



**Ministry of Education, Science,  
Research & Sport of the SR  
Managing Authority for the  
Operational Programme Education**



**Annual Report on the Implementation  
of the Operational Programme Education  
for January – December 2011**

Bratislava  
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**“Modern education for a knowledge society / Project co-financed from EU sources”**

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## **INTRODUCTION**

This Annual Report on the Implementation of the Operational Programme Education for January – December 2011 (hereinafter simply the “AR”) includes data on implementation of the Operational Programme Education (hereinafter simply the “OPE”) achieved **at the level of priority axes** in the monitoring and financial indicators as at 31.12.2011.

The AR has been prepared on the basis of Article 67 of Council Regulation (EC) no. 1083/2006 of 11 July 2006 laying down general provisions on the European Regional Development Fund, the European Social Fund and the Cohesion Fund, as amended (hereinafter simply the “General Regulation”), Annex XVII of Commission Regulation (EC) no. 1828/2006 of 8 December 2006 setting out rules for the implementation of Council Regulation (hereinafter simply the “Implementing Regulation”) and pursuant to the Methodological Instruction of the Central Coordination Authority no. 9 regarding the content of annual and final reports on the implementation of the operational programme (update no. 4 of 26 March 2012). The AR gives information on the state of implementation of the OPE and contains information on:

- the progress made in implementing the OPE;
- the state of financial implementation of the OPE;
- the programmes of the European Social Fund (hereinafter simply the “ESF”): Coherence and Concentration;
- the monitoring mechanisms of the OPE;
- **Technical Assistance (hereinafter simply “TA”);**
- information and publicity measures for the OPE.

This report also contains information on the contribution of the OPE’s implementation to the horizontal priorities (hereinafter simply “HP”) defined in the National Strategic Reference Framework of the SR for 2007- 2013 (hereinafter simply the “NSRF”).

All monitoring and evaluation data of the programme in relation to the priority axes and measures are broken down by dimensions: priority theme, form of financing, territorial area, industrial classification of economic activities and territorial location at the NUTS III level, in accordance with the requirements set out in Annex II to the EU Implementing Regulation.

**1. IDENTIFICATION**

OPERATIONAL PROGRAMME	Convergence Objective and Regional Competitiveness & Employment Objective
	NUTS II – Western Slovakia NUTS II – Central Slovakia NUTS II – Eastern Slovakia NUTS II – Bratislava Region
	2007 – 2013
	2007SK05UPO001
	Operational Programme Education
ANNUAL REPORT ON THE IMPLEMENTATION OF THE OPERATIONAL PROGRAMME	2011
	26.06.2012

## **2. OVERVIEW OF THE OPERATIONAL PROGRAMME'S IMPLEMENTATION**

### **2.1. Outcome achieved and analysis of progress made**

The OPE was approved by the European Commission (hereinafter simply the “Commission”) on 7 November 2007 with an EU financial contribution for this operational programme (hereinafter simply “OP”) in the amount of €617 801 578.00.

The global objective of the OPE is to ensure the long-term competitiveness of the Slovak Republic (hereinafter simply the “SR”) by means of adapting the education system to the needs of a knowledge society. The OPE, through contributions from ESF funds, finances the support and formation of human capital towards the acquisition of basic skills and key competences necessary in a knowledge-based economy and for the labour market.

Within the OPE, over the course of 2011 a total of 11 calls were declared for demand-driven projects, national projects and technical assistance projects (hereinafter simply “TA”). The Managing Authority (hereinafter simply the “MA”) for the OPE declared 1 invitation for national projects under measure 3.1 Increasing the Educational Level of Members of Marginalised Roma Communities in a total allocation of €28 500 000.00 and 4 invitations for TA projects under measure 5.1 in a total allocation of €6 730 000.00. The Intermediate Body under the Managing Authority (hereinafter simply the “IBMA”), the Agency of the Ministry of Education, Science, Research and Sport of the SR for the EU Structural Funds (hereinafter simply the “ASFEU”), declared 5 calls for demand-driven projects under measures 1.1 Transformation of a Traditional School to a Modern One, 1.2 Tertiary Schools and Research and Development as the Driving Forces in the Development of the Knowledge Society, and 3.1 Raising the Educational Level of Members of Marginalised Roma Communities, in a total allocation of €112 000 000.00. The IBMA, the Ministry of Health of the SR (hereinafter simply the “MH SR”) declared 1 call for demand-driven projects under measure 2.2 Support for life-long learning in the health sector, in the total allocation of €8 000 000.00. All 11 calls declared in 2011 were in a total allocation of €155 230 000.00. More information on the declared calls, broken down by individual priority axis, is given in sections 2.1.1, 3.1, 3.2, 3.3, 3.4 and 3.5, as well as in the annexes to this report.

As at 31 December 2011, of the total number of applications for a non-repayable financial contribution (hereinafter simply “AfNFC”) 620 AfNFCs were approved in a total amount of contribution approved of €428 422 816.69, of which 596 projects were contracted in the total amount of contracted funds of €368 387 680.83. Of the total number of the contracted projects, 542 projects were in implementation as at 31 December 2011, representing an increase of 10 projects against 2010. Concurrently, as at 31 December 2011, 38 projects were completed in the total amount of €4 429 610.84. Of those 17 projects were normally completed and 21 projects were completed exceptionally. The most frequent reasons for exceptional completion of a project, either by the MA/IBMA or the beneficiary, were shortcomings in the projects’ implementation on the side of the beneficiary, i.e. breach of obligations arising from the physical and time implementation of the project activities, which automatically leads to non-fulfilment of the project’s measurable indicators and aims, as well as a failure to adopt measures on the side of the beneficiary in order to remove shortcomings found during an on-site inspection pursuant to the reports from on-site inspections. More information on financial implementation, broken down by individual priority axis, is given in sections 2.1.1, 2.1.2, 3.1, 3.2, 3.3, 3.4 and 3.5, as well as in the annexes to this report.

In the framework of the OPE 19 national projects were in implementation as at 31 December 2011. The total allocation of contracted funds was €184 304 677.85. Of the total number of national projects 8 were mirror projects for the Convergence Objective and the Regional Competitiveness and Employment Objective (hereinafter simply “RCE”) and 3 national projects were solely for the Convergence Objective.

In the framework of all national projects in implementation, the level of funds drawing totalled €35 148 347.20, representing 19.07% of the total amount of contracted funds for the national projects.

In the framework of all national projects the total funds drawn in the monitored period from 1 January 2011 to 31 December 2011 stood at €2 760 945.02.

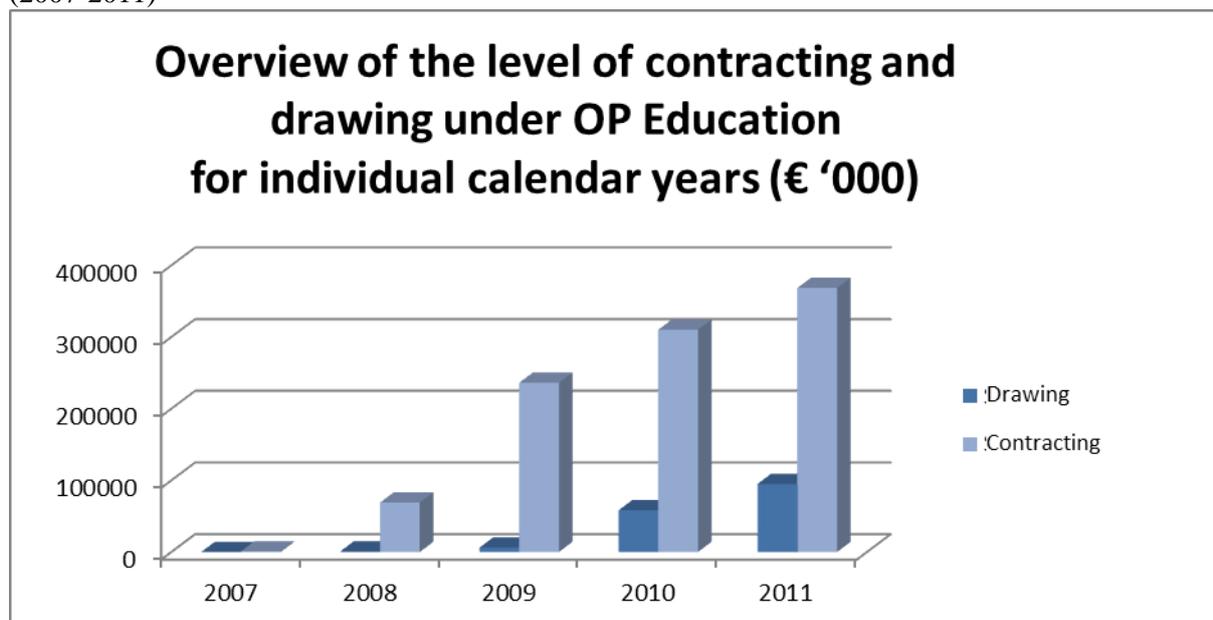
More detailed information on the physical and financial implementation of national projects, as well as their measurable indicators achieved, is given in chapter 3 of the report, as well as in the annexes to this report.

As at 31 December 2011 the fifth year of implementation of the programming period 2007-2013 was completed. If, for OPE, we take 2008 to be the start of actual implementation, as the first calls for demand-driven projects and invitations for the national projects were declared only in that year, then 2011 can be seen as the fourth year of implementation. Despite the fact that it will be possible to draw funds also after 2013, it can be concluded that the current level of the contracting of funds (except for TA measures) is insufficient for certain measures.

This problem is most significantly manifested in measure 3.2 Raising the educational level of persons with special educational needs, which aims to increase the educational level of persons with special educational needs by facilitating their access to formal education and through their further education and life-long guidance, and under which more than 80% of the allocation intended for this measure needs to be contracted. Under measure 3.2 one call was declared as at 31 December 2011, under the code OPV-2009/3.2/01-SORO, and another call for this measure, with a total allocation of €10 000 000.00, was included under the Indicative schedule of calls for the submission of AfNFCs for September 2012.

Another measure with a very low level of contracting as at 31 December 2011 is measure 1.2 Tertiary Schools and Research and Development as the Driving Forces in the Development of the Knowledge Society, which aims to support the quality improvement of education and development of human resources in the field of research and development in order to achieve the continuous adaptation of tertiary schools to the current and prospective needs of a knowledge society, and where it is necessary to contract roughly 67% of the measure's allocation. This measure is marked by a visible progress over the year from 1.1.2011 to 31.12.2011, since the number of contracted projects grew by 26 demand-driven projects. Concurrently, at the close of the year, on 22 December 2011, a call was declared for this measure with the amount of assistance provided totalling €50 million. If the funds for this call are contracted in the full amount, then the fund contracting allocated to this measure will rise to approximately 70%.

Graph 1 Overview of the level of contracting and drawing under the OPE for individual calendar years (2007-2011)



Source: MA

The total level of drawing from the OPE allocation for the 2007-2013 programming period from EU resources (excluding TA measures) as at 31 December 2011 stands at €72 756 684.67, which represents 12.26% of the total allocation for the OPE (excluding TA measures), where, however, the 10% drawing threshold was actually exceeded only by two measures – 1.1 Transformation of a Traditional School into a Modern One and 4.1 Transformation of a Traditional School into a Modern One for the Bratislava region, which were strongly supported by the declaration of a number of calls immediately in first year of implementation (2008). Due to these facts the overall drawing may be regarded as unsatisfactory.

Based on the above the MA is planning, in order to increase the level of drawing in the next calendar year, the declaration of new calls and invitations (with an emphasis on larger projects, by which the contracting level will increase and thereby also the drawing will grow).

As at 31 December 2011, of the total number of output and outcome indicators the planned values were exceeded only by the indicators monitoring the newly-created education programmes and the numbers of training courses for teachers. Other indicators, in the case of which we can assume that their values will not be fulfilled without declaring other calls, or invitations, are mainly indicators monitoring development and innovation partnerships and networks; R&D employees; networks created in the framework of learning regions; lecturers and priority axis 3 indicators monitoring persons with special educational needs.

In the case of the following indicators we expect that their target values will fail to be achieved (as indicated in parentheses):

- the participation rate of R&D employees in multinational research projects (20% of R&D employees);
- the number of development & innovation partnerships and networks supported from the OPE (support for 45 partnerships for the entire SR);
- the number of teachers who have completed further education programmes (57 000 teaching staff for the entire SR);
- the number of lecturers who have completed further education programmes (1 000);
- the number of persons involved in the social inclusion of persons with special educational needs, trained under further education programmes (35 000).

In the case of the first two indicators the main reason for low performance is the fact that the calls, in which the mentioned indicators were captured, were declared only at an advanced stage of the OPE's implementation (specifically only in the calls declared on the turn of 2011/2012). As for the indicator monitoring the teaching staff who have completed further education programmes, its problematic feasibility lies in particular in overly ambitious target values. As regards lecturers, despite several calls declared for this measure, none of the calls was aimed so as to cover also the training of lecturers. Measure 3.2 and thus the fulfilment of the indicator monitoring persons involved in the social inclusion of persons with special educational needs, trained under the further education programmes, has so far been supported insufficiently, only by one call. For these reasons the MA for the OPE will in 2012 declare calls and invitations for national projects that will cover also the above listed indicators, with the view of achieving their maximum possible fulfilment in the programming period 2007 – 2013. More information on the fulfilment of physical indicators broken down by individual priority axis is given in sections 2.1.1, 3.1, 3.2, 3.3, 3.4 and 3.5, as well as in annexes to this report.

All in all it may be summed up that in 2011 the OPE was being implemented without major problems, even though it was to a certain degree also affected by addressing the issue of unfavourable results from the European Commission audit, by a slowdown in the growth in funds drawing, wherefrom there results also the risk of failure to fulfil the rule  $n+2/n+3$  and the related lower fulfilment of the indicators described above. Despite the negative experience, the declaration of calls and invitations

under the OPE continued, with the contracted activities of both national projects and demand-driven projects being implemented. The MA for the OPE will continue to focus on eliminating all the problems so that the implementation process for the OPE can continue in 2012 with a view to meeting the set sub-targets within the OPE as well as the global objective.

### 2.1.1. State of physical progress in the operational programme

Table 1 gives an overview of the number of calls and invitations declared over the period monitored.

**Table 1: Overview of calls and invitations declared from 01.01.2011 to 31.12.2011**

Priority axis	Number of calls	Financial allocation per call (NFC) in €
Priority axis 1	3	90 000 000.00
Priority axis 2	1	8 000 000.00
Priority axis 3	3	50 500 000.00
Priority axis 4	0	0.00
Priority axis 5	4	6 730 000.00
<b>Total</b>	<b>11</b>	<b>155 230 000.00</b>

Source: Internal records of the MA

Over the monitored period from 1 January 2011 to 31 December 2011, in all the priority axes under the OPE a total of **11** calls for demand-driven projects, national projects and TA projects were declared. Of these, the MA declared **1** invitation for national projects and **4** invitations for TA projects. The Intermediate Body under the Managing Authority (hereinafter simply the “IBMA”), the Agency of the Ministry of Education, Science, Research & Sport of the SR for the EU Structural Funds (hereinafter simply the “ASFEU”), declared **5** calls for demand-driven projects and the IBMA, the Ministry of Health (hereinafter simply the “MH SR”) declared **1** call for demand-driven projects. The total allocation for all calls declared in 2011 represents **€155 230 000.00**.

From the above it follows that in the monitored period **3** calls were declared under **priority axis 1** in a total allocation of **€90 000 000.00**, of which for measure 1.1 there were declared **2** calls for demand-driven projects, 1 call for demand-driven projects with no. **OPV-2011/1.1/06-SORO**, entitled “*Innovation of the Content and Methods of Education for Primary Schools*”, with a total allocation of €25 000 000.00, and 1 call for demand-driven projects with no. **OPV-2011/1.1/07-SORO**, entitled “*Innovation of the Content and Methods of Education at Secondary Schools for the Labour Market Needs*”, with a total allocation of €15 000 000.00, for measure 1.2 there was declared **1** call for demand-driven projects with no. **OPV-2011/1.2/03-SORO**, entitled “*Support for Increasing the Quality of Tertiary Schools and the Slovak Academy of Sciences*”, with a total allocation of €50 000 000.00.

More information on the declared calls, receipt of the applications for non-repayable financial contribution (hereinafter simply the “AfNFC”), evaluation and approval process, as well as on the actual implementation of the projects is given in chapter 3.1 of this report.

Within **priority axis 2** in the reporting period there was declared **1** call for a demand-driven project with no. **OPV 2011/2.2/01** for measure 2.2, entitled “*Increasing Other Skills of Healthcare Workers*” in a total allocation of **€8 000 000.00**.

More information on declared calls, receipt of AfNFCs, the evaluation and approval process, as well as on the actual implementation of the projects is given in chapter 3.2 of this report.

Within the **priority axis 3** in the monitored period there was declared **3** calls in a total allocation of **€50 500 000.00**, and this only for measures 3.1. The first call for demand-driven projects with no. **OPV-2011/3.1/02-SORO**, entitled “*Promotion of Literacy among Socially Disadvantaged Primary*

School Children from Marginalised Roma Communities” in a total allocation of €5 000 000.00, the second interim call for demand-driven projects with no. **OPV-2011/3.1/03-SORO**, entitled “Promotion of Access for Members of Marginalised Roma Communities to Education, including Further Education”, in an overall allocation of €17 000 000.00, and 1 invitation for the national project no. **OPV/K/NP/2011-1**, called “Teacher training for inclusion of marginalised Roma communities”, in an overall allocation of €28 500 000.00.

More information on the declared calls, receipt of the AfNFCs, evaluation and approval process, as well as on the actual implementation of the projects is given in chapter 3.3 of this report.

During the monitored period, under **priority axis 4** no calls for demand-driven projects were declared, no invitation for a TA project, neither there was declared any invitation for national projects.

More information on the receipt of the AfNFCs, evaluation and approval process, as well as on the actual implementation of the projects is given in chapter 3.4 of this report.

Within **priority axis 5** there were declared, in the monitored period, **4** invitations in a total allocation of €6 730 000.00 under measure 5.1. The first invitation with no. **OPV/K/TP/2011-3** for the MA TA project entitled “*Invitation – a technical assistance project, Technical assistance for the Convergence Objective 2012 – Preparation, implementation, monitoring and control*” in a total allocation of €2 500 000.00, the second invitation with no. **OPV/K/TP/2011-4** for the MA TA project entitled “*Invitation – a technical assistance project, Technical assistance for the Convergence Objective 2012 – Evaluation and studies; information and communication*” in a total allocation of €180 000.00, the third invitation with no. **OPV/K/TP/SORO/2011-1** for the IBMA ASFEU TA project entitled “*Invitation – a technical assistance project – Technical assistance for the Convergence Objective 2012 – Preparation, implementation, monitoring and control*” in a total allocation of €3 650 000.00, and the fourth invitation with no. **OPV/K/TP/SORO/2011-2** for the IBMA ASFEU TA project entitled “*Invitation – a technical assistance project – Technical assistance for the Convergence Objective 2012 – Evaluation and studies; information and communication*” in a total allocation of **€400 000.00**.

More information on the declared invitations, receipt of the AfNFCs, evaluation and approval process, as well as on the actual implementation of the projects is given in chapter 3.5 of this report.

Individual calls for demand-driven projects were declared in accordance with the applicable indicative schedule of calls, which was regularly published on the website of the MA, [www.minedu.sk](http://www.minedu.sk), on the website of the IBMA ASFEU, [www.asfeu.sk](http://www.asfeu.sk), website of the MH SR, [www.health-sf.sk](http://www.health-sf.sk), and on the information portal for the Central Coordination Authority (hereinafter simply “CCA”), [www.nsr.sk](http://www.nsr.sk).

The time schedules of the calls for demand-driven projects were updated as follows:

- IBMA ASFEU – 28.02.2011, 13.04.2011, 20.05.2011, 31.08.2011, 21.11.2011;
- IBMA MH SR – 29.04.2011, 28.06.2011.

The original dates for declaring calls were shifted on the basis of written requests from both IBMAs concerning the updating of the time schedule for calls for 2011. The most frequent causes for updating the planned time schedules for calls included in particular adjustments resulting from the current needs related to the ongoing reform of education in Slovakia, changes required by the change in the labour market brought about by the financial crisis, a reduction, or increase in the financial allocation for a given call, as well as harmonisation of the texts of calls with state aid rules.

A detailed overview of all calls and invitations declared as at 31 December 2011, together with the number of projects under implementation, is given in Annex 2 to the Report.

The following Table 2 provides information on the overall monitoring of progress made in OPE implementation as at 31 December 2011.

**Table 2: Monitoring of the development of programme implementation as at 31.12.2011**

Priority axis /Measure	Number of AfNFCs received	Number of AfNFCs rejected	Number of AfNFCs approved	Number of projects contracted	Number of projects in implementation	Number of projects completed
<b>Priority axis 1</b>	<b>1934</b>	<b>1087</b>	<b>431</b>	<b>414</b>	<b>388</b>	<b>18</b>
Measure 1.1	1830	1047	367	350	346	18
Measure 1.2	104	40	64	64	42	0
<b>Priority axis 2</b>	<b>131</b>	<b>80</b>	<b>49</b>	<b>47</b>	<b>39</b>	<b>6</b>
Measure 2.1	44	24	20	19	19	1
Measure 2.2	87	56	29	28	20	5
<b>Priority axis 3</b>	<b>241</b>	<b>138</b>	<b>73</b>	<b>69</b>	<b>69</b>	<b>4</b>
Measure 3.1	204	123	51	50	50	1
Measure 3.2	37	15	22	19	19	3
<b>Priority axis 4</b>	<b>140</b>	<b>93</b>	<b>47</b>	<b>46</b>	<b>41</b>	<b>6</b>
Measure 4.1	103	76	27	26	26	1
Measure 4.2	22	15	7	7	7	0
Measure 4.3	15	2	13	13	8	5
<b>Priority axis 5</b>	<b>25</b>	<b>3</b>	<b>20</b>	<b>20</b>	<b>14</b>	<b>4</b>
Measure 5.1	23	3	18	18	12	4
Measure 5.2	2	0	2	2	2	0
<b>Total</b>	<b>2471</b>	<b>1401</b>	<b>620</b>	<b>596</b>	<b>551</b>	<b>38</b>
<b>Financial calculation of SF/CF and state budget in €</b>						
Priority axis /Measure	Amount of NFC requested	Amount of requested NFC not approved	Amount of NFC approved	Amount of funds contracted (NFC)	Amount of funds repaid	Amount of projects completed <sup>1</sup>
<b>Priority axis 1</b>	<b>600 055 004.45</b>	<b>228 801 693.32</b>	<b>249 676 359.28</b>	<b>191 461 031.95</b>	<b>22 465 931.85</b>	<b>403 643.78</b>
Measure 1.1	536 080 256.23	206 145 858.65	208 357 445.73	150 269 527.87	21 552 599.45	403 643.78
Measure 1.2	63 974 748.22	22 655 834.67	41 318 913.55	41 191 504.08	913 332.40	0.00
<b>Priority axis 2</b>	<b>280 285 849.23</b>	<b>174 085 633.70</b>	<b>98 464 173.88</b>	<b>97 934 391.55</b>	<b>8 457 219.68</b>	<b>216 172.22</b>
Measure 2.1	165 067 568.18	99 948 622.62	65 118 945.56	64 649 708.93	8 372 329.05	0.00
Measure 2.2	115 218 281.05	74 137 011.08	33 345 228.32	33 284 682.62	84 890.63	216 172.22
<b>Priority axis 3</b>	<b>73 315 818.07</b>	<b>36 022 366.43</b>	<b>37 293 451.64</b>	<b>36 488 163.94</b>	<b>353 758.08</b>	<b>0.00</b>
Measure 3.1	66 187 289.61	26 557 131.32	33 409 684.37	33 124 443.90	142 992.14	0.00
Measure 3.2	7 128 528.46	3 244 761.19	3 883 767.27	3 363 720.04	210 765.94	0.00
<b>Priority axis 4</b>	<b>44 018 111.30</b>	<b>26 942 286.95</b>	<b>17 075 824.35</b>	<b>16 591 085.85</b>	<b>1 662 664.53</b>	<b>474 886.52</b>
Measure 4.1	19 441 953.96	12 795 706.15	6 646 247.81	6 194 262.74	335 731.53	0.00
Measure 4.2	23 140 041.77	13 829 290.82	9 310 750.95	9 277 997.52	1 326 632.43	0.00
Measure 4.3	1 436 115.57	317 289.98	1 118 825.59	1 118 825.59	300.57	474 886.52
<b>Priority axis 5</b>	<b>31 010 578.38</b>	<b>2 597 070.84</b>	<b>25 913 007.54</b>	<b>25 913 007.54</b>	<b>24 328.73</b>	<b>3 334 908.32</b>
Measure 5.1	29 623 090.16	2 597 070.84	24 525 519.32	24 525 519.32	24 232.89	3 334 908.32
Measure 5.2	1 387 488.22	0.00	1 387 488.22	1 387 488.22	95.84	0.00
<b>Total</b>	<b>1 028 685 361.43</b>	<b>462 228 577.32</b>	<b>428 422 816.69</b>	<b>368 387 680.83</b>	<b>32 963 902.87</b>	<b>4 429 610.84</b>

Source: Internal records of MA/IBMA/IT monitoring system (hereinafter simply "ITMS")

<sup>1</sup> Volume of funds drawn

**Notes: Projects in implementation** – means the number of projects whose activities had been commenced as at 31.12.2011 on the basis of a notice of commencement of implementation

**Number of projects completed** – as at 31.12.2011 there were **17 projects normally (financially) completed** (of which 4 demand-driven projects (IBMA ASFEU), 4 demand-driven projects (MH SR), 8 TA (IBMA ASFEU), 1 TA (Ministry of Education, Science, Research and Sport of the SR (hereinafter simply “ME SR”)) and **21 projects were completed exceptionally**. **Amount of projects completed** means the amount of Applications for payment (hereinafter simply the “AfP) approved by the Certifying Authority (hereinafter simply the “CA”) (EU + state budget (SB)) in relation to the mentioned 17 normally completed projects.

**Amount of funds repaid** – means an amount of funds repaid (EU + SB) as at 31.12.2011 in relation to the settled irregularities, advance payments repaid, etc. (Source: ITMS – notices of settlement of financial relations paid as at 31.12.2011).

**Amount of requested contribution not approved** is calculated as a difference between the amount of the requested and of the approved contribution. This means that the amount of the requested contribution not approved includes the requested contribution of the rejected AfNFCs in the amount of (EU + SB) of €443 627 169.01 and concurrently also the ineligible expenditure in the amount of (EU + SB) of €18 601 408.31, by which the approved AfNFCs were reduced.

**Amount of NFC approved** – the amount of the approved contribution (EU + SB) does not include the AfNFCs that had been as at 31.12.2011 only recommended for approval by the Selection Committee in the amount of (EU + SB) **€26 788 655.57** within the IBMA ASFEU calls OPV-2011/1.1/06-SORO, OPV-2011/3.1/02-SORO and OPV-2011/3.1/03-SORO, and while the applicants had not been sent the decisions on approving the NFC.

**The amount of requested, not approved, approved contribution and the amount of contracted funds** as at 31.12.2008 is converted from SKK to EUR at the conversion rate.

As at 31.12.2011 within the OPE there had been received **2471 AfNFCs** in the total amount of the requested NFC of **€1 028 685 361.43**, of which **1401 AfNFCs** were rejected in a total amount of the requested NFC not approved of **€600 262 544.74**, while the amount of the requested contribution not approved of the approved AfNFCs was in the amount of **€32 963 902.87**. Of the total number of the received AfNFCs, **620 AfNFCs** have so far been approved, in a total amount of the contribution approved of **€428 422 816.69**, of which **596 projects** were contracted in the full amount of the contracted funds of **€368 387 680.83**, and of that **551 projects** were being implemented as at 31.12.2011, representing an increase of 10 projects against the year 2010.

Concurrently, as at 31.12.2011, 38 projects were completed in the total amount of **€4 429 610.84**. Of these, 17 projects were normally completed and 21 demand-driven projects were completed exceptionally. The most frequent reasons for withdrawal from the Contract, either by the IB/IBMA or the beneficiary, were shortcomings in the projects’ implementation on the side of the beneficiary, i.e. violation of obligations arising from the physical and time implementation of the project activities, which automatically leads to non-fulfilment of measurable indicators and project aims, as well as a failure to adopt measures on the side of the beneficiary in order to eliminate shortcomings found during an on-site inspection pursuant to reports from on-site inspections.

As at 31.12.2011 within the OPE there were **19 national projects** implemented in an allocation of contracted funds totalling **€184 304 677.85**, of which 8 were mirror projects for the Convergence Objective and the Objective RCE:

1. **Primary school teacher training in foreign languages in connection with the White Paper for Teaching Foreign Languages at Primary and Secondary Schools** (OPV/K/RKZ/NP/2008-1) – measures 1.1 and 4.1;
2. **Further education of primary and secondary school teachers in the subject IT** (OPV/K/RKZ/NP/2008-2) – measure 2.1 and 4.2;
3. **Modernisation of the education process in primary schools** (OPV/K/RKZ/NP/2008-3) – measure 1.1 and 4.1;
4. **Modernisation of the education process in secondary schools** (OPV/K/RKZ/NP/2008-4) – measure 1.1 and 4.1;
5. **Teacher training in connection with the creation of school educational programmes** (OPV/K/RKZ/NP/2008-5) – measure 1.1 and 4.1;

6. **Education of nursery teaching staff as part of education reform** (OPV/K/RKZ/NP/2008-7) – measure 1.1 and 4.1;
7. **External evaluation of quality of a school, promoting self-evaluation processes and school development** (OPV/K/RKZ/NP/2009-1) – measure 1.1 and 4.1;
8. **Professional and career growth of teaching staff** (OPV/K//RKZ/NP/2009-3) – measure 2.1 and 4.2;

and 3 solely for the Convergence Objective:

9. **Evaluation of the quality of education at primary and secondary schools in the SR in the context of the ongoing reform of education content** (OPV/K/NP/2010-1) – measure 1.1;
10. **KomPrax – Competences for Practice** (OPV/K/NP/2010-2) – measure 2.1;
11. **Teacher training for inclusion of Marginalised Roma Communities** (OPV/K/NP/2011-1) – measure 1.3.

As at 31 December 2011 the level of fund drawing of all national projects under the OPE reached €35 148 347.20, representing 19.07% of the total amount of contracted funds for the national projects. In the monitored period from 1 January 2011 to 31 December 2011, in the framework of all national projects, the total funds drawn stood at €2 760 945.02.

More detailed information on the physical and financial implementation of the national projects, as well as their measurable indicators, is given in the following chapters of the Report, broken down by individual priority axis of the OPE.

A comparison of the planned and actual drawing of the national projects as at 31.12.2011 is given in greater detail in Annex 10 to this report.

In connection with the programme's implementation we provide, in Annex 7 to this report, examples of good practice in demand-driven projects implemented under the IBMA ASFEU and the IBMA MH SR, which were completed during the monitored period.

### Fulfilment of measurable indicators

More detailed information regarding the fulfilment of the context indicators is given in Table 3.

Table 3: Fulfilment of context indicators as at 31.12.2011

Indicators*	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
<b>1. expenditure on human resources (total public expenditure on education) as a share of GDP (%)</b>	<b>Result achieved</b>	3.62%	3.79%	4.56%	4.60%	n/a	n/a	n/a	n/a	<b>4.60%</b>
	<b>Objective</b>	n/a	n/a	n/a	n/a	n/a	n/a	5.2%	n/a	<b>5.2%</b>
	<b>Baseline</b>	4.4% (2003)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<b>4.4%</b>
<b>2. total employment rate (%)</b>	<b>Result achieved</b>	60.7%	62.3%	60.2%	58.8%	n/a	n/a	n/a	n/a	<b>58.8%</b>
	<b>Objective</b>	n/a	n/a	n/a	n/a	n/a	n/a	63.4%	n/a	<b>63.4%</b>
	<b>Baseline</b>	57.7% (2005)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<b>57.7%</b>
<b>3. Percentage of inhabitants involved in lifelong learning per 100 inhabitants aged 25-64 (%)</b>	<b>Result achieved</b>	3.9%	3.3%	2.8%	2.8%	n/a	n/a	n/a	n/a	<b>2.8%</b>
	<b>Objective</b>	n/a	n/a	n/a	n/a	n/a	n/a	12.5%	n/a	<b>12.5%</b>
	<b>Baseline</b>	4.6% (2005)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<b>4.6%</b>
<b>4. graduates of tertiary grade higher education (number/1000 inhabitants)</b>	<b>Result achieved</b>	0	2.3	2.2	2.2	n/a	n/a	n/a	n/a	<b>2.2</b>
	<b>Objective</b>	n/a	n/a	n/a	n/a	n/a	n/a	12	n/a	<b>12</b>
	<b>Baseline</b>	8.3 (2005)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<b>8.3</b>

5. secondary-school educated youth (%)	Result achieved	91.3%	92.3%	93.3%	93.2%	n/a	n/a	n/a	n/a	n/a	<b>93.2%</b>
	Objective	n/a	n/a	n/a	n/a	n/a	n/a	92%	n/a	92%	<b>92%</b>
	Baseline	91.8% (2005)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<b>91.8%</b>
6. percentage of population (18 – 24) with lower secondary education, not continuing in education (%)	Result achieved	6.5%	6.0%	4.9%	4.9%	n/a	n/a	n/a	n/a	n/a	<b>4.9%</b>
	Objective	n/a	n/a	n/a	n/a	n/a	n/a	5.5%	n/a	5.5%	<b>5.5%</b>
	Baseline	6.4% (2006)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<b>6.4%</b>

\* Detailed definitions and units of measure for individual indicators are given in Annex 8.

Source: Eurostat

At the time of preparing and submitting the AR we did not have available the values for all context indicators for 2011. For this relevant reason we indicate in Table 3 values for the indicators for 2010. Since these are indicators that are aggregated by external sources and not by the MA, the values of these indicators will be given, if possible, in the following ARs, depending on their availability.

The system of gathering data on the context indicators involves several institutions in the framework of the SR ME, i.e. Institute of Information and Prognoses of Education, State Pedagogical Institute, State Institute of Vocational Education, etc., as well as the SR Statistics Office, or Eurostat and other international institutions. It should be noted that the obtained values of context indicators reflect the situation in the given area that has been attained under the influence of several factors, policies, or measures; they thus do not reflect purely the impact of the measures implemented within the OPE. There is currently no calculation method which would be able to specify the degree of impact of the OPE activities on the achieved values.

Given the specific nature of the ESF programme, for the purposes of this report the tables of indicators present all values of the indicators for the physically and financially completed projects only in the column Comments. Otherwise, the reported values of the indicators relate to all projects, i.e. both the projects physically and financially completed as well as those still in implementation.

### Target values of indicators set by the beneficiaries on the basis of concluded contracts

An overview of the indicator values determined by the beneficiaries on the basis of the concluded contracts under the programme as at 31.12.2011 forms part of Annex 15 to the Report.

### Qualitative analysis of fulfilment of indicators at the programme level

The analysis of the results achieved on the basis of physical indicators, of the progress achieved in relation to the advanced time stage in the programming period, as well as in relation to the level of contracting and drawing within the respective priorities is given in section 2.1 of the Report.

An overview of the fulfilment of physical indicators for the programme as at 31.12.2011 forms part of Annex 14 to the Report.

## 2.1.2. Financial implementation of the programme

### Funds provided to the beneficiaries for project funding

For funding their projects the beneficiaries receive, beside the refunded resources for the implemented and approved eligible expenditure, also advance funding from the state budget sources (i.e. advance payments or pre-financing). As at 31.12.2011 there is reported in total **€41 684 517.17** that was provided at the beneficiaries' level and that remained **uncleared** as at that date (€36 002 499.90 for EU funds and €5 682 017.27 for the co-financing source from the state budget). Total OPE drawing as at 31 December 2011 at the Paying Unit level (hereinafter simply the "PU"), i.e. the sum of expenditure approved by the Certifying Authority (hereinafter simply the "CA") in the summary requests for payment (hereinafter simply the "SRP"), reduced by any irregularities reported in the AfPs to the Commission, and of the funds provided to the beneficiaries not yet cleared at that date, amounts to €136 680 645.21. Of that, the amount for the EU source stood at €118 516 261.12 and the

amount for the co-financing source from the state budget represents €18 164 384.09. **The share of total drawing for the EU source at the PU level in the total commitment for 2007-2013 is 19.18% for the OPE.**

#### **State of the total drawing for the SF, SB for 2011 (submitted and approved SRPs)**

In the period from 01.01.2011 to 31.12.2011 the PU submitted to the CA **41** SRPs, of which 21 SRPs for the SR ME and 20 SRPs for the MH SR.

- 30 SRPs were approved in full,
- 11 SRPs were approved at a reduced amount.

The total amount of the approved SRPs in **2011** amounted to €36 859 606.33 for the EU sources and the state budget sources for co-financing, of which €32 447 738.26 came from the EU sources and €4 411 868.07 from the state budget sources. Of that, the total amount of the approved SRPs for the ME SR represented an amount of €33 985 170.68 for the EU sources and the SB sources, while for the MH SR it was €2 874 435.65 for the EU sources and the SB sources.

#### **State of cumulative drawing of the SF/CF, SB from the beginning of the programming period**

The total sum of the approved SRPs as at **31.12.2011** amounts for the EU sources and SB sources for co-financing to €95 053 974.68, of which €82 564 748.50 comes from the EU sources and €12 489 226.18 from the SB sources for co-financing.

#### **Drawing of the EU's commitment, fulfilment of the N+3, or N+2 rule, potential risks**

Drawing of the EU funds (after taking into account irregularities declared in the AfPs at the Commission) as at **31.12.2011** in the amount of **€82 513 761** in terms of the **N+3** rule against the 2008 commitment represents **100%**, meanwhile at the moment the 2009 commitment is being drawn at the level **39.18%**. **The share of drawing of EU funds as at 31.12.2011 in the total 2007 – 2013 commitment represents 13.36% for the OPE.**

#### **Evaluation of the balance of drawing by the OPE Managing Authority**

The total drawing of OPE funds as at 31.12.2011 reached the cumulative amount of €94 996 128.04 (of which €82 513 761.22 represented ESF funds and €12 482 366.82 state budget funds), which is 13.36% in relation to the commitment for the whole 2007 – 2013 programming period. In 2011 the level of drawing in the framework of OPE reached €36 805 946.21 (of which €32 400 338.58 represented ESF funds and €4 405 607.63 state budget funds), which against the balance as at 31.12.2010 is a growth of 5.24%. The increase in drawing in 2011 cannot be considered sufficient also with regard to the fact that, compared to the volume of funds drawn in 2010, there was a decrease of 2.03%. The reasons for this negative development are dealt with in detail in the part of the report focused on financial implementation in the framework of the individual priority axes. In relation to the fulfilment of the “N+3” rule the drawing of the adjusted commitment for 2009 stood at **39.23%**, implying the need to further draw ESF funds in the amount of €58 959 203.48 by 31.12.2012. The requirement for drawing the adjusted 2008 commitment by 31.12.2011 has already been met. Taking account of the past development in drawing funds and the volume of funds that still need to be drawn by 31.12.2012, we can conclude that there is a risk of failure to meet the n+3 rule.

#### **Interim AfPs submitted to the Commission**

In **2011** the CA submitted to the Commission **1** interim AfP for the OPE in the total amount of €44 839 214.04. The percentage share of expenditure declared in the AfPs to the Commission as at **31.12.2011** in the amount of €76 437 879.37 in the **2008** commitment is **100%**, meanwhile the declared expenditure in the **2009** commitment represents a **32.92%** share. Expenditure declared to the Commission as at **31.12.2011** represent **12.37%** in the 2007-2013 commitment.

Data on the interim AfPs, broken down by priority axis, is given in Annex 5 to this report.

#### **Payments received from the European Commission**

In **2011** the Commission did not send any interim payment for the OPE to the CA's account. Data on the payments received from the European Commission is given in Annex 3 to this report.

**Overview of reimbursed expenditure**

Table 4: Overview of reimbursed expenditure as at 31.12.2011

	<b>Total allocation for priority axis under OP (EU + national funds)</b>	<b>Basis for calculation of the EU contribution (public or total funds)</b>	<b>Total sum of certified eligible expenditure included in AFPs</b>	<b>Corresponding contribution from public funds)</b>	<b>Implementation rate in %</b>
	a	b	c	d	e = d/a
<i>Priority Axis 1 – Reform of the Education and Vocational Training System</i>	429 411 765.00	Public funds	66 923 882.98	66 786 072.00	15.55%
<i>Priority 2 Further education as a tool of HR development</i>	171 764 706.00	Public funds	6 332 204.93	6 259 054.05	3.64%
<i>Priority axis 3 Support for education of persons with special educational needs</i>	76 470 589.00	Public funds	3 438 381.08	3 428 235.62	4.48%
<i>Priority axis 4 Modern education for a knowledge society for the Bratislava Region</i>	20 943 034.00	Public funds	3 329 322.80	3 313 881.28	15.82%
<i>Priority axis 5 Technical assistance</i>	28 235 295.00	Public funds	10 139 674.52	10 139 674.52	35.91%
<b>Total sum</b>	<b>726 825 389.00</b>	-	<b>90 163 466.31</b>	<b>89 926 917.47</b>	<b>12.37%</b>

Source: CA

As at 31.12.2011 there were 37 projects contracted under the OPE, in the case of which it is assumed that the funds will be drawn also by way of cross-financing. Financing expenditure via cross-financing takes place not only in the case of the TA projects (18 projects), but also among the demand-driven projects (18 projects) and in the case of one national project.

The total value of the contracted funds in cross-financing is €1 733 401.75 (of which €1 477 778.90 comes from the ESF source and €255 622.85 from the SB source), representing in relation to the total volume of the OPE funds contracted so far 0.47%.

The cross-financing as at 31.12.2011 represented drawing of a total of €371 034.62 (of which for the ESF source the figure was €315 575.28 and for the SB source €55 459.34). Expressed in percentage terms, the drawing in relation to the total amount of the contracted cross-financing funds stands at 21.40%. In relation to the total volume of the funds drawn under the OPE it is 0.39%.

In the case of technical assistance projects of the MA and both IBMAs (measures 4.3 and 5.1) cross-financing is intended for ensuring optimal material-technical conditions (computer equipment, office equipment, furniture, etc.) for MA/IBMA staff involved in the OPE's implementation. As at 31 December 2011 the amount of contracted funds of cross-financing for TA projects totalled €1 236 653.49 (of which for the ESF source the figure was €1 051 155.47 and for the SB source €185 498.02). Cross-financing drawing under these projects represented €289 321.53 (of which, from the ESF source €245 923.28 and from the SB source €43 398.25).

In the case of demand-driven projects the cross-financing is used in the case of 25 projects contracted on the basis of the following calls:

- OPV2009/1.1/05-SORO Creation and increasing efficiency of school education programmes of secondary vocational schools (7 projects);
- OPV 2008/2.2/02 – Development of new forms of further education in health care (1 project);
- OPV 2008/2.2/03 – Replenishing the healthcare system with qualified specialists (1 project);
- OPV 2009/2.2/01 Support for evaluation of continuing education for health care workers (1 project);
- OPV 2009/2.2/02 – Increasing other skills of healthcare workers (1 project);
- OPV 2011/2.2/01 – Increasing other skills of healthcare workers (1 project);
- OPV-2009/3.2/01-SORO – Innovation of the methods and forms of the teaching process and creation of further education programmes for disabled persons (6 projects).

As at 31 December 2011 the amount of contracted funds of cross-financing for demand-driven projects totalled €496 748.26 (of which for the ESF source it was €426 623.43 and for the SB source €70 124.83). Cross-financing drawing under these projects represented €81 713.09 (of which, from the ESF source €69 652.00 and from the SB source €12 061.09).

Within the national projects cross-financing is used in the case of the national project “Evaluation of the quality of education at primary and secondary schools”, the beneficiary is the National Institute of Certified Educational Measurements.

The MA for the OPE will continue to promote project funding in the form of cross-financing in those cases where it will be necessary for ensuring the implementation of quality projects, contributing to the efficient implementation of the OPE.

**Estimates of anticipated expenditures and information on their fulfilment in relation to the AFPs submitted to the European Commission**

Given the fact that in 2011 no interim payment was received from the Commission under the OPE, the estimates of anticipated expenditure (hereinafter simply “EAE”) for 2011 failed to be fulfilled, and thus the fulfilment of the EAE represents 0%.

Table 5: Comparison of the actual and scheduled drawing from 1.1.2011 to 31.12.2011

	Scheduled drawing of eligible expenditures in 2011 (€) (EAE sent by the CA to the Commission as at 30 April 2011)		Drawing of eligible expenditures toward the Commission for 2011 (€)		Deviation (scheduled drawing – drawing toward the Commission) (€)		Deviation (fulfilment of the EAE) (%)	
	EU sources		EU sources		EU sources		EU sources	
	SF	CF	SF	CF	SF	CF	SF	CF
<b>Total for programme</b>	<b>39 702 900</b>	<b>x</b>	<b>0</b>	<b>x</b>	<b>39 702 900</b>	<b>x</b>	<b>0.00</b>	<b>x</b>

Source: CA

**Certification verification**

In the monitored period from 1.1.2011 to 31.12.2011 interim certification verification was carried out directly at the MA, IBMA and PU in the framework of 4 SRPs out of the 41 submitted. The verified sample of expenditures represents the sum of €491 657.61, which is 1.23% of the volume of submitted SRPs and at the same time it is 9.09% of the volume of verified SRPs.

Ineligible expenditures were, within the submitted SRPs, initially identified in the amount of €137 492.70, i.e. 27.97% of the verified sample. Following communication with the IBMA ASFEU and after submitting additional supporting documentation and adopting corrective measures, expenditure in the amount of €292.51 was recognised as eligible. Expenditure of €356.93 was confirmed as ineligible and expenditure of €136 843.26 is in the process of solution.

**PU of the SR ME** – initially identified ineligible expenditure of €3 293.39, of which as at 31.12.2011:

- confirmed ineligible expenditure of €356.93;
- unconfirmed ineligible expenditure of €292.51;
- ineligible expenditure in the process of solution of €2 643.95.

**PU of the MH SR** – initially identified ineligible expenditure of €134 199.31 as at 31.12.2011 was in the process of solution.

Irregularities were not identified from the CA's level; no report on detected irregularities was drawn up.

Over the course of 2011 there were 2 initiatives for performing a control check sent to the Office for Public Procurement from the level of the CA. The first initiative concerned an insufficient period for requesting tender specifications and for presenting tender bids, requirements set in a discriminatory way concerning the financial and economic status and requirements set up in a discriminatory way concerning the technical and professional competence, a potential conflict of interest in the case of a professionally qualified person. The second initiative concerned two different contracts of a beneficiary. In the case of the first contract the CA highlighted the inappropriately strict determination of the participation conditions, ambiguous and vague determination of the participation conditions, failure to comply with certain procedures for below-threshold contracts, and awarding the contract to the winning bidder in contravention of its bid. In the case of the second contract the CA requested verification of an ineligible distribution of a contract. As at 31.12.2011 the inspection by the OfPP had not been completed.

No initiative was filed for performing a government audit.

### **Deficiencies identified during certification verifications of SRPs**

The certification verifications of the SRPs in 2011 identified the following findings:

#### **Ineligible expenditures**

1. concerning a web storage space, which is used not only for the purpose of the project;
2. concerning a duplicate funding of expenditures on the activity of the monitoring manager;
3. resulting from the failure to submit supporting documentation demonstrating the implementation of educational activities of the project;
4. concerning billing for a service outside the framework of the service contract;
5. resulting from failure to observe the principles of sound financial management, including economy, efficiency and effectiveness, and also the “good value for money” principle in the case of expenditures on the analysis of the quality of education management;
6. concerning a mismatch between activity reported in the timesheet and the activity specified in the job description pursuant to the agreement on work activity;
7. concerning a mismatch between the number of hours worked per week and the number of hours specified in the agreement on work activity;

#### **Incorrect application of procedures, lack of procedures, shortcomings in outputs MA/IBMA/PU**

8. insufficient performance of the on-site inspection from the side of the IBMA;
9. failure from the side of the MA to perform an on-site inspection within the set frequency;
10. insufficient performance of administrative control of the procurement of goods, services, construction works and related procedures, and failure to identify serious violations of public procurement law, failure to carry out public procurement controls before/after signing a contract/addendum to a contract between the beneficiary and the winning bidder, failure to render a record of administrative control concerning the procurement of goods, services, construction works and related procedures from the side of the MA and IBMA;
11. insufficient performance of administrative control of AfPs with regard to the identified ineligible expenditures from the side of the IBMA;
12. failure from the side of the IBMA to comply with the set period within the approval process for applications for the provision of an NFC;

13. failure to comply with the set period within the process of administrative control of AfPs from the side of the IBMA;
14. missing outputs for the control of the monitoring reports from the side of the IBMA;
15. missing procedures of the IBMA for verifying eligibility of persons in the target group and for verifying the Information on the Project Participants;
16. failure to ensure a calculation of the anticipated contract value from the beneficiary and subsequent failure to verify the compliance of the calculation with the public procurement law from the side of the IBMA;
17. failure to comply with the PU's procedure for including the AfPs in the SRPs;

Failure to notify the CA, failure to submit documentation

18. failure to submit protocols from results of inspection checking compliance with the Public Procurement Act as performed by the OfPP to the Certifying Authority within the period set by the MA;
19. failure from the side of the IBMA to ensure complete documentation necessary for performing certification verification;
20. failure from the side of the IBMA to inform the CA of upcoming meeting of the selection committee within the set term;

Deficiencies in the call, in evaluation and in project selection

21. failure from the side of the MA to verify, prior to signing the NFC contract with the beneficiary, a project budget adjustment for items identified by expert evaluators;
22. failure to give reasons for the assigned number of points in the technical evaluation of AfNFCs at the IBMA;
23. inadequate, inaccurate and incomplete evaluation of project budget, cost effectiveness and sustainability in the process of technical evaluation from the side of expert evaluators at the IBMA;
24. inadequate verification of eligibility of NFC applicant and target group from the side of the IBMA;
25. failure from the side of the IBMA to identify discrepancy in the detailed project description with detailed project budget, with an impact on the efficiency and effectiveness of funds;
26. failure from the side of the applicant to submit AfNFC within the deadline set in the direct award;

Deficiencies in AfPs, invoices or accounting documents of equivalent probative value and supporting documentation

27. failure to submit adequate supporting documentation for verification of eligibility of wage costs, missing key for budgeting of indirect costs in connection with reimbursement of rent costs;
28. failure to submit adequate supporting documentation for verifying outputs of services delivered;
29. formal completing of timesheets without more detailed specification of the reported activities, timesheets inconsistent with actual facts;

Deficiencies in public procurement, public tendering

30. the contracting authority set certain participation conditions ambiguously and unclearly, and failed to stipulate their evaluation method;
31. the contracting authority set discriminatory requirements for financial and economic standing and for technical and professional competence;
32. the contracting authority failed to comply with certain procedures for below-limit contracts and acted in contravention of the Public Procurement Act;
33. the contracting authority did not respect the competition result and concluded with the winning tenderer a contract according to the price items stated in the budget rather than the winning bid;
34. the contracting authorities set a short deadline for requesting tender specifications and for submitting bids;
35. unpermitted division of contracts into multiple public procurement procedures;
36. identified conflict of the subject matter of the contract with the subject matter of the procured activity stated in the invitation to tender;

37. failure to exclude from the competition a tenderer which failed to meet the participation conditions specified in the invitation to tender;
38. contracts show signs of personnel links between the beneficiary and tenderer (possible violation of principle of transparency, equal treatment and non-discrimination);

Violation of NFC contract and violation of contract provisions

39. failure to comply with conditions of NFC contract from the side of the beneficiary in connection with the submission of supporting documentation documenting the progress of activities;

Deficiencies in monitoring, information and publicity

40. failure from the side of the beneficiary to submit to the monitoring group attachments proving fulfilment of project objectives and confirmation of eligibility of costs;

Other

41. failure to verify that there is no overlap between the costs for purchasing computer equipment with another project from the side of the MA, inefficient and uneconomic purchase of data projector and computer equipment for the attendee with regard to the nature of the project, its duration and utilisation following the end of the project, rental of premises including computer equipment, despite the fact that each attendee had received computer equipment;
42. approval of project budget items without respecting the principle of sound financial management, including economy efficiency and effectiveness, as well as failure to respect the principle of direct connection with the project;
43. identified possible conflict of interest in the public procurement process (technically competent person was appointed as chairman of the committee for opening bids and for evaluating bids in the framework of public procurement and also was/is an employee of the successful tenderer in the same public procurement procedure);
44. similarity and identity of procured goods and services, vagueness of added value of rented premises for project administration from the aspect of its efficient and economic implementation.

As at 31.12.2011 there remained open the findings no. 2-8, 10-12, 14-16, 18-25, 27, 28, 30-38, 40-44; for other findings the MA, IBMA and PU had adopted appropriate measures that the CA had accepted.

MA measures for addressing deficiencies identified in certification verifications

The MA performed measures for addressing deficiencies identified in the framework of certification verifications pursuant to CA requirements. AfPs that had been repeatedly included in subsequent SRPs were reduced by the amount of the identified ineligible costs, or a correction set by the CA continuously taken into account. This approach will be continually applied in the refunding/clearing of all costs relating to the findings so that the CA accepts the individual AfPs in the framework of the respective SRPs. Disputed expenses are being reassessed by the MA/IBMA and, where necessary, the CA requirements will be the subject of an on-site inspection. The CA is continuously informed about the MA/IBMA administrative control findings.

MA and IBMA financial and project managers are continuously notified about the certification verification findings at meetings of the individual organisational units and at trainings. Particular attention is always drawn to the need for compliance with procedures and deadlines defined in the System of SF and CF Management for the 2007 – 2013 programming period, and the internal governing documentation of the MA/IBMA. Despite maximum efforts on the side of the MA, however, it is not possible to eliminate errors caused by objective reasons (high workload, human factor). In an effort to avoid these deficiencies, the MA over the course of 2011 made organisational changes aimed at reducing employee turnover, developed a new incentive system and conducted an analysis for increasing administrative capacities. However, it had not been possible to put these changes into practice by the end of 2011.

Irregularities in the framework of the OPE

In the period from 01.01.2011 to 31.12.2011 the CA reported:

**1. Irregularities with financial impact:**

42 irregularities in a total amount of €64 947.82, of which €54 951.27 represented EU funds.

**2. System irregularities/irregularities regarding programming structure:**

1 system irregularity without financial impact, identified by inspection according to Article 16 of the Implementing Regulation, concerning:

- deficiencies in the framework of the IMP of the MA and in authorisation and delegation of MA powers to the IBMA.

Table 6: Overview of irregularities with financial impact by priority axis and measure

Measure	Irregularities with financial impact number	Irregularities with financial impact (€)	
		Total	Amount for the EU source
Measure 1.1	12	5 843.85	4 961.25
Measure 2.1	1	480.00	387.60
Measure 2.2	7	49 243.55	41 629.09
Measure 3.1	6	581.98	494.68
Measure 4.1	6	2 122.60	1 804.19
Measure 4.3	4	229.33	194.93
Measure 5.1	5	6 350.67	5 398.07
Measure 5.2	1	95.84	81.46
<b>Total:</b>	<b>42</b>	<b>64 947.82</b>	<b>54 951.27</b>

Source: CA

**Financial corrections**

Table 7: Overview on financial corrections made in the statement of expenditure in 2011

Priority axis	Withdrawals in the statement of expenditure in 2011 (€)		Recoveries in the statement of expenditure in 2011 (€)		Unrecoverable amounts (€)	
	EU source	Public sources (EU+SB+VVZ)	EU source	Public sources (EU+SB+VVZ)	EU source	Public sources (EU+SB+VVZ)
1	0	0	2 740.99	3 224.72	0	0
2	0	0	2 074.17	2 440.20	0	0
3	0	0	371.7	437.3	0	0
4	0	0	1 561.58	1 837.18	0	0
5	0	0	5 013.12	5 897.79	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>11 761.56</b>	<b>13 837.19</b>	<b>0</b>	<b>0</b>

Source: CA

**Description of the use of returned or re-used assistance following cancellation of assistance pursuant to Article 98 (2) of Council Regulation (EC) no. 1083/2006**

In terms of the amount of the returned sum, the most frequent reason for the return of funds was the return of an uncleared advance payment, in connection with which there were recorded as at 31.12.2011 in the ITMS system 287 notifications of the settlement of financial relations in the “paid” balance in the amount (ESF + SB) of €31 974 219.94. The second most common reason for the return of funds was the repayment of an detected irregularity, in the case of which as at 31.12.2011 there were recorded in the ITMS system 474 notifications of the settlement of financial relations in the paid balance in the amount (ESF + SB) of €981 496.98. In relation to the total amount of returned funds, the return of an uncleared advance payment formed a share of some 97% and detected irregularities only 2.98%. In relation to the total volume of AfPs approved by the CA as at 31.12.2011, settled irregularities formed 1.03%. Of this volume of detected irregularities registered in ITMS as at 31.12.2011 in the settled balance, there had, by the end of 2011, been declared by the CA to the Commission irregularities in the amount (ESF + SB) of €57 846.64.

Returned funds are and will be again available in the framework of the given measure or priority axis and are used for contracting new projects approved in other calls.

**On-site inspections performed by the MA/IBMA in the reporting period**

The duty to perform inspection of project implementation derives from Article 60(b) of the General Regulation, pursuant to which the MA, which is responsible for the management and implementation of the OP in accordance with the principle of sound financial management, is also responsible for inspecting that co-financed goods and services are supplied, as well as for inspecting that project costs reported by beneficiaries are actually spent and are in accordance with EU regulations and generally binding legal regulations of the SR.

The objective of on-site inspections is to verify the implementation of activities, the real (actual) supply of goods, performance of works and provision of services declared on accounting documents and supporting documentation submitted by the beneficiary together with the AFP. An on-site inspection relates to the implementation of the project as a whole and includes financial control (e.g. control of accounting, control of the physical supply of goods, control of works performed, etc.) as well as project monitoring (e.g. control of the implementation of project activities, control of outputs from project activities, control of measurable indicator values achieved, etc.).

In the reporting period from 1.1.2011 to 31.12.2011 a total of **265 on-site inspections** were carried out. The MA conducted in total 42 on-site inspections (of which 26 were focused on financial control and 16 controls were focused solely on monitoring projects without checking funds). The IBMAs performed in total 223 on-site inspections of demand-driven projects (of which the ASFEU IBMA performed a total of 208 on-site inspections and the MH SR IBMA performed a total of 15 on-site inspections).

The on-site inspections were focused prevalingly on verifying the accordance of project implementation with the NFC contract, with project objectives, with the fulfilment of project indicators, the timetable of project activities, and other conditions set out in the NFC contract.

The most common deficiencies identified during on-site inspections were as follows:

- breach of rules for publicity and information arising from the NFC contract;
- breach of NFC contract provisions under clause 11 Accounting and keeping of accounting documentation Annex 1 of the General Terms & Conditions;
- violation of Act no. 553/2003 Coll., violation of Labour Code, Act no. 523/2004 Coll.;
- deficiencies in cumulative timesheets, inadequate specification of activities in individual timesheets, overlap in personnel expenses;

- inadequate keeping of supporting documentation regarding project activities, incorrect archiving of project documentation;
- failure to archive documentation regarding AfPs in the same orderly sequence as sent to the MA/IBMA;
- discrepancy between the keeping of analytical records in accounting and the NFC contract.

Based on individual identified findings, appropriate measures for eliminating the shortcomings were adopted from the side of beneficiaries, which have now been fulfilled, or are being fulfilled. At the same time the MA in an effort to minimise in future the findings identified in the framework of the on-site inspections, and to improve the quality of submitted AfPs in the framework of national projects, is providing ongoing consultation with individual directly managed organisations. The IBMAs, for improving the efficiency of the financial management of projects, provide training for project implementers and concurrently provide e-mail and personal consultations regarding specific problem areas.

More detailed information on individual on-site inspections (the place of performing the on-site inspection, the date, findings, irregularities, corrective measures, deficiencies and checklist of findings) is given in Annex 6 to this report.

### **Information on compliance with deadlines in AfP processing processes**

#### Requests for advance payments

In the ITMS system there were registered a total of 909 requests for advance payment in the OPE with a receipt date from 01.01.2011 to 31.12.2011 in a total ESF amount of €38 670 121.83. Of this number of requests, the term for registering a request from the date of its receipt at the MA/IBMA was complied with in 95.27% of cases, representing 866 requests for advance payment and exceeded in 4.73% of cases, representing the remaining 43 requests for advance payment. The average period of application registration was 3.31 calendar days and the maximum one was 94.56 calendar days. In the case of those AfPs (0.66% of the total number) that were filed in the ITMS more than once into the “registered” status, only the date of the first registration of the AfP was taken into account in evaluating the data. Of the total number of registered requests for advance payment, 870 applications were filed in the ITMS in the status “record on administrative control issued”, the difference was made up by applications filed in the status “rejected”, “cancelled”, or, as appropriate, by the applications not filed into either of those statuses. Taking into account the time periods necessary for completing an application, we can conclude that the period of 14 calendar days from the day of registering the request for advance payment through to the issuing a record on administrative control was met in 95.06% of cases, which represents 827 requests for advance payment, while it was exceeded in 4.94% of cases, representing the remaining 43 requests for advance payment. The average period for approving an application was 15.29 calendar days and the maximum one was 328.86 calendar days. In the case of those AfP (6.67 % of the total number) that were filed in the ITMS more than once in the status “record on administrative control issued”, only the earliest date of filing in this status was taken into account in evaluating the data.

#### Interim, Final Payment Requests and the Requests for Settlement of Advance Payments

The ITMS system recorded a total of 3 233 requests for interim payment, final payment and for settlement of advance payment (hereinafter simply the “AfP”) in the framework of the OPE with a date of receipt from 01.01.2011 to 31.12.2011, in a total amount for the ESF source of €42 191 431.52. Of this number of AfPs, the period for registration of an application from the day of its receipt at the MA/IBMA was complied with in 92.51% of cases, representing 2 991 AfPs, while it was exceeded in 7.49% of cases, i.e. the remaining 242 AfPs. The average period of AfP registration was 3.48 calendar days and the maximum one was 161.54 calendar days. In the case of those AfPs (as

many as 40.57% of the total number) that were filed in the ITMS more than once in the “registered” status, only the date of the first registration of the AfP was taken into account in evaluating the data. Of the total number of registered AfPs, 2 747 applications were filed in the ITMS in the status “record on administrative control issued”, the difference was made up by the applications filed in the status “rejected”, “cancelled”, or, as appropriate, by the applications not filed into either of those statuses. Taking into account time periods necessary for completing AfPs, we can conclude that the period of 40 calendar days from the day of registering AfPs through to issuing a record on administrative control was complied with in 45.76% of cases, which represents 1257 AfPs, whilst it was exceeded in 54.24% of cases, representing the remaining 1 490 AfPs. The average period for approving an application was 65.36 calendar days and the maximum one was 433.87 calendar days. In the case of those AfPs (6.3 % of the total number) that were filed in the ITMS more than once in the status “record on administrative control issued”, only the earliest date of filing in this status was taken into account in evaluating the data.

The main causes of failure to comply with the time limits for processing AfPs can be said to include poor quality of the supporting documentation for individual AfPs, which significantly prolongs the processing of such applications on the side of the MA employees and employees of the individual IBMAs (and ultimately it affects the total amount of eligible expenditure), as well as the administrative burden of processing and control of personnel expenses due to a large number of expert solutionists of the project activities.

In an effort to expedite the processing of AfPs as well as to reduce the staff turnover rate, the MA has prepared a new motivation system and developed an analysis of increasing the administrative capacities of the MA/IBMAs. However, the changes mentioned above failed to be implemented into practice by the end of 2011 (an increase in administrative capacities was solved within the CCA’s paper: “Analysis of administrative capacities of the entities involved in the implementation, certification and government audit of the SF and CF for the 2007-2013 programming period”, which, following repeated commenting proceedings and dispute proceedings, was not included on the agenda of the SR Government’s meeting).

#### Circumstances

The interest on arrears is not covered by a contract between the beneficiary and the provider, however, given the fact that the Agreement on the provision of a NFC is governed by the Commercial Code, then the provisions of the Commercial Code concerning the interest on arrears apply here.

#### Rules

During the suspension of AfP approval the periods for approving AfPs are suspended until the time of removing shortcomings in the AfPs by the beneficiary (e.g. completing the supporting documentation for the AfP, provision of explanations regarding the expense claims, missing monitoring reports); furthermore the suspension of AfP approval is based on the public procurement control and performance of an on-site inspection, in the mentioned cases the AfP approval is suspended until the on-site inspection, or, as appropriate, the public procurement control is completed.

### **2.1.3. Implementation of Structural Funds and the Cohesion Fund from the regional aspect**

The OPE as a multi-target OP contributes to the balancing of regional disparities by covering two objectives of the EU Cohesion Policy, i.e. the Cohesion Objective (territory of the whole SR other than the Bratislava self-governing region) and the RCE Objective (the territory of the Bratislava self-governing region). For the implementation of the OPE, EU funds allocated for financing projects falling within the RCE, given the level of the gross domestic product (hereinafter simply the “GDP”), amount to €17 089 515.00 and funds allocated for financing the projects falling within the Convergence Objective amount to €600 000 000.00. Funds allocated in the framework of the Convergence Objective are distributed equally among NUTS II regions (pursuant to the programming documents).

Compliance with the indicative regional allocation stated in the OPE, or in the OPE Programme Manual, is ensured in the process of declaring calls and invitations for submission of AFNFCs in several ways:

- calls and invitations for submission of AFNFCs were, during the OPE's implementation to date, mostly declared in mirror for the whole territory of Slovakia, thus providing an equal opportunity for all potential eligible applicants to participate in the process of submitting AFNFCs;
- The MA and IBMA, in the approval and selection process of AFNFCs, apply the same evaluation and selection criteria, which aim to select the best projects in terms of quality;
- preparation of quality demand-driven projects is supported by the regional information offices (hereinafter simply "RIO") of the IBMA ASFEU located in **Bratislava, Košice, Zvolen and Žilina**;
- information seminars and trainings regarding declared calls for AfNFCs in the framework of the OPE are carried out in parallel in all regions of the SR.

In the next period, with regard to the remaining available funds in measure 4.1 (contracting as at 31.12.2011 represents 89.62%) and in measure 4.2 (contracting as at 31.12.2011 represents 91.16%) it will not be possible to declare in mirror calls and invitations, other than for measure 1.1.

For measure 3.1 the calls and invitations are not declared in mirror with regard to the fact that measure 3.1 is focused on supporting MRCs.

**Table 8: Physical implementation, classified by NUTS III as at 31.12.2011**

Priority axis	NUTS III region	Number of AfNFCs received	Number of projects in implementation	Number of projects completed
Priority axis 1	Trnava	181	25	0
	Trenčín	193	43	2
	Nitra	254	44	1
	Žilina	296	72	3
	Banská Bystrica	300	52	1
	Prešov	379	77	2
	Košice	312	63	7
	<b>Total</b>	<b>1 915</b>	<b>376</b>	<b>16</b>
Priority axis 2	Trnava	6	2	0
	Trenčín	5	1	1
	Nitra	8	2	1
	Žilina	11	2	1
	Banská Bystrica	6	2	0
	Prešov	10	7	1
	Košice	9	3	1
	<b>Total</b>	<b>55</b>	<b>19</b>	<b>5</b>
Priority axis 3	Trnava	7	2	1
	Trenčín	3	1	0
	Nitra	13	4	0
	Žilina	8	4	0
	Banská Bystrica	56	14	0
	Prešov	78	18	1
	Košice	69	22	1
	<b>Total</b>	<b>234</b>	<b>65</b>	<b>3</b>

<b>Priority axis 4</b>	Bratislava (demand-driven project + national project)	125	33	1
	Bratislava region (technical assistance)	15	8	5
	<b>Total</b>	<b>140</b>	<b>41</b>	<b>6</b>
<b>Total</b>		<b>2 344</b>	<b>501</b>	<b>30</b>

Data source: internal records of MA/IBMA

Notes:

**Number of completed projects** – out of the total number of 30 completed projects included by location in 1 NUTS III region, 13 projects were completed normally, of which 4 were ASFEU IBMA demand-driven projects (in the framework of measure 1.1), 4 were MH SR demand-driven projects (in the framework of measure 2.2) and 5 were TA projects (in the framework of measure 4.3) and 17 projects were completed exceptionally.

Table 8 lists all projects whose activities are implemented in individual NUTS III regions, other than demand-driven projects implemented in more than 1 NUTS III region, national projects and TA projects that are implemented in the framework of the Convergence Objective.

**Table 9: Physical implementation of projects not classified in regions at the NUTS III level as at 31.12.2011**

Priority axis	Number of AfNFCs received	Number of projects in implementation	Number of projects completed
<b>Priority axis 1</b>	19	12	2
<b>Priority axis 2</b>	76	20	1
<b>Priority axis 3</b>	7	4	1
<b>Priority axis 4</b>	0	0	0
<b>Priority axis 5</b>	25	14	4
<b>Total</b>	<b>127</b>	<b>50</b>	<b>8</b>

Data source: internal records of MA/IBMA

Notes:

**Number of completed projects** – out of the total number of 8 completed projects classified by location in more than 1 NUTS III region, 4 TA projects were completed normally (in the framework of measure 5.1) and 4 projects were completed exceptionally.

Table 9 lists all projects whose activities are implemented in several NUTS III regions, or have an impact in more than 1 NUTS III region. In the case of national projects and TA projects, Table 9 lists those projects that are implemented in the framework of the Convergence Objective.

Further information on the financial implementation of projects broken down by NUTS III is given in Table 10.

**Table 10: Financial implementation classified by NUTS III as at 31.12.2011**

Priority axis	NUTS III region	Indicative allocations from the ESF (€)	Funds contracted from the ESF			Funds drawn from the ESF		
			€	% of contracting under priority axis	% of allocation for region	€	% of drawing under priority axis	% of allocation for region
A	B	B.	D	$E=D/\Sigma$	$F=D/C$	G	$H=G/\Sigma$	$I=G/C$

				priority axis			priority axis	
Priority axis 1	Trnava	125 998 000.00	9 038 664.49	2.48%	7.17%	1 984 750.09	0.54%	1.58%
	Trenčín		9 309 401.07	2.55%	7.39%	4 243 349.69	1.16%	3.37%
	Nitra		11 887 341.39	3.26%	9.43%	3 468 252.96	0.95%	2.75%
	Žilina	110 814 000.00	16 423 147.94	4.50%	14.82%	6 834 003.43	1.87%	6.17%
	Banská Bystrica		9 408 996.98	2.58%	8.49%	3 975 025.22	1.09%	3.59%
	Prešov	128 188 000.00	13 527 998.12	3.71%	10.55%	6 716 054.78	1.84%	5.24%
	Košice		16 886 752.94	4.63%	13.17%	5 897 003.63	1.62%	4.60%
	<b>Total</b>	<b>365 000 000.00</b>	<b>86 482 302.93</b>	<b>23.69%</b>	<b>23.69%</b>	<b>33 118 439.80</b>	<b>9.07%</b>	<b>9.07%</b>
Priority axis 2	Trnava	50 399 200.00	1 648 709.82	1.13%	3.27%	394 905.29	0.27%	0.78%
	Trenčín		2 282 779.91	1.56%	4.53%	678 335.61	0.46%	1.35%
	Nitra		2 077 330.65	1.42%	4.12%	292 032.84	0.20%	0.58%
	Žilina	44 325 600.00	729 922.90	0.50%	1.65%	202 760.79	0.14%	0.46%
	Banská Bystrica		1 685 692.14	1.15%	3.80%	209 709.46	0.14%	0.47%
	Prešov	51 275 200.00	6 000 683.29	4.11%	11.70%	160 036.30	0.11%	0.31%
	Košice		3 612 874.38	2.47%	7.05%	479 588.77	0.33%	0.94%
	<b>Total</b>	<b>146 000 000.00</b>	<b>18 037 993.09</b>	<b>12.35%</b>	<b>12.35%</b>	<b>2 417 369.06</b>	<b>1.66%</b>	<b>1.66%</b>
Priority axis 3	Trnava	22 438 000.00	240 089.86	0.37%	1.07%	44 670.76	0.07%	0.20%
	Trenčín		224 260.52	0.35%	1.00%	25 449.22	0.04%	0.11%
	Nitra		509 692.87	0.78%	2.27%	151 785.03	0.23%	0.68%
	Žilina	19 734 000.00	541 799.54	0.83%	2.75%	201 546.25	0.31%	1.02%
	Banská Bystrica		2 092 396.26	3.22%	10.60%	583 340.33	0.90%	2.96%
	Prešov	22 828 000.00	2 709 241.44	4.17%	11.87%	1 188 736.22	1.83%	5.21%
	Košice		3 408 915.34	5.24%	14.93%	1 231 835.55	1.90%	5.40%
	<b>Total</b>	<b>65 000 000.00</b>	<b>9 726 395.83</b>	<b>14.96%</b>	<b>14.96%</b>	<b>3 427 363.36</b>	<b>5.27%</b>	<b>5.27%</b>
Priority axis 4	Bratislava (demand-driven project + national project)	17 089 515.00	13 243 247.33	74.39%	77.49%	2 417 772.64	13.58%	14.15%
	Bratislava region (technical assistance)	712 063.00	951 001.74	5.34%	133.56%	625 677.41	3.51%	87.87%
	<b>Total</b>	<b>17 801 578.00</b>	<b>14 194 249.07</b>	<b>79.74%</b>	<b>79.74%</b>	<b>3 043 450.05</b>	<b>17.10%</b>	<b>17.10%</b>
<b>Total</b>	<b>593 801 578.00</b>	<b>128 440 940.92</b>	<b>21.63%</b>	<b>21.63%</b>	<b>42 006 622.27</b>	<b>7.07%</b>	<b>7.07%</b>	

Data source: internal records of MA/IBMA

Notes:**Indicative allocations** are defined in the OP only at the NUTS II level.

The **amount of funds drawn** as at 31.12.2011 represents the sum of AfPs that had been approved by the CA as at that date. Applications approved in the currency SKK as at 31.12.2008 were converted to euros at the relevant ECB monthly exchange rate. For conversion of expenses made in SKK up until 31.12.2008 the conversion rate was used in approving AfPs after that date. The amount of drawing is adjusted for irregularities that the SR MF deducted in the statement of expenditures for the Commission as at 31.12.2011.

Further information on the financial implementation of projects not classified into regions at the NUTS III level is given in Table 11.

**Table 15: Financial implementation of projects not classified into regions at the NUTS III level as at 31.12.2011**

Priority axis	Allocation	Funds contracted from the ESF		Funds drawn from the ESF	
		€	% of contracting under priority axis	€	% of drawing under priority axis
A	B	C	D=C/B	E	F=E/B
Priority axis 1	365 000 000.00	80 019 969.85	21.92%	27 640 974.85	7.57%
Priority axis 2	146 000 000.00	65 631 683.88	44.95%	3 589 408.94	2.46%
Priority axis 3	65 000 000.00	21 581 396.68	33.20%	145 356.02	0.22%
Priority axis 4	17 801 578.00	0.00	0.00%	0.00	0.00%
Priority axis 5	24 000 000.00	22 026 056.39	91.78%	9 131 399.14	38.05%
<b>Total</b>	<b>617 801 578.00</b>	<b>189 259 106.80</b>	<b>30.63%</b>	<b>40 507 138.95</b>	<b>6.56%</b>

Data source: internal records of MA/IBMA

Notes: The table shows the amount of contracting and drawing for EU funds for only those projects whose activities are implemented in several NUTS III regions, or which have an impact on more than 1 NUTS III region. In the case of national projects and TA projects this concerns projects implemented in the framework of the Convergence Objective.

In connection with the physical implementation of national and demand-driven projects classified into regions according to NUTS III as at 31.12.2011, we can state that the largest number of AfNFCs (464) was received from the Prešov region and the fewest AfNFCs (97) was from the Trnava region. Accordingly to this number, the largest number of contracted projects was in the Prešov region (98 projects were in implementation, 4 projects were completed exceptionally) and the fewest contracted projects were in the Trnava region (29 projects in implementation, 1 project completed exceptionally). This serves to illustrate the differences between regions, with the economically weakest regions having the highest contracted funds and the most projects in implementation.

As regards the financial implementation of national and demand-driven projects classified into regions by NUTS III as at 31.12.2011 it may be said that the highest volume of contracted ESF funds was in the Košice region (€23 908 542.66) and the lowest volume of contracted ESF funds was in the Trnava region (€10 927 464.17). The highest volume of ESF funds drawn was recorded in Prešov region (€8 064 827.30) and the lowest volume of ESF funds drawn was recorded in the Trnava region (€2 464 326.14).

The drawing of projects classified into regions at the NUTS III level as at 31.12.2011 in relation to the total allocation was 7.07%, whilst the highest drawing was achieved in the framework of priority axis 4 (17.10%) and the lowest was in the framework of priority axis 2 (1.66%).

In the case of projects whose activities are implemented in several NUTS III regions, or which have an impact on more than 1 NUTS III the percentage drawing of these projects for all priority axes represents 6.56% of ESF funds drawn.

At present calls for AfNFCs, as well as the OPE evaluation and selection criteria do not take account of balancing out regional differences, despite the fact that there is a spontaneous balancing of regional economic differences indirectly by means of higher involvement, a higher number of contracted projects and thereby also higher drawing within economically weaker regions of Slovakia.

## 2.1.4. Financial control and audit

The tasks of the authority are performed by the audit and control section of the MF SR in conjunction with cooperating authorities<sup>1</sup>. Pursuant to the audit strategy for the 2007 – 2013 programming period for structural aid programmes, approved by the Commission in May 2009, system audits and operation audits under Article 62 of the General Regulation are performed as a government audit, the basic legislative elements of which are governed by Act no. 502/2001 Coll. on financial control and internal audit and on the amendment of certain laws as amended.

### 2.1.4.1 Operation audits

In accordance with the updated audit strategy for 2011, the Audit Authority ensured the performance of operation audits under Article 62(1)(b) of the General Regulation in the 1<sup>st</sup> half of 2011, the system reliability level for selecting the sample being determined on the basis of the statement on effectiveness of the management and control system (2<sup>nd</sup> degree of assurance – the system functions, but improvements are needed), which was provided on the basis of the conclusions from system audits performed in the second half of 2011, and the corresponding level of OP system reliability (80%).

**Government audit no. A395<sup>2</sup>** was conducted in the period from February to July 2011 according to the plan of government audits of international and own funds, control and supervisory activity of the MF SR for 2011. The main audit objective was to obtain assurance as to the eligibility of expenditure on a selected sample of operations in the framework of the OPE at the level of the MA, PU (ME SR), IBMA (ASFEU) and selected beneficiaries.

The audit verified €23 456 274.10. Ineligible expenses were identified in a total amount of €2 994 871.84, of which corrections for public procurement amount to €2 994 803.64.

#### **Overview of main deficiencies identified:**

##### *Random errors (with financial impact)*

- ineligible expenses – overlap of personnel costs: By verifying personnel expenses applied by the beneficiary in AfP no. 202 and approved from the side of the IBMA, and by verifying the supporting documentation the audit group found an overlap of employees activities performed by comparing their timesheets with the breakdown of hours, class book and seminar attendance (attendance registers). The total amount of ineligible expenses was €45.68.
- overlap of expenses and unreal expenses: reporting of work performed by an employee concurrently on two different positions at the same working time – ineligible expense in the amount of €2.90; reporting of work performed by an employee at a time when she was performing activities other than eligible project activities – ineligible expense in the amount of €2.58; reporting of work performed by an employee also at a time when she was not present at the workplace – ineligible expense in the amount of €17.04. The total amount of ineligible expenses was €22.52.

##### *Non-system deficiencies (with non-financial impact)*

- absence of submission of an analysis of information and communication technology (hereinafter simply “ICT”) of the equipment of a secondary school from the side of the beneficiary in connection to a declared invitation for the national project no. OPV/K/RKZ/NP/2008-4 dated 14.05.2008, where the MA stipulated in the direct assignment as one of the criteria for allocating computers to secondary schools that account must also be taken of the level of ICT equipment, which on the basis of its request should have been supported by an ICT analysis. By verification

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<sup>1</sup> The cooperating authorities are auditing bodies pursuant to § 2(2)(g) of Act no. 502/2001 Coll. on financial control and internal audit and on the amendment of certain laws, besides the MF SR, which perform tasks under Article 62 of the General Regulation under the management of the Audit Authority.

<sup>2</sup> Identification number of the government audit, generated by the MF SR information system CEDIS

at the MA level and also on the basis of outputs from the audit group performing the audit at the beneficiary level, it was found that the ICT analysis of the secondary school's equipment was not submitted from the side of the applicant.

- breach of clause 4(1) of the NFC contract (mutual communication between the IBMA and beneficiary: written or electronic) and clause 11 of annex 1 to the NFC contract (archiving of documentation relating to project implementation). The beneficiary did not archive all documents that were sent to the IBMA. Also, in the framework of verification there were not submitted to the audit group AfPs no. 202 and 203, which were rejected. According to information received from the project manager, the documentation was not archived and therefore was not available for verification. Neither was there archived the beneficiary's communication with the IBMA, on the basis of which the IBMA rejected the AfP and all relevant facts were made only by telephone communication.
- failure to comply with the set deadlines and procedures from the side of the IBMA in approving AfPs: The audit group stated that there had been a violation of part 5.6.3.2 (IM IBMA version no. 1.8 dated 1.8.2009 and 1.9 dated 9.11.2009), since the responsible IBMA employees had not complied with the deadlines and procedures for the AfP approval process.
- failure to comply with the 4-eyes rule in checklists in administrative verification at the IBMA level.

#### *Deficiencies in public procurement*

- inadequate verification of public procurement procedures at the MA:
  - a) concerning compliance with public procurement principles: the audit group in connection with verifying public procurement stated that the responsible MA employee had not performed adequate verification of the public procurement prior to signing the contract with the successful tenderer;
  - b) from the side of responsible MA employees in connection to the project budget: the audit group stated that in the framework of the verification of the public procurement prior to signing the contract with the successful tenderer the MA did not identify a discrepancy between the subject matter of the contract and the budget, which forms an annex to the NFC contract.
- breach of provisions of Act no. 25/2006 Coll. on public procurement, identified on the basis of an inspection by the Office for Public Procurement. The beneficiary in awarding an above-limit contract entitled "Purchase of computer equipment, software and provision of related services" acted in contravention of the provisions of Act no. 25/2006 Coll. on public procurement, violating the principle of transparency, non-discrimination; also the beneficiary did not provide in accordance with the act information on the result of the evaluation of bids, which had a major impact on the outcome of the public procurement. With regard to the fact that this deficiency also has an influence on other national projects implemented by the beneficiary, the audit group recommended that the deficiency be addressed by the MA. The MA performed a remedy in accordance with § 27a. The MA's procedure in the case of a violation of public procurement rules and procedures under Act no. 528/2008 Coll. on aid and support provided from European Union funds as amended, on the basis of the rights and obligations of the MA arising from NFC contract no. OPV/1/2008 dated 16.9.2008 and pursuant to Commission Guideline no. COCOF 07/0037/02-SK dated 21.11.2007 and granted the recipient a correction in the amount of 25% of the public procurement amount, which represents a financial correction of €1 164 144.96 (this amount is calculated only for the checked AfP no. 26110130001219), which had not been settled by the date 31.12.2011.
- in two national projects (26110130083 – modernisation of the education process at primary schools and 26110130084 – modernisation of the education process at secondary schools) there were identified violations of Act no. 25/2006 Coll. on public procurement at the beneficiary level. The beneficiary in connection with the performance of public procurement had not acted in accordance with § 9 of this act, because the participation conditions for tenderers in the field of economic-financial and technical competence were too greatly specified and highly set with regard to the subject matter and anticipated value of the contract, whereby it had not ensured equal access for all tenderers or candidates and had failed to ensure fair competition. In so doing the beneficiary had violated the principle of equal treatment and the principle of non-discrimination of

tenderers and candidates. In response, the auditors set out a draft correction in the mentioned projects in a total value of €1 830 658.68, which with regard to the fact that in connection to the ongoing communication with Commission representatives, had not been settled as at 31.12.2011.

The audit identified no system or systematic deficiencies and no anomalies.

Based on the documentary verification carried out in the second half of 2011 it may be stated that measures adopted have been fulfilled and recommendations regarding deficiencies identified by the government audit have been taken into account, with the exception of 5 deficiencies (of which one was a system deficiency of moderate severity, one a non-system deficiency of moderate severity and three deficiencies of low severity).

Based on the results from the system audit and operation audit, performed in the period from 1.7.2010 – 30.6.2011, the Audit Authority issued an **opinion with reservations**, i.e. the management and control systems in place for the OPE were in accordance with applicable requirements of Articles 58 to 62 of the General Regulation and Section 3 of the Implementing Regulation and function effectively in terms of providing reasonable assurance that statements of expenditure submitted to the Commission are correct, and i.e. also an appropriate degree of certainty that the respective transactions are legal and eligible, **with the exception** of system deficiencies identified by the system audit performed in the period from 23.7.2010 to 17.12.2010. This opinion by the Audit Authority was a component of the annual control report sent to the Commission on 27.12.2011.

#### **2.1.4.2 System audits**

Government audit no. A379 was performed in the period August – December 2011 by the Ministry of finance SR, Ministry of Education, Science, Research & Sport SR and the Financial Control Administration in Zvolen. The main purpose and audit objective was to obtain assurance as to the adequacy and effectiveness of management and control systems according to Article 62(1)(a) of the General Regulation in the framework of the OPE at the MA level (ME SR), the IBMA (MH SR and ASFEU) and at the EU level (ME SR and MH SR).

In the government audit the audit group identified the following system deficiencies:

- exceeding the deadline for submitting AfPs to the PU from the side of the MA and IBMA ASFEU;
- on the notice on performance of an on-site inspection there was stated a different issue date of the mandate to perform the on-site inspection from that on the Mandate to perform an on-site inspection (dates stated on the notices preceded the dates stated on the Mandates) from the side of the IBMA ASFEU;
- failure to comply with the deadline for registering on-site inspection results in the ITMS from the side of the IBMA ASFEU;

and the most serious non-system deficiencies:

- use of outdated document specimens at on-site inspections, e.g. statement on on-site inspection; checklist for performing on-site inspection;
- inconsistent filling out of documents from the verification of public procurement processes, e.g. checklist for identification of breaches of public procurement rules and principles, record from administrative control of public procurement rules and procedures;
- inadequate performance of 4-eyes control in evaluating the checklist from the administrative control process of the public procurement process and the on-site inspection.

With regard to the identified deficiencies, the Audit Authority issued a statement on the effectiveness of management and control systems – 2<sup>nd</sup> degree of assurance, i.e. the system functions correctly, but some improvements are needed.

A verification of the adequacy of measures adopted and account taken of recommendations for eliminating the deficiencies identified by government audit no. A379 will be performed in the 2<sup>nd</sup> half of 2012.

The report from the system audit was sent to the Commission on 23.12.2011.

Based on the results from the system audits performed in the second half of 2011 and following the completion of operation audits in the first half of 2012, a statement on the effectiveness of the functioning of the management and control system of the OP NSRF SR for the reference period 1.7.2011 – 30.6.2012 pursuant to Article 62 of the General Regulation will be issued from the side of the Audit Authority and sent to the Commission by 31.12.2012.

### **European Commission audit no. A-Rep no. 2010/1222**

The MA for the OPE received on 28.7.2011 the Slovak version of the draft audit report no. A-Rep no. 2010/1222 with information on the planned suspension of payments in the event that the MA does not send an opinion within two months of receiving the report, or if the opinion is inadequate. The ME SR, as the MA for the OPE, sent by letter no. 2011-896/33026:27-352 Dated 16.9.2011 an opinion regarding the draft interim report from the European Commission Audit no. A-Rep 2010-1222 to DG Employment, Social Affairs and Inclusion. The text of the MA's opinion was consulted with the Audit Authority in cooperation with the CA. A copy of the opinion with attachments was also sent to the Permanent Representation of the SR to the EU, the Audit Authority and the CA at the MF SR and the CCA at the SR MTCRD.

The opinion regarding the findings from the European Commission audit included draft measures for remedying the identified findings. The ME SR also sent by letter no. 201-12049 / 29592:1-sekr dated 20.09.2011 a reply to the Minister of Finance letter no. MF/021643/2011-523 dated 04.08.2011, which included information about the sending of the MA opinion regarding the draft interim report from the European Commission audit. Subsequently, in Brussels on 13.12.2011 a working meeting with Commission representatives was held at the initiative of the ME SR as the MA for the OPE. The objective of the SK delegation meeting (besides the ME SR representatives, the meeting was attended also by representatives of the CA and the Audit Authority from the MF SR and representatives of the Permanent Representation of the SR to the EU) was to clarify SK's opinion in the problem areas of the audit report and, through additional arguments, to change the Commission's initial intention to suspend payments for the OPE. An important outcome from the meeting was the possibility to submit by 13.1.2012 additional documents, provide further evidence and an adjusted opinion to the Commission findings. The Slovak party took this opportunity and on 13.1.2012 by letter no. 2012-574/1540:2-352 sent to the Commission a revised opinion from the MA for the OPE regarding the draft system audit report for the CCI: 2007SK05UPO001. The official version of the report will be delivered to the ME in the near future.

The audit team is of the opinion that in the AfNFC approval process AfNFCs are not sufficiently examined in terms of the adequacy of budgets (e.g. time spent on certain activities is not justified) and in terms of the adequacy of operating, financial and administrative capacities required in Article 13(1) and (2) of Council Regulation (EC) no. 1083/2006.

Commission auditors noted discrepancies in the reporting of activities and hours in the timesheets of individual project team employees, which was judged to be an inappropriate audit trail.

There was also identified a violation of public procurement rules (required criteria in the notice on the declaration of public procurement were set specifically and were very high, limiting participation; there was a division of the subject matter of a contract; a violation of equal treatment, because it was possible to prove experience only by documents issued in accordance with national legal regulations, thereby excluding potential suppliers from other countries; the recipient recognised a document proving technical and professional conditions even despite having found certain deficiencies; manipulation of documents in bids (certain documents submitted after the deadline for sending bids)).

In the case of the operations' selection procedures the MA/IBMA uses, outside the framework of the System of SF and CF Management for the 2007 – 2013 programming period, the institute of ex-ante financial control (hereinafter simply "EAFC"), with the aim of early identification of risk items and ineligible expenditures. In the EAFC process the budget is checked with regard to the call and individual activities of the project described in the detailed project description. In the case of identifying ineligible expenditures, the MA/IBMA in the EAFC process makes a reduction to the requested amount. Furthermore the evaluation processes performed by independent qualified experts who evaluate the eligibility of activities and the adequacy of their output in the framework of the call. The MA/IBMA, in order to minimise the risk of insufficient personnel capacities on the side of the applicant (and the resulting risk of inefficiency), limited external personnel capacities to at max. 30% of indirect budget expenses for management and administrative capacities and at max. 30% of direct budget expenses in the case of professional personnel. Compliance with these limits is the primary subject of the EAFC.

The IBMA in the second half of 2011 introduced the obligation to submit electronic timesheets and from January 2012 also the obligation to submit cumulative monthly timesheets electronically (for ensuring control against expenditure overlap). This has been introduced for a certain type of beneficiary, and the IBMA is planning to apply this for every newly-concluded project. In order to avoid discrepancies and risks, the IBMA after signing an NFC contract organises meetings with beneficiaries, at which it draws attention to the need to correctly submit AfPs, giving examples from practice.

In the framework of national legislation, a new amendment to the Public Procurement Act entered into force (from 1.4.2011), which significantly tightened financial limits for contracts, which will lead to more transparent conditions for conducting public procurement, particularly in the case of low-value contracts, which predominated in the OPE. The amendment effective from 1.4.2011 has significantly contributed also to raising the transparency of procedures for below-threshold contracts. Below-threshold contracts are currently published centrally, on the website of the Office for Public Procurement (in the nationwide electronic journal of public procurement). Compared to previous requirements for publication (i.e. only on the contracting authority's website), this new method represents a vastly more transparent procedure that fully complies with requirements defined in the Commission's Interpretative Communication no. 2006/C 179/02 on the Community law applicable to contract awards not or not fully subject to the provisions of the Public Procurement Directives (Section 1.2 and especially Section 2.1.2). In procedures for below-threshold contracts there were reflected certain procedures and rules applicable for awarding contracts subject to the directives, whereby the procedures for below-threshold contracts became sufficiently detailed and more transparent. Financial limits have been reduced also in the case of below-threshold contracts, so that the total number and volume of contracts awarded through below-threshold procedures has been decreased and the remainder is transferred into the framework of below-limit contracts (also not subject to the Directives), which are almost equally transparent and detailed as above-limit contracts dependent on the Directives. Increased transparency in public procurement is achieved also through the mandatory publication of contracts in the central register of contracts, together with invoices and purchase orders. Since 1.2.2011 the IBMA has created the internal position of methodologies for public procurement, which in terms of the job remit participates in checking the accuracy of public procurement procedures, for example methodologically ensuring the uniformity of the process of assessing documentation for public procurement, assessing and evaluating the compliance of public procurement with the Public Procurement Act and with the Handbook for Beneficiaries. And as at 1.6.2011 the MA created a department for assessing public procurement and irregularities, the task of which is to assess public procurement procedures, as well as to evaluate the compliance of a public procurement submitted from the side of the beneficiary with SR and EU legislation.

#### **Audit by the SR Supreme Audit Office – Inspection of Structural Funds drawing in the OPE**

In accordance with mandate no. 1716/01 dated 18.4.2001 the SR Supreme Audit Office control group performed over the period from 16.5.2011 to 12.7.2011 the inspection operation “Control of Structural Funds Drawing in the OPE”, aimed at examining the balance of contracting and drawing of ESF funds in the 2007 – 2013 Programming Period in the SR ME chapter, to examine the implementation and monitoring of projects and to examine information technology support for implementation. The object of the control was to analyse the appraisal of the operational programme’s system of management, the assessment, approval, selection and implementation of projects, drawing of funds, technical aid and level of the control system in the framework of the operational programme.

In the audit the Supreme Audit Office (hereinafter the “SAO”) audit group identified the following deficiencies:

- failure to implement certain national projects, whether due to non-submission of AfNFC, declaration of renewed invitation, exceptional completion of projects, or withdrawal from contracts, had a significant influence on the percentage share of contracted national projects, as well as subsequently on the total allocation of funds, as well as the from the drawing of ESF funds;
- In the case of ITMS projects 26110130308, 26110130086 and 26140130016 the ME SR as the provider of aid from the ESF announced in writing its withdrawal from the NFC contract. It called on the beneficiaries to return all previously provided funds via a “Request for the Return of Funds” with a deadline for meeting the obligation. Of the total amount of funds provided, the unrecovered financial amount represents €725 680.04. The result of the whole process by the MA for ensuring the return of funds from the beneficiary is that the funds were not returned, no funds were tied to the amounts owing and no agreements were concluded with debtors on repayment instalments between the MA and beneficiaries;
- very low drawing from the ESF, non-drawing represents 90.45% of the ESF, contracted national projects are less than 50%;
- The reasons causing the lower level of contracted funds for the OPE consisted in ineligible expenditures of applicants, in mathematical errors in projects, in inconsistency between data stated in the budget, in the commentary to the budget and in the detailed project description, absence of linkage between expenditures and activities, failure to comply with financial limits for performing works specified in the conditions of the call, duplicity of claimed expenses in multiple budget items;
- Frequent changes incorporated in new versions of the MA Internal Manual of Procedures (hereinafter the “IMP”) in other related documents, internal regulations and guidelines from the side of the MA, which negatively affected the flow of drawing funds;
- NFC drawing was greatly influenced by the timescale of individual administration procedures and their complexity at the time from declaration of the call through to signing the contract;
- Failure to meet deadline according to the MA IMP for OPE in the case of the National Institute for Education (hereinafter the “NIE”) beneficiary in that the 40-day deadline for signing the draft contract from submission of the acceptance list was not observed;
- The MA failed to provide information to the CCA on the upcoming AfNFC selection process for an invitation at the time stipulated in the MA IMP for the OPE;
- Checking the examination of randomly selected beneficiary AfPs in the form of advance payments clearing, refunds in the case of national projects and technical assistance projects found that the approval process from the time of registering a request through to the provision of funds was very lengthy. The MA, on the basis of multiple written requests to complete the requirements, did not act in accordance with the issued MA IMP for the OPE, in the part system of advance payments, advance payments clearing and refunds stage, in that it did not reject the application;
- The control of NIE projects ITMS 26110130001, 26140130001, year 2009 was ineffective. From the side of the MA it was necessary to send not just written reminders for the submission of measures, but to perform a follow-up financial inspection with the aim of concluding the whole inspection activity.

Based on the results of the inspection, in connection to the conclusions set out in the Protocol on the Result of the Inspection of Structural Funds Drawing in the OPE dated 12.7.2011 the following measures were adopted by Order of the Minister no. 54/2011, effective as at 30.8.2011, in respect of the individual points of the protocol:

- with respect to the level of contracting and drawing of individual OPE measures, ensuring in collaboration with the IBMA the declaration of calls for AfNFCs and invitations for national projects and technical assistance projects so that the OPE objectives are successfully met;
- ensure the recovery of funds in the framework of contract withdrawal in projects no. 26110130308, 26110130086 and 26140130016. Take measures directed at concluding repayment instalment agreements, or in the case of not concluding them, assign the receivable to the Financial Control Administration for further action. Proceed in accordance with applicable procedures defined in generally binding legal regulations (especially pursuant to Act no. 528/2008 Coll. on aid and support provided from EU funds) and in the managing documents for SF and CF;
- ensure consistent compliance with deadlines set out in the MA Internal Manual of Procedures for the OPE;
- in projects no. 26110130001 and 26140130001 re-request the submission of measures taken in connection with the facts identified by the ME SR Control Department or Financial Control Administration;
- submit to the Supreme Audit Office a written report on the implementation of the measures taken to remedy the shortcomings identified.

These points of measures taken form part of the Summary Report on the Implementation of Measures Adopted by Order of the Minister no. 54/2011 for eliminating deficiencies identified by the SR Supreme Audit Office audit, compiled on 26.1.2012.

#### **2.1.5. Use of funds by category**

An overview of the use of funds by individual category, which is in accordance with Part C of Annex II of the Implementing Regulation and the EU Regulation, is detailed in Annex 4 to this report. Annex 4 contains the table “Summary Breakdown of Allocated Community Contribution by Category in Annual and Final Report on the Implementation”, which breaks down the allocated contribution from the SF by category, classified into individual code combinations for areas 1 to 5.

As at 31.12.2011 the Community contribution for the OPE for each combination of categories was allocated the total amount of €368 881 073.30. All contributions were allocated in the framework of the financing form 01 – nonrepayable grant. In the framework of measures 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1 and 4.2 both national and demand-driven projects were allocated contributions in four priority themes selected under the Lisbon Activity for the OPE (62, 72, 73 and 74).

#### **2.1.6. Contribution to the Lisbon Process / Strategy for Europe 2020**

The contribution of the OPE to the Lisbon Process, including its contribution to achieving the objectives of Article 9 (3) of the General Regulation warrants special attention.

For implementing the Lisbon activities the Slovak Republic allocated in the National Strategic Reference Framework 59.35 % of expenditure to the Convergence Objective and 85.57 % of expenditure to the RCE Objective. Based on this distribution of the contribution from funds between the individual expenditure categories by priority theme, the appropriation for the Lisbon activities in the OPE for 2007 – 2013 totals €593 089 515.00, i.e. 96% of the total allocation of €617 801 578.00, and this in the equal share of 96% from the Convergence Objective and the RCE Objective.

Table 12: Contracting of funds for priority themes in €

Cod e	Priority themes (Annex IV of the General Regulation)	Contracted funding (EU sources)	% of allocation for Lisbon activities
Research and technological development (R&TD), innovation and entrepreneurship			
03	Technology transfer and improvement in cooperation networks between small and medium sized businesses (SMEs), between these and other businesses and universities, post-secondary education establishments all kinds, regional authorities and research centres and scientific and technological poles (scientific and technological parks, technopoles, etc.)	0.00	0.00%
Raising the adaptability of workers and firms, enterprises and entrepreneurs			
62	Development of lifelong learning systems strategies in firms; training and services for employees to improve their ability to change; promoting entrepreneurship and innovation	47 154 205.96	7.95%
64	Development of specific services for employment, training and support in connection with restructuring sectors and firms and development systems for anticipating economic changes and future requirements in terms of jobs and skills	0.00	0.00%
Improving access to employment and sustainability			
67	Measures encouraging active ageing and prolonging working lives	0.00	0.00%
70	Specific action to increase participation of migrants in employment and thereby strengthen their social inclusion	0.00	0.00%
Improving the social inclusion of disadvantaged persons			
71	Pathways to integration and re-entry into employment for disadvantaged people; combating discrimination in accessing and progressing in the labour market and promoting acceptance of diversity in the workplace	0.00	0.00%
Improving human capital			
72	Design, introduction and implementation of reforms in education and training systems in order to develop employability, improving the labour market relevance of initial and vocational education and training, updating skills of trained personnel with a view to innovation and a knowledge-based economy	145 423 234.10	24.52%
73	Measures to increase participation in education and training throughout the life cycle, including through action to achieve a reduction in early school leaving, gender-based segregation of subjects and increased access to and quality of initial vocational and tertiary education and training	63 688 883.79	10.74%
74	Developing human potential in the field of research and innovation, in particular through postgraduate studies and training of researchers, and networking activities between universities, research centres and businesses	38 456 665.74	6.48%

Source: internal records of MA/IBMA

As at 31.12.2011 the total sum of contracted funds by priority themes represented €294 722 989.59, which represents 49.69% of the total amount (€593 089 515.00) allocated in the NSRF SR for the years 2007 – 2013 (in the Convergence and RCE Objectives) for the Lisbon activities in the framework of the OPE. Contracting of funds from the allocation for Lisbon activities as at the end of 2011 and 49.69% may be considered appropriate in relation to the previously achieved results for the 2007 – 2013 programming period as well as with regard to the fact that the actual implementation of the OPE at the level of national and demand-driven projects began only in 2009.

*In Slovakia the Renewed Lisbon Strategy for Growth and Employment has been reflected in the document Competitiveness Strategy for Slovakia to 2010 (National Lisbon strategy), which was approved by SR Government Resolution no. 140/2005 on 16.2.2005. At the national level there were subsequently adopted the core strategy documents – National Reform Programmes (hereinafter “NRP SR”), namely*

the NRP SR for 2006-2008 approved by SR Government Resolution no. 797/2005 dated 12.10.2005 and NRP SR for 2008 – 2010 approved by SR Government Resolution no. 707/2008 dated 8.10.2008. The NRP SR for 2006 – 2008 placed emphasis on modernising education, particularly on improving education in the field of foreign languages and ICT. Important areas include improving teacher quality, enhancing tools for developing talents of children and youth; supporting programmes for integrating children from MRCs into the standard school environment.

The National Reform Programme of the Slovak Republic for 2008 – 2010 in the field of education focused on its computerisation, the creation of innovative learning materials and aids, which should contribute to developing the communication and information infrastructure. An important point is also innovation of education content, which connects also with the creation of new material-teaching facilities (textbooks and teaching texts) and support for further education of teaching staff, or the introduction of a career system in the professional development of teaching staff in regional education. In higher education it is also necessary to encourage innovative forms of education and to move toward more flexible management of tertiary schools. The document also accentuates the theme of linking employment and education. The OPE contributes to achieving these objectives through demand-driven and national projects in all measures (1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1 and 4.2).

Overall we can state that all calls and invitations declared and implemented in the reporting period were focused in accordance with the Lisbon strategy objectives on promoting a knowledge society, encouraging lifelong learning, raising employability, improving interconnection to the labour market, better interconnection between vocational training and labour market needs, etc.

## Examples of projects

### National level

In light of the above, we give as an example a national project whose implementation began in 2011 ***“Training Teaching Staff for Inclusion of Marginalised Roma Communities”***. The aim of the national project is to improve, through the training of teaching and professional staff, the education level of persons from marginalised Roma communities (hereinafter simply “MRCs”) and thereby create the necessary competences for their further education and successful adaptation to labour market needs. At the same time the national project is based also on the objectives and specific objectives of measure 3.1, namely to raise the education level of MRC members by means of facilitating their access to formal education and to further education, where the target groups are not only MRC members, but also persons working in the field of integrating MRCs into society.

### **IBMA ASFEU**

During the reporting period the ASFEU IBMA contributed to the Lisbon Process by means of developing a knowledge society through the implementation of **491** projects, promoting the development of core competencies of the target groups defined in calls with the codes OPV-2008/1.1/01-SORO, OPV-2008/1.1/02-SORO, OPV-2008/1.1/03-SORO, OPV-2008/1.1/04-SORO, OPV-2009/1.1/05-SORO in the framework of measure 1.1 “Transformation of a Traditional School to a Modern School”, in calls with the codes OPV-2009/1.2/01-SORO and OPV-2010/1.2/02-SORO in the framework of measure 1.2 “Encouraging Innovative Forms of Education and Tertiary Schools and Developing Human Resources in Research and Development”, in calls with the codes OPV-2009/2.1/01-SORO and OPV-2010/2.1/02-SORO in the framework of measure 2.1 “Supporting Further Education in Selected Sectors”, in a call with the code OPV-2009/3.1/01-SORO in the framework of measure 3.1 “Raising the Education Level of Members of Marginalised Roma Communities”, in a call with the code OPV-2009/3.2/01-SORO in the framework of measure 3.2 “Raising the Education Level of Persons with Special Education Needs”, in calls with codes OPV-2008/4.1/01-SORO, OPV-2008/4.1/02-SORO, OPV-2008/4.1/03-SORO, OPV-2008/4.1/04-SORO in the framework of measure 4.1 “Transformation of a Traditional School to a Modern School for the Bratislava Region” of the OPE, in calls with codes OPV-2009/4.2/01-SORO, OPV-2009/4.2/02-

SORO in the framework of measure 4.2 “Encouraging Innovative Forms of Education at Tertiary Schools and Developing Human Resources in Research and Development”.

In the coming period we expect a contribution to the Lisbon Strategy also through the implementation of most projects from calls with codes OPV-2010/1.2/02-SORO and OPV-2010/4.2/03-SORO, which have implementation of activities planned for 2012, as well as by means of new projects from calls with codes OPV-2011/1.1/06-SORO, OPV-2011/3.1/02-SORO, OPV-2011/3.1/03-SORO, OPV-2011/1.1/07-SORO.

### **Example from practice**

As an example of good practice in the framework of measure 1.1 “Transformation of a Traditional School to a Modern School”, we give the project entitled *Creative School – Our Children’s Gateway to Life* of the beneficiary Primary School with Nursery Michala Rešetku in Horná Súča.

The aim of the project was to profile the school towards the interests and education needs of pupils, towards parents’ requirements and towards the current and emerging needs of a knowledge society and labour market. The beneficiary began project implementation in October 2009, when it launched the activities “Creation and Innovation of School Education Programme”, “Implementation of Trainings and Courses for Teaching Staff” and “Creation of Teacher-Training Materials, Theoretical and Practical Training”. These activities were followed up in may 2010 by the last activity “Introduction of Crosscutting Themes and New Forms of Teaching, Theoretical and Practical Training”. The implementation of the whole project was successfully completed on 31.12.2011 (financial settlement of the project is currently under way).

Through the activity Creation and Innovation of School Education Programmes the beneficiary began reform of the school education programme, innovation of the teaching plan and curriculums, and modernisation of teaching aids and tools. After analysing the situation before the start of the project, the school created a new school curriculum and continuously monitored its implementation and looked for areas for improvement. An important component of the project was also the training and acquisition of new skills and competences by school teaching staff. Under the supervision of an expert sponsor, trainings were conducted focusing on details in the reform of education, foreign experience in implementing reform steps, project-based teaching and alternative forms of education, the use of modern teaching techniques, work in an interactive software environment and the use of computer classrooms for innovative teaching, etc. Teachers enhanced their acquired knowledge in the activity “Creation of Teacher-Training Materials, Theoretical and Practical Training” in creating materials, teaching methodologies, presentations and other teaching materials. All previous activities came together in the activity “Introduction of Crosscutting Themes and New Forms of Teaching, Theoretical and Practical Training”, which was aimed at developing pupils’ creativity by means of non-traditional forms of teaching and at integrating the crosscutting themes “Healthcare Training (primary level)” and “Project Creation and Presentation Skills (secondary level)” into the teaching process. The crosscutting theme for the secondary level was prepared with the aim of developing pupils’ independence in acquiring information, sorting information and in constructing a project plan, with the aim of teaching pupils presentation skills in front of an evaluation audience of peers.

A result of the changes made through the project “Creative School – Our Children’s Gateway to Life” was higher quality education, a modern and engaging approach to pupils and teaching and developing creativity and the ability of pupils to make decisions independently in a constantly changing environment. The project is having a positive impact also on developing and raising the quality of education in the region.

### **IBMA MH SR**

In accordance with the Lisbon Strategy the SR supports education programmes focused on raising, adapting and renewing the qualification of healthcare workers according to EU requirements and rules, with the aim of ensuring the quality of provided healthcare services and the competitiveness of the Slovak healthcare system in the European Community. All contracted projects are aimed at promoting

further education of healthcare workers, which is an essential element of lifelong learning for workers engaged in the medical profession. The projects directly contribute to raising quality and to improving the availability of quality lifelong learning for all healthcare workers engaged in their medical profession in the territory of the Convergence Objective.

### **Example from practice**

The project “Educational Stay at a One-Day Surgery Workplace” from the call for AfNFCs of the OPE 2010/2.2/01 “Increasing Healthcare Workers Other Skills” began in January 2011. The project’s activities are implemented in the form of organised courses for nurses. Approximately 7% of all operations currently performed in Slovakia are done in the regime of one-day surgery, whereby Slovakia significantly lags behind the European and world average. The project activities have a positive contribution not only for the target groups, but also for employers of nurses. The project involves internal and external lecturers with experience in teaching adult healthcare personnel as well as medical students. During the project they gain further experience in the field of teaching, which indirectly ensures their qualitative growth for other educational activities in the field of health care. The activities of this project thereby both directly and indirectly contribute and will contribute to the Lisbon Process and to achieving the objectives of Article 9(3) of the General Regulation in the field of raising competitiveness and improving the quality of lifelong learning for health care workers.

More information regarding the individual calls and invitations is given in chapter 3 to the report.

On 3.3.2010 the European Commission approved the strategy document Europe 2020. This agenda is a continuation of the existing Lisbon Strategy. The strategy for rational, sustainable and inclusive growth is to determine the main direction of the EU to 2020 and at the same time should be a way out of the economic crisis in the EU.

Europe 2020 Strategy and the NRP SR 2011 – 2014

The Europe 2020 Strategy (hereinafter simply “EU 2020”) is a continuation of the Lisbon strategy equally focused on the coordination of economic policies and employment policies for the next decade to 2020. Education remains one of the key priorities for the coming period.

The EU 2020 Strategy approved in 2010 set five main EU objectives to 2020:

- to focus on increasing the employment rate of women and men aged 20 to 64 years to 75%, through inter alia raising the participation of young people, older workers and low-skilled workers, as well as through better integration of legal migrants,
- to improve conditions for research and development with the aim of raising the overall level of public and private investments in this sector to 3% of GDP,
- to reduce greenhouse gas emissions by 20% compared to 1990 levels, to increase the share of renewables in final energy consumption to 20% and to move towards improving energy efficiency by 20% (the EU is committed to take a decision to increase to 30% the limit on emissions by 2020 compared to 1990 levels, if other developed countries commit to a comparable emission reductions and if developing countries contribute according to their responsibilities and possibilities),
- to increase the level of education, particularly through reducing the dropout rate to less than 10% and through increasing the share of people aged 30 – 34 who have completed a university degree to at least 40%,
- to promote social inclusion, particularly through the reduction of poverty, an effort to lift at least 20 million people from the risk of poverty and social exclusion.

The EU 2020 strategy was reflected in key national plans formulated in the NRP SR 2010 and elaborated in detail in the currently applicable NRP SR for 2011 – 2014, which they SR Government approved by resolution no. 256/2011 dated 20.4.2011. The programme defines the priority areas of structural reforms in the SR: education, science and innovation, employment and social inclusion, business environment, transparent environment and law enforcement, health. In the framework of the priority, “Education, Science and Innovation”, measures should focus on regional education, higher education and science, further education and innovation. The national objective of the EU 2020

strategy is defined in the programme at the level of regional education: “The SR Government will keep the dropout rate below 6% and will improve the quality of primary education, particularly through raising the level of pupils’ knowledge and skills to an average score of 505 in the OECD – PISA 2018 survey” and at the level of higher education: “The SR Government will increase the share of the population aged 30 – 34 with a university degree or equivalent education to at least 40% in 2020.”

In terms of the strategy’s priorities, the OPE thereby contributes mainly to fulfilling intelligent as well as inclusive growth. In terms of the integrated guidelines for the EU 2020 Strategy, the OPE contributes primarily to fulfilling Guideline no. 9: Improving the performance of education and training systems at all levels and increasing participation in tertiary education, as well as Guideline no. 8: Developing a skilled workforce responding to the labour market needs, promoting job quality and lifelong learning, and also to Guideline no. 10: Promoting social inclusion and combating poverty. The OPE contributes to achieving the strategy objectives by means of demand-driven and national projects in the framework of all OPE measures (1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1. and 4.2), which either directly or indirectly support education objectives set out in EU 2020 and three of the four fields defined in the priority “Education, Science and Innovation” in the NRP SR 2011 – 2014.

With regard to the fact that the EU 2020 strategy is reflected in the NRP SR, the fulfilment of the EU 2020 strategy objectives and of the respective NRP SR objectives by means of the declared invitations for national projects and calls for demand-driven projects in the OPE is stated together.

#### 1. NRP SR 2011-2014: Regional education system

The Commission in the 2020 strategy recommends reducing the dropout rate from the current 15% to 10% by 2020. At present this rate in the SR is 6% and the SR Government in the NRP SR 2011 – 2014 has committed to maintaining this rate. It has also undertaken to improve the quality of primary education, particularly through improving the level of pupils’ knowledge and skills to an average score of 505 in the OECD – PISA 2018 survey.

The OPE supports the development of regional education by means of priority axes no. 1 “Reform of the System of Education and Vocational Training”, (Measure 1.1. “Transformation of the Traditional School to a Modern School”), no. 3 “Support to Education of Persons with Special Educational Needs” (measure 3.1 “Raising the Education Level of Members of Marginalised Roma Communities” and 3.2 “Raising the Education Level of Persons with Special Education Needs”) and no. 4 “Modern Education for a Knowledge Society for the Bratislava Region” (measure 4.1. “Transformation of a Traditional School to a Modern School for the Bratislava Region”), in either a direct or indirect way.

Indirect support for the digitisation of education is carried out also through support for the further education of teachers (measures no. 2.1 “Promoting Further Education” and 4.2 “Raising the Competitiveness of the Bratislava Region by Developing Tertiary and Further Education”). The OPE supports these from the areas:

a) inclusion of children from socially excluded groups – the OPE supports this field by means of the national project “Training Teaching Staff for Inclusion of Marginalised Roma Communities” (measure no. 3.1) as well as by means of calls for demand-driven projects – call no. OPV-2009/3.1/01-SORO is focused on programmes promoting the facilitation of access and successful operation of MRCs in education at primary schools in municipalities with a concentration of MRCs, including the day-long education process and for teaching Roma language and literature and Roma cultural studies at primary school. A significant contribution to addressing the issue related to reducing the school dropout rate, improving the openness and adequacy of education systems is expected to come from the implementation of the contracted projects from the call with the code OPV-2011/3.1/02-SORO, which aims to promote literacy among socially disadvantaged primary school pupils from MRCs, as well as from the first projects from the preliminary call with the code, which is also focused on raising the education level of MRC members.

b) digitisation of schools – the OPE supports this field by means of the national projects schools – OPV support this area through the national project “Further Education of Primary and Secondary School Teachers in the Subject IT” (measure no. 2.1 and 4.2), “Modernisation of the Education Process at Primary Schools” (measure no. 1.1 and 4.1) and “Modernisation of the Education Process at Secondary Schools” (measure no. 1.1 and 4.1) and to a lesser extent also by means of the national project “Education of Nursery Teaching Staff as Part of Education Reform” (measure no. 1.1 and 4.1). In the framework of the calls for demand-driven projects the field is supported by calls no. OPV-2011/1.1/06-SORO and OPV-2011/3.1/02-SORO, the contribution of projects from which is expected in the coming reporting periods.

c) evaluation of school quality – this area is supported by means of the national project “External Evaluation of School Quality Supporting Self-Evaluation Processes and School Development” (measure no. 1.1 and 4.1).

Support for the evaluation of school quality is possible also by means of the national project “Evaluation of the Quality of Education at Primary and Secondary Schools in the SR in the Context of the Ongoing Reform of Education Content” (measure no. 1.1).

d) training – a contribution to the promotion of vocational education comes also from the calls for demand-driven projects no. OPV-2008/1.1/01-SORO, OPV-2008/4.1/01-SORO, OPV-2008/1.1/04-SORO, OPV-2008/4.1/04-SORO, OPV-2009/1.1/05-SORO and a contribution is expected also from the call OPV-2011/1.1/07-SORO. C

Promotion of vocational education is indirectly possible also by means of the national project to evaluate the quality of schools is also possible through the national project “Teacher Training in Connection with the Creation of School Educational Programmes” (measure no. 1.1 and 4.1).

A contribution to the actual development of regional education also comes from the calls for demand-driven projects OPV-2008/1.1/02-SORO, OPV-2008/1.1/03-SORO, OPV-2008/4.1/02-SORO, OPV-2008/4.1/03-SORO and OPV-2009/3.2/01-SORO, and in future it is expected that a contribution will also come from calls with the codes OPV-2011/1.1/06-SORO.

Projects implemented in the framework of calls with the codes OPV-2008/1.1/01-SORO, OPV-2008/1.1/02-SORO, OPV-2008/1.1/03-SORO, OPV-2008/1.1/04-SORO, OPV-2008/4.1/01-SORO, OPV-2008/4.1/02-SORO, OPV-2008/4.1/03-SORO, OPV-2008/4.1/04-SORO, OPV-2009/1.1/05-SORO are aimed at the creation and innovation of the school education programme for primary and secondary schools, as well as at its subsequent implementation into the teaching process. In the framework of these calls teaching facilities were innovated with the aim of modernising the teaching process. Projects implemented in the framework of call OPV-2009/3.2/01-SORO are aimed also at further education of persons with special education needs, as well as persons working in the field of their integration into society through the development and implementation of further education programmes. In the reporting period there was not completed the approval process of calls with the codes OPV-2011/1.1/06-SORO and OPV-2011/1.1/07-SORO, which are aimed at innovating the content and methods of education at primary schools and innovating the content and methods of education at secondary schools for labour market needs, which will, by means of the implementation of projects contracted from the given calls have a positive effect on improving results in the field of education.

## 2. NRP SR 2011-2014: Higher education and science

The Commission in the 2020 Strategy recommends increasing by 2020 the share of people, aged 30-34 years, who completed a university degree, up to at least 40%. Currently in Slovakia this rate stands at 30%. The SR Government, in its National Reform Programme 2011-2014, committed, besides the above mentioned objective, to improve the quality of science and university research, particularly by way of greater total expenditure on R&D by 2020 to 1% of GDP, and by way of reaching the number of citations per researcher of at least 70% of the EU average.

The areas covered by the National Reform Programme 2011-2014 in supporting higher education system and science do not directly concern the OPE; a tool for their fulfilment appears to be government policy, including changes to the legislation.

The OPE supports the field of higher education system and science through priority axis 1 “Reform of the Education and Vocational Training System” (measure 1.2. “Tertiary Schools and Research and Development as the Driving Forces in the Development of the Knowledge Society”) and through priority axis 4 “Modern Education for the Knowledge Society for the Bratislava Region” (measure 4.2. “Raising the Competitiveness of the Bratislava Region by Developing Tertiary and Further Education”).

The OPE supports the development of higher education system through the national project “Professional and Career Growth of Teaching Staff” (measure 2.1 and 4.2), since the project promotes also the target group of the higher education teachers. In the framework of the demand-driven projects the areas of the higher education system and science are supported through calls no. OPV-2009/1.2/01-SORO, OPV-2009/4.2/01-SORO, OPV-2010/1.2/02-SORO, OPV-2010/4.2/03-SORO and OPV-2011/1.2/03-SORO. It is very likely that the implementation of the national project and projects under the listed calls will contribute to raising interest in tertiary education, which will help increase the share of university educated people aged 30-34 years. Concurrently, the tertiary education may increase the potential of these young people in raising their application in the labour process.

In the framework of the ongoing projects under the calls OPV-2009/1.2/01-SORO and OPV-2009/4.2/02-SORO, the content of many projects aims at developing new study programmes, or at innovation of the already existing ones, thus contributing to increasing the number of young people with university education. Innovation of the already existing study programmes, implementation of better quality of education by supporting the development of new study materials in accordance with the latest trends and research outcomes in the world, encouraging the mobility of renowned foreign experts to the Slovak high schools and universities or, vice versa, mobility of Slovak postgraduate students, teaching staff and R&D staff to the premises of reputable high schools and universities for the purpose of acquiring new knowledge and experience, increase the quality of education, something which will have in the end result a positive impact on the application of university graduates in the labour market. Calls under codes OPV-2010/1.2/02-SORO and OPV-2010/4.2/03-SORO, focusing on the promotion of improved quality of tertiary schools and of the Slovak Academy of Sciences, were, over the period monitored, in the contracting process, the call OPV-2011/1.2/03-SORO was declared on 22 December 2011. Given the fact that the implementation of most of the projects under the mentioned calls, focused on the tertiary education system, will be launched in the next monitoring period, it can be expected that thanks to their aim (i.e. to improve the quality of tertiary education), there will be growth in higher education in Slovakia, through which the OPE will greatly contribute to fulfilment of one of objectives of the Europe 2020 Strategy in the field of education.

### 3. NRP SR 2011-2014: Further education

The OPE supports the field of further education via priority axis 2 “Further Education as a Tool for Developing Human Resource” (measure 2.1. “Promoting further education” and measure 2.2 “Promoting Further Education in Health Care”), priority axis 3 “Support to Education of Persons with Special Educational Needs” (measure 3.2. “Raising the Educational Level of Persons with Special Educational Needs”) and priority axis 4 “Modern Education for the Knowledge Society for the Bratislava Region” (measure 4.2 “Raising the Competitiveness of the Bratislava Region by Developing Tertiary and Further Education”).

The objectives of the NRP 2011-2014 are supported through the OPE via national projects “**Further education of primary and secondary school teachers in the IT subject**” (measure 2.1 and 4.2), national project “Professional and career growth of teaching staff” (measure 2.1 and 4.2), national project “Kom-Prax – Competences for practice” (measure 2.1) and calls for demand-driven projects nos. OPV 2008/2.2/01, OPV 2008/2.2/02, OPV 2008/2.2/03, OPV 2009/2.2/01, OPV-2009/2.1/01-SORO, OPV-2009/4.2/01-SORO, OPV-2009/4.2/02-SORO, OPV 2009/2.2/02, OPV-2009/3.2/01-SORO, OPV 2010/2.2/01, OPV-2010/2.1/02-SORO, OPV 2010/2.2/02 and OPV 2011/2.2/01

Under the calls OPV-2009/2.1/01-SORO, OPV-2009/4.2/02-SORO and OPV-2010/2.1/02-SORO the projects contribute in the field of promoting further education primarily through increasing quality of

further-education programmes and institutions, and through strengthening the quality control system, supporting innovation in the content, forms and methods; further through increasing the share of economically active population participating in the further education programmes and increasing awareness of the life-long learning possibilities, increasing and renewing the levels of core competences and ongoing adding on qualifications of persons in the labour market in accordance with the current and prospective needs of the knowledge society and creating a system of compatibility and transmission between the sectors of formal, non-formal and informal education. The eligible activities of the call OPV-2009/4.2/01-SORO include also building of efficient administration and management of tertiary education system and promotion of qualified management, and this through further education of the current management of tertiary schools, administration staff of tertiary schools, and innovation in the current management processes. Call no. OPV-2009/3.2/01-SORO may also be focused on the creation and implementation of further education programmes for disabled persons and persons working in the field of their integration into the society, using innovation of didactic means developing core competencies of these persons, and thus the OPE can ultimately have impact on reducing the specific unemployment rate of people with disabilities.

The activities of all approved projects within measure 2.2 are aimed at improving the quality and availability of further education for health care workers in line with the strategic objectives for improving the level of life-long learning of inhabitants with the view of refreshing their knowledge, competences and skills. A specific feature of further education in the healthcare sector is, however, the fact that its goal is not to achieve better flexibility of the workforce in the labour market, but to raise the quality of health care provided, with an emphasis on the patient's safety.

4. Innovation – the area of innovation in the form as set out in the NRP 2011-2014 does not fall within the OPE's scope.

Specific recommendation of the Council for the SR

On 12 July 2011 the Council of the European Union issued Council Recommendations concerning the National Reform Programme of Slovakia for 2011 and delivering a Council opinion on the updated Stability Programme of Slovakia for 2011 – 2014. As regards the priority "Education, Science and Innovation" the following recommendation was stated "Expedite the implementation of planned reforms of general school education, vocational education and training and adopt measures to improve the quality of higher education and increase its relevance to market needs. Create a framework of incentives for individuals and employers to promote the participation of low-qualified people in life-long learning."

These recommendations should be taken into account in the monitored period by way of declaring invitations for national projects and calls for demand-driven projects – for 2012 there are planned 3 calls for demand-driven projects under measures 2.1 "Promoting further education", 1.2 "Tertiary schools and research and development as the driving forces in the development of the knowledge society", 3.2 "Raising the educational level of persons with special educational needs" and 2.2 "Promoting further education in health care" (the call under measure 4.2 "Raising the competitiveness of the Bratislava region by developing tertiary and further education" was declared on 17 January 2012). The MA will take these recommendations into consideration when declaring invitations for national projects (in accordance with the political goals of the SR Government).

The Europe 2020 Strategy and the resulting NRP 2011-2014 are currently in the early stages of their implementation, so it is not possible to comprehensively evaluate the OPE's contribution to the fulfilment of the objectives flowing from the Europe 2020 Strategy and the NRP 2011 – 2014 (from the temporal aspect it is clear that the most substantial period of fulfilling the objectives of the EU 2020 through the EU Structural Funds will be the next programming period 2014-2020). Given the monitored period it can be concluded that the OPE contributes to the set objectives of the EU 2020 Strategy and the NRP 2011-2014 through a range of declared invitations for national projects and calls for demand-driven projects that directly or indirectly promote the aims in the field of education, as set out in the EU 2020 Strategy, and three out of four fields defined in the priority "Education, science and innovation" in the NRP 2011-2014. An overview of the OPE's contribution to the national objectives within the EU 2020 Strategy is given in Annex 16 to the Report.

### **2.1.7. Description of partnership agreements**

Use of the partnership principle in the field of implementation, monitoring, evaluation, publicity and awareness of the programme was conducted in the reporting period in collaboration with socio-economic partners, in several working groups of which the MA for the OPE is a member, as well as with the coordinators of individual HPs.

In the framework of the MA's and IBMA's cooperation in 2011 a number of operational staff meetings were held between MA and IBMA representatives for discussing current issues and problems (e.g. information regarding the publication of contracts in the central register of contracts, assessment of eligible activities in AfNFCs, assessment of questionable target groups of individual AfNFCs, mandatory publication of outcomes in the framework of OPE projects, etc.).

During the reporting period there was concluded addendum no. 4 to the authorisation of the intermediate body under the managing authority for fulfilling tasks of the Ministry of Education, Science, Research and Sport of the SR for both IBMAs. The addendum no. 4 were drawn up in connection to the effect of Act no. 546/2010 Coll. amending Act no. 40/1964 Coll. the Civil Code as amended and amending certain laws. In the case of both IBMAs this concerned the administrative provision from the publication of contracts and addenda to NFC contracts in the Central Register of Contracts.

#### **2.1.7.1 HP working groups**

The MA is a member of 4 working groups for the individual HPs: HP Marginalised Roma Communities (hereinafter simply "HP MRC"), HP Equal Opportunities (hereinafter simply "HP EO"), HP Information Society (hereinafter simply "HP IS") and HP Sustainable Development (hereinafter simply "HP SD").

##### **2.1.7.1 HP MRC working group**

The MA representative is a member of the Working Group for the HP MRC (hereinafter simply "MRC WG"), the Interdepartmental Evaluation and Selection Committee for Local Comprehensive Approach Strategies (hereinafter simply "IESC LCAS") and the Comprehensive Approach Monitoring Group (hereinafter simply "CAMG").

In 2011 the HP MRC coordinator – the Office of the Plenipotentiary for Roma Communities (hereinafter simply "OPGRC") worked closely with the MA/IBMA ASFEU, primarily in preparing a call for AfNFCs for an LCAS, as well as in evaluating projects in the framework of this call, in preparing the national project "Training Teaching Staff for Inclusion of Marginalised Roma Communities" as well as in updating managing documentation of the MA and HP MRC coordinator.

On 10.3.2011 a meeting was held at the MA for the OPE with the participation of representatives of OPGRC, OP Employment and Social Inclusion, the regional education section of the ME SR, as well as the MPC regarding the upcoming national project on the upcoming national project "Training Teaching Staff for Inclusion of Marginalised Roma Communities", specifically a presentation of the activities in this project.

On 23.3.2011 a working meeting was held between the OPGRC and representatives of SSFEU of the ME SR regarding the issue of the implementation of OPE projects relevant to the LCAS by means of OPE measure 3.1 "Raising the Education Level of Members of Marginalised Roma Communities".

***High-level meeting entitled "Contribution of the Structural Funds to the integration of Roma in Slovakia"***

On 23 – 25.5.2011 the Commission held in Slovakia a high-level meeting entitled “Contribution of the Structural Funds to the integration of Roma in Slovakia”. The main objective of the meeting was to mobilise and intensify the use of EU funds aimed at MRC inclusion, as well as the mutual transfer of experience from this field. The event was held with the participation of the SR Government Deputy Prime Minister, as well as EC Commissioners for Regional Policy Employment, Social Affairs and Inclusion.

The meeting agenda was as follows:

- 23.05.2011 – National Conference in Bratislava aimed at making better use of Structural Funds in favour of the integration of Roma in Slovakia;
- 24.05.2011 – visit to problem areas in Eastern Slovakia;
- 25.05.2011 – Regional Conference in Košice.

In the framework of the conference in Bratislava for parallel workshops were held focused on the LCAS, education of children from MRCs, employment and social inclusion of MRCs and the housing issue of members of MRCs.

### ***HP MRC Annual Conference***

On 13.12.2011 the annual conference of the HP MRC was held in the participation of representatives from the Commission, CCA and MA, as well as representatives from local authority regions and non-governmental organisations, at which there was evaluated the implementation of the LCAS and HP MRC in 2011. Besides presentations by representatives, the conference also comprised presentations on the implementation of the HP MRC (including LCAS) from the aspect of the CCA and relevant MAs as well as from the aspect of non-governmental institutions dealing with the Roma issue. The OPE representative presented at the conference information on calls for AfNFC is focused on support for MRCs, which were declared in 2011 as well as on the national project focused on this target group (the national project “Training Teaching Staff for Inclusion of Marginalised Roma Communities”).

### ***Working Group for HP MRC***

On 31.03.2011 the first meeting of the MRC WG in 2011 was held, which approved the updated Manual for LCAS Evaluators.

On 15.04.2011 the MRC WG approved by the per rollam procedure the Implementation Coordination System for the HP Marginalised Roma Communities, version 4.0, including its annexes.

On 28.4.2011 the second meeting of the MRC WG was held, which approved the draft Communication Plan (the “CP”), version 3.0 and the Statute and Rules of Procedure for the MRC WG. Also the MRC WG took note of the preparation of the Report from the Analysis of the Survey of MRC Needs and of the Readiness of Towns and Municipalities for LCAS Implementation.

On 06.05.2011 the third meeting of the MRC WG was held, at which the MRC WG took note of the Report from the Analysis of the Survey of MRC Needs and of the Readiness of Towns and Municipalities for LCAS Implementation, performed pursuant to SR Government Resolution no. 41/2011 and the checklist of the Action Plan for LCAS Implementation. The MRC WG also submitted the draft updated Action Plan for LCAS Implementation for 2011.

On 13.05.2011 the MRC WG approved by the per rollam procedure the draft Action Plan for LCAS Implementation for 2011.

On 26.07.2011 the MRC WG approved by the per rollam procedure the following documents:

- selection criteria for selecting requests to supplement project objectives to an approved application for LCAS support, and requests for offsetting implemented projects against an approved application for LCAS support.
- manual for the evaluator of requests to supplement project objectives to an approved application for LCAS support, and requests for offsetting implemented projects against an approved application for LCAS support
- annexes to the manual for the evaluator of requests to supplement project objectives to an approved application for LCAS support, and requests for offsetting implemented projects against an approved application for LCAS support

On 25.11.2011 the MRC WG approved by the per rollam procedure the draft Statute of the MRC WG, version 2.

#### ***Comprehensive Approach Monitoring Group***

No ordinary session of the CAMG was held during the course of 2011. As at 31.7.2011 the CAMG commented by the per rollam procedure on the MRC WG Annual Report for 2010. During 2011 the following materials were commented on via the per rollam procedure:

- **Ad hoc evaluation of HP MRC in 2011,**
- **update of the HP MRC Evaluation Plan for the 2007-2013 programming period.**

#### ***LCAS Interdepartmental Evaluation and Selection Commission***

On 28.07.2011 the first session of the IESC LCAS in 2011 was held, at which commission members approved the text and annexes of the call “Request to Supplement Project Objectives to an Approved Application for LCAS Support”. **The selection and evaluation criteria for Requests to Supplement Project Objectives to an Approved Application for LCAS Support were subsequently approved by the IESC LCAS by the per rollam procedure.**

**On 21.12.2011 the second session of the IESC LCAS in 2011 was held, at which members approved Requests to Supplement Project Objectives to an Approved Application for LCAS Support that had passed the technical evaluation.**

In addition to these activities, the MA collaborated throughout 2011 with the HP MRC coordinator in the preparation of measurable indicators, with relevance to the HP MRC for invitation and calls for demand-driven projects. In accordance with the System of SF and CF Management, the MA before declaring the invitation and calls sent the set of indicators for approval to the HP MRC coordinator.

#### **2.1.7.1.2 HP EO working group**

An MA representative is a member of the working group for the HP EO. Coordination of HP EO is entrusted to the Department for Gender Equality & Equal Opportunity at the Ministry of Labour, Social Affairs and Family (hereinafter “MLSAF SR”).

In the reporting period from 1.1.2011 to 31.12.2011 the working group for HP EO met once. The main points of the meeting agenda on 16.3.2011 consisted of a discussion of the changes to and approval of addendum no. 2 to the Statute of the Working Group for HP EO and discussion and approval of changes to the Implementation Coordination System of the HP EO (hereinafter simply “ICS HP EO”), version 6.0. Changes to the ICS HP EO resulted from the update to the System of SF and CF Management version 4.4, from update no. 22 CCA Methodological Instruction no. 9 and from the conclusions and recommendations of government audit A 365, K 2340.

Based on the voting of the Working Group members Addendum no. 2 to the statute of the Working Group for HP EO and the update to the ICS HP EO were approved.

The MA in 2011 also collaborated with the HP EO coordinator in carrying out an HP EO external evaluation of the “Evaluation of the Application of Applying Horizontal Priority Equal Opportunities in the Structural Funds”. The evaluation included an interview with the external evaluator on cooperation between the MA and the HP EO coordinator and cooperation in sending the questionnaire for NFC beneficiaries in the framework of the OPE whose projects declare relevance to the HP EO. After completing the evaluation, the MA drew up for the HP EO coordinator comments regarding the draft final evaluation report.

In addition to these activities, the MA collaborated throughout 2011 with the HP EO coordinator in the preparation of measurable indicators, with relevance to the HP EO for invitation and calls for demand-driven projects. In accordance with the System of SF and CF Management, the MA before declaring the invitation and calls sent the set of indicators for approval to the HP EO coordinator.

#### **2.1.7.1.3 HP IS and HP SD Working Groups**

## **HP IS**

The main objective of the HP IS is to support greater efficiency, transparency and quality in the implementation of NSRF priorities through the implementation and use of ICT. Specific objectives of the HP IS are focused on three areas: information literacy, efficient e-government and broad internet availability.

HP IS implementation strengthens the synergistic linkage of the OP and ensures that activities supported on the basis of specific projects take account of IS in all its aspects.

The HP IS Coordinator is involved in the system of SF management and control at the level of the NSRF in accordance with the provisions of the General Regulation and SR Government decision. The institutional coordinator of HP IS is the Office of the Government of the SR (hereinafter “GO SR”), Department of Crosscutting Priorities (until 30.6.2011 Department for the Coordination of Crosscutting Priorities), which, in accordance with the application of the partnership principle and with the objective of ensuring a coordinated approach between all MAs in implementing the HP IS, heads the HP IS Working Group.

Table 13: Sessions of the HP IS Working Group

<b>Date of session</b>	<b>Reason</b>	<b>Conclusions</b>
<b>16.02.2011 Decision per-rollam 2/2011</b>	Preparation of Addendum no. 3 to the Statute of the HP IS Working Group in the wording of Addendum 1 effective from 25.5.2009 and Addendum 2 effective from 23.8.2010.	Approval of Addendum no. 3 to the Statute of the HP IS Working Group in the wording of Addendum 1 effective from 25.5.2009 and Addendum 2 effective from 23.8.2010.
<b>15.03.2011</b>	update to the ICS HP IS, version 6.0 (new competences of the coordinator pursuant to findings from the government audit), problem areas identified by the HP IS coordinator, monitoring of projects with an OP contribution to the HP IS, problem areas in implementation identified by the coordinator	non-approval of the ICS HP IS, version 6.0
<b>24.03.2011 decision per-rollam 3/2011</b>	elimination of problematic parts in the updated ICS HP IS, version 6.0	approval of the ICS HP IS, version 6.0, effective from 1.4.2011
<b>22.8.2011 decision per-rollam 4/2011</b>	preparation of Addendum no. 4 to the Statute of the HP IS Working Group in the wording of Addendum 1 effective from 25.5.2009, Addendum 2 effective from 23.8.2010 and Addendum 3 effective from 16.2.2011.	approval of Addendum no. 4 to the Statute of the HP IS Working Group in the wording of Addendum 1 effective from 25.5.2009, Addendum 2 effective from 23.8.2010 and Addendum 3 effective from 16.2.2011
<b>16.11.2011 decision per-rollam 5/2011</b>	update to the ICS HP IS, version 6.1 (organisational changes of the coordinator)	approval of the ICS HP IS, version 6.1, effective from 1.12.2011

Source: MA

During 2011 the coordinator ensured the whole range of tasks related to HP IS implementation:  
**coordination activity**

- continuously provided methodological guidance, advice and consultation for the MA in relation to HP IS implementation;
- commented on draft annual reports of the individual OPs, from the aspect of the coordinator’s responsibility, as well as specifically with regard to the OP’s contribution to the Lisbon Strategy;

- continuously commented on documentation of calls in the framework of the individual OPs, with a focus on the compliance of the information with the ICS HP IS (primarily indicators of relevance to the HP, evaluation and selection criteria, manuals for applicants);
- prepared source documentation for the Annual Report on the Implementation of the NSRF for 2010 – part HP, part contribution to the Lisbon Process, as well as information on activities carried out in the framework of the EU Strategy for the Danube Region, as well as commenting on other parts of the Annual Report;
- updated the coordinator's internal manual of procedures for 2007 – 2013 (version 7.0 effective from 1.4.2011 and version 7.1 effective from 15.12.2011);
- actively participated in the work of the CCA Departmental Coordination Group, which deals with draft regulations for the Cohesion Policy for 2014 – 2020;

#### ***monitoring***

- continuously monitored AfNFCs and contracted projects in the framework of individual OPs, using the non-public part of the ITMS (CORE) and the defined visibility HP7, which enables the data reading function in the ITMS;
- prepared the HP IS annual report for 2010, using information of the MA, results from its monitoring activity and bilateral discussions with the respective MAs of the OPs focused on mutual reconciliation of data;
- participated in meetings of the individual OPs monitoring committees, in the framework of which the coordinator commented on source documentation (revisions of OPs, OP Annual Reports for 2010) from the aspect of HP IS implementation;
- participated in discussions of the internal monitoring committees of OP IS and OP C&EG;

#### ***assessment***

- conducted an internal review as part of the HP IS annual report, which is performed continuously at the level of each OP/priority axis/measure and is of an operational nature;
- commented on suggestions by the European Commission regarding the evaluation system in the next period 2014 – 2020;
- in the framework of the evaluation the coordinator was involved in the work of the evaluation group headed by the CCA;

#### ***publicity and awareness***

- the coordinator prepared the seminar monitoring and evaluation of HP IS and HP ST in the process of implementation, which was held on 22.6.2011 for employees of the MA/IBMA and higher territorial units (hereinafter simply "HTU") and which there were also proven presented topics on the Europe 2020 strategy, problems of implementation, indicators and evaluations of HP IS and HP SD, Cohesion Policy after 2013, permanently sustainable development, the Danube Strategy;
- continuously updated information and published documents related to the HP IS, the Europe 2020 Strategy and the Danube Strategy on its website;
- in the framework of publicity and awareness the coordinator was involved in the activity of the Working Group for Publicity, headed by the CCA.

In connection with the solution of conclusions from the government audit

- the coordinator drew up and sent to the Audit Authority of the MF SR the Report on the Fulfilment of Measures Adopted for Correcting Deficiencies Identified by Government Audit no. A363 and K2338, which concerned the verification of calls and the evaluation process; the purpose of the coordinator's report was to give assurance as to the adequacy and effectiveness of management and control systems in the management of the HP IS;
- the coordinator prepared an explanation to the Report on the Fulfilment of Measures Adopted for Correcting Deficiencies Identified by Government Audit (in connection to an explanatory report sent by the Audit Authority to the HP Coordinator by letter, in which the Audit Authority informed the coordinator that it would support the update to the relevant

implementation documents, which should contribute to a more efficient system of SF and CF implementation in the SR, together with a recommendation for initiating discussions between the CCA and MAs of the OPs for the purpose of resolving this issue);

- for reason of improving the efficiency of HP IS implementation and pursuant to the above-mentioned Audit Authority opinion, the coordinator sent to the CCA “Substantive Proposals Aimed at Improving the Efficiency of Implementation” for the next update to the System of SF and CF Management for the 2007 – 2013 programming period;
- The MF SR Audit Authority performed a documentary verification of the fulfilment of measures adopted for eliminating deficiencies identified by government audit A363 and K2338 (the results of the verification was a statement of fulfilment of all measures adopted by the coordinator).

In addition to these activities, the MA collaborated throughout 2011 with the HP EO coordinator in the preparation of measurable indicators, with relevance to the HP EO for invitation and calls for demand-driven projects. In accordance with the System of SF and CF Management, the MA before declaring the invitation and calls sent the set of indicators for approval to the HP IS coordinator.

### HP SD

The main objective of the HP SD is to ensure environmental, economic and social sustainability of economic growth. Specific objectives of HP SD are focused on three areas: increasing economic prosperity, increasing environmental quality, social cohesion and inclusion and balanced regional development.

One of the areas significantly contributing to SD is energy efficiency. Through horizontally coordinating support for energy, the government department for energy (the SR Ministry of the Economy), which is responsible for energy policy, ensures and fulfils tasks arising to the SR from EU regulations, directives and strategic documents and has the duty to inform the Commission on the fulfilment of these commitments. It is responsible for the strategic direction of measures aimed at meeting the set goals of state policy in the field of energy, as well as the tasks arising to the SR from international treaties in the field of energy and from membership in international bodies and institutions. It closely cooperates with the HP SD coordinator.

The HP SD Coordinator is involved system of SF management and control at the level of the NSRF in accordance with the provisions of the General Regulation and SR Government decision. The institutional coordinator of HP SD is the Office of the Government of the SR, Department of Crosscutting Priorities (until 30.6.2011 Department for the Coordination of Crosscutting Priorities), which, in accordance with the application of the partnership principle and with the objective of ensuring a coordinated approach between all MAs in implementing the HP SD, heads the HP SD Working Group.

Table 14: Sessions of the HP SD Working Group

<b>Date of session</b>	<b>Reason</b>	<b>Conclusions</b>
<b>16.02.2011 Decision per-rollam 2/2011</b>	preparation of Addendum no. 3 to the Statute of the HP SD Working Group in the wording of Addendum 1 effective from 25.5.2009 and Addendum 2 effective from 23.8.2010.	approval of Addendum no. 3 to the Statute of the HP SD Working Group in the wording of Addendum 1 effective from 25.5.2009 and Addendum 2 effective from 23.8.2010.
<b>15.03.2011</b>	update to the ICS HP SD, version 6.0 (new competences of the coordinator pursuant to findings from the government audit), problem areas identified by the HP SD coordinator, monitoring of projects with an OP contribution to the HP SD, problem areas in implementation identified by the coordinator	non-approval of the ICS HP SD, version 6.0
<b>24.03.2011</b>	elimination of problematic parts in the	approval of the ICS HP SD, version 6.0,

<b>Decision per-rollam 3/2011</b>	updated ICS HP SD, version 6.0	effective from 1.4.2011
<b>22.8.2011 decision per-rollam 4/2011</b>	preparation of Addendum no. 4 to the Statute of the HP SD Working Group in the wording of Addendum 1 effective from 25.5.2009, Addendum 2 effective from 23.8.2010 and Addendum 3 effective from 16.2.2011.	approval of Addendum no. 4 to the Statute of the HP SD Working Group in the wording of Addendum 1 effective from 25.5.2009, Addendum 2 effective from 23.8.2010 and Addendum 3 effective from 16.2.2011.
<b>16.11.2011 decision per-rollam 5/2011</b>	update to the ICS HP SD, version 6.1 (organisational changes of the coordinator)	approval of the ICS HP SD, version 6.1, effective from 1.12.2011

Source: MA

During 2011 the coordinator ensured the whole range of tasks related to HP SD implementation:

**coordination activity**

- continuously provided methodological guidance, advice and consultation for the MA in relation to HP SD implementation;
- commented on draft annual reports of the individual OPs, from the aspect of the coordinator's responsibility, as well as specifically with regard to the OP's contribution to the Lisbon Strategy;
- continuously commented on documentation of calls in the framework of the individual OPs, with a focus on the compliance of the information with the ICS HP SD (primarily indicators of relevance to the HP, evaluation and selection criteria, manuals for applicants);
- prepared source documentation for the Annual Report on the Implementation of the NSRF for 2010 – part HP, part contribution to the Lisbon Process, as well as information on activities carried out in the framework of the EU Strategy for the Danube Region, as well as commenting on other parts of the Annual Report;
- updated the coordinator's internal manual of procedures for 2007 – 2013 (version 7.0 effective from 1.4.2011 and version 7.1 effective from 15.12.2011);
- actively participated in the work of the CCA Departmental Coordination Group, which deals with draft regulations for the Cohesion Policy for 2014 – 2020;

**monitoring**

- continuously monitored AfNFCs and contracted projects in the framework of individual OPs, using the non-public part of the ITMS (CORE) and the defined visibility HP7, which enables the data reading function in the ITMS;
- prepared the HP SD Annual Report for 2010, using information of the MA, results from its monitoring activity and bilateral discussions with the respective MAs of the OPs focused on mutual reconciliation of data;
- participated in meetings of the individual OPs monitoring committees, in the framework of which the coordinator commented on source documentation (revisions of OPs, OP Annual Reports for 2010) from the aspect of HP SD implementation;
- participated in discussions of the internal monitoring committees of OP IS and OP C&EG;

**assessment**

- conducted an internal review as part of the HP SD Annual Report, which is performed continuously at the level of each OP/priority axis/measure and is of an operational nature;
- commented on suggestions by the European Commission regarding the evaluation system in the next period 2014 – 2020;
- in the framework of the evaluation the coordinator was involved in the work of the evaluation group headed by the CCA;

**publicity and awareness**

- the coordinator prepared the seminar “Monitoring and Evaluation of HP IS and HP ST in the Process of Implementation”, which was held on 22.6.2011 for employees of the MA/IBMA and HTUs and which there were also presented topics on the Europe 2020 Strategy, problems of implementation, indicators and evaluations of HP IS and HP SD, Cohesion Policy after 2013, permanently sustainable development and the Danube Strategy;
- continuously updated information and published documents related to the HP SD, the Europe 2020 Strategy and the Danube Strategy on its website;
- in the framework of publicity and awareness the coordinator was involved in the activity of the Working Group for Publicity, headed by the CCA.

In connection with the solution of conclusions from the government audit

- the coordinator drew up and sent to the Audit Authority of the MF SR the Report on the Fulfilment of Measures Adopted for Correcting Deficiencies Identified by Government Audit no. A363 and K2338, which concerned the verification of calls and the evaluation process; the purpose of the coordinator’s report was to give assurance as to the adequacy and effectiveness of management and control systems in the management of the HP SD;
- the coordinator prepared an explanation to the Report on the Fulfilment of Measures Adopted for Correcting Deficiencies Identified by Government Audit (in connection to an explanatory report sent by the Audit Authority to the HP Coordinator by letter, in which the Audit Authority informed the coordinator that it would support the update to the relevant implementation documents, which should contribute to a more efficient system of SF and CF implementation in the SR, together with a recommendation for initiating discussions between the CCA and MAs of the OPs for the purpose of resolving this issue);
- for reason of improving the efficiency of HP SD implementation and pursuant to the above-mentioned Audit Authority opinion, the coordinator sent to the CCA “Substantive Proposals Aimed at Improving the Efficiency of Implementation” for the next update to the System of SF and CF Management;
- The MF SR Audit Authority performed a documentary verification of the fulfilment of measures adopted for eliminating deficiencies identified by government audit A363 and K2338 (the results of the verification was a statement of fulfilment of all measures adopted by the coordinator).

In addition to these activities, the MA collaborated throughout 2011 with the HP SD coordinator in the preparation of measurable indicators, with relevance to the HP SD for invitation and calls for demand-driven projects. In accordance with the System of SF and CF Management, the MA before declaring the invitation and calls sent the set of indicators for approval to the HP SD coordinator.

### **2.1.7.2 Cooperation with partners in the field of OP evaluation**

#### *Central Committee for Evaluation of the NSRF*

The Central Committee for the evaluation of the NSRF (hereinafter the “CCE”) was established as an advisory body to the CCA. Its role is to participate in solving strategic, conceptual and methodological issues in the field of evaluation and thus contribute to the creation and development of an efficient and effective system of evaluation of the NSRF.

During the course of 2011 no cooperation with the MA was developed from the side of the CCE and no session of the CCE was held.

Activity of the CCE was ended at the end of 2011. The CCE members were notified of this fact on 23.11.2011 at the first meeting of the working group for evaluation of the NSRF at the CCA. This working group was set up by the CCA and its members are CCA representatives and evaluation managers of the individual OPs and HPs.

#### *Working Group for NSRF Evaluation*

The Working Group for NSRF evaluation was set up by the CCA. Its members comprise representatives of the CCA and evaluation managers of the individual OPs and HPs. The first meeting of the working group was held on 23.11.2011. The subject of the meeting was a presentation on the definition of the content, methods of counterfactual impact evaluation, a discussion regarding the working draft of the document “Monitoring and Evaluation of European Cohesion Policy – European Regional Development Fund and Cohesion Fund – Concepts and Recommendations” and a discussion on the fulfilment of indicators for the 2007 – 2013 programming period.

#### *Cooperation with the CCA in the field of evaluation*

During the reporting period the MA cooperated with the CCA in the field of evaluation, in accordance with the System of SF and CF Management and with CCA requirements.

Cooperation between the MA and CCA was conducted in most cases by electronic and telephone communication. On 26.1.2011 the MA sent to the CCA the plan of OPE evaluations for 2011. On 22.2.2011 the MA informed the CCA of the completion of the evaluation “Assessment of the Accuracy of the Configuration of the System of Measurable Indicators and Functionality of the Monitoring System” and sent to the CCA a final evaluation report in Slovak and English. On 28.02.2011 the “Summary Report on OPE Evaluation Activities and Results for 2010” was sent to the CCA.

Further cooperation with the CCA during the course of 2011 consisted of the following activities:

- update of the NSRF Evaluation Plan for the 2007-2013 programming period;
- sending of comments and proposals regarding the document “Concepts and Proposals for the Field of Monitoring and Evaluation in the Framework of the Cohesion Policy for 2014 onwards for the ERDF and CF”;
- sending of the MA’s opinion regarding the Summary Report on OPE Evaluation Activities and Results for 2010;
- submission of information to the CCA on the commencement of the planned strategic evaluation “Evaluation of Progress in OPE Implementation in Terms of the Relevance and Fulfilment of OP Objectives”.

Besides electronic and telephone communication, a working meeting in person between the CCA and MA representatives was held on 11.10.2011. The topic of this meeting consisted of information on the current state of evaluation in terms of the CCA, as well as in terms of the OPE, on other possibilities and procedures in evaluation up to the end of the 2007 – 2013 programming period and about possibilities and forms of cooperation.

#### *Working Group for OPE Evaluation*

For the needs of evaluating the programme the MA established an internal working group for OPE evaluation. This working group had five members in 2011: 1 MA evaluation manager, 2 MA programming managers and 2 IBMA representatives – from the MH SR and ASFEU. In 2011 no joint meeting of all members of this working group was held. Members of the working group for OPE evaluation, who are employees of the MA met ad hoc as needed.

In 2011, members of the working group for OPE evaluation actively cooperated in performing the external evaluations in carrying out the external evaluations “Assessment of the Accuracy of the Configuration of the System of Measurable Indicators and Functionality of the Monitoring System” and “Evaluation of Progress in OPE Implementation in Terms of the Relevance and Fulfilment of OP Objectives”.

In addition to this, in 2011 the Working Group for OPE Evaluation drew up source documentation and evaluation questions for the planned internal evaluation “Regular OPE Evaluation”. Though Working Group for OPE Evaluation subsequently, together with the evaluation manager, collaborated in actually performing this evaluation.

Further information on the OPE evaluations performed is given in section 2.7.2. of this report.

### **2.1.7.3 Working Group for Publicity**

The MA is a member of the working group for information and publicity (hereinafter simply “WGP”) at the CCA level and of the WGP at the MA and IBMA level.

The WGP at the CCA level in 2011 met twice, on 28.6.2011 and on 14.12.2011. At the first meeting on 28.6.2011 the subject of the meeting consisted of information on a change to the statute of the WGP, including associated changes relating to the delimitation of the CCA from the GRS are to the Ministry of Transport, Construction and Regional Development of the SR (hereinafter simply MTCRD), information on planned and implemented activities in the field of information and publicity for 2011 by the CCA, individual MAs and HP coordinators. Information was also provided here on the course of the INFORM group meeting at the level of the Commission in Brussels (on 17 – 18.5.2011). Working group participants reported on the results of opinion polls surveys on public awareness regarding each OP. The conclusion of the meeting was devoted to issues concerning the contribution to the joint information bulletin on EU funds – EUROKOMPAS, as well as information regarding the conference in the Czech Republic, amendment to Act no. 528/2000 made on assistance and support from EU funds, with information also regarding the seminar for simplifying the reporting of expenditures.

At the second meeting on 14.12.2011 information was presented concerning the fulfilment of conclusions from the WGP meeting on 26.6.2011, implemented activities in the field of information and publicity in 2011 and planned activities for 2012 from the side of the CCA, as well as from representatives of the individual MAs and HP coordinators. Members of the WGP were informed about the conclusions from the INFORM Working Group meeting, which was held on 7 – 8.12.2011.

The WGP at the MA and IBMA level met on 22.12.2011. The meeting included a presentation of activities implemented in the field of information and publicity for 2011 and activities planned for 2012. MA representatives informed IBMA representatives about the course of meetings of the MA/CCA coordination working group and of information from the INFORM working group at the national level. Current issues and problems were also discussed (mutual communication in the case of information regarding MA and IBMA information and publicity, contribution to Eurokompas, planned interactive map of the MA and IBMA).

The Information & Communication Platform – INFORM Network is a working group at the international level and the OPE MIP as the representative of the MA for the OPE is a member. It is intended to bring together the MIPs of all OPs in order to exchange experience and identify ways of improving the quality of communication activities, to raise awareness about the benefits of EU interventions among potential beneficiaries and the public and to improve the visibility of EU funded projects. Communication between members of the group takes place in the form of the dissemination of information and exchange of information by means of e-mail communication and by means of the INFORM working group’s internet platform on the website: [http://forums.ec.europa.eu/regional\\_policy/inform/](http://forums.ec.europa.eu/regional_policy/inform/).

During the reporting period 2 meetings of the INFORM working group were held.

At the first meeting in 2011, held on 17 – 18.5.2011 the subject of the meeting was to familiarise members with the proposals under preparation for a change to the rules for the creation of the content and approval of the CP, as well as the AOIPP in the programming period 2013 – 2020. INFORM members were familiarised with the course of the comment proceedings regarding documents in connection with this change being prepared. The meeting also focused on the unification of graphic designs/standards for information materials and information boards. Representatives attending the meeting stated that the SR standards in this field are being used already in the current 2007 – 2013 programming period. At this meeting, during one of the workshops there was also presented Slovak experience regarding the published list of beneficiaries on the CCA website, and there were also presented information sheets for implemented projects, containing detailed information on projects

together with photographs. This procedure was of great interest to workshop participants. The discussion also concerned the topic of social networks, with several participants positively evaluating the use of the YouTube portal.

The second regular meeting of the INFORM working group was held on 7 – 8.12.2011. Recommendations from this meeting were focused mainly on increasing the presentation of successful projects and raising the visibility of existing results from the implementation of the EU Structural Funds. Again, participants were familiarised with progress in the preparation of the 2013 – 2020 programming period in the field of information and publicity, and discussions also concerned current issues in ensuring information and publicity.

Regular attendance of OPE representatives at meetings ensures readiness and timely information on issues and principal questions in the field of information and publicity.

#### **2.1.7.4 Working Group for Article 325 of the Treaty on the Functioning of the EU**

**The Working Group for Article 325 of the TFEU, composed mostly of officers at the MA, CCA and CO level under the auspices of the GO SR, met 4 times during the reporting period.**

At its meeting on 28.1.2011, members of the Working Group agreed on the final version of the prepared Questionnaire relating to the implementation of Article 325 of the TFEU in 2010. The Questionnaire for 2010 is devoted to the theme “The risk of double financing of projects in the field of Cohesion Policy”. Following approval of the questionnaire it was submitted for approval to the members of the Steering Committee for the Protection of EU Financial Interests in the SR and was subsequently sent to the Commission in February 2011.

At a meeting on 16.8.2011 members of the working group agreed on the joint action for completion of the Questionnaire regarding the implementation of Article 325 of the Treaty on the Functioning of the EU in 2011. The topic that the Commission and Member States chose for the questionnaire for 2011 concerns the investigation of fraud (including on-site inspections), with the aim of combating irregularities and fraud relating to EU financial interests in the field of Cohesion Policy.

At the meeting on 13.9.2011 the working group discussed the final version of the questionnaire regarding Article 325 of the Treaty on the Functioning of the EU. The working group agreed on the wording of the final version of the questionnaire regarding Article 325 of the Treaty on the Functioning of the EU, or on the manner of supplementing and verifying data in the part Statistical Elements in the final version.

At a meeting on 12.12.2011 the subject of the meeting was an agreement on procedures in the case of necessary supplements and adjustments to the questionnaire regarding Article 325 of the Treaty on the Functioning of the EU in 2011. Participants at the working group agreed at the next meeting in January 2012 when the finalised questionnaire is to be filled out.

#### **2.1.7.5 Working Group for Irregularities**

The Working Group for Irregularities, established by the Steering Committee for the Protection of EU Financial Interests in the SR under the auspices of the GO SR, met 2 times in the reporting period.

At the same meeting on 21.3.2011 the working group approved the Manual for Reporting of Irregularities. The discussion also concerned the requirement to unify the procedure for entering data in the ITMS system and for using printouts from it for the purpose of preventing the processing of incorrect information, mainly in the case of updating data in already-registered reports on irregularities, as well as a proposal to expand the working group to include representatives of each IBMA.

At a meeting on 3.6.2011 the working group approved the “Annual Report on Irregularities for 2010”, discussed issues of guidance in dealing with minor irregularities, the need to resolve approaches concerning the application “Irregularity Management System”, the preparation of procedures for processing the Central Database of Excluded Subjects, and discussed the issuance of the CAA Methodical Instruction no. 11 for determining the amount for recovery of a provided contribution or part thereof in the case of a violation of public procurement rules and procedures.

### **2.1.7.6 Departmental coordination group for EU Cohesion Policy**

The director-general of the SŠFEÚ is a member of the Departmental Coordination Group for EU Cohesion Policy (hereinafter simply “DCG”). The DCG represents the first level of coordination in the decision-making process in EU matters, and which influences the preparation of the SR’s position regarding Cohesion Policy after 2013 in all stages of the decision-making process. The main task of the DCG is to assess draft EU legislation, as well as draft strategic, conceptual and programming documents in the field of EU Cohesion Policy and to highlight the consequences that they may have for the SR.

During the reporting period, three meetings of the DCG were held.

At the first meeting of the DCG on 27.7.2011 its members were informed about current developments in discussions in the field of EU Cohesion Policy after 2013 and with the expected process of negotiations, which will take place during the Polish presidency of the Council of the EU. The next two DCG meetings were held in the period following publication of the package of draft EU regulations for Cohesion Policy after 2013, which began the formal process of negotiations. The objective of the DCG meeting on 17.10.2011 was to inform its members about the activities of the Czech presidency of the V4 and the Polish presidency of the Council of the EU, as well as to present published draft EU legislation for EU Cohesion Policy for the 2014 – 2020 programming period. The main topics of the DCG discussion on 2.12.2011 concerned open questions regarding the preparation of the SR’s draft position for thematic concentration, strategic programming, conditionality and territorial development.

### **2.1.8. Specifics for ESF programmes**

One of the basic principles applied in the EU is that of promoting fundamental rights, non-discrimination and equal opportunity. The theme of gender equality is, pursuant to Article 10 of Regulation (EC) No 1081/2006 implemented horizontally in the OPE as a component of HP EO. The MA, as well as both IBMAs, provide in calls for demand-driven projects and in invitations for national projects the necessary information for all NFC applicants regarding the topic of gender equality, which should help guarantee compliance with gender equality in each project implemented. A declaration of a positive contribution to the HP EO ensures the prevention and elimination of discrimination based on ethnicity and race, gender, religion or belief, sexual orientation or disability in the case of national and demand-driven projects implemented in the framework of the OPE.

Strengthening of the social integration of migrants and their increased employability is supported in the framework of OP employment & social inclusion, which is implemented by MLSAF.

By means of measure 3.1 “Raising the Education Level of Members of Marginalised Roma Communities” the OPE contributes to the creation of conditions necessary for achieving greater progress in the education level of this target group and their application in the labour market. Activities in the projects implemented in the framework of measure 3.1 are intended to mobilise and motivate pupils from MRCS and to introduce innovative teaching methods as a tool for MRCS inclusion in the education process in society.

An example from practice in the framework of measure 3.1 “Raising the Education Level of Members of Marginalised Roma Communities” is the project “*Education of the MRC members at the primary school with nursery, Kpt. Nálepku 878, Pohorelá*”. The project aims to increase the possibilities for the application of MRC members in the labour market through education, upbringing and support for their physical and artistic abilities.

The target group consists of pupils of all grades at the primary school coming from MRCs as well as primary school teaching staff. The project will have a direct positive impact on MRCs, mainly in the

area of education, specifically for mobilising and motivating pupils from MRCs and for introducing innovative teaching methods as a tool for MRC inclusion in the education process and subsequently into society. Individual activities are aimed not only at pupils coming from MRCs, but also at teachers and assistants so that they are able to interact with pupils from MRCs in an accessible manner and are able to use modern technologies and equipment for the maximum possible engagement of this part of the population in the education process.

Support for social inclusion of persons with special educational needs by means of facilitating their access to education and their engagement in the educational system is supported in the framework of the OPE by means of measure 3.2 “Raising the educational level of persons with special educational needs”. In that 2011 there were in implementation 19 projects contracted in the framework of the declared call “Innovation of the Methods and Forms of the Teaching Process and Creation of Further Education Programmes for Disabled Persons”, which was declared in 2009. The activities of the implemented projects are intended to promote a core competences of disabled students and teaching staff of special secondary schools by using new teaching materials and teaching aids and to thus facilitate access for disabled persons to education at secondary schools.

### **Transnationality and innovation**

Transnationality is the treated horizontally in the framework of the OPE in all priority axes. It is supported by means of those national projects which, on the basis of invitations containing an activity with an international dimension, included in their activities also the transfer of international experience, particularly by means of foreign placements and mobilities at partner institutions.

An example of a national project and strengthens cooperation with international partners in the field of national testing of education is the national project “Evaluation of the Quality of Education at Primary and Secondary Schools in the SR in the Context of the Ongoing Reform of Education Content”, which has been in implementation since July 2010 (measure 1.1). The project includes placements and excursions for professional staff of the beneficiary, as well as teaching and professional staff of schools, with the aim of capitalising on cooperation established with partner organisations abroad and of gaining positive experience from the field of the objective evaluation of the quality of education. Cooperation takes the form of foreign business trips, seminars and expert consultation with institutions (the DaF Institute in Germany, CITO in the Netherlands, Bifie in Austria, NCVVO in Hungary, CIEP in France, CERMAT in Germany, OXFORD in Britain), which have many years’ experience in the field of national tests and have a developed a system of monitoring the quality of education at multiple education levels. For this purpose foreign experts in the field of statistical and financial literacy, as well as foreign lecturers, will participate in the project.

Support for transnational activities is implemented by means of calls for AfNFCs for measures 1.2 and 4.2, which were declared by the ASFEU IBMA. The projects from these calls will support international cooperation among tertiary schools, and inflow of internationally recognised experts to Slovakia and the mobility of foreign experts to Slovakia with the aim of improving the quality of PhD study.

The project objectives of projects already in implementation from calls for measures 1.2 and 4.2 declared in previous years are focused on involving tertiary school students or PhD students in regional and international actions within the EU countries, with the aim of promoting the establishment of international cooperation and integration of PhD students in the international scientific community, e.g. through the preparation of PhD study programmes in cooperation with foreign universities in EU countries.

An example of a demand-driven project that fosters regional and transnational actions is the project of the Technical University in Zvolen, entitled “*Creation of Study Programmes in World Languages and Support for Foreign Language Teaching at the Technical University in Zvolen*” (measure 1.2).

The Technical University in Zvolen focused the project on creating study programmes in a world language at the masters and doctoral levels, which promotes international cooperation and academic mobility. 2<sup>nd</sup>-stage study programmes are conducted mainly through the following activities:

Activity 1.2 creation of a masters study programme conducted in English at the Faculty of Forestry, the main objective of which is the internationalisation of study at the Faculty of Forestry of the bachelor study programme “Forestry and Wildlife Management” in English. Students of the newly-established discipline gain knowledge and practical experience necessary for working in the field of forestry and wildlife at home and abroad and in temperate-zone countries. At the same time it enables students to participate in the solution of tasks and projects in the framework of international cooperation.

Through activity 1.3 Creation of a masters study programme conducted in in English – “Furniture and Interior Design”, the university will create an international training centre specifically focused on furniture and interior design – a studio with both student and teacher mobility. The implementation of this activity will create the conditions for establishing a research workplaces dealing with furniture and interior design in mutual interaction.

Implementation of the project activities creates better conditions for application of the target groups in the international labour market. The fact that tuition takes place in English and in study groups, in which both foreign and domestic students are naturally integrated, naturally increases motivation for involvement in international academic mobilities and prepares graduates for fluent communication and creative solution of tasks in the international working environment and in international work teams. From this point of view, these are long-term effects for the target groups, which is a guarantee of improvement in their socio-economic status. The project’s implementation will at the same time improve the attractiveness of the standing of the Technical University in Zvolen in the European and potentially global university education space, supporting the international exchange of students and teachers, helping to improve the utilisation of wood as a renewable raw material and will improve the image and competitiveness of the wood processing industry internationally.

The theme of innovation is also implemented in the OPE horizontally across all the priority axes. Innovation activities are implemented primarily by means of national and demand-driven projects implemented in the framework of measure 1.1 (mirrored in measure 4.1), by means of which there is innovation of the teaching content and methods at primary and secondary schools, improvement in the quality of education outcomes for labour market needs in a knowledge society and innovation of learning materials and teaching resources, e.g. through the use of modern equipment in the teaching process.

Examples of national projects are “Modernisation of the Education Process at Primary Schools” and “Modernisation of the Education Process at Secondary Schools”, which are aimed at innovating and modernising the content, methods and outputs of the teaching process for new competencies in the modern school of the 21<sup>st</sup> century. These projects created multimedia – digital content for 3 teaching modules Digital Literacy, Modern Teaching Technology in a Teacher’s Work and Use of ICT in the given subject for 10 subjects in the framework of the national project “Modernisation of the Education Process at Primary Schools” (biology, mathematics, physics, chemistry, geometry, Slovak language, history, music, art and subjects for the first grade of primary school) and 7 subjects in the framework of the national project “Modernisation of the Education Process at Secondary Schools” (mathematics, physics, chemistry, biology, geography, Slovak language, history). The project’s portal [www.modernizaciavzdelavania.sk](http://www.modernizaciavzdelavania.sk) is a digital library containing all study materials and is accessible for all participants.

An example of the demand-driven projects (measure 1.1) is the **project entitled** “*Innovation of the School Education Program Based on the CLIL Method*”.

The objective of the project was to innovate the teaching content and methods by implementing the CLIL method and ICT for the 1<sup>st</sup> and 2<sup>nd</sup> grade of the Lutheran Primary School in Martin. The project creators through four core activities reconstructed education at the school. The first activity was the implementation of teacher training for using CLIL and ICT in teaching, the second activity consisted in innovation of the school education programmes through the introduction of the CLIL method, the

third activity consisted in the creation of methodological and teaching materials for implementation of the CLIL method into teaching and its verification in practice and they last, fourth, activity consisted in an evaluation of the success of the CLIL method in teaching.

The beneficiary successfully completed the main activities, in that: teaching staff enhanced their skills in working with ICT (use of interactive whiteboards and creation of worksheets) and in the application of the CLIL method at primary school. The activity Innovation of the School Education Programme, introducing the CLIL method in all primary school years and in most subjects, necessitated close cooperation among all teaching staff at the school, thus creating a team and strengthening the collective. The change of the school education programme benefits pupils through better motivating them to learn a foreign language, improving their skills of listening comprehension, reading comprehension, improved communication skills and last but not least, broadened their vocabulary, which has the benefit of increasing success in entrance exams. Teaching staff gradually develop teaching materials, worksheets and tests also in electronic form.

An example from the demand-driven projects (measure 2.1) is the project entitled “Education of Workers in the Tourism Industry”, with the beneficiary COMTESSA Consulting, s.r.o., Liptovský Mikuláš.

The project is aimed at implementing five training programs, namely European computer skills – preparation for ECDL, sociopsychological skills, managerial skills, business skills and communication in a foreign language. Individual programs are designed in the form of modules, with participants receiving a certificate based on the number of hours completed, the final test results and after submitting a final paper. The project includes an entry personnel analysis and entry education audit (the existing level of education), exit audit (knowledge acquired by trainees) and an evaluation of the effectiveness of training with a proposal for further training activities. The activities are implemented by a team of internal and external lecturers, who in the framework of education used to computer rooms. Feedback from the training takes place continuously in the form of polls, evaluation questionnaires, tests and the evaluation of trainees’ work.

Activities planned in the project will help define tourism managers’ existing basic level of knowledge, as well as that of employees of individual businesses and individual entrepreneurs, on the basis of which it will be possible to efficiently choose the themes and form of education. Educational programmes, in addition to their theoretical part, contained also practical tasks that can ultimately lead to a direct improvement in marketing, promotion or administrative and organisational procedures. The output audit of training will enable employers to efficiently plan further training of their employees. Those completing the training will use their knowledge and skills in their daily work, while increasing their qualification, quality and performance. Employers will have trained staff, which should lead to an increased quality of service provision. The training also includes work on specific assignments, such as promotion, or the creation of electronic reservation systems, which businesses will be able to use directly in practice.

Target groups of the project comprise people performing management and providing tourist services at tourist facilities, primarily in the Liptov region. These include both large centres, as well as smaller accommodation facilities located in towns and their surroundings. There are two target groups, management workers and service staff. Management workers (middle and top management) of centres and tourist facilities have mostly higher education, with regard to the fact that they are managerial staff with experience and are in the 30 – 50 age range. Tourism service staff have mostly secondary education, with a vocational focus and are in the 25 – 50 age range.

An example from the demand-driven projects (measure 3.2) is the implemented project entitled “Let’s Give Everyone a Chance through Education”, with the beneficiary Combined School, Košice – Vyšné Opátske.

The aim of the project is to support the education of disabled persons, as well as their parents, for gaining knowledge and skills for their easier application in society and to support the education of pupils of practical school for gaining knowledge and skills necessary in the labour market. The project facilitates the education of pupils of practical school through the innovation of methods and forms of teaching, using new teaching resources developing core competences.

In the framework of the project's activities disabled persons will be educated through programs in the social field, in ICT, communication, nutrition, etiquette, statics and work with natural materials. A parent of a disabled child will be educated so as to know how to guide, initiate and renew adaptation processes in the selection and application of forms of social assistance.

The content of activity 1.1 Innovation of methods, forms and teaching resources in education at a practical school consists of the preparation, creation and implementation of new methods, forms, teaching materials and teaching resources developing the core competences of students and teachers towards easier education of pupils at a practical school in the educational process.

The objective of activity 2.1 Development and Implementation of a Program in the Socio-Legal Field and Social Contact is to provide further education to disabled persons by means of an education programme in the socio-legal field and social contact with a view to developing their education level in this area.

Activity 2.2 Development and Implementation of a Program for the Development of Bio-Psycho-Social Needs emphasises the provision of further education to disabled persons by means of an education programme focused on the development bio-psycho-social needs of these persons.

The objective of activity 2.3 Creation and Implementation of a Program for Gaining Skills in Work with Natural Materials is to provide further education to disabled persons by means of an education programme focused on their acquisition of practical skills in work with natural materials (glass, textiles, leather, clay, etc.).

An example from the demand-driven projects (measure 4.1) is the project entitled "*Programme for Developing the Imrich Karvaš Business Academy in Bratislava*".

The aim of the project was to achieve adaptation to the demands of the labour market in the field of banking and finance, and thereby raising the application of graduates from the Imrich Karvaš Business Academy in Bratislava through the creation and implementation of the school's development programme. The project focused on preparing the methodology for education in the field banking and finance on the basis of existing forms of training. There was innovation in the content and methodology of the education for general – education subjects in connection with the new SR State Education Programme, innovation in the content and methodology of education for professional subjects in accordance with the labour market requirements in the field of banking and finance, and the creation of appropriate technical conditions for professional education in banking and finance at the education facility.

The project was implemented through three activities. In the framework of the activity Initial Analysis a detailed analysis was made on the basis of available data and consultations with partner organisations regarding labour market requirements for graduates' qualification. The importance of this activity consisted in creating consistency between employers' needs content of the school's proposed development programme. In the framework of this activity it was also necessary to ensure that the latest global trends in banking and finance are identified. The individual requirements for innovation of the discipline were defined in detail in the document "Requirements Catalogue" and in accordance with the ESF project curriculum. The "Requirements Catalogue" was examined by the relevant bodies of the school (subject committees, school management, etc.), and also consulted with partner organisations and subsequently officially approved by the school principal. The scope of the project was challenging and varied to the scope of the project was challenging and therefore it was appropriate to define one universal document that summarised all procedural, organisational and technical matters and in particular their connections. The processing and approval of the "Requirements Catalogue" facilitated cooperation with external experts and appropriately supplemented the project plan.

Through the activity Innovation of Content, Methods, Forms and Organisation of Teaching of General-Education Subjects there was created the innovated documentation: innovated curriculum for general – education subjects, the creation of methodological materials for teachers, the creation of textbooks for students, the preparation of materials for practical exercises and the purchase of teaching aids.

Through the last activity Innovation of Content, Methods, Forms and Organisation of Teaching of Vocational Subjects there was also created the innovated documentation: Creation of innovated curriculum for professional subjects, the creation of methodological materials for teachers, the creation

of textbooks for students, the preparation of materials for practical exercises and the purchase of teaching aids.

### Assistance by target group and equal opportunities

Further information regarding the breakdown of participants in national projects, demand-driven projects and technical assistance projects implemented in the framework of priority axes 1 – 5 over the reporting period is given in Table 15. Data on the project participants is given by the nature of the OPE target groups, i.e. it concerns essentially primary, secondary and tertiary school students and teaching staff.

Table 15 presents the data defined by the Implementing Regulation, annex XXIII, taken from reports sent by beneficiaries (information on project participants) as at 15.1 of the year following the end of the previous calendar year. The information provides data on incoming and outgoing project participants and project participants continuing from the previous reporting period, totalling the number of female participants, while the target groups are also broken down according to their status in the labour market, age, vulnerability groups in accordance with national legislation and educational attainment.

Table 15: Monitoring of target groups from 1.1.2011 to 31.12.2011

<b>Breakdown of project participants</b>						
<b>Indicator</b>	<b>Calendar year 2011</b>					
	<i>Incoming project participants</i>		<i>Outgoing project participants</i>		<i>Participants continuing from the previous year</i>	
	<b>Total</b>	<b>of which women</b>	<b>Total</b>	<b>of which women</b>	<b>Total</b>	<b>of which women</b>
Total number of participants	74 068	52 460	56 611	42 423	57 561	38 250
<i>Breakdown of participants by labour market status</i>						
Employed	48 604	40 165	40 728	34 678	25 444	21 491
of which self-employed	1 104	926	647	586	450	334
Unemployed	152	61	3	1	2	2
of which long-term unemployed	97	23	3	1	2	2
Inactive persons	25 312	12 234	15 880	7 744	32 115	16 757
of which studying / trainees	24 665	12 317	13 388	6 732	29 126	14 571
<i>Breakdown of participants by age</i>						
Youth (15-24 years)	21 277	10 071	8 386	4 032	14 089	6 574
Older persons (55-64 years)	5 475	3 940	4 650	3 616	2 570	1 850
<i>Breakdown of participants by vulnerability group in accordance with national legislation</i>						
Migrants	5	3	2	2	28	23
Minorities	1 986	1 156	876	659	4 604	2 530
Disabled persons	846	370	273	151	1 049	510
Other disadvantaged persons	1 820	1 608	1 684	1 520	2 028	982
<i>Breakdown of participants by educational attainment</i>						
Primary or lower secondary education (ISCED 1 and 2)	20 496	9 280	12 326	6 270	23 220	13 763

Upper secondary education (ISCED 3)	14 658	12 757	11 974	10 451	7 206	4 307
Post-secondary non-tertiary education (ISCED 4)	3 979	3 768	2 986	2 932	488	433
Tertiary education (ISCED 5 and 6)	34 935	26 655	29 325	22 770	26 647	19 747

Source: MA

According to the data obtained from Table 15 from the evaluated monitoring reports of national projects and demand-driven projects for 2011 it can be said that a total of 74 068 persons participated in the implementation of projects in the reporting period, of whom 52 460 were women (70.80%) and 21 608 were men (29.20%). In comparison with 2010 this represents an increase of 25 537 participants in the calendar year (in 2010 the total number of participants was 48 531). Generally it may be said that participants of the target groups – teaching staff of projects contracted in previous years comprise, in terms of gender, more men than women, which is given by the fact that education is one of the areas with lower average remuneration (horizontal professional gender segregation).

In terms of the age distribution of participants, there was, similarly as in previous years, a very significant representation of participants aged 25 to 54 years (this age group is not monitored separately), with the total number of participants in the 25 – 54 age range represented some 47 316 persons (64%). The representation of the 55 – 64 age range represented in total 5475 persons (7%) and the 15 – 24 age group represented in total 21 277 pupils or students (29%).

In terms of the breakdown of project participants by labour market status, the table shows that in 2011 there was concentrated in projects a greater accent on employed persons (48 604 persons, i.e. 66%), than persons studying (24 665 persons, i.e. 33%).

In terms of the breakdown of participants by educational attainment, the greatest number of participants had university education (34 935 persons, i.e. 47%).

## 2.2. Information on compliance with Community law

During the reporting period the MED SR as the MA and the ASFEU with the MH SR as the IBMAs did not record any violations of EU or SR legislation, and the implementation of the OP proceeded in accordance with applicable EU and SR legislation.

The ASFEU IBMA and the MH SR IBMA in connection to the General Regulation, in accordance with the system of management and in connection to the authorisation on the delegation of powers are responsible at their level for the efficiency of OPE management in accordance with EU legislation, and the institutional and financial systems of the SR.

In the case of inconsistency between a particular standard under SR national law and a particular EU standard, Community law shall take precedence on the basis of applying the principle of direct effect.

### 2.2.1. Legislative changes in the SR

**Act no. 575/2001 Coll. on the organisation of activity of the government and organisation of central state administration as amended** was amended in 2010 by Act no. 403/2010 Coll., with a part of the amendment entering into effect on 1.1.2011, concerning the competence for performance of the CCA from the GO SR to the MTCRD SR. This change was justified by the urgent need to increase the efficiency of the drawing of EU funds.

On 1.5.2011 there entered into effect **Act no. 116/2011 Coll. amending Act no. 528/2008 Coll. on assistance and support provided from European funds, as amended**. The act revised the disclosure of the report on irregularities identified by the MA or AA.

**Act no. 25/2006 Coll. on public procurement and amending certain acts** was amended 7 times in 2011. Act no. 58/2011 Coll. entered into effect on 1.4.2011, which regulates it, inter alia, the financial limits of contracts, and the duty to set out exhaustively cases in which to use an electronic auction. Act no. 158/2011 Coll. entered into effect on 15.6.2011 and regulates the status of a contracting authority. Act no. 182/2011 Coll. entered into effect on 20.7.2011. Act no. 223/2011 Coll. entered into effect on 20.7.2011 and regulates changes concerning a violation of the prohibition of illegal employment. Act no. 231/2011 Coll. entered into effect on 1.8.2011. Act no. 348/2011 Coll. shall enter into effect on 1.1.2012 and regulates the status of a contracting authority. Act no. 550/2011 Coll. shall enter into effect on 1.2.2012 and regulates the financial and economic status of a tenderer and the technical and professional competence of a tenderer.

Act no. 546/2010 Coll. amended Act no. 40/1964 Coll. the civil code, as amended and amending certain acts. The Act provides for the publication of contracts for mandatory persons in the Central Register of Contracts. Publication of a contract is mandatory for any person or entity handling public funds, state property or property of legal persons established by law, on the basis of law or handling EU funds. Pursuant to this act, contracts enter into effect only on the day following their publication in the Central Register of Contracts.

Act no. 37/2011 Coll. amended Act no. 245/2008 Coll. on education (the Schools Act) and on the amendment of certain acts, as amended, introducing in accordance with the objectives for education of the child or pupil the command of the English language and at least one other foreign language, with emphasis on the ability to use these languages. Act no. 37/2011 Coll. entered into effect on 1.3.2011. On 21.10.2011 the SR Parliament passed Act no. 390/2011 Coll. amending, inter alia, the Schools Act.

On 21.10.2011 there was approved Act no. 390/2011 Coll. amending Act no. 317/2009 Coll. on teaching staff and professional staff and amending certain acts. The main objective of this amendment was to enhance the system of career growth for teaching and professional staff so as to get rid of formalism and create the legislative conditions for better remuneration of teaching staff. The Act notably increased the competences and responsibility in the recognition of credits gained teaching and professional staff, increased pay scales teaching and professional staff, introduced a bonus for new teaching and expert teaching staff, provided for the involvement of new teaching and professional staff in continuous learning, changed the verification of professional competences of employees, introduced functional update training for senior teaching and senior professional staff, and introduced the duty for providers to publish on their website accredited programmes of continuing education, abstracts of graduates' theses, lists of graduates and numbers of credits assigned for individual continuing education programs.

In connection to the performance of training during the course of 2011 in cooperation with representatives of employers, employees, secondary vocational school founders and departmental ministries, a draft proposal was prepared for streamlining the system of study disciplines in secondary vocational schools, according to which from 1.9.2012 some 171 fields of education will be removed from the system of fields of education, whereby there will remain in the system 454 study disciplines and their specialisations. Concurrently, in cooperation with employer representatives, with effect from 1.9.2013, a review is being prepared of all state education programmes for vocational education.

Act no. 125/2011 Coll. amended Act no. 131/2002 Coll. on tertiary schools and amending certain acts, which entered into effect on 1.5.2011 or, respectively 1.9.2011. On 1.1.2012 there entered into effect Act no. 390/2011 amending the act on tertiary schools.

Act no. 38/2011 Coll. will amend Act no. 597/2003 on the financing of primary schools, secondary schools and school facilities, as amended and on the amendment of certain acts. This act determined for the first time the specific conditions for granting subsidies to legal persons and natural persons in the field of regional education and determined the specific activities for which subsidies are to be provided, regulated the conditions for granting a contribution for pupils from socially disadvantaged backgrounds, raised transparency and public control over funds provided from the ME SR budget chapter.

ME SR Edict amending ME SR Edict no. 324/2008 Coll. on primary arts schools with effect from 1.9.2011 arranged the organisation of the education process, the possibility of establishing preparatory study at the second level of primary study in all artistic disciplines. The edict provided for early termination of study and determined the procedure for evaluating a pupil whom could not be evaluated at the end of the first and second semester.

ME SR Edict no. 209/2001 Coll. amending ME SR Edict no. 319/2008 Coll. on the recognition of a replacement school-leaving certificate in a foreign language with effect from 1.9.2011 added selected institutions that can provide language certificates as a replacement school-leaving certificate in a foreign language.

ME SR Edict no. 268/2011 Coll. amending ME SR Edict no. 282/2009 Coll. On secondary schools with effect from 1.9.2011 created the possibility for graduating apprentices to obtain a certificate of apprenticeship after completing 1400 hours of practical teaching, of which at least 1200 comprises vocational experience. The edict, with the aim of increasing the schools' autonomy, introduced the duty to inform the legal guardian of a pupil or facility's representative on the organisation of a school trip, excursion, course for the protection of life and health and on a course of physical activity in the countryside. The edict at the same time reduced the number of study disciplines at secondary medical schools and the number of study and teaching disciplines at secondary vocational schools.

ME SR Edict no. 452/2011 Coll. amending ME SR Edict no. 649/2008 Coll. on the purpose of use of a contribution for pupils from socially disadvantaged backgrounds, with effect from 1.1.2012 expanded the purpose of use of the contribution for students from socially disadvantaged backgrounds. Such funds may be used for supplementing the pay of a primary school teacher in an ordinary class for work with individually included pupils with disabilities or with pupils from socially disadvantaged backgrounds, or for employing an assistant teacher for pupils from socially disadvantaged backgrounds, not only by means of an employment contract, but also by means of a work agreement or an agreement on work activities.

On 12.11.2011 the SR Government approved the document Lifelong Learning Strategy for 2011. The key priorities of the strategy consisted in the attitude and motivation of the individual to lifelong learning, bringing the outcomes of education closer to employers' needs, as well as the system and structure of advisory services with an emphasis on the adult population, the level of an individual's competences for his professional and personal development (financial literacy, business competences, communication in world languages, digital literacy and active citizenship) and financing of further education. Crosscutting priorities of the strategy consisted of measurement of attained education results and verification of the level of attained education by means of verifying professional competence.

The regional education section at the ME SR drew up the report on the state of education in the Slovak Republic over the period 2009 – 2011 in relation to the resolution of the SR Government no. 1193 dated 19.12.2011 regarding the draft National Programme of Education in the Slovak Republic for the next 15 to 20 years as a reference material. The report highlights the legislative and content changes in education made after 2009, evaluates vocational education and training following the adoption of Act no. 184/2009 Coll. on vocational education and training and on the amendment of certain acts, on the status of teaching and professional staff in society, provides information on the implementation of the OPE and presents tasks for the more efficient functioning of education in the years 2012 and 2013.

The SR Government at its meeting on 20.4.2011 adopted the national reform programme for the years 2011 – 2014, which, inter alia, specified the indicators (benchmarks) that the SR wants to achieve in 2020 in relation to the Europe 2020 strategy.

One of the most important challenges facing the Slovak economy in the field of education is that of increasing the financing and quality of education. In the field of regional education the SR Government is focusing on the integration of children from socially excluded communities, opening

the market in textbooks and de-bureaucratising the work of teachers. There is to be digitisation of schools, evaluation of their quality, promotion of best practice and modifications to the system of financing. In the field of higher education, measures focus on raising quality and changing financing. Reforms to research funding should improve the raise the quality of research. The SR Government is also to prepare a strategy for the further development of a knowledge-based economy in Slovakia, the aim of which will be to better link education, science, research and innovation.

The SR Government is committed to maintaining the school dropout rate at below 6% and will improve the quality of basic education, particularly by increasing the level of pupils' knowledge and skills. In terms of vocational education and training, an important indicator that is not to be exceeded is the 6%-share of the population in the 18 – 24 age group with the lowest education (ISCED 0, 1, 2, 3C) who are not continuing in further education. The EU plans to achieve the value of 10% in this field by 2020. At the same time the Government is committed to raising the share of the population aged 30 – 34 years with University education or equivalent to at least 40% by 2020. A priority of the SR Government is to improve the quality of science and university research, particularly through higher total expenditure on research and development by 2020 to 1% of GDP and through achieving a number of citations per researcher to the minimum 70% of the EU average. Further information regarding the National Reform Programme for 2011 – 2014 is given in Chapter 5 of this report.

### 2.3. Serious problems encountered and measures taken to overcome them

Whereas no serious problems which would seriously affect the implementation of OPE, e.g. legislative amendments preventing to achieve the implementation of OPE, changes of eligible activities, changes of target groups of applicants and eligible expenditure under OPE, changes within NSRF SR etc. occurred in the context of OPE implementation neither within the monitored period under the procedure specified in Article 67 paragraph 2 subparagraph d) point ii) of the General Regulation, nor according to Article 10 of Regulation (EC) No 1081/2006, no extraordinary measures to address them had to be taken by MA or MC for OPE.

From the general view of OPE implementation it can be stated, however, that the progress in implementation was insufficient in particular due to low drawing of financial resources. An increase in drawing by 5.24% in 2011 compared to the status as of 31.12.2010 cannot be considered satisfactory. Similarly, having regard to the existing development of drawing and the volume of financial resources, which should be drawn up by 31.12.2012, we can state that there is a risk of non-fulfilment of the rule n+3.

The Certifying Authority identified irregularities within certification verifications in the field of public procurement where the financing of several contracts was fully stopped or authorized only up to the amount of possible financial correction. The summary of the measures taken by the MA with respect to the irregularities identified within certification verifications, as well as negative preliminary conclusions of EC Audit No A – Rep No 2010/1222 is shown in Table No 16.

Table No 16: Monitoring of the summary sheet of measures taken for the problems identified

Problems identified	Measures taken	Summary sheet of the measures taken
Findings identified by CA in the course of certification verifications of the summary request for payment (SRP) in 2011, in particular irregularities in public procurement, public tender.	Requests for payment re-included in the subsequent SRP were reduced by the identified ineligible expenditure or a correction determined by CA was continuously taken into account. Such approach will be continuously applied to the refund/clearing of all expenditure related to the findings concerned. Disputable expenditure shall be re-assessed by MA/IBMA and if	Because not all the abovementioned measures were put in practice by 31.12.2011, the final summary sheet of all measures taken by MA will be the subject of the 2012 Annual Report

	<p>necessary or at the request of CA respectively, they shall be subject of the on-the-spot checks.</p> <p>In order to prevent the occurrence of the above irregularities, the MA implemented organisational changes in 2011 with a view to limit the staff turnover and elaborated a new incentive system and made an analysis of an increase of administrative staffing.</p>	
<p>According to the opinion of the auditors team, AFNFCs are not sufficiently examined during the approval proceedings as regards budgets adequacy (e.g. time spent on some activities is not justified) and with regard to the adequacy of operating, financial and administrative capacity as required by Article 13 paragraphs 1 and 2 of Council Regulation (EC) No 1083/2006.</p> <p>The EC auditors noticed discrepancies in the reporting of activities and hours by individual employees of the project team, which was assessed as inappropriate audit trail.</p> <p>The EC auditors identified the following breaches of public procurement rules: the required criteria in the notice of the call for public tender were set concretely and too high, which limited the participation; the subject of contract was divided; the principle of equal treatment was breached, because the experience could have been proven only by documents issued in compliance with the national legal regulations, and thus the potential contractors from other countries were excluded; the beneficiary accepted a document proving technical and professional conditions although there were identified some shortcomings; manipulation of the documents in bids (some documents were submitted after the deadline for the submission of bids).</p>	<p>In order to minimize a risk of insufficient applicant's personnel capacities (and a risk of economic inefficiency arising thereof), the MA/IBMA limited the external personnel capacities by a maximum limit, i.e. maximum 30% of indirect budget expenditure for managing and administrative capacities and maximum 30% of direct budget expenditure with respect to professional personnel. The compliance with such limits is a primary subject of preliminary financial control.</p> <p>In the second half of 2011 the IBMA introduced an obligation to submit electronic work sheets, and from January 2012 also an obligation to submit cumulative monthly work sheets electronically (in order to ensure checks of expenditure overlapping). The above has been introduced for a certain type of beneficiaries and IBMA intends to apply this to each new contracted project.</p> <p>In order to prevent incompliance and risks, the IBMA shall, upon signature of the Contract on the provision of the NFC, organize meetings with beneficiaries where it shall instruct them on the proper submission of RFP on examples from practice.</p> <p>An amendment of Public Procurement Act came into force (from 01.04.2011) which made financial limits of contracts significantly stricter, which shall result in more transparent conditions of implementation of public tenders, in particular as regards contracts of low value which are prevailing within OPE.</p> <p>Mandatory publication of contracts, as well as invoices and orders in the Central Register of Contracts also contributes to increased transparency of public procurement.</p>	<p>Whereas the EC Audit No A – Rep No 2010/1222 has not been closed by 31.12.2011, the final summary sheet of all measures taken with respect to the final conclusions of the EC Audit will be the subject of the 2012 Annual Report.</p>

	<p>IBMA agreed to create an internal position of a methodologist for public procurement from 01.02.2011 who pursuant to his/her job description shall participate in the control of correctness of tender procedures, e.g. he/she shall methodologically ensure a unified process of assessment of tender documentation and evaluate the compliance of the tender with Public Procurement Act and Guideline for Beneficiaries.</p> <p>MA established from 01.06.2011 the Department of Public Procurement and Irregularities Assessment whose task is to assess processes of public procurement and also evaluate the compliance of the tender submitted by the beneficiary with the SR and EU legislation.</p>	
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Source: MA

#### 2.4. Changes in the context of the Operational Programme implementation

Several changes took place in the context of the implementation of OPE in the monitored period. Documents of conceptual and methodological nature issued by CCA and MF SR had direct impact on the implementation of OPE.

CCA issued the following guidelines in 2011:

- Methodological explanation of CCA concerning the System of management of SF and CF for the programming period 2007 - 2013, version 4.4 which came into force on 19.01.2011;
- The Updating No 1 to the Methodological Guideline No 2 on the elaboration of the project financial analysis, costs and benefits analysis of the project and financial analysis of the applicant for NFC in the programming period 2007 - 2013 which came into force on 31.01.2011;
- Methodological explanation of CCA concerning the System of management of SF and CF for the programming period 2007 - 2013, version 4.4 which came into force on 11.02.2011;
- Methodological Guideline No 8 concerning the loading of mandatory data into ITMS for the programming period 2007 - 2013 which came into force on 01.03.2011;
- The Updating No 3 to the Methodological Guideline No 9 concerning the content of the annual report and final report on the implementation of the operational programme which came into force on 30.05.2011;
- Methodological explanation of CCA concerning the System of management of SF and CF for the programming period 2007 - 2013, version 4.4 which came into force on 31.05.2011;
- Methodological Guideline of CCA No 11 on the determination of the amount of the contribution or its part to be returned in case of breach of the rules and procedures of public procurement which came into force on 30.06.2011;
- Methodological Guideline of CCA No 12 on the procedures of change proceedings which came into force on 31.08.2011;
- Methodological explanation of CCA concerning the System of management of SF and CF for the programming period 2007 - 2013, version 4.4 which came into force on 31.08.2011;
- Methodological Guideline of CCA No 13 on verification of economic efficiency and cost effectiveness which came into force on 30.09.2011.

In 2011, MF SR in the capacity of a Certifying Authority issued the Guideline No 1 on working procedures of the year-end closing of 2011 for ISUF users which came into force on 15.12.2011.

MA updated or drew up respectively pursuant to such guidelines the programming and managing documents of OPE. On 31.03.2011, MA issued for OPE the Guideline for Beneficiaries regarding the amendments of Act No 25/2006 Coll. on public procurement and on amendments to certain laws as amended (effective from 01.04.2011). The Manual for Applicants for NFC within OPE (version No 10 dated 18.08.2011 and version No 11 dated 07.07.2011) and the OPE Programme Manual (version effective from 17.05.2011) are publicized on the website of MA for OPE also in the version with changes displayed, which makes them more transparent for all actual and potential applicants and thus help the process of debureaucratisation.

## **2.5. Substantial changes in accordance with Article 57 of Regulation (EC) No 1083/2006**

No cases of substantial amendments made according to Article 57 of the General Regulation were identified during the reported period.

## **2.6. Complementarity with other instruments**

Pursuant to Article 34 (2) of the General Regulation it is anticipated that actions within all OPE priority axes under the scope of aid from the European Regional Development Fund (hereinafter referred to as “ERDF”) will be financed in a complementary manner and limited to 10% of EU resources per each priority axis of OPE. Percentage determination of the amount of the cross co-financing per project shall be specified in the call or in the written invitation, respectively.

The use of the cross-financing within OPE is intended for capital expenditure not eligible from ESF (in particular those which cannot be applied by beneficiaries in the form of depreciations).

Purchase of e.g. computer equipment, audio/video equipment, furniture, machines and equipment for the needs of professional training at schools, aids for persons with special educational needs etc. can be financed within the cross-financing.

### **2.6.1. Coordination between assistance from funds, the European Rural Development Fund, European Fisheries Fund, interventions from the European Investment Bank and other existing financial instruments**

Taking into account the achieved state of implementation of OPE, with regard to ERDF we can point out complementarity of priority axis 1 of OPE with priority axis 1 of the Regional Operational Programme – “Development of public facilities infrastructure” and under OP Research and Development (hereinafter referred to as “OP R&D”) with priority axis 1 “Infrastructure of Research and Development”, with priority axis 2 “Support to Research and Development” and with priority axis 5 “Infrastructure of Universities”.

Under priority axis 1 of the Regional Operational Programme, investment in the technical condition of building structures used in the process of education are supported, including the procurement of internal equipment of schools and school facilities. Moreover, OPE supports complementarily the activities focused on the content and method (content component) of education, so far in particular by calls OPE-2008/1.1/01-IBMA, OPE-2008/1.1/02-IBMA, OPE-2008/1.1/03-IBMA, OPE-2008/1.1/04-IBMA, OPE-2009/1.1/05-IBMA, OPE-2011/1.1/06-IBMA and OPE-2011/1.1/07-IBMA.

Priority axis 1 under OP R&D is focused on the strengthening of research and development through the equipment of good quality (devices, laboratories etc.) at universities and at the research and development facilities while the priority axis 5 is focused on investment in the technical condition of building structures used in the process of education. The support to technical infrastructure (whether technical equipment or technical condition of buildings) will contribute to the professional growth of human resources involved in the research and development in the conception of education of students, universities employees and scientific workers. Priority axis 2 of OP R&D provides support to human

resources by activities supporting professional return of the Slovak scientists working abroad, or retaining them in Slovakia or financing research projects where scientists could find adequate employment. Human component of infrastructure of universities is supported mainly by the priority axis 1 of OPE putting emphasis on the creation of better conditions for postgraduate students and young scientific workers through the supporting educational programmes and on the establishment of a system facilitating for the young scientific workers to stay in the field of research and development. OPE also intends to provide continuous qualification professional growth and mobility of the research and development employees. Such intentions are fulfilled through the call No OPE-2009/1.2/01-IBMA entitled *“Support to innovative forms of education at university and the development of human resources within research and development”*, and the call OPE-2010/1.2/02-IBMA entitled *“Support to quality improvement at universities and the Slovak Academy of Sciences”* is also aimed at such objective.

As regards priority axis 2 of OPE, in particular Measure 2.2, its complementarity with priority axis 1 (Modernisation of health care system) and with priority axis 2 of OP Health Service (Health support and prevention of health risks) should be highlighted. There is a clear interconnection between the technical equipment of health care facilities (provided through the OP Health Service) and the knowledge level of medical staff. In 2011 there was publicized one call aimed at improving further skills of medical staff. It was the call No OPE 2011/2.2/01 entitled *“Improvement of further skills of medical staff”*.

The OPE priority axis 3 is complementary with priority axis 1 of the Regional Operational Programme *“Development of public facilities infrastructure”*. The building, modernisation and extension of new or existing facilities of social services contribute to comprehensive support to the persons having special educational supports, including members of the marginalized Roma communities (MRC). In 2011 projects from the calls OPE-2011/3.1/02-IBMA entitled *„Support to the reading literacy of socially disadvantaged primary school students coming from MRC”* and OPE-2011/3.1/03-IBMA entitled *“Support of access to education for the members of marginalized Roma communities including their further education”* were implemented under the OPE priority axis 3.

The OPE priority axis 4 (Measure 4.1) is complementary with priority axis 1 – *“Infrastructure”* OP Bratislava region. The improvement of infrastructure and equipment of schools is monitored through the priority axis Infrastructure in connection with the support to the reform of education in the Bratislava region and its overall quality, similarly as in the priority axis 1 of the Regional Operational Programme under Objective K. The content component of the reform of education is addressed through the following calls OPE-2008/4.1/01-IBMA, OPE-2008/4.1/02-IBMA, OPE-2008/4.1/03-IBMA, OPE-2008/4.1/04-IBMA.

The content component of the reform of education was also the subject of all written invitations published in 2008 (indirectly and also through a written invitation OPE/K/RKZ/NP/2008-2 entitled *“Further education of primary and secondary school teachers in the subject of informatics”* by which Measure 2.1 and 4.2 of OPE was implemented). In 2009 it was in particular a written invitation OPE/K/RKZ/NP/2009-1 entitled *„External evaluation of the school quality supporting self-assessment processes and development of school”*, and in 2010 a written invitation with the code OPV/K/NP/2010-1 *„Evaluation of educational quality at primary schools and secondary schools in the Slovak Republic in the context of the ongoing content reform of education”*.

The complementarity of priority axis 4 of OPE and OP R&D is provided by priority axis 3 of OP R&D – *“Infrastructure of research and development in the Bratislava Region”* (strengthening of research and development through the technical equipment of good quality) and priority axis 4 – *“Support to research and development in the Bratislava Region”* (support to human resources by activities in support of professional return to Slovakia of the Slovak researchers working abroad, or retaining them in Slovakia, respectively or financing research projects where scientists could find adequate employment). The date 07.03.2011 was the closing date for acceptance of AFNFC under the call with notification code OPE-2010/4.2/03-IBMA and title *„Support to the improvement of*

*universities quality and the Slovak Academy of Sciences in the Bratislava region*". The call was aimed at improving the quality of study programmes of universities, improving the effectiveness of universities administration and management, supporting human resources development in research, international cooperation among universities, research and development organisations and private sector at national and international levels.

In accordance with Article 9 (4) of the General Regulation where coordination between assistance from funds, the European Rural Development Fund, European Fisheries Fund, interventions from the European Investment Bank and other existing financial instruments is envisaged, the OPE is in the process of implementation in complementarity with the Programme of Rural Development of SR 2007 – 2013 and OP Fisheries.

The OPE priority axis 2 and priority axis 4 are complementary with axis 1 – Increase of competitiveness of the sector of agriculture and forestry and with axis 3 – Quality of life in rural areas and diversification of rural management under the Programme of Rural Development 2007 – 2013. OPE and the Programme of Rural Development of SR 2007 – 2013 pursue common objective of increasing the competitiveness of SR and growth of employment, namely by developing competencies, capabilities and skills so that the labour force could flexibly respond to the new demand on the labour market which are required by the knowledge society, in particular in compliance with the development of production with high added value and application of new technologies (including ICT). Both strategic documents attempt to address common general problems of the Slovak Republic in the field of human resources, which include low qualification level of labour force, insufficient expertise and awareness, insufficient innovations rate and lack of capital and financial resources to retain qualified experts. Multifunctional educating and informing of subjects has a complementary effect along with economic growth, improvement of social conditions and quality of life of the population in rural areas. The OPE priority axis 2 and priority axis 4 are complementary with axis 2 – Aquaculture, processing and placement of the products of fishery and aquaculture on the market under OP Fisheries. The support to educational activities under axis 2 of the OP Fisheries represents a supplementary education for beneficiaries under the measures concerned, or the improved use of new knowledge and transfer of the research results into practice, respectively, and it strictly includes only the issues of fisheries.

## **2.7. Monitoring and evaluation**

### **2.7.1. Monitoring**

Pursuant to Article 66 of the General Regulation, the MA shall be responsible for the effectiveness, accuracy of management and implementation of assistance, in particular for the establishment of the system for the collection of reliable financial and statistical information on the implementation of assistance for the monitoring indicators, for transmission of such data in compliance with mechanisms agreed between the Member State and the European Commission as set out by Article 103 paragraph 3 of the General Regulation.

The monitoring within OPE can be defined as a continuous monitoring and analysis of the fulfilment of the objectives defined under the OP during the whole period of its implementation and also during the period after the completion of its implementation. The monitoring includes the collection, analysis, evaluation of relevant data concerning all activities of the project implemented by the beneficiary. The core of the monitoring is also the use of information on projects obtained by collection for the purposes of further support to implementation and management of OPE. At the same time, it monitors the fulfilment of objectives of the projects implemented.

Basic source of data for monitoring are the data provided by the beneficiary in the form of regular half-year monitoring reports on progress in projects implementation and Information on the project participants (Annex XXII of the implementing regulation), data stored in ITMS and other materials related to the implementation of OPE. Data obtained by monitoring shall be used as a basis for

adoption of corrective measures in the area of management, monitoring and control of the EU SF implementation, which helps to ensure the fulfilment of objectives of OPE during the respective programming period.

Monitoring is carried out at two levels – at the project level and at the programme level.

#### Monitoring at the project level

The monitoring at the project level is carried out during the effective period of the Contract on the provision of NFC, including the monitoring of preservation of the purpose of the contribution on the project using physical and financial indicators of the project result. Measurable indicators of the result and impact at the project level are used for the monitoring of projects in accordance with the Contract on the provision of NFC. The purpose of the monitoring of projects during their implementation is to consistently and regularly monitor the progress (state) of the project activities implementation and the fulfilment of other obligations laid down for the beneficiary in the Contract on the provision of NFC. The purpose of the monitoring of projects after completion of their implementation (for the period of five years after the completion of factual implementation of the project) is to monitor how the beneficiary observe the obligations concerning the project sustainability and fulfilment of other obligations laid down for the beneficiary in the Contract on the provision of NFC.

Project monitoring is provided in particular through the assessment of data contained in the monitoring reports of the project submitted by the beneficiary (continuous, final, and follow-up monitoring reports) and through the analysis of outcomes of the on-the-spot check of the project along with data stored in ITMS.

#### Monitoring at the programme level

The purpose of the monitoring at the programme level is to monitor objectives and progress of OPE using measurable indicators. Indicators constitute a basic means for progress monitoring and they serve for evaluation of economic efficiency, effectiveness and effect of the resources allocated for the OPE, priority axis and measure.

Pursuant to Article 67 of the General Regulation, the MA shall be obliged to submit to the European Commission the Annual Report on the implementation of OPE for the previous calendar year every year by 30 June of the current year. MA shall be responsible for the collection and aggregation of the necessary data and information at the project level, measures and priority axes while supporting materials for the Annual Report shall be provided also by individual IBMA by submitting half-year monitoring reports for the respective period.

The Annual Report (AR) on the implementation of OPE for the period January – December 2010 was approved by the European Commission on 17.08.2011. All AR on the implementation of OPE so far approved are published on the website of MA for OPE <http://www.minedu.sk/index.php?lang=sk&rootId=2970> in both Slovak and English languages.

### **2.7.1.1. Monitoring Committee for OPE**

#### **5<sup>th</sup> regular meeting of the Monitoring Committee for OPE**

On 06.06.2011 the 5<sup>th</sup> regular meeting of the Monitoring Committee (MC) for OPE was held with participation of the representatives of the European Commission and permanent members of MC for OPE.

MC for OPE approved the Minutes of the 4<sup>th</sup> regular meeting of MC for OPE which was held on 09.06.2010, discussed and approved with comments the Annual Report on the implementation of OPE for 2010 which monitors the development in its implementation, and Appendix No 1 to the rules of

procedure of MC for OPE. MC for OPE also discussed and approved without comments Appendix No 1 to the Statute of MC for OPE and the proposal for a change of the Schedule of evaluations of OPE. Members of the MC for OPE noted the revision of the OPE Programme Manual and also reports on the evaluation of calls for submission of applications for non-repayable financial contribution of both IBMA.

Members of the MC for OPE have been provided information regarding the progress of implementation of OP Education, the evaluation of calls for submission of applications for NFC and also regarding the provision of information and publicity of OPE. Presentation of the national project “Evaluation of the quality of education at primary and secondary schools in the Slovak Republic in the context of the ongoing content reform of education” (beneficiary – National Institute of Certified Measurements of Education) and the presentation of the results of operational evaluation “Evaluation of accuracy of the set-up of the system of measurable indicators and functionality of the monitoring system” within external evaluation carried out by the company IBS SLOVAKIA was also part of the agenda of MC for OPE.

Detailed information on the 5<sup>th</sup> meeting of MC for OPE is published on the website of MA <http://www.minedu.sk/index.php?lang=sk&rootId=8546>.

## **2<sup>nd</sup> informal meeting of the Monitoring Committee for OPE**

The 2<sup>nd</sup> informal meeting of the MC for OPE was held on 12.10.2011.

Informal meetings of MC for OPE were organised based on the recommendations of external evaluation performed by the company Ernst & Young on the topic “Evaluation of effectiveness of the management system of OPE” in 2009 and based on the conclusions of the 4<sup>th</sup> regular meeting of MC for OPE.

Agenda of the 2<sup>nd</sup> informal meeting of MC for OPE was aimed at facilitating the implementation of OPE – application of flat-rate costs, calls for submission of AFNFC and written invitations for national projects under preparation, as well as brief evaluation of the results within OPE achieved in 2011. Furthermore, presentations focused on the preparation of new programming period 2014 – 2020 and the issues of public procurement, processing of RFP and checks of projects. The final point of the agenda involving examples of good practice was the presentation of the national project “KomPrax – competences for practice” (beneficiary – IUVENTA – Slovak Institute of the Youth).

Detailed information on the 2<sup>nd</sup> informal meeting of MC for OPE is published on the website of MA O <http://www.minedu.sk/index.php?lang=sk&rootId=9224>.

### **2.7.1.2. Annual Review Meeting for OPE**

Annual Review Meetings for OPE are held by virtue of Article 68 of the General Regulation. The purpose of annual review meetings is to review the progress of implementation of the operational programme, present the results so far obtained and also a discussion aimed at possible improvement of the management of OPE implementation. The Annual Review Meeting for OPE was held twice during the reported period, i.e. on 27.01.2011 (ad agenda for 2010) and on 29.11.2011 (ad agenda for 2011).

**On 27.01.2011** the Annual Review Meeting for OPE was held which was attended by representatives of the European Commission Aurelio Cecilio, Martin Orth, Miriam Toplanská a Elena Hindemithová, and for the Slovak side by representatives of MA for OPE, representatives of both IBMA, CCA, CA and OA.

Questions concerning the financial and physical progress of implementation of the OPE national projects and demand-driven projects, drawing and contracting as of 30.12.2010 under all priority axes of OPE, as well as the state of fulfilment of indicators of priority axes as of 31.12.2010 have been

raised at the Annual Review Meeting. The subject of the Annual Review Meeting included, inter alia, the questions regarding the risk of non-fulfilment of the rule “N + 3”, inevitable use of the cross-financing, evaluation of the contribution of OPE to the strategy Europe 2020 and recommendations of the Council with respect to the National Programme of Reforms.

The representatives of the European Commission were also interested in the monitoring of OPE, ITMS, information and publicity, data collection according to Annex XXIII of the implementing regulation, administrative capacities of MA/IBMA, as well as the contribution of OPE to each HP.

**On 29.11.2011** the Annual Review Meeting for OPE was held which was attended by representatives of the European Commission Aurelio Cecilio, Martin Orth, Miriam Toplanská a Elena Hindemithová, and for the Slovak side by representatives of MA for OPE, representatives of both IBMA, CCA, CA and OA, Government Office of the SR and specialized sections of the Ministry of Education, Science, Research and Sport of the SR.

Questions concerning the financial and physical progress of implementation of the OPE national projects and demand-driven projects, drawing and contracting as of 31.10.2011 under all priority axes of OPE have been raised at the Annual Review Meeting for OPE. A detailed overview of the calls publicized and written invitations was presented to the audience. Information on the state of implementation of the contracted national demand-driven projects including the values of measurable indicators achieved was also presented. Other topics discussed included the financial progress of the implementation of OPE – in this part the representatives of the European Commission expressed the view of the European Commission on the contracting and drawing rate of OPE. The representative of the European Commission expressed concerns about low contracting rate (50.56%) and drawing (12.68%) as of 31.10.2011 pointing out imbalance between individual priority axes and imbalance between contracting and drawing. The European Commission required the report on implementation to be submitted every two months starting from 15.01.2012 which shall contain the amount of contracting, the amount of drawing and the description of the measures taken in order to improve the drawing emphasizing the need of acceleration in Measures 2.1 “Support to further education” and 3.2 “Increase of the education level of persons with special educational needs”. The MA presented the steps taken and measures planned to intensify the financial implementation of OPE.

The subject of the Annual Review Meeting included, inter alia, also the questions concerning the publicizing of calls and written invitations, improvement of the situation in the field of implementation of LSKxP, information regarding the simplification of OPE implementation procedures, steps of MA for OPE towards consistent administrative control of procurement of goods within OPE projects and evaluation of the contribution of OPE to the strategy Europe 2020 and recommendations of the Council to the National Programme of Reforms. The representatives of the European Commission informed also about the intention of the European Commission to postpone deadlines for payments under OPE with regard to the findings obtained within EC Audit No A-Rep No 2010/1222 (detailed information is contained in part 2.1.4.2 Systems Audits).

The European Commission was also interested in the subjects like the area of further education where it touched two subjects – education of people of older age having a problem to find a job in productive age, and high unemployment rate of young people. In this connection the MA informed about the planned national project and the call for demand-driven projects under Measure 2.1 of OPE “Support to further education”.

The European Commission representatives were also interested in a regular review of OPE which is to be obligatorily performed by MA based on the Methodological Guideline of CCA No 5 on a regular basis in two-year intervals, the ongoing external strategic evaluation of OPE “Evaluation of the progress in implementation of the Operational Programme Education with regard to the Operational Programme relevancy and fulfilment of objectives of the Operational Programme”, as well as a summary sheet of the measures taken within already completed evaluations of OPE.

### **2.7.1.3. The use of ITMS**

ITMS is a central monitoring system serving for records keeping, subsequent processing, export of data concerning the programming, project and financial management, control and audit of SF and CF for the programming period 2007 – 2013. ITMS should provide a unified and compatible system of monitoring, project management and financial management of programmes financed from SF and CF.

ITMS is used by all MA and IBMA to the same extent. Access to ITMS system in 2011 for the new programming period 2007 – 2013 was provided to MA, IBMA of MH SR and IBMA of ASFEU.

ITMS II was in operation during the reported period. ITMS II contains functionalities for the communication with the European Commission, detailed defining of OPE, setting of processes and roles, planning, defining of calls, receiving of AFNFC through the public section of the monitoring system, assessment of AFNFC, contracting of projects, financial management of projects, i.e. receiving and processing of RFP and SRP, as well as the functionalities of control and audit.

ITMS is developed, operated, maintained and managed by the CCA and the procedures ensuring proper functioning of ITMS are consulted with the Managing Committee of ITMS whose members are the representatives of CCA, MF SR, Data centre and supplier of ITMS. The Managing Committee is responsible for the management and control of the course of ITMS development for the programming period 2007-2013.

On 21.01.2011 the information on the opening of a new accounting period 2011 in ISUF system was loaded into ITMS, and at the same time reservation of RFP from ITMS to ISUF was launched. Starting from that time the PU could submit SRP to CA during the reported period according to the standard deadlines.

In January 2011, ITMS version 2.11.0 was introduced by which the following changes have been applied to the register of irregularities:

- change of a “systemic” irregularity into a “irregularity with prognoses of education ;
- change in the irregularity updating;
- change of authorized combinations of the Administrative and Financial state;
- extension of IRQ code list within irregularity;
- change of optional fields to mandatory ones.

Afterwards, corrections 2.11.1, 2.11.2 and 2.11.3 were continuously published on the introductory page. A document on service build was attached to each notification of correction. Such documents describe individual corrections and modifications of ITMS which had direct impact on the MA/IBMA.

The ITMS Department published “FAQ in the area of the module of Monitoring Reports – section CORE” on 06.04.2011. The document should inform and help users in the processing of MR delivered by beneficiaries.

Version 2.12 ITMS was released to normal operation on 18.05.2011 and the ITMS Department organized training for ITMS administrators. The following functionalities have been added to the above version:

- functionality of programme indicators;
- functionality “project participants”;
- functionality “State of HP implementation at the level of NUTS III”;
- functionality of projects financing from EIB loan;
- functionality of matching LSKxP with the call;
- outcome configurations “Checklist for identification of a breach of rules and principles of public procurement”, “Checklist for the performance of control of the project MR”, and “Record of administrative control of RFP”.

The release of version 2.15 ITMS into productive operation was planned to 16 to 17 October 2011. For the reason of releasing such new version of the ITMS system into productive operation, ITMS portal and the section CORE ITMS were inaccessible to the users on 16.10.2011 and 17.10.2011. The release of a new version of ITMS into productive operation affected the unfinished forms of AFNFC and RFP on the portal. At the same time, from 08.10.2011 to 17.10.2011 a request for account activation on the portal was impossible.

In connection with changes in version 2.15 ITMS the users of ITMS portal were allowed to edit and change all entity's details with the exception of company ID No (ICO). A user of ITMS portal may edit the following entity's details:

- name of the entity,
- registered office of the entity;
- legal form of the entity;
- information whether the entity is VAT payer;
- type of accounting;
- Tax ID number (DIC);
- VAT ID number (IC DPH);
- date of formation;
- contact data – e.g. e-mail, phone, cell phone, website etc.

In case of a change of the company ID number, the beneficiary shall be obliged to notify the assistance provider thereof, i.e. the MA/IBMA in accordance with the Contract on the provision of NFC. The MA/IBMA shall instruct then the beneficiary of how to proceed further. The user of ITMS portal can also edit data on the existing persons of the entity. It can also add new persons into the entity. Having made changes of the entity's details, persons etc., the user of ITMS portal shall be obliged to notify MA/IBMA of the changes made in accordance with the Contract on the provision of NFC.

In the course of individual processes within the reported period there occurred formal deficiencies in the forms of RFP, monitoring reports and AFNFC submitted through the ITMS portal to MA/IBMA after 17.10.2011. The ITMS administrator specified in the notification that those were formal mistakes, e.g. missorting of accounting documents of RFP, attachments to RFP etc., and asked MA/IBMA, PU and CA to accept formal deficiencies of the forms of RFP, MR and AFNFC submitted through the ITMS portal to MA/IBMA after 17.10.2011.

On 16.12.2011 the information on the blocking of reservation of RFP in the ISUF system was published. Pursuant to the Guideline of MF SR No 2/2009 – U the transfer to the status "Preliminary financial control" was blocked in the RFP workflow and thus prevented reservation of RFP in the ISUF system.

The functionality of the sending of notification e-mails for the submission of MR to MA/IBMA was returned into operation by the service build 2.15.6. A brief description of such functionality of ITMS was published together with information on the release of such functionality.

#### **2.7.1.4. Joint Road Map**

The Joint Road Map for 2011 has only marginal relation to the OPE and it concerns marginalized Roma communities (MRC). The activities planned for 2011 involved in particular the selection of such projects which would have a real impact on MRC and bring real benefit for such target group.

All activities carried out with respect to the MRC are listed in the relevant priority axis 3 of the Report, in Chapter 4.1 and also in section 2.1.7.1.1 Working groups of MRC.

#### **2.7.2. Evaluation**

### 2.7.2.1 Thematic evaluation “Evaluation of the accuracy of the system of measurable indicators setting and functionality of the monitoring system ”

Pursuant to the Schedule of OPE evaluations for the programming period 2007-2013 (hereinafter referred to as “Schedule of OPE evaluations”) the implementation of the thematic external evaluation started in September 2010 under the title “*Evaluation of the accuracy of the system of measurable indicators setting and functionality of the monitoring system*” which is shown in Table 17 of the Report. The subject of evaluation consisted of the analysis of the system of indicators and the monitoring system. The content of the evaluation included the verification of accuracy and adequacy of the setting of the system of indicators, verification of the functionality of the monitoring system, including data collection. The external evaluator was selected in compliance with legislation in force applicable to public procurement. Upon fulfilment of all requirements and criteria required in the tender documentation for evaluation to be performed, a contract was concluded between the MA and the external evaluator – the company IBS SLOVAKIA, s.r.o. on 10.10.2010. The evaluation was accomplished on 21.02.2011 by takeover of the Final Evaluation Report in the English language from the external evaluator. The Final Evaluation Report was published on 22.02.2011 on the following website: [www.minedu.sk/index.php?lang=sk&rootId=6125](http://www.minedu.sk/index.php?lang=sk&rootId=6125).

Conclusions of the evaluation were summarized in two basic areas – conclusions relevant for the MA, and conclusions relevant for the CCA. A brief description of findings, conclusions and recommendations proposed are shown in Table No 17.

Table No 17: Evaluations performed from 01.01.2011 to 31.12.2011

Evaluation title	Amount (incl. VAT) in €	Duration of evaluation	Type of evaluation
<i>Evaluation of the accuracy of the system of measurable indicators setting and functionality of the monitoring system</i>	10 680.00	10.10.2010 – 21.02.2011	Planned, thematic
Brief description of findings following from evaluation: <u>Findings relevant for the MA:</u>			
<ol style="list-style-type: none"> <li>1. <i>NSRF indicators and context indicators</i> – problematic expression of the OPE contribution against indicators values, because such indicators are measured on the basis of Eurostat data;</li> <li>2. <i>project indicators</i> – project indicators are not categorized in accordance with Annex XXIII of the implementing regulation. The applicant can choose indicators monitoring such categories within HP EO. Aggregability of data on target groups in compliance with Annex XXIII of the implementing regulation is ensured within the project monitoring by “Information on participants” which is identical with the structure of Annex XXIII of the implementing regulation;</li> <li>3. <i>project indicators and their use in calls</i> – indicators used in calls are appropriately defined and meet the objectives of calls. However, target groups should be monitored in more details;</li> <li>4. <i>project indicators with relevance for HP</i> – when using indicators with relevance for HP OE divided according to gender women/men, in several cases the indicators were not contracted in parity;</li> </ol>			
<u>Findings relevant for the CCA:</u>			
<ol style="list-style-type: none"> <li>5. <i>ITMS</i> - ITMS shows shortcomings and should be set more adequately for the needs of evaluators and staff of MA and IBMA, in particular in obtaining cumulative values. In many cases they have to perform the monitoring of values of indicators “manually”.</li> <li>6. <i>project indicators</i> – in the code list of measurable indicators there are some indicators specified both as impact and result indicators, or as the case may be, they have the same text and two different codes. It should be also appropriate to reclassify some impact indicators to result indicators.</li> <li>7. <i>coordination of MA and HP coordinators by CCA</i> – by delayed issue of the Methodological Guideline of CCA No 3 the CCA caused problems in reporting the projects relevance for HP through the measurable indicators relevant for HP (until the time when the Methodological Guideline of CCA</li> </ol>			

No 3 came into force an obligation to contract the result indicators relevant for HP was not defined).
Conclusions of evaluation: Indicators of the programme, priority axes and measures, as well as the system of OPE monitoring are very satisfactory and are set so that they could monitor the objectives of OP, priority axes and measures.
Recommendations proposed: <u>Recommendations relevant for the MA:</u> <ol style="list-style-type: none"><li>1. <i>NSRF indicators and context indicators</i> – in the next programming period a change of the method of calculation of the context indicators should be considered so that the benefit of programmes activities and their value could be determined;</li><li>2. <i>project indicators</i> – MA and IBMA should consistently monitor the monitoring reports so that information on participants be indicated in them;</li><li>3. <i>project indicators and their use in calls</i> – MA and IBMA should consistently monitor the monitoring reports so that information on participants be indicated in them;</li><li>4. <i>project indicators with relevance for HP</i> – a finding without a recommendation proposed for correction.</li></ol> <u>Recommendations relevant for the CCA:</u> <ol style="list-style-type: none"><li>5. <i>ITMS</i> – develop user’s module for further use (or as the case may be, user’s manual of how to obtain the required data within the current state of software) which would create by a simple choice the most frequent configurations, statistics and choices;</li><li>6. <i>project indicators</i> – correct data in the code list of project indicators;</li><li>7. <i>coordination of MA and HP coordinators by CCA</i> – respond to the needs of implementation ahead of time.</li></ol>

Measures taken by the MA:

1. *NSRF indicators and context indicators* – MA for OPE shall take into consideration the evaluator's recommendations when planning and preparing next programming period;
2. *project indicators* – Beneficiaries of the demand-driven projects and of national projects as well shall submit Information on the project participants always by 15 January for the previous calendar year. IBMA shall submit such information to MA for the demand-driven projects in summary as part of the half-year monitoring report of IBMA for the 2<sup>nd</sup> half of the calendar year by 31 January. MA shall consistently monitor and control such data submitted by IBMA and by the beneficiaries of national projects. Information on the project participants for the entire OPE is indicated in the Annual Report;
3. *project indicators and their use in calls* - Beneficiaries of the demand-driven projects and of national projects as well shall submit Information on the project participants always by 15 January for the previous calendar year. IBMA shall submit such information to MA for the demand-driven projects in summary as part of the half-year monitoring report of IBMA for the 2<sup>nd</sup> half of the calendar year by 31 January. MA shall consistently monitor and control such data submitted by IBMA and by beneficiaries of national projects. Information on the project participants for the entire OPE is indicated in the Annual Report;
4. *project indicators with relevance for HP* – in the case of projects where indicators with relevance for HP EO categorized according to gender were not contracted in parity, this regards the projects from calls not indicating an obligation for the applicant for NFC to choose both indicators women/men. Starting from introduction of such requirement (for NP starting from a written invitation OPE/K/NP/2010-2 dated 28.05.2010 and for demand-driven projects starting from the call OPE-2010/2.1/02-IBMA dated 31.05.2010) the indicators categorized by gender shall be always contracted in parity.

Implementation of conclusions of the evaluation: see the measures taken by MA.

Source: MA

### **2.7.2.2 Strategic evaluation “Evaluation of the progress in implementation of the Operational Programme Education with regard to the Operational Programme relevancy and fulfilment of objectives of the Operational Programme“**

Pursuant to the Schedule of evaluations of OPE the implementation of the strategic external evaluation started which was entitled as “*Evaluation of the progress in implementation of the Operational Programme Education with regard to the Operational Programme relevancy and fulfilment of objectives of the Operational Programme*“ in September 2011, which is shown in Table 18 of the Report. The external evaluator was selected in compliance with legislation in force applicable to public procurement – in the form of a below-threshold contract awarded through electronic public procurement and evaluation by the system of e-auction.

Upon fulfilment of all requirements and criteria required under the tender documentation for evaluation to be performed on 15.09.2011, the contract between the MA and the external evaluator – the company IBS SLOVAKIA, s.r.o. – came into force. The aim of the evaluation was to evaluate the relevancy of the setting of objectives specified for OPE with regard to the current situation and situation until 2013, the fulfilment of objectives set at the level of OPE and priority axes, as well as physical and financial implementation of OPE.

As of 31.12.2011 the evaluation was in progress. Thus, at the end of 2011 only preliminary conclusions were available for MA. In the evaluator’s opinion the intervention logics of OPE, including priority axes, is clear and transparent, it covers the needs and problems of target groups identified under the strategy of OPE. OPE is well programmed and the formulation of its objectives and priorities is broad and supertemporal.

The submission of the Final Evaluation Report is expected in January 2012 and this is also the deadline of the anticipated completion of such evaluation. The description of findings, conclusions and recommendations proposed will be the subject of the Annual Report 2012.

Table No. 18: Evaluations performed from 01.01.2011 to 31.12.2011

<b>Evaluation title</b>	<b>Amount (incl.VAT) in €</b>	<b>Duration of evaluation</b>	<b>Type of evaluation</b>
<i>Evaluation of the progress in implementation of the Operational Programme Education with regard relevancy and fulfilment of objectives of the Operational Programme</i>	8 136.00	15.09.2011 – January 2012	planned, strategic
Brief description of findings of the evaluation: N/A			
Conclusions of the evaluation: N/A			
Recommendations proposed: N/A			
Measures adopted by MA: N/A			
Implementation of conclusions of the evaluation: N/A			

Source: MA

### 2.7.2.3 Evaluation “Regular evaluation of the Operational Programme Education “

Pursuant to the Methodological Guideline of CCA No 5 for the elaboration of the schedule of evaluations of operational programmes for the programming period 2001-2013 dated 18.09.2008 (hereinafter referred to as “Methodological Guideline No 5”) each MA shall be obliged to perform regular evaluation of the entire OP every two years starting from 2009.

In November 2001, the MA started to perform the evaluation “*Regular evaluation of the Operational Programme Education* “ in compliance with the Methodological Guideline of CCA No 5 and the approved Schedule of evaluations, which is shown in Table 19 of the Report. Based on an exemption of CAA from the Methodological Guideline No 5, the MA shall perform such evaluation by 01.03.2012.

The evaluation was in progress as of 31.12.2011. By the end of 2011 no preliminary conclusions were available for MA.

The evaluation is performed as a scheduled ongoing internal evaluation. The evaluation is carried out by the manager for OPE evaluation in cooperation with the Working Group for OPE evaluation. The evaluation is focused on general evaluation of the implementation of OPE as of 31.12.2011 and is carried out without any demands for financial resources.

The subject of regular evaluation of OPE consists of the following four areas of OPE implementation:

1. Evaluation of the current state of OPE implementation;
2. Evaluation of the OPE management system;
3. Evaluation of the system of monitoring and monitoring indicators;
4. Evaluation of the area of information and publicity of OPE.

The description of findings, conclusions and recommendations proposed will be the subject of AR 2012.

Table No 19: Evaluations performed from 01.01.2011 to 31.12.2011

<b>Evaluation title</b>	<b>Amount (incl.VAT) in €</b>	<b>Duration of evaluation</b>	<b>Type of evaluation</b>
<i>Regular evaluation of the Operational Programme Education</i>	/	November 2011 – March 2012	planned regular
Brief description of findings of the evaluation: N/A			
Conclusions of the evaluation: N/A			
Recommendations proposed: N/A			
Measures adopted by MA: N/A			
Implementation of conclusions of the evaluation: N/A			

Source: MA

## 2.8. National performance reserve

Not applicable.

## 2.9. Administrative capacities

### MA

Ministry of Education, Science, Research and Sport of the SR being the Managing Authority (MA) for the implementation of OPE for the programming period 2007-2013 employed as of 31.12.2011 within administrative capacities in total **73** employees out of the initially planned number of **82** which represents **89.02%** of the planned administrative capacities staffing for 2011.

Order of the Minister of Education, Science, Research and Sport of the SR No 40/2010-I was issued on 08.12.2010, by which the organisational structure of the Ministry of Education, Science, Research and Sport of the SR has been changed. By this Order the Section of European Affairs and Section of EU Structural Funds was dissolved, and the Section of EU Structural Funds was established. The following organisational units have been formed under the Section of EU Structural Funds: Department of Programmes Management, Methodology and Technical Assistance Department, Department of National Projects Implementation, Department of Control of Projects and Irregularities, and Department of Projects Financing . The Division for the Operational Programme Education and the Division for the Operational Programme Research and Development are under the Department of Programmes Management.

The organisational structure of the Ministry of Education, Science, Research and Sport of the SR has been changed by Order of the Minister of Education, Science, Research and Sport of the SR No 30/2011 which came into force on 31.05.2011. By Minister's Order the Department of National Projects Implementation and the Department Control of Projects and Irregularities were dissolved, and the Department of Implementation and Control of Projects and Department of Assessment of Public Procurement and Irregularities. The organisational structure of the Section of EU Structural Funds has been changed in order to use more effectively the resources of EU SF and to improve the processes of public procurement and irregularities.

During the year 2011, 10 new employees were hired to MA (they are included in the total number of administrative capacities as of 31.12.201) and 9 employees terminated their employment. Such situation was caused by natural turnover of employees which was operatively solved and MA made efforts to fill vacancies completely so that the administrative staffing is always complete and complications in implementation of OPE are avoided.

During the reported period, the MA continued enabling its employees to participate in training activities to improve their qualifications. Employees of MA (in cumulative number 206 participants)

participated in 40 training activities during the reported period which were organized by CCA, Ministry of Education, Science, Research and Sport of the SR etc. where they could broaden their expertise necessary for the implementation of OPE.

An overview of training courses and number of employees of MA attending individual training courses is shown in Table 20.

Table No 20: Overview of training courses for MA employees

Training course	Number of participants from MA (including PU)
Language course – English language	14
Language course – French language	4
EXCEL	18
Negotiating skills	1
Emotional intelligence	6
Public procurement	4
Legal awareness raising in the field of corruption prevention and fight against corruption	3
Forensic audit	4
Evaluation of SF level I	4
Evaluation of SF level II	3
Act No 528/2008 Coll. on assistance and support provided from funds (for new employees )	6
Cohesion policy after 2013	14
Internal evaluation of OP and the selection of appropriate evaluation methods	1
Application of Public Procurement Act in practice with emphasis laid on the most frequent irregularities in the process of public procurement	2
The system of management of SF and CF for the programming period 2007-2013 (for new employees )	7
Act No 25/2006 on public procurement and practice in public procurement for the area of EU funds	12
Evaluation of impacts of SF/CF	5
Interpretation of Act No 211/2000 Coll. on free access to information	5
Managerial skills	8
ITMS – Financial management – beginners	7
ITMS – Financial management – advanced	6
Monitoring of SF at the level of OP	2
Public Procurement Act for the sphere of EU funds – amendment to Act	5
Typology and system of reporting irregularities within SF	6
Project management – beginners	2
Monitoring in the field of SF, level I	4
Audits and their application to internal procedures of authorities implementing EU funds	2
Communication with media and the public in the sphere of EU funds	1
Professional training to achieve professional qualification in public procurement	1
Control and audit within implementation of financial assistance of EU in the conditions of the Slovak Republic	26
The system of management of SF and CF for the programming period 2007-2013 and experience from practice	7
Financial management of ITMS	2
Training „OLAP dices in the ITMS system“	1
Monitoring and evaluation of HP IS and HP SD in the process of implementation	1
Project to increase security and standardisation of IS of the Ministry of Education, Science, Research and Sport of the SR (MESRS SR)	2

Monitoring in the field of SF EU, level II	4
Transparency and anticorruption measures in the management of EU funds	3
Audits and their application to internal procedures of authorities implementing EU funds	2
The system of evaluation of NSRF and the existing experience in the area of evaluation	1
<b>Total</b>	<b>206</b>

Source: MA

The above overview shows that the employees of MA were most interested in language training and in the training course “Cohesion policy after 2013” and “Control and audit within implementation of financial assistance of EU in the conditions of the Slovak Republic”.

MA identifies the need of training courses every year and forwards it to the Personnel Department of MESRS SR as a supporting document for the plan of employees’ training. MA is willing to enable its employees to participate in training courses and educational activities also in 2012, and thus support their further education and qualification growth.

### Administrative capacities of MA

More detailed information on administrative capacities of MA is specified in Table 21.

Table No 21: Administrative capacities of MA

Position	Staffing as of 31. 12. 2010	Planned staffing as of 31. 12. 2011	Staffing as of 31. 12. 2011	% of the planned staffing	Hiring need
A	B	C	D	E=D/C	F
Managing director	2*	1	1*	100	0
Department director	3*	4	4*	100	0
Head of division	0	1	0	0	1
Assistant of department/section	4*	3	3*	100	0
Programming manager	3	3	3	100	0
Evaluation manager	2	1	1***	100	0
Monitoring manager	5	4	3	75	1
Information and publicity manager	2	1	1***	100	0
Financial manager	47*	48	42*	87,50	6
Project manager	11**	13	12**	92,30	1
Technical assistance manager	2*	3	3*	100	0
<b>Total</b>	<b>81</b>	<b>82</b>	<b>73</b>	<b>89,02 %</b>	<b>9</b>

Source: MA

\*Employees participate by certain % ratio in OPE and also in OP R&D.

\*\*One of the employees performs simultaneously also the function of ITMS administrator.

\*\*\*In the result of a change of organisational structure from 01.01.2011, the number of evaluation managers and information and publicity managers compared to 2010 has been reduced from two to one.

Out of the total planned number of 82 employees, 73 participated in the implementation of OPE within MA, which represents 89.02% of the planned administrative capacities staffing for 2011. The currently achieved staffing of administrative capacities is insufficient with regard to excessive workload of

employees. The experience in OPE implementation demonstrated administratively demanding processing of the agenda concerned. Lack of administrative capacities represents a risk factor which may cause serious problems in the drawing of financial resources of OPE.

More detailed information on administrative capacities of MA PU is specified in Table 22.

Table No. 22: Administrative capacities of MA PU

Position	Staffing as of 31. 12. 2010	Planned staffing as of 31. 12. 2011	Staffing as of 31. 12. 2011	% of the planned staffing	Hiring need
A	B	C	D	E=D/C	F
Managing director	0	0	0	0	0
Department director	1	1	1	100	0
Head of division	0	0	0	0	0
Assistant of department/section	0	0	0	0	0
Financial certifier	5	7	7	100	0
Financial manager	8	9	9	100	0
Financial accountant	2	2	2	100	0
Budget manager	4	4	4	100	0
<b>Total</b>	<b>20</b>	<b>23</b>	<b>23</b>	<b>100 %</b>	<b>0</b>

Source: PU

The administrative capacities of PU of MESRS SR are insufficient, because the administrative capacities of PU participate in the implementation of both OPE and OP R&D whereas the activity of the PU cannot be divided into separate activities for each OP. The complexity of this work is caused by huge numbers of RFP delivered from beneficiaries of NFC, which reached the total number of 6 607 for both OP in 2011, out of which 4 268 RFP were for OPE. At the same time, the complexity of this work is determined also by the fact that all employees of PU must have knowledge of the issues of both OP implemented by the Ministry of Education, Science, Research and Sport of the SR.

### **IBMA of ASFEU**

The IBMA of ASFEU employed within administrative capacities as of 31.12.2011 in total 106 employees, who participated in the implementation of OPE, out of the planned number of 108, which represents **98%** of the planned staffing of administrative capacities for 2011.

The following quite authorized employees of IBMA of ASFEU participate in the implementation of OPE: managing director, managing director's office manager, lawyer, financing and administration department director where the proportionality is determined according to the share of the work done for individual objectives of OPE.

From 01.01.2011 to 31.12.2011, 21 employees terminated employment and 34 employees were hired within OPE. The reasons of employment termination involve in particular employees' inadequate expertise, excessive workload due to the complexity of implementing processes, but also due to the mismatch between work expectations and the work performances required.

### Administrative capacities of IBMA of ASFEU

More detailed information on administrative capacities of IBMA of ASFEU is specified in Table 23.

Table No 23: Administrative capacities of IBMA of ASFEU

Position	Staffing as of 31. 12. 2010	Planned staffing as of 31. 12. 2011	Staffing as of 31. 12. 2011	% of the planned staffing	Hiring need
A	B	C	D	E=D/C	F
Section director	1	1	1	100	0
Department director	0	1	1*	100	0
Head of department	3	2	2	100	0
Head of division	7	8	8	100	0
Administration manager	6	10	10	100	0
Project manager	66	70	69	99	1
Monitoring manager	1	2	1	50	1
Publicity manager	2	3	3	100	0
Regional manager of publicity	3	3	3	100	0
Expenditure management manager	0	0	0	0	0
Manager of request for payment administration	1	1	1	100	0
ITMS manager	1	1	1	100	0
Technical assistance manager	2**	2	2**	100	0
Expert methodologist for public procurement	0	1	1	100	0
Expert methodologist for project management	1	1	1	100	0
Expert methodologist for financial management	1	1	1	100	0
Expert methodologist for legal relations	0	1	1	100	0
<b>Total</b>	<b>94</b>	<b>108</b>	<b>106</b>	<b>98</b>	<b>2</b>

\*The employee performs in equal proportion also the tasks of OP R&D.

\*\*Out of that 1 employee performs in equal proportion also the tasks of OP R&D.

Source: IBMA of ASFEU

In 2011 the number of employees of OPE was increased by 3 positions based on the budget measure of MESRS SR, out of which 1 position performs in equal proportion also the tasks of OP R&D. Individual positions were filled gradually according to the needs of implementation of OPE.

The OPE employees participated continuously in educational programmes, seminars and training courses. Training courses were delivered in cooperation with the Ministry of Education, Science, Research and Sport of the SR, CCA, MF SR and Public Procurement Office. Mainly new employees and executive staff in the case of changes of the management documentation (System of financial management of SF and CF for the programming period 2001-2013) and amendments of legal regulations (amendments to Act No 25/2006 Coll. on public procurement) attended training courses. The IBMA of ASFEU organized English language course for 27 employees of OPE in support of further education.

In 2011, 23 training courses took place where in cumulative number in total 132 employees participated. Such training courses were aimed at updating, improving and broadening knowledge, capabilities and skills necessary to perform activities related to the implementation of OPE.

An overview of training courses and number of employees attending individual training courses is shown in Table 24.

Table No 24: Overview of training courses of employees of IBMA of ASFEU

Training course title	Number of participants
Communication with media	1
GINIS training	4
The system of management of SF and CF for the programming period 2007-2013	9
Evaluation in the field of SF, level I	3
Monitoring in the field of SF, level I	3
Act No 528/2008 Coll.	6
Act No 211/2006 Coll.	1
Publication of contracts	2
Managerial skills	1
Personal data protection	2
Monitoring in the field of SF	1
ITMS – beginners	3
ITMS – Financial management - beginners	5
ITMS – Project management - beginners	6
ITMS – Project management – advanced	1
ITMS – Financial management – advanced	6
The system of financial management of SF and CF	1
Audits and their applications	1
Act on public procurement 25/2006 Coll.	38
Amendment to the Labour Code	6
Cohesion policy after 2013	2
Typology of irregularity	3
English language course	27
<b>Total:</b>	<b>132</b>

Source: IBMA of ASFEU

In the area of education of the IBMA ASFEU employees, it is planned to continue the broadening and improving the quality of employees' education in compliance with the Concept of Education of ASFEU Employees for 2012 and with the Plan of Education of ASFEU Employees for 2012.

### IBMA of MH SR

The IBMA of MH SR employed within administrative capacities as of 31.12.2011 in total 25 employees out of the initially planned number of 25, which represents **100%** of the planned administrative capacities staffing for 2011.

The IBMA of MH SR employed within PU as of 31.12.2011 in total 7 employees out of the initially planned number of 8, which represents **87.5%** of the planned administrative capacities staffing for 2011.

During the reported period, 1 employee terminated employment within the IBMA of MH SR, and 1 employee with experience in the area of SF and financial verification was hired. Two employees within PU terminated employment, and at the same time, 2 were hired while one of them changed position within the state administration in the field of EU funds.

More detailed information on administrative capacities of IBMA of MH SR is specified in Table 25

Table No 25: Administrative capacities of IBMA of MH SR

Position	Staffing as of 31. 12. 2010	Planned staffing as of 31. 12. 2011	Staffing as of 31. 12. 2011	% of the planned staffing	Hiring need
A	B	C	D	$E = \frac{D}{C}$	F

Managing director	1	1	1	100	0
Department director	3	3	3	100	0
Head of division	4	4	4	100	0
Assistant of department/section	4	4	4	100	0
Programming manager*	1	1	1	100	0
Monitoring and evaluation manager**	1	1	1	100	0
Information and publicity manager	1	1	1	100	0
Control manager	-	-	-	-	-
ITMS manager***	1	1	1	100	0
Financial manager	-	-	-	-	-
Project manager	9	9	9	100	0
Technical assistance manager	-	-	-	-	-
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>	<b>0</b>

Source: IBMA of MH SR

\*This position is cumulated with the position of the programming manager and technical assistance manager.

\*\* IBMA has an independent position of the monitoring manager.

\*\*\* This position is cumulated with the position of the programming, evaluation and ITMS manager.

All planned and created positions at the level of IBMA were filled in the reported period. The staffing of administrative capacities at the Ministry of Health of the Slovak Republic (MH SR) is sufficient. More detailed information on administrative capacities of PU of MH SR is specified in Table 26

Table No 26: Administrative capacities of PU of MH SR

Position	Staffing as of 31. 12. 2010	Planned staffing as of 31. 12. 2011	Staffing as of 31. 12. 2011	% of the planned staffing	Hiring need
A	B	C	D	E=D/C	F
Managing director	-	-	-	-	-
Department director	-	-	-	-	-
Head of division	1	1	1	100	0
Assistant of department/section	-	-	-	-	-
Financial certifier	2	3	2	66.67	1
Financial manager	2	2	2	100	0
Financial accountant	2	2	2	100	0
<b>Total</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>87.50</b>	<b>1</b>

Source: IBMA of MH SR

Personnel changes at the level of PU of MH SR took place on the position of financial certifier who went on maternal leave. An employee for substitution filled the vacancy at the PU as of 01.01.2012 during the maternity leave.

Employees of IBMA of MH SR and of IBMA PU of MH SR, in total 160 employees (cumulative number) who participated in the implementation of OPE attended in total 41 professional training courses during the reported period within the education and qualifications increase of employees, which were organized by the EC, CCA, IBMA, MF SR and Government Office of SR. An overview of training courses of employees participating in individual training courses is specified in Table 27.

Table No 27: Overview of training courses of employees of IBMA of MH SR

Training course title	Number of participants
The system of management of SF and CF for the programming period 2007-2013 and experience from practice	12
Making you a better Project and Programme Manager	1
Technical seminar on impacts evaluation	5
Monitoring of SF at the project level	1
Interpretation of Act No 211/2000 Coll. on free access to information and its application in practice	2
Act No 576/2004 Coll. of 21.10.2004 on health care, services related to health care provision and on amendment	2
Act No 25/2006 Coll. on public procurement and on amendments to certain laws	3
Measuring tools and evaluation techniques for EU funds	1
Preparation of evaluations of OP	2
Internal evaluation of OP and the selection of appropriate evaluation methods	4
Act No 25/2006 Coll. on public procurement and practice in public procurement for the area of EU funds	4
Cohesion policy after 2013	6
Managerial skills	2
Evaluation in the area of SF level I	4
Legal awareness raising in the field of corruption prevention and fight against corruption	1
Audits and their application to internal procedures of authorities implementing EU funds	5
Services in the general economic interest and state aid, application of rules and experience of Member States	2
Typology and system of reporting irregularities within SF	2
Individual and consolidated financial statement of the public administration entity for 2011, changes in the statements of finance for 2012	2
ISUF – irregularities and infringements (theoretical part)	4
ISUF – irregularities and infringements (practical part)	4
Financial statement in state-funded institutions for 2011	2
Registry reports version 4.0	4
Communication with media and the public in the area of EU	2
Protection of the EU financial interests in the conditions of SR	2
Act No 528/2008 Coll. on assistance and support provided from EC funds	10
OLAP dices in the ITMS system	1
Evaluation in the field of SF - level II	3
Monitoring and evaluation of HP IS and HP SD in the process of implementation	3
Financial management for advanced	5
Presentation of anew functionality of ITMS system	6
Seminar on amendment to Public Procurement Act of 11.2.2011 and on amended systems of –auctions within EVO (electronic public procurement)	2
Training on electronic auction EVO (electronic public procurement)	1
Risk management and analysis	33
Accounts closing works, controls performed and processing of statements in ISUF system	2
Consolidated financial statement of the public administration entity and summary financial statement – changes in 2011	2
ISUF Security policy of ISUF information system	5
Control and audit within implementation of financial assistance of EU in the conditions of SR	4

Contribution of SF to inclusion of Roma communities	1
The development of Slovak regions in the context of EU cohesion policy	1
Financial management of PU (ITMS)	2
<b>Total</b>	<b>160</b>

Source: IBMA of MH SR

### Comparison of administrative capacities with the staffing in 2010

Table No 28: Comparison with staffing in 2010

	Planned staffing as of 31. 12.2010	Staffing as of 31. 12.2010	% of the planned staffing	Planned staffing as of 31. 12.2011	Staffing as of 31. 12.2011	% of the planned staffing
A	B	C	D=C/B	E	F	G=F/E
MA	112*	101**	90.18	123*	114**	92.27
IBMA of ASFEU	105	94	90	108	106	98
IBMA of MH SR	25	25	100	25	25	100
PU	22	20	90.91	23	23	100
PU (MH SR)	7	7	100	8	7	87.50
<b>Total</b>	<b>271</b>	<b>247</b>	<b>94.22</b>	<b>287</b>	<b>275</b>	<b>95.55</b>

Source: MA, IBMA, PU

\* Planned number of employees of MA for OPE and OP R&D.

\*\* Employees participating by a certain % ratio in OPE and OP R&D.

### Turnover of administrative capacities

More detailed information on the turnover of administrative capacities of the MA and IBMA is shown in Table No 29.

Table No 29: Turnover of administrative capacities

Authority	From 01.01. to 31.12.2011	From 01.01. to 31.12.2011
	Number of terminations*	Number of starts*
RO	9/7	10/3
SORO ASFEU	21/0	34/0
SORO MZ SR	1/0	1/0
PJ	2/0	5/2
PJ (MZ SR)	2/0	2/1
<b>Total</b>	<b>35/7</b>	<b>52/6</b>

Source: MA, IBMA, PU

\* The number of changed positions within state administration in the field of EU funds is indicated after the slash.

MA and IBMA perceive the above turnover as natural and they consider the numbers of administrative capacities of MA/IBMA stabilized.

The most frequent reasons of turnover in MA and IBMA include the following:

- personal reasons;

- insufficient financial incentive of employees in connection with high workload, long-lasting overtime work, diversity of duties requiring detailed knowledge of large number of regulations and guidelines;
- lower remuneration compared to other resorts implementing SF;
- problem of commuting to work;
- highly professionally demanding and time consuming processing of agenda;
- insufficient expertise of employees;
- mismatch between work expectations and the work performances required.

In order to reduce turnover of administrative capacities, the MA and IBMA decided to adopt corrective measures to stop or prevent turnover of employees, and thus ensure smooth course of implementation of OPE.

The abovementioned corrective measures include, inter alia, the following:

- personal extra pays/bonuses;
- possibility to participate in business trips abroad;
- attendance of specialized courses and training courses according to employees' requirements;
- system of reimbursement of costs of language courses;
- flexible working hours;
- provision of computer equipment to employees (e.g. purchase of notebooks with connection to Internet for work out of the workplace);
- activities aimed at regenerating the labour force (e.g. sports day, social events, cultural events etc.);
- attendance of educational programmes, seminars, and training courses;
- language trainings.

### 3. IMPLEMENTATION ACCORDING TO PRIORITY AXES

#### 3.1. Priority axis 1

##### 3.1.1 Achievement of objectives and analysis of the progress achieved

Results achieved and detailed analysis of progress made under priority axis 1 which is focused on the implementation of the reform of education at primary schools and secondary schools, as well as on quality improvement of university education, is specified in more details in the following subchapters No 3.1.1.1 through 3.1.1.3 of the Report.

##### 3.1.1.1 State of physical progress under priority axis 1

More detailed information on the state of publication of calls under priority axis 1 is provided in Table No 30.

Table No 30: State of publication of calls under priority axis 1 from 01.01.2011 to 31.12.2011

Measure	Type of call	Date of publication of call	Closing date for submission of AFNFC	Allocation of funds per call (NFC) in €
1.1	time-limited, demand- driven project	31.03.2011	31.05.2011	25 000 000.00
1.1	time-limited, demand- driven project	26.09.2011	28.11.2012	15 000 000.00

1.2	time-limited, demand- driven project	22.12.2011	27.02.2012	50 000 000.00
<b>Total per priority axis 1</b>				<b>90 000 000.00</b>

Source: MA

During the reported period, 3 calls were published under the priority axis 1: 2 time-limited calls for demand-driven projects under Measure 1.1 entitled “Transformation of the traditional school to modern school” and 1 time-limited call for demand-driven projects under Measure 1.2 entitled “Universities and research and development as a driving force for the development of the knowledge society” amounting to total allocation of EUR **90 000 000.00**.

## MA

The MA OPE did not publish any written invitation for submission of AFNFC under priority axis 1 during the reported period.

### IBMA of ASFEU

1. On 31.03.2011, the call **OPE-2011/1.1/06-IBMA** for submission of AFNFC under Measure 1.1 “Transformation of the traditional school to modern school” was published under the title “Innovation of the content and methods of education for primary schools”. The call was aimed at creating and using new teaching materials and teaching aids in the subject foreign of languages (FL) putting emphasis on English language, as well as at supporting the development of reading literacy of primary school students and innovating methods of education with emphasis placed on the introduction of digital teaching in compliance with amendments to the Education Act of 01.03.2011 – Act No 37/2011 Coll. amending Act No 245/2008 Coll. on education (Education Act) and on amendments to certain laws as last amended. The call covers geographically the whole territory of SR with the exception of the Bratislava self-governing region.

The amount of assistance under Measure 1.1 for that call represented the sum of EUR **25 000 000.00**. Minimum amount of NFC per one project was set to EUR 100 000.00, and maximum amount to EUR 400 000.00.

Eligible activities (content framework and scope of project) under the above call for submission of AFNFC included the following:

- application of new educational forms and methods aimed at supporting the reading literacy in the teaching process, innovation of teaching texts and materials, teaching aids, guides and teaching documentation towards the development and verification of key competences;
- creation and use of new teaching materials and teaching aids for the teaching process in the subject FL putting emphasis on English language;
- application of new educational forms and methods in the teaching process, innovation of teaching texts and materials, teaching aids, guides and teaching documentation towards verification of key competences;
- innovation of education focused on the use of ICT in the teaching process and innovation of teaching aids for digital teaching in the subject FL putting emphasis on the English language and/or in support of reading literacy;
- improvement of digital skills in order to obtain certification/ certificate;
- improvement of language skills in the subject FL putting emphasis on the English language in order to obtain certification/ certificate;
- improve the skills of meta-cognitive strategies in order to obtain reading skills for the purpose of obtaining certification/ certificate.

Financial assistance for this call was designed for the following eligible applicants:

- Primary schools under the scope of authority of municipalities and regional school authorities;
- Church primary schools;
- Private primary schools.

Eligible target groups of the call concerned included the following:

- teaching staff of primary school and students of primary school;
- teaching staff of special primary school and students of special primary school;

Closing date of the call was on 31.05.2011. In total 510 AFNFCs were registered under this call. Formal accuracy check was carried out from 01.06.2011 to 24.10.2011. The approval process of AFNFC under this call was extended by 120 calendar days based on the exemption granted by the CCA. Financial allocation of the total eligible expenditure of AFNFC amounted to EUR 117 780 491.11, the total amount of NFC requested was EUR 111 746 105.59.

426 AFNFC met the conditions of formal accuracy check, and they were referred to the phase of expert assessment. 84 AFNFC failed to meet the conditions of formal accuracy check. Financial allocation of the total eligible expenditure of AFNFC, which met the conditions of formal accuracy check and passed to the phase of expert assessment, amounted to EUR 100 933 117.08, and the total amount of NFC requested by those AFNFC was EUR 96 048 217.82.

The formal accuracy check of AFNFC was accomplished by the signing of the Report of formal accuracy check of AFNFC by the managing director of IBMA of ASFEU on 24.10.2011.

Then on 27.10.2011, expert assessment of AFNFC started by drawing lots and assigning AFNFC to expert assessors in the presence of MA and IBMA of ASFEU. The subject of expert assessment consisted of 426 AFNFC. Financial allocation of the proposed amount of NFC of those AFNFC which achieved at least the required minimum score represented the amount of EUR 51 297 960.38. Out of 426 AFNFC, 256 AFNFC achieved at least the required minimum score within the expert assessment, and 170 AFNFC failed to achieve at least the required minimum score.

The expert assessment of AFNFC was accomplished by the signing of the Summary report of expert assessment by the managing director of IBMA of ASFEU on 16.12.2011.

Upon completion of expert assessment, the meeting of the selection committee was held on 19.12.2011, which dealt with 256 AFNFC. Out of this number, the selection committee recommended for approval 115 AFNFC whereas the amount of resources allocated for that call represented EUR 25 000 000.00.

The contracting process under the call with the code OPE-2011/1.1/06-IBMA was not completed by 31.12.2001. Detailed information on the projects contracting will be the subject of the Annual Report for 2012.

2. On 26.09.2011, the call with the code **OPE-2011/1.1/07-IBMA** for submission of AFNFC under Measure 1.1 “Transformation of the traditional school to modern school” was published under the title “Innovation of the content and methods of education at secondary schools for the needs of labour market”. The call was aimed at innovating the content and methods of education for the needs of labour market putting emphasis on interconnection between the educational sphere and the world of labour and manufacturing (practice), and at the development of social, communication and interpersonal skills of students in connection with the Policy Statement of the Government of the Slovak Republic for the period 2010-2014 of August 2010 “Civil liability and cooperation”.

The call covered geographically the whole territory of SR with the exception of the Bratislava self-governing region.

Eligible activities (content framework and scope of project) under the above call included the following:

- creation and innovation of teaching texts, teaching materials, teaching aids and guides and innovation of the content of education towards the development of key competences and their verification, application of new educational forms and methods and innovation of teaching documentation within this scope;
- innovation of the teaching aids developing key competences of students and supporting application of new methods of education putting emphasis on the use of new/innovated teaching materials, implementation of innovated content of education in the teaching process of general education, in professional training and field training;
- innovation of school educational programme taking into account the needs of labour market in connection with the programmes of cooperation between schools and entrepreneurial sector in the area of innovation and development of new technical teaching texts and materials in order to improve a school leaver's preparedness for the labour market;
- development and implementation of joint programmes of schools and entrepreneurial sector for the purpose of obtaining practical skills and habits at workplaces of enterprises and other organisations of field training;
- support to entrepreneurial knowledge, competences, skills and economic thinking of students (e.g. model students' companies);
- support to the preparation and implementation of career counselling and employment counselling, including school activities leading to the reduction of information inequality concerning the job placement of school leavers after completion of their education;
- projects aimed at surveying the needs of career counselling and career modelling through education and evaluation of educational quality, and subsequently the support to social, communications and interpersonal skills of students putting emphasis on finding employment on the labour market, including activities focused on the processes of self-assessment of secondary schools;
- further education and support to personal professional development of the teaching staff aimed at the needs of a modern school in order to obtain certification/ certificate.

Financial assistance for this call was designed for the following eligible applicants:

- Secondary schools under the scope of authority of municipalities and regional school authorities;
- Secondary schools under the scope of authority of other central bodies of state administration;
- Church secondary schools;
- Private secondary schools.

Eligible target groups of the call concerned included the following:

- teaching staff of secondary school and students of secondary school;
- teaching staff of special secondary school and students of special secondary school;

The amount of assistance under Measure 1.1 for this call represented the amount of **EUR 15 000 000.00**. Minimum amount of NFC per one project was set to EUR 150 000.00, and maximum amount to EUR 500 000.00.

Closing date of the call was on 18.11.2011 when the IBMA of ASFEU stopped receiving AFNFC. In total 301 AFNFC were received where the requested sum of NFC amounted to EUR 93 438 343.43. Whereas the approval process under this call was not completed by 31.12.2011, information concerning the approval process of AFNFC will be the subject of the Annual Report for 2012.

3. On 22.12.2011, the call with the code **OPE-2011/1.2/03-IBMA** for submission of AFNFC under Measure 1.2 "Universities and research and development as a driving force for the development of the knowledge society" entitled "Support to quality improvement of universities and the Slovak Academy of Sciences" was published. This call is aimed at quality improvement of study programmes of universities, efficiency improvement of administration and management, support to the development of human resources in research and development, international cooperation between universities, research and development organisations and private sector at the national and international levels. The

activities of the call fulfil the measure of Decree of the Government of SR No 591/2010 of 08.09.2010 in order to support significant quality improvement of universities and scientific institutions (SAS), ensure inflow of highly regarded scientists and teachers in Slovakia and also top national programmes of postgraduate education developed on the principle of joining best capacities within the country and their interconnection to foreign countries.

The call covered geographically the whole territory of SR with the exception of the Bratislava self-governing region.

Eligible activities (content framework and scope of project) under the above call included the following:

- broader use of ICT and new forms of education, in particular in extramural study (virtual universities, distance education etc.);
- development and innovation of study programmes putting emphasis on the needs of labour market and the knowledge society;
- development of new materials and incorporation of new methods into study programmes so that they become attractive and interesting for young people;
- development of new study programmes in a world language, which support international cooperation and mobility of academia;
- building of effective administration and management of universities and support to qualified management through further education of the current management of universities, administrative staff of universities, and innovations of the existing management processes;
- projects for the development of professional growth of university teachers aimed at improving educational quality;
- creation of internal model of quality assurance of university;
- educational programmes focused on the teaching capability of postgraduates and support to an increase of the number of postgraduates /graduates of postgraduate study at universities and institutes of the Slovak Academy of Sciences (SAS);
- training of the research and development employees;
- support to career promotion and improvement of competence profile of the research and development employees;
- support to mobility between the research and development organisations and entrepreneurial sector;
- programmes in support of research and transfer of new technologies and top expertise between research institutions and entrepreneurial sector;
- information activities of the research and development institutions aimed at increasing the interest of entrepreneurial sector in the results of research and development;
- programmes in support of cooperation of universities with institutions of public, private and industrial sectors;
- building of inter-faculty, inter-university, national and international research centres;
- establishment of joint or associated workplaces in the area of research and development with other university, institutions and workplaces of research and development and innovative practice;
- building of the research and development and innovative networks;
- introduction or extension of the joint study programmes established so far at the Slovak universities and outstanding universities based abroad (or, as the case may be, their branch in SR), including the awarding of degrees by schools participating in a joint programme;
- programmes in support of international cooperation of universities;
- increase of international mobility of the university teachers and students;
- programmes in support of exchange of the research and development staff, staff of research institutes, entrepreneurial entities and universities;
- support to projects developed in cooperation with outstanding universities based abroad;
- networking and cross-border cooperation aimed at the exchange of best practices in order to implement the results of research and development.

Financial assistance for this call was designed for the following eligible applicants:

- State universities (universities);
- Public universities (universities);
- Private universities (universities);
- Slovak Academy of Sciences (including individual institutes of the SAS).

Eligible target groups of the call concerned included the following:

- students of the state, public and private universities (universities);
- university teachers at the state, public and private universities (universities);
- management of the state, public and private universities (universities);
- employees in the area of research and development at universities (universities) (including employees of the Slovak Academy of Sciences and its institutes);
- postgraduates;
- post-doctorands.

The amount of assistance under Measure 1.1 for this call represented the amount of **EUR 50 000 000.00**. Minimum amount of NFC per one project was set to EUR 500 000.00, and maximum amount to EUR 2 000 000.00.

Whereas the closing date of this call is 27.02.2012, information on the receiving of AFNFC and the approval process of applications will be the subject of the Annual Report for 2012.

Table No. 31: Monitoring of the development of implementation of priority axis 1 as of 31.12.2011

Measure	Number of AFNFC received	Number of AFNFC rejected	Number of AFNFC approved	Number of contracted projects	Number of projects in progress	Number of projects completed
1.1	1830	1047	367	350	346	18
1.2	104	40	64	64	42	0
<b>Total</b>	<b>1934</b>	<b>1087</b>	<b>431</b>	<b>414</b>	<b>388</b>	<b>18</b>
Financial quantification of SF/CF and SB in €						
Measure	Amount of the contribution requested (NFC)	Amount of the requested contribution rejected (NFC)	Amount of contribution approved (NFC)	Amount of funds contracted (NFC)	Amount of funds reclaimed	Amount of projects completed
1.1	536 080 256.23	228 801 693.32	208 357 445.73	150 269 527.87	21 552 599.45	403 643.78
1.2	63 974 748.22	22 655 834.67	41 318 913.55	41 191 504.08	913 332.40	0.00
<b>Total</b>	<b>600 055 004.45</b>	<b>350 378 645.17</b>	<b>249 676 359.28</b>	<b>191 461 031.95</b>	<b>22</b> <b>465 931.85</b>	<b>403 643.78</b>

Source: MA

As of 31.12.2011, in total 21 calls were published under priority axis 1 amounting to the total allocation of EUR 416 912 849.07. Out of that, 2 calls were cancelled, namely the written invitations for NP for Measure 1.1 (OPE/K/NP/2009-4, OPE/K/NP/2009-5). As of 31.12.2011, 11 written invitations under Measure 1.1 (out of which the above 2 written invitations were cancelled) and 7 calls for demand-driven projects were published. As of 31.12.2011, 3 calls for demand-driven projects under Measure 1.2 were published.

In total **1 934** AFNFC under priority axis 1 were received by 31.12.2011 whose requested amount of NFC represented the amount of **EUR 600 055 004.45**. Out of that **1 087** AFNFC were rejected which represented the total amount of **EUR 350 378 645.17** of rejected NFC, and **431** AFNFC were approved at the amount of total contribution of **EUR 249 676 359.28**. High number of the rejected AFNFC was mostly due to a high error rate and insufficient quality of elaboration of the AFNFC submitted which pursuant to the System of management of SF and CF for the programming period

2007-2013 had to be excluded from the assessment of AFNFC already during the formal check of AFNFC. Being aware of such serious problem in assessing AFNFC already during the formal check, the CCA modifies certain fundamental criteria when checking formal accuracy of AFNFC, namely by amendment of the System of management of SF and CF for the programming period 2007-2013, version 4.5, which was issued in the course of the drafting of the Annual Report. Such amendment will allow for adding the missing details of AFNFC based on a call to add the missing details, which demonstrate the fulfilment of the completeness criteria of the registered AFNFC. The MA for OPE shall proceed in a similar manner also in the case when non-fulfilment of some of the criteria of eligibility of the registered AFNFC of formal nature is identified, and it may decide to reject the AFNFC submitted only provided that the applicant was given a chance to eliminate such formal defect in the AFNFC submitted. MA expects that such amendment will prevent high rate of rejected AFNFC in the future as soon as during the formal accuracy check of AFNFC. In total **414** projects were contracted under priority axis 1 by 31.12.2011 representing in total the amount of contracted funds of **EUR 191 461 031.95** (this figure does not cover the projects completed out of schedule), out of which 388 projects are in progress and 18 projects were duly completed.

The implementation of 7 national projects in total took place under priority axis 1 (only Measure 1.1) during the reported period:

1. *Training of primary school teachers in the field of foreign languages in connection with the Concept of foreign languages teaching at primary and secondary schools (OPE/K/NP/2008-1);*
2. *Modernisation of the educational process at primary schools (OPE/K/NP/2008-3);*
3. *Modernisation of the educational process at secondary schools (OPE/K/NP/2008-4);*
4. *Training of teachers in connection with the development of school educational programmes (OPE/K/NP/2008-5);*
5. *Training of the educational personnel of kindergartens as part of the reform of education (OPE/K/NP/2008-7);*
6. *External evaluation of the school quality supporting self-assessment processes and development of school (OPE/K/NP/2009-1);*
7. *Evaluation of educational quality at primary schools and secondary schools in the Slovak Republic in the context of the ongoing content reform of education (OPE/K/NP/2010-1).*

More detailed information regarding the national projects implemented is specified in Tables 32 to 38.

Table No 32: State of implementation of the national project as of 1.12.2011

Project title:	<b>Training of primary school teachers in the field of foreign languages in connection with the Concept of foreign languages teaching at primary and secondary schools</b>
Measure	1.1
Beneficiary:	National Institute of Education
Budget in €:	<b>EUR 15 027 135.70</b>
Project implementation period:	16.09.2008 – 15.09.2013
Basis from the national/ regional policy:	Concept of foreign languages teaching at primary and secondary schools approved by the Government of the Slovak Republic on 12.09.2007 by Decree of the Government of SR No 767/2007
Project objective:	The objective of the project is to achieve 100% share of qualified teachers of foreign languages (FL) of the first school for the target group of students of younger school age in the long-term planning horizon.
Activities implemented:	On 16.9.2008, the Contract on the provision of NFC was signed. On 16.09.2008, the beneficiary submitted the statutory declaration of the commencement of the project together with the notification of the start of implementation of the first activity (16.09.2008).  <b>Activity 1.1 Provision of supplementary education to qualified teachers of the first school of primary schools for the level FL 0/A1 CERF to obtain level A2 CERF (Educational Programme A)</b>

	<p>In 2009, educational activities started for trainees in the summer term, which lasted from 13.03.2009 to 30.06.2009. During that term the largest group of trainees started training in all languages offered (language level A0/A1) – English, German, French, Italian, Spanish and Russian languages. Training courses took place in 115 educational centres in Slovakia and 15 universities guaranteed their professional level. At the end of the term in June 2009, a questionnaire survey was conducted. Since June 2009 various activities have been carried out, which are related to the preparation of overall testing of trainees to be conducted according to the project schedule. In October 2009, members of the testing team who created items passed training. In December 2009, members of the testing team who will process and evaluate individual data passed the training at the headquarters of CIEP in Paris.</p> <p>Winter term 2010/2011 (fourth term of the Educational Programme A) was implemented according to a modified schedule in connection with funds availability for the implementation of the activity. The beginning of the activity was rescheduled to 01.03.2011.</p> <p>The problem was caused by withdrawal of SPU (Slovak Agricultural University) Nitra from the Framework Contract for the provision of training. Trainees were replaced to Comenius University in Bratislava, which provided smooth implementation of educational activities.</p> <p>From June to October 2011, the qualifying testing of all trainees was conducted. In total 2869 trainees of the Educational Programme A participated in the testing at the level A2 of the Common European Reference Framework in three terms (25.06.2011, 03.09.2011 and 01.10.2011). Out of that number, 92% passed the testing successfully. Only 4% of the trainees failed in testing and 4% of trainees did not attend testing for various reasons (health, family ...).</p> <p>The aim of the testing was to identify whether the trainees obtained the language level A2 after four terms of training. The testing was carried out in five languages, namely in the English, German, French, Italian, Spanish and Russian languages. The test checked all communication skills and competences of teachers in a foreign language, i.e. listening with understanding, reading with understanding, language means, speaking in monologue and dialogue. The team of Slovak experts were assisted in the development of tests also by experts from the French Centre international d'études pédagogiques, which is one of few centres in the European Union which obtained recommendation from the Council of Europe to develop tests and testing instruments in compliance with the Common European Reference Framework (hereinafter referred to as CERF).</p> <p>The summer term 2011 (the fifth term of the Educational Programme A) was implemented according to a modified schedule in connection with funds availability for the implementation of the activity. The beginning of the activity was rescheduled to 15.10.2011. The end of the term is planned to 15.03.2012. In this term, specialized subjects have been added to the trainees, i.e. that besides practical language they will learn also the language system.</p> <p><b>Activity 1.2 Provision of supplementary education to qualified teachers of the first school of primary schools for the level FL A2 CERF to obtain level B2 CERF (Educational Programme B)</b></p> <p>The beginning of winter term of academic year 2009/2010 was initially scheduled to 26.10.2009 but finally it was rescheduled with regard to the capacities of individual universities to mid-November 2009. Winter term 2010/2011 (third term of the Educational Programme B) was implemented according to a modified schedule in connection with funds availability for the implementation of the activity. The beginning of the activity was rescheduled to 01.03.2011.</p> <p>The activity was implemented with the aim to finish winter term 2010/2011. The problem was caused by withdrawal of SPU (Slovak Agricultural University) Nitra from the Framework Contract for the provision of training. Trainees were replaced to Comenius University in Bratislava, which provided smooth implementation of educational activities.</p> <p>From June to October overall diagnostics of all trainees was performed.</p> <p>Trainees withdrawing from the Contract on the provision of education indicate the complexity of university study as the main reason, as well as the difficulties in commuting to universities and health and family problems.</p> <p>Summer term 2011 (the fourth term of the Educational Programme B) was implemented according to a modified schedule in connection with funds availability for the implementation of the activity. The beginning of the activity was rescheduled to 15.10.2011. The expected end of the term is planned to 31.01.2012. In this term the trainees got instructions on the completion of the Educational Programme. The Educational Programme shall be completed by testing at the level B2 of the Common</p>
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	<p>European Reference Framework, submission of the final paper and its defence before 5-member commission and by final exams in specialized subjects (language system, intercultural communication and theory of instruction). Testing is scheduled to February 2012.</p> <p><b>Activity 1.3 Provision of supplementary education to qualified teachers of the first school of primary schools in specialized teacher's training in FL</b></p> <p>The beginning of winter term of academic year 2009/2010 was initially scheduled to 26.10.2009, but finally it was rescheduled with regard to the capacities of individual universities to mid-November 2009. Winter term 2010/2011 (third term of the Educational Programme B) was implemented according to a modified schedule in connection with funds availability for the implementation of the activity. The beginning of the activity was rescheduled to 01.03.2011.</p> <p>The problem was caused by withdrawal of SPU (Slovak Agricultural University) Nitra from the Framework Contract for the provision of training. Trainees were replaced to Comenius University in Bratislava which provided smooth implementation of educational activities.</p> <p>Trainees withdrawing from the Contract on the provision of education indicate the complexity of university study as the main reason, as well as difficulties in commuting to universities and health and family problems.</p> <p>The summer term 2011 (the fifth term of the Educational Programme A and the fourth term of the Educational Programme B) was implemented according to a modified schedule in connection with funds availability for the implementation of the activity. The beginning of the activity was rescheduled to 15.10.2011. The expected end of the term is planned to 31.01.2012 for the Educational Programme B and to 15.03.2012 for the Educational Programme A. Trainees of the Educational Programme A took first lessons in specialized subjects – intercultural communication and theory of instruction. Educational Programme shall be completed by testing at the level B2 of the Common European Reference Framework, submission of the final paper (dissertation) and its defence before 5-member commission and by final exams in specialized subjects (language system, intercultural communication and theory of instruction). Testing is scheduled to February 2012.</p> <p><b>Activity 1.4 The development and accreditation of the study programme for supplementary study for the target group of teachers</b></p> <p>Due to the problems of the financing of the activity, the implementation was rescheduled to November 2010, and it was then implemented. The outcomes were submitted in January 2011 – 1<sup>st</sup> draft description of the study programme PEP.</p> <p><b>Activity 2.1 Provision of extension study to the teachers of FL of the middle school of primary schools in educational-psychological basics of FL teaching</b></p> <p>Trainees are assigned to the study according to the capacities of the respective university. Due to problems with the financing of the activity, the implementation was rescheduled to September – October 2011. The educational programme of that target group was completed during that period, i.e. first teachers, in total 111, obtained qualification in the accredited Educational Programme C at the following universities: Comenius University Bratislava, TU Trnava and PU Prešov. They defended final papers (dissertations) and passed final exams.</p> <p><b>Activity 2.2 Provision of extension study to the teachers of FL of the middle school of primary schools in the theory of instruction of FL teaching for the first school of primary schools</b></p> <p>Trainees are assigned to the study according to the capacities of the respective university. Due to problems with the financing of the activity, the implementation was rescheduled to September – October 2011. The educational programme of that target group was completed during that period, i.e. first teachers, in total 111, obtained qualification in the accredited Educational Programme C at the following universities: Comenius University Bratislava, TU Trnava and PU Prešov. They defended final papers (dissertations) and passed final exams.</p> <p><b>Activity 2.3 The development and accreditation of the study programme as supplementary study for the target group of teachers</b></p> <p>Due to the problems of the financing of the activity, the implementation was rescheduled to November 2010, and it was then implemented. The outcomes were submitted in January 2011 – 1<sup>st</sup> draft description of the study programme PEP. During November 2009, textbooks for all trainees participating in the activities carried out at that time were distributed. During October and November 2009, notebooks were</p>
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	distributed to all trainees. Workshops of the managing team were held on an ongoing basis. In order to improve the communication with trainees a discussion forum was created on the portal. Trainees learning other languages (except for English) do not perceive positively changes of the philosophy of the Concept when support to multilingualism is replaced by support to monolingualism or the qualifications requirements with respect to teachers of the first school of primary school are decreased. Such changes contribute to quite frequent withdrawals of the trainees learning other languages, because they cannot see any reason for continuing in the project, and in particular, teachers from small-size schools need to re-orientate to the English language.
Financial implementation/drawing in € for the reported period:	EUR 452 748.23
Financial implementation/drawing in € cumulatively from the start of the programming period:	EUR 6 404 287.45
Fulfilment of indicators for the reported period:	<p><u>Result indicators</u> (planned state /actual state)</p> <p>Number of new developed/innovated educational and study programmes – 3/0</p> <p>Number of schools involved in the implementation of the project activities – 1950/1548</p> <p>Number of employees involved in the implementation of the project activities – 4 500/3 711</p> <p>Number of employees involved in the mobility programmes – 160/0 (this indicator can be fulfilled only at the end of the project implementation)</p> <p>Number of electronic services established – 3/0</p>
Fulfilment of indicators cumulatively from the start of the programming period:	<p><u>Result indicators</u> (planned state /actual state)</p> <p>Number of new developed/innovated educational and study programmes – 3/3</p> <p>Number of schools involved in the implementation of the project activities – 1950/1830</p> <p>Number of employees involved in the implementation of the project activities – 4 500/4 956</p> <p>Number of employees involved in the mobility programmes – 160/0</p> <p>Number of electronic services established – 3/3</p>
Contribution to HP:	No contribution to HP
Website of the project:	<a href="http://www.educj.sk/buxus/generate_page.php?page_id=1">http://www.educj.sk/buxus/generate_page.php?page_id=1</a>

Source: MA

Table No 33: State of implementation of the national project as of 31.12.2011

Project title:	<b>Modernisation of educational process at primary schools</b>
Measure	1.1
Beneficiary:	Institute of Information and Prognoses of Education
Budget in €:	<b>EUR 32 395 334.86</b>
Project implementation period:	01.12.2008 - 30.11.2013
Basis from the national/ regional policy:	Bill on education (Education Act) and on amendments to certain laws, passed by Government Decree No 147/2008 of 05.03.2008. The Act came into effect on 01.09.2008.
Project objective:	The aim of the project is to prepare teachers for active implementation of the school reform – adaptation of the educational system to the needs of the knowledge society.
Activities implemented:	<p>On 01.12.2008, the Contract on the provision of NFC was signed.</p> <p>On 01.12.2008, the beneficiary submitted the statutory declaration of the commencement of the project together with the notification of the start of implementation of the first activity.</p> <p>The project is implemented through 4 basic activities, namely:</p> <p><b>Activity 1.1 Multimedia – digital content for teacher’s training towards modernisation of education</b></p> <p><b>Activity 1.2 Development of textbooks and teaching aids for teachers towards modernisation of education</b></p> <p><b>Activity 2.1 Education of teachers in the field of modernisation of educational process based on the use of ICT – the Activity 2.1 includes the following:</b></p> <p><u>Module 1</u> – „Digital literacy“</p>

	<p><u>Module 2</u> - „Modern teaching technique in teacher’s work“  <u>Module 3</u> - „The use of ICT in a particular subject“  <b>Activity 2.2 Provision of hardware for the modernization of education</b></p> <p><b>Activity 1.1 Multimedia – digital content for teacher’s training towards modernisation of education</b>  In 2010, the multimedia – digital content for all educational modules was created within implementation of the project. Digital library on the project portal <a href="http://www.modernizaciavzdelavania.sk">www.modernizaciavzdelavania.sk</a> where all study materials are contained was made accessible to all trainees. The digital library is continuously updated.</p> <p><b>Activity 1.2 Development of textbooks and teaching aids for teachers towards modernisation of education</b>  10 methodological textbooks for individual subjects under Module 3 “The use of ICT in a particular subject” have been issued. The last missing textbook was issued and handed over to trainees in January 2011. Thus, the multimedia – digital content was finalized for all educational modules.</p> <p><b>Activity 2.1 Education of teachers in the field of modernisation of educational process based on the use of ICT</b>  From April 2009 to August 2009, schools and teachers were applying for the project. Training of trainees was and is taking place in 19 training centres throughout Slovakia. In October 2009, trainees started the training in Module 1. All 100% of trainees completed the training under this module in January 2010. The training in Module 2 and Module 3 was implemented in two stages. In the 1<sup>st</sup> stage from April 2010 the training of the first 40% of trainees started first in Module 2, and then from September 2010 in Module 3. In March 2011, first final meetings of trainees took place within this stage. The second stage of training (the remaining 60% of trainees) in Module 2 and Module 3 started from March 2011, and this training is still in progress. Training of 922 trainees was completed within Module 2 and Module 3. Digital library which is made accessible on the project portal <a href="http://www.modernizaciavzdelavania.sk">www.modernizaciavzdelavania.sk</a> from 2010 to all trainees has been continuously updated from the beginning of 2011 up to now. The course of implementation of the project is in compliance with detailed description of the project activities.</p> <p><b>Activity 2.2 Provision of hardware for the modernization of education</b>  On 17.12.2009, a written invitation to tender for the purchase of computer technology and related services was published in the Journal of Public Procurement. Because a request for correction dated 21.01.2009 was sent to the beneficiary by the interested parties for the reason of impossibility to meet one of the conditions of public procurement, the expert team for public procurement decided to cancel the tender and prepare new conditions. Such conditions have been drawn up and based on them a new written invitation to tender was again published in the Journal. The new public procurement passed successfully. The activity was successfully completed in December 2009. All PCs, notebooks and data projectors were distributed to schools.</p>
<p>Financial implementation / drawing in € for the reported period:</p>	<p>EUR 307 732.28</p>
<p>Financial implementation/ drawing in € cumulatively from the start of the programming period:</p>	<p>EUR 13 494 232.55</p>
<p>Fulfilment of indicators for the reported period:</p>	<p><u>Result indicators</u> (planned state /actual state)  Number of new developed educational programmes – 10/0  Number of schools involved in the implementation of the project activities – 1960/0  Number of training courses for the teaching staff – 306/0  Number of employees involved in the implementation of the project activities – 3670/447  Number of new developed/ innovated educational programmes using ICT in the teaching process – 10/0  Number of schools involved in the implementation of the project activities using ICT in the teaching process – 1960/0  Teaching staff involved in the implementation of the project activities using ICT in the teaching process – 3670/461  Number of schools involved in the implementation of the project activities involving</p>

	students coming from MRC – 500/0
Fulfilment of indicators cumulatively from the start of the programming period:	<p><u>Result indicators (planned state /actual state)</u></p> <p>Number of new developed educational programmes – 10/10</p> <p>Number of schools involved in the implementation of the project activities – 1960/2032</p> <p>Number of training courses for the teaching staff – 306/392</p> <p>Number of employees involved in the implementation of the project activities – 3670/4756</p> <p>Number of new developed/ innovated educational programmes using ICT in the teaching process – 10/10</p> <p>Number of schools involved in the implementation of the project activities using ICT in the teaching process – 1960/2032</p> <p>Teaching staff involved in the implementation of the project activities using ICT in the teaching process – 3670/4770</p> <p>Number of schools involved in the implementation of the project activities involving students coming from MRC – 500/1209</p>
Contribution to HP:	SD, IS, MRC
Website of the project:	<a href="https://www.modernizaciavzdelavania.sk">https://www.modernizaciavzdelavania.sk</a>

Source: MA

National project “Modernisation of the educational process at primary schools” is implemented in compliance with the Education Act and applicable decrees. The implementation of its activities is an important precondition for uninterrupted continuation and quality improvement of modernisation of education, as well as for the quality of outcomes of education for the purpose of developing the knowledge society and competitiveness on the European labour market. All primary schools could get involved in the project (with the exception of the Bratislava region) and an overwhelming majority of schools did so, which gave them a chance to change old teaching methods, implement the content reform of education using the innovated teaching forms and methods, and thus prepare the school leavers for the needs of the knowledge society and for its follow-up education in the system of universities and further education.

Both the schools and teachers are interested in the training. The possibility to improve the ICT equipment of schools was a good motivation, when under Activity 2.2 each school involved in the project received PC, data projector according to a predetermined key, and each participant in training received a notebook.

Positive responses and feedback from teachers have demonstrated that such training means a benefit for them and also the successful implementation of the intent of the project to train a group of innovative teachers within the project, who will upon successful completion of the training transfer continuously the knowledge obtained to their own teaching practice and also influence in a multiplication manner other teachers in their schools.

The training started in October 2009 by Module 1 intended to balance the level of digital literacy of the participants involved in the project. The Module 2 launched in April 2010 was aimed at making the trainees familiar in a more practical manner with the methods and procedures in applying ICT in the educational process. The training under Module 3 launched from September 2010 represents the last and the most important stage of the educational process. Under Activity 1.1 Multimedia – digital content for teacher’s training towards modernisation of education, e-content which is gradually created and used in training is placed in the digital library on the educational portal mvp which is made accessible to all project participants. The trained teacher then verify through an experiment the digital content when introducing new teaching methods with the help of ICT having impact on the secondary target group of students, which is expected not only to improve the approach of students to the work with computer and Internet, but also to increase their motivation for being educated in a modern school.

Upon completion of the project the education reform of primary schools will continue. Teachers trained within the national project will help at schools to train other teachers when implementing new

teaching methods using ICT in a Modern school of the 21 century. The implementation of activities of this pilot project is an important follow-up to the quality improvement of the modernisation of education and its outcomes for the development of the knowledge economy and competitiveness on the European labour market.

Outcomes of the project (experimental digital content, new methods and models of lessons using ICT) will be analyzed and processed as a recommendation for further educational projects under OPE.

Results of the work done by experts participating in the project are continuously presented on various forums as part of publicity. Such results are presented every year in the form of a separate section of the International Conference ICETA, where on its 8th year the national projects won 2<sup>nd</sup> place in the competition “E-learning in practice” in the category “Supporting material for on-line education”, and on the 2-day **Conference MVP 2010** held in September 2010 in Banská Bystrica where the organizers together with experts presented the results of their work within projects. The goal of the Conference was to show the way in which the projects attempt to modernize the teaching process with the help of digital technologies.

Table No 34: State of implementation of the national project as of 31.12.2011

Project title:	<b>Modernisation of educational process at secondary schools</b>
Measure	1.1
Beneficiary:	Institute of Information and Prognoses of Education
Budget in €:	<b>EUR 12 733 347.87</b>
Project implementation period:	02.12.2008 - 30.11.2013
Basis from the national/ regional policy:	The national project was developed in line with Bill on education (Education Act) and on amendments to certain laws, passed by Decree of the Government of the SR No 147/2008 of 05.03.2008. The aim of the national project is to change the form of teaching at secondary schools, which will lead to modernisation of the teaching process.
Project objective:	Implement the content reform of education at secondary schools also by using innovated forms and methods of teaching and prepare a school leaver for the current and future needs of the knowledge society, and for the follow-up education within the system of higher education and further education. Prepare teachers for active implementation of the education reform – adaptation of the system of education to the needs of the knowledge society. Innovate and modernize the content, methods and outcomes of the teaching process for new competences of the work in the Modern School of the 21 century. Increase the proportion of teachers participating in the programmes of further education in order to achieve and develop their competences required for the knowledge society.
Activities implemented:	On 02.12.2008, the Contract on the provision of NFC was signed. On 02.12.2008, the beneficiary submitted the statutory declaration of the commencement of the project together with the notification of the start of implementation of the first activity.  The project is implemented through 4 basic activities, namely:  <b>Activity 1.1 Multimedia – digital content for teacher’s training towards modernisation of education</b> - within this Activity the multimedia - digital content for Module 1 „Digital literacy of a teacher“, Module 2 „Modern teaching technique in teacher’s work “ and Module 3 „The use of ICT in a particular subject” for all seven subjects (mathematics, physics, chemistry, biology, geography, Slovak language, history) has been elaborated. The Activity is in compliance with the planned state of the project. A digital library has been created on the project portal, which is made accessible to all trainees where they can easily find all stud materials. The digital library on the project portal <a href="http://www.modernizaciavzdelavania.sk">www.modernizaciavzdelavania.sk</a> which is made accessible to all trainees and from 2010 it has been continuously updated from the beginning of 2011 up to now.  <b>Activity 1.2 Development of textbooks and teaching aids for teachers towards modernisation of education</b> – within this Activity the trainees received textbook and teaching aids for Module 1, Module 2, and Module 3 in compliance with the planned training activities. All 8 textbooks for Module 3 have been completed. The Activity is

	<p>in compliance with the planned state of project. Methodological aids are placed on the educational portal in the form of presentations, applications, audio records, educational documents, <a href="http://www.stránok">www.stránok</a>, which have been created by experts only so far.</p> <p><b>Activity 2.1 Education of teachers in the field of modernisation of educational process based on the use of ICT</b>                  Activity 2.1 includes the following:  <u>Module 1</u> – „Digital literacy“  <u>Module 2</u> - „Modern teaching technique in teacher’s work “  <u>Module 3</u> - „The use of ICT in a particular subject“</p> <p>From April 2009 to August 2009, schools and teachers were applying for the project. The training under Module 1 was completed according to the schedule. 40% of trainees have been trained under Module 2 and Module 3. Because of time delay, not all 40% of trainees have been trained within the time limit, and the training will be completed with a slight delay. Based on the beneficiary’s request to amend the Contract, an Amendment to the Contract on NFC was drawn up where a change of the schedule was incorporated. First final workshops started from March 2011. 414 trainees completed training by the end of August 2011.</p> <p><b>Activity 2.2 Provision of hardware for the modernization of education</b> (1.12.2008-31.12.2009). Activity was completed in December 2009.</p>
Financial implementation / drawing in € for the reported period:	EUR 127 254.65
Financial implementation/ drawing in € cumulatively from the start of the programming period:	EUR 5 334 045.92
Fulfilment of indicators for the reported period:	<p><u>Result indicators</u> (planned state /actual state)</p> <p>Number of new developed educational programmes – 7/0                  Number of schools involved in the implementation of the project activities – 665/0                  Number of training courses for the teaching staff – 130/0                  Number of employees involved in the implementation of the project activities – 1560/173                  Number of new developed/ innovated educational programmes using ICT in the teaching process – 7/0                  Number of schools involved in the implementation of the project activities using ICT in the teaching process – 665/0                  Teaching staff involved in the implementation of the project activities using ICT in the teaching process – 1 560/181                  Number of schools involved in the implementation of the project activities involving students coming from MRC – 200/0</p>
Fulfilment of indicators cumulatively from the start of the programming period:	<p><u>Result indicators</u> (planned state /actual state)</p> <p>Number of new developed educational programmes – 7/7                  Number of schools involved in the implementation of the project activities – 665/687                  Number of training courses for the teaching staff – 130/174                  Number of employees involved in the implementation of the project activities – 1 560/2 017                  Number of new developed/ innovated educational programmes using ICT in the teaching process – 7/7                  Number of schools involved in the implementation of the project activities using ICT in the teaching process – 665/687                  Teaching staff involved in the implementation of the project activities using ICT in the teaching process – 1 560/2 025                  Number of schools involved in the implementation of the project activities involving students coming from MRC – 200/361</p>
Contribution to HP:	SD, IS, MRC
Website of the project:	<a href="https://www.modernizaciavzdelavania.sk">https://www.modernizaciavzdelavania.sk</a>

Source: MA

Table No 35: State of implementation of the national project as of 31.12.2011

Project title:	<b>Training of teachers in connection with the development of new educational</b>
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	<b>programmes</b>
Measure	1.1
Beneficiary:	State Institute of Vocational Training
Budget in €:	<b>EUR 5 098 752.75</b>
Project implementation period:	02.01.2009 – 28.02.2014
Basis from the national/ regional policy:	Act No 245/2008 Coll. on education (the so-called Education Act) in force as from 01.09.2008. Following to the Education Act, 13 Decrees effective as of 01.09.2008 have been issued. Subsequently, national educational programmes for individual levels of education were approved, including model educational programmes and methodology of their creation. Schools could officially start preparing their own school educational programmes representing the content reform of education.
Project objective:	General retraining and education of the teaching staff of primary schools and secondary schools towards implementation of the content reform of education and the development of educational programmes. Innovation of the content and teaching methods at schools will be achieved through educational activities and methodological activity under the project and at the same time the quality of educational outcomes at schools will increase with the intention to educate towards the needs of labour market in the knowledge society.
Activities implemented:	<p>On 02.01.2009, the Contract on the provision of NFC was signed. On 02.01.2009, the beneficiary submitted the statutory declaration of the commencement of the project together with the notification of the start of implementation of the first activity.</p> <p><b>Activity 1.1 Formation and gradual supplementation or changes within the investigation team</b> (internal and external staff, contractors) – the Managing Committee of the project, coordinating expert team and training team have been formed.</p> <p><b>Activity 1.2 Work of expert working groups</b> – working on specialized themes (e.g. interactive teaching methods, evaluation methods and means, principles and approaches of continuity of education at primary and secondary school etc.), addressing key tasks and solving key problems with respect to the content reform of education. The development of methodological materials of key significance which should help teachers in developing school educational programmes, in modernisation and innovation of the content of textbooks and teaching aids, in application of new educational forms and methods, educational methods with regard to the labour market, in effective development of key competences, in supporting innovative methods and forms of further education of the teaching staff, supporting personality development of teachers etc.</p> <p><b>Activity 2.1 Preparation, updating and evaluation of the educational programme</b> (courses) – preparation, updating and evaluation of the educational programme is based upon three stages of implementation: Structuring of the educational programme for continuous education (The entire educational programme is based on the module arrangement of education. Courses have been specified, 3 modules have been designed which shall cover that content of education which is considered by the beneficiary fundamental with respect to the development of the school educational programmes. At the same time, educational outcomes, recommended teaching aids, procedures and methods for both the lecturer and trainee, criteria, methods and means of evaluation) and the development of the teaching material for the future lecturers and teachers of further education of the teaching staff have been specified.) and the Development of the teaching material for the future lecturers and teachers of further education of the teaching staff (Individual courses and modules of the structured educational programme will serve as a base for their development; detailed “Methodology for the development of the school educational programmes for primary schools”, “Methodology for the development of the school educational programmes for grammar schools” and “Methodology for the development of the school educational programmes for secondary vocational schools” have been created, which will serve as a teaching material for the trainees, as well as for the training of lecturers); and the Development of on-line courses and teaching material for distance education (on-line courses. Decisions of the Ministry of Education, Science, Research and Sport of the Slovak Republic on accreditation of 4 educational programmes for the courses of multipliers of the continuous education and on accreditation of 4 educational programmes for the courses of trainees of continuous education have been issued. In 2011 market research took place in order to determine the expected value of the contract for the teaching material for the trainees of the courses of further education of</p>

	<p>the teaching staff (teachers of primary and secondary schools) and concurrently for the promotional material to ensure publicity of the national project. Training materials were also prepared for the needs of continuous education of the teaching staff under Activity 2.2. Provision of the educational programme (courses) for printing. The Activity consisted of graphic design and reviews of the training materials. Printed materials will be distributed to the trainees in courses within the continuous education through regional coordinators and lecturers.</p> <p><b>Activity 2.2 Delivery of educational programme</b> (courses) – the Activity is implemented in the following stages: Continuous education of multipliers, Continuous education of the teaching staff and Distance education of the teaching staff. By the end of 2010, 132 multipliers have been trained. In total 295 educational programmes were implemented under Convergence objective from the first continuous monitoring, i.e. from 01.02.2009 until September 2011. 4994 teachers of primary and secondary schools successfully completed educational programmes. 701 schools, out of that 285 for the marginalized Roma minority, have been involved in the training.</p> <p><b>Activity 3.1 Content creation, production/edition and distribution of the Teacher’s Journal (Učitel’ské noviny)</b> – in the second half of the school year 2009/2010, the edition of the bi-weekly Teacher’s Journal was in compliance with the detailed description of activities. From September 2010, the MA granted to the beneficiary written exemptions for a special schedule of publishing the Teacher’s Journal in connection with withdrawal from the contract made with the editors of the Teacher’s Journal. Public procurement for new editors of the Teacher’s Journal took place the same year. In 2011, the bi-weekly Teacher’s Journal was not published, because of the course and completion of the tender for editorial services of the Teacher’s Journal, which failed. The beneficiary is preparing a new tender for editorial services of the Teacher’s Journal. This Activity has been stopped until a successful completion of public procurement.</p> <p><b>Activity 3.2 Content creation, production/edition and distribution of the multimedia educational DVD</b> – the aim of the DVD is to provide the transfer of knowledge from the field of education and professional training and promotion of the result of the research and development in educational primary and secondary school putting emphasis on the principles of lifelong education. By the end of 2010, scenarios of the first series of educational DVD have been prepared, and preparation of the selection of professional issues for scenarios of the second series took place. Market research was also provided in order to determine the expected value of the contract for 4 DVDs. In 2011 market research took place in order to determine the expected value of the contract for graphic design, burning in and impression – media, copying/compression, printing of the cover/enveloping for the educational CD. Work on the preparation of three series of educational multimedia CD took place, as well. Experts from the State Institute of Vocational Training, National Institute for Education, primary and secondary schools participated in the preparation of their content. Expert supervision is guaranteed by the staff of universities (universities). In 2011, preparations for the commencement of tender for the creation of the content, production and release of four series each consisting of three pieces of the multimedia educational DVD took place.</p> <p><b>Activity 3.3 Content creation, programming, moderating of e-Learning portal</b> – this portal will serve as a space for intermediation of information, trends and ideas for quality improvement of the educational process and further education of the teaching staff, for exchange of experience and creativity in the form of sharing ideas, information, good practices, experience, problem tasks solving. Preparation of the supporting materials for market research for the programming and maintenance of e-Learning portal was carried out until the end of 2010. In 2011, the preparation of courses of distance education was tied to the launching of the already prepared e-learning portal. Preparation of the tender for the programming and maintenance of e-learning portal was also carried out during that period. The period of project implementation has extended from 31.08.2012 to 28.02.2014 because of the implementation of Activities 3.1, 3.2 a 3.3.</p>
Financial implementation / drawing in € for the reported period:	EUR 104 841.39

Financial implementation/drawing in € cumulatively from the start of the programming period:	EUR 422 820.78
Fulfilment of indicators for the reported period:	<u>Result indicators (planned state /actual state)</u> Number of schools involved in the implementation of the project activities – 1 500/569 Number of employees involved in the implementation of the project activities – 6 000/4 862 Number of training courses for the teaching staff – 220/274 Number of schools involved in the implementation of the project activities involving students coming from MRC – 150/259
Fulfilment of indicators cumulatively from the start of the programming period:	<u>Result indicators (planned state /actual state)</u> Number of schools involved in the implementation of the project activities – 1 500/701 Number of employees involved in the implementation of the project activities – 6 000/4 994 Number of training courses for the teaching staff – 220/295 Number of schools involved in the implementation of the project activities involving students coming from MRC – 150/285
Contribution to HP:	SD, IS
Website of the project:	<a href="http://www.siov.sk/narodne-projekty-vzdelavania-ucitelov-v-suvistlosti-s-tvorbou-skolskych-vzdelavacich-programov/11406s#projekty">http://www.siov.sk/narodne-projekty-vzdelavania-ucitelov-v-suvistlosti-s-tvorbou-skolskych-vzdelavacich-programov/11406s#projekty</a>

Source: MA

Table No 36: State of implementation of the national project as of 31.12.2011

Project title:	<b>Training of the teaching staff of kindergartens as part of the reform of education</b>
Measure	1.1
Beneficiary:	Methodology and Pedagogy Centre
Budget in €:	<b>EUR 18 037 603.46</b>
Project implementation period:	01.05.2009-30.04.2013
Basis from the national/ regional policy:	Act No 245/2008 on education (Education Act) and on amendments to certain laws
Project objective:	Implement the content reform and develop the system of lifelong education aimed at developing key competences of the teaching staff in kindergartens (hereinafter referred to as (“MS”) in compliance with the needs of the knowledge society. Putting emphasis on further education of the teaching staff and on achievement and development of competences required for the transformation of a traditional school to a modern school. Innovation of the content and methods, improvement of the quality of educational outcomes for the needs of labour market in the knowledge society.
Activities implemented:	On 29.04.2009, the Contract on the provision of NFC was signed. On 01.05.2009, the beneficiary submitted the statutory declaration of the commencement of the project together with the notification of the start of implementation of the first activity.  <b>Activity 1.1 Training of the management and professional staff of the state and public administration</b> The beneficiary requested that this activity be rescheduled to 15.03.2010 and the Activity has been carried out according to the prescribed schedule up to now. The Activity is aimed at creating and developing professional managerial competences required for the transformation of a traditional school to a modern school. The study is implemented in the form of the updating, innovating and functional innovative training focused on the competences of the management of kindergartens and professional staff of the state and public administration, as well as on the knowledge of the latest trends of democratic management. Under the Activity “Training of the management and professional staff of the state and public administration” four educational programmes have been granted accreditation, which are entitled as follows: “ <i>Innovations in the theory of instruction for educational personnel; Content reform in kindergartens for educational personnel; School management in kindergartens; and Digital technologies in kindergartens for educational personnel</i> ”. During the year 2011 texts for educational activities were finalized which were entitled “ <i>Innovations in the theory of instruction for educational personnel in kindergartens</i> ” and “ <i>Educational technology for senior educational personnel</i> ” and which are aimed at improving the qualification and extending the requirements for a teacher of pre-primary

	<p>education. Educational activities under educational programmes “School management” and “Content reform for senior educational personnel” take place according to the prescribed schedule. Educational programmes aimed at digital technologies took place for the first time under the national project in 2011. The meeting of the members of expert team concerning the content of the educational programme “Educational technologies for senior educational personnel” for the <i>beginner</i> qualification level took place at the beginning of 2011. During this monitoring period of the year 2011, a workshop of expert team concerning the content of the educational programme “Innovations in the theory of instruction for senior educational personnel of kindergartens” was also held. With regard to the implementation of the Activity, details of the finalisation of educational texts devoted in particular to children’s learning styles and teaching conception and power point presentations for educators of kindergartens have been discussed.</p> <p><b>Activity 1.2 Training of the teaching staff of kindergartens</b></p> <p>It has been going on from 10/2009 up to now according to the prescribed schedule. Training of the teaching staff of kindergartens is implemented in the form of an updating and innovative training taking place in the study groups with maximum number of 12 trainees through 3 educational programmes. The content of educational programmes is directed towards the development of creative personality of the teaching staff, its personal and professional competences, digital literacy and content reform in kindergartens. Educational programmes are implemented in the form of the attendance, distance and combined study. They have been implemented upon successful accreditation of three educational programmes: <i>Digital technologies in kindergartens, Content reform in kindergartens and Innovations of the theory of instruction for preschool education teachers</i>. Training of the kindergarten personnel under this Activity took place in 2011 in order to develop professional and specialized competences according to the schedule and cumulatively. On 15.2.2011 a workshop of members of the expert team concerning the content of the educational programme “Innovations in the theory of instruction for preschool teachers” was held in order to extend and improve the knowledge of the teaching profession, learn about the latest trends regarding the teaching profession, set goals of own professional development of educational personnel of kindergartens. Workbooks concerning the Activity “Innovations in the theory of instruction for preschool teachers” have been created during this monitoring period.</p> <p><b>Activity 1.3 Educational portal</b></p> <p>It is an instrument of distance form of training of trainees under the Activities 1.1 and 1.2 of the national project and it provides space for <i>e-learning</i>. The objective of the Activity is to provide a comprehensive system of digital services for information and educational needs of the target group of the project, which support self-study of the required theory supplemented by practical exercises carried out in the selected educational centres. The testing phase of the content of the already functional part of available web portal passed successfully within the implementation of this Activity. A list of deficiencies has been created, follow-up effective procedures and a proposal of necessary corrections have been specified. Next step towards successful application of the educational portal consisted of the processing of database “ActiveDirectory” in which the structure of users of data centre has been created for the purpose of log in of employees and creation of passwords for the educational portal. In compliance with the contract of 6.10.2009, the opening of envelopes and assessment of bids of tenderers for the contract of a supplier of <i>equipment and instrumentation</i>. took place. The sales contract with the winner company of the tender was signed on 20.11.2009, and thus it became the creator of the portal environment used within the project “Training of the teaching staff of kindergartens as part of the reform of education”. During this year, a <i>manual</i> devoted to the above issues and designed to effectively explain the functionality of the web portal to users was prepared as the initial phase of the creation of web portal folders.</p> <p><b>Activity 2.1 Development of educational material</b></p> <p>The Activity is aimed at creating new specialized literature required for the achievement of higher effectiveness of educational process of kindergartens and at developing school educational programmes for kindergartens. During the implementation of the project, experts in the field of methodology succeeded to develop teaching materials serving also as the relevant outcome indicator “Number of new developed/ innovated teaching materials”. This involves the following publications: 1 <i>Methodology for the development of school educational programmes for kindergartens</i>, 2 <i>How to understand a child in the kindergarten, or educational</i></p>
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	<p><i>diagnosis in the kindergarten/</i> the author is... The approval of individual teaching materials is conditioned by their positive effect on innovations in the theory of instruction, on humanisation of education and on the entire personality development of children, or as a case may be, on the development of key competences of the target group of the project.</p> <p>The course of this Activity in this monitoring period was slowed down because of reassessment of the staffing and preparation of a request for amendment to the Contract on NFC.</p> <p><b>Activity 2.2 Expert's stays and excursions</b></p> <p>The beneficiary asked for the rescheduling of this Activity as of 15.03.2010. Information on the latest strategies of preschool education in some EU Member States and worldwide is obtained through the implementation of this Activity, and the best practice of the global trends is implemented in educational practice of the Slovak kindergartens. In 2011, a workshop of the members of the managing team and potential partners from Austria was organized in order to negotiate basic terms and conditions and exchange of the relevant supporting documents required for execution of the partnership agreement. The monitoring manager – regional coordinator (for Objective K) in cooperation with the above team prepared a draft plan of expert's excursions to be held abroad. Criteria for the selection of participants in expert's stays were also set at that time. The monitoring manager – regional coordinator (for Objective RKZ – Regional Coordination of Contracts) drew up a draft partnership agreement with Serbia.</p> <p><b>Activity 2.3 Expert seminars and conferences</b></p> <p>(The beneficiary asked for the rescheduling of this Activity as of 15.03.2010 up to now.) At the beginning of January 2011, it organized a seminar supporting the interaction of the managing team of the project, trainees and experts of educational activities of the project. Expert opinions and exchange of opinions among participants created a fundamental material for the <i>proceedings</i> for the use of individual clusters within educational programmes. The expert conference under the title "Professional development of a teacher in prospects of the 21 century" was held in 2011 targeted to the promotion of further education of the educational personnel of kindergartens, presentation of the state of implementation of the content reform of education in educational practice of kindergartens and evaluation of the effectiveness of the system of lifelong education aimed at developing competences of educational personnel of kindergartens. Panel discussions, in which experts in the given issues, lecturers, managing team of the project and individual trainees of educational activities of the national project participated, contributed to raise objective prospects in addressing the issues in question. The Seminar aimed at exchange of information among individual participants of the managing team of the project, trainees and experts in the educational activity was held from 18 to 19 January 2011 at Štrbské Pleso. They shared experience regarding the general course and implementation of the educational programmes "Digital technologies in the process of reform of kindergartens". Based on expert opinions and exchange of opinions of participants in educational activities a fundamental material for the <i>proceedings</i> for the use of individual clusters within educational programmes was created. the expert conference under the title "Professional development of a teacher in prospects of the 21 century" was held from 21 to 22 June 2011. Experts in the given issues, lecturers, managing team of the project and individual trainees of educational activities of the national project participated in discussions. Representatives of SSI (State School Inspection) and RSA (Regional School Authority) and other participants expressed a need to organize such meeting contributing to the enrichment of observations of experts based on practical experience of the "Use of digital technologies in preschool education" expressed during the conference.</p> <p><b>Activity 2.4 Equipment and instrumentation of the project</b></p> <p>In order to make use of the knowledge obtained during the educational activities, the projects enables the educators involved in the implementation of the project to use teaching technique and teaching aids. At the beginning of 2010, technical, electronic-teaching aids were distributed to the trainees under the project. The project is aimed at the training of educational personnel of kindergartens in order to provide updating of information in compliance with the reform of education also at the preschool stage, in particular in the field of innovation of the content of education, management, content reform, but also in the area of <i>digital technologies</i>. Kindergartens were selected according to the register of 2008, and a key for the distribution of technology was defined in the project, which was approved also according to the number of classes in</p>
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	individual schools and number of teachers – trainees participating in the educational activities of the national project.
Financial implementation / drawing in € for the reported period:	EUR 333 667.31
Financial implementation/ drawing in € cumulatively from the start of the programming period:	EUR 6 261 790.55
Fulfilment of indicators for the reported period:	<p><u>Result indicators (planned state /actual state)</u>                      Number of schools involved in the project activities using ICT in the teaching process – 2 730/0                      Educational personnel involved in the implementation of the project activities using ICT in the teaching process – 10 000/2 937                      Number of new developed/ innovated educational and study programmes – 7/0                      Number of employees involved in educational activities of the project – 10 000/2 937                      Number of innovated/ new developed teaching materials 200/0                      Number of schools involved in the implementation of the project activities involving students coming from MRC – 700/41</p>
Fulfilment of indicators cumulatively from the start of the programming period:	<p><u>Result indicators (planned state /actual state)</u>                      Number of schools involved in the implementation of the project activities using ICT in the teaching process – 2730/2730                      Educational personnel involved in the project activities using ICT in the teaching process – 10 000/3 774                      Number of new developed/ innovated educational and study programmes – 7/7                      Number of employees involved in educational activities of the project – 10 000/3 774                      Number of innovated/ new developed teaching materials 200/2                      Number of schools involved in the implementation of the project activities involving students coming from MRC – 700/269</p>
Contribution to HP:	SD, IS, MRC
Website of the project:	<a href="http://www.mpc-edu.sk/projekty/vzdelavanie-pedagogickych-zamestnancov-materskych-skol-ako-sucas">http://www.mpc-edu.sk/projekty/vzdelavanie-pedagogickych-zamestnancov-materskych-skol-ako-sucas</a>

Source: MA

This national project is designed for the training of educational personnel of kindergartens throughout Slovakia (it is implemented under Objective K and Objective RKZ). The aim of the national project is to provide current information to employees of kindergartens in compliance with the reform of education also on this stage of education (i.e. preschool education), in particular in the field of innovations of the content of education, management, content reform, but also in the field of digital technologies.

In order to use the knowledge obtained from education, the project was designed so that the kindergartens involved in the implementation of the project obtained electronic-teaching aids within the project. Trainees, i.e. teachers of kindergartens work with such aids during the trainings under the educational programme “Digital technologies in the process of reform of kindergartens” and afterwards they apply them to their work with children.

Exchange of information among participants, i.e. experts in the given issues, lecturers, managing team of the project and individual trainees of the educational activities of the national project was provided within the expert conference entitled “Professional development of a teacher in prospects of the 21 century”. This led to enrichment of observations of experts based on practical experience of the “Use of digital technologies in preschool education” expressed during the conference. By developing skills of educators using ICT through the Activity 1.3”Educational portal”, the project supports self-study, creation of virtual educational environment and supplementation of study materials in electronic form, which contribute to the strengthening of professional growth of educational personnel.

The reform of the content of educational programme is carried out in the course of educational programmes “Innovations of the theory of instruction for preschool education teachers” and “Innovations of the theory of instruction for senior educational personnel of kindergartens” aimed at

extending and improving the knowledge of the teaching profession, making available the latest trends regarding the teaching profession, set goals of own professional development of educational personnel of kindergartens in the Slovak Republic (whereas the project should cover in general almost 80-85% of kindergartens in the Slovak Republic). Having regard to the defined reform objectives of preschool education in our country, it is of the utmost importance to derive from the bases and structure of this project, which will significantly encourage innovations of the national educational programme with the help of both teachers and school educational programmes. Cooperation with the partnering organisations in Croatia was established and partnership agreements with Sweden and Austria will be soon finalized.

Activities aimed at coexistence with minority groups (the measurable result indicator – number of schools involved in the implementation of the project involving students coming from MRC) which contribute to personality development of the children from disadvantaged social environment also contribute to the positive socio-economic effect of the project.

Table 37: State of implementation of the national project as of 31.12.2011

Project title:	<b>External evaluation of the school quality supporting self-assessment processes and development of school</b>
Measure	1.1
Beneficiary:	State School Inspection
Budget in €:	<b>EUR 763 494.44</b>
Project implementation period:	01.10.2009 - 30. 09.2013
Basis from the national/ regional policy:	Decree of the Ministry of Education, Science, Research and Sport of the SR of 31.03.2005 on school inspection
Project objective:	Identify by external evaluation the quality level of schools before and after the implementation of their project on which they used funds from ESF, their contribution to the quality of school. Develop a model and system of evaluation and self-assessment of the work of schools and school facilities, including its practical use in practice.
Activities implemented:	On 03.08.2009, the Contract on the provision of NFC was signed. On 01.10.2009, the beneficiary submitted the statutory declaration of the commencement of the project together with the notification of the start of implementation of the first activity as of 12.10.2009.  <b>1.1 Professional training of school inspectors on the methodology for the evaluation of the quality level of education at primary and secondary schools</b> The Activity was implemented in October 2009. 84 school inspectors passed training under this Activity. The purpose of the Activity was to train 84 school inspectors for external evaluation of the quality level of primary and secondary schools. All school inspectors from the State School Inspection who are competent for the given type of school and who conduct inspections at primary or secondary schools took part in it. The lecturers team passed preparation prior to the training, and a two-day meeting with the management of the school inspection centres (7 directors, 7 heads of divisions) took place where the project manager informed them of the philosophy and objective of the project, its organisation and content and tasks under the project which were designed for the management and school inspectors managed by them. On the first day, they were familiarized with the methodology of inspection performance, its instruments and their application in practice. They had lectures concerning the issues of the areas of evaluation, evaluation criteria and individual indicators monitored when conducting school inspection, in particular in connection with new legislation and new powers of the SSI. All that led to a uniform procedure and evaluation of the school quality by school inspectors in inspection performance. It was important and necessary to achieve that all school inspectors apply a uniform procedure in identifying the quality of school and that they are able to use and process the inspection instruments developed. On the second day, they were familiarized with the database system and the work with electronic matrices used in the performance of inspection. On the third day, the formation of inspection teams was simulated, leaders of inspection groups were appointed and they assigned tasks to individual members, explained procedures to them before, during and after the completion of inspection. Directive interview between the director – inspector, student – inspector, teacher – inspector were simulated, it means that the inspection act was prepared in the so-called “role plays”, which contributed to a higher quality of communication skills of school inspectors and thus to coping with

	<p>unexpected responses of the controlled party.</p> <p><b>1.2 External evaluation of primary and secondary schools before implementation of their project for which they will obtain funds from ESF</b>                  This Activity was carried out in November – December 2009. The evaluation took place at 7 primary schools and at 7 secondary schools. Inspection groups consisted of 6 members – school inspectors, one of them was the leader of the inspection group who assigned individual tasks arising from the methodology to the group members. All members assessed the quality of school according to the evaluation criteria developed and in compliance with the methodology and its instruments. Each school inspector had a task assigned to him by the leader of the inspection group, which he monitored, controlled and evaluated in accordance with methodology and methodological guidelines for the performance of inspection. Upon completion of the direct inspection act, each inspector drafted a report of the result of his inspection activity (outcome) on the basis of the findings under his task in compliance with the methodology developed within the time limit of 5 days for the controlled subject and submitted it to the leader of the inspection group. He then compiled such reports into one complete report for the whole school and discussed it with the headmaster. The outcome product of the Activity was the report of external evaluation of the system of general education and vocational training at primary and secondary schools based upon the uniform methodology and evaluation criteria.</p> <p><b>2.1 Cooperation with international partners in obtaining knowledge of the system</b>                  In the period from 16 to 22 May 2010, five school inspectors participated in the mobility in the Netherlands at the partnering institution INSPECTIE van het ONDERWIJS. The Activity was aimed at obtaining expertise and at the evaluation of the Dutch criteria and indicators applied to external and internal evaluation of the school quality. The expertise obtained is used in the development of new instruments of evaluation, which will be part of the comprehensive model of self-assessment of the work of schools and school facilities.                  For the reason of the Dutch legislation on the performance of inspection and because of time and programme intensity, the Slovak school inspectors could participate in the whole process of inspection performance at one school during the mobility, where the Slovak inspectors were allowed to discuss the implementation of their self-assessment together with the headmaster.</p> <p><b>2.2 Development of the self-assessment model of the work of schools and its use in practice</b>                  At the same time, there was formed an 18-member group of experts responsible for the elaboration of the model of self-assessment of schools which is currently in progress.</p>
Financial implementation / drawing in € for the reported period:	EUR 16 613.41
Financial implementation/ drawing in € cumulatively from the start of the programming period:	EUR 66 215.54
Fulfilment of indicators for the reported period:	<p><u>Result indicators</u> (planned state /actual state)                  Number of employees involved in the mobility programmes – 5/0                  Number of employees involved in the educational activities of the project – 84/0                  Number of schools involved in the implementation of the project activities – 17/0</p> <p>In 2011, the fulfilment of indicators has not increased. The value was achieved at 100% in 2009.</p>
Fulfilment of indicators cumulatively from the start of the programming period:	<p><u>Result indicators</u> (planned state /actual state)                  Number of employees involved in the mobility programmes – 5/5                  Number of employees involved in the educational activities of the project – 84/84                  Number of schools involved in the implementation of the project activities – 14/14</p>
Contribution to HP:	SD
Website of the project:	<a href="http://www.ssiba.sk/Default.aspx?text=g&amp;id=25&amp;lang=sk">http://www.ssiba.sk/Default.aspx?text=g&amp;id=25&amp;lang=sk</a>

Source: MA

Table No 38: State of implementation of the national project as of 31.12.2011

Project title:	<b>Evaluation of educational quality at primary schools and secondary schools in the Slovak Republic in the context of the ongoing content reform of education</b>
Measure	1.1
Beneficiary:	National Institute of Certified Measurements of Education
Budget in €:	<b>EUR 6 948 155.00</b>
Project implementation period:	15.6.2010 – 31.5.2013
Basis from the national/ regional policy:	Bill on education (Education Act) and on amendments to certain laws, passed by Government Decree No 147/2008 of 05.03.2008. The Act came into effect on 01.09.2008
Project objective:	Innovate and implement the system of national measurements which will allow to evaluate quality and to monitor the development of education at primary and secondary schools in the context of the reform of education.
Activities implemented:	<p>On 15.06.2010, the Contract on the provision of NFC was signed. On 15.06.2010, the beneficiary submitted the statutory declaration of the commencement of the project together with the notification of the start of implementation of the first activity.</p> <p><b>Activity 1.1 External evaluation of the educational level on ISCED 1 level in the languages of instruction and mathematics</b></p> <p>In 2010 the preparation of organisational and logistic arrangements of the pilot testing, the creation of the database of students of the 4<sup>th</sup> form of primary school was carried out. By the end of February 2011 the final database of the enrolled students of the 4<sup>th</sup> form of primary school with the Slovak language of instruction and Hungarian language of instruction was created. The so-called pre-pilot – verification of items of testing exercise books for the Slovak language and literature (SJL), Hungarian language and literature (MJL) and math (MAT) at the selected schools with the Slovak language of instruction and Hungarian language of instruction took place in February. The administration of the pilot tests for such testing instruments was done in May and June 2011. Preliminary report of the testing was processed in October – November 2011.</p> <p><b>Activity 1.2 External evaluation of the level of education on ISCED 2 level in the languages of instruction, mathematics and English language and comparison of the level of education between the students of 9<sup>th</sup> form of primary school and students of IV form of eight-year grammar school in the subjects Slovak language and literature and mathematics</b></p> <p>In 2010, the preparation of organisational and logistic arrangements of the pilot testing, the creation of the database of students of the 8<sup>th</sup> and 9<sup>th</sup> forms of primary schools and students of 3<sup>rd</sup> and 4<sup>th</sup> forms of eight-year grammar school, the creation of the database of students of grammar schools and secondary vocational schools leaving the educational stage ISCED 3 was carried out, as well as the representative selection of schools and students, creation of questionnaires, market research for the creation of records in the recording studio, market research for the duplication of CD carriers with records, formation of teams of the developers of tests, analysis and study of materials, reports of the previous testing, formation of expert teams – lecturers, creation of designs and specification of pilot tests or sets of tasks respectively, creation of specification tables and creation of design tests in the English language. In February 2011, the content development of the response forms for AJA2 was finalized along with the creation of the questionnaire (student, teacher, administrator). In March – June, 2 pilot tests in AJA2 were prepared. In April – May the database of students of the 8<sup>th</sup> form of primary schools and the representative sample of primary schools with the Slovak language of instruction was prepared. In September – November the administration of AJA2 tests, questionnaires of a primary school student with the Slovak language of instruction and questionnaires for administrator took place. In February 2011, the questionnaires of a student and for a teacher of the 4<sup>th</sup> form of the eight-year grammar schools (OGY) were finalized together with response forms to them. In March 2011, tests and questionnaires were packed and distributed to schools, and then the implementation of the pilot testing took place along with the testing of students of the 9<sup>th</sup> form of primary schools. In September guidelines, information on testing AJA2 and accompanying documents were created, and in October such documents were delivered to schools. Administration of pilot tests took place in October 2011. In September 2011, schools were selected and addressed by phone calls for the testing OGY-2012 (eight-year grammar schools). In November the information on OGY-2012 testing was prepared. In December 2011, the questionnaire for a student</p>

	<p>was updated.</p> <p><b>Activity 1.3 External evaluation of the educational level on ISCED 3 level in the group of subjects - foreign languages, languages of instruction, and educational fields of mathematics and work with information, Man and nature, Man and society</b></p> <p>In 2010, the preparation of organisational and logistic arrangements of the pilot testing, the creation of the database of students of the 8<sup>th</sup> and 9<sup>th</sup> forms of primary schools and students of 3<sup>rd</sup> and 4<sup>th</sup> forms of eight-year grammar schools, the creation of the database of students of grammar schools and secondary vocational schools leaving the educational stage ISCED 3 was carried out, as well as the representative selection of schools and students, creation of questionnaires, market research for the creation of records in the recording studio, market research for the duplication of CD carriers with records, formation of teams of the developers of tests, analysis and study of materials, reports of the previous testing, formation of expert teams – lecturers, creation of designs and specification of pilot tests or sets of tasks respectively, creation of testing items and creation of pilot tests, formation of teams of professional developers testing items fore the subjects MAT and English language B1, contacting of international institutions, preparation of workshops, implementation of international meetings, preparation of reports on international meetings, supporting materials, conclusions and presentations for internal and external experts from the National Institute for Certified Educational Measurement (NUCEM), preparation and testing of software support for the databank – preparatory phase, market research, workshops with software companies, preparation of instruments of quantitative research (adaptation and verification of methodological guides for school administrators and coordinators), contacting the schools involved in the project.</p> <p>In April 2011, all testing instrument were finalized for the pilot testing in the languages of instruction (SJL –Slovak language and literature, SJSL – Slovak language and Slovak literature, MJL – Hungarian language and literature) and foreign languages (AJB2 – English B2, AJB1, NJB2 – German B2, NJB1, RJB2 – Russian B2, RJB1) for the educational stage ISCED 3, and in May – June pilot testing in the above subjects was carried out. In September 2011, testing instruments for the educational fields (Man and nature, Man and society, Mathematics and work with information) for the educational stage ISCED 3 were finalized. Pilot testing of such testing instruments was implemented in September – November 2011.</p> <p><b>Activity 1.4 Research of intervention to increase statistical and financial literacy of the Slovak students on ISCED 2 level</b></p> <p>In the first half of 2011, the preparation of the framework of statistical literacy took place, and then the preparation of testing instruments for pilot measurement was done. Pilot verification was administered at the end of 2011. At the beginning of 2011 the translation, adaptation and verification of testing instruments including the instruments for the evaluation of financial literacy were finalized. Administration of the testing of financial literacy took place at the beginning of April 2011.</p> <p><b>Activity 1.5 Cooperation with international partners in the field of national educational testing</b></p> <p>On 16 to 18 November 2010 first workshop of regional collaborators was held in Liptovský Mikuláš where contracts and agreements for work were signed, working materials were distributed, logistics of work was presented, information on individual activities was provided and the testing instruments were distributed. A business trip to Germany, DaFInsitut dealing with the creation of testing instruments in foreign languages for the users of foreign languages which is not their mother tongue took place within the framework of the project activities. The business trip took place from 24 to 26 September 2010. Then a follow-up internal seminar for the employees of NUCEM and seminar for the developers of testing items and testing instruments was carried out. A 6-day business trip to Budapest took place (October 2010) in order to define the frameworks of statistical and financial literacy. Preparation of the research instruments using the methodology connected with the participation in the international research TALIS was done, the results of which will serve as a basis for the development of quality indicators at the national level, and the preparation of database and supporting materials required for the selection of schools in the pilot phase of the study was also carried out. Based on the statistical processing of data at the national level and in the international context a report was draw up and published on the website: <a href="http://www.nucem.sk/documents/27/medzinarodne_merania/talis/publikacie/TALISweb.pdf">http://www.nucem.sk/documents/27/medzinarodne_merania/talis/publikacie/TALISweb.pdf</a>.</p>
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	<p>In 2011 the international institutions (CITO, Bife, OKEV, NCVVO) were contacted and workshops are under preparation.</p> <p><b>Activity 2.1 Testing instruments from the group of subjects - the subjects of study for the evaluation of the educational level on ISCED 1 to ISCED 3 levels</b> From second half of March reviews of tests took place. Testing instruments or pilot testing were finalized in April and then they were finally checked by coordinators and guarantors.</p> <p><b>Activity 2.2 Testing instruments from the group of subjects – foreign languages according to the <i>Common European reference framework for languages for evaluation of the educational level on ISCED 2 and ISCED 3 levels</i></b> In 2011 the specification was developed, specification tables and designs of tests of English language, level A2 (ISCED 2) and of the English, German, Russian, French, Spanish and Italian languages were compiled for levels B1 and N2 (ISCED3). By March 2011, the pilot sets of tasks (always for levels B1 and B2) for ISCED 3 level were developed for the English, German, Russian languages, and by July 2011, two pilot tests for ISCED 2 level for the English language were developed. By March 2011 experimental tests (always for levels B1 and B2) for ISCED 3 level of the French, Spanish and Italian languages were developed .</p> <p><b>Activity 2.3 Testing instruments for evaluation of the educational level on ISCED 1 level in mathematics, and in mathematics and mathematical literacy on ISCED 2 level</b> In April 2011, two pilot tests in mathematics for the students of 4<sup>th</sup> form of primary school were finalized under ISCED 1. Team members prepared under ISCED 2 items in mathematics and mathematical literacy for the pilot testing of the students of 8<sup>th</sup> form of primary school, and in May 2011 for the students of 3<sup>rd</sup> form of the eight-year grammar schools (OGY). Such items were verified on the students of the respective form in October 2011 <i>in the selected schools</i>.</p> <p><b>Activity 2.4 Testing instruments for evaluation of the educational level in the educational field of Mathematics and work with information, Man and nature and Man and society on ISCED 3 level</b> By April 2011, the collective of authors of three fields of education (Man and nature, Man and society and Mathematics and work with information) prepared a draft design of pilot tests, response forms to the tests, test specification and specification tables to the tests. Afterwards, two sets of pilot tests were submitted for comments to reviewers. Two sets of pilot tests were submitted for other activities to be carried out (graphic design, administration and statistical processing of results).</p> <p><b>Activity 2.5 Development and innovation of electronic tests in mathematics and English language B1 for ISCED 3 level</b> The work of the collective of authors participating in the development and creation of the electronic test in mathematics for ISCED 3 level was carried out in January - December 2011 as follows:</p> <ul style="list-style-type: none"><li>• January – October 2011: creation of test items,</li><li>• April – December 2011: commenting the items by expert consultants,</li><li>• November – December 2011: adaptation of test items (the deadline was then extended to January 2012).</li></ul> <p>The work of the collective of authors participating in the development and creation of electronic test in the English language for ISCED 3 level was carried out in February – December 2011 as follows:</p> <ul style="list-style-type: none"><li>• February – December 2011: search of texts, creation of tests items,</li><li>• April – December 2011: commenting the texts and items by expert consultants,</li><li>• April – December 2011: adaptation of texts and test items.</li></ul> <p><b>Activity 2.6 Cooperation with international partners in the field of testing instruments for external evaluation of the educational level</b> In 2011, the international institutions (CIEP, CERMAT, DaF Institut, OKEV, OXFORD) were contacted and workshops are under preparation.</p> <p><b>Activity 2.7 Development and application of the new methodology of processing the results of measurements using IRT</b> In 2011, analyses of the test items were continuously performed with the help of methods based on IRT (Item response theory). These are analyses based upon data</p>
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	<p>obtained during the pilot testing under other activities of HKV project (languages of instruction, foreign languages and mathematics on ISCED 1 to 3 levels). Secondary analyses of some tests (tests for ISCED 1 to 2 etc.) were also performed.</p> <p><b>Activity 3.1 Implementation of training courses for educators on the issues concerning the national monitoring of educational level and quality, creation and evaluation of test items and possibilities of measuring key competences on ISCED 1 – 3 levels</b></p> <p>In June 2011, the Programme of Continuous Education entitled “External testing in the field of education, creation of testing instruments and methods of their evaluation” was approved by the Ministry of Education, Science, Research and Sport of the SR. In November and December 2011, the 1<sup>st</sup> stage of the above training was carried out where 436 teachers from all regions of Slovakia participated. The 2<sup>nd</sup> and 3<sup>rd</sup> stage of training is scheduled for June – September 2012.</p> <p><b>Activity 3.2 Expert conference on the issues regarding the evaluation of educational quality</b></p> <p>The implementation of this Activity has not started yet in accordance with PPP.</p> <p><b>Activity 3.3 Support to the development of the reading literacy</b></p> <p>At the beginning of 2011, the schools involved in the study PIRLS 2011 were offered as part of the development of the reading literacy a draft of electronic version of the Collection of tasks on the reading literacy released from the study PIRLS 200. The international conference Results of PISA 2009 – Challenge for the quality improvement of the Slovak education was held in March 2011. In the middle of 2011 the Collection of tasks released from PISA – reading literacy Tasks 2009 was published in electronic form.</p> <p><b>Activity 4.1 Indicators of educational quality in the evaluation of schools</b></p> <p>In January – December 2011 methodologies for the measurement of social-economic and cultural background of a student were selected and the questionnaire was put in electronic form. In April to December the concepts of school climate and classroom atmosphere were put in operation, methodologies for the measurement of the school climate, classroom atmosphere and negative effects at school and in the classroom were selected. In May – June 2011 cognitive measurements on an experimental sample of the activity were carried out. In January the results of the survey aimed at the evaluation of the school quality and its determining criteria were processed, and in December the results of the survey “Ideal headmaster, ideal schoolmaster” were processed. The administration of electronic questionnaires on the classroom atmosphere and school climate was also carried out in December 2011.</p> <p><b>Activity 4.2 Analyses of civil attitudes of the Slovak students and prospects of active citizenship in the light of the results of the study IEA ICCS 2009</b></p> <p>ICCS 2009 – international study on civic education of young people. The results from 139 schools have been processed under the study IEA ICCS 2009 implemented in Slovakia. The results of study ICCS 2009 were presented within dissemination events at the workshop “Civic education and education of the youth towards citizenship”.</p> <p><b>Activity 4.3 Monitoring of educational process and working conditions of teachers in the Slovak Republic in international context</b></p> <p>From January 2011 the preparation of questionnaire items – <i>Questionnaire for a teacher</i> in electronic form, which served as an instrument for identification of information for pilot measuring was done. The Dataportal was created on the website of NUCEM for the purpose of effective communication with the participating schools and teachers. The questionnaire was administered to the teachers involved in measurement as part of the pilot verification of instruments in April 2011. In October 2011, the recruitment of schools and teachers for the main measurement was carried out.</p> <p>The course of all activities so far implemented was without any problems, all objectives set in the project have been fulfilled, keeping the time framework of the project implementation and all partial tasks arising from the description of individual project activities have been. Preparatory activities and partial tasks within individual activities, which are necessary in order to start the main part of the project activities implementation in the second half of 2011, went on in the same way.</p>
Financial implementation / drawing in € for the reported	EUR 90 294.14

period:	
Financial implementation/drawing in € cumulatively from the start of the programming period:	EUR96 589.71
Fulfilment of indicators for the reported period:	<p><u>Result indicators</u> (planned state /actual state)</p> <p>Number of persons of the target group involved in the supported projects – handicapped persons 20/0</p> <p>Number of employees involved in educational activities of the project 1000/0</p> <p>Number of schools involved in the implementation of project activities – 1500/283</p> <p>Number of schools involved in the implementation of project activities using ICT in the teaching process – 10/0</p> <p>Number of pupils/students involved in the implementation of project activities – 26 600/10 949</p> <p>Number of schools involved in the implementation of project activities using ICT in the teaching process (HP IS) – 10/0</p> <p>Number of employees involved in educational activities of the project (HP SD) - 1 000/436</p>
Fulfilment of indicators cumulatively from the start of the programming period:	<p><u>Result indicators</u> (planned state /actual state)</p> <p>Number of persons of the target group involved in the supported projects – handicapped persons 20/0</p> <p>Number of employees involved in educational activities of the project 1000/0</p> <p>Number of schools involved in the implementation of project activities – 1500/283</p> <p>Number of schools involved in the implementation of project activities using ICT in the teaching process – 10/0</p> <p>Number of pupils/students involved in the implementation of project activities – 26 600/10 949</p> <p>Number of schools involved in the implementation of project activities using ICT in the teaching process (HP IS) – 10/0</p> <p>Number of employees involved in educational activities of the project (HP SD) - 1000/436</p>
Contribution to HP:	SD, IS
Website of the project:	<a href="http://www.nucem.sk/sk/projekt_esf/project/13">http://www.nucem.sk/sk/projekt_esf/project/13</a>

Source: MA

Under priority axis 1, the implementation of in total **381** demand-driven projects within 7 calls for submission of demand-driven projects took place in the reported period.

As of 31.12.2011, in total 381 demand-driven projects were under implementation:

#### **- Under Measure 1.1**

1. *Creation and implementation of the development programmes of secondary schools supporting educational quality improvement in compliance with the reform of educational system* (code of the call: OPE-2008/1.1/01-IBMA) – **18** projects;

2. *Creation and implementation of the development programmes of primary schools supporting educational quality improvement in compliance with the reform of educational system* (code of the call: OPE-2008/1.1/02-IBMA) – **57** projects;

3. *Creation and implementation of educational programmes of primary schools* (code of the call: OPE-2008/1.1/03-IBMA) – **139** projects;

4. *Creation and implementation of educational programmes of secondary schools* (code of the call: OPE-2008/1.1/04-IBMA) – **72** projects;

5. *Creation and effectiveness increasing of the school educational programmes of secondary vocational schools* (code of the call: OPE-2009/1.1/05-IBMA) – **53** projects;

## - Under Measure 1.2

1. Support to innovative forms of education at universities and the development of human resources in research and development (code of the call: OPE-2009/1.2/01-IBMA) – 38 projects;

2. Support to quality improvement of universities and the Slovak Academy of Sciences (code of the call: OPE-2010/1.2/02-IBMA) – 4 projects

As of 31.12.2011, 12 withdrawals from the contracts for demand-driven projects took place out of which one withdrawal from the contract was during the reported period. Main reasons of beneficiaries for withdrawal from the contract included personnel changes at schools, inappropriately planned budgets, an increasing volume of non-eligible expenditure, problem with staffing under the projects, incorrectly allocated and classified expenditure within the project budget, withdrawal of external experts who should have participated in the project etc.

**Fulfilment of measurable indicators**

More detailed information on the fulfilment of physical indicators of priority axis 1 is specified in Table No 39

Table No 39: Fulfilment of physical indicators as of 31.12.2011

Indicators*		2007	2008	2009	2010	2011	2012	2013	2014	2015	Total	Comment**
1. Number of new created educational programmes (number)	Result achieved	0	0	58	422	792	N/A	N/A	N/A	N/A	792	8
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	120	N/A	120	120	N/A
	Initial basis	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
2. Number of the teaching staff who passed programmes of further education (number)	Result achieved	0	0	0	0	19	N/A	N/A	N/A	N/A	19	0
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	50000	N/A	50000	50000	N/A
	Initial basis	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
3. Number of training courses for the teaching staff (number)	Result achieved	0	0	310	587	861	N/A	N/A	N/A	N/A	861	0
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	15	N/A	15	15	N/A
	Initial basis	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
4. Schools successful in the repeated quality evaluation (%)	Result achieved	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	90	90	90	90	N/A
	Initial basis	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5. Employment rate of secondary school leavers (%)	Result achieved	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	80	N/A	80	80	N/A
	Initial basis	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
6. Share of R&D employees involved in further education (%)	Result achieved	0	0	0	0,58	4,35	N/A	N/A	N/A	N/A	4,35	0
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	30	N/A	30	30	N/A
	Initial basis	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
7. Number of	Result	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0

<b>projects in support of human resources in the centres of excellence at universities and in SAS (Slovak Academy of Sciences) (number)</b>	<b>achieved</b>											
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	20	N/A	20	20	N/A
	<b>Initial basis</b>	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
<b>8. Involvement of R&amp;D employees in transnational research projects (%)</b>	<b>Result achieved</b>	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	20	N/A	20	20	N/A
	<b>Initial basis</b>	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
<b>9. Number of partnerships and networks of the development and innovations supported from OPE (number)</b>	<b>Result achieved</b>	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	30	N/A	N/A	30	N/A
	<b>Initial basis</b>	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
<b>10. Share of universities having increased effectiveness and quality of management through OPE (%)</b>	<b>Result achieved</b>	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	50	N/A	N/A	50	N/A
	<b>Initial basis</b>	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
<b>11. Share of partnerships and networks of the development and innovations existing after the end of support from OPE (%)</b>	<b>Result achieved</b>	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	80	N/A	N/A	80	N/A
	<b>Initial basis</b>	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
<b>12. Success rate of graduates from universities on the labour market (%)</b>	<b>Result achieved</b>	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	90	N/A	90	90	N/A
	<b>Initial basis</b>	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
<b>13. PISA Index (number)</b>	<b>Result achieved</b>	0	0	1464	1464	1464	N/A	N/A	N/A	N/A	1464	0
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	1500	N/A	1500	1500	N/A
	<b>Initial basis</b>	1462	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1462	N/A
<b>14. Graduates of the tertiary grade of university education (number/1000)</b>	<b>Result achieved</b>	0	2,3	2,2	2,2	N/A	N/A	N/A	N/A	N/A	2,2	0
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	12	N/A	12	12	N/A
	<b>Initial basis</b>	8.3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	8.3	N/A

inhabitants)												
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Source: MA/IBMA/EUROSTAT/NUCEM

\*Detailed definitions and units of measure of individual indicators are specified in Annex No 8

\*\*In column “Comment” there are indicated values of indicators for physically and financially completed projects.

Information on physical progress under priority axis 1 for each indicator for 2011 and for the previous reported years is included in the final part of priority axis 1 “Quality analysis of the results achieved on the level of priority axis”.

Table No 40: Target values of indicators determined by beneficiaries based on the contracts concluded on the level of priority axis as of 31.12.2011

	Indicator title	Type of indicator	Unit of measure	Objective set by beneficiaries based on the contracts concluded as of 31.12.2011	Indicator value as of 31.12.2011	Target value	Comment*
1.	Number of new developed educational programmes	Outcome	Number	951	792	120	8
2.	Number of the teaching staff having passed programmes of further education	Outcome	Number	1 670	19	50 000	0
3.	Number of training courses for the teaching staff	Outcome	Number	656	861	15	0
4.	Schools successful in the repeated quality evaluation	Result	%	100	0	90	0
5.	Employment rate of secondary school leavers	Result	%	N/A	0	80	0
6.	Involvement of R&D employees in further education	Outcome	%	N/A**	4,35	30	0
7.	Number of projects in support of human resources in centres of excellence at universities and in SAS	Outcome	Number	N/A	0	20	0
8.	Involvement of R&D employees in transnational research projects	Outcome	%	N/A	0	20	0

	Indicator title	Type of indicator	Unit of measure	Objective set by beneficiaries based on the contracts concluded as of 31.12.2011	Indicator value as of 31.12.2011	Target value	Comment*
9.	Number of partnerships and networks of the development and innovations supported from OPE	Outcome	Number	N/A	0	30	0
10.	Share of universities having increased effectiveness and quality of management through OPE	Result	%	N/A	0	50	0
11.	Share of partnerships and networks of the development and innovations existing after the end of support from OPE	Result	%	N/A	0	80	0
12.	Success rate of graduates from universities on the labour market	Result	%	N/A	0	90	0
13.	PISA Index	Impact	Number	N/A***	0	1 500	0
14.	Graduates from the tertiary grade of university education	Impact	Number /1000 inhabitants	N/A	0	12	0

Source: MA

\*In column "Comment" there are indicated values of indicators for physically and financially completed projects.

\*\*Numbers of R&D employees are contracted at the level of project, and the share is subsequently calculated by the MA.

\*\*\*The value is not calculated from projects, it is the evaluation of OECD.

### 3.1.1.2 Financial implementation of priority axis 1

More detailed information on the drawing of funds of priority axis 1 for the reported period, as well as cumulatively from the beginning of the programming period, is specified in Table No 41.

Table No 41: Drawing of funds of priority axis 1 as of 31.12.2011

	Commitment 2007-2013 for EU funds in €	Drawing of funds in 2011 (EU resources) in €		Drawing of funds cumulatively (EU resources) in €	
		Total	% of 2007 – 2013 commitment	Total	% of 2007 – 2013 commitment
<b>Priority axis 1</b>	<b>365 000 000.00</b>	<b>22 024 273.27</b>	<b>6.03%</b>	<b>60 759 414.65</b>	<b>16.65%</b>
<b>Measure 1.1</b>	255 000 000.00	18 212 134.27	7.14%	56 866 755.42	22.30%
<b>Measure 1.2</b>	110 000 000.00	3 812 139.00	3.47%	3 892 659.23	3.54%

Source: CA

More detailed information on cross-financing is specified in part 2.1.2 of the Report.

### 3.1.1.3 Specifics of ESF programmes

#### *Assistance according to target groups and equal opportunities*

More detailed information on the monitoring of target groups of priority axis 1 is specified in Table 42

Table No 42: Monitoring of target groups of priority axis 1 from 01.01.2011 to 31.12.2011

<b>Division of the project participants</b>						
<b>Indicator</b>	<b>Calendar year 2011</b>					
	<b>Participants entering the project</b>		<b>Participants leaving the project</b>		<b>Participants continuing from the previous year</b>	
	Total	out of that women	Total	out of that women	Total	out of that women
Total number of participants	24 117	11 538	16 406	8 497	31 152	17 494
<i>Division of participants according to their status on the labour market</i>						
Employed	4 220	2 554	3 155	2 199	5 423	4 009
out of that self-employed persons	176	99	130	75	360	248
Unemployed	5	1	1	1	0	0
out of that the long-term unemployed	5	1	1	1	0	0
Inactive persons	19 892	8 983	13 250	6 297	25 729	13 485
out of that students/ participants in professional training	19 398	8 983	11 430	5 653	22 965	11 708
<i>Division of participants according to their age</i>						
Youth (15 - 24 years of age)	16 495	7 166	6 544	2 972	12 943	5 963
Elderly persons (55 - 64 years of age)	502	283	337	228	856	556
<i>Division of participants according to vulnerability groups in compliance with national legislation</i>						
Migrants	2	0	0	0	6	2
Minorities	383	189	172	105	722	363
Handicapped	299	155	93	57	316	138
Other disadvantaged persons	138	68	172	96	607	276
<i>Division of participants according to education achieved</i>						
Primary or lower secondary education (ISCED 1 a 2)	16 796	7 163	8 633	3 783	18 166	8 690
Higher secondary education (ISCED 3)	2 318	1 512	1 387	819	1 105	596
Post-secondary school non-university education (ISCED 4)	22	13	20	14	36	23
University education (ISCED 5 and 6)	4 416	2 550	3 031	2 075	4 846	3 649

Source: MA

More detailed information on the monitored target groups is specified in part 2.1.8 of the Report.

### 3.1.2 Serious problems encountered and measures taken to overcome them

In general, we can state that during the implementation of priority axis 1 no problems of serious nature occurred during the reported period, and therefore no measures had to be taken to eliminate them (see Table 43).

Table No 43: Monitoring of the summary sheet of measures taken for the problems identified

Problems identified	Measures taken	Summary sheet of the measures taken
0	0	0

Source: MA

### Quality analysis of the results achieved on the level of priority axis 1

As of 31.12.2011 the level of actual drawing of funds under priority axis 1 amounted in total to EUR 60 722 982.84 (source ESF) which represents 16.64% of the commitment for 2007-2013. During the year 2011, the drawing of funds of priority axis 1 decreased compared to the previous year 2010 from 10.21% to 6.03%, in particular on the level of national projects.

Such state was caused in particular by irregularities in public procurements carried out and high administrative intensity in particular as regards the volume of source documentation submitted for assessment of eligibility of personnel expenditure.

The increased volume of contracted funds is a good precondition for further growth of the drawing of funds under priority axis 1 also during the next year, which represented as of 31.12.2011 the amount of 45.62% of the total commitment of priority axis 1 for the programming period 2007-2013. In view of the commitments for individual years the commitments of 2007 to 2009 are covered by contracts and partially also the commitment of 2010 (34.48%). The above volume represents 414 Contracts on the provision of NFC while those contracts are in different stages of implementation. In spite of the aforesaid decline in the growth of drawing in 2011, the average level of drawing of individual projects (ratio of eligibly drawn funds in relation to CA to the total volume of contracted funds) as of 31.12.2011 reached 36.49%, which is the highest level of drawing achieved in national and demand-driven projects out of all priority axes of OPE (a higher level showed only priority axis 5 – Technical assistance), which can be classified as a positive result taking into account the fact that first Contracts on the provision of NFC under Measure 1.2 were signed with beneficiaries not sooner than in the first half of 2010.

As regards future drawing under priority axis 1, the legal form of beneficiaries and possible methods of financing their projects should be also taken into consideration. Whereas the major part of beneficiaries of priority axis 1 is eligible for financing of their projects through advance payments, in 2012 we also expect an increase in drawing in particular through the clearing of the advance payments provided. As of 31.12.2011 the volume of approved RFP in the form of clearing of advance payments represented 90.81% of the total volume of approved RFP with respect to CA, which is the highest proportion of approved RFP in the form of clearing of advance payments out of all priority axes within OPE. In this connection it should be pointed out that as of 31.12.2011 the Ministry of Education, Science, Research and Sport of the SR kept records under priority axis 1 of advance payments provided but not cleared and non-certified amounting in total to **EUR 17 817 thousand** (out of which the ESF funds represent the amount of **EUR 15 615 thousand**). Although the provision of advance payments does not mean the drawing with respect to CA and EC either, such funds enable the beneficiaries to implement their projects (they are in place, the project implementators have them), which shall be then reflected in the drawing of SF funds upon their subsequent clearing and certification.

As of 31.12.2011, as regards progress of implementation and physical implementation of projects, the values of individual measurable indicators have been fulfilled as follows:

Indicator No 1 “*Number of new developed educational programmes*” reached in the reported period the value 792, which represents a six fold growth in the fulfilment of this indicator compared to its planned value 120. Such growth can be explained by the fact that when creating OPE in 2007, the development of a lower number of new and innovated educational programmes had been envisaged, but when the educational reform was launched the need to increase the volume of educational programmes and also the need of their specific orientation occurred also in connection with the amendment of applicable legislation (a possibility to develop the school educational programmes).

Non-fulfilment of indicator no 2 “*Number of the teaching staff having passed programmes of further education*“ is determined by the fact that at the project level it is an impact indicator. Having regard to this fact, it can be shown after the completion of implementation of projects, i.e. upon submission of the post-monitoring reports (the beneficiary was obliged to submit the first post-monitoring report within 12 months after the completion of the project).

Indicator No 3 “*Number of training courses for the teaching staff*” reached in the reported period the value 861, which is higher than the planned value (15), because it reflects the actual needs and interest in the training of the teaching staff. When creating OPE in 2007, a lower number of general training courses for the teaching staff was envisaged, but when the educational reform was launched the need to increase the volume of educational programmes and also the need of their specific orientation occurred also in connection with the amendment of applicable legislation (Act No 317/2009 Coll.).

Indicator No 4 “*Schools successful in the repeated quality evaluation*” – zero value of this indicator is shown, because the State School Inspection conducted comprehensive inspections on a selected sample of schools in 2009, and it identified the initial state of the quality of conditions, results and management. The State School Inspection shall conduct comprehensive inspections within the implementation of the national project “External evaluation of the school quality supporting self-assessment processes and development of school” in one to three years after its completion. The indicator of the result achieved by schools, which were successful in the repeated quality evaluation, will be probably available in 2013 when a repeated inspection will be conducted at schools.

Indicator No 5 “*Employment rate of secondary school leavers*” – during the reported period zero fulfilment of this indicator is shown. Its fulfilment is expected after the completion of implementation of the projects submitted under the call where this indicator was used as an impact indicator. This indicator was contained for the first time in the call with code OPE-2011/1.1/07-IBMA published in September 2011.

Indicator No 6 “*Involvement of R&D employees in further education*” – its current fulfilment represents 4.35%, which is a growth compared to the previous period by 3.77%. Such growth of indicator was caused by the fact that during the reported period the implementation of projects from the calls published at the end of 2010 started, and in 2011 their implementation was in progress. Further progress of the fulfilment of this indicator is expected in the future after the completion of projects under the calls not published yet.

Indicator No 7 “*Number of projects in support of human resources in centres of excellence at universities and in SAS*” – zero fulfilment of this indicator in the reported period is shown. Its fulfilment is expected after the completion of implementation of the projects submitted under the calls OPE-2010/1.2/02-IBMA and OPE-2011/1.2/03-IBMA, where this result indicator was used.

Indicator No 8 “*Involvement rate of R&D employees in transnational research projects*” - zero fulfilment of this indicator in the reported period is shown. Its fulfilment is expected after the completion of implementation of the projects submitted under the call OPE-2010/1.2/02-IBMA, where this result indicator was used.

Indicator No 9 “*Number of partnerships and networks of development and innovations supported from OPE*” - zero fulfilment of this indicator in the reported period is shown. Its fulfilment is expected after

the completion of implementation of the projects submitted under the calls OPE-2010/1.2/02-IBMA and OPE-2011/1.2/03-IBMA, where this result indicator was used.

Indicator No 10 “*Share of universities having increased effectiveness and quality of management through OPE*“, indicator No 11 “*Share of partnerships and networks of development and innovations existing after the end of support from OPE*” - zero fulfilment of these indicators in the reported period is shown. Their fulfilment is expected after the completion of implementation of the projects submitted under the call OPE-2010/1.2/02-IBMA, where the said impact indicators have been used.

Indicator No 12 “*Success rate of graduates from universities on the labour market*“ – zero fulfilment of these indicators in the reported period is shown. Whereas this indicator has not been used yet in any of the so far published call for Measure 1.2, its fulfilment is expected in the possible future calls published and directed at universities.

As regards indicators 7 to 12, we should realize that their zero fulfilment so far is caused by the fact that it was not until 2010 and 2011 when calls in support of universities were published, and the selection of individual indicators depended on the nature and focus of the call as such. Therefore, not all indicators related to universities to be supported under Measure 1.2 could be contained in each call.

The value of indicator 13 „*PISA Index*“ is identical with the figure of 2009 and 2010, because the testing necessary to show the value of indicator „*PISA Index*“ is performed in 3-year cycles. It means that the new value of that indicator will be available in 2012 after the implementation of PISA 2012 testing by the National Institute for Certified Educational Measurement. The value of this indicator for 2009-2011 was calculated from the sum of three components of PISA 2009 testing, namely the reading literacy – 477 points, mathematical literacy – 497 points and natural sciences literacy – 490 points. MA takes as a basis the results of the testing published in the National Report PISA 2009 Slovakia

([http://www.nucem.sk/documents//27/medzinarodne\\_merania/pisa/publikacie\\_a\\_diseminacia/1\\_narodne\\_spravy/N%C3%A1rodn%C3%A1\\_spr%C3%A1va\\_PISA\\_2009.pdf](http://www.nucem.sk/documents//27/medzinarodne_merania/pisa/publikacie_a_diseminacia/1_narodne_spravy/N%C3%A1rodn%C3%A1_spr%C3%A1va_PISA_2009.pdf)).

Indicator No 14 “*Graduates from the tertiary grade of university education*“ shows the value for 2010, because when the Report was drafted, these data for 2011 were not available on Eurostat website.

### 3.2. Priority axis 2

#### 3.2.1. Achievement of objectives and analysis of the progress achieved

The achievement of objectives and detailed analysis of the progress achieved under priority axis 2 aimed at supporting informal and lifelong education is described in details in the following subchapters 3.2.1.1 to 3.2.1.3 of the Report.

##### 3.2.1.1. State of physical progress of priority axis 2

More detailed information on the state of publication of calls of priority axis 2 is specified in Table 44

Table No. 44: State of publication of calls of priority axis 2 from 01.01.2011 to 31.12.2011

Measure	Type of call	Date of publication of call	Closing date for submission of AFNFC	Allocation of funds per call (NFC) in €
				Total
2.2	time-limited, demand-driven projects	15.07.2011	18.10.2011	8 000 000.00

<b>Total per priority</b>	<b>8 000 000.00</b>
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Source: MA

In the reported period, **1 time-limited call for demand-driven projects** under Measure 2.2 amounting to allocation of EUR **8 000 000.00** was published under priority axis 2.

## **MA**

MA OPE did not publish any written invitation for submission of AFNFC under Measure 2.1 in the reported period.

## **IBMA ASFEU**

IBMA ASFEU did not publish any written invitation for submission of AFNFC under Measure 2.1 in the reported period

## **IBMA MH SR**

On 15.07.2011, during the reported period the IBMA MH SR published under Measure 2.2 a written invitation for submission of AFNFC **OPE 2011/2.2/01** under the title *“Improvement of further skills of medical staff”*. Closing date for submission of AFNFC was rescheduled twice from the original dates 16.09.2011 and 03.10.2011 to 18.10.2011. First change of the closing date was made on the initiative of IBMA MH SR in order to eliminate irregularities in the eligible expenditure of the call. Second change of the closing date was made also on the initiative of IBMA MH SR based on the request of a potential applicant for NFC for extension of the time limit for submission of AFNFC because substantial changes in the preparation of AFNFC had to be made.

Financial allocation for this call was EUR 8 000 000.00 and financial contribution per one AFNFC was limited by the interval of minimum EUR 1 000 000.00 and maximum EUR 6 500 000.00.

The call was aimed at supporting the improvement of professionalism of specialized activities of medical staff with the help of further education and the possibility of using electronic and other forms of further education.

The eligible activities under this call for submission of AFNFC included the following:

- implementation of educational activities of further education of medical staff focused on the development and maintenance of the qualifications obtained; the implementation of educational activities of further education involves also the development of teaching materials and the training of medical staff as such;
- development and/or updating of educational programmes of repeatable educational activities of the continuous education of medical staff; the activity is focused on the educational programme whose target group is medical staff according to Act No 578/2004 Coll.;
- support to the development of all forms of distance method of further education of medical staff.

Target group under the call included the following:

- medical staff according to sec 27 of Act No 578/2004 Coll.;
- employees of health care facilities who are managers and/or specialists and they are not classified as medical staff according to Act No 578/2004 Coll.

The call covers geographically the whole territory of the Slovak Republic with the exception of the Bratislava self-governing region.

Eligible applicants under this call were the entities sharing responsibility for the implementation of national policies in the field of health care the implementation of which arises for them from a special regulation. Eligible applicants are the following:

- budget organisations and state-funded organisations ;
- State Institute for Drug Control;
- National Health Information Centre;
- National Emergency Centre;
- Public Health Authority of the Slovak Republic and regional Public Health Authorities;
- Health Care Surveillance Authority.

In total 4 AFNFCs were received and registered under the above call. Total allocation for this call was EUR 8 000 000.00 and the total amount of requested NFC was EUR 10 927 870.80.

Formal accuracy check of AFNFC was carried out from 25.10.2011 to 08.12.2011. The conditions of formal accuracy have been met by 4 AFNFC and they were qualified for expert assessment of AFNFC. Total amount after preliminary financial control of AFNFC which met the conditions of the formal accuracy check and which passed to the phase of expert assessment represented the amount of EUR 10 513 897.16.

Expert assessment of AFNFC started on 12.12.2011. All 4 AFNFC met the conditions prescribed by the expert assessment. Total amount of NFC after expert assessment represented the amount of EUR 10 513 897.16 and the proportion of the total amount of NFC proposed after expert assessment out of the total allocation for the call represented 131.42%.

The session of the selection committee for approving AFNFC was held on 21.12.2011. The selection committee did not recommend 2 AFNFC for approval on the grounds of non-fulfilment of the selection criterion No 3 (lack of financial resources). Based on the fulfilment of individual selection criteria for Measure 2.2, the selection committee recommended 2 AFNFC for approval. The amount of NFC for AFNFC recommended by the selection committee for approval represented EUR 7 519 932.47.

As of 31.12.2011, the approval procedure was not finalized for the call with code OPE 2011/2.2/01. More detailed information on the evaluation of the call published will be provided in the Annual Report for 2012.

More detailed information on the monitoring of the development of implementation under priority axis 2 is specified in Table No 45.

Table No 45: Monitoring of the development of implementation under priority axis 2 as of 31.12.2011

Measure	Number of AFNFC received	Number of AFNFC rejected	Number of AFNFC approved	Number of contracted projects	Number of projects in progress	Number of projects completed
2.1	44	24	20	19	19	1
2.2	87	56	29	28	20	5
<b>Total</b>	<b>131</b>	<b>80</b>	<b>49</b>	<b>47</b>	<b>39</b>	<b>6</b>
Financial quantification of SF/CF and SB in €						
Measure	Amount of the contribution requested (NFC)	Amount of the requested contribution rejected (NFC)	Amount of contribution approved (NFC)	Amount of funds contracted (NFC)	Amount of funds reclaimed	Amount of projects completed
2.1	165 067 568.18	99 948 622.62	65 118 945.56	64 649 708.93	8 372 329.05	0.00
2.2	115 218 281.05	74 137 011.08	33 345 228.32	33 284 682.62	84 890.63	216 172.22
<b>Total</b>	<b>280 285 849.23</b>	<b>174 085 633.70</b>	<b>98 464 173.88</b>	<b>97 934 391.55</b>	<b>8 457 219.68</b>	<b>216 172.22</b>

Source: MA

As of 31.12.2011 in total 15 calls of total allocation EUR 226 097 617.35 were published under priority axis 2, out of which 7 calls were published under Measure 2.1 and 8 calls under Measure 2.2.

As of 31.12.2011 in total **131** AFNFC under priority axis 2 were received of which the requested amount of financial contribution for NFC represented the amount of **EUR 280 285 849.23**. Out of that **80** AFNFC were rejected representing in total the sum of **EUR 174 085 633,70** of requested contribution of NFC rejected (the reasons for rejection of 80 AFNFC was a high number of AFNFC submitted under individual calls – AFNFC can be approved only up to the allocation of the call, non-fulfilment of the conditions prescribed by the call) and **49** AFNFC calls were approved amounting in total to **EUR 98 464 173,88** of the contribution approved. So far **47** projects were contracted under priority axis 2 (this figure does not cover the early terminated projects) representing the total amount of contracted funds of **EUR 97 934 391.55**, out of which 39 projects are in progress and 6 projects have been completed (out of that 2 projects were terminated early and 4 projects were completed regularly representing the amount of funds drawn equal to 216 172.22 EUR). The reason for early termination of the project of IBMA MH SR was insufficient project administrative capacities on the part of the beneficiary. The reason for early project termination on the part of IBMA ASFEU was enormous administrative load in implementing the project to the detriment of the project.

In 2011, the implementation of the following 3 national projects under Measure 2.1 was in progress:

1. *Further education of primary and secondary school teachers in the subject informatics (OPE/K/RKZ/NP/2008-2);*
2. *Professional and career growth of the teaching staff (OPE/K/RKZ/NP/2009-3);*
3. *KomPrax – Competences for practice (OPE/K/ NP/2010-2).*

More detailed information regarding the national projects implemented is specified in Tables 46 to 48

Table No 46: State of implementation of the national project as of 31.12.2011

Project title:	Further education of primary and secondary school teachers in the subject informatics
Measure	2.1
Beneficiary:	National Institute of Education
Budget in €:	EUR 7 029 006.34
Project implementation period:	01.10.2008 – 30.09.2011
Basis from the national/regional policy:	Policy Statement of the Government of the Slovak Republic of August 2006 which proclaims “to create preconditions for a systemic change of the educational content connected with the improvement of language training, development of computer literacy and communication skills, with substantially more extensive use of modern teaching aids, in particular ICT and multimedia technology in the teaching process.” CONCEPT OF THE DEVELOPMENT OF EDUCATION in the Slovak Republic for the next 15-20 years (project “MILLENNIUM”) Strategy of informatization of regional education (approved in February 2008)
Project objective:	Design, develop and implement modern further education in informatics and informatics education teachers at primary and secondary schools supported by digital technologies
Activities implemented:	On 01.10.2008 the Contract on the provision of NFC was signed. Declaration of the start of project activities was delivered on 07.10.2008, the implementation of project activities started on 01.10.2008.  <b>Activity 1.1 Training of teachers of first school of primary school in informatics and informatics education</b>  The implementation of the Activity started in October 2010 in three stages: 1. selection of the university – supplier of logistics and content of the training; 2. first round of the training (306 trainees in total participated in the educational activities); 3. second round of the training (308 trainees in total participated in the educational activities).  Training of trainees consisted of 130 lessons. The content of the training was

implemented in four lines. Line 1: Digital literacy of the teacher. The training was aimed at the achievement or development of adequate comprehensive literacy including, e.g. also the development of teacher's competences for lifelong education, learning about the issues of safety and risks for students in virtual space, social and legal aspects of informatization of the society etc. Line 2: Modern school. Here the participants in the training course learnt about modern cognitive theories and modern views of the school as a place for thinking, exploring, communication and cooperative learning, new forms of organising the cognitive process, modern forms of motivating and evaluating students, alternative educational systems, as well as about the role of digital technologies in overcoming various forms of inequalities. This line included also the role of digital technologies for the development of student's higher cognitive functions (we are identifying the meaning, express ourselves, present ourselves, we are thinking and solving problems, taking decisions, we are learning to learn, doing research etc.). Line 3: Own subject context of informatics and informatics education. Line 4: Theory of instruction for informatics and informatics education where the participant learnt about the objectives of the subject, forms, curriculum and its forms, theory of work with illustrations and animations, with text, with numbers, graphs and data, with multimedia, sound, photograph and music, with the theory of work on Internet, theory of elementary programming and control of digital equipment (robots etc.).

**Activity 1.2 Training of non-qualified informatics teachers of middle schools and secondary schools**

The implementation of the Activity started in October 2010 in two stages: 1. selection of the university – supplier of logistics and content of the training (development of the content in four lines, development of the structure, forms and logistics of the training, development of modules and creation of the study materials for individual lines and modules, training of trainers and implementation of education); 2. the course of the training as such (165 trainees in total participated in the educational activities).

The content of the training was implemented in four lines. Line 1: Digital literacy of the teacher. The training was aimed at further development of comprehensive digital literacy including, e.g. also the work with advanced digital technologies and software instruments (educational portals, e-learning, virtual laboratories, robotic construction sets, tale-projectors, search activities, modelling, thinking maps, interactive tables, m-learning etc), the development of teacher's competences for lifelong education, learning about the issues of safety and risks for students in virtual space, social and legal aspects of informatization of the society etc. Line 2: Modern school. Here the participant in the training course learnt about modern cognitive theories and modern views of the school as a place for thinking, exploring, communication and cooperative learning, new forms of organising the cognitive process, modern forms of motivating and evaluating students, alternative educational systems, as well as about the role of digital technologies in overcoming various form of inequalities. This line included also the role of digital technologies for the development of student's higher cognitive functions (we are identifying the meaning, express ourselves, present ourselves, we are thinking and solving problems, taking decisions, we are learning to learn, doing research etc.). Line 3: Own subject context of informatics and informatics education – it represents the core of the professional training of participants in the training.. Line 4: Theory of instruction for informatics and informatics education where the participant learnt about the objectives of the subject, forms, curriculum and its forms, theory of work with graphics, graphs, text and numbers, with multimedia, with theory of work on Internet, theory of advanced programming and control of digital equipment (robots etc.).

**Activity 1.3 Further training of qualified informatics teachers of middle schools and secondary schools**

The implementation of the Activity started in October 2010 in three stages: 1. selection of the university – supplier of logistics and content of the training; 2. first round of the training (257 trainees in total participated in the educational activities); 3. second round of the training (259 trainees in total participated in the educational activities).

The content of the training was implemented in four lines. Line 1: Digital literacy of the teacher. The training was aimed at further development of adequate comprehensive literacy including, e.g. also the development of teacher's competences for lifelong education, learning about the issues of safety and risks for students in virtual space,

	<p>social and legal aspects of informatization of the society etc. Line 2: Modern school. Here the participants in the training course learnt about modern cognitive theories and modern views of school as a place for thinking, exploring, communication and cooperative learning, new forms of organising the cognitive process, modern forms of motivating and evaluating students, alternative educational systems, as well as about the role of digital technologies in overcoming various form of inequalities. This line included also the role of digital technologies for the development of student's higher cognitive functions (we are identifying the meaning, making critical judgments, we are creative, express ourselves, present ourselves, we are thinking and solving problems, taking decisions, we are learning to learn, doing research etc.). Line 3: Own subject context of informatics and informatics education. Line 4: Theory of instruction for informatics and informatics education where the participant learnt about the objectives of the subject, forms, curriculum and its forms, theory of work with standard software, with theory of work on Internet, theory of algorithm development, programming and control of digital equipment (robots etc.).</p> <p><b>Activity 1.4 Monitoring and evaluation of the project</b></p> <p>During the whole period of implementation of the project Activity was carried out by the following activities: submission of periodical preliminary monitoring reports according to the Contract, submission of final monitoring report, monitoring of management and coordination of the project (managing team, expert team ... ) and communication with lecturers and evaluation of lecturers' reports on the training courses.</p> <p><b>Activity 2.1 Equipment and instrumentation of the project</b></p> <p>The Activity started in October 2008. The beneficiary provided the preparation and publication of the tender for the supply of 1301 pieces of notebooks, 1301 pieces of data-projectors. The Activity was carried out in three stages - I public procurement for the supply of digital technologies (preparation of public tender, approval of all activities related to the tender by the Public Procurement Department of the Ministry of Education, Science, Research and Sport of the SR and the Minister of Education, Science, Research and Sport of the SR, publication of the tender, supervision over the public procurement, completion of public procurement, contract with the supplier, delivery and takeover of technical equipment); II – logistics of allocation and delivery of the digital technology (insurance of the technical equipment, drawing up acceptance certificates and contracts on the lending of technical equipment, physical handover of the technical equipment); III – Ongoing (solution of technical problems and settling of possible complaints, addressing problems arising from contractual relations). The outcome of the Activity is represented by 1301 pieces of data-projectors, 1301 pieces of notebooks, 1301 pieces of USB keys, 1301 pieces of application office software. The Activity was completed in December 2008.</p>
Financial implementation / drawing in € for the reported period:	EUR 284 913.84
Financial implementation/ drawing in € cumulatively from the start of the programming period:	EUR 1 859 384.80
Fulfilment of indicators for the reported period:	<p><u>Result indicators (planned state /actual state)</u>                      Number of new developed/ innovated educational and study programmes 3/0                      Number of schools involved in the implementation of project activities 530/0                      Number of employees involved in educational activities of the project 1 301/0                      Number of electronic services installed 3/0 – in 2011 the fulfilment of indicators has not increased</p>
Fulfilment of indicators cumulatively from the start of the programming period:	<p><u>Result indicators (planned state /actual state)</u>                      Number of new developed/ innovated educational and study programmes 3/3                      Number of schools involved in the implementation of project activities 530/1052                      Number of employees involved in educational activities of the project 1 301/1320                      Number of electronic services installed 3/3                      – in 2011 the fulfilment of indicators has not increased</p>
Contribution to HP:	IS, SD, MRC, EO
Website of the project:	<a href="http://dvui.ccv.upjs.sk/">http://dvui.ccv.upjs.sk/</a>

Source: MA

Under the national project “*Further education of primary and secondary school teachers in the subject informatics*” of the beneficiary National Institute for Education there were accredited three courses for further education of teachers during the implementation of the project, which can be offered by universities to primary or secondary school teachers respectively after the completion of the project. Thus, they will have more opportunities for further education, and in the case of non-qualified informatics teachers also a possibility to obtain qualification in the subject of informatics. Furthermore, there occurred a new concept of the development of digital literacy for future primary school teachers for the subject of informatics education, which in the case of interest can be used by teacher training colleges in their offer of trainings.

We can state that the developed study materials represent a unique source for further education of both qualified and non-qualified informatics teachers at primary and secondary schools, and they are one of the key results of the project. The developed materials will enrich also the library of recommended publications in the participating universities, in particular for the teaching of subjects for the future informatics teachers.

Digital technologies obtained by the training participants will serve to teachers and students in individual schools also after the completion of the project, and thus the commenced trend of innovations of teaching can be continued and such ideas can be disseminated among other educational practitioners.

Numbers of interesting and really valuable final papers (dissertations) were created as part of the completion of educational programmes, which would be worth further exploration and publication and making them available not only to the training participants but also to other teachers who could use them in their teaching process.

The performance standard of a modern informatics teacher at the first school of primary school proposed by the beneficiary can be considered as an important outcome of the project which defines his/her areas of knowledge and skills in the field of digital literacy, basics of informatics and of informatics problems solving and the theory of instruction of informatics education. It was elaborated after the preparation of study materials and it contains concrete knowledge and skills, which a teacher at this educational level should have. The creation of the theory of instruction for informatics education for the first school of primary school can be considered as a unique outcome of the project. In the near future, this outcome will influence also the theory of instruction of informatics and the future teaching documents related to both subjects.

As regards innovations and modernisation, the line Modern school was integrated into each educational programme. The beneficiary endeavoured to pass a new view of education to beneficiaries within its modules, to teach teachers how to use new, modern forms of education. Modules provided space for discussions on the teaching, which was used by teachers largely. Teachers could try new forms of education in practice on themselves – which can be also considered as an invaluable benefit for the training participants.

Table No 47: State of implementation of the national project as of 31.12.2011

Project title:	Professional and career growth of the teaching staff
Measure	2.1
Beneficiary:	Methodology and Pedagogy Centre
Budget in €:	EUR 43 193 286.00
Project implementation period:	15.10.2009 – 14.10.2013
Basis from the national/ regional policy:	Act No 317/2009 Coll. on the teaching staff and professional staff and on amendments to certain laws Decree of the Ministry of Education, Science, Research and Sport of the SR No 445 on continuous education, credits and attestations of the teaching staff and professional staff
Project objective:	Create effective system of further education of the teaching staff and professional staff of schools and educational facilities putting emphasis of the development of key

	competences.
Activities implemented:	<p>On 15.10.2009, the Contract on the provision of NFC was signed. Declaration of the commencement of the project was submitted on 23.10.2009, the implementation of activities started on 15.10.2009.</p> <p><b>Activity 1.1 Creation, innovation and implementation of professional standards and instruments of evaluation of the development of professional competences</b> The version of pilot model of professional standards was reviewed, SWOT analysis was done. Based on the analysis the objectives of the methodology were set out, functions and forms of professional standards determining the innovation of the pilot version were defined, and a proposal of professional standard for individual career stages was drafted in compliance with the gradation of performance of the teaching staff, which was categorized in three dimensions – student, educational process, self-development of the teacher). In June 2011, the first conference on professional standards was held. One workshop of the expert team for the preparation of the methodology of the creation of professional standards and twelve workshops of expert team for the creation of professional standards took place. The following professional standards have been finalized: teacher for preschool education, teacher for secondary education, educator, school and school facility headmaster, psychologist, school psychologist and social educationalist. In parallel with the completion of final versions of professional standards the process of their expert assessment started.</p> <p><b>Activity 2.1 Analysis of educational needs of individual target groups of the teaching and professional staff of schools and school facilities</b> Under this Activity, the methodology of analysis of educational needs was worked out, and the first study on educational needs of the teaching staff and professional staff was elaborated for 2010. The study was elaborated based on the results of questionnaire survey. 2053 questionnaires have been processed for the analysis of data obtained which are mapping the needs of the teaching staff and professional staff. A comprehensive analysis and interpretation of the results of survey of educational needs of the teaching staff and professional staff was part of the study. In 2011, evaluation outcomes from the completed educational programmes implemented in 2010 were processed. Then the evaluation report on the educational programmes implemented in 2010 was drawn up. A draft of the methodology of the survey of analysis of educational needs was prepared, which will be finalized next year. Source materials for the publication of the call for tender for the delivery of survey to identify the educational needs have been worked out. Surveys of educational needs have been conducted in compliance with the schedule of the analysis of educational needs. In 2011, methodology experts of the survey of educational needs compiled the report of partial analysis of educational needs and evaluation outcomes from the educational events implemented in 2011, which will be submitted in the following monitoring period, i.e. in 2012.</p> <p><b>Activity 2.2 Creation and accreditation of continuous education of the teaching and professional personnel according to the system of accreditation</b> As of 31.12.2011, accreditation was awarded to 144 educational programmes out of which 20 programmes are focused on ICT. In total 310 new developed educational programmes have been submitted for accreditation (so far 144 are accredited). The accredited educational programmes comply with the findings indicated in the study of educational needs of the teaching and professional personnel. The creation of further educational programmes for the teaching staff will be directed in compliance with the interpretation of findings of Activity 2.1 in the following areas: student, educational process, self-development of the teaching staff, educational themes. The creation of further educational programmes for the professional personnel will be directed in compliance with the interpretation of findings in the following areas: diagnostic activities, counselling activities, therapeutic and rehabilitation activities, preventive activities, educational themes. In 2011 out of the total number of educational programmes submitted, 36 educational programmes obtained accreditation out of which 9 educational programmes are focused on ICT. During the implementation of the project, cumulatively 373 educational programmes were submitted to the Ministry of Education, Science, Research and Sport of the SR, out of which 175 educational programmes are also accredited and 198 are under the process of accreditation. A list of outsourced educational programmes was created. The author of such educational programmes will start its development upon approval of the application for the development of educational programme by the coordinator of Activity 2.2. So far, 38 applications have been assessed and 20 authors obtained approval. The creation of the</p>

	<p>catalogue of the programmes of continuous education for school year 2011/2012 is in progress.</p> <p><b>Activity 3.1 Creation of teaching sources, methodologies and specialized publications, including in the digital form</b> Methodology of the creation of teaching sources, plan of edition for the creation of teaching sources for educational programme has been developed under this Activity. Teaching sources for educational programme involving a larger target group will be created first. The teaching sources will be published on an ongoing basis on the beneficiary's web site <a href="http://www.mpc-edu.sk">www.mpc-edu.sk</a>. The offering circulars are being continuously sent also to other authors of accredited educational programmes.</p> <p><b>Activity 3.2 Educational activities aimed at developing key competences of the teaching and professional personnel and educational strategies</b></p> <p>From the beginning of the project until 30.09.2011 cumulatively 14 751 participants were involved in the educational activities of the project, out of which 14 594 teaching staff and 157 professional personnel. In 2011 in total 719 study groups were formed. Cumulatively 933 study groups have been formed for the whole period of the duration of the project.</p> <p><b>Activity 4.1 Development and administration of interactive educational portal to support continuous education</b> Tender for the development and administration of interactive educational portal was cancelled by Decision No 122-OKVO/3/2010 of 18.05.2010. Therefore the Activity was rescheduled in 2011. The call for tender for the lease of videoconference system has been published. Tender documentation has been already prepared for the publication of the call for tender for the running and administration of the educational portal.</p> <p><b>Activity 4.2 Equipment and instrumentation for specialized activities</b> By Decision No 122-OKVO/3/2010 of 18.05.2010 the tender was cancelled by the Public Procurement by electronic public auction for computer technology (equipment for the classroom of continuous education) was completed on 09.08.2011. On 29.09.2011, the purchase contract for the supply of computer technology and office equipment was signed. Data in schools databases have been updated and the rules of distribution of technology to schools have been worked out. Draft Letter of Intent concerning the gratuitous transfer of the state property was drawn up. The delivery of technology to the classrooms of continuous education at schools is currently going on.</p>
Financial implementation / drawing in € for the reported period:	EUR124 962.28
Financial implementation/ drawing in € cumulatively from the start of the programming period:	EUR284 304.34
Fulfilment of indicators for the reported period:	<p>Result indicators (planned state /actual state)</p> <p>Number of new developed educational programmes 625/31</p> <p>Number of new developed/ innovated educational and study programmes aimed at the achievement and development of knowledge and skills in the field of ICT 30/7</p> <p>Number of employees involved in educational activities of the project 18 000/9267</p> <p>Number of electronic services installed 1/0</p>
Fulfilment of indicators cumulatively from the start of the programming period:	<p>Result indicators (planned state /actual state)</p> <p>Number of new developed educational programmes 625/175</p> <p>Number of new developed/ innovated educational and study programmes aimed at the achievement and development of knowledge and skills in the field of ICT 30/27</p> <p>Number of employees involved in educational activities of the project 18 000/14751</p> <p>Number of electronic services installed 1/0</p>
Contribution to HP:	IS, SD
Website of the project:	<a href="http://www.mpc-edu.sk/projekty/profesijny-a-karierovy-rast-pedagogickych-zamestnancov">http://www.mpc-edu.sk/projekty/profesijny-a-karierovy-rast-pedagogickych-zamestnancov</a>

Source: MA

Table No 48: State of implementation of the national project as of 31.12.2011

Project title:	KomPrax – Competences for practice
Measure	2.1
Beneficiary:	IUVENTA – Slovak Youth Institute
Budget in €:	EUR 8 071 713.27
Project implementation period:	15.12.2010 – 31.12.2013
Basis from the national/regional policy:	Act No 245/2008 Coll. on education as last amended, Act No 282/2008 Coll. on support to the work with the youth and on amendments to certain laws as last amended form the base.
Project objective:	<p>Enable young people and youth professionals access to the repeated and flexible achievement of competences for the work with the youth with full counselling services. Support the quality of educational programmes in the work with the youth in order to prepare graduates for lifelong education and learning.</p> <p>Support public recognition of the work with the youth and ensure the development of information channels and databases concerning the work with the youth and the system of education of persons in this area.</p> <p>Improve the level of key competences of youth leaders and professionals in order to facilitate their access to labour market.</p> <p>Contribute to the recognition by employers of the competences obtained during the work in the field of formal education.</p>
Activities implemented:	<p>On 15.12.2010, the Contract on the provision of NFC was signed. The beneficiary submitted the declaration of the commencement of the project on 25.12.2010, the implementation of the project activities started on 03.01.2011.</p> <p><b>Activity 1.1 Training of young leaders for the work with the youth</b> Trainings of young leaders under the Activity are carried out in three weekend workshops. 329 trainees participated in the first weekend workshop.</p> <p><b>Activity 1.2 Basic training of volunteers and youth professionals</b> Trainings of trainees are carried out during two weekends. 2 educational programmes have been created.</p> <p><b>Activity 2.1 Follow-up, supplementary and hobby training of youth leaders and professionals</b> Analyses of available training modules, which are accredited by IUVENTA and the Ministry of Education, Science, Research and Sport of the SR, have been done under the Activity. Informative seminar was organized for persons interested in accreditation of the training, where 23 interested persons participated.</p> <p><b>Activity 3.1 Preparation of the supporting material for the formation of functional partnerships</b> In order to implement the Activity a call was published, record of the selection of a tenderer was drawn up, as well as the contract of mandate and acceptance certificate including annex with the content part of the publication. Activity 4.1 Campaign “Recognition” – informative material entitled “Why KomPrax” has been developed. A call for tender for short videos and materials is prepared.</p> <p><b>Activity 4.2 Provision of the missing surveys and research concerning the youth</b> An overview of research and surveys related to the work with the youth was compiled under the Activity. A call for cooperation in organisation of surveys/research concerning the youth was published. 68 interested parties responded to the call.</p> <p><b>Activity 4.3 Creation of database for recognition of the work with the youth</b> Tender documents for public procurement have been prepared under the Activity.</p>
Financial implementation / drawing in € for the reported period:	EUR 12 250.78
Financial implementation/ drawing in € cumulatively from the start of the programming period:	EUR 12 250.78
Fulfilment of indicators for the reported period:	<p><u>Result indicators</u> (planned state /actual state)</p> <p>Number of the defined qualification and evaluation standards – 3/3</p>

	Number of new developed educational programmes 23/3 Number of persons of the target group involved in the supported projects at the age 15-24 - 7128/329 Number of persons involved in educational activities of the project 11 728/329 Number of educational programmes supported by a contribution for equal opportunities – 2/0 Number of publications – 16/1 Number of local partnerships created within the learning regions – 7/0 Number of employers involved in the implementation of the project activities situated in the regions with large concentration of MRC – 10/0 Number of electronic services installed 1/0 Number of participants in actions designed for public awareness raising – 500/0
Fulfilment of indicators cumulatively from the start of the programming period:	<b>Result indicators (planned state /actual state)</b> Number of the defined qualification and evaluation standards – 3/3 Number of new developed educational programmes 23/3 Number of persons of the target group involved in the supported projects at the age 15-24 - 7128/329 Number of persons involved in educational activities of the project 11 728/329 Number of educational programmes supported by a contribution for equal opportunities – 2/0 Number of publications – 16/1 Number of local partnerships created of the learning regions – 7/0 Number of employers involved in the implementation of the project activities situated in the regions with large concentration of MRC – 10/0 Number of electronic services installed 1/0 Number of participants in actions designed for public awareness raising – 500/0
Contribution to HP:	IS, SD, MRC, EO
Website of the project:	<a href="http://www.iuventu.sk/sk/KomPrax/Home.alej">http://www.iuventu.sk/sk/KomPrax/Home.alej</a>

Source: MA

In 2011 the implementation of **36** demand-driven projects under 8 calls for submission of demand-driven projects continued under individual measures of priority axis 2.

**Measure 2.1**

1. „Support to further education in the selected sectors“ (call of IBMA ASFEU: OPE 2009-2.1/01-IBMA) – **7** projects;
2. „Support to further education in the field of tourism“ (call of IBMA ASFEU: OPE-2010/2.1/02-IBMA ) – **9** projects;

**Measure 2.2**

1. „Development of new forms of further education in healthcare “ (call of IBMA MH SR: OPE 2008/2.2/02) – **1** project;
2. „Supplementation of healthcare system by qualified professionals“ (call of IBMA MH SR: OPE 2008/2.2/03) – **7** projects;
3. „Support to evaluation of continuous education of medical staff“ (call of IBMA MH SR: OPE 2009/2.2/01) – **1** project;
4. „Improvement of further skills of medical staff“ (call of IBMA MH SR: OPE 2009/2.2/02) – **1** project;
5. „Improvement of further skills of medical staff “ (call of IBMA MH SR: **OPE** 2010/2.2/01) – **1** project;
6. „Improvement of further skills of medical staff “ (call of IBMA MH SR: OPE 2010/2.2/02) – **9** projects.

**Fulfilment of measurable indicators**

More detailed information on the fulfilment of physical indicators under priority axis 2 is specified in Table No 49

Table No 49: Fulfilment of physical indicators as of 31.12.2011

Indicators*	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total	Com
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												ment*
												*
<b>1. Percentage of population involved in lifelong education per 100 inhabitants at the age of 25-64 years (%)</b>	<b>Result achieved</b>	3,9%	3,3%	2,8%	2,8%	N/A	N/A	N/A	N/A	N/A	2,8%	0
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	12,50 %	NA/	12,50 %	12,50 %	N/A
	<b>Initial basis</b>	4,6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4,6%	N/A
<b>2. Number of lecturers having passed programmes of further education (number)</b>	<b>Result achieved</b>	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	1000	N/A	1000	1000	N/A
	<b>Initial basis</b>	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
<b>3. Number of the supported programmes of further education (number)</b>	<b>Result achieved</b>	0	0	3	131	215	N/A	N/A	N/A	N/A	215	0
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	150	N/A	150	150	N/A
	<b>Initial basis</b>	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
<b>4. Number of new networks created within the learning regions (number)</b>	<b>Result achieved</b>	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	20	N/A	20	20	N/A
	<b>Initial basis</b>	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
<b>5. Percentage of networks created within the learning regions and existing after the end of support from OPE (%)</b>	<b>Result achieved</b>	0%	0%	0%	0%	0%	N/A	N/A	N/A	N/A	0%	0
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	80%	N/A	80%	80%	N/A
	<b>Initial basis</b>	0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0%	N/A
<b>6. Percentage of medical staff having passed programmes of further education of medical staff (%)</b>	<b>Result achieved</b>	N/A	0,15 %	0,12 %	0,12 %	0,12%	N/A	N/A	N/A	N/A	0,12%	0,12 %
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	7%	N/A	7%	7%	N/A
	<b>Initial basis</b>	0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0%	N/A
<b>7. Number of educational programmes of further education of medical staff (number)</b>	<b>Result achieved</b>	0	0	0	0	0	NA	NA	NA	NA	0	0
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	20	N/A	20	20	N/A
	<b>Initial basis</b>	0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0%	N/A
<b>8. Percentage of medical staff having stayed in the healthcare system after completion of the programmes</b>	<b>Result achieved</b>	0%	0%	100%	100%	100%	N/A	N/A	N/A	N/A	100%	100%
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	80%	N/A	80%	80%	N/A
	<b>Initial basis</b>	0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0%	N/A

<b>of further education (%)</b>												
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\*Detailed definitions and unites of measure of individual indicators are specified in Annex No 8.

\*\*In column “Comment” there are indicated values of indicators for physically and financially completed projects.

Source: MA/IBMA

More detailed information on physical progress under priority axis for each indicator for 2011 is included in the final part of this Chapter in Part “Quality analysis of the results achieved on the level of priority axis”.

Table No 50: Target values of indicators determined by beneficiaries based on the contracts concluded on the level of priority axis as of 31.12.2011

	<b>Indicator title</b>	<b>Type of indicator</b>	<b>Unit of measure</b>	<b>Objective set by beneficiaries based on the contracts concluded as of k 31.12.2011</b>	<b>Indicator value as of 31.12.2011</b>	<b>Target value</b>	<b>Comment*</b>
1	Percentage of population involved in lifelong education per 100 inhabitants at the age of 25-64 years	Result	%	N/A	2.8	12.5	0**
2	Number of lecturers having passed programmes of further education	Outcome	Number	0	0	1000	0
3	Number of the supported programmes of further education	Outcome	Number	786	215	150	0
4	Number of new networks created within the learning regions	Outcome	Number	0	0	20	0
5	Percentage of networks created within the learning regions and existing after the end of support from OPE	Result	%	0	0	80	0
6	Percentage of medical staff having passed programmes of further education of medical staff	Outcome	%	25.37	0.12	7	0.12

	Indicator title	Type of indicator	Unit of measure	Objective set by beneficiaries based on the contracts concluded as of 31.12.2011	Indicator value as of 31.12.2011	Target value	Comment*
7	Number of educational programmes of further education of medical staff	Outcome	Number	15	0	20	0
8	Percentage of medical staff having stayed in the healthcare system after completion of the programmes of further education	Result	%	99.44	100	80	100

\*In column "Comment" there are indicated values of indicators for physically and financially completed projects.

\*\*The indicator „Percentage of population involved in lifelong education per 100 inhabitants at the age of 25-64 years" is a context indicators, which is not contracted directly in projects.

Source: MA

### 3.2.1.2. Financial implementation of priority axis 2

More detailed information on the drawing of funds of priority axis 2 for the reported period, as well as cumulatively from the beginning of the programming period is specified in Table No 51.

Table No 51: Drawing of funds of priority axis 2 as of 31.12.2011

	Commitment 2007-2013 for EU funds in €	Drawing of funds in 2011 (EU resources) in €		Drawing of funds cumulatively (EU resources) in €	
		Total	% of 2007 – 2013 commitment	Total	% of 2007 – 2013 commitment
<b>Priority axis 2</b>	<b>146 000 000</b>	<b>3 333 495.57</b>	<b>2.28%</b>	<b>6 006 778.00</b>	<b>4.11%</b>
<b>Measure 2.1</b>	109 500 000	992 688.14	0.91%	2 487 472.42	2.27%
<b>Measure 2.2</b>	36 500 000	2 340 807.43	6.41%	3 519 305.58	9.64%

Source: MA

More detailed information on cross-financing is specified in part 2.1.2 of the Report.

### 3.1.1.3 Specifics of ESF programmes

#### *Assistance according to target groups and equal opportunities*

More detailed information on the monitoring of target groups of priority axis 2 is specified in Table 52

Table No 52: Monitoring of target groups of priority axis 2 from 01.01.2011 to 31.12.2011

Division of the project participants			
Indicator	Calendar year 2011		
	Participants entering the project	Participants leaving the project	Participants continuing from the previous year

	Total	out of that women	Total	out of that women	Total	out of that women
Total number of participants	28 203	23 257	19 544	17 529	5 669	4 472
<i>Division of participants according to their status on the labour market</i>						
Employed	25 249	21333	19 540	17 527	5 669	4 472
out of that self-employed persons	283	185	73	71	0	0
Unemployed	48	28	0	0	0	0
out of that the long-term unemployed	24	2	0	0	0	0
Inactive persons	2 906	1 896	4	2	0	0
out of that students/ participants in professional training	2 888	1 890	4	2	0	0
<i>Division of participants according to their age</i>						
Youth (15 - 24 years of age)	2 980	1 963	43	39	7	6
Elderly persons (55 - 64 years of age)	2 925	2 202	2 327	1 973	651	427
<i>Division of participants according to vulnerability groups in compliance with national legislation</i>						
Migrants	1	1	1	1	0	0
Minorities	765	587	438	398	106	65
Handicapped	66	40	13	12	1	1
Other disadvantaged persons	1 421	1 388	1 393	1 369	4	4
<i>Division of participants according to education achieved</i>						
Primary or lower secondary education (ISCED 1 a 2)	1 124	734	55	39	0	0
Higher secondary education (ISCED 3)	8 299	7 395	5 650	5 535	371	310
Post-secondary school non-university education (ISCED 4)	3 196	3 022	2 674	2 631	84	69
University education (ISCED 5 and 6)	15 584	12 106	11 165	9 324	5 214	4 093

Source: MA

More detailed information on the monitored target groups is specified in part 2.1.8 of the Report.

### 3.2.2 Serious problems encountered and measures taken to overcome them

In general, we can state that during the implementation of priority axis 2 no problems of serious nature occurred during the reported period, and therefore no measures had to be taken to eliminate them (see Table 53).

Table No 53: Monitoring of the summary sheet of measures taken for the problems identified

Problems identified	Measures taken	Summary sheet of the measures taken
0	0	0

Source: MA

### Quality analysis of the results achieved on the level of priority axis

As of 31.12.2011 the level of actual drawing of funds under priority axis 2 amounted in total to EUR 6 006 778.00 (source ESF), which represents 4.11% of the commitment for 2007-2013.

The achieved level of funds drawing under priority axis 2 cannot be considered sufficient, in particular as regards the achieved level of contracting at the amount of 57.31% with respect to the allocation which in view of the achieved contracting of national and demand-driven projects represents the highest level of contracting under Objective K (higher level of contracting was shown only under priority axis 5 – Technical assistance). As regards commitments for individual years, commitments for 2007 to 2010 are covered by contracts and partially also the commitment for 2011 (27.51%). The above volume is represented by 47 contracts on the provision of NFC (cumulatively for national projects and demand-driven projects) while the aforementioned projects are in different stages of implementation. The average level of drawing under individual projects (ratio of eligibly drawn funds in relation to CA to the total volume of contracted funds) as of 31.12.2011 reached 7.22% which is the lowest level of drawing achieved in national and demand-driven projects out of all priority axes of OPE. Low level of drawing was caused mainly by the following reasons:

In the period of 4Q 2011, 13 new contracts on the provision of NFC were signed out of total number of contracts on the provision of NFC under priority axis 2 by beneficiaries under the call OPE-2010/2.2/02 at the amount (ESF+SB) of EUR 14 994 091.36 (44.30% out of the total contracting under Measure 2.2) while the implementation of activities on such projects will start in January – February 2012, and the first approved NFC will be reflected in the drawing not sooner than in 2Q 2012.

There is a problem of low level of drawing under Measure 2.1 also in two national projects. In the case of the national project 26120130002 entitled “Professional and career growth of the teaching staff” the low level of drawing was caused mainly by a cancelled tender for the purchase of computer technology amounting in total to EUR 8 599 927.0 according to the project budget. In August 2011, a repeated tender for the supply of computer technology was successful, based on which as early as in January 2012 the computer technology was gradually delivered to individual school. For the above reason, a significant increase in the amount of funds provided and subsequently its clearing will take place not sooner than in the I and II quarter of 2012 after full completion of the delivery of computer technology. Low drawing is caused also by high administrative intensity of expenditure processing which involve mainly personnel expenditure, which involves high volume of mandatory supporting documentation to be submitted but low volume of the submitted charged funds. In the result of increased staffing of the working team, which makes assessment of eligibility of expenditure of the above project, the number of RFP in progress has increased. As regards the national project entitled “KomPrax – Competence for practice”, a difference between the volume of contracted funds and the drawing is caused mainly by the time required for the assessment of the accuracy of the procedure of awarding the above-the-limit and below-the-limit contracts by contracting authorities for the purchase of goods pursuant to Public Procurement Act for the provision of computer technology from SF funds. Therefore, beneficiaries cannot submit requests for advance payments for the purchase of computer technology whereas the result of public procurement control affects the amount of further requests for advance payments.

Furthermore, low drawing is caused, inter alia, also by high administrative intensity of checks of individual RFP the processing of which is highly demanding in particular due to high volume of supporting documentation and amounts of expenditure to be verified. There is still a problem of unsatisfactory quality of RFP submitted, e.g. absence of mandatory supporting documentation in accordance with the Manual for beneficiaries of NFC, or respectively other supporting documents upon request of the MA, late handling of calls to supplement missing particulars of RFP.

Another not negligible reason included, e.g. also changes within the project budget and comments to budget, changes of the detailed description of the project due to delayed start of the implementation of individual activities caused by the control of tenders tied to individual project activities, as well as complex management of the issues of financial management of the state-budget organisations and the method of clearing the requests for advance payment for the state-budget organisations.

As regards future drawings under the above priority axis 2, the legal form of beneficiaries and possible methods of financing their projects should be also taken into consideration.

As of 31.12.2011 the volume of approved RFP in the form of clearing of advance payments represented 42.64% of the total volume of approved RFP with respect to CA, the proportion out of all approved RFP in the form of clearing of advance payments of all priority axes of OPE (with the exception of priority axis 5 Technical assistance). The highest percentage of ongoing payments out of all priority axes (with the exception of priority axis 5 Technical assistance) is caused also by the fact that under this axis the highest volume of funds has been contracted to the benefit of beneficiaries from private sector who are funded exclusively through the system of refunds. In 2012, we expect an increase in the share of clearance of advance payment in the entire drawing of eligible expenditure with respect to CA. In this connection it should be pointed out that as of 31.12.2011 the Ministry of Education, Science, Research and Sport of the SR kept records under priority axis 2 of advance payments provided but not cleared and non-certified amounting in total to EUR 8 994 thousand (out of that ESF funds represent the sum of EUR 7 675 thousand). Although the provision of advance payments does not mean the drawing with respect to CA and EC either, such funds enable the beneficiaries to implement their projects (they are in place, the project implementators have them), which shall be then reflected in the drawing of SF funds upon their subsequent clearing and certification.

In view of measurable indicators and their subsequent fulfilment, the state of publication of calls or written invitations respectively under priority axis 2 is unsatisfactory. We expect that indicators will be fulfilled based on such calls and written invitations where such indicators are contained and after their selection by beneficiaries will be then contracted.

Indicator No 1 „*Percentage of population involved in lifelong education per 100 inhabitants at the age of 25-64 years*“ shows the same value as in 2010 – 2.8%, because at the time when the Annual Report was drawn up this figure was not available on Eurostat site.

The value of indicator 2 „*Number of lecturers having passed programmes of further education*“ and its non-fulfilment is caused by the fact that in 2011 the monitored indicator was not on the level of the project which is linked to the above programme indicator. For this reason, zero values are indicated. We expect the fulfilment of indicator No 2 under further calls or written invitations respectively where the given indicator will be contained.

In 2011, the indicator No 3 „*Number of the supported programmes of further education*” reached the percentage of fulfilment equal to 143% of the target state. Compared to 2010 the value has increased from the number of 13 to 215. The implementation of the national project “*Professional and career growth of*” significantly contributed to the increase in the value of the monitored indicator.

During the reported period the indicator No 4 „*Number of new networks created within the learning regions*” and indicator No 5 „*Percentage of networks created within the learning regions and existing after the end of support from OPE*“ were not met and zero values of physical indicators are shown. We expect the fulfilment of indicator No 4 and 5 through the national project entitled “*KomPrax – Competences for practice*”, as well under further call or written invitations respectively where the given indicator will be contained.

The value of indicator No 6 „*Percentage of medical staff having passed programmes of further education of medical staff*” is the same in the reported period as in 2010, and a change of the value of this indicator is expected in the following or next years when the activities under demand-driven projects of support of specialized study of individual self-governing regions from the call OPE 2008/2.2/03 will have been completed.

Indicator No 7 „*Number of educational programmes of further education of medical staff*” will be monitored under the projects approved from both calls published in 2010 (call OPE 2010/2.2/01 and OPE 2010/2.2/02), while the values of this indicator are expected to be shown not sooner than in 2012.

As regards the result indicator No 8 „Percentage of medical staff having stayed in the healthcare system after completion of the programmes of further education“, its value has not changed compared to 2010 whereas no new projects have been completed in the reported period. The actual value of the indicator is 100%, which means that all medical staff having passed programmes in support of further education stayed in the healthcare system.

### 3.3. Priority axis 3

#### 3.3.1. Achievement of objectives and analysis of the progress achieved

Results achieved and detailed analysis of progress made under priority axis 3 which is aimed at increasing the level of education of persons with special educational needs with regard to MRC is specified in more details in the following subchapters No 3.3.1.1 through 3.3.1.3 of the Report.

##### 3.3.1.1 State of physical progress under priority axis 1

More detailed information on the state of publication of calls under priority axis 3 is provided in Table No 54.

Table No 54: State of publication of calls under priority axis 3 from 01.01.2011 to 31.12.2011

Measure	Type of call	Date of publication of call	Closing date for submission of AFNFC	Allocation of funds per call (NFC) in €
3.1	time-limited, demand-driven project	15.04.2011	15.06.2011	5 000 000.00
3.1	ongoing call, demand-driven project*	20.05.2011	20.01.2012	17 000 000.00
3.1	time-limited, national project	23.05.2011	21.07.2011	28 500 000.00
<b>Total per priority axis 3</b>				<b>50 500 000.00</b>

\*1<sup>st</sup> round of receiving AFNFC was from 20.05.2011 to 01.08.2011, 2<sup>nd</sup> round of receiving AFNFC was from 21.11.2011 to 20.01.2012.

Source: MA

During the reported period there were in total 3 calls published under priority axis 3: 1 time-limited call for demand-driven projects, 1 written invitation for the national project and 1 ongoing call for demand-driven projects (closing date of the 1<sup>st</sup> round of the ongoing call was on 01.08.2011, closing date of the 2<sup>nd</sup> round of the ongoing call was on 21.11.2011). All three calls were published under Measure 3.1 “Increasing the level of education of members of marginalized Roma communities” representing total allocation of EUR 50 500 000.00.

#### MA

A written invitation No OPE/K/NP/2011-1 entitled „By education of the teaching staff towards inclusion of marginalized Roma communities” was published on 23.05.2011 with the closing date on 21.07.2011.

The written invitation was aimed at improving the quality of professional competences of the teaching staff and professional staff participating in the education of students coming from MRC. Methodology and Pedagogy Centre was the eligible applicant.

Eligible activities included the following:

- development and implementation of programmes of further education of the members of MRC;
- development and implementation of programmes of further education the community centres employees and employees of state administration in the sector of education who work with members of MRC;
- educational programmes for the teaching staff aimed at providing education for the members of MRC (e.g. methodology of the Slovak language teaching for the students not speaking Slovak, forms of work in intercultural collective);
- projects aimed at innovation of teacher's training towards the achievement of professional and intercultural competences;
- interconnecting and supporting mutual exchange and cooperation of schools, school facilities, including local institutions participating in the process of education and training of students from MRC and children from socially disadvantaged environment;
- programmes to facilitate access to education and good achievements of MRC in education at all stages of schools (primary school, including zero and preparatory classes, transitive classes);
- projects for integration of members of MRC into standard teaching process;
- preparation and creation of the teaching documentation and textbooks, teaching texts, teaching aids and guides in order to enable integration of the members of MRC in the educational system;
- support to alternative forms of education;
- projects aimed at teaching the Roma language and literature and Roma life and institutions at primary schools;
- projects aimed at comprehensive education and work with the whole Roma families;
- development of instructional materials for the members of MRC in the Roma language in order to motivate them towards further education, involvement in the labour process and active citizenship;
- implementation of programmes for MRC enabling to supplement primary education and obtain relevant recognized documents proving the completion of a certain of study.

Eligible target groups involved in the written invitation included the following:

- teaching staff;
- professional staff;
- students of primary schools;
- parents of primary school students coming from MRC;
- employees of the state administration and local governments working with MRC.

The allocation of funds represented the amount of **EUR 28 500 000.00** for Objective K.

One AFNFC amounting to **EUR 26 705 977.00** was submitted.

From 08.07.2011 to 08.08.2011 a formal accuracy check of the AFNFC received was performed. The AFNFC was completed fully and correctly.

Expert assessment started on 15.08.2011 and finished on 18.08.2011. The AFNFC submitted met the conditions prescribed by expert assessment.

The selection took place on 19.08.2011 and the AFNFC concerned was approved.

The total amount of funds allocated to the applicant for NFC is **EUR 24 989 002.00** with total eligible costs of the project amounting to EUR 24 989 002.00 with the provision of 0% co-financing of EUR 0.00 by the applicant.

As regards the contribution of the approved AFNFC to the fulfilment of HP, the AFNFC declared contribution to HP MRC, HP EO, HP SD.

On 20.09.2011, the Decision on the approval of AFNFC was sent.

The Contract on the provision of NFC was signed on 28.09.2011, and on 01.10.2011 the implementation of the project started. More detailed information on the project is specified in Table No 55.

Table No 55: State of implementation of the national project as of 31.12.2011

Project title:	<b>By education of the teaching staff towards inclusion of marginalized Roma communities</b>
Measure	3.1
Beneficiary:	Methodology and Pedagogy Centre
Budget in €:	<b>EUR 24 989 00.,00</b>
Project implementation period:	01.10.2011 - 31.01.2015
Basis from the national/ regional policy:	Act No 245/2008 on education (Education Act) and on amendments to certain laws
Project objective:	The national project is aimed at increasing the level of education of persons from MRC with the help of training of the teaching staff and professional staff, and thus creating the required competences for their education and successful adaptation for the needs of labour market. Quality improvement of professional competences of the teaching staff and professional staff participating in the education of students coming from MRC.
Activities implemented:	On 28.09.2011, the Contract on the provision of NFC was signed. The beneficiary submitted to the MA the statutory declaration of the commencement of the project on 01.10.2011. First monitoring report will be submitted in compliance the deadline for submission of the monitoring report, which has been set to 15.03.2012. For this reason, more detailed information on the project activities will be the subject of the Annual Report for 2012.
Financial implementation / drawing in € for the reported period:	0,00 EUR
Financial implementation/ drawing in € cumulatively from the start of the programming period:	0,00 EUR
Fulfilment of indicators for the reported period:	<b>Result indicators (planned state /actual state)</b> Number of new developed/ innovated educational and study programmes – 12/0 Number of innovated/ new developed teaching materials 1045/0 Teaching staff involved in the implementation of the project activities using ICT in the teaching process – 400/0 Number of persons participating in social inclusion of persons from MRC trained within the programmes of further education 4200/0 Number of programmes of further education for persons participating in social inclusion of persons from MRC 12/0 Number of students coming from marginalized Roma communities involved in the implementation of the project activities 15 000/0
Fulfilment of indicators cumulatively from the start of the programming period:	<b>Result indicators (planned state /actual state)</b> Number of new developed/ innovated educational and study programmes – 12/0 Number of innovated/ new developed teaching materials 1045/0 Teaching staff involved in the implementation of the project activities using ICT in the teaching process – 400/0 Number of persons participating in social inclusion of persons from MRC trained within the programmes of further education 4200/0 Number of programmes of further education for persons participating in social inclusion of persons from MRC 12/0 Number of students coming from marginalized Roma communities involved in the implementation of the project activities 15 000/0
Contribution to HP:	MRC
Website of the project:	<a href="http://www.mpc-edu.sk/projekty/vzdelavanie-pedagogickych-zamestnancov-k-inkluzii-marginalizovan">http://www.mpc-edu.sk/projekty/vzdelavanie-pedagogickych-zamestnancov-k-inkluzii-marginalizovan</a>

Source: MA

**IBMA ASFEU**

1. On 15.04.2011, a call for submission of AFNFC was published under Measure 3.1 Increasing the level of education of members of marginalized Roma communities under the title **Support to the reading literacy of socially disadvantaged primary school students coming from MRC**. Closing date of the call was planned to 15.06.2011.

The amount of assistance for the call with code OPV-2011/3.1/02-SORO represented **EUR 5 000 000.00**. Minimum amount of NFC per one project was set to EUR 100 000.00. Maximum amount of NFC per one project was set to EUR 300 000.00.

The call was aimed at introducing innovative educational methods as an instrument of inclusion of MRC into the teaching process and society, and at the same time at innovating the teaching aids for digital teaching in support of the reading literacy, which is linked to the Mid-term concept of the development of the Roma minority in the Slovak Republic “SOLIDARITY – INTEGRITY – INCLUSION 2008-2013”, which was adopted by Decree of the Government of the Slovak Republic No 183/2008 of 26.03.2008, and to the Concept of education of Roma children and students, including the development of secondary and higher education adopted by Decree of the Government of the Slovak Republic No 206 of 02.04.2008.

Eligible activities (content framework and scope of the project) under the above call for submission of AFNFC included the following:

- application of new forms and methods of education towards reading literacy in the teaching process, innovation of the teaching texts and materials, teaching aids, guides and teaching documentation, and innovation of educational methods focused on the use of ICT in the teaching process, and innovation of teaching aids for digital teaching in support of the reading literacy;
- improvement of skills of meta-cognitive strategies in order to obtain reading skills for the purpose of obtaining certificate/certification.

Eligible target groups under the above call included the following:

- teaching staff of primary schools (teaching staff under this call for submission of AFNFC include teachers and teacher’s assistants working at primary schools where more than 50% of all students of the primary school are represented by socially disadvantaged students coming from MRC);
- teaching staff of special primary schools (teaching staff under this call for submission of AFNFC include teachers and teacher’s assistants working at primary schools where more than 50% of all students of the primary school are represented by socially disadvantaged students coming from MRC);
- primary school students coming from socially disadvantaged environment of MRC;
- students of special primary schools coming from socially disadvantaged environment of MRC.

In total 64 AFNFC have been registered under this call. Check of formal accuracy of AFNFC was carried out from 16.06.2011 to 10.10.2011. In total 55 AFNFC met the conditions of the formal accuracy check and they passed to the phase of expert assessment. Financial allocation of total eligible expenditure of AFNFC having met the condition of the formal accuracy check represents the amount of EUR 12 190 432.75, and the total NFC requested under these AFNFC is **EUR 11 776 870.59**.

Expert assessment of AFNFC started on 12.10.2011 by drawing lots and assigning applications for NFC to expert assessors in the presence of the representatives of MA and IBMA ASFEU and finished it on 25.11.2011.

The subject of expert assessment consisted of 55 AFNFC out of which 45 AFNFC gained at least the required minimum score.

Financial allocation of the NFC proposed for those AFNFC which gained at least the required minimum score represents the amount of **EUR8 401 770.78**.

Expert assessment of applications for NFC was completed by signing the Summary report of expert assessment by the Managing Director of IBMA ASFEU on 25.11.2011.

The meeting of the selection committee was held on 28.11.2011. The selection committee dealt with 45 AFNFC. The selection committee recommended for approval 25 AFNFC out of this number, because the amount of funds allocated for the call concerned was only EUR 5 000 000.00. As of 31.12.2011, the approval procedure under the call with code OPE-2011/3.1/02-IBMA was not completed. More detailed information on the contracting process and activities implementation will be the subject of the Annual Report 2012.

2. On 20.05.2011, the first round of receiving AFNFC under the call entitled **“Support of access to education for the members of marginalized Roma communities including their further education”** under the call code OPE-2011/3.1/03-IBMA was published.

The call was a follow-up to the Pilot call for submission of application for LSKxP support with code LSKxP-ÚSVRK-2008/01.2, which was updated in accordance with Decree of the Government of the SR No 431/2009, published by the Office of the Government Plenipotentiary for Roma Communities on 16.09.2009, which was aimed at increasing employment and the level of education of members of MRC and improving their living conditions. The objective of the call was fulfilled through individual partial goals under OPE, namely by increasing the level of education of members of MRC.

The amount of assistance under Measure 3.1 for the call with code OPE-2011/3.1/03-IBMA represented EUR 17 000 000.00 which was allocated under OPE to LSKxP. Minimum amount of NFC per one project is set to EUR 100 000.00; maximum amount of NFC per one project is set to EUR 500 000.00.

Eligible activities (content framework and scope of the project) under the above call for submission of AFNFC included the following:

- programmes to facilitate access to education and good achievements of MRC in education at all stages of schools (primary school, including zero and preparatory classes, transitive classes, apprentice training schools, secondary schools, universities);
- preparatory and remedial classes for students coming from MRC in order to enable them to continue their study at further stages of schools in the system of formal education;
- projects aimed at obtaining practical skills and at professional training and on-the-job training for MRC;
- projects for integration of members of MRC into the standard teaching process;
- preparation and creation of the teaching documentation, teaching texts, teaching aids and guides in order to enable integration of the members of MRC in the educational system;
- projects aimed at quality improvement and synergisation of the systems of educational and career counselling;
- projects aimed at quality improvement of the system of prevention of social-pathological phenomena at schools and school facilities;
- preparation of programmes for the development of cooperation between schools and educational-psychological counselling centres, children integration centres, re-education homes, rehabilitation-educational facilities, specialized facilities under the scope of authority of MH SR (paediatric-psychiatric wards in hospitals, rehabilitation-educational institutions) and other experts;
- quality improvement of diagnostics of the members of MRC and students from socially disadvantaged environment (prevention of incorrect enrolment of pre-school children to special schools);
- support to alternative forms of education;

- projects aimed at teaching the Roma language and literature and Roma life and institutions at primary schools and secondary schools;
- programmes to support international cooperation in the field of exchange of best practices in the educational process of Roma people;
- projects to support education of students with learning disability and behavioural problems.

Eligible target groups under the above call included the following:

- primary and secondary school students, university students coming from MRC;
- special school students coming from MRC;
- children from MRC with special educational needs who are integrated in standard classes;
- handicapped pupils and students and those with learning problems coming from MRC;
- members of MRC;
- parents;
- persons leaving institutional care who come from MRC;
- community work leaders;
- teacher's assistants;
- teaching staff;
- university teachers;
- university students;
- tutors and lecturers;
- professionals and volunteers working with the youth;
- employees of state administration and local governments working with MRC;
- staff of social care facilities, including community centres.

Closing date of the first round of receiving AFNFC was on 01.08.2011. In total 23 AFNFC have been registered under this call.

Check of formal accuracy of AFNFC was carried out from 02.08.2011 to 10.10.2011. In total 11 AFNFC met the conditions of the formal accuracy check and they passed to the phase of expert assessment. 12 AFNFC failed to meet the requirements of formal accuracy check, out of that 8 AFNFC failed to meet the eligibility criteria and 4 AFNFC failed to meet the requirements of completeness. Based on the results of the course of the formal accuracy check the deficiencies can be classified as errors made by applicants when filling in the form of AFNFC and non-compliance with the conditions of the call. Financial allocation of total eligible expenditure of AFNFC having met the condition of the formal accuracy check and passed to the phase of expert assessment represents the amount of EUR 2 535 317.97 , and the total NFC requested under these AFNFC is **EUR 2 408 552.08**.

Expert assessment of AFNFC started on 12.10.2011 by drawing lots and assigning applications for NFC to expert assessors in the presence of the representatives of MA and IBMA ASFEU and finished on 25.11.2011.

The subject of expert assessment consisted of 11 AFNFC out of which 5 AFNFC gained at least the required minimum score.

Financial allocation of the NFC proposed for those AFNFC which gained at least the required minimum score represents the amount of EUR 518 172.65.

Expert assessment of applications for NFC was completed by signing the Summary report of expert assessment by the Managing Director of IBMA ASFEU on 25.11.2011.

The meeting of the selection committee was held on 30.11.2011. The selection committee dealt with 5 AFNFC. The selection committee recommended for approval 5 AFNFC out of this number.

As of 31.12.2011, the approval procedure of AFNFC from the 1<sup>st</sup> round of submission of AFNFC under the call with code OPE-2011/3.1/02-IBMA was not completed. More detailed information on the contracting process and activities implementation will be the subject of the Annual Report 2012

3. On 21.11.2011, the second round of receiving AFNFC under the ongoing call entitled “**Support of access to education for the members of marginalized Roma communities including their further education**” under the call code OPE-2011/3.1/03-IBMA was published under Measure 3.1. Increasing the level of education of members of marginalized Roma communities. The reason for publishing the second round of receiving AFNFC was the non-drawing of the allocation of 17 million EUR designed for the implementation of LSKxP.

Whereas the call with code OPE-2011/3.1/03-IBMA is ongoing and the final closing is planned to 20.01.2012, the process of receiving new AFNFC continued during the reported period. More detailed information on the assessment of the call will be the subject of the Annual Report 2012.

More detailed information on the monitoring of the development of implementation under priority axis 3 is specified in Table No 56.

Table No 56: Monitoring of the development of implementation under priority axis 3 as of 31.12.2011

Priority axis/ Measure	Number of AFNFC received	Number of AFNFC rejected	Number of AFNFC approved	Number of contracted projects	Number of projects in progress	Number of projects completed
3.1	204	123	51	50	50	1
3.2	37	15	22	19	19	3
<b>Total</b>	<b>241</b>	<b>138</b>	<b>73</b>	<b>69</b>	<b>69</b>	<b>4</b>
Financial quantification of SF/CF and SB in €						
Priority axis/ Measure	Amount of the contribution requested (NFC)	Amount of the requested contribution rejected (NFC)	Amount of contribution approved (NFC)	Amount of funds contracted (NFC)	Amount of funds reclaimed	Amount of projects completed
3.1	66 187 289.61	26 557 131.32	33 409 684.37	33 124 443.90	142 992.14	0.00
3.2	7 128 528.46	3 244 761.19	3 883 767.27	3 363 720.04	210 765.94	0.00
<b>Total</b>	<b>73 315 818.07</b>	<b>29 801 892.51</b>	<b>37 293 451.64</b>	<b>36 488 163.94</b>	<b>353 758.08</b>	<b>0.00</b>

Source: MA

As of 31.12.2011, in total 6 calls of total allocation **EUR 88 500 000.00** were published under priority axis 3, out of which 1 call was cancelled, i.e. the call for submission of AFNFC for Measure 3.1 (OPE-2010/3.1/02-IBMA).

As of 31.12.2011, in total **241** AFNFC under priority axis 3 were received of which the requested amount of financial contribution for NFC represented the amount of EUR **73 315 818.07**. Out of that **138** AFNFC were rejected representing in total the sum of EUR **29 801 892.51** of the requested contribution of the rejected NFC (the reasons for rejection of 138 AFNFC was a high number of AFNFC submitted under individual calls – AFNFC can be approved only up to the allocation of the call, non-fulfilment of the conditions prescribed by the call) and **73** AFNFC calls were approved amounting in total to EUR **37 293 451.64** of the contribution approved. As of 31.12.2011, **69** projects were contracted under priority axis 3 representing the total amount of contracted funds of EUR **36 488 163.94** (this figure does not cover early terminated projects in the form of withdrawal from the Contract) out of which **69** projects are in progress and 4 projects were early terminated.

Under priority axis 3 during the reported period the implementation of **68** demand-driven projects under the calls for submission of demand-driven projects are in progress:

- Under Measure 3.1

1. Programmes and training courses for primary school students from marginalized Roma communities (OPE-2009/3.1/01-IBAM) – 49 projects;

- Under Measure 3.2

2. *Innovation of methods and forms of educational process and the development of programmes of further education of handicapped (OPE-2009/3.2/01-IBMA) – 19 projects.*

As of 31.12.2011, 4 withdrawals from the contract within demand-driven projects took place, out of which 1 withdrawal took place during the reported period. Main reasons of beneficiaries for withdrawals from contracts included enormous administrative load in implementing the project to the detriment of the project, fear of misuse of the processing of personal data in electronic form and insufficient personnel capacities for the project implementation.

**Fulfilment of measurable indicators**

More detailed information on the fulfilment of physical indicators of priority axis 3 is specified in Table No 57.

Table No 57: Fulfilment of physical indicators as of 31.12.2011

Indicators*		2007	2008	2009	2010	2011	2012	2013	2014	2015	Total	Comment**
1.Number of students with special educational needs involved in the educational programmes (number)	Result achieved	0	0	0	4 595	5 899	N/A	N/A	N/A	N/A	5 899	0
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	10 000	N/A	10 000	10 000	N/A
	Initial basis	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
2.Number of programmes of formal education for persons with special educational needs (number)	Result achieved	0	0	0	14	59	N/A	N/A	N/A	N/A	59	0
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	15	N/A	15	15	N/A
	Initial basis	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
3.Number of persons participating in social inclusion of persons with special educational needs trained under the programmes of further education (number)	Result achieved	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	35 000	N/A	3 5 000	35 000	N/A
	Initial basis	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
4. Number of programmes of further education for persons participating in social inclusion of persons with special	Result achieved	0	0	0	0	1	N/A	N/A	N/A	N/A	1	0
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	35	N/A	35	35	N/A
	Initial basis	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A

<b>educational needs (number)</b>													
<b>5. Placement rate of graduates of the programmes of formal education for persons with special educational needs (%)</b>	<b>Result achieved</b>	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0	
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	40	N/A	40	40	N/A	
	<b>Initial basis</b>	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A	
<b>6. Placement rate of graduates of the programmes of further education for persons with special educational needs (%)</b>	<b>Result achieved</b>	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0	
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	40	N/A	40	40	N/A	
	<b>Initial basis</b>	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A	
<b>7. Failure rate of students from socially disadvantaged environment at primary school (%)</b>	<b>Result achieved</b>	67.04	66.90	60.1	62.96	65.09	N/A	N/A	N/A	N/A	65.09	0	
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	50	N/A	50	50	N/A	
	<b>Initial basis</b>	65.4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65.4	N/A	

\*Detailed definitions and unites of measure of individual indicators are specified in Annex No 8.

\*\*In column "Comment" there are indicated values of indicators for physically and financially completed projects.

Source: MA/IBMA

Information on physical progress under priority axis 3 for each indicator for 2011 and for previous reported years is included in the final Part of priority axis 3 "Quality analysis of the results achieved on the level of priority axis".

Table No 58: Target values of indicators determined by beneficiaries based on the contracts concluded on the level of priority axis 3 as of 31.12.2011

	<b>Indicator title</b>	<b>Type of indicator</b>	<b>Unit of measure</b>	<b>Objective set by beneficiaries based on the contracts concluded as of 31.12.2011</b>	<b>Indicator value as of 31.12.2011</b>	<b>Target value</b>	<b>Comment*</b>
1	Number of students with special educational needs involved in the educational programmes	Result	Number	21 260	5 899	10 000	0

	Indicator title	Type of indicator	Unit of measure	Objective set by beneficiaries based on the contracts concluded as of 31.12.2011	Indicator value as of 31.12.2011	Target value	Comment*
2	Number of programmes of formal education for persons with special educational needs	Result	Number	114	59	15	0
3	Number of persons participating in social inclusion of persons with special educational needs trained under the programmes of further education	Result	Number	4 200	0	35 000	0
4	Number of programmes of further education for persons participating in social inclusion of persons with special educational needs	Result	Number	16	1	35	0
5	Placement rate of graduates of the programmes of formal education for persons with special educational needs	Impact	Percentage	0	0	40	0
6	Placement rate of graduates of the programmes of further education for persons with special educational needs	Impact	Percentage	0	0	40	0
7	Failure rate of students from socially disadvantaged environment at primary school	Impact	Percentage	0**	65.09	50	0

\*In column "Comment" there are indicated values of indicators for physically and financially completed projects.

\*\*This is a context indicator which is not calculated from projects.

Source: MA

### 3.3.1.2. Financial implementation of priority axis 3

More detailed information on the drawing of funds of priority axis 3 is specified in Table No 59.

Table No 59: Drawing of funds of priority axis 3 as of 31.12.2011

	Commitment 2007-2013 for EU funds in €	Drawing of funds in 2011 (EU resources) in €		Drawing of funds cumulatively (EU resources) in €	
		Total	% of 2007 – 2013 commitment	Total	% of 2007 – 2013 commitment
<b>Priority axis 3</b>	<b>65 000 000.00</b>	<b>2 739 636.20</b>	<b>4.21%</b>	<b>3 572 719.38</b>	<b>5.50%</b>
<b>Measure 3.1</b>	48 700 000.00	1 952 964.32	4.01%	2 704 391.46	5.55%
<b>Measure 3.2</b>	16 300 000.00	786 671.88	4.83%	868 327.92	5.33%

Source: MA

More detailed information on cross-financing is specified in Part 2.1.2 of the Report.

### 3.3.1.3. Specifics of ESF programmes

#### *Assistance according to target groups and equal opportunities*

More detailed information on the monitoring of target groups of priority axis 3 is specified in Table 60

Table No 60: Monitoring of target groups of priority axis 3 from 01.01.2011 to 31.12.2011

<b>Division of the project participants</b>						
Indicator	Calendar year 2011					
	Participants entering the project		Participants leaving the project		Participants continuing from the previous year	
	Total	out of that women	Total	out of that women	Total	out of that women
Total number of participants	1 509	801	427	251	4 973	2 748
<i>Division of participants according to their status on the labour market</i>						
Employed	282	218	108	81	685	543
out of that self-employed persons	5	2	5	1	23	20
Unemployed	99	32	2	0	2	2
out of that the long-term unemployed	72	20	2	0	2	2
Inactive persons	1 128	551	317	170	4 286	2 203
out of that students/ participants in professional training	1 033	473	249	126	4 190	2 096
<i>Division of participants according to their age</i>						
Youth (15 - 24 years of age)	564	213	197	109	316	164
Elderly persons (55 - 64 years of age)	49	36	16	14	75	50
<i>Division of participants according to vulnerability groups in compliance with national legislation</i>						
Migrants	0	0	0	0	0	0
Minorities	821	366	226	127	3 298	1 739
Handicapped	480	174	130	64	615	285

Other disadvantaged persons	361	152	119	55	1 412	698
<i>Division of participants according to education achieved</i>						
Primary or lower secondary education (ISCED 1 a 2)	1 222	593	325	172	2 489	1 276
Higher secondary education (ISCED 3)	112	69	14	11	48	37
Post-secondary school non-university education (ISCED 4)	0	0	2	2	26	21
University education (ISCED 5 and 6)	175	139	86	66	2 410	1 414

Source: MA/IBMA

More detailed information on the monitored target groups is specified in Chapter 2.1.8 of the Report.

### 3.3.2. Serious problems encountered and measures taken to overcome them

In general, we can state that during the implementation of priority axis 3 no problems of serious nature occurred during the reported period, and therefore no measures had to be taken to eliminate them (see Table 61).

Table No 61: Monitoring of the summary sheet of measures taken for the problems identified

Problems identified	Measures taken	Summary sheet of the measures taken
0	0	0

Source: MA

### *Quality analysis of the results achieved on the level of priority axis 3*

We can state that under priority axis 3 both Measures 3.1 and 3.2 show a lower level of contracting, drawing, or respectively that they are not fulfilled satisfactorily. The level of drawing funds under priority axis 3 is the second lowest level of drawing funds achieved compared to other priority axes under the Operational Programme. It is connected, inter alia, with the fact that from the beginning of implementation of OPE the MA for OPE concentrated mainly on the support to the school reform in the conditions of the Slovak Republic through calls and written invitations directed at Measures 1.1 and 4.1.

As of 31.12.2011, the level of actual drawing of funds under priority axis 3 achieved in total EUR 3 572 719.38 (source ESF), which represents 5.50% of the commitment for 2007-2013. As regards allocation, this is the second lowest level of funds drawing achieved compared to other priority axes under the OPE. Compared to the state of drawing with respect to allocation in the previous year, the drawing under this priority axis slightly increased (4.21%) in 2011. The achieved level of funds drawing under priority axis 3 can be considered satisfactory, in particular with respect to the amount of contracted funds of the demand-driven projects where the amount of drawing reached the level 35.49%. With respect to the total contracting under this priority axis the amount of drawing reached the level of only 11.41% in particular due to the contracting of the national project entitled “By education of the teaching staff towards inclusion of marginalized Roma communities” at the amount of (ESF + SB) EUR 24 989 002.00 at the end of September 2011. First approved clearing of advanced payments of this project can be expected not sooner than in 2Q 2012, which will be then reflected in an increase in drawing with respect to the MA.

Whereas the fundamental part of beneficiaries under priority axis 3 is authorized to finance its projects through advance payments, we expect an increase in drawing mainly through the clearing of the provided advance payments in 2012.

As of 31.12.2011 the volume RFP approved in the form of clearing of advanced payments represented 89.23% of the total volume of RFP approved with respect to the MA, which is the second highest share of RFP approved in the form of clearing of advanced payments out of all priority axes under the OPE. In this connection it should be pointed out to the fact that as of 31.12.2011 the Ministry of Education, Science, Research and Sport of the SR kept records under priority axis 3 of advance payments provided, but not cleared and non-certified amounting in total to **EUR 2 307 thousand (out of which the ESF funds represent the amount of EUR 2 014 thousand)**. Although the provision of advance payments does not mean the drawing with respect to CA and EC either, such funds enable the beneficiaries to implement their projects (they are in place, the project implementators have them), which shall be then reflected in the drawing of SF funds upon their subsequent clearing and certification.

As of 31.12.2011, as regards progress of implementation and physical implementation of projects, the values of individual measurable indicators were fulfilled as follows:

Indicator No 1 „*Number of students with special educational needs involved in the educational programmes*“ reached the value 4 595 out of the planned value 10 000, which represents 58.99% fulfilment of the target value. This indicator will be potentially fulfilled also through the national project “*By education of the teaching staff towards inclusion of marginalized Roma communities*”, the implementation of which started in October 2011 (the contracted value under the national project represents 15 000 students), and it is quite realistic to expect the fulfilment or excess of the planned value by the end of the programming period.

Indicator No 2 „*Number of programmes of formal education for persons with special educational needs*“ reached the value of 59 programmes out of the planned value 15 programmes, which significantly exceeded the planned value of the given indicator (393%), and the expected value of that indicator has been achieved. The contracted value under this indicator represents 114 programmes, which indicates that by the end of the programming period the planned value will have been significantly exceeded.

Indicator No 3 „*Number of persons participating in social inclusion of persons with special educational needs trained under the programmes of further education*” has been so far fulfilled to a minimum extent compared to the planned value. This indicator will be potentially fulfilled through the national project “*By education of the teaching staff towards inclusion of MRC*” the implementation of which started in October 2011 and the contracted value under which represents in total 4 200 persons. We also expect the fulfilment of the above indicator with the start of implementation of the projects from the call with code OPE-2011/3.1/02-IBMA and the call with code OPE-2011/3.1/03-IBMA where such indicators have been included.

Indicator No 4 „*Number of programmes of further education for persons participating in social inclusion of persons with special educational needs*“ has been fulfilled to a minimum extent during the reported period compared to the planned value. The expected value of 35 was based on the intent of the MA to implement 5 programmes of further education in each region, with the exception of the Bratislava region. We anticipate the fulfilment of this indicator also from the call where such indicator will be included (call for Measure 3.2 planned for 2012). The contracted value under this indicator represents 16 programmes, which indicates that it is quite realistic to expect the achievement of the target value by the end of the programming period. We also expect the fulfilment of the above indicators with the start of implementation of the projects from the call with code OPE-2011/3.1/02-IBMA and the call with code OPE-2011/3.1/03-IBMA where such indicators have been included

The impact indicator No 5 „*Placement rate of graduates of the programmes of formal education for persons with special educational needs*“ and impact indicator No 6 „*Placement rate of graduates of the programmes of further education for persons with special educational needs*“ have not been fulfilled during the reported period. We expect the fulfilment of these indicators based on the calls

where such indicators will be included and subsequently contracted upon their selection by beneficiaries.

Indicator No 7 „*Failure rate of students from socially disadvantaged environment at primary school*“ is not directly monitored in projects, but it is supplied based on external statistics performed (The Institute of Information and Prognoses of Education). The actual value of the indicators is lower (i.e. more positive in percentage expression) than the value at the beginning of the programming period 2007-2013. However, it should be taken into account that similarly as in the context indicators the value achieved reflects the state within the given area which was achieved under the influence of various measured, i.e. it is problematic to specify the direct impact of OPE.

### 3.4 Priority axis 4

#### 3.4.1 Achievement of objectives and analysis of the progress achieved

Results achieved and detailed analysis of progress made under priority axis 4, which is aimed at improving the quality and access to further education putting emphasis on the transformation of the content of education towards the development of key competences in order to ensure long-lasting competitiveness of the Bratislava region is specified in more details in the following subchapters No 3.4.1.1 through 3.4.1.3 of the Report.

##### 3.4.1.1. State of physical progress under priority axis 4

Table No 62: State of publication of calls under priority axis 4 from 01.01.2011 to 31.12.2011

Measure	Type of call	Date of publication of call	Closing date for submission of AFNF	Allocation of funds per call (NFC) in €
N/A	N/A	N/A	N/A	N/A
<b>Total per priority axis 4</b>				<b>N/A</b>

Source: MA

No calls for demand-driven projects, no written invitation for TA project and no written calls for national projects under priority axis 4 have been published during the reported period.

More detailed information on the monitoring of the development of implementation under priority axis 4 is specified in Table No 63.

Table No 63: Monitoring of the development of implementation under priority axis 4 as of 31.12.2011

Priority axis / Measure	Number of AFNFC received	Number of AFNFC rejected	Number of AFNFC approved	Number of contracted projects	Number of projects in progress	Number of projects completed
4.1	103	76	27	26	26	1
4.2	22	15	7	7	7	0
4.3	15	2	13	13*	8	5
<b>Total</b>	<b>140</b>	<b>93</b>	<b>47</b>	<b>46</b>	<b>41</b>	<b>6</b>
Financial quantification of SF/CF and SB in €						
Priority axis / Measure	Amount of the contribution requested (NFC)	Amount of the requested contribution rejected (NFC)	Amount of contribution approved (NFC)	Amount of funds contracted (NFC)	Amount of funds reclaimed	Number of projects completed
4.1	19 441 953.96	12 795 706.15	6 646 247.81	6 194 262.74	335 731.53	0.00
4.2	23 140 041.77	13 829 290.82	9 310 750.95	9 277 997.52	1 326 632.43	0.00
4.3	1 436 115.57	317 289.98	1 118 825.59	1 118 825.59	300.57	474 886.52

<b>Total</b>	<b>44 018 111.30</b>	<b>26 942 286.95</b>	<b>17 075 824.5</b>	<b>16 591 085.85</b>	<b>1 662 664.53</b>	<b>474 886.52</b>
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Source: MA

\* In the case of projects of technical assistance (TA) MA, a contract shall not be concluded but a decision on approval of AFNFC is issued – the figure indicated includes also TA MA projects approved.

As of 31.12.2011, in total **33** calls were published under priority axis 4 of the total allocation amounting to **EUR28 487 261.72**. Out of the total number of 33 calls, 11 calls have been published under Measure 4.1 Transformation of traditional school to modern school for the Bratislava region, 7 calls under Measure 4.2 Increasing the competitiveness of the Bratislava region through the development of university education and further education and 15 calls under Measure 4.3 Technical assistance for the Objective RKZ (regional coordinator of contracts). Out of that, 4 calls were cancelled, namely 2 written invitations for Measure 4.2 (OPE/K/RKZ/NP/2009-2, OPE/K/RKZ/NP/2009-6) and 2 notices for TA projects for Measure 4.3 (OPE/RKZ/TP-ASFEU/2009-1, OPE/RKZ/TP-ASFEU/2009-2).

As of 31.12.2011, in total **140** AFNFC under priority axis 4 were received the requested amount of financial contribution of NFC of which represented the amount of **EUR 44 018 111.30**. Out of that, **93** AFNFC were rejected (the reasons for rejection of 93 AFNFC was a high number of AFNFC submitted under individual calls – AFNFC can be approved only up to the allocation of the call, non-fulfilment of the conditions prescribed by the call) representing the rejected contribution of requested NFC at the amount of **EUR 26 942 286.95** (the amount of non-approved requested contribution of approved AFNFC was EUR 1 662 664.53), and **47** AFNFC were approved representing in total the amount of the approved contribution of **EUR 17 075 824.35**. Under priority axis 4, **46** projects have been so far contracted (this figure does not cover early terminated projects) representing the total amount of contracted funds of **EUR 16 591 085.85**, out of which 41 projects are in progress and 6 projects have been completed (out of which 1 project was early terminated and 5 projects have been regularly completed with the total amount of funds drawn of EUR **474 886.52**. The early terminated project was based on the written invitation for the national project OPE/K/RKZ/NP/2008-6 “*Development of new educational programmes in professional training for the needs of automotive industry II*” under Measure 4.1. The reasons for early termination included shortcomings of the implementation of the project on the part of the beneficiary, i.e. breach of obligations arising from factual and time implementation of the project activities, which resulted in non-fulfilment of measurable indicators and objectives of the project and beneficiary’s failure to take corrective measures to eliminate shortcomings identified by on-the-spot control pursuant to the Report on the on-the-spot control.

In 2011, the implementation of **8** national projects continued under individual Measures of priority axis 4:

- Under Measure 4.1:

1. *Training of primary school teachers in the field of foreign languages in connection with the Concept of foreign languages teaching at primary and secondary schools (OPE/K/RKZ/NP/2008-1);*
2. *Modernisation of the educational process at primary schools (OPE/K/RKZ/NP/2008-3);*
3. *Modernisation of the educational process at secondary schools (OPE/K/RKZ/NP/2008-4);*
4. *Training of teachers in connection with the development of school educational programmes (OPE/K/RKZ/NP/2008-5);*
5. *Training of the educational personnel of kindergartens as part of the reform of education (OPE/K/RKZ/NP/2008-7);*
6. *External evaluation of the school quality supporting self-assessment processes and development of school (OPE/K/RKZ/NP/2009-1);*

- Under Measure 4.2:

7. *Further education of primary and secondary school teachers in the subject of informatics (OPE/K/RKZ/NP/2008-2);*
8. *Professional and career growth of the teaching staff (OPE/K/RKZ/NP/2009-3).*

More detailed information regarding the national projects implemented is specified in Tables 64 to 71.

Table No 64: State of implementation of the national project as of 1.12.2011

Project title:	<b>Training of primary school teachers in the field of foreign languages in connection with the Concept of foreign languages teaching at primary and secondary schools</b>
Measure	4.1
Beneficiary:	National Institute of Education
Budget in €:	<b>EUR 1 394 144.59</b>
Project implementation period:	16.09.2008 – 15.09.2013
Basis from the national/ regional policy:	Concept of foreign languages teaching at primary and secondary schools approved by the Government of the Slovak Republic on 12.09.2007 by Decree of the Government of SR No767/2007
Project objective:	The objective of the project is to achieve 100% share of qualified teachers of foreign languages (FL) of the first school for the target group of students of younger school age in the long-term planning horizon.
Activities implemented:	<p>On 16.9.2008, the Contract on the provision of NFC was signed.</p> <p>On 16.09.2008, the beneficiary submitted the statutory declaration of the commencement of the project together with the notification of the start of implementation of the first activity (16.09.2008).</p> <p><b>Activity 1.1 Provision of supplementary education to qualified teachers of the first school of primary schools for the level FL 0/A1 CERF to obtain level A2 CERF (Educational Programme A)</b></p> <p>In 2009, educational activities started for trainees in the summer term which lasted from 13.03.2009 to 30.06.2009. During that term the largest group of trainees started training in all languages offered (language level A0/A1) – the English, German, French, Italian, Spanish and Russian languages. Training courses took place in 115 educational centres in Slovakia and 15 universities guaranteed their professional level. At the end of the term in June 2009, a questionnaire survey was conducted. Since June 2009 various activities have been carried out, which are related to the preparation of overall testing of trainees to be conducted according to the project schedule. In October 2009, members of the testing team who created items passed training. In December 2009, members of the testing team who will process and evaluate individual data passed the training at the headquarters of CIEP in Paris.</p> <p>Winter term 2010/2011 (fourth term of the Educational Programme A) was implemented according to a modified schedule in connection with funds availability for the implementation of the activity. The beginning of the activity was rescheduled to 01.03.2011.</p> <p>The problem was caused by withdrawal of SPU (Slovak Agricultural University) Nitra from the Framework Contract for the provision of training. Trainees were replaced to Comenius University in Bratislava which provided smooth implementation of educational activities.</p> <p>From June to October 2011, the qualifying testing of all trainees was conducted. In total 2869 trainees of the Educational Programme A participated in the testing at the level A2 of the Common European Reference Framework in three terms (25.06.2011, 03.09.2011 and 01.10.2011). Out of that number, 92% passed the testing successfully. Only 4% of the trainees failed in testing and 4% of trainees did not attend testing for various reasons (health, family ...).</p> <p>The aim of the testing was to identify whether the trainees obtained the language level A2 after four terms of training. The testing was carried out in five languages, namely in the English, German, French, Italian, Spanish and Russian languages. The test checked all communication skills and competences of teachers in a foreign language, i.e. listening with understanding, reading with understanding, language means, speaking in monologue and dialogue. The team of Slovak experts were assisted in the development of tests also by experts from the French Centre international d'études pédagogiques, which is one of few centres in the European Union which obtained recommendation from the Council of Europe to develop tests and testing instruments in compliance with the Common European Reference Framework (hereinafter referred to as CERF).</p> <p>Summer term 2011 (the fifth term of the Educational Programme A) was implemented according to a modified schedule in connection with funds availability for the</p>

	<p>implementation of the activity. The beginning of the activity was rescheduled to 15.10.2011. The end of the term is planned to 15.03.2012. In this term, specialized subjects have been added to the trainees, i.e. that besides practical language they will learn also the language system.</p> <p><b>Activity 1.2 Provision of supplementary education to qualified teachers of the first school of primary schools for the level FL A2 CERF to obtain level B2 CERF (Educational Programme B).</b></p> <p>The beginning of winter term of academic year 2009/2010 was initially scheduled to 26.10.2009, but finally it was rescheduled with regard to the capacities of individual universities to mid-November 2009. Winter term 2010/2011 (third term of the Educational Programme B) was implemented according to a modified schedule in connection with funds availability for the implementation of the activity. The beginning of the activity was rescheduled to 01.03.2011.</p> <p>The activity was implemented with the aim to finish winter term 2010/2011. The problem was caused by withdrawal of SPU (Slovak Agricultural University) Nitra from the Framework Contract for the provision of training. Trainees were replaced to Comenius University in Bratislava which provided smooth implementation of educational activities. From June to October overall diagnostics of all trainees was performed.</p> <p>Trainees withdrawing from the Contract on the provision of education indicate the complexity of university study as the main reason, as well as difficulties in commuting to universities and health and family problems.</p> <p>Summer term 2011 (the fourth term of the Educational Programme B) was implemented according to a modified schedule in connection with funds availability for the implementation of the activity. The beginning of the activity was rescheduled to 15.10.2011. The expected end of the term is planned to 31.01.2012. In this term the trainees got instructions on the completion of the Educational Programme. The Educational Programme shall be completed by the testing at the level B2 of the Common European Reference Framework, submission of the final paper and its defence before 5-member commission and by final exams in specialized subjects (language system, intercultural communication and theory of instruction). The testing is scheduled to February 2012.</p> <p><b>Activity 1.3 Provision of supplementary education to qualified teachers of the first school of primary schools in specialized teacher's training in FL</b></p> <p>The beginning of winter term of academic year 2009/2010 was initially scheduled to 26.10.2009, but finally it was rescheduled with regard to the capacities of individual universities to mid-November 2009. Winter term 2010/2011 (third term of the Educational Programme B) was implemented according to a modified schedule in connection with funds availability for the implementation of the activity. The beginning of the activity was rescheduled to 01.03.2011.</p> <p>The problem was caused by withdrawal of SPU (Slovak Agricultural University) Nitra from the Framework Contract for the provision of training. Trainees were replaced to Comenius University in Bratislava which provided smooth implementation of educational activities.</p> <p>Trainees withdrawing from the Contract on the provision of education indicate the complexity of university study as the main reason, as well as difficulties in commuting to universities and health and family problems.</p> <p>Summer term 2011 (the fifth term of the Educational Programme A and the fourth term of the Educational Programme B) was implemented according to a modified schedule in connection with funds availability for the implementation of the activity. The beginning of the activity was rescheduled to 15.10.2011. The expected end of the term is planned to 31.01.2012 for the Educational Programme B and to 15.03.2012 for the Educational Programme A. Trainees of the Educational Programme A took first lessons in specialized subjects – intercultural communication and theory of instruction.</p> <p>Educational Programme shall be completed by the testing at the level B2 of the Common European Reference Framework, submission of the final paper (dissertation) and its defence before 5-member commission and by final exams in specialized subjects (language system, intercultural communication and theory of instruction). The testing is scheduled to February 2012.</p> <p><b>Activity 1.4 The development and accreditation of the study programme for supplementary study for the target group of teachers</b></p> <p>Due to the problems of the financing of the activity, the implementation was rescheduled to November 2010, and it was then implemented. The outcomes were submitted in January 2011 – 1<sup>st</sup> draft description of the study programme PEP.</p>
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	<p><b>Activity 2.1 Provision of extension study to the teachers of FL of the middle school of primary schools in educational-psychological basics of FL teaching</b>                  Trainees are assigned to the study according to capacities of the respective university. Due to problems with the financing of the activity, the implementation was rescheduled to September – October 2011. The educational programme of that target group was completed during that period, i.e. first teachers, in total 111, obtained qualification in the accredited Educational Programme C at the following universities: Comenius University Bratislava, TU Trnava and PU Prešov. They defended final papers (dissertations) and passed final exams.</p> <p><b>Activity 2.2 Provision of extension study to the teachers of FL of the middle school of primary schools in the theory of instruction of FL teaching for the first school of primary schools</b>                  Trainees are assigned to the study according to capacities of the respective university. Due to problems with the financing of the activity, the implementation was rescheduled to September – October 2011. The educational programme of that target group was completed during that period, i.e. first teachers, in total 111, obtained qualification in the accredited Educational Programme C at the following universities: Comenius University Bratislava, TU Trnava and PU Prešov. They defended final papers (dissertations) and passed final exams.</p> <p><b>Activity 2.3 The development and accreditation of the study programme as supplementary study for the target group of teachers</b>                  Due to the problems of the financing of the activity, the implementation was rescheduled to November 2010, and it was then implemented. The outcomes were submitted in January 2011 – 1<sup>st</sup> draft description of the study programme PEP. During November 2009, textbooks for all trainees participating in the activities carried out at that time were distributed. During October and November 2009, notebooks were distributed to all trainees. Workshops of the managing team were held on an ongoing basis. In order to improve communication with trainees a discussion forum was created on the portal. Trainees learning other languages (except for English) do not perceive positively changes of the philosophy of the Concept when support to multilingualism is replaced by support to monolingualism or the qualifications requirements with respect to teachers of the first school of primary school are decreased. Such changes contribute to quite frequent withdrawals of the trainees learning other languages, because they cannot see any reason for continuing in the project, and in particular, teachers from small-size schools need to re-orientate to English language.</p>
Financial implementation / drawing in € for the reported period:	EUR 52 262.50
Financial implementation/drawing in € cumulatively from the start of the programming period:	EUR 371 872.16
Fulfilment of indicators for the reported period:	<p><u>Result indicators (planned state /actual state)</u>                  Number of new developed/innovated educational and study programmes – 3/3                  Number of schools involved in the implementation of the project activities – 50 / 94                  Number of employees involved in the implementation of the project activities – 500 / 273                  Number of employees involved in the mobility programmes – 44 / 0 (this indicator can be fulfilled only at the end of the project implementation)                  Number of electronic services established – 3/3</p>
Fulfilment of indicators cumulatively from the start of the programming period:	<p><u>Result indicators (planned state /actual state)</u>                  Number of new developed/innovated educational and study programmes – 3/3                  Number of schools involved in the implementation of the project activities – 50 / 126                  Number of employees involved in the implementation of the project activities – 500 / 401                  Number of employees involved in the mobility programmes – 44 / 0 (this indicator can be fulfilled only at the end of the project implementation)                  Number of electronic services established – 3/3</p>
Contribution to HP:	IS, MRC, EO
Website of the project:	www.educj.sk

Source: MA

Table No 65: State of implementation of the national project as of 31.12.2011

Project title:	<b>Modernisation of educational process at primary schools</b>
Measure	4.1

Beneficiary:	Institute of Information and Prognoses of Education
Budget in €:	<b>EUR 681 952.20</b>
Project implementation period:	01.12.2008 - 30.11.2013
Basis from the national/ regional policy:	Bill on education (Education Act) and on amendments to certain laws, passed by Government Decree No 147/2008 of 05.03.2008. The Act came into effect on 01.09.2008.
Project objective:	The aim of the project is to prepare teachers for active implementation of the school reform – adaptation of the educational system to the needs of the knowledge society.
Activities implemented:	<p>On 01.12.2008, the Contract on the provision of NFC was signed. As of 02.12.2008, the beneficiary submitted also the statutory declaration of the commencement of the project together with the notification of the start of implementation of the first activity.</p> <p><b>1.1. Multimedia – digital content for teacher’s training towards modernisation of education</b>  Multimedia content for all educational modules (Module 1, Module 2, Module 3). Digital library is made available to all trainees on the project portal where all study materials can be found. In 2010, the multimedia – digital content for all educational modules (Module 1, Module 2, Module 3) has been created within implementation of the project. In 2010, the multimedia – digital content for all educational modules has been created within implementation of the project. Digital library on the project portal <a href="http://www.modernizaciavzdelavania.sk">www.modernizaciavzdelavania.sk</a> where all study materials are contained was made accessible to all trainees. The digital library is continuously updated.</p> <p><b>1.2. Development of textbooks and teaching aids for teachers towards modernisation of education</b>  Under this activity, the content has been finalized and textbooks and teaching aids for Module 1, Module 2 and Module 3 have been delivered to the trainees. Under Module 3, 9 out of 10 methodological textbooks have been published for individual subjects. Chemistry textbook was not approved in the form as submitted, because intensive work is going on its finalisation. Under the Activity 10, methodological textbooks have been published for individual subjects under Module 3 “The use of ICT” in a particular subject. The last missing textbook was issued and handed over to trainees in January 2011. Thus the multimedia – digital content was finalized for all educational modules.</p> <p><b>2.1. Education of teachers in the field of modernisation of educational process based on the use of ICT</b>  Activity 2.1 included the following:  <u>Module 1</u> – „Digital literacy“  <u>Module 2</u> - „Modern teaching technique in teacher’s work “  <u>Module 3</u> - „The use of ICT in a particular subject“  From April 2009 to August 2009, schools and teachers were applying for the project. Training of trainees was delivered in the training centre – at Comenius University in Bratislava. In October 2009, trainees started the training in Module 1. All 100% of trainees completed the training under this module in January 2010. The training in Module 2 and Module 3 was implemented in two stages. In the 1<sup>st</sup> stage from April 2010 the training of the first 40% of trainees started first in Module 2, and then from September 2010 in Module 3. In March 2011, first final meetings of trainees took place within this stage. The second stage of training (the remaining 60% of trainees) in Module 2 and Module 3 started from March 2011, and this training is still in progress. The training of 73 trainees under Module 2 and Module 3 was completed in the training centres – Comenius University in Bratislava. In January 2011, the chemistry textbook was published and handed over to the trainees under Module 3. Thus, the multimedia – digital content for all educational modules has been finalized. From March 2011, first final meetings of trainees were launched. The training of 73 trainees under Module 2 and Module 3 was completed in the training centres – Comenius University in Bratislava. Digital library which is made accessible on the project portal <a href="http://www.modernizaciavzdelavania.sk">www.modernizaciavzdelavania.sk</a> from 2010 to all trainees has been continuously updated from the beginning of 2011 up to now. The course of implementation of the project is in compliance with detailed description of the project activities.</p>
Financial implementation / drawing in € for the reported period:	EUR 14 116.86
Financial implementation/ drawing in € cumulatively from	EUR 32 899.83

the start of the programming period:	
Fulfilment of indicators for the reported period:	<p><b>Result indicators (planned state /actual state)</b>                  Number of new developed educational programmes – 10/10                  Number of schools involved in the implementation of the project activities – 158/159                  Number of training courses for the teaching staff – 25/38                  Number of employees involved in the implementation of the project activities – 320/383                  Number of new developed/ innovated educational programmes using ICT in the teaching process – 10/10                  Number of schools involved in the implementation of the project activities using ICT in the teaching process – 158/159                  Teaching staff involved in the implementation of the project activities using ICT in the teaching process – 320/383                  Number of schools involved in the implementation of the project activities involving students coming from MRC - 5/66</p>
Fulfilment of indicators cumulatively from the start of the programming period:	<p><b>Result indicators (planned state /actual state)</b>                  Number of new developed educational programmes – 10/10                  Number of schools involved in the implementation of the project activities – 158/159                  Number of training courses for the teaching staff – 25/38                  Number of employees involved in the implementation of the project activities – 320/450                  Number of new developed/ innovated educational programmes using ICT in the teaching process – 10/10                  Number of schools involved in the implementation of the project activities using ICT in the teaching process – 158/159                  Teaching staff involved in the implementation of the project activities using ICT in the teaching process – 320/451                  Number of schools involved in the implementation of the project activities involving students coming from MRC – 5/66</p>
Contribution to HP:	MRC, IS, SD
Website of the project:	www.modernizaciavzdelavania.sk

Source: MA

Table No 66: State of implementation of the national project as of 31.12.2011

Project title:	<b>Modernisation of educational process at secondary schools</b>
Measure	4.1
Beneficiary:	Institute of Information and Prognoses of Education
Budget in €:	<b>EUR 458 401.78</b>
Project implementation period:	02.12.2008 - 30.11.2013
Basis from the national/ regional policy:	The national project was developed in line with Bill on education (Education Act) and on amendments to certain laws, passed by Decree of the Government of the SR No 147/2008 of 05.03.2008. The aim of the national project is to change the form of teaching at secondary schools, which will lead to modernisation of the teaching process.
Project objective:	<p>Implement the content reform of education at secondary schools also by using innovated forms and methods of teaching and prepare a school leaver for the current and future needs of the knowledge society and for the follow-up education within the system of higher education and further education. Prepare teachers for active implementation of the education reform – adaptation of the system of education to the needs of the knowledge society.</p> <p>Innovate and modernize the content, methods and outcomes of the teaching process for new competences of the work in the Modern School of the 21 century.</p> <p>Increase the proportion of teachers participating in the programmes of further education in order to achieve and develop their competences required for the knowledge society.</p>
Activities implemented:	<p>On 02.12.2008, the Contract on the provision of NFC was signed.</p> <p>On 02.12.2008, the beneficiary submitted also the statutory declaration of the commencement of the project together with the notification of the start of implementation of the first activity</p> <p><b>Activity 1.1 Multimedia – digital content for teacher’s training towards modernisation of education</b></p> <p>Within this Activity the multimedia - digital content for Module 1 „Digital literacy of a teacher“, Module 2 „Modern teaching technique in teacher’s work “ and Module 3 „The use of ICT in a particular subject” for all seven subjects (mathematics, physics, chemistry, biology, geography, Slovak language, history) has been elaborated. The Activity is in compliance with the planned state of the project. A digital library has been created on the project portal which is made accessible to all trainees where they</p>

	<p>can easily find all stud materials. The digital library on the project portal <a href="http://www.modernizaciavzdelavania.sk">www.modernizaciavzdelavania.sk</a> , which is made accessible to all trainees and from 2010 it has been continuously updated from the beginning of 2011 up to now.</p> <p><b>Activity 1.2 Development of textbooks and teaching aids for teachers towards modernisation of education</b>                  Within this Activity the trainees received a textbook and teaching aids for Module 1, Module 2, and Module 3 in compliance with the planned training activities. All 8 textbooks for Module 3 were completed. The Activity is in compliance with the planned state of project. Methodological aids are placed on the educational portal in the form of presentation, applications, audio records, educational documents, www pages which have been created by experts only so far.</p> <p><b>Activity 2.1 Education of teachers in the field of modernisation of educational process based on the use of ICT</b>                  Activity 2.1 includes the following:  <u>Module 1</u> – „Digital literacy“  <u>Module 2</u> - „Modern teaching technique in teacher’s work “  <u>Module 3</u> - „The use of ICT in a particular subject“                  From April 2009 to August 2009, schools and teachers were applying for the project. The training under Module 1 was completed according to the schedule. 40% of trainees have been trained under Module 2 and Module 3. Because of time delay, not all 40% of trainees were trained within the time limit, and the training will be completed with a slight delay. Based on the beneficiary’s request to amend the Contract, an Amendment to the Contract on NFC was drawn up where a change of the schedule was incorporated. First final workshops started from March 2011. 37 trainees completed the training by the end of August 2011.</p>
Financial implementation / drawing in € for the reported period:	EUR 5 636.56
Financial implementation/ drawing in € cumulatively from the start of the programming period:	EUR 27 989.42
Fulfilment of indicators for the reported period:	<p><u>Result indicators (planned state /actual state)</u>                  Number of new developed educational programmes – 7/0                  Number of schools involved in the implementation of the project activities – 119/0                  Number of training courses for the teaching staff – 21/0                  Number of employees involved in the implementation of the project activities – 260/32                  Number of new developed/ innovated educational programmes using ICT in the teaching process – 7/0                  Number of schools involved in the implementation of the project activities using ICT in the teaching process – 119/0                  Teaching staff involved in the implementation of the project activities using ICT in the teaching process –260/32                  Number of schools involved in the implementation of the project activities involving students coming from MRC – 30/0</p>
Fulfilment of indicators cumulatively from the start of the programming period:	<p><u>Result indicators (planned state /actual state)</u>                  Number of new developed educational programmes – 7/7                  Number of schools involved in the implementation of the project activities – 119/110                  Number of training courses for the teaching staff – 21/31                  Number of employees involved in the implementation of the project activities – 260/319                  Number of new developed/ innovated educational programmes using ICT in the teaching process – 7/7                  Number of schools involved in the implementation of the project activities using ICT in the teaching process – 119/110                  Teaching staff involved in the implementation of the project activities using ICT in the teaching process – 260/319                  Number of schools involved in the implementation of the project activities involving students coming from MRC – 30/32</p>
Contribution to HP:	MRC, IS, SD
Website of the project:	<a href="http://www.modernizaciavzdelavania.sk">www.modernizaciavzdelavania.sk</a>

Source: MA

The implementation of national projects “**Modernisation of the educational process at secondary schools**” provided to individual schools a chance to change the routine stereotypes in the educational process, which do not meet the needs of students and teachers anymore. Positive responses and feedback from teachers have demonstrated that the training was worth doing and there is interest in extending the education using ICT to other specialized subjects. About 800 secondary schools made use of the possibility to change the routine practices of the teaching process with intention to become more attractive for students and to draw them into the educational process by new interactive and multimedia means.

Teachers who welcomed the possibility to change and enrich their practices and procedures also responded very positively. In total 2 130 teachers have been involved in the project. In order to achieve the set goals, to introduce modern methods of education with the help of ICT implemented through the EU support from ESF and state budget, the schools have been provided with desk computers, data-projectors and a notebook for each trainee.

The training started in October 2009 by Module 1 passed already by all trainees. Module 2 launched in April 2010 has already brought first more concrete methods and procedures of the use of ICT in the teaching process. Module 3 launched from September 2010 started the last and the most important phase of the educational process. E-content used for the teaching will be available to the teachers in the data centre. The trained teachers will then verify through an experiment the digital content on students when introducing new teaching methods with the help of ICT. By the implementation of projects, the approach of students towards work with computer and Internet will improve. Higher motivation of a student to education in the modern school of the 21<sup>st</sup> century will be achieved.

After many years of experience there occurred the need to present the results achieved also to the experts, and thus strengthen the impact of the national projects. Based on that in September 2010 the 2-day **Conference MVP 2010** was held in Banská Bystrica. It was attended by 130 participants. The organizers together with experts presented the results of their work within projects. Expert presentations and videos concerning some subjects are available as they were presented on the website [www.modernizaciavzdelavania.sk](http://www.modernizaciavzdelavania.sk). The goal of the Conference was to show the way in which the projects attempt to modernize the teaching process with the help of digital technologies.

National projects won the award in the competition “E-learning in practice” (2<sup>nd</sup> place in the category “Supporting material for on-line education”) on the 8<sup>th</sup> year of the International conference **ICETA 2010** with its own section devoted to the presentation of our projects. Several experts in the field of university teaching evaluated positively the benefit of projects for our education, which has been proven also by interest in materials and textbooks created for individual modules and subjects.

Table No 67: State of implementation of the national project as of 31.12.2011

Project title:	<b>Training of teachers in connection with the development of new educational programmes</b>
Measure	4.1
Beneficiary:	State Institute of Vocational Training
Budget in €:	<b>EUR 168 938.86</b>
Project implementation period:	02.01.2009 – 28.02.2014
Basis from the national/ regional policy:	Act No 245/2008 Coll. on education (the so-called Education Act) in force as from 01.09.2008. Following to the Education Act, 13 Decrees effective as of 01.09.2008 have been issued. Subsequently, national educational programmes for individual levels of education were approved, including the model educational programmes and methodology of their creation. Schools could officially start preparing their own school educational programmes representing the content reform of education.
Project objective:	General retraining and education of the teaching staff of primary schools and secondary schools towards implementation of the content reform of education and the development of educational programmes. Innovation of the content and teaching methods at schools will be achieved through educational activities and methodological activity under the project and at the same time the quality of educational outcomes at schools will increase with the intention to educate towards the needs of labour market in the knowledge society.

<p>Activities implemented:</p>	<p>On 02.01.2009, the Contract on the provision of NFC was signed. Statutory declaration and notification of the start of implementation of the first activity – 02.01.2009.</p> <p><b>Activity 1.1 Formation and gradual supplementation or changes within the investigation team</b> (internal and external staff, contractors) – the Managing Committee of the project, coordinating expert team and training team has been formed.</p> <p><b>Activity 1.2 Work of expert working groups</b> – working on specialized themes (e.g. interactive teaching methods, evaluation methods and means, principles and approaches of continuity of education at primary and secondary school etc.), addressing key tasks and solving key problems with respect to the content reform of education. The development of methodological materials of key significance which should help teachers in developing school educational programmes, in modernisation and innovation of the content of textbooks and teaching aids, in application of new educational forms and methods, educational methods with regard to the labour market, in effective development of key competences, in supporting innovative methods and forms of further education of the teaching staff, supporting personality development of teachers etc.</p> <p><b>Activity 2.1 Preparation, updating and evaluation of the educational programme</b> (courses) – preparation, updating and evaluation of the educational programme is based upon three stages of implementation: Structuring of the educational programme for continuous education (The entire educational programme is based on the module arrangement of education. Courses have been specified, 3 modules have been designed which shall cover that content of education which is considered by the beneficiary fundamental with respect to the development of the school educational programmes. At the same time, educational outcomes, recommended teaching aids, procedures and methods for both the lecturer and trainee, criteria, methods and means of evaluation) and the development of the teaching material for the future lecturers and teachers of further education of the teaching staff (Individual courses and modules of the structured educational programme will serve as a base for their development; detailed “Methodology for the development of the school educational programmes for primary schools”, “Methodology for the development of the school educational programmes for grammar schools” and “Methodology for the development of the school educational programmes for secondary vocational schools” has been created which will serve as a teaching material for the trainees, as well as for the training of lecturers); and the Development of on-line courses and teaching material for distance education (on-line courses. Decisions of the Ministry of Education, Science, Research and Sport of the Slovak Republic on accreditation of 4 educational programmes for the courses of multipliers of the continuous education and on accreditation of 4 educational programmes for the courses of trainees of continuous education have been issued. In 2011 market research took place in order to determine the expected value of the contract for the teaching material for the trainees of the courses of further education of the teaching staff (teachers of primary and secondary schools) and concurrently for the promotional material to ensure publicity of the national project. Training materials were also prepared for the needs of continuous education of the teaching staff under Activity 2.2. Provision of the educational programme (courses) for printing. The Activity consisted of graphic design and reviews of the training materials. Printed materials will be distributed to the trainees in courses within the continuous education through regional coordinators and lecturers.</p> <p><b>Activity 2.2 Delivery of educational programme</b> (courses) – from the first ongoing monitor, i.e. from 01.02.2009 to the end of September 2011 in total 25 educational programmes under the Objective RKZ were delivered. 376 teachers of primary and secondary schools have successfully passed the educational programmes. 41 primary and secondary schools, out of that 13 schools for MRC, have been involved in the training.</p> <p><b>Activity 3.1 Creation, production/edition and distribution of the Teacher’s Journal (Učiteľské noviny)</b> – in the second half of the school year 2009/2010, the edition of the bi-weekly Teacher’s Journal was in compliance with detailed description of activities. From September 2010, the MA granted to the beneficiary written exemptions for a special schedule of publishing the Teacher’s Journal in connection with withdrawal from the contract made with the editors of the Teacher’s Journal.</p>
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	<p>Public procurement for new editors of the Teacher's Journal took place the same year. In 2011, the bi-weekly Teacher's Journal was not published, because of the course and completion of the tender for editorial services of the Teacher's Journal, which failed. The beneficiary is preparing a new tender for editorial services of the Teacher's Journal. This Activity has been stopped until a successful completion of public procurement.</p> <p><b>Activity 3.2 Creation, production/edition and distribution of the multimedia educational DVD</b> – the aim of the DVD is to provide the transfer of knowledge from the field of education and professional training and promotion of the result of the research and development in educational primary and secondary school putting emphasis on the principles of lifelong education. By the end of 2010, scenarios of the first series of educational DVD were prepared, and preparation of the selection of professional issues for scenarios of the second series took place. Market research was also provided in order to determine the expected value of the contract for 4 DVDs. In 2011 market research took place in order to determine the expected value of the contract for graphic design, burning in and impression – media, copying/compression, printing of the cover/enveloping for the educational CD. Work on the preparation of three series of educational multimedia CD took place, as well. Experts from the State Institute of Vocational Training, National Institute for Education, primary and secondary schools participated in the preparation of their content. Expert supervision is guaranteed by the staff of universities (universities). In 2011, preparations for the commencement of tender for the creation of the content, production and release of four series each consisting of three pieces of the multimedia educational DVD took place.</p> <p><b>Activity 3.3 Creation of the content, programming, moderating of e-Learning portal</b> – this portal will serve as a space for intermediation of information, trends and ideas for quality improvement of the educational process and further education of the teaching staff, for exchange of experience and creativity in the form of sharing ideas, information, good practices, experience, problem tasks solving. Preparation of the supporting materials for market research for the programming and maintenance of e-Learning portal was carried out until the end of 2010. The preparation of courses of distance education was tied to the launching of the already prepared e-learning portal. In 2011, Preparation of the tender for the programming and maintenance of e-learning portal was also carried out. The period of project implementation has extended from 31.08.2012 to 28.02.2014 because of the implementation of Activities 3.1, 3.2 a 3.3</p>
Financial implementation / drawing in € for the reported period:	EUR 4 195.48
Financial implementation/ drawing in € cumulatively from the start of the programming period:	EUR 15 671.18
Fulfilment of indicators for the reported period:	<p><u>Result indicators (planned /actual):</u>                      Number of schools involved in the implementation of the project activities – 21/100                      Number of schools involved in the implementation of the project activities involving students coming from MRC – 13/10                      Number of training courses for the teaching staff – 16/35                      Number of employees involved in the implementation of the project activities – 356/700</p>
Fulfilment of indicators cumulatively from the start of the programming period:	<p><u>Result indicators (planned /actual):</u>                      Number of schools involved in the implementation of the project activities – 41/100 (41%)                      Number of schools involved in the implementation of the project activities involving students coming from MRC – 13/10 (130%)                      Number of training courses for the teaching staff – 25/35 (71,43%)                      Number of employees involved in the implementation of the project activities – 376/700 (53,71%)</p>
Contribution to HP:	MRC, SD
Website of the project:	www.siov.sk/narodny-projekt-vzdelavania-ucitelov-v-suvistlosti-s-tvorbou-skolskych-vzdelavacich-programov/11406s#projekty

Source: MA

Table No 68: State of implementation of the national project as of 31.12.2011

Project title:	<b>Training of the educational personnel of kindergartens as part of the reform of</b>
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	<b>education</b>
Measure	4.1
Beneficiary:	Methodology and Pedagogy Centre
Budget in €:	<b>EUR 652 017.86</b>
Project implementation period:	01.05.2009-30.04.2013
Basis from the national/ regional policy:	Act No 245/2008 on education (Education Act) and on amendments to certain laws
Project objective:	Implementation of the content reform and develop the system of lifelong education aimed at developing key competences of the teaching staff in kindergartens (hereinafter referred to as (“MS”) in compliance with the needs of the knowledge society. Putting emphasis on further education of the educational personnel and on the achievement and development of competences required for the transformation of a traditional school to a modern school. Innovation of the content and methods, improvement of the quality of educational outcomes for the needs of labour market in the knowledge society.
Activities implemented:	<p>On 29.04.2009 the Contract on the provision of NFC was signed. On 01.05.2009 the beneficiary submitted to the MA the statutory declaration of the commencement of the project together with the notification of the start of implementation of the first activity.</p> <p><b>Activity 1.1 Training of the management and professional staff of the state and public administration</b></p> <p>The beneficiary requested that this activity be rescheduled to 15.03.2010 and the Activity has been carried out according to the prescribed schedule up to now, measurable indicators are fulfilled cumulatively. The Activity is aimed at creating and developing professional managerial competences required for the transformation of a traditional school to a modern school. The study is implemented in the form of the updating, innovating and functional innovative training focused on the competences of the management of kindergartens and professional staff of the state and public administration, as well as on the knowledge of the latest trends of democratic management. Under the Activity “Training of the management and professional staff of the state and public administration” four educational programmes have been granted accreditation, which are entitled as follows: “Innovations in the theory of instruction for educational personnel; Content reform in kindergartens for educational personnel; School management in kindergartens; and Digital technologies in kindergartens for educational personnel”. In 2011, two important workshops of the members of the expert team concerning the educational programmes were held. Then the beneficiary managed to finalize educational texts entitled “Innovations in the theory of instruction for educational personnel in kindergartens” and “Educational technology for senior educational personnel”. In February 2011 the training “The school of management in the kindergarten”, a group 92 educators completed the training this year by a final exam before a 3-member commission.</p> <p><b>Activity 1.2 Training of the educational personnel of kindergartens</b></p> <p>It is going on from 10/2009 up to now according to the prescribed schedule. Training of the teaching staff of kindergartens is implemented in the form of an updating and innovative training taking place in the study groups with maximum number of 12 trainees through 3 educational programmes. The content of educational programmes is directed towards the development of creative personality of the educational personnel, its personal and professional competences, digital literacy and content reform in kindergartens. Educational programmes are implemented in the form of the attendance, distance and combined study. They have been implemented upon successful accreditation of three educational programmes: Digital technologies in kindergartens, Content reform in kindergartens and Innovations of the theory of instruction for preschool education teachers. Training of kindergarten personnel under this Activity took place in the previous year in order to develop professional and specialized competences. On 15.2.2011 a workshop of 11 members of the expert team concerning the content of the educational programme which resulted in overall finalization of the specialized materials concerning the educational activity “Innovations in the theory of instruction for preschool teachers”. In March 2011 the training under the title “The content reform in the kindergarten”. Since April 2011, the educational programme “Digital technologies in the kindergarten” has been implemented. During the year 57 educators participated in the innovative-modernisation model. The training will provide them basic information and skills in the work with computer, Internet, educational programmes for preschool children, camera, multifunctional equipment, website – the educational portal using the possibilities provided by digital technologies in the process of education.</p> <p><b>Activity 1.3 Educational portal</b></p>

	<p>Ongoing from 10/2009 up to now. The objective of the Activity is to provide a comprehensive system of digital services for information and educational needs of the target group of the project which support self-study of the required theory supplemented by practical exercises carried out in the selected educational centres. In compliance with the contract of 6.10.2009 the opening of envelopes and assessment of bids of tenderers for the contract of a supplier of <i>equipment and instrumentation</i>. The sales contract with the winner company Columbex of the tender was signed on 20.11.2009, and thus it became the creator of the portal environment used within the project “Training of the educational personnel of kindergartens as part of the reform of education” Educational portal is an instrument of distance form of training of trainees under the Activities 1.1 and 1.2 of the national project and it provides space for e-learning. During the monitoring period in 2011, the testing phase of the content of the already functional part of available web portal passed successfully within the implementation of this Activity. A list of deficiencies was created, follow-up effective procedures and a proposal of necessary corrections were specified. Next step towards successful application of the educational portal consisted of the processing of database “ActiveDirectory” in which the structure of users of data centre was created for the purpose of log in of employees and creation of passwords for the educational portal. In 2011 the preparation of the manual in cooperation with the company Columbex, which is devoted to the above issues and designed to effectively explain the functionality of the web portal to users was prepared as the initial phase of the creation of web portal folders.</p> <p><b>Activity 2.1 Development of educational material</b>  The Activity is aimed at creating new specialized literature required for the achievement of higher effectiveness of educational process of kindergartens and at developing school educational programmes for kindergartens. During the implementation of the project, experts in the field of methodology succeeded to develop teaching materials serving also as the relevant outcome indicator “Number of new developed/ innovated teaching materials”. This involves the following publications: 1 Methodology for the development of school educational programmes for kindergartens, /the author is: PhDr. Viera Hajdúková, PhD. et al.; reviewers: PhDr. Oľga Mitrová, PaedDr. Silvia Mináriková/ 2. How to understand a child in the kindergarten, or educational diagnosis in the kindergarten/ the author is: Doc. PaedDr. Daniela Valachová PhD.; the reviewer : PhDr. Viera Hajdúková, PhD. The approval of individual teaching materials is conditioned by their positive effect on innovations in the theory of instruction, on humanisation of education and on the entire personality development of children, or as a case may be, on the development of key competences of the target group of the project. The Activity is ongoing from 10/2009 up to now. In 2011 the course of Activity in this was slowed down because of reassessment of the staffing and preparation of a request for amendment to the Contract on NFC</p> <p><b>Activity 2.2 Expert’s stays and excursions</b>  The beneficiary asked for the rescheduling of this Activity as of 15.03.2010 up to now. Information on the latest strategies of preschool education in some EU Member States and worldwide is obtained through the implementation of this Activity, and the best practice of the global trends is implemented in education practice of the Slovak kindergartens. In 2011 a workshop of the members of the managing team and potential partners from Austria was organized in order to negotiate basic terms and conditions and exchange of the relevant supporting documents required for execution of the partnership agreement. PaedDr. Silvia Mináriková in cooperation with the above team prepared a draft plan of expert’s excursions to be held abroad. Criteria for the selection of participants in expert’s stays were also set at that time. PaedDr. Eva Bruteničová drew up a draft partnership agreement with Serbia.</p> <p><b>Activity 2.3 Expert seminars and conferences</b>  At the beginning of January 2011 a seminar supporting the interaction of the managing team of the project, trainees and experts of educational activities of the project was organized. Expert opinions and exchange of opinions among participants created a fundamental material for the <i>proceedings</i> for the use of individual clusters within educational programmes. Expert conference under the title “Professional development of a teacher in prospects of the 21 century” was held in 2011 targeted to the promotion of further education of the educational personnel of kindergartens, presentation of the state of implementation of the content reform of education in educational practice of kindergartens and evaluation of effectiveness of the system of lifelong education aimed at developing competences of educational personnel of kindergartens. Panel discussions, in which experts in the given issues, lecturers, managing team of the</p>
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	project and individual trainees of educational activities of the national project participated, contributed to raise objective prospects in addressing the issues in question.
Financial implementation / drawing in € for the reported period:	EUR 26 912.09
Financial implementation/ drawing in € cumulatively from the start of the programming period:	EUR 69 324.82
Fulfilment of indicators for the reported period:	Number of schools involved in the project activities using ICT in the teaching process – 0 Educational personnel involved in the implementation of the project activities using ICT in the teaching process: 457 Number of new developed/ innovated educational and study programmes: 0 Number of employees involved in educational activities of the project: 457 Number of innovated/ new developed teaching materials: 0 Number of schools involved in the implementation of the project activities involving students coming from MRC: 0
Fulfilment of indicators cumulatively from the start of the programming period:	<u>Result indicators (planned state /actual state):</u> Number of schools involved in the implementation of the project activities using ICT in the teaching process - 185/185 Educational personnel involved in the project activities using ICT in the teaching process – 1 350 / 544 Number of new developed/ innovated educational and study programmes – 7 / 7 Number of employees involved in educational activities of the project – 1 350 / 544 Number of innovated/ new developed teaching materials - 200/ 2 Number of schools involved in the implementation of the project activities involving students coming from MRC – 15/0
Contribution to HP:	MRC, IS, SD
Website of the project:	www.mat.iedu.sk

Source: MA

This national project is designed for the training of educational personnel of kindergartens throughout Slovakia (it is implemented under Objective K and Objective RKZ). The project is aimed at the training of the educational personnel of kindergartens in order to provide to them current information in compliance with the reform of education also on this stage of education (i.e. preschool education), in particular in the field of innovations of the content of education, management, content reform, but also in the field of digital technologies.

In order to use the knowledge obtained from education, the project was designed so that the kindergartens involved in the implementation of the project obtained electronic-teaching aids within the project. Trainees, i.e. teachers of kindergartens work with such aids during the trainings under the educational programme “Digital technologies in the process of reform of kindergartens” and afterwards they apply them to their work with children.

The exchange of information among participants, i.e. experts in the given issues, lecturers, managing team of the project and individual trainees of the educational activities of the national project was provided within the expert conference entitled “Professional development of a teacher in prospects of the 21 century”. This led to enrichment of observations of experts based on practical experience of “The use of digital technologies in preschool education” expressed during the conference. By developing skills of educators using ICT through the Activity 1.3 “Educational portal”, the project supports self-study, creation of virtual educational environment and supplementation of study materials in electronic form, which contribute to the strengthening of professional growth of the educational personnel.

The reform of the content of educational programme is carried out in the course of educational programmes “Innovations of the theory of instruction for preschool education teachers” and “Innovations of the theory of instruction senior educational personnel of kindergartens” aimed at extending and improving the knowledge of the teaching profession, making available the latest trends

regarding the teaching profession, set goals of own professional development of educational personnel of kindergartens in the Slovak Republic (whereas the project should cover in general almost 80-85% of kindergartens in the Slovak Republic). Having regard to the defined reform objectives of preschool education in our country, it is of the utmost importance to derive from the bases and structure of this project, which will significantly encourage innovations of the national educational programme with the help of both teachers and school educational programmes. Cooperation with the partnering organisations in Croatia was established and partnership agreements with Sweden and Austria will be soon finalized.

The activities aimed at coexistence with minority groups (the measurable result indicator – number of schools involved in the implementation of the project involving students coming from MRC) which contribute to personality development of the children from disadvantaged social environment also contribute to the positive socio-economic effect of the project.

Table No 69: State of implementation of the national project as of 31.12.2011

Project title:	<b>External evaluation of the school quality supporting self-assessment processes and development of school</b>
Measure	4.1
Beneficiary:	State School Inspection
Budget in €:	<b>EUR 117 789.06</b>
Project implementation period:	01.10.2009 -30.09.2013
Basis from the national/ regional policy:	Decree of the Ministry of Education, Science, Research and Sport of the SR of 31.03.2005 on school inspection
Project objective:	Identify by external evaluation the quality level of schools before and after the implementation of their project on which they used funds from ESF, their contribution to the quality of school. Develop a model and system of evaluation and self-assessment of the work of schools and school facilities, including its practical use in practice.
Activities implemented:	On 03.08.2009, the Contract on the provision of NFC was signed. Statutory declaration of the commencement of the project: 01.10.2009. Notification of the start of implementation of the first activity:12.10.2009.  <b>1.1 Professional training of school inspectors on the methodology for the evaluation of the quality level of education at primary and secondary schools</b> The Activity was implemented in October 2009. 84 school inspectors passed training under this Activity. The purpose of the Activity was to train 84 school inspectors for external evaluation of the quality level of primary and secondary schools. All school inspectors from the State School Inspection who are competent for the given type of school and who conduct inspections at primary or secondary schools took part in it. The lecturers team passed preparation prior to the training and a two-day meeting with the management of the school inspection centres (7 directors, 7 heads of divisions) took place where the project manager informed them of the philosophy and objective of the project, its organisation and content and tasks under the project which were designed for the management and school inspectors managed by them. On the first day, they were familiarized with the methodology of inspection performance, its instruments and their application in practice. They had lectures concerning the issues of the areas of evaluation, evaluation criteria and individual indicators monitored when conducting school inspection, in particular in connection with new legislation and new powers of the SSI. All that led to a uniform procedure and evaluation of the school quality by school inspectors in inspection performance. It was important and necessary to achieve that all school inspectors apply a uniform procedure in identifying the quality of school and that they are able to use and process the inspection instruments developed. On the second day, they were familiarized with the database system and the work with electronic matrices used in the performance of inspection. On the third day, the formation of inspection teams was simulated, leaders of inspection groups were appointed and they assigned tasks to individual members, explained procedures to them before, during and after the completion of inspection. Directive interview between the director – inspector, student – inspector, teacher – inspector were simulated, it means

	<p>that the inspection act was prepared in the so-called “role plays”, which contributed to a higher quality of communication skills of school inspectors and thus to coping with unexpected responses of the controlled party.</p> <p><b>1.2 External evaluation of primary and secondary schools before implementation of their project for which they will obtain funds from ESF</b>                  This Activity was carried out in November – December 2009. The evaluation took place at 2 primary schools and at 2 secondary schools.                  Inspection groups consisted of 6 members – school inspectors, one of them was the leader of the inspection group who assigned individual tasks arising from the methodology to the group members. All members assessed the quality of school according to the evaluation criteria developed and in compliance with the methodology and its instruments. Each school inspector had a task assigned to him by the leader of the inspection group, which he monitored, controlled and evaluated in accordance with methodology and methodological guidelines for the performance of inspection. Upon completion of the direct inspection act, each inspector drafted a report of the result of his inspection activity (outcome) on the basis of the findings under his task in compliance with the methodology developed within the time limit of 5 days for the controlled subject and submitted it to the leader of the inspection group. He then compiled such reports into one complete report for the whole school and discussed it with the headmaster. The outcome product of the Activity was the report of external evaluation of the system of general education and vocational training at primary and secondary schools based upon the uniform methodology and evaluation criteria.</p> <p><b>2.1 Cooperation with international partners in obtaining knowledge of the system</b>                  In the period from 16 to 22 May 2010, five school inspectors participated in the mobility in the Netherlands at the partnering institution INSPECTIE van het ONDERWIJS. The Activity was aimed at obtaining expertise and at the evaluation of the Dutch criteria and indicators applied to external and internal evaluation of the school quality. The expertise obtained is used in the development of new instruments of evaluation, which will be part of the comprehensive model of self-assessment of the work of schools and school facilities.                  For the reason of the Dutch legislation on the performance of inspection and also because of time and programme intensity, the Slovak school inspectors could participate in the whole process of inspection performance at one school during the mobility, where the Slovak inspectors were allowed to discuss the implementation of their self-assessment together with the headmaster.</p> <p><b>2.2 Development of the self-assessment model of the work of schools and its use in practice</b>                  At the same time, there was formed an 18-member group of experts responsible for the elaboration of the model of self-assessment of schools. The Activity is divided into partial and mutually interconnected activities (tasks) as regards time and content so that by their gradual fulfilment a final functional model is created, which is currently in progress.</p>
Financial implementation / drawing in € for the reported period:	EUR 3 552.94
Financial implementation/ drawing in € cumulatively from the start of the programming period:	EUR10 075.99
Fulfilment of indicators for the reported period:	<p><u>Result indicators (planned state /actual state)</u>                  Number of employees involved in the mobility programmes – 5/0                  Number of employees involved in the educational activities of the project – 12/0                  Number of schools involved in the implementation of the project activities – 5/0                  In 2011 the fulfilment of indicators has not increased</p>
Fulfilment of indicators cumulatively from the start of the programming period:	<p><u>Result indicators (planned state /actual state)</u>                  Number of employees involved in the mobility programmes – 5/5                  Number of employees involved in the educational activities of the project – 12/12                  Number of schools involved in the implementation of the project activities – 5/4</p>
Contribution to HP:	SD
Website of the project:	<a href="http://www.ssiba.sk/Default.aspx?text=g&amp;id=25&amp;lang=sk">www.ssiba.sk/Default.aspx?text=g&amp;id=25&amp;lang=sk</a>

Source: MA

Table No 70: State of implementation of the national project as of 31.12.2011

Project title:	<b>Further education of primary and secondary school teachers in the subject informatics</b>
Measure	4.2
Beneficiary:	National Institute of Education
Budget in €:	EUR 7 029 006.34
Project implementation period:	01.10.2008 – 30.09.2011
Basis from the national/ regional policy:	Policy Statement of the Government of the Slovak Republic of August 2006 which proclaims “to create preconditions for a systemic change of the educational content connected with the improvement of language training, development of computer literacy and communication skills, with substantially more extensive use of modern teaching aids, in particular ICT and multimedia technology in the teaching process.” CONCEPT OF THE DEVELOPMENT OF EDUCATION in the Slovak Republic for the next 15-20 years (project “MILLENNIUM”) Strategy of informatization of regional education (approved in February 2008)
Project objective:	Design, develop and implement modern further education of informatics and informatics education teachers at primary and secondary schools supported by digital technologies.
Activities implemented:	<p>On 01.10.2008, the Contract on the provision of NFC was signed. On 01.10.2008, the Contract on the provision of NFC was signed. Declaration of the start of project activities was delivered on 07.10.2008, the implementation of project activities started on 01.10.2008.</p> <p><b>1.1 Training of teachers of first school of primary school in informatics and informatics education</b></p> <p>The implementation of the Activity started in October 2010 in three stages: 1. selection of the university – supplier of logistics and content of the training; 2. first round of the training (306 trainees in total participated in the educational activities); 3. second round of the training (308 trainees in total participated in the educational activities). Training of trainees consisted of 130 lessons in the following structure: introductory 4-day session – 32 hours, 10 meetings in 3 -4-week interval each of 6 hours, elaboration of the final papers – 18 hours, final 2.5-day session together with the defence of the final paper and exam in the form of discussion – 20 hours. The content of the training was implemented in four lines. Line 1: Digital literacy of the teacher. The training was aimed at the achievement or development of adequate comprehensive literacy including, e.g. also the development of teacher’s competences for lifelong education, learning about the issues of safety and risks for students in virtual space, social and legal aspects of informatization of the society etc. Line 2: Modern school. Here the participants in the training course learnt about modern cognitive theories and modern views of school as a place for thinking, exploring, communication and cooperative learning, new forms of organising the cognitive process, modern forms of motivating and evaluating students, alternative educational systems, as well as about the role of digital technologies in overcoming various forms of inequalities. This line included also the role of digital technologies for the development of student’s higher cognitive functions (we are identifying the meaning, express ourselves, present ourselves, we are thinking and solving problems, taking decisions, we are learning to learn, doing research etc.). Line 3: Own subject context of informatics and informatics education. Line 4: Theory of instruction for informatics and informatics education where the participant learnt about the objectives of the subject, forms, curriculum and its forms, theory of work with illustrations and animations, with text, with numbers, graphs and data, with multimedia, sound, photograph and music, with theory of work on Internet, theory of elementary programming and control of digital equipment (robots etc.).</p> <p><b>1.2 Training of non-qualified informatics teachers of middle schools and secondary schools</b></p> <p>The implementation of the Activity started in October 2010 in two stages: 1. selection of the university – supplier of logistics and content of the training (development of the content in four lines, development of the structure, forms and logistics of the training, development of modules and creation of the study materials for individual lines and modules, training of trainers and implementation of education); 2. course of the training as such (34 trainees in total participated in the educational activities, 2 study groups). The content of the training was implemented in four lines. Line 1: Digital literacy of the teacher. The training was aimed at further development of comprehensive digital literacy including, e.g. also the work with advanced digital technologies and software</p>

	<p>instruments (educational portals, e-learning, virtual laboratories, robotic construction sets, tele-projectors, search activities, modelling, thinking maps, interactive tables, m-learning etc), the development of teacher's competences for lifelong education, learning about the issues of safety and risks for students in virtual space, social and legal aspects of informatization of the society etc. Line 2: Modern school. Here the participant in the training course learnt about modern cognitive theories and modern views of school as a place for thinking, exploring, communication and cooperative learning, new forms of organising the cognitive process, modern forms of motivating and evaluating students, alternative educational systems, as well as about the role of digital technologies in overcoming various form of inequalities. This line included also the role of digital technologies for the development of student's higher cognitive functions (we are identifying the meaning, express ourselves, present ourselves, we are thinking and solving problems, taking decisions, we are learning to learn, doing research etc.). Line 3: Own subject context of informatics and informatics education – it represents the core of the professional training of participants in the training.. Line 4: Theory of instruction for informatics and informatics education where the participant learnt about the objectives of the subject, forms, curriculum and its forms, theory of work with graphics, graphs, text and numbers, with multimedia, with theory of work on Internet, theory of advanced programming and control of digital equipment (robots etc.).</p> <p><b>1.3 Further training of qualified informatics teachers of middle schools and secondary schools</b></p> <p>The implementation of the Activity started in October 2010 in three stages: 1. selection of the university – supplier of logistics and content of the training; 2. first round of the training (40 trainees in total participated in the educational activities, 2 study groups); 3. second round of the training (33 trainees in total participated in the educational activities, 2 study groups).</p> <p>The content of the training was implemented in four lines. Line 1: Digital literacy of the teacher. The training was aimed at further development of adequate comprehensive literacy including, e.g. also the development of teacher's competences for lifelong education, learning about the issues of safety and risks for students in virtual space, social and legal aspects of informatization of the society etc. Line 2: Modern school. Here the participants in the training course learnt about modern cognitive theories and modern views of school as a place for thinking, exploring, communication and cooperative learning, new forms of organising the cognitive process, modern forms of motivating and evaluating students, alternative educational systems, as well as about the role of digital technologies in overcoming various form of inequalities. This line included also the role of digital technologies for the development of student's higher cognitive functions (we are identifying the meaning, making critical judgments, we are creative, express ourselves, present ourselves, we are thinking and solving problems, taking decisions, we are learning to learn, doing research etc.). Line 3: Own subject context of informatics and informatics education. Line 4: Theory of instruction for informatics and informatics education where the participant learnt about the objectives of the subject, forms, curriculum and its forms, theory of work with standard software, with theory of work on Internet, theory of algorithm development, programming and control of digital equipment (robots etc.).</p> <p><b>2.1 Equipment and instrumentation of the project</b></p> <p>The Activity started in October 2008. The beneficiary provided the preparation and publication of the tender for the supply of 199 pieces of notebooks, 199 pieces of data-projectors. The Activity was carried out in three stages - I public procurement for the supply of digital technologies (preparation of public tender, approval of all activities related to the tender by the Public Procurement Department of the Ministry of Education, Science, Research and Sport of the SR and the Minister of Education, Science, Research and Sport of the SR, publication of the tender, supervision over the public procurement, completion of public procurement, contract with the supplier, delivery and takeover of technical equipment); II – logistics of allocation and delivery of the digital technology (insurance of the technical equipment, drawing up acceptance certificates and contracts on the lending of technical equipment, physical handover of the technical equipment); III – Ongoing (solution of technical problems and settling of possible complaints, addressing problems arising from contractual relations). The outcome of the Activity is represented by 199 pieces of data-projectors, 199 pieces of notebooks, 199 pieces of USB keys, 199 pieces of application office software. The Activity was completed in December 2008.</p>
Financial implementation /	EUR 30 840.26

drawing in € for the reported period:	
Financial implementation/drawing in € cumulatively from the start of the programming period:	EUR 282 992.54
Fulfilment of indicators for the reported period:	Number of new developed/ innovated educational and study programmes 3/0 Number of schools involved in the implementation of project activities 60/0 Number of employees involved in educational activities of the project - 199/0 Number of electronic services installed 3/0
Fulfilment of indicators cumulatively from the start of the programming period:	<u>Result indicators</u> (planned state /actual state) Number of new developed/ innovated educational and study programmes 3/3 Number of schools involved in the implementation of project activities 60/122 Number of employees involved in educational activities of the project 199/195 Number of electronic services installed 3/3
Contribution to HP:	SD
Website of the project:	<a href="http://dvui.ccv.upjs.sk/">http://dvui.ccv.upjs.sk/</a>

Source: MA

Under the national project “*Further education of primary and secondary school teachers in the subject of informatics*” of the beneficiary National Institute for Education there were accredited three courses for further education of teachers during the implementation of the project, which can be offered by universities to primary or secondary school teachers respectively after the completion of the project. Thus, they will have more opportunities for further education and in the case of non-qualified informatics teachers also a possibility to obtain qualification in the subject of informatics. Furthermore, there occurred a new concept of the development of digital literacy for future primary school teachers for the subject of informatics education, which in the case of interest can be used by teacher training colleges in their offer of trainings.

We can state that the developed study materials represent a unique source for further education of both qualified and non-qualified informatics teachers at primary and secondary schools, and they are one of the key results of the project. The developed materials will enrich also the library of recommended publications in the participating universities, in particular for the teaching of subjects for the future informatics teachers.

Digital technologies obtained by the training participants will serve to teachers and students in individual schools also after the completion of the project, and thus the commenced trend of innovations of teaching can be continued and such ideas can be disseminated among other educational practitioners.

Numbers of interesting and really valuable final papers (dissertations) have been created as part of the completion of educational programmes, which would be worth further exploration and publication and making them available not only to the training participants but also to other teachers who could use them in their teaching process.

The performance standard of a modern informatics teacher at the first school of primary school proposed by the beneficiary can be considered an important outcome of the project which defines his/her areas of knowledge and skills in the field of digital literacy, basics of informatics and of informatics problems solving and the theory of instruction of informatics education. It was elaborated after the preparation of study materials and it contains concrete knowledge and skills, which a teacher at this educational level should have. The creation of the theory of instruction for informatics education for the first school of primary school can be considered as a unique outcome of the project. In the near future, this outcome will influence also the theory of instruction of informatics and the future teaching documents related to both subjects.

In view of innovations and modernisation, the line Modern school was integrated into each educational programme. The beneficiary endeavoured to pass a new view of education to beneficiaries within its modules, to teach teachers how to use new, modern forms of education. Modules provided space for discussions on the teaching, which was used by teachers largely. Teachers could try new forms of education in practice on themselves – which can be also considered as an invaluable benefit for the training participants.

Table No 71: State of implementation of the national project as of 31.12.2011

Project title:	<b>Professional and career growth of the teaching staff</b>
Measure	4.2
Beneficiary:	Methodology and Pedagogy Centre
Budget in €:	<b>EUR 5 491 430.00</b>
Project implementation period:	15.10.2009 – 14.10.2013
Basis from the national/ regional policy:	Act No 317/2009 Coll. on the teaching staff and professional staff and on amendments to certain laws Decree of the Ministry of Education, Science, Research and Sport of the SR No 445 on continuous education, credits and attestations of the teaching staff and professional staff.
Project objective:	Create effective system of further education of the teaching staff and professional staff of schools and educational facilities putting emphasis of the development of key competences.
Activities implemented:	<p>Declaration of the commencement of the project was submitted on 23.10.2009, the implementation of activities started on 15.10.2009.</p> <p><b>1.1 Creation, innovation and implementation of professional standards and instruments of evaluation of the development of professional competences</b> The version of pilot model of professional standards was reviewed, SWOT analysis was done. Based on the analysis the objectives of the methodology were set out, functions and forms of professional standards determining the innovation of the pilot version were defined, and a proposal of professional standard for individual career stages was drafted in compliance with the gradation of performance of the teaching staff, which was categorized in three dimensions – student, educational process, self-development of the teacher). In June 2011, the first conference on professional standards was held. One workshop of the expert team for the preparation of the methodology of the creation of professional standards and twelve workshops of expert team for the creation of professional standards took place. The following professional standards have been finalized: teacher for preschool education, teacher for secondary education, educator, school and school facility headmaster, psychologist, school psychologist and social educationalist. In parallel with the completion of final versions of professional standards the process of their expert assessment started.</p> <p><b>2.1 Analysis of educational needs of individual target groups of the teaching and professional staff of schools and school facilities</b> Under the professional Activity 2.1, evaluation outcomes from the completed educational programmes implemented in 2010 have been processed. Then the evaluation report on the educational programmes implemented in 2010 was drawn up. A draft of the methodology of the survey of analysis of educational needs was prepared, which will be finalized next year. Source materials for the publication of a call for tender for the delivery of survey to identify the educational needs have been worked out. In compliance with the schedule of the analysis of educational needs, surveys of educational needs have been conducted. In 2011, methodology experts of the survey of educational needs compiled the report of partial analysis of educational needs and evaluation outcomes from the educational events implemented in 2011 which will be submitted in the following monitoring period, i.e. in 2012.</p> <p><b>2.2 Creation and accreditation of continuous education of the teaching and professional personnel according to the system of accreditation</b> In 2011, out of the total number of 98 educational programmes submitted accreditation was awarded to 36 educational programmes out of which 9 programmes are focused on ICT. During the implementation of the project, cumulatively 373 educational programmes were submitted to the Ministry of Education, Science, Research and Sport of the SR, out of which 175 educational programmes are also accredited and 198 are under the process of accreditation. A list educational programmes to be outsourced was created. The author of such educational programmes will start its development upon approval of application for the development of educational programme by the coordinator of Activity 2.2. So far, 38 applications have been assessed and 20 authors obtained approval. The creation of the catalogue of the programmes of continuous education for school year 2011/2012 is in progress</p> <p><b>3.1 Creation of teaching sources, methodologies and specialized publications, including in the digital form</b> The edition plan for the creation of teaching sources for educational programme has been developed. Teaching sources for educational programme involving a larger target</p>

	<p>group will be created first. The methodology of the development of teaching sources has been supplemented and updated. The teaching sources will be published on an ongoing basis on the beneficiary's web site <a href="http://www.mpc-edu.sk">www.mpc-edu.sk</a>. The offering circulars are being continuously sent also to other authors of accredited educational programmes.</p> <p><b>3.2 Educational activities aimed at developing key competences of the teaching and professional staff and educational strategies</b></p> <p>In 2011, 997 members of the teaching and professional personnel were involved in educational activities. Cumulatively from the beginning of the project as of 30.09.2011 when the last monitoring report for 2011 was delivered to the MA for OPE, 1 882 participants were involved in educational activities of the project, out of which 1 864 members of the teaching staff and 18 professional employees.</p> <p>In 2011 in total 131 study groups were opened. Cumulatively 185 study groups have been formed for the whole period of the duration of the project.</p> <p><b>4.1 Development and administration of interactive educational portal to support continuous education.</b></p> <p>The Activity was rescheduled in 2011. The call for tender for the lease of videoconference system has been published. Tender documentation has been already prepared for the publication of the call for tender for the running and administration of the educational portal.</p> <p><b>4.2 Equipment and instrumentation for specialized activities.</b></p> <p>Public Procurement by electronic public auction for computer technology (equipment for the classroom of continuous education) was completed on 09.08.2011. On 29.09.2011 the purchase contract for the supply of computer technology and office equipment was signed. Data in schools databases have been updated, and the rules of distribution of technology to schools have been worked out. Draft Letter of Intent concerning the gratuitous transfer of the state property was drawn up. The delivery of technology to the classroom of continuous education at schools is currently going on.</p>
Financial implementation / drawing in € for the reported period:	EUR 100 331.84
Financial implementation/ drawing in € cumulatively from the start of the programming period:	EUR 122 533.98
Fulfilment of indicators for the reported period:	<p>Result indicators (planned state /actual state)</p> <p>Number of new developed educational programmes 625/31</p> <p>Number of new developed/ innovated educational and study programmes aimed at the achievement and development of knowledge and skills in the field of ICT 30/7</p> <p>Number of employees involved in educational activities of the project 2000/997</p> <p>Number of electronic services installed 1/0</p>
Fulfilment of indicators cumulatively from the start of the programming period:	<p>Result indicators (planned state /actual state)</p> <p>Number of new developed educational programmes 625/175</p> <p>Number of new developed/ innovated educational and study programmes aimed at the achievement and development of knowledge and skills in the field of ICT 30/27</p> <p>Number of employees involved in educational activities of the project 2000/1882</p> <p>Number of electronic services installed 1/0</p>
Contribution to HP:	IS, SD
Website of the project:	<a href="http://www.mpc-edu.sk/projekty/profesijny-a-karierovy-rast-pedagogickych-zamestnancov">www.mpc-edu.sk/projekty/profesijny-a-karierovy-rast-pedagogickych-zamestnancov</a>

Source: MA

In 2011, under individual measures of priority axis 4 the implementation of **25** demand-driven projects from the following calls continued:

- Under Measure 4.1:

1. *Creation and implementation of the development programmes of secondary schools supporting the quality improvement of education in compliance with the reform of education (OPE-2008/4.1/01-IBMA) – 5 projects;*
2. *Creation and implementation of the development programmes of primary schools supporting the quality improvement of education in compliance with the reform of education (OPE-2008/4.1/02-IBMA) – 6 projects;*
3. *Creation and implementation of the school educational programmes of primary schools with the code of the call (OPE-2008/4.1/03-IBMA) – 6 projects;*

4. *Creation and implementation of the school educational programmes of secondary schools with the code of the call (OPE-2008/4.1/04-IBMA) – 3 projects;*

- Under Measure 4.2:

1. *Support to innovative forms of education at universities and the development of human resources in research and development (OPE-2009/4.2/01-IBMA) – 1 project;*
2. *Support to further education in the selected sectors (OPE-2009/4.2/02-IBMA) – 1 project;*
3. *Support to quality improvement of universities and the Slovak Academy of Sciences in the Bratislava region (OPE-2010/4.2/03-IBMA) – 3 projects.*

### Projects of TA MA

In 2011, there were no TA MA projects, submitted or approved, under Measure 4.3. In 2011, activities were implemented of a TA MA project approved in 2010 for 2011: Technical Assistance of OPE under Regional Competitiveness and Employment Objective 2011 – I. Preparation, implementation, monitoring and control (the process of submission and approval thereof was dealt with in the Annual Report for 2010). On 17 May 2011, a decision was approved on a change to the decision approving the Application for NFC for TA for 2011, based on the application of the beneficiary, by reason of the change to the name of the beneficiary. In 2011 the financial implementation continued for TA projects for 2007 – 2008, 2009 and 2010 through processing the applications for payment submitted to the MA. An overview of the use of resources under TA projects by priority themes is given in chapter 6 of the 2011 Annual Report. As of 31 December 2011, one TA MA project has been completed. In 2011 there was no call for submission of MA projects under Measure 4.3.

### Projects of TA IBMA – ASFEU

Under Measure 4.3 there were no TA IBMA – ASFEU projects, submitted or approved in 2011, and no activities were implemented of any of the projects. Within the project of technical assistance for OPE, RC&E objective, PT 85 for 2010, the term was extended for the submission of the final application for payment (AFP) by the end of 2012 through Addendum 2, of 20 December 2011. In 2011, financial implementation continued for TA IBMA projects for 2007 – 2008, 2009 and 2010. The overview of the use of resources under TA projects by priority activities is given in chapter 6 of the report. As of 31 December 2011, 4 projects of TA IBMA – ASFEU have been completed, of which 3 projects terminated in 2011.

In 2011 no call was announced for projects of TA IBMA ASFEU under Measure 4.3.

### Achievement of measurable indicators

Table 72 below gives more information on the achievement of physical indicators under Priority axis 4.

Table 72: Physical indicators achieved as of 31 December 2011

Indicators*		2007	2008	2009	2010	2011	2012	2013	2014	2015	Total	Comments ***
1. Number of newly created education programmes (number)	Result achieved	0	0	27	192	234	N/A	N/A	N/A	N/A	234	0
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	80	N/A	80	80	N/A
	Baseline	0	N/A	0	N/A							
2 Number of	Result achieved	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0

pedagogic workers having taken further education programmes (number)	Objective	N/A	N/A	N/A	N/A	N/A	N/A	7000	N/A	7,000	7,000	N/A
	Baseline	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
3.Number of training courses for pedagogic employees (number)	Result achieved	0	0	137	78	84	N/A	N/A	N/A	N/A	84	0
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	15	N/A	15	15	N/A
	Baseline	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
4. Schools successful in repeated quality assessment (percentage)	Result achieved	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	90	N/A	90	90	N/A
	Baseline	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
5.Proportion of employees of research and development involved in further education (percentage)	Result achieved	0	0	0	0.32	1.84	N/A	N/A	N/A	N/A	1.84	0
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	30	N/A	30	30	N/A
	Baseline	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
6.Projects supporting HR in centres of excellence in HEI/SAS (number)	Result achieved	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	10	N/A	10	10	N/A
	Baseline	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
7.Proportion of research and development employees involved in transnational research projects (percentage)	Result achieved	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	20	N/A	20	20	N/A
	Baseline	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
8. Number of	Result achieved	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	15	N/A	15	15	N/A

<b>development and innovation partnerships and networks supported from OPE (number)</b>	<b>Baseline</b>	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
<b>9. Proportion of development and innovation partnerships and networks supported upon winding up of assistance from OPE (percentage)</b>	<b>Result achieved</b>	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	80	N/A	80	80	N/A
	<b>Baseline</b>	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
<b>10. Graduates of tertiary level of higher education (number/1 000 inhabitants)</b>	<b>Result achieved</b>	0	2.3	2.2	2.2	N/A	N/A	N/A	N/A	N/A	2.2	0
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	12	N/A	12	12	N/A
	<b>Baseline</b>	8.3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	8.3	N/A
<b>11. Proportion of population involved in lifelong learning per 100 inhabitants aged 25-64 years (percentage)</b>	<b>Result achieved</b>	3.9	3.3	2.8	2.8	N/A	N/A	N/A	N/A	N/A	2.8	0
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	12.5	N/A	12.5	12.5	N/A
	<b>Baseline</b>	4.6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4.6	N/A
<b>12. Training and presentations for assistance applicants and beneficiaries (number)</b>	<b>Result achieved</b>	0	0	35	46	48	N/A	N/A	N/A	N/A	48	23
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	10	N/A	10	10	N/A
	<b>Baseline</b>	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
<b>13. State of contracti</b>	<b>Result achieved</b>	0	0	64.22 **	70.98 **	79.22	N/A	N/A	N/A	N/A	79.22	15.47
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	90	N/A	100	100	N/A

<b>ng of allocated resources (percentage)</b>	<b>Baseline</b>	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
<b>14. State of drawing of allocated resources (percentage)</b>	<b>Result achieved</b>	0	0	1.32**	10.75**	18.80	N/A	N/A	N/A	N/A	18.80	0
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	70	N/A	90	90	N/A
	<b>Baseline</b>	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A

\*Annex 8 gives more detailed definitions and units of measure for particular indicators.

\*\* The values for 2009 and 2010 were corrected since they were given incorrectly in the previous AR as contracting (drawing) of TA allocated resources within Measure 4.3. The indicator “State of contracting (drawing) of allocated resources” shows the drawing under entire RC&E objective, including TA under Priority axis 4.

\*\*\* The column Comments gives the values of indicators for projects that have been physically and financially completed.

Source: MA/IBMA

The information on the physical progress under Priority axis 4, for each indicator for 2011 and for the preceding reported years is given in the final section of Priority axis 4, “Qualitative analysis of the results achieved at the level of priority axis”.

Table 73: Target values of indicators set by beneficiaries on the basis of concluded contracts at the level of priority axis 4, as of 31 December 2011

	<b>Title of indicator</b>	<b>Type of indicator</b>	<b>Unit of measure</b>	<b>Target set by beneficiaries based on contracts concluded, as of 31 Dec. 2011</b>	<b>Value of indicator as of 31 Dec.2011</b>	<b>Target value</b>	<b>Comments*</b>
1	Number of newly created education programmes	Output	Number	655	234	80	0
2	Number of pedagogic workers having taken further education programmes	Output	Number	0	0	7,000	0
3	Number of training courses for pedagogic employees	Output	Number	91	84	15	0
4	Schools successful in repeated quality assessment	Result	Percentage	0	0	90	0

	<b>Title of indicator</b>	<b>Type of indicator</b>	<b>Unit of measure</b>	<b>Target set by beneficiaries based on contracts concluded, as of 31 Dec. 2011</b>	<b>Value of indicator as of 31 Dec.2011</b>	<b>Target value</b>	<b>Comments*</b>
5	Proportion of employees of research and development involved in further education	Output	Percentage	4.77	1.84	30	0
6	Number of projects supporting HR in centres of excellence in HEI and in the SAS	Output	Percentage	0	0	10	0
7	Proportion of research and development employees involved in transnational research projects	Output	Percentage	0	0	20	0
8	Number of development and innovation partnerships and networks supported from OPE	Output	Number	0	0	15	0
9	Proportion of development and innovation partnerships and networks existing upon winding up of the assistance from OPE	Result	Percentage	0	0	80	0
10	Tertiary level HE graduates (number/1000 inhabitants)	Context/ impact	Number	0	2.2	12	0
11	% of population involved in lifelong learning per 100 inhabitants aged 25 -64 years	Context/ result	Percentage	0	2.8	12.5	0

	Title of indicator	Type of indicator	Unit of measure	Target set by beneficiaries based on contracts concluded, as of 31 Dec. 2011	Value of indicator as of 31 Dec.2011	Target value	Comments*
12	Training and presentations for assistance applicants and beneficiaries	Result	Number	22	48	10	23
13	Volume of contracted resources	Impact	EUR	16, 162,607.65	16,591,085.85	20, 943, 031.00	3,240, 153.82
14	Volume of paid out resources	Impact	EUR	1,500,000.00	3,544,055.88	18,848,731.00	0

\* The column Comments gives the values of indicators for projects that have been physically and financially completed.

Source: IBMA, MA

### 3.4.1.2. Financial implementation of Priority axis 4

Table 74 below gives more detailed information on drawing of financial resources of Priority axis 4.

Table 74: Drawing resources of Priority axis 4, as of 31 December 2011

	Commitment of 2007-2013 for the EU resources	Drawing of resources in 2011 (EU resources) in €		Cumulative drawing of funds (EU resources) in €	
		Total	% of commitment of 2007 - 2013	Total	% of commitment of 2007 - 2013
<b>Priority axis 4</b>	<b>17,801,578.00</b>	<b>1,304,137.36</b>	<b>7.33%</b>	<b>3,043,450.05</b>	<b>17.10%</b>
<b>Measure 4.1</b>	6,911,514.00	787,130.62	11.39%	1,922,884.24	27.82%
<b>Measure 4.2</b>	10,178,001.00	266,461.00	2.62%	494,888.40	4.86%
<b>Measure 4.3</b>	712,063.00	250,545.74	35.19%	625,677.41	87.87%

Source: MA

The information on cross financing is specified in more detail in section 2.1.2 of the report.

### 3.4.1.3. Specifics for ESF programmes

#### *Assistance by target groups and equal opportunities*

Table 75 below gives more information on target groups monitoring of Priority axis 4.

Table 75: Target groups monitoring for Priority axis 4, from 1 January 2011 to 31 December 2011

Project participants distribution						
Indicator	Calendar year 2011					
	Incoming project participants		Outgoing project participants		Continuing participants of previous year	
	Total	Of which women	Total	Of which women	Total	Of which women

Total number of participants	9, 850	7,646	10,643	8,005	3,721	2,668
<i>Distribution of participants by labour market status</i>						
Employed	8,464	6,842	8,334	6,730	1,621	1,599
Of which self-employed persons	640	640	439	439	67	66
Unemployed	0	0	0	0	0	0
Of which long-term unemployed	0	0	0	0	0	0
Non-active persons	1,386	804	2,309	1,275	2,100	1,069
Of which studying/ training participants	1,346	784	1,705	951	1,971	767
<i>Distribution of participants by age</i>						
Youth (15 - 24 years)	1,211	702	1,564	871	764	382
Older persons (55 - 64 years)	1,096	776	1,068	761	268	232
<i>Distribution of participants by vulnerability group in accordance with national legislation</i>						
Migrants	1	1	1	1	3	3
Minorities	10	8	13	8	29	22
Disabled persons	0	0	34	16	48	28
Other disadvantaged persons	0	0	0	0	0	0
<i>Distribution of participants by education attained</i>						
Primary or lower secondary (ISCED 1 and 2)	1,354	790	2,309	1,273	1,563	795
Upper secondary education (ISCED 3)	803	721	622	547	95	86
Post secondary non-university education (ISCED 4)	172	144	96	91	51	32
University education (ISCED 5 and 6)	7,521	5,991	7,616	6,094	2,012	1,755

Note: Participants of TA are also included in the target group of Priority axis 4 (Measure 4.3).

Source: MA

For more information on monitoring of the target groups, see chapter 2.1.8 of the report.

### 3.4.2 Serious problems encountered and measures adopted to overcome them

On the whole it may be noted that there were no serious problems encountered during the implementation of Priority axis 4 in the period under review and hence no measures were needed to eliminate them (see Table 76).

Table 76: Monitoring the implementation of potential measures adopted for defined problems

Identified problems	Adopted measures	Verification of implementation of adopted measures
0	0	0

Source: MA

### Qualitative analysis of the results achieved at the level of Priority axis 4

Under Priority axis 4 we may note the rate of contracting and drawing for measures of Priority axis 4.1, 4.2 and 4.3 to be adequate. The objectives of all measures of Priority axis 4, in view of

completing the fifth year of the OP implementation, are being attained adequately. Within Priority axis 4, this involves the second highest level of funds contracting and drawing achieved when compared with the other OP priority axes (only Priority axis 5 - Technical assistance achieved a higher rate of contracting and drawing). This positive result is connected, inter alia, with the fact that from the very inception of the OPE implementation, the MA OPE concentrated primarily on supporting the school reform under conditions of the SR through making calls for national projects and calls for demand-driven projects aimed at measures 1.1 and 4.1.

As of 31 December 2011, under Priority axis 4, the level of actual drawing of funds totalled 3, 043, 450.05 EUR (ESF source), which is 17.10 % of the 2007-2013 commitments. In the case of demand-driven projects the drawing under Priority axis 4 can be regarded as adequate, particularly with regards to the contracted amount, where the rate achieved was 34.68 %. The drawing for national projects may be regarded as inadequate, where in 2011 the drawing dropped against the previous year, both in terms of the allocation and the contracted amount.

Just as in the case of low drawing for national projects under Priority axis 1, in national projects under Priority axis 4, the reason for the situation related to the shortcomings in the executed public procurements and the high administrative demands, particularly from the aspect of the volume of supporting documentation to be submitted for considerations regarding eligibility of personal expenses. At the same time, based on the findings of CA, the settlement of the AFP was temporarily suspended in 2011 in the national project of “Further education for primary and secondary school teachers in informatics,” owing to the shortcomings identified in the public procurement, which is currently under review by the Public Procurement Office.

There is good reason to expect the trend of progressive increasing in drawing funds to continue under Priority axis 4 (Measures 4.1 and 4.2) in the forthcoming year too, with the increased volume of contracted funds, which at 31 December 2011 was 77.49 % of the commitment for measures 4.1 and 4.2 for the programming period 2007 – 2013, being the highest contracting achieved under the OPE from the aspect of contracting for national and demand-driven projects (only Priority axis 5 – Technical assistance achieved higher contracting).

From the aspect of the individual annual commitments, the commitments of 2007 to 2011 have been contracted for measures 4.1 and 4.2, and, in part also that of 2012 (50.45%). The above volume represents 33 Contracts of the provision of NFC, with the projects concerned being at different stages of implementation. The average rate of drawing for particular demand-driven and national projects (the ratio of the eligibly drawn financial resources with regard to CA to the overall volume of contracted resources), at 31 December 2011, was 18.26 %.

From the aspect of future drawing under this priority axis, regard will have to be taken of the legal form of Beneficiaries and the possible ways of funding their projects. As the principal part of Beneficiaries under Priority axis 4 are eligible for financing their projects by means of advance payments, we anticipate in 2012 as well, an increase in drawing, particularly through the settlement of advance payments provided. At 31 December 2011, the volume of AFP approved, by accounting for advance payments constituted 66.73 % of the total volume of AFP approved in relation to CA, which is the third highest proportion of approved AFP by means of advance payment settlement of all priority axes under the OPE. In this respect we need to point out, that as of 31 December 2011 MESRS SR registered, under Priority axis 4, advance payments that had been provided and were still unsettled and uncertified at a total volume of **1, 749 thousand EUR** (of which ESF making up **1, 492 thousand EUR**). Though provision of advance payments does not constitute drawing in relation to CA or EC, these financial resources enable Beneficiaries to implement their projects (they are in the field with projects implementing agents), which will eventually show in drawing SF resources, once they get accounted and certified.

Chapter 6 of the report gives the drawing (the use) of TA resources under Measure 4.3 for RC&E objective, broken down by priority activities.

From the aspect of progress in implementation and physical project realisation, as of 31 December 2011, the following were the values of measurable indicators achieved:

Indicator 1 „*Number of newly created educational programmes*“ achieved the value of **234**, in the period under review, which is almost a triple increase of an indicator fulfilment compared with its planned value of 80. This increase can be explained by the fact that at the time the OPE was drawn up in 2007 a smaller number of new and innovated educational programmes was contemplated but once the school reform was embarked upon and the associated legislation amended (the possibility to design school educational programmes) a need arose to increase the volume of educational programmes, as well as their specific focus.

The failure to fulfil indicator 2 „*Number of pedagogic workers having taken further education programmes*” follows out of the fact that - at project level - this involves an impact indicator. In view of the above, it will be possible to demonstrate it only after the completion of projects' implementation, namely upon submission of ex-post monitoring reports (the Beneficiary is obliged to submit the first ex-post monitoring report 12 months from the winding up of the project).

The value of indicator 3, „*Number of training courses for pedagogic employees,*” in the period under review attained **84**, which is almost six-fold increase in the indicator fulfilment, compared with its planned value of 15. The reason reflects the actual needs and interest in training on the part of pedagogues. At the time the OPE was drawn up in 2007 a smaller number of general training courses for pedagogic employees was contemplated but once the school reform was launched and the associated legislation amended (the Act No. 317/2009 of the Coll.) a need arose to increase the volume of educational programmes, as well as their specific focus.

Indicator 4, „*Schools successful in repeated quality assessment*” – the zero value on the given indicator is explained by the fact that the State School Inspection conducted a comprehensive inspection in 2009 in a selected sample of schools to determine the initial status in the quality of conditions, results and management. The State School Inspection will conduct comprehensive inspections within the implementation of the national project “External school quality assessment supporting self-assessment processes and school development” for one to three years upon its winding up. The attained result indicator of schools that were successful in repeated quality assessment will likely be available in 2013, when a repeated inspection in schools will have taken place.

Indicator 5, “*Proportion of research and development employees involved in further education*” – its actual attainment stands at **1.84 %**, which is an increase by 1.52% over the preceding period. The increase in the indicator was due to the fact that in the period under review, projects from the calls made in end of 2010 started their full implementation in 2011. Further progress in attaining the indicator is expected in the future upon the winding up of projects implemented under the calls published thus far.

Indicator 6 „*Number of projects supporting human resources in centres of excellence in higher education institutions and in the Slovak Academy of sciences*” – in the period under review the performance on this indicator is reported as zero. Its attainment is expected upon winding up of projects implemented under the call OPE-2010/4.2/03-IBMA, in which this result indicator was used.

Indicator 7 „*Proportion of research and development employees involved in transnational research projects*”. In the period under review, the fulfilment of this indicator is reported as zero. Its attainment is expected upon winding up of the projects submitted and implemented under the call OPE-2010/4.2/03-IBMA, in which this result indicator was used.

Indicator 8 “*Number of research and development partnerships and networks supported from the OPE*” - the attainment of this indicator in the period under review is reported as zero. Its attainment is

expected upon winding up of the projects implemented under the call OPE-2010/4.2/03-IBMA, in which this result indicator was used.

Indicator 9 *"Proportion of research and development partnerships and networks upon termination of assistance from the OPE"*- in the period under review the attainment of this indicator is reported as zero. Its attainment is expected upon winding up of the projects submitted under the call OPE-2010/4.2/03-IBMA, in which this result indicator was used.

Indicator 10 *"Graduates of tertiary level of higher education"*, meaning the number of PhD students per 1 000 inhabitants aged 20-29 years in 2011 according to the statistical data achieved on the basis of EUROSTAT methodology, attained the value of 2.2, which is the same value as attained in 2010, because the data for this indicator on the website of EUROSTAT for 2011 had not been updated at the time of the preparation of this report. Thus, as of 31 December 2011, the indicator is fulfilled at 18.3 % of the target value (12).

Indicator 11 *"% of population involved in lifelong learning per 100 inhabitants aged 25-64 years"* in 2011 according to the statistical data achieved on the basis of EUROSTAT methodology, attained the value of 2.8. The value of attainment of this indicator is the same as that in 2010 because at the time this report was prepared the data of this indicator for 2011 had not yet been updated on the website of EUROSTAT. Thus, as of 31 December 2011, the indicator is fulfilled at 22.4 % of the target value (12.5).

Indicator 12 *"Training and presentations for assistance applicants and beneficiaries"* under the RC&E objective, at the level of 48 of the target value 10 follows out of the actual needs within the implementation of the OPE and the attainment of the indicator value can be as regarded adequate.

Indicator 13, *"The state of contacting of the allocated resources,"* at 31 December 2011 achieved the contracting level for RC&E objective at 79.22% of the allocation of the said Objective, which can be regarded as adequate.

Indicator 14, *"The state of drawing of the allocated resources"* achieved the percentage attainment at 18.80 % of the target state (90 %) and, given that some projects were not yet completed and the fact of it being the fifth year of implementation, an increase in drawing can be expected in the forthcoming year 2012 through processing of the submitted applications for payment (AFP). The results achieved as of 31 December 2011 do not jeopardize the fulfilment of the set OP objectives under Priority axis 4, but rather, they contribute to achieving them.

### 3.5 Priority axis 5

#### 3.5.1. Achievement of targets and the analysis of the progress made

The achievement of targets and a detailed analysis of the progress made under Priority axis 5, aimed to ensure effective implementation of the OPE in accordance with the demands put on the management and administrative structures responsible for the OPE implementation, are specified in more detail in the following sub-chapters 3.5.1.1 to 3.5.1.3 of the report.

##### 3.5.1.1. State of physical progress achieved under Priority axis 5

Table 77 below gives more information on the state of publication of calls of Priority axis 5.

Table 77: State of publication of calls of Priority axis 5, from 1 January 2011 to 31 December 2011

Measure	Type of call	Date of publication of the call	Closing date for receipt of application	Allocation of funds for the call (NFC) in €
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			s for NFC	
5.1	Call - Technical assistance project (IBMA)	30.08.2011	28.10.2011	3,650,000.00
5.1	Call - Technical assistance project (IBMA)	30.08.2011	28.10.2011	400,000.00
5.1	Call - Technical assistance project (MA)	25.10.2011	23.12.2011	2,500,000.00
5.1	Call - Technical assistance project (MA)	25.10.2011	23.12.2011	180,000.00
<b>Total for Priority axis 5</b>				<b>6,730,000.00</b>

Source: MA

In the period under review, Priority axis 5 Technical assistance for C objective was implemented at MA and IBMA under two priority themes: 85 Preparation, implementation, monitoring and control and 86 Evaluation and studies, information and communication. The said priority themes focus on the activities relating to the management, monitoring, control, analysis, information, publicity, evaluation and exchange of best practice. The main objective was to ensure effective implementation of the OPE, in accordance with the demands placed on the management and administrative structures responsible for the OP implementation. Section 3.5.1.1 of the report and Chapter 6 of the report give more detailed information on TA projects, the published calls for TA projects, and the overview of the use of TA resources by priority activities under priority themes 85 and 86.

In the period under review, MESRS SR published 4 calls for technical assistance projects under priority axis 5, of which 2 calls were for TA projects of the MESRS SR for 2012, and 2 calls were for TA projects of IBMA ASFEU for 2012. Within the said calls, 4 applications for the provision of NFC were received, of which, at 31 December 2011, 2 were approved. As of 31 December 2011, 2 projects of TA IBMA ASFEU were contracted for 2012.

In the period under review, 4 AFNFC were received within the implementation of Priority axis 5 at a total amount of 6,507,014.00 EUR.

2 AFNFC were approved, at a total amount of 4,006,514.00 EUR, of which 2 TA projects were contracted. At 31 December 2011, 14 TA projects were underway, and 4 projects were completed.

Table 78 below gives more information on monitoring the development in the implementation of Priority axis 5.

Table 78: Monitoring the development in implementation of Priority axis 5, as of 31 December 2011

Measure	AFNFC received	AFNFC rejected	AFNFC approved	Projects contracted	Projects implemented	Backed out Contracts	Projects completed
5.1	23	3	18	18	12	0	4
5.2	2	0	2	2	2	0	0
<b>Total</b>	<b>25</b>	<b>3</b>	<b>20</b>	<b>20</b>	<b>14</b>	<b>0</b>	<b>4</b>
Financial quantification of SF/CF and SR in €							
Measure	Amount of contribution requested	Amount of unapproved contribution requested	Amount of contribution approved	Amount of funds contracted	Amount of funds reclaimed	Amount of projects completed	
5.1	29,623,090.16	2,597,070.84	24,525,519.32	24,525,519.32	24,232.89	3,334,908.32	
5.2	1,387,488.22	0	1,387,488.22	1,387,488.22	95.84	0.00	
<b>Total</b>	<b>31,010,578.3</b>	<b>2,597,070.84</b>	<b>25,913,007.54</b>	<b>25,913,007.54</b>			

	8				24,328.73	3,334,908.32
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Source: MA

\*In the case of TA MA projects a Contact is not concluded but a decision is issued on the approval of the AFNFC – the given number includes also the approved TA MA projects.

## Measure 5.1

### TA MA projects

Under Measure 5.1 there were no TA MA projects approved in 2011. In 2011 the activities of 2 TA projects were implemented for 2011, approved in 2010: Technical assistance of OPE for the Convergence objective 2011 – I. Preparation, implementation, monitoring and control and Technical assistance of OPE for Convergence objective 2011 – II. Evaluation and studies, information and communication (the process of submission and approval is dealt with in the AR for 2010). On 17 May 2011, 2 Decisions were adopted concerning a change to the decision on the approval of AFNFC TA for projects in 2011, based on an the application of the Beneficiary, namely by reason of changing the name of Beneficiary. At the same time in 2011 the financial implementation continued of TA projects for 2007 – 2008, 2009 and 2010 through processing of submitted applications for payment (refund) at MA. Chapter 6 of AR 2011 gives an overview of using resources within projects of TA by priority themes. At 31 December 2011, none of the TA MA projects was completed.

1) Call OPE/C/TA/2011-3 titled: “Call for national projects – technical assistance project - Technical assistance for Convergence objective 2012 – Preparation, implementation, monitoring and control“ was published on 25 October 2011. The closing date for the call was 23 December 2011.

The total financial allocation earmarked for Convergence objective is 2,500,000.00 EUR.

The project implementation locations include the Nitra Region, the Trenčín Region, the Trnava Region, the Žilina Region, the Banská Bystrica Region, the Prešov Region, and the Košice Region. The main objective of the said call was “ensuring effective implementation of the OPE under the Convergence objective”.

The eligible applicant for this written call is MESRS SR.

Assistance limits, i.e. maximum amount of NFC per one project of C objective, for priority theme 85 is 2,500,000.00 EUR. The intensity of assistance for the eligible applicant is defined directly in the call.

As of 23 December 2011, there was in total 1 AFNFC registered, at a total amount of requested NFC of 2,355,000.00 EUR. The application for NFC for TA project – Technical assistance OPE for Convergence objective 2012 – I. Preparation, implementation, monitoring and control was submitted on 20 December 2011.

The formal accuracy check of the AFNFC was undertaken on 21 December 2011 – 28 December 2011. Within the check, verification was done relating to eligibility criteria, criteria of completeness and the preliminary financial control.

In view of the fact that the next stage of the AFNFC approval process took place in 2012, the related information will be included in the AR 2012.

2) The call for national projects OPE/C/TA/2011-4 titled: ”Written call – technical assistance project -Technical assistance for Convergence objective 2012 – Evaluation and studies, information and communication” was published on 25 October 2011. The closing date for the call was 23 December 2011.

The total financial allocation earmarked for Convergence objective is 180,000.00 EUR.

The project implementation locations include the Nitra Region, the Trenčín Region, the Trnava Region, the Žilina Region, the Banská Bystrica Region, the Prešov Region, and the Košice Region. The main objective of the said call was “ensuring effective implementation of the OPE under the Convergence objective”.

The eligible applicant for this written call is MESRS SR.

Assistance limits, i.e. the maximum amount of NFC for one project of C objective, for priority theme 86 is 180,000.00 EUR. The intensity of assistance for the eligible applicant is defined directly in the call.

As of 23 December 2011, there was, in all, 1 AFNFC registered, at a total amount of requested NFC of 145,500.00 EUR. The application for the TA project titled – Technical assistance OPE for Convergence objective 2012 – II. Evaluation and studies, information and communication - was submitted on 20 December 2011.

The formal accuracy check of the AFNFC was undertaken on 21 December 2011 to 28 December 2011. Within the check, verification was done relating to the eligibility criteria, criteria of completeness and the preliminary financial control.

In view of the fact that the next stage of the AFNFC approval process took place in 2012, the related information will be included in the AR 2012.

### **TA IBMA – ASFEU projects**

Under Measure 5.1, there were 2 projects of TA IBMA ASFEU submitted and approved in 2011 for the year 2012, of which 1 project was submitted under priority theme 85 and 1 project under priority theme 86. In 2011 the implementation of activities of TA IBMA projects for 2011 was underway that were approved in 2010 (the process of submission and approval of TA IBMA projects for 2011 is dealt with in AR 2010). At the same time, in 2011, financial implementation of projects continued for TA IBMA for 2007 – 2008, TA IBMA for 2009 and TA IBMA for 2010. The overview of the use of funds within the TA projects by priority themes is given in Chapter 6 of the AR 2011. Within the projects of Technical assistance for OPE, Convergence objective, priority theme 85 for 2010 and the Technical assistance for OPE, Convergence objective, PT 86 for 2010, through Addendum No. 2, of 20 December 2011, periods were extended for the submission of the final AFP by the end of 2012. As of 31 December 2011, 4 projects of TA IBMA – ASFEU were completed, of which 3 projects were wound up in 2011.

1) The call OPE/C/TA/IBMA/2011-1 under Measure 5.1 titled “ call for national projects – project of TA, Technical assistance for Convergence objective 2012 – Preparation, implementation, monitoring and control” was published on 30 August 2011. The closing date for the call was 28 October 2011.

The total financial allocation earmarked for C objective is 3,650,000.00 EUR.

The project implementation location includes the Nitra Region, the Trenčín Region, the Trnava Region, the Žilina Region, the Banská Bystrica Region, the Prešov region and the Košice Region.

The main objective of the said call was “ensuring effective implementation of OPE under C objective“.

The eligible applicant of this written call is IBMA ASFEU.

Assistance limits, i.e. the maximum amount of NFC per one project of C objective, for priority theme 85, is 3,650,000.00 EUR. The intensity of assistance for the eligible applicant is defined directly in the call.

At 28 October 2011 there was, in all, 1 AFNFC received at a total amount of requested NFC of 3,611,514.00 EUR. The AFNFC for the TA project titled – Technical assistance for OPE Convergence objective, Priority theme 85 for 2012, was submitted on 12 October 2011.

The formal accuracy check of the AFNFC was undertaken from 21 October 2011 to 28 October 2011. Within the check, verification was undertaken relating to the eligibility criteria, completeness criteria, and the preliminary financial control.

Two internal assessors - MA project managers, undertook expert assessment of the AFNFC on 7 November 2011.

The AFNFC received more than the prescribed total minimum score. The summary report from the expert assessment is not produced for TA projects.

The chief manager, based on particular expert assessment sheets for AFNFC assessment, made the selection of AFNFC on 9 November 2011. The selection criteria approved by the Monitoring Committee for OPE have been applied. The AFNFC at hand satisfied the prescribed selection criteria.

The final report of the AFNFC selection for the call - Project of technical assistance OPE/C/TA/IBMA/2011-1 was signed on 9 November 2011.

The amount of funds allocated to the applicant for NFC for **1** approved AFNFC was 3, 611, 514.00 EUR.

The AFNFC at hand was approved by Minister of Education, Science, Research and Sport of the SR in a decision on the approval of AFNFC on 20 December 2011, with the approved NFC amounting to 3,611,514.00 EUR. The contract on the provision of NFC for the AFNFC at hand was signed on 19 December 2011, published in CRZ of 20 December 2011 and fell effective on 21 December 2011, with the amount of NFC at 3,611,514.00 EUR. The approved project will be implemented in the period from 21 December 2011 to 31 December 2012.

2) The call for national projects OPE/C/TA/IBMA /2011-2 under Measure 5.1, titled “National projects call – project of technical assistance, Technical assistance for Convergence objective 2012 – Evaluation and studies; information and communication “ was published on 30 August 2011. The closing date for the call was 28 October 2011.

The total financial allocation earmarked for the Convergence objective amounts to 400, 000.00 EUR.

The location for the project implementation includes the Nitra Region, the Trenčín Region, the Trnava Region, the Žilina Region, the Banská Bystrica Region, the Prešov Region and the Košice Region. The main objective of the call at hand was “Ensuring publicity and information for OPE.”

The eligible applicant for this call is IBMA ASFEU.

Assistance limits, i.e. the maximum amount of NFC per one project of C objective, for priority theme 86, amount to 400,000.00 EUR. The intensity of assistance for the eligible applicant is defined directly in the written call.

The total number of AFNFC received as of 28 October 2011, was **1**, with the total amount of requested NFC at 395,000.00 EUR. The application for NFC for the TA project titled – Technical assistance for OPE Convergence objective, Priority theme 86 for 2012, was submitted on 12 October 2011.

The formal accuracy check of the AFNFC was undertaken from 21 October 2011 to 28 October 2011. Within the check, verification was done relating to eligibility criteria, completeness criteria, and the preliminary financial control.

Two internal assessors - MA project managers, conducted the expert assessment of AFNFC on 7 November 2011. The AFNFC received more than the prescribed minimum total score. The summary report from expert assessment is not produced for TA projects.

The selection of AFNFC was done on 9 November 2011 by the chief manager on the basis of particular assessment sheets of the expert assessment of AFNFC. In selecting AFNFC the chief manager applied the selection criteria, as approved by the Monitoring Committee for OPE. The AFNFC at hand has satisfied the prescribed selection criteria.

The final report of the selection of AFNFC - the call – Project of technical assistance OPE/C/TA/IBMA /2011-2 was signed on 9 November 2011.

The amount of financial resources allocated to the applicant for NFC for **1** approved AFNFC was 395,000.00 EUR.

The Minister of Education, Science, Research and Sport of the SR approved the AFNFC at hand in the decision on the approval of AFNFC on 20 November 2011, with the amount of approved NFC at 395,000.00 EUR. The Contract on the provision of NFC for the AFNFC concerned was signed on 19 December 2011, published in CRZ on 20. December 2011, and fell effective on 21 December 2011, with the amount of NFC at 395,000.00 EUR. The approved project will be implemented in the period from 21 December 2011 to 31 December 2012.

## Measure 5.2

### TA IBMA- MH SR projects

In the period under review no TA MH SR projects were submitted or approved under OPE. Under measure 5.2 MESRS SR did not publish any calls, given the fact that the projects of TA IBMA – MH SR were in 2008 approved and contracted for the period 2007 – 2015. Hence, in 2011, the implementation of these projects was underway (the information on the submission and approval of projects of TA IBMA MH SR has been dealt with in AR for 2008): The project of using technical assistance I, and The project of using technical assistance II.

None of the projects of TA IBMA –MH SR was completed as of 31 December 2011.

Chapter 6 of this report gives an overview of the use of resources (drawing) under TA projects (specifically C objective) from 1 January 2007 – 31 December 2011, by priority activities.

### Achievement of measurable indicators

Table 79 below gives more information on the fulfilment of physical indicators under Priority axis 5.

Table 79: Achievement of physical indicators, as of 31 December 2011

Indicators		2007	2008	2009	2010	2011	2012	2013	2014	2015	Total	Comment **
1. Training and presentations for assistance applicants and beneficiaries (number)	Result achieved	0	0	82	89	142	N/A	N/A	N/A	N/A	142	59
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	100	N/A	100	100	N/A
	Baseline	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
2.State of contracting of allocated resources (%)	Result achieved	0	0	31.55*	41.82*	49.84	N/A	N/A	N/A	N/A	49.84	7.92
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	90	N/A	100	100	N/A
	Baseline	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
3.State of drawing of allocated resources (%)	Result achieved	0	0	0.91*	8.84*	14.40	N/A	N/A	N/A	N/A	14.40	0
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	70	N/A	90	90	N/A
	Baseline	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A

\* The values for 2009 and 2010 were corrected, in view of the fact that in the preceding annual reports they were given incorrectly as contracting/drawing for the allocated funds of TA under Priority axis 5 (indicator State of contracting /drawing of allocated resources shows contracting /drawing under the entire C objective of OPE, including TA – priority axes 1. 2. 3 and 5).

\*\*Under column Comment, the values of indicators are given for projects that have been physically and financially completed.

Source: MA/IBMA

Information on the physical progress achieved under Priority axis 5 for each indicator, for 2011, and for the preceding reported years, is given in the final section of Priority axis 5, “Qualitative analysis of the results achieved at the level of priority axis.”

Table 80: Target values of indicators as set by Beneficiaries based on the concluded contracts at the level of Priority axis 5, as of 31 December 2011

	Title of indicator	Type of indicator	Unit of measure	Target set by beneficiaries based on contracts concluded, as of 31 Dec.2011	Value of indicator as of 31 Dec. 2011	Target value	Comments**
1	Number of training and presentations for assistance applicants and beneficiaries	Result	Number	133	142	100	59
2	Volume of contracted resources	Impact	EUR	429,484,602.00	351,796,594.98	705,882,355.00	55,895,886.72
3	Volume of paid out resources*	Impact	EUR	128,497,439.20	91,452,072.16	635,294,119.50	0

\* The title of indicator Volume of paid our resources corresponds with the title of indicator: State of drawing of the allocated resources.

\*\*Under column Comments the values are given of indicators for projects that have been physically and financially completed.

Source: MA

Chapter 6 of the report gives more information on the state of TA projects (in terms of completion/ implementation). The activities of TA projects for 2007 – 2008, 2009, 2010 and 2011 have been completed. The dates of their financial winding up take into account the actual needs for refunds of the effected TA resources - under Priority axis 5, at 31 December 2011, 4 TA projects have been completed.

### 3.5.1.2 Financial implementation of Priority axis 5

Table 81 below gives more information on the drawing of financial resources under Priority axis 5.

Table 81: Drawing of resources under Priority axis 5, as of 31 December 2011

	Commitment of 2007-2013 for the EU resources	Drawing of resources in 2011 (EU resources) in €		Drawing of resources cumulatively (EU resources) in €	
		Total	% of 2007 – 2013 commitment	Total	% of 2007 – 2013 commitment
<b>Priority axis 5</b>	<b>24,000,000.00</b>	<b>2,998,796.18</b>	<b>12.49%</b>	<b>9,131,399.14</b>	<b>38.05%</b>
<b>Measure 5.1</b>	22,820,635.00	2,839,482.95	12.44%	8,598,895.82	37.68%
<b>Measure 5.2</b>	1,179,365.00	159,313.23	13.51%	532,503.32	45.15%

Source: CA

Drawing (using) the resources of Priority axis 5, specifically for C objective and RCE objective, by priority activities is given in more detail in Chapter 6 of the report.

Information on cross financing is specified in more detail in section 2.1.2 of the report.

### 3.5.1.3. Specifics for the ESF programmes

Within Priority axis 5, only projects of TA MA and IBMA are implemented. It will follow from the above that the eligible target groups within the TA projects include:

- Civil and public service employees at MA, IBMA, PU and the control and audit units;
- Other staff ensuring requirements of TA (employees or contracted entities).

Table 82 below gives more information on monitoring of target groups of Priority axis 5 for the period under review.

Table 82: Monitoring the target groups of Priority axis 5 from 1 January 2011 to 31 December 2011

<b>Distribution of project participants</b>						
<b>Indicator</b>	<b>Calendar year 2011</b>					
	<b>In-coming project participants</b>		<b>Out-going project participants</b>		<b>Participants continuing from the preceding year</b>	
	Total	Of which women	Total	Of which women	Total	Of which women
Total number of participants	46	35	39	31	223	158
<i>Distribution of participants by labour market status</i>						
Employed	46	35	39	31	223	158
Of which self-employed persons	0	0	0	0	0	0
Unemployed	0	0	0	0	0	0
Of which long-term unemployed	0	0	0	0	0	0
Non-active persons	0	0	0	0	0	0
Of which studying//training participants	0	0	0	0	0	0
<i>Distribution of participants by age</i>						
Youth (15 – 24 years)	1	1	2	2	8	6
Older persons (55 - 64 years)	2	1	3	2	20	12
<i>Distribution of participants by vulnerability groups in accordance with national legislation</i>						
Migrants	0	0	0	0	0	0
Minorities	0	0	0	0	0	0
Disabled persons	0	0	0	0	0	0
Other disadvantaged persons	0	0	0	0	5	4
<i>Distribution of participants by education attained</i>						
Primary or lower secondary education (ISCED 1 and 2)	0	0	0	0	0	0
Upper secondary education (ISCED 3)	1	1	2	2	18	14
Post secondary non-university education (ISCED 4)	0	0	0	0	0	0
University education (ISCED 5 and 6)	45	34	37	29	205	144

Source: MA

For more information on the monitored target groups, see Chapter 2.1.8 of the report.

### 3.5.2. Serious problems encountered and measures adopted to overcome them

On the whole, we may note that no problems of a serious nature were encountered during the implementation of Priority axis 5 in the period under review and hence there was no need to adopt measures to eliminate them (see Table 83 below).

Table 83: Monitoring of the actual implementation of measures for defined problems

Identified problems	Adopted measures	Actual implementation of adopted
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		measures
0	0	0

Source: MA

### Qualitative analysis of the results achieved at the level of priority axis

At 31 December 2011, the level of real drawing achieved under Priority axis 5 totalled 9,131, 399.14 EUR (ESF source), which is 38.05 % of the TA allocation under C objective for 2007-2013. Over the course of 2011 there was an increase in drawing the Priority axis 5 funds over the preceding year 2010, at the level of TA projects.

There is good reason to believe that further increase in funds drawing will continue under Priority axis 5 due also to the fact that already in 2011 the approval process commenced for TA MA projects for 2012. At the same time the volume of contracted funds increased in response to the approval of TA IBMA ASFEU for 2012. As of 31 December 2011, the level of contracting under Priority Axis 5 achieved a total of 22,026,056.39 EUR (ESF source), which is 91.78 %.

From the aspect of progress in implementation and physical realisation of projects at 31 December 2011 the following values of particular measurable indicators were attained:

Indicator 1 "Training and presentations for assistance applicants and beneficiaries" under C objective attained the value 142, at 31 December 2011, of the target value of 100 at the programme level. In the light of actual needs within the OPE implementation, the attainment of the indicator exceeding the planned value can be regarded as appropriate.

Indicator 2 "State of contracting of allocated resources," as of 31 December 2011, under C objective, reached the level of contracting at 49.84 % of the above objective's allocation, which can be regarded as appropriate in the 5<sup>th</sup> year of implementation.

Indicator 3 "State of drawing of allocated resources" reached the percentage rate of fulfilment at 14.40 % of the allocation under this objective, and, in view of the fact that some projects have not been completed and given the 5<sup>th</sup> year of implementation, we can reasonably expect increased drawing in the forthcoming year 2012 through processing of the submitted AFP.

The results achieved at 31 December 2011 do not present a risk to the fulfilment of the set OPE targets under Priority axis 5, but rather contribute to their planned attainment.

## 4. HORIZONTAL PRIORITIES

### 4.1. Horizontal priority Marginalized Roma communities

Table 84 below shows the fulfilment of NSRF physical indicators for HP MRC, as of 31 Dec. 2011.

Table 84: Fulfilment of physical indicators as of 31 December 2011

Indicators		2007	2008	2009	2010	2011	2012	2013	2014	2015	Total	Comments**
Number of projects aimed at MRC (number)	Result achieved	0	0	50	49	50	N/A	N/A	N/A	N/A	50	N/A
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Baseline	0	0	0	0	0	N/A	N/A	N/A	N/A	0	
Value of projects aimed at MRC (EUR)	Result achieved	0	0	7,461,724.05	7,207,979.41	28,448,630.50	N/A	N/A	N/A	N/A	28,448,630.50*	0

	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17,000,000	17,000,000	
	<b>Baseline</b>	0	0	0	0	0	N/A	N/A	N/A	N/A	0	
<b>Number of new and improved educational programmes with a focus on MRC (number)</b>	<b>Result achieved</b>	0	0	0	14	35	N/A	N/A	N/A	N/A	35	0
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	7	N/A	7	7	
	<b>Baseline</b>	0	0	0	0	0	N/A	N/A	N/A	N/A	0	
<b>Number of persons having taken further education programmes with a focus on MRC (number)</b>	<b>Result achieved</b>	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	5 000	N/A	5 000	5 000	
	<b>Baseline</b>	0	0	0	0	0	N/A	N/A	N/A	N/A	0	
<b>Number of pupils coming from MRC involved in new and improved educational programmes (number)</b>	<b>Result achieved</b>	0	0	0	4,595	5,739	N/A	N/A	N/A	N/A	5,739	0
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	7,000	N/A	7,000	7,000	
	<b>Baseline</b>	0	0	0	0	0	N/A	N/A	N/A	N/A	0	
<b>Rate of placement of school leavers (%)</b>	<b>Result achieved</b>	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	14	N/A	40	40	
	<b>Baseline</b>	0	0	0	0	0	N/A	N/A	N/A	N/A	0	

Source: Internal records of MA+IBMA/ITMS

\*Total eligible expenditure for the contracted projects (EU resources + SB + own resources) amount to 33,476,552.28 EUR.

\*\*Column Comments gives the values of indicators for the projects that have been physically and financially completed.

At 31 December 2011, a total of 50 projects were targeting MRC. They exclusively involve projects implemented under Measure 3.1 „Increasing the education level of members of the marginalized Roma communities” contracted under the call for demand driven projects OPE-2009/3.1/01-IBMA and the call for national projects OPE/C/NP/2011-1. The total amount of NFC in these projects is 28,448,630.50 EUR (EU resources). There is a visible increase in the values of certain indicators in the period under review, compared with the previous monitoring period. In 50 contracted projects the indicator value for “Number of pupils coming from MRC involved in new and improved educational programmes“ increased from 4,595 to 5,739. Equally, the value increased for the indicator “Number of new and improved educational programmes with a focus on MRC“ to 35, which is a 2.5 –fold increase. Fulfilment of the indicators “Number of persons having taken further education programmes with a focus on MRC” and “Rate of placement of school leavers“ will be ensured in 2012 via the

projects of the ongoing call OPE-2011/3.1/03-IBMA and through the national project starting its implementation in October 2011.

Under column Comments of Table 84 are given values of measurable indicators for regularly completed projects. As there were no regularly completed projects making a contribution to the HP MRC, as of 31 December 2011, the achieved values of indicators are zero.

### Target values of indicators set by beneficiaries on the basis of concluded contracts

Table 85 below shows the target values of indicators of NSRF (Annex 13, approved by the National Monitoring Committee for NSRF (hereinafter referred to as “NMC”) on 30 November 2009) set by the beneficiaries on the basis of contracts with beneficiaries concluded by 31 December 2011. Under column Comments are given values of measurable indicators for regularly completed projects. As there were no regularly completed projects making a contribution to the HP MRC, as of 31 December 2011, the values of indicators are zero.

Table 85: Target values of indicators set by beneficiaries on the basis of concluded contracts at OP level, as of 31 December 2011

	<b>Title of indicator</b>	<b>Type of indicator</b>	<b>Unit of measure</b>	<b>Target set by beneficiaries based on concluded contracts, as of 31 Dec.2011</b>	<b>Value of indicator as of 31 Dec. 2011</b>	<b>Target value</b>	<b>Comments*</b>
1	Number of projects aimed at MRC	Output	Number	N/A	50	N/A	0
2	Value of projects aimed at MRC (EUR)	Output	EUR	N/A	28,448,630.50	17,000,000	0
3	Number of new and improved educational programmes with a focus on MRC	Output	Number	59	35	7	0
4	Number of persons having taken further education programmes with a focus on MRC	Output	Number	4,200	0	5,000	0

	<b>Title of indicator</b>	<b>Type of indicator</b>	<b>Unit of measure</b>	<b>Target set by beneficiaries based on concluded contracts, as of 31 Dec.2011</b>	<b>Value of indicator as of 31 Dec. 2011</b>	<b>Target value</b>	<b>Comments*</b>
5	Number of pupils coming from MRC involved in new and improved educational programmes	Output	Number	20,326	5,739	7,000	0
6	Rate of placement of school leavers (%)	Output	Number	0	0	40	0

\*Column Comments gives the values of indicators for projects that have been physically and financially completed.

Source: MA

Table 86: State of contracted projects with direct support for HP MRC by NUTS III, as of 31 December 2011

<b>NUTS territory III</b>	<b>Total number of contracted projects</b>	<b>Total amount of contracted resources in € (EU resources)</b>	<b>Number of contracted projects making contribution to HP MRC</b>	<b>Amount of contracted resources in € making contribution to HP MRC (EU resources)</b>	<b>% of contracting for HP MRC in the total volume of contracted resources</b>
<b>A</b>	<b>B</b>	<b><math>\sum C=D</math> in Table 7+B in Table 8</b>	<b>D</b>	<b>E</b>	<b>F=E/C</b>
Bratislavský	25	4,728,078.10	0	0.00	0.00
Trnavský	32	9,278,754.35	1	106,468.40	1.15
Trenčiansky	47	9,533,661.59	0	0.00	0.00
Nitriansky	52	12,820,893.41	1	91,973.34	0.72
Žilinský	82	17,639,260.64	0	0.00	0.00
Banskobystrický	67	11,881,651.64	14	2,092,396.26	17.61
Prešovský	99	16,867,790.92	16	2,372,365.41	14.06
Košický	94	20,295,668.28	17	2,544,775.39	12.54
Projects not included in NUTS III	49	181,528,937.85	1	21,240,651.70	11.70
<b>Total</b>	<b>547</b>	<b>284,574,696.78</b>	<b>50</b>	<b>28,448,630.50</b>	<b>9.99</b>

Source: ITMS, MA/IBMA

As of 31 December 2011, a total of 50 projects were contracted under Measure 3.1. The greatest number of projects was implemented in Košice, Prešov and Banská Bystrica Regions, which also have statistically highest representations of MRC. The National Project is being implemented within all regions of C objective. The amount of contracted resources (EU resources) of all 50 contracted projects amounted to 28,448,630.50 EUR, which is 9.99 % of the total contracted amount for all projects.

Table 87: State of contracted projects of the Local Comprehensive Approach Strategy by NUTS III, as of 31 December 2011

NUTS III territory	LCAS allocations in OP (EU resources + state budget)	Number of contracted LCAS projects	Amount of contracted LCAS resources (EU resources + SB)	State of contracting of the allocation (%)
A	B	C	D	F=E/C
Bratislavský	-	0	0	0
Trnavský	-	0	0	0
Trenčiansky	-	0	0	0
Nitriansky	-	0	0	0
Žilinský	-	0	0	0
Banskobystrický	-	0	0	0
Prešovský	-	0	0	0
Košický	-	0	0	0
Projects not included in NUTS III	-	0	0	0
<b>Total for OP</b>	17,000,000	0	0	0

Source: ITMS, MA

17 million EUR has been earmarked for LCAS under OPE. This involves the financial resources that will be used for LCAS projects under Measure 3.1. The running call with the code OPE-2011/3.1/03-IBMA that was a follow up to the Pilot call for submission of Applications for LCAS support with the code LCAS–GPRCO –2008/01.2, updated within the meaning of Resolution of the Government of the SR No. 431/2009, was published in 2011 and, as of 31 December 2011, the approval process had not been completed. Subsequently, on 21 November 2011, a new, 2<sup>nd</sup> round of the running call was announced owing to non-absorption of the allocation designated for LCAS with the closing date in January 2012. For more information on the running call relevant for LCAS, see section 3.3.1.1 of the report (State of physical progress under Priority axis 3).

Table 88: State of contracting of projects with indirect support of HP MRK<sup>3</sup> by NUTS III, as of 31 December 2011

NUTS III territory	Total number of contracted projects	Total amount of contracted resources in € (EU resources)	Number of contracted projects with contribution to HP MRC	Amount of contracted resources in € with contribution to HP MRC (EU resources)	% of contracting for HP MRC in the total volume of contracted resources
A	B	C*	D	E	F=E/C
Bratislavský	25	4,728,078.10	4	1,667,114.09	35.26
Trnavský	32	9,278,754.35	1	292,604.56	3.15
Trenčiansky	47	9,533,661.59	1	224,260.52	2.35
Nitriansky	52	12,820,893.41	2	320,596.26	2.50
Žilinský	82	17,639,260.64	5	1,132,361.44	6.42
Banskobystrický	67	11,881,651.64	0	0.00	0.00
Prešovský	99	16,867,790.92	0	0.00	0.00
Košický	94	20,295,668.28	0	0.00	0.00
Projects not included in NUTS III	49	181,528,937.85	5	64,886,239.39	35.74

<sup>3</sup> Projects with indirect support of HP MRC are those, whose activities though not purposefully aimed at MRC contribute nevertheless with the project's side effects significantly to improving employment, education, health or living conditions of MRC. These involve projects submitted within the activities or measures of priority axes of OP that are not directly aimed at the issues of MRC (i.e. outside measures listed in Note 34).“

<b>Total</b>	547	<b>284,574,696.78</b>	18	68,523,176.26	<b>24.08</b>
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Source: MA

As of 31 December 2011, 18 projects were contracted under all OPE measures except Measure 3.1. Of the total 18 projects, 9 national projects declared a contribution to the HP MRC (this involves 4 mirror national projects implemented under both objectives and one project implemented exclusively under C objective). 2 demand-driven projects are of trans-regional nature. The amount of contracted resources in 9 national and trans-regional projects with a contribution to HP MRC constitutes 39.44 % of the total amount of contracted resources in national and trans-regional projects. The sum of contracted resources (EU resources) of all 18 contracted projects with a contribution to HP MRC amounts to 68, 523,176.26 EUR, which is approximately one-fourth (24.08 %) of the total contracted sum of all projects. It is clear from the above, that not an insignificant part of financial resources has been allocated to projects having potential impact on MRC.

### **Achievement of targets according to NSRF and SCI HP MRC**

The projects implemented through OPE contribute substantially to the achievement of the main objective of the HP MRC defined in the NSRF: “Increasing employment and education level of members of MRC and improving their living conditions.“ The said objective can be achieved via OPE projects trough pursuing concrete objectives of the contracted projects with direct support of HP MRC under Measure 3.1 and the projects with indirect support of HP MRC.

The implementation of HP MRC under OPE is pursued through the specific objective “Education” of SCI HP MRC.

The call under Measure 3.1 with the code OPE-2009/3.1/01-IBMA was directly aimed at increasing the education level of members of MRC and facilitating their access to formal education, which are also partial objectives of HP MRC. The projects activities implemented are designed, for example, to prepare and develop pedagogic documentation, textbooks, teaching texts, teaching aids and manuals with a view to facilitating the integration of MRC in the education system of elementary schools; special projects designed to teach the Roma language and literature and Roma culture in elementary schools, as well as projects aimed at innovation of didactic means developing pupils’ key competences. The curricula, both in terms of content and formally, take into account the specifics of the Roma culture, history and language. By admitting the dissimilarity of ethnic minority and at-risk groups the activation and motivation is achieved of pupils coming from these groups.

In the first half of 2011, the call published with the code OPE-2011/3.1/02-IBMA directly aimed at introducing innovative educational methods as a tool for the inclusion of MRC in the education process and the society, and the innovation of didactic means for digital teaching, while supporting reading literacy with regards to the Medium-term Concept of the Development of Roma National Minority in the Slovak Republic SOLIDARITY – INTEGRITY – INCLUSION 2008–2013, which was adopted by Resolution No. 183/2008 of the Government of the SR, of 26 March 2008, and the Concept of upbringing and education of Roma children and pupils, including the development of secondary and higher education, adopted by Resolution No. 206 of the Government of the SR, of 2 April 2008. At 31 December 2011 the approval process was not completed for the said call, which is why we expect the contribution from projects under call OPE-2011/3.1/02-IBMA to show only in the course of 2012.

Equally, the national project “Through Educating Pedagogic Staff to the Inclusion of the Marginalized Roma Communities” will have a significant contribution to the objective of HP MRC. The implementation of the project began in October 2011, namely through three main activities. Within the first education activity 4,000 pedagogic employees will be trained, of which 500 teacher assistants and 200 specialist employees for the purpose of acquisition of professional competences necessary to meet and develop the specific educational needs of pupils coming from MRC. The objective of the second activity is to create and implement a pedagogic model of school with a whole-day educational system as a tool for the inclusion of pupils coming from MRC, including designing teaching resources for pupils from MRC. The effective implementation of the pedagogic model of school with a whole-day educational system will be supported by technical assistance for the activities, including modernization of teaching in the participating elementary schools.

In the period under review, also second call was published, under code OPE-2011/3.1/03-IBMA, which was directly aimed at increasing employment and education level of members of MRC and improving their living conditions. The call built on the Pilot call for submission of Applications for LCAS support, under code LSAS–GPRCO–2008/01.2, updated within the meaning of Resolution of the Government of the SR No. 431/2009, published by the Government Plenipotentiary for Roma Community’s Office (GPRCO) on 16 September 2009. As of 31 December 2011, the approval process for the call at hand had not yet been completed; hence we anticipate the contribution of projects to show over the course of 2012. Subsequently, on 21 November 2011 a second round for the on-going call was announced, code OPE-2011/3.1/03-IBMA, because of non-absorption of the LCAS support.

IBMA ASFEU, through project activities implemented under Measure 3.1 applies innovative activities and strengthens social inclusion of marginalized Roma communities. In most cases, projects are oriented to put in place new preparatory and supplemental courses for students coming from MRC, develop alternative curriculum that the elementary schools will be able to use in adapting the contents of education for children coming from MRC (content reduction, practical orientation, experiential learning-based educational method, alternative educational forms). Innovative teaching methods require appropriate material and technical provision and the projects address this issue as well. The projects’ objectives are designed to increase the education level and, particularly, develop in pupils from MRC basics skills required in the labour market. By involving MRC in the projects under Measure 3.1 of OPE, the gender aspect is applied, i.e., equal opportunities are ensured for all, and discrimination on the ground of ethnic origin is prevented. At the same time, under Measure 3.1 of OPE, the requirement of the European Commission was ensured to demonstrate the impact of the promotion of equal opportunities by monitoring the values achieved of measurable indicators relevant for HP EO.

The socio-graphic mapping of Roma settlements in Slovakia found the highest concentrations of socially excluded Roma communities in eastern Slovakia and in southern districts of Central Slovakia. This population group is exposed to extreme poverty that is passed onto next generations. 60 % of projects contracted under call OPE-2009/3.1/01-IBMA, directly aimed at increasing the education level of members of MRC and facilitating access to education of MRC is being implemented in eastern Slovakia.

Under Priority axis 3, in 2011, there were projects implemented from the call under code OPE-2009/3.2/01-IBMA, in which re-education centres were among eligible applicants. Pupils from MRC are also among the facilities’ inmates. By implementing project activities aimed at educational and training activities and practical skills, the level and effectiveness is increased of education of members of MRC, as well as their prospects and potential integration in the labour market and their social inclusion.

Contribution of projects to the HP MRC is monitored throughout their implementation, chiefly by means of measurable result indicators with relevance for HP MRC, for the fulfilment of which the Contracts on the provision of NFC oblige the beneficiaries and whose values the beneficiaries are required to report on in their periodical monitoring reports. Monitoring of projects’ contribution to HP MRC is also subject of on-site checks.

Annex 9 of this report shows the achievement of objectives of HP MRC through measurable indicators, as defined in the SCI HP MRC.

Cumulatively, at 31 December 2011, the value of planned indicator *Number of pupils from MRC involved in education programmes*, is 20, 326 pupils. The fulfilment of this indicator was at the level of 5,739 pupils. There have been 59 programmes of formal education planned for pupils from MRC, designed to increase the level and effectiveness of education. As of the above date, the result achieved was 35 programmes. The remaining indicators: the Rate of placement of formal educational programmes school leavers for persons from MRC, the Number of persons involved in the social inclusion of persons from MRC trained within the programmes of further training; and the Number of further training programmes for persons contributing to social inclusion of persons from MRC have zero values. We expect the fulfilment of the indicators Number of persons involved in the social inclusion of persons from MRC trained within the programmes of further training and Number of

further training programmes for persons contributing to social inclusion of persons from MRC to come from calls under codes OPE-2011/3.1/02-IBMA and OPE-2011/3.1/03-IBMA, in which the referred indicators have been incorporated.

Although under Measure 3.1 Increasing the education level of members of marginalized Roma communities no project was financially or physically completed in the period under review, we give as example of best practice the project under Measure 3.1 Increasing education level of members of MRC“ implemented from February 2010 – Elementary School with Kindergarten, Kpt. Nálepku 878, Pohorelá. In the monitored period all planned project activities were still underway. The objective of the project is to increase the labour market prospects for members of MRC through education, upbringing, and encouraging their locomotor and artistic talents. The target group includes pupils of all elementary school (ES) grades coming from MRC and the ES pedagogic staff. The project is expected to have direct positive impact on MRC, particularly in the area of education, namely on activation and motivation of pupils from MRC and the introduction of innovative teaching methods as tools for the inclusion of MRC in the educational process and subsequently in the society. Individual activities target not only pupils coming from MRC but also pedagogues and assistants empowering them to approach pupils from MRC in a way they find easy to understand, and so as to make use of modern technologies and means for highest possible involvement of this section of population in the educational process. The subject of the activity 1.1 Programmes to facilitate access and thriving of MRC in elementary school education is to design new, and to innovate the existing programmes of upbringing and education for pupils coming from MRC, their theoretical and practical teaching, using innovative didactic aids that develop key competences of elementary school pupils. By implementing the activity, new programmes of the educational process are developed and the existing ones are innovated. All activities implemented have been so designed as to facilitate smooth implementation without major problems. First of all, it was necessary to procure new didactic technology. Subsequently pedagogic workers will prepare pedagogic documentation, worksheets, teaching plans, and a plan of sports preparation and introduce in practice new or innovated educational programmes for the target group. The purpose of the activity 1.2 Preparatory and supplementary courses for pupils of elementary schools coming from MRC is to design and implement preparatory and supplementary courses for elementary school pupils coming from MRC, making use of innovative didactic technology in order to develop the pupils' key competences. The implementation of the activity is expected to improve knowledge of pupils coming from MRC in the areas of general subjects using modern didactic technologies. Pedagogic workers will prepare pedagogic documentation, worksheets, teaching plans, pedagogic and didactic aids and will offer preparatory and supplementary courses to the target group. The purpose of the activity 2.1 Training of teachers in the area of using ICT in their work is to strengthen teachers' skills in using ICT at work. The activity is designed to improve the skills of teachers when using ICT at work. First of all, new didactic technology will be procured, then the place of activity's implementation will be identified, and the training will be delivered. The completion of the implementation of the project's activities is scheduled for June 2012.

In the activities within the national project “Education of pedagogic staff of kindergartens as part of the education reform“ implemented under Measure 1.1, are equally involved the pedagogic staff of kindergartens in which Roma children from MRC are educated. Multicultural education and upbringing and education for children from a less stimulating social environment will be part of the education activities. Attention will also be paid to strengthening cooperation of kindergarten pedagogic staff with parents of the Roma children and a more effective coordination of activities by the pedagogic staff. Through the project the pedagogic staff will acquire competences that will facilitate raising the quality of education also in relation to children from MRC.

### **Problems relating to the implementation of the HP MRC**

In the period under review, there were no problems identified that would relate to the implementation of HP MRC.

### **Information on the HP MRC**

Informing applicants and beneficiaries of the HP MRC is ensured in a number of ways. MA informs of the HP MRC through its website [www.minedu.sk](http://www.minedu.sk), where the information on the HP MRC is posted. At the same time the text gives web the hyperlink directly to the website of the coordinator for HP MRC. Information on the HP MRC is also part of the Manual for the Applicant, taking the form of a separate section covering this horizontal priority. Similarly, the Manual for the Beneficiary also contains the relevant information. Expert assessors are informed of the issues of HP MRC in the framework of training for expert assessors and have also at their disposal a special chapter dealing with HP MRC in the Manual for the Assessor, in Annex 1.

#### 4.2. Horizontal priority Equal opportunities

Table 89: Fulfilment of physical indicators, as of 31 December 2011

Indicators		2007	2008	2009	2010	2011	2012	2013	2014	2015	Total	Comments**
Number of projects with contribution to horizontal priority Equal opportunities (number)	Result achieved	0	0	14	30	56	N/A	N/A	N/A	N/A	56	0
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Baseline	0	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	0
The value of projects with contribution to equal opportunities (EUR)	Result achieved	0	0	3,729,792.26	22,655,868.47	35,689,525.26	N/A	N/A	N/A	N/A	35,689,525.26*	0
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Baseline	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0
Number of persons of the target group involved in supported projects – men (number)	Result achieved	0	0	0	65	655	N/A	N/A	N/A	N/A	655	0
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Baseline	0	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	0
Number of persons of the target group involved in supported projects – women (number)	Result achieved	0	0	0	4,980	22,451	N/A	N/A	N/A	N/A	22,451	0
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Baseline	0	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	0
Number of persons of the target	Result achieved	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

<b>group involved in supported projects aged 55 – 64 years (number)</b>	<b>Baseline</b>	0	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	0
<b>Number of persons of the target group involved in supported projects aged 15-24 (number)</b>	<b>Result achieved</b>	0	0	0	0	329	N/A	N/A	N/A	N/A	329	0
	<b>Objective</b>	N/A										
	<b>Baseline</b>	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0
<b>Number of persons of the target group involved in supported projects – disabled persons (number)</b>	<b>Result achieved</b>	0	0	0	0	0	N/A	N/A	N/A	N/A	0	0
	<b>Objective</b>	N/A										
	<b>Baseline</b>	0	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	0
<b>Number of supported education programmes with contribution to equal opportunities (number)</b>	<b>Result achieved</b>	0	0	0	21	45	N/A	N/A	N/A	N/A	45	0
	<b>Objective</b>	N/A										
	<b>Baseline</b>	0	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	0

Source: internal register MA+IBMA/ITMS

\* Total eligible expenditure for contracted projects (EU resources + SB + own resources) amount to 42,299,621.13 EUR

\*\*Column Comments gives the indicator values for projects that have been physically and financially completed.

OPE contributes to the main objective of HP EO, which, according to chapter 4.3.5 of NSRF, is "Ensuring equal opportunities for all and preventing all forms of discrimination" through pursuing and achieving specific objectives, as defined in SCI HP EO.

Table 89 shows the achieved values for NSRF indicators (Annex 13, approved by NMC for NSRF on 30 November 2009), as of 31 December 2011.

As can be seen from the data in Table 89, there are currently 56 projects implemented with a contribution to HP EO under OPE, at a total value of 35,685,525.26 EUR (EU resources).

In the period under review there is a visible increase in values of certain indicators, compared with the preceding monitoring period. Within 56 contracted projects the indicator value for "Number of supported education programmes with a contribution to equal opportunities" went up from 21 to 45, which is more than a 100% increase.

Equally the indicator value increased for "Number of persons of the target group involved in supported projects – men" achieving 655, which is a tenfold increase of the value. The indicator value for "Number of persons of the target group involved in supported projects – women" reached at 31 December 2011 the value of 22,451, which is a 4.5-fold increase over the preceding monitoring period. The most significant contribution to the value (21,973) was seen in a project implemented under Measure 2.2, with the target group of nurses and midwives. Within this occupation persons of

female sex are unequivocally more strongly represented than males. The number of men involved in activities of this project is 186.

Column Comments in Table 89 gives the values of measurable indicators for regularly completed projects. As there were no regularly completed projects with a contribution to HP EO, as of 31 December 2011, the values achieved for indicators are zero.

**Target values set by Beneficiaries based on the concluded contracts**

Table 90 shows the target values of NSRF indicators (Annex 13, approved by NMC for NSRF on 30 November 2009), as set by Beneficiaries on the basis of contracts with beneficiaries concluded by 31 December 2011. Column Comments gives the values of measurable indicators for regularly completed projects. As there were no regularly completed projects with a contribution to HP EO, as of 31 December 2011, the values achieved for the indicators are zero.

Table 90: Target values of indicators set by beneficiaries on the basis of contracts concluded at the level of OP, as of 31 December 2011

	<b>Title of indicator</b>	<b>Type of indicator</b>	<b>Unit of measure</b>	<b>Target set by beneficiaries based on contracts concluded, as of 31 Dec.2011</b>	<b>Value of indicator as of 31 Dec.2011</b>	<b>Target value</b>	<b>Comments*</b>
1	Number of projects with a contribution to Horizontal priority Equal opportunities	Output	Number	N/A	56	N/A	0
2	Value of projects with a contribution to equal opportunities	Output	EUR	N/A	35,689,525.26	N/A	0
3	Number of persons of the target group involved in supported projects – men	Output	Number	1,746	655	N/A	0
4	Number of persons of the TG involved in supported projects – women	Output	Number	32,470	22,451	N/A	0
5	Number of persons of the target group involved in supported projects aged 55 – 64	Output	Number	95	0	N/A	0

	<b>Title of indicator</b>	<b>Type of indicator</b>	<b>Unit of measure</b>	<b>Target set by beneficiaries based on contracts concluded, as of 31 Dec.2011</b>	<b>Value of indicator as of 31 Dec.2011</b>	<b>Target value</b>	<b>Comments*</b>
6	Number of persons of the target group involved in supported projects aged 15-24	Output	Number	8,098	329	N/A	0
7	Number of persons of the target group involved in supported projects - disabled persons	Output	Number	0	0	N/A	0
8	Number of education programmes supported with a contribution to equal opportunities	Output	Number	69	45	N/A	0

\*Column Comments gives the indicator values for projects physically and financially completed.

Source: internal records MA+IBMA/ITMS

Table 91: State of contracting by NUTS III, as of 31 December 2011

NUTS III territory	Total number of contracted projects	Total amount of contracted projects in € (EU resources)	Number of contracted projects with a contribution to HP EO	Amount of contracted resources in € with a contribution to HP EO (EU resources)	% of contracting for HP EO in the total volume of contracted resources
A	B	$\sum C=D$ in Table 7+B in Table 8	D	E	F=E/C
Bratislavský	46	14,194,249.07	4	3,400,518.95	F=E/C
Trnavský	34	10,927,464.17	10	1,157,418.13	23.96%
Trenčiansky	50	11,816,441.50	3	3,168,386.31	10.59%
Nitriansky	55	14,474,364.91	6	1,402,331.69	26.81%
Žilinský	83	17,694,870.38	3	207,583.93	9.69%
Banskobystrický	68	13,187,085.38	1	2,194,966.76	1.17%
Prešovský	104	22,237,922.85	4	5,048,187.62	16.64%
Košický	98	23,908,542.66	14	2,004,286.20	22.70%
Projects not included in NUTS III	58	189,259,106.80	11	17,105,845.67	8.38%
<b>Total</b>	<b>596</b>	<b>317,700,047.72</b>	<b>56</b>	<b>35,689,525.26</b>	<b>9.04%</b>

Source: internal records MA+IMBA/ITMS

Table 91 shows the total number and value of projects contracted under OPE and the number and value of contracted projects making a contribution to HP EO at the level of NUTS III, as of 31

December 2011. At 31 December 2011 a total of 596 OPE projects have been contracted at a total amount of 317, 700,047.72 EUR (EU resources). Of this number, 56 projects worth 35, 689,525.26 EUR (EU resources) declare a contribution to HP EO. This amount of contracted projects with contribution to HP EO constitutes 9.04 % of the total volume of contracted funds. Although the percentage of contracted projects in total volume of contracted resources went up only 0.58 %, the number of projects has almost doubled compared to the preceding monitoring period, going up by 26 projects.

Table 91 also shows an increase in the contracted projects and financial resources with a contribution to HP EO, in each region, over the preceding monitoring period. The greatest proportion of projects with a contribution to HP EO has been contracted within the Košice Region, 14 projects, followed by the Trnava Region, with 10 projects, the Nitra Region, with 6 projects making contribution to HP EO, the Prešov Region, with 4 projects, the Žilina and Trenčín Regions – with 3 projects each, and the Banská Bystrica Region with 1 project. Of the projects that cannot be included in NUTS III, 11 projects with a contribution to HP EO were contracted, as of 31 December 2011, of which 1 was national project amounting to 6,860,956.28 EUR (EU resources). This value makes up 2.16 % of the total contracted sum of all projects.

### ***Contribution of OPE to achieving specific objectives of HP EO according to SCI HP EO***

Within the meaning of SCI HP EO the OPE contributes to the achievement of the following specific and partial objectives:

- *Objective 2.1:* Reducing the specific rate of unemployment of people with disabilities;
- *Objective 2.2:* Increasing access to information services of people with disabilities;
- *Objectives 2.3:*
  - Adjusting education to the needs of persons with disabilities with regards to their integration in healthy population (a survey within external evaluation);
  - Increasing the rate of placement of education graduates (a survey within external evaluation);
- *Objectives 3.1:*
  - Increasing the rate of employment of seniors (through increasing their qualification);
  - Increasing the rate of employment for female seniors;
  - Increasing participation of seniors in lifelong learning;
- *Objectives 3.2:*
  - Reducing the rate of unemployment of school leavers aged 15–24 years;
  - Increasing the rate of placement of secondary school and higher education graduates;
- *Objective 4:* Improving anti-discrimination mechanisms with respect to the disadvantaged groups.

OPE contributes to the above HP EO specific and partial objectives through particular priority axes as follows:

- Priority axis 1: Reform of the system of education and training - objectives 2.3, 3.2, 4;
- Priority axis 2: Further education as a tool of human resources development – objectives 2.3, 3.1, 4;
- Priority axis 3: Supporting education of persons with special educational needs – objectives 2.1, 2.2, 2.3, 4;
- Priority axis 4: Modern education for knowledge-based society for the Bratislava Region – objectives 2.3, 3.1, 3.2, 4.

In the period under review, OPE has contributed to the achievement of the specific objectives through 56 contracted projects under all relevant priority axes. The fulfilment of HP EO objectives can be seen under Priority axis 1, where 12 projects with a contribution to HP EO were contracted at 31 December 2011 under Measure 1.2 from the call “ Supporting innovative forms of education in higher education and the human resources development in research and development,” published on 18 June 2009, and where, within the monitoring period 1 January 2011 to 31 December 2011, 19 projects were added with relevance for HP EO from the call under the same measure 1.2 , “ Supporting quality improvement of higher education institutions and the Slovak Academy of Sciences” published on 31

December 2010. Hence, there is a total of 31 implemented projects under Priority axis 1 declaring a contribution to HP EO.

Under priority axis 2, it is 9 projects in all that contribute to the implementation of HP EO objectives. There was no change in the number of projects with a contribution to HP EO under Measure 2.1 in the monitoring period; the number is 3 projects in all, of which 1 project is from the call for national project “KomPrax – Competences for practice,” published by MA on 28 May 2010, and 2 demand-driven projects from the call “Supporting further education in the area of tourism,” of 31 May 2010. Under Measure 2.2, to the 2 projects from the call “Supporting the evaluation of continuous education for health professionals,” of 28 May 2009, were added additional 4 projects with relevance for HP EO, from the call “Developing further skills of professionals in health care, of 28 October 2010.

Under Priority axis 4, Measure 4.2 to the 1 project with relevance for HP EO from the call “Supporting innovative forms of education in higher education institutions and the human resources development in research and development,” of 18 June 2009, in the period under review were added 3 projects with relevance for HP EO from the call “Supporting quality improvement of higher education institutions and the Slovak Academy of Sciences in the Bratislava Region,” published on 31 December 2010.

Under Priority axis 3 the number of contracted projects with a contribution to HP EO has not changed in the period under review; under Measure 3.1 it is 9 projects from the call “Increasing the education level of members of the marginalized Roma communities,” of 27 February 2009, and 3 projects with a contribution to HP EO under Measure 3.2, from the call “Increasing the education level of persons with special educational needs,” published on 13 March 2010.

Annex 9 of the report shows the contribution of projects contracted under OPE to particular HP EO objectives through the implementation of indicators with relevance for HP EO, broken down by priority axis. Among the indicators most frequently used and achieved are: “Number of persons of the target group involved in supported projects – men,” with the value achieved at 655, and “Number of persons of the target group involved in supported projects – women,” with the value achieved at 22,451. Other indicators through which we can see the contribution to the fulfilment of HP EO objectives is the indicator “Number of supported education programmes with a contribution to equal opportunities,” with the achieved value of 45 programmes, and the indicator “Number of persons of the target group involved in supported projects aged 15-24,” with the total achieved value of 329 persons.

**Target indicator values set by beneficiaries on the basis of concluded contracts by priority axis**

The target values of project indicators with relevance for HP EO (within the meaning of Annex 4 SKI HP EO) set on the basis of contracts with beneficiaries, broken down by priority axis, are given in Annex 11 of the report.

Table 92: Contracted projects with a contribution to HP Equal opportunities at the level of OP and priority axes, as of 31 December 2011

Priority axis number	Total number of projects	Number of projects with a contribution to HPEO objectives	Total volume of financial resources of projects in € (EU resources)	Volume of financial resources of projects with a contribution to HP EO in € (EU resources)
1.	414	31	166,502,272.78	15,463,057.19
2.	47	9	83,669,676.97	16,096,499.35
3.	69	12	31,307,792.51	2,125,682.52
4.	46	4	14,194,249.07	2,004,286.20
5.	20	0	22,026,056.39	0.00
<b>Total for programme</b>	<b>596</b>	<b>56</b>	<b>317,700,047.72</b>	<b>35,689,525.26</b>

Source: internal records MA+IBMA/ITMS

Table 92 shows the total number and value of contracted projects implemented under OPE and the number and value of contracted projects with a contribution to HP EO, broken down by priority axis.

From the inception of implementation, as of 31 December 2011, under OPE, a total of 596 projects have been contracted at a total amount of 317,700,047.72 EUR (EU resources). Of this amount, 56 projects amounting to 35,689,525.26 EUR (EU resources) declare a contribution to HP EO. The said amount of contracted funds with a contribution to HP EO comprises 9.04 % of the total volume of contracted funds. Hence the number of projects went up by 26 projects over the preceding monitoring period, and the percentage (%) of contracted funds increased 0.58 %. The increase in contracted projects with a contribution to HP EO can also be seen under relevant priority axes. Under priority axis 1 it is an increase by 19 projects compared with the preceding monitoring period. In all, there are 31 projects with a contribution to HP EO implemented under Priority axis 1 worth 15,463,057.19 EUR (EU resources); Under Priority axis 2, projects increased by 4 during the monitoring period, and cumulatively a total of 9 projects with a contribution to HP EO have been contracted under Priority axis 2, worth 16,096,499.35 EUR (EU resources). Under Priority axis 3, the number of projects with a contribution to HP EO has not changed, as no project was contracted under the priority axis in the period under review; cumulatively at 31 December 2011, it is 12 projects under Priority axis 3, worth 2,125,682.52 EUR (EU resources). Under Priority axis 4 an increase by 3 projects with a contribution to HP EO has been recorded, the total value of projects making a contribution to HP EO under Priority axis 4 is 2,004,286.20 EUR (EU resources). Under Priority 5, OPE does not implement HP EO objectives, hence the number and value of projects under this priority axis is zero.

### ***Problems encountered in the implementation of HP EO***

In the period under review no problems have been identified relating to the implementation of HP EO.

### ***Information on the HP Equal opportunities***

Informing potential applicants and beneficiaries about HP EO is ensured in a number of ways. MA informs on HP EO through its website [www.minedu.sk](http://www.minedu.sk), on which information is posted about HP EO, along with the “Manual for the application of horizontal priority equal opportunities in the Structural Funds.” The text also contains web link directly to the website of the HP EO coordinator. Information on HP EO is also part of the manual for the applicant, under a special part dealing with this horizontal priority. Equally relevant information is to be found in the Manual for the Beneficiary. Expert assessors are informed about the issues of HP EO during special training for expert assessors. They can also avail themselves of a separate chapter in Annex 1 within the manual for the assessor that also deals with HP EO.

## **4.3. Horizontal priority Sustainable development**

Table 93 shows the fulfilment of physical indicators of NSRF for HP SD, as of 31 December 2011.

Table 93: Fulfilment of physical indicators as of 31 December 2011

Indicators		2007	2008	2009	2010	2011	2012	2013	2014	2015	Total	Comments**
1.Number of projects with a contribution to horizontal priority SD (number)	Result achieved	0	6	76	167	179	N/A	N/A	N/A	N/A	179	N/A
	Objective	N/A	N/A									
	Baseline	0	N/A	0	N/A							

<b>2. Volume of financial resources of projects with a contribution to horizontal priority SD (EUR)</b>	<b>Result achieved</b>	0	54,351,214.86	146,880,818.12	171,064,480.35	205,672,213.72	N/A	N/A	N/A	N/A	205,672,213.72*	0
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Baseline</b>	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
<b>3. Human resources expenditure - (public expenditure on education) as % of GDP (%)</b>	<b>Result achieved</b>	3,62	3,79	4,56	N/A	N/A	N/A	N/A	N/A	N/A	4,56	N/A
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	5.2	N/A	5.2	5.2	N/A
	<b>Baseline</b>	4.4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4.4	N/A
<b>4. Proportion of population involved in lifelong learning per 100 inhabitants aged 25-64 years (%)</b>	<b>Result achieved</b>	3.9	3.3	2.8	2.8	N/A	N/A	N/A	N/A	N/A	2.8	N/A
	<b>Objective</b>	N/A	N/A	N/A	N/A	N/A	N/A	12.5	N/A	12.5	12.5	N/A
	<b>Baseline</b>	4.6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4.6	N/A

Source: MA/IBMA

\*Total eligible expenditures for contracted projects (EU resources + SB + own resources) amount to 242,434,962.90 EUR.

\*\*Column Comments gives indicator values for projects that have been physically and financially completed.

As of 31 December 2011, there were **179** projects with a contribution to HP SD under OPE contracted, with the financial resources (EU funds) of the projects amounting to **205,672,213.72 EUR**. The total amount of eligible expenditure in projects with a contribution to HP SD is **242,434,962.90 EUR**. In case of context indicators (“Expenditure on human resources as % of GDP,” “Proportion of population involved in lifelong learning per 100 inhabitants aged 25-64 year”) there are no values reported for 2011, as they were not statistically available for the date of the preparation of report.

#### **Target indicator values set by beneficiaries on the basis of concluded contracts**

Annex 11 of the report gives the target values of HP SD indicators (Annex 2, SKI HP SD, version 6.1) as set by the beneficiaries on the basis of contracts concluded with beneficiaries by 31 December 2011. Column Comments gives the values of measurable indicators for regularly completed projects. As there were no projects with a contribution to HP SD regularly completed as of 31 December 2011, the values are zero.

Table 94: State of contracting by NUTS III as of 31 December 2011

NUTS III territory	Total number of contracted projects	Total amount of contracted resources in € (EU resources)	Number of contracted projects with a contribution to HP SD	Amount of contracted resources in € with a contribution to HP SD (EU)	% of contracting for HP SD in the total volume of contracted resources
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				resources)	
A	B	$\sum C=D$ in Table 7+B in Table 8	D	E	F=E/C
Bratislavský	46	14,194,249.07	9	8,179,930.83	57.63%
Trnavský	34	10,927,464.17	12	4,046,565.31	37.03%
Trenčiansky	50	11,816,441.50	5	2,291,671.90	19.39%
Nitriansky	55	14,474,364.91	17	6,379,625.70	44.08%
Žilinský	83	17,694,870.38	18	6,681,658.69	37.76%
Banskobystrický	68	13,187,085.38	20	5,096,510.65	38.65%
Prešovský	104	22,237,922.85	31	11,109,547.78	49.96%
Košický	98	23,908,542.66	39	11,974,804.72	50.09%
Projects not included in NUTS III	58	189,259,106.80	28	149,911,898.14	79.21%
<b>Total</b>	<b>596</b>	<b>317,700,047.72</b>	<b>179</b>	<b>205,672,213.72</b>	<b>64.74%</b>

Source: MA/IBMA+ITMS

Notes: The amount of contracted resources is given for the total eligible expenditures of projects with a defined relevance for the HP.

In the amount of contracted resources with contribution to the HP were included only those projects that have a defined relevance for the HP concerned in the ITMS at project level.

As of 31 December 2011 there were **179** projects with a contribution to HP SD. The greater part of contracted projects with a contribution to HP SD was achieved Košice and Prešov Regions. There were 17 national projects with a contribution to HP SD contracted (of which 7 mirror projects were implemented under both objectives, and 3 only under C objective).

In the period under review, 1 national project with a contribution to HP SD was contracted titled "Through education of pedagogic staff to the inclusion of marginalized Roma communities," designed on the basis of the call for national projects OPE/C/NP/2011-1 under Measure 3.1, the beneficiary of which is the Methodological and Pedagogic Centre. Within the demand driven projects of IBMA ASFEU, at 31 December 2011, a total of 146 projects have declared a contribution to HP SD and ASFEU did not record any increase during 2011 in the number of projects with a contribution to HP SD, as IMBA ASFEU concluded 2 demand driven projects with a contribution to HP SD and 2 projects with a contribution to HP SD from the calls with the code OPE-2009/1.1/05-IBMA and the call OPE-2009/3.2/01-IBMA was extraordinarily terminated. MH SR declares a total of 16 projects with a contribution to HP SD at 31 December 2011.

The total amount of contracted resources (EU funds) of all 179 contracted projects with a contribution to HP SD reached **205,672,213.72 EUR**, which is **64.74 %** of the total contracted sum of all projects. It is clear from the above that the greater part of financial resources (almost two-thirds) has been allocated to projects having potential impact on HP SD.

Annex 9 of the report gives concrete fulfilment of HP SD objectives through measurable indicators defined in SKI HP SD.

Cumulatively, under all indicators reported for particular priority axes, as 31 December 2011, adequate values were achieved, with a progressive increase, which in view of the advanced period of projects implementation, is regarded as very positive, in terms of achieving the objectives set at the start of the programming period.

The only decrease of a measurable indicator recorded by MA was that for the indicator *Number of newly created education programmes*, which was due to backing out of contracts and to errors in physical calculation of indicators from the monitoring reports before the relevant functionality was launched through ITMS.

### ***Fulfilment of objectives according to NSRF***

The fulfilment of the main goal of HP SD, as referred to in chapter 4.3.5 of NSRF, "Ensure that the final effect of all interventions financed within the NSRF supports SD in all its branches, i.e. environmental, economic and social, in accordance with the objectives and indicators of the Sustainable Development Strategy of the EU," was ensured in 2011 by giving guidance to applicants

for NFC in the calls for demand driven projects and in the calls for national projects on how to declare a contribution to HP SD objective, by defining indicators relevant for HP SD in the calls for demand driven and national projects, by training expert assessors as well as by ensuring information for the public about the importance and principles of HP SD.

Given that education is the basic prerequisite for the support of sustainable development and for the development of human potential to solve environmental, economic and socio-cultural development problems, consistency has been ensured by means of systematic education implemented in the national and demand driven projects with the above principal pillars of sustainable development, particularly with social pillar.

In Priority axis 1, under the national project “Education of kindergartens’ pedagogic staff as part of the education reform” implemented by the Methodological and Pedagogic Centre, from the aspect of promoting sustainable development, democratisation and humanization of education in the kindergartens is deepened, the education level of pedagogic staff is increased (including management), training opportunities are developed and equal access to education is ensured.

### ***Fulfilment of objectives according to SCI HP SD***

In OPE the HP SD is implemented mainly through the specific SCI HP SD objectives “Increasing economic prosperity” and “Social solidarity and inclusion.”

The specific objective “Increasing economic prosperity” and its partial objective “Raising the level of research, development and education” is being achieved thanks to projects under Measure 1.2 and 4.2 aimed at increasing the level of research, development and education but also through activities of projects under Measures 2.1 and 4.2 with the innovation of knowledge of relevant target groups through further education and subsequent strengthening of competitiveness and effectiveness of Slovakia’s economy.

The projects of the Slovak Medical Chamber and of the Public Health Authority of the SR contribute to HP SD under Priority axis 2 (Measure 2.2). Given that the projects of Slovak Medical Chamber and of the Public Health Authority of the SR with a contribution to HP SD are trans-regional in nature, their results can be used in all Slovakia’s regions within C objective.

The fulfilment of HP SD can be monitored under Priority axis 3, Support for education of persons with special educational needs. The pursued objective of HP SD “Social solidarity and inclusion” and equally the partial objective “Empowering disadvantaged and marginalized groups of population” is achieved through the implementation of activities of the national project and the demand-driven projects under Measure 3.1, aimed at social inclusion of MRC in the area of raising education level of members of MRC by facilitating their access to formal education and through their further education, successful involvement of MRC in education in elementary schools in municipalities with high concentrations of MRC, including whole-day educational process or preparation and the design of pedagogic documentation, textbooks, teaching texts, teaching aids, manuals with a view to facilitating the integration of MRC in the system of education in elementary schools. Equally these objectives are achieved through projects implemented under Measure 3.2, oriented to social inclusion of persons with special educational needs through facilitating their access to formal education, as well as to further education, lifelong counselling, innovation of methods and forms of the education process in special schools, improving the quality of teaching materials and the implementation of further training programmes for persons working with disadvantaged persons with disabilities.

### ***Problems encountered in the implementation of HP SD***

While working on the report the MA learned, at the instance of the coordinator for HP SD, of a discrepancy in the data on the number of projects declaring a contribution to HP SD. MA is nevertheless of the opinion that it gives the value of the number of projects correctly, also based on its prior request for lists of projects from both IBMA, to which projects of national projects were added.

Yet the coordinator argued the discrepancy suggesting that RO did not count all the projects declaring a contribution to HP SD. MA subsequently checked the projects in ITMS, which generated the same number of projects as was given by MA. As the coordinator for HP SD despite the above facts maintains his position, MA assumes that the discrepancy in the data may have occurred in the process of marking off the projects' relevance for HP SD in the ITMS, which was done on the basis of the CCA Methodological Guideline No. 3, coming in force on 1 December 2008.

For this reason, the projects contracted in 2009, under the calls for demand-driven projects and for national projects published before 1 December 2008, were not obliged to declare the contribution to HP by means of a result indicator in the contract on the provision of NFC. In the process of concluding contracts on provision of NFC in 2009 it emerged, that in certain projects measurable result indicators were selected for the HP at hand, in Table 15 of the AFNFC, which, according to the call for AFNFC, had no link to particular HP.

For these reasons it was necessary to address the problems in the cooperation of MA and the coordinator for HP SD. Based on the conclusions of the meeting with the HP IS coordinator held on 7 April 2010 and the MA instruction, a common solution was adopted for the identified shortcomings in monitoring the HP indicators. The following solutions were identified:

- Ensure marking off the relevance for HP SD in the ITMS in case of projects approved before the effect of the Methodological guideline of the CCA No. 3 that do not have a HP SD result indicator contracted;
- Ensure preparation of the Addendum to the Contract of the provision of NFC for projects, which when handing in AFNFC declared a contribution to HP SD in the public part of ITMS, stating a result indicator of HP SD, after which the expert assessor allocated points for relevant internal strategies for reducing negative impacts on environment (evaluation criterion F1- HP SD) and this result indicator was not transposed in the Contract on the provision of NFC (after the effect of the Methodological Guideline of CCA No.3).

MA accepted all proposed actions. At the same time, MA now includes a set of indicators with relevance for HP SD in all its published calls for demand-driven and national projects, along with their definitions thus helping applicants with defining relevance for HP SD.

On 23 May 2012, at MA bilateral talks were held with the Government Office officials, as coordinator for HP SD, and MA representatives. The HP SD coordinator insisted on his position and requests that the missing projects with relevance for HP SD be counted in, despite the fact that they do not declare a contribution to HP SD in the system, but have a project indicator contracted which in its code may be regarded as a HP SD indicator. Since, given the time constraints, administrative and technical reasons, it is not possible to qualitatively check the data discrepancy before the meeting of the Monitoring Committee for OPE which is to be held in June 2012, MA and the HP SD coordinator agreed to regard the number of projects as given in the AR 2011 to be correct, and conduct a thorough control of MA-IBMA in 2012, focused on checking the data on the number of projects declaring a contribution to HP SD. The results and findings will be included in 2012 AR, in section 4.3 Problems encountered in the implementation of HP SD.

#### 4.4. Horizontal priority Information society

Table 95 shows the fulfilment of physical indicators of NSRF for HP IS, as of 31 December 2011.

Table 95: Fulfilment of physical indicators as of 31 December 2011

Indicators		2007	2008	2009	2010	2011	2012	2013	2014	2015	Total	Comments**
1.Number of projects with a contribution	Result achieved	0	4	51	131	150	N/A	N/A	N/A	N/A	150	N/A
	Objective	N/A	N/A									

on to horizontal priority Information society	Baseline	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
2. Volume of financial resources of projects with a contribution to horizontal priority Information society (EUR)	Result achieved	0	46,269 036.71	123, 550, 888.08	156, 555, 955.11	188, 402, 852. 43	N/A	N/A	N/A	N/A	188, 402, 852. 43*	0
	Objective	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Baseline	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A

Source: MA/IBMA

\*Total eligible expenditure for contracted projects (EU resources + SB + own resources) amount to 222, 062.96 EUR.

\*\*Column Comments gives the indicator values for projects that have been physically and financially completed.

As of 31 December 2011, under OPE there were **150** contracted projects with a contribution to HP IS, with the financial sum (EU resources) of projects amounting to **188,402,852.43 EUR**. The total amount of eligible expenditure in projects with a contribution to HP IS is **222,062,982.96 EUR**.

#### *Target values of indicators set by beneficiaries on the basis of concluded contracts*

Annex 11 of the report gives the target values of HP IS indicators (Annex 2, SCI HP IS, version 6.1) set by beneficiaries on the basis of contracts concluded with beneficiaries by 31 December 2011. Column Comments gives the values of measurable indicators for regularly completed projects. As there were no projects with a contribution to HP IS regularly completed as of 31 December 2011, the values are zero.

Table 96: State of contracting by NUTS III, as of 31 December 2011

NUTS III territory	Total number of contracted projects	Total amount of contracted resources in € (EU resources)	Number of contracted projects with a contribution to HP IS	Amount of contracted resources in € with a contribution to HP IS (EU resources)	% of contracting and to HP IS in the total volume of contracted resources
A	B	$\sum C=D$ in Table 7+B in Table 8	D	E	F=E/C
Bratislavský	46	14,194,249.07	6	7,207,942.58	50.78%
Trnavský	34	10,927,464.17	17	7,051,849.93	64.53%
Trenčiansky	50	11,816,441.50	9	4,979,144.93	42.14%
Nitriansky	55	14,474,364.91	17	6,377,051.61	44.06%
Žilinský	83	17,694,870.38	16	7,382,749.16	41.72%
Banskobystrický	68	13,187,085.38	8	2,347,859.16	17.80%
Prešovský	104	22,237,922.85	28	8,529,462.49	38.36%
Košický	98	23,908,542.66	33	9,544,878.75	39.92%
Projects not included in NUTS III	58	189,259,106.80	16	134,981,913.82	71.32%
<b>Total</b>	<b>596</b>	<b>317,700,047.72</b>	<b>150</b>	<b>188,402,852.43</b>	<b>59.30%</b>

Source: MA/IBMA+ITMS

**Notes: The amount of contracted resources with a contribution to HP** – the whole amount of contracting for the EU source, including projects whose Contract on the provision of NFC contains indicators relating to several HP. In the amount of contracted resources with a contribution to HP were counted in only the projects having a defined relevance for the HP concerned at the project level in the ITMS.

As of 31 December 2011, **150** projects with a contribution to HP IS were contracted. The greatest part of contracted projects with a contribution to HP IS was achieved in the Košice and Prešov Regions. There were 10 national projects with a contribution to HP IS contracted (of which 4 mirror projects implemented under both objectives and 3 only under C objective) and 7 of trans-regional nature (3 within IBMA ASFEU and 4 within IBMA MH SR).

In the period under review, 1 national project was contracted with a contribution to HP SD, titled “Through the education of pedagogic staff to the inclusion of marginalized Roma communities“ that was drawn up on the basis of the call for national projects OPE/C/NP/2011-1 under Measure 3.1, with the Methodological and Pedagogic Centre as the beneficiary. Within the demand-driven projects, IBMA ASFEU contracted 16 new projects in the monitoring period with a contribution to HP IS and 1 project from the call OPE-2009/1.1/05-IBMA was extraordinarily terminated. It follows from the above, that in demand-driven projects of ASFEU the number of projects with a contribution to HP IS went up by 15 projects and at 31 December 2011, ASFEU declares, in all, 131 projects with a contribution to HP IS. Within the demand-driven projects of MH SR, there were 5 new projects contracted in the monitoring period with a contribution to HP IS and, at 31 December 2011, MH SR declares, in all, 8 projects with a contribution to HP IS.

The total amount of contracted resources (EU resources) of all 150 contracted projects with a contribution to HP IS was **188, 402, 852.43 EUR**, which is **59.30 %** of the total contracted sum of all 596 projects.

It is clear from the above that not an insignificant portion of financial resources has been allocated to projects having potential impact upon HP IS.

Annex 9 of the report gives the achievements of HP IS through measurable indicators, as defined in SCI HP IS.

Cumulatively, within all indicators reported for particular priority axes, as 31 December 2011, adequate values were achieved, with a progressive increase, which in view of the advanced period of projects implementation, is regarded as very positive, in terms of achieving the objectives set at the start of the programming period.

#### ***Fulfilment of objectives according to NSRF***

The main goal of HP IS, as given in chapter 4.3.5 of the NSRF “*Support greater effectiveness, transparency and quality of implementation of NSRF priorities as a result of the adoption and use of ICT means,*” is pursued under Priority axes 1 to 4 through the activities of national and demand-driven projects introducing and making use of the ICT. The introduction of ICT, which makes processes more effective, substantially contributes to a much greater effectiveness and efficiency of the implementation of all aspects of the information-based society.

The above objective can be pursued in OPE projects also by means of pursuing the objectives in the area of information literacy, education of a competitive workforce capable to realise its potential in an information society, support for school multimedia classrooms and in the area of permanent innovation of the ICT knowledge of teachers and pupils.

The projects declaring the impact on HP IS under Measure 2.2 of the OPE contribute, at the level of NSRF, to the fulfilment of HP goal “Developing an inclusive information society” by means of the framework activity “Designing and updating of educational programmes” under the specific objective of Measure 2.2.

#### ***Fulfilment of objectives according to SCI HP IS***

OPE, under its Priority axes 1, 2 and 4, contributes to the pursuance of the following specific and partial objectives of HP IS, as defined in the SCI HP IS:

1. Information literacy (educate flexible and competitive workforce capable to realise its potential under conditions of information society, ensure for teachers and pupils permanent innovation of ICT, provide an education enabling the population to fully enjoy the benefits of digitisation, increase the level of Slovak higher education, in terms of its quality and forms, so as to make it competitive with that of advanced countries of the EU, ensure permanent innovation of people's knowledge through lifelong learning);
3. Wide availability of Internet (modernise the infrastructure with the ICT provision, support wider access to Internet in less developed regions, support access of publicly accessible places to Internet, support school multimedia classrooms);

Under Priority axes 1 and 4, in 2011, the multimedia – digital content for educational modules was designed under the mirror national projects „*Modernization of the education process in elementary schools*” and „*Modernization of education process in secondary schools.*“ On the project's portal a digital library was made available to all participants, containing inter alia all the study materials. To date, **5 461** schools have joined the implementation of activities of the above national projects and the demand-driven projects that use ICT in the education process. In all, **11 268** pedagogic employees have been involved in the activities of both mirror national projects, as well as the demand-driven projects, as of 31 December 2011.

Under Priority axes 2 and 4, a mirror national project is implemented, „*Professional and career development of pedagogic staff*” focused on facilitating access to educational programmes and teaching resources through modern educational forms and technologies.

As of 31 December 2011, the value achieved was **28** new or innovated educational programmes focusing the acquisition and development of knowledge and skills in the area of ICT.

The projects implemented under Measure 2.2 of the OPE, declaring the impact on HP IS, contribute with their focus to the implementation of the HP IS objective 1, “Information literacy” and objective 3, “Wide availability of the Internet,” defined in the SCI HP IS. At the project level, the contribution to HP IS is implemented through a result indicator, “*Number of electronic services introduced*”, for which the value achieved was **5**.

Priority axis 3 contributes to the fulfilment of the specific and partial objective 1 of SCI, “Information literacy”. The implementation of specific objective 1 under the priority axis was ensured through the demand-driven projects implemented under Measure 3.1 in which the educational content gets modernised also through the ICT. Provision is made for the innovation of ICT knowledge of, both, the pupils from the MRC, and the teachers in less developed regions. The specific objective of Measure 3.2 is to support the social inclusion of persons with special educational needs by facilitating their access to formal education and the acquisition of skills relevant for the labour market, which in practice means using ICT in the education process. A good example is designing new educational ICT programmes or the purchase of the information technology.

Table 97 below gives information on the volume of financial resources directly effected on ICT, as of 31 December 2011, irrespective of whether, or not, beneficiaries declare the contribution to HP IS in their projects.

Table 97: Volume of financial resources directly spent on ICT, as of 31 December 2011

Group of expenditure (ICT)	Volume in contracted projects (EUR)	Amount drawn (EUR)
633002 Material Information technology	49,548,591.53	32,040,691.88
633003 Material Telecommunication technology	2,799,421.96	1,583,778.74
633013 Material Software	9,630,043.65	2,643,714.28

	633	61,978,057.14	36,268,184.9
711003 Purchase of software		15,935,499.37	4,096.31
	711	15,935,499.37	4,096.31
713002 Purchase of computer technology		276,573.97	53,509.44
	713	276, 573.97	53,509.44
<b>Total</b>		<b>78,190,130.48</b>	<b>36,325,790.65</b>

Source: MA

### ***Problems encountered in the implementation of HP IS***

MA has not identified any problems relating to the implementation of HP IS.

## **5. ESF PROGRAMMES: COHERENCE AND CONCENTRATION**

OPE contributes to the implementation of the ES recommendations for employment in the area of social inclusion, education and training, whereby it implements Article 4 paragraph 1 of the Regulation of the EU No. 1081/2006.

By its focus it pursues the recommendations of the EU on employment and the European Employment Strategy (elaborated into national reform programmes), aiming, in accordance with the EU 2020 Strategy, to increase the quality and number of jobs. One of its measures for increasing employment and improving preparation for the labour market is to modify or adjust/innovate the education system to meet the requirements of the labour market. Education and skills improvement represent one of the cornerstones of employment support in the European Employment Strategy. Along these lines, the OPE aims to reform the education system and increase the qualification skills of the workforce, including through improving the quality and access to lifelong learning. The European Employment Strategy under OPE is implemented through the projects from under Priority axes 1 and 4, which are aimed at the reform of the education and training system, and Priority axis 2, aimed at lifelong learning as an instrument of human resources development. One of the measures for increasing employment and improving preparation for the labour market referred to in the above strategy is the reform or innovation of the education system. Education and skills improvement are deemed to be the bearing pillars of the employment support.

The OPE builds on the strategic documents of the Slovak Republic in the area of employment (the Strategy of support for employment growth on the basis of the reform of the social system and the labour market, the National Action Plan of Employment for 2004-2006), the Working Programme of the European Commission “Education and training 2010, “Memorandum on Lifelong Learning, the Bologna Declaration, Recommendation of the European Parliament and Council of 18 December 2006 on the key competences for lifelong learning (2006/962/EU). In all these strategic documents education is one of the cornerstones of the support for economic and social activity and employment. The OPE goal is to reform the education system in these intensions and to increase the qualification of the workforce.

The OPE is fully consistent with the EU Strategic guidelines on economic, social and territorial cohesion, defining the indicative framework for the Member States for the preparation of NSRF, with a view to promoting harmonious, balanced and sustainable development of the EU.

The OPE is implemented in accordance with the Lisbon Strategy and the EU 2020 Strategy that highlight the important role of education, as an integral component of the economic and social policies, a tool for strengthening the competitiveness of the EU Member States globally.

Chapter 2.1.6 and Annex 16 of the report give an overview of the OPE's contribution to the national objectives under the EU 2020 Strategy.

OPE is equally implemented in consistency with the following strategic documents:

1. The Concept of Upbringing and Education of Roma Children and Pupils, including the Development of Secondary and Higher education – in line with this concept, under OPE are implemented (Measure 3.1) projects designed to support social inclusion of members of the MRC and persons with special educational needs by facilitating their access to formal education and the acquisition of skills required in the labour market, and also projects designed to further educate members of MRC and persons with special educational needs, as well as persons working in the area of their integration in the society.

2. The National Action Plan of the Slovak Republic for the Decade of Roma Inclusion 2005–2015 – with regard to the initiative of the Decade of Roma Inclusion 2005-2015 the plan focuses on these objectives: improve education achievements of the Roma, improve the preschool enrolment and preparedness of Roma children, increase the percentage of Roma pupils attending secondary schools, reduce the percentage of Roma children attending special elementary schools and special educational facilities and support lifelong learning of the Roma with incomplete education from the aspect of their labour market integration (including career guidance).

In line with this plan, under the OPE, a national project and demand-driven projects are implemented under Measure 3.1.

3. The Modernization Programme Slovensko 21 (Slovakia 21) - approved by Resolution of the Government of the SR No 367/2008, of 4 June 2008, and evaluated on 29 April 2009 by Resolution of the Government of the SR No 317/2009. The following thematic areas were set as the programme's main priorities in education: support to preschool upbringing and education, scholarships for secondary education abroad; measures to improve reading literacy, numerical literacy and knowledge of natural sciences of elementary and secondary school leavers; drawing up of the long-term plan for higher education; simplification of the arrival of public universities with accreditation obtained abroad; support for systematic preventive work with children and youth from at-risk groups; study programmes for pregraduate students from geographically and culturally close non-member countries of the EU and postgraduate students in Slovak universities; accreditation of educational programmes of non-formal education and recognition of results of non-formal and informal education.

The Modernization Programme Slovensko 21 is implemented through projects under Measures 1.1, 1.2, 2.1, 3.1, 3.2, 4.1 and 4.2 of the OPE.

The OPE does not directly support the National Action Plan of Gender Equality for 2010–2013 or the National Action Plan for Prevention and Elimination of Violence Against Women for 2009–2012 (education of relevant target groups in problematic contexts linked to the above areas is supported through other instruments of the MESRS SR).

## **6. TECHNICAL ASSISTANCE**

Technical assistance is part of the OPE and its main objective is to ensure effective implementation of the OPE, in accordance with the demands put on the management and administrative structures responsible for the implementation of the operational programme.

Within the OPE technical assistance is:

- A separate Priority axis 5 for the C objective, the purpose of which is to support the implementation of Priority axes 1, 2 and 3 of the OPE;
- A separate Measure 4.3 for the RC&E objective, the purpose of which is to support the implementation of Priority axis 4 of the OPE.

The General Regulation gives the Member States initiative to use funding for the preparatory, management, monitoring, evaluation, information and control activities of operational programmes, together with activities to reinforce the administrative capacity for the programme implementation (Article 46).

Article 46 (2) (TA of the Member States) gives the Member States a possibility to prepare a specific OP TA, and/or to have within particular operational programmes also a separate Priority axis for TA. Within the meaning of this regulation, TA OPE has been set aside as a separate priority axis for Convergence objective, and as a Measure TA, for the Regional Competitiveness and Employment Objective under the OPE.

**The following priority themes are applied for the area of TA<sup>4</sup>:**

**a) Priority theme 85 – Preparation, implementation, monitoring and control**

Preparation, monitoring, implementation and control of the implementation of SF assistance covers the following activities:

- Personnel provision for the preparation, management and control of programmes, projects, and HP, including the activity to set up committees and the SF commissions, including staff training;
- Material and technical provision necessary (e.g. consumables, transport means, equipment, software and other) relating to the management and control of the assistance from the SF;
- Services provision (documents and other) relating to the preparation, management and control of the SF at the level of programmes, projects and HP.

**b) Priority theme 86 – Evaluation and studies, information and communication**

Evaluation and studies, information and communication relating to the SF encompasses the following activities:

- Information provision, awareness raising about operational programmes, and provision for OP publicity at appropriate level within the meaning of Article 69 of the General Regulation, and Section 1 of the Implementing Regulation, information for Beneficiaries, potential Beneficiaries and the public;
- Networking of contact points and information and communication channels;
- Preparation and implementation of the CoP;
- Provision for methodological guidance and technical advice, activity support to help applicants, provision of training and seminars to share best practice, promote partnership and cooperation in project preparation and implementation, implementing activities for monitoring and evaluation of the absorption capacity, etc.;
- Provision for OP implementation evaluations, in compliance with evaluation requirements subject to point 47 of the General Regulation, including ex-ante evaluation in the process of the preparation of NSRF and OP;
- Drawing up of specialist assessment, methodologies, studies, environmental impact assessments, regional analyses and other analyses relating to the preparation and implementation of the OP.

**6.1. Projects of TA OPE**

In 2011, 2 projects of TA OPE have been approved under OPE (as specified in Table 98) under the C Objective; under the RCE Objectives no projects of TA OPE have been approved. In 2011 implementation of activities was underway of 7 projects of TA OPE (3 MA, 2 IBMA – ASFEU, 2 IBMA - MH SR). At the same time, in 2011, the financial implementation continued for the projects of TA OPE for 2007 – 2008, 2009 and 2010 through processing of submitted applications for payment

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<sup>4</sup> Within the meaning of ANNEX II of the Implementing Regulation (Categorisation of assistance from the funds for 2007–2013).

(AFP for refunds). As of 31 December 2011, 9 projects of TA OPE have been completed, of which 7 projects were completed in 2011.

Table 98: Overview of projects of TA OPE approved as of 31 December 2011

85/86	Project title	Beneficiary	Project amount (EUR)	Project objectives	Project status
85	Technical assistance of the OPE for the Convergence Objective – I. Preparation and implementation, monitoring, control and audit*	MESRS SR	1,447,918.74	Ensure effective implementation of the OPE under the C Objective in compliance with requirements for management and administrative structures responsible for the OPE implementation	Implementation
85	Technical assistance of the OPE for the RCE Objective – I. Preparation and implementation, monitoring, control and audit *	MESRS SR	66,719.78	Ensure effective implementation of the OPE under the RCE Objective in compliance with requirements for management and administrative structures responsible for the OPE implementation	Implementation
86	Technical assistance of the OPE for the Convergence Objective – II. Evaluation and studies; information and publicity*	MESRS SR	157,013.88	Ensure effective implementation of the OPE under C Objective	Implementation
86	Technical assistance of the OPE for the RCE Objective – II. Evaluation and studies; information and publicity *	MESRS SR	5,642.97	Ensure effective implementation of the OPE under the RCE Objective	Implementation
85	Technical assistance of the OPE for the Convergence Objective 2009 – I. Preparation, implementation, monitoring and control	MESRS SR	2,463,300.00	Ensure effective implementation of the OPE under C Objective in compliance with requirements for management and administrative structures responsible for the OPE implementation	Implementation
85	Technical assistance of the OPE for the RCE Objective 2009 – I. Preparation, implementation, monitoring and control	MESRS SR	71,900.00	Ensure effective implementation of the OPE under RCE Objective in compliance with requirements for management and administrative	Implementation

				structures responsible for the OPE implementation	
86	Technical assistance of the OPE for the Convergence Objective 2009 – II. Evaluation and studies, information and communication	MESRS SR	157,700.00	Ensure effective of the OPE under the C Objective	Implementation
86	Technical assistance of the OPE for the RCE Objective 2009 – II. Evaluation and studies, information and communication	MESRS SR	4,900.00	Ensure effective implementation of the OPE under the RCE Objective	Implementation
85	Technical assistance of the OPE for the Convergence Objective 2010 – I. Preparation, implementation, monitoring and control	MESRS SR	2,283,385.00	Ensure effective implementation of the OPE under the Convergence Objective in compliance with requirements for management and administrative structures responsible for the OPE implementation	Implementation
85	Technical assistance of the OPE for the RCE Objective 2010 – I. Preparation, implementation, monitoring and control	MESRS SR	414,645.00	Ensure effective implementation of the OPE under the RCE Objective in compliance with requirements for management and administrative structures responsible for the OPE implementation	Project completed
86	Technical assistance of the OPE for the Convergence Objective 2010 – II. Evaluation and studies, information and communication	MESRS SR	244,175.00	Ensure effective implementation of the OPE under the C Objective	Implementation
86	Technical assistance of the OPE for the RCE Objective 2010 – II. Evaluation and studies, information and communication	MESRS SR	44,325.00	Ensure effective implementation of the OPE under the RCE Objective	Implementation
85	Technical assistance of the OPE for the Convergence Objective 2011 – I. Preparation, implementation, monitoring and control	MESRS SR	2,372,335.00	Ensure effective implementation of the OPE under the C Objective in compliance with requirements for management and administrative structures responsible	Implementation

				for the OPE implementation	
85	Technical assistance of the OPE for the RCE Objective 2011 – I. Preparation, implementation, monitoring and control	MESRS SR	225,000.00	Ensure effective implementation of the OPE under the RCE Objective in compliance with requirements for management and administrative structures responsible for the OPE implementation	Implementation
86	Technical assistance of the OPE for the Convergence Objective 2011 – II. Evaluation and studies, information and communication	MESRS SR	298,846.00	Ensure effective implementation of the OPE under the C Objective	Implementation
85	Technical assistance for OPE, Convergence Objective PT 85 for 2007,2008	ASFEU	1,509,692.62	Ensure effective implementation of the OPE and support implementation of priorities axes of OPE	Project completed
85	Technical assistance for OPE, Regional competitiveness and employment Objective PT 85 for 2007,2008	ASFEU	36,878.44	Ensure effective implementation of the OPE and support implementation of priorities axes of OPE	Project completed
86	Technical assistance for OPE, Convergence Objective PT 86 for 2007,2008	ASFEU	512,341.50	Ensure effective implementation of the OPE and support implementation of priorities axes of OPE	Project completed
86	Technical assistance for OPE, Regional Competitiveness and Employment Objective PT 86 for 2007,2008	ASFEU	16,265.02	Ensure effective implementation of the OPE and support implementation of priorities axes of OPE	Project completed
85	Technical assistance for OPE, Convergence Objective PT 85 for 2009	ASFEU	2,192,968.93	Ensure effective implementation of the OPE and support implementation of priorities axes of OPE	Project completed
85	Technical assistance for OPE, Regional Competitiveness and Employment Objective PT 85 for 2009	ASFEU	63,171.94	Ensure effective implementation of the OPE and support implementation of priorities axes of OPE	Project completed
86	Technical assistance for OPE, Convergence Objective PT 86 for 2009	ASFEU	510,972.71	Ensure effective implementation of the OPE and support implementation of priorities axes of OPE	Project completed
86	Technical assistance for OPE, Regional	ASFEU	14,719.38	Ensure effective implementation of the	Project completed

	Competitiveness and Employment Objective PT 86 for 2009			OPE and support implementation of priorities axes of OPE	
85	Technical assistance for OPE, Convergence Objective, Priority theme 85 for 2010	ASFEU	2 646 343,44	Ensure effective implementation of the OPE and support implementation of priorities axes of OPE	Implementation
85	Technical assistance for OPE, Regional Competitiveness and Employment Objective, Priority theme 85 for 2010	ASFEU	132,658.06	Ensure effective implementation of OPE and support the implementation of priority axes of OPE	Implementation
86	Technical assistance for OPE Convergence Objective, Priority theme 86 for 2010	ASFEU	548,350.00	Ensure effective implementation of OPE and support the implementation of priority axes of OPE	Implementation
86	Technical assistance for OPE Regional Competitiveness and Employment Objective, Priority theme 86 for 2010	ASFEU	22,000.00	Ensure effective implementation of OPE and support the implementation of priority axes of OPE	Implementation
85	Technical assistance for OPE Convergence Objective, Priority theme 85 for 2011	ASFEU	2,786,162.50	Ensure effective implementation of OPE and support the implementation of priority axes of OPE	Implementation
86	Technical assistance for OPE Convergence Objective, Priority theme 86 for 2011	ASFEU	387,500.00	Ensure effective implementation of OPE and support the implementation of priority axes of OPE	Implementation
85	Technical assistance for OPE Convergence Objective, Priority theme 85 for 2012	ASFEU	3,611,514.00	Ensure effective implementation of OPE and support the implementation of priority axes of OPE	Project designed
86	Technical assistance for OPE Convergence Objective, Priority theme 86 for 2012	ASFEU	395,000.00	Ensure effective implementation of OPE and support the implementation of priority axes of OPE	Project designed
85	Project of using technical assistance, I. **	MH SR	1,188,425.72	Ensure administrative capacity and material and technical equipment at MH SR as IBMA to implement Measure 2.2	Implementation
85	Project of using technical assistance, II. **	MH SR	199,062.50	Ensure administrative capacity and material and technical equipment at MH SR	Implementation

				as IBMA to implement Measure 2.2	
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Source: MA

\* TA projects above are the projects for the period 1 January 2007 – 31 December 2008.

\*\* The above projects are the projects for the period 1 January 2007 – 31 December 2015.

## 6.2. Overview of use of the resources

Table 99 and Table 100 below give an overview of the use of the TA resources by priority activities, as of 31 December 2011, under OPE (jointly for MA and IBMA).

Table 99: Overview of the use of the TA resources by priority activity, as of 31 December 2011 – Convergence Objective

Priority activities	Amount contracted			Amount drawn		
	€	As % of the allocations for TA of the programme	As % of the total contracted amount for TA of the programme	€	As % of the allocation for TA of the programme	As % of the total amount drawn for TA of the programme
Training, monitoring, working and coordination groups, committees and commissions (Priority theme 85)	758,584.21	2.69	2.93	113,154.79	0.40	1.05
Evaluation and studies (Priority theme 86)	300,949.53	1.07	1.16	0.00	0.00	0.00
Information and publicity (Priority theme 86)	2,277,572.64	8.07	8.79	747,352.39	2.65	6.96
Wages (Priority theme 85)	18,004,590.85	63.77	69.48	9,164,741.21	32.46	85.31
Operating activities and travel compensations (Priority theme 85)	1,629,452.55	5.57	6.29	136,608.91	0.48	1.27
Technical equipment (hardware, software, furniture, cars, etc.) (Priority theme 85)	2,399,004.52	8.50	9.26	488,956.86	1.73	4.55
Other (General services) (Priority theme 85)	542,853.24	1.92	2.09	92,009.55	0.33	0.86
<b>Total</b>	<b>25,913,007.54</b>	<b>91.78</b>	<b>100</b>	<b>10,742,823.71</b>	<b>38.05</b>	<b>100</b>

Source: MA

As of 31 December 2011, the level of TA contracting (Priority axis 5) under C Objective reached 91.78 % of the allocation of the said Objective, with drawing at 38.05 % (Table 99). Thus the drawing of financial resources of technical assistance under C Objective at the level of 38.05% (of the whole allocation for TA under C Objective) can be regarded as adequate in view of the indicators achieved at the end of the fifth year of the programming period 2007–2013 (Table 79), and considering that the actual implementation of OPE at the level of projects commenced only at the turn of 2008/2009.

Table 100: Overview of the use of the TA resources by priority activity, as of 31 December 2011 - Regional Competitiveness and Employment Objective

Priority activities	Amount contracted			Amount drawn		
	€	As % of the allocation for TA of the programme	As % of the total contracted amount for TA of the programme	€	As % of the allocation for TA of the programme	As % of the total amount drawn for TA of the programme
Training, monitoring, working and coordination groups, committees and commissions (Priority theme 85)	13,521.86	1.61	1.21	3,673.67	0.44	0.50
Evaluation and studies (Priority theme 86)	19,948.95	2.38	1.78	0.00	0.00	0.00
Information and publicity (Priority theme 86)	64,784.00	7.73	5.79	23,224.34	2.77	3.16
Wages (Priority theme 85)	928,072.61	110.79	82.95	691,370.78	82.53	93.92
Operating activities and travel compensations (Priority theme 85)	26,718.37	3.19	2.39	2,522.57	0.30	0.34
Technical equipment (hardware, software, furniture, cars, etc.) (Priority theme 85)	54,136.68	6.46	4.84	12,505.95	1.49	1.70
Other (General services) (Priority theme 85)	11,643.12	1.39	1.04	2,794.26	0.33	0.38
<b>Total</b>	<b>1,118,825.59</b>	<b>133.56</b>	<b>100</b>	<b>736,091.57</b>	<b>87.87</b>	<b>100</b>

Source: MA

As of 31 December 2011, the level of TA contracting (Measure 4.3) under Regional Competitiveness and Employment Objective reached the same level as at 31 December 2010, i.e. 133.56 % of the allocation of the said Objective, with drawing at 87.87 % (Table 100). Thus the drawing of financial resources of technical assistance under RCE Objective at the level of 87.87% (of the total allocation for TA under RCE Objective) can be regarded as adequate with regard to the indicators achieved at the end of the fifth year of programming period 2007 – 2013 (Table 72), considering that the real implementation of the OPE at the level of projects commenced only at the turn of 2008/2009.

## 7. INFORMATION AND PUBLICITY

Accurate and targeted information about the EU assistance provided to potential applicants for NFC, applicants for NFC, beneficiaries of NFC and the public is also a very important means how to support effective use of financial resources from the SF and CF.

MA strives to ensure that the funding for information and publicity is used as cost-effectively, efficiently and effectively as possible. This process is thus supported by cooperation and coordination of work between MA and IBMA (ASFEU and MH SR) within the Working Group for Publicity (WGfP) at the level of MA and IBMA. At national level, MA coordinates its activity in the area of information and publicity with the activity of the CCA through participation in the WGfP, and at transnational level, MA has its representative in the WGfP, the Information & Communication Platform - INFORM Network.

### 7.1. Basic documents, regulations and laws relevant for information and publicity

In the period covered by this report the Ministry of Education, Science, Research and Sport of the SR, as the MA, ensured the implementation of information and publicity in compliance with the following documents:

- Within the meaning of Article 69 of the *General Regulation* and its updating, CCA and MA make provision for information of the EU citizens and beneficiaries with a view to highlight the role of the EU and secure transparency of the assistance from the Funds;
- *Implementing Regulation* in Articles 2 to 10 defines the requisites for the information and communication actions, the provision of information on the use of the SF and the CF, the management and control systems with descriptions of the position and role of entities involved in the implementation of the SF and the CF. It defines the requisites of the preparation, implementation and monitoring the CoP, as well as its content. It describes basic prerequisites of CoP implementation and the duties and competences of entities involved in the CoP implementation according to which beneficiaries must be provided clear and detailed information of the OP implementation. It is necessary to inform beneficiaries of their inclusion in the list of beneficiaries published in compliance with this regulation. Article 9 of the *Implementing Regulation* prescribes the basic characteristics of information and communication actions which must be respected by all entities concerned;
- *Act 528/2008 Coll.* on the aid and support provided from the European Union funds, as amended;
- *Act of the National Council of the Slovak Republic No. 211/2000 Coll.* on free access to information and on amending of certain acts, as amended that provides for the conditions, procedure, and scope of free access to information (the Freedom of Information Act);
- *System of management of the Structural Funds and the Cohesion Fund at PA 2007-2013* defines the basic standard processes and procedures of the SF and CF management that are binding on all entities responsible for the implementation of operational programmes. It also provides for minimum standards for the area of information and publicity. The purpose is to harmonize and make the procedures more effective in implementing the activities to achieve maximum accessibility of information; deepening the information about the objectives and possibilities of assistance provided from the SF and CF; improving transparency with regards to the use of the SF and CF; creating conditions for best possible success of the implementation of the approved programme documents and for quality improvement of projects submitted under particular programmes; strengthening the absorption capacity;
- *Directive No. 2/2007-I of 15 January 2007* providing for the way of communication of the MESRS SR with the public;
- *Directive No. 13/2008-I of 4 April 2008* defining the procedures for the employees of the MESRS SR in providing information in pursuance of the Act No. 211/2000 Coll. on free access to information and on amending of certain acts (The Freedom of Information Act).

## 7.2. Documents in the area of information and publicity

### 7.2.1 Strategic documents in the area of information and publicity

- **Communication Plan**

CoP for the OPE and the OPR&D is the basic document of the Managing Authority in the area of information and publicity. It is the information and communication strategy encompassing measures for information and publicity within the programming period 2007-2013. It lays down the ways and tools to be used for the dissemination of timely, accurate and comprehensive information aimed at the target groups, potential applicants for NFC, beneficiaries and the public. Potential applicants for NFC are the entities that can later on become the beneficiaries of NFC.

MESRS SR has developed a common CoP for the OP Education and the OP Research and Development for 2007-2013 which, following the incorporation of comments from the IBMA, was

submitted to the European Commission on 26 March 2008. EC approved the CoP without comments on 5 May 2008.

Based on the changes to the organisational structure of MA and also due to the amendment of Act No 575/2001 Coll. on the organisation of Government activity and the organisation of the central state administration, the CoP has been technically updated. The updating did not affect the content of the document. The Monitoring Committee for OPE acknowledged the updating of CoP at its fifth regular meeting, held on 6 June 2011.

To ensure continuity of publicity activities, the IBMA submits to MA, annually, a plan of provision for information and publicity for the relevant calendar year.

- **Manual for Information and Publicity of OPE and OPR&D**

The manual for information and publicity is part of the System of Management, defining the minimum standards and harmonized procedures in the area of information and publicity about the EU programmes supported from the EU funds and about the operational programme.

MA developed a common *Manual for information and publicity for OPE and OPR&D*. During the period of 2011 there has been no updating of the manual.

- **Annual Operative Plan of Information and Publicity for OPE and OPR&D**

In 2011 the implementation of information and publicity for MA and IBMA was guided by the documents of *the Annual operative plan of information and publicity for OPE and OPR&D for 2011 and the Annual operative plan of information and publicity for Measure 2.2 of OPE*. These documents, separately for MA and IBMA were developed with the aim of quality and coordinated presentation of OPE. They build on the information and communication strategy set in the CoP. They contain concrete measures for information and publicity in 2011 and set the way and tools to use in distributing timely, accurate and comprehensive information aimed at potential applicants for NFC, beneficiaries and the general public.

- **GUIDELINE for the Beneficiary for the implementation of measures in the area of OPE information and publicity**

MA prepared the guideline with a view to facilitating access to coherent information regarding the implementation of measures in the area of information and publicity on the part of the Beneficiary. It contains the condensed information from all strategic documents that helps a simplified coverage of information regarding information and publicity. The document was updated once, in the first quarter of 2011 in response to the amendment of Act No 575/2001 Coll. on the organisation of Government activity and the organisation of the central state administration, in which titles of institutions involved in the OPE implementation have been altered. The updating did not affect the content of the document.

### **Published strategic documents**

- **Programme manual for the Operational Programme Education** - MA issued 1 x updated electronic publication on 17 May 2011;
- **Annual Report on the Implementation of the OPE** – MA issues electronic publication of the up-to-date text of AR for the preceding calendar year 1 x a year (once the document has been approved by the MC for OPE and by the EC).

All the latest strategic documents in the area of information and publicity, as well as the archive of documents are available on the MA website: [www.minedu.sk/opv](http://www.minedu.sk/opv).

### **7.3. Coordination of publicity at national and transnational level**

In 2011 MA and IBMA cooperated and ensured distribution of timely, accurate and comprehensive information; effective information and publicity about the assistance from the EU SF and OPE.

Administrative capacities for information and publicity at MA and IBMA have changed, there are 9 employees altogether for MA and IBMA dealing with information and publicity. The structure of administrative provision for the purposes of informing the public, at 31 December 2011, is given in Table 101 below.

Table 101: Administrative provision as of 31 December 2011

	Number of job positions for OPE
MA (Manager for information and publicity, MIP)	1
IBMA – ASFEU (Director of Information and Publicity Section*, head of the department for OPE, manager for publicity)	3
IBMA – ASFEU (Regional manager for publicity)	4
IBMA – MH SR (Manager for information and publicity, coordination manager)	2
<b>TOTAL</b>	<b>10</b>

\* The function of the director of the Information and Publicity Section is carried out at IBMA ASFEU within two operational programmes - OPE and OPR&D.

Source: MA/IBMA

Administrative provision in 2011 was modified on the basis of the changed organisational structure of the MA, namely by reducing the number of MIP positions from two to one position.

MA and IBMA officers in the area of publicity take part, on a continuous basis, in internal and external training events including in the area of information and publicity. For more information, see section 2.9 of the report.

### 7.3.1. MA/IBMA Working Group for Publicity

The remit of the WGfP is to cooperate in the implementation of information and communication activities at the level of MA and IBMA for OPE. WGfP is made up of: MIP MA, MIP for MH SR and managers for publicity for IBMA ASFEU.

The meeting was held on 22 December 2011. For more information see section 2.1.7.3 of the report.

### 7.3.2. Regional Information Offices

RIC in Bratislava, Košice, Zvolen and Žilina secured direct communication in the area of information and communication with the target groups in 2011 as well. Through their activity, direct contacts were maintained with beneficiaries of NFC and potential applicants for NFP in the regions, and all relevant information was supplied on possibilities to use the SF and CF. Information has been provided through personal consultations, by phone and e-mail.

Publicity managers provide information on the published calls for submission of applications for NFC, inform the public of the deadlines for submission of AFNFC and provide guidance to applicants when completing the prescribed forms within personal consultations aimed at preliminary check of formal accuracy of the submitted AFNFC and annexes thereof. An applicant for NFC can make appointment for this consultation exclusively through a booking system on the website of the IBMA ASFEU [www.asfeu.sk](http://www.asfeu.sk), which is open to be accessed approximately two weeks before the deadline of each call.

In addition to providing advice RIO also concentrate on the following activities:

- Render cooperation in ensuring information events (workshops, seminars, information days, conferences) organised in the regions;

- Ensure elaboration and publication of frequently asked questions of applicants for NFC;
- Ensure publicity for all approved regions' projects;
- Ensure distribution of information materials and promotional items across regions;
- Ensure advertising and classified advertising services in regional media.

Different means are used to ensure adequate information, such as publications distribution, use of information on digital media, etc. In this way general information is facilitated about the OPE and the awareness is raised of the European Union and the structural funds.

### **7.3.3. Cooperation with the CCA**

CCA is responsible for the activities coordination in the area of information and publicity at national level under the NSRF. CCA coordinates the WGfP set up to coordinate information and communication activities at the level of NSRF and particular operational programmes. Two representatives of MA are also members of this working group.

MIPs for OPE cooperate with the CCA by supplying information and background materials regarding the OPE. Relevant information is posted on the information portal [www.nsr.sk](http://www.nsr.sk).

For more information see section 2.1.7.3 of the report.

### **7.3.4. Cooperation at transnational level**

An MA representative is member of the working group of INFORM Network at transnational level. More detailed information is to be found in section 2.1.7.3 of the report.

## **7.4. Activities in the area of information and publicity implemented by MA and IBMA**

The information and publicity activities were aimed at all target groups (potential applicants for NFC, applicants for NFC and beneficiaries of NFC and the general public) in accordance with the needs of the target groups concerned. The public was provided with general information about the EU structural funds and about the OPE. For potential applicants were designed information and communication activities presenting a range of possibilities that OPE has to offer. Applicants were provided concrete information leading to successful submissions of AFNFC. NFC beneficiaries were instructed on correct procedures in project implementation, including publicity actions for the implemented projects. To promote and foster the credit of the European Union with regards to the SF EU communication activities were undertaken to give publicity to success stories of the implemented projects aimed at all categories of the target groups.

In the implementation of information and communication activities special attention was paid to the benefits for potential recipients and the general public.

The implementation of activities in the area of information and publicity in 2011 was governed by CoP for OPE and OPR&D and was guided and specified in particular by the documents of the *Annual operative plan of information and publicity for OPE and OPR&D for 2011* for MA and IBMA ASFEU and the *Annual operative plan of information and publicity for Measure 2.2 OPE for 2011* for IBMA - MH SR. These documents list the tools and means that have been used in 2011 for the implementation of activities in the area of information and publicity.

With a view to facilitating compliance with the use of mandatory publicity components MA has published logos (EU emblem, including reference to EU and ESF, or SF and the OPE logo) on its website in so –called “curves” – the said logos are posted and available for downloading for beneficiaries and the general public and the MA website <http://www.minedu.sk/index.php?lang=sk&rootId=477>. The logo of OPE must be displayed on all printed material but also other information and communication media, etc.

The design manual of IBMA ASFEU serves to have a unified communication strategy for the presentation of OPE on which the presentation of the coordinated visual identity of IBMA ASFEU relies.

#### **7.4.1. Activities in the area of information and publicity**

##### **A) Major information activity of OPE**

The media campaign has concentrated on print media in the form of PR articles and articles published in the CCA– published newsletter - EUROKOMPAS. Articles covered the information on the structural funds, OPE, good practice and activities of MA and IBMA. Printing of a brochure on NP was put off to 2012.

Graphical design for a section on MA website was developed to simplify access to information relating to SF EU, ESF, OPE with regard taken of maintaining a coordinated visual identity for the website of MESRS SR.

Technical modification were made to the main website of the MESRS SR as MA, namely by shortening the hyperlink directly to the section itself ([www.minedu.sk/opy](http://www.minedu.sk/opy)), which facilitates more flexible use of direct link to the section covering OPE in promotional materials, PR articles, etc.

For visually more simple access by those interested in the information, direct links were added in the main menu of the MA website by means of the OPE logo serving for direct and quicker link to the section on OPE.

Preparatory work was commenced on the Interactive Map of Projects, which will be an equivalent of the list of OPE beneficiaries in visual form. The Interactive Map of Projects will be posted on the MA website [www.minedu.sk/opy](http://www.minedu.sk/opy).

##### **B) The 5th regular meeting of the MC for OPE**

On 6 June 2011 the fifth regular meeting of the Monitoring Committee for OPE was convened. The meeting was held with the presence of EC officials Mr. Denis Kennedy and Mr. Martin Orth. 41 participants were present at the regular meeting of MC for OPE. For more information see section 2.7.1.1 of the report.

##### **C) The 2nd informal meeting of the MC for OPE**

The second informal meeting of the MC for pre OPE was held on 12 October 2011 at EKOIUVENTA in Bratislava. The informal meeting of the MC for OPE was attended by 29 participants. For more information, see section 2.7.1.1 of the report.

##### **D) The Annual Report on the Implementation of OPE for 2010**

AR for 2010 was submitted to the European Commission for approval on 22 June 2011. The EC approved the AR OPE for the period January - December 2010 by the letter of 17 August 2011. The document contains the data on the implementation of the OPE achieved at the level of priority axes in the monitoring and financial indicators. AR also includes the information on measures implemented in the area of information and publicity for 2010.

##### **E) Public opinion survey**

Back in 2010 MA had undertaken a public opinion survey seeking the proportion of population having been familiar with the role of the EU, OP, the functions of MA and IBMA, particular measures, and calls on the basis of previous actions in information and publicity. The survey had been conducted for the needs of evaluating the results of measures of information and publicity relating to raising visibility and awareness of the OP and the role played by the EU, as provided under Article 2 paragraph 2 sub-paragraph (e) of the Implementing Regulation. The public opinion survey was technically and financially completed in early 2011. More information is found in the AR for 2010 and the Final Report of the public opinion survey available from the MA website: <http://www.minedu.sk/index.php?lang=sk&rootId=477>.

##### **F) The conference presenting the OPE**

In the first half of 2011 the “Annual Conference of the Agency of the Ministry of Education, Science, Research and Sport of the SR for the Structural Funds of the EU” was held, on 10 May 2011, in the premises of the Congress Centre Technopol in Bratislava. The conference organised by IBMA ASFEU under the auspices of the MESRS SR assessed the activity of the IBMA ASFEU for 2010 and proposed the planned calls for 2011, and evaluated the completed calls for submission of AFNFC under the OPE. The program of the conference included also a cycle of good practice examples. Representatives from Research Centres of Excellence, academia, corporate sphere, elementary and secondary schools presented successful demand-driven projects approved under the OPE. The conference also evaluated the activity of the Ministry of Health of the SR that acts as IBMA for Measure 2.2 under the OPE. A total of 156 participants have attended the conference. Presentations from the event are posted on the website of the IBMA ASFEU [www.asfeu.sk](http://www.asfeu.sk) (<http://www.asfeu.sk/operacny-program-vzdelavanie/informacne-seminare-a-konferencie/>).

### **G) Seminars and events presenting OPE**

One objective of the information and publicity is to strengthen the absorption capacity with respect to the OPE. There is a range of tools to achieve effectiveness in this supporting activity, such as creating opportunities for dissemination of best practice, ensuring training and seminars for exchanges of experiences as well as provision for activities for monitoring and evaluation, or promoting partnership and cooperation in the preparation and implementation of projects. In 2011 MA/IBMA have used the following instruments:

#### *Information events and seminars – IBMA ASFEU*

IBMA ASFEU has organised 17 information seminars and workshops in all, with a view to informing potential and successful applicants for NFC and beneficiaries of NFC in 2011. Information seminars for potential applicants for NFC focused on the presentations of calls conditions, eligible activities, eligible places for the projects activity, target groups, eligible expenditure, and correct drawing up of the budget, project indicators, cross cutting HP indicators and detailed project description, completion of the AFNFC form. Seminars have taken place for calls for submission of AFNFC for Measures 1.1, 1.2, 2.1, 3.2, 4.1 and 4.2. The information content of seminars for successful applicants and beneficiaries of NFC was concentrating mainly on the submission of applications/requests for payment (AFP), projects implementation and submission of monitoring reports.

*Information seminars* were held on the following dates and in the following towns (more information is available in Annex 13 of the report):

- 24 January 201 Bratislava;
- 25 January 2011 Žilina;
- 26 January 2011 Košice;
- 20 April 2011 Žilina;
- 28 April 2011 Zvolen
- 29 April 2011 Košice
- 27 June 2011 Žilina;
- 28 June 2011 Košice;
- 29 June 2011 Zvolen;
- 26 October 2011 Žilina;
- 27 October 2011 Košice;
- 28 October 2011 Zvolen.

*Workshops* were held on the following dates (more information are found in Annex 13 of the report):

- 8 February 2011, Bratislava, number of participants: 70;
- 10 February 2011, Bratislava, number of participants: 12;
- 12 July 2011, Bratislava, number of participants: 33;
- 10 November 2011, Bratislava, number of participants: 33;
- 8 December 2011, Bratislava, number of participants: 44.

Information seminars for calls, training for beneficiaries and other information activities – MH SR

Information seminars for calls were also organised by Ministry of Health SR officials to provide detailed information on the specificities of calls, process of assessing and selecting of applications and briefly on the way of implementing the approved projects. Seminars were held on the following dates and in the following towns:

- 12 January 2011 Banská Bystrica;
- 13 January 2011 Košice
- 14 January 2011 Bratislava
- 2 August 2011 Bratislava

Seminar participants included eligible applicants under the forthcoming call. The number of persons attending seminars: 118.

In 2011 there have been **12 training** events organised, attended by 79 participants on the part of beneficiaries. For more information on training, see also Annex 13 of the report.

Thematically the training was focused on the obligations of beneficiaries arising from the Contract on the provision of NFC, public procurement, information and publicity, and the submission of requests for payment, monitoring reports and, based on the performance defined by the Implementing Regulation, Annex XXIII – Information on project participants.

Accompanying information actions through which OPE has been presented:

*Evaluation of the Contest "I am a graphic designer"*

IBMA ASFEU launched a contest on 31 May 2011 under the title "I am a graphic designer" for secondary schools that implement/implemented projects funded from the ESF under OPE in the programming period 2007-2013. The purpose of the contest was to encourage creative environment in schools and give visibility to the financial assistance from the SF EU. Pupils could enter their works, graphical rendition of the school using a poster and send them directly to the address of the IBMA ASFEU by 30 June 2011. By the contest's closing day, IBMA ASFEU had received 45 works from 18 schools. A jury was made up of representatives of MESRS SR, IBMA ASFEU and an expert guarantor - academic painter Pavol Choma – head of the Department of Visual Communication of the Academy of Fine Arts in Bratislava. The key criteria of success included creativity, originality, and the demands involved in the processing technique of the computer graphics. On 5 October 2011, the solemn evaluation and awards granting ceremony was held on the grounds of IBMA ASFEU in the presence of Jaroslav Ivančo, the State Secretary of the MESRS SR. 29 visitors attended the event. The results of the contest and photo documentation of the event are posted on:

<http://www.asfeu.sk/operacny-program-vzdelavanie/aktuality/clanok/zverejnenie-vysledkov-grafickej-sutaze-som-grafik-op-vzdelavanie/>.

*Europrojekt 2011*

On 25 and 26 October 2011, IBMA ASFEU held the First year of IBMA ASFEU awards for extraordinary contribution in the area of education and science - EUROPROJEKT 2011, which was combined with presentation of successes in practice of OPE beneficiaries. The event took place in the special-purpose facility of the SR National Council at Častá Papiernička. In decision-making on the awards presented for implemented projects the Selection Committee of the IBMA ASFEU took into account such criteria as the achievement of the project's set objectives, the project's measurable indicators and their fulfilment, the quality and number of planned outputs, compliance with set dates, accuracy of forwarded documentation, the process of public procurement, findings of on-site checks. Awards were presented by State Secretary of MESRS SR Jaroslav Ivančo and the IBMA ASFEU General Director Alexandra Drgová. The list of all nominees and award winning beneficiaries, the presentations of their projects and the photo documentation of the event are posted on the website of IBMA ASFEU: <http://www.asfeu.sk/agentura/aktuality/clanok/asfeu-odovzdala-cenu-europrojekt-2011-za-vynimocny-prinos-v-oblasti-vzdelavania-a-vedy/>.

*Other events included for example:*

- Presentation workshop for the project “Let’s give a chance to all by educating,” 18 March 2011, Košice, Organiser: Combined School in Opatovská cesta 97 in Košice;
- 17-th year of national conference on teaching informatics DIDINFO 2011, 7–8 April 2011, Banská Bystrica, Organiser: Faculty of Natural Sciences of the UMB, Banská Bystrica;
- Educational event “Using information and communication technologies in teaching,” 19 April 2011, Košice, Organiser: Detached workplace of the Methodological and Pedagogic Centre Košice;
- Conference titled “Innovative development of regions 2011,” 3 May 2011, Žilina, Organiser: Žilina Self-governing Region, Science and Technology Park Žilina, the company Klaster Z@ict and Žilina University;
- 52-nd international conference of the Students’ Scientific Research Activity, 10 May 2011, Zvolen, Organiser: Faculty of Natural Sciences of the UMB, Banská Bystrica; Wood Science Faculty of Technical University in Zvolen;
- Specialist conference “EU 2020 Strategy: modern Slovakia in modern Europe,” 2 June 2011, Košice, Organiser: Slovak Society for Foreign Policy;
- CCA training for officials of Regional Development Agencies (RDA), 30 June 2011, Jelšava, Organiser: Ministry of Transport, Construction and Regional Development, MTCRD SR;
- Information Day for the call for submission of Applications for supplementation of the project intends for the approved application for the provision of support under Local Comprehensive Approach Strategy, 23 August 2011, Bratislava, organiser: Government Office of the SR, Department of Coordination of the Horizontal priority Marginalized Roma communities;
- Closing conference of the City Košice Project entitled, “Košice modern-day schools,” 30 September 2011, Košice, organiser: Department for Strategic Development, section of education, sport and youth of the City Košice Municipal Office;
- Closing workshop for the project “We teach effectively and according to latest methods – innovation of the teaching process in accordance with modernisation of the school educational programme,” 29 November 2011, Košice, organiser: Secondary automotive technical school, Košice;
- “Annual conference for the horizontal priority marginalized Roma communities,” 13 December 2011, Bratislava, organiser: Government Office of the SR, Department of Coordination of HP MRC;
- Workshop “Modern teaching for the future” for the project “Modern teaching of technical subjects in the Academy of Commerce relevant to the needs of the regional labour market”, 15 December 2011, Košice, organiser: Academy of Commerce, Košice.

#### **H) Accompanying activities in the “ Europe Day “ week**

With a view to awareness raising of the EU, OPE and the SF EU various information and promotional materials were distributed during various events. In the week from 9 –15 May 2011, on the occasion of the Europe Day (9 May 2011), the European flag was put out in front the MA/IBMA premises.

#### **I) Advertising, articles, PR articles and classified ads in a national daily**

The advertising space of MA/IBMA in *Hospodárske Noviny*, a national daily, served to inform the public about the issued calls and provided important information about the possibility of drawing funding from the Structural Funds of the EU under the OPE. Numerous full colour classified ads were published in *Hospodárske Noviny*, as were the informative articles in the newsletter EUROKOMPAS and a number of PR articles in other newspapers.

IBMA MH SR used their periodical newspapers *Zdravotnícke Noviny*, *Sestra*, *Slovenský lekár* to place classified ads in and also the newsletter published by the CCA – EUROKOMPAS.

MA/IBMA informed the public and the target groups of their activities also by means of their websites, where topical information was posted, as were press releases, notices, timetables of calls and other information.

Information on the media outputs is given in Annex 13 of the report. The indicator in Annex 12 of the report monitors the number of press releases, articles and classified ads in all types of media.

#### **J) Production of information boards/advertising banners**

In 2011, MA purchased advertising banners for OPE and also a common advertising banner for OPE and OP RD, which will serve to designate MA OPE premises and the information activities of MA OPE.

On the basis of the market research undertaken, the firm MADNESS, s. r. o, which has put up the lowest price bid, implemented the order. The cost of advertising banners was 462.00 EUR (cost for both OP, i.e. cost for OPE was 231.00 EUR)

#### **7.4.2. Internet**

**www.minedu.sk/opv**: To ensure provision of comprehensive information regarding OPE and its implementation, a section on the website of MESRS SR has been made available - European Social Fund. Here also, the activity of the MA and IBMA is presented. The structure of the section was significantly modified in 2011. The changes relate to adjusting the content for easy access to information and the graphical preparation for launching the Interactive Map of Projects, which is a visualised equivalent to the List of OPE beneficiaries. It will serve the public for easier orientation concerning projects underway in any particular town or implemented by a particular entity. The map will contain the data in the scope of the list of beneficiaries. Launching of the Interactive Map of Projects is scheduled for March 2012.

All the sections are updated progressively, or as necessary. Under Section List of Approved Projects is published the list of beneficiaries from calls for national projects which is continuously updated. It contains titles of beneficiaries, titles of projects, NFC amounts, and complies with Article 4 paragraph 2b and Article 7 paragraph 2d of the Implementing Regulation. It has direct links to Lists of beneficiaries of both IBMA.

The page enables the public to register for the mailing list by means of which are forwarded latest information, notices of updating of documents, published calls under OPE and other important information relating to the OPE.

The home page of the web portal [www.minedu.sk](http://www.minedu.sk) also contains a section Calls of the SF EU with a dedicated area for OPE calls. It provides quick and transparent hyperlink to calls of MA and IBMA via the web portal [www.minedu.sk](http://www.minedu.sk), thus making access to information on published calls under OPE much easier. In 2011 the website of MA had been visited by a total of 56,468 users.

**www.asfeu.sk**: The graphically renewed website of the IBMA ASFEU [www.asfeu.sk](http://www.asfeu.sk) offers a broad spectrum of information for potential applicants for NFC, beneficiaries and the general public. In addition to general information on programme documents, SF objectives and regulations pertaining to the SF, the website visitors can find information on updating of important documents, reports on evaluation of calls, events organised by the IBMA ASFEU and other major activities. The section of FAQ – frequently asked questions of applicants and the section of FAQ – frequently asked questions of beneficiaries are continuously updated within published calls on the basis of most common inquiries of NFC applicants and beneficiaries during their phone, mail and personal consultations and information seminars to particular calls. Sections FAQ contain answers to questions relating to the preparation of AFNFC and the project implementation itself. In 2011 the website had been visited by a total of 261,244 users.

Database mailing – potential applicants for NFC have a service of Newsletter at their disposal, through which they get hold of necessary information relating to OPE.

On the website the public has access to the Lists of NFC beneficiaries.

**www.opv.health-sf.sk** MH SR concentrated on informing the public mainly via the website [www.opv.health-sf.sk](http://www.opv.health-sf.sk).

The site [www.opv.health-sf.sk](http://www.opv.health-sf.sk) has received 17,015 entries from 27 world states. Of this, 16,503 visitors were from SR (36 towns of Slovakia). An interest in the website was shown by 8,943 registered addresses (persons). The website had 54,777 viewings (number of materials from the contents of the page that visitors browsed).

The website of MH SR [www.opv.health-sf.sk](http://www.opv.health-sf.sk) has created a category of “List of beneficiaries – supported projects”, in compliance with Article 7, paragraph 2, sub-paragraph d) of the Implementing Regulation.

The website is updated continuously, and as needed. Visitors will find there the basic documents, information on calls, their evaluations, and the lists of supported projects as well as the latest news on the IBMA activities. A section Information for media caters for journalists and a section Meetings of the MC for OPE devotes to organisational affairs, seminars, training and national actions.

Information for the public, potential applicants and beneficiaries is posted under sections Current affairs, Calls, Evaluation of AFNFC and Events held.

The data on the number of media outputs aimed at the public and posted on the Internet is available in Annex 13 of the report.

The number of addresses in mailing lists of MA/IBMA and the number of visits of particular MA/IBMA websites as well as the number of media outputs aimed at the public and posted on internet are monitored by the indicators listed in Annex 12 of the report.

#### 7.4.3. Personal, phone, e-mail and written consultations

Information on OPE, bodies responsible for its implementation, eligible activities, eligible and ineligible expenses, etc. has been provided to potential applicants for NFC, applicants for NFC, beneficiaries of NFC and the general public by means of personal, phone, e-mail and written consultations and answers to questions of potential beneficiaries and the public, both on the part of the MA and the IBMA. MA/IBMA adhered to the legal procedure within the meaning of Act No. 211/2000 Coll.

#### MA

Information on OPE has been provided to potential beneficiaries and the general public by means of personal, phone, e-mail and written consultations and answers to questions of potential applicants and the public. MA does not keep special record of the number of answers, information and consultations provided.

#### IBMA ASFEU

Information on possibilities to use funding from the SF within the demand-driven projects under OPE is provided continuously by phone, in writing, and by personal consultations offered by MIP OPE directly on the premises of IBMA ASFEU and in RIO (preliminary checks for formal accuracy of AFNFC and annex thereof and of AFP are also provided in the form of personal consultation). The information about the number of phone, written and personal consultations with respect to IBMA ASFEU is given in Table 102 below.

Table 102: Number of consultations by regions

Region	Consultations by phone	Consultations in writing	Consultations in person	Consultations in person for PFKS AFNFC and annexes thereof	Participation in meetings, presentations, and training	Presentation of OPE calls at IS and other events
Bratislava	1,006	180	22	19	26	2
Zvolen	607	126	13	15	25	4
Žilina	479	85	28	25	6	3
Košice	555	71	72	69	9	5
<b>TOTAL</b>	<b>2,647</b>	<b>462</b>	<b>135</b>	<b>128</b>	<b>66</b>	<b>14</b>

Source: IBMA ASFEU

#### IBMA – MH SR

Potential applicants, beneficiaries and the general public were provided OPE related information by means of personal, phone, e-mail and written consultations and answers to questions of potential applicants and the general public. For mail communication with potential applicants and persons

interested in receiving the OPE related information an infomail was set up, info.opv@health.gov.sk, to which inquiries were sent. IBMA MH SR does not keep record of the number of provided answers, information and consultations.

#### **7.4.4. Publicity of approved projects**

The NFC beneficiary's obligation, in accordance with the Contract of the provision of NFC and the relevant documents, is to inform about the assistance provided from the EU Structural Funds. In Article 4 Publicity and Information of Annex 1, General Terms and Conditions for the Contract on the provision of NFC, are stipulated the duties and obligations of Beneficiaries in the area of information and publicity. The cited Article also contains the Beneficiary's consent to being included in the List of beneficiaries for the purposes of publicity and information; to publishing the information defined in the Contract in the List of beneficiaries, or the consent to publishing the said data in other ways, on the basis of the provider's decision. It involves the information such as, the title and registered office of the beneficiary; the title, objectives and brief description of the project; the place of the project's activities implementation; the time of the project's implementation; total cost of the project; the amount of non-repayable financial contribution (NFC), the project's indicators; photos and video shots from the place of the project implementation; anticipated end of implemented activities of the project. Publicity at project level is the responsibility of Beneficiaries, who have an appropriation set aside in their approved budget for the publicity of the project. Publicity is a mandatory component of the project.

At the same time, on MA and IBMA websites there are EU logos available for downloading, including references to the EU, ESF, or SF and the OPE logo. The IBMA ASFEU website provides a possibility to download the IBMA ASFEU logo. The website of MA/IBMA also posts the Manual for information and publicity of OPE and OPR&D, defining the minimum standards and unified procedures in the area of information and publicity about the EU and the OP that are binding on all MA and on all processes of the SF and the CF management.

Compliance with the rules of publicity within the meaning of the Contract of the provision of NFC in relation to national projects is in the remit of the MA; in the case of demand-driven projects, the control of the implementation of publicity is carried out by the IBMA.

##### Publicity at the level of national projects

Beneficiaries inform the public on a regular basis of the actual state of implementation of national projects by means of information activities that mediate the information on the results and outputs of the projects. Conferences and information campaigns are also organised. Information is made available also through the websites of beneficiaries, either by creating a website for the project or a dedicated area for the purpose on the website of the beneficiary. (<http://www.minedu.sk/index.php?lang=sk&rootId=475>). Beneficiaries submit this information periodically to the MA through their project monitoring reports.

As none of the national projects has completed its implementation in the period covered by this report, it is not possible to provide so called "good practice" examples.

##### Publicity at the level of demand-driven projects – IBMA ASFEU

Based on the contracts of the provision of NFC concluded under the calls published in 2008, 2009, 2010 and 2011 the process continues of the implementation of the approved projects.

IBMA ASFEU informs the public on a regular basis of the examples of good practice (the implementation of successful projects by schools) also through print media: Teachers Newspaper /*Učiteľské noviny*, Economic Newspaper/*Hospodárske Noviny* and the electronic media: press releases, etc.

In the first half of 2011 IBMA ASFEU, in order to give publicity to the approved projects, organised the Annual Conference of the Agency of the Ministry of Education, Science, Research and Sport of the Slovak Republic for the Structural Funds of the EU." In addition, a subsection was added on the website of IBMA [www.asfeu.sk](http://www.asfeu.sk) Good Practice Examples <http://www.asfeu.sk/agentura/priklady->

[dobrej-praxe/](#). In the period under review, in this subsection, the following Information letters were published of successfully completed projects by the following beneficiaries of NFC:

- Municipality Veľký Kýr, Nám. sv. Jána 1, Veľký Kýr: Trampoline of competitiveness - foreign language and ICT in the teaching process;
- Elementary school, Bystrická cesta 14, Ružomberok: With modern school we encourage personality development of pupils that creatively protect the environment and develop the region;
- Elementary school with a kindergarten of Štefan Náhalka, Ul. Štefana Náhalku 396/10, Liptovská Teplička: Introducing elements of regional education in the teaching process using information and communication technologies;
- Combined school, Rosinská cesta 4, Žilina: Through teaching robotics and informatics to successful labour market integration of school leavers;
- Municipality Sečovce, Nám. sv. Cyrila a Metoda 43/27, Sečovce: Transformation and innovation of education in local elementary schools;
- Elementary school, Klačno 4/2201, Ružomberok: Innovation of education and key competences of pupils and teachers in science subjects in elementary school.

Other examples of interesting activities that also presented the approved projects are given in chapter 7.4.1., under F).

#### Publicity of projects implemented under the calls published by IBMA – MH SR

For the first time, IBMA organised a separate information activity of the year for Measure 2.2 aimed to present the current status and the achieved results of implemented projects titled, **Information Day on Projects under Measure 2.2 of the OPE**. The event took place on 15 November 2011 at the Ministry of Health of the SR. It was designed for, both, specialist and the lay audience. According to the program, RNDr. Mária Jurigová, a representative of the Slovak Medical Chamber, informed about the project titled "Creation and implementation of an e-learning portal for physicians' education." A project of the Trenčín Self-governing Region (TSR), titled "Replenishing the healthcare system with qualified healthcare professionals in TSR" was presented by Mgr. Gabriel Chromiak. The project of the Trnava Self-governing Region, "Support to education of healthcare professionals in the TSR" was presented by Mgr. Ivana Šurinová. Ing. Jozef Šuľak informed about the project of Košice Self-governing Region titled "Increasing the education level of healthcare professionals in the territory of Košice region II." JUDr. Martina Bušniaková introduced the project of the Slovak Chamber of Nurses and Midwives entitled "Evaluation of continuous training of nurses and midwives." The last project presented was the project of the Public Health Authority of the SR "Designing and implementing a system of training for the staff of regional public health authorities in the SR," introduced by RNDr. Mária Jurigová. After presentations a panel discussion was held with all implementers of projects supported under Measure 2.2 of the OPE. Each participant was provided an information package from the health sector. The Information Day on the projects was attended by 56 persons.

#### **7.4.5. Publications and promotional items**

##### **1) MA**

In the monitoring period MA did not implement any consignment of publications, printed matter, or promotional items (MA was using the publications and promotional materials purchased in the preceding period). Replenishing the stock of promotional items is scheduled for 2012.

In the monitoring period MA produced the annual report on the implementation of the OPE for 2010, which was (after having been approved by MC OPE and the EC) published in its electronic format on the website <http://www.minedu.sk/index.php?lang=sk&rootId=2970> (cost: 0 EUR).

Table 103: List of publications

Publications	Volume in pieces
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Annual Report on the implementation of the OPE for 2010	1 (electronic publication)
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Source: RO

## 2) IBMA ASFEU

### a) Promotional items

In the period under review items displaying the logo of the EU, OPE and IBMA ASFEU have been procured. A list of these items is given in Table 104 below (IBMA also used the promotional items and informational materials procured in the preceding period).

Table 104: List of promotional materials

Name of the promotional items with the logo of OPE, EU and IBMA ASFEU	Volume in pieces
Paper bag, white, glossy, laminated, format A3	1,000
Conference documents bag	300
Linen bag - children's bag	300
Plastic set: gum with pencil cutter	1,000
Pocket calculator	500
Ball-point pen (plastic) with metal clip and blue cartridge	1,000
Ball-point pen (metal) with blue cartridge	500
Pen with a highlighter	1,000
Highlighter triple	1,000
Colour pencils - 12 pc box	1,000
Drawing set for children in a box	300
Compass on a string around the neck	300
Small jumping ball	500
Writing set in a pencil case	500
Skipping rope	1,000
Keyboard and screen cleaner	1,000
Anti-stress ball	1,000
Children's USB key	500
Magnetic book marker	800
Souvenir set (metal pen, metal key ring)	200
CD case	300
Raincoat with a hood	300
Ceramic mug with a spoon	200
Diary format A5, black leatherette	110
Weekly dairy EURO format, claret leatherette	15
<b>TOTAL</b>	<b>14,625</b>

Source: MA/IBMA

### b) Production of printed information materials

In the period under review, IBMA ASFEU produced a brochure titled "Good Practice Examples," featuring examples of successful projects financially supported from the OPE or OPR&D at a total volume of 7, 000 copies (for both OP).

## 3) IBMA MH SR

### a) Promotional items

In the period under review no promotional items have been procured and IBMA did not commission printing of publications or production of promotional items, as there was no such need. Replenishing of promotional item stocks has been scheduled for 2012.

### b) Printed matter

Table 105 below shows the printed matter that has been procured in the monitoring period. The printed matter displays all compulsory elements of publicity. It was distributed on the occasion of the Information Day on projects taking place in the late 2011. The publication was also distributed at Upper-tier Territorial Unit, higher educations institutions (medical faculties), professional organisations, in hospitals and the media.

Table 105: Overview of printed matter of IBMA MH SR

Printed matter	Volume in pieces
Publication (periodical) “Newsletter of Measure 2.2 OPE“	2,000

Source: MA

### 7.5. Monitoring and evaluation of information and communication activities

The global objective of the information and communication activities was defined in the CoP as: *“highlight the role of the European Community and ensure that assistance provided from the SF and CF be transparent for all target groups by ensuring wide publicity at all levels of implementation, using a broad spectrum of communication tools.”*

The data related to monitoring of the information and communication activities are monitored against the indicators defined in the CoP. Internally, MA has undertaken an appraisal exercise to see which information and communication activities have been implemented against the Programme Document. We may conclude that the activity of MA OPE and IBMA has brought about the achievement of objectives, as set in the CoP, by implementing the tasks directly arising from the campaign itself. Both, MA OPE and its IBMA have been effectively using all available tools and means for the campaign, as identified in the CoP. The activities that particular entities set themselves to achieve in the AOP IP 2011 were clearly aimed at the target groups falling in their competence and jurisdiction. In their AOP IP 2011 MA and IBMA took into account also the information and results achieved in 2010 through the public opinion survey undertaken. The public opinion survey revealed the fact that the survey respondents despite giving Internet as the dominant information source for OPE perceive the access to OPE information as being complex and the need was suggested that still greater amount of information need to be directed to the Internet. Respondents would commonly propose to set up a separate website with relevant and transparent information from a single point on OPE, MA and IBMA. This fact too had been considered in 2011 in the direction of measures undertaken, as had been referred to in chapter 7.4.2 of the report.

Furthermore, the internal evaluation had pointed out to somewhat weaker autonomous visibility of the MA so that measures needed to be enhanced in this respect. To this end, MA has scheduled targeted information activities for 2012, which should help improve the situation.

Positive results of particular evaluation criteria, which are defined by concrete indicators set in the CoP point to the correct selection of communication strategy tools, as well as its successful implementation. The evaluation criteria are monitored at the level of OP and measures of information and publicity (impact indicators) and at the level of CoP activities (output and result indicators). On the basis of progress there, which is also referred to in Annex 12 of the report, we may conclude that the MA OPE and IBMA tasks following out of the programme documents are fulfilled along the set intentions.

It is the MC for OPE that is responsible for the annual evaluation of information and communication activities (within the meaning of the General Regulation). MC for OPE at its regular meeting on 6 June 2011 considered and approved the AR on the implementation of the OPE for 2010, which, in line with Article 67 of the General Regulation, contained also measures adopted to provide information about the operational programme and its publicity.

Annex 12 of the report gives the implementation of physical indicators as of 31 December 2011.

## **ANNEXES**

Annex 1: List of acronyms

Annex 2: List of calls published as of 31 December 2011, together with an overview of projects

Annex 3: Payments received from the European Commission

Annex 4: Summary breakdown of the allocated contribution of the Community, by category, in the Annual and Final Implementation Reports

Annex 5: Applications for Payment submitted to the European Commission

Annex 6: List of on-site checks of MA and IBMA

Annex 7: Good practice examples

Annex 8: List of measurable indicators for the OPE

Annex 9: Progress in achieving the physical indicators of HP

Annex 10: Comparison of actual and planned drawing under national projects, as of 31 December 2011

Annex 11: Contracted values of HP indicators according to SCI along priority axes

Annex 12: Monitoring indicators for the area of publicity

Annex 13: List of activities for the OPE publicity

Annex 14: Achievement of indicators at the level of OPE under priority axes 1 –5, as of 31 December 2011

Annex 15: Target values of OPE indicators on the basis of concluded contracts

Annex 16: Overview of the contribution of OPE to the national objectives under EU 2020