

# ET-STRUCT

## EconomicEducational Territorial - Structure

*Project ID: 2CE273P1*

# REGIONAL SURVEY <*OLOMOUC REGION*>

The Secondary Technical School Hranice  
Town Hranice

# INDEX

INTRODUCTION .....	3
METHODOLOGY .....	5
CAP 1 LEGAL FRAMEWORK .....	6
CAP 2 STATISTICAL INDICATORS OF THE REGIONAL / LOCAL ECONOMY AND LABOUR .....	16
CAP 3 EDUCATION / TRAINING DEMAND .....	28
CAP 4 EDUCATION / TRAINING OFFER .....	46
CAP 5 IMPACT OF THE LOCAL EDUCATION / TRAINING OFFER.....	90
CONCLUSIONS.....	169
ANNEXES.....	<b>Fehler! Textmarke nicht definiert.</b>

## INTRODUCTION

The project "ET-struct" aims at an area that is "critical to growth and employment potential". It aims to address essential issues surrounding a general lack of coherence between "the connection of the educational system to the leading edge of technology and business practices", here there is often a lack of an effective "matching process" across the interfaces of: (1) policy-making (2) economy/labour market (3) education/training. The partnership will concentrate on this triple helical link and set up permanent territorial management organisational structures ("ET-Management"), which will organisationally link the relevant policy, economic and educational partners/stakeholders to match and optimise work force qualifications with the needs of regional economies in an innovative, ongoing, dynamic, flexible, systemic process. These permanent triple helical territorial structures will be linked at transnational level in a meta-structure ("ET-Joint-Management"). This means: the many players involved in policy-making, economic development and education will work together regionally and at the same time at a transnational level with counterparts in other CE regions. In the context of Cohesion policy this will:

- (a) promote a "stronger integration of the territory" by supporting "the balanced and sustainable development of the territory";
- (b) reduce "barrier effects through cross-border cooperation and exchange of best practices". The project idea, developed, tested and implemented during the project lifetime, will be transferable to any other CE region.

**WP 3** ("ET-Inventory") is the "reference framework" for the main objectives, types of actions and core outputs of the project and provides the content-related basis for the following WorkPackages. Based on existing methodologies and studies on the relationship between labour markets and the regional economies, an extensive transnational inventory will be compiled. On the one hand, it will focus on the kinds of personal, vocational, linguistic, social skills and competences that are needed for a *successful vocational life* ("new-skills-for-new-jobs"). On the other hand, it will take into account the concrete current and predicible future economic situations of the involved partner regions. These two aspects will be matched in the "ET-Inventory". As already mentioned, it will serve as the reference framework for WP4 - the development of two trans-national tools.

In particular this **Regional Survey** has been implemented following the guidelines set on the **Catalogue of comparison criteria for the ET-Inventory** so as to represent the proper background for the definition and implementation of the final version of the **ET Trans-national Inventory** as result of Task 3.2 (*servicing as reference framework for all the following project tasks*).

## RATIONALE OF THE REGIONAL SURVEY

As already cleared, the “*Et-struct Catalogue of Trans-national Inventory Criteria*” has been first of all conceived as a reference knowledge tool supporting the project following Work-Packages (starting from the WP4) and as a basic opportunity for all the 10 NUTS III level regions involved in the project to better know each other not only in the strict related education / training field.<sup>1</sup>

In this sense, this Regional Survey has no intention at all to replace or even improve all the other existing knowledge management tools at national or European level (such as for instance *EuroStat*<sup>2</sup> and *Euridice*<sup>3</sup>). On the contrary the analysis we propose moves its steps from the data and information contained on the said tools trying to add a more specific and detailed view over the 10 NUTS III level regions.

Anyway the real “knowledge value” of the ET-struct Trans-national Inventory, in comparison to the already existing EU knowledge tools and data, is represented by the type, size and quality of its target, meaning *NUTS III level regions* coming from the central Europe area (*six countries out of the eight involved in the CE Programme*). All the mentioned information sources are on the contrary providing a detailed picture on national or NUTS II region level target, with no concrete opportunity for the definition of a “comparable picture” for the ET-struct partner regions.

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<sup>1</sup> Chapter 2 is meant to provide an almost exhaustive picture of the socio-economic situation (and also trends) in each of the 10 regions.

<sup>2</sup> See <http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home/>

<sup>3</sup> The **Eurydice Network** provides information on and analyses of European education systems and policies. of 35 national units based in all 31 countries participating in the EU's Lifelong Learning programme (EU Member States, EEA countries and Turkey) and is coordinated and managed by the EU Education, Audiovisual and Culture Executive Agency in Brussels, which drafts its publications and databases. The mission of the Eurydice Network is to provide those responsible for education systems and policies in Europe with European-level analyses and information which will assist them in their decision making. The Eurydice network primarily focuses on the way education in Europe is structured and organised at all levels. It provides a vast source of information, including: detailed descriptions and overviews of national education systems (*Eurybase*); comparative thematic studies devoted to specific topics of Community interest (*Thematic Studies*); indicators and statistics (*Key Data Series*); a series of reference material and tools related to education, such as the European glossary, school calendars and a thesaurus on education systems (*Reference Material*). See [http://eacea.ec.europa.eu/education/eurydice/index\\_en.php](http://eacea.ec.europa.eu/education/eurydice/index_en.php)

## METHODOLOGY

The proposed analysis are based on a *weighted mix* of the following methodologies:

- research / elaboration of existing regional / local survey and analysis (where the data and information processed are updated, scientific and reliable - starting from the national / regional basic statistic indicators);
- questionnaires / direct investigation proposed to a significant local / regional sample (as precisely defined in each section of the this survey) and using specific investigation tools provided by the WP 3 leader.

Anyway the data and information collected and processed have followed the basic indication provided within the **Catalogue of comparison criteria for the ET-Inventory** (as a direct result of the joint discussion between all the PP WP 3 experts) in order to obtain the proper “*uniformity*” necessary for the creation of a significant and reliable ET Trans-national Inventory.

In order to simplify and harmonise the analysis coming from all the 10 different regions the following education / training categories have been considered according to the basic explanation provided (taking into account the wide and different scenario in each country):

- **Secondary education** is the stage of education following primary school. Secondary education is generally the final stage of compulsory education. However, secondary education in some countries includes a period of compulsory and a period of non-compulsory education. The next stage of education is usually college or university. Secondary education is characterized by transition from the typically compulsory, comprehensive primary education for minors to the optional, selective tertiary, "post-secondary", or "higher" education (e.g., university, vocational school) for adults;
- **Post-secondary education**<sup>4</sup> refers to a level of education that is provided at academies, universities, colleges, vocational universities, community colleges, liberal arts colleges, institutes of technology and certain other collegiate-level institutions, such as vocational schools, trade schools, and career colleges, that award academic degrees;
- **Vocational training** (or vocational education and training - VET), also called career and technical education (CTE), prepares trainees for jobs that are based on manual or practical activities, traditionally non-academic, and totally related to a specific trade, occupation, or vocation.<sup>5</sup>

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<sup>4</sup> This category is widely known also as “*tertiary education*”, including the educational level following the completion of a school providing a secondary education, such as a high school, secondary school, university-preparatory school, or gymnasium.

<sup>5</sup> The research considers only the type of Vocational training providing a specific and “recognised” qualification for those attending the courses (and not only a simple “participation certificate”).

## **CAP 1      LEGAL FRAMEWORK**

Analytical picture of the national / regional / local legal framework in the field of secondary education, post-secondary and vocational training. Explanation of the current norms, rules and *main actors* in the learning settings and brief introduction of reforms in progress and future trends.

### **1.1      National legal framework *in the field of secondary education, post secondary education and vocational training (current norms and rules and brief introduction of reforms in progress and future trends)***

## **General Administration**

Public administration in education is highly decentralised; different levels of administration and the schools have a high degree of autonomy. Education regulated by the Education Act and higher education are administered in different ways. The state administration of education is carried out by the Ministry of Education, Youth and Sports, or in specified cases by other central government bodies. Other bodies of the state administration of schools regulated by the Education Act are the Czech School Inspectorate, regional authorities, municipal authorities of municipalities with extended responsibilities and heads of schools and school facilities. Regions, municipalities and the school council have autonomous responsibilities in education. The universities have a high degree of autonomy. In the area of funding, the Ministry of Education is responsible for state funding policy in education. In view of the high decentralization of administration and high level of institutional autonomy, financial instruments represent a significant element of administration of the education system.

### **General administration at national level**

The Ministry of Education, Youth and Sports is responsible for the state administration in education in the range defined by the Education Act and for the state, concept and development of the education system. This means that it is authorised to define state educational policy and the strategy for the development of education and the education system. Its responsibilities also include lifelong learning, policy for science, research and development including international co-operation in this area, and issues concerning scientific degrees, children and young people (primarily leisure time activities and social issues) as well as physical education and sport (at schools, independent sporting bodies, representation at national level). The organisational structure of the Ministry of Education, Youth and Sports (from January 2008)

The Ministry is responsible for the concept and strategy of the development of education, its content, ensuring conditions for it including the care for the education system, financing of education and labour relations. These responsibilities of the Ministry towards education (except for higher education) are stipulated by the Education Act. Responsibilities towards higher education are set by the Higher Education Act.

### **Pre-primary to secondary education**

The Education Act covers education at the kindergarden to high schools, which provide tertiary education (ISCED 5B). On the basis of the reform of public administration in education, the state administration of education, matters relating to property rights and partly to finance have been decentralised. The conceptual activities of the Ministry of Education, Youth and Sports are now stressed. Integrated state educational policy is preserved by formulating long-term policy objectives of education and the development of the education system.

Long-term policy objectives were formulated for the first time in 2002, then again under the new Education Act in 2005, for the last time in 2007. The Ministry of Education prepares long-term policy objectives of education and the development of the education system in every odd-numbered year and then submits these to the Government for approval after negotiations with relevant central trade unions,

employers' organisations and regions. The Government submits them to the Chamber of Deputies and the Senate. The long-term policy objectives are disclosed in a manner enabling remote access. The long-term policy objectives consist of:

- analysis of current situation and changes compared to the previous long-term policy objectives
- development priorities
- main objectives and tasks for individual areas of education (taking into account the future demographic development and the supply-and-demand structure)
- development programme suggestions
- economic part, which assigns the financial support to defined tasks.

Regions prepare their own long-term policy objectives on this basis. The Ministry of Education provides methodological guidance and co-ordination. It discusses the policy objectives with regional bodies in every even-numbered year. A further component of long-term policy at all levels is the economic balance of development programmes. The Ministry of Education submits to the Government an annual report on the state and development of the education system, which is based among other things on annual reports drawn up by the regions, on reports of the Czech School Inspectorate, on statistical data, or on realized research. The Ministry of Education fulfils its conceptual role through its control of the content of education: Under the Education Act the Ministry must prepare a National Educational Programme, which is a policy document working up the educational goals set by the Education Act, specifying the main areas of education, their content and the resources necessary for attaining those goals. The proposal is submitted for discussion to the Government, which passes it for approval to the Chamber of Deputies and the Senate. This document has not yet been prepared. The Government defines the system of fields of education in basic, secondary and tertiary professional education by a decree and after negotiations with relevant central trade unions, employers' organisations and regions. The system is updated if necessary, for the last time in 2007. The Ministry of Education approves the Framework educational programmes for different levels and fields of education up to upper secondary education (to the level ISCED 4A). Those programmes include goals, forms, duration and compulsory content of education, its organisation, professional profile, conditions for progress and completion of education, principles for designing school educational programmes on the basis of framework educational programmes, and conditions for the education of pupils with special educational needs. The Ministry of Education publishes framework educational programmes for medical fields after negotiations with the Ministry of Health. The framework educational programmes for schools falling under the authority of other ministries (Defence, Interior and Justice) are published by these ministries after agreement with the Ministry of Education. For tertiary professional education (ISCED 5B) the Ministry of Education accredits an educational programme for every high school on the basis of a recommendation of the Accreditation Commission for tertiary professional education, if necessary with the approval of the relevant ministry. The Ministry of Education determines or creates conditions for the provision of education, i.e. it ensures that proper legislation is enacted concerning all issues that it is responsible for. It has primarily administrative functions: it sets the professional requirements for educational staff, the conditions and organisation of admission to the high school, it stipulates basic rules for the assessment and marking of pupils, rules for certification, forms, terms and content of obligatory school documentation (the requirements for school reports and other school forms), details on equity and conditions for the recognition of certificates issued by foreign schools. It also sets the organisation of the school year, etc. and is authorised to set up and operate control, information and other systems supporting the activities of schools - i.e. it lays down the organisation,

extent and forms of guidance procedure for the integration of disabled children into the kindergarden, and the basic principles of inspection in schools and school facilities. The Ministry of Education is charged with overseeing the education system as a whole, its functioning, efficiency and coherence. The Ministry of Education sets the requirements for the establishment of schools and school facilities, and the criteria for decisions on their merging, splitting or closure. Institutions constituting the school system are recorded in the School Register, which is a public list composed of two parts: the Register of Schools and School Facilities and the Register of School Legal Entities.

### **Tertiary education**

Tertiary education is provided by the lower secondary school and universities. The responsibility of the Ministry of Education, Youth and Sports towards these two sectors of education is different. The responsibility of the Ministry of Education towards the lower secondary school is set by the Educational Act and is analogous to that of the upper secondary school. The difference from the upper secondary school and the similarity with the universities lies in the fact that the Ministry also accredits the educational programmes of the tertiary school. The universities are legal entities and as such are autonomous and self-governing, with the exception of the state universities that are financed and run by a ministry. State administration of the public universities, as set down in law, is carried out by the Ministry of Education through its department for research and higher education, which is headed by a Deputy Minister. For state institutions the Ministries of Defence and Interior collaborate with the Ministry of Education. The conceptual responsibility of the Ministry of Education is especially evident in the preparation and publication of long-term plan for the educational, scientific, research, developmental, artistic and other creative activities for higher education, which are updated annually. Updating also includes the announcement of development programmes supporting priorities of the state. These programmes are subsidised by the Ministry of Education. The Ministry of Education discusses and evaluates long-term policy objectives for the public and private universities and their annual updating. It prepares and publishes an annual report on the state of higher education. The Ministry ensures the minimum quality of education through an accreditation process based on the recommendations of the Accreditation By awarding accreditation to study programmes/fields of study, the Ministry of Education can influence the network of universities. In the case of the private universities it fulfils this function by granting state approval to their establishment. By granting the state approval the Ministry also decides on the accreditation of study programmes. The Ministry helps the universities to prepare internal regulations. The internal regulations govern the matters that are under the institution's own authority and include a number of labour rules. Internal regulations come into force only once they have been recorded by the Ministry of Education. In doing so the Ministry of Education confirms that they are in accordance with the Higher Education Act or other legislation. The Minister appoints and dismisses members of Board of Trustees of the universities and presents to the President of the Republic proposals by the academic senate for the appointment of a rektor and proposals by scientific councils for the appointment of a professor. At the higher education level there is much greater autonomy than at lower educational levels governed by the Education Act. The Ministry of Education influences or manages various procedures through financial measures. The responsibilities of the Ministry of Defence and Ministry of Interior for their universities are analogous to those of the Ministry of Education. For example, the ministries maintain a register of internal regulations of the universities within their jurisdiction (after the Ministry of Education,

Youth and Sports makes its recommendations), allocate funding from their sections of the state budget, monitor whether these funds are used efficiently and in accordance with the law, and act as superior bodies to the institutions in administrative proceedings. However, in the case of state institutions, these two ministries have responsibilities, which in public institutions are held by self-governing bodies, for example, to decide on the setting up, merging, splitting or closure of faculties. The relevant Minister (Defence or Interior) has certain responsibilities which, in the case of public schools, are performed by the Minister of Education, e.g. the Minister recommends to the President of the Republic the appointment or dismissal of a rektor, presents the proposals of the institution's scientific council for appointment to a professorship if the relevant institution has been granted accreditation to carry out appointment proceedings. The Minister also carries out some activities performed by public institutions themselves, e.g. to present the long-term plan of the state institution and to report on its activities to the Ministry of Education.

## 1.2 Regional / local application of the national legal framework (*in the related field*)

Analytical picture of regional / local competencies and norms resulting from the application of the national legal framework or resulting from regional / local “autonomy” in the field of secondary education, post-secondary education and vocational training

### **General administration at regional level**

Regions have a twofold responsibility:

- first, they have autonomous responsibility as self-governing bodies,
- second, the administrative responsibilities of the central state administration.

### **Secondary education Autonomous responsibilities of the region**

A region is obliged to ensure conditions for secondary and tertiary professional education, education of disabled children, pupils, and students as well as those who are disadvantaged by their health, conditions for language education, basic artistic education and education developing personal interests and partly also conditions for executing institutional education. It establishes

- the upper secondary school;
- the tertiary school;
- school educational and boarding facilities and school canteens for pupils of schools established by the region;
- language schools authorized to organize state language examinations;
- secondary schools with instruction in the language of a national minority;
- school facilities for developing personal interests.

The region manages schools and school facilities run by it. It provides these institutions with investment expenditure and running expenses. It may, however, contribute to costs covered by the state, according to actual needs and possibilities. The region can establish councils as bodies to implement its initiatives and control, one of which is always a council for education and employment with at least five members. This council:

- assesses schools and school facilities, academic and vocational courses in relation to demographic developments and changes in employment and expresses its opinion on their changes in the region;
- presents proposals for increasing the quality of care provided by schools and school facilities, run by the region;
- gives its opinion on proposed subsidies in the sphere of youth and sports;
- considers reports on the educational attainment of schools and school facilities run by the region.

## Central responsibility transferred to regional authorities

At the regional level, central state administration is carried out by the regional authority with transferred responsibility. To ensure convergence of central and regional administrations, the administrative responsibilities of municipalities were delegated to intermediary bodies - municipal authorities of municipalities with extended responsibilities. The regional authority establishes a department of education to control the school agenda. The head is appointed and dismissed by a regional council.

In the area of educational policy, regional authorities

- prepare and, in alternate (odd-numbered) years, amend and publish long-term policy objectives of education and the development of the education system in their area; these are based on the long-term policy objectives of the Ministry of Education for a four-year period.
- prepare and publish an annual report on the state and development of the region's education system.

Both the long-term policy objectives, and the report (the structure of which is set by the Ministry) are approved by a regional council and the regional authority submits it to the Ministry of Education by 31 March. The long-term policy objectives of the region are based on the long-term policy objectives of the Czech Republic, regional demographic development, particular regional developments of the economy, labour market and society, which influence educational development, and the state and development of education system of the region.

In the area of general administration, regional authorities

- are superior administrative bodies of heads of schools and school facilities established by state, regions, municipalities or unions of municipalities;
- act as an appeal authority in cases of an appeal against a decision made by a school head or municipality;
- in matters of compulsory school attendance decide on other way of education of pupils with serious mental disability;
- appoint and remove chairpersons of examination boards for the absolutorium and for final state exam;
- assure tasks related to organisation of the common part of final state exam and decide on the revision of the course and results of final state exam;
- decide on the recognition of certificates issued by foreign schools;
- permit to establish a function of the asistent pedagoga at schools and school facilities.

Register of Schools and School Facilities, the regional authority

- submits to the Ministry of Education applications of schools and school facilities run either by a region or another body, for inclusion in the School Register.

In the area of labour relations and salaries, regional authorities

- monitor adherence to labour regulations;

- organise in-service training of teachers.

## **Tertiary education**

### Tertiary Professional Education

The regions are organising bodies for the tertiary school. The autonomous and transferred responsibility of regions for the tertiary school is the same as for the upper secondary school.

### Higher Education

The Higher Education Act does not stipulate in concrete terms central administration at a regional level. In the wording of the Act preamble, the universities "contribute towards the development at both the national and regional levels and cooperate with various levels of state administration and self-government, with sphere of companies and cultural organisations". The representatives of regional self-government should be members of the board of trustees of the universities.

## **General administration at local level**

Local level is represented by the municipality which is the basic unit of self-government in education.

### **Pre-primary to secondary education**

The municipality is obliged to create conditions for compulsory school attendance. It is obliged to ensure conditions for pre-primary education in the last pre-school year. The municipality (or union of municipalities) runs the kindergarden, primary schools and their canteens. These different schools can be established as a single legal entity. Apart from this the municipality can establish the primary art school, school facilities for interest education (e.g. school club), school specific facilities (e.g. swimming schools, school farms) and if it has a reason and resources then schools usually established by a region (upper secondary school and tertiary school), or by the Ministry of Education.

School heads of schools run by municipalities are appointed and dismissed by municipal councils on the basis of open competitions for posts and taking into account the opinion of the school council. The municipality covers their investment and non-investment expenditures with the exception of direct educational costs (wage costs, teaching aids, textbooks and other), which are covered by the state, although it can contribute to these costs. The municipality pursues its interests, the interests of parents or other legal guardians of the children and of the pupils and teachers towards school institutions within the municipality area. The municipality discusses with the heads of schools and school facilities which it manages concepts of further development, budgets and material conditions necessary for operations, personal and social conditions for employees, requirements leading to better care and how costs related to such improvements will be covered, and reports on educational activities' results. It takes a similar approach in discussing these issues with the head of institutions run by other bodies within its area. The municipality decides on measures based on the results of school inspection in institutions under its control.

### Tertiary education

### Tertiary professional education

The role of municipalities towards the tertiary school is stipulated by the Education Act. The municipality (or union of municipalities) can establish or withdraw the tertiary school and school facilities serving to them if it proves sufficient financial, material and human resources to the body which administers the Register of Schools and School Facilities, in this case it is the Ministry of Education, Youth and Sports. The role of the municipality in assuring their activity is analogous to the responsibilities of municipalities towards the upper secondary school.

### Higher education

The Higher Education Act does not specify the role of municipalities but representatives of the regional selfgoverning authorities (thus of municipality as well) are also members of the board of trustees of the public universities.

### 1.3 Framework of regional / local Knowledge Management tools

Analytical picture of regional / local Knowledge Management tools in the field of secondary education, post-secondary education and vocational training and of the relevant economic & statistic indicators such as “Bulletin of Economic Information and Labour”, periodic statistic surveys, official Gazettes, periodic publications of the Chamber of Commerce, etc.

The regional form of Knowledge Management in the Olomouc region does not differ from other Czech regions, with the exception of Prague. In the last 20 years, Prague has undergone decomposition of original state economy structures, privatization, and frequent changes of proprietors, ignoring the knowledge potential and needs of companies, until a more stable period between 2008-2010. Systematic tools have attracted large multinational corporations such as Siemens or Honeywell with a big share of highly skilled labor. They adopt their own educational knowledge concepts.

Small and middle enterprises do not have a similar background and they try to acquire it externally. Since 2000, the ESF grants for general and special education in enterprises have had positive impact. They have given impulse to dozens of company projects, which will have helped educate thousands of employers by the year 2015. Apart from these, there are also regional chambers of commerce (Chamber of Olomouc) active in similar activities; they offer profile education mainly for middle technical management, commerce, and marketing. A number of education enterprises cooperates with these chambers, or work on their own, some of them being important regionally or even beyond the region. Even here, there exist multi-annual projects supported by ESF.

A complicated relationship exists between enterprises and vocational high schools. The schools lost a big portion of their students, who prefer non-vocational schools, and possibly university in the future. The schools attempt to offer spare capacities to enterprises and to employment offices for retraining. The problem is, however, that they are not up to date technologically equipped (CNC technologies) and their teachers do not have the skills or competences to teach adults. Universities with courses in nanotechnology, molecular biology, biochemistry, and ICT, fare better.

The employment offices organize projects for educating people with various levels of education, retraining of the unemployed and those in danger of losing their jobs. Relevant data exist only for this area of education. Other types of education are not officially published, or only partially - where there is a connection to required formal certification (A-levels, trades).

## CAP 2 STATISTICAL INDICATORS OF THE REGIONAL / LOCAL ECONOMY AND LABOUR

### 2.1 Current statistical indicators for the region / district

Statistical information is essential for understanding our complex and rapidly changing world. Eurostat regional yearbook 2009 offers a wealth of information on life in the European regions in the 27 Member States of the European Union, therefore this survey is focused on the same indicators<sup>6</sup> while the target (according to the ET-Struct project indications) is the NUTS III administrative level in each of the 10 partner's regions involved. A broad set of regional (*NUTS III level*) data<sup>7</sup> are presented on the following themes: population, labor market, gross domestic product, household accounts, structural business statistics, information society, science, technology and innovation, education, tourism and agriculture.

#### 2.1.1 POPULATION

Population number (also per gender) and density, population change in the last 20 years, fertility rates (*child per woman*), crude birth rates (*birth per 1.000 inhabitants*), percentage of population aged between 0 and 15 years old, percentage of population aged 65 years old and more, number and percentage of foreign citizens by gender and country.

#### 2.1.2 LABOUR MARKET

Employment rate for the 15-64 age group (per gender), unemployment rate (per gender), employment rate change in the last 20 years (per gender), share of employees per economic macro-sector, usual weekly hours of work in main job, national rank of unemployment rate (*position of the NUTS III region*).

#### 2.1.3 GROSS DOMESTIC PRODUCT AND HOUSEHOLD ACCOUNTS

Share of GDP in the NUTS II region, GDP per inhabitant and reference to the national average, GDP per inhabitant in the last 20 years, primary income of private households per inhabitant, disposable income of private households per inhabitant, disposable income of private households as % of primary income, development of disposable income of private households per inhabitant (from 2001).

#### 2.1.4 STRUCTURAL BUSINESS STATISTICS

Number of business activities per 1.000 inhabitants, business local units per square meters, degree of regional specialisation by activity (*NACE sections*), definition of the added value per sector of activity (*agriculture, manufacturing, construction and services*), evolution of the industrial production in the last 20 years, share of exports per NACE macro-sector, national rank of exports (*position of the NUTS III region*), first 10 countries of destination of local goods (*exportations*), structure of employment in real

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<sup>6</sup> Some specific indicators have been added in order to provide an even more detailed picture of each area.

<sup>7</sup> The survey should be based on year 2009 data for all the 10 regions (*where available - otherwise the most recent data have to be used*).

estate, renting and other business activities, persons employed in business services (NACE divisions K 72 and K 74), growth rate in business services (NACE divisions K 72 and K 74) in the last 20 years.

#### 2.1.5 INFORMATION SOCIETY

Internet access and broadband connections in households, development of Internet access and broadband connections in households (from 2001), regular use of the Internet (*percentage of persons who accessed the Internet, on average, at least once a week*), Internet activities (*percentage of individuals using the Internet in the last three months for the following activities: on-line courses, sell / buy goods and services, E-mail communication, information on goods and services, Internet banking, interaction with public authorities, health information search, read online newspapers or magazines, listen to web radio or television*), e-commerce by private persons (*percentage of persons who ordered goods or services, over the Internet, for private use, in the last year*), non usage of Internet (*in percentage of the population*).

#### 2.1.6 SCIENCE, TECHNOLOGY AND INNOVATION

Total R & D expenditure as a percentage of GDP (*all sectors*) in the NUTS III region and at national level, researchers as a percentage of persons employed (*all sectors*) in the NUTS III region and at national level, human resources in science and technology by virtue of occupation (*percentage of active population*), employment in high- and medium high-tech manufacturing (*percentage of total employment*), patent applications to the EPO (*European Patent Office*) or to national patent offices per 1.000 inhabitants.

#### 2.1.7 EDUCATION

Students in all levels of education, as a percentage of total population (*ISCED levels 0-6*), participation rates of 4-year-olds in education (*at pre-primary and primary education - ISCED levels 0 and 1 - Percentage*), students at upper secondary and post-secondary non-tertiary education, as a percentage of the population aged 15 to 24 (*ISCED levels 3 and 4*), students in tertiary education, as a percentage of the population aged 20 to 24 years old (*ISCED levels 5 and 6*), Educational attainment level (*percentage of the population aged 25-64 having completed tertiary education*), Lifelong learning (*percentage of the adult population aged 24 to 64 participating in education and training during the last year*).

#### 2.1.8 TOURISM

Accommodation capacity (*number of bed-places by type of accommodation: 1-2-3-4-5 stars hotels, guest houses / pensions, B&B, rural-tourism accommodation, youth hostel*), overnights (*number of nights spent by type of accommodation: 1-2-3-4-5 stars hotels, guest houses / pensions, B&B, rural-tourism accommodation, youth hostel*), number of bed-places per 1.000 inhabitants, average length of stay (*by type of accommodation: 1-2-3-4-5 stars hotels, guest houses / pensions, B&B, rural-tourism accommodation, youth hostel*), overnights trend in the last 20 years, overnights and average length of stay of foreign tourists.

### 2.1.1 Population

Population number (also per gender) an density - OK (Olomouc region)

Male	313 600
Female	328 320
Density	122 inh./km <sup>2</sup>

Population change in the last 20 years

1991	648 000
2000	646 000
2009	642 000

Index of ageing

1991	59.1
2000	82.4
2009	109.4

Percentage of population aged between

0 - 14	2000 / 17.0; 2009 / 14.0
15 - 64	2000 / 70.0; 2009 / 70.0
65 +	2000 / 13.0; 2009 / 16.00

Fertility rates (child per woman)

1991	1.906
2000	1.091
2009	1.485

Live birth per 1 000 inhabitants

2000	8.6
2009	11.1

Population number (also per gender) an density - Hranice (NUTS IV), 31 municipalities

Male	34 823
Female	17 036

Population change in the last 20 years

1991	35 400
2000	35 055
2009	34 823

#### Index of ageing

2000	86.6
2009	115.5

#### Percentage of population aged between

0 - 14	2000 / 18.0; 2009 / 15.0
15 - 64	2000 / 69.0; 2009 / 71.0
65 +	2000 / 13.0; 2009 / 14.00

#### Live birth per 1 000 inhabitants

2000	10.1
2009	10.5

## 2.1.2 Labour market Employment rate for the 15 - 64

1993	294.4 thousand persons	
2000	277.0 thousand persons	61.4 %
2009	290.9 thousand persons	64.4 %

### Male

1993	164.0 thousand persons	
2000	161.1 thousand persons	71.3 %
2009	167.6 thousand persons	73.6 %

### Female

1993	130.4 thousand persons	
2000	116.4 thousand persons	51.7 %
2009	121.6 thousand persons	54.3 %

### Unemployment rate (per gender)

1993	OK / 4.8	CR / 4.3
2000	OK / 12.8	CR / 8.8
2009	OK / 7.6	CR / 6.7

### Male

1993	OK / 4.4	CR / 3.4
2000	OK / 10.4	CR / 7.3
2009	OK / 6.0	CR / 5.8

### Female

1993	OK / 5.2	CR / 5.4
2000	OK / 15.9	CR / 10.6
2009	OK / 9.7	CR / 7.7

### Share of employees per economic macro sector (2009)

NACE A - B	17.3 thousand persons	5.9 %
NACE C - F	116.0 thousand persons	39.9 %
NACE G - M	84.9 thousand persons	29.2 %
NACE N - S	72.7 thousand persons	25.0 %

#### Male

NACE A - B	12.1 thousand persons	7.2 %
NACE C - F	84.6 thousand persons	50.5 %
NACE G - M	49.5 thousand persons	29.5 %
NACE N - S	21.4 thousand persons	12.8 %

#### Female

NACE A - B	5.2 thousand persons	4.3 %
NACE C - F	31.3 thousand persons	25.7 %
NACE G - M	38.0 thousand persons	31.2 %
NACE N - S	47.1 thousand persons	38.7 %

### 2.1.3 Gross domestic product and household accounts

The Olomouc region (Olomoucký kraj) is in the long-term among the economically weakest NUTS III regions in the Czech Republic. The same is true for NUTS II region of Central Moravia, which is formed by the Olomouc and Zlín regions. All the macroeconomic indicators of the Olomouc and Central Moravia regions confirm perpetual lagging behind and increasing gap from the international level.

We can list the following as the main causes of this negative trend:

- There is virtually no true internationally strong company in the region;
- The education and public institutions in the regional metropolis are strongly oriented towards humanities, that is outside of industry and financial services;
- The agricultural aptitudes of primary production are not used in the added value of local manufacturing capacities;
- 30% of the land is protected as environmentally and historically significant in the region
- Along the perimeter of the region, there are other economically weak regions of Bohemia, Moravia, Silesia, and Poland
- Relative lagging has spurred exodus of skilled people into economically stronger cities in Bohemia and Moravia

Also, in retrospect calculation for the EU-27, i.e. including Poland, Romania, Bulgaria, and Hungary, the region has “perpetually” 61% of average EU/ inhabitant GDP.

It affects the inhabitants in these ways:

GDP reference to the national average - OK / CR (%) 1995 / 5.3 %; 2008 / 4.7 %

GDP per inhabitant and reference to the national average - OK / CR (%) 1995 / 83.3 %; 2008 / 76.2 %;

GDP per inhabitant in the last 20 years - OK (thousand Kč) 1995 / 118.3; 2008 / 269.7;

Primary incomes of private households per inhabitant isn't publicate;

Disposable income of private households per inhabitant (thousand Kč) - OK 2001 / 109.5; 2008 / 166;

#### 2.1.4. Structural business statistics

Entrepreneurial activity is difficult to reliably account for in the Czech Republic. There is no doubt that the standard of small and middle enterprises is higher than the European average, especially regarding individual entrepreneurs. Unfortunately, the audit of self-employed people and of enterprises is deformed by the fact that it does not differentiate sufficiently between active and solely formal entrepreneurs.

It has been objectively verified that the absolute majority of entrepreneurs started their businesses between the years 1990-1995. Since then, the tempo of establishing new companies has been dropping, or stagnating.

Number of business activities per 1 000 inhabitants - OK 2008 / 207;

Business local units per square meters - OK 25 subj./km<sup>2</sup>;

Degree of regional specialization by activity (NACE sections) OK (%)

NACE A - C 1995 / 9.1; 2008 / 4.6;

NACE D - F 1995 / 36.3; 2008 / 38.6;

NACE G - K 1995 / 28.7; 2008 / 36.6;

Gross value added per sector (bil. Kč)

NACE A 1995 / 5.8; 2008 / 6.5

NACE D 1995 / 19.3; 2008 / 45.0

NACE F 1995 / 4.2; 2008 / 12.2

NACE G 1995 / 11.0; 2008 / 17.1

NACE K 1995 / 6.2; 2008 / 16.7

The Olomouc region's export is, in its total value per one inhabitant, at the very bottom out of all regions. Compared to other regions, the export is lower by dozens of percent. In the years 2008 and 2009, it was around 50% of the national average. None of the industries of the region's production has any significant share of the national export's value.

In the Czech Republic, export data are published in terms of goods structure, and regional audit of services export (tourism) is non-existent. The Olomouc region's export includes these main classes of SITC - machinery and transport equipment 13%, manufactured goods classified chiefly by material 24%,

industrial and consumer goods 45%, food and live animals 9%, chemicals and related products 5%. Similar export structure can be found in all the regions. Detailed SITC structure, which makes 50% of the Olomouc region's export - 77% electrical machinery, apparatus and appliances; 69% manufactures of metals; 71% power-generating machinery and equipment; 74% general industrial machinery and equipment; 72% machinery specialized for particular industries.

Territorial export structure of the Olomouc region shows 90% of DME (developed market economies, 82% of the EU within this figure) and more than 5% of export into the Commonwealth of Independent States (most out of all Czech regions). Particular representation by countries: Germany 30%, Slovakia 11%, Poland 6,5%, Italy 6%, France 5,5%, Great Britain 4,7%, Austria 4,6%, USA 3,2%. Employment in commercial services is only monitored for NACE L. From 1995 to 2008, it oscillates around 1% of employed. Along with the financial sector (NACE K), it makes up for 5-6% of the region's employment.

### 2.1.5. Information society

In the Czech Republic, only short time lines are published, often without any regional differentiation. The Olomouc region is, according to published data, among the least furnished in terms of households and IT.

In the development since 2003, there has been an increase in:

2003	24% of households with a PC
2005	30% of households with a PC
2009	54% of households with a PC (40% for the Olomouc region)

82% of households with children have PCs, 43% without children. 76% of households with children and 39% without children have internet. 44% of all households have wideband or high-speed internet connection. In international comparison, 46% of households are online, compared to EU-27's 60%. In the Czech Republic, there is the largest share of wireless connection in the entire EU.

Internet activities of users in the last three months (% 16 - 74):

Finding information about goods and services	83.3
Reading, downloading on - line newspapers, magazines	70.4
Sending and receiving e - mails	90.7
Doing an on - line course	2.2
Seeking health related information	33.3
Internet banking	30.6
Comparison of prize of products and services	26.1
Individuals who used the internet for activities related to public administration in the last 12 months / as a % of the internet users in given socio - demographic group	44.1
Listening to web radio	24.5

Watching web TV	21.5
Communication with public authorities (sending e - mails)	19.9

### Internet and individuals

62 % of the populations have used the internet

How many people have used the internet in the last 3 months?

- 56 % of people over 16 years

Division by age

- 16 to 24 years - 90 %

Level of education (for people over 25 years)

- 87 % of tertiary educated people
- 69 % of secondary educated people (with GCE)
- 36 % of secondary educated people (without GCE)
- 9 % of primary educated people

Employment situation

- 97 % of students
- 70 % of people in labour force
- 52 % of unemployed
- 9 % of pensioners

Development

- 2003 - 28 % of the population used the internet
- 2009 - 56 %

### 2.1.6. Science, technology and innovation

The Olomouc region is, in the long-term, on the periphery of the Czech R&D, same as many other regions. R&D is concentrated into Prague and its surroundings (Central Bohemia region) and into Brno. Two thirds of R&D professionals work and three fourths of public and private funding are spent in these places. Position of the Olomouc region in accessible indicators:

	Olomouc region	CZE
GDP expenditures share	0.8%	1.5%
Employment in R&D 0.7%	1.1%	
Share of economically active	0.6%	1.0%

Employment rate and general statistics based on technical level of professions is not published in the Czech Republic.

Interpretation of partial analyses could be debatable, because it always refers to a bigger area, virtually the entire Czech Republic. It is possible to state, based on earlier studies, that hi-tech and mid-hi tech professions are represented similarly in the Olomouc region as R&D professions. The difference is in particular professions as the region is peculiar due to the fact that R&D professions differ markedly from industrial production professions. There is a stable production with a share of hi-tech and mid hi-tech in aircraft manufacturing, i.e. production of aircraft engines, energy devices, optics, and accessories for automotive industry.

#### Research and Development

Even though the Olomouc region is by far weaker when compared to Prague, and average when compared to the rest of the regions, there are interesting data on the success rate of its research facilities. According to a study from 2008, the Olomouc region is first in terms of R&D innovations implementation in the regions, and it is above average in the indicators of patent application and sale of results. Prague, which is dominant in R&D funding, is markedly weaker according to these indicators. This can be put to the account of basic research concentration and consequent education.

#### 2.1.7 Education

Students in all levels of education, as a percentage of total population (ISCED levels 0-6)

21.8

Participation rates of 4-year-olds in education (at pre-primary and primary education - ISCED levels 0 and 1 - Percentage)

98.0

Students at upper secondary and post-secondary non-tertiary education, as a percentage of the population aged 15 to 24 (ISCED level 3 and 4)

26.0

Students in tertiary education, as a percentage of the population aged 20 to 24 years old (ISCED levels 5 and 6)

46.0

Educational attainment level (percentage of the population aged 25 - 64 having completed tertiary education)

11.1

Lifelong learning (percentage of the adult population aged 24 to 64 participating in education and training during the last year) - unknown

#### 2.1.8. Tourism

The city of Hranice and its territory have several conflicting features for tourism and for the consequential economy. Without listing these features, bare statistical data could be interpreted inaccurately and may give rise to distorted information. Hranice and its territory are included in the Central Moravia region - Haná, which distorts and marginalizes its marketing position. The reason for this is that there are two UNESCO places in the same area, along with many church-goers destinations, castles, and natural

preserves, which steal most of the tourists' attention. The city itself is on the edge of the region. In particular, the city's territory is both an important spa area (Teplice nad Bečvou, Hranice) and a karts area (aragonite caves and Europe's deepest abyss).

International rail and road routes cut through this area (D1/D49, Warsaw-Vienna-Košice-Prague corridor). Hranice is a railway junction; there is also a small airport, a river transport route (Donau, Morava, Odra). In the territory, there are also large cement, brick, and chemical industry production plants (the biggest production of combustion gases from carbon manufacturing in Valašské Meziříčí). Along its northernmost rim, the city neighbors with the Libavá military reservation.

The aforementioned features are complemented by functionalization of the area, which states:

Bed density / km<sup>2</sup>

Teplice nad Bečvou > 50

Hranice > 35

Other towns < 10

There are individual beds included in the values of the indicator. Most of the area is unsuitable for recreation, it is highly urbanized (Hranice). In the south, it neighbors with a less suitable territory, and in the north, except the military reservation, it is surrounded by middle sea-level elevation and bad accessibility from large cities. The spa, the abyss, and the caves of Teplice nad Bečvou and Hranice remain the main points of recreation.

#### 2.1.9. Agriculture & Breeding

Cereals (including rice) as a percentage of utilized agriculture area	45.0
Permanent crops as a percentage of utilized agriculture area	11.0
Active farms	3 / 1000 inh.
Percentage of cultivated area	45.0
Agro-food export per country, export is lower 2.0 % regional export	

## 2.1 Socio-economic trends for the future

Brief presentation of studies / researches showing experts perception over regional economic development for the forthcoming year (all the relevant information which directly affect the labour market) <max 2/3 pages>

The existence of standard cyclical development, which stems from the internal structural conditions of the Czech Republic's economy and which would not be affected by circumstances that cause structural economic lapses in key territories, can be called standard economic development. These lapses in turn affect economic parameters in countries, which are crucial for our partners, on the part of offer and demand.

The Czech Republic is an industry-oriented country with high dependence on export of products and import of material and energy inputs. At the same time, its products have no final use, but are rather in the position of sub-suppliers. This position has effect on lower costs, or product prices, and therefore also on the lower cost of labour. This applies to many high skilled, namely technical, professions. This also reduces requirements for people's language proficiency demand, for international trade knowledge and for financial services. The Czech Republic imports capital, export of capital is rather low.

Within the framework of the internal economy, there are trends towards narrowing of knowledge requirements or outflow of experts abroad. With low level of income, these trends are accompanied by an increasing deficit in the number of Czech experts in manual professions, and their substitution by experts from Eastern Europe and Southeast Asia.

At the same time, there is and will be an attitude of underestimating manually-focused expertise and engineering professions. This attitude is shared by many families, schools, and young people. Generous public financing of high schools and universities (especially of state schools and universities) has already turned virtually every possible piece of knowledge into a subject of formal education with minimum expenses on the students' part. Output quality and actual labor market results are not important. This trend is a long-term barrier for the development of demand for less formal ways of education on the part of individuals as well as employers. It hinders mainly private initiatives.

## CAP 3 EDUCATION / TRAINING DEMAND

### 3.1 Occupational needs of local enterprises

*Research /elaboration of current local surveys / analysis providing information on the occupational needs of local enterprises (based on existing documentation from regional / local institutions supporting the policies concerning employment, education and training, and favouring the matching of labour supply and demand - one first source of information could be represented by the summary of the most significant job advertisement from regional / local official recruitment offices or magazines).*

The ET-struct Regional Survey has been based on *existing documentation* and on data collected through the questionnaire on enterprises, having at least one employee.

The observation field of the survey will cover the universe of active private enterprises operating in agriculture, industry and services, according to the specific local interests. The survey will not include:

- Public administration's operative units;
- Public enterprises in the sanitary field;
- Public educational units in primary and secondary schools;
- Public University units;
- Other no-profit organizations.

The informations derived from the Business Registers and others administrative archives can cover the key characteristics of the enterprises and local units, such as economic activity, number of employees, localisation. The entity under analysis is both the enterprise in its entirety and its local units in a single "NUTS III level region". Multi-established enterprises are requested to provide data broken down into "NUTS III level region" where they have local units.

Data are collected according to the questionnaire sections or according to other local information sources.

The main data collected will refer to:

- enterprises' stock of employees as at the end of the previous year and expected changes (in-flows and out-flows) during the year of reference. The information collected also covers the expected recruitment of seasonal workers;
- characteristics of the job profiles the enterprise expects to employ during the year and, for those enterprises that do not intend to recruit employees, reasons for this behaviour;
- staff engaged under "atypical" contracts (not employees);
- the training activity provided by the enterprise during the previous year. This information is available for the firm as a whole and disaggregated by occupation (managers, clerks and workers) and gender. The survey also provides information on the type of training activity -internal and external courses, on the job or self-learning

*Criteria:* if an enterprise in the sample does not respond, it is replaced by another one). Classifications used: - classification of economic activities: NACE; -classification of occupations: ISCO-88; - classification of territories: NUTS III.

### 3.1.1 Employment forecast by job profile, sector of activity, enterprises size class.

This section will include data concerning enterprises expecting and not expecting to engage employees.

The catalogue will offer the analysis of the local enterprises structure (size class and sector of activity) and will show which are the main requested skills in each activity sector.

Collected data will also show reasons why enterprises do not hire new employees, and the most difficult skills to recruit.

If possible the analysis will give information concerning the occupational in-flows and out-flows.

The section will also include data concerning specific previous experience required by enterprises in recruiting employees, specifying what is required (i.e. Previous work experience in the same job profile, Previous work experience in the same field of activity, Previous generic work experience, Previous vocational training courses, no previous experience).

Regarding the classification used to express the enterprise size class, enterprises qualify as micro, small and medium-sized enterprises (SMEs) if they fulfil the criteria laid down in the EU sectoral laws and regulations. For this survey only the staff headcount ceiling will be considered, not taking into account the turnover ceiling or the balance sheet ceiling.

<i>Enterprise category</i>	<i>Headcount</i>	<i>Turnover</i>	<i>or</i>	<i>Balance sheet total</i>
<i>Medium-sized</i>	<i>&lt; 250</i>	<i>≤ € 50 million</i>		<i>≤ € 43 million</i>
<i>Small</i>	<i>&lt; 50</i>	<i>≤ € 10 million</i>		<i>≤ € 10 million</i>
<i>Micro</i>	<i>&lt; 10</i>	<i>≤ € 2 million</i>		<i>≤ € 2 million</i>

### 3.1.2 Recruitment forecast by Contract classification,

This section will contain information about contracts that enterprises use to hire people (Open-ended contract, specifying if open ended contracts or fixed-term (explaining reasons and duration). It will also give information about other kinds of contract such apprenticeship or youth employment contract, or other contracts including staff engaged under atypical contracts (not employees) or specified-purpose contracts that may be used in order to accomplish specific local needs (please specify) are used.

### 3.1.3 Occupation and migrating people

This section will analyze situation of labour market and migration flows. Data will have to show non fixed term job offer (in case of special situations concerning fixed term local needs please specify) and clear the impact of immigrated people in the local labour market.

### **3.1.4 Vocational training and education**

This section will be parted in two. The first part will contain the analysis the situation of the training in the enterprises and the number of companies that already organize training activities. The report will show which kind of training enterprises normally uses (i.e. internal courses, external courses, on the job or self-learning).

The second part will resume all the data concerning the level of instruction required by enterprises in recruiting employees. The classification adopted is explained in chapter "Methodology".

A specific attention should be used to analyze the perceived importance of the educational qualifications.

### **3.1.5 Main sources for enterprises' job recruitment**

This section will explore the main recruitment instruments used by the enterprises (i.e. direct contact with employers/employees, University/School database search, Resume (curricula vitae) received from candidates. Internships /stage, Employers/employees Federations, Job Centers, Recruitment Agency, Job search companies (i.e. Adecco), News papers, Web sites - internet, Eures).

### **3.1.1. Employment forecast by job profile, sector of activity, enterprises size class**

There is no large company in the region with traditional connections to the international economy. After the year 2000, there was a state-endorsed LG Philips investment in Hranice with a promise of € 1 billion. This project failed. On the regional market, the crucial requirements for professions remain dictated by the industrial structure. The large companies require:

- Machinist knowledge and professions;
- IT skills for certain positions;
- Documentation reading skills in German and English language;
- Ability to be assigned to continuous processes

Middle-size enterprises need more universal competences:

- Combination of several machinist professions knowledge/skills;
- Knowledge of similar professions and technical connections;
- Knowledge of trade relations

There are no serious data for small size enterprises. We can assume emphasis on partial competences mentioned with middle-size enterprises.

### **3.1.2. Recruitment forecast by Contract classification**

A special category is that of demand through employment offices. Here, the demand is led by state-subsidized demand with time limit (around 2 years), conditioned by selection from the employment office database. Simple professions prevail here. In terms of commercial offer of openings, there are two different branches:

- Non term/ Demand on the part of companies, which plan their development based on clear business perspectives. There is no clear difference in the range of professions, i.e. administrative-trade professions with language skills (English, German, technical professions and manually-skilled professions)
- Fixed term contracts for various professions. This trend is, with the exception of high-management positions (not common in the region) still very limited in the Czech Republic. The reason for this is the historically grounded relation occupation = rest of the life. This trend has various modifications, starting with simple professions, through contracts with professionals (craftsmen) to speculative contracts.

It is rather difficult for young people to be offered a standard contract. The main reason for this is that they lack basic experience. Legislation endangers them formally, which is risky for the employers unless the young person proves his skills in the first few weeks on the job. There is a similar situation in other EU countries as well. This problem is clear in those professions, in which the employers are under the impression that they offer easily replaceable positions. These include food industry professions, easy mechanization, BWIC. On the other hand, in professions such as CNC operators, the employers compete for graduates.

There are many small-size, or micro, enterprises in the region, which are afraid of hiring inexperienced graduates, and this automatically limits the absorbing capacity of the labor market.

### **3.1.3. Occupation and migrating people**

Official data are very modest in terms of numbers of foreign workers. Comparison with actual practice shows that there are professions, which are filled by foreign workers. Agency contracts are important here. One can list the countries of origin from the audit: the Ukraine, Moldova, Vietnam, and Mongolia. They represent timed labor supplies for large employers - and mostly for simple professions, where training is enough. These kinds of professions help some companies and fields to postpone loss of competitiveness. A category of its own is the employment of Slovak workers. These migrate into the region in shorter, often weekly, intervals, and they are adopted into small-size enterprises. Gradually, young Slovaks find openings - these are young people, who studied in the Czech Republic, or who accepted a position based on recognition of their education. This is true also for doctors, mid-level medicine personnel etc. This trend is considered natural and it has its partly historic grounding.

### **3.1.4. Vocational training and education**

Majority of companies abide by the law, which stipulates that they are required to educate their employees. This education is carried out in the form of seminars on work safety, fire protection, IT, and basic professional competences listed in the legislation. Companies, which are dependent on automotive and construction industry as sub-suppliers, carry out seminars in the range determined by the ISO quality rules. Thus, they have plans of how to educate their employees. The means of carrying this out depend on the company size. Branches of large companies such as Siemens, or Honeywell prefer closed company education systems. Mid-size enterprises attempt to apply self-training in order for the key employees to pass on knowledge from outside seminars through internal seminars. Self-learning is used also because it lacks formal controlling elements. It is impossible to objectively determine prevailing emphasis on employees' education. In this way, supremacy of current requirements prevails. However, one can determine IT skills and foreign language proficiency as constant requirements. Demand for education is documented only by official data. Systematic attention to education in companies is clear only after the year 2000. The reason for this is the helter-skelter transformation of most of economic relations after the year 1990.

### **3.1.5. Main sources for enterprises' job recruitment**

Gradually, there has been a method implemented in the region, which is used at the national level as well: the employment office is contacted regarding simple and acute demands. Its resources include even high school and university educated people. The condition here is that these workers are on some kind of unemployment benefits. And at the same time, the employers promise that they will fill the given openings only with employment office resources. SMEs prefer personal contacts and recently they have started motivating their employees with bonuses for finding new workers. They also use advertisements or employment agency services. These agencies work mainly for large and multinational companies. In general, it can be stated that current demand for one opening is 100:1.

Options connected with union or guild membership are hardly ever used, and so is the potential of universities and even high schools.

## 3.2 Quantitative / qualitative research over a precise and representative sample of local enterprise

This section reports the results of the direct survey implemented through the questionnaire according to the following structure:

### 3.2.1 general overview of the data collected and processed

#### How many questionnaires we sent and how many we received

- We sent over 160 questionnaires, we have received 45.
- To distribute questionnaires we used - email, phone calls, official web pages of our municipality
- We have analyzed 45 questionnaires

#### We ask these companies to fill up questionnaire

Aura-engineering Hranice, s.r.o.; AXO group, s.r.o.; Dehon, s.r.o.; Drát-HM, s.r.o.; Hakov, s.r.o.; HVH Komaxit s.r.o.; Jiří Topolánek - IVAJ; Jureka, s.r.o.; Ladislav Drda - Elektron Etto; Lékárna; Libuše Juráňová - Mahon; MB Domus, s.r.o.; Mobiko Hranice, s.r.o.; Mul-T Lock Czech, s.r.o.; Václav Randýsek - SARA; Valcom Moravia, s.r.o.; VodaM; Železo Hranice, s.r.o.; AVL Morava; Cement Hranice, a.s.; Ekoltes; Krok; Paragan; CEMLOG; CIHELNA POLOM; FEMAX; FORESTA; JAROSLAV SKÁCEL; JAROSLAV TVRDOŇ; KBS HRANICE; MEDMES; R.C. TRANSPORT; TECHSTROJ; CIDEM; VÁHALA; AB MAX LISOVNA KOVÁŘOV; BADEN; BBA Hranice; BIRCHER; CEMENT SERVIS; DAKR; ELEKTRO LUMEN; HAJDA; LUHA ZEMĚDĚLSKÁ; OMZ HRANICE; PROJEKTY A STAVBY KMS; SAFL; SMOOS; STATKY POTŠTÁT; STEELMAX; STROJÍRNÝ A OPRAVNÝ MILENOV; Synergies Logistiques BV Hranice, s.r.o.; TIGEMMA; TREY; VODING HRANICE; ZAPE; ZEMĚDĚLSKÉ DRUŽSTVO ZÁHORAN; Cidemat Hranice, s.r.o.; KUNST, spol. s r.o.; Pavel Pilař; SITAP, s.r.o.; Skalagro, a.s.; SPH Služby, s.r.o.; Strojírny Olšovec, s.r.o.; United Polymers, s.r.o.; Velox-Werk, s.r.o.; Wellart, v.o.s.; Zemědělské družstvo Partutovice; SSI-Schäfer, Copy Pro, CK České kormidlo, Hustopečský hospodář, Haseo Bělotín, Hotel Centrum, Taxi Hranice, Romantica, Nadir, Pavel Plachý, Gess, EtimeX, Kaha, Vak Servis, Voding, KMS Hranice, Presbeton, Pony, Trey.

#### Conclusion of data collection

- Very difficult collect data ( problems to get to questionnaire back, companies were not willing to fill it up)
- Questionnaire was too long
- Companies think the project is not very useful

Companies think they do not have sufficient support from the local authorities

3.2.2 evidence of the percentage of each single answer (*according to the questionnaire structure*) out of the whole sample,

3.2.3 graphics and charts

Economic sector			
a	agriculture, forestry and fishing		0,0%
b	mining and quarrying	3	6,4%
c1	manufacture of food products, beverages and tobacco		0,0%
c2	manufacture of textiles and textile products		0,0%
c3	manufacture of leather and leather products		0,0%
c4	manufacture of wood and wood products		0,0%
c5	manufacture of paper and paper products; publishing and printing		0,0%
c6	manufacture of chemicals, chemical products and man-made fibres	1	2,1%
c7	manufacture of rubber and plastic products		0,0%
c8	manufacture of biomedical products		0,0%
c9	manufacture of basic metals and fabricated metal products	2	4,3%
c10	manufacture of machinery and equipment	10	21,3%
c11	manufacture of electrical and optical equipment		0,0%
c12	manufacture of transport equipment		0,0%
c13	manufacture of furniture		0,0%
d	electricity, gas, steam and water supply, sewerage, waste management and remediation activities	1	2,1%
e	construction	10	21,3%
f	wholesale and retail trade; repair of motor vehicles / motorcycles, personal and household good	9	19,1%
g	transportation and storage	2	4,3%
h	accommodation and food service activities	1	2,1%
i	information and communication	1	2,1%
j	financial and insurance activities		0,0%
k	real estate activities	1	2,1%
l	professional, scientific and technical activities		0,0%
m	administrative and support service activities		0,0%
n	public administration and defence; compulsory social security		0,0%
o	education		0,0%
p	human health and social work activities	1	2,1%
q	arts, entertainment and recreation		0,0%
r	other service activities	5	10,6%
s	activities of households		0,0%
t	activities of extraterritorial organisations and bodies		0,0%





2. Target market			
a	local	18	35,3%
b	national	10	19,6%
c	international	23	45,1%



3. Enterprise size class			
a	1-9	6	17,1%
	in women 0-10 %	2	33,3%
	in women 11-20 %		0,0%
	in women 21-30 %		0,0%
	in women 31-40 %	3	50,0%
	in women 41-50 %		0,0%
	in women 51-60 %		0,0%
	in women 61-70 %		0,0%
	in women 71-80 %		0,0%
	in women 81-90 %	1	16,7%
	in women 91-100 %		0,0%
b	10-49	13	37,1%
	in women 0-10 %	2	15,4%
	in women 11-20 %	5	38,5%
	in women 21-30 %	2	15,4%
	in women 31-40 %	2	15,4%
	in women 41-50 %		0,0%
	in women 51-60 %		0,0%
	in women 61-70 %	1	7,7%
	in women 71-80 %	1	7,7%
	in women 81-90 %		0,0%
	in women 91-100 %		0,0%
c	50-249	14	40,0%
	in women 0-10 %	3	21,4%
	in women 11-20 %	6	42,9%
	in women 21-30 %	2	14,3%
	in women 31-40 %	1	7,1%
	in women 41-50 %	1	7,1%
	in women 51-60 %		0,0%
	in women 61-70 %		0,0%
	in women 71-80 %		0,0%
	in women 81-90 %		0,0%
	in women 91-100 %	1	7,1%
d	250-499	1	2,9%
	in women 0-10 %		0,0%

	in women 11-20 %		0,0%
	in women 21-30 %		0,0%
	in women 31-40 %		0,0%
	in women 41-50 %		0,0%
	in women 51-60 %		0,0%
	in women 61-70 %		0,0%
	in women 71-80 %		0,0%
	in women 81-90 %	1	100,0%
	in women 91-100 %		0,0%
e	500 and more	1	2,9%
	in women 0-10 %	1	100,0%
	in women 11-20 %		0,0%
	in women 21-30 %		0,0%
	in women 31-40 %		0,0%
	in women 41-50 %		0,0%
	in women 51-60 %		0,0%
	in women 61-70 %		0,0%
	in women 71-80 %		0,0%
	in women 81-90 %		0,0%
	in women 91-100 %		0,0%

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4. Age			
up to 24			0,0%
25-29	2		5,7%
30-34	4		11,4%
35-44	19		54,3%
more than 44	8		22,9%
N/A	2		5,7%



5. Enterprise expecting to hire new employees			
a	Yes, it's oriented	9	20,0%
b	No, it isn't oriented	35	80,0%

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6. If No, please explain the reasons not to hire employees and continue this questionnaire with data concerning the last hired employees				
a	Enough employees	20	76,9%	
b	Can not be recruited people for budget constraints	3	11,5%	
c	The company is closing down or will be sold		0,0%	
d	The present staff is already oversized	1	3,8%	
e	Can not find workers with the necessary specialization		0,0%	
f	Lack of sufficient space	1	3,8%	
g	Other		occurrence	
		crisis	1	3,8%

7. If you answered Yes, to question n. 1 please explain the reasons you need to hire new employees			
1	Replacement of employees leaving the company	4	25,0%
2	Seasonal activities/processes	1	6,3%
3	Replacement of employees on maternity leave/ other	3	18,8%
4	Increasing demand	2	12,5%
5	Need to improve company's quality and efficiency	4	25,0%
6	Opening new branches or departments		0,0%
7	Less reliance on external suppliers	1	6,3%
8	Need to expand sales, find new markets	1	6,3%
9	Need to develop new products or services		0,0%

8. Contract classification		
a	Open-ended contract	28
c	Specified-purpose contracts	0
b	Fixed-term	17
	1-3 months	0
	3-6 months	1
	6-12 months	10
	1-2 years	5
	More than 2 years	1

## Enterprise expecting to hire new employees

9. Number of employees required			
A	1	1	14,3%
b	2	1	14,3%
c	3	3	42,9%
d	4	1	14,3%
e	5	1	14,3%
f	5 and more		0,0%

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<b>10. Job Profile required</b>			
1	Managers		0,0%
2	Professionals	1	14,3%
3	Technicians and associate professionals	2	28,6%
4	Office Clerks	1	14,3%
5	Service and sales workers		0,0%
6	Skilled agricultural, forestry and fishery workers	1	14,3%
7	Craft and related trades workers	1	14,3%
8	Plant and machine operators, and assemblers	1	14,3%
9	Elementary occupations		0,0%

<b>11. Skills required</b>			
a	Relational skills	2	4,3%
b	Mathematics — Using mathematics to solve problems	1	2,2%
c	Reading Comprehension	2	4,3%
d	Speaking — Talking to others to convey information effectively	2	4,3%
e	Writing — Communicating effectively in writing	3	6,5%
f	Ability to work in group	5	10,9%
g	Ability to work independently	6	13,0%
h	Problem solving ability	6	13,0%
i	Ability to manage many important tasks simultaneously, managing people	1	2,2%
j	Coordination capacity		0,0%
k	Negotiation capacity		0,0%
l	Calculation capacity	2	4,3%
m	Planning activities and resources		0,0%
n	Management of Financial Resources	2	4,3%
o	Management of Material Resources — Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.	1	2,2%
p	Management of Personnel Resources	1	2,2%
q	Customer orientation	3	6,5%
r	Capacities to design, set-up, operate, and correct malfunctions invocational traininglving application of machines or technological systems		0,0%

s	Capacity to use equipment maintenance and installation, which equipment		accurence	
		Capacity to use equipment maintenance and installation, which equipment		0,0%
t	Knowledge of specific software, which		accurence	
		MS office	1	2,2%
		accoutnant software	2	4,3%
		drawing software	1	2,2%
u	Knowledge of measuring equipment, which		accurence	
		Knowledge of measuring equipment		0,0%
v	Knowledge of machinery, which		accurence	
		PC work	1	2,2%
		Metal-cutting Machine	1	2,2%
w	Knowledge of materials, which		accurence	
		Knowledge of material		0,0%
y	Knowledge of specific sectoral laws, which		accurence	
		tax law	1	2,2%
z	Knowledge of certification systems, which		accurence	
		Knowledge of certification systems		0,0%
aa	Manual skills, which		accurence	
		driving licence for truck	1	2,2%
		carefulnes	1	2,2%



**11 Knowledge of foreign languages**

English	4	66,7%
Franch		0,0%
German	2	33,3%
Chinese		0,0%
Russian		0,0%
Spanish		0,0%

<b>12. Company sectors involved</b>			
1	Management / Direction	1	6,7%
2	Administration / Accounting / Management Control	2	13,3%
3	Commercial sales	3	20,0%
4	After sale customer service	1	6,7%
5	Purchasing / Logistics / Warehouse	1	6,7%
6	Planning / Research and development / technical department		0,0%
7	Manufacturing / production planning	1	6,7%
8	Qualità control	2	13,3%
9	Installation / maintenance	1	6,7%
10	Information Systems / data center	1	6,7%
11	Quality / Safety / Environment		0,0%
12	Secretarial / Reception	2	13,3%

13. Educational level and field of study required				
a	Secondary education	3	42,9%	
	Specific Qualification required		accurrence	
		accounting	1	
		machinary	1	
b	Post-secondary education	2	28,6%	
	Specific Qualification required		accurrence	
		accounting	1	
		Construction Study	1	
c	Vocational training	2	28,6%	
	Specific Qualification required		accurrence	
		locksmith with english language	1	
		welding	1	

<b>14. How important is the education level?</b>			
a	Very important	4	57,1%
b	Important	2	28,6%
c	Not Important	1	14,3%
d	Not Important at all		0,0%
<b>15. Which skills are lacking in the Educational System?</b>			
			accurence
			0 0%

<b>16. Is any previous experience required</b>			
a	Yes	7	100,0%
b	No	0	0,0%
<b>17. If yes please specify the level of experience required</b>			
a	Previous work experience in the same job profile	1	14,3%
b	Previous work experience in the same field of activity	4	57,1%
c	Previous generic work experience	2	28,6%
d	Previous vocational training courses	0	0,0%
e	Without previous experience	0	0,0%

18.Duration of experience required			
			0,0%
1-6 months			0,0%
6-12 moths	3		42,9%
1-2 years	2		28,6%
2-5 years	1		14,3%
5 years	1		14,3%

<b>19. The Enterprise organizes training activity</b>			
a	Yes	7	
	internal	6	46,2%
	external courses	4	30,8%
	on the job	3	23,1%
	self-learning	0	0,0%
b	No	0	

20. Is it difficult to find this job profile?			
a	Yes	4	57,1%
	No one wants to do this job	1	
	Lack of adequate educational - training courses	1	
	Strong demand from the labor market	1	
	Inadequate number of students from educational – training courses		
	New job profile		
	Candidates do not have sufficient training	1	
	Other		accurrence
	problems with foreign language	1	
	low salary	1	
b	No	3	42,9%
Average time for job search	1 month	3	30,0%
	2 months	2	20,0%
	3 months	2	20,0%
	4 months	0	0,0%
	More than 4 months	0	0,0%



<b>21. Criteria for job profile search</b>		
a	Direct contact with employers/employees	3 17,6%
b	University/School database search	0,0%
c	Resume (curricula vitae) received from candidates	3 17,6%
d	Internships /stage	0,0%
e	Employers/employees Federations	0,0%
f	Job Center	5 29,4%
g	Recruitment Agency	0,0%
h	Job search companies (i.e. Adecco)	1 5,9%
i	News papers	2 11,8%
j	Web sites – internet	2 11,8%
k	Eures	0,0%
l	Other	accurrence
		personal refference
		1

<b>22. Contract classification</b>			
Open-ended contract	3	42,9%	
Fixed-term - aimed to test new staff	2	28,6%	
Fixed-term - temporary supplement	1	14,3%	
Fixed-term - seasonal employees	1	14,3%	
Other contracts including staff engaged under atypical contracts (not employees)	0	0,0%	
Specified-purpose contracts	0	0,0%	

## Enterprise not expecting to hire new employees

6. If No, please explain the reasons not to hire employees and continue this questionnaire with data concerning the last hired employees			
a	Enough employees	20	76,9%
b	Can not be recruited people for budget constraints	3	11,5%
c	The company is closing down or will be sold		0,0%
d	The present staff is already oversized	1	3,8%
e	Can not find workers with the necessary specialization		0,0%
f	Lack of sufficient space	1	3,8%
g	Other		occurrence
		crisis	1
			3,8%

9. Number of employees required			
a	1	5	55,6%
b	2	3	33,3%
c	3	1	11,1%
d	4		0,0%
e	5		0,0%
f	5 and more		0,0%

<b>10. Job Profile required</b>			
1	Managers	1	2,3%
2	Professionals		0,0%
3	Technicians and associate professionals	5	11,6%
4	Office Clerks	4	9,3%
5	Service and sales workers	5	11,6%
6	Skilled agricultural, forestry and fishery workers		0,0%
7	Craft and related trades workers	11	25,6%
8	Plant and machine operators, and assemblers	12	27,9%
9	Elementary occupations	5	11,6%

<b>11. Skills required</b>			
a	Relational skills	3	3,1%
b	Mathematics — Using mathematics to solve problems		0,0%
c	Reading Comprehension	1	1,0%
d	Speaking — Talking to others to convey information effectively	3	3,1%
e	Writing — Communicating effectively in writing	3	3,1%
f	Ability to work in group	10	10,4%
g	Ability to work independently	17	17,7%
h	Problem solving ability	17	17,7%
i	Ability to manage many important tasks simultaneously, managing people		0,0%
j	Coordination capacity	2	2,1%
k	Negotiation capacity	3	3,1%
l	Calculation capacity		0,0%
m	Planning activities and resources	2	2,1%
n	Management of Financial Resources	1	1,0%
o	Management of Material Resources — Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.	2	2,1%
p	Management of Personnel Resources	1	1,0%
q	Customer orientation	7	7,3%
r	Capacities to design, set-up, operate, and correct malfunctions invocational traininglving application of machines or technological systems	4	4,2%

s	Capacity to use equipment maintenance and installation, which equipment		accurrence	
		Capacity to use equipment maintenance and installation, which equipment		0,0%
t	Knowledge of specific software, which		accurrence	
		MS office	2	2,1%
		drawing software	3	3,1%
u	Knowledge of measuring equipment, which		accurrence	
		Knowledge of measuring equipment		0,0%
v	Knowledge of machinery, which		accurrence	
		CNC	1	1,0%
		Metal-cutting Machine	2	2,1%
		Mesh machine	1	1,0%
		NC	1	1,0%
w	Knowledge of materials, which		accurrence	
		Knowledge of materials	1	1,0%
y	Knowledge of specific sectoral laws, which		accurrence	
		Knowledge of specific sectoral laws	0	0,0%
z	Knowledge of certification systems, which		accurrence	
		Knowledge of certification systems		0,0%
aa	Manual skills, which		accurrence	
		Basic manual skills	8	8,3%
		Welding	1	1,0%



<b>11 Knowledge of foreign languages</b>		
English	8	66,7%
Franch		0,0%
German	4	33,3%
Chinese		0,0%
Russian		0,0%
Spanish		0,0%

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<b>12. Company sectors involved</b>				
1	Management / Direction	5	7,0%	
2	Administration / Accounting / Management Control	6	8,5%	
3	Commercial sales	12	16,9%	
4	After sale customer service	4	5,6%	
5	Purchasing / Logistics / Warehouse	6	8,5%	
6	Planning / Research and development / technical department	4	5,6%	
7	Manufacturing / production planning	11	15,5%	
8	Qualità control	4	5,6%	
9	Installation / maintenance	9	12,7%	
10	Information Systems / data center	3	4,2%	
11	Quality / Safety / Environment	4	5,6%	
12	Secretarial / Reception	2	2,8%	
13	other		accurrence	
		construction	1	1,4%

13. Educational level and field of study required			
a	Secondary education	12	30,8%
	Specific Qualification required		accurence
	engineering	5	41,7%
	electrical engineering	1	8,3%
	bussiness	2	16,7%
	building	1	8,3%
	general	1	8,3%
	accountant	1	8,3%
	nurse	1	8,3%
b	Post-secondary education	4	10,3%
	Specific Qualification required		accurence
	technic	3	75,0%
	building	1	25,0%
c	Vocational training	15	38,5%
	Specific Qualification required		accurence
	plumber	1	9,1%
	sellsman	1	9,1%
	concreter	1	9,1%
	machinery	1	9,1%
	cook	1	9,1%
	locksmith	5	45,5%
	motor mechanic	1	9,1%
d	No specific qualification required	8	20,5%

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14. How important is the education level?			
a	Very important	1	4,5%
b	Important	14	63,6%
c	Not Important	7	31,8%
d	Not Important at all		0,0%
15. Which skills are lacking in the Educational System?			
			accurence
	gardener and paver	1	

<b>16. Is any previous experience required</b>			
a	Yes	15	62,5%
b	No	9	37,5%
<b>17. If yes please specify the level of experience required</b>			
a	Previous work experience in the same job profile	4	19,0%
b	Previous work experience in the same field of activity	9	42,9%
c	Previous generic work experience	3	14,3%
d	Previous vocational training courses	4	19,0%
e	Without previous experience	1	4,8%

18.Duration of experience required		
		0,0%
1-6 months	1	7,7%
6-12 moths	5	38,5%
1-2 years	6	46,2%
2-5 years	1	7,7%
5 years		0,0%

<b>19. The Enterprise organizes training activity</b>			
a	Yes	15	71,4%
	internal	10	43,5%
	external courses	10	43,5%
	on the job	1	4,3%
	self-learning	2	8,7%
b	No	6	28,6%



<b>20. Is it difficult to find this job profile?</b>				
a	Yes	11	52,4%	
	No one wants to do this job	2		
	Lack of adequate educational - training courses	1		
	Strong demand from the labor market	3		
	Inadequate number of students from educational – training courses	3		
	New job profile			
	Candidates do not have sufficient training	2		
	others			accurrence
		insufficient PC skills		1
lack of qualification			3	
b	No	10	47,6%	
Average time for job search	1 month	5	14,7%	
	2 months	5	14,7%	
	3 months	8	23,5%	
	4 months		0,0%	
	more than 4 months	6	17,6%	



<b>21. Criteria for job profile search</b>		
a	Direct contact with employers/employees	8 22,2%
b	University/School database search	1 2,8%
c	Resume (curricula vitae) received from candidates	9 25,0%
d	Internships /stage	2 5,6%
e	Employers/employees Federations	0,0%
f	Job Center	8 22,2%
g	Recruitment Agency	0,0%
h	Job search companies (i.e. Adecco)	1 2,8%
i	News papers	5 13,9%
j	Web sites – internet	2 5,6%
k	Eures	0,0%

<b>22. Contract classification</b>		
Open-ended contract	14	37,8%
Fixed-term - aimed to test new staff	12	32,4%
Fixed-term - aimed to temporary staff substitution	5	13,5%
Fixed-term - seasonal employees	3	8,1%
Other contracts including staff engaged under atypical contracts (not employees)	3	8,1%
Specified-purpose contracts		0,0%

#### 4.1 Framework of schools and professional profiles and competences level obtained from the different qualifications provided by the local education and training system according to the current legal framework

This part of the survey should clearly outline the different qualifications provided by the local system (*NUTS III level*) of secondary education, post-secondary education and vocational training, according to the following table:

Post secondary

TITLE	POST SEDONDARY
General subject of the training <sup>8</sup>	Medicine, Geo - biology, Psychology, Science, Language, Political - social sciences, Teaching, Physical Education, Law
Length of the training	Bc - 3 years MA - 2 years PhD - 4 years
Cost of the training (year 2009-2010)	free
Economic sector of reference (NACE code)	85.42
Basic access requirements to the training	Entrance exams (it differs from study program)
Specific skills acquired during the training <sup>9</sup>	It depends which study program
European recognition of the qualification	Bachelor Master PhD
Number of different institutions providing the training	1

TITLE	POST SEDONDARY
General subject of the training <sup>10</sup>	Ecomonics

<sup>8</sup> Same interpretation as the item "attended education" on the Questionnaire over the impact of the training offer (Annex II).

<sup>9</sup> Following the list used on the Questionnaire over the impact of the training offer (Annex II).

<sup>10</sup> Same interpretation as the item "attended education" on the Questionnaire over the impact of the training offer (Annex II).

<b>Length of the training</b>	Bc - 3 years MBA - 3 years
<b>Cost of the training (year 2009-2010)</b>	Bachelor - 15 000 CZK, 600 Euro MBA - 75 000 CZK. 2 880 Euro
<b>Economic sector of reference (NACE code)</b>	85.41 85.42
<b>Basic access requirements to the training</b>	Entrance exams (it differs from study program)
<b>Specific skills acquired during the training<sup>11</sup></b>	Management of Financial Resources Management of Material Resources
<b>European recognition of the qualification</b>	Bachelor MBA
<b>Number of different institutions providing the training</b>	1

<b>TITLE</b>	POST SEDONDARY
<b>General subject of the training<sup>12</sup></b>	Logistic, Travel and tourism
<b>Length of the training</b>	Bc - 3 years MA - 3 years
<b>Cost of the training (year 2009-2010)</b>	Bachelor - 38 000 CZK , 15 200 Euro Master - 40 000 CZK. 1 600 Euro
<b>Economic sector of reference (NACE code)</b>	85.41 85.42
<b>Basic access requirements to the training</b>	Entrance exams (it differs from study program)
<b>Specific skills acquired during the training<sup>13</sup></b>	Management of Financial Resources Management of Material Resources Management of Personnel Resources Customer orientation
<b>European recognition of the qualification</b>	Bachelor Master
<b>Number of different institutions providing the training</b>	1

<sup>11</sup> Following the list used on the Questionnaire over the impact of the training offer (Annex II).

<sup>12</sup> Same interpretation as the item "attended education" on the Questionnaire over the impact of the training offer (Annex II).

<sup>13</sup> Following the list used on the Questionnaire over the impact of the training offer (Annex II).

<b>TITLE</b>	Secondary education
<b>General subject of the training<sup>14</sup></b>	Grammar school
<b>Length of the training</b>	4 years
<b>Cost of the training (year 2009-2010)</b>	Free
<b>Economic sector of reference (NACE code)</b>	853120
<b>Basic access requirements to the training</b>	Entrance exam (Czech language, literature, foreign language, mathematic, general knowledge) Good school report
<b>Specific skills acquired during the training<sup>15</sup></b>	Mathematics Speaking Writing History Geography Foreign language Biology Software - MS office
<b>European recognition of the qualification</b>	<if any>
<b>Number of different institutions providing the training</b>	20

<b>TITLE</b>	Secondary education
<b>General subject of the training<sup>16</sup></b>	Music school with state graduation
<b>Length of the training</b>	4 years
<b>Cost of the training (year 2009-2010)</b>	Free
<b>Economic sector of reference (NACE code)</b>	853120
<b>Basic access requirements to the training</b>	Entrance exam (Czech language, literature, foreign language, mathematic, general knowledge)

<sup>14</sup> Same interpretation as the item “attended education” on the Questionnaire over the impact of the training offer (Annex II).

<sup>15</sup> Following the list used on the Questionnaire over the impact of the training offer (Annex II).

<sup>16</sup> Same interpretation as the item “attended education” on the Questionnaire over the impact of the training offer (Annex II).

	Be talented
Specific skills acquired during the training <sup>17</sup>	Music skills (guitar, singing, piano etc.)
European recognition of the qualification	<if any>
Number of different institutions providing the training	1

TITLE	Secondary education
General subject of the training <sup>18</sup>	Economy and business high school with state graduation
Length of the training	4 years
Cost of the training (year 2009-2010)	Free
Economic sector of reference (NACE code)	853120
Basic access requirements to the training	Entrance exam (Czech language, literature, foreign language, mathematic, general knowledge)
Specific skills acquired during the training <sup>19</sup>	General economy (Time planning, human resources, accounting, foreign language)
European recognition of the qualification	<if any>
Number of different institutions providing the training	10

TITLE	Secondary education
General subject of the training <sup>20</sup>	Technical high school with state graduation
Length of the training	4 years
Cost of the training (year 2009-2010)	Free
Economic sector of reference (NACE code)	853120
Basic access	Entrance exam (Czech language, literature, foreign language, mathematic,

<sup>17</sup> Following the list used on the Questionnaire over the impact of the training offer (Annex II).

<sup>18</sup> Same interpretation as the item "attended education" on the Questionnaire over the impact of the training offer (Annex II).

<sup>19</sup> Following the list used on the Questionnaire over the impact of the training offer (Annex II).

<sup>20</sup> Same interpretation as the item "attended education" on the Questionnaire over the impact of the training offer (Annex II).

requirements to the training	general knowledge)
Specific skills acquired during the training <sup>21</sup>	Technical knowledge and skills (CNC machines) Building knowledge and skills (drawing) Agriculture knowledge and skills
European recognition of the qualification	<if any>
Number of different institutions providing the training	30

TITLE	Secondary education
General subject of the training <sup>22</sup>	Police high school with state graduation
Length of the training	4 years
Cost of the training (year 2009-2010)	Free
Economic sector of reference (NACE code)	853120
Basic access requirements to the training	Entrance exam (Czech language, literature, foreign language, mathematic, general knowledge)
Specific skills acquired during the training <sup>23</sup>	Law Czech legislation Sport
European recognition of the qualification	<if any>
Number of different institutions providing the training	1

TITLE	Secondary education
General subject of the training <sup>24</sup>	Travel and tourism high school with state graduation
Length of the training	4 years
Cost of the training (year 2009-2010)	Free
Economic sector of reference (NACE code)	853120

<sup>21</sup> Following the list used on the Questionnaire over the impact of the training offer (Annex II).

<sup>22</sup> Same interpretation as the item “attended education” on the Questionnaire over the impact of the training offer (Annex II).

<sup>23</sup> Following the list used on the Questionnaire over the impact of the training offer (Annex II).

<sup>24</sup> Same interpretation as the item “attended education” on the Questionnaire over the impact of the training offer (Annex II).

Basic access requirements to the training	Entrance exam (Czech language, literature, foreign language, mathematic, general knowledge)
Specific skills acquired during the training <sup>25</sup>	Travel and tourism marketing Customer orientation Law Czech legislation Ecomony
European recognition of the qualification	<if any>
Number of different institutions providing the training	4

TITLE	Secondary education
General subject of the training <sup>26</sup>	Health and social high school with state graduation
Length of the training	4 years
Cost of the training (year 2009-2010)	Free
Economic sector of reference (NACE code)	853120
Basic access requirements to the training	Entrance exam (Czech language, literature, foreign language, mathematic, general knowledge)
Specific skills acquired during the training <sup>27</sup>	Primary health care Nursing
European recognition of the qualification	<if any>
Number of different institutions providing the training	3

TITLE	Secondary education
General subject of the training <sup>28</sup>	Pedagogy and library school with state graduation
Length of the training	4 years
Cost of the training (year 2009-2010)	Free

<sup>25</sup> Following the list used on the Questionnaire over the impact of the training offer (Annex II).

<sup>26</sup> Same interpretation as the item "attended education" on the Questionnaire over the impact of the training offer (Annex II).

<sup>27</sup> Following the list used on the Questionnaire over the impact of the training offer (Annex II).

<sup>28</sup> Same interpretation as the item "attended education" on the Questionnaire over the impact of the training offer (Annex II).

Economic sector of reference (NACE code)	853120
Basic access requirements to the training	Entrance exam (Czech language, literature, foreign language, mathematic, general knowledge)
Specific skills acquired during the training <sup>29</sup>	Writing, speaking Reading Teaching
European recognition of the qualification	<if any>
Number of different institutions providing the training	1

TITLE	Secondary school
General subject of the training <sup>30</sup>	Higher professional school
Length of the training	3 years
Cost of the training (year 2009-2010)	15 000 Kč, 600 Euro
Economic sector of reference (NACE code)	854200
Basic access requirements to the training	no
Specific skills acquired during the training <sup>31</sup>	Travel and tourism Health education Social
European recognition of the qualification	no
Number of different institutions providing the training	8

<sup>29</sup> Following the list used on the Questionnaire over the impact of the training offer (Annex II).

<sup>30</sup> Same interpretation as the item "attended education" on the Questionnaire over the impact of the training offer (Annex II).

<sup>31</sup> Following the list used on the Questionnaire over the impact of the training offer (Annex II).

<b>TITLE</b>	Vocational training
<b>General subject of the training<sup>32</sup></b>	<ul style="list-style-type: none"> <li>• Astrological courses</li> <li>• Dressage horses</li> <li>• Environmental courses</li> <li>• Photography courses</li> <li>• Restaurants courses</li> <li>• Language Courses</li> <li>• Courses and training for companies in</li> <li>• Rate of a nail cosmetics</li> <li>• Accounting and Tax Rate</li> <li>• Computer and Internet courses</li> <li>• Sports Odds</li> <li>• Dance Schools</li> <li>• Technical courses</li> <li>• Art Courses</li> <li>• Dog Training</li> <li>• Medical Courses</li> </ul>
<b>Length of the training</b>	3 years
<b>Cost of the training (year 2009-2010)</b>	Free to several thousand CZK (hundreds Euros)
<b>Economic sector of reference (NACE code)</b>	
<b>Basic access requirements to the training</b>	no
<b>Specific skills acquired during the training<sup>33</sup></b>	
<b>European recognition of the qualification</b>	no
<b>Number of different institutions providing the training</b>	<ul style="list-style-type: none"> <li>• Astrological courses 1</li> <li>• Dressage horses 1</li> <li>• Environmental courses 1</li> <li>• Photography courses 1</li> <li>• Restaurants courses 1</li> <li>• Language Courses 49</li> <li>• Courses and training for companies 35</li> <li>• Rate of a nail cosmetics 1</li> <li>• Accounting and Tax Rate 2</li> <li>• Computer and Internet courses in 14</li> <li>• Sports Odds 64</li> <li>• Dance Schools 4</li> <li>• Technical courses 10</li> <li>• Art Courses 32</li> <li>• Dog Training 6</li> <li>• Medical Courses 16</li> </ul>

<sup>32</sup> Same interpretation as the item “attended education” on the Questionnaire over the impact of the training offer (Annex II).

<sup>33</sup> Following the list used on the Questionnaire over the impact of the training offer (Annex II).

#### 4.2 Framework of schools and professional profiles and competences level obtained from the different qualifications provided by the local education and training system according to legal framework evolutions and trends

During these months the Italian secondary school system is undergoing an intensive reform in terms of structure, contents and (especially) profiles and qualifications. The reform will enter into force starting from the next school year (*meaning September 2010*) but only after some years will produce concrete effects on students. Anyway this Regional Survey should take into account this reform and all its concrete effects (at least for what concerns the current information available) underlining in particular:

- Leading purposes of the reform
- Clear evidence of the major news and changes to be introduced

*The same analysis should be applied in all the PP regions where a reform or evolution of the current education / training system is on the run or just foreseen.*

In these days there is going on a reform in terms of final state graduation (school leaving exam).

The main aim is to centralize the final state exam.

It should be launched next year.

## CAP 5 IMPACT OF THE LOCAL EDUCATION / TRAINING OFFER

This chapter should provide an updated picture of the monitoring of graduates' access to the labor market within the 3 years after graduation (covering the 3 fields of this whole analysis meaning secondary education, post-secondary education and vocational training). It is a very important tool for evaluating the effectiveness of the local education / training system and for assessing the attitude of the labour market towards graduates (in all the 3 fields).

### 5.1 Research / elaboration of current local surveys / analysis giving evidence of the different education / training disciplines (*processing data starting from the year 2008*)

The analysis should provide updated information collected through the analysis of survey / researches in the most relevant regional economic sectors and for the 3 fields of the local education / training system (*NUTS III level*) taking into account the following set of information:

- Assessment of the attended education / training
- Postgraduate training (in case of university)
- Employment condition
- How and when graduates<sup>34</sup> actually access the labour market
- Characteristics of the company and the current work
- Extent to which the obtained degree is useful and required for the current job (*effectiveness and quality*)
- Satisfaction with the current job
- Search of a job

## Expectations of employers in relation to education system

Expectations and notions regarding future development of vocational training and school system present one of the most crucial aspects in examination of employers' opinions and needs. Results of the examination imply that, within this issue, a number of essential problem areas can be identified.

### Practice-oriented preparation of future graduates

The largest portion of presented opinions, from all sectors examined, expressed concern about the issue of practice-oriented preparation of future graduates. The employers ask mainly for extension and improvement of the practical part of education in schools, along with related generally more practice-focused education, in order for the students, who are entering the job market, to be - as the employers' motto goes - "ready for practical work," to have an actual notion of real working environment and of what they are expected to do. According to the employers, this should be attained by an increasing portion of practical training experience in education, and closer, more active and more intensive cooperation between schools and companies - this cooperation would help make education react appropriately to the

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<sup>34</sup> Referred to all the 3 field of education / training here considered.

practical needs of the employers. It is also important for the practical education to be carried out under expert supervision, for the students to be in contact with the business sphere already during their studies, for them to become acquainted with the newest technologies and trends in the given field, and for them to be able to apply theoretical knowledge in practical assignments. In the employers' views, a graduate should be equipped with both theoretical knowledge and practical experience and skills. Gaining experience through internships, summer jobs, and field trips should also help develop this education process. The graduates' insufficient knowledge of actual working environment presents, according to some employers, a serious problem for the graduates when entering their working lives.

### **Teaching greater independence**

Close interconnection of theoretical education with practical application of gained knowledge is closely related to another frequent employers' requirement: that of teaching pupils and students greater independence. Though a broad term, the teachers should support their students mainly in not only autonomous work, but mainly in autonomous thinking and opinions. Pupils and students should be able to work out assignments individually and make decisions when solving problems; they should come up with new ideas and suggestions on their own, and they should be able to express and defend their ideas and opinions. It is also important for the students to be able to work with information (gain, evaluate, and use them further), to work in teams, and discuss the results of their work

### **Developing key competences**

Apart from the aforementioned issues, the employers realize the importance of all other key competences. One of the frequently mentioned issues is foreign language learning, which should be taught from early on in life, and more emphasis should be put on the active usage of and ability to communicate in a foreign language, ideally in two different ones. In this respect, the employers believe it is important to provide quality language education involving native speakers. Along with foreign languages, other communication competences in the students' native language should be developed, too: it is crucial to improve the ability to express in one's mother tongue and the employers also warn about the risk of electronic communication replacing personal contact and interpersonal relations. Also, a sufficient emphasis should be put on IT skills.

### **Working with information**

The employers often ask for departure from memorizing a significant amount of encyclopedic information towards acquiring basic general and broadly-based knowledge, and, importantly, towards the ability to work with information: meaning researching, processing and using them, evaluating, generalizing, and looking for connections in them. An important point here is that the pupils and students should have an opportunity to discuss and compare their opinions.

### **Personal development**

Schools should not provide merely general and expert knowledge/vocational training - according to the employers they should also focus on personal development of their pupils and students. Not only intellectual development is important here, but also the strengthening of moral virtues, education towards humanity, thoughtfulness, decency, and social skills development should be emphasized.

### **Vocational preparation**

As to the vocational preparation of graduates, the employers are not united in their opinions of the ratio of vocational and general subjects in education and of the level of specialization. While some of them ask for narrower focus on vocational knowledge, which the graduates will then be able to use in practice, and even in narrower specialization, others prefer general and broadly-based knowledge. However, the employers frequently expect the education system to provide both vocational and general knowledge. In any case, the knowledge of a given student should be appropriate to his/her finished education level and field; broad professional skills further allow for narrow specialization to be developed at the workplace, according to individual needs of given employers.

### **Adjusting offered education possibilities to job market's needs**

Many respondents voiced also their opinions of adjusting offered education possibilities to the job's market needs. Situation on the regional job market should determine its innovation and update - those subjects, graduates of which are required, should be implemented and offered more, while those subjects, graduates of which have trouble finding openings, should not be supported. The employers also ask for more flexibility and permeability of the education system.

### **Propagating vocational education**

A significant number of respondents also voiced their opinions of the need to propagate vocational education more, to popularize and hype it positively, in order to increase students' interest in vocational subjects. Related to this is also the need to increase attractiveness of namely trade education and technical schools in general. At the same time, some respondents warn of not only the lack of some fields of study, but also the fact that the graduates of these fields look for jobs in other professional fields rather than the one they were prepared for. In this regard some respondents recommend focusing more on strengthening graduates' vocational pride and increasing prestige of individual fields, especially blue-collar ones. It is important for young people to actually want to work in their field once they graduate. The employers often mention crafts, because there is, according to their views, a bigger need to prepare more qualified, responsible, and reliable workers. Apart from improving education and vocational practice or modernization of school cafeterias, the employers also believe that opportunities of teachers to further develop their expertise should be also extended. More intensive cooperation with companies is crucial, too; there are, among other things, legal proposals, which gear towards a situation, where both employers and apprentices benefit from internships in the given company and which, in case of their successful passing, provide the student with a long-term position in the company. According to some employers, the offer of fields of study ended by school-leaving examinations, during which students undergo vocational training, should also be extended. Moreover, a suggestion was made, which intended to extend education in vocational fields through an opportunity to acquire certificates, such as driver's license, or welding certificate.

### **Teacher's preparation**

It has already been mentioned that employers emphasize the importance of education being led by qualified teachers, who have up-to-date field knowledge, and who are capable of passing this knowledge on to their pupils and students. It is in this respect as well that the employers consider it important to have programs offered, which are appropriate to the current demand and situation on the job market, and to have extended opportunities for retraining vocational education. Another separate issue is that of

further education of pedagogues, which should be appropriated to their needs and possibilities. Respondents also ask for special projects for further education of teachers of vocational subjects.

### **Willingness to learn**

Willingness to learn and self-educate even after the end of formal education is considered by the employers crucial for graduates of all fields and levels of education. The concept of life-long learning is gaining importance and it is necessary for graduates to enter the job market with the awareness of the fact that while their current knowledge and skills may suffice at the moment, they need to further develop and improve both professional and key competences for future jobs. It is also important for schools to instill this awareness of the necessity for life-long learning (and self-educating) in their pupils and students already in the early years of education. In this respect, a system of recognition of sub qualifications (sub-knowledge and skills) gains importance.

## **Main founding from the survey**

Comparison of the results of partial examinations showed primarily that the employers' needs and requirements are, in significant ways, influenced by field specialization, by the company's activities, and by the most frequently eligible openings, and therefore also by the education structure of employees within individual sectors. Nevertheless, one can trace certain tendencies, which are common to all sectors examined.

It turns out that employers in all sectors only slightly prefer professional skills to key competences, and this tendency is slightly more discernible in the quaternary sector, where professional skills are necessary in order to carry out a number of the jobs. In all the sectors, there is more emphasis on broad professional skills rather than deep and narrow professional skills.

As far as successful incorporation of graduates on the job market goes, it is crucial for their knowledge and skills, which they gained through education, to be appropriate to the requirements of their future employers. Regarding the ever-changing conditions on the job market, it is necessary for young people to be sufficiently equipped with not only needed vocational knowledge and skills, but also with generally useful competences, which will help them react in a flexible manner to the needs of individual employers; and to be sufficiently equipped also with the willingness to learn, self-educate, and develop their skills and competences. Even though the employers' demand for employees' competences vary according to the given position, it can be said that, with increasing level of education, employers put more emphasis on individual competences, and the demands for individual competences are less differentiated. In the case of university graduates, all competences examined are evaluated as very important and applicants therefore have to be ready for the fact that their employers will demand all these competences and skills from them. There are, however, certain differences visible in the sectors examined, which are manifested mainly in the emphasis put on individual competences. It is probably given by the varying character of the positions, which are filled with workers with a certain level of finished education in the individual sectors.

The employers' opinions as to which competences should schools concentrate on more differ not only by education level, but also by sector. Nevertheless, employers from all the sectors agree that schools should concentrate on further development of the ability to take responsibility and the willingness to learn in the case of students of crafts; development of foreign language proficiency and ability to solve problems in case of vocational school students with school-leaving exams, as well as technical college and university students - with these students, it is necessary to develop the ability to take responsibility as well. Regardless of education level, schools should also point their students towards individual thinking, decision-making, and problem-solving; they should teach them teamwork, how to research and analyze information, and how to be able to express and defend one's opinions and ideas. Employers in all sectors name foreign languages proficiency, IT skills, willingness to learn, adaptability and flexibility among those key competences, importance of which will increase in the future. Quaternary sector employers stress also information analysis skills and communication skills.

Concerning the issue of hiring workers, it turned out that the share of graduates in the aggregate number of hired workers does not vary much one sector from another. There are, however, more visible variations inside the individual sectors, depending on the size and field of the companies examined. At the same time, in all sectors, there are more cases, when graduates are hired even without being favored. Furthermore, it turned out that educational and professional structure of the newly hired workers is markedly determined by the type of, field focus, and predominating activities of the companies, and the resulting needs for human resources. As far as the process of choosing and hiring new workers itself is concerned, it is obvious that in all sectors, companies choose mainly from those applicants, which apply for the job themselves; the companies also listen to their current employees' recommendations, and they look for workers by posting advertisements, even online. It is therefore crucial for graduates to be active in searching for companies and organizations, where they could find openings.

There also exists a real opportunity to find a job due to previous internships or experience with a given company. This is related to the fact that when companies are hiring graduates, they are not looking only at the finished level of education, willingness to learn, foreign language proficiency, willingness to work, skills in the given field, but also at previous experience. In case that the applicant gains some work experience by summer jobs or internships in the given company, that employer has an opportunity to get acquainted with the applicant's knowledge, skills, competences, and personal characteristics (such as the overall attitude to work, care, thoroughness etc.), which may, in turn, lead to the graduate being offered a long-term position in the company.

Nonetheless, gaining required practical experience, lack of which leads to companies' refusal of some applicants, is not necessarily connected to a particular employer. Even though experience in the given field is highly valued, any other previous working experience is positively valued as well. The reason for this is that previous working experience shows, among other things, the applicant's independence, interest in working and getting to know the working environment; it shows effort to gain experience and practice, or even overall active approach towards work and life. The employers also assume that previous working experience allow pupils and students to gain, apart from experience with work itself, also actual notions of the working environment, working hours, working classification, and also about job evaluation,

and the experience facilitates their adaptation to the working regime. Employers from all of the sectors often emphasize that, in terms of the students' successful incorporation into working life, it is necessary that the students acquire up-to-date expert knowledge and skills, that they have opportunities to get acquainted with new technologies and trends, and to gain not only theoretical knowledge, but practical information as well - they should then be able to apply this theoretical knowledge into practice. This process is, according to the employers, conditioned by the extension and improvement of cooperation between schools and companies, and by providing teachers with enough opportunities to extend and deepen their knowledge and qualification. The students and pupils should also be led towards greater independence, they should be able to work with information, and they should also take responsibility for their decisions and behavior.

Despite the fact that the students' entering into the job market may be marked by incongruity between their up-to-date knowledge and skills on the one side, and employers' requirements on the other, there is still a number of reasons why companies may prefer a young graduate to an experienced worker. Even though the needs and requirements of each sector vary, all the sectors appreciate and value graduates' willingness to learn and work; their lack of previous working habits, their interest in the field, willingness to adapt to the needs of the given company, up-to-date vocational knowledge, foreign language proficiency or IT skills. It is thanks to these that graduates are often able to compete with more experienced workers.

- 5.2 **Quantitative / qualitative research over a precise sample of graduates on the local education / training system** taking into account the leading economic sectors in the region and based on data collected through a direct and representative sample survey for all the 3 categories considered.

This section will report the results of the direct survey implemented through the questionnaire according to the following structure:

5.2.1 general overview of the data collected and processed,

**How many questionnaires we sent and how many we received**

- **Post-secondary**
  - We sent over 180 questionnaires, we have received 90.
  - To distribute questionnaires we used - email, phone calls, facebook, official web pages of our municipality and schools
  - We have analyzed 90 questionnaires
- **Secondary education**
  - We sent over 200 questionnaires, we have received 120.
  - To distribute questionnaires we used - email, phone calls, facebook, official web pages of our municipality and schools
  - We have analyzed 120 questionnaires
- **Vocational training**
  - We sent over 100 questionnaires, we have received 51.
  - To distribute questionnaires we used - email, phone calls, facebook, official web pages of our municipality and schools
  - We have analyzed 120 questionnaires

**Searching strategy**

- **Post-secondary education**
  - There are just 3 post-secondary school
  - We closely cooperated with Palacky University but it was based on personal level.
- **Secondary education**
  - Secondary school very not willing to cooperate with us on the project.
  - We had a good experience with Střední odborná škola a střední odborné učiliště Šumperk.
- **Vocational training**
  - We closely cooperated with Labour Office in Hranice town, with local authorities

**Cooperation with institutions involved in research**

- **Post-secondary education**
  - Schools and universities do not have any list of graduated students

- Those of them who have got a list of graduated students - they do not want to share is
- **Secondary education**
  - Schools and universities do not have any list of graduated students
  - Those of them who have got a list of graduated students - they do not want to share is
- **Vocational training**
  - There is not any list of graduated student, very difficult to reach the target group

### Conclusion of data collection

- **Post-secondary education**
  - Very difficult collect data (difficult to reach the target group, problems to get to questionnaire back, target group was not willing to fill it up)
  - Questionnaire was too long
- **Secondary education**
  - Very difficult collect data (difficult to reach the target group, problems to get to questionnaire back, target group was not willing to fill it up)
  - Questionnaire was too long
  - Many of graduated students are not working (lots of them are carry on studding post-secondary, or working abroad or traveling)
- **Vocational training**
  - Very difficult collect data (difficult to reach the target group, problems to get to questionnaire back, target group was not willing to fill it up)
  - Questionnaire was too long

- 5.2.2 evidence of the percentage of each single answer (*according to the questionnaire structure*) out of the whole sample,
- 5.2.3 graphics and charts

## Secondary education

Personal data				
a	Age	age	accuracy	
		19	19	15,8%
		20	30	25,0%
		21	19	15,8%
		22	24	20,0%
		23	19	15,8%
		24	5	4,2%
		25	3	2,5%
		28	1	0,8%

b	gender		
	male	64	53,3%
	female	56	46,7%

c	year of graduation	year	accuracy	
		2004	1	0,8%
		2005	3	2,5%
		2006	3	2,5%
		2007	26	21,8%
		2008	25	21,0%
		2009	32	26,9%
		2010	27	22,7%
		2011	2	1,7%

<b>Attended education</b>		
	accuracy	
secondary school with state graduation (state leaving exam)	84	70,0%
secondary school without state graduation (state leaving exam)	36	30,0%

<b>Working experience (e.g. internship) during the education</b>		
a	Working experience (e.g. internship) during the vocational training	
	no	49
	Yes	71
b	If yes:	
	it was compulsory	4
	it was voluntary	99

c	And was it useful for the current occupation?	
	Yes	48
	No	55

Training post-diploma			
<b>A</b>	<b>Already done</b>		
	<b>Yes</b>	4	4,2%
	<b>No</b>	92	95,8%
<b>B</b>	<b>On the run</b>		
	<b>Yes</b>	20	19,4%
	<b>No</b>	83	80,6%
<b>C</b>	<b>Planned for the future</b>		
	<b>Yes</b>	20	20,2%
	<b>No</b>	79	79,8%

<b>d</b>	Type and reasons in case of YES	type and reason	accuracy	
		entrance exmas on University	1	4,2%
		course of IT	2	8,3%
		electronic course	2	8,3%
		ecology	5	20,8%
		gas course	1	4,2%
		better job	2	8,3%
		cosmetics course	2	8,3%
		language	2	8,3%
		maseur	1	4,2%
		Europas	1	4,2%
		welding	1	4,2%
		dramatheraphy	1	4,2%
		morot mechanic	1	4,2%
		arctheraphy	1	4,2%
		pedagogy course	1	4,2%



Employment condition				
<b>A</b>	Working experience (e.g. internship) during education		81	68,1%
<b>B</b>	Job searching		27	22,7%
<b>C</b>	Not working and not job searching		11	9,2%
<b>D</b>	In case of employment, the working place is located in the same region (NUTS 3) in which you have attended the education?			
		Yes	49	60,5%
		No	32	39,5%
<b>E</b>	Type of job			
		subordinated employment	70	86,4%
		self-employment	10	12,3%
		atypical employment (e.g. service contracts etc.)	1	1,2%



How did YOU actually access the labour market				
<b>a</b>	Thanks to the course of study (e.g. Internship)	5	6,2%	
<b>b</b>	Job listing / announcements	35	43,2%	
<b>c</b>	Public job competition	34	42,0%	
<b>d</b>	Employment centres	0	0,0%	
<b>e</b>	Other	reason	accuracy	
		University	1	1,2%
		Alone	6	7,4%

How did YOU actually access the labour market			
<b>a</b>	within 6 months	47	58,8%
<b>b</b>	within 6 to 12 months	32	40,0%
<b>c</b>	within 2 years	1	1,3%
<b>d</b>	within 3 years	0	0,0%

In case of employment, what is the sector of operation of your company			
a	agriculture, forestry and fishing	5	5,3%
b	mining and quarrying	7	7,4%
c1	manufacture of food products, beverages and tobacco	1	1,1%
c2	manufacture of textiles and textile products	1	1,1%
c3	manufacture of leather and leather products	0	0,0%
c4	manufacture of wood and wood products	8	8,5%
c5	manufacture of paper and paper products; publishing and printing	0	0,0%
c6	manufacture of chemicals, chemical products and man-made fibres	0	0,0%
c7	manufacture of rubber and plastic products	0	0,0%
c8	manufacture of biomedical products	1	1,1%
c9	manufacture of basic metals and fabricated metal products	4	4,3%
c10	manufacture of machinery and equipment	0	0,0%
c11	manufacture of electrical and optical equipment	0	0,0%
c12	manufacture of transport equipment	0	0,0%
c13	manufacture of furniture	1	1,1%
d	electricity, gas, steam and water supply, sewerage, waste management and remediation activities	3	3,2%
e	construction	9	9,6%
f	wholesale and retail trade; repair of motor vehicles / motorcycles, personal and household good	2	2,1%
g	transportation and storage	4	4,3%
h	accommodation and food service activities	14	14,9%
i	information and communication	7	7,4%
j	financial and insurance activities	0	0,0%
k	real estate activities	0	0,0%
l	professional, scientific and technical activities	1	1,1%
m	administrative and support service activities	2	2,1%
n	public administration and defence; compulsory social security	1	1,1%
o	education	10	10,6%
p	human health and social work activities	10	10,6%
q	arts, entertainment and recreation	1	1,1%
r	other service activities	2	2,1%
s	activities of households	0	0,0%
t	activities of extraterritorial organisations and bodies	0	0,0%



Size (employees)			
a	up to 9	13	17,1%
b	from 9 to 49	39	51,3%
c	from 50 to 249	15	19,7%
d	more than 250	9	11,8%

Extent to which the obtained degree is useful and required for the current job (effectiveness and quality)				
a	Type of job	typ	accuracy	
		secretary	2	2,8%
		waiter	9	12,7%
		driver	6	8,5%
		worker	7	9,9%
		nurse	8	11,3%
		worker in the forest	2	2,8%
		IT ingineer	2	2,8%
		director	1	1,4%
		soldier	1	1,4%
		welder	1	1,4%
		machinist	1	1,4%
		assistant in senior house	1	1,4%
		trafic controlor	1	1,4%
		PC expert	1	1,4%
		guide in a cave	1	1,4%
		cook	2	2,8%
		assistant of master	1	1,4%
		assistant of teacher	6	8,5%
		confectioner	1	1,4%
		hostess	2	2,8%
		warehouseman	1	1,4%
		lcleaning lady	1	1,4%
		dressmaker	1	1,4%
		gamekeeper	1	1,4%
		pharmacist	1	1,4%
		forester	2	2,8%
		miner	1	1,4%
		morot mechanic	1	1,4%
		shop assistant	1	1,4%
		ecudator	1	1,4%
		locksmith	1	1,4%
		manager	3	4,2%

b	Was the diploma required for the current job position		
	Yes	9	11,5%
	No	69	88,5%

c	Utility of the acquired knowledge for the current job position		
	highly useful	17	21,8%
	enough useful	44	56,4%
	poorly useful / not at all	17	21,8%

Specific skills required in the current job position			
		Acquired in the education process	MISSING from the education process
a	Relational skills	16	6
b	Mathematics — Using mathematics to solve problems	10	16
c	Reading Comprehension	8	6
d	Speaking — Talking to others to convey information effectively	31	5
e	Writing — Communicating effectively in writing	18	6
f	Ability to work in group	49	5
g	Ability to work independently	35	6
h	Problem solving ability	35	6
i	Ability to manage many important tasks simultaneously, managing people	27	14
j	Coordination capacity	15	8
k	Negotiation capacity	8	14
l	Calculation capacity	5	5
m	Planning activities and resources	12	13
n	Management of Financial Resources	5	11
o	Management of Material Resources — Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.	16	6
p	Management of Personnel Resources	14	27
q	Customer orientation	42	9
r	Capacities to design, set-up, operate, and correct malfunctions invocational traininglving application of machines or technological systems	21	13

s	Capacity to use equipment maintenance and installation: which equipment?		Acquired in the education process	MISSING from the education process
		interactive board	3	2
		PC maintenance	3	2
t	Knowledge of specific software: which?		Acquired in the education process	MISSING from the education process
		MS office	7	1
u	Knowledge of measuring equipment: which?		Acquired in the education process	MISSING from the education process
		saw	2	
		microscope	1	
		maesurement tools	2	
v	Knowledge of machinery: which?		Acquired in the education process	MISSING from the education process
		excavator	3	
		drilling machine,	1	
		wring	1	
		welding machinery	2	
		nYesindent		1
		machinery on the wood	1	
w	Knowledge of materials: which?		Acquired in the education process	MISSING from the education process
		chemical compounds	2	
		gravel and debris		1
		steel	1	
		machine technology	1	
		wood	1	
y	Knowledge of specific sectoral laws: which?		Acquired in the education process	MISSING from the education process

		Fire and safety	1	
		Czech national norms and ISO	1	
z	Knowledge of certification systems: which?		Acquired in the education process	MISSING from the education process
aa	Manual skills: which?		Acquired in the education process	MISSING from the education process
		with the wood	1	
		generally be manually skilled	1	
		mechanized machines	1	



Knowledge of foreign languages			
English	86	54,1%	
Franch	23	14,5%	
German	39	24,5%	
Chinese	2	1,3%	
Russian	4	2,5%	
Spanish	1	0,6%	
other	název	accuracy	
	Hungary	1	0,6%
	Slovak	1	0,6%
	Arabic	1	0,6%
	sign language	1	0,6%

Other specific skills required please specify	
	accuracy
pneumatic systems	1
math and physics	1
read and write	1

Satisfaction with the current job			
a	Yes	61	
b	No	20	
	If NO, in which extent (please specify)		accuracy
		horrible job	4
		hard job	2
		wrong field	5
		better worksite condition	3
		seasonal work	1

Searching for a (new) job			
a	Yes	36	
b	No	52	
	If YES, please give reasons		accuracy
		payment condition and workplace condition	11
		did not accept on the Univesity	2
		half a year unemployed	2
		unemployed	3
		abroad	1
		manager post	1
		different ways	2
		do not like the same job	2

# Post Secondary education

Personal data			
a	Age	Age	Accurence
		22	19
		23	25
		24	10
		25	16
		26	15
		27	4
		29	1

b	Gender		
	Male	44	48,9%
	Female	46	51,1%

c	Year of gratuation	Year	Accurence	
		2007	1	1,1%
		2008	16	17,8%
		2009	35	38,9%
		2010	38	42,2%

	<b>Field of study</b>	Bachelor	Master	PhD
a	Medicino (health profession	3	3	1
b	Chemistry – pharmacology	2	0	0
c	Geo – biology	0	0	0
d	Psychology	3	4	0
e	Sciences	2	0	0
f	Letters	0	0	0
g	Agriculture	0	0	0
h	Languages	5	5	0
i	Political – social sciences	1	0	0
j	Economics – statistics	11	9	0
k	Architecture	2	0	0
l	Enginoering	8	1	0
m	Teaching	11	9	2
n	Physical education	3	1	0
o	Law	3	2	0
p	Other	0	1	0

<b>Working experience (e.g. internship) during the education</b>			
a	Working experience (e.g. internship) during the vocational training		
	no	47	54,0%
	Yes	40	46,0%
b	If yes:		
	it was compulsory	4	8,5%
	it was voluntary	43	91,5%

c	And was it useful for the current occupation?			
	Yes	43		91,5%
	No	4		8,5%
d	Yes - to some extent		Accurence	
		1 month	3	50,0%
		160 hours	1	16,7%
		14 days	1	16,7%
		3 years	1	16,7%

Training post-lauream				
a	Already done			
	yes	3	11,5%	
	no	23	88,5%	
b	On the run			
	yes	57	83,8%	
	no	11	16,2%	
c	Planned for the future			
	yes	4	26,7%	
	no	11	73,3%	
d	Types and reasons in case of YES (please specify)	reason	Accurrence	
		MA study program	48	84,2%
		PhD program	8	14,0%
		company education	1	1,8%

Employment condition				
a	Working		32	36,0%
b	Job searching		5	5,6%
c	Not working and not job searching		52	58,4%
d	In case of employment, the working place is located in the same region (NUTS 3) in which you have attended the education?			
		yes	25	78,1%
		no	7	21,9%
e	Type of job (according to the official classification)?			
		subordinated employment	32	100,0%
		self-employment	0	0,0%
		atypical employment (e.g. service contracts etc.)	0	0,0%



How did YOU actually access the labour market				
<b>a</b>	Thanks to the course of study (e.g. Internship)	16		50,0%
<b>b</b>	Job listing / announcements	6		18,8%
<b>c</b>	Public job competition	9		28,1%
<b>d</b>	Employment centres	0		0,0%
<b>e</b>	other	reason	Accurence	
		randomly	1	3,1%

Within how much time after your graduation did you enter the job market			
<b>a</b>	within 6 months	30	93,8%
<b>b</b>	within 6 to 12 months	2	6,3%
<b>c</b>	within 2 years	0	0,0%
<b>d</b>	within 3 years	0	0,0%

In case of employment, what is the sector of operation of your company			
a	agriculture, forestry and fishing	0	0,0%
b	mining and quarrying	0	0,0%
c1	manufacture of food products, beverages and tobacco	0	0,0%
c2	manufacture of textiles and textile products	0	0,0%
c3	manufacture of leather and leather products	0	0,0%
c4	manufacture of wood and wood products	0	0,0%
c5	manufacture of paper and paper products; publishing and printing	0	0,0%
c6	manufacture of chemicals, chemical products and man-made fibres	0	0,0%
c7	manufacture of rubber and plastic products	0	0,0%
c8	manufacture of biomedical products	0	0,0%
c9	manufacture of basic metals and fabricated metal products	0	0,0%
c10	manufacture of machinery and equipment	2	6,3%
c11	manufacture of electrical and optical equipment	0	0,0%
c12	manufacture of transport equipment	0	0,0%
c13	manufacture of furniture	0	0,0%
d	electricity, gas, steam and water supply, sewerage, waste management and remediation activities	1	3,1%
e	construction	1	3,1%
f	wholesale and retail trade; repair of motor vehicles / motorcycles, personal and household good	1	3,1%
g	transportation and storage	0	0,0%
h	accommodation and food service activities	0	0,0%
i	information and communication	2	6,3%
j	financial and insurance activities	3	9,4%
k	real estate activities	0	0,0%
l	professional, scientific and technical activities	0	0,0%
m	administrative and support service activities	0	0,0%
n	public administration and defence; compulsory social security	4	12,5%
o	education	11	34,4%
p	human health and social work activities	6	18,8%
q	arts, entertainment and recreation	0	0,0%
r	other service activities	1	3,1%
s	activities of households	0	0,0%
t	activities of extraterritorial organisations and bodies	0	0,0%

Size (employees)		
a	up to 9	1 3,1%
b	from 9 to 49	17 53,1%
c	from 50 to 249	11 34,4%
d	more than 250	3 9,4%

Extent to which the obtained degree is useful and required for the current job (effectiveness and quality)			
a	Job type (please specify)	type	Accurrence
		economist	1 3,1%
		GP	4 12,5%
		teacher	11 34,4%
		psycholog	4 12,5%
		IT specialist	1 3,1%
		administration	1 3,1%
		secretery	1 3,1%
		translator	1 3,1%
		lawyer	2 6,3%
		project manager	1 3,1%
		markeitng manager	1 3,1%
		bookkeeper	2 6,3%
		asistent	1 3,1%
		engineer	1 3,1%
b	Was the diploma required for the current job position		
	yes	28	87,5%
	no	4	12,5%
c	Utility of the acquired knowledge for the current job position		
	highly useful	28	87,5%
	enough useful	3	9,4%
	poorly useful / not at all	1	3,1%



Specific skills required in the current job position				
		Acquired in the education process	MISSING from the education process	
a	Relational skills	10	1	
b	Mathematics — Using mathematics to solve problems	2	0	
c	Reading Comprehension	10	0	
d	Speaking — Talking to others to convey information effectively	21	1	
e	Writing — Communicating effectively in writing	21	0	
f	Ability to work in group	21	0	
g	Ability to work independently	22	1	
h	Problem solving ability	23	1	
i	Ability to manage many important tasks simultaneously, managing people	22	1	
j	Coordination capacity	19	1	
k	Negotiation capacity	12	0	
l	Calculation capacity	2	0	
m	Planning activities and resources	4	2	
n	Management of Financial Resources	2	0	
o	Management of Material Resources — Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.	10	2	
p	Management of Personnel Resources	4	2	
q	Customer orientation	11	2	
r	Capacities to design, set-up, operate, and correct malfunctions invocational traininglving application of machines or technological systems	2	1	
s	Capacity to use equipment maintenance and installation: which equipment? ?		Acquired in the education process	MISSING from the education process
t	Knowledge of specific software: which?		Acquired in the education process	MISSING from the education process
u	Knowledge of measuring equipment: which?		Acquired in the education process	MISSING from the education process

v	Knowledge of machinery: which?		Acquired in the education process	MISSING from the education process
		Health equipment	2	
		fax	1	
		Stomatology chair	1	
		Corel draw		1
		Adobe photoshop		1
		Lotus notes		1
		Relatives database		1
w	Knowledge of materials: which?		Acquired in the education process	MISSING from the education process
		Text books	5	
		Study plans	2	
		guidelines to certain machines	1	
		Health insurece documents	2	
y	Knowledge of certification systems: which?		Acquired in the education process	MISSING from the education process
z	Technical skills: which?		Acquired in the education process	MISSING from the education process
aa	Manual skills: which?		Acquired in the education process	MISSING from the education process
			1	



b	Was the diploma required for the current job position		
	yes	28	87,5%
	no	4	12,5%

Knowledge of foreign languages			
English		84	50,9%
Franch		25	15,2%
German		45	27,3%
Chiness		0	0,0%
Rusian		9	5,5%
spanish		0	0,0%
other		Accurence	
	polish	1	0,6%
	arabic	1	0,6%
Other specific skills required please specify			
		Accurence	
	logic thinking	1	

Satisfaction with the current job				
a	yes	30	93,8%	
b	no	2	6,3%	
	If NO, in which extent (please specify)		Accurence	
		Missing caree systém	2	100,0%

Searching for a (new) job				
a	yes	2	6,3%	
b	no	30	93,8%	
	If YES, please give reasons		Accurence	
		moving to other city	1	50,0%
		get closer to my study field	1	50,0%

# Vocational training

Personal data				
a	Age	Age	occurrence	
		25-29	5	9,8%
		30-34	0	0,0%
		35-39	14	27,5%
		40-44	11	21,6%
		45-49	14	27,5%
		50-54	6	11,8%
		55 and more	1	2,0%

b	Gender		
	male	21	41,2%
	female	30	58,8%

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c	Year of graduation	rok	occurrence	
		1970-1974	2	3,9%
1975-1979	6	11,8%		
1980-1984	11	21,6%		
1985-1989	13	25,5%		
1990-1994	8	15,7%		
1995-1999	6	11,8%		
2000-2004	0	0,0%		
2005-2010	5	9,8%		

Attended education		
	occurrence	%
secondary education	28	54,9%
Vocationa training	12	23,5%
post secondary	11	21,6%

Working experience (e.g. internship) during the vocational training			
a	Working experience (e.g. internship) during the vocational training	occurrence	
	no	36	
	Yes	13	
b	If yes:		
	it was compulsory	6	
	it was voluntary	9	
c	And was it useful for the current occupation?		
	Yes	9	
	No	6	
d	Yes - to some extent	reason	occurrence
		other qualification	1
		in the qualification	2
		increase qualification	1
		two years abroad	1



Details over the vocational training				
a	Duration	3-4 months - 3x		
		5 months - 1x		
		5 weeks - 2x		
		6 months - 1x		
		1-2 months - 4x		
		1 week - 1x		
		5 years - 1x		
		30 years - 1x		
		6 weeks - 1x		
		200 hours - 1x		
		208 hours - 2x		
b	Training hours	daily - 12x		
c	Working hours (stage)	7:00 - 15:30 - 1x		
		7 hours - 1x		
d	Payment for the attendance			
	yes	11	91,7%	
	No	1	8,3%	
e	Specific requirements for the access to the course:			
	Educational qualification (e.g. secondary education, university, ...)	reason	occurrence	
		secondary education	8	80,0%
		vocational training	1	10,0%
	Employment status (e.g. working / not-working condition, ...)	post secondary	1	10,0%
		reason	occurrence	
		unemployed	13	86,7%
	Other (please specify)	employed	2	13,3%
		reason	occurrence	
		child (15 years)	1	100,0%

Employment condition				
a	Working		31	60,8%
b	Job searching		19	37,3%
c	Not working and not job searching		1	2,0%
d	In case of employment, the working place is located in the same region (NUTS 3) in which you have attended the education?			
		Yes	14	48,3%
		No	15	51,7%
e	Type of job (according to the official classification)?			
		subordinated employment	28	90,3%
		self-employment	3	9,7%
		atypical employment (e.g. service contracts etc.)	0	0,0%



How did YOU actually access the labour market				
<b>a</b>	Thanks to the course of study (e.g. Internship)	2		6,5%
<b>b</b>	Job listing / announcements	7		22,6%
<b>c</b>	Public job competition	20		64,5%
<b>d</b>	Employment centres			0,0%
<b>e</b>	Other (please specify)	reason	occurrence	
		personal contact	2	6,5%

Within how much time after your graduation did you enter the job market			
<b>a</b>	within 6 months	14	50,0%
<b>b</b>	within 6 to 12 months	10	35,7%
<b>c</b>	within 2 years	4	14,3%
<b>d</b>	within 3 years		0,0%

In case of employment, what is the sector of operation of your company			
a	agriculture, forestry and fishing	2	6,5%
b	mining and quarrying		0,0%
c1	manufacture of food products, beverages and tobacco		0,0%
c2	manufacture of textiles and textile products		0,0%
c3	manufacture of leather and leather products		0,0%
c4	manufacture of wood and wood products	1	3,2%
c5	manufacture of paper and paper products; publishing and printing		0,0%
c6	manufacture of chemicals, chemical products and man-made fibres		0,0%
c7	manufacture of rubber and plastic products		0,0%
c8	manufacture of biomedical products	1	3,2%
c9	manufacture of basic metals and fabricated metal products		0,0%
c10	manufacture of machinery and equipment		0,0%
c11	manufacture of electrical and optical equipment		0,0%
c12	manufacture of transport equipment		0,0%
c13	manufacture of furniture	1	3,2%
d	electricity, gas, steam and water supply, sewerage, waste management and remediation activities		0,0%
e	construction	2	6,5%
f	wholesale and retail trade; repair of motor vehicles / motorcycles, personal and household good	1	3,2%
g	transportation and storage		0,0%
h	accommodation and food service activities	5	16,1%
i	information and communication	1	3,2%
j	financial and insurance activities	3	9,7%
k	real estate activities		0,0%
l	professional, scientific and technical activities	1	3,2%
m	administrative and support service activities	5	16,1%
n	public administration and defence; compulsory social security	5	16,1%
o	education	2	6,5%
p	human health and social work activities	1	3,2%
q	arts, entertainment and recreation		0,0%
r	other service activities		0,0%
s	activities of households		0,0%
t	activities of extraterritorial organisations and bodies		0,0%





Size (empoyees)			
a	up to 9	11	35,5%
b	from 9 to 49	10	32,3%
c	from 50 to 249	8	25,8%
d	more than 250	2	6,5%

Extent to which the obtained degree is useful and required for the current job (effectiveness and quality)				
a	Job type (please specify)	typ	occurrence	
		entrepreneur	1	3,6%
worker	2	7,1%		
farmer	1	3,6%		
waiter	2	7,1%		
shop assistant	1	3,6%		
referent	3	10,7%		
gamekeeper	1	3,6%		
bookkeeper	3	10,7%		
advisor	4	14,3%		
teacher	2	7,1%		
chef	1	3,6%		
support staff	1	3,6%		
assistant	1	3,6%		
secretery	1	3,6%		
cleaning lady	2	7,1%		
project manager	1	3,6%		
carpenter	1	3,6%		

b	Was the diploma required for the current job position		
	yes	6	19,4%
	no	25	80,6%

c	Utility of the acquired knowledge for the current job position	Accuracy	%
	highly useful	10	33,3%
	enough useful	13	43,3%
	poorly useful / not at all	7	23,3%

Specific skills required in the current job position			
		Acquired in the education process	MISSING from the education process
a	Relational skills	1	3
b	Mathematics — Using mathematics to solve problems	4	
c	Reading Comprehension	4	
d	Speaking — Talking to others to convey information effectively	6	
e	Writing — Communicating effectively in writing	5	
f	Ability to work in group	1	3
g	Ability to work independently		3
h	Problem solving ability	2	3
i	Ability to manage many important tasks simultaneously, managing people		4
j	Coordination capacity		4
k	Negotiation capacity	1	4
l	Calculation capacity	1	2
m	Planning activities and resources	1	3
n	Management of Financial Resources	1	3
o	Management of Material Resources — Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.	1	2
p	Management of Personnel Resources		2
q	Customer orientation	1	1
r	Capacities to design, set-up, operate, and correct malfunctions invocational trainingliving application of machines or technological systems		1
s	Capacity to use equipment maintenance and installation: which equipment?		Acquired in the education process
			1
		0	0
t	Knowledge of specific software: which?		Acquired in the education process
		MS office	1
			0

u	Knowledge of machinery: which?		Acquired in the education process	MISSING from the education process
			0	0
			0	0
v	Knowledge of materials: which?		Acquired in the education process	MISSING from the education process
			0	0
			Acquired in the education process	MISSING from the education process
y	Knowledge of specific sectoral laws: which?		0	0
			0	0
			Acquired in the education process	MISSING from the education process
z	Knowledge of certification systems: which?		0	0
			Acquired in the education process	MISSING from the education process
aa	Manual skills: which?		0	0



Knowledge of foreign languages		
English	10	
Franch		
German	3	
Chiness		
Rusian	5	
spanish		
Other	which	occurrence

Other specific skills required please specify	
	occurrence
driving licence	8

Satisfaction with the current job			
a	yes		27
b	no		4
		If NO, in which extent (please specify)	occurrence
			0
			0

Searching for a (new) job			
a	Ano		6
b	Ne		31
		If YES, please give reasons	occurrence
		do not have a job	2

## CONCLUSIONS

Summary of all the most relevant and peculiar information collected in the regional report to be used as a very first short presentation of all the data here contained.

### Education system in the Czech Republic

- The state administration of education is carried out by the Ministry of Education, Youth and Sports;
- Public administration in education is highly decentralised;
- Different levels of administration and the schools have a high degree of autonomy;
- In the area of funding, the Ministry of Education is responsible for state funding policy in education.

## Expectations of employers in relation to education system

- Practice-oriented preparation of future graduates - The employers ask mainly for extension and improvement of the practical part of education in schools;
- Teaching greater independence;
- Developing key competences - One of the frequently mentioned issues is foreign language learning, which should be taught from early on in life and more emphasis should be put on the active usage of and ability to communicate in a foreign language;
- Working with information- meaning researching, processing and using them, evaluating, generalizing, and looking for connections in them;
- Personal development - Not only intellectual development is important here, but also the strengthening of moral virtues, education towards humanity, thoughtfulness, decency, and social skills development should be emphasized;
- Adjusting offered education possibilities to job market's needs;
- Teacher's preparation - have up-to-date field knowledge, and who are capable of passing this knowledge on to their pupils and students
- Willingness to learn- Willingness to learn and self-educate even after the end of formal education is considered by the employers crucial for graduates of all fields and levels of education

## Questionnaires

- Companies as well as schools were not willing to cooperate;
- Companies think the project is not very useful - vast of money;
- Companies think they do not have sufficient support from the local authorities;
- Collision with other pan-European project Reflex 2010;
- Questionnaires very too long and too complicated (for companies as well as graduates).