

ANNEX 4.4: Operational Programme Priority Axes

Operational Programme Human Resources for the Programming Period of 2014 – 2020 (version 4.1.)

Identification of the main target groups	Types of beneficiaries into IP	Examples of activities	Proposal of IP
Specific objective 1.1.1 Increasing inclusivity and equal access to quality education and improving results and competences of children and students			
<ul style="list-style-type: none"> pupils of secondary schools, including children/pupils with SUEN parents community work leaders pedagogical and specialized staff pursuant to applicable legislation tutors and lecturers state administration and local government employees general public/local community 	<ul style="list-style-type: none"> regional and local government secondary schools or educational institutions 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 	<ul style="list-style-type: none"> activities developing co-operation with parents and community supporting innovative and alternative forms of education and teaching methods, 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, 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 	<p>All 5 pilot VET Schools according approved timetable</p>

		<p>and specialized staff,</p> <ul style="list-style-type: none"> • supporting mobility activities (synergy with Erasmus programme), • 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, • 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 	
Specific objective 1.2.1 Improving the quality of vocational education and training while reflecting labour market needs			
<ul style="list-style-type: none"> • students of 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, 	<ul style="list-style-type: none"> • organizations directly managed by the SR Ministry of Education, Science, Research and Sport, • regional and local government, • secondary schools, • 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 	<ul style="list-style-type: none"> • 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 counseling (also in co-operation with parents) while taking into consideration the labour market needs and requirements of 	<p>3 pilot VET Schools – Kezmarok, Stara Lubovna and Medzilaborce according approved timetable</p>

<ul style="list-style-type: none"> employees of state and local governments, public / local community 		<p>employers,</p> <ul style="list-style-type: none"> professional and career counseling 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 	
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		<p>mobility concerning vocational education (synergy with the Erasmus + Programme),</p> <ul style="list-style-type: none">• 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,• counseling 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	
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		<p>industries in decline, e.g. coal mining regions,</p> <ul style="list-style-type: none"> • 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 	
<p>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.</p>			
<ul style="list-style-type: none"> • employees • self-employed persons • persons involved in activities within lifelong learning • young people aged under 25 • 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 	<ul style="list-style-type: none"> • regional and local government • secondary schools • universities • educational institutions • professional organizations, employers' federations, associations and chambers • non-profit organizations providing services of general interest and nonprofit organizations set up by special law • public sector enterprises • private sector enterprises • other public entities 	<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), 	<p>All 5 pilot VET Schools according approved timetable</p>

		<p>stimulating the continuation of studies at the next level of education,</p> <ul style="list-style-type: none"> • 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 cooperation 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, 	
<p>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</p>			

<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, • Providers of employment services, etc. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 focusing on development of ICT skills, e.g. by special activities focusing on increasing the number of ICT experts, • support of employment and employability of jobseekers, focused on improvement of their position at the labour market, • support of acquiring of work habits, knowledge, work and social skills, support in looking for jobs and provision of work and social advising, 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, • 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 	<p>All 5 pilot VET Schools according approved timetable</p>
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		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			
<ul style="list-style-type: none"> • Jobseekers, • Disadvantaged job seekers, • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 SMS employers, • promoting education activities aimed at profession mobility, • supporting the introduction of system changes and innovative solutions to ensure work-related mobility, • programs related to increased skills of employees for the required and/or notified adaptation to changed conditions, 	All 5 pilot VET Schools according approved timetable
Specific objective 4.1.2: Prevention and elimination of all forms of discrimination			

<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, • Legal entities deriving their legal personality from churches and religious societies in line with relevant law of the Slovak Republic. 	<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. 	<ul style="list-style-type: none"> • Support of sensibility-building and educational activities aimed at reduction and prevention of discrimination for employers, with accent on SMEs, 	<p>All 5 pilot VET Schools /affirmative actions/ according approved timetable</p>
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Specific objective 5.1.2 Increasing financial literacy, employability and employment of marginalized communities, especially the Roma

<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. 	<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, • 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 counseling system, employment services and social services, • Social economy entities, 	<ul style="list-style-type: none"> • 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 career counseling for people of MRC provided in an individualized client-oriented form, 	<p>3 pilot VET Schools – Kezmarok, Stara Lubovna and Medzilaborce/affirmative actions/ according approved timetable</p>
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	<ul style="list-style-type: none"> • Entrepreneurial entities, • Educational institutions 		
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Integrated regional operational programme 2014 – 2020, version 4.1			
Identification of the main target groups	Types of beneficiaries into IP	Examples of activities	Proposal of IP/PP
Investment priority No. 2.2: Investing in education, training and vocational training, skills and lifelong learning by developing education and training infrastructure - Specific objective - Specific objective No. 2.2.3: Increase number of students in secondary vocational schools in practical education			
<ul style="list-style-type: none"> • Pupils, teaching staff, professional staff, participants of lifelong learning. 	<ul style="list-style-type: none"> • founders of the secondary vocational schools, vocational schools, secondary vocational schools, vocational schools. 	<ul style="list-style-type: none"> • Procurement and modernization of material-technical equipment of specialized workplaces for practical education, training and professional practice, lifelong education, language classrooms, technical workshops, specialized classrooms, libraries, lecture and teaching classrooms in secondary vocational schools, centres of vocational education and training, specialized practice centres and school management centres, and related building conversions, ○ Procurement and modernization of material-technical equipment of halls of residence including construction modifications and elements of inclusive education, ○ Extension, upper extension, construction modifications and reconstruction of exterior and interior premises and campuses of secondary vocational schools, centres 	All 5 pilot VET Schools according approved timetable

		<p>of vocational education and training, specialized practice centres and school management centres, related, among other things, to the provision of elements for inclusive education and facilities for wider community for centres of vocational education and training,</p> <ul style="list-style-type: none"> ○ Creating business incubators by extension, upper extension, construction modifications or reconstruction of internal premises of centres of vocational education and preparation and purchase of material-technical equipment for business incubators, including a high-speed internet connection and ICT, ○ Increase in energy efficiency of the buildings of secondary vocational schools, centres for vocational education and training, vocational practice centres, school management centres including halls of residence. 	
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Specific requirements for submitted projects:

- is consistent with regional strategies for vocational education and training,
- supports lifelong education in line with Act No. 568/2009 on lifelong education, as amended (315/2012 Z. z., 315/2012 Z. z., 292/2014 Z. z., 188/2015 Z. z.),
- supports integrated approach as complementary support of activities from IROP and OP HR, or from other OPs,
- is targeted to support inclusive education,

- provides cooperation: school-employer-region - contractual relationship with the employer must be declared in favor of which fields of study are taught,
- is discussed and supported with relevant employers unions, trade and professional chambers,
- will be favored, if it supports the creation of new and existing centres of vocational education and training,
- is in line with Act No. 61/2015 on vocational education and training, as amended,
- is in compliance with the requirements of regional labour market and region's competitiveness,
- is in compliance with State education programme for vocational education and training for relevant groups of fields of study,
- is in line with Act No. 596/2003 Coll. on state administration in education and school self-administration, as amended,
- is related with the RIS3 Strategy.

Integrated regional operational programme 2014 – 2020, version 4.1			
Identification of the main target groups	Types of beneficiaries into IP	Examples of activities	Proposal of IP/PP
Specific objective 3.1: Supporting employment-friendly growth through the development of endogenous potential as part of a territorial strategy for specific areas, including the conversion of declining industrial regions and enhancement of accessibility to, and development of, specific natural and cultural resources			
<ul style="list-style-type: none"> • SMEs in cultural industry • Students and graduates of secondary art schools and universities/academies • Non-profit organizations • Unemployed, inactive persons, MRC with creative education or talent in this field 	<ul style="list-style-type: none"> • Non-profit organizations, civic associations • SMEs in cultural and creative industries 	<ul style="list-style-type: none"> ○ Procurement of tangible and intangible assets for production and innovation processes, ○ Expenditures for reconstruction, the adaptation and renovation of buildings directly connected to the purchase of new technologies, equipment, ○ Support for marketing activities (workshops fees, fair fees, exhibition costs, promotion of local products and services, marketing strategies focused on local products promotion costs), ○ Rental of spaces and technologies with the purpose of production 	<p>2 pilot VET Schools according approved timetable</p> <p>Stara Lubovna and Medzilaborce in close cooperation with existing and starting entrepreneurs in creative industries.</p> <p>PRODUCT LINE – RIS 3 – Digital Slovakia and Culture and Creative Industry</p> <p>PRODUCT LINE – RIS 3 – Healthy Food and Environment</p>

		<p>(small-lot), innovation and distribution (out of creative centres premises),</p> <ul style="list-style-type: none"> ○ Support of creative creation and production with the purpose their distribution in order to SMEs support and jobs creation. 	
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Operational Programme Research and Innovation for 2014 - 2020			
Identification of the main target groups	Types of beneficiaries into IP	Examples of activities	Proposal of IP/PP
<p>IP 3.1 Promoting entrepreneurship, in particular by facilitating the economic exploitation of new ideas and fostering the creation of new firms, including through business incubators</p> <p>Specific Objectives: 3.1.1 Enhancing the growth of new competitive SMEs</p>			
<ul style="list-style-type: none"> ○ SMEs, ○ individuals interested in running business, including disadvantaged social groups 	<ul style="list-style-type: none"> ○ persons or legal entities entitled to run business and meeting the SME definition; ○ non-profit sector; ○ self-government entities; 	<ul style="list-style-type: none"> ○ creating infrastructure to support new enterprises (offices and operation premises, technological equipment); ○ training events and education programmes on preparation for entrepreneurship, specific training courses for incubated and start-up entrepreneurs, training programmes for external SMEs; ○ promotion of networking and 	<ul style="list-style-type: none"> ○ projects implemented in regions with a deteriorated social and economic situation compared to the overall social and economic situation of the SR will be preferred. <p>PRODUCT LINE – RIS 3 – Digital Slovakia and Culture and Creative Industry</p> <p>PRODUCT LINE – RIS 3 – Healthy Food and Environment</p>



		cooperation with organizations from the R&D, academic and business sectors;	
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