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| **Component 3.2: ADAPTATION OF SCHOOL PROGRAMMES** | |
| **Investment/ reform CID reference** | **Investment 1** |
| **Investment/ reform name** | **Development of selected key academic sites** |
| **Type of change compared to CID** | [modified] |
| **Legal base of the change (select at least one)** | Article 14(2) – loan request  Article 18(2) – update of the maximum financial contribution  Article 21 – amendment due to objective circumstances  Article 21a – REPowerEU non-repayable financial support (ETS revenue)  Article 21b (2) – BAR transfers  ☐ None of the above, correction of clerical error |
| **Elements modified (only for modified measures)** | Component / Measure description  Milestones and targets  Estimated cost  Green and digital tagging (potentially relevant, because there is a substantive change to the underlying measure)  DNSH self-assessment |

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| **Investment 1: Development of selected key academic sites – Target 180** | | |
| *Description and justification of the change* | | |
| **Modified elements** | **Current version** | **Amended version** |
| ***Component and / or measure description*** | Of the overall objective to construct 111 000 m², at least 100 000 m² of new university areas shall be constructed. | No change |
| ***Milestones and targets*** | Number of square metres of new university area | No change |
| ***Estimated cost*** | **Total RRF - 7 156 000 000,00 CZK** | **Total RRF - 9 356 589 500 CZK** |
| ***Green and digital tagging*** | No change | No change |
| ***DNSH self-assessment*** | No change | No change |

***Objective facts why the milestones and targets could not be met:***

The situation on the construction market has been unpredictable since the pandemic (mostly because of global pandemic Covid-19 - interruption of production). In addition to a significant increase in the prices of materials, there are also supply shortages and the demand for building modifications is high. This year is so far the worst due to the ongoing war in Ukraine - departure of Ukraine workers, who made up a large part of the construction capacity, back to Ukraine, international sanctions and fluctuations in prices and supplies of raw materials from Russia, which caused speculation and panic on trade market. Materials such as bricks, iron, steel, polystyrene and others were hit by the biggest price increase.

Another reason for the increase in the prices of building materials is primarily the significant increase in energy prices and outages in their supply (especially natural gas).

Intensive preparations for all three projects are currently underway. Mephared and the Biocentre already have valid building permits. The tender procedure for the construction of Mephared 2 started in IV. quarter of 2022. On March 16, 2023, envelopes with offers for construction were opened. The price extremely exceeds the planned project budget and the approved allocation, which has an impact on the financing of the entire component. At the moment, it is not possible to estimate the results of the procurement procedures for the other two buildings, as they are expected to be announced in II. quarter of 2023.

The market situation described above, and the result of the tender clearly show that the previously set budget for the construction of buildings is currently inadequate.

***Proof of the relationship between the objective fact/reason and the non-fulfilment of the milestone and target:***

*Future inflation as such significant factor was not taken into account in the original costing, i.e.the price per m2 was calculated at the same amount for the entire implementation period, and it was determined in June 2021, but based on data in the RTS system published in January 2021. Therefore, we have not taken inflation into account in our calculations The original allocation was calculated with a reserve for highly probable adjustments in projects , ie 10 % increase in square metres (1 008 mil CZK), due to external circumstances, there was a sharp increase in the prices of inputs for building materials and work, which cannot be covered The calculation of the resulting amount of the allocation increase is based on the forecast of the expected rate of inflation according to the European Commission for the years 2023-2026, when the original costing plan from 2021 is multiplied by the expected inflation for each year*

*The detailed calculation for increasing the allocation is shown in the table in Appendix No. 1. All costs in this component are construction costs.*

*In addition to inflation, we also have to work with a different distribution of costs over time compared to the assumption from 2021. Due to situation described above tender procedures were delayed (not in 2022) and construction will start later. Thus project costs were postponed for following years.*

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|  | **rate** | **coef** | **2022** | **2023** | **2024** | **2025** | **2026** | **TOTAL** |
| **costing EC table original** | N/A | N/A | 270,00 | 1350,00 | 2160,00 | 2515,50 | 860,40 | 7155,90 |
| **costing (including cofinancing) - original** | N/A | N/A | 300,00 | 1500,00 | 2400,00 | 2795,00 | 956,00 | 7951,00 |
| **RRF - real contribution** | N/A | N/A | 0,00 | 1250,00 | 2260,00 | 2700,00 | 945,90 | 7155,90 |
| **% of original EC costing** | N/A | N/A | 0,00 | 92,59 | 104,63 | 107,33 | 109,94 | N/A |
| **2021** | 5,800 | 0,058 | 0,00 | 72,50 | 131,08 | 156,60 | 54,86 | N/A |
| **2022** | 13,100 | 0,131 | 0,00 | 163,75 | 296,06 | 353,70 | 123,91 | N/A |
| **2023** | 9,300 | 0,093 | 0,00 | 116,25 | 210,18 | 251,10 | 87,97 | N/A |
| **2024** | 3,500 | 0,035 | 0,00 | 0,00 | 79,10 | 94,50 | 33,11 | N/A |
| **2025** | 2,000 | 0,020 | 0,00 | 0,00 | 0,00 | 54,00 | 18,92 | N/A |
| **2026** | 2,000 | 0,020 | 0,00 | 0,00 | 0,00 | 0,00 | 18,92 | N/A |
| **inflation increase** | N/A | N/A | 0,00 | 352,50 | 716,42 | 909,90 | 337,69 | 2316,51 |
| **RRF including inflation** | N/A | N/A | 0,00 | 1602,50 | 2976,42 | 3609,90 | 1283,59 | 9472,41 |

The total amount of calculated allocation 9 472 410 000 was lowered on EC and MPO-DU request by 5% to **9 356 589 500 CZK,** due to EUR exchange rate changes, as RRF allocation is calculated in EUR.

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| **Component 3.2: ADAPTATION OF SCHOOL PROGRAMMES** | |
| **Investment/ reform CID reference** | **Investment 2** |
| **Investment/ reform name** | **Tutoring of pupils** |
| **Type of change compared to CID** | [modified] |
| **Legal base of the change (select at least one)** | Article 14(2) – loan request  Article 18(2) – update of the maximum financial contribution  Article 21 – amendment due to objective circumstances  Article 21a – REPowerEU non-repayable financial support (ETS revenue)  Article 21b (2) – BAR transfers  None of the above, correction of clerical error |
| **Elements modified (only for modified measures)** | Component / Measure description  Milestones and targets  Estimated cost  Green and digital tagging (potentially relevant, because there is a substantive change to the underlying measure)  DNSH self-assessment |

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| **Investment 2:Tutoring of pupils – Target 183** | | |
| *Description and justification of the change* | | |
| **Modified elements** | **Current version** | **Amended version** |
| ***Component and / or measure description*** | The investment aims at providing catch-up classes for pupils with a disadvantaged socio-economic background, whose educational outcomes deteriorated due to the prolonged school lockdown. Based on reports by the Czech School Inspection, it is estimated that 500 000 pupils lag behind and need tutoring due to insufficient participation in online learning during the ten-month school lockdown. The investment shall thus prevent further widening of inequalities between pupils and schools driven by social or other disadvantages. The support to pupils at risk of failure shall be temporary, limited to the recovery phase following return of pupils to full-time education. It shall help restore the learning habits and acquire the knowledge prescribed by the curricula in mathematics, the Czech and foreign languages. | The investment aims at providing catch-up classes for pupils with a disadvantaged socio-economic background, whose educational outcomes deteriorated due to the prolonged school lockdown. Based on reports by the Czech School Inspection, it is estimated that 50 000 pupils lag behind and need tutoring due to insufficient participation in online learning during the ten-month school lockdown. The investment shall thus prevent further widening of inequalities between pupils and schools driven by social or other disadvantages. The support to pupils at risk of failure shall be temporary, limited to the recovery phase following return of pupils to full-time education. It shall help restore the learning habits and acquire the knowledge prescribed by the curricula in mathematics, the Czech and foreign languages. |
| ***Milestones and targets*** | Number of pupils who received tutoring  Tutoring shall be provided to at least 500 000 pupils at risk of school failure. Tutoring shall help pupils restore learning habits and acquire the knowledge prescribed by the curricula in mathematics, the Czech and foreign language  T183  Q4/2023 | Number of ~~pupils who received tutoring~~  *individual enrolments for tutoring courses by pupils at risk of school failure.*  Tutoring shall be provided ~~to~~ via at least 500 000 individual enrolments for tutoring courses by pupils. Tutoring is expected to help pupils at risk of school failure to restore learning habits and acquire the knowledge prescribed by the curricula in for example mathematics, the Czech language and foreign language.  T183  Q4/2023 |
| ***Estimated cost*** | CZK 1 bil. | No change |
| ***Green and digital tagging*** | N/A | N/A |
| ***DNSH self-assessment*** | No change | No change |

***Subject of the change***

*Change of milestone and goal*

*Original value of indicator was incorrectly stated at level of 500 000 unique pupils. Correct value should be 500 000 individual enrolments for tutoring courses by pupils at risk of school failure.*

*Although the schools were allocated financial resources based on the expected needs of the pupils of the given school. Schools could provide individual support, which means that one pupil can receive tutoring in several units, even repeatedly in individual semesters as well as in consecutive semesters. Schools therefore report to the Ministry of Education, youth and Sport the number of tutored pupils (due to the possibility of repetition, however, these are not individual participants) and at the same time "pupil hours", i.e. the number of tutored hours per pupil.*

*It is therefore proposed to correct units of measurement of the milestone of 500,000 to individual enrolments for tutoring courses by pupils at risk of school failure.*

*It is verifiable figure that is provided by schools, which at the same time enables effective, individually targeted help for individual pupils.*

*Change of the text of the description of the activity preceding the table with milestones and goals.*

*From: “The investment* ***shall*** *thus prevent further widening of inequalities between pupils and schools driven by social or other disadvantages.”*

*To: “The investment* ***is expected to*** *thus prevent further widening of inequalities between pupils and schools driven by social or other disadvantages.”*

*We request the* ***change of the formulation of this target*** *because, based on newly available information, the administrative costs linked to centrally enforcing and proving the requirements in this measure have turned to outweigh the benefits. This is particularly the case when compared to the alternative, better solution of letting schools independently chose who should be tutored. The newly available information includes:*

*i) increased cost estimates on gathering the relevant data from individual schools;*

*ii) the increased saliency of the professional (and to some extent even political) issue of excessive administrative burden for headmasters and teachers, as illustrated for example in study from 2021 “Jak zlepšovat učení, wellbeing a rovné šance žáků v ČR prostřednictvím středního článku a dalších opatření” according to which the largest problem of the Czech school leadership consists headmasters’ being overburdened by administrative and formal tasks (*[*https://partnerstvi2030.cz/wp-content/uploads/Zaverecna\_publikace\_Partnerstvi\_1rok\_2021\_modra.pdf*](https://partnerstvi2030.cz/wp-content/uploads/Zaverecna_publikace_Partnerstvi_1rok_2021_modra.pdf)*, p. 35);*

*iii) new information on the lack of staff on both the side of schools and the ministry, linked to the tight CZ labour market and difficulties in hiring.*

*(We also note that the costs of providing this detailed information was not part of the original costing, i.e. there are no funds to be used for the collection of this evidence.)*

***Investment 2: Tutoring of pupils***

*In the text number of 500 000 should be changed for 50 000, as the 500 000 is clear clerical error. Report of the Czech School Inspection states number 54 500 pupil who had fallen behind and are in need of intensive tutoring and repeated support.*

***Objective facts why the milestones and targets could not be met:***

*Milestone calculation and verification for component 3.2.2 Tutoring*

*Although the schools were allocated financial resources based on the expected needs of the pupils of the given school. The calculation mechanism recalculated the expected number of required pupils into tutoring units, but it is, of course, a mechanism. However, schools could provide individual support, which means that one pupil can receive tutoring in several units, even repeatedly in individual semesters. Schools therefore report to the Ministry of Education, youth and Sport the number of tutored pupils (due to the possibility of repetition, however, these are not individual participants) and at the same time "pupil hours", i.e. the number of tutored hours per pupil.*

*It is therefore proposed to express the milestone of 500,000 pupils in units of individual enrolments for tutoring and then to check the fulfilment of the milestone through the number of those.*

*Enrolments as a unit are recorded at the level of individual schools and subsequently reported by the schools. It is therefore a verifiable figure which at the same time enables effective, individually targeted help for individual pupils.*