

Ministry of Labour, Social Affairs and Family of the Slovak Republic
Managing Authority for the Operational Programme Human Resources



Operational Programme
Human Resources
for the Programming Period of 2014 - 2020

(version 4.1)

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Operational Programme
Human Resources
for the Programming Period 2014 - 2020

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Strategic Part of the OP

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

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

The Strategy of the Operational Programme Human Resources (hereinafter referred to as the "OP HR") is based on the National Reform Programme of the Slovak Republic which defines measures strengthening economic growth and employment in the Slovak Republic. These measures contribute to the delivering of national goals that are in compliance with the Europe 2020 Strategy. The following objectives have been defined for the Slovak Republic in the areas of education, employment and social inclusion:

- to improve the quality of primary education, particularly by increasing the level of knowledge and skills of pupils to an average of 505 points in the OECD – PISA 2018 survey (472 points in 2012),
- achieving that at least 40% of people aged 30-34 years having completed tertiary or equivalent education (23.4 % in 2011),
- maintaining the share of early school leavers under 6% by 2020 (6.3% in 2013),
- increasing the employment rate of the population aged 20-64 years to 72% by 2020 (from 65% in 2011 and 2012),
- reducing the proportion of the population at risk of poverty and social exclusion to 17.2% by 2020 (from 20.5% in 2012).

Quality education is the basic pillar for economic growth, employment and the development of the quality of life of the population. Educated workforce increases labour productivity and can more flexibly adapt to increasing work demands and changes in the skills required. However, nowadays the link between education and labour market needs and requirements is insufficient, and the orientation of education for the areas which do not match the needs of economic practice and knowledge-based society still prevails, which is also reflected in the employment rate.

The labour market will increasingly demand higher-level skills, which requires the educational system to become more flexible. Education must also take into consideration the needs of all participants in education, including disadvantaged persons, in order to achieve an inclusive educational system.

The strategy for the area of education is the link between the education system and labour market needs and the enhanced involvement of employers in the design and innovation of educational curricula and support for establishing partnerships between education providers and employers. The need to support education at all its levels, including support for pedagogic and specialized staff, who represent one of the key factors for the quality of educational process, has been identified in connection with the aforementioned facts. It is necessary to enhance the significance of the labour market in the systems of education starting with elementary schools and at connected levels of education, in particular, by increasing the quality of education in the area of polytechnic training and competences in the areas of reading, mathematic¹, scientific, technical, language and ICT literacy.

Support of vocational education and the link between study and practice is a focal area. Higher education also requires strengthening in terms of the quality and curriculum, particularly at the bachelor's level of study, so that the needs of practice are assured while reflecting the goals of the

¹ PISA 2012 outcomes

http://www.nucem.sk/documents//27/medzinarodne_merania/pisa/publikacie_a_diseminacia/4_ine/Priloha_PISA_2012.pdf

national RIS3 SK Smart Specialization Strategy. The goals and priority areas of RIS3 SK will be projected in all supported areas of education. Lifelong learning and adult counselling are other strategic areas.

Interventions in the aforementioned areas will contribute to implementing the country-specific Council recommendations on National Reform Programme, namely to “take steps to attract young people to the teaching profession and raise educational outcomes. In vocational education and training, reinforce the provision of work-based learning directly in companies. In higher education, create more job-oriented bachelor programmes. Support effective knowledge transfer by promoting co-operation among academic, research and the business sectors. Step up efforts to improve access to high-quality and inclusive pre-school and school education for marginalised communities, including Roma.”

More intensive support for the link between education and the needs of practice only began in the Operational Programme Education implemented in the 2007-2013 programming period through interventions in 2013, namely at secondary and higher schools and at the level of lifelong learning. Continuing in the results from the current programming period will contribute to matching the education and labour market needs and contribute to the higher employability of participants in education.

The OP HR focuses on the current needs of our society which should reflect the trend of connecting education and labour market needs. Slovakia has one of the lowest levels of education investment to GDP ratios in the EU. A well-educated society and education that reflects labour market needs are among the main preconditions for the innovation capital of the country, particularly from the aspect of the long-term, sustainable development of the Slovak Republic. Persons who have insufficient competences and qualifications necessary for finding work constitute the most vulnerable group and a barrier for the sustainable development of Slovakia. The quality of education has a marked impact on the sustainability of jobs and increased living standards.

Measures in connection to this are proposed through the *Priority Axis Education* which complies with the implementation of the tasks adopted in the National Reform Programme for education and strategies at the EU and national levels. The inclusive dimension of education at all levels covered by the Priority Axis Education is the cross-sectional element of this Priority Axis and its implementation. The aim is to increase and intensify the inclusive dimension by adapting the content; form and methodology of education, including the training of pedagogical and specialized staff, to ensure that all of the inclusive needs of target groups are covered and that education and vocational training reflect the labour market requirements and needs and are more result-oriented. Increased attention must be paid to pupils, students and persons with special upbringing and educational needs in order to raise the possibilities for their mainstreaming with the aim to improve their employability. In connection to this, there is a need to pay more attention to children undergoing pre-school education and upbringing. Participation in pre-school education is lower in the SR than the EU average. The current gross in training of children in kindergartens is at the level of 87 %. Kindergarten capacity does not correspond with the growing interest in accepting children to kindergarten. The introduction of reforms in the regional school system in 2008-2009 was reflected and implemented at elementary and secondary schools to a greater extent. In the programming period of 2007-2013, it was not possible to support the reform of pre-primary education, or only in a limited extent primarily in relation to the pedagogical staff. Pre-primary education represents a successful prequalification for successful transition to continuing levels of education and significantly affects the reduction of the early school dropout rate.

Education specifically focuses on improving the quality of primary and secondary education for all students. The aim is to prepare students in the best way for the labour market, from the aspect of demand and supply in the labour market or for the transition to the next level of education. Vocational education and training is the only segment in education that directly prepares its graduates for practice; therefore it is necessary to focus especially at this segment.

The quality of vocational education and training (hereinafter referred to as “VET”) is criticized mainly by employers. In their opinion it insufficiently reacts to the current needs of the labour market and cannot prepare a qualified labour force that would be able to enter work process immediately after completing studies. The share of participation of secondary school students in practical training

directly with employers – 3.8% (2012) is also a negative trend. The implementation of the first changes in the VET system began in 2009, which represents a partial phase in the introduction of changes (on the part of schools and employers). The fact that elementary school students perceive vocational education as less attractive compared to general education is also problematic. This is also affected by insufficient material equipment and didactic means that a student needs in order to acquire necessary labour market competences. In international assessments Slovak students' results are lower than the EU average, and our 15 year old students have recorded a relatively low success rate in PISA international assessments (2003– 2012). According to the results, the level of mathematical, science and reading literacy is dropping. Employers have commented on the fact that the ability of school graduates to find work is limited by the extent of their foreign languages competences.² The current educational system stresses encyclopaedic knowledge and is not sufficiently oriented on processing information and using acquired knowledge in practice. Their insufficient application of acquired knowledge in common and practical life also appears to be problematic; the extent of economic and entrepreneurial thinking in connection with financial literacy fails to reflect the current requirements.

The insufficient preparedness of schools, i.e., the shortage of teacher's assistants, specialized staff working directly at schools, the low number of barrier-free schools and the insufficient size of schools (especially schools with a high settlement of MRC) enables only the partial integration of students with special upbringing and educational needs (SUEN) in the educational mainstream. These issues are obvious especially in the case of the integration of students with mild mental disabilities. The measures will aim at improving access to quality inclusive education at all school levels and taking into consideration the needs of students by strengthening the co-operation between schools and parents. The related activities of the Priority Axis Education will continue in measures implemented in the programming period 2007-2013 that represent effective tools in support of the educational needs of students with SUEN, specifically students from a socially disadvantaged environment including marginalized communities such as Roma. Implementing the inclusive model of education through an all day long upbringing system, the participation of teacher's assistants and specialized staff in the educational process represents an inclusive element that will continue to be promoted through this Priority Axis. These activities also reduce the number of students, including students from a socially disadvantaged environment that are sent to special schools and special classes at elementary schools.

The support provided under the operational programme will aim at allowing children and students at special schools to develop and enhance their key competences aiming at the most effective preparation for the continuing level of education and entering the labour market in compliance with their educational possibilities. The ESIF will not be used for maintaining and including socially disadvantaged Roma pupils in special schools/classes for students with special upbringing and educational needs.

Strengthening the quality of tertiary education and supporting result oriented education is another fundamental measure of the *Priority Axis Education*. The number of university students has decreased (by 5,009 students in comparison to the previous academic year) and the share of unemployed university graduates to the total number of unemployed has grown. The system of tertiary education is not sufficiently result oriented and connected to labour market needs. The insufficient acknowledgment of a bachelor's degree as completed preparation for entry into practice and its quality, including the difficulty to find work represents a problem. High interest in studying humanities and social sciences (58.6%) as well as the lower share of STEM and IT graduates continues in Slovakia. There is also a need to improve the system of support and education of students, doctoral students and young researchers to encourage them to work in the fields of science and research in Slovakia.

² http://media.radavladypvp.sk/2014_marec_desiate_rokovanie/BOd_6.pdf; http://www.deloitte.com/assets/Dcom-SlovakRepublic/Local%20Assets/Documents/np14/sk_Vysledky_z_prieskumu_4_BSK.pdf

Supporting the system of lifelong learning as a tool for developing human capital in order to find work is the third fundamental area of the Priority Axis Education. Currently, the participation of the economically active population between 25 and 64 in the lifelong learning system is low (3.9%); this is a result of the poor accessibility of education due to time or financial factors, the low accessibility to the site of education or the form of provided education. The mismatch between acquired knowledge and labour market needs and the constant demand for new labour skills and competences in the labour market require an increase in the participation of the population in lifelong learning. There is also a need to create a system of forecasting of labour market needs and career counselling, including the monitoring and forecasting of educational needs.

There is also a lack of the validation of outcomes of informal education and informal learning as one of the instruments for acquiring competences. People, who need further education the most – people with low skills, have no interest in further education. In order to enhance the effectiveness of lifelong learning there is a need to introduce a system for forecasting the needs of the labour market and career counselling based on the co-operation of the relevant partners. There is a particular need to pay attention to the lifelong learning of young people, people over 50 and persons with special educational needs who are at greatest risk in the labour market. Experiences from working with young people show that interventions in this area have a positive impact; therefore there is a need to continue in these efforts (in a form that is attractive for young people, to activate them at the local level).

As the PIAAC 2013³ survey of adult skills has indicated, Slovakia is lagging behind in the area of digital skills. Due to these shortcomings and in compliance with the current needs, education in ICT and language competences will be supported at all levels of the educational system.

The quality of teachers (professional knowledge and the ability to pass on knowledge to students and accept a feedback) also affects the quality of education. Therefore, the OP HR will continue to focus on raising the quality of pedagogical and specialized staffs at all levels of education and improving the preparation of students pursuing careers in the field of education. The presence of quality teachers at schools is determined by effective pre-employment training and the possibility for further development and the attractiveness of this occupation. In order to raise the quality of vocational education and training in particular, there is a need to enhance the interest of young people in working as teachers, while introducing the guided acquisition of career competences through training of teachers already employed in the school system taking into account their individual needs as well as the needs of schools and practice. There is a need to support and motivate doctoral students, adopt an orientation on results, improve the quality of tertiary education and seek out top teachers and experts in higher education and research institutions in order to ensure the quality and renewal of human resources.

Finding an adequate job is closely related to the growing level of education and the acquisition of skills. In terms of experience with project implementation within the Operational Programme Employment and Social Inclusion implemented in the 2007-2013 programming period, it can be stated that the upcoming programming period calls for a more suitable setting of measures addressing diversified unemployment in individual Slovak regions. It is necessary to direct greater emphasis on disadvantaged groups (or combinations of multiple disadvantages) in the labour market (long-term unemployed, low skilled, elderly and the disabled). This support should aim at the demand and supply aspect of the labour market. It is necessary to develop jobs, mobility, the adaptability of workers and enterprises, the support of sustainable self-employment, start-up enterprises and strengthen the role of agricultural and non-agricultural employment activities in rural areas.

In accordance with the Council country-specific recommendations and the measures of the National Reform programme of the SR, tackling of youth unemployment requires special attention, as the high rate of unemployment indicates problems of workforce in this age group to engage in the labour market. There is a need to support the NEETs (those who are not in education, employment or

³ National report PIAAC 2013 - http://www.nuczv.sk/files/Narodna_sprava_PIAAC_SK_2013.pdf

training), namely through support for the programmes and projects offering jobs, further education or vocational training or internship to them or practice.

The share of people in Slovakia aged 15-24 who do not work, educate themselves or participate in vocational training (NEET) is higher than the EU 27 average; this is mainly due to the high rate of unemployed young people in this group. Compared to the EU 27 average, Slovakia has a higher share of both young people who would like to work and are searching for work and young people who are not actively searching for work. The high rate of unemployment among young people requires an individual approach that includes vocational training and activation measures for those who neither work nor educate themselves, the increased participation of low-skilled youth in apprentice type education in companies and the implementation of “youth protection” systems.

Priority axis Youth Employment Support Initiative aims at increasing the participation of young people in the labour market. The key activities will ensure that all young people, NEET at the age of up to 29 obtain a quality offer of a job, further education, vocational training and preparation or internship within 4 months after registering in the Job Seekers Register after losing their job or after completing formal education. The targeting of this Priority Axis in connection with the Youth Employment Initiative is closely related to the SR’s efforts to invest in the human capital of young people, which from the long-term perspective means to gain advantages, to ensure preconditions for competitiveness of the SR and to contribute to sustainable and inclusive economic growth. The sustainable integration of young people in the labour market in Slovakia is also crucial from the aspect of supporting the mobility of workers within the EU. The aim is to implement programme alternatives for increasing the employment and employability of young people so that the unemployment of young people, which can have permanent consequences such as higher risk of future unemployment, lower level of future earnings, loss of human capital, transfer of poverty from generation to generation or reduced motivation to start a family which contributes to negative demographic trends, can be reduced. The aim is to ensure the rapid implementation of the youth guarantee scheme, to continue in investments in young people through the European Social Fund, preferably to implement the youth employment initiative and to support the steps for the facilitation of the transition from school to work.

The priority is to continue in the progressive and working elements of support for the participation of young people in the labour market (such as the support of employment of disadvantaged job seekers, the project of the employment of young people under the age of 29) and to implement measures supporting the participation of young people in the labour market connected with the immediate support of job creation, particularly in small and medium-size enterprises and for stimulating the hiring of young people⁴. The offer of quality practice will also continue in currently applied ALMM such as contributions for graduate practice. A total of 10,205 job seekers completed graduate practice in 2013; 3,586 of them found work in the labour market; this represents 35.14 % of the total amount of job seekers who in 2013 completed graduate practice. Most of them found jobs within 3 months from the completion of graduate practice – 1,945 job seekers, 958 job seekers – from 3 to 6 months after completion and 674 job seekers after 6 months. The success of job placement in the monitored year was higher by 3.99 % in comparison to 2012 which indicates that graduate practice has become more effective.

The emphasis on improving the participation of young people in the labour market also arises from the national employment strategy, including the analysis of mechanisms supporting development of employment, strategies and measures adopted by the Slovak Government (for example, economic policy measures supporting economic growth, the Report of the Current Situation in the Labour Market of the SR and on Measures for Its Improvement, the National Reform Programme for 2014, the National Plan for the Implementation of the Youth Guarantee in the SR)⁵. Based on calls and the

⁴ Communication of the EC of 19 June 2013 (Working together for Europe's young people - A call to action on youth unemployment)

⁵ For example: <http://www.rokovania.sk/Rokovanie.aspx/BodRokovaniaDetail?idMaterial=22344>

needs of Slovak regions, there is a need to pay increased attention to the support of the sustainable integration of young people in the labour market, i.e., of NEETs (those who are not in education, employment or training), including young people at risk of social exclusion and young people from marginalized communities, and also to implement the youth guarantee scheme adopted. The aim is to improve condition in the SR, which will positively affect the situation in the labour market and with the use of ESF resources to contribute to achieving balance between the labour market demand and supply. Therefore, the support of youth employment will be directed in terms of the demand and supply aspects of the labour market. Suitable instruments will initiate the creation and maintaining of jobs for young people contributing to a quality job supply, support for improving the professional skills of young people and their adaptation to the labour market needs, as well as support for improving access to jobs for young people. **There is a need to create effective tools to support the increase of employment and employability and the reduction of unemployment of young people under 29 years of age who in 2013 constituted the largest group among the job seekers.**

Inactive young people between 15 and 29 years of age who are out of the labour market and not registered as job seekers are a specific group. For this target group, the measures supporting young people under 29 years of age, realized in the framework of priority axis 2 may synergistically complement the activities of social inclusion in Priority Axis 4, the primary aim of which is their activation through various social inclusion measures (such as detection, counselling, accompanying, various programmes for gaining social skills). There will be an active work with the young unregistered unemployed under Priority Axis 2 and Priority Axis 4. The main goal is to activate them to find work – by registering at the office of labour, social affairs and family and gain qualifications – by motivating them to enter education (second chance schools, etc.). Social work in a natural and open environment and community centres will serve as the main tools for the activation of inactive young people under 29 years of age. Young people, who are not job seekers and who are NEETs shall be addressed under Priority Axis 4 and Priority Axis 2 along with their active social inclusion and also under Priority Axis 5 in MRC integration. Assistance and support provided to them shall create the preconditions for the provision of one of the offers under the young NEET guarantee. Registration at the labour office is the first step for the provision of guarantees. Support activities for NEETs prior to this registration will be provided through PA2, allowing to up to now inactive young people, to improve their personality and work prerequisites to enter the labor market.

The Priority Axis Employment contributes to the fulfilment of one of the thematic objectives of the Europe 2020 strategy, i.e., to achieve a 75% share of the employed population aged 20 - 64.

The Slovak Republic defined a specific objective in connection with the relevant aim of the Europe 2020 strategy in the area of promoting employment and supporting labour mobility, i.e., “72% of the population aged 20 - 64 should be employed by 2020.” The main measures for the increase of the employment and labour mobility have been elaborated within the National Reform Programme of the SR for 2013 and for 2014. The Priority Axis is in compliance with the fulfilment of tasks undertaken within the National Reform Programme in the area of Employment.

Human capital development is Slovakia’s main area of interest. European structural and investment funds should contribute to the growth and creation of job opportunities. Stronger public employment services will be a key tool for achieving these objectives.

Long-term unemployment in Slovakia is one of the highest in the EU. It exists along with the lack of a qualified labour force and is particularly related to low-skilled workers, the demand for whom will probably decrease. The employment rate of older persons (55-64) is also below the EU average and the possibility for their employment is adversely influenced by insufficient access to lifelong education. The provision of available conditions appropriate for older persons with the objective to keep them active longer is based on the proposed measures of the National Project, Active Ageing Strategy for Increasing the Employment Rate and Decreasing the Unemployment Rate of Older

Persons. The investment priority's objective is to create conditions for a better approach to the employment of selected groups that are included in the most threatened groups on the labour market and the arrangement for the promotion of commuting to work, movement for work, as well as the promotion of transport to work with the objective of positively influencing the labour market demand.

The employment of women distinctively lags behind the employment of men; the greatest long-term gender gap is in the 25-34 age category. In 2013, the employment rate of women aged 25-29 lagged behind men by 17.6 percent points and in the 30-34 category by 27.8 percent points. A comparison of years 2013 and 2004 indicates the deepening of this gap and not its elimination. In this phase, the employment rate gender scissors is opened by childcare, and the lack of services in this area negatively contributes to this result. The demand for care services is permanently higher than supply and the situation in terms of accessibility is not improving markedly. Slovakia is far from delivering the Barcelona target aimed at children under the age of three (33% of children attending a pre-school facility) and in comparison with other countries, it is at the end of the chart. These problems are also reflected in the gender-related wage gap which is above the EU average in Slovakia.

In terms of the accommodation of companies and their employees to the changing conditions on the labour market, the development of an employment structure in companies according to size as well as the educational structure of employment in the SR is extremely important. The objective of the investment priority is to create conditions for labour market modernisation with the objective to increase the employment rate and ensure the sustainability of social models and jobs, increase employment positions by obtaining new skills which will enable current and future employees to adapt to new conditions and potential career promotion, reduce unemployment and increase labour productivity.

While promoting employment and the mobility of labour force, there is a need to eliminate the obstacles in the labour market that prevent the full use of the labour force, particularly, the following disadvantaged groups: the long-term unemployed, young people and older people, people with disabilities, women, persons at risk of social exclusion and persons with multiple disadvantages in the labour market.

Gender inequalities at work process and in other areas in Slovakia are caused by several interrelated factors. They include the traditional distribution of gender roles, insufficient knowledge of one's rights and the gender equality agenda, the lack of compensatory measures and definitely the shortage of social services that would enable a better reconciliation of family and work life. The aim is to eliminate the huge gap in the extent of economic activity and employment between men and women, eliminate high vertical and horizontal segregation in the labour market and in education to eliminate the high gender-related wage gap (over 20% for a long period of time) while ensuring sufficient services for the reconciliation of work and family life. Stronger public employment services and the promotion of the equality of men and women through the tools for reconciliation of work and family life will be crucial instruments. The OP HR will promote the equality of men and women by applying the principles of gender equality and the equal opportunities for all pursuant to principle of non-discrimination, including the access of disabled people, particularly with the aim to increase the sustainable participation of women and persons at risk of discrimination in the labour market and reduce the differences.

In order to achieve one of the targets of the Europe 2020 Strategy and the National Reform Programme of the SR related to reducing the number of people at risk of poverty and social exclusion, there is a need to comprehensively address the area of social inclusion. In relation to this, the OP HR focuses on specific measures within the ***Priority Axis Social Inclusion***.

As a result of the economic crisis, the problems of poverty, unemployment, social exclusion and the overall decline in living standards have been steadily deteriorating in Slovakia. Persistent regional disparities in the rate of unemployment and poverty are characteristic to the extent that in some regions there are so called islands of deep poverty.

The groups currently deemed most at risk of poverty and social exclusion are the unemployed, young people (0-17), broken families, as well as families with multiple children, disabled persons and poorly educated employees. The most vulnerable groups are also people without shelter (homeless), drug

addicts and people with other addictions, children at risk of abuse or abused, victims of human trafficking, the chronically ill, etc. The current situation, which is very much affected by long-term unemployment, requires greater efficiency (modernization) of the existing tools, as well as the application of new tools in the area of financial support for individuals and families aimed at improving their access to the labour market, housing, education, child care, use of services, etc.

Approaches to the reduction of poverty risk are of multidimensional nature. In general, activities designed to reduce the risk of poverty and social exclusion are implemented by means of a wide range of measures, from the provision of direct financial transfers increasing income, reducing expenditures, to the direct measures of active inclusion supporting access to employment, education, and active participation in social life.

The level of health of the population is an accompanying sign of poverty and social exclusion. Poor health (chronic disease, disability) is one of the causes of social exclusion and poverty (especially due to the subsequent loss of income and unemployment). On the other hand, social exclusion and poverty lead to the deterioration of the health of the population at risk of social exclusion and poverty (lower responsibility for one's own health, impaired accessibility to quality health care). Available and affordable quality health care is a significant factor in preventing the occurrence of social exclusion and poverty. The quality of the provided health care is currently affected by the ineffectiveness of the Slovak healthcare system. The pressure of increasing of funds in healthcare will grow without system solutions in this area (for which the state will have no resources due to unfavourable demographic development and the demands of fiscal consolidation); as a result healthcare will become less accessible (due to the deterioration of financial accessibility brought about by increases in private expenditures – additional fees in healthcare system). This will lead to a deterioration of the health of the population, increased regional differences and the social exclusion of the population groups at greatest risk of poverty. Therefore, the Priority Axis includes a specific objective targeted on improving the effectiveness and accessibility of quality and sustainable healthcare by creating and innovating individual clinical and preventative procedures. This measure is synergistically connected with the investment measures in the area of healthcare within the Integrated Regional Operational Programme.

Measures aimed at the transition from institutional to community-based care through the use of the European structural and investment funds, which support the development of community-based services and awareness rising regarding the situation of the disabled living in special facilities, particularly children and older people, are based on EU targets and tools. In compliance with the recommendation of the European Commission, the European structural and investment funds should be used particularly for creating new services based on the community principle. Services created and provided by the given community should serve its members and thus preserve natural social relationships of them.

The orientation from institutional to community-based services is elaborated in the National Priorities in Social Services Development. The need to ensure disabled persons the provision of special care is anchored and highlighted in various important international documents, particularly in the most important document for ensuring the protection of the disabled, the UN Convention for the Rights of Persons with Disabilities⁶ and its Optional Protocol⁷. The National Programme for the Development of Living Conditions of Persons with Disabilities for the Period of 2014-2020, which covers a wide spectrum of individual areas and ensures the link and compatibility of all related measures and tasks, was elaborated in connection with the aforementioned convention.

⁶ Convention for the Rights of Persons with Disabilities (Communication of the Ministry of Foreign Affairs of the Slovak Republic No. 317/2010 Coll. – Convention for the Rights of Persons with Disabilities)

⁷ Optional Protocol to the Convention for the Rights of Persons with Disabilities (Communication of the Ministry of Foreign Affairs of the Slovak Republic No. 318/2010 Z. z. – Optional Protocol to the Convention for the Rights of Persons with Disabilities)

Ensuring the prevention of crisis situations in families, the protection of the legal rights and interests of children, preventing deepening and repeating disorders in the psychological, physical and social development of children and adult natural persons and preventing the growth of socio-pathological phenomena markedly contributes to accomplishing social cohesion and continues to comply with the national needs of the Slovak Republic.

OP HR is aimed at assisting persons who are at risk of poverty or social exclusion or who are socially excluded, by providing direct support of these persons and by increasing the accessibility and quality of services, the overall social infrastructure and other tools of aid through preventative measures, education, vocational training, research, healthcare, etc.

The strengthening of existing measures and the introduction of new measures requires time sequencing and the provision of financial coverage. As a result, the European structural and investment funds will be one of the most important instruments in addressing Slovakia's main development challenges.

Strengthening existing measures and introducing new measures requires sequencing and ensuring financial coverage. As a result, the European Structural and Investment Funds are among the most important tools in addressing main development challenges of Slovakia.

Taking into consideration the implementation of the Operational Programme Employment and Social Inclusion in the 2007-2013 programming period, social cohesion and social harmony remains to play an integral part of achieving economic prosperity and growth of the country. Therefore, it is necessary to target social inclusion on increasing the social and economic position of vulnerable groups by increasing their activity and integration as well as by providing special assistance through increasing the availability and quality of services, the overall social infrastructure and other aid instruments using preventive measures, education, vocational training and research.

In addition to the programming period of 2007 – 2013 and in compliance with the National Strategy of the SR for Roma Integration up to 2020 and its Action plans and recommendations of the Commission and conclusions of the Council the EU Framework for National Strategies for Roma Integration up to 2020, there is a need to continue to strive for the social and community inclusion of MRC as the population group most affected by poverty.

A thorough analysis of the state was done in the independent external evaluation of HP MRC implementation in the programming period 2007 – 2013 (http://www.minv.sk/?hodnotenie_MRK), in which a comprehensive approach to the inclusion of marginalized Roma communities was crucial. The results showed that the model of comprehensive approach implementation coordination in the programming period of 2007 – 2013 did not prove to be effective because of limited competences of the coordinator of HP MRC – the Office of the Plenipotentiary of the Slovak Government for Roma Communities; however, therefore there is a need to continue in the comprehensive addressing of the issue in the programming period of 2014 – 2020.

In compliance with the principle of “special but not exclusive orientation,”⁸ the target group of the supported activities are the persons from MRC living in the municipalities listed in the Atlas of the Roma Communities 2013; however, other persons in a similar social-economic situation will not be excluded. Persons from MRC represent a population that is mostly affected by a combination of multiple forms of exclusion. The most significant manifestation of exclusion - the marginalization of the Roma is poverty which is not so prevalent in the majority population in marginalized territories. Without a systematic approach integrating policies and tools in the fields of education, employment, health, housing, financial inclusion and non-discrimination the situation of Roma communities cannot be improved in real time and thereby reduce the rising costs of exclusion. The ***Priority Axis Integration of Marginalized Roma Communities*** reflects the objectives of the Europe 2020 Strategy

⁸ Common basic principles for inclusion of Roma adopted at the first session of the European platform for inclusion of Roma in Prague on 24 April 2009:
<http://register.consilium.europa.eu/doc/srv?l=EN&t=PDF&gc=true&sc=false&f=ST%2010394%202009%20INIT>

concerning employment, education, poverty and social exclusion. A specific objective pursues the support of desegregation and the extension of the possibilities of access to education, employment, healthcare and housing. The fundamental precondition for addressing these problems is the application of a comprehensive principle, i.e., long-term interventions in all areas simultaneously in a selected territory based on the segregation index or under-development.⁹ Planned interventions will be adapted to the needs and specifics of individual sites indicated in the Atlas of Roma Communities (2013). The accumulation of data regarding the social and economic conditions of MRC and the impact of policies on this section of the population is of great significance for targeting individual measures in compliance with the implementation of the Strategy of the SR for the Integration of Roma up to 2020 and the Action Plans for the field of education, employment, health, housing, financial integration, non-discrimination and the public opinion represents an integral part thereof.

In compliance with EU legislation, the ***Priority Axis Technical Facilities in Municipalities with the Presence of Marginalized Roma Communities*** will provide access to the population of separated and segregated Roma communities to housing, drinking water, adequate engineering networks and mixed communal waste management system in compliance with hygienic norms. It will also support accessibility to kindergartens in municipalities with the presence of MRC. The aforementioned activities are in compliance with the principles of the Housing Development Programme, the Long-Term Concept of Housing for Marginalized Groups of the Population and its funding model, the Concept of the Integrated Education of Roma Children and Youth, and others. While aiming at improving access to job opportunities and creating optimum conditions for the support of community development and community services, the investment will also be targeting the area of social infrastructure and building of subjects of social economy with relevant consulting – counselling assistance.

As part of the implementation of measures related to building infrastructure and water resources in municipalities with the presence of MRC, the following procedures will be taken into consideration:

- In the case of building new water sources for the supply of MRC, to respect the requirements of Act No. 364/2004 Coll. as amended (the “Water Act”) and Regulation No. 29/2005 Coll. of the Ministry of Environment of the SR establishing the details regarding the assignation of protection zones for water resources, water protection measures and technical adjustments to protection zones for water resources. The project design should be based on the previous hydrogeological assessment.
- In the case of hydrogeological surveys for ensuring water resources in MRC, to act in compliance with the requirements of Act No. 569/2207 Coll. on Geological Work as amended.
- When designing projects, to respect the water protection conditions defined in established protected water-management areas, protection zones for water resources and protection zones for natural therapeutic resources and natural mineral water resources.
- In the case of the implementation of the construction to implement measures for the elimination of risks arising from the instability of rock environments.
- When seizing lands, to proceed in compliance with Act No. 220/2004 Coll. on the Conservation and Use of Agricultural Land and on amendments to Act No. 245/2003 Coll. on Integrated Pollution Prevention and Control and on amendments and supplements to certain Acts as amended and Act No. 326/2005 Coll. on Forests as amended.
- For the structures having a potential impact on Natura 2000 territories, to ensure the assessment process pursuant to Article 6(3) and 6(4) of the Directive related to biotopes.

⁹ Information within the Atlas of Roma Communities 2013, transformed in numeric values enable to create an index which arranges the settlements in order from the lowest extent of segregation and underdevelopment up to the highest extent. This index constituted by a chain of indicators using the data from the Atlas of Roma Communities 2013, which describe structural and social and economic situation of Roma sites in the Slovak municipalities.

- To ensure the conservation of cultural heritage in compliance with Act No. 49/2002 Coll. on the Protection of Monuments and Historic Sites as amended.
- To reduce requirements on the source of raw materials by recycling and the effective use of materials.

In compliance with the aim of the SR for energy efficiency until 2020, which requires the achievement of final energy consumption savings of 23% and primary energy consumption savings of 20%, investments will also be aimed at improving the energy efficiency of buildings. This approach also reflects the 2013 Council Recommendation to the NRP SR, according to which there is a need to improve energy efficiency in buildings and industry.

In order to achieve the comprehensive principle ensuring the connection and synergy between both Priority Axes, the investments related to housing, social and school infrastructure under Priority Axis Technical Facilities in Municipalities with the Presence of MRC will be particularly addressed in 150 municipalities identified in the segregation index or under-development based on the approved methodology. The essential criterion of application of the principle of desegregation and de-ghettoization will ensure greater effectiveness of measures in both Priority Axes in process of their implementation.

These strategic principles strive to prevent geographical segregation connected with housing in a certain territory and social segregation which means separation in a certain social space, especially in the area of education and labour market access. Inequality in opportunities and unequal access to basic services is also the result of segregation. Thus, desegregation means the elimination of structural and institutional discrimination. A situation may occur in local conditions when it is problematic or even impossible to avoid segregation. Spatial segregation in such cases may be accepted (for example, as a temporary solution) under the precondition that other processes are targeted at social inclusion.

The Office of the Plenipotentiary of the Slovak Government for Roma Communities and the co-operating partners shall propose methodological guidelines for the effective application of the aforementioned principles of the desegregation and de-ghettoization and de-stigmatization in practice as part of the managing documentation, including manuals for applicants, beneficiaries and expert evaluators.

Delivering the OP HR will additionally affect the economic and social development in the individual regions of Slovakia in aforementioned aspects through synergies of interventions from the European Social Fund (hereinafter referred to as the “ESF”) and the European Regional Development Fund (hereinafter referred to as the “ERDF”). The strategy of the OP HR is based not only on the National Reform Programme of the SR which defines measures for strengthening economic growth and employment in the Slovak Republic, but also continues in the Position Paper of the European Commission to the Partnership Agreement and Programmes of the SR for the Period of 2014 - 2020, the aim of which was to create a framework for a dialogue between the European Union and Slovakia. This document includes crucial nation-specific calls and introduces preliminary opinions of the Commission regarding the main funding priorities in Slovakia for public expenditures supporting growth. The OP HR contributes to the Partnership Agreement in delivering the targets indicated in the section “Growth of Human Capital and Better Participation in Labour Market” which are also in compliance with the Europe 2020 Strategy. The strategic contribution of the OP HR is also ensured by the provision of services or goods to vulnerable, marginalized, disadvantaged or excluded persons in order to increase their

employment and achieve their social inclusion. Creating a positive social impact is connected to the creation of a favourable environment that supports social entrepreneurship within the social economy¹⁰ and social innovations.

The following **global objective** has been defined for the area of education, employment and social inclusion within the **OP HR**:

“To support the development of human resources and lifelong learning and their full integration into the labour market to improve their social situation”

Achieving the global objective of the OP HR in compliance with the Europe 2020 Strategy, with the targets of the National Reform Programme and in connection with the Partnership Agreement will be implemented through soft and hard (investment) measures in the following operational programme **priority axes**:

- 1. Education**
- 2. Youth employment support initiative**
- 3. Employment**
- 4. Social inclusion**
- 5. Integration of marginalized Roma communities**
- 6. Technical facilities in municipalities with presence of marginalized Roma communities**
- 7. Technical assistance**

Soft measures will be implemented through the ESF within priority axes aimed at education, employment and the social inclusion and integration of marginalized Roma communities. Investment measures through the ERDF will be implemented through the priority axis aimed at technical facilities in municipalities with the presence of marginalized Roma communities. A separate Technical assistance priority axis is designated for the implementation of the operational programme within the managing authority and intermediate bodies under the managing authority and represents support for the implementation of other aforementioned priority axes from the EU funds mentioned above.

¹⁰ Regulation (EU) No. 346/2013 of the European Parliament and of the Council of 17 April 2013 on European Social Entrepreneurship Funds, O.J. EU C, L 115, 25.4.2013, p. 18, 20:

It is necessary to avoid disturbing economic competition. A social undertaking should be defined as an operator in the social economy, the main objective of which is to have a social impact rather than to make a profit for its owners or shareholders. Social enterprises include a wide variety of undertakings of various legal forms that provide social services or goods to vulnerable, marginalized, disadvantaged or excluded persons. Such services include access to housing, healthcare, assistance to older persons or disabled persons, childcare, employment and vocational training and addiction management. It operates by providing goods and services for the market and uses its profits primarily to achieve social objectives, but their activities do not have to be limited to the provision of social services or goods. These activities also incorporate social and career integration through access to employment for disadvantaged persons particularly due to low skills or social and career problems leading to their exclusion and marginalizing. These activities may also be related to environmental protection with an impact on society, such as measures against pollution, recycling and renewable sources of energy. PD SR 2014-2020, wording with incorporated comments approved by Slovak Government Resolution No. 65 of 12.2.2014, p. 84:

According to the OECD: a social enterprise is any private activity implemented in the public interest and organized pursuant to an entrepreneurial strategy whose main purpose is not to maximize profits but achieve certain economic and social goals and which has the ability to create innovative solutions regarding social exclusion and unemployment.

There is a possibility within the OP HR to support the application of social aspects in public procurement, regardless of the funding resource.

The priority axes of the operational programme in other chapters define partial needs, calls and measures whose implementation is planned through thematic objectives, investment priorities and specific objectives. The implementation of the measures will be assessed in compliance with the directives of the EP and the Council and in terms of the provision of state aid. Benefits of the measures implemented within investment priorities will be targeted and measurable through indicators defined in the relevant chapters of the operational programme.

The Ministry of Education, Science, Research and Sport of the SR, the Ministry of Interior of the SR and the implementation agency established by the Ministry of Labour, Social Affairs and Family of the SR shall ensure the provision of assistance to the managing authority in the implementation of operational programme in the role of intermediary body under the managing authority with a view to the successful delivery of OP HR.

The Office of the Plenipotentiary of the Slovak Government for Roma Communities (hereinafter referred to as the "OPGRC"), in compliance with the delivery of tasks aimed at addressing the affairs of Roma communities and the implementation of system measures for the improvement of their position and their integration in the society, especially in the area of the design, implementation and coordination of more effective policies and the implementation of system measures aimed at the prevention of social exclusion of Roma communities and the support their integration in society, is directly involved in the process of implementation of OP HR in the extent of the following programme implementation: field social work, community centres, support programmes for the education of children in early childhood and assistance programmes in the land settlement in municipalities with the presence of MRC as a part of the Take away package. At the same time it will guarantee links among all interventions in the Take away package and the quality of their performance in the field. As the national contact point responsible for delivering the national strategic framework for Roma integration until 2020, it will implement a cross-section measure aimed at a system of monitoring, evaluation and comprehensive MRC data collection.

These programmes and profile measures shall be prepared in form of national projects in close co-operation (consulting) with relevant ministries in order to ensure the most effective link (integration) with the national policies and also through their representation in the structures of managing committees for the national projects.

The strategic position of the Office of the Plenipotentiary of Slovak Government for Roma Communities within the structure of the Ministry of Interior of the SR will enable the provision of methodological support for other programmes/measures aimed at Roma integration which will be implemented under the management of other MA and IBMA within the 2014-2020 programming period. The health area will be provided by the Ministry of Health of the Slovak Republic or by state contributory organizations established by the ministry. The institutional background of the MoI SR (with the mandate of IBMA for OP HR delegated by the Slovak Government) in combination with the mandate and mission of the Office of Plenipotentiary for Roma Communities guarantees the conditions for the effective implementation of the relevant priorities of the OP HR programme strategy.

All of the investment priorities together with specific objectives are based on strategic EU and SR documents. The link of OP HR investment priorities to the Council specific recommendations for the SR for 2014 is described in Annex No. 1.

The **Operational Programme Human Resources Strategic Plan for 2018 – 2020** was discussed with all the relevant stakeholders and approved by the Monitoring Committee of the Operational Programme Human Resources on 23 of May 2018. The programme's strategy was further examined, confirmed and adjusted, so it reflects the socio-economic changes in Slovakia since the programme adoption, as well as the country specific recommendations issued by the Commission. The *Priority Axis 1 – Education* shall support measures in the following fields: education provided in line with the labour market needs, positive learning outcomes and inclusion, result-based higher education, enhancing professional competencies of teaching and professional staff and attractiveness of teaching profession, and lifelong

learning, including non-formal learning. Considering positive developments on the Slovak labour market, the *Priority Axis 2 – Youth Employment Initiative* shall focus on inactive, low-skilled and long-term unemployed young people. Similarly, the *Priority Axis 3 – Employment* shall support measures aimed at inactive, low-skilled and long-term unemployed people, as well as measures in the field of adaptability of employees to the changed labour market conditions, and in the field of social economy. Although measures, supported within the *Priority Axis 4 – Social inclusion* are still relevant, an effort must be made in order to respond to actual needs of potential beneficiaries and to support development of quality of social services. Measures successfully implemented within the *Priority Axis 5 – Integration of marginalised Roma communities* in the form of national projects should continue, but must be complemented by public calls relevant both for municipalities and non-governmental structures. Similarly, implementation of successful measures in the form of public calls shall continue within the *Priority Axis 6 – Technical facilities in municipalities with presence of marginalised Roma communities*. Moreover, new call shall be prepared and published, in order to support measures ensuring better living conditions, new land-based communications and support for social enterprises.

1.1.2 Justification of the selection of thematic objectives and corresponding investment priorities with respect to the Partnership Agreement, based on the identification of regional or national needs, including the need to address the country-specific opportunities identified in recommendations adopted based on Article 121(2) TFEU and relevant recommendations of the Council adopted based on Article 148(4) TFEU and taking into consideration the ex-ante evaluation.

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

| Selected thematic objective | Selected investment priority | Justification for selection |
|---|--|--|
| (ESF) Investing in education, training and vocational training for skills and lifelong learning | Reduction and prevention of early school dropouts and support for access to quality pre-school, elementary and secondary education including formal, informal and common methods of education with a view to re-inclusion in education and training. | <p>Commission position paper on the elaboration of the Partnership Agreement and Programmes in Slovakia for the Period of 2014-2020 National Reform Programme of the SR</p> <p>Recommendation of the Council on the National Reform Programme 2014</p> <p>Insufficient application of the inclusive model of education in relation to pupils with special upbringing and education needs</p> <p>Necessity to adhere to and ensure equal access to education for all students</p> <p>Low reading, scientific, mathematic and financial literacy, language competences and ICT skills, creative thinking</p> <p>Insufficiently targeted further education of pedagogical and specialized staff at all school levels</p> <p>Low number of teacher assistants and specialized staff at schools</p> <p>Insufficient material and technical equipment in schools</p> |
| | Improving the labour market relevance of education and training systems, facilitating the transition from education to work, and strengthening vocational education and training systems and their quality, including through mechanisms for skills anticipation, adaptation of curricula and the establishment and development of work-based learning systems, including dual learning systems and apprenticeship schemes | <p>Commission position paper on the elaboration of Partnership Agreement and Programmes in Slovakia for the Period of 2014-2020</p> <p>Recommendation of the Council on the National Reform Programme 2013</p> <p>Through knowledge to prosperity – Research and Innovation Strategy for Smart Specialization of the SR (RIS3 SK)</p> <p>Insufficient link between education and requirements of the labour market, to ensure develop of dual and apprentice education, insufficient support for practical preparation and co-operation with employers</p> <p>Low interest in the vocational education and preparation</p> <p>Insufficiently targeted further education of pedagogical and specialized staff at all school levels</p> <p>Insufficient material and technical equipment of schools</p> |
| | Improving the quality and efficiency of, and access to, tertiary and equivalent education with a view to increasing participation and attainment levels, | <p>Commission position paper on the elaboration of Partnership Agreement and Programmes in Slovakia for the Period of 2014-2020</p> <p>Recommendation of the Council on the National Reform Programme for 2013</p> <p>National Programme of Developing Living Conditions for People with</p> |

| | | |
|---|--|---|
| | <p>especially for disadvantaged groups</p> | <p>Disabilities 2014–2020</p> <p>Through knowledge to prosperity – Research and Innovation Strategy for Smart Specialization of the SR (RIS3 SK)</p> <p>Annual Report on the State of Higher Education for 2012</p> <p>Non-compliance of the provided education with the labour market needs, growth of the share of unemployed graduates of higher education</p> <p>Low rate of graduates in science, technology, engineering and mathematics (STEM)</p> <p>Requirement of quality and development of human resources in the area of research and development</p> <p>Insufficient orientation on practice teaching in the course of teacher training</p> <p>Requirement of quality and development of human resources in the area of research and development</p> <p>Absence of quality education evaluation system.</p> |
| | <p>Enhancing equal access to lifelong learning for all age groups in formal, non-formal and informal settings, upgrading the knowledge, skills and competences of the workforce, and promoting flexible learning pathways including through career guidance and validation of acquired competences</p> | <p>Commission position paper on the elaboration of Partnership Agreement and Programmes in Slovakia for the Period of 2014-2020</p> <p>Recommendation of the Council related to the non-formal and informal learning validation (2012/C 398/01)</p> <p>Recommendation of the Council on the National Reform Programme 2012, 2013</p> <p>“Youth Strategy for 2014 – 2020” and “Concept of youth work development”</p> <p>National Programme of Developing Living Conditions for People with Disabilities 2014–2020</p> <p>Non-compliance of the provided education with labour market needs and employers’ requirements,</p> <p>Non-existent system of mutual recognition of results of formal, non-formal education and informal learning</p> |
| <p>(ESF)</p> <p>Supporting sustainable and quality employment and supporting labour mobility</p> | <p>Sustainable integration into the labour market of young people, in particular those not in employment, education or training, including young people at risk of social exclusion and young people from marginalised communities, including through the implementation of the Youth Guarantee</p> | <p>Commission position paper on the elaboration of Partnership Agreement and Programmes in Slovakia for the Period of 2014-2020</p> <p>Europe 2020, COM (2010) 2020</p> <p>Youth Opportunities Initiative, COM(2011) 933 final</p> <p>Council Decision of 21 October 2010 on guidelines for the employment policies of the Member States, O. J. EU L 308 of 24 November 2010, pg. 46</p> <p>Towards the revival of the economy accompanied by the creation of a large number of jobs, COM (2012) 173, final</p> <p>Moving Youth into Employment, COM(2012) 727 final</p> <p>Towards a Quality Framework on Traineeships, COM(2012) 728 final</p> <p>Council Recommendation on Establishing a Youth Guarantee, O. J. EU C 120, 26.4.2012, pg. 74</p> |

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| | | <p>Council recommendation for the National Reform Programme 2012, 2013, 2014</p> <p>Youth Employment Initiative, COM(2013) 144 final</p> <p>Working together for Europe's young people - A call to action on youth unemployment, COM(2013) 447 final</p> <p>National Reform Programme of Slovakia for 2013, 2014</p> <p>Youth unemployment in Slovakia is one of the highest in the EU</p> <p>Mismatch of the skills of young people and the needs of the labour market</p> |
| | <p>Access to employment for job-seekers and inactive people, including the long-term unemployed and people far from the labour market, also through local employment initiatives and support for labour mobility</p> | <p>Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions - Towards Social Investment for Growth and Cohesion – including implementing the European Social Fund 2014-2020</p> <p>Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – Green Employment Initiative COM (2014)446 final</p> <p>Council recommendation for the National Reform Programme of Slovakia for 2012, 2013, 2014</p> <p>Shared Commitment for Employment No. COM(2009) 257 final</p> <p>Commission position paper on the elaboration of Partnership Agreement and Programmes in Slovakia for the Period of 2014-2020</p> <p>Recommendation of the Council regarding the introduction of the guarantee for young people, O. J. EU C 120, 26.4.2013,</p> <p>The EU Strategy for Youth: Investing and Empowering 2009 – 2018</p> <p>National Reform Programme SR 2012, 2013, 2014</p> <p>Programme for new skills and new jobs: European contribution to full employment, COM 2010(682), final</p> <p>Green Employment Initiative: Use of the Potential of Economy to Create Jobs COM(2014)446 final</p> <p>Report on the current situation on the labour market in the Slovak Republic and the measures for its improvement (SR Government Resolution No. 241 of 22 May 2013)</p> <p>Proposal of measures in economic policy to stimulate economic growth (SR Government Resolution No. 227 of 15 May 2013)</p> <p>high unemployment and low mobility low supply of jobs</p> |
| | <p>Equality between men and women in all areas, including in access to employment, career progression,</p> | <p>Council recommendation for the National Reform Programme of Slovakia for 2012, 2013, 2014</p> <p>FRA / UNDP: Situation of the Roma in 11 EU Member States</p> |

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| | <p>reconciliation of work and private life and promotion of equal pay for equal work</p> | <p>Barcelona targets: Development of childcare facilities for children in Europe with a view to sustainable and inclusive growth, May 2013</p> <p>Commission position paper on the elaboration of Partnership Agreement and Programmes in Slovakia for the Period of 2014-2020</p> <p>National Reform Programme of Slovakia for 2012, 2013, 2014</p> <p>Explanatory report to Act No. 561/2008 Coll. on Childcare Allowance</p> <p>Baselines and Challenges for state family policy design</p> <p>Complementary SPC questionnaire for 2013 Strategic Social Report</p> <p>Shortage of services for the reconciliation of family and work life of facilities for children under 3 – so called nurseries</p> <p>Large difference in terms of economic activity and employment between men and women</p> <p>Large vertical and horizontal segregation on the labour market and in education</p> <p>High gender-related wage gap</p> |
| | <p>Modernisation of labour market institutions, such as public and private employment services, and improving the matching of labour market needs, including actions that enhance transnational labour mobility as well as through mobility schemes and better co-operation between institutions and relevant the stakeholders</p> | <p>Recommendation of the Council concerning the National Reform Programme for 2012, 2013, 2014</p> <p>National Reform Programme of the SR for 2012, 2013, 2014</p> <p>Report on current situation in the labour market in the Slovak Republic and on measures to improve it (Resolution of the SR Government No. 241 of 22.5.2013)</p> |
| <p>(ESF) Supporting social inclusion, combating poverty and any discrimination</p> | <p>Active inclusion, including with a view to promoting equal opportunities and active participation, and improving employability</p> | <p>Special Eurobarometer 393: Discrimination in the EU in 2012</p> <p>National Reform Programme</p> <p>Common European Guidelines on the Transition from Institutional to Community – based Care</p> <p>Investing in children: breaking the cycle of disadvantage</p> <p>Strategy for the Deinstitutionalization of the System of Social Services and Alternative Care in the SR</p> <p>National Strategy for the Prevention and Elimination of Violence against Women and in Families</p> <p>National Gender Equality Strategy for the Period of 2000 -2013</p> <p>National Strategy for the Protection of Children from Violence</p> <p>National Programme for Developing Living Conditions for People with Disabilities 2014-2020</p> |

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| | | <p>Concept of the State Health Policy of the SR</p> <p>Concept of the State Housing Policy up to 2015</p> <p>Youth Strategy of the SR for 2014-2020</p> <p>Life-Long Learning Strategy</p> <p>Strategy of Crime Prevention and Other Anti-Social Activities in the SR</p> <p>National Programme of Combating against Human Trafficking</p> <p>Integration Policy of the SR</p> <p>Concept of the Migration Policy of the SR</p> <p>Action Plan for Children 2013-2017</p> <p>shortage of motivation, innovation and mobilizing measures, programmes and tools in active inclusion and preventing discrimination</p> |
| | <p>Socio-economic integration of marginalised communities such as the Roma</p> | <p>Commission Staff Working document SWD (2012) 133</p> <p>Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – Non-discrimination and Equal Opportunities: Renewed Commitment. Community and policy instrument regarding Roma inclusion. [COM(2011)0420]</p> <p>EP and Council of the EU (2010) Regulation No. 1301/2013 on the ERDF and special provisions related to Investments in Growth and Employment which abrogated Regulation (EC) No. 1080/2006</p> <p>Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – EU Framework for national strategies for Roma integration by 2020 [COM(2011)173]</p> <p>FRA / UNDP: Situation of the Roma in 11 EU Member States – provisional survey outcomes (2012)</p> <p>Recommendation of the European Council on effective measures for Roma integration in member states (2013/C 378/01)</p> <p>Strategy of the Slovak Republic for the Integration of the Roma until 2020 and its Action Plans</p> <p>National Action Plan for the Decade of Roma Population Integration 2005-2015</p> <p>Unsuitable position of marginalized communities in all areas of life</p> <p>Non-functioning comprehensive approach</p> <p>Low integration of policies.</p> |
| | <p>Enhancing access to affordable, sustainable and high-quality services, including</p> | <p>Recommendation for a Council Recommendation on Slovakia's 2013 National Reform Programme</p> <p>Investing in Health –Commission staff working document</p> |

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| | health care and social services of general interest | <p>(accompanying document to the Towards Social Investment for Growth and Cohesion—including implementing the ESF 2014–2020)</p> <p>Partnership Agreement SR for 2014 – 2020</p> <p>National Reform Programme of the Slovak Republic 2013, 2014</p> <p>National Programme for Developing Living Conditions for People with Disabilities 2014–2020</p> <p>Implementation strategy for creation and implementation of clinical procedures and standard procedures for prevention</p> <p>high institutionalization of social services</p> <p>underdeveloped services and measures carried out at the community level</p> <p>elevated risk of insufficient capacities of social services and measures due to demographic development of population</p> <p>low effectiveness of Slovak healthcare sector and the need for the reform of structural changes in the healthcare sector</p> |
| <p>(ERDF)</p> <p>Supporting social inclusion, combating poverty and any discrimination</p> | <p>Providing support for physical, economic and social regeneration of deprived communities in urban and rural areas</p> | <p>Commission Staff Working document SWD (2012) 133</p> <p>Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – Non-discrimination and Equal Opportunities: Renewed Commitment. Community and policy instrument regarding Roma inclusion. [COM (2011)0420]</p> <p>Regulation No. 1301/2013 of the EP and Council of the EU (2010) on the ERDF and special provisions related to Investments in Growth and Employment which abrogated Regulation (EC) No. 1080/2006</p> <p>Strategy of the Slovak Republic for Roma Integration until 2020 and its Action Plans</p> <p>Atlas of Roma Communities (update available in 2013)</p> <p>Recommendation of the European Council on effective measures for Roma integration in member states of 9.12.2013 (2013/C 378/01)</p> <p>Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – EU Framework for national strategies for Roma integration by 2020 [COM (2011)173, final]</p> <p>Standards for the community centres targeted on work with marginalized communities for the needs of Regional Operational Programme for building and reconstruction of community centres co-financed from the European Regional Development Fund (SR Government Resolution No. 804/2011)</p> <p>Concept of integrated education of Roma children and youth</p> <p>Housing development programme</p> <p>Long-term housing concept for marginalized groups of the population and its financing model</p> <p>Concept of State Housing Policy until 2015</p> |

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| | | Unsuitable position of marginalized communities in all areas of life |
| | Providing support for social enterprises | <p>Communication of the European Commission – European Platform against Poverty and Social Exclusion: European Framework for Social and Territorial Cohesion COM(2010) 758</p> <p>Commission Staff Working Document SWD (2012) 133 final</p> <p>Strategy of the Slovak Republic for Roma Integration until 2020 and its Action Plans</p> <p>National Action Plan for the Decade of Roma Population Inclusion 2005-2015</p> <p>Insufficient support of disadvantaged unemployed including marginalized groups at the labour market through various social economy instruments.</p> |

1.2 Justification of the Financial Allocation

The total allocation from EU resources for the OP HR amounts to **2,217,348,081 €**.

In compliance with the global objective of the OP HR and the national objectives of the EU 2020 Strategy, the allocations have been distributed among individual Priority Axes as follows: **PA1-20.69%, PA2-9.32%, PA3-35.90%, PA4-13.29%, PA5-6.27%, PA6-10.99% and PA7-3.54%**.

According to the Council recommendations regarding the NRP 2014, the transition from school to work is complicated and the education system fails to react promptly to labour market needs; therefore, measures aiming at improving the quality and relevance of education must be adopted. The allocation of *Priority Axis 1 Education* is directed towards the following 4 investment priorities:

- The first priority will contribute to adjusting the quality and inclusivity of the education system while ensuring equal access to education. Quality education should prepare students to continue in the next level of education or to find work. Enhancing the professional competences of pedagogical and specialized staff will become an integral part of this process. The allocation for this priority represents 9.99 % of the total OP HR allocation;
- The second priority will contribute to the development of quality vocational training harmonized with labour market needs and requirements, including the strengthening of practical preparation with employer. In order to accomplish these objectives, there is also a need to target the enhancing of professional competences of teachers in vocational education and training (4.40% of the allocation);
- The third priority, representing 3.81% of the total OP HR allocation, will contribute to enhancing the quality of tertiary education and its connection with practice, emphasis on the support of result oriented education and career oriented study programmes in co-operation with employers; and
- The fourth priority will contribute to the development of lifelong learning and increase the participation of adults in lifelong learning, including support for acknowledging the results of education. This priority represents 2.48 % of the total OP HR allocation.

PA 2 Youth employment support initiative will contribute to the reduction of youth unemployment in the SR which is one of the highest in the EU. Measures are targeted at support for the enhancement of employment and the employability of young people while using innovative tools such as internships,

practice and training. The PA2 allocation increased to 9.32% of the total OP HR allocation, which also includes special allocation for YEI in the amount of 84,539,823 €.

The employment rate of persons aged 20-64 has shown a gradual decline from 2008. Therefore, the allocation for *Priority Axis 3 Employment* is the highest in order to achieve the national objective of EU 2020. Its support is directed to the following 3 priorities:

- The first priority will support activities aimed at increasing the employability and employment of disadvantaged job seekers (particularly long-term unemployed, low skilled, older and disabled persons), the mobility and adaptability of the labour force and the maintaining of jobs. The IP allocation amounts to 31,32% of the total OP HR allocation;
- The second counts with the allocation of 3.00% of the total OP HR allocation. The support will be directed to services related to childcare facilities for children less than three years of age in order to increase the employment rate of women and eliminate gender related segregation in the labour market and in preparation for the labour market. Since the reconciliation of family and work life directly depends on the demand for labour in the market, the need for such support is higher in more developed regions than in less developed regions, and therefore there will be used the possibility of a 3% transfer of funds;
- The third priority will contribute to improving the ability of public employment services to provide personalized services to job seekers and to strengthening co-operation with private employment services. It will support social dialogue among social partners by empowering their expert and analytical capacities including the development of social partnership. This allocation represents 1.58% of the total OP HR allocation

Low labour market performance is connected with the increased risk of poverty and social exclusion. Despite the fact that the percentage of the Slovak population at risk of poverty and social exclusion is under the EU average, serious material deprivation remains distinctively above the EU average, particularly in rural areas. The allocation of *Priority Axis 4 Social Inclusion* has been established at 13.29% of the total OP HR allocation. Measures in the following 2 investment priorities will be supported through this allocation:

- The first priority will contribute in the greatest extent to the inclusion of people at risk of poverty and social exclusion in society. In addition, the elimination of all forms of discrimination will be emphasized. The IP allocation represents 6.86 % of the total OP HR allocation; and
- The second priority will be oriented on achieving the objectives in the Strategy for DI of the system of social services and foster care in the SR which clearly declares baselines, goals, measures and the position of the SR. Supporting improvements in the quality and accessibility of healthcare by designing the standards for clinical procedures and medicinal prevention will also be part of this. The IP allocation represents 6.43 % of the total OP HR allocation

Transfers of no more than 3% from less developed regions (SR without BSR) to more developed regions (BSR) will also be used in the aforementioned Priority Axes. Although the GDP of the Bratislava self-governing region (BSR), representing purchasing power per capita, is up to 186% of the EU average (2011), in reality the high GDP is directly related to the fact that Bratislava, the capital is part of it, and the seat of many companies with high production which do business within the whole country. As opposed to other less developed regions in the EU, the BSR also has other characteristics affecting GDP/capita. The following factors significantly affect GDP in addition to economic production and add value to it:

- low population as opposed to other regions of Slovakia,
- high number of commuting population,
- high number of population without permanent residence in Bratislava.

Support within the BSR will be implemented due to social specifics which are typical for more developed regions.

MRC comprise the most excluded population group. Comprehensive measures will be adopted for their integration in society by combining ESF and ERDF resources. Means are allocated for the integration of MRC within *Priority Axes 5 and 6* which represent 17.26% of the total OP HR allocation (ESF 6.27% and ERDF 10.99%). Policies and measures defined in the SR Strategy for the Integration of Roma up to 2020 (in the area of housing, employment, healthcare and education) will be supported while using an integrated approach through

- the investment priority of the Priority Axis 5 funded from ESF with a special emphasis on pre-primary education, improvement of the employability of the MRC population and support for access to healthcare including improving housing hygiene standards with an allocation of 6.27 % of the total OP HR allocation
- the investment priority of the Priority Axis 6 funded from ERDF with a special emphasis on improving the living conditions of the MRC population in the area of housing, access to social and preschool infrastructure with an allocation of 10.29% of the total OP HR allocation

Achieving the employment objectives of the SR Strategy for Roma Integration up to 2020 will also be completed through an anticipated allocation in the amount of 0.70% of the total OP HR allocation for Roma integration through social economy instruments.

The pro rata principle shall be applied with certain specific objectives of the OP HR incorporating both categories of regions. In the event that the volume of funds allocated for more developed regions is already withdrawn for such projects, the equivalent of the more developed regions will be covered by the SB resource.

Table No. 2: Overview of the investment strategy of the operational programme

| Priority axis | Fund (ERDF, CF, ESF, YEI) | Union support (EUR) | Proportion of total Union support for the operational programme | Thematic objective | Investment priorities | Specific objectives corresponding to the investment priority | Common and programme-specific result indicators for which a target has been set |
|---------------------|---------------------------|---------------------|---|---|--|---|--|
| 1. Education | ESF | 458,746,509 | 20.69 % | Investing in education, training and vocational training for skills and lifelong learning | 1.1 Reduction and prevention of early school dropouts and support for access to quality pre-school, elementary and secondary education including formal, informal and common methods of education with a view to re-inclusion in education and training. | 1.1.1 Increasing inclusivity and equal access to quality education and improving results and competences of children and students | <p><i>Number of participants completing activities for improving skills and enhancing literacy</i></p> <p><i>Number of participants involved in activities for improving skills and enhancing literacy whose competences and skills were improved within 6 months upon completion of programme</i></p> <p><i>Number of supported schools which apply inclusive model of education</i></p> <p><i>Additional number of pupils with SUEN included in regular classes at schools implementing inclusive model of education 24 months upon project completion</i></p> <p><i>Number of students with SUEN in supported schools involved in activities oriented on support of the inclusive model of education whose study results were improved 6 months upon programme completion</i></p> <p><i>Number of pedagogical and specialized staff who increased their professional competences through activities</i></p> |

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| Investing in education, training and vocational training for skills and lifelong learning | 1.2 Improving the labour market relevance of education and training systems, facilitating the transition from education to work, and strengthening vocational education and training systems and their quality, including through mechanisms for skills anticipation, adaptation of curricula and the establishment and development of work-based learning systems, including dual learning systems and apprenticeship schemes | 1.2.1 Improving the quality of vocational education and training while reflecting labour market needs | <p><i>Number of participants who completed activities oriented on the support of practical education including activities aimed at introducing elements of the dual education system</i></p> <p><i>Number of newly created or innovated apprenticeship or educational courses of vocational training, including those involving elements of the dual education system</i></p> <p><i>Share of participants who completed programmes and found jobs 6 months after completing newly created or innovated apprenticeship or educational courses of vocational training, including those involving elements of the dual education system</i></p> |
| Investing in education, training and vocational training for skills and lifelong learning | 1.3 Improving the quality and efficiency of, and access to, tertiary and equivalent education with a view to increasing participation and attainment levels, especially for disadvantaged groups | 1.3.1 Increase the quality of tertiary education and development of human resources in the area of research and development with a view to establishing a link between tertiary education and the needs of the labour market | <p><i>Number of universities with established profession oriented bachelor's programmes</i></p> <p><i>Number of established partnerships linking universities and the business sector functioning 18 months after the project completion</i></p> <p><i>Share of graduates of established profession-oriented bachelor's programmes who found jobs 6 months after completing the programme</i></p> <p><i>Number of graduates of supported profession-oriented bachelor's programmes</i></p> <p><i>Number of university students in teacher training programmes who enhanced their competences necessary for teaching through activities</i></p> <p><i>Number of supported schools which through activities enhanced the quality of teacher training study programmes</i></p> |

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| | | | | Investing in education, training and vocational training for skills and lifelong learning | 1.4 Enhancing equal access to lifelong learning for all age groups in formal, non-formal and informal settings, upgrading the knowledge, skills and competences of the workforce, and promoting flexible learning pathways including through career guidance and validation of acquired competences | 1.4.1 Improving the quality and effectiveness of lifelong learning with an emphasis on the development of core competences and enhancing and upgrading skills | <p><i>Participants gaining a qualification upon leaving</i></p> <p><i>Participants with low education/skills involved in LLL activities who upon leaving acquired or enhanced their skills</i></p> <p><i>Number of partnerships between employers and providers of LLL functioning 18 months after the project completion</i></p> |
| 2. Youth employment support initiative | YEI / ESF | 206,715,082 | 9.32 % | Promoting sustainable and quality employment and supporting labour mobility | 2.1 Sustainable integration into the labour market of young people, in particular those not in employment, education or training, including young people at risk of social exclusion and young people from marginalised communities, including through the implementation of the Youth Guarantee | 2.1.1 Increasing employment, employability and participation of young unemployed people, NEET, in the labour market by introducing the youth guarantee | <p>Unemployed participants who complete the YEI supported intervention</p> <p>Unemployed participants who upon leaving were offered employment, further education, vocational training or internship</p> <p>Unemployed participants who upon leaving are in the process of education/vocational training or acquiring qualifications or who are employed, including self-employment</p> <p>Long-term unemployed participants who complete the YEI supported intervention</p> <p>Long-term unemployed participants who upon leaving were offered employment, further education, vocational training or internship</p> <p>Long-term unemployed participants who upon leaving are in the process of education/vocational training or acquiring qualifications or who are employed, including self-employment</p> |

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| | | | | | | | <p>Inactive participants not in education or training (NEET) who complete the YEI supported intervention</p> <p>Inactive participants not in education or training (NEET) who upon leaving were offered employment, further education, vocational training or internships</p> <p>Inactive participants not in education or training (NEET) who upon leaving are in the process of education/vocational training or acquiring qualifications or who are employed, including self-employment</p> <p>Participants who six months upon leaving completed further education, vocational training programme leading to acquiring skills, apprenticeship courses or internships</p> <p>Participants who are employed six months after leaving</p> <p>Participants who are self-employed six months after leaving</p> |
| 3. Employment | ESF | 795,924,737 | 35,90 % | Supporting sustainable and quality employment and supporting labour mobility | 3.1 Access to employment for job-seekers and inactive people, including the long-term unemployed and people far from the labour market, also through local employment initiatives and support for labour mobility | 3.1.1 Increasing employment, employability and combating unemployment with a special emphasis on the long-term unemployed, low skilled, older and disabled persons | <p>Participants in employment, including self-employment, upon leaving</p> <p><i>Unemployed persons who successfully completed education/vocational training</i></p> |

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| | | | Supporting sustainable and quality employment and supporting labour mobility | 3.1 Access to employment for job-seekers and inactive people, including the long-term unemployed and people far from the labour market, also through local employment initiatives and support for labour mobility | 3.1.2 Improve access to labour market by applying effective tools supporting employment, including support for job-related mobility and self-employment mobility and activities in rural areas. | <p><i>Participants who successfully completed education/vocational training</i></p> <p><i>Participants using contribution to create/maintain employment, including self-employment and who are employed upon leaving, including self-employment</i></p> <p><i>Participants maintaining employment six months after leaving</i></p> |
| | | | Supporting sustainable and quality employment and labour mobility | 3.2 Equality between men and women in all areas, including in access to employment, career progression, reconciliation of work and private life and promotion of equal pay for equal work | 3.2.1 Increasing employment of persons with parental duties, women in particular, by improving conditions for the reconciliation of work and family life | <p><i>Number of supported facilities providing childcare services upon project completion</i></p> <p><i>Number of parents using financial contributions for child care and who are in employment six months upon leaving, self-employment including</i></p> <p><i>Number of employers/institutions implementing measures for reconciliation of work and family life six months after project completion</i></p> |
| | | | Supporting sustainable and quality employment and labour mobility | 3.2 Equality between men and women in all areas, including in access to employment, career progression, reconciliation of work and private life and promotion of equal pay for equal work | 3.2.2 Eliminate horizontal and vertical gender segregation in the labour market and vocational training | <p><i>Number of employers/institutions implementing measures for gender equality six months after leaving</i></p> <p><i>Number of participants successfully completing education oriented on gender equality</i></p> |
| | | | Supporting sustainable and quality employment and labour mobility | 3.3 Modernisation of labour market institutions, such as public and private employment services, and improving the matching of labour market needs, including actions that enhance transnational labour mobility as well as mobility schemes and better co-operation between institutions and relevant stakeholders | 3.3.1 Enhancing the quality and capacity of public employment services to a corresponding level in connection with the changing needs and requirements of the labour market, supranational labour mobility and to enhance participation of partners of private employment services in addressing problems related to employment | <p><i>Number of employees of labour market institutions who successfully completed training oriented on enhancing their skills to provide personalized services to clients</i></p> |

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| 4. Social Inclusion | ESF | 294,699,291 | 13.29 % | Supporting social inclusion, combating poverty and any discrimination | 4.1 Active inclusion, including with a view to promoting equal opportunities and active participation, and improving employability | 4.1.1 Increasing the participation of the most disadvantaged people and people at risk in society including labour market | <i>Inactive young people under the age of 29 engaged in job searching, education/training, gaining a qualification, in employment, including self-employment, upon leaving</i> <i>Number of persons who used new innovative services or measures for performing social inclusion services</i> <i>Number of introduced new, innovative system measures, policies 12 months after their adoption</i> |
| | | | | Promoting social inclusion, combating poverty and any discrimination | 4.1 Active inclusion, including with a view to promoting equal opportunities and active participation, and improving employability | 4.1.2 Preventing and eliminating all forms of discrimination | <i>Number of employees/institutions who upon project completion provide education/counselling or implement measures related to the prevention and elimination of discrimination</i> |
| | | | | Supporting social inclusion, combating poverty and any discrimination | 4.2 Enhancing access to affordable, sustainable and high quality services, including health care and social services of general interest | 4.2.1 Transition from institutional to community-based care | <i>Number of supported capacities of new innovative services or measures at community level, at home, open environment or alternative environment 6 months after project completion</i> |
| | | | | Supporting social inclusion, combating poverty and any discrimination | 4.2 Enhancing access to affordable, sustainable and high quality services, including health care and social services of general interest | 4.2.2 Creating standard clinical procedures and standard prevention procedures and incorporating them in the national healthcare system | <i>Number of created standard clinical procedures published in the Gazette of the Ministry of Health of the SR</i> <i>Number of created standard prevention procedures published in the Gazette of the Ministry of Health of the SR</i> |
| 5. Integration of Marginalized Roma Communities | ESF | 139,000,000 | 6.27 % | Supporting social inclusion, combating poverty and any discrimination | 5.1 Socio economic integration of marginalised communities such as the Roma | 5.1.1 Enhancing the educational level of members of marginalized communities, particularly the MRC at all levels of education with an emphasis on pre-primary education | <i>Number of children from marginalized Roma communities (MRC) who completed at least one year in supported kindergartens involved in activities supporting inclusive education</i> |

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| | | | | | | | <i>Participants from MRC who acquired higher secondary (ISCED 3) or post-secondary (ISCED 4) education</i> |
| | | | | Supporting social inclusion, combating poverty and any discrimination | 5.1 Socio economic integration of marginalised communities such as the Roma | 5.1.2 Enhance financial literacy, employability and employment of marginalized communities, Roma in particular | <i>Number of registered unemployed persons from MRC environment</i> |
| | | | | Supporting social inclusion, combating poverty and any discrimination | 5.1 Socio economic integration of marginalised communities such as the Roma | 5.1.3 Promoting access to health care and public health, including preventive care, health education and increased hygiene standards of housing | <i>Number of Roma who use services in the area of health care education and edification, prevention and counselling</i> <i>Number of persons from MRC who can improve their hygienic standards of living due to the land settlement programme</i> |
| 6. Technical facilities in municipalities with presence of marginalised Roma communities | ERDF | 243,662,462 | 10.99 % | Supporting social inclusion, combating poverty and any discrimination | 6.1 Providing support for physical, economic and social regeneration of deprived communities in urban and rural areas | 6.1.1 Growth in the number of the Roma households with access to improved housing conditions | <i>Number of MRC households with good housing conditions</i> <i>The share of MRC households with good housing conditions.</i> <i>The share of settlement with presence of MRC with access to drinking water</i> |
| | | | | Supporting social inclusion, combating poverty and any discrimination | 6.1 Providing support for physical, economic and social regeneration of deprived communities in urban and rural areas | 6.1.2 Improving access to quality education, including education and care in early childhood | <i>Number of educated children from MRC aged 3-6 years who completed one year of pre-school education</i> <i>The share of children from MRC attending pre-school facilities</i> |
| | | | | Supporting social inclusion, combating poverty and any discrimination | 6.1 Providing support for physical, economic and social regeneration of deprived communities in urban and rural areas | 6.1.3 Improving access of people from MRC to social infrastructure | <i>Number of members of MRC who used the services of community centres 6 months after project completion</i> |
| | | | | Supporting social inclusion, combating poverty and any discrimination | 6.2 Providing support for social enterprises | 6.2.1 Increasing the employment rate of the MRC in social economy entities in the territories with MRC | <i>Unemployment rate of Roma population in Roma settlements aged 15 – 64 years</i> |

Pursuant to the Regulation No. 1304/2013 on ESF, all common indicators of outputs and outcomes as established in Annex I (for ESF) and in Annex II (for YEI) to this regulation must be stated. All common indicators of outputs and outcomes are presented in connection with all investment priorities. If applicable, these data must be classified according to gender.

2 Priority Axes

This chapter provides a detailed description of the individual priority axes of OP HR. The priority axes define the specifications of problems in a given area and the manner of their resolution in connection with the provided interventions from ESF and ERDF. The synergic and complementary effect of the implemented measures focused on employment, social inclusion, education and the social inclusion of marginalized Roma communities will be ensured through multi-fund access. Individual interventions from the EU funds will be implemented through investment priorities reflected in the specific objectives with the particular examples of activities.

2.1 PRIORITY AXIS 1: Education

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| ID of the priority axis | 1. |
| Title of the priority axis | Education |
| <i>The entire priority axis will be implemented solely through financial instruments</i> | NO |
| <i>The entire priority axis will be implemented solely through financial instruments set up at Union level</i> | NO |
| <i>The entire priority axis will be implemented through community-led local development</i> | NO |
| <i>For the ESF: The entire priority axis is dedicated to social innovation or to transnational co-operation, or both</i> | NO |

Justification for the establishment of a priority axis covering more than one category of regions, more than one thematic objective or fund:

Goals set for individual areas of education are crucial from the aspect of the Slovak educational system as a whole. The proposed activities intend to harmonize education with labour market needs, which must be implemented regardless of the territory category. The preparedness of graduates to reflect labour market needs is also crucial from the aspect of free movement of persons (for example, the shortage of experts in a given profession or the arrival of investors in Slovak regions and thus increased requirements for job skills). The insufficient link of educational output and work requirements is cited by employers throughout Slovakia.¹¹

Key working competences such as reading, mathematics, ICT, foreign languages, economic skills are acquired by students at elementary school. The PISA results of students are average with a declining tendency regardless of territorial context¹².

The link between education and labour market needs is most profound in relation to vocational and tertiary education.

¹¹ Results of the 1st survey related to employment http://www.deloitte.com/assets/Dcom-SlovakRepublic/Local%20Assets/Documents/np14/sk_Vysledky_z_prieskumu_1.pdf

¹²Results of the national testing of students of the 9th grade of elementary schools 2012/2013 http://www.nucem.sk/documents//26/testovanie_9_2013/vysledky/Vysledky_T9-2013_F.pdf

Vocational education is crucial from the aspect of the needs of employers; therefore, there is a need for system changes in this area throughout Slovakia. The emphasis on improvements in the area of vocational education also arises from the strategies adopted at the level of individual regions (for example, the Programme of Economic and Social Development for the Period of 2014-2020, regional development strategies in vocational education and training). There is a need to ensure a coordinated system of participation of employers in vocational education throughout Slovakia while taking into consideration regional specifics and needs.

Since students from throughout Slovakia acquire tertiary education at universities in the BSR, these schools cover the educational needs for the entire country. From the regional aspect, most higher education institutions are represented in BA. According to data from the central register of students as at 31 October 2012, up to 76.1% of the full time students at public and state universities are not originally from BA, and almost 80 % of the students of the two largest universities – Comenius University and Slovak University of Technology – have permanent residence outside the Bratislava self-governing region. Thus, students transfer acquired knowledge and competences in less developed regions upon the completion of their studies.

Despite the statistically reported high GDP per capita, the BSR faces the negative consequences of the long-term underfunding of education, research and development. As the strategy “Through Knowledge to Prosperity – Strategies for Research and Innovations for Smart Specialization of the Slovak Republic” presents: the average number of vacancies for graduates in the 2011/2012 season was 2,453 (492 in the Bratislava region, 473 in the Trenčín region and 337 in the Trnava region).

Currently, more than 50% of the staff and technological capacities of research are allocated in the BSR. Scientific teams from these institutions co-operate with businesses, many of which are also situated outside this region and are of great significance for the entire economy.

2.1.1 Fund, category of region and calculation basis for Union support

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| <i>Fund</i> | <i>ESF</i> |
| <i>Category of region</i> | <i>Less developed</i> <i>More developed</i> |
| <i>Calculation basis (total eligible expenditure or eligible public expenditure)</i> | <i>Total contribution</i> |
| <i>Category of region for outermost regions and northern sparsely populated regions (where applicable)</i> | <i>N/A</i> |

2.1.2 Investment priority of the Priority Axis Education 1.1

Investment priority 1.1 Reduction and prevention of early school dropouts and support for access to quality pre-school, elementary and secondary education including formal, informal and common methods of education with a view to re-inclusion in education and training.

2.1.2.1 Specific objectives of investment priority and expected outcomes

Specific objective 1.1.1 *Increasing inclusivity and equal access to quality education and improving results and competences of children and students*

Quality education directly affects successful performance at the next level of education and in the labour market. In PISA 2012, students in the SR achieved statistically significantly worse results

compared to the OECD average. In terms of attitudes toward education, the students demonstrated lower stamina and openness to resolve problems and assignments and lower trust in their own abilities. This can also be reflected in the results in mathematics.¹³

It has been recommended that the SR adopts measures for improving the quality and inclusiveness of instruction in order to improve study results. This will be achieved by enhancing and developing competences necessary in practice.

The educational system can also be assessed in terms of the chances of children from socially deprived environments to achieve quality education, because the social background of students affects their success in education. The SR has an above average early dropout rate.¹⁴ However it is important to perceive this issue in the context of the composition of students with respect to their SUEN and the share of students dropping out of school attendance early. The specific recommendation to the NRP includes the suggestion that the SR adopts system measures to improve access to high quality and inclusive education for marginalized communities including the Roma. However, quality and inclusive education must be provided to all students without any differences, including students with SUEN.

Accessibility is another basic characteristic of the school system. It is designated by the capacity of the system and by obstacles preventing access to disadvantaged communities of students in the system. In the Slovak Republic, these obstacles are the main issue which must be addressed¹⁵. Students from socially disadvantaged environments (SDE) frequently discontinue compulsory school attendance before completing the ninth grade which significantly limits their chances for success in their working life. The Slovak educational system is blamed for too many children and pupils from socially disadvantaged environment (since Roma constitute a decisive share of children and pupils from SDE) who are educated at special schools and classes.¹⁶ Therefore, there is a need to strengthen preventative mechanisms in all aspects of education and monitor procedures in the application of equal access to education and upbringing. Innovating the content of education and its orientation on results is also related to improving the quality of pre-primary education to ensure the smooth transition of the children to the next level of education, and which will lead to the successful completion of compulsory school attendance.

Improving the quality of upbringing and the educational process is determined by improving the quality of the extent and level of competences of the pedagogical and specialized staff.

The monitoring and evaluation of upbringing and education which provides feedback and space for improvement are important.

Results:

- *enhancing reading, mathematical, science, language and ICT skills and financial literacy including entrepreneurial knowledge and economic thinking of children and pupils*
- *increased application of inclusive education model at schools*
- *improving study results of pupils at risk of school failure*
- *creating suitable conditions for education with an emphasis on the application of equal access to education*
- *enhancing professional competences of pedagogical and specialized staff in compliance with qualification requirements and needs*

2.1.3 Activities that will be supported under the investment priority

2.1.3.1 Description of the type and examples of activities

¹³ <http://www.minedu.sk/data/att/6077.pdf>, PISA 2012: results of Slovakia in Focus

¹⁴ in 2013 6.3% and EU 2020 target is 10%

¹⁵ <http://www.minedu.sk/data/att/5250.pdf>, Report on the State of School System in Slovakia and on System Steps for Support of Its Further Development

¹⁶ <http://www.minedu.sk/data/att/5250.pdf>, Report on the State of School System in Slovakia and on System Steps for Support of Its Further Development

IP 1.1 Reduction and prevention of early school dropouts and support for access to quality pre-school, elementary and secondary education including formal, informal and common methods of education with a view to re-inclusion in education and training

Interventions under specific objective 1.1.1 will contribute to the preparedness of children for the transition to the next level of education, the preparedness of students at elementary and secondary schools for their future working career or the transition to the next level of education by supporting equal access to quality and inclusive education. There will be paid specific attention to enhancing the professional competences of the pedagogical and specialized staff.

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| <i>Identification of the main target groups:</i> | <ul style="list-style-type: none"> • children, especially those attending kindergartens and pupils of elementary and secondary schools, including children/pupils with SUEN • students of higher education institutions • parents • community work leaders • pedagogical and specialized staff pursuant to applicable legislation • tutors and lecturers • professional voluntary youth workers • state administration and local government employees • general public/local community |
| <i>Target territories</i> | <ul style="list-style-type: none"> • NUTS II – Bratislava region • NUTS II – Western Slovakia • NUTS II – Central Slovakia • NUTS II – Eastern Slovakia |
| <i>Types of beneficiaries</i> | <ul style="list-style-type: none"> • organizations directly managed by the Ministry of Education, Science, Research and Sport of the SR • regional and local government • kindergartens, elementary and secondary schools and higher education institutions • educational institutions • budgetary and contributory state organizations and upper-tier territorial units • central government authorities • professional organizations, employers' federations, associations and chambers non-profit organizations providing services of general interest and non-profit organizations set up by special law • enterprises from the public sector • entrepreneurial entities • interest associations of legal entities • <u>relevant state and non-state specific funds</u> |

Examples of activities

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| <p><u>Specific objective 1.1.1:</u> Increasing inclusivity and equal access to quality education and improving results and competences of children and students</p> <ul style="list-style-type: none"> ➤ activities contributing to the compensation of disadvantages of students and ensuring equality of opportunities in upbringing and educational process ➤ ensuring teaching aids, texts and methodological materials for quality inclusive education ➤ design, innovation and implementation of educational programmes oriented on the support of inclusive education, e.g., the implementation of all-day upbringing system, activities of |
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- pedagogical assistants and specialized staff
- activities developing co-operation with parents and community
 - activities supporting the intercultural environment in order to prevent discrimination, to eliminate segregation¹⁷, social exclusion at schools and classes (e.g., by creating and implementing local action plans for inclusive education)
 - supporting innovative and alternative forms of education and teaching methods
 - career and upbringing counselling
 - improving the quality of diagnostics and re-diagnostics of children and pupils in order to prevent unjustified delays in commencing compulsory school attendance, school failure and incorporation in special schools and classes
 - activities oriented on creating suitable conditions for the common education of majority and children/pupils with SUEN with respect to children/pupils from MRC
 - supporting co-operation related to the exchange of experience in upbringing and educational processes (e.g., best practice, information sharing and networking among schools, relevant institutions, etc.)
 - design, innovation and implementation of educational programmes oriented on enhancing reading, science, mathematical, environmental, language and ICT skills, including financial literacy, entrepreneurial knowledge and economic thinking
 - evaluation of educational system and level of enhancement of literacy of students, including students with SUEN
 - supporting development and verification of key competences and literacy of children/pupils
 - promoting model of evaluation and self-evaluation of schools and school facilities
 - identification and evaluation of the level of competences of pedagogical and specialized staff
 - supporting mobility activities (synergy with Erasmus programme)
 - activities oriented on mentoring and tutoring with a view to preventing early dropouts from school and transition to the next level of education with children/pupils with special upbringing and educational needs
 - activities oriented on improving academic success of pupils, including pupils with special upbringing and educational needs
 - activities oriented on non-formal education, informal learning and voluntary education, such as learning by doing
 - activities oriented on involvement of experts from other sectors in the educational process
 - design, implementation and control of quality standards in further education of pedagogical and specialized staff with respect to ensuring inclusive education
 - design, innovation and implementation of programmes of education of pedagogical and specialized staff with an emphasis on inclusive aspects
 - Support of educational activities in lagging regions and regions with industrial sectors in decline, e.g. coal mining regions
 - supporting the development of key competences of the pedagogical and specialized staff, including language and ICT skills
 - implementing internships and practical teacher training in connection with combining theoretical and practical teaching with respect to inclusive dimension of education

¹⁷ According to FRA data 58% of pupils from MRC attend schools and classes with majority representation of MRC

2.1.4 Investment priority of the Priority Axis Education 1.2

Investment priority 1.2 Improving the labour market relevance of education and training systems, facilitating the transition from education to work, and strengthening vocational education and training systems and their quality, including through mechanisms for skills anticipation, adaptation of curricula and the establishment and development of work-based learning systems, including dual learning systems and apprenticeship schemes.

2.1.4.1 Specific objectives of investment priority and expected outcomes

Specific objective 1.2.1 ***Improving the quality of vocational education and training while reflecting the labour market needs***

The Act on Vocational Education and Training of 2008 contributed to improving the relevance of vocational education and training (VET) at secondary schools for the needs of the labour market. It established the rights and obligations of stakeholders and created space for the involvement of employers, their associations and private investment capital in the VET system. It created conditions for the creation of a system of coordination of VET by establishing the Council of the Government of the SR for VET, regional councils and a system of sector councils for VET. The National Referential Place for Ensuring the Quality of VET under EQAVET was created in 2011 and serves as the tool for the verification and evaluation of the quality of VET through the evaluation and monitoring of statistical data collection related to VET and its link to the labour market.

The significance of VET for the economic growth of the SR and employment is huge. With respect to the growing shortage of experts, especially in enterprise production, along with the high unemployment rate of young people, it is one of the main challenges in education. It is a crucial segment of education which prepares employees directly for the labour market. VET must focus on the reconciliation of the content and outputs of education with the needs and requirements of the labour market and on development of VET, e.g. by supporting the practical education including practical training at employers and supporting dual system elements. Practical teaching directly at an employer's facility will increase the quality of practical training since it will allow students to get to know an actual working environment and to develop working habits for successful entering the labour market.

Demographic developments, preferences for general education and a lack of information about VET among elementary school students and their legal representatives have led to decreased interest in VET and in the number of students studying at secondary vocational schools. Therefore, there is a need to enhance interest in VET among elementary schools students, namely by their professional orientation and through science and technology subjects, including educational counselling and job training.

In terms of the attractiveness and sustainability of the VET system, the important role is in its flexibility and adaptability to the fastest possible reaction to changes in needs for qualifications including trends in demand for skills with the aim to adjust the profile of graduates in compliance with the needs of practice and to ensure the fastest possible job placement. In this sense there is a need to assess study and apprenticeship courses with an insufficient number of graduates for the needs of practice and those who are above the extent of needs. There is a need to design the content and methods of educational programmes in co-operation with employers.

The special attention must be paid to applicants and pupils with SUEN who, due to disadvantages in

combination with related social factors, have limited access to vocational education and its completion, which is manifested by low rate of their participation in secondary education and in VET (including members of marginalized communities such as Roma¹⁸).

Improving the professional competences of teachers is an inseparable part of improving the quality of VET.

Results:

- *introducing dual educational system elements in the VET system*
- *enhancing the attractiveness and support of vocational education and training*
- *enhancing the professional competences of teaching and specialized staff in the VET process in compliance with qualification requirements and needs*
- *enhancing mathematical, scientific, technical, language and ICT skills and financial literacy, including entrepreneurial knowledge and economic thinking of pupils of elementary schools and students of secondary schools*
- *increased application of inclusive education model at schools*

2.1.5 Activities that will be supported within the investment priority

2.1.5.1 Description of the type and examples of activities

IP 1.2 Improving the labour market relevance of education and training systems, facilitating the transition from education to work, and strengthening vocational education and training systems and their quality, including through mechanisms for skills anticipation, adaptation of curricula and the establishment and development of work based learning systems, including dual learning systems and apprenticeship schemes

Interventions within specific objective 1.2.1 contribute to the preparedness of students in vocational education and training for their future activities in the labour market with emphasis on actual performance of practice with employer. With a view of this there will also be a support to professional development of teaching staff in vocational education and training.

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| Identification of the main target groups: | <ul style="list-style-type: none"> • students of primary and secondary schools, including those with special educational needs, including marginalized communities such as Roma • parents • community work leaders, • teaching staff and specialized staff in accordance with the applicable legislation, • tutors and lecturers, • professional and voluntary youth workers, • employees of state and local governments, • public / local community |
| Target territories | <ul style="list-style-type: none"> • NUTS II – Bratislava region • NUTS II – Western Slovakia • NUTS II – Central Slovakia • NUTS II – Eastern Slovakia |
| Types of beneficiaries | <ul style="list-style-type: none"> • organizations directly managed by the SR Ministry of Education, Science, Research and Sport, • regional and local government, • primary and secondary schools, |

¹⁸ Strategy of the Slovak Republic for Roma Integration until 2020 <http://www.minv.sk/?romske-komunitu-uvod&subor=160449>

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| | <ul style="list-style-type: none"> • educational institutions, • budgetary and contributory institutions of the state and the UtTU, • central government authorities, • professional organizations, employers' federations, associations and chambers, non-profit organizations providing services of general interest and non-profit organizations set up by special law • public sector enterprises, • private enterprises • interest associations of legal entities |
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Examples of activities

Specific objective 1.2.1:

Improving the quality of vocational education and training while reflecting the labour market needs

- introducing and applying participation of students in practical training directly at the workplaces of employers and support for introducing and applying the elements of dual education system.
- Raising the interest of primary school pupils in vocational education and training including professional and career counselling (also in co-operation with parents) while taking into consideration the labour market needs and requirements of employers.
- professional and career counselling
- Supporting partnerships of schools with employers and professional organizations, employers' federations, associations and chambers in the design, innovation and implementation of education.
- Forecasting and monitoring of labour market needs in co-operation with the Ministry of Labour in connection to improving of quality of vocational education and training
- Design, innovation and implementation of educational programmes aimed at improving competences necessary for adapting the education to labour market requirements (such as science, mathematical, environmental, technical, language, ICT skills and financial literacy including entrepreneurial knowledge and economic thinking).
- Designing a system of indicators and descriptors for ensuring the quality of starting vocational education in compliance with EQAVET recommendations.
- Monitoring, evaluation, design and ensuring the quality of outputs of education, e.g., in the form of participation of employers in the completion of studies.
- Supporting activities related to mobility concerning vocational education (synergy with the Erasmus + Programme)
- Supporting innovative and alternative forms of education and teaching methods
- Supporting development and testing of key competences and literacy of students in VET
- Projects oriented on creating training companies, including the broadening of courses
- Counselling for students with SUEN, including students from marginalized communities and socially disadvantaged environment such as Roma
- Preparatory courses for students with SUEN, including students from marginalized communities and socially disadvantaged environment such as Roma
- design, implementation and control of standards of quality in the further education of teaching and specialized staff with respect to ensuring inclusive education
- design and innovation of education programmes of teaching and specialized staff with an emphasis on inclusive aspects and labour market needs
- support of vocational training in the catching-up regions and regions economically dependent on industries in decline, e.g. coal mining regions
- supporting the development of key competences, especially language and ICT skills
- carrying out internships and practical teacher training in connection with a combination of theoretical and practical education and labour market needs

2.1.6 Investment priority of Priority Axis Education 1.3

Investment priority 1.3 Improving the quality and efficiency of, and access to tertiary and equivalent education with a view to increasing participation and attainment level, especially for disadvantaged groups.

2.1.6.1 Specific objectives of the investment priority and expected results

Specific objective 1.3.1 *Increase the quality of tertiary education and development of human resources in the area of research and development with a view to establishing a link between tertiary education and the needs of the labour market.*

From the perspective of the needs of practice and economic development, the importance and effectiveness of tertiary education for the labour market of the SR is insufficient. The distinctive quantitative boom¹⁹ of higher education institutions without links to the needs of employers creates a serious barrier for sustainable and smart growth, while also negatively impacting on the research potential of the SR. The mismatch between supplied and demanded skills in the labour market is obvious. The highest share of students, including doctoral students, are studying social sciences, disciplines and services,²⁰ despite the fact that the market is over-saturated with these professions and requires graduates with a scientific and technological orientation, including ICT.

Shorter forms of study as suitable preparation for the labour market (professionally-oriented undergraduate study programmes) are not sufficiently applied. Insufficient co-operation among the academic community, employers and the research sector reduces the significance of tertiary education for the needs of the labour market and result-orientation.

Special attention will be paid to applicants and students with specific needs (including members of marginalized groups such as Roma) who, due to disadvantages in combination with related social factors, have limited access to tertiary education. In order to overcome this disadvantage there is also a need to invest in improving the quality of teacher training and in specialized courses in the educational sphere so that graduates are fully prepared to perform their jobs with regard to strengthening the practice and needs of students with SUEN, i.e., the inclusive dimension of education.

The SR lags behind the European average with respect to doctoral students. In the 2011/2012 academic year, doctoral students comprised 6 % of the total number of students in comparison with the 40 % share of doctoral students in top European universities. Doctoral students are one of the main factors influencing science and research activities, i.e., support will also be oriented on the development of human resources in research and development.

Results:

- *Increasing the number and quality of professionally-oriented undergraduate study programmes reflecting the requirements of the labour market.*
- *Enhancing the co-operation of centres linking higher schools and the business sphere oriented on resolving actual tasks and assignments from practice in the form of specialised teaching facilities of public universities and specialised research and development workplaces and specialised art workplaces.*
- *Increasing the interest in and the number of STEM and IT graduates.*

¹⁹ Almost 250,000 students are currently studying in Slovakia, while more than 70,000 students graduate each year. A total of 37 university type higher education institutions operate here; this represents the highest number of universities in Europe per 100,000 population. On the other hand, Slovakia has the fewest number of students per university.

²⁰ From the aspect of statistical classification of education fields, **58.08 % of all students studied social sciences, disciplines and services.** The same situation applies to doctoral studies; the highest number of students is found in social sciences and disciplines (40.46 % of doctoral students). 80.19 % of students study social sciences, disciplines and services at private universities. Report on the State of Tertiary Education in 2012

- *Promoting human capital at universities and in research.*
- *Improving access to university education for persons with special needs*
- *Improving the quality of training of future teachers and specialized workers including strengthening the practical component of teacher training programmes.*

2.1.7 Activities which will be supported within the investment priority

2.1.7.1 Description of the type and examples of activities

IP 1.3 Improving the quality and efficiency of, and access to, tertiary and equivalent education with a view to increasing participation and attainment levels, especially for disadvantaged groups

Interventions under this specific objective will contribute to improving tertiary education in compliance with practice, namely by supporting result-oriented education and introducing vocationally oriented study programs and STEM and IT. Support will also focus on the development of human resources in research.

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| <i>Identification of the main target groups:</i> | <ul style="list-style-type: none"> • university students (students of the first, second and third levels of study, including students with special needs and students from socially deprived environments such as Roma), • students applying for tertiary education (including students with special needs and students from socially deprived environments such as Roma), • secondary school pupils, • pedagogical and professional staff of employees according to the valid legislation, • university teachers, • management of universities, • employees in research and development (including the corporate sector and SAS), • postgraduates. |
| <i>Target territories</i> | <ul style="list-style-type: none"> • NUTS II – Bratislava region • NUTS II – Western Slovakia • NUTS II – Central Slovakia • NUTS II – Eastern Slovakia |
| <i>Types of beneficiaries</i> | <ul style="list-style-type: none"> • organizations directly managed by the SR Ministry of Education, Science, Research and Sport, • secondary schools, • universities, • educational institutions, • budgetary and contributory organizations of the State and upper-tier territorial units, • central government authorities, • Slovak Academy of Sciences (including individual SAS institutes), • professional organizations, employers' federations, associations and chambers, • public sector enterprises, • private sector enterprises • interest associations of legal entities. • relevant state and non-state specific funds |

Examples of activities

Specific objective 1.3.1:

Increase the quality of tertiary education and development of human resources in the area of research and development with a view to establishing a link between tertiary education and the needs of the labour market.

- Promoting managerial/business, innovative and problem-addressing skills in the curriculum of higher education.
- Activities to amend the descriptions of training courses as required by employers.
- Activities of practical training for students and professional internships of university teachers and researchers in the employment sector.
- Activities for preparing experts for university centres linking the universities and businesses in the regions in form of specialised teaching facilities of public universities and specialised research and development and specialised art workplaces
- Creation and innovation of study programs with an emphasis on the needs of the labour market, including practically oriented undergraduate degree programmes and further education programmes in partnership with the private sector and organizations representing the business sector, small and medium-size enterprises.
- Supporting improving of internal systems ensuring the quality of tertiary education reflecting on linking with the practice.
- Supporting projects of universities to identify and remove barriers to make study available to persons with special needs, for example availability and access to information and materials in accessible format,
- Networking with and educating university employees regarding students with specific needs
- Counselling for students with specific needs, including the students from socially deprived environments and marginalized communities, such as Roma,
- Preparatory courses for students with specific needs, including students from socially deprived environments and marginalized communities, such as Roma
- supporting projects aimed at enhancing the quality of human capital in science and research aiming at creating preconditions for successful implementation of RIS3,
- Monitoring, evaluation, creation and implementation of quality standards (especially in the relation to the internal systems of quality ensuring in relation to tertiary education).
- Supporting mobility activities between research and development organizations and the business sector,
- Counselling and promoting interest of pupils and students in STEM studies (science, technology, engineering and mathematics) and IT studies (career counselling, seminars, and summer schools).
- Supporting innovative and alternative forms of education and teaching methods.
- Supporting the introduction of financial education in the curricula for teacher training courses,
- Supporting the creation of training schools within teacher training, combination of theoretical and practical education with an emphasis on practice, including mentoring and information networking,
- Supporting the development of key competences, especially language and ICT skills,
- Popularizing of STEM, IT and technical subjects in teacher training specializations (promotion, counselling)
- Design and implementation of education programmes for future teachers and specialized workers with an emphasis on inclusive education,
- Involvement of experts from other sectors in the educational process.

2.1.8 Investment priority of Priority Axis Education 1.4

Investment priority 1.4 Enhancing equal access to lifelong learning for all age groups in formal, non-formal and informal settings, upgrading the knowledge, skills and competences of the workforce, and promoting flexible learning pathways including through career guidance and validation of acquired competences.

2.1.8.1 Specific objectives of the investment priority and expected results

Specific objective 1.4.1 ***Improving the quality and effectiveness of lifelong learning with an emphasis on the development of core competences and enhancing and upgrading skills.***

Lifelong learning is a necessary instrument for providing citizens with simple access to the flexible improvement and upgrading of skills, for enhancing their possibilities in the labour market, personal development and improving the quality of their lives. Through formal and non-formal education and informal learning, everyone can complement, enhance and upgrade their education and improve their skills for the implementation their needs and interests. Quality lifelong education applicable in practice, including verified outputs of this education, are necessary in terms of the rapidly changing labour market.

Adult participation in lifelong learning in the SR is one of the lowest within the Union - less than 5 % of the economically active population (25-64 years of age) participates in lifelong learning in the SR. The participation of adults in lifelong learning in the SR in 2011 was 3.9 %, while the Union average was 8.9 %. The results of PIAAC, which maps the level of skills of adults in reading, mathematics and problem solving in technically advanced environments, indicates that the level of competences of adults in Slovakia is insufficient for the competitiveness of the country.

Employers cite a lack of skills necessary for the labour market. Lifelong learning is insufficiently linked to the needs of employers; this includes their co-operation in the provision of education, the creation of its content and participation in counselling for adults.

In many cases, lifelong learning (particularly non-formal education and informal learning) does not lead to acquiring the relevant outputs (degrees, qualifications) that are accepted by employers, and thus the effect of education is lost since it does not realistically enhance one's possibilities in the labour market.

There is also a need to update the description of educational outcomes (qualifications, attained education) within the National Qualifications Framework and the National Qualifications System and the connection of national systems of education throughout EU countries within the European Qualification Framework.

With an emphasis on the inclusive aspect, there is a need to ensure the possibilities for educating and providing vocational training for persons with health, social or other disadvantages in order to include vulnerable groups of the population in the labour market and society.

Results:

- *Increasing adult participation in lifelong learning, with a particular focus on people who need to enhance and renew their skills, people with low education/skills to their sustainability in the labour market in compliance with the labour market requirements.*
- *Designing the system of compatibility and communication between sectors of formal, non-formal education and informal learning (validation of results).*
- *Linking the education system to the labour market through newly created non-formal education programmes.*
- *Ongoing revision and updating of the National Qualifications Framework and the National Qualifications System.*

2.1.9 Activities which will be supported within the investment priority

2.1.9.1 Description of type and examples of activities

IP 1.4 Enhancing equal access to lifelong learning for all age groups in formal, non-formal and informal settings, upgrading the knowledge, skills and competences of the workforce, and promoting flexible learning pathways including through career guidance and validation of acquired competences.

The implementation of these activities will ensure the achievement of the objective of the investment priority, to improve access to lifelong learning and participating in it with regard to the requirements of the practice.

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| Identification of the main target groups: | <ul style="list-style-type: none"> • employees • self-employed persons • persons involved in activities within lifelong learning • young people aged under 25 |
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| | <ul style="list-style-type: none"> • older people in working age • lecturers • tutors • leaders for working with children and youth • community work leaders • professionals and voluntary youth workers • teaching and specialized staff under the valid legislation • university teachers • pupils and students |
| Target territories: | <ul style="list-style-type: none"> • NUTS II - West Slovakia • NUTS II - Central Slovakia • NUTS II - Eastern Slovakia |
| Types of beneficiaries: | <ul style="list-style-type: none"> • organizations directly managed by the Ministry of Education, Science, Research and Sport of the SR • regional and local government • nurseries • primary schools • secondary schools • universities • educational institutions • budgetary and contributory organizations of the State and the HTU • central government authorities • Slovak Academy of Sciences (including individual SAS institutes) • professional organizations, employers' federations, associations and chambers • non-profit organizations providing services of general interest and non-profit organizations set up by special law • public sector enterprises • private sector enterprises • health care providers • other public entities |

Examples of activities

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| <p><u>Specific objective 1.4.1:</u></p> <p>Improving the quality and effectiveness of lifelong learning with an emphasis on the development of core competences and enhancing and upgrading skills</p> <ul style="list-style-type: none"> ➤ Development and implementation of educational programs to develop competences of adults in accordance with the requirements of the labour market (enhancement, acquisition, complementing), including ICT, improving financial literacy, etc. ➤ Supporting partnerships with employers and professional organizations, employers' federations, associations and chambers in the design, innovation and implementation of education. ➤ Forecasting and monitoring of labour market needs in co-operation with the Ministry of Labour, regions and social partners. ➤ Supporting educational programmes to complete elementary and/or lower secondary education (so called the second chance programmes), stimulating the continuation of studies at the next level of education. ➤ Ongoing revision and updating of the National Qualification Framework and the National System of Qualifications in compliance with the European Qualification Framework. ➤ Monitoring, evaluation and design and introduction of quality standards in LLL. ➤ Supporting inclusive educational activities for persons with special educational needs and other disadvantaged groups. ➤ Support of young people with specific problems in finding work, generating examples of co-operation of employers and education providers. ➤ support of the lifelong learning aimed at the needs of human resources in the catching-up regions and regions economically dependent on industries in decline, e.g. coal mining regions ➤ Identification and evaluation of the competence levels of adults used in work life. ➤ Connection of LLL databases, social statistics and the labour market. |
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Table 3A: Common result indicators for which a target value has been set and programme specific result indicators corresponding to the specific objective for the ESF of the **Priority Axis Education** (by investment priority and category of region)

| Investment priority: 1.1 Reduction and prevention of early school dropouts and support for access to quality pre-school, elementary and secondary education including formal, informal and common methods of education with a view to re-inclusion in education and training. | | | | | | | | | | | | | | |
|--|---|------------------------|--------------------------------|--|----------------|---|--------|--|---------------|---------------------|---|--------|-------------------------------|-------------------------------|
| ID | Indicator | Category of region | Measurement unit for indicator | Common output indicator used as basis for target setting | Baseline value | | | Measurement unit for baseline and target | Baseline year | Target value (2023) | | | Source of data | Frequency of reporting |
| | | | | | M | W | T | | | M | W | T | | |
| 1.1.1 R0069 | Number of participants completing activities improving skills and enhancing literacy | Less developed regions | Number | N/A | | | 33,038 | Number | 2014 | | | 37,949 | ITMS2014+ | Annually |
| 1.1.1 R0069 | Number of participants completing activities improving skills and enhancing literacy | More developed regions | Number | N/A | | | 1,028 | Number | 2014 | | | 1,231 | ITMS2014+ | Annually |
| 1.1.1 R0070 | Number of participants involved in activities for improving skills and enhancing literacy, and whose competences and skills improved within 6 months of programme completion | Less developed regions | Number | N/A | | | 33,038 | Number | 2014 | | | 18,975 | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| 1.1.1 R0070 | Number of participants involved in activities for improving skills and enhancing literacy, and whose competences and skills were improved within 6 months of programme completion | More developed regions | Number | N/A | | | 1,028 | Number | 2014 | | | 615 | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| 1.1.1 R0071 | Number of supported schools which apply the inclusive model of education | Less developed regions | Number | N/A | | | 200 | Number | 2014 | | | 475 | ITMS2014+ | Annually |
| 1.1.1 R0071 | Number of supported schools which apply the inclusive model of education | More developed regions | Number | N/A | | | 0 | Number | 2014 | | | 16 | ITMS2014+ | Annually |
| 1.1.1 R0072 | Additional number of pupils with SUEN included in regular classes at schools implementing the inclusive model of education 24 months after project completion | Less developed regions | Number | N/A | | | | Number | 2014 | | | | ITMS2014+, evaluation reports | AIR 2019 and the final report |

| | | | | | | | | | | | | | | |
|---|---|------------------------|--------|-----|--|--|--------|--------|------|--|--|--------|-------------------------------|-------------------------------|
| 1.1.1 R0072 | <i>Additional number of pupils with SUEN included in regular classes at schools implementing the inclusive model of education 24 months after project completion</i> | More developed regions | Number | N/A | | | | Number | 2014 | | | | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| 1.1.1 R0073 | <i>Additional number of pupils with SUEN included in regular classes at schools implementing the inclusive model of education 24 months after project completion</i> | Less developed regions | Number | N/A | | | | Number | 2014 | | | | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| 1.1.1 R0073 | <i>Additional number of pupils with SUEN included in regular classes at schools implementing the inclusive model of education 24 months after project completion</i> | More developed regions | Number | N/A | | | | Number | 2014 | | | | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| 1.1.1 R0074 | <i>Number of students with SUEN in supported schools involved in activities oriented on the support of inclusive model of education, and whose study results improved 6 months after programme completion</i> | Less developed regions | Number | N/A | | | 16,094 | Number | 2014 | | | 11,000 | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| 1.1.1 R0074 | <i>Number of students with SUEN in supported schools involved in activities oriented on the support of inclusive model of education, and whose study results improved 6 months after programme completion</i> | More developed regions | Number | N/A | | | 0 | Number | 2014 | | | 344 | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| 1.1.1 R0075 | <i>Number of teaching and specialized staff who increased their professional competences through activities</i> | Less developed regions | Number | N/A | | | 37,405 | Number | 2014 | | | 16,827 | ITMS2014+ | Annually |
| 1.1.1 R0075 | <i>Number of pedagogical and specialized staff who increased their professional competences through activities</i> | More developed regions | Number | N/A | | | 3,773 | Number | 2014 | | | 298 | ITMS2014+ | Annually |
| Investment priority: 1.2 Improving the labour market relevance of education and training systems, facilitating the transition from education to work, and strengthening vocational education and training systems and their quality, including through mechanisms for skills anticipation, adaptation of curricula and the establishment and development of work-based learning systems, including dual learning systems and apprenticeship schemes. | | | | | | | | | | | | | | |
| 1.2.1 R0076 | <i>Number of participants who completed activities oriented on the support of practical lessons, including activities aimed at introducing elements of the dual education system</i> | Less developed regions | Number | N/A | | | 8,148 | Number | 2014 | | | 34,329 | ITMS2014+ | Annually |

| | | | | | | | | | | | | | | |
|---|---|------------------------|--------|-----|--|--|-----|--------|------|--|--|-------|-------------------------------|-------------------------------|
| 1.2.1 R0076 | <i>Number of participants who completed activities oriented on the support of practical lessons, including activities aimed at introducing elements of the dual education system</i> | More developed regions | Number | N/A | | | 84 | Number | 2014 | | | 1,358 | ITMS2014+ | Annually |
| 1.2.1 R0077 | <i>Number of newly created or innovated apprenticeship or study courses of vocational education and training, including those involving the elements of the dual education system</i> | Less developed regions | Number | N/A | | | 402 | Number | 2014 | | | 191 | ITMS2014+ | Annually |
| 1.2.1 R0077 | <i>Number of newly created or innovated apprenticeship or study courses of vocational education and training, including those involving the elements of the dual education system</i> | More developed regions | Number | N/A | | | 60 | Number | 2014 | | | 29 | ITMS2014+ | Annually |
| 1.2.1 R0078 | <i>Share of participants who completed programmes and found jobs 6 months after completing newly created or innovated apprenticeship or study courses of vocational education and training, including those involving the elements of the dual education system</i> | Less developed regions | % | N/A | | | | % | 2014 | | | | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| 1.2.1 R0078 | <i>Share of participants who completed programmes and found jobs 6 months after completing newly created or innovated apprenticeship or study courses of vocational education and training, including those involving the elements of the dual education system</i> | More developed regions | % | N/A | | | | % | 2014 | | | | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| Investment priority: 1.3 Improving the quality and efficiency of, and access to, tertiary and equivalent education with a view to increasing participation and attainment levels, especially for disadvantaged groups. | | | | | | | | | | | | | | |
| 1.3.1 R0079 | <i>Number of established profession oriented bachelor's programmes</i> | Less developed regions | Number | N/A | | | 0 | Number | 2014 | | | 38 | ITMS2014+ | Annually |
| 1.3.1 R0079 | <i>Number of established profession oriented bachelor's programmes</i> | More developed regions | Number | N/A | | | 0 | Number | 2014 | | | 4 | ITMS2014+ | Annually |
| 1.3.1 R0080 | <i>Number of established partnerships linking universities and the business sector functioning 18 months after the project completion</i> | Less developed regions | Number | N/A | | | 28 | Number | 2014 | | | 28 | ITMS2014+, evaluation reports | AIR 2019 and the final report |

| | | | | | | | | | | | | | | |
|--|---|------------------------|--------|-----|--|--|--------|--------|------|--|--|--------|-------------------------------|-------------------------------|
| 1.3.1 R0080 | <i>Number of established partnerships linking universities and the business sector functioning 18 months after the project completion</i> | More developed regions | Number | N/A | | | 28 | Number | 2014 | | | 3 | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| 1.3.1 R0081 | <i>Number of graduates of established profession-oriented bachelor's programmes</i> | Less developed regions | Number | N/A | | | | Number | 2014 | | | | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| 1.3.1 R0081 | <i>Number of graduates of established profession-oriented bachelor's programmes</i> | More developed regions | Number | N/A | | | | Number | 2014 | | | | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| 1.3.1 R0082 | <i>Share of graduates of established profession-oriented bachelor's programmes who found job 6 months after completing the programme</i> | Less developed regions | % | N/A | | | | % | 2014 | | | | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| 1.3.1 R0082 | <i>Share of graduates of established profession-oriented bachelor's programmes who found job 6 months after completing the programme</i> | More developed regions | % | N/A | | | | % | 2014 | | | | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| 1.3.1 R0083 | <i>Number of university students involved in teacher training programmes and who enhanced their competences necessary for teaching through activities</i> | Less developed regions | Number | N/A | | | 0 | Number | 2014 | | | 892 | ITMS2014+ | Annually |
| 1.3.1 R0083 | <i>Number of university students involved in teacher training programmes and who enhanced their competences necessary for teaching through activities</i> | More developed regions | Number | N/A | | | 0 | Number | 2014 | | | 52 | ITMS2014+ | Annually |
| 1.3.1 R0084 | <i>Number of supported faculties that enhanced the quality of teacher training study programmes through activities</i> | Less developed regions | Number | N/A | | | 7 | Number | 2014 | | | 38 | ITMS2014+ | Annually |
| 1.3.1 R0084 | <i>Number of supported faculties that enhanced the quality of teacher training study programmes through activities</i> | More developed regions | Number | N/A | | | 2 | Number | 2014 | | | 2 | ITMS2014+ | Annually |
| Investment priority: 1.4 Enhancing equal access to lifelong learning for all age groups in formal, non-formal and informal settings, upgrading the knowledge, skills and competences of the workforce, and promoting flexible learning pathways including through career guidance and validation of acquired competences. | | | | | | | | | | | | | | |
| 1.4.1 R0085 | <i>Participants gaining or improving a qualification upon leaving</i> | Less developed regions | Number | N/A | | | 22,853 | Number | 2014 | | | 12,936 | ITMS2014+ | Annually |
| 1.4.1 R0086 | <i>Participants with low education/skills involved in LLL activities who upon leaving acquired or enhanced their skills</i> | Less developed regions | Number | N/A | | | 1,430 | Number | 2014 | | | 3,234 | ITMS2014+ | Annually |

| | | | | | | | | | | | | | |
|----------------|---|------------------------|--------|-----|--|--|---|--------|------|--|---|-------------------------------|-------------------------------|
| 1.4.1 R0087 | <i>Number of partnerships between employers and providers of LLL functioning 18 months after the project completion</i> | Less developed regions | Number | N/A | | | 0 | Number | 2014 | | 7 | ITMS2014+, evaluation reports | AIR 2019 and the final report |
|----------------|---|------------------------|--------|-----|--|--|---|--------|------|--|---|-------------------------------|-------------------------------|

Table 4A: Common and programme-specific output indicators for the ESF of the **Priority Axis Education** (by investment priority, broken down by category of region for the ESF and where relevant, for the ERDF)

| Investment priority: 1.1 Reduction and prevention of early school dropouts and support for access to quality pre-school, elementary and secondary education including formal, informal and common methods of education with a view to re-inclusion in education and training. | | | | | | | | | |
|--|---|------------------|------|-------------------------------------|-----------------------------------|---|--------|----------------|------------------------|
| ID | Indicator | Measurement unit | Fund | Category of region (where relevant) | Target value (2023) ²¹ | | | Source of data | Frequency of reporting |
| | | | | | M | W | T | | |
| 1.1 O0072 | <i>Number of participants completing activities for improving skills and enhancing literacy</i> | Number | ESF | Less developed regions | | | 39,946 | ITMS2014+ | Annually |
| 1.1 O0072 | <i>Number of participants completing activities for improving skills and enhancing literacy</i> | Number | ESF | More developed regions | | | 1,296 | ITMS2014+ | Annually |
| 1.1 O0073 | <i>Number of schools involved in activities oriented on support of the inclusive model of education</i> | Number | ESF | Less developed regions | | | 500 | ITMS2014+ | Annually |
| 1.1 O0073 | <i>Number of schools involved in activities oriented on support of the inclusive model of education</i> | Number | ESF | More developed regions | | | 17 | ITMS2014+ | Annually |
| 1.1 O0074 | <i>Number of students with SUEN in supported schools involved in activities oriented on support of the inclusive model of education</i> | Number | ESF | Less developed regions | | | 22,000 | ITMS2014+ | Annually |
| 1.1 O0074 | <i>Number of students with SUEN in supported schools involved in activities oriented on support of the inclusive model of education</i> | Number | ESF | More developed regions | | | 687 | ITMS2014+ | Annually |
| 1.1 O0075 | <i>Number of pedagogical and specialized staff who increased their professional competences through activities</i> | Number | ESF | Less developed regions | | | 24,038 | ITMS2014+ | Annually |

²¹ In case of ESF this list contains common output indicators for which target value has been established.

| | | | | | | | | | |
|---|---|--------|-----|------------------------|--|--|--------|-----------|----------|
| 1.1 O0075 | <i>Number of pedagogical and specialized staff who increased their professional competences through activities</i> | Number | ESF | More developed regions | | | 426 | ITMS2014+ | Annually |
| Investment priority: 1.2 Improving the labour market relevance of education and training systems, facilitating the transition from education to work, and strengthening vocational education and training systems and their quality, including through mechanisms for skills anticipation, adaptation of curricula and the establishment and development of work-based learning systems, including dual learning systems and apprenticeship schemes. | | | | | | | | | |
| 1.2 O0076 | <i>Number of participants who completed activities oriented on the support of practical lessons, including activities aimed at introducing elements of the dual education system</i> | Number | ESF | Less developed regions | | | 36,135 | ITMS2014+ | Annually |
| 1.2 O0076 | <i>Number of participants who completed activities oriented on the support of practical lessons, including activities aimed at introducing elements of the dual education system</i> | Number | ESF | More developed regions | | | 1,458 | ITMS2014+ | Annually |
| 1.2 O0108 | <i>Number of newly created or innovated apprenticeship or study courses supporting vocational education and training, including those involving the elements of the dual education system</i> | Number | ESF | Less developed regions | | | 201 | ITMS2014+ | Annually |
| 1.2 O0108 | <i>Number of newly created or innovated apprenticeship or study courses supporting vocational education and training, including those involving the elements of the dual education system</i> | Number | ESF | More developed regions | | | 30 | ITMS2014+ | Annually |
| Investment priority: 1.3 Improving the quality and efficiency of, and access to, tertiary and equivalent education with a view to increasing participation and attainment levels, especially for disadvantaged groups. | | | | | | | | | |
| 1.3 O0077 | <i>Number of university students</i> | Number | ESF | Less developed regions | | | 7,717 | ITMS2014+ | Annually |
| 1.3 O0077 | <i>Number of university students</i> | Number | ESF | More developed regions | | | 910 | ITMS2014+ | Annually |
| 1.3 O0078 | <i>Number of university students involved in teacher training programmes</i> | Number | ESF | Less developed regions | | | 1,115 | ITMS2014+ | Annually |
| 1.3 O0078 | <i>Number of university students involved in teacher training programmes</i> | Number | ESF | More developed regions | | | 65 | ITMS2014+ | Annually |
| 1.3 O0079 | <i>Number of faculties involved in activities oriented on improving the quality of pedagogical teacher training study programmes</i> | Number | ESF | Less developed regions | | | 40 | ITMS2014+ | Annually |
| 1.3 O0079 | <i>Number of faculties involved in activities oriented on improving the quality of pedagogical teacher training study programmes</i> | Number | ESF | More developed regions | | | 3 | ITMS2014+ | Annually |

| | | | | | | | | | | |
|--|---|--------|-----|------------------------|--|--|--------|-----------|----------|--|
| 1.3 O0080 | Number of supported profession- oriented bachelor's programmes | Number | ESF | Less developed regions | | | 40 | ITMS2014+ | Annually | |
| 1.3 O0080 | Number of supported profession- oriented bachelor's programmes | Number | ESF | More developed regions | | | 4 | ITMS2014+ | Annually | |
| 1.3 O0081 | Number of established partnerships linking universities and the business sector | Number | ESF | Less developed regions | | | 40 | ITMS2014+ | Annually | |
| 1.3 O0081 | Number of established partnerships linking universities and the business sector | Number | ESF | More developed regions | | | 4 | ITMS2014+ | Annually | |
| Investment priority: 1.4 Enhancing equal access to lifelong learning for all age groups in formal, non-formal and informal settings, upgrading the knowledge, skills and competences of the workforce, and promoting flexible learning pathways including through career guidance and validation of acquired competences. | | | | | | | | | | |
| 1.4 O0082 | Number of participants involved in LLL activities | Number | ESF | Less developed regions | | | 16,170 | ITMS2014+ | Annually | |
| 1.4 O0083 | Number of participants with low education/skills involved in LLL activities | Number | ESF | Less developed regions | | | 4,043 | ITMS2014+ | Annually | |
| 1.4 O0084 | Number of partnerships between employers and LLL providers | Number | ESF | Less developed regions | | | 14 | ITMS2014+ | Annually | |

Table 5A: Performance framework of the priority axis 1 Education

| Priority axis | Indicator type (Key implementation step, financial, output or, where appropriate, result indicator) | ID | Indicator or key implementation step | Measurement unit, where appropriate | Fund | Category of region | Milestone for 2018 | Final target (2023) | | | Source of data | Explanation of indicator's relevancy if applicable |
|---------------|---|-------|---|-------------------------------------|------|------------------------|--------------------|---------------------|---|-------------|----------------|--|
| | | | | | | | | M | W | T | | |
| 1.Education | Financial indicator | F0002 | Total sum of eligible expenditures upon their certification by certifying authority and submission of payment applications to the European Commission | EUR | ESF | Less developed regions | 74,459,593 | | | 526,296,574 | ITMS2014+ | |
| | Financial indicator | F0002 | Total sum of eligible expenditures upon their certification by certifying authority and submission of payment applications to the | EUR | ESF | More developed regions | 3,862,572 | | | 22,788,844 | ITMS2014+ | |

| | | | | | | | | | | | | |
|------------------|-------|---|--------|-----|------------------------|--------|--|--|--------|-----------|--|--|
| | | <i>European Commission</i> | | | | | | | | | | |
| Output indicator | O0074 | <i>Number of students with SUEN in supported schools involved in activities oriented on support of the inclusive model of education</i> | Number | ESF | Less developed regions | 19,000 | | | 22,000 | ITMS2014+ | | |
| Output indicator | O0075 | <i>Number of pedagogical and specialized staff involved in activities for improving their professional competences</i> | Number | ESF | Less developed regions | 3,606 | | | 24,038 | ITMS2014+ | | |
| Output indicator | O0075 | <i>Number of pedagogical and specialized staff involved in activities for improving their professional competences</i> | Number | ESF | More developed regions | 77 | | | 426 | ITMS2014+ | | |
| Output indicator | O0072 | <i>Number of participants involved in activities for improving skills and enhancing literacy</i> | Number | ESF | Less developed regions | 5,992 | | | 39,946 | ITMS2014+ | | |
| Output indicator | O0072 | <i>Number of participants involved in activities for improving skills and enhancing literacy</i> | Number | ESF | More developed regions | 253 | | | 1,296 | ITMS2014+ | | |
| Output indicator | O0073 | <i>Number of schools involved in activities oriented on support of the inclusive model of education</i> | Number | ESF | Less developed regions | 200 | | | 500 | ITMS2014+ | | |
| Output indicator | O0082 | <i>Number of participants involved in LLL activities</i> | Number | ESF | Less developed regions | 2,426 | | | 16,170 | ITMS2014+ | | |

2.2 PRIORITY AXIS 2: Youth employment initiative

| | |
|-----------------------------------|-----------------------------|
| ID of the priority axis | 2. |
| Title of the priority axis | Youth employment initiative |

| | |
|--|----|
| <i>The entire priority axis will be implemented solely through financial instruments</i> | NO |
| <i>The entire priority axis will be implemented solely through financial instruments set up at Union level</i> | NO |
| <i>The entire priority axis will be implemented through community-led local development</i> | NO |
| <i>For the ESF: The entire priority axis is dedicated to social innovation or to transnational co-operation, or both</i> | NO |

2.2.1 Fund, category of region and calculation basis for Union support

| | |
|--|-----------------------|
| Fund | ESF, YEI |
| Category of region | Less developed region |
| Calculation basis (total eligible expenditure or eligible public expenditure) | Total contribution |
| Category of region for outermost regions and northern sparsely populated regions (where applicable) | N/A |

2.2.2 Investment priority of the Priority Axis Youth Employment Initiative 2.1

Investment priority 2.1 Sustainable integration into labour market of young people, in particular those not in employment, education or training, including young people at risk of social exclusion and young people from marginalized communities, including through the implementation of the Youth Guarantee

2.2.2.1 Specific objectives of investment priority and expected outcomes

Specific objective 2.1.1 **Increasing the employment, employability and participation of young unemployed people, NEET, in the labour market by introducing the youth guarantee**

In general, the state of unemployment among young people is affected by the mismatch of skills and labour market needs. The unemployment rate of persons in the 15-24 age category has been above average values for a long time in Slovakia. According to the data of the Statistical Office of the SR, in 2011 (33.4%) it was 19.8 % higher than the overall unemployment rate; in 2013 (33.6%) it was 19.4 %

higher. More than half of unemployed people between the ages of 15 and 24 have been unemployed for more than a year. In 2013, when taking into consideration the number of young people in education, the inactivity rate of young people under the age of 25 (NEET) in the SR was 13.7%, which however, was not much higher than the average of the EU27 and V4 countries (12.9% and 12.6%). In 2013, the inactivity rate of young people under 29 was 19% (EU27 average: 15.8%; V4 average: 16.7%). In terms of education, the highest rate of unemployment among young people was found among young people with completed secondary vocational education, vocational education without leaving exams and with elementary education. From 2011 to 2013, they comprised 78 to 81% of the unemployed in the 15-24 age category.

The SR has already implemented certain measures oriented on the smooth transition of young people from education to the labour market. For example, as of 1.1.2013, the amendment to the Act on Employment Services created the legislative framework for the flow of information regarding the labour market between the school system and employers at the regional and national levels, which will improve the level of information regarding labour market developments. As of 1.5.2013, the amendment specified the target group for the performance of graduate practice. Almost 10 000 young job seekers were involved in this activity in 2013. In connection with the initiative of the President of the EC to reduce youth unemployment, the MoLSAF SR through the Central LSAF Office focused its support on creating new jobs for people under the age of 29. The implementation of this support anticipates the creation of almost 14,000 jobs from 2012 to 2015, and as at 31.8.2014 there was a support of the creation of approximately 12,500 jobs for unemployed persons under the age of 29 in 6,104 entrepreneurial entities. In compliance with the NRP SR, the MoLSAF SR prepared the National Plan for Youth Guarantee Implementation in the SR, which was discussed at the session of the Slovak Government on 5.2.2014. The implementation of this guarantee was also adopted by the Council of Solidarity and Development of the SR which on 29.1. 2014 passed the Common Declaration for its support. These processes created the strategic framework for supporting the employment of young NEET in the SR. The SR shifted the age from 25 to 29 under the condition that the guarantee in the 25-29 age category will pertain particularly to the long-term unemployed (over 12 months) or listed for at least 6 months in the job seekers register. In this sense, the national plan was updated and sent to the EC in April 2014.

Despite all of the adopted measures, persons in the 15-24 age category (77,600 persons) represented the largest group of job seekers in 2013; their share was 18.70%. Job seekers in the 25-29 age category comprised the second largest group (54,200 persons) with a share of 13.07%. Therefore, support must be targeted on young people who are NEET up to the age of 29 and must be oriented on quality offers of employment, further education, vocational training and internship for them within 4 months after losing their job or completing formal education.

Results:

- *reduction of inactivity rate of young people under 29 years of age (NEET)*
- *increased employment of young people*
- *improved employability of young people, particularly young people with low skills and the long-term unemployed*
- *introduction of new and innovative forms of support for young people in terms of education, job placement, internships*

2.2.3 Activities that will be supported within investment priority

2.2.3.1 Description of the type and examples of activities

IP 2.1 Sustainable integration into the labour market of young people, in particular those not in employment, education or training, including young people at risk of social exclusion and young people from marginalised communities, including through the implementation of the Youth Guarantee

The activities under the specific objective 2.1.1 will respond to the high unemployment rate of young people and those under the age of 29 who are not involved in education, employment or training – NEET.

Young people will be extensively supported across the entire OP. Targeted activities for the benefit of 82 255 young people are planned under PA 2 Young employment initiative.

Activities proposed under IP 2.1 shall contribute to the implementation of the Youth Guarantee in Slovakia.

| | |
|---|--|
| Identification of main target groups | <ul style="list-style-type: none"> • low skilled job seekers under the age of 29 • long-term unemployed job seekers under the age of 29, including Roma • NEET under the age of 29 for a minimum of 3 months • NEET under the age of 25 for a minimum of 1 month • NEET under the age of 29 • job seekers under the age of 26 who completed systematic preparation for occupation by the relevant level of education in full time form of study less than 2 years ago and who did not have any regularly paid job after completion of education |
| Target territory | <ul style="list-style-type: none"> • NUTS II – Western Slovakia • NUTS II – Central Slovakia • NUTS II – Eastern Slovakia |
| Types of beneficiaries | <ul style="list-style-type: none"> • Central Office of Labour, Social Affairs and Family • offices of labour, social affairs and family • regional and local government • state budgetary and contributory organizations • municipalities and towns and legal entities founded by a municipality or town • association of towns and municipalities • upper-tier territorial units and authorities of self-governing regions and legal entities founded by upper-tier territorial units • civic associations • local action groups • foundations • • interest groups of legal persons • non-investment funds • clerical organizations • non-profit organizations providing services of general interest and non-profit organizations set up by special law • business companies, cooperatives and other employers • other providers of employment services • employers – entrepreneurial entities |

Examples of activities

| |
|--|
| <p>Specific objective 2.1.1: Increasing employment, employability and participation of young unemployed people, NEET, in the labour market by introducing the youth guarantee</p> <ul style="list-style-type: none"> ➤ implementation of measures supporting young NEET with a view to acquiring sustainable work or self-employment ➤ programmes enhancing the chances of young NEET for quality job placement ➤ support of the first regularly paid employment of young NEET ➤ support of practice as a part of employment in the first employment of young NEET involving elements such as training, on the job training, mentoring, etc., carrying out of measures supporting second chances for young NEET for education or offers for education and labour market |
|--|

- preparation related to their integration in the labour market
- programmes enabling young NEET job seekers to adapt their skills to the labour market needs
- assistance and support for young NEET in starting up businesses through innovative start-ups and help in self-employment or creating partnerships with entities active in the start-up sector
- programmes enabling young NEET to complete education at elementary or secondary school
- programmes and projects providing young NEET with vocational training, internships, practice, training of skills, etc.
- programmes enabling the building of a profile of work experience with a view to improving possibilities for acquire stable jobs for young NEET
- programmes designated for searching for new or innovative forms of support for young NEET aiming at their education, job placement, internship, practice, etc.
- specific programmes for the support of school graduates with disabilities when looking for their first job
- introduction of a programme of special support for the employment of young people after they complete alternative care programmes or prison sentences and for the young disabled with partial labour potential, etc.
- support for the skills of young NEET in the environmental sector (green professions)

Table 3B: YEI result indicators and programme-specific result indicators corresponding to the specific objective for the ESF Priority axis Youth employment initiative (by priority axis or by part of a priority axis)

| Investment priority: 2.1 Sustainable integration into the labour market of young people, in particular those not in employment, education or training, including young people at risk of social exclusion and young people from marginalised communities, including through the implementation of the Youth Guarantee | | | | | | | | | | | | | |
|---|--|--------------------------------|--|----------------|---|--------|--|---------------|---------------------|---|--------|----------------|------------------------|
| ID | Indicator | Measurement unit for indicator | Common output indicator used as basis for target setting | Baseline value | | | Measurement unit for baseline and target | Baseline year | Target value (2023) | | | Source of data | Frequency of reporting |
| | | | | M | W | T | | | M | W | T | | |
| 2.1.1 CR01 | Unemployed participants who complete the YEI supported intervention | Number | unemployed, including long-term unemployed | | | 24,563 | Number | 2014 | | | 57,578 | ITMS2014+ | Annually |
| 2.1.1 CR02 | Unemployed participants who receive an offer of employment, continued education, apprenticeship or traineeship upon leaving | Number | unemployed, including long-term unemployed | | | 26,300 | Number | 2014 | | | 20,564 | ITMS2014+ | Annually |
| 2.1.1 CR03 | Unemployed participants who are in education/training, gain a qualification, or are in employment, including self-employment, upon leaving | Number | unemployed, including long-term unemployed | | | 8,059 | Number | 2014 | | | 41,127 | ITMS2014+ | Annually |
| 2.1.1 CR04 | Long-term unemployed participants who complete the YEI supported intervention | Number | long-term unemployed | | | 12,280 | Number | 2014 | | | 8,128 | ITMS2014+ | Annually |
| 2.1.1 CR05 | Long-term unemployed participants who receive an offer of employment, continued education, apprenticeship or traineeship upon leaving | Number | long-term unemployed | | | 13,150 | Number | 2014 | | | 2,979 | ITMS2014+ | Annually |
| 2.1.1 CR06 | Long-term unemployed participants who are in education/training, gain a qualification, or are in employment, including self-employment, upon leaving | Number | long-term unemployed | | | 4,029 | Number | 2014 | | | 4,214 | ITMS2014+ | Annually |
| 2.1.1 CR07 | Inactive participants not in education or training who complete the YEI supported intervention | Number | N/A | | | 0 | Number | 2014 | | | 1,645 | ITMS2014+ | Annually |

| | | | | | | | | | | | | | |
|---------------|--|--------|--|--|--|-------|--------|------|--|--|--------|-------------------------------|-------------------------------|
| 2.1.1 CR08 | <i>Inactive participants not in education or training who receive an offer of employment, continued education, apprenticeship or traineeship upon leaving</i> | Number | N/A | | | 0 | Number | 2014 | | | 494 | ITMS2014+ | Annually |
| 2.1.1 CR09 | <i>Inactive participants not in education or training who are in education/training, gain a qualification, or are in employment, including self-employment, upon leaving</i> | Number | N/A | | | 0 | Number | 2014 | | | 658 | ITMS2014+ | Annually |
| 2.1.1 CR10 | <i>Participants in continued education, training programmes leading to a qualification, an apprenticeship or a traineeship six months after leaving</i> | Number | unemployed, including long-term unemployed | | | 806 | Number | 2014 | | | 4,113 | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| 2.1.1 CR11 | <i>Participants in employment six months after leaving</i> | Number | unemployed, including long-term unemployed | | | 7,253 | Number | 2014 | | | 20,564 | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| 2.1.1 CR12 | <i>Participants in self-employment six months after leaving</i> | Number | unemployed, including long-term unemployed | | | 384 | Number | 2014 | | | 2,468 | ITMS2014+, evaluation reports | AIR 2019 and the final report |

Table 4B: Common and programme-specific output indicators for the **Priority Axis Youth employment initiative** (by investment priority, broken down by category of region for the ESF, and where relevant, for the ERDF)

| Investment priority: 2.1 Sustainable integration into the labour market of young people, in particular those not in employment, education or training, including young people at risk of social exclusion and young people from marginalised communities, including through the implementation of the Youth Guarantee | | | | | | | | | |
|--|--------------------------------------|------------------|------|-------------------------------------|-----------------------------------|---|--------|----------------|------------------------|
| ID | Indicator | Measurement unit | Fund | Category of region (where relevant) | Target value (2023) ²² | | | Source of data | Frequency of reporting |
| | | | | | M | W | T | | |
| 2.1 O0085 | <i>Persons below 29 years of age</i> | Number | YEI | Less developed regions | | | 82,255 | ITMS2014+ | Annually |

²² In the case of ESF, this list contains common output indicators for which a target value has been established .

Table 5B: Performance framework of the priority axis 2 Youth employment initiative

| Priority axis | Indicator type (Key implementation step, financial, output or, where appropriate, result indicator) | ID | Indicator or key implementation step | Measurement unit, where appropriate | Fund | Category of region | Milestone for 2018 | Final target (2023) | | | Source of data | Explanation of indicator's relevancy if applicable |
|--------------------------------|---|-------|---|-------------------------------------|------|------------------------|--------------------|---------------------|---|-------------|----------------|--|
| | | | | | | | | M | W | T | | |
| 2. Youth employment initiative | Financial indicator | F0002 | Total sum of eligible expenditures upon their certification by certifying authority and submission of payment applications to the European Commission | EUR | YEI | Less developed regions | 144,350,518 | | | 228,275,422 | ITMS2014 + | |
| | Output indicator | O0085 | Persons below 29 years of age | Number | YEI | Less developed regions | 52,014 | | | 82,255 | ITMS2014 + | |

2.3 PRIORITY AXIS 3: Employment

| | |
|------------------------------|------------|
| <i>Priority axis ID</i> | 3. |
| <i>Name of priority axis</i> | Employment |

| | |
|--|----|
| <i>The priority axis will be implemented solely using financial instruments</i> | NO |
| <i>The priority axis will be implemented solely using financial instruments created at EU level</i> | NO |
| <i>The priority axis will be implemented using the CLLD instrument</i> | NO |
| <i>For ESF: The entire priority axis is focusing on social innovation, multinational co-operation, or both</i> | NO |

Justification of definition of a priority axis related to more than one category of regions, to more than one topic or fund:

On the basis of requests and needs of the regions of the Slovak Republic, it is necessary to pay a lot of attention to the support of sustainable and quality employment and labour mobility; this will be used to solve measures focused on reducing the high unemployment rate in the SR. The goal is to improve the conditions in the SR, positively influencing the labour market using additional sources from the ESF. This support will go to the supply and demand aspect of the labour market. Suitable instruments will be used to initiate the creation and sustainability of job positions, increasing of professional skills, and adaptation to the needs of the labour market, as well as to improve access to employment. **In the framework of employment support programmes, it is necessary to design efficient instruments supporting the increase of employment, employability, and to reduce unemployment**, with special emphasis on *people in long-term unemployment*, with low qualification, elderly people, and disabled persons. In addition, the emphasis will be placed on the support of job-related mobility in order to reduce regional disparities, namely through the application of measures leading to adapting of regions to new economic and social conditions. In line with the specific recommendations of the Council for the SR, implied by the 2014 National Program of Reforms in the SR, it is necessary to adopt measures to improve the ability of provision of public employment services to jobseekers by individualized services.

Steps leading to the elimination of obstacles in the labour market will be applied simultaneously with the aforementioned proposed measures. Support for equal opportunities for everyone must be assured pursuant to the principles of non-discrimination in any area.

With regard to the need to increase the quality of employment services provided, it will be necessary to modernize the employment services, support staff capacities, and last but not least, continue in the co-operation with the social partners and support the mechanisms pursuing gender equality. Disadvantaged groups of women on the labour market, such as mothers with small children and elderly women will be accentuated, and so will be the creation of focused measures to align family and working life.

In the framework of the 3% transfer to the Bratislava region it is necessary to implement measures in the area of alignment of family and work lives, as in the Bratislava region, where employment is high, there is high demand for and need of this support. This also applies to the support of care for children aged up to 3 years, specifically, the child care benefit; in the Bratislava region, the number of benefits provided to parents is 31.1% of the remaining 7 regions of the Slovak Republic. This implies that in the Bratislava region, the need for alignment of work and family lives is much stronger. In connection with Council recommendations for 2014 concerning improving the provision of childcare facilities, especially for children less than 3 years of age, it is necessary to continue to support the measure

indicated above as well as the newly proposed intertwined measure for providing of childcare facilities for children less than 3 years of age. This is a comprehensive approach in relation to the employment of women who care for children younger than 3 years of age and ensuring care for children of this age through financial support in connection with affordable facilities, as far as the BSR is concerned. The situation in the BSR regarding the drop in the number of working women and the need to set preventative measures is the same as the situation in the other regions.

2.2.1 Fund, region category, and basis for calculation of the EU support

| | |
|--|----------------------------------|
| <i>Fund</i> | ESF |
| <i>Category of region</i> | Less developed More developed |
| <i>Calculation basis (public or total contribution)</i> | Total contribution |
| <i>Region category for the most distant and northern sparsely inhabited regions (if applicable)</i> | N/A |

2.3.2 Investment priorities of priority axis Employment 3.1

Investment priority 3.1 Access to employment for job-seekers and inactive people, including the long-term unemployed and people far from the labour market, also through local employment initiatives and support for labour mobility

2.3.2.1 Specific objectives of investment priorities and expected results

Specific objective 3.1.1 Increase employment, employability, and reduce unemployment with special emphasis on the long-term unemployed, low-qualified, elderly, and disabled persons

The share of employed inhabitants from 20 to 64 years of age in Slovakia is below the average of the EU 27, stagnating around 65%. The objective for Slovakia implied by the Europe 2020 strategy in the area of employment of persons aged 20-64 equal to 72% cannot be reached without targeted and preventive measures on the labour market with ESF support. The long-term unemployment rate of more than 9% is one of the highest in the EU27. According to the selective identification of labour forces, more than 66% of the unemployed were jobless for more than 1 year in 2013, with the absolute number thereof increasing twofold on a y/y basis compared to the total number of the unemployed. The share of persons in long-term unemployment on the total number of jobseekers in 2013 was approximately 51.47% according to the data of the Central Office of Labour, Social Affairs, and Family; this is a 2.67 percentage points growth compared to 2012 (48.80%). Long-term unemployment affects mostly persons with qualifications and skills not corresponding to the labour market needs; in certain groups of inhabitants, it can be linked to discrimination at the labour market (49% of the Roma have experienced discrimination when looking for a job in the last 5 years). According a research of FRA and the UN Development Programme, World Bank, and the European Commission, less than 30% of the members of Roma households in the Slovak Republic aged 20-64 had paid jobs and less than 35% of them considered themselves unemployed. The problem is the long-term unemployment (> 2 years). Solving of the long-term unemployment is the main goal of the Action plan on enhancing the integration of long-term unemployed into the labor market in the Slovak Republic, adopted in November 2016 and focusing in particular on providing individual assessment, counseling, work integration agreements at the latest when the unemployment period reaches 18 months, financial incentives to integrate into the labor market, etc. In terms of education, individuals who have the highest rate of unemployment are those with only primary school education; this rate is

three times higher than the average rate of total unemployment. The share of the unemployed with elementary and unfinished elementary education pro rata to the total number of unemployed was 17.4% in 2013. In 2013, the unemployment rate of older people (between the ages of 55-64) reached 11.5%, which was below the level of total unemployment rate (14.2%).

People with low qualification, elderly people and disabled persons face the biggest problems. In 2013, the unemployment rate of the elderly reached 55.1%, remaining almost unchanged compared to the previous year. The employment rate of women between the ages of 20-64 (57.8% in 2013) was 14.4 p.p. lower compared to the employment rate of men. In 2013, according to the data from the selective identification of labour force, 41 300 persons **with disabilities were employed** (1.8% of the total number of working persons in the SR). The share of working persons with disabilities on the total employment grew by 0.3 p.p. compared to 2012.

The support will strive to maximize the synergy of activities with lifelong learning so that these persons acquire knowledge and skills demanded in the labour market, including ICT skills, and so that their employment and employability grows by developing key competences, improving professional advising. Support will also focus on improvement of the access of disadvantaged jobseekers to employment also by employing them in the framework of the social economy. With the aim of supporting structurally stable employment and in accordance with the Social Economy and Social Enterprises Act, support will be provided to social economy entities (considering their higher resilience to the economic cycle). Discrimination on the demand side of the labour market (on the side of employers) will be solved by specific target 4.2.1.

The introduction of employment-supporting activities belonging to active labour market measures will be based on the evaluation of effects of the ongoing projects.

Results:

- *Increased employment and employability of the long-term unemployed, poorly qualified, elderly, and disabled persons*
- *Reduced unemployment, especially long-term, and unemployment of poorly qualified persons, including the Roma*
- *Introduction of new instruments for integration of disadvantaged jobseekers, especially of those in long-term unemployment, into a sustainable employment*
- *Increased number of companies/entities in the field of social economy*

Specific target 3.1.2 *Improving the access to the labour market using efficient tools to support employment, including supporting mobility for finding a job, adaptability of employees, self-employment, and activities in rural areas*

The Slovak labour market suffers from low inter-regional mobility of its labour force despite of the fact that several hundreds of jobs are vacant in most regions. There were approximately 15 000 vacancies in the Slovak Republic in 2013, of which the most were in the Bratislava region (8 200) and the Banská Bystrica region (1 300), and the least were in the Trenčín region (less than 800). A long-term prevailing type of mobility to work under Slovak conditions is commuting to work from municipality to municipality usually in the same district. For a long time, the scope of commuting to work beyond the district or region has hovered at low rates.

Increasing the inter-regional mobility of commuting to work represents one of the significant factors which may help to reduce the regional differences in the standard of living of inhabitants in the given region and, as a secondary effect, affect the employment growth. The benefit for moving to work and benefit for commuting to work, provided under the Employment Services Act, are used to support the mobility of labour force. In 2013, the benefit for commuting to work was the third most frequent active labour market measure supporting employment (12 776 beneficiaries and Euro 4 076 189 total amount paid). Self-employed persons are supported by a benefit. In 2013, a total of 4 897 jobs were supported by a total amount of Euro 16 269 868. Since May 2013, the conditions for provision of this benefit have been modified in order to increase the efficiency thereof, by extending the obligation to remain self-employed to at least 3 years, providing the benefit in 2 phases, and extending the period of repeated provision thereof.

According to the data of the Ministry of Labour, Social Affairs, and Family of the SR, the employment rate (15-64 years) in rural areas was 55% in 2012 (SR total 59.7%). The unemployment rate in rural areas (17.8%) exceeded the Slovak average (14.0%). The main factors of regional polarizing, apart from other factors, were the weak inclusion of disadvantaged groups to the labour market and low mobility of rural population in general, including mobility for getting employed. This is why support in rural areas will be focused on disadvantaged groups in seeking for jobs, preparing for own business or trade.

The employment-supporting activities belonging to active labour market measures will be based on the evaluation of effects of the ongoing projects.

They will be focused on foreseeing changes, improving adaptability to changed conditions, adapting of employees to the changes, and the related support of maintenance and creation of jobs, especially in the areas offering new growth sources; this will include increased skills and professional mobility for the required qualifications for requested and/or notified adaptations, etc

From long-term perspective, the adaptability measures focused on the adaptation on the labour market are particularly important in order to prevent unemployment caused by decline of certain current industries/sectors.

Results:

- *Increased employment by improved labour mobility, reducing barriers of labour mobility, and better use of the potential of labour mobility*
- *Ensured sustainability of self-employment and improved effectiveness of the allocated funds for those who will hold sustainable trade licenses*
- *Maintaining jobs, creation of new jobs, and/or maintaining jobs for persons facing a risk of being laid off*
- *Enhanced skills for the adaptability of workers and accommodation of workers, enterprises and entrepreneurs to changes*
- *Improved adaptability of employees and companies by a better identification of sectorial need for skills at the labour market and of demand for qualified labour force through the National Occupation System²³*

2.3.3 Activities to be supported within the investment priority

2.3.3.1 Description of the type and examples of activities

IP 3.1 Access to employment for job-seekers and inactive people, including the long-term unemployed and people far from the labour market, also through local employment initiatives and support for labour mobility

By implementing the activities under the specific objective 3.1.1 it will be possible to ensure the achievement of the investment priority objective, which is to increase employment and employability of the targeted disadvantaged groups and to reduce unemployment, especially the unemployment of the long-term unemployed and persons with low qualification. The support will be focused mainly on developing targeted active and preventive labour market measures with a view to increasing the rate of employment of the long-term unemployed, low-skilled workers, older people and women. The support will also aim to promote sustainability of self-employment and entrepreneurial activity, especially in the wider area of the social economy, and increase labour force mobility. The position of citizens of third countries at the labour market of the Slovak Republic is regulated by the Employment Services Act.

In this context, this specific objective will particularly support measures resulting from the Action plan

²³ National Occupation System will be a database pursuant to European standards with the description of demands of labour market for jobs

on an enhancing the integration of long-term unemployed in to the labour market in the Slovak Republic.

Specific objective 3.1.1:

| | |
|---|---|
| Identification of the main target groups | <ul style="list-style-type: none"> • Jobseekers, • Disadvantaged jobseekers (e.g. citizens registered as jobseekers for at least 12 consecutive months, citizens over 50 years of age, citizens with low qualification – completed lower than secondary education, citizens with no regular paid employment for at least 12 consecutive calendar months prior to the registration as jobseekers, citizens living as a single adult with one or more persons in need of their care or taking care of at least one child before the end of its compulsory schooling; disabled citizens), • Employees, • Self-employed persons, • Employers, • Social enterprise consumer,²⁴ • Providers of employment services, etc. |
| Target territories | <ul style="list-style-type: none"> • NUTS II – Western Slovakia • NUTS II – Central Slovakia • NUTS II – Eastern Slovakia |
| Types of beneficiaries | <ul style="list-style-type: none"> • Central Office of Labour, Social Affairs and Family, • Labour, social affairs, and family offices, • Regional and local government, • State budgetary and contributory organizations, • Municipalities, towns and legal persons founded by towns or municipalities, • Associations of towns and municipalities, • Upper-tier territorial units (UTU) and regional self-governing authorities and legal persons established or founded by UTU, • Civic associations, • Local action groups, • Foundations, • Associations of legal entities, • Non-investment funds, • Clerical organizations • Non-profit organizations providing services of general interest and non-profit organizations set up by special law, • Business companies, cooperatives and other employers, • Other providers of employment services, • Employers – entrepreneurs. |

Specific objective 3.1.2:

| | |
|---|---|
| Identification of the main target groups | <ul style="list-style-type: none"> • Jobseekers, • Disadvantaged job seekers, |
|---|---|

²⁴ Social enterprise consumer according to § 2 Act n. 112/2018 on social economy and social enterprises

| | |
|-------------------------------|---|
| | <ul style="list-style-type: none"> • Employees, • Self-employed persons, • Employers, • Social enterprise consumer, • Inactive persons, • Employees/Job changers, particularly those working in industries/sectors in decline, Providers of employment services, etc. |
| Target territories | <ul style="list-style-type: none"> • NUTS II – Western Slovakia • NUTS II – Central Slovakia • NUTS II – Eastern Slovakia |
| Types of beneficiaries | <ul style="list-style-type: none"> • Central Office of Labour, Social Affairs and Family, • Labour, social affairs, and family offices, • Regional and local government, • State budgetary and contributory organizations, • Municipalities, towns and legal persons founded by towns or municipalities, • Associations of towns and municipalities, • Upper-tier territorial units (UTU) and regional self-governing authorities and legal persons established or founded by UTU, • Civic associations, • Local action groups, • Foundations, • Associations of legal entities, • Non-investment funds, • Clerical organizations • Non-profit organizations providing services of general interest and non-profit organizations set up by special law, • Business companies, cooperatives and other employers, • Other providers of employment services, • Employers – entrepreneurs. |

Examples of activities

Specific objective 3.1.1:

Increase employment, employability, and reduce unemployment with special emphasis on the long-term unemployed, low-qualified, elderly, and disabled persons

- Support active labour market policy and employment, including education and training for the labour market, support of solutions for the long-term unemployed, the elderly and people with low qualifications,
- Programmes promoting employment of disabled citizens, including supported employment,
- Programmes focusing on development of ICT skills, e.g. by special activities focusing on increasing the number of ICT experts,
- Programmes of support and assistance to labour market participants, focused at increased employment and employability of disadvantaged jobseekers,
- Support of employment and employability of jobseekers, focused on improvement of their position at the labour market,
- Support programmes focusing on improved access of jobseekers to the labour market,
- Provision of personalized employment services with special accent on the most endangered disadvantaged groups of jobseekers,
- Provision of active and preventive measures available to all jobseekers,
- Support of acquiring of work habits, knowledge, work and social skills, support in looking for

- jobs and provision of work and social advising,
- Support of innovative solutions, pilot projects to test new active and preventive labour market measures,
- Pilot programmes and/or projects supporting the development of regional and/or local employment,
- Support of programmes and workshops focused on increased employability in the area of acquiring skills for poorly qualified persons, e.g. in traditional crafts, traditional technologies and procedures if required by the needs of the regional labour market,
- Verification of selected components focusing on improved access of disadvantaged jobseekers to employment and professional training within a social economy,
- Support of entities employing the target groups as a result of successful public procurements with use of the social aspect,
- Support for social economy entities in order to strengthen structurally stable employment,
- Supporting self-employment, setting up new businesses in the social economy and supporting job creation in existing businesses.

Specific objective 3.1.2:

Improving the access to the labour market using efficient tools to support employment, including supporting mobility for finding a job, adaptability of employees, self-employment, and activities in rural areas

- Support of employment and self-employment, support of employment in the environmental sector (green professions) and employment programs in line with the transfer to low-carbon economy that is resistant to climate change, employment programmes in compliance with the transition to a green, low-carbon, climate-resilient and resource-efficient economy),
- Support of agricultural and non-agricultural activities in rural areas,
- Improving access to employment and preventing unemployment through supporting entrepreneurship, creating and supporting the enterprises in the wider area of the social economy and companies with relevance to the needs of the labour market and regional labour markets,
- Instruction and training for the promotion of creation of new employment opportunities through self-employment and employment by SME employers,
- Promoting local and regional initiatives and their access to sustainable job creation and self-employment,
- Testing new measures in the labour market through pilot projects,
- Promoting education activities aimed at profession mobility,
- Activities oriented on improving mobility related to getting a job,
- Supporting the introduction of system changes and innovative solutions to ensure work-related mobility,
- Activities oriented on improving the adaptability of employees,
- Supporting the introduction of system changes and innovative solutions to ensure the adaptability of employees,
- Adaptability measures targeted at employees/job changers, particularly those working in industries/sectors in decline, including coal-mining and transition regions,
- Activities oriented at foreseeing of changes, adaptability to changed conditions, adaptation of workers, enterprises and entrepreneurs to the changes,
- Programs related to increased skills of employees for the required and/or notified adaptation to changed conditions,
- Activities aimed at increasing safety and health protection at work.

2.3.4 Investment priority of priority axis Employment 3.2

Investment priority 3.2 Equality between men and women in all areas, including in access to employment, career progression, reconciliation of work and private life and promotion of equal pay for equal work

2.3.4.1 *Specific objectives of investment priority and expected results*

Specific objective 3.2.1 ***Increase the employment of persons with parental duties, especially women, by improving the conditions for alignment of work and family lives***

Long-term breaks taken by women in the work process, financial unavailability of facilities providing care for children, lack of work experiences of women due to maternity and parental leave lead to increased unemployment of women as well as to gender differences in the economic activities of women and in their earnings. The presence of children younger than 6 years in a family significantly reduces the employment rate of women yet increases the employment rate of men. The employment rate of women aged 25-49 years with a child younger than 6 years of age is less than 40%, while the employment of men in the same age category and in the same stage of parenting is, however, more than 83%.

Since 2006, the demand for child care services has grown, especially for children up to 3 years of age; the long-term lack of these services complicates the entry of the parents to the labour market, which is subsequently multiplied by the lack of free space in pre-school facilities. The number of refused applications for enrolment of children to kindergartens has reached 7 500 in 9/2012,²⁵ with a critical situation in the Bratislava region (46% of all applications). The lack of facilities providing child care services of public and private providers, especially for children aged up to 3, creates a real barrier of success at the labour market. Increased availability of quality child care services would be a benefit not only for the increased employment of women, but also from the viewpoint of overall psychical and mental development of children, development of their social skills, including their readiness to enter the education process. It is specifically necessary to underline the lack of awareness of the importance of quality pre-school education for children from disadvantaged social environment, including, without limitation, marginalized Roma communities; such education must support the integration of children to a standard educational process.

To reconcile work and family life as well as to improve access to care services for children of less than three years of age, or six years of age in case of long-term unfavorable health conditions, direct financial support to families with children has been applied in practice in the form of a contribution to childcare. The application of this instrument in the period of 2014-2020 will contribute to increasing employment and improving the income situation of families, with a positive impact on reducing the risk of poverty. In order to increase the availability of quality, sustainable, and price-affordable child care services, it is necessary to build new facilities providing care for children aged up to 3 years. The activity will be synergic ally supported from the Integrated Regional Operating Programme (support of new community services).

Considerable shortcomings still exist in Slovakia when it comes to flexible forms of work and reconciliation of work and family life. Flexible working time belongs to the most popular measures; almost 30% of the more than 5 000 monitored enterprises provided it in 2011²⁶. The Slovak Republic has long been one of the countries in Europe with the lowest share of women and men employed part-time (in 2013, this was 6.5% of women and 3.8% of men according to the Statistics Office of the Slovak Republic). The use of work time accounts, shorter working hours, and shared positions are used very little in practice,²⁷ forming a barrier of employment for parents with small children, especially women.

Results:

- *Increased employment of parents, especially women, with children aged up to 3/6 years*

²⁵ Only state-owned kindergartens. Source: Institute of Information and Prognosis in Education

²⁶ Information System on Labour Conditions and Costs to enterprise social policy 2011

²⁷ Porubánová, S. 2012: 11th Year of the competition: Employer friendly to family, gender equality and equal opportunities, Research Institute of Labour and Family/Ministry of Labour, Social Affairs, and Family of the SR

- *Increased number of child care facilities, specially for children aged up to 3 years*
- *Increased offer of flexible and/or innovative forms of work*

| |
|--|
| <p>Specific objective 3.2.2 <i>Reduce the horizontal and vertical gender segregation in the labour market and vocational training</i></p> |
|--|

The basic starting document for the implementation of focused measures is the current strategy of gender equality and the relevant action plan, identifying the strategic priorities and objectives in the field. In the work process, women in Slovakia are confronted with horizontal and vertical segregation. The index of gender segregation in employment in 2010 reached the value of 31.1 (26.4 EU - 27). In areas such as healthcare, social affairs and family and education, women represent 80% of the workforce, in the government sector 70%. Gender structure of the employees in both sectors differs significantly, when the non-business sector employs 68% of women, while the business sector only 42%. Gender differences are most pronounced in the business world where there is a ratio of one business woman to three men - businessmen.

Despite the very good level of education of women (in Slovakia even higher than of men) women do not achieve comparable earnings to men, because education in “typically female areas” is valued lower. The gender pay gap in Slovakia has long been above the EU 27 average. In 2012, it reached 21.5% in the unadjusted form.

The surviving gender pay gap is contributed to be a number of factors, including the already mentioned horizontal segregation at the labour market. Another reason for the gender pay gap is vertical segregation – the so-called “glass ceiling” determining the number of women reaching the highest and best remunerated positions even in otherwise female-dominated fields. The burden of unpaid work (especially at home and while taking care of children and dependant members of household) for women is also a significant factor, along with unequal treatment related to parenthood, motherhood in particular, which is still a frequent practice of employers in the Slovak Republic.

Gender wage gap is the highest among university graduates, pointing to the fact that investment in education - human capital is better paid and recovered in men than in women. Unbalanced women's load by family obligations and other structural barriers degrades the investment in education, women's talents and use of their human capital. However, stereotypical perceptions and prejudices about “work suitable for women” also reflect in the choice of fields of study. In 2011, 14.6% of men and 18.4 % of women aged 15-64 years studied at universities. While the share of women has exceeded the share of men among university graduates in Slovakia for several years now, men dominate in more lucrative technical and mathematical majors. In 2011, approximately 37% of men finishing their studies graduated from mathematical, scientific and technological majors (ISCED 5-6); this share is relatively stable. The same ISCED 5-6 fields were completed by 11.6% of women and their share in the past ten years has varied from 16 to 11%.²⁸

Results:

- *Reducing the gap in employment and economic activity between men and women by increasing employment and economic activity of women*
- *Reducing the gender pay gap*
- *Reducing horizontal segregation by increasing the representation of women and men in “non-traditional” occupations and preparing them for such occupations*
- *Increasing the participation of women in economic decision-making positions and among business people (reduction in vertical segregation in the labour market)*
- *Reducing gender disparities in the distribution of unpaid work, particularly in the area of care within the family.*

²⁸ Eurostat, <http://appsso.eurostat.ec.europa.eu/nui/setupModifyTableLayout.do>

2.3.5 Activities to be supported within the investment priority

2.3.5.1 Description of the type and examples of activities

IP 3.2 Equality between men and women in all areas, including in access to employment, career progression, reconciliation of work and private life and promotion of equal pay for equal work

As part of this investment priority activities will be carried out throughout the territory of the “less developed regions”. The main target group within the investment priority covers women who are not economically active or have their parental duty that prevent them from their self-realization. Some measures will also be targeted at secondary groups, such as schools, employers, or general public. The focus of the support comes from the National Strategy for Gender Equality and the EU recommendations. Activities will be implemented mainly in the form of non-repayable funding supporting demand-driven or national projects.

| | |
|--|--|
| <i>Identification of the main target groups</i> | <ul style="list-style-type: none"> • Staff implementing policies and measures in the field of gender equality and equal opportunities in the public and the private sector • Policy makers at national, regional and local level • Women after maternity leave and women, respectively parents after parental leave • Jobseekers with family obligations • Job candidates with family obligations • Woman from ethnic minorities • Natural persons from disadvantaged backgrounds • Entrepreneurial entities endangered by discrimination • Jobseekers with emphasis on those having problems in reconciling work and family life • Job candidates with emphasis on those having problems in reconciling work and family life • Employers, self-employed persons • Employment service providers • Employees and self-employed persons with parental duties • National labour inspectorate • Research and educational institutions, • Organizations and institutions dedicated to gender equality • Social partners, trade unions, etc. • Full-time students with parental duties • Entities providing child care services for children aged up to 3 years |
| <i>Target territories</i> | <ul style="list-style-type: none"> • NUTS II - Bratislava region • NUTS II – Western Slovakia • NUTS II – Central Slovakia • NUTS II – Eastern Slovakia |
| <i>Types of beneficiaries</i> | <ul style="list-style-type: none"> • Central Office of Labour, Social Affairs and Family • Labour, social affairs, and family offices, • Regional and local government, State budgetary and contributory organizations, |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Towns and municipalities and legal entity established by town or municipality, • Associations of towns and municipalities, • HTU and self-government authority and legal entity whose founder is HTU, Primary schools • Secondary schools • Public and state universities, • Special schools, • State educational institutions, • School facilities and public institutions operating in the counselling system, • Public administration institutions, public organizations, universities, all schools, research institutes and education institutions, • Civic associations, • Local action groups, • Foundations, • Non-profit organizations providing services of general interest and non-profit organizations set up by special law, • Associations of legal persons, • Non-investment funds, • Clerical organizations, • Business companies, cooperatives and other employers, • Other providers of employment services, • Employers – entrepreneurs, • Entities providing child care services for children aged up to 3 years, or up to 6 years in case of long term unfavorable health conditions. |
|--|---|

Examples of activities

Specific objective 3.2.1:

Increase the employment of persons with parental duties, especially women, by improving the conditions for alignment of work and family lives

- Support of reconciliation of family and work life by providing a child care benefit for children aged up to 3 years or up to 6 years in case of long term unfavorable health conditions,
- Supporting facilities and services for children for the purpose of reconciliation of work and family life (nurseries, kindergartens, nurses, etc.) and supporting business in the area of child and senior care services with emphasis on innovative approaches including enterprises in the broader area of social economy,
- Creating effective tools for the integration of mothers / parents with young children into the labour market, especially after returning from parental leave through the creation of flexible forms of employment, via integration social enterprises and innovative mechanisms for increasing the flexibility of labour (creating, maintaining and developing skills, enhancing continuity and contact with the workplace, mentoring, education and training for the labour market of persons with parental responsibilities, etc.),
- Support of private and public institutions when creating and supporting child care services,
- Implementation of audits aimed at reconciling work and family life (family and audit work) and rewarding examples of good employment policies, promoting networking and exchange of experience between employers, trade unions and professional public,
- Support and guidance in the development and implementation of programmes and plans aimed at reconciling work and family life in businesses and institutions.

Specific objective 3.2.2:

Reduce the horizontal and vertical gender segregation in the labour market and vocational training

- Support of measures and instruments leading to a reduction of horizontal and vertical gender

segregation at the labour market and of the gender pay gap (plans/strategies of gender equality at the level of companies, gender audits, etc.),

- Supporting gender mainstreaming in relevant policies and measures, and improving the monitoring, data collection and evaluation of policies, including strengthening the professional background of gender research and gender analysis,
- Institutional strengthening of gender equality at national, regional and local level, supporting and networking organizations and institutions implementing or enforcing equality,
- Support of organizations and employers promoting innovative methods and approaches for a fairer distribution of unpaid work between men and women and promoting active fatherhood,
- Support of measures raising awareness on gender equality - awareness raising, educational, and information campaigns to promote gender equality,
- Supporting measures for gender desegregation in education, vocational training and in preparation for it, especially to actively promote women's access to education and vocational training in the so-called typically male fields and vice versa, thereby increasing the representation of women in technical and other non-traditional fields and vice versa, the representation of men in feminized sectors,
- Measures designed to raise awareness of gender equality in the educational process and implementation of gender-sensitive educational system, including teacher training and supporting the creation and implementation of training courses, training programmes and training of gender equality and building institutional background,
- Promoting awareness and organizing information and awareness campaigns on gender equality in education and vocational training, including training activities, which contribute to the elimination of stereotyped approach and prejudice against women and disadvantaged groups.

2.3.6 Investment priority of priority axis Employment 3.3

Investment priority 3.3 Modernisation of labour market institutions such as public and private employment services and improving of the matching labour market needs, including through actions that enhance transnational labour mobility, as well as through mobility schemes and better cooperation between institutions and relevant stakeholders.

2.3.6.1 Specific objectives of investment priority and expected results

Specific objective 3.3.1 ***Increasing the quality and capacity of public employment services to the corresponding level in relation to the changing needs and requirements of the labour market, multinational work mobility, and increasing the participation of partners and private employment services on the solution of problems in the area of employment***

From 2011 to 2013, the number of employees of LSAF offices was reduced; on the other hand, the unemployment rate reached 14.1% in 2013 (13.2% in 2011). This had a negative impact on the workload of the employees of LSAF offices (more than 500 clients served by a single employee per month). While employment services are, in the conditions of the Slovak Republic, also provided by temporary employment agencies (1048 entities as of 07 April 2014), intermediaries of employment for a compensation (1355 entities), social enterprises (50 entities as of 31 December 2013), and supported employment agencies (58 entities), their main deficiency is in their low capacity for personalized advising, direct contact, and activation of jobseekers.

Through this specific objective, more focused measures will be performed, aimed at supporting of staff capacities, increasing the quality of the provided employment services, especially by innovation and improved skills and performance of workers in direct contact with the target group and of advisors, so that provision of more individual services for jobseekers (including young people, long-term unemployed, and people from marginalized communities) is guaranteed and so that their

collaboration with local employers, educational institutions, and non-governmental organizations and with other relevant stakeholders is improved.

The EURES network, a network of co-operating entities aimed at simplified movement of labour within the European Economic Area, will be used to increase the quality of public employment services as well; the support will be directed to the improved quality of EURES advisors, their direct contact with the clients, and a quality provision of activities and services of the EURES network.

Better and more targeted public employment services will also be supported by active participation of social partners. On the basis of experience from the 2007 – 2013 programming period, a basic platform for process management of collaboration in the area of social dialogue was built and space was created for informal basis of forecasting and discussion of impacts of drafted legal solutions. With regard to this experience and in order to improve the solution of current social problems, including efficient solutions of employment problems, further development and active collaboration with social partners that are involved in national social dialog and three-party consulting is expected.

Results:

- *Improved quality of provided public and private employment services*
- *Timely and preventive individualized services, connected to the needs of the labour market*
- *Introduction of a system of quality assessment of public employment services*
- *Development and strengthening of capacities of public employment services in connection to the changing needs of labour market in individual regions*
- *Increased awareness and skills of public employment services employees for the purposes of provision of modern employment services and for co-operation with private employment services*
- *More extensive and efficient provision of services related to the support of free movement of labour within the EU/EEA through the EURES*
- *Improvement of conditions and requirements for removal of regional disparities by including all relevant partners in the region in the solving of the labour market problems*
- *Timely and efficient co-operation with the social partners in implementation of policies in the area of employment*
- *Increase of advisors providing personalized services for young employment seekers*

2.3.7 Activities to be supported within the investment priority

2.3.7.1 Description of the type and examples of activities

IP 3.3. Modernizing of labour market institutions such as public and private employment services and improvement of adaptation to the needs of the labour market, including measures focusing on improvement of international labour mobility, as well as by programs of mobility and better co-operation between institutions and relevant interested parties

Activities under the specific objective 3.3.1 will be used to react to the ever-changing situation at the labour market in order to modernize and improve the quality of provision of employment services. It is necessary to have more focused measures aimed at increased ability of public employment services to provide timely and individualized employment services that are performed on the basis of the principle of quality of human resources, connection to the labour market, better collaboration with private employment services, and social dialogue focused on development of employment.

| | |
|--|--|
| <i>Identification of the main target groups</i> | <ul style="list-style-type: none"> • Institutions of public and private employment services and their employees, • Social partners, • Employees, • Employers, • Jobseekers, |
|--|--|

| | |
|-------------------------------|---|
| | <ul style="list-style-type: none"> • Pupils and students, • Parents |
| Target territories | <ul style="list-style-type: none"> • NUTS II – Western Slovakia • NUTS II – Central Slovakia • NUTS II – Eastern Slovakia |
| Types of beneficiaries | <ul style="list-style-type: none"> • Central Office of Labour, Social Affairs and Family • Labour, social affairs, and family offices, • Regional and local government, • State budgetary and contributory organizations, • Organizations of partners, • Private employment services institutions |

Examples of activities

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|--|
| <p>Specific objective 3.3.1: <i>Increasing the quality and capacity of public employment services to the corresponding level in relation to the changing needs and requirements of the labour market, multinational work mobility, and increasing the participation of partners and private employment services on the solution of problems in the area of employment</i></p> <ul style="list-style-type: none"> ➤ Support of modernizing the institutions of employment services in connection to the changing needs of the labour market, ➤ Support of building of staff capacities of employment services to evaluate efficiency and efficacy of active labour market measures and to prepare prognoses of labour market development, ➤ Increasing of staff capacities of public employment services, ➤ Development of personalized services, including personalized services for young jobseekers, ➤ Education of employees of employment services, focused on improvement of quality and extension of provision of educational and advising activities for all labour market participants, ➤ Education of public employment services employees, focused on improvement of quality of the services provided, ➤ Education for employment services employees in the area of conceptual and strategic work and managerial skills, ➤ Digital integration to ensure monitoring of the efficiency of employment services and labour market needs forecasting and career counselling, linking online systems between collaborating institutions in order to ensure analytical tools, secure systematic expenditure monitoring, in support of the access to electronic services, ➤ Increasing the quality and accessibility of public employment services provided on-line, ➤ Promoting the co-operation of public employment services with private entities contributing to the integration of jobseekers and disadvantaged groups of jobseekers into the labour market, ➤ Support of co-operation and partnership of entities at regional levels in order to improve the situation at the labour market, ➤ Supporting social dialogue in addressing the development of employment, especially for the long-term unemployed, people with low qualifications, the elderly and the disabled, ➤ Supporting projects focusing on the strengthening of professional and analytical capacities of social partners, building of infrastructure and of communication platform of social dialogue, and development of social partnerships on national and international levels, ➤ Support of development of the EURES network in order to increase the accessibility and quality of services in the area of labour mobility within the EU/EEA, ➤ Increased professionalism of employment services by building technical infrastructure and by exchange of experience and know-how of experts active in employment services in EU countries, ➤ Programmes enabling an increase in the number of professional counsellors at the offices of labour, social affairs and family with a view to providing targeted, personalized measures for young people, ➤ Programs and projects aimed at counselling and assistance to young people transitioning from school to employment (counselling in choice of employment, individual advising, trainings of skills, aid and/or assistance in entry to the labour market, to work, or to self-employment). |
|--|

Table No. 3C: Common result indicators for which a target value has been set and programme specific result indicators corresponding to the specific objective for the ESF of the Priority axis Employment (by investment priority and category of region)

| Investment priority: 3.1 Access to employment for job-seekers and inactive people, including the long-term unemployed and people far from the labour market, also through local employment initiatives and support for labour mobility | | | | | | | | | | | | | | |
|--|---|------------------------|--------------------------------|---|----------------|---|--------|--|---------------|---------------------|--------|--------|-------------------------------|-------------------------------|
| ID | Indicator | Category of region | Measurement unit for indicator | Common output indicator used as basis for target setting | Baseline value | | | Measurement unit for baseline and target | Baseline year | Target value (2023) | | | Source of data | Frequency of reporting |
| | | | | | M | W | T | | | M | W | T | | |
| 3.1.1 CR04 | Participants in employment, including self-employment, upon leaving | Less developed regions | Number | unemployed, including long-term unemployed | | | 69,205 | Number | 2013 | 32,025 | 29,562 | 61,587 | ITMS2014+ | Annually |
| 3.1.1 R0088 | Unemployed persons that successfully completed education/professional training | Less developed regions | Number | N/A | | | 7,340 | Number | 2013 | | | 8,622 | ITMS2014+ | Annually |
| 3.1.1 R0196 | Number of supported microenterprises, small and medium-sized enterprises (including cooperative enterprises and social economy enterprises) operating one year after the end of the project | Less developed regions | Number | Number of supported microenterprises, small and medium-sized enterprises (including cooperative enterprises and social economy enterprises) | | | 0 | Number | 2017 | | | 39 | ITMS2014+ | Annually |
| 3.1.2 R0089 | Participants that successfully completed education/professional training | Less developed regions | Number | N/A | | | 39,177 | Number | 2013 | | | 43,750 | ITMS2014+ | Annually |
| 3.1.2 R0090 | Participants that used the benefit to open/maintain a position, including self-employment, and are employed (including self-employed) at the time of departure | Less developed regions | Number | N/A | | | 47,467 | Number | 2013 | | | 30,000 | ITMS2014+ | Annually |
| 3.1.2 R0091 | Participants who kept their jobs for six months after departure | Less developed regions | Number | N/A | | | 13,151 | Number | 2013 | | | 21,600 | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| Investment priority: 3.2 Equality between men and women in all areas, including in access to employment, career progression, reconciliation of work and private life and promotion of equal pay for equal work | | | | | | | | | | | | | | |

Operational programme Human Resources

PRIORITY AXES / PA 3

| | | | | | | | | | | | | | | |
|--|---|------------------------|--------|-----|--|--|--------|--------|------|--|--|--------|-------------------------------|-------------------------------|
| 3.2.1 R0092 | Number of employers/institutions performing measures to align work and family lives six months after completion of project | Less developed regions | Number | N/A | | | 100 | Number | 2013 | | | 50 | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| 3.2.1 R0093 | Number of supported facilities providing child care services after the completion of the project | Less developed regions | Number | N/A | | | 0 | Number | 2013 | | | 82 | ITMS2014+ | Annually |
| 3.2.1 R0093 | Number of supported facilities providing child care services after the completion of the project | More developed regions | Number | N/A | | | 0 | Number | 2013 | | | 8 | ITMS2014+ | Annually |
| 3.2.1 R0094 | Number of parents who received child care benefits and who are employed, or self-employed, six months after the departure | Less developed regions | Number | N/A | | | 10,615 | Number | 2013 | | | 10,553 | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| 3.2.1 R0094 | Number of parents who received child care benefits and who are employed, or self-employed, six months after the departure | More developed regions | Number | N/A | | | 4,152 | Number | 2013 | | | 5,198 | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| 3.2.2 R0095 | Number of employers/institutions performing gender equality measures six months after the departure | Less developed regions | Number | N/A | | | 100 | Number | 2013 | | | 70 | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| 3.2.2 R0096 | Number of participants that successfully completed gender equality-focused education | Less developed regions | Number | N/A | | | 2,000 | Number | 2013 | | | 2,700 | ITMS2014+ | Annually |
| Investment priority: 3.3 Modernizing of labour market institutions such as public and private employment services and improvement of adaptation to the needs of the labour market, including measures focusing on improvement of international labour mobility, as well as by programs of mobility and better co-operation between institutions and relevant interested parties | | | | | | | | | | | | | | |
| 3.3.1 R0097 | Number of employees of labour market institutions that completed education focused at the improvement of their skills to provide individualized services to clients | Less developed regions | Number | N/A | | | 2,693 | Number | 2013 | | | 4,852 | ITMS2014+ | Annually |

Table No. 4C: Common and programme-specific output indicators for the priority axis Employment (by investment priority, broken down by category of region for the ESF, and where relevant, for the ERDF)

Investment priority: 3.1 Access to employment for job-seekers and inactive people, including the long-term unemployed and people far from the labour market, also through local employment initiatives and support for labour mobility

| ID | Indicator | Measurement unit | Fund | Category of region (where relevant) | Target value (2023) ²⁹ | | | Source of data | Frequency of reporting |
|--|--|------------------|------|-------------------------------------|-----------------------------------|---------|---------|----------------|------------------------|
| | | | | | M | W | T | | |
| 3.1 CO01 | <i>Unemployed, including long-term unemployed</i> | Number | ESF | Less developed regions | 128,102 | 118,248 | 246,350 | ITMS2014+ | Annually |
| 3.1 CO02 | <i>Long-term unemployed</i> | Number | ESF | Less developed regions | 89,671 | 82,774 | 172,445 | ITMS2014+ | Annually |
| 3.1 O0086 | <i>Persons above 50 years of age</i> | Number | ESF | Less developed regions | | | 61,587 | ITMS2014+ | Annually |
| 3.1 CO09 | <i>With primary (ISCED 1) or lower secondary education (ISCED 2)</i> | Number | ESF | Less developed regions | 38,431 | 35,474 | 73,905 | ITMS2014+ | Annually |
| 3.1 CO05 | <i>Employed, including self-employed</i> | Number | ESF | Less developed regions | 50,257 | 46,391 | 96,648 | ITMS2014+ | Annually |
| 3.1 CO23 | <i>Number of supported microenterprises, small and medium-sized enterprises (including cooperative enterprises and social economy enterprises)</i> | Number | ESF | Less developed regions | | | 239 | ITMS2014+ | Annually |
| Investment priority: 3.2 Equality between men and women in all areas, including in access to employment, career progression, reconciliation of work and private life and promotion of equal pay for equal work | | | | | | | | | |
| 3.2 O0087 | <i>Number of supported facilities</i> | Number | ESF | Less developed regions | | | 82 | ITMS2014+ | Annually |
| 3.2 O0087 | <i>Number of supported facilities</i> | Number | ESF | More developed regions | | | 8 | ITMS2014+ | Annually |
| 3.2 O0088 | <i>Number of supported employers/institutions</i> | Number | ESF | Less developed regions | | | 140 | ITMS2014+ | Annually |
| 3.2 O0089 | <i>Number of participants of education focused on gender equality</i> | Number | ESF | Less developed regions | | | 3,000 | ITMS2014+ | Annually |
| 3.2 O0090 | <i>Parent caring for child/children up to 3 years of age</i> | Number | ESF | Less developed regions | | | 14,070 | ITMS2014+ | Annually |
| 3.2 O0090 | <i>Parent caring for child/children up to 3 years of age</i> | Number | ESF | More developed regions | | | 6,930 | ITMS2014+ | Annually |
| Investment priority: 3.3 Modernizing of labour market institutions such as public and private employment services and improvement of adaptation to the needs of the labour market, including measures focusing on improvement of international labour mobility, as well as by programs of mobility and better co-operation between institutions and relevant interested parties | | | | | | | | | |
| 3.3 O0091 | <i>Number of participating employees of labour market institutions</i> | Number | ESF | Less developed regions | | | 5,709 | ITMS2014+ | Annually |

²⁹ For the ESF, this list includes common output indicators for which a target value has been set

Table No. 5C: Performance framework of the priority axis 3 Employment

| Priority axis | Indicator type (Key implementation step, financial, output or, where appropriate result indicator) | ID | Indicator or key implementation step | Measurement unit, where appropriate | Fund | Category of region | Milestone for 2018 | Final target (2023) | | | Source of data | Explanation of indicator's relevancy if applicable |
|---------------|--|-------|--|-------------------------------------|------|------------------------|--------------------|---------------------|---------|-------------|----------------|--|
| | | | | | | | | M | W | T | | |
| 3. Employment | Financial indicator | F0002 | Total amount of eligible costs after certification by certifying authority and submission of payment applications to the European Commission | EUR | ESF | Less developed regions | 229,242,570 | | | 916,970,279 | ITMS2014+ | |
| | Financial indicator | F0002 | Total amount of eligible costs after certification by certifying authority and submission of payment applications to the European Commission | EUR | ESF | More developed regions | 8,250,000 | | | 33,000,000 | ITMS2014+ | |
| | Output indicator | CO01 | Unemployed, including long-term unemployed | Number | ESF | Less developed regions | 61,587 | 128,102 | 118,248 | 246,350 | ITMS2014+ | |
| | Output indicator | O0090 | Parent caring for child/children up to 3 years of age | Number | ESF | More developed regions | 1,732 | | | 6,930 | ITMS2014+ | |

2.4 PRIORITY AXIS 4: Social inclusion

| | |
|------------------------------|------------------|
| Priority axis ID | 4. |
| Name of priority axis | Social inclusion |

| | |
|--|----|
| The priority axis will be implemented solely using financial instruments | NO |
| The priority axis will be implemented solely using financial instruments created at EU level | NO |
| The priority axis will be implemented using the CLLD instrument | NO |
| For ESF: The entire priority axis is focusing on social innovation, multinational co-operation, or both | NO |

Justification of definition of a priority axis related to more than one category of regions, to more than one topic or fund:

In the territory of the SR, it is also necessary, through the ESF, to provide for the support of social inclusion, fight against poverty and any discrimination in order to solve one of the main development challenges in the Slovak Republic in the area. Support will be provided on the basis of a civic principle. The following will be the main tools: increasing the effectiveness and modernizing of current instruments, the introduction of new instruments to support individuals and family members oriented on improving their access to the labour market, housing, education, child care, services, etc. These instruments will be implemented in the form of the direct support of persons at risk of poverty or social exclusion, and through the increased availability and quality of services, support for the social enterprises providing services of social benefit the overall social infrastructure and other forms of assistance through preventative measures, education, vocational training, research, etc.

Further planning must be focused on the need of systematic support of the ongoing process of transformation and DI system of substitute care and structural changes in the system of social services in the SR in order to improve the quality of lives of citizens relying on the assistance and to create a flexible and efficient system of social services at a community level. These steps are also related to the SR's commitment arising from the ratification of the UN Convention for the Rights of the Persons with Disabilities, UN Convention on Rights of Children, and the Strategy for the Deinstitutionalization of the System of Social Services and Alternative Care in the SR which clearly defines the baselines, goals, measures and position of Slovakia.

Within the 3% transfer to the BSR, it is expected to support measures supporting active inclusion, DI, violence prevention and elimination. The investments in the BSR directly affect the employability/employment of persons in the labour market. In the area of active inclusion, BSR has its social specifics, such as a higher concentration of homeless persons - approximately 4000 of them are only in the city of Bratislava according to estimates by NGOs³⁰. BSR also provides more employment opportunities; tools supporting commuting to work are eligible here.

In relation thereto, a measure is defined that focuses on improvement of access to housing, especially for people who, in order to improve their income and social situation, and must look for work outside their permanent residence. In this case, there is a need to support BSR as well, due to higher

³⁰ Source: VAGUS o.z. <http://www.vagus.sk/index.php/o-nas>

availability of jobs. In BSR, expenses are high, e.g. for rents (in 2012, rented households were 85.2% more expensive in BSR compared to the average of Slovakia).

Furthermore, since the Slovak Republic acknowledges the Joint European Guidance towards Transition from Institutional to Community-based Care, there will be a support of the deinstitutionalization of social services and the social and legal protection of children and social guardianship within the BSR. The DI process must be implemented and supported in the entire territory of the Slovak Republic, and synergy needs to be ensured with the IROP. Also, for example, forecasts of the age structure of the population and growth of the post-productive population to 21,8% by 2025, the development of socio-pathological phenomena in the BSR – crime rate, drug addiction, etc., significantly indicate the need for increased support and assistance in the BSR.

Apart from the said areas, it is necessary to solve prevention and elimination of discrimination horizontally, as the development level of the region influences the field only to a minimum extent. Despite the fact that the BSR is the most developed, this factor has no effect on the prevention and elimination of discrimination.

2.4.1 Fund, region category, and basis for calculation of Union support

| | |
|--|----------------------------------|
| <i>Fund</i> | ESF |
| <i>Category of region</i> | Less developed More developed |
| <i>Calculation basis (public or total contribution)</i> | Total contribution |
| <i>Region category for the most distant and northern sparsely inhabited regions (if applicable)</i> | N/A |

2.4.2 Investment priority of priority axis Social inclusion 4.1

Investment priority 4.1 Active inclusion, including with a view to promoting equal opportunities and active participation, and improving employability.

2.4.2.1 Specific objectives of investment priority and expected results

Specific objective 4.1.1 Increased participation of most disadvantaged and endangered persons in the society, including the labour market

In 2012, the risk of poverty and/or social exclusion (hereinafter the "RPSE") in the Slovak Republic related to 1 108 965³¹ inhabitants (20.5% of the total number of inhabitants). Those most endangered by RPSE are incomplete families with children, large families with more than 3 children, and individuals. In the age structure, the most risky group are children up to 17 years of age. The RPSE level is influenced by the unemployment rate and rate of long-term unemployment, causing and maintaining the poverty trap. RPSE is also influenced by living costs (leading to loss of home in certain cases). In 2012 it was proven that of persons in risk of poverty, 36.3% had housing costs

³¹ People who live at the risk of poverty of social exclusion, i.e. people with low income and/or those who cannot afford any of the necessary needs for life and/or those living in families with nobody working or only working occasionally (very low work intensity).

exceeding 40% of the disposable income of the household.

An improvement of the access to the labour market and services for people at risk of poverty and social exclusion can be achieved by introduction of instruments of direct support as well as by enhancing the accessibility and quality of services. The current situation also requires an improvement of social infrastructure and other instruments of assistance through preventive measures and by supporting a complex and holistic approach to solving situations of persons with multiple disadvantages.

In order to achieve this objective, job finding activities will be oriented on the creation of opportunities for people at risk of poverty and social exclusion at the labour market. The situation requires, above all, increased active participation of persons on solving their social situations. Activities will focus on greater efficiency of the existing tools and introduce new tools with active participation of target groups, professionalization of the performance of measures of social and legal protection of children and of social guardianship, development and availability of selected social services, design of new innovative tools facilitating integration of disabled persons into the society, systematic support of field social work, as well as ensuring the availability and sustainability of housing for people at risk of poverty and social exclusion in order to increase their employability and job mobility. Field social worker projects and KCr projects in this specific objective will be implemented, with the exception of 150 identified municipalities within the IP 5.1 Socio-economic integration of marginalized communities, such as the Roma.

Access to housing of persons trying to improve their income and social situation by looking for jobs outside their permanent residence will be improved by introduction of financial support for obtaining and maintaining a home. It is important to provide tools ensuring temporary housing for the homeless.

The Slovak Republic exercises a lot of effort in order to protect children from violence; however, there are still areas to which no adequate attention was given (research, collection of data, coordination of systems, more efficient protection and aid). It is necessary to achieve a qualitative change by interconnecting systems (education, health care, social affairs, justice, etc.) into an efficient and functioning mechanism for complex and systematic solutions.

The dynamics of development of needs of clients is enormous, the requirements on performance and expertise of social workers increase. In the field of social work, professionalism of performance of social work is stagnating.

Results

- *Increasing the activity of people at risk of poverty or social exclusion for their better integration into the labour market*
- *Better chances at the labour market for disadvantaged unemployed by improving access to housing*
- *Improving access to quality services to ensure the necessary conditions in order to meet basic needs*

Specific objective 4.1.2 *Preventing and eliminating of all forms of discrimination*

One reason of social exclusion is the discriminating approach to certain groups of population. Although anti-discrimination and gender equality are defined as a horizontal principle, along with their cross-cutting application, it is necessary to allow for specific and targeted support for population groups at risk of all forms of discrimination for reasons and in the areas that are not covered under other specific objectives. One of the accompaniments of discrimination is also the health status of the population. Poor health (chronic disease, disability) is one of the causes of social exclusion, discrimination and poverty (mainly due to the subsequent loss of income and unemployment). In 2012, there were about 450,000 people with severe disabilities in Slovakia, including about 260,000 women and 190,000 men. The latest survey of the European Union on issues of discrimination is available from June 2012. The survey has shown that the most widespread form of discrimination in Slovakia is discrimination based on ethnic origin (56%). Discrimination in the labour market was identified as a serious obstacle to the employment of Roma, as ethnicity was identified as the second most frequent reason for discrimination in the labour market. The 2012 research further lists discrimination based on

disability and sexual orientation (46% in both cases). In the EU, the most frequent reason of discrimination is age higher than 55 years (66%). As many as 42% of Slovaks believe that **the effort to combat all forms of discrimination is not efficient and** 68% of Slovaks expressed the opinion that the policy aimed at promotion of equality and diversity will be considered less important with regard to the economic crisis and will get smaller financial support.

Daily routine shows the insufficient institutional provision of specialized services, respectively institutions that are able to provide targeted advice and assistance to individuals and groups at risk of any form of discrimination or exposed to discrimination. More than half of all Slovaks (51%) **do not know their rights in case they would become victims of discrimination or harassment**. One-tenth of Slovakia's population would not know who to turn to. For this reason it deems strengthening of anti-discrimination mechanisms in Slovakia to be a necessary tool of social inclusion.

Results

- *Improving mechanisms of prevention, elimination of all forms of discrimination and application of temporary equalisation measures*
- *Improving the mechanisms for the prevention of the multiple discrimination of Roma*
- *Improving information about the prevention of all forms of discrimination and the ways of protection against discrimination*
- *Raising awareness of the rights of people with disabilities and their contribution to the society*
- *Increasing the number of institutions implementing diversity management and diversity training*

2.4.3 Investment priority of priority axis Social inclusion 4.2

Investment priority 4.2 Enhancing access to affordable, sustainable and high-quality services, including health care and social services of general interest.

2.4.3.1 Specific objectives of investment priority and expected results

Specific objective 4.2.1 Supporting transition from institutional to community-based care

Slovakia has acceded to the transition from institutional to community-based care in the Strategy for the Deinstitutionalisation of the System of Social Services and Alternative Care in the Slovak Republic.

In the past, institutions were considered to be the best way of care for children and adults with various needs. Slovak and international experience shows that institutional care does not provide for the quality of live as quality services in a community do; in addition, institutional care often means lifelong social exclusion and segregation. Apart from the implementation of the transfer, it is necessary to support the systematic evaluation of progress and efficiency of transition from institutional to community-based care.

In 2012 services were provided to 47 400 clients (0.88%) of the total population. Of this, 5 103 clients received social services in their natural environment. Of the total number of places, as much as 36 705 places (77.4 %) were places in long-term care. In Slovakia, 33 919 beneficiaries live in 311 social services institutions with year-long residence with capacity exceeding 41 clients (83% of the total number of beneficiaries in facilities with year-long residence). In 2012, measures of social and legal protection of children and social guardianship were provided by 46 Offices of Labour, Social Affairs and Family (OLSAF) for 120 501 families (178 240 children). The average load per employee was 317 cases (approx. 6.3 hours per case). In the field of social guardianship for children, various measures were carried out for 25 930 children. On average, 230 children belonged to a single guardian. On average, 152 clients were in care of a guardian for adults. In 2012, 14 458 children lived outside their own families. Of these, 6 217 children were in formal care of relatives/close persons, 2

151 in custodian care and in personal care of guardians, and 590 children in substitute families (61.96%). 4 701 children and young adults lived in institutions – children homes, 617 children lived in re-education centres, and 182 children in social service homes (38.04%). In 2012, a total of 87 *children homes* existed in Slovakia (23 children homes - home of children, 64 children homes - children centres). In total, in 2012, 1 333 children have been placed in professional families in children homes (28.36% of children in children homes) and 1 231 children in 146 autonomous groups in community care (26.19% of children in children homes).

Results

- *Increase the percentage ratio of social services provided in ambulatory and field-based forms at community level to round-the-year and week residential social services*
- *Increase the number of new social services facilities with residence at the community level, meeting the general qualitative and quantitative conditions for community services and in line with national and international documents in the area of de-institutionalizing. The capacity of premises of supported residence-based social services must be no more than 6 inhabitants per apartment unit and no more than 2 apartment units in a single building of the facility*
- *Increase the percentage ratio of children outside their own families placed in alternative settings at community level (in formal care of relatives and close persons, foster care, pre-adoption care, in the care of a personal guardian, in professional families in children homes, and in autonomous groups (family houses, apartments/ChH) to children placed in groups in facilities (children's homes set up as child centres, social service homes, re-education facilities)*

Specific objective 4.2.2 *Create standard clinical procedures and standard procedures for the performance of prevention, and include them in the nationwide system of health care*

According to OECD data, Slovakia currently has the worst results in the indicator of efficiency of health care; as recently as in 2003, Slovakia was at the level of OECD average. Among all of the monitored countries, Slovakia has seen the largest drop during the recent period.

From the viewpoint of individual levels of providers of health care, to achieve better accessibility of quality and efficient health care, it is necessary to have a network of primary general outpatient health care that should act as a “gate keeper” for the entire health care system. Experience from other EU countries shows that a functioning network of primary general outpatient health care is able to solve as many as 80% of all cases without involvement of higher levels of provision of health care; in the Slovak Republic, it is currently less than 30%. This results in a large number of unnecessary visits to doctors (the annual average in Slovakia is 11.3 while OECD average is 6.4).

The main reasons of low efficiency of the Slovak health care include deficiencies in medical prevention and missing and/or insufficient unified standards of diagnostics and treatment of diseases. Affordable and effective prevention with a good quality is the basic presumption of improvement of the cost efficiency of health care. Currently, only 32% of the total number of registered patients go to preventive inspections at their general practitioners. The lack of unified procedures for performance of preventive inspections reduces the efficiency of medical prevention. Low accessibility, quality and efficiency of provision of health care is also influenced by the fact that unified clinical procedures are non-existent or insufficiently drafted; these do not reflect the latest knowledge in medicine and do not provide for efficient connection of procedures of clinical treatment at all levels of provision of health care with accent on supporting the competences of primary outpatient health care.

A proportional part of the costs of this specific objective for the category of more developed regions (BSR) will be fully financed by national sources without ESF co-financing.

Results

- *Introduction of unified clinical procedures for diagnosis and treatment of most serious and most frequent diseases at all levels of provision of health care*
- *Reduction of share of patients sent from the level of primary health care for examination by higher levels of health care*

- *Introduction of unified procedures for prevention at the level of primary outpatient health care, focusing on efficient prevention of the types of diseases with highest social impacts*
- *Increased share of patients that went to preventive inspection by doctors for adults*

2.4.4 Activities to be supported within the investment priority

2.4.4.1 Description of the type and examples of activities

IP 4.1 Active inclusion, including with a view to promoting equal opportunities and active participation, and improving employability

Under investment priority 4.1, there will be a support of the creation of conditions for mobilizing, maintaining and enhancing the activity of people at risk of poverty and social exclusion by promoting system and innovation changes, implementing targeted and personalized instruments, developing and professionalizing social work in practice, preventing and eliminating all forms of discrimination, and involving and supporting representative organizations.

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| <i>Identification of the main target groups</i> | <ul style="list-style-type: none"> • Children, • Young people, particularly young people under 29 years of age who are not registered as job seekers, not employed or participating in education or vocational training - NEET, • Families with children, single-parent families with children, families with many children, • Low-income households, • People with disabilities, • Marginalized groups, including the Roma, • Individuals or groups endangered by discrimination, poverty, or social exclusion, • Employees executing policies and measures to prevent discrimination and/or social inclusion in the public and the private sector, • Research and educational institutions, • Children and adults – beneficiaries of social services, • Disadvantaged job seekers, • Children, young adults and families for whom social protection of children and social guardianship is provided, • Asylum seekers, asylum holders, natural persons with supplementary protection, • Public and private providers of social services, • Entities performing measures of social protection of children and social guardianship, • Entities performing activities in the public interest and/or social services of general interest. |
| <i>Target territories</i> | <ul style="list-style-type: none"> • NUTS II - Bratislava region • NUTS II – Western Slovakia • NUTS II – Central Slovakia • NUTS II – Eastern Slovakia |
| <i>Types of beneficiaries</i> | <ul style="list-style-type: none"> • Central Office of Labour, Social Affairs and Family • Labour, social affairs, and family offices, • Regional and local government, |

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| | <ul style="list-style-type: none"> • State budgetary, contribution and advance-financed organizations, • Municipalities, towns and legal persons founded by towns or municipalities, • Associations of towns and municipalities, • HTU and regional self-government authority and a legal entities founded by the HTU, • Associations of legal persons, • Social service providers, • Entities implementing measures for the protection of children and social guardianship, • Civic associations, • Local action groups, • Foundations, • Non-investment funds, • Clerical organizations, • Business companies, cooperatives and other employers, • Non-profit organizations providing services of general interest and non-profit organizations set up by special law, • , • Employers – entrepreneurs, • Social economy entities, • International organizations • Universities and their institutions, • Professional organizations, employers' associations, associations and chambers. |
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IP 4.2. Enhancing access to affordable, sustainable and high-quality services, including health care and social services of general interest

Under investment priority 4.2, there will be the particular support of the creation and extension of high quality services/measures provided within the community or at the community level, including services/measures that aim to prevent institutionalization. Activities will also support the gradual transition to community-based care by creating large capacity facilities for long-term stays for children, the disabled and the elderly; there will be also the support of the training of staff and clients, the education and preparation of the general public, and research in the area of deinstitutionalization. Due to the need of more efficient achievement of the highest possible contribution of the projects to the fulfilment of the specific objective 4.2.1 Transition from Institutional to Community-Based Care, the principles and criteria of project selection will be prepared in collaboration with partners. Implementation will be ensured in the form of global grants, national projects, and demand-driven projects. Synergy with the IROP will be ensured by an interdepartmental working group.

In the framework of specific objective 4.2.2, two types of activities will be supported – creation and introduction of new and innovated standard procedures for prevention and standard clinical procedures.

By the creation and innovation of standard clinical procedures and standard procedures for prevention, it is possible to improve, systematically and sustainably, the accessibility of quality health care already in the primary contract, improving, undoubtedly, the efficiency of Slovak health care.

The creation and introduction of unified standard procedures for prevention at the level of primary outpatient health care³² will provide for the increasing of quality of the performance of prevention (access to equally good medical prevention in the entire territory of Slovakia) and for increased number of performed preventive inspection.

The standard procedures for performance of prevention will primarily focus on efficient prevention of socially most serious types of diseases, such as cardiovascular diseases, oncologic diseases, endocrinous and metabolic disorders and neurodegenerative diseases. For each type of disease, separate procedures will be created and incorporated in standard procedures for prevention at the relevant levels of health care. The activity will support the performance and efficiency of medical prevention.

Increase of quantity and quality of preventive inspections will improve the diagnostics of the most serious types of diseases in their early stages, making it possible to treat these diseases faster, more efficiently, and with lower expenses.

The creation and introduction of standard clinical procedures for diagnostics and treatment will increase the quality and efficiency of treatment and provide for accessibility of equally good health care in the entire territory of Slovakia. Standard clinical procedures will primarily focus on the diagnostics and treatment of the most serious and most frequent diseases at all levels of provision of health care (outpatient and inpatient health care). Standard clinical procedures will be created and/or updated as a whole for all relevant levels of health care, with specific accent in the area on strengthening the competences and performance at the level of primary outpatient health care. Standardized clinical procedures will contribute to improvement of regional accessibility of safe and good quality health care³³.

Standard procedures will be prepared by the Ministry of Health Care of the Slovak Republic in collaboration with relevant experts from the medical practice in the form of expert guidelines or in a similar form, and will be publicly available in the Journal of the Ministry of Health Care of the Slovak Republic. Standardized procedures will subsequently be implemented in medical practice by health care workers at relevant levels of provision of health care.

In relevant cases, activities will be extended by education of health care professionals in order to provide for correct application of standardized procedures in medical practice.

The activities will be implemented in the form of national projects coordinated by the Ministry of Health Care of the Slovak Republic.

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| Identification of the main target groups | <ul style="list-style-type: none"> • Children and adults – beneficiaries of social services, • Children, young adults and families for whom social protection of children and social guardianship is provided, • Public and private providers of social services, • Entities performing measures of social protection of children and social guardianship, • Health care professionals, • Health care providers, • Employees executing policies and measures in the area of social inclusion in the public and the private sector, • Churches and religious societies registered according to the relevant law of the Slovak Republic, |
|---|--|

³² The term primary outpatient health care includes general practitioners for children and youth, general practitioners for adults, and gynaecologists.

³³ More detailed information about the standard procedures can be found in the Implementation Strategy for Creation and Implementation of Standard Clinical Procedures and Standard Procedures for Prevention; Ministry of Health Care of the Slovak Republic 2014; <http://www.health.gov.sk/?strategia-v-zdravotnictve>

| | |
|-------------------------------|--|
| | <ul style="list-style-type: none"> • Legal entities deriving their legal personality from churches and religious societies in line with relevant law of the Slovak Republic. |
| Target territories | <ul style="list-style-type: none"> • NUTS II - Bratislava region • NUTS II – Western Slovakia • NUTS II – Central Slovakia • NUTS II – Eastern Slovakia |
| Types of beneficiaries | <ul style="list-style-type: none"> • central government bodies, • Central Office of Labour, Social Affairs and Family • Labour, social affairs, and family offices, • State budgetary and contribution organizations, • Regional and local government, • Municipalities, towns and legal persons founded by towns or municipalities, • Associations of towns and municipalities, • HTU and regional self-government authority and a legal entities founded by the HTU, • Associations of legal persons, • Social service providers, • Entities implementing measures for the protection of children and social guardianship, • Civic associations, • Local action groups, • Foundations, • Non-investment funds, • Clerical organizations, • Business companies, cooperatives and other employers, • Non-profit organizations providing services of general interest and non-profit organizations set up by special law, • Employers – entrepreneurs, • Social economy entities, • International organizations. |

Examples of activities

Specific objective 4.1.1:

Increased participation of most disadvantaged and endangered persons in the society, including the labour market

- Supporting the streamlining of the existing and introducing new tools to increase the activity of people at risk of poverty and social exclusion,
- Supporting the increase of professionalism of performance and development of human resources in the area of performance and services of social inclusion for state administration, self-administration, and non-governmental organizations by creating a system of lifelong education,
- Supporting the professionalization of social work and other professional activities in a natural environment, open environment, alternate environment and at the community level, for example field social work and community centres,
- Supporting street work for selected target groups such as homeless people, drug addicts, etc.,
- Strengthening the capacities of entities in the field of social inclusion in order to provide individual targeted measures,
- Supporting the implementation of system changes and innovative solutions (e.g. in the provision of care for unaccompanied minors and victims of trafficking in humans in order to make their integration into society and the labour market),

- Supporting science, research and innovation in the field of social inclusion with a focus on active inclusion,
- Supporting the efficiency of the system of protection of rights and legally protected interests of endangered groups of persons, including the institutional coverage thereof (e.g. support of coordination of systems focusing on protection of rights and legally protected interests of children/social and legal protection of children, education, health care, protection and security, court care for minors),
- Support of a complex and holistic approach to solving situations of persons with multiple disadvantages for the purposes of their success at the labour market and for their social inclusion,
- Supporting the participation of disadvantaged groups and their representative organizations in the preparation, monitoring, evaluation and implementation of relevant policies,
- Supporting the development of selected types of social services in order to ensure adequate shelter,
- Support focused on obtaining and maintaining a home by introducing financial support for persons who need to look for jobs far from their permanent residence to improve their income and social situations,
- Supporting financial literacy, debt management and saving programmes as a tool for facilitating entry to open LM with the aim to enhance information in the area of financial services, micro-loans and saving programmes, including support activities,
- Support of integration of persons most endangered by poverty and/or social exclusion to the labour market using entities created in the framework of social innovations,
- Support of introduction of social aspects in public procurement,
- Support of sustainability and accessibility of aid in dependency on assistance of another person in self-care, including the support of research of new aid instruments and systematic solutions, in relation to ageing of population and the implied consequences,
- Assistance and support to young NEET in their active social inclusion,
- Supporting the development of affordable housing for low-income households.

Specific objective 4.1.2:

Prevention and elimination of all forms of discrimination

- Supporting and promoting the implementation of inclusive policies for members of the MRC (for example, public appraisal and acknowledgment of villages and towns for the introduction and development of policies contributing to the elimination of prejudices and stereotypes and which contribute to social exclusion; supporting and promoting positive examples in general government organizations for other employers by hiring disadvantaged job seekers),
- Support of sensibility-building and educational activities aimed at reduction and prevention of discrimination for employers, with accent on SMEs,
- Training of first contact staff (employees of offices, social services facilities, etc.) in the area of preventing and combating all forms of discrimination (trade associations, enterprises, especially SMEs),
- Support of activities aimed at elimination of negative stereotypes of the majority and sensitivity-building in the majority in relation to the Roma, spreading of ideas of tolerance, acceptance of difference, and improvement of opinions of young people on disadvantaged groups of inhabitants,
- Activities aimed at improving information about the prevention of all forms of discrimination and the ways of protection against discrimination,
- Supporting the education and dissemination of knowledge of the general government staff about all groups of the population who are or could be at risk of any form of discrimination, supporting the professional behaviour of the general government staff through training and education,
- Supporting the development of policy of equality on a nationwide level and support of exchange of good practice, support of diversity focusing on entrepreneurship,
- Support of development of services, measures for victims of violence, especially for women,
- Information campaign focusing on increasing the awareness about rights of persons with disabilities (conferences, professional lectures, brochures),
- Support of institutional development of specialized consulting services serving in the combat against all forms of discrimination, including legal consulting in the field of discrimination at the labour market,
- Support of employers and institutions when preventing discrimination, introducing diversity

- management and related education, including the application of temporary balancing measures,
- Support of co-operation of social partners with the professionals in drafting, creation, and implementation of anti-discriminatory policies,
- Support of research and development of universal design of goods and services, facilities and equipment pursuant to Article 2 of the UN Convention on Rights of Persons with Disabilities,
- Support of research, development, and availability of use of new technologies, mobility instruments, and devices suitable for disabled persons,
- Supporting the introduction and increase of availability of services and measures for people with disabilities, such as the different types of intervention methods, including early intervention, leading to equal opportunities for people with disabilities and their parents.

Specific objective 4.2.1:

Transition from institutional to community-based care

- Deinstitutionalization of existing social service facilities (transition of clients from existing social service facilities to community services through the implementation of supporting activities, e.g. work with the client and their family, work and education of employees of facilities during transition from institutional care to community services),
- Deinstitutionalization of existing facilities providing alternate care (activities to reduce the negative impacts of the instructions on the development of children in alternate care, e.g. specific family-sanation programmes, for prevention and solving conflict situations in families, for support of completeness of measures performed in the facility, for support of interdisciplinary co-operation on solutions, etc.),
- Support of deinstitutionalization in the area of specialized psychiatric health care (e.g. support of development of integrated outpatient and field services and care in the area of specialized psychiatric health care at a community level; education and training of medical workers and professionals for the transition from institutional to community care in the area of specialized psychiatric health care, etc.),
- Support of deinstitutionalization of special education facilities (e.g. by transition to community level and family-type care, implementation of supporting activities, education, and development of key competences of participating entities),
- Supporting the development of selected social services and measures of social and legal protection of children and social guardianship with a view to preventing placement of clients in facilities (such as early intervention services, support for independent housing, supported housing, social work with families in their natural environment, homecare service, etc.),
- Promoting the development and training of staff providing services or ensuring care for clients and key actors in the process of deinstitutionalisation.
- Supporting founders in developing personnel resources for the management of deinstitutionalisation processes and the development of community-based care,
- Supporting programmes and activities focused on clients in the process of deinstitutionalisation and community services (for example, support for personalized plans in social services, personalized development plans for child development and the specific preparation of clients),
- Supporting evaluation and monitoring systems to monitor progress achieved,
- Supporting innovative approaches in interdisciplinary co-operation regarding the inclusion of persons with disabilities,
- Supporting the performance of specialized activities (social work, psychology, pedagogy and others) in the client's natural environment and system changes,
- Promoting education and information campaigns with a view to providing information to the general public regarding deinstitutionalization and examples of good practice.

Specific objective 4.2.2:

Create standard clinical procedures and standard procedures for the performance of prevention, and include them in the nationwide system of health care

- Design and introduction of new and innovated standard procedures for prevention,
- Design and introduction of new and innovated standard clinical procedures with primary focus on most frequent and most serious types of diseases,
- Education of health care professionals in order to ensure the correct application of standardized procedures in medical practice.

Table No. 3D: Common result indicators for which a target value has been set and programme specific result indicators corresponding to the specific objective for the ESF of the **Priority axis Social inclusion** (by investment priority and category of region)

| Investment priority: 4.1 Active inclusion, including with a view to promoting equal opportunities and active participation, and improving employability | | | | | | | | | | | | | | |
|---|--|------------------------|--------------------------------|--|----------------|---|--------|--|---------------|---------------------|---|---------|-------------------------------|-------------------------------|
| ID | Indicator | Category of region | Measurement unit for indicator | Common output indicator used as basis for target setting | Baseline value | | | Measurement unit for baseline and target | Baseline year | Target value (2023) | | | Source of data | Frequency of reporting |
| | | | | | M | W | T | | | M | W | T | | |
| 4.1.1 R0098 | <i>Inactive young people aged up to 29, engaged in job searching, education/training, gaining a qualification, in employment, including self-employment, upon leaving</i> | Less developed regions | Number | N/A | | | 0 | Number | 2013 | | | 1,030 | ITMS2014+ | Annually |
| 4.1.1 R0098 | <i>Inactive young people aged up to 29, engaged in job searching, education/training, gaining a qualification, in employment, including self-employment, upon leaving</i> | More developed regions | Number | N/A | | | 0 | Number | 2013 | | | 156 | ITMS2014+ | Annually |
| 4.1.1 R0099 | <i>Number of persons that used the new, innovative services and/or measures to perform social inclusion services</i> | Less developed regions | Number | N/A | | | 73,675 | Number | 2013 | | | 135,000 | ITMS2014+ | Annually |
| 4.1.1 R0099 | <i>Number of persons that used the new, innovative services and/or measures to perform social inclusion services</i> | More developed regions | Number | N/A | | | 73,675 | Number | 2013 | | | 18,150 | ITMS2014 | Annually |
| 4.1.1 R0100 | <i>Number of new, innovative, systematic measures and policies introduced 12 months after adoption thereof</i> | Less developed regions | Number | N/A | | | 2 | Number | 2013 | | | 5 | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| 4.1.1 R0100 | <i>Number of new, innovative, systematic measures and policies introduced 12 months after adoption thereof</i> | More developed regions | Number | N/A | | | 2 | Number | 2013 | | | 5 | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| 4.1.2 R0101 | <i>Number of employers/institutions providing education/consulting or performing measures in the area of prevention and elimination of discrimination after the end of the project</i> | Less developed regions | Number | N/A | | | 6 | Number | 2013 | | | 49 | ITMS2014+ | Annually |

| | | | | | | | | | | | | | | |
|--|---|------------------------|--------|---|--|--|-------|--------|------|--|--|-------|-------------------------------|-------------------------------|
| 4.1.2 R0101 | <i>Number of employers/institutions providing education/consulting or performing measures in the area of prevention and elimination of discrimination after the end of the project</i> | More developed regions | Number | N/A | | | 4 | Number | 2013 | | | 7 | ITMS2014+ | Annually |
| Investment priority: 4.2 Enhancing access to affordable, sustainable and high-quality services, including health care and social services of general interest | | | | | | | | | | | | | | |
| 4.2.1 R0102 | <i>Number of supported capacities of new, innovative services or measures at community level, in home environment, open environment, or supplementary environment 6 months after end of project</i> | Less developed regions | Number | N/A | | | 8,246 | Number | 2013 | | | 5,157 | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| 4.2.1 R0102 | <i>Number of supported capacities of new, innovative services or measures at community level, in home environment, open environment, or supplementary environment 6 months after end of project</i> | More developed regions | Number | N/A | | | 1,048 | Number | 2013 | | | 264 | ITMS2014+, evaluation reports | AIR 2019 and the final report |
| 4.2.2 R0103 | <i>Number of created standard clinical procedures published in the Journal of Ministry of Health Care of SR</i> | Less developed regions | Number | Number of projects targeting public administrations or public services at national, regional or local level | | | 75 | % | 2014 | | | 95 | ITMS2014+, Journal of MHC SR | Annually |
| 4.2.2 R0104 | <i>Number of created standard clinical procedures for prevention published in the Journal of Ministry of Health Care of SR</i> | Less developed regions | Number | Number of projects targeting public administrations or public services at national, regional or local level | | | 100 | % | 2014 | | | 100 | ITMS2014+, Journal of MHC SR | Annually |

Table No. 4D: Common and programme-specific output indicators for the priority axis **Social Inclusion** (by investment priority, broken down by category of region for the ESF, and where relevant, for ERDF)

| Investment priority: 4.1 Active inclusion, including with a view to promoting equal opportunities and active participation, and improving employability | | | | | | | | | |
|---|--|------------------|------|-------------------------------------|-----------------------------------|---|-------|----------------|------------------------|
| ID | Indicator | Measurement unit | Fund | Category of region (where relevant) | Target value (2023) ³⁴ | | | Source of data | Frequency of reporting |
| | | | | | M | W | T | | |
| 4.1 CO22 | <i>Number of projects targeting public administrations or public services at national, regional or local level</i> | Number | ESF | Less developed regions | | | 50 | ITMS2014+ | Annually |
| 4.1 CO22 | <i>Number of projects targeting public administrations or public services at national, regional or local level</i> | Number | ESF | More developed regions | | | 15 | ITMS2014+ | Annually |
| 4.1 O0092 | <i>Number of new, innovative, systematic measures prepared</i> | Number | ESF | Less developed regions | | | 7 | ITMS2014+ | Annually |
| 4.1 O0092 | <i>Number of new, innovative, systematic measures prepared</i> | Number | ESF | More developed regions | | | 7 | ITMS2014+ | Annually |
| 4.1 O0093 | <i>Number of performers of services and measures for the purposes of social inclusion</i> | Number | ESF | Less developed regions | | | 2,700 | ITMS2014+ | Annually |
| 4.1 O0093 | <i>Number of performers of services and measures for the purposes of social inclusion</i> | Number | ESF | More developed regions | | | 360 | ITMS2014+ | Annually |
| 4.1 O0094 | <i>Inactive young people up to 29 years</i> | Number | ESF | Less developed regions | | | 8,800 | ITMS2014+ | Annually |
| 4.1 O0094 | <i>Inactive young people up to 29 years</i> | Number | ESF | More developed regions | | | 990 | ITMS2014+ | Annually |
| 4.1 O0095 | <i>Number of activities focusing on increased awareness of the rights of disabled persons</i> | Number | ESF | Less developed regions | | | 60 | ITMS2014+ | Annually |
| 4.1 O0095 | <i>Number of activities focusing on increased awareness of the rights of disabled persons</i> | Number | ESF | More developed regions | | | 25 | ITMS2014+ | Annually |
| 4.1 O0096 | <i>Number of supported employers/institutions</i> | Number | ESF | Less developed regions | | | 70 | ITMS2014+ | Annually |

³⁴ For the ESF, this list includes common output indicators for which a target value has been set

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|--|--|--------|-----|------------------------|--|--|--------|-----------|----------|
| 4.1 O0096 | <i>Number of supported employers/ institutions</i> | Number | ESF | More developed regions | | | 10 | ITMS2014+ | Annually |
| 4.1 O0097 | <i>Number of participants endangered by discrimination participating in education and/or using advising in the field of prevention and elimination of discrimination</i> | Number | ESF | Less developed regions | | | 24,000 | ITMS2014+ | Annually |
| Investment priority: 4.2 Enhancing access to affordable, sustainable and high-quality services, including health care and social services of general interest | | | | | | | | | |
| 4.2 CO22 | <i>Number of projects targeting public administrations or public services at national, regional or local level</i> | Number | ESF | Less developed regions | | | 150 | ITMS2014+ | Annually |
| 4.2 CO22 | <i>Number of projects targeting public administrations or public services at national, regional or local level</i> | Number | ESF | More developed regions | | | 35 | ITMS2014+ | Annually |
| 4.2 O0098 | <i>Number of supported capacities of new, innovative services or measures at community level, in home environment, open environment, or supplementary environment</i> | Number | ESF | Less developed regions | | | 5,320 | ITMS2014+ | Annually |
| 4.2 O0098 | <i>Number of supported capacities of new, innovative services or measures at community level, in home environment, open environment, or supplementary environment</i> | Number | ESF | More developed regions | | | 430 | ITMS2014+ | Annually |
| 4.2 O0099 | <i>Number of created standard clinical procedures</i> | Number | ESF | Less developed regions | | | 100 | ITMS2014+ | Annually |
| 4.2 O0100 | <i>Number of created standard clinical procedures for prevention</i> | Number | ESF | Less developed regions | | | 4 | ITMS2014+ | Annually |

Table No. 5D: Performance framework of the priority axis 4 Social Inclusion

| Priority axis | Indicator type (Key implementation on step, financial, output or, where appropriate result indicator) | ID | Indicator or key implementation step | Measurement unit, where appropriate | Fund | Category of region | Milestone for 2018 | Final target (2023) | | | Source of data | Explanation of indicator's relevancy if applicable |
|---------------------|---|-------|--|-------------------------------------|------|------------------------|--------------------|---------------------|---|-------------|----------------|--|
| | | | | | | | | M | W | T | | |
| 4. Social Inclusion | Financial indicator | F0002 | Total amount of eligible costs after certification by certifying authority and submission of payment applications to the European Commission | EUR | ESF | Less developed regions | 63,064,744 | | | 315,323,722 | ITMS2014+ | |
| | Financial indicator | F0002 | Total amount of eligible costs after certification by certifying authority and submission of payment applications to the European Commission | EUR | ESF | More developed regions | 10,669,651 | | | 53,348,256 | ITMS2014+ | |
| | Output indicator | CO22 | Number of projects targeting public administrations or public services at national, regional or local level | Number | ESF | Less developed regions | 60 | | | 200 | ITMS2014+ | |
| | Output indicator | CO22 | Number of projects targeting public administrations or public services at national, regional or local level | Number | ESF | More developed regions | 15 | | | 50 | ITMS2014+ | |

2.5 PRIORITY AXIS 5: Integration of marginalised Roma communities

| | |
|------------------------------|--|
| Priority axis ID | 5. |
| Name of priority axis | Integration of marginalised Roma communities |

| | |
|--|----|
| The priority axis will be implemented solely using financial instruments | NO |
| The priority axis will be implemented solely using financial instruments created at EU level | NO |
| The priority axis will be implemented using the CLLD instrument | NO |
| For ESF: The entire priority axis is focusing on social innovation, multinational co-operation, or both | NO |

2.5.1 Fund, region category, and basis for calculation of Union support

| | |
|---|--------------------|
| Fund | ESF |
| Category of region | Less developed |
| Calculation basis (public or total contribution) | Total contribution |
| Region category for the most distant and northern sparsely inhabited regions (if applicable) | N/A |

2.5.2 Investment priority of the Priority Axis Integration of marginalized Roma communities 5.1**Investment priority 5.1 Socio – economic integration of marginalized communities, such as the Roma****2.5.2.1 Specific objectives of investment priority and expected results**

Specific objective 5.1.1 Enhancing the educational level of members of marginalized communities, including, without limitation, the Roma, at all levels of education with an emphasis on pre-primary education

According to the Atlas of Roma Communities (2013), 16.73% of inhabitants have not finished elementary schools; 28.05% have finished elementary schools; 4.98% have finished special schools. 5.74% have finished secondary schools; 2.80% attend secondary schools. Inhabitants that graduated from universities make up 0.18%; universities are attended by 0.36%. According to a research³⁵, in

³⁵ Research by the World Bank, UNDP, and EC 2011

selected communities with high percentage of the Roma, kindergartens were attended by 28% of children aged 3-6³⁶. In order to improve the unfavourable condition resulting in a low educational level of the Roma, especially those of the MRC environment, the SR, in line with the Council Recommendation to the NPR SR 2014, adopted measures necessary to balance structural disadvantages faced by children from SZP, especially from MRC with low chances of leaving bad socioeconomic situation and obtaining education. Measures to include these children are described in the Action Plan of Strategy of the SR for integration of the Roma. Until 2015, the Ministry of Education, Research, Science and Sport of the SR will introduce free pre-primary education for children from SZP from 3 years of age. Measures relate to special education of teachers for MRC, prevention of erroneous classification of children from SZP to special schools, higher number of assistant teachers and the consequent higher subsidy per pupil, spare time care, completion of elementary education for pupils who have not finished the elementary school, and education of the Roma in their mother tongue³⁷.

Barriers of improvement of education of Roma children (opinions of parents, lack of trust to pre-school facilities, lack of awareness of the importance of pre-school education, language barrier, lack of financial coverage) multiple the disinterest of parents and cause problems when collecting information.³⁸ Investments to pre-primary education are a means forming the basis for further education, a means of prevention of premature termination of school attendance; they increase the equality of results and the level of skills.³⁹

The complexity of the problem of education is expanded by the segregation of Roma children in the educational system - a high share of them end in special elementary schools and in special classes in standard elementary schools. The purpose of the activities is to desegregate and to build inclusive education. Quality education in early childhood removes the differences in results achieved and supports the cognitive, language, social, and emotional development.⁴⁰ Improving the dissemination of information about the benefits of pre-school education, the intensive co-operation of pedagogical staff with the help of Roma teacher assistants with parents and the support of activities aimed at improving the co-operation of parents with educational facilities are effective tools for enhancing of the rate of preparation of Roma children for school and increasing the overall level of education of members of the MRC. It is necessary to provide for regular data collection to measure the progress of implementation of inclusive policies in the area of education and the impact thereof on the inhabitants of the MRC.

Results

- *Reducing the number of children from MRC in special schools*
- *Higher number of children from MRC attending pre-school facilities*
- *Increased inclusiveness of the education system*
- *Reducing the early school dropout rate among children and youth from marginalized Roma communities*
- *Increased proportion of Roma students with education at the level of ISCED 3A, ISCED 3B, ISCED 3C, ISCED 4*

Specific objective 5.1.2 *Increasing financial literacy, employability and employment of marginalized communities, especially the Roma*

³⁶ WB: Heading to Equal Start: Closing the Gap in Education of Roma Children in Early Childhood in Eastern Europe. World Bank 2012

³⁷ NPRSR2014

³⁸ Good start: The EU structural funds and education and care in early childhood in MRKREF2012.

³⁹ EC 2006: Efficiency and Justice in the European Systems of Education and Vocational Training.

⁴⁰ Council conclusions on early childhood education and care: Providing for Optimum Start for All Our Children in the World of the Future; Official Journal of the EU; (2011/C 175/03)

One of the basic requirements of social integration of the Roma is their employment rate. No precise statistics on unemployment of the Roma exists. The unemployment rate is the highest in districts with high Roma populations.

Citizens in long-term unemployment registered as jobseekers form the largest group of the disadvantaged. . These include high-to-place persons with low education, no qualification, resulting in negative opinion to performance of employment.

The research and analyses focused on unemployment of the Roma population show that discrimination of the Roma at the labour market is not the sole problem. Their low level of education and work skills are shortcomings in competitiveness in the labour market. The opinions of employers regarding employment of the Roma are negative.

The results of a FRA/UNDP research (2012) showed that on average, less than one third of the Roma is employed, with one third of Roma respondents saying that they were unemployed⁴¹, 20% have no health insurance, and 90% are in risk of poverty.⁴²

Using the methodology of the statistics workforce survey in UNDP (2010) research⁴³ they have shown that in the Roma population aged 15-64, the most frequent are the unemployed - 72% of Roma men and 75% of Roma women. According to the same research using the same methodology, 20% of Roma men and 11% of Roma women is employed.

These shares are statistically equal also in World Bank analyses using the same methodology – 71% of Roma men and 75% of Roma women are unemployed. The employment rate of Roma men is 20% and the employment rate of Roma women is 12%⁴⁴. The outcomes of the research of social exclusion of Roma⁴⁵ show that in the period of 2006-2010, approximately two thirds of Roma stopped looking for work.

An important influencing factor⁴⁶ is the worsening structure by economic activity with a level of territorial exclusion.

Irregular income and low financial savings lead to economic uncertainty and inability to face unexpected expenses without external financial support, resulting in spreading of usury.

For low-income households, it is necessary to start financial planning for unavoidable coverage of basic living costs from substantially limited funds and to control potential financial debts in order to avoid deepening of poverty.

Access to safe ways of saving, to use of micro-loan programs, will enable the inhabitants of MRC to react better to possible gaps in income, and provides an opportunity to invest in self-employment for starting Roma entrepreneurs with otherwise limited access to standard bank loans.

Empirical data shows that the list of possible factors on the (un)employment of the Roma population is wide and diverse, depending on the situation and starting factors. It is necessary to provide for regular data collection to measure the progress of implementation of inclusive policies in the area of employment and the impact thereof on the inhabitants of the MRC.

Results:

- *Increasing the availability of employment services in the MRC environment*
- *Increasing the dissemination of information to the population of MRC oriented on the area of financial consultancy (enhancing the financial literacy of the MRC population)*
- *Enhancing the employability of the MRC population*

⁴¹ FRA / UNDP: Situation of the Roma in 11 Member States - Overview of Research Results. 2012. ISBN 978-92-9192-932-0.

⁴² FRA / UNDP: Basic Rights; Challenges and Objectives in 2012. 2012 Annual Report. ISBN: 978-92-9239-165-2.

⁴³ Report on living conditions of Roma households in Slovakia, UNDP 2010

⁴⁴ On the basis of regional survey of MR, 2011 UNDP/WB

⁴⁵ Marcinčin. A, Marcinčinová, Ľ.: Losses from Roma Exclusion, OSF 2009.

⁴⁶ Data from selective collections of UNDP

Specific objective 5.1.3 *Promoting access to health care and public health, including preventive care and health education and increased hygiene standards of living*

Several reports on the condition of the Roma population in Slovakia point to the **deterioration of the health of the Roma population** recently (or after 1989). The main determinants are the insufficient level of health and social awareness; low standard of personal and communal hygiene, living, and ecological riskiness of environment.⁴⁷ The unfavourable health condition in the Roma communities is also contributed to by insufficient nutrition and lower real accessibility of health care due to lack of financial sources. There is a need to look for the causes not only in the bad social situation, but in the low level of education and lack of health awareness.⁴⁸

According to demographic indicators it can be concluded that the Roma population has a progressive character in terms of age. Natality studies also refer to **higher perinatal and infant mortality**.⁴⁹

Bad living conditions in segregated Roma settlements and locations with a high settlement of MRC as well as low health awareness and lack of hygiene influence the occurrence of contagious diseases such as hepatitis, bacillus dysentery, respiratory infections and diseases such as porrigo and pediculosis.

Roma communities also lack knowledge about health protection, reproduction health, sexual behaviour, childcare, and personal hygiene. In order to increase the availability of health care, contribute to the increase of awareness and health information, especially for inhabitants of the MRC, a number of pilot projects were implemented; these serve as the basis for the setting of the Programme of Support of Health of Disadvantaged Communities in Slovakia for years 2007-2015. The lack of success in fulfilment of the objectives of this programme can be attributed to the insufficient number of community health care workers, the absence of standardized activities of these workers and the discontinuation of the programme.

Housing conditions also affect the health of a population. Settled ownership relations are a prequalification for the legitimacy of the technical and hygienic standards of dwellings. Data from the Atlas of Roma Communities (2013) and available surveys confirm that dwellings in Roma communities are frequently built on land by individuals with no legal entitlement to such land and without building permits or their subsequent legalization, which results in the absence of or limited access to basic and technical infrastructure. Quality housing is connected to the possibility of finding a job, living in a quality environment in terms of hygiene and providing adequate space for the personal and educational growth of children and adults. The social and economic disadvantages of the population of MRC, the lack of adequate expert capacities of local governments to address the settlement of ownership rights and the legalization of the land require outside intervention. It is necessary to provide for regular data collection to measure the progress of implementation of inclusive policies in the area of health and housing and the impact thereof on the inhabitants of the MRC.

Results:

- *Increased availability of health care services for persons from MRC*
- *Increased level of awareness of the persons from MRC in health care and prevention through awareness programmes, information activities and campaigns*
- *Settlement of land will make it possible to improve the hygiene of living in MRC*

2.5.3 Activities to be supported within the investment priority

2.5.3.1 Description of the type and examples of activities

⁴⁷ M. Popper, P. Szeghy, Š. Šarkozy, Roma Population and Health: Analysis of Situation in Slovakia (PDCS: Bratislava, 2009)

⁴⁸ Ditto

⁴⁹ B. Šprocha, "Mortality and Health Condition of the Roma in Slovakia, part 1", Slovak Statistics and Demography, (2012), Vol. 22, No. 2, pp. 86-101, D. Mihailov, Health Situation of Roma Communities: Analysis of UNDP/WB/EC research data (UNDP:Bratislava, 2012) 10

IP 5.1 Social – economic integration of marginalized communities, such as the Roma

The implementation of these activities will ensure the achievement of the objective of the investment priority within the priority axis 5, which is the socio-economic integration of marginalized communities, such as the Roma.

The range of investments under the priority axis also incorporates cross-section measures. The objective of one of the cross-section measures is to provide a reliable monitoring and evaluation system that will make it possible to provide data on impacts of measures in the area of integration of the Roma regularly and thoroughly.

Comprehensive data collection regarding MRC during the 2014-2020 programming period through wide-scale quantitative surveys (such as Atlas, selective findings in marginalized Roma households, etc.) and qualitative findings and pilot research projects will be ensured in the form of a 7-year national project. Data analysis and evaluation will be part of the intent and will enable the evaluation of the efficiency of individual tools on policies and their impact on the inhabitants of MRC.

Specific rules of selection of transactions

When evaluating projects within the investment priority, the following will be assessed:

- Interconnection of activities at the level of individual specific goals so that the complexity principle is adhered to,
- Alignment with the intentions of the “Strategy of the Slovak Republic for Integration of the Roma until 2020” and the basic strategic principles, i.e. destigmatization, desegregation, and deghetoizing,
- Ability of the projects to provide for active participation of the Roma and for participation of relevant partners.

“Take-away package”

Several evaluations and studies (UNDP 2012, USVRK 2012, and SGI 2013) identified that in the 2007-2013 period failures occurred related to ensuring the complexity of programmes and the rate of absorption capacity of funds in municipalities with the presence of marginalized Roma communities suffering from the highest rate of segregation. The identified reasons for failure included high administrative complexity of programmes funded by the EU, combined with the lack of local capacity, short period for the implementation of programmes, high competition in raising funds or inability of municipalities to co-finance the programmes. Experience gained through the transformation programme of Field Social Work from the demand-driven projects into the national project showed that most of the identified problems can be overcome by changes in the implementation of projects and programmes.

This is why selected programmes financed by the priority axis 5 (ESF) in order to ensure a coherent and coordinated approach, will be preferably implemented by national projects. This concerns the programme of field social work, community centres, programme of support of education of children in early childhood, and programme of assistance in settlement of land in municipalities with MRC presence. National projects will be implemented by the Ministry of Interior of the Slovak Republic/Office of the Plenipotentiary of the Government for Roma Communities, which besides the implementation of projects in the field will also guarantee the coherence of individual interventions and quality of their performance in the field.

Another area, included in the Take away package and focusing on the program of health education and prevention in municipalities with presence of MRC, will be also preferably implemented by national project by the Ministry of Health Care of the Slovak Republic. All programs included in the Take away package must fulfil the approved methodology of the segregation index range. Performance of the programmes in communities with the highest segregation index⁵⁰ (150 municipalities) will be

⁵⁰ Information in the 2013 Atlas of Roma Communities converted to numeric values make it possible to form a simplified index listing municipalities in order from the highest lack of development and highest segregation to the lowest lagging and segregation.

executed automatically, based on eligibility, not competition. Interventions implemented by national projects can be also implemented by demand driven projects. Other interventions within the PA5 such as mentoring, tutoring, awarding scholarship, local civil patrols, housing assistants etc. will be implemented by demand driven projects in eligible areas, e.g. regions from Atlas of RC 2013 within all SR except of Bratislava region. In addition to the actual implementation, the Ministry of Interior and the Office of Plenipotentiary will guarantee the coherence of individual interventions and quality of their performance in the field. Funding of programmes will be ensured throughout the programming period, thus ensuring their continuous implementation in the field and consequently the quality of their performance. Thanks to the long-term implementation, an opportunity arises for the application of provisional countervailing measures for people of the MRC involved in the implementation of programmes. In exercising the above measures, simplified forms of expenditure reporting will be implemented, in particular standard scale of unit costs and lump sums. The implementation of programmes in the form of large national projects will result in the lower rate of errors, continuous withdrawal of funds, and significant reduction of administrative and financial burden on the providers of programmes in the field (i.e. self-governments or locally active NGOs and not-for-profit organizations). The aim of innovation is to provide communities with “pre-prepared products”, whose implementation does not require any additional investment by municipalities, so their implementation will therefore be extended even to communities that are not ready for the implementation of individual demand-driven projects.

Implementation of projects will be provided in close cooperation with:

- Pedagogic employees including pedagogical assistants
- Professionals – specialist (e.g. special pedagogues etc.)
- Tutors
- Mentors
- Lecturers
- Civil servants working with MRC
- Youth workers
- Community centers workers
- Social field workers
- Providers of social services and employment services (public and non-public)
- Workers in health education, health prevention and educational training

| | |
|---|---|
| Identification of the main target groups | <ul style="list-style-type: none"> • Children from MRC, • Pupils of elementary schools and students of secondary schools from MRC environment, • Parents of children from MRC environment, • Members and inhabitants of MRC. |
| Target territories | <ul style="list-style-type: none"> • NUTS II – Western Slovakia • NUTS II – Central Slovakia • NUTS II – Eastern Slovakia |
| Types of beneficiaries | <ul style="list-style-type: none"> • Municipalities with the presence of MRC in the Atlas of RC 2013, • Non-profit organizations providing services of general interest and non-profit organizations set up by special law • State nurseries, elementary and secondary schools, • State budgetary and contributory organizations, • Nurseries, elementary and secondary schools with legal subjectivity, |

The index is based on the assumption that the sub-development level is quite adequately reflected in a residential structure. Specifically, the higher the average size of households in the settlement, the worse the socio-economic situation of families.

| | |
|--|--|
| | <ul style="list-style-type: none"> • Organizations of HTU and municipalities (including nurseries, primary and secondary schools within the competence of municipalities or HTU), • Clerical, religious, and other legal entities that in accordance with the legal order of the Slovak Republic derive their legal personality from churches or religious organizations, • Ministry of Interior, Plenipotentiary Office for Roma communities, • Ministry of Health of the Slovak Republic and directly ruled state contributory organizations of Ministry of Health of the Slovak Republic, • Institutions of public and private sector acting in the counselling system, employment services and social services, • Social economy entities, • Entrepreneurial entities, • Educational institutions. |
|--|--|

Examples of activities

| |
|---|
| <p><u>Specific objective 5.1.1:</u> <i>Enhancing the educational level of members of marginalized communities, including, without limitation, the Roma, at all levels of education with an emphasis on pre-primary education</i></p> <ul style="list-style-type: none"> ➤ Supporting programmes focused on improving co-operation between educational institutions and parents of Roma children (e.g. through programs aimed at the activation of parents of MRC etc.), ➤ Systematic support for the participation of children from the environment of the MRC in pre-primary education (for example, through activities of teacher assistants, targeted programmes of community centres and field social work, programmes oriented on improving the co-operation of preschool facilities and parents of Roma children, training of pedagogical staff, supporting school attendance of children by ensuring accessibility e.g. by operating a school bus, by providing didactic packages for preschool facilities, and by covering other indirect financial costs connected to the participation of children from low-income families on pre-school education etc.), ➤ Systematic support of training- educational activities and leisure activities for children from MRC with emphasis on networking between majority and minority (e.g. via support of individual integration and activities of teachers' assistants, via support of multicultural education and community centres programmes, etc.), ➤ Systematic provision of tutoring and/or mentoring support for pupils of elementary and secondary schools from MRC with emphasis on successful completion of primary schools and smooth transition to secondary schools, ➤ Effective financial assistance for secondary school students and university students from MRC environment (e.g. in the form of scholarships for secondary school and university students), ➤ Activities aimed at prevention and elimination of segregation at schools and in classrooms (e.g. by support and consulting services at schools, by creating positions of social workers, or by support of creation and implementation of local action plans for inclusive education, etc.), ➤ Support of a monitoring system evaluating the efficiency of instruments of policies and their impact on MRC. |
| <p><u>Specific objective 5.1.2:</u> <i>Increasing financial literacy, employability and employment of marginalized communities, especially the Roma</i></p> <ul style="list-style-type: none"> ➤ Supporting the systematic provision of social services and assistance to municipalities with the presence of MRC, aimed at increasing the employability of people living in MRC (i.e. field social workers, community workers in the area of social services, local civil patrols, housing assistants and other assisting services), ➤ Supporting the existence and operation of community centres in municipalities with the presence of MRC, ➤ Promoting programmes of financial literacy, debt management and saving as a tool to facilitate entry to open labour market, to raise awareness in financial services, micro credit and savings programmes, including supporting activities and supporting the development of micro-finance programmes, taking into account support for micro-entrepreneurs and micro-social enterprises, |

- Supporting individual approach in providing employment services with a primary focus on client and labour market needs, and supporting instruments and intermediate labour market for people from MRC (e.g. through supported-employment agencies or other organizations active in the field of employment),
- Supporting career counselling for people of MRC provided in an individualized client-oriented form,
- Work with employers and temporary balancing measures, such as employment of the Roma in state and public services at local and national level,
- Support of a monitoring system evaluating the efficiency of instruments of policies and their impact on MRC.

Specific objective 5.1.3:

Promoting access to health care and public health, including preventive care, health education and increased hygiene standards of living

- Supporting a systematic provision of services and assistance through the programme of community workers in the area of health education in municipalities with the presence of separated and segregated MRC,
- Supporting the programs of health education of inhabitants of segregates and separated Roma settlements and locations, focusing on areas such as: personal hygiene and care for own health, education to parenthood, protection of sexual and reproduction health, care for children, prevention of contagious diseases, manipulation with food, protection of environment, prevention of injuries and accidents, etc.
- Supporting programmes to ensure minimum standards of hygiene in communities with the presence of MRC,
- Supporting programmes aimed at achieving a higher standard of hygiene in marginalized Roma settlements and at systematic reduction of the number of illegal dwellings characterized by extremely low level of hygiene standards, also by the provision of technical assistance to municipalities with the presence of MRC aimed at the settlement of title to land,
- Support of a monitoring system evaluating the efficiency of instruments of policies and their impact on MRC.

Table No. 3E: Common result indicators for which a target value has been set and programme specific result indicators corresponding to the specific objective **for the ESF of the Priority axis Integration of marginalised Roma communities** (by investment priority and category of region)

| Investment priority: 5.1 Socio-economic integration of marginalised communities such as the Roma | | | | | | | | | | | | | | |
|--|---|------------------------|--------------------------------|--|----------------|---|---------|--|---------------|---------------------|---|---------|----------------|------------------------|
| ID | Indicator | Category of region | Measurement unit for indicator | Common output indicator used as basis for target setting | Baseline value | | | Measurement unit for baseline and target | Baseline year | Target value (2023) | | | Source of data | Frequency of reporting |
| | | | | | M | W | T | | | M | W | T | | |
| 5.1.1 R0105 | Number of children from MRC that completed at least one year in supported kindergartens participating in the activities aimed at support of inclusive education | Less developed regions | Persons | N/A | | | 2,356 | Persons | 2013 | | | 4,410 | ITMS2014+ | Annually |
| 5.1.1 R0106 | Participants from MRC who gained upper secondary (ISCED 3) or post-secondary education (ISCED 4) | Less developed regions | Persons | N/A | | | 4,450 | Persons | 2013 | | | 5,053 | ITMS 2014+ | Annually |
| 5.1.2 R0107 | Number of registered unemployed persons from MRC | Less developed regions | Persons | N/A | | | 119,389 | Persons | 2013 | | | 116,643 | statistics | Year 2021 and 2023 |
| 5.1.3 R0108 | Number of persons from MRC that are using services in the area of provision of health education, prevention and consulting | Less developed regions | Persons | N/A | | | 39,580 | Persons | 2013 | | | 75,261 | ITMS 2014+ | Annually |
| 5.1.3 R0109 | Number of persons from MRC who can improve their hygienic standards of living due to the land settlement program | Less developed regions | Persons | N/A | | | 37,123 | Persons | 2013 | | | 53,348 | ITMS 2014+ | Annually |

Table No. 4E: Common and programme-specific output indicators for the ESF of the priority axis **Integration of marginalised Roma communities** (by investment priority, broken down by category of region for the ESF, and where relevant, for the ERDF)

| Investment priority: 5.1 Socio-economic integration of marginalised communities such as the Roma | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

| ID | Indicator | Measurement unit | Fund | Category of region (where relevant) | Target value (2023) ⁵¹ | | | Source of data | Frequency of reporting |
|--------------|---|------------------|------|-------------------------------------|-----------------------------------|-------|-------|----------------|------------------------|
| | | | | | M | W | T | | |
| 5.1 O0101 | <i>Number of employees in educational process and in the area of provision of social services</i> | Persons | ESF | Less developed regions | | | 896 | ITMS2014+ | Annually |
| 5.1 O0102 | <i>Number of persons from MRC employed in educational process and in the area of provision of social services</i> | Persons | ESF | Less developed regions | | | 305 | ITMS2014+ | Annually |
| 5.1 O0103 | <i>Number of kindergartens included in the activities focused on support of inclusive education</i> | Nursery school | ESF | Less developed regions | | | 210 | ITMS2014+ | Annually |
| 5.1 CO09 | <i>With primary (ISCED 1) or lower secondary education (ISCED 2)</i> | Number | ESF | Less developed regions | 3,120 | 3,099 | 6,219 | ITMS2014+ | Annually |
| 5.1 O0104 | <i>Number of employees in the area of provision of health education, prevention and counselling</i> | Persons | ESF | Less developed regions | | | 170 | ITMS2014+ | Annually |
| 5.1 O0105 | <i>Number of persons from MRC employed in the area of provision of health education, prevention and counselling</i> | Persons | ESF | Less developed regions | | | 90 | ITMS2014+ | Annually |
| 5.1 O0106 | <i>Number of municipalities in which occurred the land settlement under houses of MRC</i> | Municipality | ESF | Less developed regions | | | 80 | ITMS2014+ | Annually |
| 5.1 CO22 | <i>Number of projects targeting public administrations or public services at national, regional or local level</i> | Number | ESF | Less developed regions | | | 6 | ITMS2014+ | Annually |
| 5.1 CO20 | <i>Number of projects fully or partially implemented by social partners or non-governmental organizations</i> | Number | ESF | Less developed regions | | | 22 | ITMS2014+ | Annually |
| 5.1 O0107 | <i>Number of supported community centres</i> | Community center | ESF | Less developed regions | | | 120 | ITMS2014+ | Annually |

⁵¹ For the ESF, this list includes common output indicators for which a target value has been set

Table No. 5E: Performance framework of the priority axis 5 Integration of marginalised Roma communities

| Priority axis | Indicator type (Key implementation step, financial, output or, where appropriate result indicator) | ID | Indicator or key implementation step | Measurement unit, where appropriate | Fund | Category of region | Milestone for 2018 | Final target (2023) | | | Source of data | Explanation of indicator's relevancy if applicable |
|---|--|-------|--|-------------------------------------|------|------------------------|--------------------|---------------------|---|-------------|----------------|--|
| | | | | | | | | M | W | T | | |
| 5. Integration of marginalised Roma communities | Financial indicator | F0002 | Total amount of eligible costs after certification by certifying authority and submission of payment applications to the European Commission | EUR | ESF | Less developed regions | 20,232,147 | | | 163,529,413 | ITMS2014+ | |
| | Output indicator | O0101 | Number of employees in educational process and in the area of provision of social services | Persons | ESF | Less developed regions | 179 | | | 896 | ITMS2014+ | |
| | Output indicator | O0104 | Number of employees in the area of provision of health education, prevention and counselling | Persons | ESF | Less developed regions | 34 | | | 170 | ITMS2014+ | |

2.6 PRIORITY AXIS 6: Technical facilities in municipalities with presence of marginalized Roma communities

| | |
|-----------------------------------|---|
| <i>ID of the priority axis</i> | 6. |
| <i>Title of the priority axis</i> | Technical facilities in municipalities with presence of marginalized Roma communities |

| | |
|---|----|
| <i>Priority axis will be implemented solely through financial instruments</i> | NO |
| <i>Priority axis will be implemented solely through financial instruments set up on the EU level</i> | NO |
| <i>Priority axis will be implemented through CLLD instrument</i> | NO |
| <i>For ESF: The entire priority axis is dedicated to social innovation, or trans-national co-operation, or both</i> | NO |

2.6.1 Fund, category of region and basis for calculation of the Union support

| | |
|---|-------------------|
| <i>Fund</i> | ERDF |
| <i>Category of region</i> | Less developed |
| <i>Basis for calculation (public and total expenditure)</i> | Total expenditure |
| <i>Category of region for the most remote and northern sparsely populated regions (if applicable)</i> | N/A |

2.6.2 Investment priority of Priority Axis: Technical facilities in municipalities with presence of marginalized Roma communities 6.1

Investment priority 6.1 Providing support for physical, economic and social regeneration of deprived communities in urban and rural areas

Applying the social aspect

In order to apply the social aspect, it is necessary to create effective partnerships between construction companies (contractors), municipalities and organizations working in the field of social development (mostly NGOs), which can provide selection and day-to-day cooperation with unemployed / inactive persons from MRC environment, with an emphasis on long-term unemployed involved in the implementation of the project. It is assumed that through the application of the social aspect in the PP long-term and effective cross-sectoral partnerships tool whose existence can have a major impact on raising the educational level and employment in the MRC environment.

The social aspect will be required as a part of the implementation of investment projects aimed at the construction / reconstruction of buildings / buildings, either in the framework of construction works and / or services (bullet a)) or in the implementation of other project activities (bullet b)).

a) Social aspect in public procurement

In addition to meeting the intended purpose, public funds can bring other positive externalities. This includes, for example, a contribution to increasing the employment and employability of unemployed

and inactive persons from MRC, with a focus on long-term unemployed, through ERDF funds earmarked for the provision of infrastructure projects. For projects financed through Priority Axis 6, the social aspect will be required for public works and service contracts, engage in the construction work the unemployed and / or inactive persons from MRC, with an emphasis on long-term unemployed.

b) Social aspect in other project activities

The social aspect can also be applied to other activities / activities in projects such as in supporting activities, etc.

2.6.2.1 Specific objectives of the investment priority and expected results

Specific objective 6.1.1 *Growth in the number of the Roma households with access to improved housing conditions*

The area of housing is one of the areas with the largest growth in the gap between Roma and the majority population. Within the majority population there are groups that are disadvantaged and considered to be vulnerable in certain areas, however, only Roma communities in Slovakia create settlements and different types of non-standard dwellings within them that fail to meet technical or hygiene standards.

According to the Atlas of Roma Communities 2013, in 809 settlements identified in 582 municipalities, there are 21,168 dwellings in the following structure:

- 1,491 residential buildings with 9,943 flats, 4,726 of which are FLS
- 8,501 legal masonry buildings
- 196 legal timber buildings
- 986 masonry buildings under construction
- 3,645 masonry buildings not entered in the land register
- 388 timber buildings not entered in the land register
- 4,070 shack-type dwellings,
- 470 dwellings built from portable buildings
- 59 caravans,
- 60 dwellings in non-residential premises,
- 13 other dwellings

In dwellings located in settlements, 74% of dwellings are able to use public water supply and 57% of dwellings actually use it. Dwellings using their own well made up 23% of the concentrations. In 22% of dwellings other sources were used or there was no access to drinking water. The public sewer system was available to 39% of dwellings in settlements and actually used by 30% of such dwellings. Septic tanks were used in 25% of dwellings.

The Report on the living conditions of Roma households in Slovakia mapping the situation in 2005 and with data from 2010 found a higher level of diversity in the water sources used by Roma households compared to the general population in the geographical vicinity.

Access to drinking water is one of the factors necessary for full participation in the life of society in terms of generally expected standards for hygiene. In addition to the basic infrastructure, the scope of issues of housing includes also issues regarding the technical condition of houses and blocks of flats in the ownership of municipalities. Municipalities frequently lack funds for their maintenance and repair. This situation is addressed in part by the Housing Development Programme, which partially addresses this situation by providing subsidies for the procurement of rental flats of common and lower standard, technical infrastructure and the removal of systematic defects in blocks of flats.

Despite the unique nature of this programme in Central and Eastern Europe, it remains a limited and not a universal solution to the housing issues of Roma communities.

New forms of housing in the SR have also been tested. They show potential to improve the housing level of population in marginalized Roma communities. One of these forms, which offers optimal conditions for individual integration, is multilevel or transitional housing. It includes a comprehensive system of social services for dependent and vulnerable sections of the population whose backbone is a

vertical system of social housing. The system helps and promotes social growth and social inclusion. A direct component of transitional housing is systematic social work – work by field social workers and community workers, who provide advice and assistance aimed at solving the problems of vulnerable sections of the population and operate a range of reintegration programmes. Self-built housing, the basic principle of which is the direct participation of population in marginalized Roma communities, is another form.

Results:

- *improved conditions for social integration of people from MRC through a functional system of transitional housing,*
- *introduction of a financial mechanism supporting self-build housing projects (micro-loans)*
- *improved quality of housing in the MRC environment through:*
 - *infrastructure*
 - *access to drinking water*
 - *construction of access roads communications*
 - *establishment of a municipal waste management system*

Specific objective 6.1.2 ***Improving access to quality education, including education and care in early childhood***

At the present time there continue to be sub-optimal conditions for the full participation of children from MRC in the pre-primary level of education. The capacity of the network of kindergartens is limited and educational facilities are undersized. Space capacities do not correspond to the demographic curve, buildings of kindergartens are in poor condition, and the equipment of these educational facilities does not reach the required level. According to the Atlas of Roma Communities 2013, there are at present 1,456 kindergartens attended by 24,627 children, of whom 9,164 are Roma children, including 6,523 Roma children from socially disadvantaged backgrounds. According to the survey, 10,090 Roma children were born just in 2011. In view of this situation it is necessary to expand the capacity of kindergartens in municipalities with the presence of MRC. The construction and refurbishment of pre-school education facilities is essential for the development of sustainable and inclusive education policies and is an integral part of development strategies on the national level.

Children in early childhood from a disadvantaged background have high potential to benefit from the access to high-quality education and care within the ECEC. The studies showed that high-quality education and care for children in early childhood bring many social benefits, including better health, stronger civic and social awareness. At the same time it has positive impact on social skills and personality traits.⁵² The aim of the investments and activities for ensuring success and stability is the achievement of an integral component of policies for the development of human capital, infrastructure, and employment relating in particular to children from low income families and from ethnic minorities such as the Roma, where there are limited, centralised, state-financed education programmes.⁵³

Results:

- *Conditions created for the full participation of children from MRC in pre-primary education through the extension of the kindergartens capacity network, by constructing new kindergartens, extension / addition to existing kindergartens, reconstruction and modernization of kindergartens, reconstruction of existing facilities at kindergartens and provision of their equipment in municipalities with the presence of MRC*
- *Increased number of children from MRC attending kindergartens*

⁵² OECD (2010): Council for Early childhood Development (2010) Investing in high-quality early childhood education and care (ECEC), OECD publishing

⁵³ Source: A good start: EU Structural Funds and Early Childhood Education and Care for Marginalized Romani Communities, 2014–2020

Specific objective 6.1.3 *Improving access of people from MRC to social infrastructure*

Problems associated with the life of inhabitants of marginalized Roma communities affect many areas simultaneously, forming a vicious circle of mutually reinforcing and influencing factors. To make the efforts and actions of social inclusion successful, they must have the form of long-term interventions conducted in all areas at the same time. Community centres could serve as a tool on the local level for the effective coordination of different intervention programmes and the provision comprehensive social and community services serving the specific needs of the target groups. Based on our experience, social interventions implemented directly in the natural environment of these communities with an emphasis on providing comprehensive services available to residents of all ages in MRC have proved themselves as a tool that raises the social inclusion and employability of these groups in the long run.

The activities conducted in community centres can help the defined community to identify common problems in individual areas of life and establish a system to address and eliminate them. This refers to the ability to organize, to identify strategic problems and tactics, to look for resources (financial, material, human and others) to address them and to put pressure on the responsible institutions. Community centres serve the community and not only individuals. Active involvement of the entire community is one of the crucial approaches in community development. Community work also targets the elimination of negative phenomena in the community and universal development, which is a permanent goal of community work.

Contributing to the social inclusion of socially excluded persons at individual and local levels is the mission of community centres through the provision of comprehensive social and community services. Social inclusion is understood as the accessing of opportunities and possibilities that will help excluded individuals and families to fully participate in the economic, social and cultural life of a given location and in the entire society.

However, community centres have a wider potential for use besides social work and services provided directly in the environment of MRC; they also help to create spatial and material conditions for community development, community rehabilitation, community work and the stimulation and mobilization of the internal development potential of the residents of MRC, and provide possibilities for support of the strengthening and revitalizing of families and the socialization of children. They provide a space in which to learn working and social habits, spaces for religious and spiritual services, for the development of intellectual needs of individuals and the entire community and provide opportunities for the mutual interaction and common activities of residents of MRC and the rest of the population.

The implementation of the measure oriented on the infrastructure of social services, social and legal protection and guardianship within the Local Comprehensive Approach Strategies (hereinafter referred to as the "LCAS") in the 2007-2013 programming period confirmed the interest of local governments in investments in the building, modernizing and reconstructing of community centres which enable the provision of a wider spectrum of social and community services and thus support community development.

Results:

- *Increased quality of living conditions of MRC inhabitants*
- *Improved delivery of social services aimed at increasing the employability of MRC*

2.6.3 Actions to be supported under the investment priority

2.6.3.1 Description of the type and example of actions

IP 6.1 Providing support for physical, economic and social regeneration of deprived communities in urban and rural areas.

The implementation of the aforementioned actions will ensure the achievement of the objective of the investment priority, the increasing of the quality of living conditions of the population of the MRC through improved conditions in housing and access to social and pre-school infrastructure. Support will focus primarily on 150 municipalities selected using the segregation index according to an

approved methodology. Implementation of investment projects will take into account programmes to improve air quality wherever relevant.

Investments in the refurbishment of buildings that are not primarily intended for increasing energy efficiency will respect the principles of energy efficiency applied in TC 4 as follow:

- full / extensive renovation above the limits for cost-optimal requirements pursuant to the directive on the energy performance of buildings (EPBD) (2010/31/EU) must maximise energy savings and achieve the standards for low-energy buildings having nearly zero energy requirements (important mainly for community centres and pre-school infrastructure);
- the investment must be based on an energy audit;
- verification of energy savings;
- the construction of new buildings should aim to achieve near zero energy consumption in accordance with the objectives of the “National plan of the Slovak Republic for increasing the number of buildings with near zero energy requirements” Specific principles for the selection of operations:

Evaluation of projects under this investment priority will include assessment of:

- consistency with non-investment activities in Priority Axis 5 to uphold the principle of comprehensiveness
- conformity with the aims of the “Strategy of the Slovak Republic for the integration of Roma up to 2020” and fundamental strategic principles, i.e. destigmatisation, desegregation, deghettoisation,
- the ability of projects to increase the employment and employability of Roma,
- the ability to apply elements of social innovation.

| | |
|---|--|
| Identification of the main target groups | <ul style="list-style-type: none"> • inhabitants of marginalized Roma communities |
| Target territory | <ul style="list-style-type: none"> • NUTS II – West Slovakia • NUTS II – Central Slovakia • NUTS II – Eastern Slovakia |
| Types of beneficiaries | <ul style="list-style-type: none"> • municipalities with MRC in Atlas of Roma Communities 2013 and kindergartens in these municipalities in the founder’s competence of municipalities or self-governing regions • state administration - the district office at the headquarters of the region as founder of the nursery school • state-recognized church or religious society or other legal or natural person, such as a founder of a nursery school • non-profit organizations providing services of general interest and non-profit organizations set up by a special lawpublic and private institutions operating in the system of counselling, social services, hygienic services and in the area of social economy |

Examples of actions

| |
|---|
| <p><u>Specific objective 6.1.1:</u></p> <p>Growth in the number of the Roma households with access to improved housing conditions.</p> <ul style="list-style-type: none"> ➤ Supporting leap housing programmes within social mobility and integration of MRC inhabitants (construction and reconstruction of dwellings). ➤ Support for micro credit programmes aimed at promoting self-build housing projects. ➤ Promoting access to drinking water in separated and segregated MRC with emphasis on low cost measures, such as drilling wells. ➤ Supporting construction of utilities in MRC environments. ➤ Supporting the completion of basic technical infrastructure (sewers, paved roads, roads). ➤ Creation or completion of a system management of municipal waste (e.g. purchase of waste bins, containers, building of waste stands) ➤ Clearance works in illegal waste tips, including elimination of the adverse impacts of illegal tips. |
|---|

Specific objective 6.1.2:**Improving access to quality education, including education and care in early childhood**

- Support for the construction of new pre-school facilities in municipalities with the presence of MRC
- Support for the refurbishment of pre-school facilities and extension / superstructure to existing pre-school facilities in communities with the presence of MRC with an emphasis on capacity expansion
- Reconstruction of existing buildings on pre-school facilities

Specific objective 6.1.3:**Improving the access of people from MRC to social infrastructure.**

- Supporting the construction of new community centres
- Supporting the modernization and refurbishment (including the extension/superstructure) of community centres
- Supporting the conversion of existing buildings for the purpose of establishing and operating community centres

2.6.4 Investment priority of Priority Axis: Technical facilities in municipalities with presence of marginalized Roma communities 6.2

Investment priority 6.2 Support for social enterprises

2.6.4.1 Specific objectives of the investment priority and expected results

Specific objective 6.2.1 *Increasing the employment of MRC in social economy entities in areas with the presence of MRC*

The current situation in the labour market is characterized by a lack of employment opportunities for the MRC. Existing social enterprises offer poor facilities in terms of technical equipment, technology and licensing, as well as limited space capacity. The introduction or development of social innovations is limited by human resources, which reduces their competitiveness and expansion. To improve conditions, support measures must be provided through counselling/mentoring and assistance.

Social economy entities⁵⁴ appear to be a suitable instrument for support of employment of the MRC. Their main purpose is to bring non-market social benefits such as the increased employment of job seekers from disadvantaged groups, the integration of marginalized individuals and communities in wider society, etc. They should operate sustainable businesses that are not dependant on public support in the long term. The initial investment should bring more than a one-off improvement in the social situation.

Because of the relatively low level of profit, these entities will do business predominantly in the areas where there is a market failure. Therefore, such targeted assistance will not disturb economic competition. The experience of selected municipalities has been that a social enterprise often represents the only way for disadvantaged persons to participate in the labour market. The provision of support is viewed negatively in the SR for a variety of reasons; therefore the Ministry of Interior of the SR/Office of the Government Plenipotentiary for Roma Communities wants to promote solutions where there is no suspicion of a threat to economic competition – by using financial instruments (loans, grants or a combination thereof) or capital investments.

⁵⁴ A social economy entity is an enterprise whose main objective is not the making of a profit for its owners but to achieve positive social results. Its activity involves the enterprising and innovative provision of goods and services for the market. It uses its profits primarily to achieve social objectives. It is managed in a responsible, transparent fashion, in part thanks to the participation of employees, consumers and other stakeholders affected by its commercial activities.

The intent of the Ministry of Interior of the SR/Office of the Government Plenipotentiary for Roma Communities is to provide the most effective and targeted support; therefore, a non-public organization selected based on a publicly available call will be the intermediary of the aforementioned support instruments.

The methodology of support mediation and the use of individual financial instruments will be added based on the results of the prepared ex-ante evaluation of financial instruments.

Support will be given primarily for investments in tangible and intangible assets by social economy entities – the purchase of new technology, equipment and licences, support for the production programme of a specific social enterprise; refurbishment of the premises of social enterprises is not excluded.

In the programming period 2014-2020 the Ministry of Interior of the SR/Office of the Government Plenipotentiary for Roma Communities aims to support at least 100 social economy entities and create 500 new jobs specifically for person from MRC. No study has been carried out on the presence and absorption capacity of the social economy in the SR; the main benchmark was the number of applications submitted within the grant scheme of the Office of Plenipotentiary of the Government for Roma Communities, where approximately 30 applications are received annually under the priority “job creation” (support of social enterprises is the content).

Results:

- *increased of the employment rate of persons from MRC*
- *Increased rate of innovation in the business environment in municipalities with the presence of MRC*

2.6.5 Actions to be supported under the investment priority

2.6.5.1 Description of the type and example of actions

IP 6.2 Support for social enterprises

The implementation of actions under the specific objective 6.2.1 will enable the achievement of the objective of the investment priority, the support of social enterprises with a view to increasing the employment rate of inhabitants of marginalized Roma communities.

Specific principles for the selection of operations

Evaluation of projects under this investment priority will include assessment of:

- conformity with the aims of the “Strategy of the Slovak Republic for the integration of Roma up to 2020” and fundamental strategic principles, i.e. destigmatisation, desegregation, deghettoisation,
- the ability of projects to increase the employment and employability of Roma,
- the ability to apply elements of social innovation.

| | |
|---|---|
| Identification of the main target groups | <ul style="list-style-type: none"> • inhabitants of marginalized Roma communities |
| Target territory | <ul style="list-style-type: none"> • NUTS II – West Slovakia • NUTS II – Central Slovakia • NUTS II – Eastern Slovakia |
| Types of beneficiaries | <ul style="list-style-type: none"> • Municipalities with the presence of MRC in Atlas of Roma Communities 2013 • Non-profit organizations providing services of general interest and non-profit organizations set up by a special law • Institutions of public and private sector acting in the counselling system, employment services and social services, financial services business entities and social economy entities. |

Examples of actions

Specific objective 6.2.1:***Increasing the employment of MRC in social economy entities in areas with the presence of MRC***

- Supporting the purchase of equipment, technology and licenses necessary for the implementation of the approved business plan of a social economy entity with an emphasis on the use of micro-loans
- Supporting micro-financial instruments
- Supporting the reconstruction and construction of premises for social economy entities

Table 3F: Programme-specific result indicators, by specific objective for ERDF of **Priority Axis 6 Technical facilities in municipalities with presence of marginalized Roma communities**

| Investment priority: 6.1 Providing support for physical, economic and social regeneration of deprived communities in urban and rural areas. | | | | | | | | |
|--|---|-------------------------|--|-----------------------|----------------------|----------------------------|--------------------------|-------------------------------|
| Specific objective: 6.1.1 Growth in the number of the Roma households with access to improved housing conditions | | | | | | | | |
| ID | Indicator | Measurement unit | Category of region (where relevant) | Baseline value | Baseline year | Target value (2023) | Source of data | Frequency of reporting |
| 6.1.1 R0144 | <i>Number of MRC dwellings with good housing conditions</i> | Household | Less developed regions | 8,716 | 2013 | 12,216 | statistics ⁵⁵ | Year 2021 and 2023 |
| 6.1.1 R0197 | <i>Share of MRC dwellings with good housing conditions</i> | % | Less developed regions | 23,77 | 2013 | 44,02 | statistics | Yeas 2021 ans 2023 |
| 6.1.1 R0145 | <i>Share of MRC settlements with full access to drinking water</i> | % | Less developed regions | 74.60 | 2013 | 81.00 | statistics | Year 2021 and 2023 |
| Specific objective: 6.1.2 Improving access to quality education, including education and care in early childhood | | | | | | | | |
| 6.1.2 R0146 | <i>Number of children from MRC in the age group 3–6 years, who have completed at least one year of pre-school education</i> | Persons | Less developed regions | 2,568 | 2014 | 11,391 | statistics | Year 2021 and 2023 |
| 6.1.2 R0198 | <i>The share of children from MRC attending pre-school facilities</i> | % | Less developed regions | 7,08 | 2013 | 7,91 | statistics | Yeas 2021 and 2023 |

⁵⁵ Statistics are realized through through the national project Monitoring and Evaluation of Policies with MRC Impact, implemented through PO5

| Specific objective: 6.1.3 Improving access of people from MRC to social infrastructure | | | | | | | | |
|---|---|---------|------------------------|-------|------|--------|------------|--------------------|
| 6.1.3 R0147 | <i>Number of residents of MRC who have made use of community centre services 6 months after completion of the project</i> | Persons | Less developed regions | 5,971 | 2013 | 36,738 | statistics | Year 2021 and 2023 |
| Investment priority: IP 6.2 Support for social enterprises | | | | | | | | |
| Specific objective: 6.2.1 Increasing the employment of MRC in social economy entities in areas with the presence of MRC | | | | | | | | |
| 6.2.1 R0148 | <i>Unemployment rate of Roma population in Roma settlements aged 15 – 64 years</i> | % | Less developed regions | 87.30 | 2013 | 84.50 | statistics | Year 2021 and 2023 |

Table 4F: Common and programme-specific output indicators for the priority axis Technical facilities in municipalities with presence of marginalized Roma communities (by investment priority, broken down by region category in the case of the ESF and if necessary for the ERDF)

| Investment priority: 6.1 Providing support for physical, economic and social regeneration of deprived communities in urban and rural areas. | | | | | | | | | |
|---|---|------------------|------|-------------------------------------|-----------------------------------|---|--------|----------------|------------------------|
| ID | Indicator | Measurement unit | Fund | Category of region (where relevant) | Target value (2023) ⁵⁶ | | | Source of data | Frequency of reporting |
| | | | | | M | W | T | | |
| 6.1 O0194 | <i>Number of persons from MRC using improved housing forms</i> | Persons | ERDF | Less developed regions | | | 41,131 | ITMS2014+ | Annually |
| 6.1 CO18 | <i>Additional population served by improved water supply</i> | Persons | ERDF | Less developed regions | | | 26,778 | ITMS2014+ | Annually |
| 6.1 CO35 | <i>Capacity of supported childcare or education infrastructure</i> | Persons | ERDF | Less developed regions | | | 18,900 | ITMS2014+ | Annually |
| 6.1 O0195 | <i>Number of pre-school facilities built in municipalities with the presence of MRC</i> | Kindergarten | ERDF | Less developed regions | | | 120 | ITMS2014+ | Annually |
| 6.1 O0197 | <i>Number of pre-school facilities refurbished in municipalities with the presence of MRC</i> | Kindergarten | ERDF | Less developed regions | | | 180 | ITMS2014+ | Annually |

⁵⁶ In the case of the ESF, this list contains the common output indicators for which a target value has been set

| | | | | | | | | | |
|---|---|------------------------------|------|------------------------|--|--|---------|-----------|----------|
| 6.1 O0196 | <i>Number of new social infrastructure facilities</i> | Community centre | ERDF | Less developed regions | | | 23 | ITMS2014+ | Annually |
| 6.1 O0198 | <i>Number of refurbished social infrastructure facilities</i> | Community centre | ERDF | Less developed regions | | | 94 | ITMS2014+ | Annually |
| 6.1 O0199 | <i>Number of renovated households with improved energy consumption classification</i> | households | ERDF | Less developed regions | | | 840 | ITMS2014+ | Annually |
| 6.1 CO32 | <i>Reduction in primary annual energy consumption in public buildings</i> | kWh/year | ERDF | Less developed regions | | | 685,000 | ITMS2014+ | Annually |
| 6.1 CO34 | <i>Estimated annual reduction in emissions of greenhouse gases</i> | Tonnes of CO ₂ eq | ERDF | Less developed regions | | | 12,668 | ITMS2014+ | Annually |
| Investment priority: IP 6.2 Support for social enterprises | | | | | | | | | |
| 6.2 O0307 | Employment increase of MRC persons in supported enterprises | Full time equivalents | ERDF | Less developed regions | | | 500 | ITMS2014+ | Annually |
| 6.2 CO01 | Number of enterprises receiving support | enterprises | ERDF | Less developed regions | | | 100 | ITMS2014+ | Annually |
| 6.2 O0202 | <i>Number of newly built enterprises receiving support</i> | enterprises | ERDF | Less developed regions | | | 5 | ITMS2014+ | Annually |
| 6.2 O0203 | <i>Number of reconstructed enterprises receiving support</i> | enterprises | ERDF | Less developed regions | | | 5 | ITMS2014+ | Annually |
| 6.2 O0204 | <i>Reduction in primary annual energy consumption in renovated enterprises</i> | kWh/year | ERDF | Less developed regions | | | 16,750 | ITMS2014+ | Annually |
| 6.2 CO02 | Number of enterprises receiving grants | enterprises | ERDF | Less developed regions | | | 90 | ITMS2014+ | Annually |
| 6.2 CO03 | Number of enterprises receiving financial support other than grants | enterprises | ERDF | Less developed regions | | | 10 | ITMS2014+ | Annually |
| 6.2 CO05 | Number of new enterprises supported | enterprises | ERDF | Less developed regions | | | 58 | ITMS2014+ | Annually |

Table 5F: Performance framework of Priority Axis 6 Technical facilities in municipalities with presence of marginalized Roma communities 6.2

| Priority axis | Indicator type (Key implementation step, financial, output or, where appropriate, result indicator) | ID | Indicator or key implementation step | Measurement unit, where appropriate | Fund | Category of region | Partial objective for 2018 | | | Aim (2023) | | | Source of data | Explanation of relevance of indicator, where appropriate |
|--|---|-------|---|-------------------------------------|------|------------------------|----------------------------|---|------------|------------|---|-------------|----------------|--|
| | | | | | | | M | W | T | M | W | T | | |
| 6. Technical facilities in municipalities with presence of marginalized Roma communities | Financial indicator | F0002 | Total amount of eligible expenses after certification by the certifying authority and submission of payment applications to the European Commission | EUR | ERDF | Less developed regions | | | 40,548,800 | | | 286,661,721 | ITMS2014 + | |
| | Output indicator | O0194 | Number of persons using improved housing forms | Persons | ERDF | Less developed regions | | | 8,226 | | | 41,131 | ITMS2014 + | |
| | Output indicator | CO18 | Additional population served by improved water supply | Persons | ERDF | Less developed regions | | | 4,017 | | | 26,778 | ITMS2014 + | |

2.7 Common chapters for all priority axes

2.7.1 Guidelines for the selection of operations

The following principles for selection of projects shall apply during the performance of the OP HR:

- the process by which an authorised person submits projects as laid down in the law on assistance from ESI Funds, which defines the management system for the ESI Funds in the Programming Period 2014-2020: (submission of a project based on a call, clearance of fundamental exclusion criteria for OP HR, expert evaluation based on the evaluation criteria approved by the Monitoring Committee, submission of information required / documents necessary for the performance of expert evaluation or re-evaluation also at the request of an expert evaluator, approval of the application for a NFC by issuing of a decision on NFC approval)
- targeted assessment of the benefits of projects with similar content based on the fulfilment of basic criteria:
 - contribution to the objectives of the OP HR and the specific objectives under the relevant IP
 - fulfilment of the eligibility criteria (territory, target group, actions, costs, beneficiary) defined in the call or calls with focus on economy, efficiency, purpose and effectiveness of fulfilment of the criteria and submitted expenses in relation to overall fulfilment of defined objectives within the call
 - meeting performance indicators corresponding to specific OP HR objectives;
 - ensuring publicity;
- guarantee of transparent, quality and efficient selection process by allowing an appeals process.
- compliance with rules for state aid and *de minimis* aid
- recognition of the “polluter pays” principle (ERDF)

OP HR will be implemented through NP in duly justified cases and subject to the conditions laid down by national legislation and EU law, in cases where implementation of the project by a selected institution will better serve the purpose of the project than the issuing of a call for NFC applications. NP will be implemented at the proposal of the MA/IB, by beneficiaries who have competence in the area of project implementation pursuant to applicable legislation or will be approved by the monitoring committee or its sub-committees or a special commission established under the MA/IB to assess the benefits and reasons for implementation of national projects by the selected institution, after which the MA/IB and the beneficiaries will jointly propose implementation of the NP. If it is necessary to assess NP from materially distinct areas of the OP HR, the MA/IB will establish special committees on the approval of NP project charters. The MA/IB will not approve a beneficiary whose competences result directly from special legislation. In this case the MA/IB must approve additional sections of the NP project charter.

If, for objective reasons, projects that met the conditions of expert evaluation within the specific call for the submission of projects are not contracted, or if savings of funds occur during the implementation of projects, projects shall be selected from the project pipeline. The use of a project pipeline can have a large positive impact on the disbursement of OP HR funds and reduce administrative, financial and time demands associated with repetitive submission and evaluation of projects.

Preference will be given to projects contributing to sustainable development of towns and actions under Regional integrated territorial strategies pursuant to the Partnership Agreement of the SR 2014 – 2020.

Cross-financing has not been ruled out in OP HR implementation but will be used only in duly justified cases. If it is used, the MA for OP HR will ensure that it does not unduly increase the administrative workload of beneficiaries. Beneficiaries will have to demonstrate that costs are necessary for the satisfactory performance of the operation and relate directly to it. The MA for OP

HR will monitor use of funds involving cross-financing because such financing is limited to 10% of the Union allocation for the programming period. In addition, the MA for OP HR will check that other criteria laid down in article 98(2) of the common provisions are fulfilled, because only a part of an operation can have cross-financing and the costs must be necessary for the satisfactory performance of the operation and must relate directly to it.

Compliance with the Union regulations and rules on state aid will be verified by state aid testing at the time of project selection, on an individual and specific basis for every call for submission of projects and every other project under each investment priority. State aid and *de minimis* aid will be provided in accordance with the state aid schemes / *de minimis* aid schemes, which will be in accordance with the state aid rules in force at the time when the aid is provided.

Depending on the purpose of the call or calls, project selection process will take into consideration the following specific criteria:

Evaluation of a project under IP 1.1 will assess the conformity of the project content with the aim to support equal access to quality education, in particular in relation to support for the educational success and development of the competencies of all children and pupils in accordance with the principles of inclusive education with a particular emphasis on pupils at risk of failure and early school leaving.

Evaluation of a project under IP 1.2 will include assessment of the consistency of training outputs, including the profile of training participants, with the current or forecast needs of the labour market. Evaluation will also take account of the ability of projects to strengthen the provision of workplace training within vocational education and training and the potential to support participation in vocational education and training by pupils with special educational needs including marginalised communities.

Evaluation of a project under IP 1.3 will include assessment of the consistency of training outputs, including the profile of training participants, with the current or forecast needs of the labour market. Account will be taken of conformity with the aims of the strategy “Through knowledge towards prosperity – Research and Innovation Strategy for Smart Specialisation of the Slovak Republic”. Evaluation will also take account of projects’ ability to increase employability and entrepreneurship and the support for “transversal skills” including entrepreneurship in relevant higher education programmes. Another important factor will be the potential to improve access to higher education for disadvantaged groups including marginalised communities.

Evaluation of a project under IP 1.4 will take account of improvements in the accessibility and provision of lifelong learning relevant to the needs of the labour market. Evaluation will also take account of the potential to support disadvantaged groups’ access to lifelong learning.

Evaluation of a project under IP 2.1 will assess the project’s ability to increase young people’s employment, employability and sustainable participation in the labour market. Account will be taken of the project’s ability to provide one of the employment service offers under the guarantee for young NEETs with a particular emphasis on young people with low qualifications and the long-term unemployed. Another important factor will be the project’s potential to support the first jobs of young people, to build a profile of their work experience and to build vocational skills for which there is demand in the labour market including ICT skills and business skills with a particular emphasis on increasing young people’s ability to integrate in the labour market.

The evaluation of a project under investment priority 3.1 will assess its potential to contribute to support for increased employment and employability, and lower unemployment. Evaluation will also take account of target groups such as the long-term unemployed, people with low qualifications, older people and people with disabilities, and measures to increase mobility and activity in rural areas. Other factors that will be assessed are the project’s ability to contribute to improve the status of these priority target groups in the labour market and the use of revised or new instruments facilitating integration in the labour market.

The evaluation of a project under investment priority 3.2 will take account of the project’s aims to contribute to the balancing of work and family life, especially for women and to increase equality between men and women in the labour market and in vocational training. Another aspect that will be taken account of is the project’s alignment with relevant strategic documents and/or legislation.

The evaluation of a project under IP 3.3 will include assessment of its orientation towards increasing quality and staffing in public employment services in order to improve the services provided to clients. An emphasis will be placed on trans-national labour mobility and increasing the involvement of partners and private employment services in solving employment problems.

The evaluation of a project under investment priority 4.1 will assess the project's orientation towards increasing the activity of persons at risk of poverty or social exclusion in order to facilitate their integration in society, including the labour market. Another aspect that will be taken account of is the project's alignment with relevant strategic documents and/or legislation.

The evaluation of a project under IP 4.2 will have regard for the benefit of the project for the development of services and measure on the community level, in households, in the open environment and in the alternative environment. Another aspect that will be taken in account is the project's alignment with relevant strategic documents and/or legislation.

The evaluation of a project under IP 4.2.2 will include assessment of the project's contribution to the implementation of standard clinical guidelines and standard guidelines for prevention

Evaluation of projects under IP 5.1 will include assessment of the consistency of activities under the specific objectives to uphold the principle of comprehensiveness

Account will be taken of conformity with the aims of the "Strategy of the Slovak Republic for the integration of Roma up to 2020" and fundamental strategic principles, i.e. destigmatisation, desegregation, deghettoisation, Evaluation will include assessment of the project's ability to ensure the active participation of Roma and the involvement of relevant partners.

Evaluation of projects under IP 6.1 will include assessment of consistency with non-investment activities in Priority Axis 5 to uphold the principle of comprehensiveness Account will be taken of conformity with the aims of the "Strategy of the Slovak Republic for the integration of Roma up to 2020" and fundamental strategic principles, i.e. destigmatisation, desegregation, deghettoisation, Evaluation will also include assessment of projects' ability to increase the employment and employability of Roma. It will also be important to apply elements of social innovation.

The evaluation of projects under IP 6.2 will take account of conformity with the aims of the "Strategy of the Slovak Republic for the integration of Roma up to 2020" and fundamental strategic principles, i.e. destigmatisation, desegregation, deghettoisation, Evaluation will also include assessment of projects' ability to increase the employment and employability of Roma. It will also be important to apply elements of social innovation.

2.7.2 Planned use of financial instruments

Financial instruments will be used to support the implementation of those actions in which this form of support is found to offer more effective use of funds from the European structural and investment funds. In the case of economically viable projects, where it is anticipated a return of funds or cost saving, the financial instruments represent a more suitable form of support which leads to a minimal or possibly zero deformation of the market and thus does not disturb economic competition. Financial instruments will be focused on support of actions that are unable to obtain funding in the market or would not be able to obtain sufficient funding for their effective implementation.

Besides the possibility to re-use funds and any profits for the objectives of the priority axis, another benefit of using financial instruments is the possibility to increase funding for the relevant objectives by establishing conditions in the financial instruments that attract additional capital. It is necessary to attract additional capital because the allocation from the European structural and investment funds is insufficient to cover all of the investment needs in the relevant areas. The participation of private investors may also help to improve the quality of project implementation and increase the overall effectiveness of fund use.

Relevant activities can be supported by various financial products (loans, guarantees, capital deposits, mezzanine, etc.). Financial instruments are used at least for the purposes when fulfilling PA 3 and PA 6 objectives and, in general, for supporting business activities (including social economy enterprises) Financial instruments are particularly suited to meeting the following investment priorities of the ESF Regulation: supporting self-employment, entrepreneurship and business start-ups, including innovative micro-enterprises, small and medium-sized enterprises; improving access to affordable, sustainable

and quality services, including health care and social services of general interest⁵⁷; promoting social entrepreneurship and professional integration in social enterprises and promoting a social and solidarity economy to facilitate access to employment promoting social entrepreneurship and professional integration in social enterprises and promoting a social and solidarity economy to facilitate access to employment and support for selected investment priorities under the ESF Regulation (including social economy enterprises). Preliminary consideration is being given to the use of financial instruments to meet the objectives under Specific Objectives 1.1.1 and 1.3.1 of the PA 1 Education. Specific activities, appropriate volumes of funds and conditions for the implementation of actual financial instruments, including the possible multiplication of allocated funds and their combination with other forms of support, will be determined by the outcomes of the additional ex-ante evaluation of financial instruments required by legislation for the 2014 – 2020 programming period. Financial instruments may be combined with grants, interest subsidies and subsidies for guarantee fees. Where support from the OPHR will be provided through financial instruments and combined into a single operation with other forms of support directly related to financial instruments targeting the same final beneficiaries, including technical assistance, interest rate subsidies and guarantee fees, the provisions applicable to financial instruments shall apply to all forms of support under such an operation, with separate records being kept for each form of support. If a combination of support in the form of financial instruments and other forms of support is provided through two operations, the grant component may be granted to final beneficiaries through a global grant, participation in a national project, a demand-driven call for financial intermediaries, a demand-driven call for final beneficiaries or others in a manner that is in line with the rules on granting support from the European Structural and Investment Funds.

2.7.3 Planned use of large projects

Implementation of large projects is not considered within the OP HR.

2.7.4 Social innovation, transnational co-operation and contributions to thematic objectives 1-7

Social innovation

Social innovation is a powerful tool for addressing social challenges arising from population aging, poverty, unemployment, new work patterns and life styles, and citizens' expectations regarding social justice, education and health care. Social innovation is thus possible in areas, such as promotion of a high level of employment, a guarantee of adequate social protection, the fight against social exclusion and poverty and the improvement of working conditions. With its focus, the OP HR can contribute to social innovation, and the managing authority considers that a contribution to social innovation is made in particular by the following priority axes:

- **Priority axis Social inclusion:** providing support through small global grant projects can contribute to innovative solutions that can then be applied on a large scale. Another element of innovation can be the planned use of financial instruments, which will not only contribute to more efficient use of public resources, but also ensure a more responsible approach of the target groups to the support provided, which will assist with their integration into society. Global grants will also be used in the implementation of the specific objective Supporting transition from institutional to community-based care;
- **Priority axis – Integration of marginalized Roma communities:** linking of interventions that create a synergistic effect may be regarded as an innovative element. The main tool to

⁵⁷ These services include for example, professional integration, inclusion of people with long-term health problems, housing for disadvantaged people or socially less privileged groups, (see definition on page 4 of the Communication from the Commission - Implementing the Community Lisbon programme - Social services of general interest in the European Union {SEC(2006) 516})

which this applies is the “Take-away Package” (see text for description of the actions of priority axis 5), which will be implemented as part of this priority axis. Implementation of the take-away package will simplify a number of areas of administration and facilitate the implementation of programmes at the local level. Potential for innovation can also be found in the implementation of selected interventions in the form of large national programmes lasting seven years, as these will ensure continuity and growth of quality in the provision of social services. These national programmes will make extensive use of simplified forms of cost reporting (described in more detail in section 10 of the Operational Programme), which will make programmes less complex to implement at the local level;

- **The priority axis – Technical facilities in municipalities with presence of marginalized Roma communities**, where social innovation will be applied through:
 - promotion of the social aspect in public procurement (through the application of a contract performance clause, see the description of actions for the priority axis – Integration of marginalized Roma communities),
 - creation of conditions for linking the business and non-profit sectors,
 - support for social enterprise activity of social economy entities.
 - provision of loans to support self-build housing and social entrepreneurship.

Transnational co-operation

In transnational co-operation, it is essential to ensure that co-operation activities make an effective contribution to the objectives of the Europe 2020 Strategy and that this cooperation focuses on promoting wider policy objectives.

The Managing Authority for the OP HR plans to take advantage of transnational co-operation in the exchange of experience and the development of new approaches for tackling the problems of social inclusion and for the exchange of experience in deinstitutionalization of social services and alternate care (priority axis Social inclusion).

ESF contribution to thematic objectives 1-7

The support from the resources of the OP HR will mostly benefit the following thematic objectives: promoting sustainable and quality employment and labour mobility, promoting social inclusion and combating poverty and discrimination of any kind, investment in education, vocational training, skills and lifelong learning. In addition to these thematic objectives, support from the resources of the operational programme will also contribute to smart, sustainable and inclusive growth in the following thematic objectives:

- **Thematic objective 1 – Strengthening research, technological development and innovation** through support of Priority Axis **Education** will, along with improving the quality of higher education, also improve the innovation and research potential of the country. Higher educational institutions form the environment in which doctoral students and researchers are trained, and many higher education institutions are also dedicated to research, thereby increasing their potential. A contributing factor in the development and quality of human resources in research is the use of mobility and co-operation of researchers and doctoral students with foreign research centres and higher education institutions. To improve the innovation potential of the region and the country, it is also important to ensure that higher education institutions participate in co-operation as research institutions and the business sector. Supporting research potential in the field of social inclusion and combating poverty will contribute to this thematic objective. Support can also be considered to contribute to this objective by promoting social innovation as described above.
- **Thematic objective 2 - Enhancing access to, and use and quality of, ICT.** It is assumed that the largest contribution to this objective will be made under the Priority Axis **Education** and Priority Axis **Employment**, where support is expected in the form of education and training for the ever-changing labour market conditions in relation to the development of ICT. As regards **social inclusion**, the support to this thematic objective will be provided through supporting social services using information-communication technology. This support relates

only indirectly to Thematic objective 2 and will not duplicate the actions related to this thematic objective under the OP Integrated infrastructure, Priority axis 7.

- **Thematic objective 3 – Enhancing the competitiveness of SMEs, of the agricultural sector (for the EAFRD) and of the fishery and aquaculture sector (for EMFF)** support from the OP for the promotion of lifelong learning and adaptation of skills of the existing and future workforce (support for the Priority Axis **Education** and Priority Axis **Employment**), will contribute to the fulfilment of this thematic objective. Businesses need employees who have the skills necessary to perform particular activities and the role of lifelong learning is to enhance and innovate these competencies. An equally important part of preparing the future workforce for businesses is the collaboration of employers - businesses with secondary schools and tertiary and equivalent school facilities.
- **Thematic objective 6 – Preserving and protecting the environment and promoting resource efficiency.** This objective will be supported by actions that will contribute to a reduction in the number of illegal dwellings and raise hygiene standards in marginalised Roma communities (Priority Axis **Integration of marginalized Roma communities** and Priority Axis **Technical facilities in municipalities with presence of marginalized Roma communities**).

2.7.5 Performance framework

The performance reserve and its allocation on the basis of performance review constitute another tool for enhancing the efficiency of cohesion policy in the programming period 2014 - 2020. The performance reserve in the OP HR is made up resources from the ESF and ERDF.

As part of the focus on achieving results in the programming period 2014 – 2020, performance review concept will be applied. The chosen common and specific indicators for the OP HR include milestones, or partial objectives, which act as medium-term targets directly supporting the achievement of the specific objectives of individual priorities and the progressive achievement of the objectives defined for the end of the programming period.

A performance review pursuant to Regulation (EU) No 1303/2013 will be conducted in 2019 (based on information and assessments presented in the annual implementation report submitted by the Member States in 2019).

Identification of implementation phases and financial indicators, output indicators and also any required performance indicators that will serve as partial objectives and objectives for the performance framework in accordance with Article 21(1) are listed in Table 6.

Table 6: Performance framework of operational programme

| Priority axis | Fund | Category of region | Indicator or key implementation step | Measurement unit, where appropriate | Partial objective for 2018 | Aim (2023) | | |
|---------------|------|------------------------|---|-------------------------------------|----------------------------|------------|---|-------------|
| | | | | | | M | W | T |
| 1.Education | ESF | Less developed regions | Total amount of eligible expenses after certification by the certifying authority and submission of payment applications to the European Commission | EUR | 74,459,593 | | | 526,296,574 |
| | ESF | More developed regions | Total amount of eligible expenses after certification by the certifying authority and submission of payment applications to the European Commission | EUR | 3,862,572 | | | 22,788,844 |
| | ESF | Less developed regions | Number of pupils with special education needs in supported schools participating in activities designed to support an inclusive model of education | Number | 19,000 | | | 22,000 |
| | ESF | Less developed regions | Number of pedagogical staff and school-related professionals participating in actions increasing competence | Number | 3,606 | | | 24,038 |
| | ESF | More developed regions | Number of pedagogical staff and school-related professionals participating in actions increasing competence | Number | 77 | | | 426 |
| | ESF | Less developed regions | Participants in activities aimed at enhancement of skills and literacy | Number | 5,992 | | | 39,946 |
| | ESF | More developed regions | Participants in activities aimed at enhancement of skills and literacy | Number | 253 | | | 1,296 |
| | ESF | Less developed regions | Number of schools involved in activities designed to support the inclusive model of education | Number | 200 | | | 500 |

| | | | | | | | | |
|--------------------------------|-----|------------------------|---|--------|-------------|---------|---------|-------------|
| | ESF | Less developed regions | Persons participating in lifelong learning activities | Number | 2,426 | | | 16,170 |
| 2. Youth Employment Initiative | YEI | Less developed regions | Total amount of eligible expenses after certification by the certifying authority and submission of payment applications to the European Commission | EUR | 144,350,518 | | | 228,275,422 |
| | YEI | Less developed regions | Persons under the age of 29 | Number | 52,014 | | | 82,255 |
| 3. Employment | ESF | Less developed regions | Total amount of eligible expenses after certification by the certifying authority and submission of payment applications to the European Commission | EUR | 229,242,570 | | | 916,970,279 |
| | ESF | More developed regions | Total amount of eligible expenses after certification by the certifying authority and submission of payment applications to the European Commission | EUR | 8,250,000 | | | 33,000,000 |
| | ESF | Less developed regions | Unemployed, including long-term unemployed | Number | 61,587 | 128,102 | 118,248 | 246,350 |
| | ESF | More developed regions | Parent taking care of a child/children under the age of 3 | Number | 1,732 | | | 6,930 |
| 4. Social inclusion | ESF | Less developed regions | Total amount of eligible expenses after certification by the certifying authority and submission of payment applications to the European Commission | EUR | 63,064,744 | | | 315,323,722 |
| | ESF | More developed regions | Total amount of eligible expenses after certification by the certifying authority and submission of payment applications to the European Commission | EUR | 10,669,651 | | | 53,348,256 |
| | ESF | Less developed regions | Number of projects aimed at public administration or social | Number | 60 | | | 200 |

| | | | | | | | | |
|--|------|------------------------|---|---------|------------|--|--|-------------|
| | | | services at national, regional or local level | | | | | |
| | ESF | More developed regions | Number of projects aimed at public administration or social services at national, regional or local level | Number | 15 | | | 50 |
| 5. Integration of marginalized Roma communities | ESF | Less developed regions | Total amount of eligible expenses after certification by the certifying authority and submission of payment applications to the European Commission | EUR | 20,232,147 | | | 163,529,413 |
| | ESF | Less developed regions | Number of employees in the educational process and in the provision of social services | Persons | 179 | | | 896 |
| | ESF | Less developed regions | Number of employees in the area of health education, prevention and advice: | Persons | 34 | | | 170 |
| 6. Technical facilities in municipalities with presence of marginalized Roma communities | ERDF | Less developed regions | Total amount of eligible expenses after certification by the certifying authority and submission of payment applications to the European Commission | EUR | 40,548,800 | | | 286,661,721 |
| | ERDF | Less developed regions | Number of inhabitants using improved forms of housing | Persons | 8,226 | | | 41,131 |
| | ERDF | Less developed regions | Additional population served by improved water supply | Persons | 4,017 | | | 26,778 |

2.7.6 Categories of intervention

Categories of intervention corresponding to the content of the priority axis based on the nomenclature adopted by the Commission, and indicative breakdown of the EU support. (Tables 7–12).

Tables No. 7 – 12: Categories of intervention⁵⁸

(By fund and category of region, if the priority axis covers more than one category of region or more than one fund)

| Table 7: Dimension 1 – Intervention field | | |
|--|------------------------------|----------------|
| Fund | <i>ESF</i> | |
| Category of region | <i>less developed region</i> | |
| Priority axis | Code | Amount (EUR) |
| Education | 115 | 218,252,951 |
| | 116 | 79,208,440 |
| | 117 | 55,070,696 |
| | 118 | 94,820,000 |
| Youth Employment Initiative | 103 | 206,715,082 |
| Employment | 102 | 694,424,737 |
| | 105 | 50,000,000 |
| | 108 | 35,000,000 |
| Social inclusion | 109 | 135,013,260.50 |
| | 112 | 133,011,902.50 |
| Integration of marginalized Roma communities | 110 | 139,000,000 |

| Table 7: Dimension 1 – Intervention field | | |
|---|------------------------------|--------------|
| Fund | <i>ERDF</i> | |
| Category of region | <i>less developed region</i> | |
| Priority axis | Code | Amount (EUR) |
| Technical facilities in municipalities with presence of marginalized Roma communities | 017 | 8,160,295 |
| | 020 | 16,054,814 |
| | 052 | 50,054,814 |
| | 054 | 71,054,814 |
| | 073 | 15,054,814 |
| | 101 | 24,366,246 |
| | 032 | 11,054,814 |
| | 055 | 30,807,037 |
| | 022 | 17,054,814 |

| Table 7: Dimension 1 – Intervention field | | |
|--|-------------------------|--------------|
| Fund | <i>ESF</i> | |
| Category of region | <i>developed region</i> | |
| Priority axis | Code | Amount (EUR) |
| Education | 115 | 3,200,000 |
| | 116 | 5,344,422 |
| | 118 | 2,850,000 |
| Employment | 105 | 16,500,000 |

⁵⁸ Amounts include overall Union support (the main allocations and allocations from the performance reserve)

| | | |
|------------------|-----|---------------|
| Social inclusion | 109 | 17,201,040.50 |
| | 112 | 9,473,087.50 |

| Table 8: Dimension 2 – Form of finance | | |
|---|-------------------------------|--------------|
| Fund | <i>ESF</i> | |
| Category of region | <i>Less developed regions</i> | |
| Priority axis | Code | Amount (EUR) |
| Education | 01 | 433,400,829 |
| | 04 | 13,951,258 |
| Youth Employment Initiative | 01 | 206,715,082 |
| Employment | 01 | 751,079,274 |
| | 04 | 28,345,463 |
| Social inclusion | 01 | 257,705,021 |
| | 04 | 10,320,142 |
| Integration of marginalized Roma communities | 01 | 137,140,685 |
| | 04 | 1,859,315 |

| Table 8: Dimension 2 – Form of finance | | |
|---|-------------------------------|--------------|
| Fund | <i>ERDF</i> | |
| Category of region | <i>Less developed regions</i> | |
| Priority axis | Code | Amount (EUR) |
| Technical facilities in municipalities with presence of marginalized Roma communities | 01 | 233,986,261 |
| | 04 | 9,676,201 |

| Table 8: Dimension 2 – Form of finance | | |
|---|-------------------------|--------------|
| Fund | <i>ESF</i> | |
| Category of region | <i>developed region</i> | |
| Priority axis | Code | Amount (EUR) |
| Education | 01 | 11,039,072 |
| | 04 | 355,350 |
| Employment | 01 | 15,985,426 |
| | 04 | 514,574 |
| Social inclusion | 01 | 25,842,261 |
| | 04 | 831,867 |

| Table 9: Dimension 3 – Territory type | | |
|--|-------------------------------|--------------|
| Fund | <i>ESF</i> | |
| Category of region | <i>Less developed regions</i> | |
| Priority axis | Code | Amount (EUR) |
| Education | 07 | 447,352,087 |
| Youth Employment Initiative | 07 | 206,715,082 |
| Employment | 07 | 779,424,737 |
| Social inclusion | 07 | 268,025,163 |
| Integration of marginalized Roma communities | 07 | 139,000,000 |

| Table 9: Dimension 3 – Territory type | | |
|--|-------------------------|--------------|
| Fund | <i>ESF</i> | |
| Category of region | <i>developed region</i> | |
| Priority axis | Code | Amount (EUR) |
| Education | 07 | 11,394,422 |
| Employment | 07 | 16,500,000 |
| Social inclusion | 07 | 26,674,128 |

| Table 9: Dimension 3 – Territory type | | |
|--|--|--|
|--|--|--|

| | | |
|---|-------------------------------|---------------------|
| Fund | <i>ERDF</i> | |
| Category of region | <i>Less developed regions</i> | |
| Priority axis | Code | Amount (EUR) |
| Technical facilities in municipalities with presence of marginalized Roma communities | 01 | 8,000,000 |
| | 02 | 42,000,000 |
| | 03 | 193,662,462 |

Table 10: Dimension 4 – Territorial delivery mechanisms

| | | |
|--|-------------------------------|---------------------|
| Fund | <i>ESF</i> | |
| Category of region | <i>Less developed regions</i> | |
| Priority axis | Code | Amount (EUR) |
| Education | 07 | 447,352,087 |
| Youth Employment Initiative | 07 | 206,715,082 |
| Employment | 07 | 779,424,737 |
| Social inclusion | 07 | 268,025,163 |
| Integration of marginalized Roma communities | 07 | 139,000,000 |

Table 10: Dimension 4 – Territorial delivery mechanisms

| | | |
|---|-------------------------------|---------------------|
| Fund | <i>ERDF</i> | |
| Category of region | <i>Less developed regions</i> | |
| Priority axis | Code | Amount (EUR) |
| Technical facilities in municipalities with presence of marginalized Roma communities | 07 | 243,662,462 |

Table 10: Dimension 4 – Territorial delivery mechanisms

| | | |
|----------------------|--------------------------|---------------------|
| Fund | <i>ESF</i> | |
| Category of region | <i>developed regions</i> | |
| Priority axis | Code | Amount (EUR) |
| Education | 07 | 11,394,422 |
| Employment | 07 | 16,500,000 |
| Social inclusion | 07 | 26,674,128 |

Table 11: Dimension 5 – Thematic objective (ERDF and the Cohesion Fund)

| | | |
|---|-------------------------------|---------------------|
| Fund | <i>ERDF</i> | |
| Category of region | <i>Less developed regions</i> | |
| Priority axis | Code | Amount (EUR) |
| Technical facilities in municipalities with presence of marginalized Roma communities | 09 | 243,662,462 |

Table 12: Dimension 6 – Secondary theme ESF⁵⁹ (ESF only)

| | | |
|----------------------|-------------------------------|---------------------|
| Fund | <i>ESF</i> | |
| Category of region | <i>Less developed regions</i> | |
| Priority axis | Code | Amount (EUR) |
| Education | 01 | 11,631,154 |
| | 04 | 10,736,450 |
| | 05 | 169,993,793 |
| | 06 | 127,495,345 |
| | 07 | 127,495,345 |

⁵⁹ Include, where appropriate, quantified information on the ESF's contribution to the thematic objectives referred to in points (1) to (7) of the first paragraph of Article 9 of Regulation (EU) No 1303/2013.

| | | |
|--|----|-------------|
| Youth Employment Initiative | 08 | 206,715,082 |
| Employment | 01 | 11,691,371 |
| | 07 | 512,325,932 |
| | 08 | 255,407,434 |
| Social inclusion | 02 | 15,000,000 |
| | 04 | 10,000,000 |
| | 06 | 20,000,000 |
| | 07 | 20,000,000 |
| | 08 | 203,025,163 |
| Integration of marginalized Roma communities | 06 | 57,600,000 |
| | 02 | 57,600,000 |
| | 07 | 23,800,000 |

| | | |
|---|-------------------------|---------------------|
| Table 12: Dimension 6 – Secondary theme ESF (ESF only) | | |
| Fund | <i>ESF</i> | |
| Category of region | <i>developed region</i> | |
| Priority axis | Code | Amount (EUR) |
| Education | 01 | 296,255 |
| | 04 | 273,467 |
| | 05 | 4,329,880 |
| | 06 | 3,247,410 |
| | 07 | 3,247,410 |
| Employment | 07 | 16,500,000 |
| Social inclusion | 02 | 1,250,000 |
| | 04 | 750,000 |
| | 06 | 1,500,000 |
| | 07 | 1,500,000 |
| | 08 | 21,674,128 |

2.7.7 Aggregate planned use of technical assistance including activities intended to strengthen administrative capacity in bodies participating in the management and control of programmes and beneficiaries.

In OP HR no specific measures connected with other priority axes are anticipated.

2.8 Description of the priority axes for technical assistance

2.8.1 Priority Axis Technical Assistance

| | |
|-----------------------------------|----------------------|
| ID of the priority axis | 7. |
| Title of the priority axis | Technical Assistance |

The priority axis Technical Assistance is designated for supporting the implementation of the OP HR for the MA of the OP HR and for the intermediary bodies under the MA (hereinafter referred to as the “IBMA”). Funds will be used for delivering tasks defined under the general regulation. Thus, the effective performance of the programme cycle of the OP management will be ensured so that the goals of the OP can be achieved and through which the targets of the Europe 2020 Strategy and the National Reform Programme of the SR, the Country Specific Recommendations of the Council for the SR and of the Partnership Agreement will be met.

The current implementation of the EU coherence policy in terms of the SR has been significantly affected by shortcomings in administrative capacities (hereinafter referred to as the “AC”). The AC, their quality, structure, competence and flexibility are one of the crucial factors for successful use of ESIF. Experiences from the previous programming periods show the need for more effective setting of

mutual bonds and coordination of activities among the entities of the ESIF administrative and financial management, the need for AC stabilization and support measures and the need for proper targeting and use of technical assistance means with the aim to enhance the effectiveness of the AC and to limit the administrative obstacles in conducting programming, management, implementation, monitoring, evaluation and control of the ESIF.

Strategic significance of the AC is the fundamental prequalification for the effective and efficient implementation of ESIF. The strategy for strengthening the AC will focus on the systematic enhancing of the performance and effectiveness of the AC involved in ESIF management and control. Changes and corrective and preventative measures are expected in several areas of the AC, such as in the process and mechanism setting and management for all stages of programme/project implementation, in the correct quantification of the AC and the optimizing of positions and process roles in the ESIF coordination, introduction of motivation instruments for the AC consolidation as a dynamic and mutually connected whole.

Empowering of the AC in relation to ensuring effective and efficient management and control will be necessary for the effective and efficient implementation of the OP HR. Based on the results of the Analysis of the AC and the Effectiveness of the Entities Responsible for European Structural and Investment Funds and the AC for beneficiaries of the assistance (2014), (herein after referred to as the “AC Analysis”) the adoption of an integral strategy for the strengthening and management of the AC is planned at the level of the SR. Measures implemented within this strategy will be oriented particularly on enhancing the quality of the AC. Establishing the number of the AC involved in the OP HR implementation will be based on the conclusions of the AC Analyses while taking into consideration:

- the existing state of the AC;
- the increased need of the AC in the event of the simultaneous existence of two programming periods;
- the new structure of entities and identified needs of the AC for the programming period of 2014 – 2020.

Implementation of the EU coherence policy in terms of the SR has also been affected by the shortcomings on the party of applicants and beneficiaries, namely, insufficient capacity and high rate of errors related to public procurement.

2.8.2 Reasons for establishing a priority axis covering more than one category of region (where applicable)

Activities in the entire territory of the SR including the BSR shall be implemented in order to achieve the goals set for the OP HR under priority axes 1, 3 and 4. Priority axis Technical assistance is designated for the support of OP implementation for both categories of regions; therefore the expenditures related to these activities shall be implemented by combining both categories of regions. Expenditures were allocated on an aliquot basis and the funds under each category of region were taken into consideration.

2.8.3 Fund and category of region

| | |
|---|--|
| <i>Fund</i> | ESF |
| <i>Category of region</i> | Less developed region More developed region |
| <i>Calculation basis (public or total expenditure)</i> | Total expenditure |

2.8.4 Specific objectives and expected results

| | |
|------------------|----------------------|
| <i>ID</i> | Technical assistance |
|------------------|----------------------|

| | |
|--|--|
| Specific objective 7.1 | Supporting efficient implementation of the operational programme |
| Results that the Member State seeks to achieve with the Union support | <ul style="list-style-type: none"> reducing the fluctuation rate in administrative capacities of the MA and IBMA ensuring the system of education for the MA and IBMA administrative capacities via training and seminars managing of OP and project implementation in compliance with the principles of legality, accuracy and healthy financial management ensuring material supply and technical equipment based on the methodology and guidance of CCA, CA and AA to ensure lower administrative burden through suitably elaborated methodological documents ensuring effective performance of commissions/committees/working groups in compliance with the partnership principle ensuring OP evaluations, analyses and studies |

| | |
|--|---|
| ID | Technical assistance |
| Specific objective 7.2 | Ensuring publicity, information and support for beneficiaries in the process of implementation |
| Results that the Member State seeks to achieve with Union support | <ul style="list-style-type: none"> ensuring information regarding possibilities of support from the OP supporting administrative capacities of applicants/beneficiaries through proper ensuring of information and publicity, education and provision of professional counselling from the party of the MA and IBMA in the process of submission of applications for NFC and project implementation |

2.8.5 Result indicators

Table No. 13: Programme-specific result indicators

| ID | Indicator | Measurement unit | Baseline value | | | Baseline year | Target value (2023) | | | Source of data | Frequency of reporting |
|-------|---|------------------|----------------|---|----|---------------|---------------------|---|--------|----------------|------------------------|
| | | | M | W | T | | M | W | T | | |
| R0110 | Number of lessons completed by MA and IBMA employees | number | | | | | | | 101520 | MA and IBMA | annually |
| R0111 | Number of assessments discussed at monitoring committee | number | | | | | | | 16 | MA and IBMA | annually |
| R0112 | Number of trainings/seminars/technical advices for applicants/recipients/partners in order to strengthen capacities | number | | | | 2014 | | | | MA and IBMA | annually |
| R0045 | Rate of compliance with the time limits for making payments to recipients | % | | | 65 | 2013 | | | 85 | MA and IBMA | annually |

| | | | | | | | | | | | |
|-------|---|---|--|--|-------|------|--|--|----|-------------|---------------------|
| R0046 | Administrative capacities fluctuation rate | % | | | 16.1 | 2014 | | | 15 | MA and IBMA | annually |
| R0046 | Information regarding possibilities of support from OP rate | % | | | 10.7 | 2014 | | | 14 | MA | In 2016, 2018, 2020 |
| R0047 | Rate of successfully implemented projects | % | | | 75.48 | 2014 | | | 85 | ITMS2014 + | annually |

2.8.6 Actions to be supported and their expected contribution to the specific objectives (by priority axis)

2.8.6.1 Description of actions to be supported and their expected contribution to the specific objectives

| Priority axis | Technical assistance |
|---------------|---|
| | <p>* Human resources - ensuring qualified performance of the agenda related to the implementation of the OP HR by ensuring appropriate remuneration and internal and external education of eligible employees:</p> <ul style="list-style-type: none"> – Ensuring appropriate remuneration of eligible employees – gross salary, including bonuses, premium paid to social insurance, statutory contributions to old-age pension saving and premium paid to public medical insurance and other possible contributions that the employer is obliged to pay under the legal regulations; – Ensuring appropriate remuneration of administrative-service employees – gross salary, including bonuses, premium paid to social insurance, statutory contributions to old-age pension saving and premium paid to public medical insurance and other possible contributions that the employer is obliged to pay under the legal regulations; – Education of eligible employees – seminars, training, courses, internships and business trips, and the education related to the control and audit of the ESIF is addressed through OP TA <p>* Technical equipment – ensuring administrative, material and technical equipment for quality performance of the agenda related to the implementation of the OP HR:</p> <ul style="list-style-type: none"> – Installation, operation and connection of computer systems for management, monitoring, audit, inspection and evaluation of the OP HR, acquisition of electronic equipment, including computer technology; – Acquisition of other material and technical equipment and expenditures for current operations, expandable supplies and general services related to the operation and administration of technical assistance projects <p>* Preparation, implementation and monitoring, evaluation, control and audit:</p> <ul style="list-style-type: none"> – ensuring elaboration of methodological materials related to programming, financial and objective management, evaluation, monitoring, control and audit – sessions of monitoring committees, working groups and commissions – strengthening of administrative capacity – ensuring expert evaluation of submitted applications for NFC – ensuring professional translations of materials – planning, introducing and coordinating effective systems of control and audit, anti-corruption measures and anti-fraud measures – carrying out control and audit, ensuring individual evaluations of OP implementation, evaluation activities connected with monitoring of OP HR throughout the programming period, preparing materials for the EC – elaboration of ex ante evaluation, expert opinions, methodologies, studies, environmental impact evaluations, regional analysis and other evaluations and analysis related to preparation and implementation of the operational programme for the programming period of 2021 – 2027 |

| |
|--|
| <p>* Information and communication – ensuring the informing of the general public and applicants/beneficiaries and ensuring OP HR publicity in order to emphasize the role of the Community and to ensure that transparency of the assistance from funds and education related to control and audit of ESIF is addressed through OP TA:</p> <ul style="list-style-type: none"> – dissemination of information, promotion of operational programme, carrying out communication activities towards general public, preparation and implementation of communication plan, supporting partnership of public and private sectors, training and seminars for experience exchange and spreading the good practice examples – building capacities of applicants/beneficiaries through training, seminars, networking, strengthening of social dialogue, methodological guidance and professional counselling |
| |

2.8.6.2 Output indicators expected to contribute to results (by priority axis)

Table 14: Output indicators (by priority axis) (ERDF, ESF, Cohesion fund)

| ID | Indicator ^[1] | Measurement unit | Target value (2023) ^[2] (optional) | | | Source of data |
|-------|--|------------------|---|---|---|----------------|
| | | | M | W | T | |
| O0109 | Number of applicants/beneficiaries/partners participating in training activities | Number | | | | MA and IB |
| O0110 | Number of employees of the MA/IB participating in training activities | Number | | | | MA and IB |
| O0111 | Average number of days of training per calendar year per employee | Number | | | | MA and IB |
| O0112 | Number of on-the-spot inspections | Number | | | | MA and IB |
| O0113 | Average number of administrative staff refunded | Number | | | | MA and IB |
| O0049 | Percentage of administrative staff whose material and technical equipment is supplied under TA | % | | | | MA and IB |
| O0114 | Number of events organised (Monitoring committees, meetings of working groups, commissions etc.) | Number | | | | MA and IB |
| O0115 | Number of documents produced (evaluations, analyses, studies etc.) | Number | | | | MA and IB |
| O0047 | Number of information activities organised | Number | | | | MA and IB |

2.8.7 Categories of intervention (by priority axis)

Tables No. 15 - 17: Categories of intervention

| Table No. 15: Dimension 1 – Intervention field | | |
|--|------|--------------|
| Category of region: <i>Less developed regions</i> | | |
| Priority axis | Code | Amount (EUR) |

^[1] In the case of the ESF, this list contains the common output indicators for which targets have been set and all output indicators specific to the programme.

^[2] Target values are optional for output indicators in technical assistance. Target values can be given for the total (men + women) or divided by gender. “M” = men, “W” = women, “T” = total.

| | | |
|----------------------|-----|------------|
| Technical assistance | 121 | 60,710,640 |
| Technical assistance | 122 | 7,588,830 |
| Technical assistance | 123 | 7,588,830 |

Table No. 15: Dimension 1 – Intervention field**Category of region:** *developed region*

| Priority axis | Code | Amount (EUR) |
|----------------------|------|--------------|
| Technical assistance | 121 | 2,169,360 |
| Technical assistance | 122 | 271,170 |
| Technical assistance | 123 | 271,170 |

Table No. 16: Dimension 2 – Form of finance**Category of region:** *Less developed regions*

| Priority axis | Code | Amount (EUR) |
|----------------------|------|--------------|
| Technical assistance | 01 | 75,888,300 |

Table No. 16: Dimension 2 – Form of finance**Category of region:** *developed region*

| Priority axis | Code | Amount (EUR) |
|----------------------|------|--------------|
| Technical assistance | 01 | 2,711,700 |

Table No. 17: Dimension 3 – Territory type**Category of region:** *Less developed regions*

| Priority axis | Code | Amount (EUR) |
|----------------------|------|--------------|
| Technical assistance | 07 | - |

Table No. 17: Dimension 3 – Territory type**Category of region:** *developed region*

| Priority axis | Code | Amount (EUR) |
|----------------------|------|--------------|
| Technical assistance | 07 | - |

3 Financing plan

3.1 Financial appropriation from each fund and amounts for performance reserve

Table 18 below provides an overview of the ERDF and ESF funds in accordance with letter d) point i) of the first subparagraph of Article 96(2) of Regulation (EU) No 1303/2013.

Table 18: Financial appropriation from the ERDF and ESF (2014 – 2020)

| | Fund | Category of region | 2014 | | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | | 2020 | | Total | |
|----|------|---------------------------|-----------------|---------------------|-----------------|---------------------|-----------------|---------------------|-----------------|---------------------|-----------------|---------------------|-----------------|---------------------|-----------------|---------------------|-----------------|---------------------|
| | | | Main allocation | Performance reserve | Main allocation | Performance reserve | Main allocation | Performance reserve | Main allocation | Performance reserve | Main allocation | Performance reserve | Main allocation | Performance reserve | Main allocation | Performance reserve | Main allocation | Performance reserve |
| 1 | ERDF | in less developed regions | 28,389,875 | 1,856,376 | 29,805,012 | 1,948,910 | 31,238,967 | 2,042,675 | 32,652,973 | 2,135,135 | 34,166,578 | 2,234,107 | 35,787,494 | 2,340,097 | 36,666,678 | 2,397,585 | 228,707,577 | 14,954,885 |
| 2 | ERDF | in transition regions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | ERDF | in more developed regions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | ERDF | Total | 28,389,875 | 1,856,376 | 29,805,012 | 1,948,910 | 31,238,967 | 2,042,675 | 32,652,973 | 2,135,135 | 34,166,578 | 2,234,107 | 35,787,494 | 2,340,097 | 36,666,678 | 2,397,585 | 228,707,577 | 14,954,885 |
| 5 | ESF | in less developed regions | 217,682,002 | 9,710,688 | 227,801,435 | 10,926,005 | 235,200,137 | 15,012,775 | 245,846,277 | 15,692,315 | 257,242,298 | 16,419,721 | 269,446,279 | 17,198,699 | 276,065,700 | 17,621,215 | 1,729,284,128 | 102,581,418 |
| 6 | ESF | in transition regions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | ESF | in more developed regions | 6,773,706 | 432,364 | 7,076,552 | 451,695 | 7,383,568 | 471,292 | 7,687,109 | 490,666 | 8,010,792 | 511,327 | 8,356,152 | 533,371 | 8,555,556 | 546,100 | 53,843,435 | 3,436,815 |
| 8 | ESF | Total | 224,455,708 | 10,143,052 | 234,877,987 | 11,377,700 | 242,583,705 | 15,484,067 | 253,533,386 | 16,182,981 | 265,253,090 | 16,931,048 | 277,802,431 | 17,732,070 | 284,621,256 | 18,167,315 | 1,783,127,563 | 106,018,233 |
| 9 | YEI | Not applicable | 40,547,898 | Not applicable | 31,627,361 | Not applicable | Not applicable | Not applicable | 5,151,901 | Not applicable | 3,606,331 | Not applicable | 2,404,221 | Not applicable | 1,202,111 | Not applicable | 84,539,823 | Not applicable |
| 10 | CF | Not applicable | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 11 | ERDF | Special allocation to | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | | | | | | | | |
|----|-------|--|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|---------------|-------------|
| | | outermost regions or northern sparsely populated regions | | | | | | | | | | | | | | | | |
| 12 | Total | - | 293,393,481 | 11,999,428 | 296,310,360 | 13,326,610 | 273,822,672 | 17,526,742 | 291,338,260 | 18,318,116 | 303,025,999 | 19,165,155 | 315,994,146 | 20,072,167 | 322,490,045 | 20,564,900 | 2,096,374,963 | 120,973,118 |

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

The financial plan for appropriations from the ERDF and ESF is provided by Table 18A in accordance with letter d) point ii) of the first subparagraph of Article 96(2) of Regulation (EU) No. 1303/2013. Table no. 18B provides an overview within the Young Employment Initiative.

Table 18A: Financing plan

| Priority axis | Fund | Category of region | Basis for calculation of Union support (Total eligible cost or public eligible cost) | Union support | National counterpart | Indicative breakdown of national counterpart | | Total funding | Co-financing rate | For information EIB contributions | Main allocation (total funding less performance reserve) | | Performance reserve | | Performance reserve amount as proportion of total Union support |
|-----------------|---------|--------------------------------|--|---------------|----------------------|--|------------------------------|-----------------|-------------------|-----------------------------------|--|----------------------|---------------------|-----------------------|---|
| | | | | | | National public funding | National private funding (1) | | | | Union support | National counterpart | Union support | National counterpart | |
| | | | | (a) | (b) = (c) + (d) | (c) | (d) | (e) = (a) + (b) | (f) = (a)/(e) (2) | (g) | (h) = (a) - (j) | (i) = (b) - (k) | (j) | (k) = (b) * ((j)/(a)) | (l) = (j)/(a) * 100 |
| Priority axis 1 | ESF | less developed, more developed | Total eligible cost | 458,746,509 | 90,338,909 | 89,260,107 | 1,078,802 | 549,085,418 | 83.55% | | 429,941,004 | 84,664,587 | 28,805,505 | 5,674,322 | 6.28 |
| | ESF | less developed | Total eligible cost | 447,352,087 | 78,944,487 | 78,001,753 | 942,734 | 526,296,574 | 85.00% | | 419,264,221 | 73,987,804 | 28,087,866 | 4,956,683 | 6.28 |
| | ESF | more dev. | Total eligible cost | 11,394,422 | 11,394,422 | 11,258,354 | 136,068 | 22,788,844 | 50.00% | | 10,676,783 | 10,676,783 | 717,639 | 717,639 | 6.30 |
| Priority axis 2 | YEI/ESF | less developed, more developed | Total eligible cost | 206,715,082 | 21,560,340 | 21,560,340 | 0 | 228,275,422 | 90.56% | | 206,715,082 | 21,560,340 | 0 | 0 | 0.00 |
| | ESF | less developed | Total eligible cost | 122,175,259 | 21,560,340 | 21,560,340 | 0 | 143,735,599 | 85.00% | | 122,175,259 | 21,560,340 | | | |
| | YEI | less developed | Total eligible cost | 84,539,823 | 0 | 0 | 0 | 84,539,823 | 100.00% | | 84,539,823 | 0 | 0 | 0 | 0.00 |
| Priority axis 3 | ESF | less developed, more developed | Total eligible cost | 795,924,737 | 154,045,542 | 153,942,098 | 103,444 | 949,970,279 | 83.78% | | 745,947,850 | 144,370,282 | 49,976,887 | 9,675,260 | 6.28 |
| | ESF | less developed | Total eligible cost | 779,424,737 | 137,545,542 | 137,442,098 | 103,444 | 916,970,279 | 85.00% | | 730,487,047 | 128,909,479 | 48,937,690 | 8,636,063 | 6.28 |
| | ESF | more dev. | Total eligible cost | 16,500,000 | 16,500,000 | 16,500,000 | 0 | 33,000,000 | 50.00% | | 15,460,803 | 15,460,803 | 1,039,197 | 1,039,197 | 6.30 |
| Priority axis 4 | ESF | less dev., more dev. | Total eligible cost | 294,699,291 | 73,972,687 | 72,865,939 | 1,106,748 | 368,671,978 | 79.94% | | 276,190,834 | 69,322,976 | 18,508,457 | 4,649,711 | 6.28 |
| | ESF | less developed | Total eligible cost | 268,025,163 | 47,298,559 | 46,636,379 | 662,180 | 315,323,723 | 85.00% | | 251,196,685 | 44,328,827 | 16,828,478 | 2,969,732 | 6.28 |

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| | | | | | | | | | | | | | | | |
|-----------------|-----------|----------------------|---------------------|----------------------|--------------------|--------------------|------------------|----------------------|---------------|--|----------------------|--------------------|--------------------|-------------------|-------------|
| | ESF | more dev. | Total eligible cost | 26,674,128 | 26,674,128 | 26 229 560 | 444 568 | 53,348,256 | 50.00% | | 24,994,149 | 24,994,149 | 1,679,979 | 1,679,979 | 6.30 |
| Priority axis 5 | ESF | less developed | Total eligible cost | 139,000,000 | 24,529,413 | 24 529 413 | 0 | 163,529,413 | 85.00% | | 130,272,616 | 22,989,286 | 8,727,384 | 1,540,127 | 6.28 |
| Priority axis 6 | ERDF | less developed | Total eligible cost | 243,662,462 | 42,999,261 | 42 999 259 | 0 | 286,661,721 | 85.00% | | 228,707,577 | 40,360,161 | 14,954,885 | 2,639,098 | 6.14 |
| Priority axis 7 | ESF | less dev., more dev. | Total eligible cost | 78,600,000 | 16,103,753 | 16,103,753 | 0 | 94,703,753 | 83.00% | | 78,600,000 | 16,103,753 | 0 | 0 | 0.00 |
| | ESF | less developed | Total eligible cost | 75,888,300 | 13,392,053 | 13,392,053 | 0 | 89,280,353 | 85.00% | | 75,888,300 | 13,392,053 | 0 | 0 | 0.00 |
| | ESF | more dev. | Total eligible cost | 2,711,700 | 2,711,700 | 2,711,700 | 0 | 5,423,400 | 50.00% | | 2,711,700 | 2,711,700 | 0 | 0 | 0.00 |
| Total | ESF | less dev. | Total eligible cost | 1,709,690,287 | 301,710,054 | 300,001,696 | 1,708,358 | 2,011,400,341 | 85.00% | | 1,607,108,869 | 283,607,449 | 102,581,418 | 18,102,605 | 6.00 |
| Total | ESF | more dev | Total eligible cost | 57,280,250 | 57,280,250 | 56,699,614 | 580,636 | 114,560,500 | 50.00% | | 53,843,435 | 53,843,435 | 3,436,815 | 3,436,815 | 6.00 |
| Total | ERDF | less dev. | Total eligible cost | 243,662,462 | 42,999,259 | 42,999,259 | 0 | 286,661,721 | 85.00% | | 228,707,577 | 40,360,161 | 14,954,885 | 2,639,098 | 6.14 |
| Total | IZM | less dev | Total eligible cost | 84,539,823 | 0 | 0 | 0 | 84,539,823 | 100.00% | | 84,539,823 | 0 | 0 | 0 | 0.00 |
| Total | IZM (ESF) | less dev. | Total eligible cost | 122,175,259 | 21,560,340 | 21,560,340 | 0 | 143,735,599 | 85.00% | | 122,175,259 | 21,560,340 | 0 | 0 | 0.00 |
| Grant Total | | less dev., more dev. | Total eligible cost | 2,217,348,081 | 423,549,903 | 421,260,909 | 2,288,994 | 2,640,897,984 | 83.96% | | 2,096,374,963 | 399,371,385 | 120,973,118 | 24,170,257 | 5.46 |

Table 18B: Youth employment initiative - ESF- and YEI-specific allocations

| No. | Fund | Category of region | Basis for calculation of Union support (Total eligible cost or public eligible cost) | Union support | National counterpart | Indicative breakdown of national counterpart | | Total funding | Co-financing rate |
|-----|-------------------------|--------------------|--|---------------|----------------------|--|--------------------------|-----------------|-------------------|
| | | | | | | National public funding | National private funding | | |
| - | - | - | - | (a) | (b) = (c) + (d) | (c) | (d) | (e) = (a) + (b) | (f) = (a)/(e) |
| 1 | YEI-specific allocation | N/A | Total eligible cost | 84,539,823 | 0 | 0 | 0 | 84,539,823 | 100% |
| 2 | ESF matching support | less developed | Total eligible cost | 122,175,259 | 21,560,341 | 21,560,341 | 0 | 143,735,600 | 85% |
| 3 | ESF matching support | transition | 0 | 0 | 0 | 0 | 0 | 0 | N/A |
| 4 | ESF matching support | more developed | 0 | 0 | 0 | 0 | 0 | 0 | N/A |
| - | Total | | Total eligible cost | 206,715,082 | 21,560,341 | 21,560,341 | 0 | 228,275,422 | 90,56% |

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

| Priority axis | Fund ⁶⁰ | Category of region | Thematic objective | Union support | National counterpart | Total funding |
|-----------------|--------------------|--------------------------------|-----------------------|---------------|----------------------|---------------|
| Priority axis 1 | ESF | less developed, more developed | Thematic objective 10 | 458,746,509 | 90,338,909 | 549,085,418 |
| Priority axis 2 | ESF/YEI | less developed | Thematic objective 8 | 206,715,082 | 21,560,341 | 228,275,422 |
| Priority axis 3 | ESF | less developed, more developed | Thematic objective 8 | 795,924,737 | 154,045,542 | 949,970,279 |
| Priority axis 4 | ESF | less developed, more developed | Thematic objective 9 | 294,699,291 | 73,972,688 | 368,671,978 |
| Priority axis 5 | ESF | less developed | Thematic objective 9 | 139,000,000 | 24,529,413 | 163,529,413 |
| Priority axis 6 | ERDF | less developed | Thematic objective 9 | 243,662,462 | 42,999,261 | 286,661,721 |
| Priority axis 7 | ESF | less developed, more developed | N/A | 78,600,000 | 16,103,753 | 94,703,753 |
| TOTAL | ESF, ERDF, YEI | less developed, more developed | N/A | 2,217,348,081 | 423,549,903 | 2,640,897,984 |

⁶⁰ For the purposes of this table the YEI (specific allocation and matching ESF support) is considered a Fund.

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

| Priority axis | Indicative amount of support to be used for climate change objectives (EUR) | Proportion of total allocation to the operational programme (%) |
|-----------------|---|---|
| Priority axis 1 | 11,927,409 | 0.54 |
| Priority axis 2 | 0 | 0 |
| Priority axis 3 | 11,691,371 | 0.53 |
| Priority axis 4 | 0 | 0 |
| Priority axis 5 | 0 | 0 |
| Priority axis 6 | 0 | 0 |
| Priority axis 7 | 0 | 0 |
| Total | 23,618,780 | 1.07 |

4 Integrated approach to territorial development

Having regard to the Partnership Agreement, the main function of territorial concentration for each thematic objective is the classification of the territory according to its character, function and development potential as the basis for the targeting of investments from the ESI Funds to resolve specific problems that regions have in making effective use of their local potential and resources.

The “soft” measures planned in the OP HR are intended to complement the integrated and comprehensive solutions planned under the IROP and the RITS. Support will be coordinated between the IROP and the OP HR at the level of the MA through working groups for the areas deinstitutionalisation of social service provision including the solution of the integration of marginalised Roma communities, alternative care and for education.

In relation to the CLLD approach, synergy will be sought by making MAS and the applicants from the MAS territory eligible beneficiaries within the OP HR.

Partnerships and synergies for each chapter are described in more detail in the relevant chapters of the OP HR.

5 Specific needs of geographical areas most affected by poverty or target groups at highest risk of discrimination or social exclusion

For the purposes of OP Human Resources, the geographical areas where the target groups with special needs are concentrated are identified using the existing methodology for determining the segregation index in combination with the data from the Atlas of Roma Communities. The relevant areas will be identified at the local government level, while the territories eligible for support from the ESF and the ERDF will be the local governments included in the Atlas of Roma Communities with a particular level of the segregation index. Despite the fact that poverty is usually associated with unemployment, Ministry of Labour, Social Affairs and family does not have a methodology, under which it would be possible to identify geographical areas that are the most affected by poverty or target groups that are most at risk of discrimination or social exclusion in terms of risk of exclusion from the labour market.

Persistent poverty associated with unemployment and the occurrence of multiple disadvantages requires a comprehensive integrated approach that combines income support with inclusive labour market policies and access to quality services, including housing. Active inclusion of people at risk of social exclusion will facilitate the integration into sustainable employment of persons excluded from the labour market and persons at risk of poverty and social exclusion. In the fight against poverty and social exclusion, particular attention is required for the integration of marginalized Roma communities (“MRC”).

In the Slovak Republic, the target group at greatest risk of poverty is “marginalized Roma communities”, whose geographical distribution is specified in the updated Atlas of Roma Communities. These communities need special integrated support through the European Structural and Investment Funds. In addition to the risk of poverty, residents of marginalized Roma communities are also affected by a high degree of social exclusion due to unequal access to education, employment, healthcare and housing. The main cause of poverty of people of working age, including the MRC, is unemployment, particularly long-term unemployment, where there is also a risk of intergenerational reproduction of poverty. Low level of wages and minimal qualifications may also cause the “poverty trap” phenomenon.

The aggregate indicator of poverty or social exclusion is defined as the number of people who are at risk of poverty and/or are severely materially deprived and/or living in households with very low work intensity. According to EU-SILC 2013, a total of 1,069,987 people were at risk of poverty or social exclusion in the Slovak Republic, representing 19.8% of the total population. Certain groups of inhabitants are especially at risk of poverty in connection with specific needs of geographical areas, in particular marginalized Roma communities, where there are further differences connected with gender: women are generally at greater risk than men.

The rate of severe material deprivation in SR belongs to the highest among all EU countries. In 2013, 10.2% of the Slovak population was severely materially deprived. In Slovakia, the risk of poverty rate showed significant regional disparities. The poverty rate was lowest in the Bratislava region and highest in the Prešov region. In terms of age and household type, the most at risk of poverty were children aged 0-17 years, households with more children (3 and more), and single-parent households.

Manifestations of social exclusion and poverty place great demands on the provision of social services, the availability of which (especially in isolated rural areas) is insufficient. This problem is being addressed from a long-term perspective through the strategy for deinstitutionalization of social services and alternative care in Slovakia.

5.1 Geographic areas most affected by poverty / target groups most at risk of discrimination or exclusion

Using the Atlas of Roma Communities (2013), whose first results were published at the end of 2013, approximately 420,840 Roma have been identified, living in 1,071 settlements. Of the total number of members of Roma communities, 187,285 Roma live in 917 municipalities, scattered among the majority. 804 Roman settlements were identified in 584 municipalities. There are 231 segregated settlements in 195 municipalities. These are located on the outskirts or outside of municipalities (separated by a natural or artificial barrier: brook, rail, road, forest), where there is often no drinking water supply and a high proportion of dwellings are illegal and not listed in the real estate cadastre (huts, portable buildings, non-residential buildings) and the average distance of segregated community is about 900 m (the maximum distance is about 7 km).

For the purposes of inclusion of marginalized Roma communities geographical areas will be identified at the local government level. Eligible territories will be the local governments included in the current Atlas of Roma Communities, for which a particular level of the segregation index has been determined according to the approved methodology, except of Bratislava region. The Atlas of Roma Communities is based on the premise that Roma communities live in spatial enclaves inside municipalities, on their outskirts, or in segregated settlements so as to permit the mapping of Roma communities and their monitoring. This procedure is not in conflict with the Constitution of the SR, since the mapping does not examine ethnic identity of the population.

The results of the updated Atlas of Roma Communities 2013 are available at: <http://www.employment.gov.sk/sk/rodina-socialna-pomoc/socialne-sluzby/socialne-vylucene-spolocenstva/dokumenty.html>

Target group within the MRC – characteristics:

The Roma community is defined as a group of people who are subjectively defined as the Roma by the majority population on the basis of anthropological features, cultural affiliation, lifestyle, environment, and likewise subjectively perceived as different, both in a positive and negative sense. According to the Demographic Research Centre, around 440,000 Roma (8% of the overall population) lived in Slovakia in 2011. The Roma are mostly concentrated in the Prešov, Košice and Banská Bystrica regions. According to the UNDP survey in Slovakia in 2010, the employment rate of Roma men is 20% and women 11%, the unemployment rate of Roma men is 72% and women 75%. The average cost resulting from the exclusion of the Roma in Slovakia was estimated at 7% of GDP in 2008. The cost of lost production due to low employment of the Roma and the direct cost items, such as health insurance, unemployment benefits and social assistance make up the main share in the social cost.

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

Geographical areas with concentrations of target groups with specific needs will be identified at the local government level. Eligible territories will be the local governments included in the Atlas of Roma communities with a particular level of the segregation index.

The needs of the MRC target groups will be addressed in the OP Human Resources from the ESF resources under the Priority axis **Integration of marginalized Roma communities** in accordance with the investment priority Socio-economic integration of marginalised communities, such as the Roma. The priority axis **Technical facilities in municipalities with presence of marginalized Roma communities** will be supported from the ERDF in accordance with the investment priority Promoting physical, economic and social regeneration of deprived urban and rural communities and areas.

This multi-fund approach will ensure that the measures aimed at social inclusion of marginalized Roma communities have a synergistic effect. The Ministry of Health will contribute to the integrated approach set out in the Partnership Agreement for addressing the health of the Roma population, in connection which it will participate within PA 5 of the OP Human Resources in the implementation of activities planned for health care.

Table 20: Measures to address the special needs of geographical areas most affected by poverty / target groups most at risk of discrimination or social exclusion

| Target group/geographical area | Main types of planned action as part of integrated approach | Priority axis | Fund | Category of region | Investment priority |
|--|---|--|------|------------------------|---|
| <p>For the purposes of inclusion of MRC, geographical areas will be identified at the local government level. Eligible territories will be the local governments included in the Atlas of Roma communities with a particular level of the segregation index.</p> <p>Target group: Residents of MRC</p> | <ul style="list-style-type: none"> • Systematic support of children from the MRC environment in pre-primary education. • Systematic support of educational activities and leisure time activities for children from the MRC environment with the main emphasis on interconnecting the majority and minority. • Support for the systematic provision of social services and assistance to municipalities with the presence of MRC, aimed at increasing the employability of people living in MRC (i.e. field social workers, community workers / worker in health education, social services workers, local civil patrols, housing assistants and other assistant services). • Support for the existence and operation of community centres in municipalities with the presence of MRC • Supporting systematic provision of services and assistance through the programme of community workers in the area of health education in municipalities with the presence of separated and segregated MRC. • Technical assistance to municipalities with the presence of MRC to help resolve legal and other issues relating to land settlement. • Programme of assistance to municipalities with the presence of MRC, aimed at increasing the absorption of the ESIF. | Integration of marginalised Roma communities | ESF | Less developed regions | Socio-economic integration of marginalised communities, such as the Roma |
| Residents of MRC | <p>Support for transitional housing programmes for the purpose of social mobility and integration of MRC residents (construction and refurbishment of dwellings).</p> <ul style="list-style-type: none"> • Support for micro-credit programmes aimed at promoting self-build housing projects. • Support for access to drinking water in separated and segregated MRC with | <i>Technical facilities in municipalities with presence of marginalized Roma communities</i> | ERDF | less developed regions | Providing support for physical, economic and social regeneration of deprived communities in urban and rural areas |

| | | | | | |
|------------------|--|--|------|------------------------|---------------------------------------|
| | <p>emphasis on low cost measures, such as drilling wells.</p> <ul style="list-style-type: none"> Supporting the construction of new pre-school facilities and support of reconstruction, superstructure / extension to pre-school facilities, reconstruction of existing objects to pre-school facilities in municipalities with the presence of MRC, with the emphasis on capacity expansion. Support for the construction of new community centres, including support of modernization and refurbishment of existing community centres (superstructure/extension). Support for the conversion of existing buildings for the purpose of establishing and operating community centres | | | | |
| Residents of MRC | <p>Supporting the purchase of equipment, technology and licences required to implement the approved business plans of social economy entities, with the emphasis on the use of micro-credits.</p> <p>Promoting micro-financial instruments.</p> <p>Supporting the reconstruction and construction of facilities of social economy entities.</p> | <i>Technical facilities in municipalities with presence of marginalized Roma communities</i> | ERDF | Less developed regions | <i>Support for social enterprises</i> |

6 Specific needs of geographical areas which suffer from severe and permanent natural or demographic handicaps

Regarding this area, the Partnership Agreement declares that this article is not to be applied in the Slovak Republic.

7 Authorities and bodies responsible for management, control and audit and the role of relevant partners

7.1 Relevant authorities and bodies

Table 21: Relevant authorities and bodies

| Authority/body | Name of authority/body and department or unit | Head of authority/body (position or post) |
|--|---|---|
| Managing Authority | Ministry of Labour, Social Affairs and Family of the Slovak Republic / ESF Management Section | minister of labour, social affairs and family / director general of section |
| Certifying Authority | Ministry of Finance of the Slovak Republic/European Funds Section | minister of finance / director general of section |
| Auditing Authority | Ministry of Finance of the Slovak Republic/Audit and Control Section | minister of finance / director general of section |
| Paying Authority, to which the EC will send payments | Ministry of Finance of the Slovak Republic/European Funds Section | minister of finance / director general of section |

7.2 Involvement of Relevant Partners

7.2.1 Actions taken to involve the relevant partners in the preparation of the operational programme, and the role of those partners in the implementation, monitoring and evaluation of the operational programme.

To achieve the goals of the Europe 2020 Strategy for Growth and Employment and to link these goals to the OP HR, it is necessary to engage all key partners within the state and public administration authorities at the national, regional and local level, as well as to co-operate with economic and social partners and those representing civil society. This will ensure greater transparency in decision-making processes and increase the quality of the preparation, implementation, monitoring and evaluation of the OP HR. The purpose of this partnership is further to ensure conformity with the principles of multi-level management, subsidiarity and proportionality, and the specifics of various institutional and legal frameworks, as well as stakeholders' identification with the planned interventions, which are based on the experience and know-how of relevant actors.

The OP HR is a programming document created by the Ministry of Labour, Social Affairs, and Family of the Slovak Republic, the Ministry of Education, Science, Research, and Sport of the Slovak Republic, the Ministry of Interior of the Slovak Republic, and the Ministry of Health of the Slovak Republic, reflecting the principle of partnership established by Article 5 of the General Directive and in line with the Code of conduct for partnership.

A partnership specifically dedicated to the operational programme has with representatives of relevant regional, local public administration bodies, municipal self-government bodies, and other public administration bodies; economic and social partners and other relevant entities representing civil society, including partners from the field of non-governmental organizations and entities responsible for the promotion of social inclusion, gender equality, and prevention of discrimination of various forms.

Partners include institutions, organizations, and groups able to influence the preparation of programmes, the creation of national projects, and the creation of calls, partners providing for synergy

and complementarity with the implementation of operational programmes within managing bodies, when evaluating the progress of implementation of the operating program and when evaluating the operational programme. Co-operation with partners takes place through meetings of working groups, as well as through individual consultations on specific topics and requirements of the partners, as well as via electronic means.

An essential part of the preparation was the creation of a working group on preparation for the programming period 2014-2020, whose activities include participation in the creation of conceptual and strategic materials relating to the preparation for the programming period 2014-2020, commenting on draft EU legislation and creation of the framework for the successful implementation of the sectorial policies of the SR in the context of their additional application through the ESF and the ERDF in the new programming period after 2013. The partnership principle is also emphasised in fulfilment of relevant ex-ante conditionalities. Thematic workgroups have been formed in connection with the creation of ex-ante conditionalities, focussing on selected areas covered by the OP HR. The members of the working group members were selected in accordance with the principle of partnership. Consultation with stakeholders in the Slovak Republic involved a representative sample from the national to the local level, from both the public and private sectors, from state bodies to non-profit organizations, not forgetting social partners.

The preparation process for the operational programme involved entities at all levels in accordance with the principle of partnership. The MA for the OP HR set up a working group on preparation for the programming period 2014 – 2020 with the involvement of representatives of central state administration bodies and local self-government bodies, entities representing the business community, social partners, the Slovak Academy of Sciences as well as representatives for the horizontal principles, the Office of the Government Plenipotentiary for Roma Communities, the Office of the Government Plenipotentiary for the Development of Civil Society and representative NGOs. At the same time, the main expert team and micro-teams for OP HR were established bringing together representatives of central state administration bodies and external experts. The principle of partnership was applied in the form of working groups, business meetings, and bilateral meetings, and also by the submission of comments via a website for the general public.

The approval of the proposal by the authorities responsible for implementing the Common Strategic Framework for the period 2014 – 2020 at the Council of the Government for the Partnership Agreement for the years 2014 - 2020 in December 2012 led to the intensification of the preparation process in the first quarter of 2013. During the first two months of 2013, areas of support for each of the priority areas were defined through the definition of specific objectives, investment priorities and aims for support. In the final stage the Managing Authority for the OP HR deliberated with the participation of the relevant actors on related issues including the future direction of ministries for fulfilling their national sectoral policies in the light of the Position Paper adopted by the Commission on the Partnership Agreement and the programmes of the SR for 2014 - 2020.

The Partnership Agreement laid the foundation for the operational programme and outlined the basic aims of the use of ESIF interventions in the areas of education, employment, and social inclusion. It defined as national priorities the development of human capital and the improvement of participation in the labour market, with the following thematic objectives: Investment in education, training and vocational training, together with skills and lifelong learning; Support for sustainable and quality employment and labour mobility; Promotion of social inclusion and combatting poverty and discrimination of any kind.

In the following period, a number of work meetings took place having regard for the partnership principle, at which the future text of the operational programme was discussed. In the opening phase, discussion focused on the possibility to define three priority axes in the planned operational programme (education, employment, and social inclusion). Partners initially proposed to include the area of support for marginalized Roma communities from EU funds in the social inclusion axis. After extensive communication with partners on various levels in various phases of negotiations, including the European Commission, the discussion of this topic was finally concluded and it was resolved to define five priority axes (education, employment, and social inclusion, integration of marginalized Roma communities, and technical facilities in municipalities with marginalized Roma communities). A lot of attention was paid to defining specific goals of the operating program, examples of activities and future beneficiaries eligible for aid from the EU funds.

The subsequent negotiations focused on the results of the operational programme and defining measurable indicators in individual priority axes. In addition, the question of support for social dialogue in the new programming period was opened in the framework of meetings of working groups, and after discussion with the European Commission, it was included in the operational programme as a specific objective. This area was specifically consulted with social partners and clarified into detail to achieve the current form.

During the definition of demarcation lines, synergies, and complementarities, the need emerged for further partnership, especially in the area of employment, in order to build an information base for jobseekers, between the Ministry of Labour, Social Affairs, and Family, the Ministry of Agriculture and Regional Development of the Slovak Republic, the Ministry of Economy of the Slovak Republic, the Central Office of Labour, Social Affairs, and Family of the Slovak Republic, and the labour offices, so that state administration bodies with competences relating to industry, services, agriculture, and forestry would participate in job creation.

In parallel with work teams at various levels, ex-ante evaluations of the operational programme were performed by an independent company. The recommendations from the evaluations were incorporated into the proposals for the operational programme on an ongoing basis, until the current wording was reached.

A strategic environmental assessment was performed as a mandatory part of the preparatory phase of the drafting of the operating program. During the negotiations, the experts who prepared the said strategic environmental assessment contributed to the forming of the strategy, including promoting consideration of environmental aspects during the definition of activities. Also, a report on evaluation of a strategic document has been prepared pursuant to Act No 24/2006 on Environmental Impact Assessment and amending certain acts, as amended. In the final phase, an independent expert appraisal was prepared on the draft of the OP HR by another expert according to the law of the Slovak Republic; this permitted the OP HR to be submitted to a meeting of the Government of the Slovak Republic and subsequently, to formal rounds of negotiations with the European Commission.

The partnership principle will also be applied in the *implementation process* of the OP HR. The MA for OP HR has established a department within its organizational structure that will ensure that the principle of partnership is upheld in the preparation of the material aspect of the project charter of national projects / global grants / calls. This upholds the principle of separation of functions in the sense: Whoever carries out programming does not carry out financing. Whoever carries out financing does not carry out implementation. Whoever carries out implementation does not carry out control. At the level of the IB, relevant partners/experts will be involved in the preparation of project charters for national projects in the interest of ensuring the quality of the projects. National projects will be implemented in order to reduce the administrative burden for beneficiaries . end users and will be used to address issues including ALMP, MRC etc. The MA for OP HR envisages the application of simplified cost reporting in these projects, which would, amongst other things, ensure simpler and more transparent processes. Specialised preparation of projects / grants / calls will be carried out using a commission having regard for the specific aspects of the area of support and the law on ESI Funds. The commission will have both permanent and non-permanent members for the relevant field, adhering to the partnership principle. Such partnership makes it possible to obtain the relevant opinions of a broad spectrum of experts in the area concerned, which increases the quality of the preparation of projects / global grants / calls and at the same time the rich experience of the experts helps to reduce risks in their implementation. The aforementioned partnership then approves the finished document.

In the process of *expert evaluation for the selection NFC applications*, the MA for OP HR will send information on start of expert evaluation to partners selected to act as observers of the expert evaluation. Their role will be to supervise transparency in the selection of NFC applications.

During *project implementation* the MA for OP HR or the IB will carry out supervision. Competences in the system will be distributed so that the IB carries out first-level checks and supervision will be carried out through the MA for OP HR.

Review of implementation and progress in achieving the objectives of the OP HR will be ensured through the monitoring committee to be set up in accordance with Article 47 of the Regulation within three months from the date of notification of the Commission decision on the adoption of the programme. The chairman of the Monitoring Committee will be a representative of the MLSAF as the managing authority. The Monitoring Committee is made up of representatives of the state and public

administration, regional and local self-government bodies, representatives of economic and social partners, bodies involved in the implementation of the operating program, representatives of bodies involved in the direction and management of the operational program, and representatives of NGOs. The Monitoring Committee will examine all issues that affect the performance of the programme, as well as the findings of the programme performance review. The members of the Monitoring Committee will have the opportunity to reflect on practical problems that arise during implementation of the OP HR, they can make comments in the context of the implementation and evaluation of the programme, including proposals for reducing the administrative burden on beneficiaries. The Slovak party will create sub-committees / commissions relevant for the priority axes of the OP.

As part of the evaluation process, a Working Group will be established for the evaluation of the OP HR, which will bring together representatives of the Managing Authority, the Intermediate Body and external experts. This working group will address issues relating to the planning, evaluation, creation and coordination of methodologies, the implementation of evaluations of OP HR; it will assess the results of evaluations and suggest topics for the evaluation of problems identified by the Monitoring Committee of the OP HR when approving the annual report.

7.2.2 Global grants

The MA for the OP HR may entrust an intermediate body with the management of a part of the operational programme by means of a written agreement between the intermediate body and the managing authority (“global grant”). The intermediate body shall provide guarantees of its solvency and competence in the field, as well as in administrative and financial management. Bodies that may act as intermediaries of a global grant include local authorities, regional development associations or non-profit organizations providing services of general interest and non-profit organizations set up by special law..

The Managing Authority sees the need to introduce a simplified tool that would allow targeting the support that is to be used to pursue specific objectives of the operational programme. Implementation of the operational programme in the form of global grants brings benefits such as:

- involvement of social partners and non-governmental organizations in the implementation of the operational programme
- a more flexible and less demanding instrument compared with demand-driven projects. Entities that implement projects supported by the global grant (the global grant form is for projects with a relatively small allocation of up to 15,000) are less burdened by implementing requirements than entities carrying out demand-driven projects (e.g. the intermediary of the global grant summarizes data on supported projects and enters it to the IT monitoring system);
- better targeting of measures – the intermediary of the grant (public entity, social partner, or NGO) is selected on the basis of having had sufficient experience in project implementation in the field towards which the global grant is oriented.

Global grants will be implemented in line with the set national procedures for the area of management, control, and financial management of structural funds.

In light of the above, the MA for the OP HR also plans to implement the support in the form of global grants, especially in priority axes **Social inclusion** and **Integration of marginalized Roma communities**. The indicative volume of funds envisaged for the PA Social inclusion is in the area of EUR 30,000,000 and for the PA Integration of marginalized Roma communities it is in the area of EUR 800,000.

7.2.3 Earmarking for capacity building

To ensure that the objectives set out in the OP HR are fulfilled, it is essential to allocate an adequate amount of ESF funding in the areas of less developed regions for capacity building in the form of vocational training, measures focused on networking and strengthening social dialogue, in the form of payment of membership contributions and supporting the participation of supported organizations in network meetings as well as activities carried out jointly by social partners to support their appropriate participation in activities supported by the ESF.

The priority axis intended for technical assistance, in particular specific objective 2, will support capacity building for social partners and NGOs in connection with implementation of the OP through vocational training, networking and reinforced dialogue.

8 Coordination between the Funds, the EAFRD, the EMFF and other Union and national funding instruments, and with the EIB

Synergy between the OP HR and the OP Research and Innovation:

Support for new study programmes will mainly involve planned projects of strategic long-term research under the OP Research and Innovations in which actors with business experience will participate. In the area of support for doctoral students, the OP HR will support mobility and mutual exchange of doctoral students between individual institutes of the Slovak Academy of Sciences, universities and research institutions in the Slovak Republic and in abroad.

The OP HR will also support mobility between research and development organizations and actors in the business sector for the purposes of improvement in education content and the processes. Activities under the OP Research and Innovation will focus on increasing the entrepreneurial abilities of SMEs, including motivation to doing business, and on supporting cross-sector partnerships and mobility of experts (e.g. innovation platforms, matchmaking roadshows, etc.). As regards social innovation, Activities under OP HR will be oriented towards support for the social integration of the target group while those under OP R&I are oriented towards employability and enterprise development.

In the field of employment, OP HR will support *registered jobseekers* through education and training for the labour market, contributions for self-employment (for starting businesses, obtaining trade licenses) designed to support entry to the labour market in the manufacturing and service sectors. The Ministry of Education, Science, Research, and Sport of the Slovak Republic as the Managing Authority for the OP Research and Innovation will support *prospective entrepreneurs and business entities* by delivering practical experience through specific advice focused on the development of business skills and intermediation of successful business models. As regards social innovation, Activities under OP HR will be oriented towards support for the social integration of the target group while those under OP R&I are oriented towards employability and enterprise development.

Synergy between OP HR and FEAD

The synergy with FEAD is aimed at non-financial assistance for the most deprived. The OP HR is aimed at promoting employment, combating poverty and promoting active inclusion. However, some of the most deprived citizens, who suffer from extreme forms of poverty, are so distant from the labour market that they cannot benefit or do not succeed in benefiting from the measures provided by the OP HR. This is where FEAD reduces the poverty rate of these most dependent persons by providing non-financial aid, thereby helping to create space for further measures of the OP HR. FEAD also provides complementary assistance through auxiliary social inclusion measures.

Synergy between the OP HR and the Integration Regional Operational Programme

The largest area of coordination for the ESF and the ERDF exists between the OP HR and the IROP. For this reason coordination groups are being established with IROP on the issues of education, social security and Roma issues.

Synergy and complementarity between the OP HR and the IROP will be achieved in the field of basic and secondary schools. IROP investments in support for basic and secondary schools will be aimed at provision of material and technical equipment in classrooms, laboratories, provision of resources for language teaching and the creation of centres for dual vocational education and training aimed at connecting education to the needs of the labour market. Activities in the area of education under OP HR are aimed at improving the quality and content of provided education.

Another synergy between the OP HR and the IROP relates to the balancing of family and working life. It relates in particular to arrangement for providing care of children less than 3 years of age, i.e. allowances for childcare services and the creation of conditions and synergies with IROP in relation to the construction of facilities for care for children fewer than 3 years of age.

Another area of co-operation between the IROP and the OP HR relates to the deinstitutionalisation of social services and alternative care, where wage costs will be covered under the OP HR and the IROP will be oriented towards the construction, refurbishment and material-technical equipment of buildings for deinstitutionalisation.

The synergy and complementarity of OP HR and IROP in the field of health care will be fulfilled in the framework of primary outpatient health care. The IROP framework will support the building of the infrastructure of integrated health care centres as primary contact centres. Under the OP HR,

competences and performance in the area of primary health care will be strengthened by the definition of clinical procedures and prevention procedures. The construction of integrated health care centres under the IROP will also have a positive, synergistic effect for the programme of community workers in the area of health education in municipalities with the presence of MRC because the infrastructure of the centres will provide spaces that can be used for administration by programme coordinators and the centres will also offer facilities that can be used for education and awareness-raising activities.

Support under the IROP for municipalities with the presence of MRC will be coordinated and implemented at the level of preparation of the RITS and their approval in the Partnership Council for RITS in municipalities with the presence of MRC listed in the Atlas of Roma Communities 2013. Programmes will be carried out under the OP HR in municipalities with the highest level of the segregation index according to the Atlas of Roma Communities 2013 (150 municipalities) automatically, by eligibility not based on a contest. The Ministry of Interior / Office of the Government Plenipotentiary for Roma Communities will ensure linkage and the quality of performance in the field.

Support in municipalities with presence of MRC in the OP HR and in the IROP will be jointly coordinated and fulfilled at the level of the preparation the relevant parts of the RITS and the approval thereof in the Partnership Council for the RITS, in the areas of pre-primary education, with an emphasis on the construction of new facilities and the refurbishment of existing pre-school facilities to increase their capacity in municipalities with presence of MRC listed in the Atlas of Roma Communities 2013. Follow-up co-operation will take place during the preparation of the actual calls of the Ministry of Interior of the SR / the Office of the Plenipotentiary for Roma Communities, where the active participation will be covered by the MA for the IROP, in co-operation with the MA of the OP HR.

In relation to MRC activities, the OP HR will support the activities that are not identified within the local development strategies and will demonstrate a comprehensive approach. The contents and territorial focusing of the activities will be coordinated at the level of configuring and issuing calls. For a stronger synergistic effect the main principles of project selection will favour municipalities identified in the underdevelopment index.

In relation to the CLLD approach, synergy will be sought by making MAS and the applicants from the MAS territory eligible beneficiaries within the OP HR.

Synergy between the OP HR and the Rural Development Programme

Complementarity with the Rural Development Programme will be provided in the field of employment. *Determination of target groups will be the demarcation line between the activities implemented.* Within the OP HR, *registered jobseekers* will be supported by education and training for the labour market, contributions for self-employment (for starting businesses, getting trade licenses) in order to support *access to employment* also in the area of agriculture and forestry, where the Slovak Republic sees opportunities for the employment even people who have been unemployed for a long time with low qualification and/or incomplete education, after the completion of remedial education or training for starting business.

The RDP will support *businesses* through the provision of financing for investment and the quality of continuing vocational education in the area of agriculture and forestry. The activities will be implemented e.g. as demonstrations, pilot projects, workshops, seminars, and professional site visits.

Complementarity with the Rural Development Programme will be provided in the field of improvement of living conditions and quality of housing of inhabitants of MRC provided that they contribute to social and economic development, the public interest, the development of rural tourism, and public safety in the context of infrastructure. Demarcation will take place at the level of individual projects through the setting of eligibility conditions and selection criteria.

In relation to the CLLD approach, synergy will be sought by making MAS and the applicants from the MAS territory eligible beneficiaries within the OP HR.

Synergy between the OP HR and the OP Environmental Quality

The integrated comprehensive approach that will be applied in OP HR includes improvements in the living conditions of residents of marginalised Roma communities. The planned construction, refurbishment and modernisation activity in infrastructure projects will include efforts to improve the energy efficiency of buildings so as to maximise energy savings and make use of innovative solutions. The OP HR will not support eligible activities in the area of sewage system building; these will be addressed in agglomerations with population equivalent over 2,000 in the accordance with the

National Programme implementing Directive 91/271/EEC. In order to provide for complementarity and synergy in the OP HR, investments will focus on activities related to solving the problems with municipal waste, focusing only on municipalities with segregated communities.

Synergy between OP HR and programmes of European Regional Co-operation

The relevant programmes for the area of synergies and complementarity are the 2014-2020 cross-border co-operation programmes of the Slovak Republic - Czech Republic, Slovak Republic – Austria, and Poland – Slovak Republic. In the cross-border co-operation programmes, the proposed activities make contributions in the field of education, to strengthening of professional and lifelong education for practical needs and have regard for the requirements of the cross-border labour market. The strategic aim is to contribute to improvement in vocational education provided by educational institutions in cross-border regions. The demarcation line between the OP HR and the European Regional Co-operation programmes is the requirement of documented cross-border impacts of implemented projects within the framework of the OP European Regional Co-operation.

Synergy between OP HR and Erasmus+

The education in OP HR overlaps with the proposed Erasmus+ programme regulation in 2 main topics:

- Creation of co-operation between the world of education and the world of labour,
- Connecting various actors for the purposes of output improvement, especially in higher education.

While the OP HR approaches these issues only in terms of content, the draft regulation on the Erasmus + programme also creates conditions for them by creating or developing specific institutional or organizational structures within which these topics should be addressed. However, there is a weak institutional base for actual valid solutions to problems in the Slovak Republic, which is why the combination of these two documents seems to be mutually beneficial. Education under OP HR can complement the activities planned under the proposed Erasmus + programme and activities under the Erasmus + programme can lean on these specific objectives. One way to implement co-operation could be joint thematic events to compare the results of national (funded through the ESF) and international (funded through Erasmus +) projects.

Synergy between the OP HR and the ROMED and ROMACT programmes

The main aim of the ROMED and ROMACT programmes is to contribute to support for social inclusion of residents of marginalised Roma communities, which corresponds most closely with the activities under priority axes 5 and 6. There is room for synergies in the area of knowledge transfers and the sharing of examples of good practice, in which closer co-operation is envisaged.

Synergy between OP HR and the Danube Strategy

Investment in people and skills is one of 11 priority areas of the Danube Strategy which, thanks to its specific orientation towards support for the social inclusion of Roma, offers potential for synergies with priority axes 5 and 6, particularly in the area of education and employment. Added value from transnational synergy is foreseen in the networking of key institutions on the local, national and macro-regional level aimed at reinforcing and increasing the effectiveness of inclusive policies in the area of Roma integration.

Synergy between the OP HR and the OP Effective Public Administration

With regard to further development of co-operation with social partners, the OP HR envisages contributing to support for social dialogue in the context of segments of the economic and social areas. The OP EPA will support co-operation with social and economic partners for the purpose of improving the quality of public administration concentrating on the citizen of the SR. The OP HR will form a synergistic complement to the planned activities of the OP Effective Public Administration with the objective of incorporating social aspects into public procurement procedures. While OP EPA will focus on the creation of the methodology and procedures connected with this form of public procurement, the OP HR will contribute through support services (education, training, courses) with the objective of increasing employment.

Synergy between the OP HR and the OP Technical Assistance

The basis for increasing the quality of administrative capacity under the OP HR will be the configuration of the training system for administrative capacity. OP TA includes the following support for activities in the area of education:

- compulsory training on the national level for AC without prior experience and AC with less than 12 months of practical experience – intensive training.
- a separate training programme will be developed for AC involved in the management, implementation, control and audit of ESI Funds for more than 12 months,
- regular training for the AC for the ESI Funds concerning anti-corruption and anti-fraud policy.

The MA for the OP HR and the IB will provide additional training for AC regarding the specific characteristics of the OP HR.

Synergy between the OP HR and the Asylum, Migration and Integration Fund

One of the objectives of the Asylum, Migration and Integration Fund is to support legal migration to Member States having regard for their economic and social needs, e.g. the needs of the labour market. There is synergy between the OP HR and the Asylum, Migration and Integration Fund in efforts to reduce the number of people at risk of poverty, in particular by supporting access to employment. The OP HR will also contribute to lifelong learning, from pre-primary education for children aged 3 to 6 years to further levels of education. The OP HR will make it possible to apply for support in the context of active integration, which promotes equal opportunities, active participation and increases in employability. In OP HR, social services and health care will be provided for migrants and participants of foreign origin in accordance with the principle of equal treatment

Coordination of financial instruments in OP HR (if relevant)

No co-operation with the European Investment Bank is identified in the OP HR, though the use of co-operation in the area of financial instruments is not excluded in future.

9 Description of applicable ex-ante conditionalities

The document describes in more detail the **applicable ex-ante conditionalities, the assessment of their fulfilment and actions for fulfilment.**

9.1 Ex-ante conditionality

Table 22: Applicable ex-ante conditionality and assessment of fulfilment

| Ex-ante conditionality | Priority axes to which the condition relates | Fulfilment of ex-ante conditionality (Yes/No/Partially) | Criterion | Fulfilment of criterion (Yes/No) | References (References to strategies, legislation and other relevant documents including the relevant sections, articles or paragraphs, plus web references or access to the whole text) | Notes |
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| 8.1. Active labour market policies are designed and delivered in the light of the Employment guidelines. | Employment | Partially | 1. Employment services have the capacity to, and do, deliver: - personalised services and active and preventive labour market measures at an early stage, which are open to all jobseekers while focusing on people at highest risk of social exclusion, including people from marginalised communities; | No | National Reform Programme of the Slovak Republic 2013 (http://www.rokovania.sk/Rokovanie.aspx/BodRokovaniaDetail?idMaterial=22344) Act No 96/2013 (http://www.zakonypreludi.sk/zz/2013-96) Report on the current situation in the labour market in the SR and the measures for its improvement. (http://www.nrsr.sk/web/Dynamic/Download.aspx?DocID=382240) | Pursuant to Act No 96/2013 (Amendment to the Act on Employment Services), the COLSAF will prepare regular reports on ALMP based on inputs from the individual labour offices. The central database will be finalized and made accessible. At present, a national project is being implemented as the basis for the preparation of a strategic document - the Employment Strategy of the SR (hereinafter the "Strategy") addressing issues related to employment. The Strategy and the National Reform Programme are the two key documents emanating from the Europe 2020 Strategy that will define strategy on employment, including employment services in the programming period 2014-2020. |
| | | | 2. Employment services have the capacity to, and do, deliver: - comprehensive and transparent information on new job vacancies and employment opportunities taking into account the changing needs of the labour market. | Yes | Act No 96/2013 (http://www.zakonypreludi.sk/zz/2013-96) Central Office of Labour, Social Affairs and Family http://www.upsvar.sk/volne-pracovne-miesta.html?page_id=12925 http://www.upsvar.sk/eures.html?page_id=13140 http://sustavapovolani.sk/sektorove-rady | Act No 96/2013 introduces a systemic active labour market policy instrument, the Alliance of Sectorial Council, sectorial councils and the national system of occupations. With the help of employers and educational institutions, the sectorial council is responsible in particular for updating the information system to reflect the developments in the labour market. The mandatory register of job vacancies is maintained by labour offices. In 2013, there were 68,107 job vacancies reported to the labour offices and an average of 5,676 job vacancies was available at any time. |
| | | | 3. Employment services have set up formal or informal co-operation arrangements with relevant stakeholders. | Yes | Act No 96/2013 (http://www.zakonypreludi.sk/zz/2013-96) http://sustavapovolani.sk/sektorove-rady | Amended Act No 96/2013 establishes the legislative framework of co-operation based on the individual active labour market policy instruments and establishes Committees for Employment Issues that will consist of all relevant labour market representatives. Co-operation between public employment services and schools focuses in particular on information and counselling services. With a view to ensuring the application of the active labour market |

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| | | | | | | policy, agreements between offices of public employment services, municipalities and local employers are commonplace in Slovakia. The public employment authorities also co-operate with non-public temporary employment agencies in particular as regards placement of disadvantaged jobseekers onto the labour market. Co-operation is also taking place with other employment intermediaries and agencies of supported employment. In 2013, labour offices in partnership with employers, educational institutions, NGOs and other stakeholders implemented selection procedures, job fairs, Job Expo. The evidence of partnership are also Profesia Days and Svet prace job fair. |
| 8.3 Labour market institutions are modernised and strengthened in the light of the Employment Guidelines. Reforms of labour market institutions will be preceded by a clear strategic policy framework and ex ante assessment including with regard to the gender dimension. | Employment | Partially | 1. Actions to reform employment services, aiming at providing them with the capacity to deliver: - personalised services and active and preventive labour market measures at an early stage, which are open to all jobseekers while focusing on people at highest risk of social exclusion, including people from marginalised communities. | No | Act No 96/2013 (http://www.zakonypreludi.sk/zz/2013-96) Report on the current situation in the labour market in the SR and the measures for its improvement. http://www.nrsr.sk/web/Dynamic/Download.aspx?DocID=382240 | Some of the criteria are fulfilled by the amendment to the Employment Services Act, which clearly established the roles for the entire system of institutions and instruments of support and assistance to labour market participants which are accessible to all jobseekers. As a follow-up to the amendment to the Employment Services Act, the reform of employment services strengthens the active and preventive measures, which is intrinsically linked to the need to strengthen the capacity of public employment services. The measures for the reform of employment services have been set up and primarily focus on strengthening the capacity of targeted personalised services. The changes in external relations include targeted provision of allowances under active labour market measures, the strengthening of professional counselling activities. Another aspect of the configured employment services reform is the strengthening of co-operation with non-public providers of employment services and all partners in the labour market, in particular by interlinking information systems to avoid any duplication in the funding of the individual instruments and clients. |
| | | | 2-Actions to reform employment services, aiming at providing them with the capacity to deliver: - comprehensive and transparent information on new job vacancies and employment opportunities taking into account the changing needs of the labour market. | Yes | Act No 96/2013 (http://www.zakonypreludi.sk/zz/2013-96) Central Office of Labour, Social Affairs and Family http://www.upsvar.sk/volne-pracovne-miesta.html?page_id=12925 EURES www.eures.sk | The labour offices provide transparent and systematic information on new job vacancies within the scope of their powers under the Employment Services Act. In 2013, a total of 68,107 job vacancies were reported the labour to offices and an average of 5,676 job vacancies were available at any time. The modernization of Employment Services continues to rely on the provision of information on job vacancies via EURES. |
| | | | 3-Reform of employment services will include the creation of formal or informal co-operation networks with relevant stakeholders. | Yes | Act No 96/2013 (http://www.zakonypreludi.sk/zz/2013-96) http://sustavapovolani.sk/sektorove-rady | The amendment to Act No 96/2013 significantly amends and clarifies the formal co-operation of relevant stakeholders in active labour market policy. This includes the establishment of the new competency of the Committees for Employment Issues composed of all relevant labour market representatives. Non-public temporary employment agencies are also involved in co-operation (1,048 |

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| | | | | | | entities), in particular as regards placement of disadvantaged jobseekers onto the labour market; these agencies regularly provide the COLSAF with reports on their activities. Co-operation is also taking place with other employment intermediaries (1,355 entities) and agencies of supported employment (58 entities). In 2013, labour offices in partnership with employers, educational institutions, NGOs and other stakeholders implemented selection procedures, job fairs, Job Expo. The evidence of partnership are also Profesia Days and Svet prace job fair. |
| 8.6. YEI: The existence of a strategic policy framework For promoting youth employment including through the implementation of the Youth Guarantee. | Youth Employment Initiative | Yes | 1-A strategic policy framework for promoting youth employment is in place that: | Yes | Act No 96/2013 (http://www.zakonypreludi.sk/zz/2013-96) National Reform Programme of the Slovak Republic 2013 (http://www.rokovania.sk/Rokovanie.aspx/BodRokovaniaDetail?idMaterial=22344) | In accordance with <i>Act No 96/2013</i> , a citizen below 26 years of age is considered to be a disadvantaged job seeker if he/she has completed systematic preparation for employment in full-time study, at an appropriate level of education within the last two years and has not had a regular paid job before the date of registration as jobseeker. In accordance with the NRP 2013, the MLSAF SR prepared, in co-operation with the MESRS SR, a draft National Plan for the implementation of the Youth Guarantee in the SR. The National Plan was incorporated into the Information on the preparation and adoption of the Youth Guarantee in the SR, which the Government of the SR discussed and took into consideration at its session on 5 February 2014. The implementation of the Youth Guarantee in line with the conclusions from the bilateral meeting between the EC and the MLSAF SR held on 14 February 2014 was approved by Government Resolution No 195 of 23 April 2014 concerning the NRP SR 2014. In April 2014, the guarantee was sent to the EC and in May 2014 to the EC's official address for the guarantee ('EMPL-Youth-Guarantee@ec.europa.eu'). |
| | | | 2– is based on evidence that measures the results for young people not in employment, education or training and that represents a base to develop targeted policies and monitor developments; | Yes | | |
| | | | 3– identifies the relevant public authority in charge of managing youth employment measures and coordinating partnerships across all levels and sectors; | Yes | | |
| | | | 4– involves stakeholders that are relevant for addressing youth unemployment; | Yes | | |
| | | | 5– allows early intervention and activation; | Yes | | |
| | | | 6- comprises supportive measures for access to employment, enhancing skills, labour mobility and sustainable integration of young people not in employment, education or training into the labour market. | Yes | | |
| 9.1. The existence and the implementation | Social inclusion | Partially | 1-A national strategic policy framework for poverty reduction, aiming at active inclusion, is in place that: | No | | |

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| of a national strategic policy framework for poverty reduction aiming at the active inclusion of people excluded from the labour market in the light of the Employment guidelines. | | | 2- provides a sufficient evidence base to develop policies for poverty reduction and monitor developments; | No | | The national project “National framework strategy for social inclusion and the fight against poverty” was signed on 08/10/2013 and the chosen activities were carried out in April 2014. The analytical part of the National framework strategy for social inclusion and the fight against poverty developed under the national project, will be based on outcomes from EU SILC data, statistical surveys and other administrative and ad hoc sources. |
| | | | 3- contains measures supporting the achievement of the national poverty and social exclusion target (as defined in the National Reform Programme), which includes the promotion of sustainable and quality employment opportunities for people at the highest risk of social exclusion, including people from marginalised communities. | No | http://www.employment.gov.sk/sk/ro-dina-socialna-pomoc/socialne-sluzby/ http://www.rokovania.sk/Rokovanie.aspx/NezaradenyMaterialDetail?idMaterial=23195 | The National Framework Strategy is in line with, and also based on, the National Reform Programme and other strategic documents, such as the de-institutionalisation strategy, etc. The potential of the social economy and the intermediate labour market in terms of social inclusion (baselines, the basis of the social economy and the current key development areas, an analysis of the four main WISE models in the European area, financing, prerequisites for establishment, development of initiatives, assumptions and limits of the social economy in the SR) will constitute a part of the Strategy and its annexes in terms of content and substance. |
| | | | 4- involves relevant stakeholders in the fight against poverty. | Yes | http://www.sspr.gov.sk/IVPR/index.php?option=com_content&view=article&id=259&Itemid=49&lang=sk | By Government Decision No 305/2002 of 27/06/2012 concerning the document entitled “The method for application of ex-ante conditionalities in the preparation of an implementing mechanism for EU cohesion policy beyond 2013 in the SR”, an interdepartmental working group was set up at the MLSAF of the SR, the members of which comprise relevant partners in the fight against poverty in Slovakia (such as governmental and non-governmental institutions), who are involved in the preparation and, in particular, the review of the National framework strategy. In the course of the National project, the National Framework Strategy will also be discussed and consulted with the relevant stakeholders within an expert workshop and a national conference. Chapter 5 of the National Framework Strategy, <i>Process for communication with interested parties</i> , presents a number of proposals to provide for co-operation between relevant actors in various areas and on various levels. |

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| | | | 5- includes measures for the shift from institutional to community based care that respond to identified needs. | Yes | http://www.employment.gov.sk/files/legislativa/dokumenty-zoznamy-pod/strategia-deinstitucionalizacie-systemu-socialnych-sluzieb-nahradnej-starostlivosti-1.pdf http://www.upsvar.sk/buxus/docs/SSVaR/OVOZ/Koncepcia.pdf | <p>The National Framework Strategy will also be based on the already implemented “Strategy of deinstitutionalisation of social services and the alternative care system in the SR”, as well as the “National action plan for the transition from institutional to community based care in the system of social services for 2012 - 2015” and the “Concept for ensuring the application of court decisions in children’s homes for the years 2012 - 2015 with an outlook until 2020 - the Plan for the transformation and deinstitutionalisation of alternative care”.</p> <p>Based on the deinstitutionalisation strategy in the prepared National Framework Strategy, indicators concerning a shift from institutional to community-based care will be proposed.</p> <p>The draft “<i>National framework strategy for social inclusion and the fight against poverty</i>” includes, in Chapter 3 “<i>Policies supporting social integration and the fight against poverty</i>” sub-chapter 3.2. <i>Key measures</i>, a set of measures instruments aimed at supporting access to quality services.</p> |
| | | | 6-Upon request and where justified, relevant stakeholders will be provided with support for submitting project applications and for implementing and managing the selected projects. | No | | <p>At present, several methods are used to provide support and information to relevant stakeholders and beneficiaries. As regards the submission of projects, these include, in particular, information seminars on calls for proposals and FAQs, where the MA and IB provide answers to all stakeholders. In the implementation phase, beneficiaries are supported by MA or IB project managers. Additional possibilities for support are being sought for the future.</p> |
| 9.2. A national Roma inclusion strategic policy framework is in place. | Integration of marginalised Roma communities Technical facilities in municipalities with presence of marginalized Roma communities | Partially | 1A national Roma inclusion strategic policy framework is in place that: | No | | |
| | | | 2- sets achievable national targets for Roma integration to bridge the gap with the general population. These targets should address the four EU Roma integration goals relating to access to education, employment, healthcare and housing; | Yes | http://www.rokovania.sk/Rokovanie.aspx/BodRokovaniaDetail?idMaterial=20646 http://www.minv.sk/?romske-komunity-uvod | <p>Government Resolution No 1 of 11 January 2012 approved the Strategy of the SR for the integration of Roma up to 2020 (the “Strategy”)</p> <p>The Strategy and the Revised National Action Plan of the Decade of Roma inclusion 2005 - 2015</p> |
| | | | 3- identifies, where relevant, those disadvantaged micro-regions or segregated neighbourhoods where communities are most deprived, using already available socio-economic and territorial indicators (i.e. very low educational level, long-term unemployment, etc.); | Yes | http://www.minv.sk/?atlas_2013 http://www.employment.gov.sk/sk/ro-dina-socialna-pomoc/socialne-sluzby/socialne-vylucene-spolocenstva/dokumenty.html | <p>The Atlas of Roma Communities 2004 was created with the aim of gathering the available information and produces a comprehensive database for the effective implementation of policies for improving the status of Roma in Slovakia. Having regard for the need for detailed, up-to-date information on Roma communities, the United Nations Development Programme (hereinafter the “UNDP”), in cooperation with the Institute of Romani Studies, the Office of the Government Plenipotentiary for Roma Communities (hereinafter the “Office”) and the Association of Towns and Villages of Slovakia (ZMOS) prepared an updated edition of the Atlas of Roma Communities 2013.</p> |

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| | | | 4- includes strong monitoring methods to evaluate the impact of Roma integration actions and a review mechanism for the adaptation of the strategy. | No | http://www.minv.sk/swift_data/source/romovia/dokumenty/StrategiaSR_in_tegraciaRomov.pdf http://www.minv.sk/?zoznam-schvalenych-ziadosti-o-dotaciu-na-zaklade-na-zaklade-vyzvy-c-i-usvrk-2013 http://www.rokovania.sk/File.aspx/ViewDocumentHtml/Uznesenie-12307?prefixFile=u_ https://lt.justice.gov.sk/Document/DocumentDetails.aspx?instEID=-1&matEID=7002&docEID=351001&docFormEID=-1&docTypeEID=1&langEID=1 http://www.minv.sk/?aktualne_info | <p>The strategy defines specific, measurable indicators. Indicators and procedures for monitoring are defined in chapter F.2, p. 65 “Indicators and procedures for monitoring and evaluation”. The Office has developed a draft standard form for monitoring and evaluation reports, which has been consulted with representatives of NGOs and the UNDP. It has defined a monitoring scheme divided into three basic lines: a) Technical-administrative, b) Qualitative, c) External monitoring. The periodicity for evaluation of the strategy is set by Government Resolution No 1/2012, with the last evaluation scheduled for 30/06/2017 in accordance with the approved change in the schedule for the performance of tasks. The monitoring system for the strategy includes annual conferences on fulfilment of measures financed from EU funds.</p> <p>The current draft of OP HR includes: Comprehensive collection of data on MRC through large-scale quantitative as well as quality surveys, which will be organised in a seven-year national project for the purposes of evaluating the effectiveness of individual policy instruments and their impact on marginalised Roma communities.</p> |
| | | | 5- is designed, implemented and monitored in close co-operation and continuous dialogue with Roma civil society, regional and local authorities. | No | http://www.minv.sk/?programove_obdobie_2014-2020; http://www.minv.sk/?podporne_platforny https://lt.justice.gov.sk/Document/DocumentDetails.aspx?instEID=-1&matEID=7002&docEID=351001&docFormEID=-1&docTypeEID=1&langEID=1 http://www.minv.sk/?zoznam-schvalenych-ziadosti-o-dotaciu-na-zaklade-na-zaklade-vyzvy-c-i-usvrk-2013 http://www.romainstitute.sk/index.php?ID=255 | <p>The Strategy was developed through consultations with representatives of the relevant ministries, state administration, local governments, Roma and non-Roma NGOs and academic authorities on the regional and national levels.</p> <p>The list of representatives of state administration, local governments and NGOs invited for consultations in the preparation of the Strategy;</p> <p>The support platforms of the OGPRC including organizations participating in WG for the preparation, implementation and monitoring of use of EU funds for Roma inclusion.</p> <p>In co-operation with the ministries, the Office has prepared the first monitoring report on the Strategy covering the years 2012 and 2013: The Office provided financial support through a subsidy scheme to NGOs - the Slovak Governance Institute (SGI) and the Wide Open School Foundation (Škola dokorán) for the implementation of external evaluation and monitoring of the Strategy.</p> <p>External monitoring and evaluation of the Strategy is also carried out by a national coalition of non-governmental organizations coordinated by the Roma Institute. The organizations are members of the Office’s working groups for the programming period 2014 - 2020.</p> |
| | | | 6-Upon request and where justified, relevant stakeholders will be provided with support for submitting project applications and for implementing and managing the selected projects. | No | http://www.minv.sk/?kontakty_rk https://lt.justice.gov.sk/Material/MaterialHome.aspx?instEID=-1&matEID=6983&langEID=1 | <p>The administrative capacity in the Office’s organization structure, including its regional offices, is linked to the programming period 2007-2013.</p> <p>The Office has prepared material for deliberation by the government on the stabilisation of administrative capacity for the HP MRC in 2014-2015 highlighting the need to ensure adequate administrative</p> |

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| | | | | | http://www.minv.sk/?hodnotenie_MRK http://ec.europa.eu/regional_policy/coferences/roma2013/agenda_en.cfm http://www.minv.sk/?podporne_platforny | <p>capacity for the new programming period 2014-2020: The administrative capacity of the Office in the 2014-2020 period is also addressed in evaluations of the HP MRC The conclusions of the working group "Strengthening co-operation and administrative capacity in the programming period 2014 - 2020" at the HLE held on 22 - 23 June 2013 The results of the meeting of the working group on EAC concerning the qualitative settings of support for stakeholders The Office's aim is to build continuously upon the experience acquired through providing assistance in the programming period 2007-2013, and to strengthen assistance for the benefit of stakeholders, in particular through the existing staff of the Office, which has established regional branches in four self-governing regions</p> |
| 9.3. Health: The existence of a national or regional strategic policy framework for health within the limits of Article 168 TFEU ensuring economic sustainability. | Social inclusion | Partially | 1-A national or regional strategic policy framework for health is in place that: | Yes | http://www.health.gov.sk/?strategia-v-zdravotnictve | <p>"Strategic framework of healthcare for 2014 – 2020" was approved by the government on 18.12.2013. The document identifies principal areas of health service, which will be priorities of Slovak health service until 2030. Legislative definition of health care provision in the Slovak Republic is detailed in separate annex to EAK. All the cited legislation is accessible via the Unified Automated System of Legal Information (JASPI) of the Ministry of Justice of the Slovak Republic. Link to JASPI: http://jaspi.justice.gov.sk</p> |
| | | | 2-contains coordinated measures to improve access to health services, | Yes | <p>In order to improve access, measures in the following areas were accepted in the SR:</p> <ul style="list-style-type: none"> - integrated provision of health care - development of standart clinical guidelines and standart guidelines for prevention - financial accessibility of health care - residency programme - public health - physical availability of health care | <p>More detailed description of measures improving access to health services, adopted by the SR in different areas is listed in separate annex to EAK.</p> |
| | | | 3-measures to stimulate efficiency in the health sector, through deployment of service delivery models and infrastructure; | Yes | <p>In order to support effectiveness of health care sector in the SR, following measures were adopted:</p> <ul style="list-style-type: none"> - integrated provision of health care - development of standart clinical guidelines and standart guidelines for prevention - management and operation of hospitals - system of financing health care of hospitals - reducing consumption of medicines | <p>More detailed description of measures supporting effectiveness of the sector of health care adopted by the SR in different areas is listed in separate annex to EAK.</p> |

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| | | | | | and increasing efficiency in pharmacotherapy | |
| | | | 4-a monitoring and control system. | No | <i>Action plan for the preparation of subordinate strategies / tools of change</i> | The action plan for the preparation of sub-strategies / tools of change (based on point 1 of chapter 6 of the Strategic Framework) was approved by the Health Ministry board on 11/02/2014 and updated on 30/06/2014; it is the key instrument for the monitoring, coordination and control of individual measures in the Strategic Framework. |
| | | | 5-The Member State or region has adopted a framework outlining available budgetary resources on an indicative basis and a cost- effective concentration of resources on prioritised needs for health care. | No | http://www.health.gov.sk/?strategia-v-zdravotnictve | The available sources of financing are described in the Strategic Framework. A detailed budget is included in every published sub-strategy. |
| 10.1. Early school leaving: The existence of a strategic policy framework to reduce early school leaving (ESL) within the limits of Article 165 TFEU. | Education | Partially | 1-A system has been implemented to collect and analyse data and information on early school leaving on the relevant levels, which: | No | | |
| | | | 2- which provides an adequate basis for formulating targeted policies and monitoring development. | No | | The Sectorial Information System (SeIS) will establish a monitoring system that will make it possible to perform analyses and target the support measures at reducing early school leaving at national, regional and local level. The Sectorial Information System should be fully operational in the fourth quarter of 2014. |
| | | | 3- A strategic policy framework on ESL is in place that: | No | | |
| | | | 4- is based on evidence. | Yes | http://www.minedu.sk/zakon-o-odbornom-vzdelavani-a-priprave/ http://www.ksuza.sk/doc/metodika/bozp/20012012.pdf http://www.rokovania.sk/Rokovanie.aspx/BodRokovaniaDetail?idMaterial=19992 http://www.npmrk2.sk/ | - Revised National Action Plan of the Decade of Roma inclusion 2005 - 2015 for the years 2011 –2015 - Strategy of the SR for the Integration of Roma to 2020 - Act No 324/2012 amending Act No 184/2009 on vocational education and training - National Project “Inclusive Pre-school Education Model” carried out by the Methodology and Pedagogy Centre |
| | | | 5-A strategic policy framework on ESL is in place that: -covers relevant educational sectors including early childhood development, targets in particular | Yes | http://www.minedu.sk/zakon-o-odbornom-vzdelavani-a-priprave/ http://www.ksuza.sk/doc/metodika/bozp/20012012.pdf | - Revised National Action Plan of the Decade of Roma inclusion 2005 - 2015 for the years 2011 –2015 - Strategy of the SR for the Integration of Roma to 2020 |

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| | | | vulnerable groups that are most at risk of ESL including people from marginalised communities, and addresses prevention, intervention and compensation measures. | | http://www.rokovania.sk/Rokovanie.aspx/BodRokovaniaDetail?idMaterial=19992 http://www.npmrk2.sk/ http://www.mpc-edu.sk/projekty/vzdelavanie-pedagogickych-zamestnancov-k-inkluzii-marginalizovan http://www.vudpap-projekt.sk/ http://www.prined.sk | <ul style="list-style-type: none"> - Act No 324/2012 amending Act No 184/2009 on vocational education and training - National Project “Inclusive Pre-school Education Model” carried out by the Methodology and Pedagogy Centre - National Project “Training for pedagogical workers on the inclusion of marginalised Roma communities” carried out by the MPC - National Project “Comprehensive advisory system for preventing and influencing socio-pathological phenomena in schools” carried out by the Research Institute for Child Psychology and Pathopsychology <p>National Project “PRINED – Project for Inclusive Education” carried out by the MPC</p> |
| | | | 6- A strategic policy framework on ESL is in place that: - involves all policy sectors and stakeholders that are relevant to addressing ESL. | Yes | http://www.minedu.sk/zakon-odbornom-vzdelavani-a-priprave/ http://www.ksuza.sk/doc/metodika/bozp/20012012.pdf http://www.rokovania.sk/Rokovanie.aspx/BodRokovaniaDetail?idMaterial=19992 http://www.npmrk2.sk/ http://www.mpc-edu.sk/projekty/vzdelavanie-pedagogickych-zamestnancov-k-inkluzii-marginalizovan http://www.vudpap-projekt.sk/ http://www.prined.sk | <ul style="list-style-type: none"> - Revised National Action Plan of the Decade of Roma inclusion 2005 - 2015 for the years 2011 –2015 - Strategy of the SR for the Integration of Roma to 2020 - Act No 324/2012 amending Act No 184/2009 on vocational education and training - National Project “Inclusive Pre-school Education Model” carried out by the MPC - National Project “Training for pedagogical workers on the inclusion of marginalised Roma communities” carried out by the MPC - National Project “Comprehensive advisory system for preventing and influencing socio-pathological phenomena in schools” carried out by the RICPP <p>National Project “PRINED – Project for Inclusive Education” carried out by the MPC</p> |
| 10.2 Higher education: the existence of a national or regional strategic policy framework for increasing tertiary education | Education | Partially | 1-A national or regional strategic policy framework for tertiary education is in place with the following elements: | No | | |
| | | | 2- where necessary, measures to increase participation and attainment that: | No | | |

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| attainment, quality and efficiency within the limits of Article 165 TFEU. | | | 3- increase higher education participation among low income groups and other under-represented groups with special regard to disadvantaged people, including people from marginalised communities | Yes | http://www.employment.gov.sk/sk/ro/dina-socialna-pomoc/podpora-rodinam-detmi/penazna-pomoc/pridavok-dieta/ http://www.employment.gov.sk/sk/ro/dina-socialna-pomoc/hmotna-nudza/vyska-pomoci-hmotnej-nudzi/davka-hmotnej-nudzi.html http://www.minv.sk/?romske-komunity-uvod http://www.nrsr.sk/web/default.aspx?SectionId=124 http://www.fnpv.sk/o-fonde http://www.mtf.stuba.sk/docs//doc/legislativa/2014/Zakon_131-2002_o_vysokych_skolach_s_ucinno_stou_1.1.2014.pdf | Existing policy frameworks for tertiary education: <ul style="list-style-type: none"> - child allowance to 25 years of age - material need assistance for a member of household who increases his/her qualifications in full-time study and is not a dependent child - Revised National Action Plan of the Decade of Roma inclusion 2005 - 2015 for the years 2011 –2015 - Strategy of the SR for the Integration of Roma to 2020 - Constitution of the Slovak Republic, under which every citizen has the right to education free of charge - The system of social support for students is regulated by Act No 131/2002 on higher education institutions as amended by Act No 455/2012 (section 94) - scholarships (sections 94-97 of Act No 131/2002 on higher education institutions as amended by Act No 455/2012) - loans from the Fund to support learning (section 101 of Act No 131/2002 on higher education institutions as amended by Act No 455/2012) - it is possible to study alongside employment in the Slovak Republic - Government Resolution No 38760/2014 |
| | | | 4- reduce drop-out rates/improve completion rates. | Yes | http://www.employment.gov.sk/sk/ro/dina-socialna-pomoc/podpora-rodinam-detmi/penazna-pomoc/pridavok-dieta/ http://www.employment.gov.sk/sk/ro/dina-socialna-pomoc/hmotna-nudza/vyska-pomoci-hmotnej-nudzi/davka-hmotnej-nudzi.html http://www.minv.sk/?romske-komunity-uvod http://www.nrsr.sk/web/default.aspx?SectionId=124 http://www.fnpv.sk/o-fonde http://www.mtf.stuba.sk/docs//doc/legislativa/2014/Zakon_131-2002_o_vysokych_skolach_s_ucinno_stou_1.1.2014.pdf | Existing policy frameworks for tertiary education: <ul style="list-style-type: none"> - child allowance to 25 years of age - material need assistance for a member of household who increases his/her qualifications in full-time study and is not a dependent child - Revised National Action Plan of the Decade of Roma inclusion 2005 - 2015 for the years 2011 –2015 - Strategy of the SR for the Integration of Roma to 2020 - Constitution of the Slovak Republic, under which every citizen has the right to education free of charge - The system of social support for students is regulated by Act No 131/2002 on higher education institutions as amended by Act No 455/2012 (section 94) - scholarships (sections 94-97 of Act No 131/2002 on higher education institutions as amended by Act No 455/2012) - loans from the Fund to support learning (section 101 of Act No 131/2002 on higher education institutions as amended by Act No 455/2012) - it is possible to study alongside employment in the Slovak Republic |
| | | | 5-encourage innovative content and programme design | No | www.vyskoskolacidopraxe.sk | The MESRS SR is preparing a national strategic policy framework for university education for the years 2014 - 2020 The Slovak Centre of Scientific and Technical Information is implementing the national project: “Universities as drivers of |

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| | | | | | knowledge-based society development". The aim of the national project is to adapt higher education to the needs of the knowledge-based society through the development of innovative forms of education, the development of active co-operation between universities and the private sector in the development of new training courses and programs, in the rationalization and higher quality of existing training courses and programmes at universities, and in the teaching process and through universities' increased participation in international co-operation. |
| | | | 6- measures to increase employability and entrepreneurship that: | No | |
| | | | 7- encourage the development of "transversal skills", including entrepreneurship in relevant higher education programmes. | No | http://www.rokovania.sk/Rokovanie.aspx/BodRokovaniaDetail?idMaterial=23907 http://www.rokovania.sk/Rokovanie.aspx/BodRokovaniaDetail?idMaterial=23164 www.vysokoskolacidopraxe.sk https://www.minedu.sk/kulturna-a-edukacna-grantova-agentura-msvvas-sr-kega/ http://www.cvtisr.sk/buxus/generate_page.php?page_id=8516 |
| | | | 8- reduce gender differences in terms of academic and vocational choices. | No | www.gender.gov.sk |
| 10.3 Lifelong learning (LL): The existence of a national and/or | Education | Partially | 1-A national or regional strategic policy framework for lifelong learning is in place that contains measures: | No | |

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| regional strategic policy framework for lifelong learning within the limits of Article 165 TFEU. | | | 2- to support the developing and linking services for LL, including their implementation and skills upgrading (i.e. validation, guidance, education and training) and providing for the involvement of, and partnership with relevant stakeholders, | Yes | https://www.minedu.sk/data/files/2617_2009_568.pdf http://www.employment.gov.sk/files/slovensky/uvod/legislativa/pracovna-legislativa/zakon-5_2004zz.pdf http://isdv.fri.uniza.sk/ http://www.rokovania.sk/Rokovanie.aspx/BodRokovaniaDetail?idMaterial=11421 http://www.minedu.sk/9772-sk/dokumenty-a-predpisy/ http://old.minedu.sk/data/USERDATA/DalsieVzdel/VDOC/Akcnyn%20plan%20Strategie%20CZV%202011_final.pdf | <ul style="list-style-type: none"> - Act No 568/2009 on lifelong learning - Act No 5/2004 on employment services, which establishes opportunities for vocational education and training and defines disadvantaged job seekers (section 8) - The MESRS SR has established an information system on continuing education - Lifelong Learning and Lifelong Guidance Strategy, - Lifelong Learning Strategy 2011 - Action Plan for the implementation of Lifelong Learning Strategy 2011 <p>The MESRS SR is preparing a draft act on recognition of non-formal education and informal learning (it should be submitted to parliament in the second half of 2015).</p> |
| | | | 3- for the provision of skills development for various target groups where these are identified as priorities in national or regional strategic policy frameworks (for example young people in vocational training, adults, parents returning to the labour market, low skilled and older workers, migrants and other disadvantaged groups, in particular people with disabilities). | Yes | https://www.minedu.sk/data/files/2617_2009_568.pdf http://www.employment.gov.sk/files/slovensky/uvod/legislativa/pracovna-legislativa/zakon-5_2004zz.pdf http://www.employment.gov.sk/sk/praca-zamestnanost/podpora-zamestnanosti-sluzby-zamestnanosti/pomoc-obcanom/ | <ul style="list-style-type: none"> - Act No 568/2009 on lifelong learning - Act No 5/2004 on employment services, which establishes opportunities for vocational education and training and defines disadvantaged job seekers (section 8) - second-chance education (section 30 of Act No 245.2008 on upbringing and education (the Schools Act) and amending certain acts, as amended) - As part of the national project of the National Institute of Lifelong Learning Continuing education and counselling for adults as a tool for better employability on the labour market, on 01/04/2014 a nationwide network of guidance centres (25 centres) was established to provide advice on career development and personal growth, information for individuals on programmes for initial and continuing education and on opportunities to take tests for the recognition of the continuing education. |
| | | | 4- to widen access to LL including through efforts to effectively implement transparency tools (for example the European Qualifications Framework, National Qualifications Framework, European Credit system for Vocational Education and Training, European Quality | No | http://www.tvorbansk.sk/ http://nuczv.sk/projekty/dalsie-vzdelavanie-a-poradenstvo-pre-dospelych-ako-nastroj-lepsej-uplatnitelnosti-na-trhu-prace/ | <p>From 2013 to 2015, two key national projects are being implemented with a focus on the development of adult education in Slovakia:</p> <p>Creating the National Qualifications System (the project should contribute to increasing adults' participation in further education through the development of further education and guidance for adults)</p> <p>Further education and counselling for adults as a tool for better</p> |

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| | | | Assurance in Vocational Education and Training) | | | employability in the labour market (the aim of the project is to create and develop an effective system of lifelong education and counselling aimed at developing the key competencies, skills upgrading and improving the qualification in accordance with current and prospective needs of the knowledge-based society available throughout life for all citizens of the SR). |
| | | | 5- to improve the labour market relevance of education and training and to adapt it to the needs of identified target groups (for example young people in vocational training, adults, parents returning to the labour market, low-skilled and older workers, migrants and other disadvantaged groups, in particular people with disabilities). | No | http://www.minedu.sk/9772-sk/dokumenty-a-predpisy/ http://www.tvorbansk.sk/ http://nuczv.sk/projekty/dalsie-vzdelavanie-a-poradenstvo-pre-dospelych-ako-nastroj-lepsej-uplatnitelnosti-na-trhu-prace/ https://www.minedu.sk/zakon-c-2452008-z-z-o-vychove-a-vzdelavani-skolsky-zakon-a-o-zmene-a-doplneni-niektorych-zakonov-v-zneni-neskorsich-predpisov/ | <p>- Lifelong Learning Strategy 2011</p> <p>- Action Plan for the implementation of Lifelong Learning Strategy 2011</p> <p>- second-chance education (section 30 of Act No 245.2008 on upbringing and education (the Schools Act) and amending certain acts, as amended)</p> <p>From 2013 to 2015, two key national projects are being implemented with a focus on the development of adult education in Slovakia:</p> <p>Creating the National Qualifications System (the project should contribute to increasing adults' participation in further education through the development of further education and guidance for adults)</p> <p>- Further education and counselling for adults as a tool for better employability in the labour market</p> |
| 10.4 The existence of a national or regional strategic policy framework for increasing the quality and efficiency of VET | Education | No | 1-A national or regional strategic policy framework is in place for increasing the quality and efficiency of VET systems within the limits of Article 165 TFEU which includes measures for the following: | No | | |

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| systems within the limits of Article 165 TFEU. | | | 2- to improve the labour market relevance of VET systems in close co-operation with relevant stakeholders including through mechanisms for skills anticipation, adaptation of curricula and the strengthening of work-based learning provision in its different forms; | No | http://www.minedu.sk/zakon-odbornom-vzdelavani-a-priprave/ http://www.radavladyoyp.sk/ http://www.uips.sk/regionalne-skolstvo/uplatnenie-absolventov-ss http://www.upsvar.sk/buxus/docs/urady/DK/Analyzy_a_proгноzy_o_vyvoji_trhu_prace/analyza_proгноza_2013.pdf http://www.tvorbansk.sk/ http://www.siov.sk/narodny-projekt-24512s http://www.siov.sk/rozvoj-stredneho-odborneho-vzdelavania-rsov/24505s | Act No 184/2009 Coll. on vocational education and training addresses the status and roles of the entities of quadripartite co-operation in the field of vocational education and training, which are state administration, local government, employers and employees. It also creates the conditions for motivating the employers to promote vocational education. The aim of the Act is to create effective tools for adapting VET to the changing demands of the labour market, to raise the interest of primary school pupils to study at secondary vocational schools, to promote study in the fields of education which are required by employers and to establish a mechanism to reduce the number of graduates of study programmes in which employers are not interested. |
| | | | 3-to increase the quality and attractiveness of VET including through establishing a national approach for quality assurance for VET (for example in line with the, European Quality Assurance Reference Framework for Vocational Education and Training) and implementing the transparency and recognition tools, for example European Credit system for Vocational Education and Training. (ECVET). | No | http://www.tvorbansk.sk/ http://www.siov.sk/narodny-projekt-24512s http://www.siov.sk/rozvoj-stredneho-odborneho-vzdelavania-rsov/24505s | <p>Measures to increase the attractiveness and quality of VET will also be included in the new act on VET, which will include elements of dual education (draft act to be submitted by 31/12/2014, adopted by 28/02/2015, effective from 01/03/2015).</p> <p>In 2013 three key national projects were launched whose aims include, inter alia, increasing the attractiveness of VET in the SR:</p> <ul style="list-style-type: none"> - Creation of the National Qualifications System (creating 1,000 partial and full qualifications in the form of establishing qualification standards based on learning outcomes and evaluation standards), - Support for occupational orientation of primary school pupils towards VET through the development of polytechnic education with a focus on developing occupational skills, as well as working with talented individuals (providing equipment for science labs in primary schools, development of continuing education programmes for pedagogues teaching natural science subjects) |
| Non-discrimination The existence of administrative capacity for the implementation | Education Employment Youth Employment Initiative Social inclusion Integration of | No | Arrangements in accordance with the institutional and legal framework of Member States for the involvement of bodies responsible for the promotion of equal treatment of all persons throughout the preparation and | No | <i>Act No 575/2001 Coll. on the organization of government activities and the organization of central government as amended</i> http://www.epi.sk/Main/Default.aspx?Template=~%2FMain%2FTArticles.ascx&LngID=0&zsrInkId=4654186 | The Department of Gender Equality and Equal Opportunities (DGEEO) at the MLSAF SR is the executive body for the implementation of this ex ante conditionality. It participated in the preparation of the OPs and will be involved in its implementation and monitoring by means of monitoring committee's membership and provision of advice (training). Administrative capacities of the department were reinforced by 1 |

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| and application of Union anti-discrimination law and policy in the field of the ESI Funds. | marginalised Roma communities Technical facilities in municipalities with presence of marginalized Roma communities Technical assistance | | implementation of programmes, including the provision of advice on equality in ESI Fund-related activities. | | &phContent=~%2FZzSR%2FShowRule.ascx&RuleId=14927&pa=13597 <i>Anti-discrimination Act (Act No 365/2004 Coll. on equal treatment in certain areas and protection against discrimination and on amendment of certain laws as amended)</i> http://www.gender.gov.sk/?page_id=72 | June 2014. Moreover, the Slovak National Centre for Human Rights (SNCHR) provides general advice. Representation of umbrella NGOs and experts in the field of antidiscrimination, gender equality and disability in preparation and implementation of the OPs is ensured through their participation in the working group of the coordinator of the HP. |
| | | | Arrangements for training for staff of the authorities involved in the management and control of the ESI Funds in the fields of Union anti-discrimination law and policy. | No | | |
| Gender issues The existence of administrative capacity for the implementation and application of Union gender equality law and policy in the field of ESI Funds | Education Employment Youth Employment Initiative Social inclusion Integration of marginalised Roma communities Technical facilities in municipalities with presence of marginalized Roma communities Technical assistance | No | 1-Arrangements in accordance with the institutional and legal framework of Member States for the involvement of bodies responsible for gender equality throughout the preparation and implementation of programmes, including the provision of advice on gender equality in ESI fund-related activities. | No | A list and directory of cooperating non-governmental organizations in Slovakia dedicated to women's rights and gender equality http://www.gender.gov.sk/?page_id=347 National Gender Equality Strategy for 2009 - 2013 http://www.gender.gov.sk/?page_id=294 | The Department of Gender Equality and Equal Opportunities (DGEEO) at the MLSAF SR is the executive body for the implementation of this ex-ante conditionality. It participated in the preparation of the OP and will be will be involved in its implementation and monitoring by means of monitoring committee's membership and provision of advice (training). Representation of umbrella NGOs and experts in the field of antidiscrimination, gender equality and disability in preparation and implementation of the OPs is ensured through their participation in the working group of the coordinator of the HP. |
| | | | 2-Arrangements for training for staff of the authorities involved in the management and control of the ESI Funds in the fields of Union gender equality law and policy as well as on gender mainstreaming. | No | | The new National Gender Equality Strategy for 2014 - 2020 is being drafted on the basis of an evaluation of the existing – national strategy - by November 2014. |

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| Disability The existence of administrative capacity for the implementation and application of the United Nations Convention on the rights of persons with disabilities (UNCRPD) in the field of ESI Funds in accordance with Council Decision 2010/48/EC | Education Employment Youth Employment Initiative Social inclusion Integration of marginalised Roma communities Technical facilities in municipalities with presence of marginalized Roma communities Technical assistance | No | 1-Arrangements in accordance with the institutional and legal framework of Member States for the consultation and involvement of bodies in charge of protection of rights of persons with disabilities or representative organizations of persons with disabilities and other relevant stakeholders throughout the preparation and implementation of programmes. | No | National Programme for the Development of Living Conditions of Persons with Disabilities for 2014 - 2020. http://www.rokovania.sk/Rokovanie.aspx/BodRokovaniaDetail?idMaterial=23180 | The Department of Gender Equality and Equal Opportunities (DGEEO) at the MLSAF SR is the executive body for the implementation of this ex ante conditionality. It participated in the preparation of the OP and will be will be involved in its implementation and monitoring by means of monitoring committee's membership and provision of advice (training). Representation of umbrella NGOs and experts in the field of antidiscrimination, gender equality and disability in preparation and implementation of the OPs is ensured through their participation in the working group of the coordinator of the HP. |
| | | | 2-Arrangements for training for staff of the authorities involved in the management and control of the ESI Funds in the fields of applicable Union and national disability law and policy, including accessibility and the practical application of the UNCRPD as reflected in Union and national legislation. | No | | |
| | | | 3-Arrangements to ensure monitoring of the implementation of Article 9 of the UNCRPD in relation to the ESI Funds throughout the preparation and the implementation of the programmes. | No | | The implementation of Art. 9 of the UN Convention on the Rights of Persons with Disabilities is ensured through the <i>National Programme</i> , which dedicates a special chapter to the subject of accessibility and the measures related to it. Measures relating to this article focus above all on making buildings and transportation barrier-free and the accessibility of goods, services and information. |
| Public procurement The existence of arrangements for the effective application of Union public procurement law in the field of the ESI Funds. | Education Employment Youth Employment Initiative Social inclusion Integration of marginalised Roma communities Technical facilities in municipalities with presence of marginalized Roma communities | No | 1-Arrangements for the effective application of Union public procurement rules through appropriate mechanisms. | No | <i>Act No 25/2006 Coll. on public procurement and on amendments to certain laws, as amended</i> http://www.uvo.gov.sk/legislativa/-/document_library_display/74gW/view/706651?_110_INSTANCE_74gW_redirect=http%3A%2F%2Fwww.uvo.gov.sk%2Flegislativa%3Fp_id%3D110_INSTANCE_74gW%26p_p_lifecycle%3D0%26p_p_state%3Dnormal%26p_p_mode%3Dview%26p_p_col_id%3Dcolumn-2%26p_p_col_count%3D1 <i>Act No 95/2013 Coll. (amendment to Act No 25/2006 Coll.)</i> http://www.upsvar.sk/buxus/docs/ura | <i>Arrangements to be taken:</i> - Electronic public procurement; - increased support from the PPO for organizations conducting public procurement control by means of a cooperation agreement; - Introduction of a risk analysis; - Preparation of model documents; - At the level of the management system, checklists for MA control; - Preparation of uniform rules and requirements for PP and requirements for PP documentation; - Introduction of price maps, benchmarks and limits assess cost-effectiveness; - Introduction of compulsory ex ante control; - Introduction of cooperation with the Antimonopoly Office (AMO); |
| | | | | | Arrangements to address the main types of specific deficiencies | |

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| Technical assistance | | | | dy/VK/vo/13-z095.pdf | identified by the EC are as follows: - Conflicts of interests; - Insufficient competition; - Discriminatory tendering conditions. <i>Arrangements to be taken</i> |
| | 2-Arrangements which ensure transparent contract award procedures. | No | | | The area of contract awarding not subject to the relevant EU directives on PP (below-threshold contracts) is covered by the PP Act itself in Slovak legislation. This provides for the obligation to proceed according to this Act in the procurement of works, goods and services for contracting authorities, contracting entities as well as individuals who are beneficiaries of grants. The procedures for these contracts are based on the basic principles of public procurement referred to in the relevant EU directives, thus ensuring transparent public procurement procedures even for contracts not falling under EU directives on public procurement. The public procurement procedures for this type of contracts will be covered by the same measures as specified, under criterion 1. <i>Arrangement adopted partially</i> |
| | 3-Arrangements for training and dissemination of information for staff involved in the implementation of the ESI Funds. | No | PPO prepares in cooperation with each MA a report on the results of PP controls and audits on a semi-annual basis which is published at: http://www.rokovania.sk/Rokovanie.aspx/BodRokovaniaDetail?idMaterial=21941 http://www.opzp.sk/dokumenty/projektove-dokumenty/rozhodnutia-uvo-sr-v-procesoch-vo-v-ramci-projektov-op-zp-v-programovom-obdobi-2007-2013/) or (http://www.ropka.sk/sk/verejne-obstaravania/) http://www.uvo.gov.sk/za-obdobie-od-1.1.2013-do-30.6.2013 | Introduction of a uniform employee training system under the ESI Funds control and management system. The MA will be required to provide regular training and seminars for all staff involved in the implementation of the funds, while making participation in this training compulsory for this staff. <i>Arrangement to be taken.</i> A proposal has also been made to establish a Coordinating Committee for Cooperation In Public Procurement. This committee of experts, primarily from the CCA, PPO, CA, AA, MAs, will ensure a joint approach to the application of public procurement rules (cooperating in issuing methodology interpretations, instructions and guidelines adjusted to the needs of EU funds implementation). A clear advantage of constituting this body will be the instant identification of any serious misconduct (system-level irregularities) in MA/IBMA procedures in PP control and effective opportunities to take appropriate corrective measures to eliminate them. <i>Arrangement to be taken</i> | |
| | 4-Arrangements to ensure administrative capacity for implementation and application of Union public procurement rules. | No | <i>Public Procurement Office</i> http://www.uvo.gov.sk/domov <i>Methodological guidelines (PPO)</i> http://www.uvo.gov.sk/metodicke-usmerenia | Using technical assistance within cooperation with the PPO to refund wage costs of employees delivering support activities for MAs, IBMAs, AA and CA under the cooperation agreement. <i>Arrangement to be taken</i> Using technical assistance within cooperation with the PPO to refund costs of expert appraisals and expert opinions that will be necessary for delivering support activities for MAs, IBMAs, AA and CA under the cooperation agreement. <i>Arrangement to be taken</i> Technical assistance for cooperation with the Antimonopoly Office of the SR – <i>Arrangement to be taken</i> Technical assistance for training of beneficiaries Training will focus on beneficiaries/applicants. <i>Arrangement to be taken</i> | |

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| State aid The existence of arrangements for the effective application of Union State aid rules in the field of the ESI Funds. | Education Employment Youth Employment Initiative Social inclusion Integration of marginalised Roma communities Technical facilities in municipalities with presence of marginalized Roma communities Technical assistance | Partially | 1-Arrangements for the effective application of Union State aid rules. | No | | A central IT register for State aid will be set up, having the scope and structure to be defined by a new GBER as well as by the relevant EC guidelines. |
| | | | 2-Arrangements for training and dissemination of information for staff involved in the implementation of the ESI Funds. | Yes | | The relevant training courses for staff on the application of EU state aid rules at all relevant levels (i.e. the relevant departments) have either already taken place or have been scheduled. |
| | | | 3-Arrangements to ensure administrative capacity for implementation and application of Union State aid rules. | No | | The quantification of the need to reinforce the administrative capacity of the state aid coordinator with respect to the implementation of the ex-ante conditionality "State aid" as well as the establishment of methodological centres required by the EC was established with DG Competition representatives. At the same time, OP TA covers increased administrative capacities of Ministry of Finance in its role of state aid coordinator. |
| Environment The existence of arrangements for the effective application of Union environmental legislation related to EIA and SEA. | Education Employment Youth Employment Initiative Social inclusion Integration of marginalised Roma communities Technical facilities in municipalities with presence of marginalized Roma communities Technical assistance | Partially | 1-Arrangements for the effective application of Directive 2011/92/EU of the European Parliament and of the Council (EIA) and of Directive 2001/42/EC of the European Parliament and of the Council (SEA). | No | Act No 24/2006 Coll. on environmental impact assessment and on amendment of certain laws as amended Draft act supplementing act No. 24/2006 http://www.rokovania.sk/Rokovanie.aspx/BodRokovaniaDetail?idMaterial=23688 Draft Act subject to approval procedure in the National Council of the SR as of 16 July 2014. | Infringement initiated on 21 March 2013 on transposition deficit of Directive 2011/92/EU (EIA Directive). 12 July 2013, SR forwarded response to EC's formal communication. SR undertakes to make all the appropriate legislative changes and provide methodological guidance in order to remove the transposition deficit. 2 July Draft Act approved by the Government, decree No. 330/2014. http://www.rokovania.sk/Rokovanie.aspx/BodRokovaniaDetail?idMaterial=23688 16 July Draft Act sent to the National Council of the SR. Regarding EIA Directive, meeting by CCA, MEn SR and MTCRD SR held on 7 May 2014. In formulating the proposal for measures, the experience of the MTCRD SR with respect to re-assessment and re-permitting of projects due to changes in projects based on notice of the change in proposed activity pursuant to Act No 24/2006 Coll. as well as notice on the change in structure pursuant to the Building Act (Act No 50/1976 Coll) has been taken into account. |
| | | | 2-Arrangements for training and dissemination of information for staff involved in the implementation of the ESI Funds | No | The Strategy for training and dissemination of information for staff involved in the implementation of EIA and SEA Directives, including a proposal for measures to implement the strategy, was approved at the 7th Men SR Council meeting held on 07 March 2013. http://www.sazp.sk/public/index/go.php?id=81&prm3=686 | The training will be provided mostly through lectures, workshops, seminars and conferences. In view of the fact that an infringement procedure has been initiated on the matter of the transposition deficit in relation to Directive 2011/92/EU of the European Parliament and of the Council, the training strategy will need to be updated to reflect the need for methodological guidance in the "transitional" period (before the approval and entry into force of the relevant legislative changes) and the relevant legislative changes. |
| | | | 3-Arrangements to ensure sufficient administrative capacity | Yes | Analysis of administrative capacity in the area of environmental impact | The conclusions of the Analysis point to the fact that the current level of administrative capacity in environmental impact assessment |

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| | | | | | assessment (implementation of EIA and SEA Directives), including a proposal for measures to ensure that the capacity is sufficient, was approved at the 3rd Men SR Council meeting held on 24 January 2013. | is sufficient. At present, there is no need to revise the relevant analysis or update it on the basis of comments raised in relation to the proposal of legislative changes in Act No 24/2006 Coll. |
| <p>Statistical systems and result indicators</p> <p>The existence of a statistical basis necessary to undertake evaluations to assess the effectiveness and impact of the programmes.</p> <p>The existence of a system of result indicators necessary for the selection of measures that contribute most effectively to achieving the desired results, for monitoring progress in achieving results and the performance of impact assessment</p> | <p>Education Employment Youth Employment Initiative Social inclusion Integration of marginalised Roma communities Technical facilities in municipalities with presence of marginalized Roma communities Technical assistance</p> | Partially | <p>1-Arrangements for timely collection and aggregation of statistical data with the following elements are in place: - the identification of sources and mechanisms to ensure statistical validation;</p> | No | | |
| | | | <p>2-Arrangements for timely collection and aggregation of statistical data with the following elements are in place: - arrangements for publication and public availability of aggregated data.</p> | No | | |
| | | | <p>3-An effective system of results indicators including: -the selection of result indicators for each programme providing information on what motivates the selection of policy actions financed by the programme,</p> | Yes | Methodology to determine the values of measurable indicators | A methodology for determining the value of indicators has been developed by the MLSAF SR, the MA for OP HR, in co-operation with the intermediate bodies (the MESRS SR and the MI SR). This document includes definitions of output and result indicators, the methodology for determining the values of these indicators and a section on the methodology for the selection and determination of the values of partial objectives for 2018 and aims for 2023 for indicators selected for the performance framework. The methodology will include, for each indicator, information on the authorities responsible for collecting statistical data on the indicator and information on the available sources that the responsible authorities will use to gather statistical data for each indicator. |
| | | | <p>4-An effective system of results indicators including: - the establishment of targets for these indicators,</p> | Yes | Methodology to determine the values of measurable indicators | The MLSAF SR is preparing a Description of monitoring and evaluation including the system for evaluating and collecting data. The Description of monitoring and evaluation will be completed after the approval of selected indicators in OP HR |
| | | | <p>5-An effective system of results indicators including: - the consistency of each indicator with the following requisites: robustness and statistical validation, clarity of normative interpretation, responsiveness to policy, timely collection of data.</p> | No | | |

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| | | | Procedures have been implemented to ensure that all operations financed by the programme adopt an effective system of indicators. | No | | |
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Description of actions for fulfilment of ex-ante conditionality, responsible bodies and timetable

Table 23: Actions for the fulfilment of general ex-ante conditionality

| General ex-ante conditionality | Unfulfilled criteria | Actions to be undertaken | Deadline (date) | Responsible bodies |
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| Non-discrimination The existence of administrative capacity for the implementation and application of Union anti-discrimination law and policy in the field of the ESI Funds. | 1- Arrangements in accordance with the institutional and legal framework of Member States for the involvement of bodies responsible for the promotion of equal treatment of all persons throughout the preparation and implementation of programmes, including the provision of advice on equality in ESI Fund-related activities. | Reinforcing the administrative capacity of the Department of Gender Equality and Equal Opportunities at the MLSAF SR. Increasing the administrative capacity of the Department of Gender Equality and Equal Opportunities at the MLSAF SR. | 01/11/2014 | Ministry of Labour, Social Affairs and Family SR Central Coordination Authority |
| | | Engagement of the Slovak National Centre for Human Rights as amended as an "equality body". | 30/12/2014 | |
| | | National action plan for the prevention and elimination of discrimination | 30/06/2015 | |
| | | Nation-wide strategy on the protection and promotion of human rights in the SR http://www.radavladyp.gov.sk/po-rokovani-rady-vlady-pre-ludske-prava-narodnostne-mensiny-a-rodovu-rovnost/ | 31/12/2014 | |
| | 2-Arrangements for training for staff of the authorities involved in the management and control of the ESI Funds in the fields of Union anti-discrimination law and policy. | Elaboration of a strategy for training and dissemination of information for staff involved in the implementation of the funds and the subsequent submission of a project under the OP TA to finance the training. http://www.radavladyp.gov.sk/po-rokovani-rady-vlady-pre-ludske-prava-narodnostne-mensiny-a-rodovu-rovnost/ | 31/12/2014 | |
| Gender issues The existence of administrative capacity for the implementation and application of Union gender equality law and policy in the field of ESI Funds | 1-Arrangements in accordance with the institutional and legal framework of Member States for the involvement of bodies responsible for gender equality throughout the preparation and implementation of programmes, including the provision of advice on gender equality in ESI fund-related activities. | An institutional mechanism for HP coordination will be developed with the focus on methodology guidance, publicity, training and educational activities, evaluation and selection process, as well as monitoring and control. An independent entity for the coordination of horizontal principles will be set up, with 7 new job positions planned to be created, plus one assistant. All job positions within the entity will be refunded under the Technical Assistance. | 01/11/2014 | Ministry of Labour, Social Affairs and Family SR |
| | | The National Gender Equality Strategy for 2014 - 2020. The DGEEO is currently evaluating the fulfilment of the existing National Gender Equality Strategy for 2009 - 2013 and related NAP. Current gender equality strategy and National Action Plan of Gender Equality 2010-2013 assessed on the meeting of Government and adopted by the Government No. 335/2014. | 30/11/2014 | |
| | | Nation-wide strategy on the protection and promotion of human rights in the SR In November 2011, the Government of the SR undertook to prepare a Nation-wide strategy on the protection and promotion of human rights in the SR. http://www.radavladyp.gov.sk/po-rokovani-rady-vlady-pre-ludske-prava-narodnostne-mensiny-a-rodovu-rovnost/ | 31/12/2014 | |

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| | 2-Arrangements for training for staff of the authorities involved in the management and control of the ESI Funds in the fields of Union gender equality law and policy as well as on gender mainstreaming. | Elaboration of a strategy for training and dissemination of information for staff involved in the implementation of the funds and the subsequent submission of a project under the OP TA to finance the training. Training and education activities to the staff involved in the use of the funds; conferences, publications and promotional printed materials, publication of reports in the national and regional/local mass media, etc., will be carried out by the lead authority for the HP. | 01/11/2014 | Ministry of Labour, Social Affairs and Family SR Central Coordination Authority |
| | | Delivery of training activities for MA's, initial training Training course on gender equality in public services and an e-learning course on gender equality have been accredited at the MERDS SR under the DGEE0 supervision. The courses are already provided to different public authorities and are available for management of ESI Funds. http://www.institutrr.sk/elearning/ http://isdv.fri.uniza.sk/CourseDetail.aspx?moduleId=26750 http://isdv.fri.uniza.sk/CourseDetail.aspx?moduleId=26746 | 30/06/2015 | |
| Disability The existence of administrative capacity for the implementation and application of the United Nations Convention on the rights of persons with disabilities (UNCRPD) in the field of ESI Funds in accordance with Council Decision 2010/48/EC | 1-Arrangements in accordance with the institutional and legal framework of Member States for the consultation and involvement of bodies in charge of protection of rights of persons with disabilities or representative organizations of persons with disabilities and other relevant stakeholders throughout the preparation and implementation of programmes. | Reinforcing administrative capacities of the bodies responsible for the implementation of the UN convention Slovakia is currently working on a Nation-wide strategy on the protection and promotion of human rights in the SR which should also define the tasks in the field of guaranteeing the rights of people with disabilities. Submission of the human rights strategy to the Government of the SR for discussion. | 30/11/2014 | Ministry of Labour, Social Affairs and Family SR |
| | | | 31/12/2014 | |
| | 2-Arrangements for training for staff of the authorities involved in the management and control of the ESI Funds in the fields of applicable Union and national disability law and policy, including accessibility and the practical application of the UNCRPD as reflected in Union and national legislation. | Elaboration of a strategy for training and dissemination of information for staff involved in the implementation of the funds and the subsequent submission of a project under the OP TA to finance the training. Preparation of the employee training and information strategy: | 01/11/2014 | Ministry of Labour, Social Affairs and Family SR |
| | | Delivery of training activities for MA's, initial training | 30/06/2015 | |
| | 3-Arrangements to ensure monitoring of the implementation of Article 9 of the UNCRPD in relation to the ESI Funds throughout the preparation and the implementation of the programmes. | The process of monitoring the fulfilment of horizontal principles will be monitored at the project level by means of monitoring reports that will include a separate document containing information about horizontal principles (i.e. description of the activities carried out, their outcomes and assessment of how they contributed to the achievement of the set objectives of horizontal principles), as well as on-the-spot controls of the implementation of projects and, subsequently, evaluation of their contribution to the objectives of horizontal principles. This separate document containing information on the application of the horizontal principles will form a basis for the process of assessment of the contribution of ESI Funds to the objectives identified in the national strategic document. | 31/12/2014 | Ministry of Labour, Social Affairs and Family SR |

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| | | Subsequently incorporated in the OP's managing documents, application process with respect to evaluation, monitoring and control, preparation of the assessment grid | 30/04/2015 | |
| Public procurement The existence of arrangements for the effective application of Union public procurement law in the field of the ESI Funds. | 1-Arrangements for the effective application of Union public procurement rules through appropriate mechanisms. | The general measures to address deficiencies identified during controls will include: Increased support from the PPO for organizations conducting public procurement control by means of a cooperation agreement Introduction of a risk analysis Preparation of model documents At the level of the management system, checklists for MA control Preparation of uniform rules and requirements for PP and requirements for PP documentation Introduction of price maps, benchmarks and limits assess cost-effectiveness Introduction of compulsory ex ante control Introduction of cooperation with the Antimonopoly Office (AMO); New public procurement legislation Electronic procurement Evaluation of the effectiveness of measures under criteria 1 through 4. | 30/11/2014 30/11/2014 31/08/2016 30/11/2014 30/06/2015 30/11/2014 30/11/2014 30/11/2014 18/04/2016 30/06/2015 | Public Procurement Office (PPO) CCA |
| | 2-Arrangements which ensure transparent contract award procedures. | The area of contract awarding not subject to the relevant EU directives on PP (below-threshold contracts) is covered by the PP Act itself in Slovak legislation. This provides for the obligation to proceed according to this Act in the procurement of works, goods and services for contracting authorities, contracting entities and individuals who are beneficiaries of grants. | 30/06/2015 | Responsible: depending on the type of measure referred to under criterion 1 |
| | 3-Arrangements for training and dissemination of information for staff involved in the implementation of the ESI Funds. | Providing training by the CCA relating to procedures of administrative control of public procurement in the context of the management system, presentation of the most common deficiencies identified in public procurement controls. | 30/06/2015 | CCA in cooperation with a relevant organizational unit of the Government Office of the SR and PPO and AMO |
| | 4-Arrangements to ensure administrative capacity for implementation and application of Union public procurement rules. | In order to intensify cooperation between government agencies participating in PP and competition control, this cooperation will be reinforced between the PPO and the Antimonopoly Office and at the level of ensuring administrative capacity for these bodies through technical assistance. | 30/06/2015 | PPO, OP TA, CCA, AMO |

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| State aid The existence of arrangements for the effective application of Union State aid rules in the field of the ESI Funds. | 1-Arrangements for the effective application of Union State aid rules. | An amendment to Act No 231/1999 Coll. on State aid as amended, intended to: - strengthen the role of a State aid coordinator to make its statements and positions binding and to require each State aid provider to submit, prior to granting State aid, an application for State aid to the State aid coordinator (under Government Resolution No 156 of 9 April 2014, statements and position issued by the State aid coordinators are already binding for all MAs and IBMAs); 31 July 2015 - set up a legislative framework for the establishment of a central IT register for State aid which should cover individual aid and aid subject to general block exemption; 31 July 2015 - establish a central IT register for State aid having the scope and structure to be defined by a new GBER and relevant Commission guidelines. | 31/12/ 2015 | Ministry of Finance of the SR |
| | 3-Arrangements to ensure administrative capacity for implementation and application of Union State aid rules. | Reinforcing administrative capacity of the State aid coordinator by 10 to 15 job positions (an increase of 100-150 %). The State aid coordinator unit will also fulfil the role a knowledge centre to provide necessary guidance on State aid. | 31/12/2014 | Ministry of Finance of the SR |
| Environment The existence of arrangements for the effective application of Union environmental legislation related to EIA and SEA. | 1- Arrangements for the effective application of Directive 2011/92/EU of the European Parliament and of the Council (EIA) and of Directive 2001/42/EC of the European Parliament and of the Council (SEA). | Draft act supplementing act No. 24/2006 - Approval by the National Council of the SR - Planned effective date of the legislative amendment Checking material, technical and personal resources for implementing supplementing act 30 June 2015. | 01/12/2014 | MEn SR in co-operation with the CCA and other central bodies of public administration |
| | | Methodological guidance for competent authorities regarding the impact assessment in the "transition" period (until the amended legislative is adopted and becomes effective): - written form to respective state administrative bodies acting in the field of environmental impact assessment specifying proper use of selection criteria for the screening procedure (Annex III of the EIA directive, reflected within Annex 10 of the EIA Act), - written form to respective state administrative bodies acting in the field of environmental impact assessment specifying sound procedure for rationalisation of decisions based on screening procedure by providing information on how the standpoints of bodies and municipalities concerned were taken into account, - written form to the permission authority on how to publish the information on launching the permitting procedure, including the right on access to the complete permission request. To be released on www.enviroportal.sk . | 30/09/2014 | |
| | | Adoption of a measure for application of the EIA Directive: Within an application procedure - in the case of applications for which a final assessment document was issued before the effective date of the amendment to the Act on Environmental Impact Assessment, compliance of the submitted project with the subject-matter of assessment will be examined. In cases where changes in the project occurred, re-assessment will be performed and, if necessary, re-permitting, as well. | 31/12/2014 | |
| | 2-Arrangements for training and dissemination of information for staff involved in the implementation of the ESI Funds | Delivery of trainings reflecting the legislative amendments. | 31/12/2014 | |

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| <p>Statistical systems and result indicators</p> <p>The existence of a statistical basis necessary to undertake evaluations to assess the effectiveness and impact of the programmes.</p> <p>The existence of a system of result indicators necessary for the selection of measures that contribute most effectively to achieving the desired results, for monitoring progress in achieving results and the performance of impact assessment</p> | <p>1-Arrangements for timely collection and aggregation of statistical data are in place with the following elements: a) the identification of sources and mechanisms to ensure statistical validation;</p> | <p>As the MA for OP HR, the MLSAF SR prepares/updates the Description of monitoring and evaluation for individual indicators in co-operation with the responsible authorities after approval of the measurable indicators and the methodology for determining indicator values. The description also specifies the resources that the responsible authorities use for data collection.</p> <p>The MA describes roles and responsibility for collecting statistical data, including data on individual participants in operations, at the various levels of project and programme implementation (beneficiary – IB – MA) in an annex to the Description of Monitoring and Evaluation. The MA is preparing a questionnaire for the collection of data on individual participants.</p> <p>As the MA for OP HR, the MLSAF SR will publish all strategic programming documents, the final version of the operational programme and its annexes including the methodology for determining indicator values on its website www.esf.gov.sk after the official approval of the operational programme. It will also regularly publish the annual reports on programme implementation, programme evaluation, publicity etc. on the aforementioned website.</p> | 31.12.2014 | <p>Ministry of Labour, Social Affairs and Family Ministry of Education, Science, Research and Sport Ministry of Interior (Office of the Government Plenipotentiary for Roma Communities) Ministry of Health</p> |
| | <p>2-Arrangements for timely collection and aggregation of statistical data are in place with the following elements: b) arrangements for publication and public availability of aggregated data.</p> | <p>As the MA for OP HR, the MLSAF SR prepares/updates the Description of monitoring and evaluation for individual indicators in co-operation with the responsible authorities after approval of the measurable indicators and the methodology for determining indicator values. The description also specifies the resources that the responsible authorities use for data collection.</p> <p>The MA describes roles and responsibility for collecting statistical data, including data on individual participants in operations, at the various levels of project and programme implementation (beneficiary – IB – MA) in an annex to the Description of Monitoring and Evaluation. The MA is preparing a questionnaire for the collection of data on individual participants.</p> <p>As the MA for OP HR, the MLSAF SR will publish all strategic programming documents, the final version of the operational programme and its annexes including the methodology for determining indicator values on its website www.esf.gov.sk after the official approval of the operational programme. It will also regularly publish the annual reports on programme implementation, programme evaluation, publicity etc. on the aforementioned website.</p> | 31.12.2014 | |
| | <p>5- An effective system of results indicators including the consistency of each indicator with the following requisites: - robustness and statistical validation, clarity of normative interpretation, responsiveness to policy, timely collection of data.</p> | <p>As the MA for OP HR, the MLSAF SR is preparing a Description of monitoring and evaluation in co-operation with the intermediate bodies and will submit it to the CCA so that the ITMS+ system can be set up for timely collection of data. The CCA will use the Description to prepare a code list of measurable identifiers.</p> <p>The MA and the IB will help the CCA to configure the ITMS+ system as the main system for the collection and storage of data, including measurable indicators.</p> | 31.12.2014 | <p>Ministry of Labour, Social Affairs and Family Ministry of Education, Science, Research and Sport Ministry of Interior Central Coordination Authority</p> |
| | <p>6- Procedures have been implemented to</p> | <p>The MA is preparing its programming documents and methodology in accordance with</p> | 31.5. 2015 | Ministry of Labour, |

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| | ensure that all operations financed by the programme adopt an effective system of indicators. | the approved strategic documents, the Commission's rules and Slovak national legislation. | | Social Affairs and Family |
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Table 24: Actions for the fulfilment of thematic ex-ante conditionality

| Thematic ex-ante conditionality | Unfulfilled criteria | Actions to be undertaken | Deadline (date) | Responsible bodies |
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| 8.1. Active labour market policies are designed and delivered in the light of the Employment guidelines. | 1. Employment services have the capacity to, and do, deliver: - personalised services and active and preventive labour market measures at an early stage, which are open to all jobseekers while focusing on people at highest risk of social exclusion, including people from marginalised communities; | 1) Prepare and adopt a National Employment Strategy: | 31/12/2014 | Ministry of Labour, Social Affairs and Family |
| | | An analysis of mechanisms facilitating employment development, including employment services. | 31/05/2014 | Ministry of Labour, Social Affairs and Family |
| | | A draft National Employment Strategy. | 31/10/2014 | Ministry of Labour, Social Affairs and Family |
| | | Submission of the strategy for a review procedure and for deliberation in the Economic and Social Council of the SR. | 30/11/2014 | Ministry of Labour, Social Affairs and Family |
| | | Submission to the Government of the SR for discussion. | 31/12/2014 | Ministry of Labour, Social Affairs and Family |
| | | 2) Ensure the preparation and implementation of an innovative solution for co-operation with non-governmental employment services: | 31/12/2015 | Ministry of Labour, Social Affairs and Family; Central Office of Labour, Social Affairs and Family |
| | | Prepare a project proposal for networking of public employment services and non-governmental employment services connecting public employment services with non-governmental employment services. | 31/05/2014 | Ministry of Labour, Social Affairs and Family; Central Office of Labour, Social Affairs and Family |
| | | Deliver the networking of public employment services with non-governmental employment services. | 31/12/2015 | Ministry of Labour, Social Affairs and Family; Central Office of Labour, Social Affairs and Family |

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| | | 3) Provide for a training system for employees in public employment services delivering personalised services (front-line officers) in order to improve the quality of services provided to job seekers, especially to persons at the greatest risk of social exclusion. | 31/05/2015 | Ministry of Labour, Social Affairs and Family; Central Office of Labour, Social Affairs and Family |
| 8.3 - Labour market institutions are modernised and strengthened in the light of the Employment Guidelines. - Reforms of labour market institutions will be preceded by a clear strategic policy framework and ex-ante assessment also taking into account the gender dimension. | 1. Actions to reform employment services, aiming at providing them with the capacity to deliver: - personalised services and active and preventive labour market measures at an early stage, which are open to all jobseekers while focusing on people at highest risk of social exclusion, including people from marginalised communities | Reinforce personnel capacities at offices of labour, social affairs and family, especially in the area of personalised services, active and preventive labour market measures and direct contact with job seekers, especially those at the greatest risk of social exclusion, including MRC: Conducting a capacity analysis to identify measures to be adopted in order to reinforce capacities and increase their quality and effectiveness. | 31/12/2014 | Ministry of Labour, Social Affairs and Family; Central Office of Labour, Social Affairs and Family |
| | | Application of measures identified in the analysis, i.e. taking the necessary steps to reinforce capacities. | 31/05/2015 | Ministry of Labour, Social Affairs and Family; Central Office of Labour, Social Affairs and Family |
| 9.1. The existence and the implementation of a national strategic policy framework for poverty reduction aiming at the active inclusion of people excluded from the labour market in the light of the Employment guidelines. | 1-A national strategic policy framework for poverty reduction, aiming at active inclusion, is in place that: | | | |
| | 2- provides a sufficient evidence base to develop policies for poverty reduction and monitor developments; | Implementation of the project – Preparation of the National Framework Strategy. Creation of the analytical part of the National Framework Strategy. | 01/10/2014 | Ministry of Labour, Social Affairs and Family; Institute for Labour and Family Research |
| | | Submission to the Government of the SR for discussion. | 31/05/2015 | |
| | 3- contains measures supporting the achievement of the national poverty and social exclusion target (as defined in the National Reform Programme), which includes the promotion of sustainable and quality employment opportunities for people at the highest risk of social exclusion, including people from marginalised communities. | Implementation of the project – Preparation of the National Framework Strategy. Creation of the analytical part of the National Framework Strategy. | 01/10/2014 | |
| | | Submission to the Government of the SR for discussion. | 31/05/2015 | |
| 6-Upon request and where justified, relevant stakeholders will be provided with support for submitting project applications and for | During the implementation stage of the operational programme, assistance will be provided to applicants/beneficiaries and all participants to facilitate the preparation and implementation of projects (preparation of NFC applications, preparation of monitoring reports, payment requests | 31/05/2015 | Ministry of Labour, Social Affairs and Family | |

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| | implementing and managing the selected projects. | etc.): - in the execution and management of selected projects through the manual for the applicant / beneficiary of a NFC, MA guidelines, seminars on calls etc. - help for applicants submitting NFC applications through established and new ways of providing support and information such as information seminars on calls, the use of FAQs (frequently asked questions), telephone support (consultation) etc. | | |
| 9.2. A national Roma inclusion strategic policy framework is in place. | 1-A national Roma inclusion strategic policy framework is in place that: | | | |
| | 4- includes strong monitoring methods to evaluate the impact of Roma integration actions and a review mechanism for the adaptation of the strategy. | Preparation of a document on the methodology for the monitoring and evaluation of the national strategy for Roma inclusion | 31/05/2015 | Office of the Government Plenipotentiary for Roma Communities |
| | 5- A national Roma inclusion strategic policy framework is in place that: - is designed, implemented and monitored in close co-operation and continuous dialogue with Roma civil society, regional and local authorities. | Establishment of a working group to implement and monitor the strategy, comprising representatives of local and regional self-governments and ministries responsible for delivering measures and activities of the approved Strategy of the SR for the integration of Roma up to 2020 (the "Strategy") and representatives of civil society (NGOs). | 31/01/2015 | Office of the Government Plenipotentiary for Roma Communities |
| | | Preparation and approval of the statute of the monitoring working group, defining the responsibilities and tasks of its members in the process of regular monitoring. | 31/12/2014 | |
| 6-Upon request and where justified, relevant stakeholders will be provided with support for submitting project applications and for implementing and managing the selected projects. | - provision of support to the beneficiaries of national projects, global grants and demand-oriented calls through the existing administrative capacity of the OGPRC including its regional offices | 31/05/2015 | Office of the Government Plenipotentiary for Roma Communities | |
| 9.3. Health: The existence of a national or regional strategic policy framework for health within the limits of Article 168 TFEU ensuring economic sustainability. | 1-A national or regional strategic policy framework, is in place that: | | | |
| | 4-A monitoring and review system. | Preparation of a document describing a system of monitoring and control of the strategic framework and implementation and fulfilment of implementation sub-strategies | 31/10/2014 | Ministry of Health |
| | | Approval of a document describing a system of monitoring and control of the implementation of the strategic framework and fulfilment of implementation sub-strategies by the monitoring commission. The monitoring and control system become fully functional upon approval. | 30/11/2014 | Ministry of Health |
| | Submission of the complete documentation to the Commission to assess whether all requirements of the ex-ante conditionality criterion have been fulfilled. | 31/12/2014 | Ministry of Health | |

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| | 5-The Member State or region has adopted a framework outlining available budgetary resources on an indicative basis and a cost-effective concentration of resources on prioritised needs for health care. | Preparation of implementation sub-strategies in the following areas: <ul style="list-style-type: none"> • public health • reducing consumption of medicines and increasing efficiency in pharmacotherapy • e-health including a detailed budget | 28/02/2015 | Ministry of Health |
| | | Submission of implementation sub-strategies to the Commission to assess fulfilment of criteria | 31/03/2015 | Ministry of Health |
| 10.1. Early school leaving: The existence of a strategic policy framework to reduce early school leaving (ESL) within the limits of Article 165 TFEU. | 1-A system has been implemented to collect and analyse data and information on early school leaving on the relevant levels, which: | | | |
| | 2-provides an adequate basis for formulating targeted policies and monitoring development. | - launching the Resort Information System (ReIS) The Resort Information System is expected to be fully operational by the end of the fourth quarter of 2014, provided the following activities are performed: <ul style="list-style-type: none"> - updating registers of schools and school facilities; - updating contacts on pedagogical staff and students at primary and secondary schools; - updating basic code-books; signing of the service contract for the Resort information System | 31/12/2014 | Ministry of Education, Science, Research and Sport |
| 10.2 Higher education: the existence of a national or regional strategic policy framework for increasing tertiary education attainment, quality and efficiency within the limits of Article 165 TFEU. | 1-A national or regional strategic policy framework for tertiary education is in place with the following elements: | | | |
| | 2, 5- where necessary, measures to increase participation and attainment that encourage innovative content and programme design | presentation of the draft National Strategic Policy Framework for Tertiary Education for 2014 - 2020 for public discussion | 31/12/2014 | Ministry of Education, Science, Research and Sport |
| | | - approve the National Strategic Policy Framework for Tertiary Education for 2014 - 2020 | 30/06/2015 | Government of the SR |
| | | - implementation of the national project "Universities as drivers of knowledge-based society development" - by 30/06/2015 – equipment and support for selected prospective study programmes through the equipping of educational training contact centres at universities with study aids, textbooks, study aids with licenses, software tools modelling real-world processes, media/tools/licenses with innovative digital educational content - by 31/10/2015 – improvement of educational content and support for innovative forms of education satisfying labour market needs in selected prospective study fields | 30/11/2015 | Centre for scientific and technical information of the SR |
| | 6- measures to increase employability and entrepreneurship, | | | |

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| | 7- that encourage the development of “transversal skills”, including entrepreneurship in relevant higher education programmes. | - preparation of an Analysis of the acquisition of transversal skills in study programmes that are subject to full accreditation of activities from 2014 (by the end of the third quarter 2015) | 30/09/2015 | Ministry of Education, Science, Research and Sport |
| | | - preparation of an Implementation action plan based on the objectives of the Conception for the use of information technology and digitisation in the education sector with outlook to 2020 based on Government Resolution No 485 of 24 September 2014 on the Conception for the use of information technology and digitisation in the education sector with outlook to 2020 (by 30/04/2015) | 30/04/2015 | Ministry of Education, Science, Research and Sport |
| | | - creation, in co-operation with the Ministry of Finance of the SR, of a model of systematic and universal financial education based on Government Resolution No 9 of 08 January 2014 on the draft Conception for consumer protection in financial markets (by 01/01/2015) | 01/01/2015 | Ministry of Education, Science, Research and Sport Ministry of Finance of the SR |
| | 8- that reduce gender differences in terms of academic and vocational choices. | submit the National strategy for gender equality and the Action plan for gender equality 2014 – 2019 for deliberation by the government of the SR | 30/10/2014 | Ministry of Labour, Social Affairs and Family |
| | | approval of the National strategy for gender equality and the Action plan for gender equality 2014 – 2019 by the government of the SR | 31/12/2014 | Government of the SR |
| 10.3 Lifelong learning (LL): The existence of a national and/or regional strategic policy framework for lifelong learning within the limits of Article 165 TFEU. | 1-A national or regional strategic policy framework for lifelong learning is in place that contains measures: | | | |
| | 4 - to widen access to LL including through efforts to effectively implement transparency tools (for example the European Qualifications Framework, National Qualifications Framework, European Credit system for Vocational Education and Training, European Quality Assurance in Vocational Education and Training) | Implementation of two key national projects: Creation of the National Qualifications System - by 31/10/2015 – creation of the National Qualifications Framework and National Qualifications System with reference to the National Qualifications Framework and the European Qualification Framework by the end of 2015 - by 30/06/2015 – further education of the target group for the creation and use of the National Qualifications Framework, the National Qualifications System and the Information System. | 31/10/2015 | State Institute for Vocational Education |

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| | | <ul style="list-style-type: none"> - Further education and counselling for adults as a tool for greater employability in the labour market - provide modular training programs of further education with recognition of the results of further education and informal learning; operation of a network of advisory centres for adults and advising; creation and implementation of the system of the monitoring and forecasting of training needs; further development of electronic tools for further education in the context of lifelong learning. | 30/09/2015 | National Lifelong Learning Institute |
| | <p>5- A national or regional strategic policy framework for lifelong learning is in place that contains measures:</p> <ul style="list-style-type: none"> - to improve the labour market relevance of education and training and to adapt it to the needs of identified target groups (for example young people in vocational training, adults, parents returning to the labour market, low-skilled and older workers, migrants and other disadvantaged groups, in particular people with disabilities). | <p>Implementation of two key national projects:</p> <p>Creation of the National Qualifications System</p> <ul style="list-style-type: none"> - by 31/10/2015 – creation of the National Qualifications Framework and National Qualifications System with reference to the National Qualifications Framework and the European Qualification Framework by the end of 2015 - by 30/06/2015 – further education of the target group for the creation and use of the National Qualifications Framework, the National Qualifications System and the Information System. | 31/10/2015 | State Institute for Vocational Education |
| | | <ul style="list-style-type: none"> - Further education and counselling for adults as a tool for greater employability in the labour market - provide modular training programs of further education with recognition of the results of further education and informal learning; operation of a network of advisory centres for adults and advising; creation and implementation of the system of the monitoring and forecasting of training needs; further development of electronic tools for further education in the context of lifelong learning. | 30/09/2015 | National Lifelong Learning Institute |
| 10.4 The existence of a national or regional strategic policy framework for increasing the quality and efficiency of VET systems within the limits of Article 165 TFEU. | <p>1. A national or regional strategic policy framework is in place for increasing the quality and efficiency of VET systems within the limits of Article 165 TFEU which includes measures for the following:</p> <p>2- to improve the labour market relevance of VET systems in close co-operation with relevant stakeholders including through mechanisms for skills anticipation, adaptation of curricula and the strengthening of work-based learning provision in its different forms;</p> | | | |
| | | <ul style="list-style-type: none"> - to submit a proposal for a new Act on VET which will introduce elements of dual education to the Government | 31/12/2014 | Ministry of Education, Science, Research and Sport Ministry of Labour, Social Affairs and Family |
| | | <ul style="list-style-type: none"> - to approve the proposal for a new Act on VET which will introduce elements of dual education | 28/02/2015 | National Council of the Slovak Republic |

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| | | Implementation of three key national projects: - Support for occupational orientation of basic school pupils towards vocational education and training through the development of polytechnic education with a focus on developing occupational skills, as well as working with talented individuals | 31/10/2015 | State Institute for Vocational Education |
| | | - Creation of National Qualifications System | 31/10/2015 | State Institute for Vocational Education |
| | | - Development of secondary vocational education and training | 31/10/2015 | State Institute for Vocational Education |
| | 3- to increase the quality and attractiveness of VET including through establishing a national approach for quality assurance for VET (for example in line with the, European Quality Assurance Reference Framework for Vocational Education and Training) and implementing the transparency and recognition tools, for example European Credit system for Vocational Education and Training. (ECVET). | - to submit a proposal for a new Act on VET which will introduce elements of dual education to the Government | 31/12/2014 | |
| | | - to approve the proposal for a new Act on VET which will introduce elements of dual education | 28/02/2015 | |
| | | Implementation of three key national projects: - Support for occupational orientation of basic school pupils towards vocational education and training through the development of polytechnic education with a focus on developing occupational skills, as well as working with talented individuals | 31/10/2015 | State Institute for Vocational Education |
| | | - Creation of National Qualifications System | 31/10/2015 | State Institute for Vocational Education |
| | | - Development of secondary vocational education and training | 31/10/2015 | State Institute for Vocational Education |
| | | - Strategy on ensuring quality in initial VET in Slovakia (Feasibility study) | 31/12/2014 | State Institute for Vocational Education |

10 Reduction of administrative burden for beneficiaries

The experience acquired by subjects participating in the programming period 2007 - 2013 and in some cases in the programming period 2004 - 2006 indicates that the way in which implementation mechanisms are configured in relation to beneficiaries generates high administrative burdens, as a result of which beneficiaries have decided to have their projects developed and managed by private companies. The submission of large quantities of supporting documentation with NFC applications and for proving the eligibility of expenditures results in large administrative burdens not only for NFC applicants, beneficiaries and partners but also for the provider, since the large volume of supporting documentation must be checked. Furthermore, the checking of extensive supporting documentation for payment requests is a demanding administrative process which extends the period for approval of payment requests, increases the risk of error and a related high rate of irregularities. As a general observation it can be said that all procedural actions (but especially the applications for non-repayable financial contributions (NFC) and documentation of expenses) as defined in management documentation on the national level are extremely demanding. For this reason the MA for OP HR and the subjects participating in the implementation of the OP HR plan to implement the following measures which should significantly increase the efficiency of the process from the submission of an NFC application to the financial closure of projects.

Proposal for reducing administrative burden (continuously, after approval of the OP HR):

- simplification of the procedure for submitting NFC applications: use of available public databases during the verification of eligibility conditions for a NFC (e.g. checking information from the Social Insurance Agency, health insurers, the National Labour Inspectorate, the register of financial statements, ARACHNE, SIMS etc.)

Applicants for NFC will not be required to prove that they do not have arrears to the social insurance agency, that they have not breached the prohibition of illegal labour etc.

- Minimizing the submission of supporting documentation to payment requests: the beneficiary will only be required to submit comprehensive documentation with the first payment request and then the MA/IB will verify submitted documents and the claimed situation 100% by on-the-spot inspections. The applicant will not have to submit supporting documents with subsequent payment requests but retain them and attach to the payment requests only summary sheets with a reference to the relevant documents. The MA will carry out on-the-spot inspections at set intervals as required (by time or according to the financial volume of the payment request).

Reduced administration on the side of beneficiaries and the provider and increased involvement of the MA/IB in control of implemented projects.

- Simplifications in the reporting of NFC costs: Increased use of a flat rate for indirect costs, which was applied for ALMP projects in the programming period 2007-2013 and proved to be successful.

The implementation of simplified flat-rate reporting of indirect costs in further types of projects based on existing methods and corresponding rates, applicable in Union policies for a similar type of operation and beneficiary (article 68 of Regulation (EU) No 1303/2013). The implementation of standard scales of unit costs for certain cost items and the use of grants in projects in which public support does not exceed EUR 50,000 oriented towards the achievement of a result according to article 14(4) of Regulation (EU) No 1304/2013.

A flat rate for indirect costs makes the checking of eligibility of costs and the processing of payment requests faster and easier and eliminates cases of ineligible costs and the resulting irregularities.

The following 3 proposals seek to reduce error rates and administrative burdens in completing the complicated system for reporting every hour worked in work reports for payment requests, speed up the verification and processing of payment requests and make the reimbursement of funds more flexible and eliminate potential irregularities:

- use of electronic work reports in direct project activities (from 01/01/2015)

- the approval process for projects will emphasise the availability of material resources and personnel (administrative capacity and technical facilities, in particular computer equipment and connections to the internet) as conditions for the capability to implement a project in view of knowledge from experience and the findings of past audits. This will eliminate efforts of beneficiaries to implement a project mainly because of the opportunity to obtain computers and software above and beyond what is necessary for implementation of the project that the subsequent difficult resolution of irregularities and the related administration work. The purpose of the MA for the OP HR is to support primarily beneficiaries that want to use financing from the ESI Funds to carry out activities that add value in areas relevant to OP HR.
- arrangement for the submission of payment requests and attachments in electronic form via the ITMS or using electronic communication procedures based on the set schedule for their full implementation laid down in special regulations on e-Government (having regard for the planned measure in the Partnership Agreement)
- involvement of employees in the system of continuous training for participants in the implementation of the OP HR with the objective of increasing the availability of information on opportunities and conditions for obtaining support from ESI Funds and the centralised provision of professional advice in the given area.

Increasing the efficiency of implementation processes and the exchange of experience between beneficiaries

- Increasing the transparency of the implementation environment for beneficiaries:
Creation of a standardised and unified document on the method and procedures for implementing projects.
The OP HR, which the MA will update at most 2x per year (other than for legislative changes).
Regular updating of the lists of recurring irregularities and errors and dissemination of examples of good practice in the implementation of projects under the OP HR.

Ensuring the complete availability of information on the submission of applications and project implementation in a single location and easier implementation of projects managed by beneficiaries themselves without the assistance of third parties.

- external support for villages, towns, schools and other applicants when preparing project proposals (as required)

The administrative and specialist aspects of the preparation of project proposals will be simplified to reduce the number of errors and increase success in the evaluation of NFC applications, particularly in the case of disadvantaged and less experienced applicants.

In accordance with national legislation, the financial management system for the ESI Funds maintains the principle that the liability of a contracting party is not excluded by an obstacle that arises when the contracting party is already delinquent in obligations or that results from the party's economic affairs (in particular financial problems). Circumstances excluding liability do not include the effect of an economic or financial crisis on project implementation; the temporary closure of the State Treasury is a circumstance excluding liability. The beneficiary of a NFC is entitled to suspend implementation of project activities if the provider is late in payment of the NFC.

11 Horizontal Principles

11.1 Sustainable development

The main objective of the horizontal principle Sustainable Development (hereinafter referred to as "HP SD") is to ensure the environmental, economic, and social sustainability of growth, with a particular emphasis on protection and improvement of the environment, having regard for the "polluter pays" principle. The objectives of the HP SD thus fully correspond to and are in line with the priorities of the Europe 2020 strategy – smart, sustainable, and inclusive growth.

The analytical, evaluation, strategic and methodical activities for the implementation of the HP SD will be performed, at the national level, by the Office of the Government of the Slovak Republic.

The HP SD and its contents, are applied mainly to support for sustainable development and effective use of resources within the framework of priority axis 6 focusing on improvement of the living conditions of MRC, mostly by activities leading to the strengthening of the environmental aspect of the development; however, supported activities within the OP HR as a whole also contribute to the implementation of economic and social aspects of sustainable development. In the framework of the priority axis, the output indicator “Number of created jobs” will be monitored at a project level, if appropriate.

In line with the text of the Partnership Agreement for the Slovak Republic, the “polluter pays” principle is reflected in the OP HR, priority axis 6 along with the requirement to carry out environmental impact assessment, which is one of the main instruments of environmental policy for the implementation of sustainable development.

Also in line with the wording of the Partnership Agreement, and in order to reduce negative impacts of climate change and change in other elements of the environment, and also with regard to energy efficiency, the implementation of the OP HR will apply the rules of green public procurement⁶¹ in line with procedures defined in the field at a national or an international level commonly for all operational programmes financed from the ESIF⁶².

Thus, HP SD is directly integrated into the programming cycle from the programme preparation phase and will be further reflected in the project selection and evaluation phase and subsequent implementation, monitoring, and evaluation processes. In order to apply the HP SD effectively, its main objective will set in the evaluation and selection process in the application for support as a disqualifying criterion within the relevant priority axes. In order to evaluate environmental burdens, applicants for support will be obliged to submit, no later than prior to conclusion of the agreement on the provision of aid, the result document from the process of assessment of the proposed activities from the viewpoint of foreseen environmental impact, in accordance with the applicable legislation, or a statement of a competent authority that the proposed activity and/or change of proposed activity is not subject to environmental impact assessment. Similarly, an integrated permit will form a mandatory annex to any application for aid or must be obtained prior to conclusion of agreement on provision of aid if an integrated permit is required for the activity. In relation to the application of the “polluter pays” principle, the cost of activities for the fulfilment of obligations set by acts of general application in relation to the “polluter pays” principle shall be considered ineligible. This rule will be reflected in the conditions of provision of aid, set in the call for applications for financial contributions.

The OP HR will only support projects that respect the HP SD, are consistent with the its aims, or directly contribute to the achievement of its objectives. To apply the HP SD efficiently, this principle will form a condition of provision of aid specified in the call for submission of applications for support, and defined in more detail in a HP SD strategic document and in the relevant managing documentation of the OP HR.

The application of the HP SD as a condition of provision of aid will be verified at a project level in the process of evaluation and selection of projects. The process of monitoring of fulfilment of the HP SD will be monitored, at a project level, using monitoring reports that will include outputs containing information on the horizontal principle, as well as by on-the-spot inspections and follow-up evaluation of contribution to HP objectives. The MA for the OP HR will submit information on fulfilment and achieved levels of objectives set in the national strategic document relating to sustainable development to the body responsible for the application of the HP SD.

⁶¹ Green public procurement is one of the main instruments in the new public procurement policy on the national level, which will be implemented as part of the reform of public administration. Support for the use of green public procurement to select products that have a less harmful impact on the environment can make a major contribution to achieving local, regional, national and international environmental objectives.

⁶² <http://www.rokovania.sk/File.aspx/ViewDocumentHtml/Mater-Dokum-141217?prefixFile=m>

11.2 Equal opportunities and non-discrimination

Equal opportunities is a strategic objective whose achievement involves creating the conditions to ensure equal access for all people to the social environment (e.g. access to employment, education, health care, etc.), likewise to ensure equal access to public services and resources. The aim is to eliminate and prevent discrimination and eliminate barriers that lead to isolation and exclusion of people from public, social and professional life, and on the basis of such social categories, as sex / gender, age, disability, race, ethnicity, religion, sexual orientation and so on. The principles of the Union's support for the European structural and investment funds define the obligation to take appropriate measures to prevent any discrimination on the basis of those categories.

The aim of the horizontal principle of equal opportunities and accessibility (HP EO) for the ESF programmes is to *ensure equal opportunities in the labour market and in the preparation for it* and for the ERDF programmes *to ensure equal opportunities in the access and use of infrastructure and services*. To achieve these objectives, specific objectives and supporting activities are defined at the OP level, reflecting the needs of disadvantaged groups in accessing the labour market and social inclusion related to services.

The target groups for the HP EO in the OP HR are persons who are disadvantaged because of their age (graduates and seniors), disability, race, nationality or ethnic origin, sexual orientation, national or social origin, along with long-term unemployed persons whose situation often arises from the above-mentioned disadvantages, or their combination. A special priority is the priority axis of Marginalized Roma communities (MRC) aimed at achieving equal opportunities of people living in segregated settlements and efficient removal of barriers to their integration into majority society.

Specific measures are proposed for the OP HR to support disadvantaged groups, especially within the following priorities:

1. Investment priority 3.1, especially as the specific objective 3.1.1 *Increase employment, employability, and solve unemployment with special emphasis on the long-term unemployed, low-qualified, elderly, and disabled persons*
2. Investment priority 4.1, especially as the specific objective 4.1.1 *Increased participation of the most disadvantaged and endangered persons in society, including the labour market* and specific objective 4.1.2 *Prevention and elimination of all forms of discrimination*
3. Investment priority 1.1 specific objective 1.2.1 *Raising the quality of vocational education and training reflecting the needs of the labour market*
4. The Priority axes Integration of marginalized Roma communities and Technical facilities in municipalities with the presence of marginalized Roma communities

A special approach is required for people with disabilities, for whom it is necessary to create specific conditions (e.g. barrier-free environment, accessible information, etc.), without which their full integration into society and the workforce it is not possible.

The main rules, principles and requirements ensuring barrier-free environment solutions and accessibility of buildings in the Slovak Republic are incorporated in the Building Act and in the implementing decree establishing the particulars of general technical requirements for construction and general technical requirements for buildings used by persons with reduced mobility and orientation. An amendment to the Building Act is currently being prepared that will ensure access to physical environment and movement within for persons with disabilities on an equal basis with others. The provisions of the Building Act relating to the basic requirements for buildings are taken from the Regulation of the European Parliament and of the Council (EU) laying down harmonized conditions for the marketing of construction products.

The main rules, principles, and requirements providing for accessibility of information are laid down in the Implementing Decision of the Ministry of Finance of the Slovak Republic No 312/2010 on standards for public administration information systems. The National Programme for the Development of Living Conditions for Persons with Disabilities 2014-2020 contains the measure 4.3.10 "Ensure prevention, identification, and removal of barriers for persons with disabilities that prevent them from accessing information, information systems, and services, including communication with the public administration and services provided to the public", as well as other relevant measures (4.3.1 - 4.3.3).

One of the measures set out in the National Programme for the Development of Living Conditions for Persons with Disabilities, which was developed with the active involvement of representative organizations of persons with disabilities, is to ensure the accessibility of new buildings and areas for use by the public through an amendment to the Building Act, to lay down conditions for applying the principles for the creation of barrier-free environment using the method of universal design, as described in European documents.

In line with the partnership principle, relevant civil society institutions representing gender equality, equal opportunities, and the interests of disadvantaged groups will be involved in the process for the preparation, monitoring, and evaluation of the OP. Civil society will be represented by organizations that act on behalf of gender equality, equal opportunities, and disabled persons, as well as women's non-governmental organizations represented in the Committee for Gender Equality.

11.3 Equality between men and women

The aim of the horizontal principle of gender equality (HP GE) for the ESF programmes in the SR is to ensure equality between men and women in the labour market and in the preparation for the labour market and the ERDF programmes it is to reduce horizontal and vertical gender segregation in sectors. The target group mainly includes women who are disadvantaged in accessing the labour market and obtaining work due to their sex / gender and the resulting often stereotyped expectations and obligations. Another group includes women threatened by domestic violence, and women with accumulated disadvantages. These two groups form the target group for the projects aimed at social inclusion. Specific priorities are proposed for the OP HR to support disadvantaged groups, especially within the following priorities:

1. The investment priority 3.2 is fully dedicated to specific measures for removing of gender inequality in the labour market and in preparation for it, with special focus on support of services and measures for aligning family and working life; these are usually the largest barriers that women/mothers have to face when trying to fully participate on the labour market,
2. specific objective 4.1.1 *Increased participation of the most disadvantaged and endangered persons in society, including the labour market* and specific objective 4.1.2 *Prevention and elimination of all forms of discrimination*. Social inclusion of women as well as men from disadvantaged groups will be supported within these as well as other specific objectives.
3. Within the priority axes 5 Integration of marginalized Roma communities, and 6 Technical facilities in municipalities with presence of marginalized Roma communities it will be necessary to pay attention to the specific situation of Roma women with accumulated disadvantages.

Common principles for horizontal principles Equal Opportunities and Accessibility and Equality of Men and Women

Projects co-financed by the Structural Funds must respect the principle of non-discrimination and projects financed by the ESF must show significantly positive impact on equality of opportunities and the equality between men and women. Projects must not discriminate⁶³ and thus exhibit a negative contribution to equal opportunities or gender equality; neutral effect can only be justified in exceptional cases. These principles must be applied in all projects, if necessary, also using the introduction of balancing measures and activities aimed at support of disadvantaged groups. A description of activities for the introduction of temporary balancing measures, adhering to the equal opportunity rules, support of accessibility and equality of men and women, as well as the resulting document from the evaluation process (in the case of accessibility), or the statement of a competent authority that the proposed activity and/or the change of the proposed activity adheres to the principle of accessibility, will form a mandatory annex to the application for a financial contribution. To ensure

⁶³ The obligation to apply the principle of equal treatment also follows from Act No 365/2004 on equal treatment in certain areas and protection against discrimination and amending certain acts, as amended (hereinafter the "Anti-discrimination Act").

the effective application of these horizontal principles, a disqualifying condition will be set in the evaluation and selection process for applications for financial contribution, which will be highlighted in all calls. At the same time, a permit will form a mandatory annex to applications for contributions in cases of activities requiring such a permit.

A **dual approach** will be used in the prevention of discrimination under the OP HR

- **Cross-sectional application of equal opportunities and gender equality** in all programmes and projects that must ensure compliance with the principle of equal treatment and prohibition of discrimination.
- Specific support of equal opportunities and/or gender equality, i.e. the adoption of specific measures and activities (referred to as “**temporary equalizing measures**” in the Anti-discrimination Act), aimed at promoting and balancing opportunities for disadvantaged groups. Such support will be integrated into programmes and projects, including specifically designed measures and activities to support target groups and the announcement of such calls.

The process of monitoring the fulfilment of horizontal principles will be, at a project level, monitored using monitoring reports that will include a separate output on horizontal principles (i.e. description of activities carried out, their results, and evaluation of their contribution to achieving the set goals of the horizontal principles), as well as by on-the-spot inspections and follow-up evaluation of the contribution to the goals of the horizontal principles. A separated output containing information on the application of horizontal principles will form the basis for the process of assessing the contribution of ESI funds to the objectives identified in the national strategy document. A review of the level of performance of the objectives defined in the national strategic document, including a proposal for corrective measures and recommendations for achieving them will be submitted annually to the government of the SR.

The principles of accessibility, equal opportunities, and support for equality of men and women will thereby be secured not only by disqualifying when failing to adhere to conditions but also in the evaluation and selection process where the involvement of relevant partners is envisaged.

HP coordinators will be represented in the monitoring committee and the working groups preparing and implementing the OP, and will be responsible for defining a condition of provision of aid related to application of horizontal principles and the method of verification thereof; this will be binding for the MA.

12 Independent Components

12.1 Major projects to be implemented during programming period

N/A

12.2 Performance framework of operational programme

As defined in Table No 9 of the Performance Framework.

12.3 Relevant partners involved in preparation of programme

The involvement of partners in the preparation of the OP HR was planned with a view to bringing together a representative sample from public administration, NGOs, the private sector, the scientific community together with representatives of employers and the unions. The representative sample of the aforementioned actors contributed to the crystallisation of the investment priorities in line with the priorities of the National Reform Programme. With a view to ensuring transparency and achieving the highest possible quality of the document, the specialist community was able to submit proposals and comments via the website www.esf.gov.sk (via the section “Programové obdobie 2014–2020”), where the current version of the OP HR was for a long period made available for public consultation. The Managing Authority paid extraordinary attention to the incorporation of relevant suggestions from all partners including those defining the baseline and strategic objectives of policies elaborated in the Operational Programme Human Resources.

Questions relating to social inclusion, the employability of persons disadvantaged in the labour market and horizontal principles relating to the issues of gender equality and non-discrimination were consulted with a representative of the Government Council for Non-Governmental Non-Profit Organizations and a representative of the NGO Rómský inštitút – Roma Institute, n.o. as representatives of civil society. The civil society representatives were invited to participate as partners in the preparation of the OP based on consultation with the Office of the Government Plenipotentiary for the Development of Civil Society. The Government Council for Non-Governmental Non-Profit Organizations brings together actors in the NGO sector on a representative basis. The NGO Rómský inštitút - Roma Institute, n.o. was invited to participate in the preparation of the OP HR because of its extensive knowledge and international experience with issues of employment, education, social inclusion and housing in marginalised Roma communities. As an NGO it has provided pro bono assistance to municipalities and associations of municipalities in the preparation of projects applying a comprehensive approach in the programming period 2007 - 2013. A major contribution to the preparation of the OP in the area of inclusive policies and measures oriented towards marginalised Roma communities was made by the working group established by the Government Plenipotentiary for Roma Communities on the cohesion funds of the European Union in the programming period 2014 - 2020 made up of representatives of the public administration, NGOs and the academic community. The working group actively consulted on the content structure of the investments defined in priority axes 5 and 6.

Having regard for experience acquired in the programming periods 2004 - 2006 and 2007 - 2013, partners in the same composition as in the working groups on the preparation of the programming period 2014 - 2020 will be involved in the implementation of the OP HR through regular membership in the monitoring committee, whose role will conform to EU and national legislation. The active role of the monitoring committee will be emphasised, for example by the creation of relevant commissions/committees/sub-committees and the involvement of regular members in monitoring through on-the-spot monitoring visits throughout the implementation of the OP HR. The MA/IB will create additional space for the involvement of partners in the implementation, monitoring and evaluation of the OP HR, including civil society and partners for the horizontal principles.

Table 25: Overview of composition and numbers of representatives of the Working Group on preparation of the programming period for the years 2014-2020

| No. | Name of institution |
|-----|--|
| 1. | The Office of the Government of the SR, including representatives of the CCA, the HP SD and the current HP IS. |
| 2. | Office of the Government Plenipotentiary for Roma Communities |
| 3. | Office of the Government Plenipotentiary for the Development of Civil Society / the Government Council for Non-Governmental Non-Profit Organizations / SOCIA (nominated by the Government Plenipotentiary for the Development of Civil Society, the SOCIA representative has also been approved by resolution of the Government Council for Non-Governmental Non-Profit Organizations) |
| 4. | Ministry of Finance of the Slovak Republic |
| 5. | Ministry of Agriculture and Regional Development of the Slovak Republic |
| 6. | Ministry of Labour, Social Affairs and Family of the Slovak Republic including the representative for the HP EO |
| 7. | Ministry of Education, Science, Research and Sport of the Slovak Republic |
| 8. | Ministry of Interior of the Slovak Republic |
| 9. | Ministry of Health of the Slovak Republic |
| 10. | Association of towns and municipalities of Slovakia |
| 11. | Association of Self-Administrative Regions S8 |
| 12. | Slovak Academy of Sciences |
| 13. | Association of Employer Unions and Associations of the Slovak Republic |
| 14. | Confederation of Trade Unions |
| 15. | Republic Union of Employers |
| 16. | The Club 500 |
| 17. | Rómský inštitút - Roma Institute, n.o. |

13 Annexes to the OP

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| ANNEX 1 | Connection of the OP HR with strategic documents of the EU and the SR |
| ANNEX 2 | List of abbreviations used |
| ANNEX 3 | Map showing numbers of Roma in individual regions of the SR |
| ANNEX 4 | Intervention Codes for OP HR |
| ANNEX 5 | Final report from ex-ante evaluation, with executive summary |
| ANNEX 6 | methodology for determining indicator values |
| ANNEX 7 | Methodology for the selection of municipalities |
| ANNEX 8 | List of municipalities - simplified index of the underdevelopment band for PO5 |
| ANNEX 9 | Description of applicable ex-ante conditionalities |
| ANNEX 10 | Methodology and indicative allocation of funds determined using a pro rata coefficient for the OP HR |