategy is anticipated to be submitted to the Government on 31 May 2018 and 31 May 2021.
3. The specific part of the Methodology will also focus on evaluating the impact of ESI funds on Roma integration.
4. If it is possible to conduct further accompanying on-the-spot examinations, they will be included in the Methodology.

Given the need to link the possibility of evaluation and the assessment of the Strategy’s impact with the need to evaluate the impact of ESI funds on the Roma minority, it is proposed that the methodology be submitted to the European Commission by 31 March 2016. This plan will be further specified and updated according to the developments in the activities of the Working Group.

Schedule for the fulfilment of the Action Plan of the ex-ante conditionality:

May 2015: the establishment and first meeting of the working group

May–August 2015: working group meeting to set the Methodology

August 2015: presentation of the first version of the Methodology

August–October 2015: preparation of the final version of the Methodology in cooperation with the relevant ministries, regulatory bodies and institutions responsible for conducting the examination and evaluation of progress towards the Strategy.

November 2015 – March 2016:

- Before starting the inter-ministerial comment procedure, the Methodology sent to the European Commission for consideration.
- Consideration by the Inter-ministerial Commission for Roma Community Affairs
- Initiating the inter-ministerial comment procedure
- Consideration by the Government
- Sent to the European Commission (by 31 March 2016)

Action Plan to meet ex-ante conditionalities for health (9.3)

Introduction

Ex-ante conditionalities are defined in Article 19 of Regulation No 1303/2013 of the European Parliament and of the Council of 17 December 2013 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 and repealing Council Regulation (EC) No 1083/2006 (General Regulation).

Their introduction follows from a requirement of the European Commission to ensure the achievement of tangible intervention results from the European Structural and investment funds (ESIF) in the programming period 2014–2020. The ex-ante conditionalities aim to ensure in the EU Member States the creation of the necessary framework conditions for the effective use of ESIF support.

Ex-ante conditionality 9.3

For interventions in health care, the General Regulation requires the fulfilment of the ex-ante conditionality 9.3: The existence of a national or regional strategic policy framework for health within the limits of Article 168 TFEU ensuring economic sustainability.

The Regulation also sets out the criteria for the fulfilment of the ex-ante conditionality:

- The existence of a national or regional strategic policy framework for health, which contains:
 - coordinated approach to improved access to health services;
 - measures to stimulate efficiency in the health sector, through deployment of service delivery models and infrastructure;
 - monitoring and evaluation system.
 - A Member State or region has adopted a framework outlining available budgetary resources on an indicative basis and a cost-effective concentration of resources on prioritised needs for health care.

Health 2020 – National strategy for the protection and promotion of health and prevention of diseases

The requirements set by the General Regulation for the ex-ante conditionality 9.3 will be fulfilled in the Czech Republic through the document Health 2020 – National strategy for the protection and promotion of health and prevention of diseases.

The National Strategy is based on the programme of the World Health Organization (WHO) entitled Health 2020, building on the “Long-term programme to improve the health of the Czech population – Health 201” supported by the Czech government in 2002, fulfilling the requirement of the Government to update this strategic document. It also uses experience and recommendations contained in the “Report on the evaluation of progress towards individual objectives of Health 21 from 2003 to 2012” and also builds on the Strategy of sanitation service and primary prevention in public health protection”, which was adopted by

the Ministry of Health in 2013. It is in line with the developments and commitments at the international level, both within the European Union (EU) and the European Region of WHO. The purpose of the National Strategy is the stabilization of disease prevention and health protection and promotion and launching effective and sustainable mechanisms to improve the health of the population.

National Strategy Health 2020 elaborates a vision of public health system as a dynamic network of stakeholders at all levels of society and is therefore intended not only for public administration institutions, but also to all other stakeholders – individuals, communities, the non-profit and private sector, educational, scientific and other institutions. Its task is to contribute to solving complex health problems of the 21st century related to economic, social and demographic trends, notably through disease prevention and health protection and promotion.

Health 2020 constitutes an adaptable and practical strategic framework enabling unique and specifically targeted approaches taking into account, for example, gender, age or social background of people.

Implementation of the national strategy: Implementation of the National Strategy will be described in more detail in the implementation documents, i.e. action plans, whose preparation and creation will be coordinated through the Ministerial Working Group to promote and protect public health and prevent diseases and for the implementation of the programme Health 2020 in the Czech Republic ("WG H2020"), which was established on 11 November 2013 by Minister's Order no. 28/2013. At inter-ministerial level, the implementation of the National Strategy will be coordinated and ensured through the Council for Health and the Environment, chaired by the Minister of Health.

The Deputy Minister for the Protection and Promotion of Public Health and the Chief Public Health Officer of the Czech Republic is the Chairman of the MWG.

Members of the working group: Chief Public Health Officer of the Czech Republic, a representative of the Division of the Protection and Promotion of Public Health, three representatives of the Health Care Division, two representatives of the Health Insurance Division, a representative of the Management and Economics Division, Deputy Director of the National Public Health Institute, representative of the Institute of Health Information and Statistics, representative of the World Health Organization in the Czech Republic, a representative of the Sanitation and Community Medicine Society of the Czech Medical Society of Jan Evangelista Purkyně (CMS JEP), representative of Social Medicine and Health Care Administration of the CMS JEP, a representative of the Society for Epidemiology and Microbiology of the CSM JEP, a representative of the University of Economics, representative of the Psychiatric Society of the CMS JEP, coordinators of fundamental priorities set out by the National Health Strategy 2020.

Progress towards the ex-ante conditionality

The National Strategy Health 2020 was prepared and approved by the Ministry of Health in 2013.

In 2014, the strategy was discussed by the Government and the Government acknowledged it in its Resolution no. 23 of 8 January 2014.

The Government Resolution also included a task imposed on the Minister of Health to develop the National Strategy by 31 December 2015 into various implementation documents and annually inform the Government on the progress towards implementation.

The National Strategy was also supported by the Chamber of Deputies in its Resolution no. 175 dated 20 March 2014.

The approval of the implementation documents – action plans – will completely finalize the creation of a national strategy, which will meet the requirement of the ex-ante conditionality 9.3 laid down in the General Regulation.

Fulfilment of the conditionality in terms of the individual criteria

The criteria laid down by the General Regulation will be included to varying degrees in all upcoming implementation documents of the National Strategy Health 2020; therefore, the data provided in sections “Next Steps” and “Schedule of progress towards the criterion of the ex-ante conditionality / preparation of action plans” are the same for all the criteria.

Strategic framework for health policy provides for a coordinated approach to high-quality health services

The issue of access to health care services is primarily addressed legislatively, particularly by following generally applicable legislation:

- Act No. 372/2011 Sb., on health services and conditions of their provision,
- Act No. 373/2011 Sb., on specific health care services,
- Act No. 374/2011 Sb., on emergency medical services,
- Act No. 48/1997 Sb., on public health insurance and amending certain related acts
- Decree no. 39/2011 Sb., on dispensary care,
- Decree no. 70/2012 Sb., on preventive checks,
- Government Decree no. 307/2012 Sb., on the place- and time-related availability of health services,
- Decree no. 92/2012 Sb., on requirements for minimum technical and material equipment of health care facilities and home care contact centres.

In the field of psychiatric care, the issue of access to services is addressed in the document Psychiatric Care Reform Strategy.

Concerning health protection and promotion and primary prevention, the question of access to services is addressed in Act no. 258/2000 Sb., on public health protection, and in the National Health Strategy 2020.

Next steps

The National Strategy will address the issue of access to high-quality health care services in the following thematic action plans¹⁵:

- Action plan for the protection and promotion of health and prevention of diseases
 - sufficient physical activity of the population
 - **good nutrition and eating habits**
 - good nutrition and the prevention of obesity
 - food safety
 - Stress management and mental health
 - To be implemented within the Psychiatric Care Reform Strategy
 - **reducing health-risk behaviour**
 - reducing health risks from living and working environment
 - **management of infectious diseases**
 - management of infectious diseases
 - Vaccination-promoting action plan
 - **screening programmes**
- Action Plan and cross-sectoral strategic documents in the area of tobacco control and reducing the harm caused by alcohol
- **Action Plan to improve the availability and quality of health care, incl. follow-up care and long-term care**
 - **Action plan for post-acute care**
 - **Follow-up care strategy**
- Action plan of quality and safety of health services
 - To be implemented within the Strategy for the quality and safety of health services
- **Action plan for eHealth**
 - To be implemented within the National Strategy for eHealth
- Action plan for training of health workers
 - To be implemented within the Strategy for the innovation of education of health care professionals (medical and paramedical professions)
 - undergraduate education
 - postgraduate (specialized) education
 - life-long learning

It is not excluded that there will be further action plans under the national strategy based on the results of discussions.

Substantive objectives of action plans are contained in logical frameworks, which are attached to this document.

¹⁵ Documents that will primarily focus on the relevant issue will be marked in bold.

Schedule of progress towards the ex-ante conditionality criterion / preparation of action plans

- 8 January 2014 – Health 2020 – National Strategy on health protection and promotion and disease prevention approved by the Czech Government (GR no. 23/2014) (*fulfilled*)
- 5 February 2014 – 1st meeting of the MWG H2020 (*fulfilled*)
- 2 and 24 April 2014 – training of coordinators of each topic of National Strategy Health 2020 in collaboration with the Department of Consultants, Analyses and Development of Strategies of the Ministry of Health (*fulfilled*)
- 11 June 2014 – Draft strategy of follow up care approved by the meeting of the management of the Ministry of Health (*fulfilled*)
- 20 June 2014 – Nomination of members of working groups on particular topics of the National Strategy H2020 and the subsequent appointment (*fulfilled*)
- 25 June 2014 – 2nd meeting of the MWG H2020 (*fulfilled*)
- By 30 September 2014 – finalization of the Follow-up Care Strategy by adding a regional dimension (*fulfilled*)
- By 30 September 2014 – the first working draft of the structure of action plans for the National Strategy Health 2020 – document completion is at 20% (responsible: chairman of the MWG H2020) (*fulfilled – see Sub-chapter 2.2*)
- 2 December 2014 Follow-up Care Strategy approved by the meeting of the management of the Ministry of Health, and its publication (*fulfilled*)
- 2 December 2014 – 3rd meeting of the MWG H2020 (*fulfilled*)
- 19 February 2015 – a joint seminar of experts from working groups to implement the National Strategy Health 2020
- By 15 March 2015 – a second working draft of the extended structure of Action Plans for the National Strategy Health 2020, including a proposal for the indicator system – document completion at 50% (responsible person: Strategy coordinator (DC¹⁶ and Strategy coordinator (DAA)¹⁷)
- 25 March 2015 – fourth meeting of the MWG
- 20 May 2015 – fifth meeting of the MWG
- By 31 May 2015 – Action Plans for the National Strategy Health 2020 to be approved by MWG H2020 – document completion at 90%
- By 30 June 2015 – Action Plans for the National Strategy Health 2020 to be presented to the meeting of the management of the Ministry of Health
- From 1 to 31 July 2015 – Public consultation on the Action Plans for the National Strategy Health 2020
- By 30 September 2015 – the first report on progress towards the implementation of the National Strategy Health 2020 to be submitted to the Government and the Chamber of Deputies

¹⁶ DC – Deputy Minister for the Protection and Promotion of Public Health and Chief Public Health Officer of the Czech Republic

¹⁷ DAA – Department of Advisers and Analyses

- **By 31 December 2015 – Action Plans of the National Strategy Health 2020 to be approved = fulfilment of the ex-ante conditionality criterion**

Strategic framework for health policy includes measures to stimulate efficiency in the health sector through deployment of service delivery models and infrastructure

The issue of streamlining and various service models and infrastructures is addressed legislatively particularly through following generally applicable legal regulations:

- Act No. 372/2011 Sb., on health services and conditions of their provision,
- Act No. 373/2011 Sb., on specific health care services,
- Act No. 374/2011 Sb., on emergency medical services,
- Act No. 48/1997 Sb., on public health insurance and amending certain related acts
- Decree no. 39/2011 Sb., on dispensary care,
- Decree no. 70/2012 Sb., on preventive checks,
- Government Decree no. 307/2012 Sb., on the place- and time-related availability of health services,
- Decree no. 92/2012 Sb., on requirements for minimum technical and material equipment of health care facilities and home care contact centres.

In the field of psychiatric care, the issue of various health care service models is addressed in the document Psychiatric Care Reform Strategy.

Concerning health protection and promotion and primary prevention, the question of access to services is addressed in Act no. 258/2000 Sb., on public health protection, and in the National Health Strategy 2020.

Next steps

The National Strategy will address the issue of streamlining of care and creation of various health care models and infrastructure in the following thematic action plans¹⁸:

- Action plan for the protection and promotion of health and prevention of diseases,
 - sufficient physical activity of the population
 - good nutrition and eating habits
 - good nutrition and the prevention of obesity
 - food safety
 - stress management and mental health
 - To be implemented within the Psychiatric Care Reform Strategy
 - reducing health-risk behaviour
 - reducing health risks from living and working environment
 - management of infectious diseases
 - management of infectious diseases
 - Vaccination-promoting action plan

¹⁸ Documents that will primarily focus on the relevant issue will be marked in bold.

- screening programmes
- Action Plans and cross-sectoral strategic documents in the area of tobacco control and reducing the harm caused by alcohol
- **Action Plan to improve the availability and quality of health care, incl. follow-up care and long-term care**
 - **Action plan for post-acute care**
 - **Follow-up care strategy**
- **Action plan of quality and safety of health services**
 - To be implemented within the Strategy for the quality and safety of health services
- Action plan for eHealth
 - To be implemented within the National Strategy for eHealth
- **Action plan for lifelong learning of health workers**
 - **To be implemented within the Strategy for the innovation of education of health care professionals (medical and paramedical professions)**
 - undergraduate education
 - postgraduate education
 - life-long learning

It is not excluded that there will be further action plans under the national strategy based on the results of discussions.

Substantive objectives of action plans are contained in logical frameworks, which are attached to this document

Schedule of progress towards the ex-ante conditionality criterion / preparation of action plans

- 8 January 2014 – Health 2020 – National Strategy on health protection and promotion and disease prevention approved by the Czech Government (GR no. 23/2014) *(fulfilled)*
- 5 February 2014 – 1st meeting of the MWG H2020 *(fulfilled)*
- 2 and 24 April 2014 – training of coordinators of each topic of National Strategy Health 2020 in collaboration with the Department of Consultants, Analyses and Development of Strategies of the Ministry of Health *(fulfilled)*
- 11 June 2014 – Draft strategy of follow up care approved by the meeting of the management of the Ministry of Health *(fulfilled)*
- 20 June 2014 – Nomination of members of working groups on particular topics of the National Strategy H2020 and the subsequent appointment *(fulfilled)*
- 25 June 2014 – 2nd meeting of the MWG H2020 *(fulfilled)*
- By 30 September 2014 – the first working draft of the structure of action plans for the National Strategy Health 2020 – document completion is at 20% (responsible: chairman of the MWG H2020) *(fulfilled – see Sub-chapter 2.2)*
- By 30 September 2014 – finalization of the Follow-up Care Strategy by adding a regional dimension *(fulfilled)*

- 2 December 2014 Follow-up Care Strategy approved by the meeting of the management of the Ministry of Health, and its publication (fulfilled)
- 2 December 2014 – 3rd meeting of the MWG H2020 (*fulfilled*)
- 19 February 2015 – a joint seminar of experts from working groups to implement the National Strategy Health 2020
- By 15 March 2015 – a second working draft of the extended structure of Action Plans for the National Strategy Health 2020, including a proposal for the indicator system – document completion at 50% (responsible person: Strategy coordinator (DC¹⁹ and Strategy coordinator (DAA)²⁰)
- 25 March 2015 – fourth meeting of the MWG
- 20 May 2015 – fifth meeting of the MWG
- By 31 May 2015 – Action Plans for the National Strategy Health 2020 to be approved by MWG H2020 – document completion at 90%
- By 30 June 2015 – Action Plans for the National Strategy Health 2020 to be presented to the meeting of the management of the Ministry of Health
- From 1 to 31 July 2015 – Public consultation on the Action Plans for the National Strategy Health 2020
- By 30 September 2015 – the first report on progress towards the implementation of the National Strategy Health 2020 to be submitted to the Government and the Chamber of Deputies
- **By 31 December 2015 – Action Plans to be approved = fulfilment of the criteria of the ex-ante conditionality**

Strategic framework for health policy contains a monitoring and evaluation system

In accordance with Government Resolution no. 1046/2002 and no. 936/2007, regular annual reports on the implementation of Health 21 will continue to be submitted. Subsequently, within the meaning of the National Strategy, regular reports on progress towards the implementation according to the new Government Resolution will be presented.

Default values of monitoring indicators to evaluate the implementation of the National Strategy are the outcome of the “Report on the evaluation of progress towards individual objectives of Health 21 2003–2012”.

Next steps

Partial implementation documents – Action Plans – will include individual monitoring and evaluation systems, including an indicator system.

Schedule of progress towards the ex-ante conditionality criterion

The timetable for the fulfilment of this criterion is based on the timetable for the implementation of the previous criteria, i.e. the preparation of individual action plans:

¹⁹ DC – Deputy Minister for the Protection and Promotion of Public Health and Chief Public Health Officer of the Czech Republic

²⁰ DAA – Department of Advisers and Analyses

- 8 January 2014 – Health 2020 – National Strategy on health protection and promotion and disease prevention approved by the Czech Government (GR no. 23/2014) *(fulfilled)*
- 5 February 2014 – 1st meeting of the MWG H2020 *(fulfilled)*
- 2 and 24 April 2014 – training of coordinators of each topic of National Strategy Health 2020 in collaboration with the Department of Consultants, Analyses and Development of Strategies of the Ministry of Health *(fulfilled)*
- 11 June 2014 – Draft strategy of follow up care approved by the meeting of the management of the Ministry of Health *(fulfilled)*
- 20 June 2014 – Nomination of members of working groups on particular topics of the National Strategy H2020 and the subsequent appointment *(fulfilled)*
- 25 June 2014 – 2nd meeting of the MWG H2020 *(fulfilled)*
- By 30 September 2014 – the first working draft of the structure of the Action Plans for the National Strategy Health 2020 (responsible: chairman of the MWG H2020) – document completion at 20% *(fulfilled, see Chapter 2.2)*
- By 30 September 2014 – finalization of the Follow-up Care Strategy by adding a regional dimension *(fulfilled)*
- 2 December 2014 Follow-up Care Strategy approved by the meeting of the management of the Ministry of Health, and its publication *(fulfilled)*
- 2 December 2014 – 3rd meeting of the MWG H2020 *(fulfilled)*
- 19 February 2015 – a joint seminar of experts from working groups to implement the National Strategy Health 2020
- By 15 March 2015 – a second working draft of the extended structure of Action Plans for the National Strategy Health 2020, including a proposal for the indicator system – document completion at 50% (responsible person: Strategy coordinator (DC²¹ and Strategy coordinator (DAA)²²)
- 25 March 2015 – fourth meeting of the MWG
- 20 May 2015 – fifth meeting of the MWG
- By 31 May 2015 – Action Plans for the National Strategy Health 2020 to be approved by MWG H2020 – document completion at 90%
- By 30 June 2015 – Action Plans for the National Strategy Health 2020 to be presented to the meeting of the management of the Ministry of Health
- From 1 to 31 July 2015 – Public consultation on the Action Plans for the National Strategy Health 2020
- By 30 September 2015 – the first report on progress towards the implementation of the National Strategy Health 2020 to be submitted to the Government and the Chamber of Deputies
- **By 31 December 2015 – Action Plans to be approved = fulfilment of the criteria of the ex-ante conditionality**

²¹ DC – Deputy Minister for the Protection and Promotion of Public Health and Chief Public Health Officer of the Czech Republic

²² DAA – Department of Advisers and Analyses

A Member State or region has adopted a framework outlining available budgetary resources on an indicative basis and a cost-effective concentration of resources on prioritised needs for health care.

The indicative framework of health care resources is provided in the “Medium-term Outlook” for the State budget under Section 4 of Act No. 218/2000 Sb., on budgetary rules. This outlook is always prepared for a period of two years following the year for which the national budget is submitted. It therefore also contains an indicative proposal of the funds that will be designated for healthcare in the planned future State budgets and for protection and promotion of health and disease prevention, down to the level of the individual chapters and the programmes and projects that will be supported.

In its resolution no. 175 of 20 March 2014, the Chamber of Deputies of the Czech Parliament urged the government to take account of the progress towards the Strategy across ministries in the creation of the State budget.

For the same period, a “Medium-term expenditure framework” has been prepared according to Section 8a of Act No. 218/2000 Sb., on budgetary rules, for each year of the medium-term outlook.

The effectiveness of the spending of the funds designated (not only) for health is determined by Section 14 of Act No. 219/2000 Sb. on the Assets of the Czech Republic, which states:

Budget and sources of funding are also included in the Psychiatric Care Reform Strategy and the National Strategy Health 2020.

Next steps

Each implementation document for Health 2020 will specify in more detail the requirements for financial and material provision for the necessary associated costs. Allocation of available adequate resources will be planned and calculated in accordance with specific tasks.

Schedule of progress towards the ex-ante conditionality criterion

The timetable for the fulfilment of this criterion is based on the timetable for the implementation of the previous criteria, i.e. the preparation of individual action plans:

- 8 January 2014 – Health 2020 – National Strategy on health protection and promotion and disease prevention approved by the Czech Government (GR no. 23/2014) *(fulfilled)*
- 5 February 2014 – 1st meeting of the MWG H2020 *(fulfilled)*
- 2 and 24 April 2014 – training of coordinators of each topic of National Strategy Health 2020 in collaboration with the Department of Consultants, Analyses and Development of Strategies of the Ministry of Health *(fulfilled)*
- 11 June 2014 – Draft strategy of follow up care approved by the meeting of the management of the Ministry of Health *(fulfilled)*

- 20 June 2014 – Nomination of members of working groups on particular topics of the National Strategy H2020 and the subsequent appointment (fulfilled)
- 25 June 2014 – 2nd meeting of the MWG H2020 (fulfilled)
- By 30 September 2014 – the first working draft of the structure of action plans for the National Strategy Health 2020 – document completion is at 20 % (responsible: chairman of the MWG H2020) (fulfilled – see Sub-chapter 2.2)
- By 30 September 2014 – finalization of the Follow-up Care Strategy by adding a regional dimension (fulfilled)
- 2 December 2014 Follow-up Care Strategy approved by the meeting of the management of the Ministry of Health, and its publication (fulfilled)
- 2 December 2014 – 3rd meeting of the MWG H2020 (fulfilled)
- 19 February 2015 – a joint seminar of experts from working groups to implement the National Strategy Health 2020
- By 15 March 2015 – a second working draft of the structure of Action Plans for the National Strategy Health 2020, including a proposal for the indicator system – document completion at 50% (responsible person: Strategy coordinator (DC²³ and Strategy coordinator (DAA)²⁴)
- 25 March 2015 – fourth meeting of the MWG
- 20 May 2015 – fifth meeting of the MWG
- By 31 May 2015 – Action Plans for the National Strategy Health 2020 to be approved by MWG H2020 – document completion at 90%
- By 30 June 2015 – Action Plans for the National Strategy Health 2020 to be presented to the meeting of the management of the Ministry of Health
- From 1 to 31 July 2015 – Public consultation on the Action Plans for the National Strategy Health 2020
- By 30 September 2015 – the first report on progress towards the implementation of the National Strategy Health 2020 to be submitted to the Government and the Chamber of Deputies
- **By 31 December 2015 – Action Plans to be approved = fulfilment of the criteria of the ex-ante conditionality**

State of preparation of the various implementation documents of the National Strategy Health 2020 as of 20 November 2014

All working groups have been appointed and are working on preparing the implementation documents. Below is an overview of the state of progress towards individual action plans. The final form of the documents will be made available according to the schedule above. At the moment, it is a working document.

²³ DC – Deputy Minister for the Protection and Promotion of Public Health and Chief Public Health Officer of the Czech Republic

²⁴ DAA – Department of Advisers and Analyses

- Action plan for the protection and promotion of health and prevention of diseases
 - sufficient physical activity of the population
Global objectives have been defined, now the individual measures are being defined.
 - good nutrition and eating habits (document finalized at 20%)
 - good nutrition and the prevention of obesity
Logical framework available – see Annex 1
 - food safety
The default document is the already approved Strategy for Food Safety and Nutrition 2014–2020, available at:
http://www.bezpecnostpotravin.cz/UserFiles/Benes/SBPV_14_2_0_web.pdf
 - Stress management and mental health
 - To be implemented within the Psychiatric Care Reform Strategy (document finalised)
The Strategic Document is available at
www.reformapsychiatrie.cz
 - reducing health-risk behaviour (document finalized at 20%)
The objectives are defined, the structure of the Action Plan is now being developed.
 - reducing health risks from living and working environment (document finalised at 20%).
Logical framework available – see Annex 2
 - management of infectious diseases (document finalized at 20%)
 - management of infectious diseases
Logical framework available – see Annex 3
 - Vaccination-promoting action plan
Logical framework and SWOT analysis available – see Annexes 4 and 5
 - screening programmes (document finalized at 20%)
Logical framework available – see Annex 6
- Action Plan and cross-sectoral strategic documents in the area of tobacco control and reducing the damage caused by alcohol (document finalized at 20%)
The logical framework for tobacco control is being prepared.
Logical framework to reduce the damage caused by alcohol available – see Annex 7
- Action Plan to improve the availability and quality of health care, incl. follow-up care and long-term care
 - Action Plan for post-acute (follow-up, long-term and home) care for 2016–2026 (document finalized at 40%)

Partial output from the Action Plan available – see Annex 8

- Follow-up Care Strategy (the Strategy's content has been finalized and approved by all bodies that cooperated in its preparation. The Follow-up Care Strategy was approved by the meeting of the management of the Ministry of Health on 2 December 2014). - See Annex 12
- Action plan of quality and safety of health services
 - To be implemented within the Strategy for the quality and safety of health services (document finalized at 20%)
Logical framework available – see Annex 9
- Action plan for eHealth
 - To be implemented within the National Strategy for eHealth (document finalised at 30%)
Situation analysis (Initial report according to the Methodology of preparation of public strategies) available – see Annex 10
- Action plan for training of health workers
 - To be implemented within the Strategy for the innovation of education of health care professionals (medical and paramedical professions)
 - undergraduate education
 - postgraduate (specialized) education
 - life-long learning
Draft logical framework in the preparation stage.

Final summary

The ex-ante conditionality 9.3 set out by the General Regulation, which requires the existence of a national or regional strategic framework for health policy, is not currently completely fulfilled by the Czech Republic, due to the failure to approve partial implementation documents (action plans) that implement the National Health Strategy 2020 to a large extent.

The content of the implementation documents (action plans) will also complement the requirements for sub-criteria of the ex-ante conditionality 9.3.

The Ministry of Health, which is responsible for the coordination of this ex-ante conditionality, has prepared a timetable for the fulfilment of this ex-ante conditionality, which consists of the following steps:

- 8 January 2014 – Health 2020 – National Strategy on health protection and promotion and disease prevention approved by the Czech Government (GR no. 23/2014) (*fulfilled*)
- 5 February 2014 – 1st meeting of the MWG H2020 (*fulfilled*)
- 2 and 24 April 2014 – training of coordinators of each topic of National Strategy Health 2020 in collaboration with the Department of Consultants, Analyses and Development of Strategies of the Ministry of Health (*fulfilled*)
- 11 June 2014 – Draft strategy of follow up care approved by the meeting of the management of the Ministry of Health (*fulfilled*)

- 20 June 2014 – Nomination of members of working groups on particular topics of the National Strategy H2020 and the subsequent appointment (fulfilled)
- 25 June 2014 – 2nd meeting of the MWG H2020 (fulfilled)
- By 30 September 2014 – the first working draft of the structure of action plans for the National Strategy Health 2020 – document completion is at 20 % (responsible: chairman of the MWG H2020) (fulfilled – see Sub-chapter 2.2)
- By 30 September 2014 – finalization of the Follow-up Care Strategy by adding a regional dimension (fulfilled)
- 2 December 2014 Follow-up Care Strategy approved by the meeting of the management of the Ministry of Health, and its publication (fulfilled)
- 2 December 2014 – 3rd meeting of the MWG H2020 (fulfilled)
- 19 February 2015 – a joint seminar of experts from working groups to implement the National Strategy Health 2020
- By 15 March 2015 – a second working draft of the structure of Action Plans for the National Strategy Health 2020, including a proposal for the indicator system – document completion at 50% (responsible person: Strategy coordinator (DC²⁵ and Strategy coordinator (DAA)²⁶)
- 25 March 2015 – fourth meeting of the MWG
- 20 May 2015 – fifth meeting of the MWG
- By 31 May 2015 – Action Plans for the National Strategy Health 2020 to be approved by MWG H2020 – document completion at 90%
- By 30 June 2015 – Action Plans for the National Strategy Health 2020 to be presented to the meeting of the management of the Ministry of Health
- From 1 to 31 July 2015 – Public consultation on the Action Plans for the National Strategy Health 2020
- By 30 September 2015 – the first report on progress towards the implementation of the National Strategy Health 2020 to be submitted to the Government and the Chamber of Deputies
- **By 31 December 2015 – Action Plans to be approved = fulfilment of the criteria of the ex-ante conditionality**

Prerequisites for the successful fulfilment of the ex-ante conditionality

The basic prerequisite for the successful fulfilment of the ex-ante conditionality is the long term functioning of active Ministerial Working Group to promote and protect public health and prevent diseases and to implement the Health 2020 programme in the Czech Republic.

The activities of the MWG H2020 fall under the responsibility of the Deputy Minister for the Protection and Promotion of Public Health and Chief Public Health Officer of the Czech Republic.

²⁵ DC – Deputy Minister for the Protection and Promotion of Public Health and Chief Public Health Officer of the Czech Republic

²⁶ DAA – Department of Advisers and Analyses

The individual action plans were assigned coordinators who will guarantee the preparation and creation of these implementation documents and, by 30 June 2014, working groups for the preparation and creation of individual action plans will be established and their members appointed. The creation of action plans and fulfilling the ex-ante conditionality will involve, with full responsibility, the relevant departments of the Ministry of Health.

Annexes²⁷

1. Good nutrition and the prevention of obesity – logical framework
2. Living and working environment – logical framework
3. Management of infectious diseases – logical framework
4. Vaccination-promoting Action Plan – logical framework
5. Vaccination-promoting Action Plan – SWOT analysis
6. Screening – logical framework
7. Reducing the damage caused by alcohol – logical framework
8. Action Plan and subsequent long-term care – strategy
9. Quality and safety of health care services – logical framework
10. National Strategy for eHealth – initial report
11. List of working groups and their members
12. Follow-up care strategy

²⁷ Annexes available separately

ACTION PLAN FOR EX-ANTE CONDITIONALITY 10.1

Ex-ante conditionality 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.

The criteria of the ex-ante conditionality and the state of their fulfilment are listed in tables of fulfilment of ex ante conditionalities.

In accordance with the Action plan for managing and coordination of ex-ante conditionalities in the programming period 2014–2020 (MoRD, version III, 11 October 2013), the MEYS was designated as the coordinator responsible for the overall fulfilment of the ex-ante conditionality 10.1.

The Czech Republic agrees to maintain the share of early school leavers at no more than 5% of the objectives in NRP. The objectives have been achieved in the Czech Republic, since the Czech Republic is one of the countries with consistently report lowest percentage of early school leavers in the world (5.4% – 2013).

The EC requires that the Czech Republic ensures the existence of the following (see Annex XI to the General Regulation):

(a) statistics: a system for collecting and analysing data and information on ESL at relevant levels, providing sufficient evidence to develop targeted policies and monitor their progress.

Situation in the Czech Republic: The statistics is performed annually in accordance with the Eurostat methodology (Czech Statistical Office – CSO). Successful results have been consistently achieved in particular through the existing legislative framework.

The issue of evidence base policy on disadvantaged people, including Roma, is intensively dealt with at supranational level (EU Agency for Fundamental Rights) with regard to the legal constraints of Member States. We monitor the methodological recommendations of the agency in cooperation with the Office of the Government. October 2014 saw the signing of a Memorandum on cooperation between the Czech School Inspectorate and the Government Council for Roma Community Affairs, which will create and implement a sufficiently precise and safe system for evidence-based policy in the inclusive education of Roma children and pupils.

The situation of the disadvantaged persons within the issue of ESL is systematically addressed by means of the tools of the Czech School Inspectorate. The information obtained during the investigation does not always have to be published in connection with an OPDP recommendation.

Strengthening the data collection, as well as the follow-up set of interventions is mainly reflected in the Long-Term Plan for the Education and Development of the Education System in the Czech Republic 2015–2020. This document was discussed with the regions and other actors in education, and its structure reflects and further develops the measures and objectives of the Education Policy Strategy of the Czech Republic 2020, which prioritizes the area. Another document that reflects the area is the Social Inclusion Strategy and the Roma Integration Strategy (approved by the Government in 2015).

(b) strategies: Strategic policy framework for evidence-based policies aimed at addressing ESL, covering all relevant areas of education, including pre-school education, and is primarily aimed at vulnerable groups that are most at risk of early school leaving, and which include those from marginalized communities, and addresses prevention, intervention and compensation measures; it covers all policy areas and stakeholders concerned by measures taken on early school leaving.

Situation in the Czech Republic: Given the successful fulfilment of the commitment of the Council, we do not consider early school leaving to be a national problem. However, we are very well aware of the danger for specific target groups – people with special educational needs, including pupils with poorer socio-economic background. The Czech Republic has been specifically focused on reducing disparities in student achievement, improving the quality of education and equal opportunities. To do this, there are four recommendations for the Czech Republic, e.g. by the OECD. These recommendations are reflected in both the national strategic documents and the PA 3/IP 2/SO 1 Good conditions for the development of inclusive education and PA 3/IP 3/SO 1 Social integration of children and pupils, including the integration of Roma children, in education. Within these investment priorities of the OP RDE, we wish to promote quality in education, as well as equal access to education (especially in PA 3/IP 2/SO 1 and the PA 3/IP 3/SO 1, as well as in a cross-cutting manner in PA 3/IP 1/all SOs). The aim is not to reduce ESL itself. Promoting inclusive education comes mainly from the need to increase the quality of education (individualization) and reduced divergence of results in education. However, some of the planned measures may also contribute to the prevention of ESL.

However, these interventions may also have a positive effect on reducing ESL, since early leaving from school is the most visible (but in the Czech Republic not the most common) result of long-term failure at school, the primary reason being lack of fairness and inclusion. At national level, however, the impact of such interventions on the overall percentage of ESL will be limited. To monitor the results of interventions, we therefore use other indicators (the percentage of students doing badly at school, the difference in the results depending on the socio-economic status, etc.).

The Czech Republic therefore fulfils the requirement because (a) there is a national statistics in accordance with the requirements of Eurostat and (b) there is a strategy aimed at specific target groups based on monitoring progress related to these target groups.

The main strategic documents are Plan of measures to enforce the judgment of the European Court of Human Rights in the case D.H. v. the Czech Republic and the Long-term Plan for the Development of Education and the Educational System of the Czech Republic (2015–2020). Measures are also updated in line with the Educational Policy Strategy of the Czech Republic 2020. It creates a long-term plan for the education system for 2014–2020, where the priorities include early school leaving in the context of the recommendations by the Council and the requirements following from the defined criteria. In connection to Education Policy Strategy 2020, short-term, focused action plans for inclusive education will be prepared for 2016–2018 and 2019–2020, containing measures to promote equal opportunities and fair access to high-quality education, including measures in the area of prevention, correction and intervention of early school leaving in specific vulnerable target groups in accordance with the ex-ante conditionalities. Starting in 2016, these plans will also

be complemented by the Plan of measures to enforce the judgment of the European Court of Human Rights in the case D.H. v. the Czech Republic.

Important strategic documents and legislative measures in this area:

- Education Policy Strategy of the Czech Republic 2020
- The Long-Term Plan for Education and Development of the Education System in the Czech Republic 2015–2020
- Operational Programme of Research, Development and Education (OP RDE) for the period 2014–2020
- Strategy to Combat Social Exclusion 2011–2015; Chapter 4
- Social Inclusion Strategy 2014–2020
- Plan of measures to enforce the judgment of the European Court of Human Rights D.H. and others v. Czech Republic, "Equal Opportunities" from 2012
- Act no. 561/2004 Sb., on pre-school, primary, secondary, higher vocational and other education (the Education Act) and the implementing decrees (Decrees no. 72 and 73 were updated in 9/2014)
- The Action Plan for the Roma Inclusion Decade 2005–2015
- Roma Integration Strategy until 2020

Current situation

Until mid-2014, the strategic framework consisted of strategic documents entitled “White Paper – National Education Development Programme of the Czech Republic”, Long-term Plan for the Development of Education and Educational System of the Czech Republic 2011–2015, Lifelong Learning Strategy of the Czech Republic and its implementation plan and the Plan of measures to enforce the judgment of the European Court Human Rights in the case D.H. v. the Czech Republic. These strategic documents form the framework for interventions within the Operational Programme Education for Competitiveness.

In July 2014, this framework was significantly upgraded thanks to the replacement of the “White Paper – the National Programme for the Development of Education of the Czech Republic” with a new, long-term plan in the education system, whose priorities will include ESL in the context of the Council recommendations and the requirements of ex-ante conditionalities: “Education Policy Strategy of the Czech Republic 2020”, which was approved by the Government in July 2014 and became a higher-level strategic document in education, and will be followed on by action plans aimed at specific vulnerable target groups.

Based on the Education Policy Strategy of the Czech Republic 2020, its implementation plan was prepared, entitled Long-Term Plan for Education and Development of the Education System in the Czech Republic 2015–2020 (Government Resolution no. 277 of 15 April 2015); furthermore, with a connection to the Strategy, also short-term, targeted action plans (implementation plans) for inclusive education will be prepared for the period 2016–2018, and the period 2019–2020, including measures to promote equal opportunities and equal access to high-quality education, including measures of prevention, correction and intervention of ESL in specific vulnerable target groups in accordance with the ex-ante conditionalities.

The following strategic documents will contribute to completing the strategic framework:

- based on the overarching Education Policy Strategy of the Czech Republic 2020, **Action Plans (implementation plans) for inclusive education 2016–2018** and 2019–2020 will be prepared, which follow on from the Plan of measures to enforce the judgment of the European Court Human Rights in the case D.H. v. the Czech Republic.

Table No. 52: Strategic framework for ex-ante conditionality 10.1

Ex-ante conditionality	Area	Responsible party
10.1	A strategic policy framework on addressing ESL	
	– Action plans for inclusive education for the years 2016–2018 and 2019–2020	MEYS

Other steps and measures to fulfil the conditionality

By approving the **Education Policy Strategy of the Czech Republic 2020**, the Czech Republic set a long-term strategic framework, which determines the strategic documents subordinate to the Strategy as well as action plans in the field of education and also in relation to the criteria of ex-ante conditionalities.

The objectives of the Education Policy Strategy are developed in more detail in **the Long-term Plan for the Development of Education and Educational System of the Czech Republic 2015–2020**, which was approved by Government Decree no. 277/2015.

In 2014, an evaluation was also made of the “Plan of measures to enforce the judgment of the European Court Human Rights in the case D.H. v. the Czech Republic”, and the “**Action Plan of Measures for the Education of Roma Children, Pupils and Students 2015–2017**” was created.

The “**Action Plan for Inclusive Education**” is based on the “Education Policy Strategy of the Czech Republic 2020”, the measure “Long-term Plan for the Development of Education and Educational System of the Czech Republic 2015–2020”, “Action Plan of Measures for the Education of Roma Children, Pupils and Students 2015–2017” and the objectives and measures of the “Roma Integration Strategy 2020”, which was approved in 2015.

The “Action Plan for Inclusive Education 2016–2018” is being prepared, which will then be followed by a plan for 2019–2020. The Action Plan is currently in the final stages of preparation and will be approved no later than by mid-2015.

Information on the Long-term Plan for the Development of Education and Educational System of the Czech Republic 2015–2020

Background (underlying principles)

The Long-term Plan for the Development of Education and Educational System of the Czech Republic (the "Long-Term Plan") is prepared by the Ministry of Education pursuant to Section 9 of Act no. 561/2004 Sb., on pre-school, primary, secondary, higher vocational and other education (the Education Act). The document does not include education at universities, which rely on a separate development strategy in accordance with Act No. 111/1998 Sb., on universities.

Based on this provision, the Ministry discussed the draft Long-Term Plan with the relevant central trade union bodies, relevant nation-wide employers' organizations and regions, submitted it to the Government for approval and publishes it in a manner enabling remote access. The Government also submits the Long-Term Plan to the Chamber of Deputies and the Senate for consideration.

From the ministry's perspective, the shaping of the regional education system is an important tool. The Long-Term Plan builds on the previous one, setting out the basic strategic guidelines and objectives for further development and measures at the national level for at least 4 years in order to unify education policy of the 14 regions and the State. Trends and objectives at the level of the Czech Republic are elaborated by regions for specific conditions and needs of their regions, and regional authorities propose and justify their own particular solutions.

The framework structure and content of Long-Term Plans at national and regional levels, as well as the deadlines for the submission and publication of these documents, is specified in Decree no. 15/2005 Sb., which sets out the requisites of Long-Term Plans and annual reports, as amended.

Links to other strategies, relation to operational programmes

The Long-Term Plan has been drawn up in line with other ministerial and inter-ministerial strategic documents.

The Long-Term Plan 2015 is one of the documents, which have closer links to the implementation of the measures contained in the Education Policy Strategy of the Czech Republic 2020 and was prepared as the implementation plan for the period 2015–2020.

The measures set out in the Long-Term Plan will be developed in line with the Lifelong Learning Strategy. OP RDE, which will also finance certain activities, has been prepared in accordance with the Long-Term Plan. Another source of financing for the measures referred to in the Long-Term Plan is the State budget.

Consideration and preparation procedure

The basic deadlines for consideration are specified in Decree no. 15/2005 Sb. By 31 October 2014, a draft of the document was sent to individual regions and other selected bodies to give an opinion. The document was subject to another round of consideration in the period February–March 2015 before being submitted to the Government. The draft Long-Term Plan was submitted to the Government and subsequently approved on 15 April 2015 (Government Resolution no. 277).

Guidelines of measures, basic themes

- increase in the availability and quality of pre-school education,
- improvement of the quality of the 2nd stage of basic education,
- Optimisation of the network of secondary schools and higher vocational schools
- support for secondary vocational education
- labour market and education – employability of graduates in the labour market, prediction
- evaluation in education
- special education
- teaching staff – standard for the teaching profession and career system
- counselling system in education and its change
- further education - National Qualifications Framework, permeability between initial and further education

Information on the preparation of the Action Plan for Inclusive Education in the Czech Republic

Following the judgment D.H. made by the European Court of Human Rights in Strasbourg in 2007, in 2010 the Czech Republic adopted the National Action Plan for Inclusive Education (the NAPIE), aiming to strengthen inclusive elements in the Czech educational system, and to act preventively against the social exclusion of individuals and social groups, and contribute to the successful integration of individuals with disabilities or disadvantage into social, political and economic activities of the civic society.

In 2012, the National Action Plan for Inclusive Education was reviewed by means of the preparation of the new Action plan for the enforcement of the judgment of the European Court of Human Rights in the case D.H. and others v. the Czech Republic – "Equal Opportunities", which replaced the original National Action Plan for Inclusive Education, and was adopted by the Committee of Ministers of the Council of Europe in December 2012.

In connection with this document, amendment of the relevant parts of education legislation was initiated and a series of support activities and projects was launched. However, the situation described by the European Court of Human Rights can be remedied by a long-term systematic effort, whose strategic framework is established by the Education Policy Strategy of the Czech Republic 2020. The Ministry of Education, Youth and Sports considers it appropriate to pay increased and sustained attention to this area; as a result, it will elaborate all measures into three-year periods through specific action plans.

The MEYS also considers important instruments for the implementation of necessary changes in inclusive education to include the forthcoming Operational Programme Research, Development and Education, whose Priority Axis 3 is generally aimed at promoting equal access to quality education and the development of the potential of each student, especially under PA 3/IP 2/SO 1 Good conditions for the development of inclusive education and PA

3/IP 3/SO 1 Social integration of children and pupils, including the inclusion of Roma children in education. The aim of these interventions is to develop equal opportunities and conditions for the inclusion of children and pupils with special educational needs in mainstream schools of the mainstream education with an emphasis on equal access to high-quality education in nursery and primary schools in municipalities with socially excluded localities or direct support and mobilization of children and pupils with special educational needs to increase their opportunities in society and in the labour market. Support from OP RDE is planned so as to improve the knowledge, skills and attitudes of founders, school management, teachers and parents to inclusive education, so that mainstream schools are open to inclusion and know how to benefit from the measures in the upcoming legislation and to create a safe and stimulating environment for the development of pupils with special educational needs. Support will also be provided to improving the quality of educational and psychological counselling and collaboration between schools with guidance system and social services, in particular the body responsible for social and legal protection of children.

Priority themes for the period 2016–2018

- setting the conditions of equal opportunities in education for all
- diagnostic tools – the activities and role of school counselling facilities
- supervisory mechanisms in the area of inclusive education
- records and statistics of pupils educated in inclusive environment
- inclusion in pre-school education
- reducing ESL

Timetable for the preparation of the 2016–2018 Action Plan

2014	
December–April 2015	discussion of the proposal in a working group
2015	
April	internal reflection process
April/May	consultation with the European Commission
May/June	approval
June	publication

Criteria for self-evaluation will be completed after the approval of the Action Plan for Inclusive Education in the Czech Republic (deadline on 30 June 2015). The following part, which deals with self-evaluation, therefore does not have the final description of measures. These will be added after the consideration of the Action Plan for Inclusive Education by the European Commission and the subsequent approval of the document.

Criteria for fulfilment — 10.1		
	YES / NO	Elements of (non)-fulfilment
<p><i>A system for collecting and analysing data and information on ESL at relevant levels is in place...</i></p> <ul style="list-style-type: none"> There is a clear systematic approach to collect and analyse data on ESL at the relevant territorial level. 	YES	<p>The strategic policy framework to address the issue of early school leaving has been set until 2015.</p> <p>The whole period is covered by the Education Policy Strategy of the Czech Republic 2020, which is the fundamental strategic plan defining priorities for all education system levels. It is effective from 2014 to 2020 with a view to its being updated. The strategy is a binding material of the Ministry, and subordinate and related documents must respect its content and promote agreement based on a system of subordinate documents. Progress towards the objectives of the Education Policy Strategy will undergo annual evaluations.</p> <p>The Education Policy Strategy of the Czech Republic until 2020 is, as an umbrella strategy, based on the principle of lifelong learning and fair and equal access to high-quality education.</p> <p>Based on the Education Policy Strategy of the Czech Republic until 2020, its implementation plan is being prepared, entitled “Long-term for Education and Development of the Education System in the Czech Republic 2016–2020”.</p> <p>Moreover, in connection to Strategy 2020, short-term, focused action plans (implementation plans) will be prepared for the periods 2016–2018 and 2019–2021, containing further particular measures to promote equal opportunities and fair access to high-quality education, including measures in the area of prevention, correction and intervention of early school leaving in specific vulnerable target groups.</p> <p>The system provides enough underlying documents and the result is the support for verified measures — therefore the Czech Republic has consistently been outside the group of States that record higher numbers of early school leavers. This is mainly due to the legislative framework.</p> <p>The Czech Republic is one of the countries with the smallest school drop-out rate in the world: 2012—5.5%; it was 5.4% in 2013</p> <p>In the Czech Republic, the survey is carried out by the Czech Statistical Office (CSO) in full compliance with Eurostat methodologies, within the Labour Force Sample Survey, 4 times a year, and the figure for the entire year is the recalculated average of the four surveys (LFSS). The outputs are sent to Eurostat and appear on the Eurostat website. LFSS has a tradition since 1992.</p> <p>The methodology for data collection is detailed at: http://www.czso.cz/výkazy/vykazy.nsf/i/vyberove_setreni_pracovnich_silhttp://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&language=en&pcode=tsdsc410&plugin=1.</p> <p>Time series data is available on the Eurostat website: http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&plugin=1&language=en&pcode=tsdsc410</p> <p>Moreover, data is available in the Czech Republic on students who left compulsory schooling earlier than in the 9th year, on students who left education before the final exam (for example they left school before taking the</p>

		<p>exam), and on students who failed the school-leaving examination and are a group at risk of early school leaving. This data is obtained from both the collection of statistical information from schools as well as from individual students' data (students' registers — since 2011).</p> <p>Criteria for self-evaluation will be completed after the approval of the Action Plan for Inclusive Education in the Czech Republic (deadline on 30 June 2015). The following part, which deals with self-evaluation, therefore does not have the final description of measures. These will be added after the consideration of the Action Plan for Inclusive Education by the European Commission and the subsequent approval of the document.</p>
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...that		
– <i>provides a sufficient evidence-base to develop targeted policies and monitors developments</i>	YES	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.
▪ The system allows for an identification of the main causes triggering ESL, for an identification of the groups most affected by ESL, and for monitoring developments	YES	Explanation under the first criterion also applies to this criterion. The data allows for identification of possible endangering situations and conditions (e.g. after the introduction of a compulsory state school-leaving examination there was a certain — although relatively slight — increase in the ESL rates in the Czech Republic). The data may be sorted by students' sex and age and it does not include any information on the socio-economic or cultural background of the students.
▪ It is possible to have aggregated data at the school and relevant territorial levels; data are available at least on an annual basis.	YES	Yes, aggregated data are available for all types of education and cover all territorial levels, from data aggregated nationally, to regions to individual schools.
▪ Data cover number, age, sex, socio-economic status, ethnicity (either of students or neighbourhood) of school drop-outs and early school leavers. Information on reasons for early school leaving is available.	YES	<p>The data are systematically used for monitoring, and the consolidation and development of measures to maintain a good condition, arising from legislation. It also allows the differences between women and men to be monitored. Within the published data, there is no specific group of data on students who have left school early; however, in the register of pupils, it is possible to find when and who left school. Reasons for early school leaving are not monitored. This individual data about students is not published, only aggregated data is published. Surveys taking into account the criteria given are systematically carried out by the Czech School Inspectorate (CSI); other entities participating in the survey and analysis of the issue are Cabinet Office — Department for Social Inclusion (Agency) and the Ombudsman. Publication of information is subject to some limitations given by the OPPD.</p> <p>"Report on early school leavers (2013)", which includes the information required by the criteria, is available online here: http://www.nuv.cz/uploads/Predcasne_odchody_12_2013.pdf</p> <p>Analysis of groups at risk of leaving school early — NIE)</p> <p>http://www.nuv.cz/uploads/rovne_prilezitosti_ve_vzdelavani/studie/vyzkumna_zprava_predcasne_odchody.pdf</p>
▪ Data collection covers all types of education and training (e.g. general education, Vocational Education and Training, special needs education, private and public).	YES	Yes, information about the school is available (statistical data collection and registers of pupils). Data are available for all schools included in the register of schools (i.e. also schools, whose activities and results are recognized by the State — public, private and church schools).
<i>A strategic policy framework on ESL is in place ...</i>	YES	The criterion is fulfilled by the approval of the Long-Term Plan for Education and Development of the Education System in the Czech Republic 2015–2020, which elaborates the measures of Education Policy Strategy of the

<ul style="list-style-type: none"> ▪ The self-assessment contains a reference to the strategy or indicates where it or its different elements are published (in the form of a link). 		<p>Czech Republic 2020.</p> <p>Although early school leaving is not a majority issue in the Czech Republic, the Czech Republic has identified and places special focus on target groups within which there is a greater risk of early school leaving than in the general population. These specifically include: children with special educational needs, including children from a different socio-cultural background, the Roma, and health-challenged children. Special attention is placed on these particular groups in the national strategies. Furthermore, the Czech Republic focuses on the promotion of lifelong learning and the development and recognition of further education.</p> <p>Strategic documents:</p> <p>Long-term concepts:</p> <p>1. Education Policy Strategy of the Czech Republic 2020 (http://www.vzdelavani2020.cz/)</p> <p>Long-term plans:</p> <p>1. Long-Term Plan for Education and Development of the Education System in the Czech Republic 2015–2020. The Long-Term Plan is a strategic document arising from national analyses and discussions with regions and is approved by Government Resolution no. 277/2015. The document will be replaced by a new Long-term plan, whose preparation strictly reflects the bases and objectives of the Education Policy Strategy of the Czech Republic until 2020.</p> <p>Short-term action plans:</p> <p>1. The Action Plan of Measures for the Education of Roma Children, Pupils and Students 2015–2017, which builds on the evaluated “Plan of measures to enforce the judgment of the European Court Human Rights in the case D.H. v. the Czech Republic”.</p> <p>This plan includes the following measures:</p> <ul style="list-style-type: none"> • Legislative support for the education of Roma pupils • Streamlining of the activities of school counselling facilities and school counselling centres • Pre-school education and preparatory classes • Status and next steps with Annex FEP PE – MMD • Monitoring, records and statistics on Roma education • Grant and development programmes in the field of Roma education • Supervisory mechanisms in the field of diagnosis and counselling facilities.
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<ul style="list-style-type: none"> ▪ In case there is no strategy against ESL adopted or published, the self-assessment demonstrates the link between the elements at forming an equivalent to a strategy. 	Partially	<p>The issue is addressed in the Education Policy Strategy of the Czech Republic 2020 (http://www.vzdelavani2020.cz/), whose measures will be further developed in the Long-Term Plan for Education and Development of the Education System in the Czech Republic 2015–2020.</p> <p>A working document for the successful implementation of the Long Term Plan measures is being prepared, entitled "Action Plan for Inclusive Education", so that it is considered and approved by 30 June 2015. Consideration includes consultation with the European Commission (May 2015).</p> <p>However, the issue is addressed comprehensively in the documents discussed under the previous criterion.</p>
...that		

<p>– <i>is based on evidence</i></p>	<p>Partially</p>	<p>All of the aforementioned strategies are based on relevant analyses, see the first criterion.</p> <p>OECD report: Equality and quality in education: Support for disadvantaged students and schools. Spotlight report Czech Republic (2012) http://www.csicr.cz/getattachment/2dc3e27a-c68b-4a81-808a-76656860f1cf</p> <p>Concerning specific target groups of pupils with special educational needs, attention is paid to ESL. Publications: Early school leaving at secondary schools. Qualitative analysis of interviews with experts and examples of good practice. Trhlíková, J., 2012, NIE, prepared under Ipn VIPII Career:</p> <p>http://www.infoabsolvent.cz/Temata/PublikaceZP?Stranka=9-0-73&NazevSeo=Predcasne-odchody-ze-vzdelavani-na-strednich-</p> <p>Early school leaving at secondary schools. The views of the employees of school and labour offices of prevention and intervention tools. Trhlíková, J., 2012, NIE, prepared under Ipn VIPII Career:</p> <p>http://www.nuv.cz/uploads/Vzdelavani_a_TP/PREDCASNE_ODCHODY_pro_www_final.pdf</p>
<ul style="list-style-type: none"> ▪ The main factors triggering ESL in the country (at the relevant territorial levels) are identified and proven by current data and information. 		<p>For example, the Czech Republic participates in the OECD project Overcoming School Failures: Policies that Work, Spotlight Report for the Czech Republic: Equity and Quality in Education: Supporting Disadvantaged Students and Schools, 2012, OECD Publishing http://dx.doi.org/10.1787/9789264130852-en.</p> <p>http://www.oecd.org/education/school/48631810.pdf</p> <p>NIE portal with published materials and recommendations for solution:</p> <p>http://www.infoabsolvent.cz/Temata/ClankyZP/46</p> <p>The findings conducted at the national level are in line with the findings of international studies:</p> <p>Although the share of ESL in the Czech Republic remains generally low, early school leaving poses a special risk for Roma children and pupils (72%) (Roma Survey - Data in Focus: Education: the situation of Roma in 11 EU Member States, European Union Agency for Fundamental Rights, 2014.)</p> <p>Furthermore, the ESL poses a risk to persons with disabilities (11.2%) (EU-SILC 2012).</p>
<ul style="list-style-type: none"> ▪ The measures taken or described within the strategy are consistent with the specific situation within the country (at the relevant territorial levels) and target the groups at risk of early school leaving. 	<p>Partially</p>	<p>All the measures are being implemented with regard to the relevant studies presented above and data based on the foregoing criteria. Policies are created in the regions with respect to their specificity, which provides for the system of creation and hierarchy of strategic documents. The data is monitored and analysed (for example, report on ESL — Overview of measures and examples of good practice in the Czech Republic and abroad — NIE, 2013, or the analysis of groups at risk of ESL — NIE)</p> <p>http://www.nuv.cz/uploads/rovne_prilezitosti_ve_vzdelavani/studie/vyzkumna_zprava_predcasne_odchody.pdf</p> <p>http://www.nuv.cz/uploads/Vzdelavani_a_TP/Predc_odch_rozh_dobre_praxe_pro_www.pdf</p> <p>The question of educating Roma children will continue to be closely monitored in the context of the Reports on the Situation of the Roma Minority (beyond the requirements of the ex-ante conditionality 10.1, these reports will be newly extended to include control methods to evaluate the impact of Roma integration measures. These methods are prepared in accordance with the Action Plan for the ex-ante conditionality 9.2). The Office of the Government Council for Roma Community Affairs will use the available resources (Czech School Inspectorate,</p>

		<p>Ombudsman, FRA, CSO) to create a set of available indicators. Such usable change indicators presently include e.g. the numbers of Roma children educated according to the programme with lower educational ambitions, according to the surveys conducted by CSI. These indicators will, also in relation to the activities of the Working Group within the FRA, used to monitor progress. The measures should result in eliminating the overrepresentation of Roma children in basic education, educated in the stream with lower ambitions. When monitoring the elimination of differences in educational attainment at higher levels (secondary education, tertiary vocational schools, universities), data will be identified on the basis of qualitative research, also in cooperation with non-profit organizations working in this area. Also, progress in the desegregation of schools will need to be monitored by e.g. qualitative surveys.</p> <p>To support projects aimed at the implementation of Roma Strategy measures from OP RDE, use will be made of these monitoring indicators explicitly targeted at Roma children and pupils: "The number of Roma children, pupils and students in supported organizations" and "The number of Roma children and pupils included in education". These indicators are seen as progress indicators in supported schools and indicators to measure the number of Roma children who received support and consequently either entered into pre-school education, or are successfully passing through school education.</p>
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<ul style="list-style-type: none"> Infrastructure needs — taking into account demographic trends - to address ESL have been appraised and translated into a long-term strategy of the infrastructure network, where relevant, with a view to ensuring effectiveness and sustainability. 	YES	<p>The Education Strategy of the Czech Republic until 2020 states that the Czech Republic will not exceed 5.5% ESL by 2020 — this is in line with the current state and it is a realistic objective, neither undervalued nor overvalued;</p> <p>In the Czech Republic, the level of ESL has been at approximately the same levels in recent years, ranging from 4.9 to 5.5%, and is expected to remain unchanged in the next few years. No factors are known that would have significant impact on the ESL rates.</p>
<p>– <i>covers relevant educational sectors, including early childhood development, targets in particular vulnerable groups that are most at risk of ESL including people from marginalised communities and addresses prevention, intervention and compensation measures</i></p>	Partially	<p>All of the mentioned strategies contain measures that comply with the Council's recommendations for policies to reduce the level of early school leaving. The strategic objectives are aimed at prevention, intervention, and corrective measures at all levels of education, including further education.</p>
<p><u>Depending on the identified ESL problems, measures address:</u></p> <ul style="list-style-type: none"> All relevant education levels up to ISCED3. Both general education and vocational education and training. Special needs education or (if systems are inclusive) the needs of students with specific educational needs. The needs of vulnerable groups most at risk of ESL as identified within the country, in line with the National Roma Integration Strategies, where appropriate Prevention: Early childhood education and care (ECEC) is accessible and there are measures to ensure good quality. Especially groups at increased risk of ESL have access to good quality ECEC. Prevention: Potential obstacles to school success at system level (e.g. inflexible learning pathways, deficiencies in teacher education, high retention rates, segregation and limited access to high quality education for disadvantaged groups or in disadvantaged areas, lack of accessible good quality infrastructure, etc.) are identified; mid-term or long-term solutions are under development or at implementation stage. The measures have the potential to remove the described obstacles. Intervention: Targeted measures to support pupils at risk of ESL are implemented at school-level and especially in schools most affected by it. Intervention: Measures to support individual pupils at risk of ESL are accessible to all pupils concerned and especially to groups most affected by it. Intervention: In case of need, measures involve also actors outside school such as social and youth services, local community or other education and training providers. Intervention: Infrastructure measures to ensure that identified 	YES	<p>Interventions fulfilling the criteria:</p> <p>1) Legislation and strategic measures since 2004:</p> <p>addressing prevention through: offering a broader range of education and providing increased flexibility and throughput of teaching forms (by the introduction of separate disciplines of follow-up study, and, for graduates in education disciplines with a vocational certificate, by introducing a shortened study for graduates from schools with vocational certificates that will allow them to further study in another different vocational field)</p> <p>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 both formal as well as informal education.</p> <p>3) Intervention measures are primarily aimed at helping at-risk groups.</p> <p>Legislative measures are contained in the Act no. 561/2004 Sb. (the Education Act) and its amendments in 2009 and 2011 and in Act no. 179/2006 Sb., on the verification and recognition of further education results.</p> <p>The measures are supported financially through grant and development programmes using funds of the MEYS, regions and the EU.</p> <p>All of the above strategies, which are presented beyond the scope of what is required, because they provide detailed solutions for vulnerable target groups, contain measures that are in line with the Council Recommendation on policies to reduce early school leaving — strategic objectives focus on prevention, intervention and remedy at all levels of education, including further education.</p> <p>In 2014, there was yet another amendment to regulation No. 72/2005 Sb., on the provision of counselling services in schools and school counselling facilities.</p>

<p>ESL problems can be effectively addressed, including in disadvantaged areas.</p> <ul style="list-style-type: none"> ▪ Compensation: Young people who dropped out of education and training are offered a range of tailor-made education and training opportunities to return to mainstream education or to acquire relevant qualifications within alternative settings . ▪ Compensation: Young people receive additional targeted support if needed, including financial support, but also guidance and counselling. 		<p>In 2014, there was also an amendment to regulation No. 73/2005 Sb., on the education of children, pupils and students with special educational needs and exceptionally gifted pupils.</p> <p>In 2015, the Czech Republic also approved an amendment to Act no. 561/2004 on pre-school, primary, secondary, higher vocational and other education (the Education Act). The Act will introduce a new definition; a pupil with special educational needs is a pupil who needs support measures to fulfil their educational opportunities and execution of the right to education on an equal basis with others. Support measures are selected to match the pupil's health condition, cultural environment or other living conditions.</p> <p>Sub-criteria:</p> <ol style="list-style-type: none"> 1) The measures apply to all levels of education up to ISCED 3; they apply both to general and vocational education. 2) All measures apply to primary, lower secondary and upper secondary education indiscriminately. 3) Pupils with special educational needs will receive support that will enable them to pass through the educational system. 4) In order to address problems in vulnerable groups — in the Czech Republic, these include mainly young people from socially disadvantaged environment (including the Roma), students who failed the school-leaving examination and migrants — recommendations are set in the respective strategies that will allow for a successful completion of the educational career. 5) In the Czech Republic, there is very high participation of children aged 3–5 years in pre-school education (approx. 80–85% in 4-year-old children, approx. 90% in 5-year-old children). This high level of participation in pre-school education is a prerequisite for the elimination of early school leaving. Currently, a legislative measure is being prepared, which would introduce compulsory pre-school education from age 5, especially considering the required increase in the participation in pre-school education (especially for children from socially disadvantaged backgrounds). 6) Children who need an increased degree of preparation for entry to primary education can attend preparatory classes in primary mainstream schools. These classes are prevention of failure in education, and therefore of early school leaving. At the same time, they obligatorily belong to the mainstream schools, which helps prevent segregation from mainstream education. This in particular benefits from the amendment to decrees mentioned in the previous part. 7) The vast majority of measures happen at the level of schools, which best identifies pupils at risk of early school leaving. As far as minor pupils are concerned, the schools often collaborate with social welfare offices for children and youth on the solution to the problem and work with the family. 8) All schools are required by law to provide an adequate level of individualization enabling each pupil indiscriminately to study in a mainstream school. The Czech Republic also has a sophisticated network
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		<p>of educational and psychological counselling centres cooperating with all schools.</p> <p>9) Cooperation takes place across the sectors of social services, with centres of early and timely care, authorities for social and legal protection of children and others with respect to local specificities.</p> <p>10) The system of territorial and administrative form a dense network of schools based on regional specificities (mainly due to interventions dating back into the second half of the 19th century) with good access to all required services. In areas with a more likely concentration of children, pupils and students at risk of bad school results, infrastructure to ensure monitoring and enable early intervention and compensation is reinforced.</p> <p>11) Yes, return to mainstream education is not restricted in any way. They can also use a number of alternative ways to achieve formally recognisable and other education (retraining, combined studies, etc.).</p> <p>12) The Czech Republic has an elaborate system of protecting children and young people. Most of the assistance offered is concentrated under Labour Offices with a dense network coverage, also BSLPC, etc.</p> <p><u>Prevention of failure of primary education at pre-school education level — the aim of the proposed measures is to prevent the failure of children in education by strengthening the role and quality of pre-school education.</u></p> <p>Long-Term Plan for Education and Development of the Education System in the Czech Republic 2015–2020</p> <p>- implementation of the objectives of the Education Policy Strategy of the Czech Republic 2020 through the following measures:</p> <p>A.1.1</p> <p>Prepare draft amendments to legislation to introduce compulsory final year of pre-school education and provide for a legislative solution for:</p> <p>(a) enrolment of a child in the last year before entering primary school within the child's catchment area, or its enrolment in another facility, which is in the register of schools and school facilities,</p> <p>(b) the establishment of preparatory classes at primary schools as an alternative to pre-school preparation intended especially for children with postponed compulsory schooling.</p> <p>A.2.1</p> <p>Increase, where necessary, the capacities of kindergartens with support from municipalities and the MEYS through:</p> <p>(a) the fund of the MEYS (and MoF) to support capacity of nursery and primary schools,</p> <p>(b) the ERDF budget within the Integrated Regional Operational Programme.</p> <p><i>The measure is in line with the Roma Integration Strategy 2015–2020, SO 5.1. Increasing the access of Roma children to quality early childhood education and care, (a) provide accessible infrastructure for pre-school</i></p>
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		<p>education for children in nursery schools, so as to avoid the segregation of Roma children and raise awareness of regions and municipalities on support options for increasing the capacity of pre-school facilities; include the infrastructure for preparatory education for Roma parents, or otherwise disadvantaged parents, into the programmes to increase the capacities of nursery schools.</p> <p>A.2.2 Increase accountability and involvement of municipalities in increasing the capacity of kindergartens in localities with high concentration of young families with children.</p> <p>A.3.1 Develop, within OP RDE calls, forms of participation of parents in the school activities, involvement in common activities, possibility to participate in planning the programme of a kindergarten.</p> <p>A.4.1 In cooperation with authorities in the area of social-legal protection of children (OSPOD) and other professionals in this area, motivate families from groups and localities at risk of social exclusion to their children's attendance of kindergarten or another institution for pre-school children.</p> <p>A.4.2 Simultaneously with the introduction of the last year of compulsory pre-school education — initiate discussion with the representatives of the MoLSA and BSLPC on the possibility (in case of failure of other incentives) to suspend social benefits for families whose children will not attend pre-school education.</p> <p>A.4.3 Incorporate the issue of education of children from groups and localities at risk of social exclusion into programmes preparing teachers active in pre-school education.</p> <p>A.4.4 Systematically develop abilities of kindergarten teachers to provide support in integration of children with the need for support measures.</p> <p><i>The measure is in line with the Roma Integration Strategy 2015–2020, SO 5.1. Increasing the access of Roma children to high-quality pre-school education and care, (b) to provide mentoring, education and support for all school workers for the inclusion of Roma children in pre-school education, and enhance professional support for schools teachers in integrating Roma children in pre-school education.</i></p> <p>A.5.1 Prepare analytical basis for discussion on the need for higher qualification of nursery school teachers and discuss the possibility of increasing the qualification of nursery school teachers with the Association of Pre-School Education, Association of Secondary Pedagogical Schools, other professional organizations and other experts in the field of pre-school education.</p>
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		<p><u>Measures to prevent ESL in basic education — the aim of the proposed measures is to set the conditions for successful completion of basic education for all pupils by enhancing the quality of inclusiveness of basic education</u></p> <p>Long-Term Plan for Education and Development of the Education System in the Czech Republic 2015–2020: - implementation of the objectives of the Education Policy Strategy of the Czech Republic 2020 through the following measures:</p> <p>B.1.1 Increase, where necessary, the capacities of primary schools with support from municipalities and the MEYS through: (a) the fund of the MEYS (and MoF) to support capacity of nursery and primary schools, (b) the ERDF budget within the Integrated Regional Operational Programme.</p> <p>B.2.1 In delays in school attendance remove differences among regions in the assessed school readiness: (a) by using a single diagnosis of a child in pre-school age, (b) by better cooperation between nursery and primary schools with parents, or the bodies of social and legal protection of children with their parents, (c) by providing education opportunities in preparatory classes of primary schools for all children, not just for socially disadvantaged children.</p> <p>B.2.2 Improving the quality of teachers' work in lower primary schools mainly with regard to improving the results of pupils in need of support measures with special emphasis on the support for Roma pupils.</p> <p>B.3.1 Not increase the percentage of pupils in lower 6- and 8-year grammar schools.</p> <p>B.3.2 Set uniform rules for diagnostic and intervention work in school counselling facilities so as to prevent unjustified exclusion of children and pupils from mainstream education.</p> <p>B.3.3 Utilize the audit department of the NIE to solve disputable conclusions of examinations in school counselling facilities and in case of problems with inclusion of pupils in the integration process.</p> <p>B.4.1 Improve training in the programmes of faculties training primary schools teachers, e.g. a) by increasing demands on undergraduate training of teachers in accordance with a professional standard of a teacher while increasing the share of teaching practice, b) increase the motivation of teachers in schools to regularly oversee students' teaching practice (e.g. by integration into the career code, which is being prepared), (c) increase the readiness of teachers to work with a heterogeneous group and classroom and school climate.</p> <p>B.4.3</p>
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		<p>Increase the competencies of teachers, especially in the second grade of primary schools, which will lead to better learning outcomes of students, including the ability to evaluate the quality of teaching, develop it further and provide feedback to pupils and their parents, with an emphasis on reading, mathematical and natural-science literacy (in OP RDE).</p> <p>B.4.4 Increase the efficiency of further education of primary school teachers in courses and other long-term forms of support focused on innovations in educational programmes, mainly in the area of teaching of mathematics and foreign languages, teaching competences, improvement in subject-specific didactics, implementation of cross-sectional topics in teaching, better mastery of new technologies in teaching, solving of educational problems, etc. Adjust the content of education for the headmasters of schools and educational facilities and leading teaching staff so that it corresponds to current requirements placed on management of schools and school facilities.</p> <p><i>Fulfilment of the Roma Integration Strategy 2020: Specific Objective 5.3: Ensuring the basic conditions for the development of the inclusion of Roma pupils in mainstream education and the development of inclusive education</i></p> <p><i>(a) to ensure mentoring, education and support for all school workers for the inclusion of Roma children in primary education, and enhance professional support for schools teachers in integrating Roma children in primary education.</i></p> <p>B.9.1 Promote cooperation between schools and leisure education institutions and other extracurricular organizations in teaching and developing talents, including an offer of educational services to schools, programmes, competitions and stimulating extracurricular activities (professional intensive courses, on-line educational activities, leisure activities, etc.). Enhance the accessibility of leisure and non-formal education for pupils with a need for support measures.</p> <p>B.9.2 Support cooperation between schools and other organizations in the development and integration of children at risk of ESL in extracurricular activities.</p> <p><u>Prevention of ESL at secondary education level – the aim of the proposed measures is to set the conditions for successful completion of secondary education for all students</u></p> <p>Long-Term Plan for Education and Development of the Education System in the Czech Republic 2015–2020: - implementation of the objectives of the Education Policy Strategy of the Czech Republic 2020 through the following measures:</p> <p>C.2.3 In revising the FEP, foster the common generally specialist core curriculum in the area of transferable competences applicable mainly in the labour market; foster the general foundations by changes to their content and relevance, not by changing the extent.</p> <p>C.2.4 Implement some of the measures proposed by the study of a new model of vocational training (POSPOLU),</p>
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		<p>supporting the permeability of vocational education.</p> <p>C.3.1 In collaboration with relevant ministries and representatives of employers, prepare a procedure for the introduction of vocational master exams into practice in educational fields with a vocational certificate (for more details see L.5).</p> <p>L.5.1 Within the system of further education, prepare and ensure (in cooperation with relevant ministries and employers' representatives), the organisation of the vocational master exams, including the preparation for these exams.</p> <p>L.5.2 In cooperation with social partners set up the system of the master craftsman's examination including pilot testing (position of the master craftsman's examination in the educational and qualifications system, conditions to pass the master craftsman's examination, master craftsman's examination versus school-leaving examination in L0 fields of studies) (a) establish an implementation team (project by MEYS, implementation by NIE, wider representation of the social partners, the Chamber of Commerce, associations of vocational schools, as well as representatives of universities (tertiary vocational schools) when creating access to the tertiary sector), (b) determine the overall concept, content and structure of the vocational master exam, (c) create the assignment for the vocational master exam (professional practical part — "master product", professional theoretical part, economic and legal part) for 3—4 courses/qualifications of master craftsmen, for 2—3 courses/qualifications of operation/sectoral foremen and creation of the assignment for qualified training master (assignment of the teaching exam), (d) prepare draft legislative amendments (e.g. the Education Act, the Higher Education Act, Educational Staff Act, etc.). (Changes will be addressed in the context of overall objectives of legislative changes to make the master craftsman's examination an integral part of the educational and qualifications system of the CR), (e) set the rules for training and testing institutions, prepare the methodology for the preparation and selection of candidates (f) hold the vocational master exam on a sample of graduates of relevant 3-year and 4-year fields of education from various fields and, on the basis of the evaluation results, modify the vocational master exam.</p> <p>L.5.3 Test the master craftsman's examination on a large scale and create conditions for its implementation into the educational and qualifications system a) create qualification and evaluation standards for selected qualifications of masters for selected fields of studies (several dozens of qualifications evenly from H and L0 fields of studies, a condition is support by professional guilds and employer associations); hand over the standards to the NRQ processes, b) prepare the assignment of the vocational exam (practical part, theoretical part) for several dozens of fields of studies / qualifications, updates to the assignment of the economic and legal part and assignment of the pedagogical exam, c) where applicable, modify the concept of the master craftsman's examination based on evaluation of the results.</p> <p>L.5.4</p>
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		<p>Organize preparatory courses for master craftsmen — graduates from three-year apprenticeships for the entrance to tertiary education graduates; the possibility to use single exams pursuant to section 113 of the SA:</p> <ul style="list-style-type: none"> a) ensure the visibility and status of the vocational master examination, the status of a master and his/her benefits b) establish rules and procedures for permanent sustainability of processes of master craftsman's examinations including the method of funding, and achieve consensus of stakeholders on these rules. <p>L.5.5</p> <p>Enact the vocational master exam — amendment to Act no. 179/2006 Sb.</p> <p>C.4.1</p> <p>Assess the structure of the FEP and innovate the contents of curricula in the area of secondary education, mainly in technically and scientifically oriented fields of studies with regard to technical advances and requirements of the labour market and innovate areas that are not in line with the working reality.</p> <p>C.4.2</p> <p>In revision of the FEP, focus, among other things, on the continuation of teaching of foreign languages between primary and secondary education.</p> <p>C.4.3</p> <p>Promote teaching of foreign languages mainly in vocational fields of studies, introduce classes of a second foreign language.</p> <p>C.4.4</p> <p>Review the extent (and organization) of professional practice in the case of fields of studies with a school-leaving examination and vocational training in the case of vocational fields of studies without a school-leaving examination and, where necessary, increase it. At the same time, allow schools to distribute these classes unevenly in various years (e.g. allow to increase the extent of professional training in higher years of studies).</p> <p>C.8.1</p> <p>Propose and verify the possibilities of use of vocational qualifications in revisions of framework educational programmes for secondary vocational education.</p> <p>C.8.2</p> <p>The system of educational fields, FEP innovation, their regular revision and creation of SEP to be systematically linked to labour market requirements formulated by employers (e.g. through NQF).</p> <p><u>Intervention against ESL at the level of secondary education — the aim of the proposed measures is to set the conditions for a successful transition from school to work and to higher levels of education</u></p> <p>Long-Term Plan for Education and Development of the Education System in the Czech Republic 2015—2020: - implementation of the objectives of the Education Policy Strategy of the Czech Republic 2020 through the following measures:</p>
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		<p>Fulfilment of the Roma Integration Strategy 2020: 5.5 Support for Roma in achieving secondary and tertiary education</p> <p><i>(a) increase the efficiency and effectiveness of the impact of the grant programme "Support for socially disadvantaged Roma secondary school pupils and higher vocational school students" to expand it to include a complementary support system in the form of tutoring, providing extra classes and other activities to enhance self-esteem of children to keep them in school and the possibility of increasing support to students in the lower grades; it is also necessary to ensure that schools maintain confidentiality of grant beneficiaries.</i></p> <p><i>(b) increase funds for the grant title "Support for socially disadvantaged Roma secondary school pupils and higher vocational school students" to CZK 12 million with effect from 2016.</i></p> <p>C.9.1 Practical teaching in fields of studies of vocational education should be, to the extent practicable, be carried out in the respective regions in workplaces of employers and other facilities (e.g. Centres for vocational training in agriculture).</p> <p>C.9.2 Promote the use of tools to ensure the quality of vocational education in a real working environment (e.g. tax credits for companies cooperating with schools).</p> <p>C.10.1 Promote and require from school headmasters further deepening of cooperation between schools, employers and branches of the Labour Office with the aim to further improve the level of vocational education, which will help an easier employability in the labour market.</p> <p>D.1.3 Allow access to vocationally oriented tertiary education to persons with a master craftsman's examination. See L.5.</p> <p><u>Compensation of ESL — further education — the aim of the proposed measures is to allow further training to persons who have left formal education early</u></p> <p>Long-Term Plan for Education and Development of the Education System in the Czech Republic 2015–2020: - implementation of the objectives of the Education Policy Strategy of the Czech Republic 2020 through the following measures:</p> <p>L.1.1 Support the implementation and sustainable development of the system of recognition based on the National Register of Qualifications, and further connect it with other qualifications systems and framework educational programmes to expand its universal applicability.</p> <p>L.2.1 Support for development of civic education and development of key competences in adults: a) mapping of the current situation using a secondary analysis of available resources,</p>
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		<p>b) based on this analysis prepare a draft strategy for the development and enhancement of basic skills in adults in the CR.</p> <p>L.2.2 Promoting the quality of further education e.g. in the form of implementation of evaluation of educational institutions:</p> <p>a) propose and possibly enact a system of evaluation of educational institutions,</p> <p>b) systematically promote the quality of retraining courses by means of their accreditations and the quality of exams of vocational qualifications by means of setting up the National Register of Qualifications and inspections of exams.</p> <p>L.2.3 Promoting an informed environment that stimulates demand for further education and promotion of further education.</p> <p>L.3.1 Support and development of schools as centres of lifelong learning:</p> <p>a) by providing methodological support to schools or school facilities, which will go into further education, for example with the possibility of becoming an authorized person and use the National Register of Qualifications,</p> <p>b) by mapping the situation related to the implementation of further education in schools, school facilities and other non-school facilities (in libraries, museums, educational centres, etc.).</p> <p>L.4.1 Support for the implementation and sustainability of the system of recognition of qualifications based on the National Register of Qualifications:</p> <p>a) revisions of the approved standards of vocational qualifications and creation of new vocational qualifications,</p> <p>b) closer links with the system of initial education,</p> <p>c) implementation of further links with other functioning qualification systems (legislative link with NQF and other links with the Licensed Trades Act)</p> <p>d) support and development of close links between retraining and NQF and links between NQF and NPF.</p> <p>cooperation with the MEYS and the Directorate General at the Labour Office in setting up the possibility of modularization of retraining.</p>
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– <i>involves all policy sectors and stakeholders that are relevant to address ESL</i>	YES	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.
▪ The strategy is coordinated across different policy sectors		The strategies are based on inter-ministerial cooperation, cooperation with the MoLSA and with the regions.
▪ Measures supporting the reduction of early school leaving are integrated into all relevant policies aimed at children and young people (such as social policy and support services, employment, youth, family, and integration policies.)	YES	The issue primarily falls under the coordination of the MoLSA. The measures include a wide range of programmes and interventions, ranging from a system of early and timely care, BSLPC, to programmes of Labour Offices and other actors.
▪ There is both a horizontal coordination between different actors at relevant territorial levels and vertical coordination through different levels of government.	YES	The system is coordinated both horizontally and vertically and at all levels of the system, ranging from inter-ministerial cooperation at the level of Government to the municipal level in the form of inter-municipal cooperation programmes and the activities of local action groups. Vertical cooperation is ensured by a number of tools and hierarchy of institutions (such as the Labour Office, as well as cooperation among regions and ministries, hierarchy of strategic documents subject to mutual interconnection etc.). Coordination at the local level is ensured, inter alia, by a dual system of public administration, i.e. municipalities and authorities exercising delegated powers.

Action Plan for the ex-ante conditionality 10.3

Lifelong learning (LLL): The existence of a national and/or regional strategic policy framework for lifelong learning within the limits of Article 165 TFEU.

The criteria of the ex-ante conditionality and the state of their fulfilment are listed in tables of fulfilment of ex ante conditionalities, and detailed in the Annex to the Partnership Agreement. In accordance with the Action Plan for the management and coordination of the ex-ante conditionalities in the programming period 2014–2020 (MoRD, Version III, 11 October 2013), the MEYS was appointed as the coordinator of the overall fulfilment of the ex-ante conditionality 10.3.

Current situation

The main strategic documents are the Lifelong Learning Strategy (2008–2015) and the Long-Term Plan for Education and Development of the Education System in the Czech Republic (2015–2020). Their actions will be further updated in line with the overarching Education Policy Strategy of the Czech Republic 2020, which is built on the principles of lifelong learning. Curricular Reform of the Czech Republic is also based on the LLL principles and this principle will also be applied in OP RDE. It's does not only concern the part in further education, but in particular the preparation of pupils and students for being able to pursue lifelong learning, as is necessary in today's rapidly changing world. Therefore, vital emphasis is given to key competences for lifelong learning in secondary education and in adult population. Special attention is paid to the promotion of activities to ensure links between initial and further education. To support measures in the field of lifelong learning, complementarities will be developed with OP E, so as to ensure relevance in relation to labour market needs.

The following strategic documents will contribute to completing the strategic framework:

- based on the overarching Education Policy Strategy of the Czech Republic 2020, Action Plans (implementation plans) for inclusive education 2016–2018 and 2019–2020 will be prepared, which complement the Plan of measures to enforce the judgment of the European Court Human Rights in the case D.H. v. the Czech Republic.

Table No. 54: Strategic framework for ex-ante conditionality 10.3

Ex-ante conditionality	Area	Co-coordinator
10.3	Strategic Framework for Lifelong Learning Policy	
	- The Long-Term Plan for Education and Development of the Education System in the Czech Republic 2015–2020	MEYS
	– Action Plans for Inclusive Education 2016–2018 and 2019–2020	MEYS
	- The Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2016–2020.	MEYS

Other steps and measures to fulfil the conditionality

The Education Policy Strategy of the Czech Republic 2020 will serve as the basis to prepare the Long-Term Plans and other implementation plans containing measures to widen access to lifelong learning. In relation to the Educational Policy Strategy of the Czech Republic until 2020, short-term, targeted action plans will be prepared (implementation plans) for inclusive education for the period 2016–2018, and also for the period 2019-2020, with interventions targeted primarily at initial (especially pre-school and school) education.

During 2014, an evaluation was conducted of the current Implementation Plan entitled “Lifelong Learning Strategy”, with the Long-term Plan for Education and the Development of the Education System in the Czech Republic 2015–2020 becoming its follow-up document (approved by the Government in Resolution 340/15 of 15 April 2015)

The criteria associated with the Long-Term Plan for Education and Development of the Education System in the Czech Republic 2015–2020 (approved by the Government on 15 April 2015 – Resolution no. 340/15) do not have a description of the final measures, both in the Action Plan, as well as in the self-evaluation tables, and will be added after the approved document has been elaborated.

The criteria associated with the Action Plan for Inclusive Education in the Czech Republic (fulfilment deadline on 30 June 2015) do not have a description of the final measures, both in the Action Plan, as well as in the self-evaluation tables, and will be added after the approval of the document, which will be consulted with the European Commission before approval.

Criteria for fulfilment – 10.3		
	YES / NO	Elements of (non) fulfilment

<p><i>national or regional strategic policy framework for lifelong learning is in place...</i></p> <ul style="list-style-type: none"> ▪ The self-assessment contains a reference to the framework and indicates where its different elements are published (in the form of a link). 	<p>Partially</p>	<p>Partially — the criterion is fulfilled by the end of 2015, the fulfilment of the criteria covering the entire period requires the approval of the Strategic Plan for Education and the Development of the Educational System in the Czech Republic 2016–2020, which elaborates the measures of the Education Policy Strategy of the Czech Republic 2020 and Action Plans for Inclusive Education.</p> <p>Therefore, the strategic policy framework to address the issue of lifelong learning has been for now set until 2015.</p> <p>The whole period is covered by the Education Policy Strategy of the Czech Republic 2020, which is the fundamental strategic plan defining priorities for all education system levels. It is effective from 2014 to 2020 with a view to its being updated. The strategy is a binding material of the Ministry, and subordinate and related documents must respect its content and promote agreement based on a system of subordinate documents. Progress towards the objectives of the Education Policy Strategy will undergo annual evaluations.</p> <p>Education Policy Strategy of the Czech Republic until 2020 is a higher-level strategy document (approved by Government Resolution no. 538 of 9 July 2014), which will be followed by action and implementation plans.</p> <p>The Education Policy Strategy of the Czech Republic 2020, as an umbrella strategy, is based on the principle of lifelong learning and fair and equal access to high-quality education.</p> <p>Based on the Education Policy Strategy of the Czech Republic 2020, its Implementation Plan is being prepared (to be submitted to the Government in March 2015), entitled Long-Term Plan for Education and Development of the Education System in the Czech Republic and possibly other partial implementation plans, including measures to broaden access to lifelong learning and improve the quality and relevance of vocational education. These action plans include the Action Plan to Support Vocational Training (APVT) 2008–2015, whose new measures for 2013–2020 and the follow-up action plans aim to improve the conditions for the cooperation between schools, school founders, employers and other entities that are involved in vocational education, including their motivation, and remove barriers to that cooperation.</p> <p>http://www.msmt.cz/vzdelavani/stredni-vzdelavani/akcni-plan-podpory-odborneho-vzdelavani</p> <p>In relation to the Educational Policy Strategy of the Czech Republic 2020, short-term, targeted action plans (implementation plans) for inclusive education will be prepared, containing measures to support lifelong learning. The Plan of measures to enforce the judgment of the European Court Human Rights in the case D.H. v. the Czech Republic and the related Action Plan of Measures for the Education of Roma Children, Pupils and Students 2015–2017 (government resolution of 2 December 2014) and its follow-up documents for the period 2018–2020 and 2021–2022.</p> <p>Also:</p> <p>http://www.msmt.cz/dokumenty/zakon-c-179-2006-sb-o-overovani-a-uznavani-vysledku-dalsiho-vzdelavani-a-o-zmene-nekterych-zakonu-1</p> <p>The criteria associated with the Long-Term Plan for Education and Development of the Education System in the Czech Republic 2015–2020 (fulfilment deadline on 15 April 2015) do not have a description of the final measures, both in the Action Plan, as well as in the self-evaluation tables, and will be added after the approval of the document.</p> <p>The criteria associated with the Action Plan for Inclusive Education in the Czech Republic (fulfilment deadline on 30 June 2015) do not have a description of the final measures,</p>
		<p>both in the Action Plan, as well as in the self-evaluation tables,</p>

...that contains:		
<ul style="list-style-type: none"> Measures to support the developing and linking services for lifelong learning (LLL), including their implementation and skills upgrading (i.e. validation, guidance, education and training) and providing for the involvement of, and partnership with relevant stakeholders 	Partially	<p>The strategic framework is defined in:</p> <p>(a) Education Policy Strategy of the Czech Republic 2020</p> <p>(b) Lifelong Learning Strategy of the Czech Republic and the implementation plan for this strategy; (Government Resolution No. 761/2007)</p> <p>http://www.msmt.cz/vzdelavani/dalsi-vzdelavani/strategie-celozivotniho-uceni-cr</p> <p>(c) Act No. 179/2006 Sb.</p> <p>http://www.msmt.cz/dokumenty/zakon-c-179-2006-sb-o-overovani-a-uznavani-vysledku-dalsiho-vzdelavani-a-o-zmene-nekterych-zakonu-1</p> <p>(d) Long-term Plan for Education and the Development of the Educational System for 2011–2015, which (follow-up Long-term Plan 2016–2020).</p> <p>(e) action plans aimed at professional training, inclusive education and lifelong learning.</p>
<ul style="list-style-type: none"> There are measures to better connect and value learning acquired in different tracks (e.g. Vocational Education and Training and higher education) and settings (formal, non-formal, informal learning) and to improve guidance. 	YES	<p>The system of accreditation of retraining programmes is (also legislatively) interlinked with the National Register of Qualifications; the educational content is determined by the definitions of vocational qualifications and the educational process is completed by an examination of vocational qualifications. The vocational qualifications are created taking into account the content and scope defined by the employers and they reflect actual labour market needs.</p> <p>The legislative framework for lifelong learning is provided in Act no. 179/2006 Sb., on the verification and recognition of further education.</p>
<ul style="list-style-type: none"> There are measures to integrate different LLL services. 	YES	<p>The legislative framework for lifelong learning is laid down in Act No. 179/2006 Sb., on the verification and recognition of results from further education, which, amongst other things, defines the requirement to create a National Qualifications System, as well as a register of all vocational qualifications and complete definitions of vocational qualifications in the Czech Republic.</p>
<ul style="list-style-type: none"> Measures to support lifelong learning (LLL) implementation and skills upgrading are in place, including a system for data collection, monitoring and evaluation and a mapping of any necessary infrastructure investments needs. 	YES	<p>Sector councils, where Sectoral Agreements are made as an instrument for coordinated intervention in the area of human resources development http://www.sektoroverady.cz/sektorove-dohody</p> <p>The Confederation of Industry is currently dealing with the Sectoral Agreement project http://www.spcr.cz/probihajici-projekty/sektorove-dohody-reseni-rlz</p> <p>Professional qualifications are created with a view to the definition of their content and scope by employers, reflecting the real needs of the labour market, with infrastructure being adapted accordingly.</p> <p>The system for collecting data about lifelong learning complies with the Eurostat methodology.</p>

<ul style="list-style-type: none"> ▪ There are arrangements to promote partnership and the involvement of relevant stakeholders, in particular the social partners, e.g. in the planning and implementation of LLL measures, in skills needs forecasting, adaptation of curricula to increase relevance, awareness raising on benefits of LLL and facilitating individuals' access to further education and training. 	YES	<p>There are publicly available information systems, offering an overview of the different possibilities to have acquired skills recognized in the form of professional qualifications www.narodnikvalifikace.cz and connecting opportunities for further education, retraining and job vacancies www.vzdelavaniaprace.cz. www.infoabsolvent.cz is an information system providing information on secondary schools, further employability and a number of other services for students and parents</p> <p>There are Sector Councils, where Sectoral Agreements are made as an instrument for coordinated intervention in the area of human resources development http://www.sektoroverady.cz/sektorove-dohody</p> <p>The National Qualifications Framework, which will include the qualifications of the various types of education, will also contribute to better integration of the various lifelong learning services.</p> <p>The Sector Agreement project, which is to develop a National Agreement across sectors in addressing the issue of LLL (among other things).</p>
<p>– <i>Measures for the provision of skills development for various target groups where these are identified as priorities in national or regional strategic policy frameworks (for example young people in vocational training, adults, parents returning in the labour market, low skilled and older workers, migrants and other disadvantaged groups, in particular people with disabilities)</i></p>	Partially	<p>Continued from previous text — specification:</p> <p>(1) Children and pupils with SEN:</p> <p>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.</p> <p>This action plan includes in particular a plan of legislative measures and additional measures arising from the following two documents:</p> <p>Interdepartmental strategies:</p>

<ul style="list-style-type: none"> ▪ In case target groups are identified as priorities, there are measures to assure that provision of LLL is targeted to priority groups²⁸. 	<p>The Strategy to Combat Social Exclusion 2011—2015 and the follow-up Strategy for Social Inclusion 2016—2020.</p> <p>Roma Integration Strategy for 2010—2013 and the follow-up Roma Integration Strategy until 2020.</p> <p>- After 2013 the updates to the Concept of Timely Care for Children from Socially Disadvantaged Backgrounds and to the National Action Plan for Inclusive Education and the resulting actions will fall under the Action Plan to Carry Out the Ruling of the European Court of Human Rights in the case of D.H. v. Czech Republic (2012 - 2014) and its subsequent updates in the form of action plans for the years 2016-2018 and 2019-2021.</p> <p>2) Young people in vocational education</p> <p>Action plan to promote vocational education 2008—2015.</p> <p>(3) Graduates, workers with low or poor qualifications, people returning to the labour market and adults in general — the measures are contained in the Lifelong Learning Strategy (strategic guidelines: Recognition, permeability; Stimulating demand; Quality; Counselling).</p> <p>Permanent forms of support are integrated into Act no. 435/2004 Sb., Employment Act.</p> <p>In May 2014, the Czech Republic approved the Strategy for Youth Support 2014—2020, which identifies strategic objectives of State policy in relation to young people (under 30 years), which are further elaborated into specific objectives and the concrete measures to achieve these objectives. It reflects the needs of young people, especially in the areas of education, employment and entrepreneurship, culture and creativity, their participation, health and healthy lifestyle, social inclusion and volunteering. http://www.msmt.cz/mladez/narodni-strategie-pro-mladez</p> <p>Also:</p> <p>Lifelong Learning Strategy (Government Resolution No. 761/2007) and its implementation plan. Measures in the Implementation Plan to LLL called “Provide financial support to the creation and implementation of programmes specifically aimed at disadvantaged groups of clients to develop their professional competencies and absent key skills”²⁸ and the strategic guideline “Reduce inequalities in education”</p> <p>Measures aimed at specific target groups are included in the Long-term Plan for Education and the Development of the Education System 2011—2015: the main strategic guideline B1 — Equal opportunities in education.</p> <p>The MEYS announces development programmes and projects that are targeted at specific groups, e.g. in special education it is the programme to support the integration of the Roma community, Support for inclusion, etc.</p>
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²⁸ See section 2 for examples.

<p>– <i>Measures to widen access to LLL including through efforts to effectively implement transparency tools (for example the European Qualifications Framework, National Qualifications Framework, European Credit system for Vocational Education and Training, European Quality Assurance in Vocational Education and Training)</i></p>	<p>Partially</p>	<p>The Lifelong Learning Strategy of the Czech Republic and its implementation plan contains the following measures.</p> <ol style="list-style-type: none"> 1. implementation of the European Qualifications Framework (EQF), 2. measures associated with the development of the recognition process, 3. measures to support the development of further education, 4. creating a systemic environment for the development of further education, 5. measures associated with the implementation of the ECVET <p>The Long-Term Plan for the Development of Education and the Educational System 2011–2015 and the subsequent Long-Term Plan for 2015–2020 (replacing the Lifelong Learning Strategy)</p> <p>APVT and its new measures for the years 2013–2015 and follow-up action plans</p> <p>Creation and development of a network of secondary schools as centres of lifelong learning (IPn UNIV 2 regions).</p> <p>Implementation of the National Qualifications Framework (NQF and NQF2 + Act no. 179/2006), cooperation with employers. Linking the NQF and NPF in collaboration with the MoLSA.</p> <p>Linking vocational qualifications (VQ) (IPN NQF2) with retraining system.</p> <p>The existence of the National Council for Qualification under the competence of the Ministry of Education.</p> <p>2012 – document of the MEYS entitled “Proposal for the Implementation of ECVET in the Czech Republic”.</p> <p>Legislative framework:</p> <p>The legislative framework for lifelong learning is provided in Act no. 179/2006 Sb., on the verification and recognition of further education, which allows acquiring VQ outside the system of initial education. The scope of VQ depends on the needs of the labour market. Participation in education defined in any form is not required. The concept is based on the recognition of the results of prior learning. On that basis, courses leading to the preparation for the examination from VQ are offered and demanded. VQs are defined for all sectors and are accessible to all target groups.</p> <p>Adoption of Act No. 179/2006 Sb. (On the verification and recognition of further education and amending certain acts) and Decree no. 176/2009 Sb.</p> <p>New measures to promote vocational training (2013): Create a framework evaluation system of vocational education at the school, county and MEYS level (deadline 2014).</p>
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<ul style="list-style-type: none"> There are measures to open up learning institutions to under-represented groups. 		<p>The legislative framework for lifelong learning is provided in Act no. 179/2006 Sb., on the verification and recognition of further education, which allows acquiring VQ outside the system of initial education. The scope of VQ depends on the needs of the labour market. Participation in education defined in any form is not required. The concept is based on the recognition of the results of prior learning. On that basis, courses leading to the preparation for the examination from VQ are offered and demanded. VQs are defined for all sectors and are accessible to all target groups.</p> <p>Access to lifelong learning is completely open. Under-represented groups have no restrictions to entry and can also engage in retraining courses and other further education courses. The courses are also available (and also free for the unemployed and people at risk of loss of employability) through programmes and tools of the Labour Office. Solutions through AEP, which serve as a financial resource for vulnerable groups in the labour market. (LO uses AEP to pay for the retraining of the unemployed).</p>
<ul style="list-style-type: none"> There are measures to implement the European Qualifications Framework Recommendation and a National Qualifications Framework, the European Credit system for Vocational Education and Training, the European Quality Assurance in Vocational Education and Training, the Recommendation on validation of non-formal and informal learning 	YES	<p>The Czech Republic has assigned its education system and NQF to the EQF in 2011, thereby achieving the first milestone in implementing the EQF in the Czech Republic. For a full and credible assignment, Member States assign their NQF to the EQF. The Czech Qualifications Framework for all types of education and skills is yet to be implemented in the Czech Republic. To introduce the EQF, the Czech Republic has established the National Coordination Point (NCP) under the NIE.</p> <p>Introduction of the ECVET is undergoing pilot verification, supporting methodological materials have been created. There is a National Coordination Point under NIE.</p> <p>To introduce EQAVET, National Reference Point has been established under the CSI.</p> <p>The recognition of formal and informal learning in the field of professional qualifications is permitted by Act no. 179/2006. Descriptions of the required knowledge, skills and competencies are publicly available in the National Qualifications Framework — NQF (www.narodnikvalifikace.cz) and National Professions Framework — NPF (www.nsp.cz)</p> <p>Also:</p> <p>2010 — the board meeting of Group 2 of the MEYS approved the Proposal of the implementation document of ECVET in the Czech Republic; an expert group for ECVET was established which implements measures to promote ECVET.</p> <p>2012: The Ministry of Education, Youth, and Sports approved the material entitled “Proposed Method for Implementing ECVET in the Czech Republic” (MEYS Ref. No. 8605/2012-2/NÚV).</p> <p>The implementation process for the measures included the creation of the following structures at the national level, the actual establishment of which is founded in the approved recommendations of the European Parliament and of the Council. (a) EQF Coordination Centre (MEYS, National Institute for Education, 2008); (b) ECVET Coordination Centre (MEYS, NIE, 2012); and (c) National Quality Assurance Reference Point for Vocational Education in the Czech Republic (MEYS, CSI, NIE, 2010).</p> <p>Linking VQ with retraining system (2012, Ministry of Education within IPn NQF2).</p>

<p>– <i>Measures to improve the labour market relevance of education and training and to adapt it to the needs of identified target groups (for example young people in vocational training, adults, parents returning in the labour market, low skilled and other workers, migrants and other disadvantaged groups, in particular people with disabilities)</i></p>	Partially	<p>Strategic framework: Lifelong Learning Strategy of the Czech Republic (Government Resolution No. 761/2007) and its implementation plan contains the following measures:</p> <ol style="list-style-type: none"> 1. implementation of the EQF, 2. measures associated with the development of the recognition process, 3. measures to support the development of further education, 4. creating a systemic environment for the development of further education, 5. measures associated with the implementation of the ECVET. <p>Also: The Long-term Plan for Education and the Development of the Educational System 2011–2015: Guideline A.5.10 – A.5.12 – Ensuring the quality of vocational training in the context of European activities and initiatives – Phasing of selected instruments of the EQAVET reference framework, especially selected indicators, in the system of evaluation of vocational education and training in the Czech Republic"</p> <p>It will be subsequently included in the Strategic Plan for Education and the Development of the Educational System 2016–2020.</p>
<ul style="list-style-type: none"> Measures are in place to ensure a close coordination between employment and education and training policies and strategies 	YES	Sector councils Linking NQF and NPF, agendas of the MEYS and MoLSA.
<ul style="list-style-type: none"> Measures are in place to support the monitoring of education and training outcomes in terms of employability and transition of graduates, including a system for data collection. 	YES	<p>Infoabsolvent</p> <p>Employability of graduates on the job market 2013 (annual report).</p> <p>http://www.infoabsolvent.cz/Temata/PublikaceAbsolventi?Stranka=9-0-89</p>
<ul style="list-style-type: none"> Measures are in place to ensure a good transfer of information on labour market needs and provide a better match between those needs and the development of knowledge, skills and competences, including by partnerships between social partners, enterprises, education and training providers, employment services, public authorities, research organisations and other relevant stakeholders. 	YES	<p>The existence of sectoral councils and sectoral agreements, development and creation of NQF and NPF, revision of framework educational programmes, the POSPOLU project</p> <p>Aggregated data available:</p> <p>Employability of graduates on the job market 2013 (annual report).</p> <p>http://www.infoabsolvent.cz/Temata/PublikaceAbsolventi?Stranka=9-0-89</p>

<ul style="list-style-type: none"> Measures are in place to support a demand oriented VET system, including activities such as VET being part of the employment policies, strategic cooperation between VET institutions and employment services, participation of VET authorities in the employment policies, incentives for VET institutions to cooperation with employment services and social partners 	YES	<p>MoLSA — active employment policy</p> <p>MoLSA IPN project PŘEKVAP (surprise) — anticipating skill needs of the labour market</p> <p>Implementation plan for the LLL Strategy — (2009) to support the creation and development of an effective monitoring system and of methods for identifying the education results with a focus on key competences, which would provide teachers and pupils with feedback on the quality of their work</p> <p>The Education Act — participation of social partners in the development of curricula (FEP and SEP), when completing studies.</p> <p>The existence of sectoral councils and sectoral agreements, development and creation of NQF and NPF, revision of framework educational programmes, the POSPOLU project</p> <p>Employability of graduates on the job market 2013 (annual report).</p> <p>http://www.infoabsolvent.cz/Temata/PublikaceAbsolventi?Stranka=9-0-89</p>
<ul style="list-style-type: none"> Measures to improve teachers' and trainers' competences are in place, i.e. practical training of teachers and trainers in companies, guidelines for VET teachers and trainers development including enterprise traineeships, services to assist in finding training places for teachers in enterprises 	YES	<p>Development programme to support further training of teachers of vocational subjects and practical instruction in a real practice, ref. no.: MSMT-12587/2014 of 16 April 2014</p> <p>Internships of teacher of vocational training / professional practice or teachers of vocational subjects are also addressed through the national project POSPOLU; in the past several ESF projects were implemented on this subject (IQ Industry, Help tech, Kurikulum S, etc.)</p>
<ul style="list-style-type: none"> Measures are in place to analyse participation in education and training by socio-economic groups 	YES	<p>Youth Support Strategy 2014—2020</p> <p>Announcement of the development programme of the Ministry of Education to support schools providing inclusive education for children and pupils with socio-cultural disadvantage for 2011 under the provisions of Section 171(2) of Act no. 561/2004 Sb., on preschool, primary, secondary, higher vocational and other education (the Education Act), as amended; this development programme in education.</p> <p>Employability of graduates on the job market 2013 (annual report).</p> <p>http://www.infoabsolvent.cz/Temata/PublikaceAbsolventi?Stranka=9-0-89</p>

<ul style="list-style-type: none"> Measures are in place to tackle the under-representation emerging from the analysis of current participation levels 	YES	<p>Sectoral councils</p> <p>Within its competence, the MEYS provides for the collection and processing of statistical data based on the following legislation:</p> <ul style="list-style-type: none"> Act no. 89/1995 Sb., <u>on State statistical service</u>, as amended, or <u>Statistical Survey Programme</u> for the given year (2014) Act no. 561/2004 Sb., <u>the Education Act</u>, or Decree no. 364/2005 Sb., on the documentation of schools and educational facilities, as amended Act no. 111/1998 Sb., on higher education institutions — collective information from registries of university students <p>When collecting individual data, the MEYS is required to also follow Act no. 101/2000 Sb., on the protection of personal data and amending certain acts, as amended,</p> <p>Statistical Education Yearbook — Performance Indicators — provide a detailed view of the so-called “performance indicators” (i.e. number of schools, students, graduates and teachers, the number of facilities and their performances including the number of teachers) in each school year, both in global terms and in breakdown by founder, field of education/study, individual areas and regions. The yearbook also provides different views of education — institutional view, a view in terms of educational levels, as well as an overview of data by the international classification ISCED-97. The yearbook also contains data relating to schools of the MoI, MoD and MoJ, which are part of regional education. Concerning universities, summary data for schools of the MoI and MoD are provided in separate tables.</p>
<ul style="list-style-type: none"> Where target groups are identified as priorities, there are measures to assure that education and training provisions are adapted to the specific needs of priority groups. 	YES	<p>The MEYS systematically supports priority areas and groups through development programmes financed from the budget of the MEYS at roughly 0.62% of the budgetary resources of regional education (RE). In 2013, this amount stood at CZK 320 million through 13 development programmes. http://www.msmt.cz/vzdelavani/skolstvi-v-cr/ekonomika-skolstvi/rozvojove-programy-pro-rok-2013. In 2014, this figure reached CZK 540 of the budgetary resources for RE, with most development programmes concerning targeted support of inclusive education and support for priority groups http://www.msmt.cz/vzdelavani/skolstvi-v-cr/ekonomika-skolstvi/rozvojove-programy-pro-rok-2014.</p> <p>Interventions are supported by data from analyses mapping the sector. For example, Employability of Graduates on the Labour Market 2013 (annual report). http://www.infoabsolvent.cz/Temata/PublikaceAbsolventi?Stranka=9-0-89</p>

Action Plan for the ex-ante conditionality 10.4

Vocational education: The existence of a national or regional strategic policy framework for increasing the quality and efficiency of VET systems.

The criteria of the ex-ante conditionality and the state of their fulfilment are listed in tables of fulfilment of ex ante conditionalities, and detailed in the Annex to the Partnership Agreement. In accordance with the Action Plan for the management and coordination of the ex-ante conditionalities in the programming period 2014–2020, the MEYS was appointed as the coordinator of the overall fulfilment of the ex-ante conditionality 10.4.

Current situation

Although at present the explicit policy framework aimed at the quality and effectiveness of the Vocational Education and Preparation system has not yet been defined, the Czech Republic is already using all of the indicative descriptors and indicators that are included in the recommendations for implementing EQAVET within the initial and further vocational education system.

For the coordination of the activities associated with the gradual implementation of ECVET in the Czech Republic, the Ministry of Education, Youth, and Sports has established a coordination centre, the core of which comprises a group of experts representing the schools and their associations, key enterprises, nationwide employer and employee organisations, the ministries, and the regional school authorities. In addition to participating in the preparation of the strategic plans of the Ministry of Education, Youth, and Sports, this centre also has the task of providing informational and methodological support to all national and foreign parties from the educational sector who are interested in ECVET, such as the implementers of international projects (Erasmus+, etc.).

With regard to lifelong learning and the recognition of results from learning, the approved national strategy aims to interconnect the existing qualifications system, completed through the National Qualifications System, with ECVET. This should result in added value, primarily thanks to the use of the transfer of credits to expand the options available for the gradual acquisition of qualifications and for the requirements for recognising the results of learning attained in the Czech Republic and abroad.

At present, a proposed process for interconnecting the National Qualifications System with ECVET has been prepared, which fully respects the approved and applied standards for vocational qualifications in the National Qualifications System and on the basis thereof or on the basis of the components thereof defines the ECVET learning result units. The pilot verification has been prepared in two sectors and will take place with the support of the Ministry of Education, Youth, and Sports (Coordination of Activities of Departmental Groups) and the Individual national Project “Development and Implementation of the National Qualifications System”.

In relation to the preparation of the appropriate conditions and the gradual implementation of ECVET in the European Union member states, the Ministry of Education, Youth, and Sports

approved the material entitled “Implementing the European Credit System in Vocational Education and Training (ECVET) in the Czech Republic” (on 10 April 2012 under ref. no. MEYS Ref. No. 8605/2012-2/NÚV). The approved national implementation strategy is linked to supporting the accessibility to qualifications obtained both during initial education as well as from further education. In the case of initial education the potential of ECVET is and will be used to improve the attractiveness of vocational education, primarily that which has a technical focus, and to promote its quality. The main mechanism consists of supporting student mobility. This is not only at the international level, but also at the national level, where it may take on the form of the practical training of secondary school students in companies.

Strategic framework:

The direction of vocational education is laid down by the action plan New Measures to Support Vocational Education 2013 (approved by the Government Resolution no. 8 of 9 January 2013) with effect covering the programming period and an outlook for its update.

2014 saw the evaluation of the existing Implementation Plan entitled “Lifelong Learning Strategy”, which envisages the subsequent preparation and discussion of its outcomes with the cooperating entities. The follow-up document will be entitled Long-Term Plan for Education and Development of the Education System in the Czech Republic 2015–2020 – **approved by the Government on 15 April 2015** (for more details see the Action Plan for the ex-ante conditionality 10.1).

The criteria associated with the Long-Term Plan for Education and Development of the Education System in the Czech Republic 2015–2020 (fulfilment deadline on 15 April 2015) do not have a description of the final measures, both in the Action Plan, as well as in the self-evaluation tables, and will be added after the elaboration of the approved document and the consideration of the criteria by the EC.

Criteria for fulfilment – 10.4		
	YES / NO	Elements of (non)-fulfilment
<p><i>A national or regional strategic policy framework is in place for increasing the quality and efficiency of VET systems within the limits of Article 165 TFEU:</i></p> <ul style="list-style-type: none"> ▪ The self-assessment contains a reference to the framework and indicates where its different elements are published (in the form of a link). 	Partially	<p>Based on the Educational Policy Strategy of the Czech Republic until 2020, its implementation plan will be prepared, entitled "Long-Term Plan for Education and Development of the Education System in the Czech Republic 2015–2020". Plans containing measures to promote vocational training (for example plan entitled "New Measures to Support Vocational Training" of 2013, Government Resolution no. 8/2013) will be updated on an ongoing basis.</p> <p>2014 saw the evaluation of the existing Implementation Plan entitled "Lifelong Learning Strategy", which envisages the subsequent preparation and discussion of its outcomes with the cooperating entities. The follow-up document will be entitled "Strategic Plan for Education and Education System in the Czech Republic 2015–2020".</p> <p>Planning and implementing collaboration between secondary schools and employers – introducing annexes to school education programmes. It focuses on all the above aspects under the Annex – adapting curricula, practice in real work environment, evaluation. It has been prepared under Ipn POSPOLU, with an accompanying educational programme for teachers. The obligation to prepare annexes to school education programmes will be included in the proposal for legislative action to promote collaboration with social partners at the end of the project on 30 June 2015 (deadline for the preparation of the legislative measure).</p> <p>Practical application of key European instruments (National Qualifications Framework and ECVET credit system using the EQAVET elements) will be implemented under PA 3 SO 6 in order to create a single framework for verifying the results of learning for pre-school and further education, develop a functional system for the administration, development and updating of guaranteed outcomes, based on broad cooperation of relevant actors.</p> <p>The umbrella strategic document is entitled Education Policy Strategy in the Czech Republic 2020: http://www.vzdelavani2020.cz/images_obsah/dokumenty/strategie-2020_web.pdf</p> <p>Long-Term Plans:</p> <p>The Long-term Plan for Education and the Development of the Educational System 2011–2015 (LP): Primary aims A.5.10 - A.5.12 – Ensure the quality of vocational education in relation to European activities and initiatives.</p> <p>http://www.msmt.cz/vzdelavani/skolstvi-v-cr/dlouhodoby-zamer-vzdelavani-a-rozvoje-vzdelavaci-soustavy-1</p> <p>(Long-term Plan for Education and the Development of the Educational System of the Czech Republic (LP) 2016–2020 is being prepared, to be discussed by the Government in March 2015). The LP of the Czech Republic is followed-up by LPs of individual regions.</p> <p>Action plans:</p>

	<p>Action Plan to Promote Vocational Education (APVE) http://www.msmt.cz/vzdelavani/stredni-vzdelavani/akcni-plan-podpory-odborneho-vzdelavani Updated New Measures to Promote Vocational Education 2013–2020 – NMPVE (Government Resolution no. 8/2013) http://www.msmt.cz/vzdelavani/stredni-vzdelavani/opatreni-na-podporu-odborneho-vzdelavani Lifelong Learning Strategy of the Czech Republic (GR no. 761/2007) and its implementing plan http://www.msmt.cz/vzdelavani/dalsi-vzdelavani/strategie-celozivotniho-uceni-cr</p> <p>The criteria associated with the Long-Term Plan for Education and Development of the Education System in the Czech Republic 2015–2020 (fulfilment deadline on 15 April 2015) do not have a description of the final measures, both in the Action Plan, as well as in the self-evaluation tables, and will be added after the approval of the document.</p>
... which includes measures for following:	

<p>to improve the labour market relevance of VET systems in close cooperation with relevant stakeholders including through mechanisms for skills anticipation, adaptation of curricula to labour market needs and based on learning outcomes and the strengthening of work-based learning provision in its different forms;</p>	<p>Partially</p>	<p>Education policy strategy in the Czech Republic 2020: (Two out of three defined strategic priorities form the framework for quality assurance in education (Chapter 3.2 and 3.3). The APVE and its updated measures 2013–2020. http://www.msmt.cz/vzdelavani/stredni-vzdelavani/opatrene-na-podporu-odborneho-vzdelavani Increasing the importance of vocational training in cooperation with: Final examination: Implementation of measures of the LP 2011–2015 and APVE: The amendment to the Education Act, which will establish the duty of schools to take the final examination in all fields that provide secondary education with a vocational certificate (undergoing the approval process). Final examinations system was developed in collaboration with (and pilot-tested within) the IPn New Final Exam (OP EC, ESF). Already now, before the approval of the amendment to the Act, most schools become voluntarily involved in the system. Master craftsman's examination: Fulfilment of the measures under the Education Policy Strategy of the Czech Republic 2020, Strategic Priority: 3.1.3 Strengthen common elements in the fields of secondary education, measure aiming to: promote further professional growth of graduates from fields of studies of secondary education without a school-leaving examination by introduction of a master craftsman's examination that could be taken by graduates from these fields of studies not before 3–5 years after graduation; successful passing of this exam would allow to enter tertiary education In preparation, in 2015 commencement of legislative work, in 2016 pilot testing and implementation in 2019. Master craftsman's examination allows graduates of vocational fields to obtain higher professional qualifications, and thus flexibly respond to changes in the labour market without having to go back to school. Prepared in cooperation with representatives of the labour market. Adapting the curriculum: Fulfilment of the Education Policy Strategy in the Czech Republic 2020, Strategic Priority: 3.1.3 Strengthen common elements in the fields of secondary education: In the following years, further measures will be developed, with the aim to:</p> <ul style="list-style-type: none"> • foster the common basis in fields of studies in secondary education, secondary education with a vocational certificate and secondary education with a school-leaving examination, focused mostly on the development of fundamental knowledge, skills, abilities and attitudes in order to ensure long-term employability of graduates in the labour market and a higher success rate in further studies and personal life • include mathematics compulsorily in the common part of the school-leaving examination no earlier than from 2020, following systemic changes in teaching this subject in primary and secondary education • conduct a thorough reform of the fields following up on the secondary education fields without the <i>maturita</i> examination, in order to improve their quality and
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		<p>efficiency,</p> <p>Fulfilment of the Education Policy Strategy in the Czech Republic 2020, Strategic Priority: 3.1.5 Create conditions to facilitate the transition of graduates from school to the labour market. <u>In the following years, further measures will be developed, with the aim to:</u></p> <ul style="list-style-type: none"> • modernize the system of vocational secondary education so that it is directed towards a more intensive and efficient development of transferable knowledge, skills and abilities but at the same includes, in the final stages of studies, a greater proportion of practical teaching in order to sufficiently master professional skills • take into account descriptions of vocational qualifications listed in the National Register of Qualifications in updating framework educational programmes for secondary vocational education <p>The creation and development of learning systems aimed at the practice in their various forms: the fulfilment of Education Policy Strategy in the Czech Republic 2020, Strategic Priority: 3.1.5 Create conditions to facilitate the transition of graduates from school to the labour market. <u>In the following years, further measures will be developed, with the aim to:</u></p> <ul style="list-style-type: none"> • encourage universities to increase the share of students in vocational study programmes and fields and to expand the range of vocationally oriented lifelong learning courses; enhance the share of education based on the direct practical experience in professionally oriented study programmes at universities, • create conditions for systematic use of the educational potential of public research institutions, such as the Academy of Sciences of the Czech Republic, • support a systematic use of internships in companies as an efficient tool of enhancing employability <p>promote the development of social partnership of schools and employers with the aim to facilitate the transition of graduates into practice Model implementation is done through the POSPOLU project. (OP EC, ESF). This excludes:</p> <ul style="list-style-type: none"> • A proposed process for interconnecting the National Qualifications System with ECVET has been prepared, which fully respects the approved and applied standards for vocational qualifications in the National Qualifications System and on the basis thereof or on the basis of the components thereof defines the ECVET learning result units. In 2012, the Ministry of Education, Youth, and Sports approved the document entitled “Proposed Method for Implementing ECVET in the Czech Republic” (MEYS Ref. No. 8605/2012-2/NÚV).
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<ul style="list-style-type: none"> There are measures to develop a demand oriented VET, for example through: 		<p>System partnership for the relevance of education for the labour market: Fulfilment of the Education Policy Strategy in the Czech Republic 2020, Strategic Priority: 3.1.5 Create conditions to facilitate the transition of graduates from school to the labour market. <u>In the following years, further measures will be developed, with the aim to:</u></p> <ul style="list-style-type: none"> promote the development of social partnership of schools and employers with the aim to facilitate the transition of graduates into practice
<ul style="list-style-type: none"> Systematic partnerships and strategic cooperation at the relevant territorial levels (national, regional and local level) between VET institutions, social partners, employment services, authorities in charge of VET, research organisations and other relevant stakeholders. 	Partially	<p>Fulfilment of the Education Policy Strategy in the Czech Republic 2020, Strategic Priority: 3.3.4 Improve communication between stakeholders in education, including the general public. <u>In the following years, further measures will be developed, with the aim to:</u></p> <ul style="list-style-type: none"> create platforms for communication among schools and employers, <p>Creation of the LP: Draft Long-Term Plan will be discussed by the Ministry with the relevant central trade union bodies, relevant nation-wide employers' organizations and regions, and submit it to the Government for approval and publish it in a manner enabling remote access. The Government also submits the Long-Term Plan to the Chamber of Deputies and the Senate for consideration.</p> <p>I do not know whether to keep this here, given the antipathy of EL to our NQF/NPF and SD: To develop NQF and NPF, sectoral councils were established, which produce descriptions of skills required for jobs and professional qualifications. http://www.sektoroverady.cz/</p> <p>Ongoing progress towards NMPVE measures: Promote and require from school headmasters further deepening of cooperation between schools, employers and branches of the Labour Office with the aim to further improve the level of vocational education. Practical teaching in fields of studies of vocational education should be, to the extent practicable, be carried out in the respective regions in workplaces of employers, especially in schools with inadequate facilities. In accordance with the content of measure II/7, request that headmasters use material and personnel capacity for the implementation of various forms of staff education, and support such use.</p>
<ul style="list-style-type: none"> Mechanisms for skills anticipation, definition of occupational profiles and qualifications organised around the skills and knowledge relevant for labour market needs and adaption of curricula to labour market needs. 	YES	<p>Mechanisms for measuring expected demand: Ongoing progress towards APVE and NMPVE measures: For the development of partnerships between the labour market and education, there are so called "field groups" that bring together vocational schools and professional associations in the field. They contribute to the creation and revision of FEP: http://www.nuv.cz/cinnosti/analyzy-trhu-prace-rozvoji-kvalifikaci-dalsiho-vzdelavani/os?lang=1 Adapting the curriculum to meet the needs of the labour market: Ongoing progress towards APVE and NMPVE measures: Developments in science and technology, the changing demands of employers in relation to the labour market and the need for improving the quality of vocational education also require substantive changes to the previously issued framework educational programmes in secondary</p>

		<p>education. These changes are taking place systematically in close collaboration with government ministries, representatives of employers, regions, schools and in coordination with the standards of the National Qualifications Framework.</p> <ul style="list-style-type: none"> • In cooperation with the representatives of ministries and employers, modifications of the number and content of general educational programmes are regularly prepared in order to further improve the level of knowledge and skills of graduates in secondary education fields and their better employability. • The number and content of the framework educational programmes is modified systematically to unify approaches to FEP and their connection with qualification and assessment standards of the National Qualifications Framework (NQF). • Planning and implementing collaboration between secondary schools and employers – introducing annexes to school education programmes. The obligation to prepare annexes to school education programmes will be included in the proposal for legislative action to promote collaboration with secondary schools at the end of the project on 30 June 2015. • Model forms of cooperation between schools and employers are pilot-tested and published in lpn POSPOLU www.pospolu.cz
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<ul style="list-style-type: none"> Monitoring of outcomes in terms of employability and transitions of graduates. 	YES	<p>The NIE regularly monitors and publishes reports on employed graduates by types of programmes and field.</p> <p>http://www.infoabsolvent.cz/Temata/ClankyAbsolventi/12</p> <p>http://www.nuv.cz/modules/marwel/index.php?rewrite=vystupy%2Fvydane-publikace&str=2</p> <p>http://www.iqindustry.cz/</p>
<ul style="list-style-type: none"> Improving teachers' and trainers' competences in line with labour market needs. 	Partially	<p>Fulfilment of the Education Policy Strategy in the Czech Republic 2020, Strategic Priority: 3.2.3 Strengthen further training and methodological support of teachers and headmasters</p> <p>Progress towards measures of the LP for the education and the development of the education system</p> <p>The MEYS ensures the development of standard knowledge and skills of teaching staff, including a system of their evaluation. When preparing the standards, the authors will rely on the upcoming career system for teaching staff.</p> <p>Furthermore, the Ministry expects:</p> <ul style="list-style-type: none"> the introduction of a system support for the acquisition of professional qualifications of vocational teachers and other teachers working in vocational education. use of educational programmes of technical universities in the system of further education of teachers of vocational subjects ensuring the monitoring of accredited educational programmes in further education of teachers in vocational subjects in order to continuously monitor the number and the vocational expertise of teachers involved in the educational process, prioritizing the education of teachers of vocational subjects in the next EU programming period ensuring mandatory internships for teachers of vocational subjects and practical training, including vocational training in the workplaces of employers, allowing practitioners to teach vocational subjects and practical training, including vocational training, consider amending the Teaching Staff Act concerning the requirements for professional qualifications of teachers of vocational subjects and practical training, including vocational training, in order to make these professions available to practitioners. <p>Measure:</p> <ul style="list-style-type: none"> Ensure the preparation of standards of professional knowledge and skills of teaching staff, including a system of criteria for their evaluation. When preparing the standards of knowledge and skills of teaching staff in vocational education, cooperate with representatives of ministries and employers, and rely on the upcoming career system for teaching staff. In cooperation with employers in the given professional field, introduce systemic support for acquiring professional qualifications of vocational subject teachers and other teaching staff working in vocational education in initial and further education of teachers. In the process of accreditation of educational programmes in further education, take into account both domestic and foreign internships of vocational education and vocational training

		<p>teachers as a valid tool in further education.</p> <ul style="list-style-type: none"> • Create conditions for the involvement of practitioners in the education process. <p>NMPVE</p> <p>Support for further education of teachers of vocational subjects in schools. Support for the regular training of teaching staff in vocational training, extending their expertise in cooperation with employers.</p> <p>Help create conditions for further education of teachers of vocational subjects. Have headmasters require the teaching staff in vocational education to regularly extend their expertise using all forms, making maximum use of cooperation with employers.</p>
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<ul style="list-style-type: none"> ▪ Development of guidance (e.g. national guidance fora, web-based guidance tools, guidance services for groups at risk, etc.). 	<p>YES</p>	<p>Fulfilment of the Education Policy Strategy in the Czech Republic 2020, Strategic Priority:</p> <p>3.1.7 Individualize the offer of counselling services, measures to:</p> <ul style="list-style-type: none"> • improve the availability and quality of career counselling focused on the development of skills necessary for the management of one's own career, <p>New measures to promote vocational training</p> <p>LP for the development of education system – Chapter 7</p> <p>The NIE regularly monitors and publishes reports on employed graduates by types of programmes and field.</p> <p>http://www.infoabsolvent.cz/Temata/ClankyAbsolventi/12</p> <p>http://www.nuv.cz/pospolu/modely-spoluprace-skol-a-zamestnavatelu</p> <p>Measures based on APVE and NMPVE:</p> <p>In the area of career counselling, activities will be directed primarily to the following areas:</p> <ul style="list-style-type: none"> • developing the information system to support qualified decision-making about choice of profession and education paths leading to it, fulfilling the concept of information and counselling support for further education based on connecting the existing data sources and information systems, • support for methodological guidance for educational and school counselling services including creation of a methodological portal for counselling staff in schools and school counselling facilities, • developing a system of further education of counselling staff in the area of career counselling, ensuring better availability of education in the area of career counselling for current staff, • interconnection of career counselling with the needs of the labour market (e.g. provision of training for career counsels in upper primary and secondary schools in terms of knowledge of real working environment), • linking and strengthening of cooperation and coordination of providers of career counselling from various sectors and areas of career counselling. <p>At the level of regions, municipalities and other educational providers, their role in career counselling will consist in:</p> <ul style="list-style-type: none"> • support to ensure a sufficient number of counsellors for methodological support for schools and school counselling facilities; • providing support for further education of teachers in career counselling; • cooperation on the development of the concept of career counselling; • cooperation on linking career counselling and labour market needs; • support for leisure activities of pupils aimed at polytechnic education.
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<ul style="list-style-type: none"> There are measures to strengthen work-based learning in its different ways tailored to the specific context of a Member State for example through: 		<p>There is a national counselling forum bringing together key organizations in the field of career counselling, see http://www.narodniporadenskeforum.cz/cz/clenove/</p> <p>Company Internships project: template “Internships of teaching staff in companies”</p> <p>Upcoming career system http://www.nidv.cz/cs/projekty/projekty-esf/karierni-system/standard-ucitele-a-jeho-misto-v-kariernim-systemu-pedagogickych-pracovniku.ep/</p> <p>VIP Career project: information system www.infoabsolvent.cz</p> <p>Information and consultancy centres under Labour Office: https://portal.mpsv.cz/sz/obcane/poradstrediska</p>
<ul style="list-style-type: none"> Developing strategies and guidelines to enhance work-based learning in VET. 	<p>YES</p>	<p>It is expected that the amendment to the Schools Act, which will establish the obligation of schools to carry out a final examination in all fields that provide secondary education with a vocational certificate, will be approved in 2015.</p> <p>It is expected that the amendment to the Schools Act, which will establish the obligation of schools to carry out a final examination in all fields that provide secondary education with a vocational certificate, will be approved in 2015.</p> <p>http://www.nuv.cz/pospolu</p> <p>With regard to lifelong learning and the recognition of results from learning, the approved national strategy aims to interconnect the existing qualifications system, completed through the National Qualifications System, with ECVET. This should result in added value, primarily thanks to the use of the transfer of credits to expand the options available for the gradual acquisition of qualifications and for the requirements for recognising the results of learning attained in the Czech Republic and abroad.</p> <p>APVE a NMPVE: The issue of providing various forms of practical training at workplaces of employers is among the critical measures that can positively influence the level of preparedness of students for a future career, including better employability.</p> <p>A considerable part of secondary schools has built high-quality vocational training centres, which can also be used for training of employer staff, provide initial training to new employer staff in new technologies, conduct certification according to the National Qualifications Framework and other activities.</p> <p>Promote and require from school headmasters further deepening of cooperation between schools, employers and branches of the Labour Office with the aim to further improve the level of vocational education. Practical teaching in fields of studies of vocational education should be, to the extent practicable, be carried out in the respective regions in workplaces of employers, especially in schools with inadequate facilities.</p> <p>In accordance with the content of measure II/7, request that headmasters use material and personnel capacity for the implementation of various forms of staff education, and support such use.</p>

<ul style="list-style-type: none"> ▪ Development of apprenticeships or similar programmes, work-based learning elements in school based VET programmes. 	<p>YES</p>	<p>The issue of providing various forms of practical training at workplaces of employers is among the critical measures that can positively influence the level of preparedness of students for a future career, including better employability.</p> <p>A considerable part of secondary schools has built high-quality vocational training centres, which can also be used for training of employer staff, provide initial training to new employer staff in new technologies, conduct certification according to the National Qualifications Framework and other activities.</p> <p>APVE and NMPVE measures:</p> <p>Promote and require from school headmasters further deepening of cooperation between schools, employers and branches of the Labour Office with the aim to further improve the level of vocational education. Practical teaching in fields of studies of vocational education should be, to the extent practicable, be carried out in the respective regions in workplaces of employers, especially in schools with inadequate facilities.</p> <p>Support the use of school capacity in physical and personnel area for the implementation of various forms of education of employers' staff, and request the same from the headmasters of schools.</p> <p>Building vocational education and further education centres in secondary schools by fields or sectoral focus has a positive impact not only for the effective use of funds from the State budget, but also for improving the quality of graduates in individual education fields.</p> <p>In collaboration with employers, support the building of vocational education and further education centres in secondary schools by areas or fields of education or ministerial focus.</p> <p>Seek to ensure direct financial support from the business sector and support pupils of secondary education fields where there is a persistent mismatch between supply and demand in the labour market and which are threatened by the complete disappearance from the labour market.</p> <p>Create a system of controlled enrolment in educational fields with an exclusive position in the whole Czech Republic.</p> <p>Practical application of key European instruments (National Qualifications Framework and ECVET credit system using the EQAVET elements) will be implemented under PA 3 SO 6 in order to create a single framework for verifying the results of learning for pre-school and further education, develop a functional system for the administration, development and updating of guaranteed outcomes, based on broad cooperation of relevant actors, specify uniform rules for granting credits to educational programmes of initial and further education and revise framework educational programmes in connection with these objectives.</p> <p>A proposed process for interconnecting the National Qualifications System with ECVET is being implemented, which fully respects the approved and applied standards for vocational qualifications in the National Qualifications System and on the basis thereof or on the basis of the components thereof defines the ECVET learning result units. The pilot verification has been prepared in two sectors and will take place with the support of the Ministry of Education, Youth, and Sports (Coordination of Activities of Departmental Groups) and the Individual national Project</p>
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		“Development and Implementation of the National Qualifications System”.
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<ul style="list-style-type: none"> ▪ Incentives for enterprises to provide training or employment (including financial support to enterprises for apprenticeship places, subsidised wages for apprentices, special grant scheme for apprentices with special needs and high risk of drop out). 	YES	<p>The representatives of selected ministries, employers, regions, schools and school associations agreed on the requirement that the relevant provisions of Act no. 586/1992 Sb., on income taxes, as amended (the Act of the Ministry of Finance) allow employers who are demonstrably involved through cooperation agreements with schools in ensuring practical training to deduct deductible expenses, unless such costs are paid by the State or the school founder. This measure aims to motivate employers to provide practical training for pupils of schools in secondary education fields, professional practice in the fields of higher vocational education, training of teachers of vocational subjects and practical training and in providing material and technical support.</p> <p>Amendment to Act no. 586/1992 Sb., on income taxes, as amended, governing both direct and indirect financing of secondary and higher vocational education by employers and taking into account both direct and indirect financing as deductible expenses in the relevant provisions of the Act, unless such expenses are paid by the State or the founder.</p> <p>ECVET and EQAVET elements are verified under the POSPOLU project. Their use is incorporated in cooperation models for all groups of education fields of the H, M, L0 category. Recommendations for using the models at schools will be included in measures to promote collaboration with social partners at the end of the project on 30 June 2015.</p> <p>2012: The Ministry of Education, Youth, and Sports approved the material entitled “Proposed Method for Implementing ECVET in the Czech Republic” (MEYS Ref. No. 8605/2012-2/NÚV).</p>
<ul style="list-style-type: none"> ▪ Campaigns encouraging stronger involvement of enterprises in VET in curricula and planning. 	YES	<p>The model fulfilment of the approved plans is provided in the Individual National Project "Together", which aims to support cooperation in the field of vocational education between secondary schools and companies, and to verify cooperation models (using, amongst other things, (ECVET elements), and to use these tested models to formulate general outputs within the legislative sphere.</p> <p>Cooperation between secondary schools and employers is developed within the POSPOLU project, which will result in proposals for measures and amendments to legislation. For example, it is expected that amendments will be introduced to the SEP, also the project verifies cooperation models, where it is recommended to use professional qualifications (describing the necessary competencies) when designing education programmes and learning result units – ECVET and their verification. http://www.nuv.cz/pospolu</p> <p>The issue of providing for various forms of practical education at workplaces of employers is among the critical actions that can positively influence the level of preparedness of students for a future career, including better employability. Provision for practical education for students in certain fields of education in their respective regions is, in many cases, quite complex and challenging.</p> <p>Chamber of Commerce, the Agrarian Chamber, Confederation of Industry and the Confederation of Commerce and Tourism, in their respective sectors, ensure that schools are informed (through websites or in any other way) about the possibilities of attending practical education in the workplace of employers.</p>
<ul style="list-style-type: none"> ▪ Services to assist in finding training places for VET learners in enterprises. 	YES	<p>Project Internships in companies: Template “Internships for teaching staff in companies”</p> <p>Project VIP career: information system www.infoabsolvent.cz</p>

		<p>Information and counselling centres under the Labour Office: https://portal.mpsv.cz/sz/obcane/poradstrediska</p> <p>There is a national advisory forum bringing together key organizations in the field of career guidance, see http://www.narodniporadenskeforum.cz/cz/clenove/</p> <p>Course eKariéra+ prepared by the National Education Institute within the project VIP Career II – KP, which is financed from the European Social Fund. E-learning study eKariéra is therefore ready to help school counsellors, teachers and other individuals who are interested in career counselling. The contents of the study is divided into twelve successive learning modules dealing with career decision-making, communication and problem solving situations in career counselling, stress management or Europass issues. Other areas concern life and learning style, career coaching and career management issues. In the 1st wave 5,000 persons were trained, then 3,700 people.</p>
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<ul style="list-style-type: none"> Learning methods in VET that include simulated or real business experience (including in the field of entrepreneurship skills). 	YES	Cooperation between secondary schools and employers is developed within the POSPOLU project, which will result in proposals for measures and amendments to legislation. For example, it is expected that amendments will be introduced to the SEP, also the project verifies cooperation models, where it is recommended to use professional qualifications (describing the necessary competencies) when designing education programmes and learning result units – ECVET and their verification. http://www.nuv.cz/pospolu
to increase the quality and attractiveness of VET including through establishing a national approach for quality assurance for VET (for example in line with the, European Quality Assurance Reference Framework for Vocational Education and Training) and implementing the transparency and recognition tools, for example European Credit system for Vocational Education and Training. (ECVET):	Partially	Although at present the explicit policy framework aimed at the quality and effectiveness of the Vocational Education and Preparation (VEP) system has not yet been defined, the Czech Republic is already using most of the indicative descriptors and indicators that are included in the recommendations for implementing EQAVET within the initial and further vocational education system. To coordinate the activities related to the gradual introduction of ECVET in the Czech Republic, the MEYS has established a coordination centre (National Reference Point). In addition to participating in the preparation of the strategic plans of the Ministry of Education, Youth, and Sports, this centre also has the task of providing informational and methodological support to all national and foreign parties from the educational sector who are interested in ECVET, such as the implementers of international projects (Leonardo daVinci, Erasmus+, etc.). The Centre supports international activities within the framework of the structures created by the European Commission, is a part of an international network, and also cooperates with other centres for the other European instruments (such as EQF, EQAVET, and Europass). 2012 – the MEYS has approved a document entitled "Proposal for the Implementation of ECVET in the Czech Republic". ECVET and EQAVET elements are verified under the Together project. Effective and consistent training concerning career choice in primary school pupils requires adjustment to the issue Man and the world of work in the framework education programme for basic education in support of polytechnic education and entrepreneurship in the second stage of primary schools. The Ministry assumes that in the implementation of the issue Man and the world of work in the framework education programme for basic education, primary schools will cooperate with and utilize the capacity of secondary schools. Until the framework education programme changes, primary schools will follow the guidance on this issue issued by the MEYS.
<ul style="list-style-type: none"> There are measures to promote high quality VET provision by taking into account the set of 10 quality indicators of the EQAVET Recommendation and monitoring of outcomes in terms of employability and transitions of graduates. 	YES	
<ul style="list-style-type: none"> There is a national approach for quality assurance for VET embracing the quality cycle and applying indicators for regular monitoring of its implementation. 	YES	The issue of assessing the level of vocational education containing the level of preparation of pupils and students in various fields of education, including training in the workplaces of employers, training and internships of teaching staff of vocational subjects and practical training with employers can greatly affect the quality of students in preparation for profession. Until now, no tool has been prepared which would allow the evaluation of the level of vocational education. For the above reasons, it is proposed to establish a system of evaluation of vocational education, which will be common for schools and school founders – regions and the MEYS. Create a framework evaluation system of vocational education at the school, county and MEYS

		<p>level.</p> <p>It is expected that the amendment to the Schools Act, which will establish the obligation of schools to carry out a final examination in all fields that provide secondary education with a vocational certificate, will be approved in 2015.</p> <p>See Section 12(2) of the Education Act:</p> <p>http://www.msmt.cz/dokumenty/zakon-c-472-2011-sb-kterym-se-meni-skolsky-zakon</p>
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<ul style="list-style-type: none"> VET qualifications are organised in units of learning outcomes, which can be validated and transferred, applying to the national context the principles and methods of ECVET. 	YES	<p>A proposed process for interconnecting the National Qualifications System with ECVET has been prepared, which fully respects the approved and applied standards for vocational qualifications in the National Qualifications System and on the basis thereof or on the basis of the components thereof defines the ECVET learning result units.</p>
<ul style="list-style-type: none"> There are measures to increase the attractiveness of VET in view of addressing skills shortages on the labour market. 	YES	<p>An important tool for cooperation between employers, schools, their founders and relevant ministries in addressing problems in vocational training in their respective fields of education in the region are sectoral agreements. These facts are confirmed by the experience from the implementation of the project NPF to achieve an optimal structure of fields of education in accordance with the requirements of the labour market with a view to the efficient use of funds from the State budget and further improving the quality of vocational education. Use the experience from pilot testing in seven sectors of the national economy and ensure the setting of conditions for overall extension to other sectors of the national economy, including the requirement for compliance with the commitments under sectoral agreements.</p> <p>In cooperation with relevant ministries, regions and employers' representatives, promote the conclusion of sectoral agreements in various regions, and demand their fulfilment. Measures are at regional and sectoral levels (e.g. sectoral agreements for so far seven areas of the national economy). Action at the system level are prepared in the framework of the reform of the financing of regional education (ongoing).</p> <p>On the initiative of the employers, the year 2015 will be "Year of industry and technical education" in the Czech Republic.</p> <p>http://www.spcr.cz/tiskove-zpravy/o-vyhlaseni-roku-prumyslu-a-technickeho-vzdelavani-2015</p>
<ul style="list-style-type: none"> There are measures to promote excellence in VET. 	YES	<p><u>Programmes of State support for working with children and youth,</u> <u>Support for competitions and shows in leisure education,</u> <u>Programme Secondary School Excellence.</u></p> <p>Educational and financial conditions are addressed by the Decree no. 73 2005 Sb., on the education of children, pupils and students with special educational needs and children, pupils and students with extraordinary talent, which sets out specific conditions for the search (identification) and the manner to work with gifted pupils and tasks of pedagogical and psychological counselling centres and schools.</p> <p>On 9 September 2014, the management meeting approved the Policy for the support the development of talent and care for talented persons 2014–2020 (which addresses the formation, function and operation of the various articles of the proposed system supporting the development of talent and care for the talented persons (in cognitive talents), from pre-school age to lifelong learning.</p>

Action plan for general ex-ante conditionality under coordination by the Ministry of the Environment

**“The existence of a functional arrangement that ensures effective implementation of EU legislation related to EIA and SEA”
as of 1 April 2015**

1. Introduction

The proposed Action Plan is focused on one of the general ex-ante conditionalities set out in the Annex to Regulation (EU) no. 1303/2013 of the European Parliament and of the Council, the fulfilment of which is coordinated by the Ministry of the Environment. This ex-ante conditionality is the **“Existence of a functional arrangement that ensures effective implementation of EU legislation related to EIA and SEA”**.

2. Commission Guidances

The Commission guidance for the ex-ante conditionalities concerning ESI funds is the **“Draft Guidance on ex ante Conditionalities”** (Part I and Part II, including the so-called “Evaluation tables”). The guidance is another means to clarify the interpretation and manner of fulfilling the ex-ante conditionalities. The document further specifies the assessment of ex-ante conditionalities by Member States, both in terms of the applicability of ex-ante conditionalities to the priorities of programmes, and in terms of the relevant assessment of their progress. Furthermore, the material further specifies the assessment of the ex-ante conditionalities by the European Commission, including the regulation of the procedure leading to leading to the non-provision or suspension of payments by the European Commission.

3. EC templates for ex-ante conditionalities

Ex-ante conditionality	Priority axis or axes to which the conditionality applies	Ex-ante conditionality fulfilled: (Yes/No)	Criteria	Criteria fulfilled: (Yes / No)	References (for fulfilled criteria) ²⁹	Explanation
The existence of a functional arrangement that ensures an effective implementation of EU legislation related to EIA and SEA	All PAs of the OP ENV 2014–2020 and other operational programmes (except OP TA and OP A)	Yes	Measures for the effective application of Directive 2011/92/EU of the European Parliament and of the Council (EIA) and <u>Directive 2001/42/EC of the European Parliament and of the Council (SEA)</u> ;	Yes	The relevant provisions of Act no. 100/2001 Sb., on environmental impact assessment, concerning the assessment of environmental impact of strategies. http://portal.cenia.cz/eia/sea/static/sea_legislation	All requirements of the SEA Directive are met in the Czech legislation.
The existence of a functional arrangement that ensures effective implementation of EU legislation related to EIA and	All PAs of the OP ENV 2014–2020 and other	Yes	Measures for the effective application of <u>Directive 2011/92/EU of the European Parliament and</u>	Yes	Section 19 of Act no. 100/2001 Sb., on environmental impact assessment: http://portal.cenia.cz/eia/sea/static/eia_legislation	Within the infringement proceedings on the EIA Directive, the European Commission approved a solution consisting in amending the Czech legislation, which must resolve all the objections raised by the European Commission by the end of 2014, so that the amendment becomes effective on 1 January 2015. A working group was established to prepare a draft amendment, which is in close contact with the European

²⁹ Links to strategies, legislative acts and other relevant documents containing references to the relevant sections or paragraphs of articles, together with an indication of a hyperlink or another means of access to the full text).

SEA	operationa l programm es (except OP TA and OP A)		<u>of the Council</u> <u>(EIA)</u> and Directive 2001/42/EC of the European Parliament and of the Council (SEA);		a	Commission. The articulated draft amendment of the EIA Act, the Building Act and related legislation was submitted in March 2014 for inter-ministerial comment procedure, which was completed at the end of April 2014. The amendment was subsequently revised based on comments from the European Commission and approved by the European Commission on 10 June 2014. In June 2014, the text of the amendment approved by the Commission was submitted to a repeated inter-ministerial comment process. After the settlement of the comments received, in August 2014 the amendment was discussed by the Government Legislative Council, and on 3 September 2014 it was approved by the Czech Government. On the same day, the amendment was submitted to the Chamber of Deputies. On 12 December 2014, the amendment was approved by the Chamber of Deputies in the third reading and submitted to the Senate. On 14 January 2015, the amendment was discussed by the Senate and returned to the Chamber of Deputies with proposed amendments. The Chamber of Deputies passed the Senate version of the amendment on 10 February 2015. Subsequently, the amendment was submitted to the President, who signed it on 24 February 2015. The amendment was promulgated on 6 March 2015 in Part 19 of the Collection of Laws as Act no. 39/2015 Sb., becoming effective on 1 April 2015. All changes to the amendment that occurred in the legislative process were discussed with the European Commission and its comments were incorporated into the amendment. The European Commission was also regularly informed about the legislative process and the anticipated effective date of the amendment. The amendment also includes participation of the public and its access to judicial protection. Based on the transitional provisions of the amendment, it 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
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						<p>compliance of the already issued EIA opinions with the EIA directive will also be checked.</p> <p>In addition to the projects undergoing the permitting process, the relevant building already apply a guideline aimed at achieving compliance with the requirements of the EIA Directive in permitting process using existing legislation. The guideline was released on 20 August 2014 in collaboration of MoE and MoRD and was sent to the building authorities on 29 August 2014. In the case of projects whose permitting process will be completed before the amendment enters into effect, the compliance of their permitting process with the requirements of the EIA Directive will be assessed. For the purpose of this check, the Government Resolution no. 1078 of 15 December 2014 established a special working group consisting of representatives of relevant ministries (the intention of its creation was notified to DG ENV on 9 October 2014).</p> <p>As for the checking of the EIA process quality, the ME is currently applying the system of authorized persons preparing the EIA documentation and external opinions on EIA, which represent another tool to check the quality of information contained in the EIA documentation. The system of authorized persons in the Czech Republic goes beyond the scope of the EIA Directive, as the performance of the activities of persons authorized to prepare documentation or opinions in the EIA process is conditional on such a person having passed a relevant professional examination. High demands placed on the expertise of authorized persons ensure the quality of the EIA process.</p>
The existence of a functional arrangement that ensures effective implementation of	All PAs of the OP ENV 2014–2020 and	Yes	Measures for training and dissemination of information for staff involved in	Yes	Sections 21 and 22 of Act no. 100/2001 Sb., on environmental impact assessment:	<p><u>(1) Competence of the Ministry of Environment:</u> The Ministry of Environment is the central administrative authority for assessing environmental impacts pursuant to Section 21(a) and carries out supreme state supervision in assessing environmental impacts pursuant to Section 21(b) of Act no. 100/2001 Sb., on</p>

EU legislation related to EIA and SEA	other operational programmes (except OP TA and OP A)		the implementation of the EIA and SEA directives;	<p>Section 21 of Act no. 312/2002 Sb., on officials of territorial self-governing units</p> <p>Government Resolution no. 1542 of 30 November 2005</p> <p>http://www.mzp.cz/cz/p/osuzovani_vlivu_zivotni_prostredi</p> <p>Http://portal.cenia.cz/eia/sea/view/eia100_cr (+ tab Legislation, guidelines and communications, etc.)</p> <p>http://portal.cenia.cz/eia/sea/view/SEA100_konc_epce (+ tab Legislation, guidelines and communications, etc.)</p>	<p>environmental impact assessment, as amended. On this basis, the Ministry of Environment provides methodical guidance to all personnel implementing the EIA and SEA Directives. The Ministry of the Environment holds regular meetings for EIA and SEA staff. Furthermore, in collaboration with the MoRD-NCA it organizes training for the staff of the managing authorities of the individual ministries.</p> <p>Information concerning EIA and SEA are provided to all staff via the information system and by issuing guidance notes. Regional officials also regularly use the possibility of individual consultations. Likewise, the Ministry of Environment contacts the staff at regional authorities and consults with them the current issues in EIA or SEA.</p> <p>All personnel implementing the EIA and SEA Directives are also qualified to provide consultancy concerning EIA and SEA. Pursuant to Section 21 of Act no. 312/2001 Sb., on officials of territorial self-governing units, as amended, regional officials engaged in activities of the competent authority within the meaning of Section 22(b) of Act no. 100/2002 Sb., on environmental impact assessment, as amended, must demonstrate specific professional qualification in assessing environmental impacts. Particular professional qualification is verified by testing and demonstrated by a certificate. The staff of the Ministry of Environment undergo initial entry training and follow-up entry training in accordance with Government Resolution no. 1542 of 30 November 2005. In addition, the ME employees are continuously trained in professional qualification. The training of staff involved in the implementation of the EIA Directive also includes information on the current state of infringement proceedings and the new EIA-related legislation, including specific aspects of the adopted amendment (Act No 39/2015 Sb.) and their practical application. As a central administrative body in environmental impact assessment, the</p>
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						<p>MoE, as part of the methodological guidance of all staff involved in the implementation of the EIA Directive, organises training for its workers and meetings with the representatives of regional authorities that provide for the assessments of projects where required by law, in order to ensure correct and uniform application of the new provisions of Act no. 100/2001 Sb., on the assessment of environmental impacts.</p> <p>(2) <u>Competence of the Ministry of Regional Development:</u></p> <p>The MoRD-NCA ensures at the horizontal level that employees implementing EU funds are trained under the Education System; the MoLSA provides content and lecturers for the training.</p> <p>The area of education is included in the Guidance Note on Human Resources Development in the Programming Period 2014–2020 and the Programming Period 2007–2013 (Government Resolution no. 444 of 16 July 2014).</p> <p>The overall objective of the Guidance Note is to set uniform requirements to ensure quality administrative capacities involved in the implementation of the objectives of the Partnership Agreement and individual activities in the implementation of programmes, and one of the specific objectives of the Guideline Note is to create a system of training for the employees who are involved in the implementation of EU funds in order for the system to meet their needs at their position described in the control documents of programmes, management and coordination of the PA, and create conditions to promote the principle of transparency and anti-corruption. The training provides for the conditions for stabilising and motivating implementation structure employees in relation to the needs of their professional growth and improvement of knowledge and skills.</p> <p>The offer of educational activities depends on the objectives of each programme and individual education plans created during</p>
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						<p>employee appraisal.</p> <p>The dates of educational events are published at www.vzdelavaninsrr.cz</p> <p>Educational events are reviewed regularly based on participants' feedback obtained from evaluation questionnaires (in order to optimize efficiency). The presentations from educational events are also available to participants in eLibrary at http://www.vzdelavaninsrr.cz/e-knihovna/</p> <p>The Education System is implemented based on cooperation between MoRD-NCA representatives (education coordinators) of individual implementation bodies who twice a year sent the MoRD-NCA their requirements to ensure educational activities within the Education System. All matters of the Education System for the programming period 2014–2020 will be discussed at the Working Group on Administrative Capacity (in the programming period 2007–2013 it was the WG Education for NSRF).</p>
The existence of a functional arrangement that ensures an effective implementation of EU legislation related to EIA and SEA	All PAs of the OP ENV 2014–2020 and other operational programmes (except OP TA and OP A)	Yes	Measures to ensure sufficient administrative capacity	Yes	<p>Sections 21 and 22 of Act no. 100/2001 Sb., on environmental impact assessment:</p> <p>Section 21 of Act no. 312/2002 Sb., on officials of territorial self-governing units</p> <p>Czech Government Resolution no. 1542 of 30 November 2005</p> <p>Act no. 111/2009 Sb.,</p>	<p>All officials ensuring the implementation of EIA and SEA Directives have passed an examination of professional qualification or passed the initial entry training and follow-up entry training – see the list under the previous paragraph.</p> <p>The number of officials ensuring the implementation of EIA and SEA Directives at the ME and regional authorities is always determined based on the amount of agenda carried out by individual authorities so that this capacity is sufficient. Pursuant to Act no. 111/2009 Sb., on the basic registers, as amended, and other associated legislation relating to the issue of basic registers, 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>on basic registers</p> <p>http://www.mzp.cz/cz/p/osuzovani_vlivu_zivotni_prostredi</p> <p>http://portal.cenia.cz/eia/sea/view/eia100_cr (+ the tab Legislation, guidelines and communications, etc.)</p> <p>http://portal.cenia.cz/eia/sea/view/SEA100_konc_epce (+ tab Legislation, guidelines and communications, etc.)</p> <p>http://portal.cenia.cz/eia/sea/osoby/osoby</p>	<p>The number of officials to ensure the implementation of EIA and SEA Directives is in line with current requirements for administrative capacity. When conditions change, the number of officials is modified to always keep a sufficient administrative capacity. If, in connection with infringement proceedings and the adoption of new legislation on environmental impact assessment, the volume of agenda increases, administrative capacity will be increased accordingly.</p> <p>Ensuring sufficient and qualified administrative capacity is crucial in the implementation of EIA/SEA Directives, where the Ministry of Environment acts in the capacity of the managing authority. For other managing authorities it is necessary to ensure awareness in this area, which is ensured by means of training for staff implementing EU funds (see above).</p> <p>Technical assistance is ensured for all personnel implementing the EIA and SEA Directives and EU funds by means of an information system and guidance notes, as well as using the system of authorized experts, whose list is also part of the information system.</p>
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CRITERIA	Fulfilment of criteria	
	YES/NO	Manner of fulfilment / Measures to be taken
<p><i>Measures for the effective implementation of Directive 2011/92/EU of the European Parliament and of the Council on the assessment of the effects of certain public and private projects on the environment (EIA Directive) and Directive 2001/42/EC of the European Parliament and of the Council on the assessment of the effects of certain plans and programs on the environment (SEA Directive)</i></p> <ul style="list-style-type: none"> ▪ The presence of infringement proceedings (incorrect/incomplete transposition of the EIA/SEA Directive) does not automatically lead to the failure to fulfil this conditionality. It is necessary to identify on a case-by-case basis whether the infringement proceedings have an impact on the implementation of the European Structural and Investment (ESI) funds. 	YES	<p>Within the infringement proceedings on the EIA Directive, the European Commission approved a solution consisting in amending the Czech legislation, which must resolve all the objections raised by the European Commission by the end of 2014, so that the amendment becomes effective on 1 January 2015. A working group was established to prepare a draft amendment, which is in close contact with the European Commission. The articulated draft amendment of the EIA Act, the Building Act and related legislation was submitted in March 2014 for inter-ministerial comment procedure, which was completed at the end of April 2014. The amendment was subsequently revised based on comments from the European Commission and approved by the European Commission on 10 June 2014. In June 2014, the text of the amendment approved by the Commission was submitted to a repeated inter-ministerial comment process. After the settlement of the comments received, the amendment was discussed by the Government Legislative Council in August 2014 and on 3 September 2014 it was approved by the Czech Government. On the same day, the amendment was submitted to the Chamber of Deputies. The amendment was approved on 12 December 2014 by the Chamber of Deputies in the third reading and was passed to the Senate. On 14 January 2015, the amendment was discussed by the Senate and returned to the Chamber of Deputies with proposed amendments. The Chamber of Deputies passed the Senate version of the amendment on 10 February 2015. Subsequently, the amendment was submitted to the President, who signed it on 24 February 2015. The amendment was promulgated on 6 March 2015 in Part 19 of the Collection of Laws as Act no. 39/2015 Sb., becoming effective on 1 April 2015. All changes to</p>

<ul style="list-style-type: none"> ▪ Measures to ensure high-quality information in the EIA process: ▪ <ul style="list-style-type: none"> ○ e.g. through bodies verifying the EIA documentation, the existence of specialized bodies accredited / technically qualified experts preparing the EIA documentation, technical know-how, etc. 		<p>the amendment that occurred in the legislative process were discussed with the European Commission and its comments were incorporated into the amendment. The European Commission was also regularly informed about the legislative process and the anticipated effective date of the amendment. The amendment also includes participation of the public and its access to judicial protection. Based on the transitional provisions of the amendment, it 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 also be checked.</p> <p>In addition to the projects undergoing the permitting process, the relevant building already apply a guideline aimed at achieving compliance with the requirements of the EIA Directive in permitting process using existing legislation. The guideline was released on 20 August 2014 in collaboration of MoE and MoRD and was sent to the building authorities on 29 August 2014. In the case of projects whose permitting process will be completed before the amendment enters into effect, the compliance of their permitting process with the requirements of the EIA Directive will be assessed. For the purpose of this check, the Government Resolution no. 1078 of 15 December 2014 established a special working group consisting of representatives of relevant ministries (the intention of its creation was notified to DG ENV on 9 October 2014).</p>
	YES	See the comment below.
	YES	<p>The ME is currently applying the system of authorized (accredited) persons preparing the EIA documentation and external opinions on EIA, which represent another tool to check the quality of information contained in the EIA documentation. The system of authorized persons in the Czech Republic goes beyond the scope of the EIA Directive, as the performance of</p>

<ul style="list-style-type: none"> ○ Timely and effective public participation in the EIA process, or permitting procedures. ▪ Functional arrangements for access of the public concerned to judicial protection, including NGOs. 		the activities of persons authorized to prepare documentation or opinions in the EIA process is conditional on such a person having passed a relevant professional examination. High demands placed on the expertise of authorized persons ensure the quality of the EIA process. The authorization is granted to the experts based on qualifications tests. Section 19 of Act no. 100/2001 Sb., on environmental impact assessment: http://portal.cenia.cz/eiasea/static/eia_legislativa
	YES	Public participation will be addressed by legislative amendments by the end of 2014.
	YES	Judicial protection will be addressed by legislative amendments by the end of 2014.
Measures for training and dissemination of information for staff involved in the implementation of the EIA and SEA Directives;	YES	<p>(1) Competence of the Ministry of Environment: The Ministry of Environment is the central administrative authority for assessing environmental impacts pursuant to Section 21(a) and carries out supreme state supervision in assessing environmental impacts pursuant to Section 21(b) of Act no. 100/2001 Sb., on environmental impact assessment, as amended. On this basis, the Ministry of Environment provides methodical guidance to all personnel implementing the EIA and SEA Directives. The Ministry of the Environment holds regular meetings for EIA and SEA staff. Furthermore, in collaboration with the MoRD-NCA it organizes training for the staff of the managing authorities of the individual ministries.</p> <p>All personnel implementing the EIA and SEA Directives are also qualified to provide consultancy concerning EIA and SEA. Pursuant to Section 21 of Act no. 312/2001 Sb., on officials of territorial self-governing units, as amended, regional officials engaged in activities of the competent authority within the meaning of Section 22(b) of Act no. 100/2002 Sb., on environmental impact assessment, as amended, must demonstrate specific professional qualification in assessing environmental impacts. Particular professional qualification is</p>

<ul style="list-style-type: none"> Implementation and planning of appropriate training for all staff involved in the implementation of EIA/SEA Directives at all levels. Creating effective strategies for education (seminars, on-line courses, etc.) including, where possible, quantitative data. 	<p>verified by testing and demonstrated by a certificate. The staff of the Ministry of Environment undergo initial entry training and follow-up entry training in accordance with Government Resolution no. 1542 of 30 November 2005. In addition, the ME employees are continuously trained in professional qualification.</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 new EIA-related legislation, including specific aspects of the adopted amendment (Act No 39/2015 Sb.) and their practical application. As a central administrative body in environmental impact assessment, the MoE, as part of the methodological guidance of all staff involved in the implementation of the EIA Directive, organises training for its workers and meetings with the representatives of regional authorities that provide for the assessments of projects where required by law, in order to ensure correct and uniform application of the new provisions of Act no. 100/2001 Sb., on the assessment of environmental impacts.</p> <p>Sections 21 and 22 of Act no. 100/2001 Sb., on environmental impact assessment:</p> <p>Section 21 of Act no. 312/2002 Sb., on officials of territorial self-governing units</p> <p>Government Resolution no. 1542 of 30 November 2005</p> <p>Act no. 111/2009 Sb., on basic registers</p> <p>(2) Competence of the Ministry of Regional Development:</p> <p>The MoRD-NCA ensures at the horizontal level that employees implementing EU funds are trained under the Education System; the MoLSA provides content and lecturers for the training.</p> <p>The area of education is included in the Guidance Note on Human Resources Development in the Programming</p>
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<ul style="list-style-type: none"> ▪ System of dissemination and exchange of information for all staff involved in the implementation of EIA/SEA Directives for the implementation of the ESI funds at all relevant levels (e.g. creating networks of all staff of the relevant national/regional authorities involved in the implementation of EIA/SEA Directives to exchange experience and to ensure consistency in implementing rules, websites, newsletters, etc.) 	<p>Period 2014–2020 and the Programming Period 2007–2013 (Government Resolution no. 444 of 16 July 2014).</p> <p>The overall objective of the Guidance Note is to set uniform requirements to ensure quality administrative capacities involved in the implementation of the objectives of the Partnership Agreement and individual activities in the implementation of programmes, and one of the specific objectives of the Guideline Note is to create a system of training for the employees who are involved in the implementation of EU funds in order for the system to meet their needs at their position described in the control documents of programmes, management and coordination of the PA, and create conditions to promote the principle of transparency and anti-corruption. The training provides for the conditions for stabilising and motivating implementation structure employees in relation to the needs of their professional growth and improvement of knowledge and skills.</p> <p>The offer of educational activities depends on the objectives of each programme and individual education plans created during employee appraisal.</p> <p>The dates of educational events are published at www.vzdelavaninsrr.cz</p> <p>Educational events are reviewed regularly based on participants' feedback obtained from evaluation questionnaires (in order to optimize efficiency). The presentations from educational events are also available to participants in eLibrary at http://www.vzdelavaninsrr.cz/e-knihovna/</p> <p>The Education System is implemented based on cooperation between MoRD-NCA representatives (education coordinators) of individual implementation bodies who twice a year sent the MoRD-NCA their requirements to ensure educational activities within the Education System. All matters of the Education</p>
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		System for the programming period 2014–2020 will be discussed at the Working Group on Administrative Capacity (in the programming period 2007–2013 it was the WG Education for NSRF).
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	YES	<p>Information concerning EIA and SEA are disseminated to all staff implementing the EIA and SEA Directives and European funds via the information system and by issuing guidances. Regional officials also regularly use the possibility of individual consultations. Likewise, the Ministry of Environment contacts the staff at regional authorities and consults with them the current issues in EIA or SEA.</p> <p>http://www.mzp.cz/cz/posuzovani_vlivu_zivotni_prostredi http://portal.cenia.cz/eiasea/view/eia100_cr (+the tab Legislation, guidelines and communications, etc.) http://portal.cenia.cz/eiasea/view/SEA100_koncepcce (+ the tab Legislation, guidelines and communications, etc.)</p>
<p><i>Measures to ensure sufficient administrative capacity</i></p> <ul style="list-style-type: none"> ▪ The existence of specialized bodies with sufficient and skilled administrative capacity for the staff implementing ESI funds and for providing practical and legal advice regarding the implementation of EIA/SEA Directives in programmes. 	YES	<p>All officials ensuring the implementation of EIA and SEA Directives have passed an examination of professional qualification or passed the initial entry training and follow-up entry training, the staff implementing EU funds are trained in collaboration with the MoRD-NCA.</p> <p>The number of officials ensuring the implementation of EIA and SEA Directives at the ME and regional authorities is always determined based on the amount of agenda carried out by individual authorities so that this capacity is sufficient. Pursuant to Act no. 111/2009 Sb., on the basic registers, as amended, and other associated legislation relating to the issue of basic registers, 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>The number of officials to ensure the implementation of EIA and SEA Directives is in line with current requirements for administrative capacity. When conditions change, the number of officials is modified to always keep a sufficient administrative capacity. If, in connection with infringement proceedings and</p>

<ul style="list-style-type: none"> ▪ Appropriate technical support (e.g. directives, guidances, external experts) for the bodies implementing the EIA/SEA Directives in relation to ESI funds. 		<p>the adoption of new legislation on environmental impact assessment, the volume of agenda increases, administrative capacity will be increased accordingly.</p> <p>Ensuring sufficient and qualified administrative capacity is crucial in the implementation of EIA/SEA Directives, where the Ministry of Environment acts in the capacity of the managing authority. For other managing authorities it is necessary to ensure awareness in this area, which is ensured by means of training for staff implementing EU funds (see above).</p> <p>Sections 21 and 22 of Act no. 100/2001 Sb., on environmental impact assessment:</p> <p>Section 21 of Act no. 312/2002 Sb., on officials of territorial self-governing units</p> <p>Government Resolution no. 1542 of 30 November 2005</p> <p>Act no. 111/2009 Sb., on basic registers</p>
	YES	<p>Technical assistance is ensured for all personnel implementing the EIA and SEA Directives and EU funds by means of an information system and guidance notes, as well as using the system of authorized experts, whose list is also part of the information system.</p> <p>http://www.mzp.cz/cz/posuzovani_vlivu_zivotni_prostredi http://portal.cenia.cz/eiasea/view/eia100_cr (+ the tab Legislation, guidelines and communications, etc.) http://portal.cenia.cz/eiasea/view/SEA100_koncepce (+ the tab Legislation, guidelines and communications, etc.) http://portal.cenia.cz/eiasea/osoby/osoby</p>

Approved by: Mgr. Evžen Doležal