



D O D A T E K Č . 2
K E S M L O U V Ě O D Í L O

č. U-149-00/24

u z a v ř e n é d n e 2 3 . 8 . 2 0 2 4

v souladu s ust. § 2586 an. zák. č. 89/2012 Sb., občanský zákoník

Armádní Servisní, příspěvková organizace

se sídlem: Podbabská 1589/1, 160 00, Praha 6 - Dejvice

zastoupena: Ing. Martinem Lehkým, ředitelem

IČO: 60460580

DIČ: CZ60460580

zapsaná v obchodním rejstříku vedeném u Městského soudu v Praze pod sp. zn. Pr 1342

bankovní spojení: [REDAKCE] číslo účtu: [REDAKCE]

ID datové schránky: dugmkm6

zástupce ve věcech technických: [REDAKCE]

na straně jedné jako objednatel (dále jako „objednatel“)

a

NEPRO stavební a.s.

IČ: 27342093

DIČ: CZ27342093

se sídlem: Ve Žlíbku 1621/104, Horní Počernice, 193 00 Praha 9

zapsaná v obchodním rejstříku vedeném u Městského soudu v Praze pod sp. zn. B 25201

bankovní spojení: [REDAKCE], [REDAKCE]

číslo účtu: [REDAKCE]

zástupce ve věcech smluvních: [REDAKCE]

zástupce ve věcech technických [REDAKCE]

na straně druhé jako zhotovitel

(dále jako „zhotovitel“)

(objednatel a zhotovitel dále společně též jako „smluvní strany“ nebo každý samostatně též jako „smluvní strana“)

Smluvní strany se dohodly, v souladu s ustanovením čl. 19 Společná ustanovení odst. 19.3., na uzavření tohoto dodatku č. 2 ke smlouvě o dílo (dále jen „smlouva“) na realizaci akce „Tábor – rekonstrukce VUZ a vybudování KCVV – realizace“ uzavřené mezi výše uvedenými smluvními stranami dne 23. 8. 2024 ve znění dodatku č. 1 ze dne 27. 9. 2024. Tímto dodatkem č. 2 se smlouva mění následovně:

1) V článku 3 Doba plnění se ruší odstavec č. 3.1 a nahrazuje se novým zněním:

- 3.1. Zhotovitel zahájí práce na realizaci předmětu díla po podpisu této smlouvy a po převzetí staveniště. Objednatel se zavazuje, že předá staveniště zhotoviteli na základě písemné výzvy objednatele k zahájení stavebních prací a k převzetí staveniště zhotovitelem, adresované zástupci zhotovitele. Předání staveniště proběhne nejpozději do 3 pracovních dnů ode dne doručení Výzvy objednatele k zahájení stavebních prací a k předání staveniště zhotoviteli. Zhotovitel se zavazuje zahájit dílo do 3 pracovních dnů od data předání staveniště objednatelem a převzetí staveniště zhotovitelem. Zhotovitel se zavazuje dílo řádně provést, ukončit a předat ve lhůtě do 31. 8. 2025 ode dne předání a převzetí

staveniště; kolaudační souhlas s užíváním díla zhotovitel zajistí ve lhůtě do 30. 9. 2025 ode dne řádného dokončení díla bez kolaudace.

2) V článku 5 Cena za dílo, platební podmínky se ruší odst. 5.1 a nahrazuje se novým zněním:

- 5.1. Smluvní strany se dohodly na této celkové výši ceny za dílo:
- Celková cena bez DPH 62 856 845,74 Kč (slovy: šedesát dva milionů osm set padesát šest tisíc osm set čtyřicet pět korun českých, sedmdesát čtyři haléřů)
 - DPH 12 % ve výši 7 542 821,49 Kč (slovy: sedm milionů pět set čtyřicet dva tisíc osm set dvacet jedna korun českých, čtyřicet devět haléřů)
 - Celková cena včetně DPH ve výši 70 399 667,23 Kč (slovy: sedmdesát milionů tři sta devadesát devět tisíc šest set šedesát sedm korun českých, dvacet tři haléřů, (dále též „**Cena za provedení díla**“);

3) V článku 20 Závěrečná ustanovení v odstavci 20.4 se stávající znění přílohy č. 3 „Podrobný harmonogram výstavby“ ruší a nahrazuje novým aktuálním zněním. Toto nové znění je součástí tohoto dodatku a nedílnou přílohou č. 3 této smlouvy.

4) Smlouva o dílo se doplňuje o:

Přílohu č. 4: Oznámení změny a změnový list č. 1-7 vč. rozpočtu změn a fotodokumentace

Ostatní ustanovení smlouvy o dílo se dodatkem č. 2 nemění.

Dodatek č. 2 je vyhotoven v elektronické podobě v jednom vyhotovení v českém jazyce s elektronickými podpisy obou smluvních stran v souladu se zákonem č. 297/2016 Sb., o službách vytvářejících důvěru pro elektronické transakce, ve znění pozdějších předpisů.

Smluvní strany prohlašují, že dodatek č. 2 uzavírají po vzájemné dohodě, na základě jejich pravé a svobodné vůle, určitě, vážně a srozumitelně, a nikoliv v omylu. Smluvní strany si smlouvu přečetly a s jejím obsahem souhlasí a na důkaz toho připojují své podpisy.

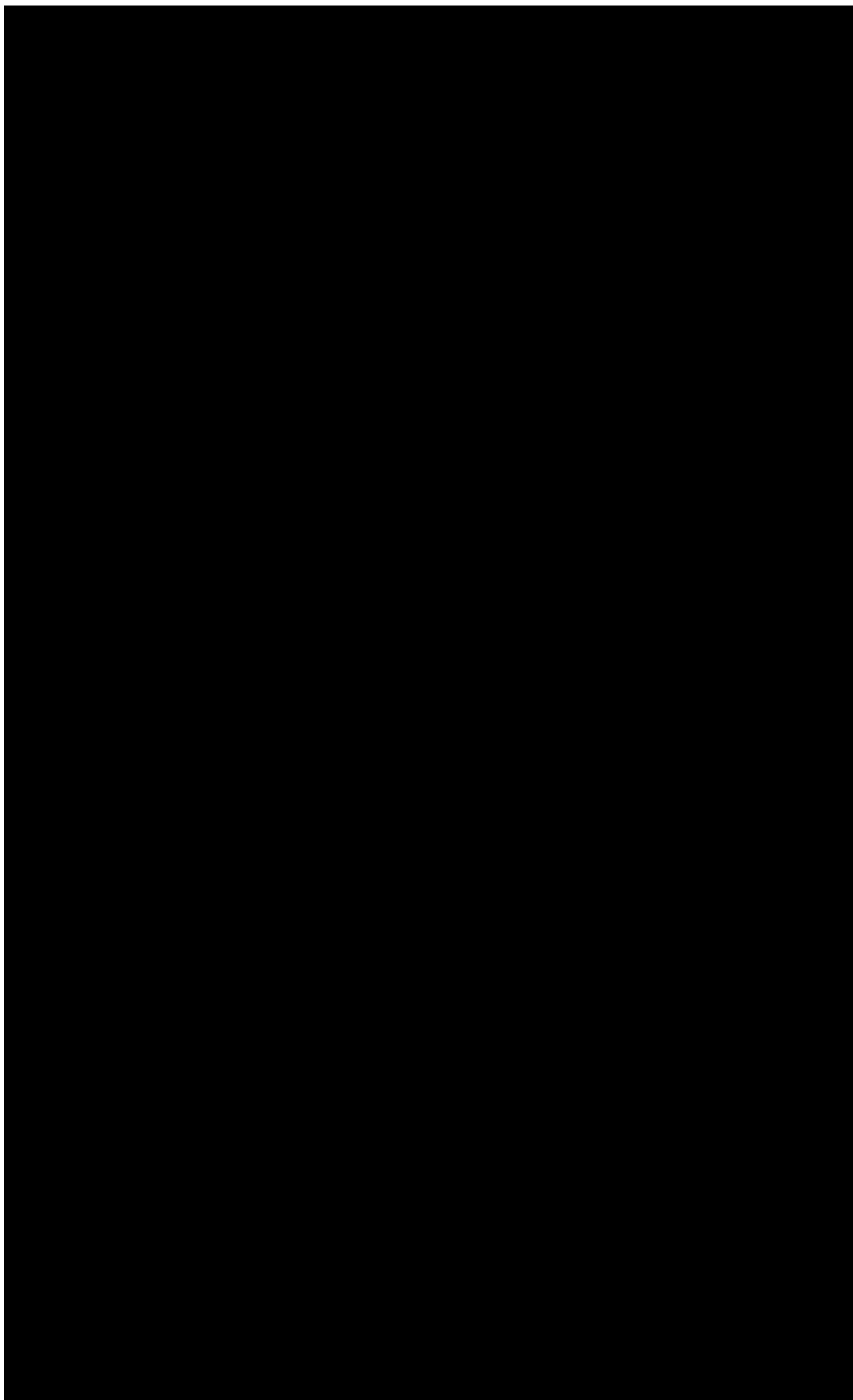
Dodatek č. 2 nabývá platnosti dnem podpisu oběma smluvními stranami a účinnosti dnem uveřejnění v registru smluv v souladu s § 6 odst. 1 zákona č. 340/2015 Sb., o registru smluv. Zhotovitel bere na vědomí, že uveřejnění v tomto registru zajistí objednatel.

Za objednatele:
V Praze

Za zhotovitele:
V Praze

Ing. Martin Lehký
ředitel organizace


místopředseda představenstva



the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million, from 2.5 million in 1980 to 4 million in 1995. The public sector has become a major employer in the UK, and its growth has been a major factor in the overall growth of the economy.

The public sector has also become a major provider of social services, and its growth has been a major factor in the overall growth of the economy. The public sector has become a major provider of social services, and its growth has been a major factor in the overall growth of the economy.

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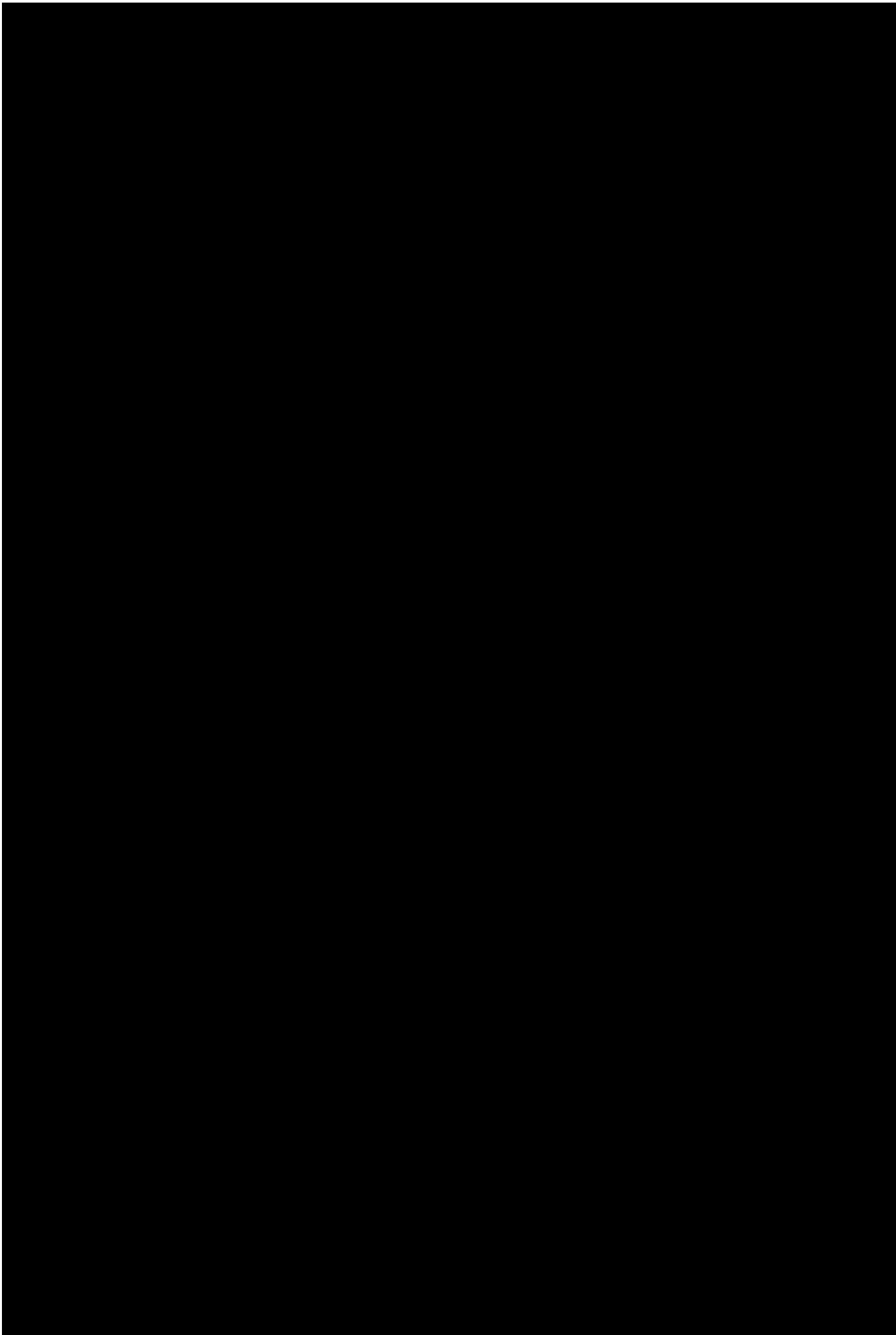
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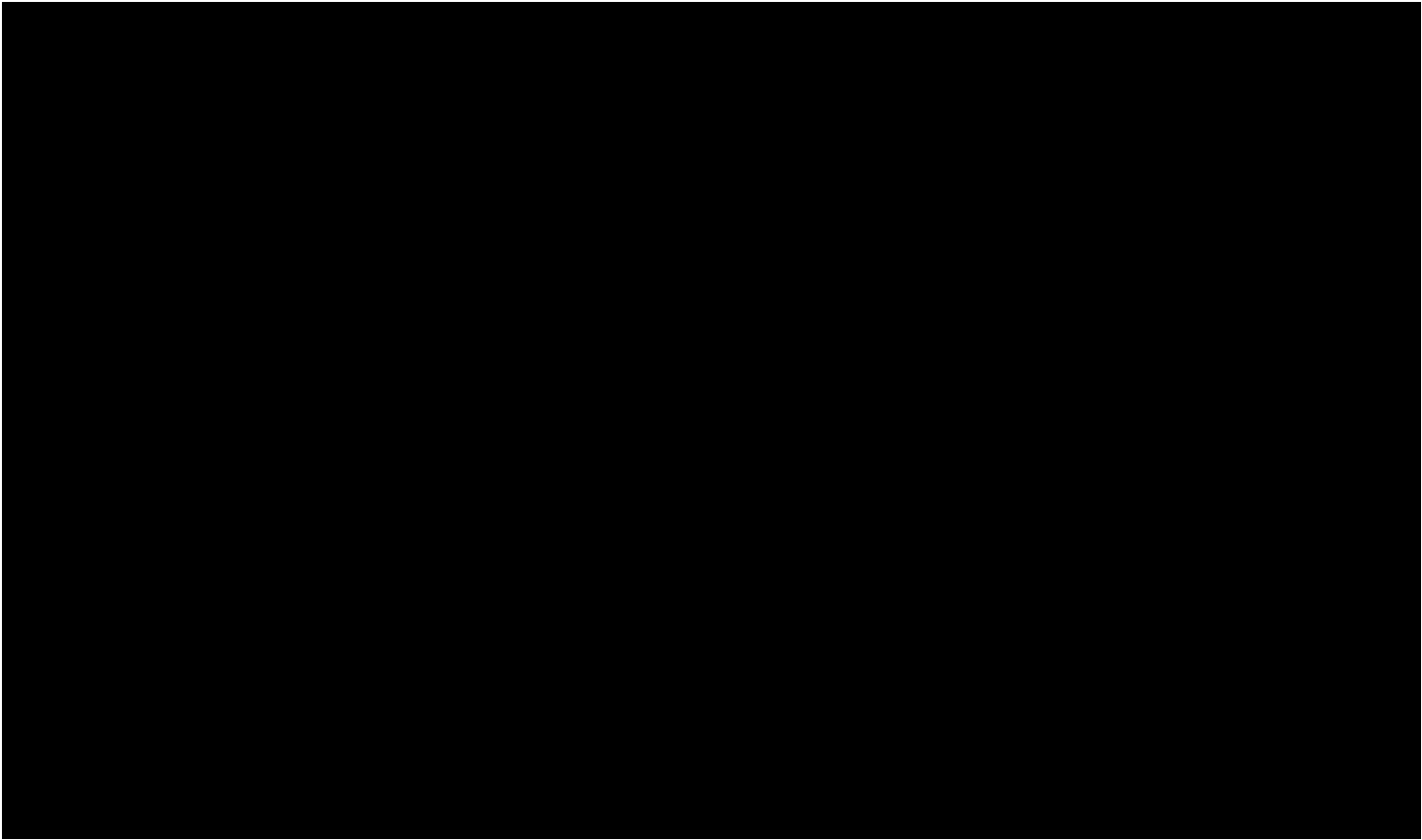
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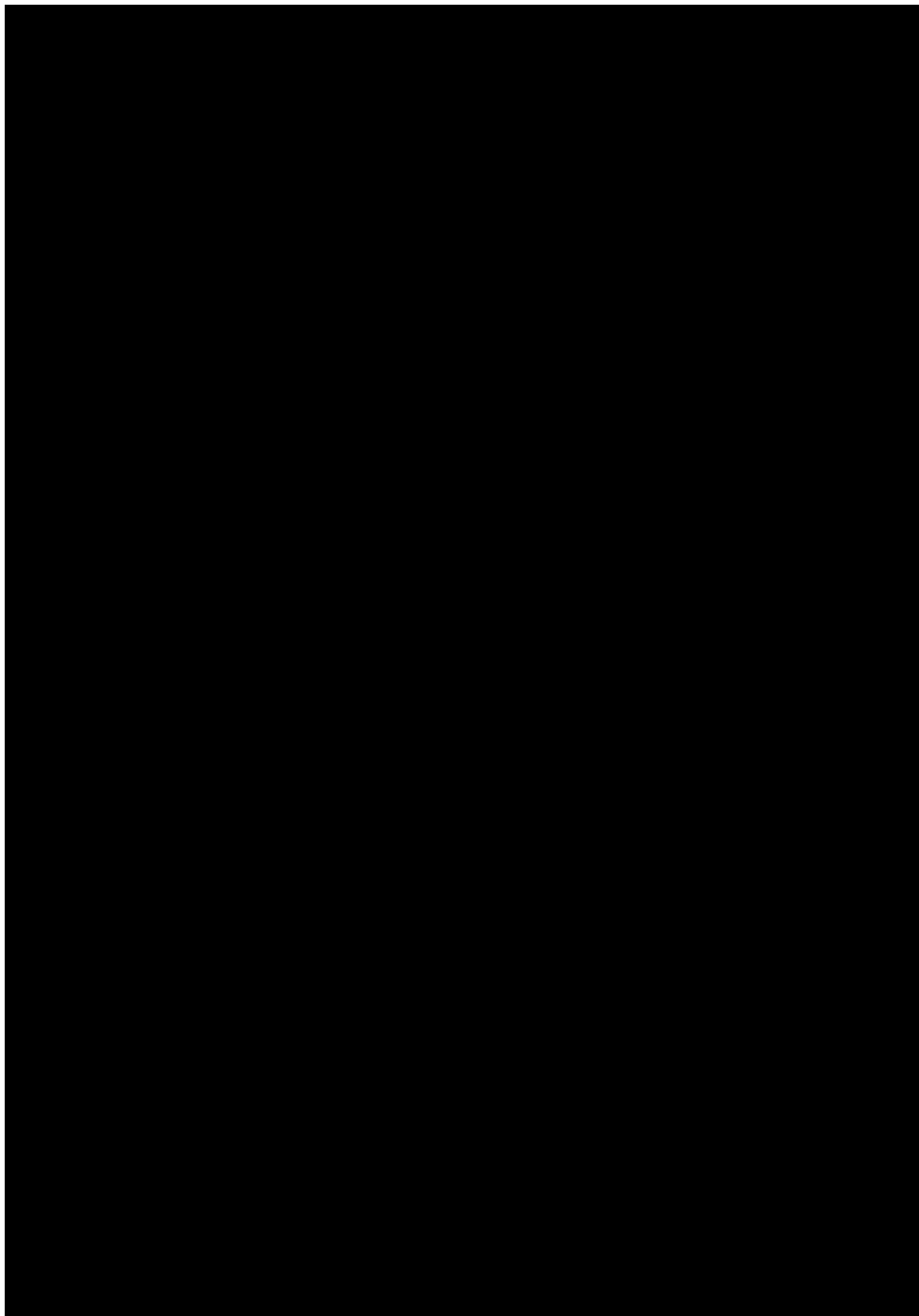
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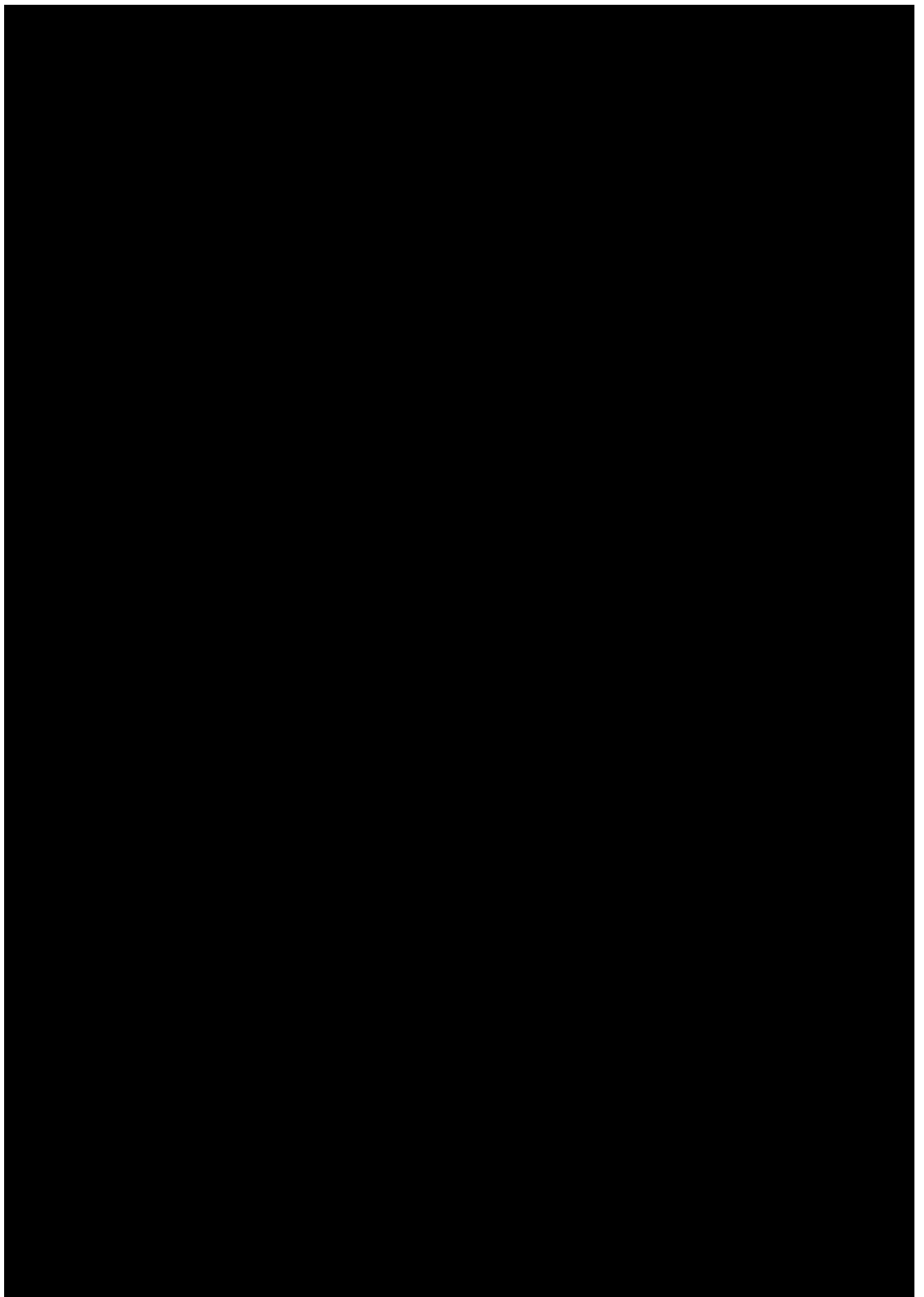
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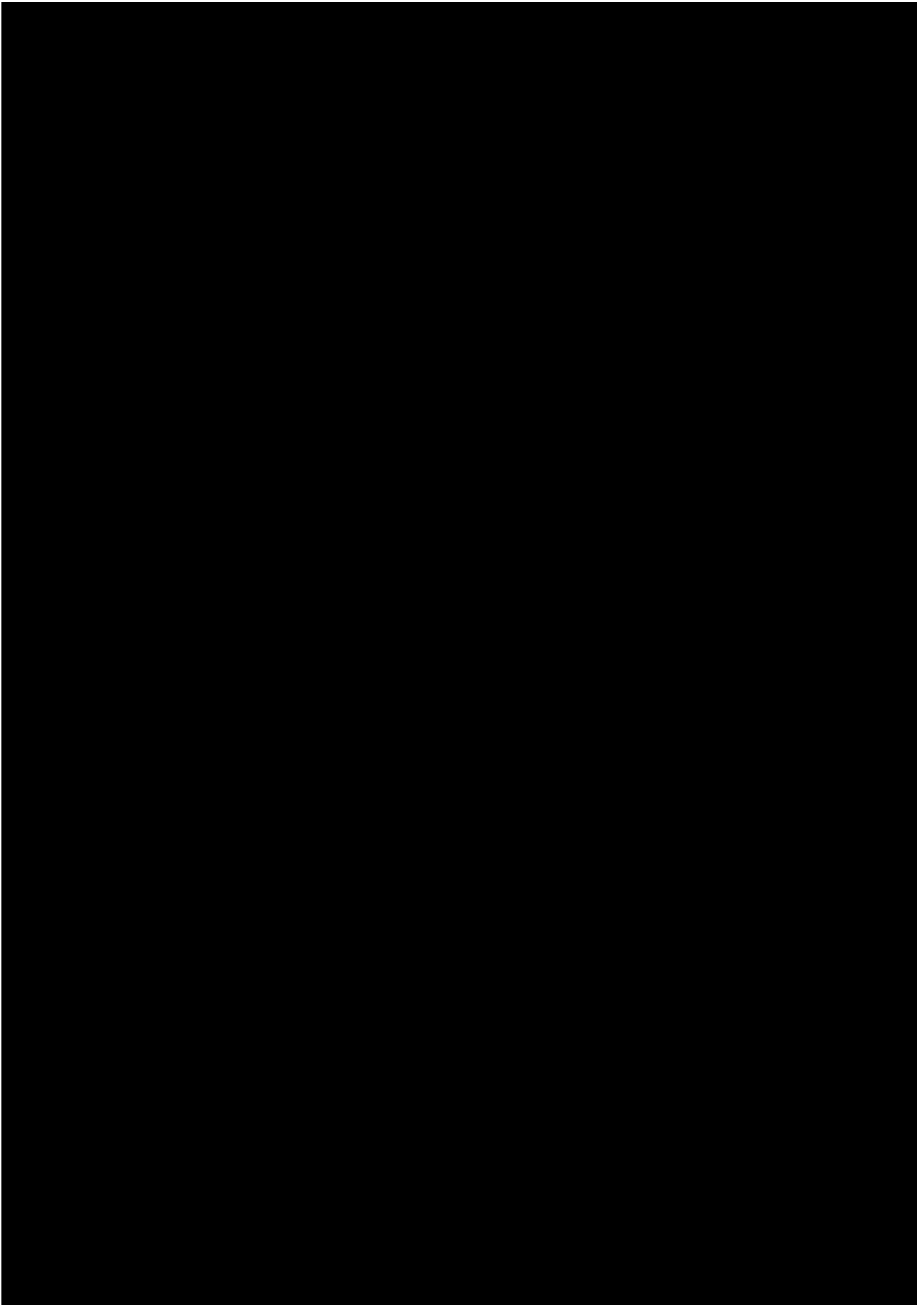
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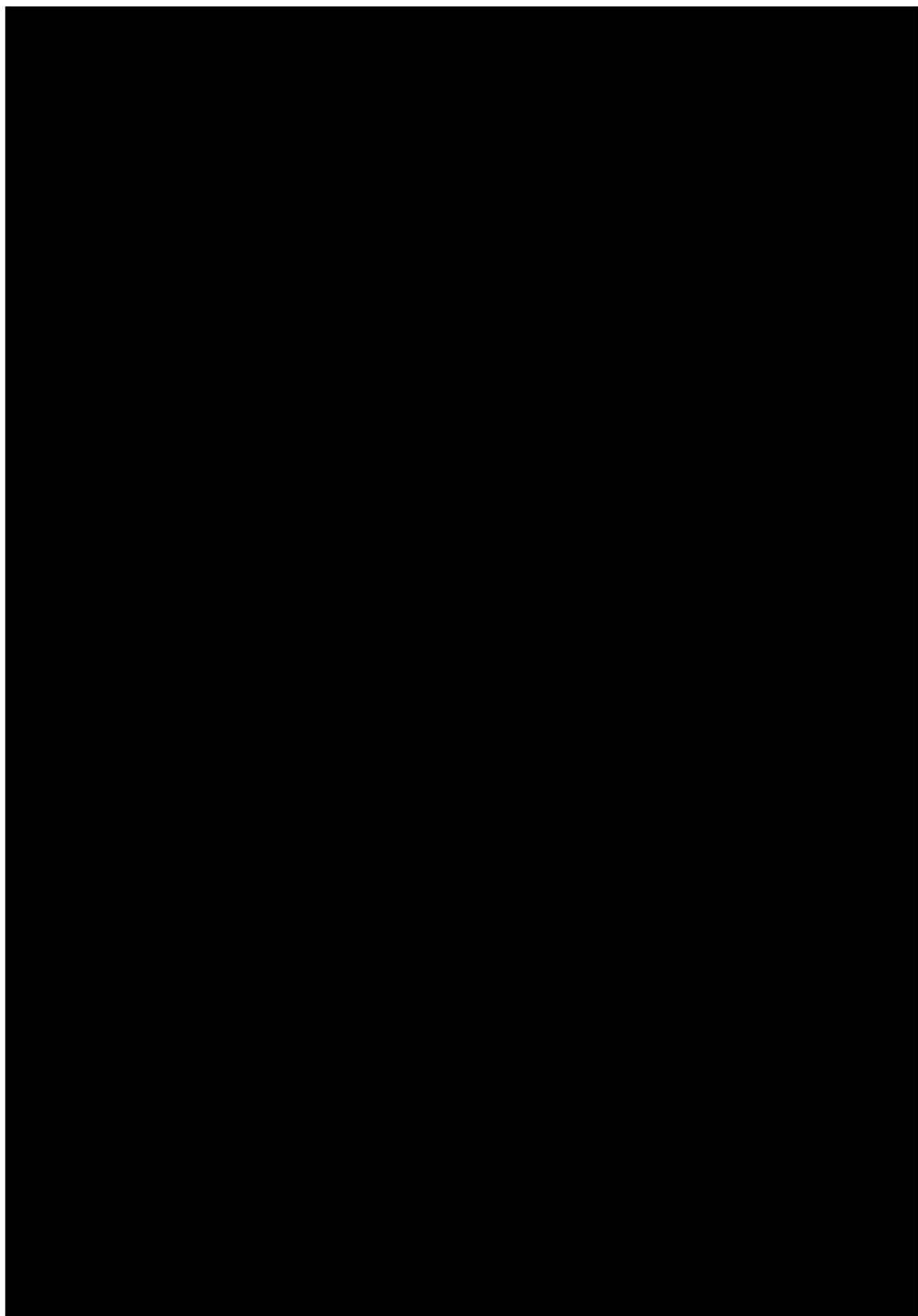


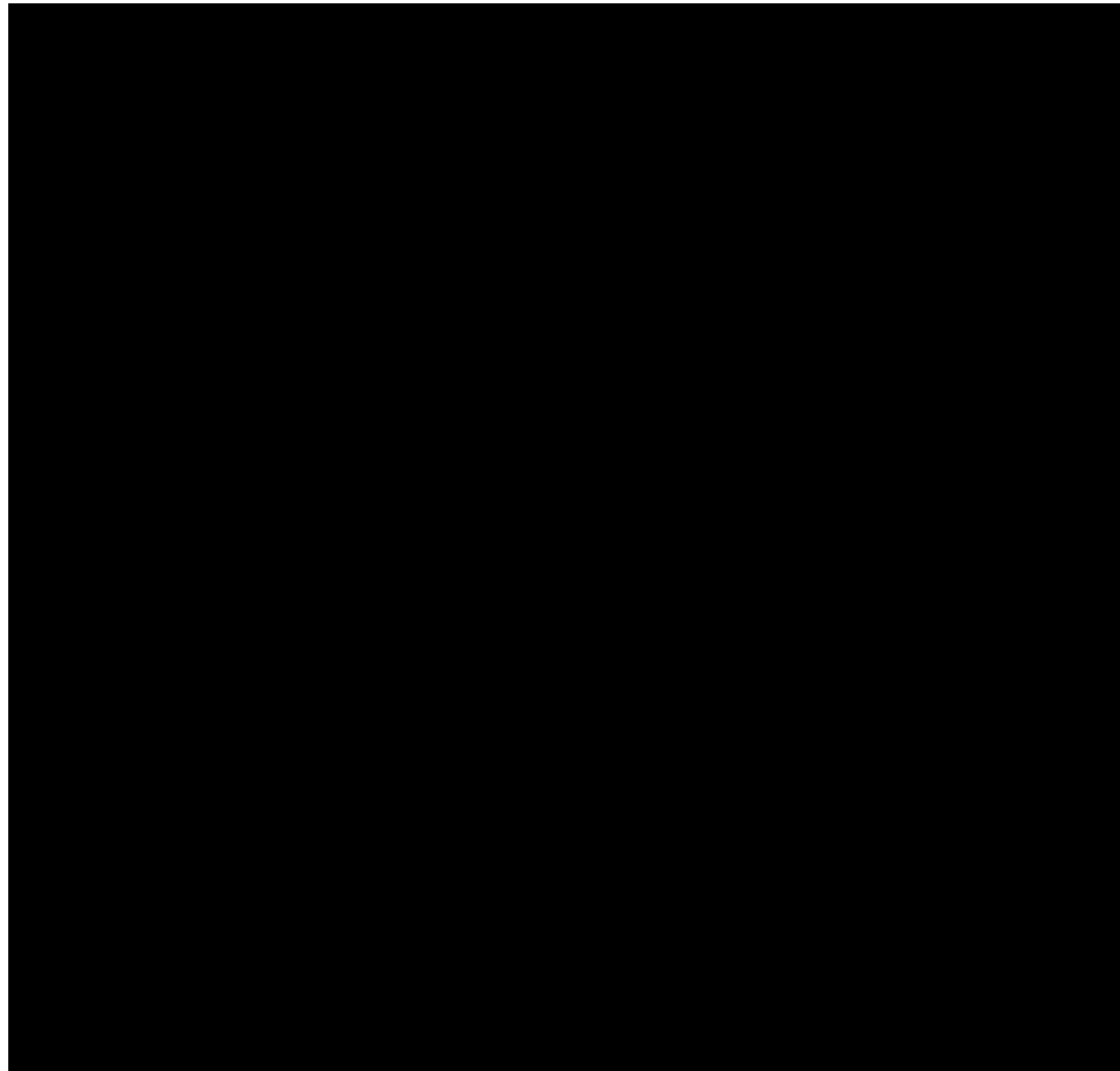














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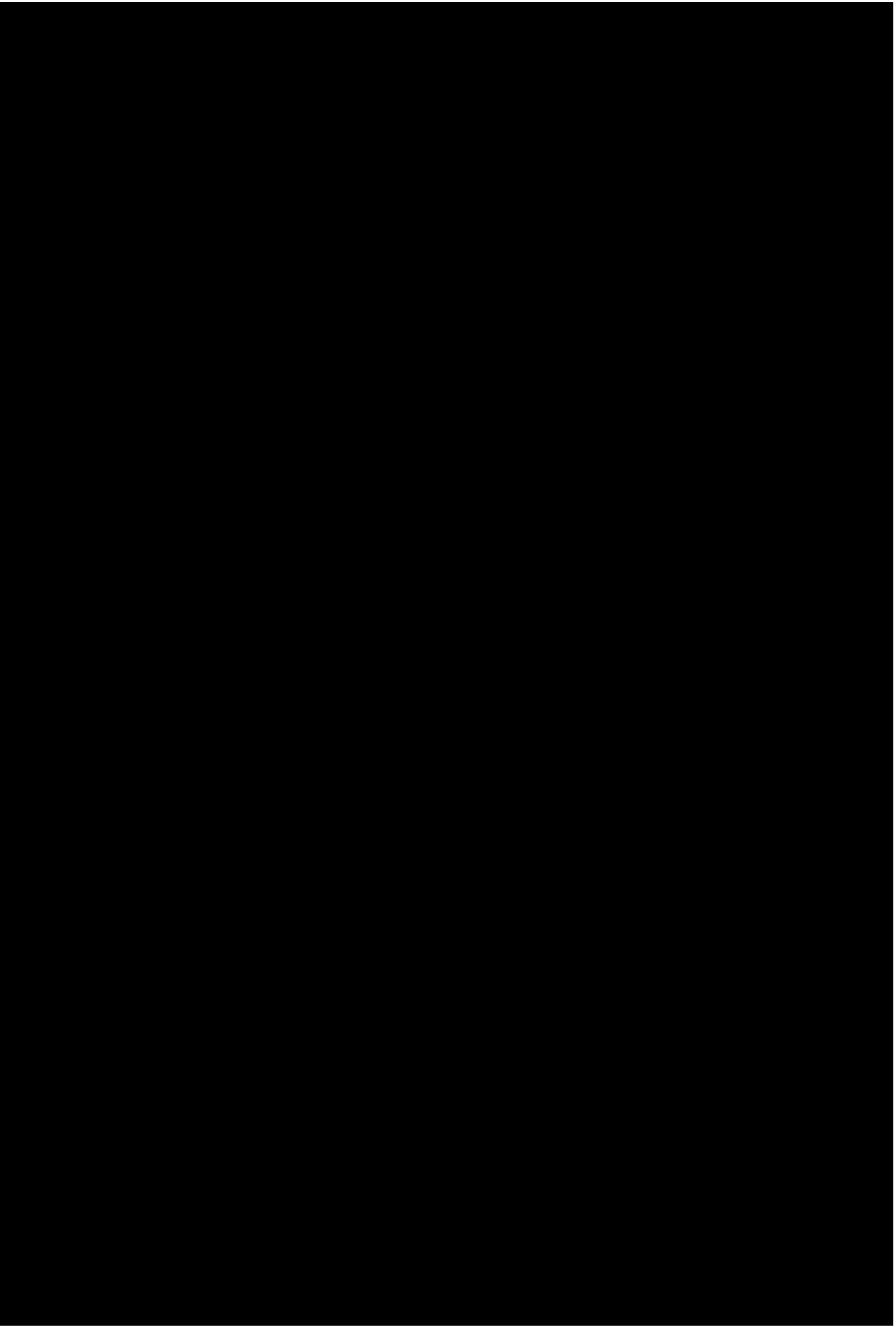
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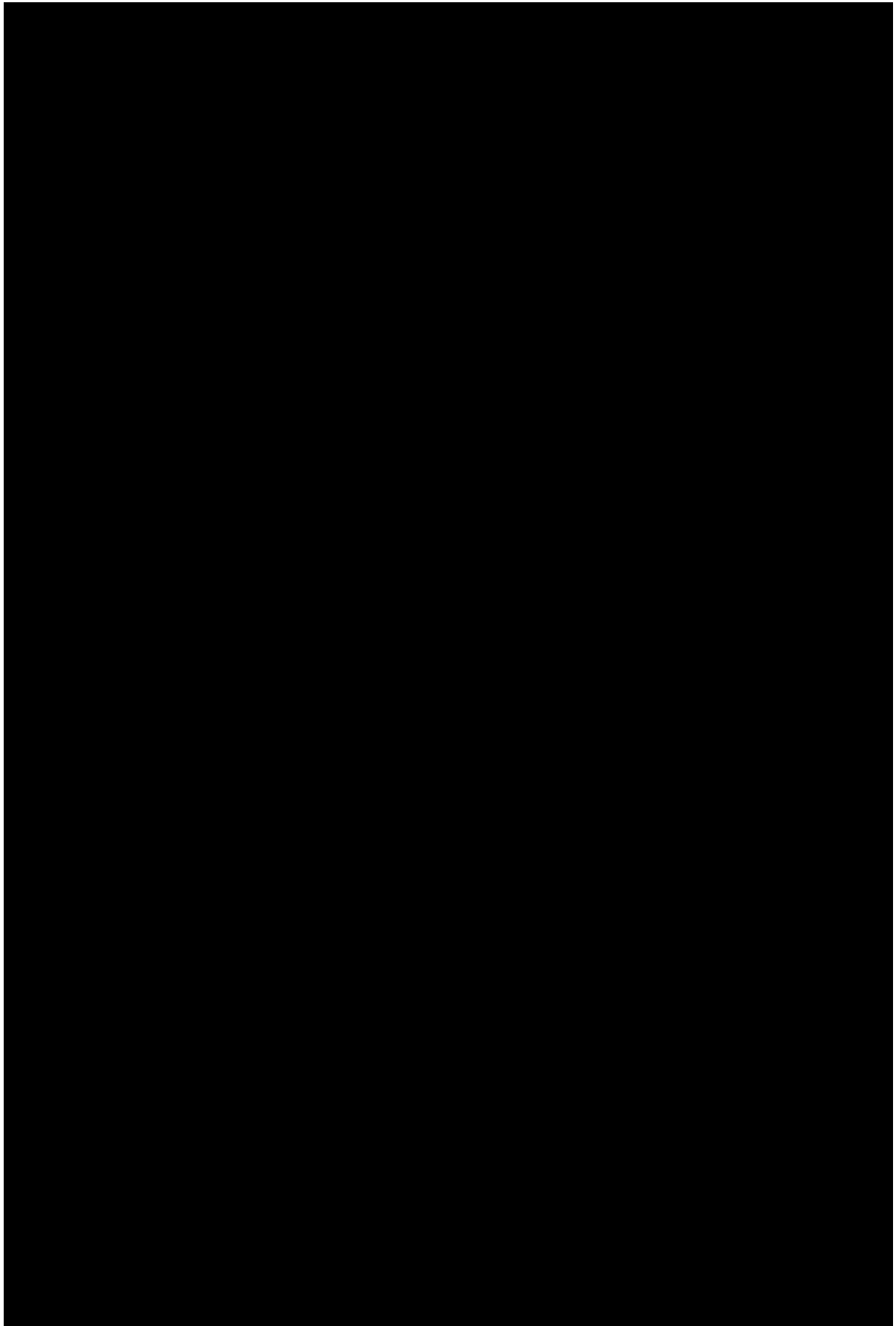
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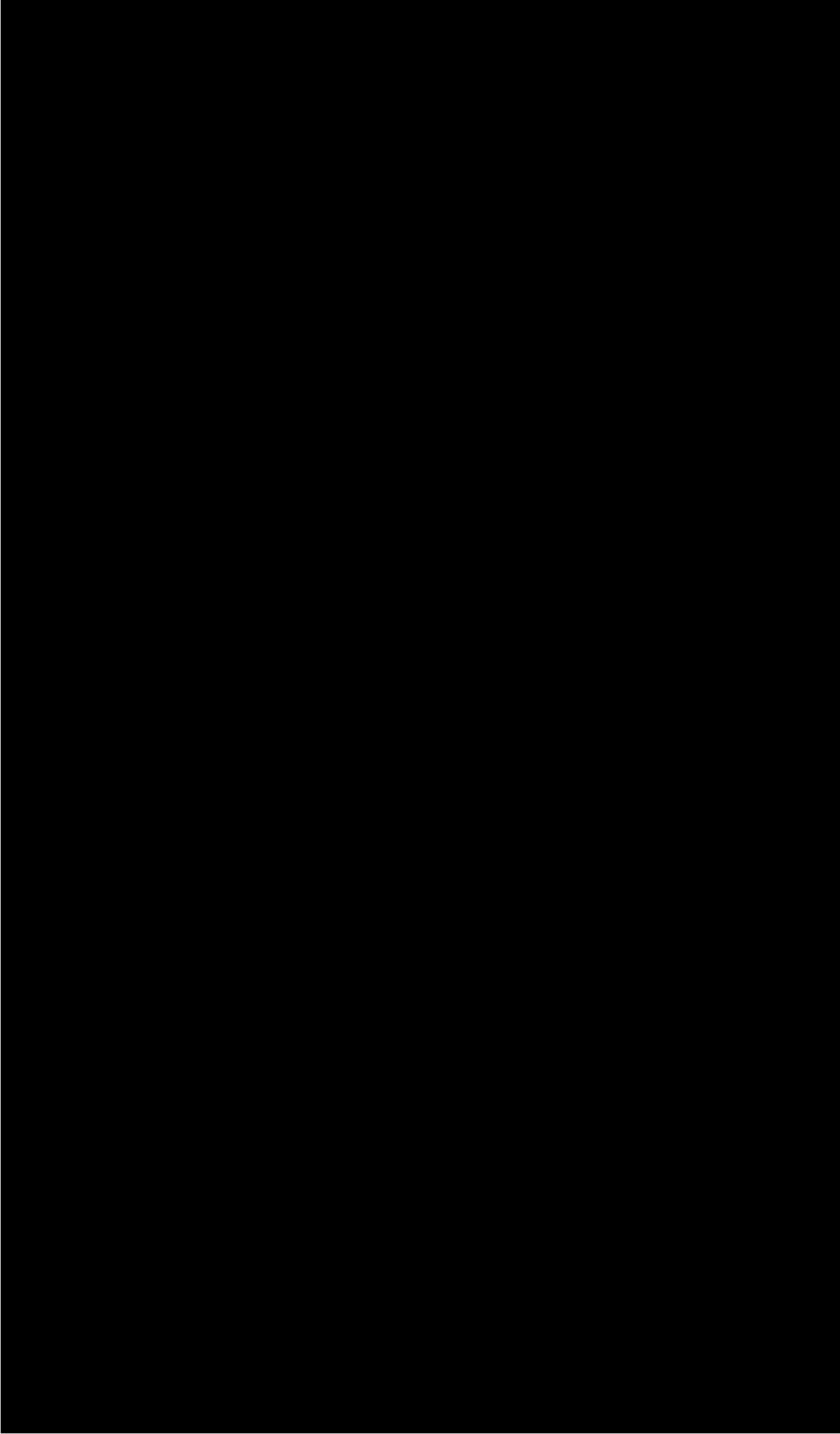
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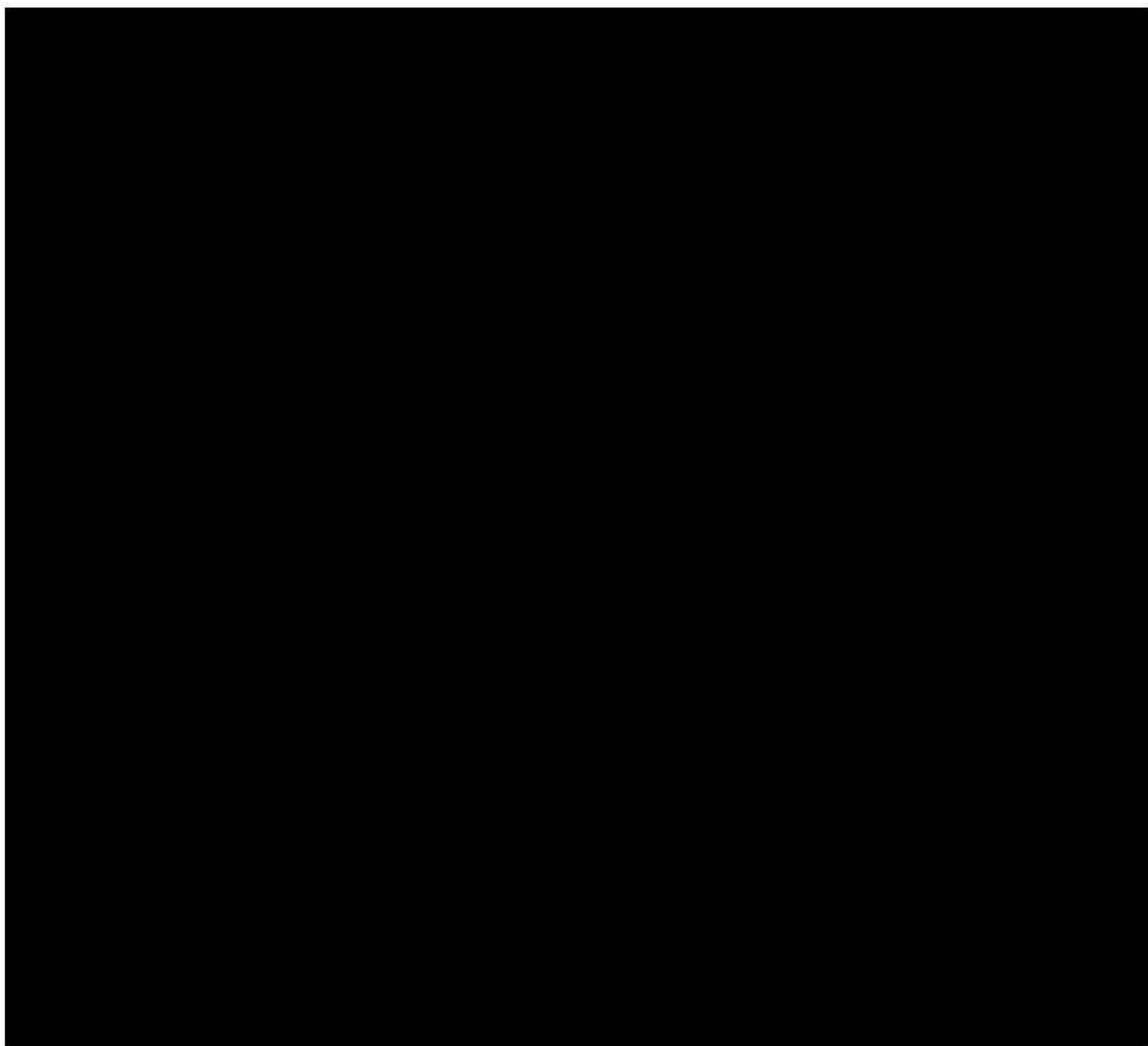
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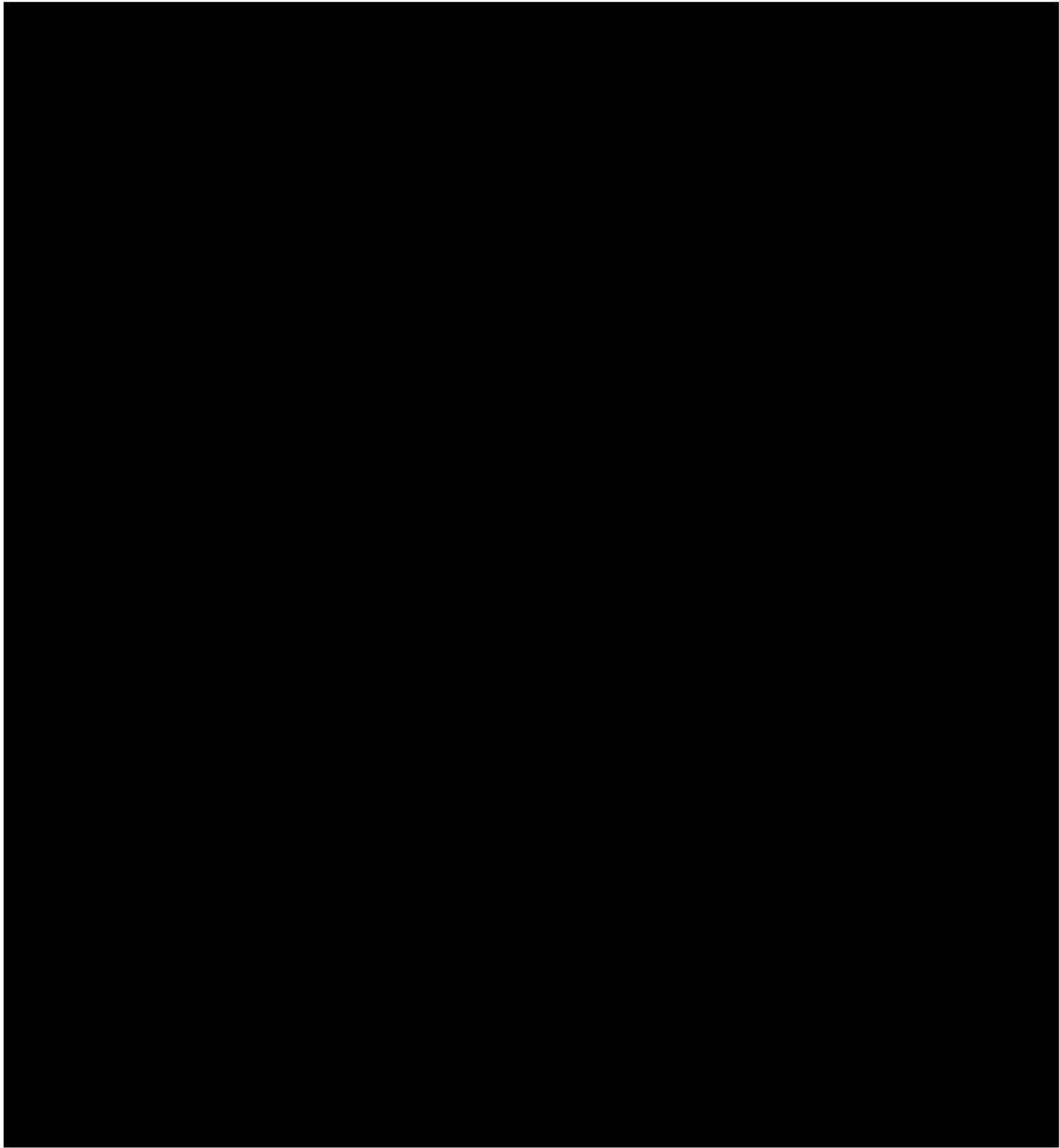
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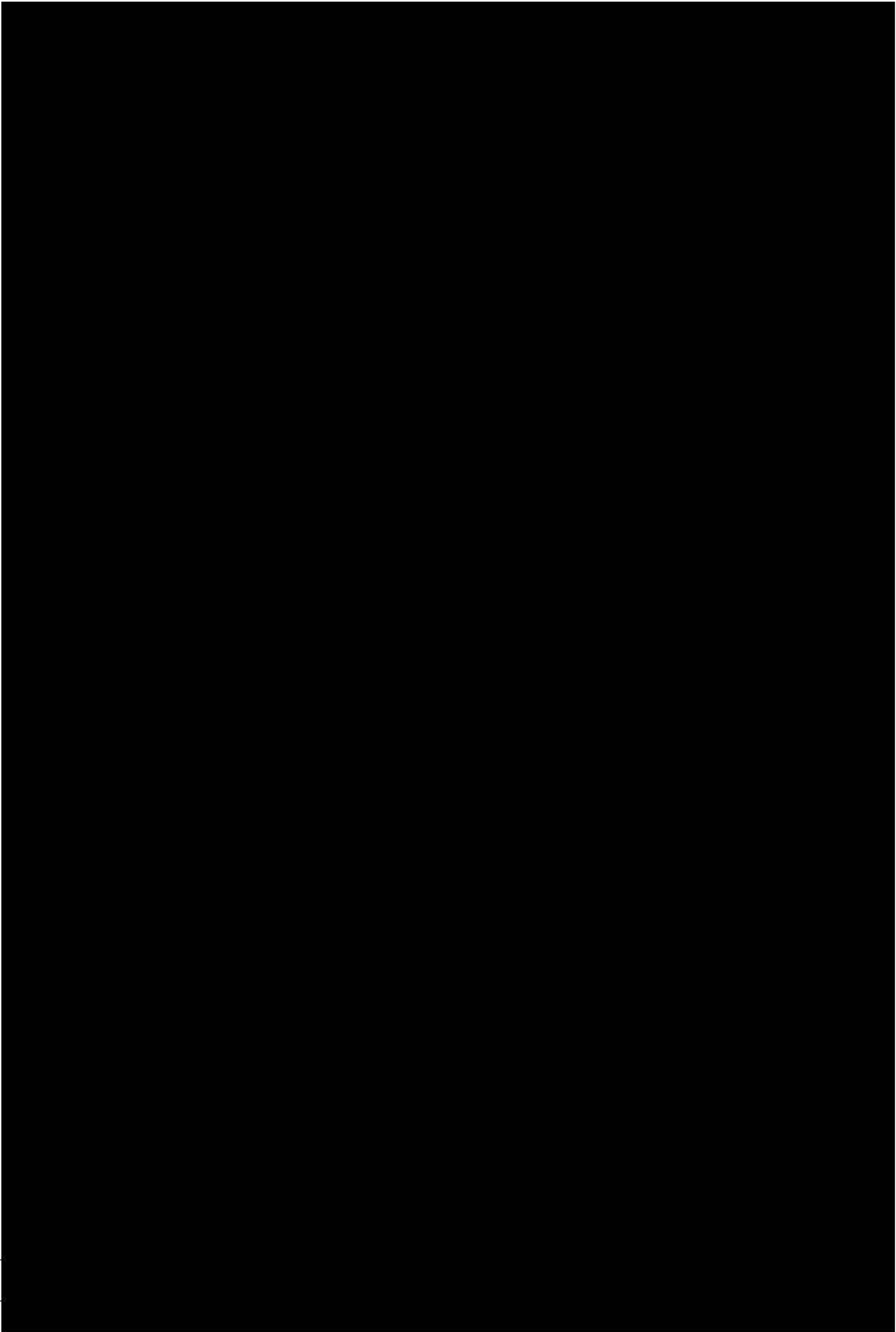








Stupeň:	DPS	2
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[REDACTED]

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the 1990s, the incidence of *S. flexneri* has increased in the United Kingdom [10]. In the United States, *S. flexneri* has been reported as the most common serotype in children with acute bacterial dysentery [11]. In the United Kingdom, *S. flexneri* has been reported as the most common serotype in children with acute bacterial dysentery [12].

There is a paucity of data on the epidemiology of *S. flexneri* in the United Kingdom. The only published study of *S. flexneri* in the United Kingdom was a case-control study of 10 cases of *S. flexneri* infection in children, which found that the risk of infection was significantly increased in children who had been in contact with a case of *S. flexneri* infection [13]. The study also found that the risk of infection was significantly increased in children who had been in contact with a case of *S. flexneri* infection who had been in contact with a case of *S. flexneri* infection.

The aim of this study was to determine the epidemiology of *S. flexneri* in the United Kingdom. The study was designed to determine the prevalence of *S. flexneri* in children with acute bacterial dysentery, the serotypes of *S. flexneri* isolated from children with acute bacterial dysentery, and the risk factors for *S. flexneri* infection in children with acute bacterial dysentery.

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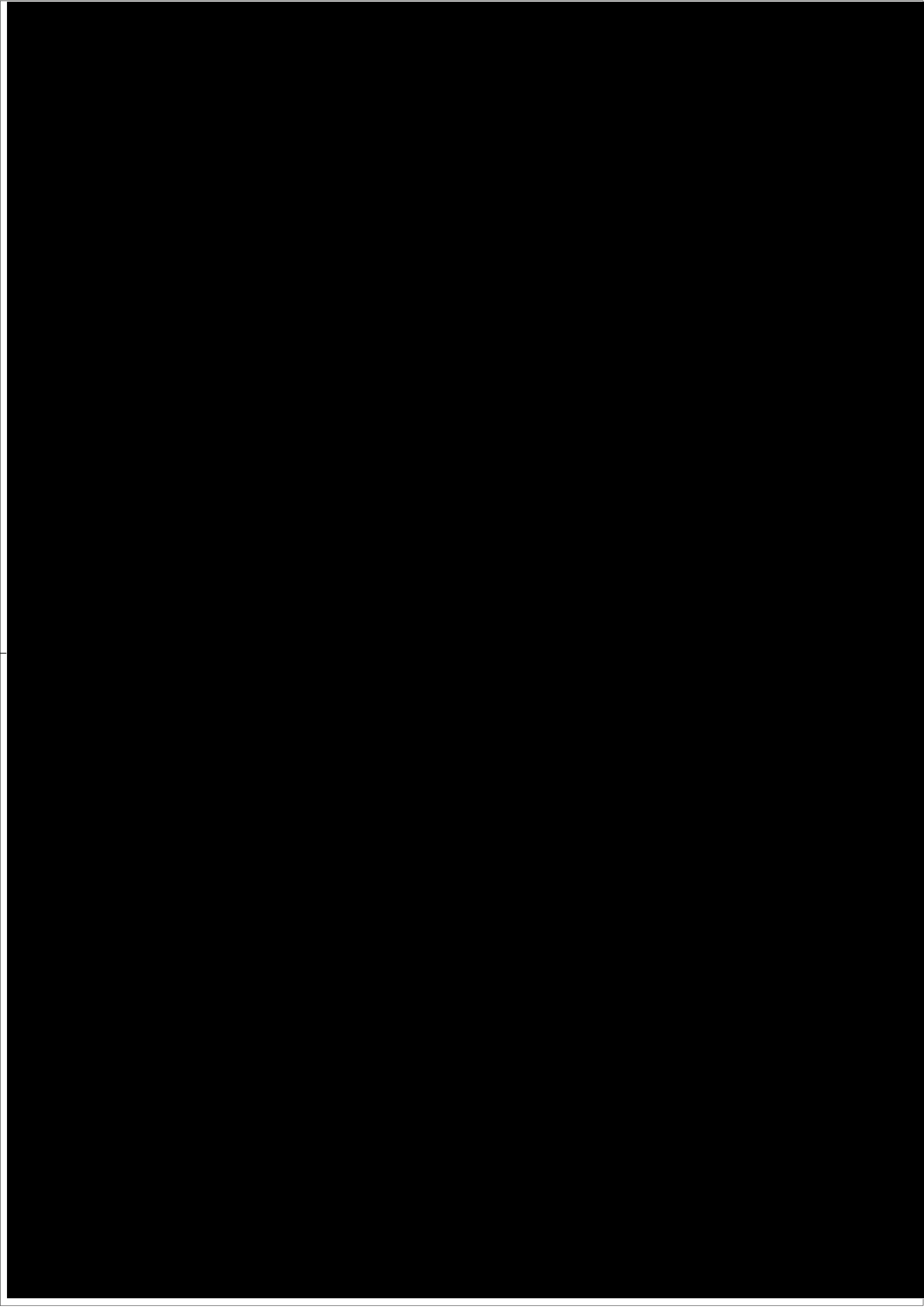
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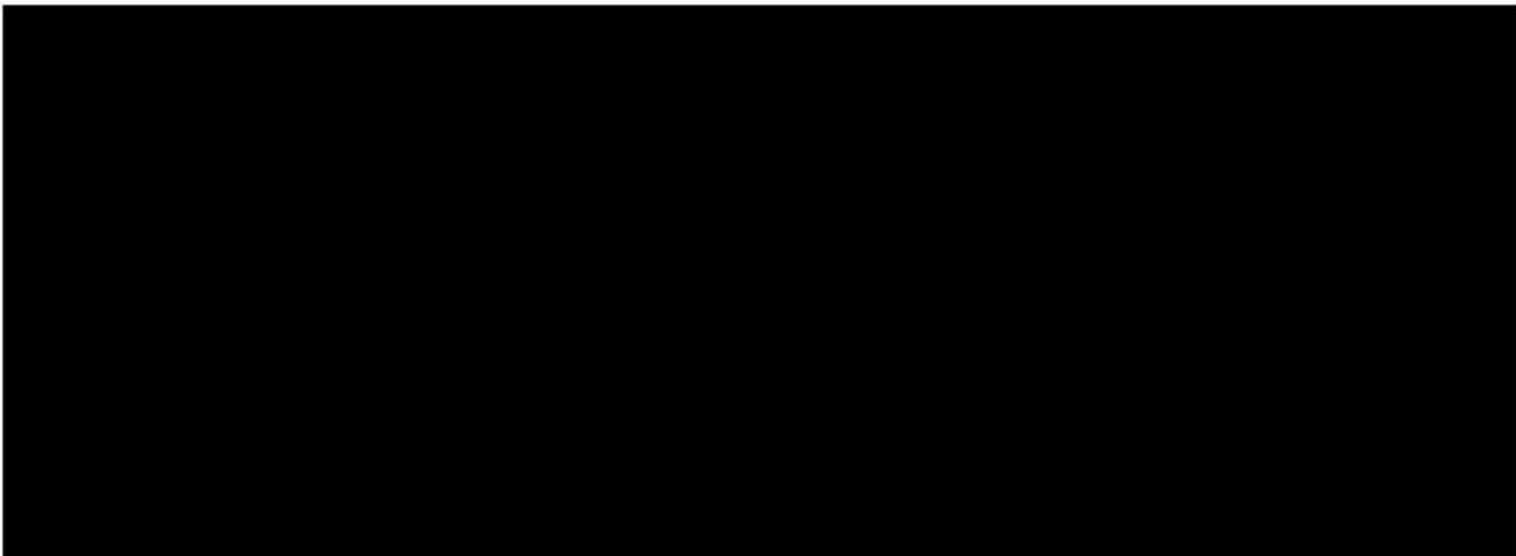
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The first of these is the fact that the system is not a simple one. It is a complex system, and as such, it is not possible to understand it by looking at its parts in isolation. The system is a whole, and its behavior is determined by the interactions between its parts. This is a fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The second of these is the fact that the system is dynamic. It is not a static system, and its behavior changes over time. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The third of these is the fact that the system is open. It is not a closed system, and it interacts with its environment. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The fourth of these is the fact that the system is self-organizing. It is not a system that is controlled from the outside, and it is not a system that is designed from the top down. It is a system that organizes itself from the bottom up, and it is a system that adapts to its environment. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The fifth of these is the fact that the system is resilient. It is not a system that is fragile, and it is not a system that is easily disrupted. It is a system that is able to withstand change, and it is a system that is able to recover from setbacks. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

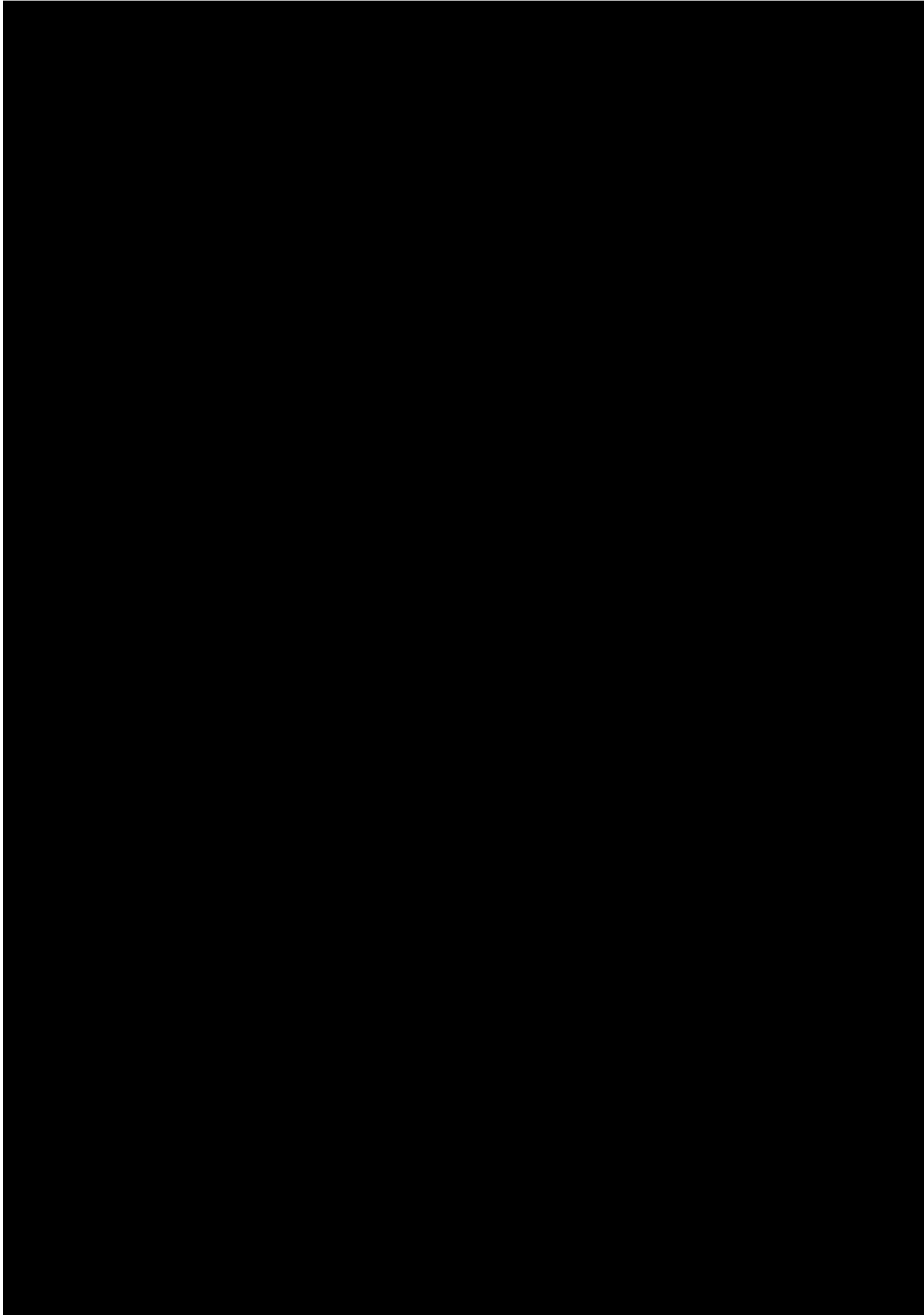
The sixth of these is the fact that the system is sustainable. It is not a system that is unsustainable, and it is not a system that is doomed to fail. It is a system that is able to continue to exist, and it is a system that is able to thrive. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The seventh of these is the fact that the system is equitable. It is not a system that is unfair, and it is not a system that is biased. It is a system that is fair, and it is a system that is just. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The eighth of these is the fact that the system is inclusive. It is not a system that is exclusive, and it is not a system that is discriminatory. It is a system that is open to all, and it is a system that is welcoming to everyone. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The ninth of these is the fact that the system is transparent. It is not a system that is opaque, and it is not a system that is secretive. It is a system that is open, and it is a system that is honest. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The tenth of these is the fact that the system is accountable. It is not a system that is irresponsible, and it is not a system that is unaccountable. It is a system that is responsible, and it is a system that is answerable. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.



the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million (from 2.5 million in 1980 to 4 million in 1998). The public sector has also become an important employer of women, with 4.5 million women employed in the public sector in 1998, compared with 3.5 million in 1980.

There are a number of reasons why the public sector has become an important employer of women. One reason is that the public sector has a high proportion of women in its workforce. In 1998, 85% of the public sector workforce were women, compared with 75% in 1980. This is due to a number of factors, including the fact that the public sector has a high proportion of jobs that are traditionally held by women, such as teaching, nursing, and social work.

Another reason why the public sector has become an important employer of women is that it has a high proportion of jobs that are part-time or flexible. In 1998, 25% of the public sector workforce were employed on part-time or flexible contracts, compared with 15% in 1980. This is due to a number of factors, including the fact that the public sector has a high proportion of jobs that are traditionally held by women, such as teaching, nursing, and social work.

A third reason why the public sector has become an important employer of women is that it has a high proportion of jobs that are well paid. In 1998, the average salary of a public sector employee was £18,000, compared with £15,000 in 1980. This is due to a number of factors, including the fact that the public sector has a high proportion of jobs that are traditionally held by women, such as teaching, nursing, and social work.

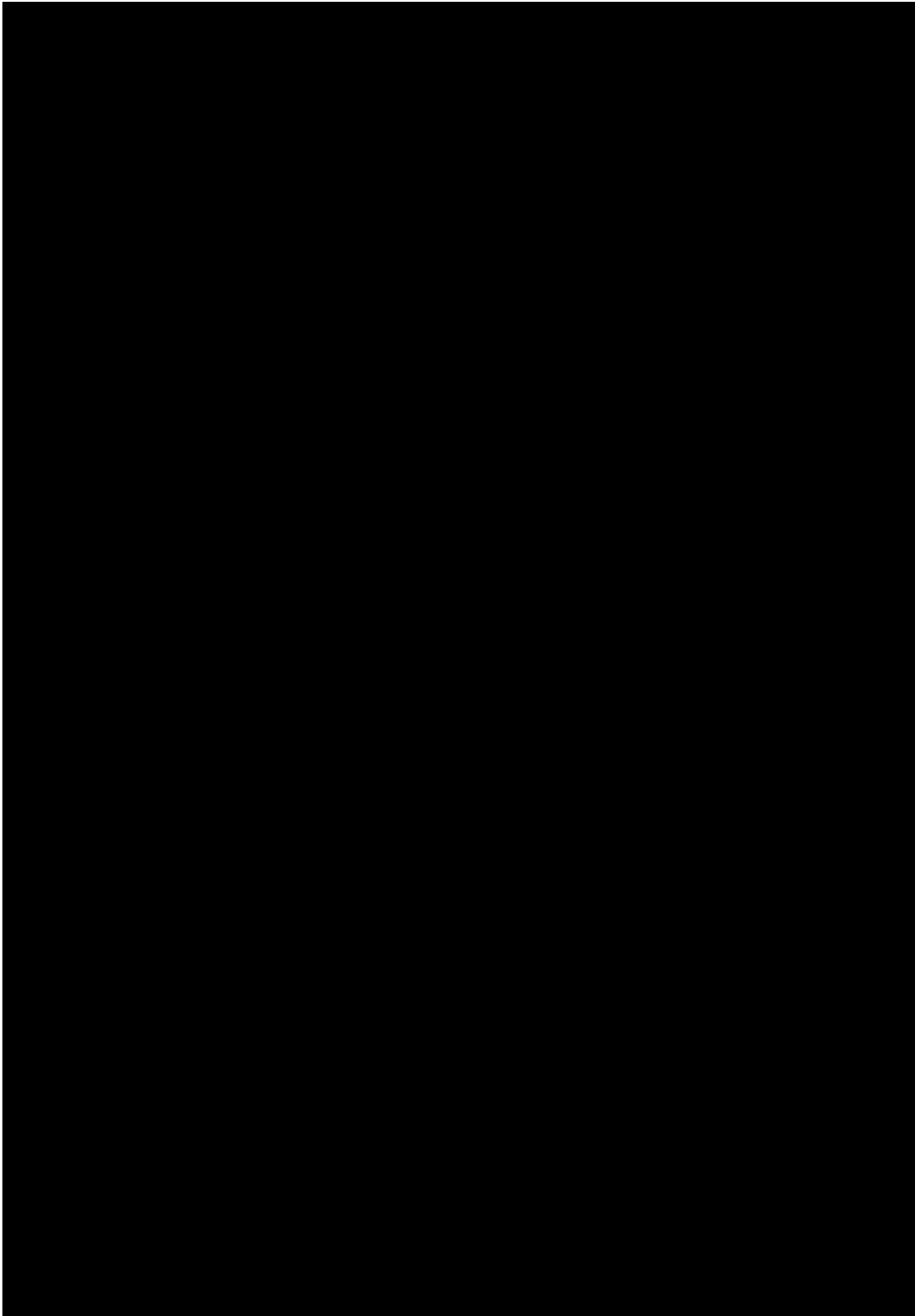
There are a number of other reasons why the public sector has become an important employer of women. One reason is that the public sector has a high proportion of jobs that are secure. In 1998, 85% of the public sector workforce were employed on permanent contracts, compared with 75% in 1980. This is due to a number of factors, including the fact that the public sector has a high proportion of jobs that are traditionally held by women, such as teaching, nursing, and social work.

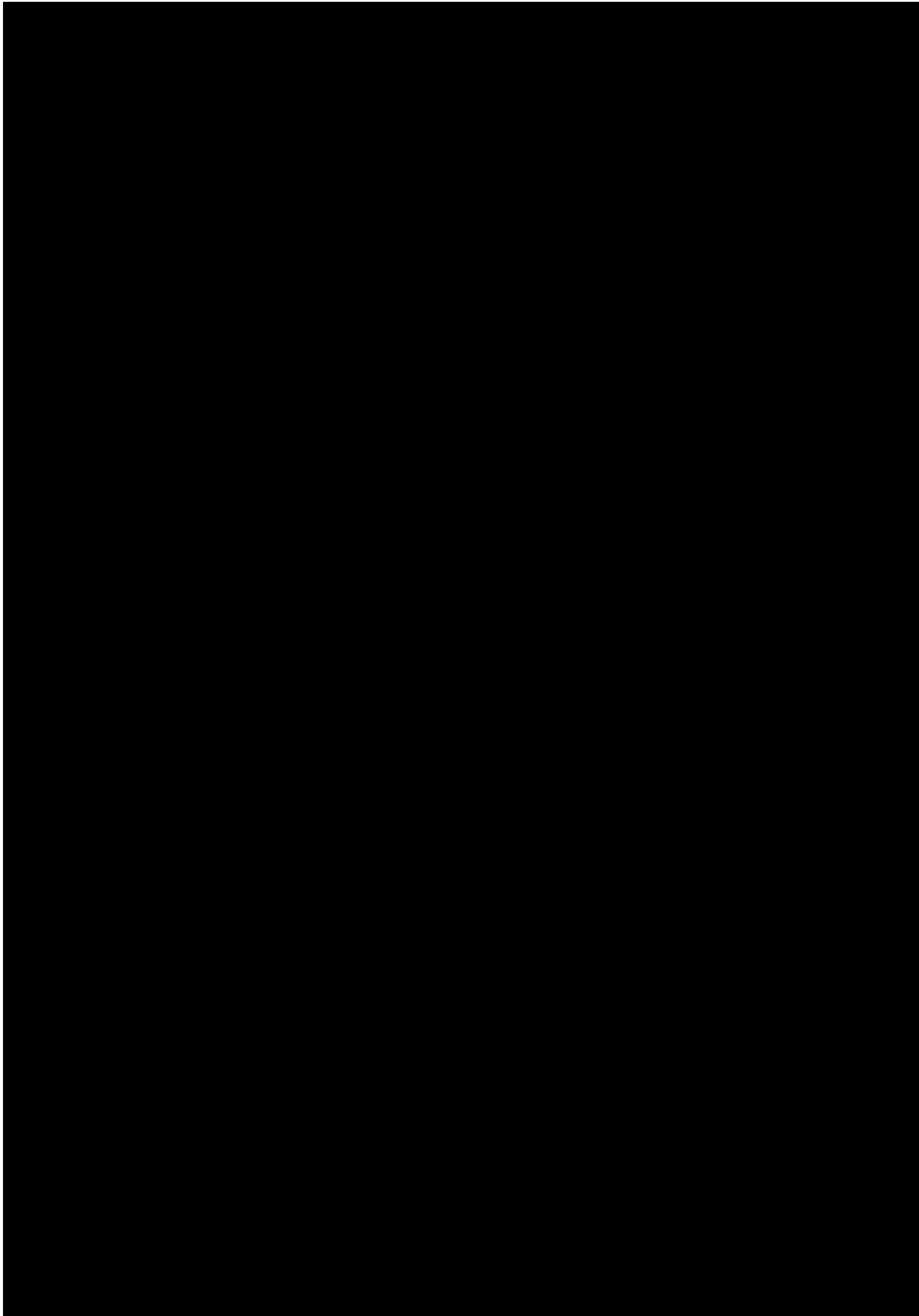
Another reason why the public sector has become an important employer of women is that it has a high proportion of jobs that are well located. In 1998, 25% of the public sector workforce were employed in London, compared with 15% in 1980. This is due to a number of factors, including the fact that the public sector has a high proportion of jobs that are traditionally held by women, such as teaching, nursing, and social work.

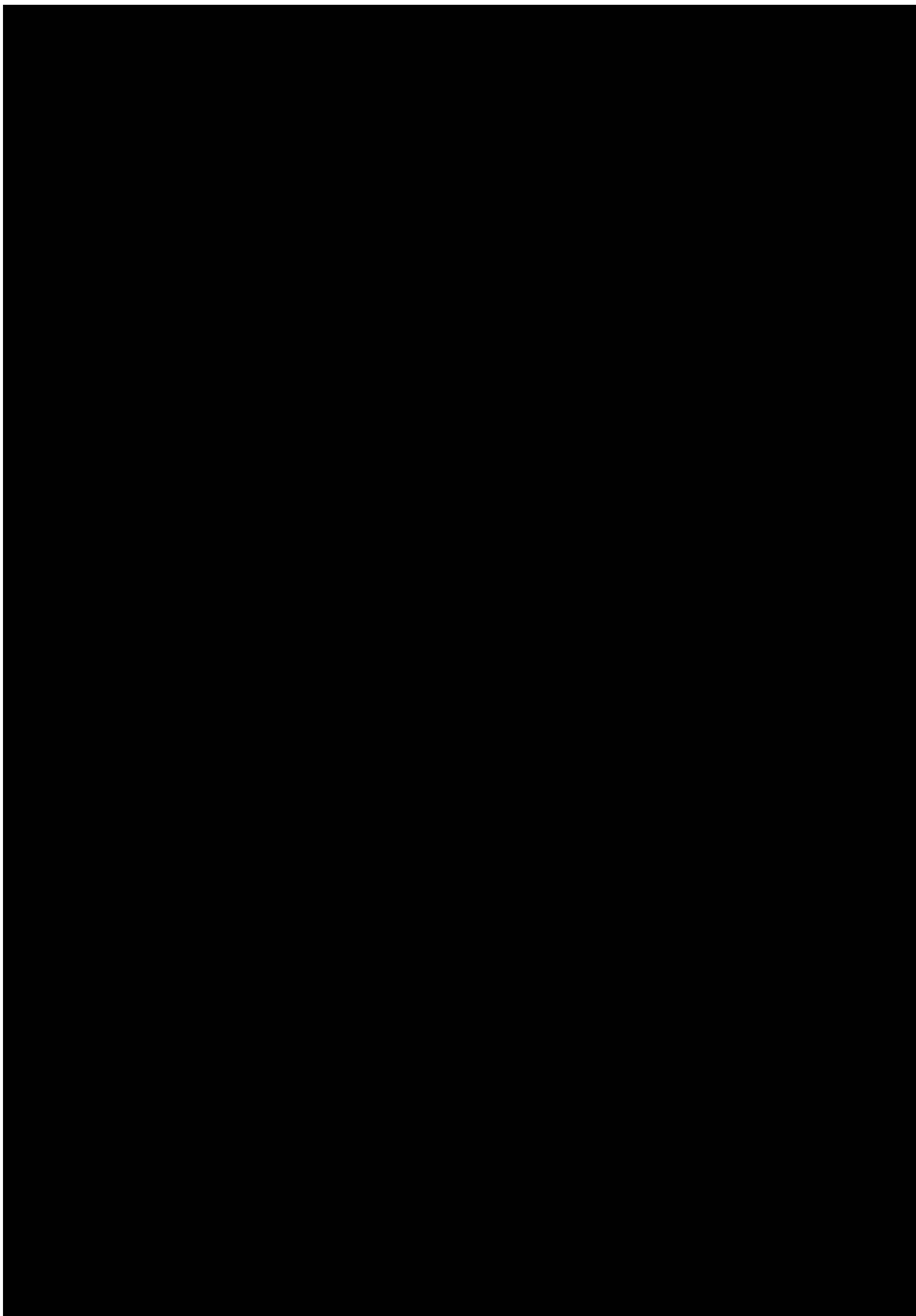
A third reason why the public sector has become an important employer of women is that it has a high proportion of jobs that are well matched to women's skills. In 1998, 85% of the public sector workforce were employed in jobs that required a degree or higher qualification, compared with 75% in 1980. This is due to a number of factors, including the fact that the public sector has a high proportion of jobs that are traditionally held by women, such as teaching, nursing, and social work.

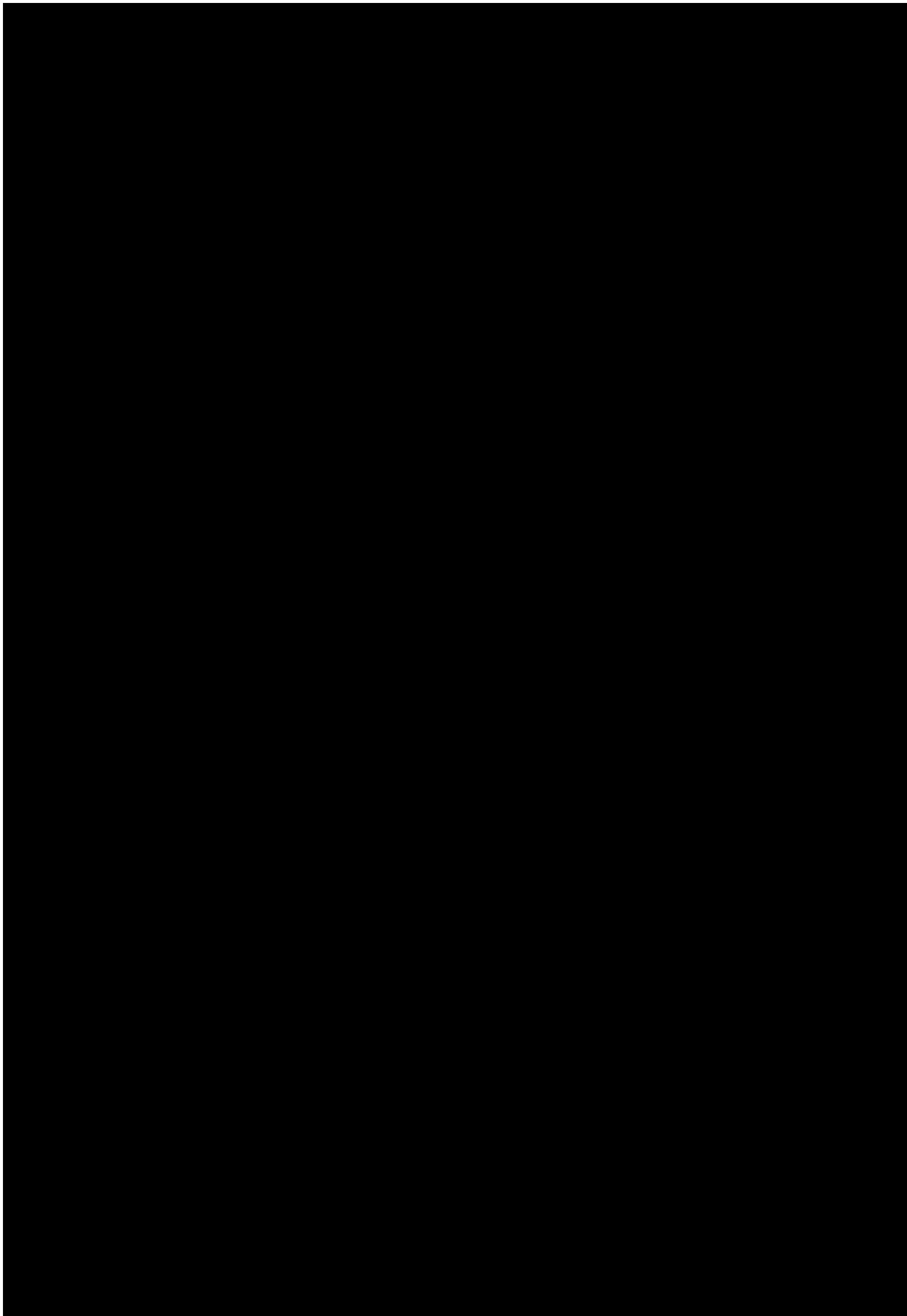
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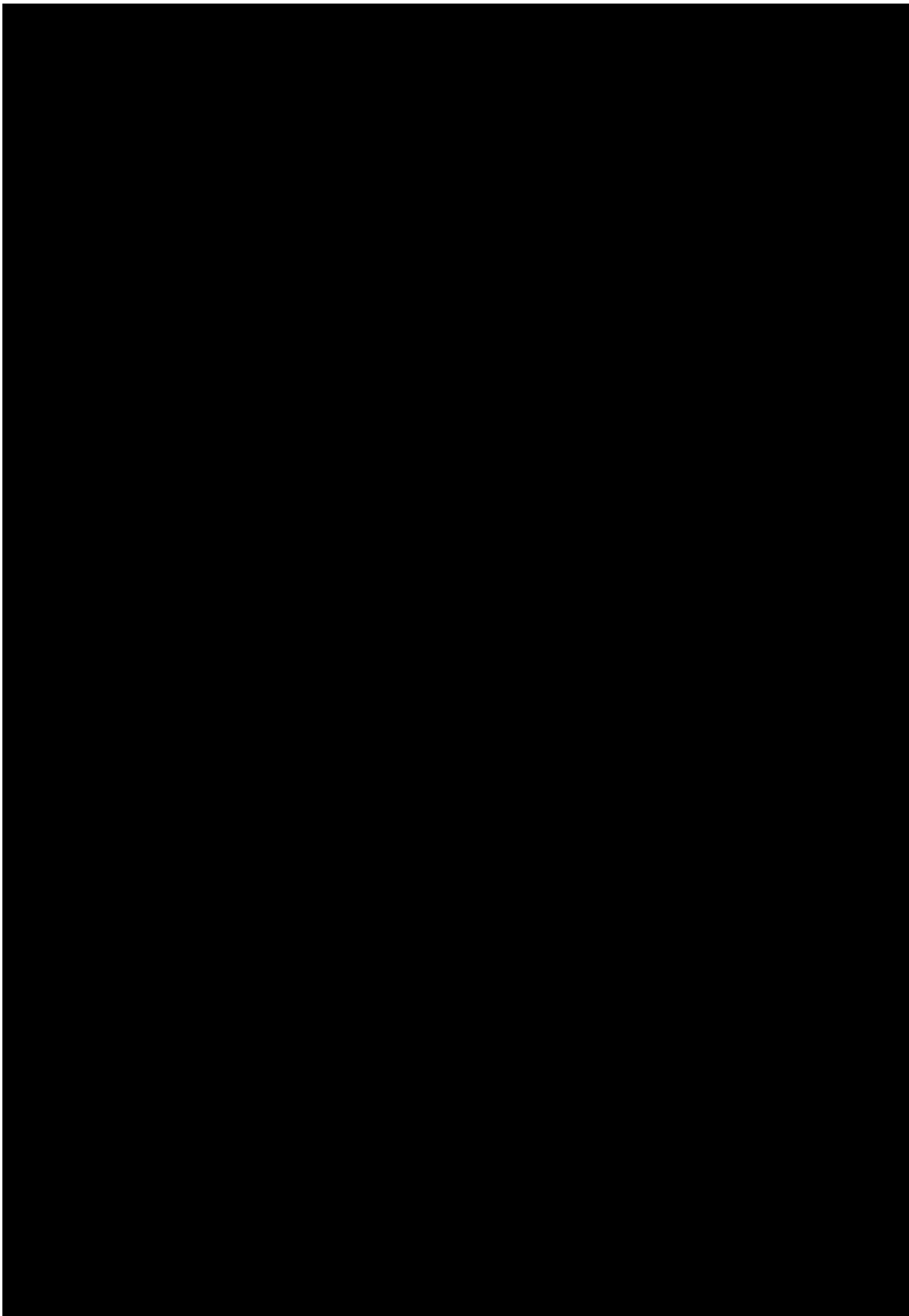
Another reason why the public sector has become an important employer of women is that it has a high proportion of jobs that are part-time or flexible. In 1998, 25% of the public sector workforce were employed on part-time or flexible contracts, compared with 15% in 1980. This is due to a number of factors, including the fact that the public sector has a high proportion of jobs that are traditionally held by women, such as teaching, nursing, and social work.

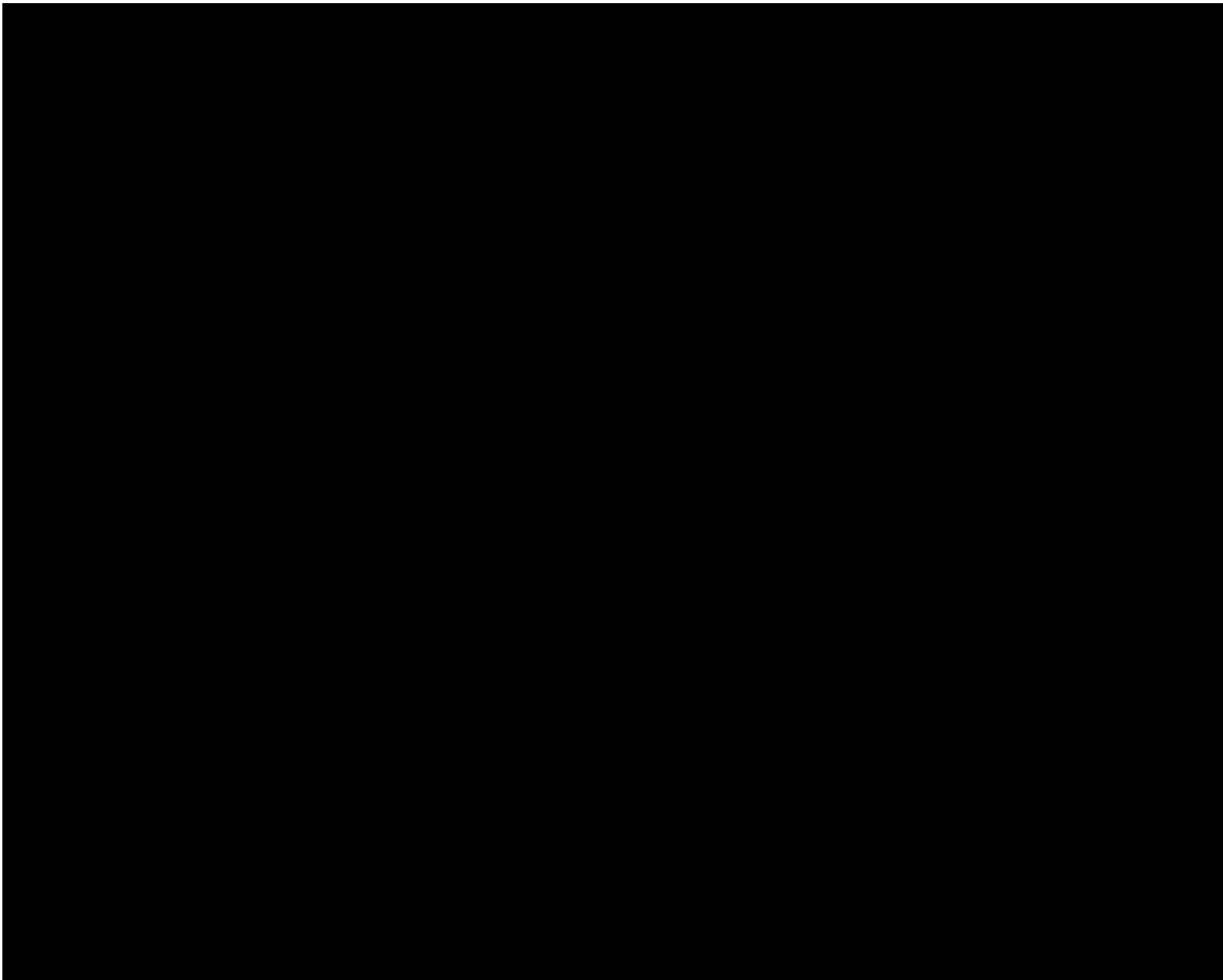


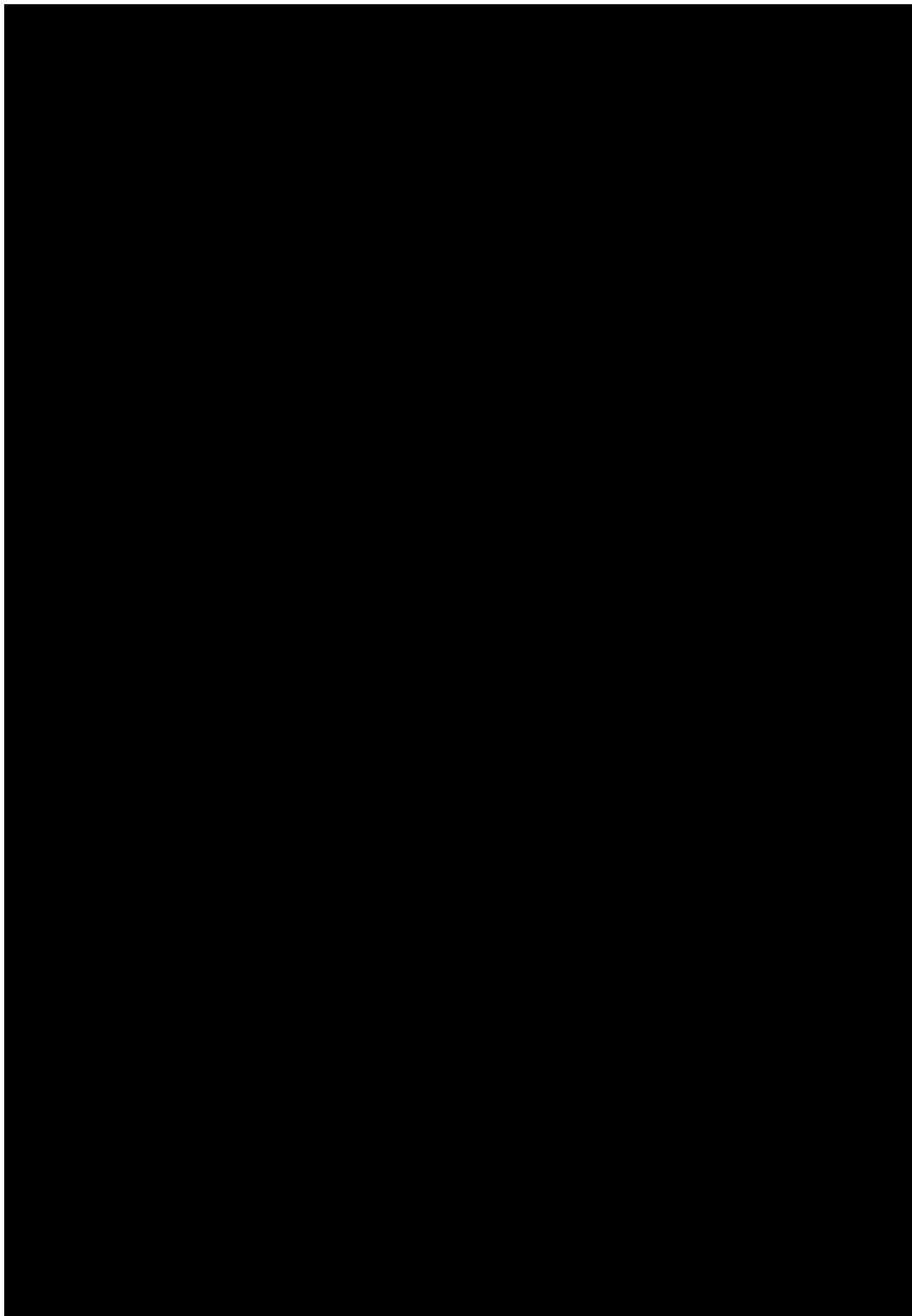


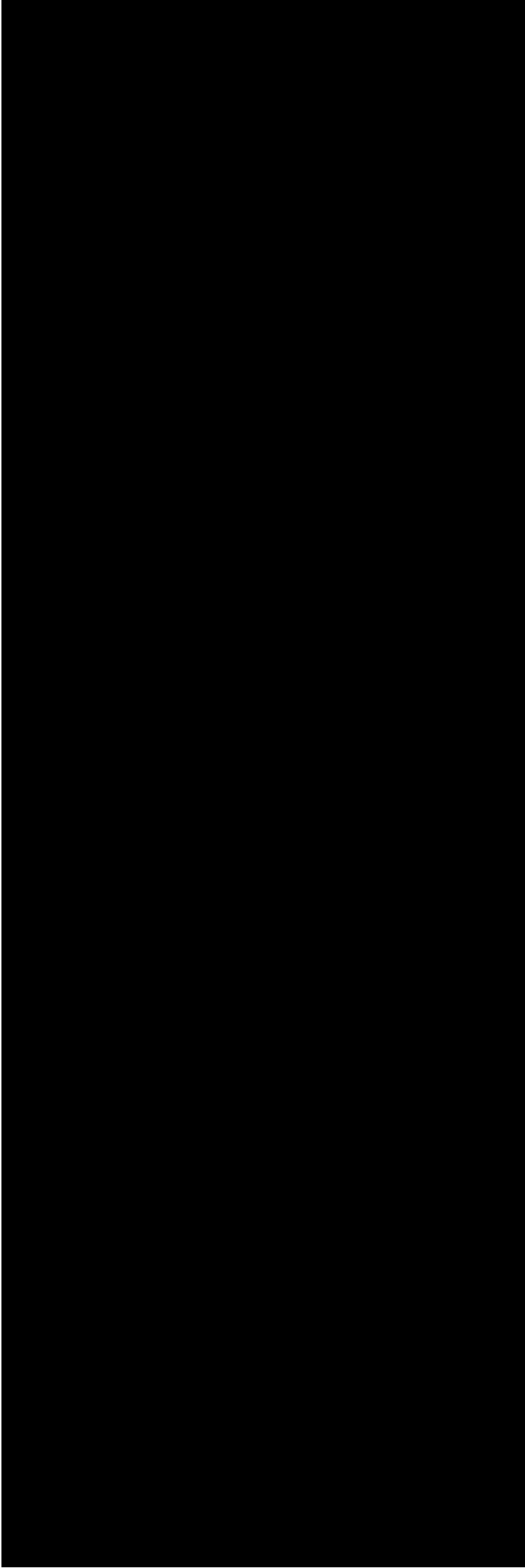




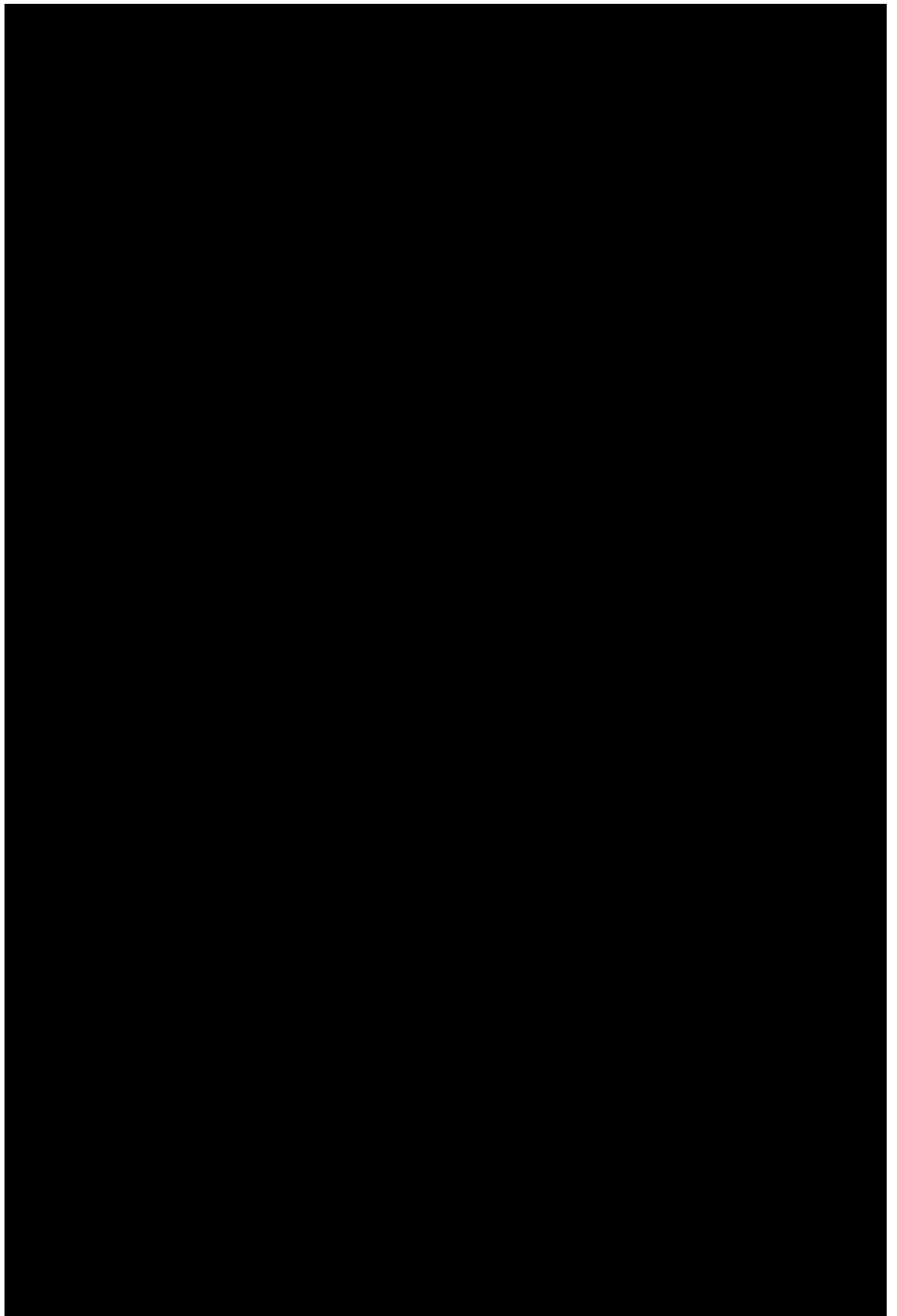


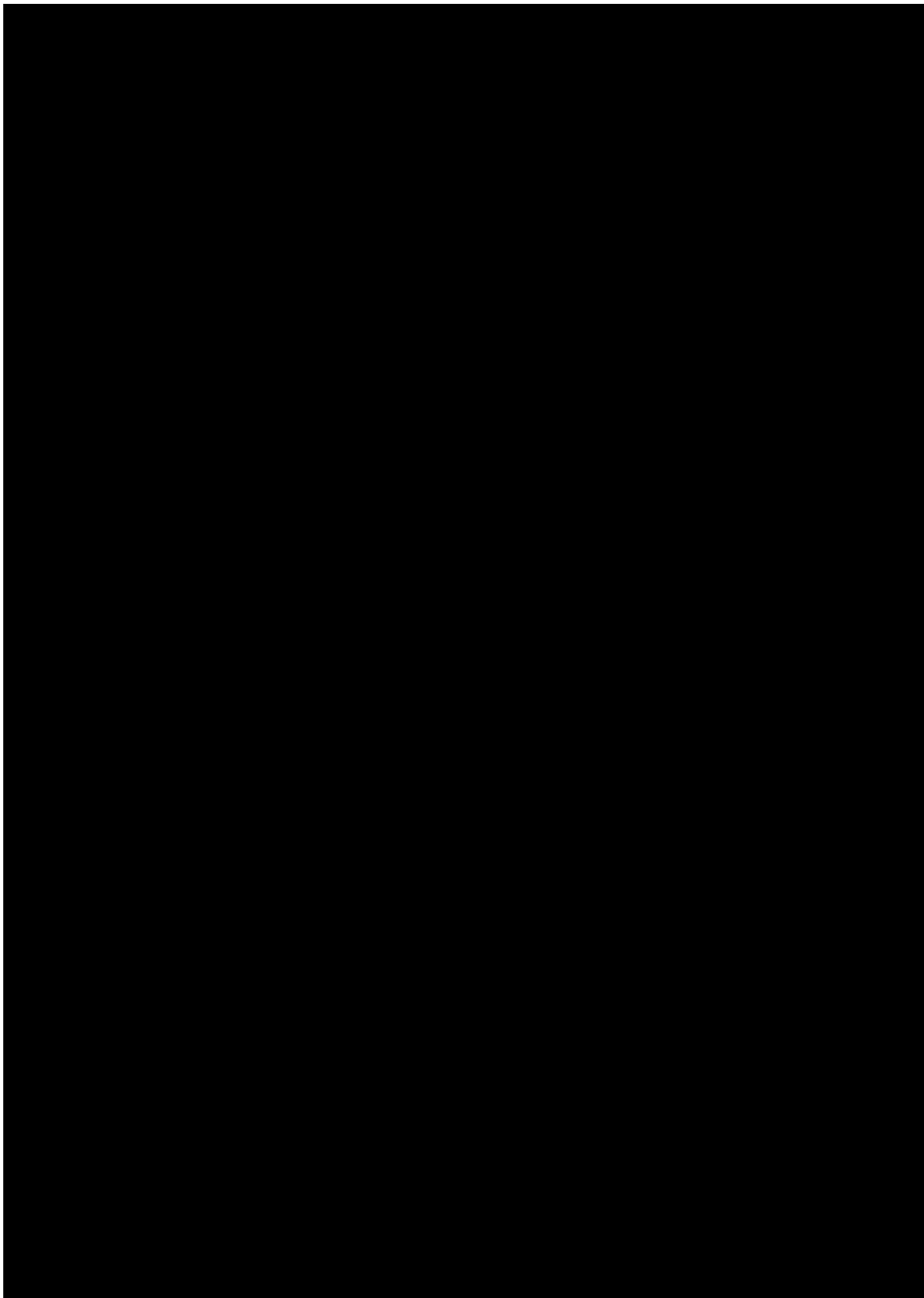


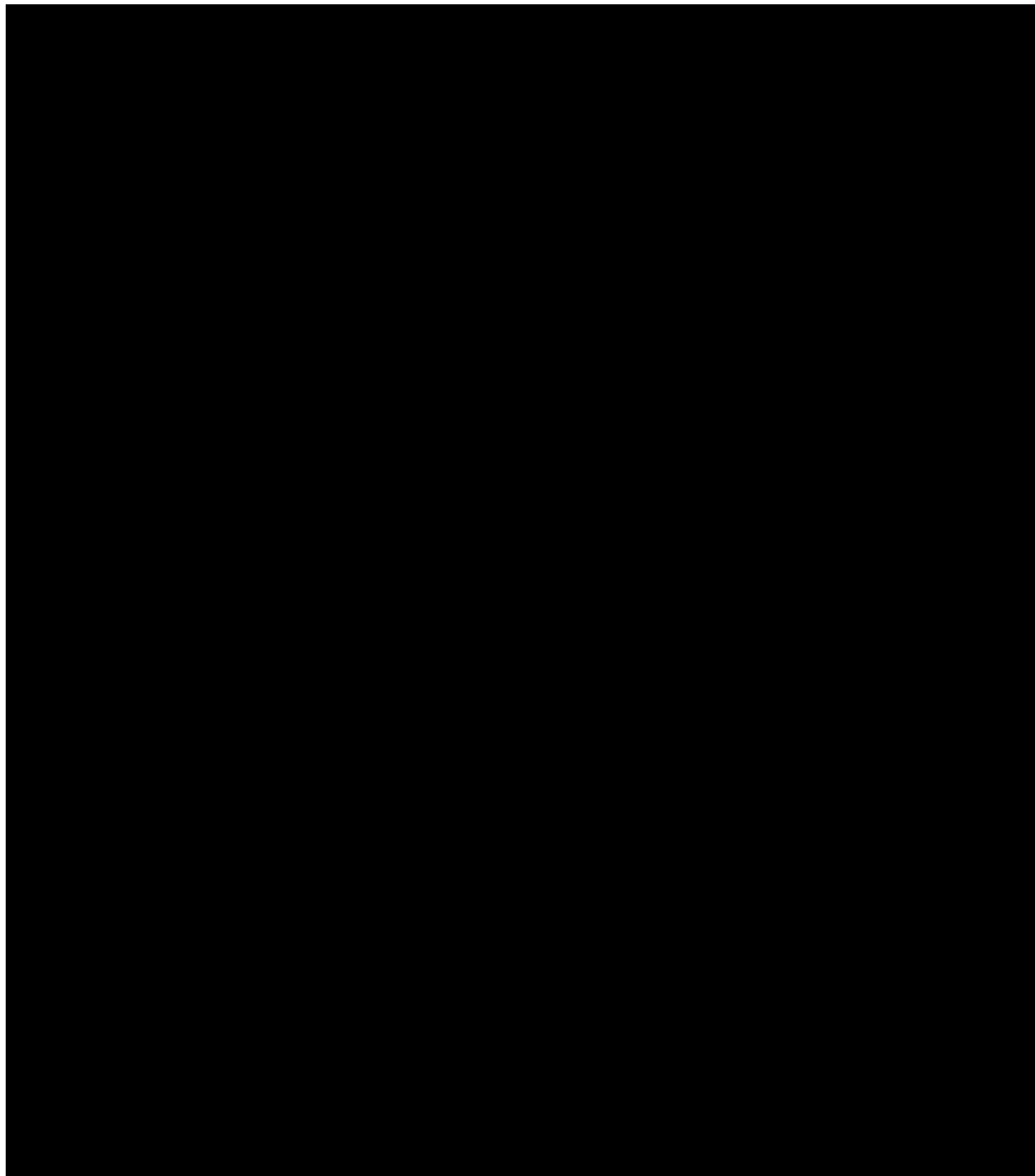


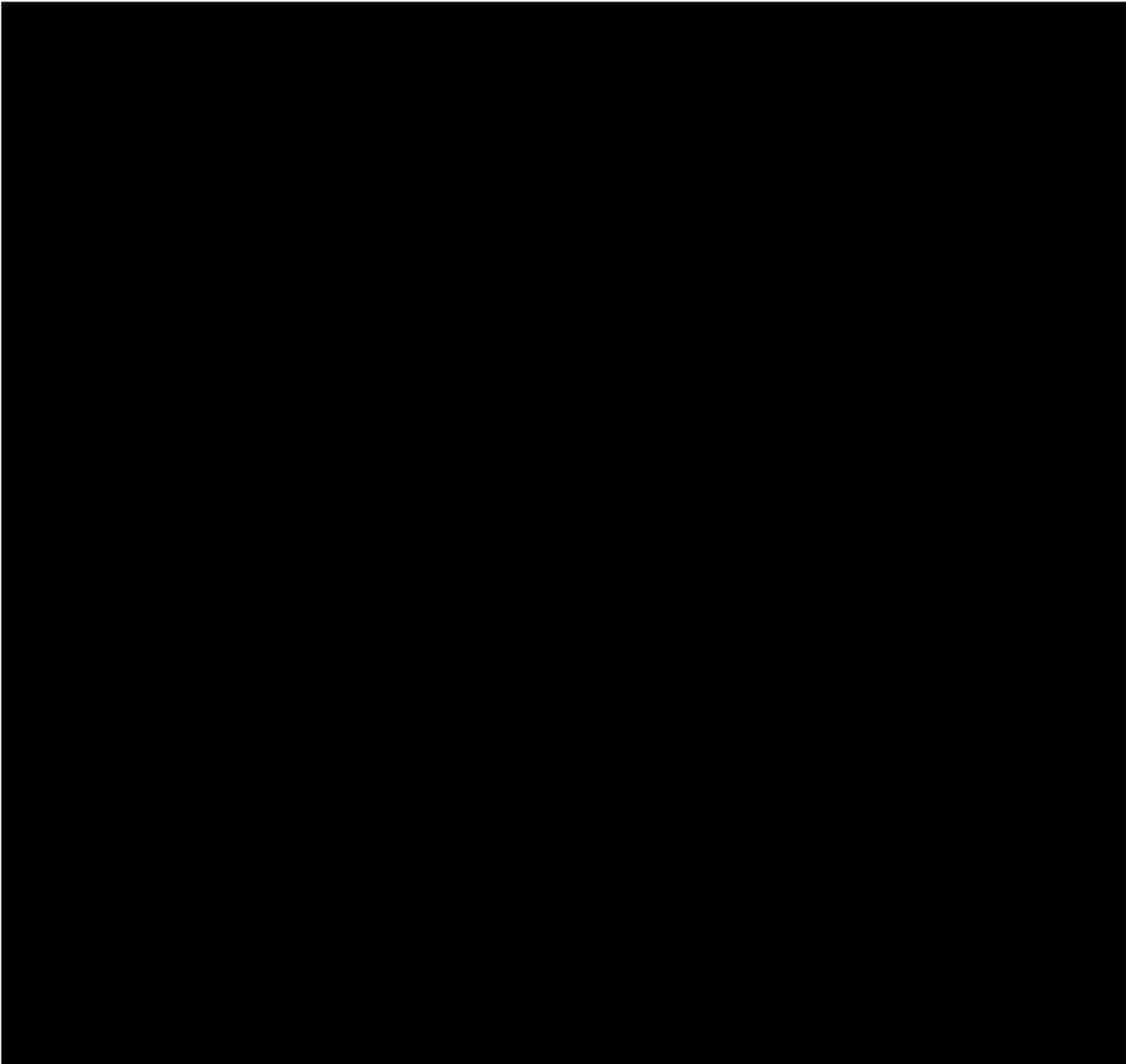


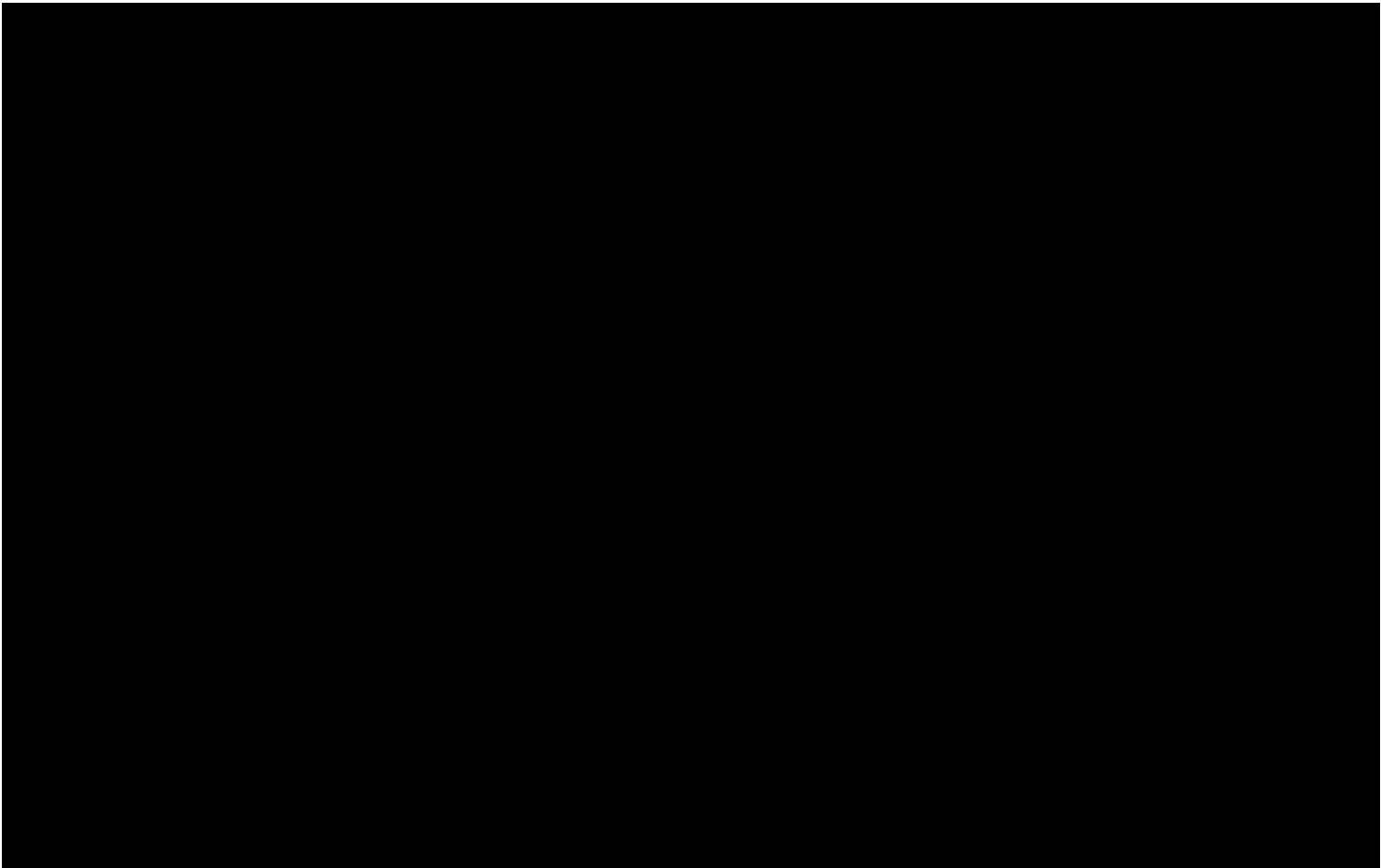
[The following text is a dense, handwritten manuscript, likely a letter or a page from a book. It is written in a cursive script and covers the majority of the page. Due to the image quality and the nature of the handwriting, the specific words and sentences are largely illegible. The text appears to be organized into several paragraphs, with some lines indented. There are some markings that could be interpreted as punctuation or section breaks, but they are not clear enough to transcribe accurately. The overall appearance is that of a historical document or a personal correspondence.]

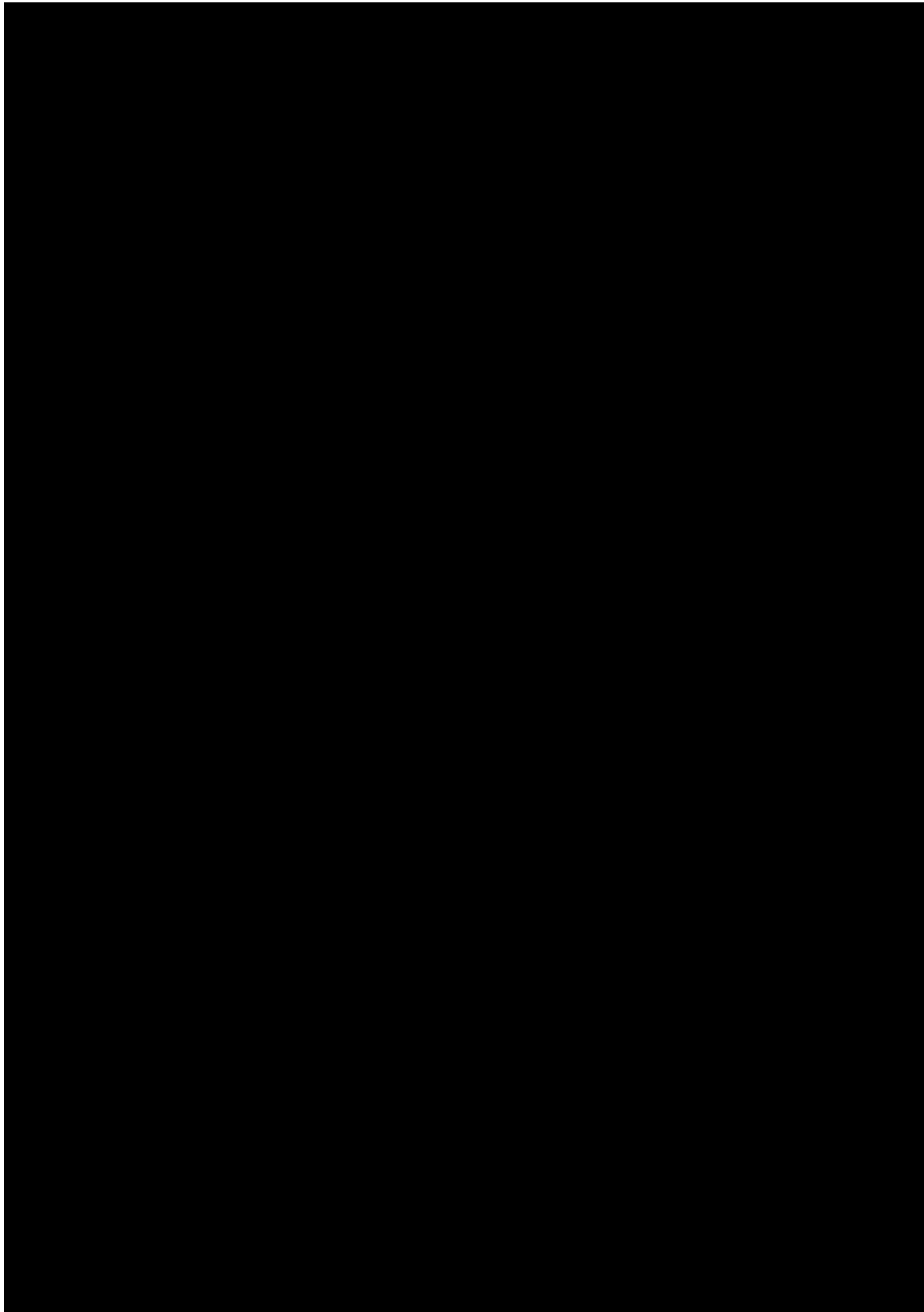


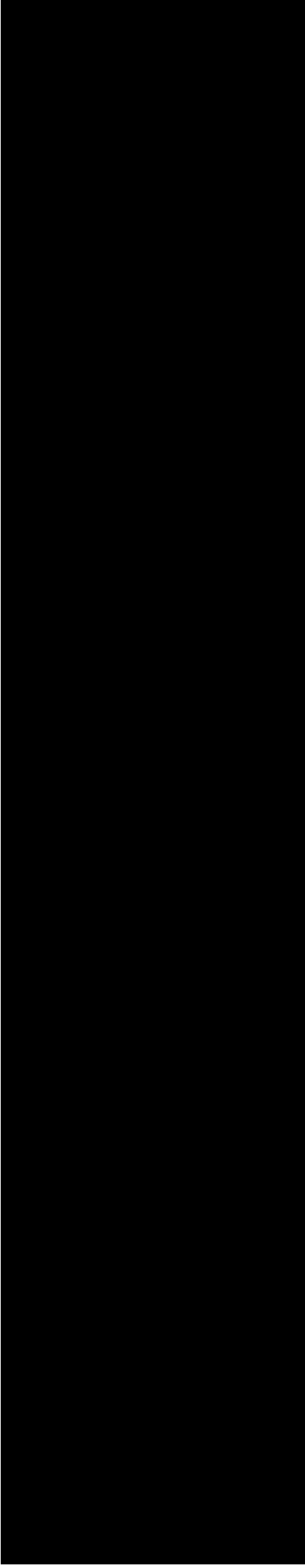












The first of these is the fact that the system is not a simple one. It is a complex system, and as such, it is not possible to understand it by looking at its parts in isolation. The system is a whole, and its behavior is determined by the interactions between its parts. This is a fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The second of these is the fact that the system is dynamic. It is not a static system, and its behavior changes over time. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The third of these is the fact that the system is interconnected. The parts of the system are not isolated from one another, and they all have an impact on the behavior of the system as a whole. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The fourth of these is the fact that the system is self-organizing. The parts of the system are able to interact with one another in a way that allows the system to adapt to changes in its environment. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The fifth of these is the fact that the system is resilient. It is able to withstand shocks and stresses, and it is able to recover from them. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The sixth of these is the fact that the system is sustainable. It is able to continue to exist and function over a long period of time. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The seventh of these is the fact that the system is equitable. It is able to provide benefits to all of its members, and it is able to do so in a way that is fair and just. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The eighth of these is the fact that the system is transparent. Its behavior is understandable, and its members are able to see how their actions affect the system as a whole. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The ninth of these is the fact that the system is accountable. Its members are responsible for their actions, and they are able to be held accountable for them. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The tenth of these is the fact that the system is inclusive. It is able to include all of its members, and it is able to do so in a way that is respectful and dignified. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

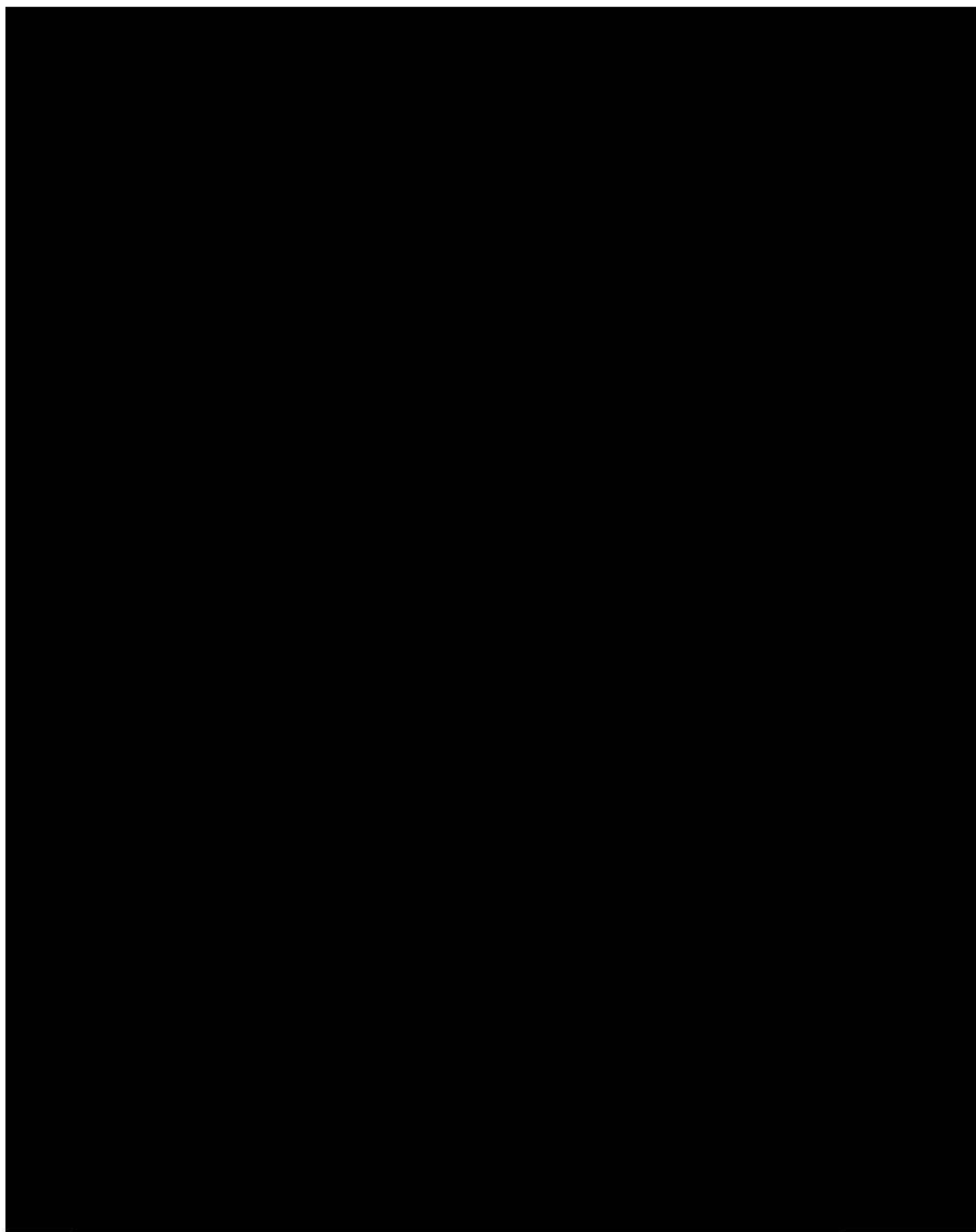
The first part of the paper discusses the importance of the research and the objectives of the study. It then proceeds to a literature review, highlighting the key findings of previous studies in this field. The methodology section describes the research design, data collection methods, and the statistical analysis used. The results section presents the findings of the study, and the discussion section interprets these findings in the context of the research objectives. Finally, the conclusion summarizes the main points of the paper and suggests areas for future research.

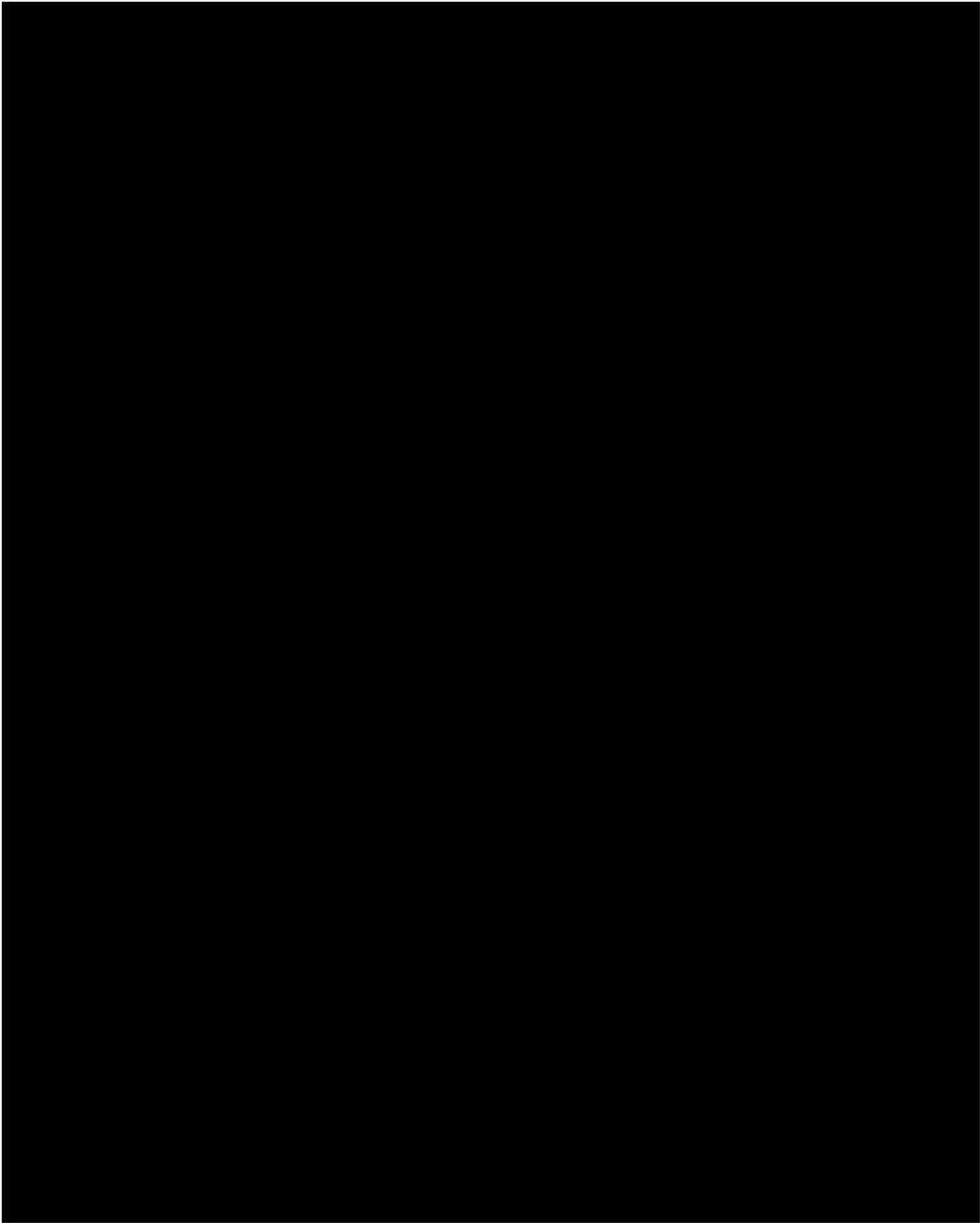
The research was conducted in a systematic and rigorous manner, following the principles of good research practice. The data was collected from a representative sample of the population, and the analysis was conducted using appropriate statistical techniques. The results of the study are presented in a clear and concise manner, and the discussion provides a thorough interpretation of the findings. The conclusion highlights the significance of the research and the need for further investigation in this area.

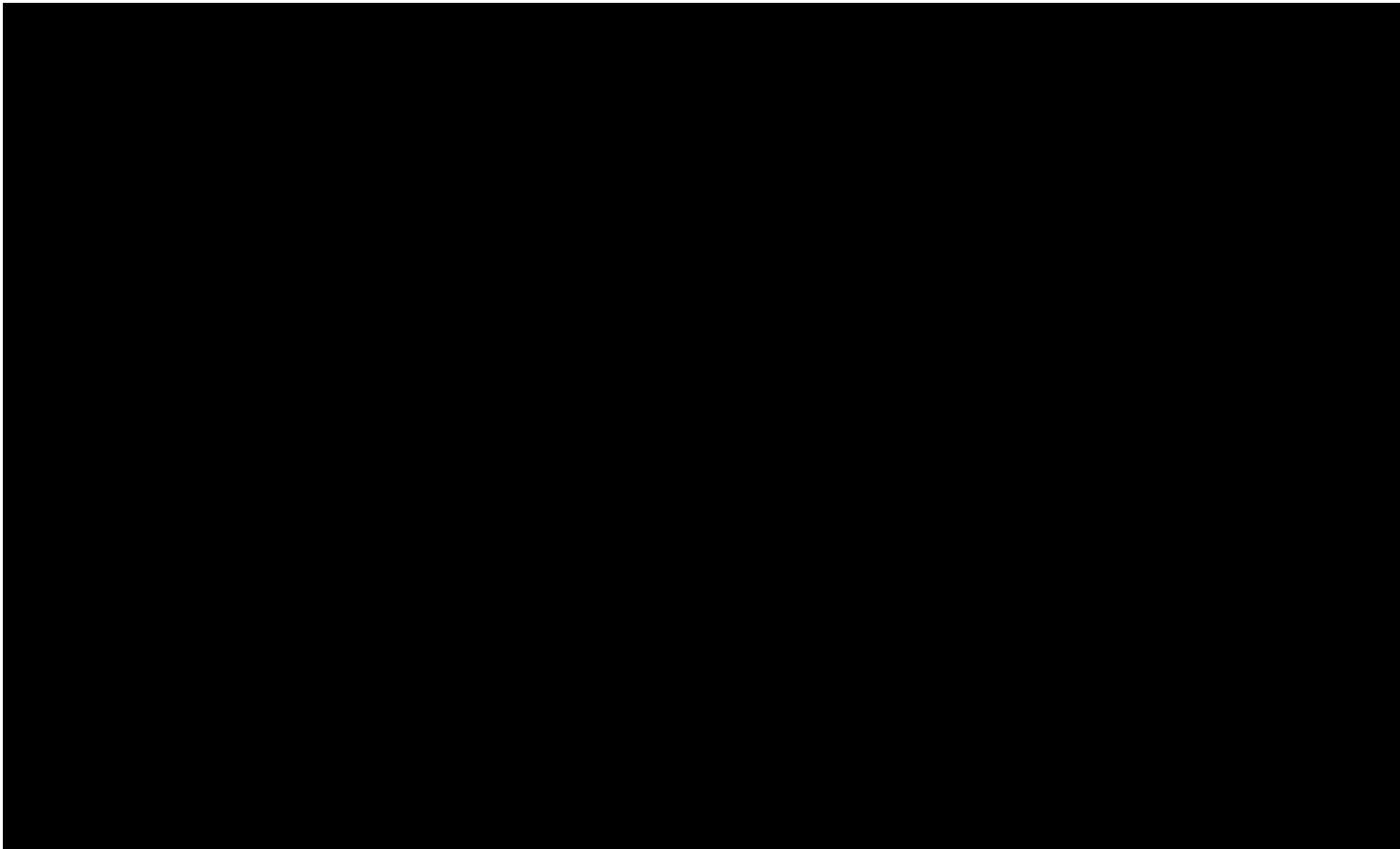
The study has several strengths, including a well-defined research design, a large and representative sample, and the use of advanced statistical methods. However, there are also some limitations to the study, such as the potential for bias in the sample and the limited scope of the research. Despite these limitations, the study provides valuable insights into the research topic and contributes to the existing body of knowledge in the field.

The research was funded by the [Funding Source], and the authors would like to express their gratitude to the funding body for their support. The authors also thank the participants who took part in the study and the research assistants who helped with data collection and analysis.









the 1990s, the number of people in the UK who are aged 65 and over has increased by 1.5 million, and the number of people aged 75 and over has increased by 1.1 million (Office of National Statistics 1999). The number of people aged 65 and over is projected to increase to 6.5 million by 2011, and the number of people aged 75 and over to 3.5 million (Office of National Statistics 1999).

There is a growing awareness of the need to develop services to meet the needs of older people, and a number of initiatives have been developed to address this need. The Department of Health (1999) has published a strategy for older people, which sets out the government's commitment to improve the lives of older people. The strategy is based on three main principles: (1) to ensure that older people have the opportunity to live independently and actively; (2) to ensure that older people have access to the services and support they need; and (3) to ensure that older people are treated with respect and dignity.

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The first part of the paper discusses the importance of the research and the objectives of the study. It then presents a literature review of the existing research on the topic. The second part of the paper describes the methodology used in the study, including the data collection and analysis techniques. The third part of the paper presents the results of the study, and the fourth part discusses the conclusions and implications of the findings.

The study was conducted using a quantitative research design. Data was collected from a sample of 100 participants using a survey questionnaire. The data was then analyzed using statistical software to determine the relationships between the variables of interest.

The results of the study indicate that there is a significant positive relationship between the variables of interest. This finding is consistent with the hypotheses of the study and contributes to the understanding of the phenomenon being investigated.

The implications of the findings suggest that there are practical applications for the research. These implications can be used to inform policy and practice in the field of study.

In conclusion, the study has provided valuable insights into the relationship between the variables of interest. Further research is needed to explore the topic in more depth and to validate the findings of this study.

