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**Support of the European Union in the area of lifelong learning
in the Central Moravian region Czech Republic**

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MA Programme Euroculture

Declaration

I, Šimon Miča hereby declare that this thesis, entitled "Support of the European Union in the area of lifelong learning in the Central Moravian region Czech Republic", submitted as partial requirement for the MA Programme Euroculture, is my own original work and expressed in my own words. Any use made within this text of works of other authors in any form (e.g. ideas, figures, texts, tables, etc.) are properly acknowledged in the text as well as in the bibliography.

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1. Introduction

The most important document for the strategy of the European Union is the strategy called Europe 2020. This strategy has got three main pillars: smart growth, sustainable growth, and inclusive growth. Smart growth means economy based on knowledge, and innovations. Sustainable growth is growth, which is competitive, environmentally friendly, and less dependent on resources. Inclusive growth is based on an economy with high employment, supporting regional coherence and putting the regions into the forefront. The European Union spends approximately 37 % of its budget on regional policies, which means that regional policies are financially the most important policies in the whole EU. The work examines the Central Moravian region, which is an artificially made region in order to receive the support from the EU funds as the region of NUTS II Střední Morava consists out of two regions: the Zlín region and the Olomouc region. After the Czech Republic entered the European Union in 2004, both of these regions were showing economic indicators below the national average. This master thesis is about the period of 2007-2013 for the drawing of the EU funds. This period can be fully analysed since it finished last year. The research paper will marginally touch the next period for the drawing, which is the period 2014-2020. The main sources of the research paper will be the Lisbon Strategy, which was the strategy of the European Union set in 2000, and its newer version from 2005 and the already mentioned strategy Europe 2020, made in 2010.

The paper will analyse documents concerning regional development and lifelong learning at both the EU level, and the regional level. The control mechanisms will be evaluated, as well as the interaction between key players at the EU level, and the regional level. Human resources and mobility are the most important factors in the EU concerning regional development.

This research will show the implementation of the EU policies at the regional level of the Central Moravian region in the area of lifelong learning. The region can stay competitive only with the labour force constantly increasing its knowledge and skills throughout their careers. The EU supports its strategic goals through financial funds. It will be shown how these funds are being transferred to their final recipients. The paper will also document the drawing of the EU funds by means of a case study of projects of three organisations from the Central Moravian region that use the EU funds for the area

of further education as parts of lifelong learning. The master thesis will evaluate this drawing and the effect it had on these organisations.

I. Theoretical part

The first theoretical part consists out of the described theoretical base of processes determining the economic, social and environmental situation of the regions. Even though that we are living in an era of globalisation, it is the regions who determine the development of the economy. There is a description of terms such as regional development, clusters, economic convergence and it is explained how knowledge and innovations influence the competitiveness of the states and the regions. The significance of knowledge and skills is described in the chapter about lifelong learning. In order for this policy to receive support, it has to become a part of the strategic objectives in the development documents of the EU, states and regions. Chapter 5 describes the issue of strategic documents.

2. Theories of regional development

The current research emphasizes the topics that focus on the institutional context of the regional development, building of clusters, and regional innovative systems. These are up-to-date topics from the point of view of the Czech economy, because it is important to foster socio-economic development, competitiveness of the state, individual regions in the framework of national and supranational market mechanisms.¹

According to Blažek and Uhlíř, there are several main economic theories: classical economics, neoclassicism, Keynesian economics, neoliberalism, neo-Marxism, and institutional economics.²

Jáč divides these basic economic theories into two groups. The first one is derived from neoclassicism, and neoliberalism. This concept claims that regional disparities are only temporary, and that through time they will disappear through the self-regulation of the market. The concept is strongly against any state interventions.

The second concept has its roots in the Keynesian economics and neo-Marxism.

¹ Petr Hlaváček, *Aktéři a mechanismy regionálního rozvoje*. Ústí nad Labem: Univerzita Jana Evangelisty Purkyně, 2012, 11.

² Jiří Blažek, and David Uhlíř. *Teorie regionálního rozvoje- nástin, kritika, implikace*. Prague: Charles University, 2011, 15.

The concept says that the market is not capable of self-regulation, which leads to economic imbalance. Because of these reasons the state has to interfere.³

A different division is argued by Skokan, who claims that there are two theories of regional development:

1. Localisation theory – this theory tries to explain the economic-spatial structure of the region, it also tries to find the optimum localisation of companies.
2. Theories of regional development – these theories focus on the different methods of regional development and growth.⁴

2.1 Clusters

According to Skokan, clusters became very popular in the recent history. They are common not just in the United States or Canada, but also in some European countries such as Great Britain, Germany, Denmark, Finland, Sweden, and other EU countries as well.⁵ Another issue would be clusters and regional development. Regional clusters are seen as being pivotal concerning regional growth and as a tool to help the underdeveloped regions. The definition would be that a cluster is

“a geographically proximate group of interconnected companies, suppliers, service providers and associated institutions in a particular field, linked by externalities of various types.”⁶

Skokan defines a cluster as “a group of mutually related branches, which connections strengthen one and another and increase their competitive advantage.”⁷

Clusters make it possible to share similar technologies, qualified labour force, know-how, services, infrastructure and models of entrepreneurship. Clusters comprise the primary, secondary and tertiary branches.⁸

Entrepreneurship has been seen as one of the most important drivers in economic development. The European Union appraises entrepreneurship for economic development, and improving the employment.

Many theories especially the neoclassical economic theories did not bear in mind

³ Ivan Jáč, and co., *Jedinečnost obce v regionu*. Příbram: Kamil Mařík-Professional Publishing, 2010, 33.

⁴ Karel Skokan, *Konkurenceschopnost, inovace a klastry v regionálním rozvoji*. Ostrava: Repronis Ostrava, 2004, 13

⁵ Karel Skokan, *Konkurenceschopnost, inovace a klastry v regionálním rozvoji*. Ostrava: Repronis Ostrava, 2004, 108.

⁶ Uve Blien and Gunter Maier. *The economics of regional clusters*. Cheltenham UK: Edward Elgar, 2008, 2-3

⁷ Karel Skokan, *Konkurenceschopnost, inovace a klastry v regionálním rozvoji*, 110

⁸ *Ibid*, 111-112

the important role of an individual and entrepreneurship in regional and national economy and competitiveness of the companies as well. Adam Smith was the one who recognized the importance of entrepreneurship for the economy and since the 1980's, entrepreneurship has had its role in economic development. The argument is that two economic theories (the endogenous growth theory and Schumpeter's theory about innovations) have been put together. However, it is argued that, for example, space is still not taken into account. Stough argues that we need to link space, innovation and economic growth with entrepreneurship.

Furthermore, it is said that entrepreneurship has an important economic function in the way of using and allocating resources.

Another important aspect is that entrepreneurship triggers innovation and thus bolsters economic development. Innovation is being considered a pivotal part of entrepreneurship by many researchers.

Further on it is claimed that entrepreneurship is a form of behaviour. According to Stough, Desai and Nijkamp an entrepreneur is someone who "always searches for change, responds to it, and exploits it as an opportunity." He continues by stating that entrepreneurship is

"the purposeful and organized search for changes, and in the systematic analysis of the opportunities such changes might offer for economic or social innovation."⁹

2.2 Factors in regional development

According to Skokan, there are factors that influence the localisation of companies and institutions in the region. These factors are called localisation factors. Among the most important factors are: natural resources, the availability of production factors such as land, labour force and capital, access to the market, the level of technical advancement and regional environment.¹⁰

Skokan further points out that there are theories concerning regional development: localisation theory, theories of exogenous development, theories of endogenous development.

⁹ Sameeksha Desai and Peter Nijkamp and Roger Stough. *New directions in regional economic development*, Cheltenham: Edward Elgar, 2011, 13-19

¹⁰ Karel Skokan, *Konkurenceschopnost, inovace a klastry v regionálním rozvoji*, Ostrava, Repronis Ostrava, 2004, 13-14

Skokan claims that exogenous regional development is practised in the way of financial grants from the government. There are three types of financial tools: investment grants and donations on the labour force, fiscal reliefs, and contributions to the decrease of interest rates.

In the Czech Republic, the grants given by the government and paid from the state budget are divided into these groups:

- a) Investment donations for investors in the Czech Republic
- b) Regional programmes of small and medium entrepreneurship support and building of local infrastructure in villages (for instance programmes such as *Region, Vesnice, Preference, Regenerace, Rekonstrukce, Záruka*)
- c) Programmes of research and development (for instance Technos and Park)

Nowadays the traditional institutional regional policy made by the state shows absence in solving growing problems, which can be seen in the growing differences between regions. The state re-distributional policy does not have a direct effect on the company decision-making. Big companies located in the peripheral regions are not capable of securing economic growth in these areas. They even have a negative effect on small and medium-sized entrepreneurial activities in these regions.¹¹

Skokan continues by saying that the theories of exogenous development (from top-down) are based on the theory that stimulations of development come from the core into the periphery. The theory claims that innovations are created in the core. However according to the latest knowledge this is not true and that stimulations come from regions that used to be peripheral.¹²

Stimson states that the endogenous factors are crucial in the development of the region. For him other terms such as innovation, entrepreneurship, new technologies, institutional capacity, learning, institutional capability and leadership are connected to these factors. Further on the change in the approach towards regionalism is influenced

¹¹ Karel Skokan, *Konkurenceschopnost, inovace a klastry v regionálním rozvoji*, Ostrava, Repronis Ostrava, 2004, 37-38

¹² *Ibid*, 18

by factors such as globalisation, or deregulation. In order to be able to create a strategy for the development of a region it is pivotal to understand these factors first.¹³

According to Skokan, the endogenous development started to be popular in the mid-1970's. The theory strives for the recognition of the potential of the regions and its existing structures. In the 1980's, concepts can be seen to support the endogenous development. These tendencies were called regional policy, autonomous regional development, regional self-realisation.¹⁴

Furthermore the endogenous development claims that local initiative is crucial for the growth of the region. It is pivotal in the way the region adapts to changes, physical and societal impacts.¹⁵

The most important thing to bear in mind is that technical change is a phenomenon at the regional level.¹⁶

Skokan argues that the endogenous development tries to respect the regional conditions of each region. The most important principles are: regional development is understood as a tool to improve the structure of economy and life conditions. Regional politics should develop the potential of the region. The regional potential should include branches such as agriculture, small enterprises, power supply, and services and try to connect them altogether. The development of small and medium-sized companies, support of technologies and innovations, the coverage of local and regional interest groups and local and regional players are considered pivotal in the regional development.¹⁷

2.3 Regional development

Skokan claims that development is an abstract term that can be defined on the basis of concrete attitudes. Development can be used in all kinds of different branches such as, technical, economic, regional, or organisational. In the past the term

¹³ Robert J. Stimson and Roger R. Stough, Changes approaches to regional economic development: Focusing on endogenous factors, Regional Science Association International and Banco Central de la Republic Argentina, 2008, 2.

¹⁴ Karel Skokan, Konkurenceschopnost, inovace a klastry v regionálním rozvoji, Ostrava, Repronis Ostrava, 2004, 18

¹⁵ Sameeksha Desai and Peter Nijkamp and Roger Stough. New directions in regional economic development, Cheltenham: Edward Elgar, 2011, 3

¹⁶ Ibid, 5

¹⁷ Karel Skokan, Konkurenceschopnost, inovace a klastry v regionálním rozvoji, Ostrava, Repronis Ostrava, 2004, 38-39

development was mostly associated with economic development and more specifically with economic growth. However these two terms need to be distinguished from each other.¹⁸

Economic growth is connected to the growth of the gross domestic product (GDP) within the country in a certain period of time. Economic development means the growth of the country's wealth. It is about the creation of new economic activities that help to create wealth, employment and also the demand for products and services. These two terms are connected to each other, because economic development would be hardly possible without economic growth. Economic and social development is a local phenomenon that is being developed in a concrete regional environment. The summary of the local and regional economies is the national economy. Regional development is a system of processes that runs in the system called region. The support of the regional development is done by the regional policy. Regional policy is the activity of state and regional institutions. The main goals of the regional policy are to decrease regional disparities and to increase the growth of the regions. This is done via the support of regional infrastructure together with social and environmental development.¹⁹

2.4 Strategies of regional development

According to Mose there is a need for sustainable development. Sustainable development means a development that is not based on the exploitation of natural resources but instead to depend on the return on the national capital. This theory is based on the premise that a human must be gentle to nature in order to survive on earth.²⁰

2.5 General approach to regional politics

Wokoun claims that regional politics was not important in the past. There existed an idea that regional disparities are caused by national economics and that these disparities are only temporary.

¹⁸ Karel Skokan. Konkurenceschopnost, inovace a klastry v regionálním rozvoji, Ostrava, Repronis Ostrava, 2004, 12

¹⁹ Ibid, 12-13

²⁰ Ingo Mose. Protected areas and regional development: Conflicts and opportunities, Farnham: Ashgate Publishing, 2007, 23

At first, there had been social motives behind regional politics. In the 1950's economic motives became the main driver. The main arguments behind these motives are full use of production factors, full employment, regional division of incomes, general happiness, economic growth and the optimum layout of companies. In the 1970's environmental motives started to become important as well.

The main reason behind the fact that some regions are more advanced than the others is for instance low mobility of the labour force and capital, demographic situation (low level of education), economic structure of the region, regional differences in innovations, institutional factors, psychological factors, or geographical factors(low amount of natural resources, or geographical remoteness).

The negative impacts of unequal regional development can be regions fighting with social problems, high unemployment, pollution of the environment, low economic growth. Problematic regions are those that have a decline in the basic sectors, regions with insufficient use of natural resources, or regions with low amount of resources.

Regions with huge socio-economic problems can influence the economic development of the country. They can be the cause of social problems and political conflicts. Many countries started using regional politics in order to decrease the differences between the regions, and to increase the competitiveness of the regions and thus the whole national economy.²¹

2.6 Economic convergence

According to Tumpel-Gugerell and Mooslechner the neoclassical model serves to explain the term economic convergence. The neoclassical model claims that countries that have the same demographic figures, saving habits and production technologies but have different initial endowments will attain the same outputs after the convergence of factor inputs.

Economic convergence is divided into real convergence and nominal convergence. Real convergence means the rapprochement of poorer countries to the richer countries in the sense of per capita income. Nominal convergence means the convergence of economic indicators (inflation rate, fiscal deficit ratios or interest rates). The Maastricht criteria would be the best example.

²¹ René Wokoun, Česká regionální politika v období vstupu do Evropské Unie, Příbram: Nakladatelství Oeconomica, 2003, 7-8

As far as the Czech Republic is concerned, it is important to state that the country as well as other Central and Eastern European countries is a former communist country. During communism the location of industry was mostly centrally inflicted and it was based on political issues and not economic efficiency. Heavy industry was the most important for these countries especially the coal and steel industry. This meant that after the fall of communism and the dismantling of the centrally planned system these countries were left with a heavy burden.²²

As Armstrong and Taylor point out the regional disparities within the European Union are huge and pose a problem. The underdeveloped regions are situated on the peripheral part of the EU (Southern Italy, Spain, Portugal, East Germany and Greece) and the more advanced regions are centrally located.

It seems that the benefits of EU economic integration are not being evenly distributed. Regions situated in the core tend to have better access to the market. They have the advantage of being close to population centres. Firms located in the geographical centre of the EU are in a good position to the EU market. Another advantage is the possession of huge urban concentrations and the capital cities.

The placing of firms and industries in the central regions is desired by agglomeration economies and external economies. Large cities have more improved transport and telecommunication facilities as well as highly-skilled labour forces. Another advantage is a close location to the centres of political power. The cities located in these areas are thus perfect for boosting economic growth. Some researchers state that these central regions steal the economically active members of the population from the peripheral regions. Another difficulty is that the peripheral regions only have small and uncompetitive companies that cannot pose a challenge to the huge multinational companies that the central regions have. This is connected to their bad location, inefficient infrastructure, labour forces with insufficient skills and problems with local financing and taxation.²³

2.7 Historical development of regionalism

²² Gertrude Tumpel-Gugerell and Peter Mooslechner. Economic convergence and divergence in Europe: growth and regional development in an enlarged European Union, Cheltenham: Edward Elgar, 2003, 1-3, 192-193

²³ Harvey Armstrong and Jim Taylor. Regional economics and policy, Oxford: Blackwell, 2000, 305-309

According to Jáč the beginnings of regionalism can be found in the 1930's in the Great Britain. In the Great Britain, the rise of regionalism was connected to the economic crisis of the 1930's and the growing disparities between the regions. After the Second World War, regionalism spread to other European countries because of the need to rebuild some regions damaged by the war. In France, the problem was with the Paris region that was more advanced compared to other French regions. In Italy the problem was with the advanced north and the underdeveloped south of the country. During the 1950's and 1960's regionalism made its way to Germany, the Netherlands, and the Scandinavian countries.

Jáč continues by stating that until the 1970's regional politics had been centralised. However, with the rise of globalisation in the 1980's there was a shift of regional problems among the regions. Regions that had been seen as underdeveloped now became the centres of industrial production. The state was not able to react to all of these changes. That is why decentralisation of regional politics on lower administrative levels can be seen.²⁴

According to Wokoun important for regionalism was the year 1983 when the European Union adopted the European regional planning charter. This charter consists of four main points about regional development:

1. Balanced socioeconomic development of the regions – its goal is to regulate the development of the regions that are too fast in their development and it tries to help the less advanced regions for instance building infrastructure.
2. Improvement of the living conditions – this point includes the effort to improve the quality of life, work and relations within the city.
3. Responsible treatment of the natural resources and the protection of the environment – its goal is to secure responsible treatment of the environment, and the usage of the fauna, flora, land, oxygen.
4. Reasonable usage of the territory – it supports the development of large industrial areas, infrastructure and the protection of agricultural and forest land.²⁵

²⁴ Ivan Jáč, and co., *Jedinečnost obce v regionu*, Příbram, Kamil Mařík-Professional Publishing, 2010, 40-41.

²⁵ René Wokoun, *Česká regionální politika v období vstupu do Evropské Unie*, Příbram: Nakladatelství Oeconomica, 2003, 10

Bachtler and Yuill argue that there has been a change in recent years in the approach towards regionalism. Whereas in the past it used to be the central governments who were in charge of making financial stimulations to companies or building the infrastructure, now thanks to decentralisation the initiative is on the side of regional and local actors. There are countries such as the Nordic countries or Scotland that try to combine both of these approaches. They try to create an outweighed regional development in the whole country and simultaneously to promote the initiatives of local regional actors.²⁶

2.8 The Czech Republic and the regional politics after 1989

Jáč claims that in the 1990's regional politics was still not in the forefront of general interest due to the fact that the regions in the Czech Republic were more or less equally advanced. However, the year 1996 brought some changes. The Czech economy started to crumble. The economic downturn did not have an equal effect on all the Czech regions. Another reason was that the Czech Republic was negotiating about entering the European Union. It was granted financial help through the programmes of the EU such as PHARE, ISPA, or SAPARD. In order to obtain this financial help the country had to convert its regional politics with the structural politics of the EU. In 2000 certain laws about regional politics have been adopted. The Czech Republic started to use the strategy Regional development of the Czech Republic and the operational programmes of NUTS II and NUTS III. Another pivotal year was 2004 when the Czech Republic entered the European Union. Being a member of the EU meant the rights to draw the structural funds from the EU.²⁷

3. Lifelong learning

According to Palán lifelong learning is considered to be further training and an important part of further education. It indicates all forms of professional and special learning during an active working life. Its goal is to enhance attitudes, knowledge and skills required in a certain job. Professional learning has a direct link to professional engaging and use of the adult and thus on his economic activity.²⁸

²⁶ John Bachtler and Douglas Yuill, Policies and strategies for regional development: A shift in paradigm?, University of Glasgow, 2001, 6.

²⁷ Ivan Jáč, and co., Jedinečnost obce v regionu, Příbram, Kamil Mařík-Professional Publishing, 2010, 41-42.

²⁸ Zdeněk Palán, Lidské zdroje výkladový slovník, Prague: Academia, 2002, 36.

According to Veteška and Tureckiová the strategy of lifelong learning focuses on the basic ideas of new skills for everyone, more investments into the development of human resources, innovations in the process of learning and tuition.²⁹

For Palán the functions of lifelong learning are personality development, increasing the cohesion of society, enhancing employability.³⁰

3.1 Definition of the term lifelong learning

As Průcha states today lifelong learning has become a necessary part of life. It is a concept, where one must learn throughout all his life. What is also important is that learning should be accessible to all the citizens of all ages according to their interests and needs.³¹

In accordance with the European parliament's decision from the 15. 11. 2006 lifelong learning is: all the general learning, special learning and special training, informal learning and informal education throughout life, which result is the improvement of knowledge, skills and abilities in personal, civil, social, or related to job perspective. It comprises giving counselling services.³²

The ministry of education, youth and sports of the Czech Republic describes the lifelong learning as: lifelong learning presents an important conceptual change in the meaning of learning. It comprises all the possibilities of learning (either in the traditional educational institutions in the framework of the educational system or outside it), which are understood as the only connected unit, that leads to diverse and numerous transitions between learning and employment and that makes it possible to obtain the same qualifications and competences by different ways and all the time throughout life.³³

As Jesenský states lifelong learning is a non-stop process that enables people to receive all the knowledge and skills they need throughout their lives.³⁴

²⁹ Jaroslav Veteška and Michaela Tureckiová, *Kompetence ve vzdělávání*, Prague: Grada Publishing, 2008, 160.

³⁰ Zdeněk Palán, *Celoživotní učení*, Praha: Karolinum, 2006. s. 25-38.

³¹ Jiří Průcha, Walterová, *Pedagogický slovník*, Prague: Portal, 2009, 400.

³² Eur-lex, European Union law, www.eur-lex.europa.eu (accessed February 20, 2015)

³³ Ministry of Education, Youth and Sports, <http://www.msmt.cz/areas-of-work/further-education/on-further-education-and-lifelong-learning>, (accessed April 2, 2015)

³⁴ Ján Jesenský, *Andragogika a gerontogogika hendikepovaných*, Prague, Karolinum, 2000, 49.

3.2 Stages of lifelong learning

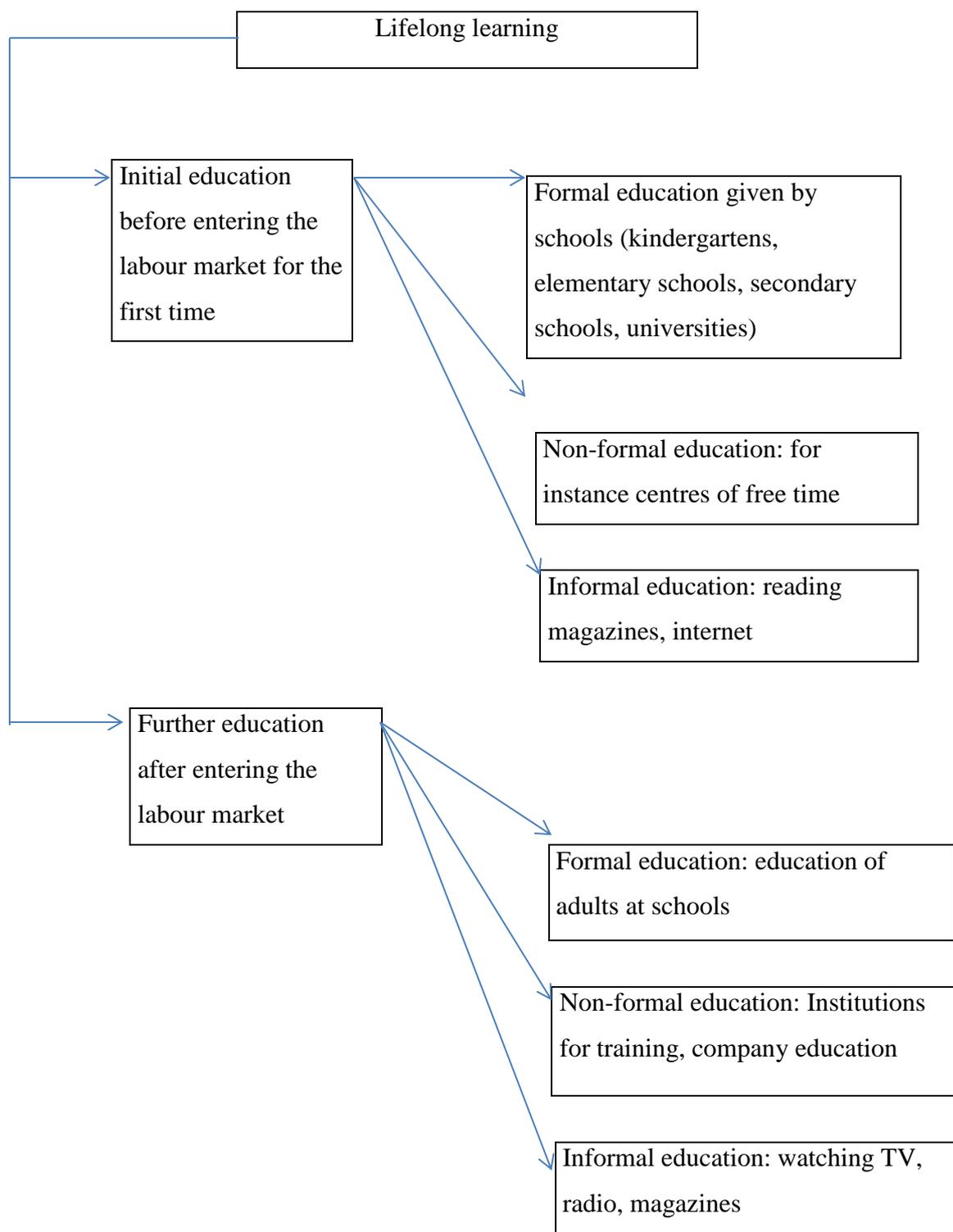


Figure 1: Stages of lifelong learning³⁵, own elaboration

³⁵ Helena Vychová, *Vzdělávání dospělých ve vybraných zemích EU*, Prague: VÚPSV, v.v.i., 2008, 14.

3.3 The development of lifelong learning

Šerák comes with the statement that the history of lifelong learning goes back to ancient civilisations. However, the concept of lifelong learning started to gain ground after World War II and in the 1960's and 1970's. Very important year was 1970, which was announced by the United Nations to be the year of raising and learning and UNESCO made the concept of lifelong learning go public.³⁶

In the 1990's the concept of lifelong learning is different from the one in the 1970's. The political and economic environment is different. Lifelong learning is connected to the effective functioning of the economy. The idea is to develop human resources. Lifelong learning is about special learning and being able to apply to a working life.³⁷

Nowadays it is claimed that lifelong learning is crucial concerning productivity growth and competitiveness of the economy. The positive effect for the economy should be the further education professionally oriented, that should add to higher ability of innovations, elasticity of the labour force, fast adaptation to new technologies and technological processes, working methods.³⁸

Despite the fact that some of the ideas from the 1970's are still staying, there have been some changes in the concept of lifelong learning. The role of school institutions has weakened and the emphasis is put on institutions outside the formal education system. Another difference is the role of the state. Lifelong learning has been divided between the state, employers, and cities. There is an effort that most of the students should go through the secondary education system. This is one of the pillars of the strategy of lifelong learning for everyone. The year 1996 was claimed to be the European year of lifelong learning. In the 1990's lifelong learning is presented in the materials of many international organisations such as:

European Commission puts emphasis on the approach focusing on the employment as an answer to the changes in society, mainly in the fields of:

1. The support of obtaining new abilities and a new way of recognition in the society of special and professional skills

³⁶ Michal Šerák, *Zájmové vzdělávání dospělých*, Prague: Portál, 2009, 208.

³⁷ Ministry of Education, Youth and Sports, www.msmt.cz (accessed April 2, 2015)

³⁸ Michal Šerák, *Zájmové vzdělávání dospělých*, Prague: Portál, 2009, 20-24.

2. Getting school and the entrepreneurial sector closer to each other and the support of special education in all of its forms
3. Fight against social exclusion
4. The support of learning three languages, which is important for the employment on the European market
5. The evaluation of material investments and investments into learning to be done on the same basis³⁹

4. Territorial units

According to Wokoun, Lukáš and Kouřilová the European Union uses the territorial units called NUTS (La nomenclature des unités territoriales statistiques). There are two reasons for this kind of division: The first one is the statistical needs of the EU. The second one is because of the goals of the structural policy of the EU.

NUTS are divided into:

NUTS 1 – it is the largest unit. It is the whole area of the Czech Republic. The number of inhabitants is between 3 and 7 million people.

NUTS 2 – it is a smaller unit. The number of inhabitants is between 1 and 2 million.

NUTS 3 – this unit corresponds to the smallest region. The number of inhabitants is between 200 and 400 000.

NUTS 4 – this unit is not described in the EU

NUTS 5 – it is the smallest local unit. It comprises cities.⁴⁰

4.1 Central Moravian region

Central Moravian region consists out of the Zlín region and the Olomouc region. According to the Czech statistical office the Zlín region was founded in the year 2000 according to the law from the 3rd December 1997. It was created by the merging of the districts of Zlín, Uherské Hradiště, Kroměříž and Vsetín. It is the fourth smallest

³⁹ Ministry of Education, Youth and Sports, www.msmt.cz (accessed April 2, 2015)

⁴⁰ René Wokoun, *Strukturální fondy a obce I*. Prague: nakladatelství ASPI, a.s., 2006.

region in the Czech Republic by its area.⁴¹ Wokoun et. al continue by saying that it covers the area of 3 964 km². The region consists out of 304 cities. There has been a wide reduction in the traditional shoe industry.⁴²

As the Czech statistical office says, the Olomouc region is divided into five districts: Olomouc, Jeseník, Přerov, Prostějov and Šumperk. Together with the Zlín region it forms the Central Moravian region (NUTS II). The regional city is Olomouc with its 99 489 inhabitants.⁴³ According to Wokoun et. al it covers the area of 5 267 km². It consists out of 397 cities. The GDP per capita was the lowest in 2005 in all the regions of the Czech Republic. In the same year the unemployment was the third highest.⁴⁴

Table 1: Economic indicators of the regions and the Czech Republic

Indicator	Zlín region	Olomouc region	Central Moravian region	Czech Republic
Number of inhabitants	585 583 12.12. 2014	636 015 12.12. 2014	1 221 598 12.12.2014	10 538 000 31.12.2014
GDP per capita €	7 042 15.12. 2014	6 946 15.12. 2014	–	15 200 31.12.2014
Area km ²	3 963	5 266	9 229	78 867
Unemployment %	5,8 31.12. 2014	7,3 31.12. 2014	–	7,5 31.12.2015
Wages €	827 11.3. 2015	833 11.3. 2015	–	991 31.12.2015
Wages in the industry €	914 9.12. 2014	899 9.12. 2014	–	950 31.12.2014
Density of inhabitation persons/km ²	148	121	–	133

Source: ČSÚ, own elaboration

5. Strategic documents

In the end of the 1990's the EU tried to solve many challenges connected to the globalisation processes. The beginning of the information technologies determined the new way of economic policies based on knowledge and innovations. To this

⁴¹ Czech Statistical Office, www.czso.cz (accessed April 2, 2015)

⁴² René Wokoun et al. *Ekonomika v prostoru – svět, Střední Evropa, EU, OECD, ČR*, Prague: Linde Praha, a.s., 2008, 180-181.

⁴³ Czech Statistical Office, www.czso.cz (accessed April 2, 2015)

⁴⁴ René Wokoun et al. *Ekonomika v prostoru – svět, Střední Evropa, EU, OECD, ČR*, Prague: Linde Praha, a.s., 2008, 177-178.

the system of learning and social security has to adapt. The EU reacted to this in the year 2000 by approving the document called the Lisbon Strategy. The Lisbon Strategy – revised version in 2005 and the strategy Europe 2020 built up to that. The Czech Republic is a part of the European economic space that is why especially after entering the EU in the year 2004 the national and regional strategic documents are in line with the above mentioned EU documents. In another part of the thesis the main EU documents are described as well as the national and regional documents and the main priorities of the development.

5.1 Lisbon Strategy

The European council adopted in the spring of the year 2000 the Lisbon Strategy named after the city where it was approved. This strategy was proposed for a ten year period (2000-2010) with the goal that the Union was supposed “to become the most dynamic and competitive knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion, and respect for the environment.” The European Union elaborated a plan how to achieve this goal. The Lisbon Strategy will be further on evaluated in the practical part of the thesis in the chapter comparison of the strategies.⁴⁵

5.2 Lisbon Strategy – revised version from 2005

Five years ago the European Union declared an ambitious goal in the Lisbon Strategy framework. After five years the European Commission decided to evaluate the results of the strategy. It was discovered that even though that Europe is going the right way, it does not fully use its potential. This report is trying to find a solution to this problem. Renewed Lisbon Strategy – what will change? The renewed Lisbon Strategy takes into account two main plans: achieving growth and the creation of job opportunities. It is necessary to achieve balanced budgets and stability.

The implementation of the renewed Lisbon Strategy should be secured on two levels: European and national. The implementation on the European level will be secured by

⁴⁵European Commission, Lisbon Strategy, <http://www.europarl.europa.eu/document/activities/cont/201107/20110718ATT24270/20110718ATT24270EN.pdf> , 32-37, (accessed January 10, 2015)

the European Commission. On the national level it will be secured by the individual member states of the EU that committed to the fulfilment of this strategy. Every country has its own national Lisbon programme.

This report does not try to rewrite the Lisbon Strategy; it is just trying to change it on the European and national level in the way to achieve the given goals.⁴⁶

More attractive Europe for investors and workers

- Widening and deepening the internal market
- Improving the European and national law orders
- Securing of open and competitive environment on the markets in or out of Europe
- Widening and improving the European infrastructure

Knowledge and innovation

- Increasing and improving investments into R&D
- Facilitating innovations, Establishing information and communication technologies and sustainable usage of resources
- Creating a strong European industrial base

Creating more and better job opportunities

- Support of the access of larger amount of people on the labour market and the modernisation of the systems of social security
- Increasing the adaptability of workers and enterprises via better learning and qualification

Improving the carrying out of the Lisbon process

The Lisbon Strategy is vague and unclearly defined. It is not clear what is the power of the Union and the individual member states. It is necessary to better coordinate things. One responsible person should be established. The Commission will introduce the Lisbon action programme defining, what is necessary to do. The Commission will focus more on economic questions and questions concerning employment. The individual member states will have to accept the national strategies for growth and

⁴⁶ Lisbon Strategy, <http://www.europarl.europa.eu/document/activities/cont/201107/20110718ATT24270/20110718ATT24270EN.pdf>, 47-49, (accessed January 10, 2015)

employment. Further on it was negotiated that only one report about the advancement in the Lisbon Strategy will be given on the European level and one on the level of the member states. It will lead to the facilitation of the whole process and it will enable the European council to give the necessary advice and the European Commission to watch the advancements during the fulfilment of the commitments coming from the Lisbon Strategy.⁴⁷

5.3 Europe 2020

Europe is going through a time full of changes. The crisis has shown structural weaknesses in the European economy. The goal of this strategy is to create a smart and sustainable economy that would support inclusiveness, social cohesion, high employment, and productivity. The goal of Europe 2020 is to create social market economy of the 21st century.

Strategy Europe 2020 consists out of three main points:

- Smart growth = economy based on knowledge and innovation
- Sustainable growth = support of more competitive and more ecological economy, which is less dependent on resources.
- Inclusive growth = support of economy with high employment, that is going to be marked by territorial and social cohesion

Strategy Europe 2020 tries to attain a certain level until 2020.

The basic goals are:

- Employment of 75 % of people at the age from 20 to 64
- Invest 3 % of GDP into R&D
- Goal 20-20-20 in the area of climate and energy (commitment to decrease by 30 % if it will be possible)
- Decrease the number of children, who decide to leave their school education early under 10 %, and achieve that 40 % of younger generation will gain tertiary education

⁴⁷ Lisbon Strategy,

<http://www.europarl.europa.eu/document/activities/cont/201107/20110718ATT24270/20110718ATT24270EN.pdf>, 37-42, (accessed January 10, 2015)

- Decrease the number of persons being threaten by poverty by 20 million

One of the priorities of the European Union is to achieve smart growth – economy based on knowledge and innovations. This priority claims, that the European Union should forge knowledge and innovations, which will be the basis of the economic growth. It is also necessary to improve the quality of learning, forge the research effort and transmitting knowledge and skills all over the EU. It is necessary to secure that ideas will become products and services, which would lead to higher growth and creating new job opportunities. It is necessary to combine it with entrepreneurship and financial means and to take into account the needs of the users and the opportunities on the market.

Europe has to:

- Innovation: Unlike the USA and Japan Europe invests only 2 % into R&D (USA 2,6 % and Japan 3,4 %). The difference is given by a lower portion of private investments. Europe has to improve the conditions of the R&D in the private sector.
- Education, training and lifelong learning: quarter of students has insufficient reading skills. One out of seven students ends his studies or training too early. Less than one out of three persons at the age of 25-34 has university education (USA and Japan are again better in this)
- Digital society: worldwide demand for information and communication technologies makes a market in the value of 2 billion euros, but Europe participates only by 25 %. Europe also lacks behind in high-speed internet. That restricts its ability to innovate, because via internet knowledge is shared as well as the distribution of goods and services.

Europe has to take action in these spots:

- Employment (21 % of young people are currently unemployed, only 2/3 of the population in the productive age are employed)
- Skills (approximately 80 million people have got just low or basic skills, high level of qualification will be pivotal for 16 million more job opportunities by 2020)
- Fighting poverty (before the crisis 80 million people were threaten by poverty,

8 % of people are not capable of crossing the threshold of poverty)⁴⁸

5.4 Strategy of the regional development of the Czech Republic (2007-2013)

Ministry of regional development is in charge in the affairs concerning regional politics. The basic document is the Strategy of the regional development. This strategy consists of:

- Analysis of the state of the regional development
- Analysis of the strengths and weaknesses in the development of the individual regions and districts
- Strategic goals of the regional development in the Czech Republic
- Specification of the regions supported by the state
- Recommendations for the authorities and regions involved of the alignment of the development of branches under their rule

Regional innovative strategy of the Czech Republic follows up the revised version of the Lisbon strategy from 2005 and it is in accordance with the priorities of the EU. However, this strategy is also according to the specific needs of the Czech Republic, which are defined in the document called Strategy of the Economic Growth of the Czech Republic.

The strategy of the regional development of the Czech Republic follows up the sustainable development of the Czech Republic (decision of the government in 2004). This strategy contains three basic pillars: economic, social, environmental. The economic pillar focuses on the decreasing of the disparities between regions and the possibility of cross-border regional cooperation. The social pillar tries to support the development of the countryside. The environmental pillar is made for the Czech Republic as a whole. The goal of the sustainable development of the Czech Republic is an efficient use of the regional sources, decreasing the disparities between the region, supporting regional cooperation, using the potential of the regions, supporting the local economy and small enterprises and the preference of using renewable sources of energy.

The strategic regional development of the Czech Republic is linked to the regional strategy of the EU. Due to subsidiarity this strategy will be implemented on the local,

⁴⁸ European Commission, Strategy Europe 2020, http://ec.europa.eu/europe2020/index_cs.htm, 5-18, (accessed April 2, 2015)

regional, or resort level. These activities will be financed either from the national development funds or in the framework of the operational programmes from the structural funds of the EU. That is why the activities of the individual regions, ministries and cities are concerned as well, as long as they are relevant concerning regional development.

As far as education is concerned, the Czech Republic is behind the advanced EU states. Currently people having professional or secondary education are prevailing. The portion of university graduates makes 9,9 % of the inhabitants compared to 10,8 % of the EU average. There are more men with university education (57,6 %). Persons having professional education make 38,2 %. Persons with secondary education make 30,7 %. In 2003 21,4 % of the population of the Czech Republic had just the basic or no education at all. Currently the number of university graduates is increasing in all the regions and in both genders. Prague has the highest number of university graduates. A huge amount of university graduates lives in the Southern-Moravian region due to the city of Brno. It is mostly the younger generation interested in learning. The problem is that there is a lack of graduates of technical branches or programmes for natural science. What is preferred are the humanities, despite the fact that natural science and technical branches are crucial for the creating of innovations and modern technologies. By the school law the regions gained in 2004 the power to influence the structure and the content of education in secondary schools according to their needs. Due to the lack of graduates in technical and natural science branches, the question is if the partners on the labour market should not make an agreement about the needs of the employer and implement them into the regional school system.⁴⁹

5.5 Strategy of the development of the Zlín region 2009-2020

Strategy of the development of the Zlín region tries to achieve the average economic efficiency of the EU. During this effort the strategy is going to hold to the principles of sustainable development. This value will be measured by the level of GDP per capita. The Zlín region can be successful taking into account the convergence

⁴⁹ Ministry of Regional Development CZ, <http://www.mmr.cz/cs/Podpora-regionu-a-cestovni-ruch/Regionalni-politika/Koncepcie-Strategie>, 4, 5, 15, 16 (accessed March 12, 2015)

tendencies in the development of the individual EU regions. The Zlín region should with the help of public means and the public service support economic activities, that have some kind of added value and can help to increase the attractiveness of the region and by that the inflow of the inland or foreign companies. These job opportunities based on education, skills and the fulfilment of qualitative presumptions will help in the growth of the quality of life of the inhabitants and the attractiveness of the region.

As far as industry is concerned, the most important is the processing industry. Most of the companies are from the production of metal and metallurgy. Further on there are electronic, rubber and plastics companies located in the region. Together with grocery and machinery these sectors are pivotal in the area of processing industry.

Thanks to the traditions and the know-how the rubber and the plastics industry will be even in the future one of the key industrial branches of the Zlín region. However due to the lowering industrialization and the increasing orientation on the service sector, the portion of these industrial branches on the whole economics of the Zlín region will decrease. The rule is going to be that the domination is going to be held by an industrial sector that does not depend on just the cheap labour force, but also on the high-quality manufacturing with a high added value. From this presumption it can be stated that there is not going to be a renewal of the textile and tanning industry that was very important in the past. The business sector in the Zlín region will be dealing with the price competition of regions outside Europe in the case of a less qualified workforce. That is why there is a rise in the demand for work of the highest quality and the price for the work as well. There is a need to constantly increase the quality, accessibility of education, to remove all forms of discrimination and to support the research, development and innovative potential. The development of the industry will be supported by the revitalization of the Baťa enterprises that used to be the most important economic centre of the region. However the revitalization is complicated with difficult property and legal disputes and unsolved engineer networks helping to improve the conditions for entrepreneurship.

Nowadays the Zlín region is not considered to be a centre of a research, development and innovative potential in the Czech Republic. In 2006 investments were only 3,3 % of the total costs of the Czech Republic into this area. In 2006 it was €60,13 million.⁵⁰

⁵⁰ Zlín region, Strategy of the development of the Zlín region 2009-2020, <https://www.kr-zlinsky.cz/strategie-rozvoje-zlinskeho-kraje-2009-2020-srz--cl-680.html>, 4, 25, 26, 30, (accessed May 22, 2015)

5.6 Programme of the development of the territorial district of the Olomouc region

This strategy follows up the regional politics of the Czech Republic with the preparations for the programme drawing of the European funds for the period 2007-2013. The analytical part is linked to the strategic documents of the Olomouc region for the development of the individual areas. The document further contains the proposal for arrangements in what way the region should be heading. The programme period 2007-2013 represents new challenges not just for the old member states, but for the new ones as well. The programme period contains new directives about the functioning of the mechanism of the structure and about the fulfilments of the goals of the Lisbon and the Göteborg Strategy and several times higher financial inflows (for the Czech Republic by fourfold). The member states will have to show the reaching of the EU goals (Lisbon, Göteborg). Emphasis is put on the role of the cities, as far as the economic development is concerned and on the territorially integrated interventions (revitalizations of the city parts, economic development of small cities in the chosen territory.) In the Czech Republic the process is:

- A programming process is in progress (National development plan, operational programmes are linked to it), that should be finished by the beginning of summer 2006.
- The priority areas are known for the years 2007-2013, determining the future public interventions in the Czech Republic on the national and the regional level including the content of the priority areas.
- A consensus is achieved over the number and the focus of the operational programmes
- According to the opinion of the ministry of finance the national need to finance the structural operation of the EU in the period 2007-2013 will pose an enormous pressure on the public budgets at the state as well as regional and city level

The programme of the development of the territorial district of the Olomouc region wants to achieve:

- To prepare a tool, that will enable the region to effectively use the means of the structural funds for the co-financing of own development intentions and activities of the region in the period 2007-2013, with the preparatory and testing period in 2006.
- To prepare a tool, that will enable and facilitate the access to the structural help to other players, that prepare and realize projects on the territory of the region (cities and their organisations, private sector, non-profit sector)
- To increase the change of the regional self-government and other development players in the region to succeed in the “contest” with other potential applicants, not just during financing from the regional programme SF, but to increase the participation of the sector programmes
- To concentrate the development effort of the region on the areas that will be pivotal in the future programme period and to prepare for these areas mechanisms of public intervention on the regional level.⁵¹

All of these strategic documents that form the base for the regional development and for the increase in competitiveness of the regions were examined. These documents and from them the resulting objectives were chosen by the Czech Republic and the regions as priorities, that will be financially supported via the EU as well as national and regional resources.

II. Practical part

In the second practical part the strategic documents of the EU, the Czech Republic and the region are described from the point of view if an emphasis is being put on the regional development via lifelong learning. The main objective “more and better jobs” via knowledge-based economy and innovations is being watched here. It is further

⁵¹ Olomouc region, Programme of the development of the territorial district of the Olomouc region, 4, 25, 26, 30, http://portal.cenia.cz/eiasea/download/U0VBX01aUDAxNUtfbmF2cmhfMS5wZGY/MZP015K_navrh.pdf, (accessed May 22, 2015)

on analysed if the financial means are being given on lifelong learning in the regions, how they get there, which operational programmes support lifelong learning.

The concrete drawing of the means going on lifelong learning will be shown by the case studies of three projects of three companies. This method is called a qualitative method.

6. Comparison of the individual strategies on the European and the state level

6.1 Lisbon strategy

This strategy was accepted in spring of the year 2000. The strategy was proposed for a 10-year time (2000-2010) with the goal that the Union should “become the most dynamic and competitive knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion, and respect for the environment.” A plan was made on how to achieve this. The plan consists out of these points:

1. Transmission to an economy and society based on knowledge and innovation
2. Modernisation of the European social model, investments into people and fight against social exclusion
3. Maintenance of a healthy economic perspective

One of the pillars of the Lisbon Strategy is called Modernisation of the European social model. The goals are:

- a) Every year to increase the investments into human resources
- b) Reduce by 2010 the number of persons at the age from 18-24, that only have lower secondary-school education to a half.
- c) Educational partnerships between schools, centres of special training, the necessity to establish companies and research facilities
- d) Define the framework of basic skills on the European level, that will be given in the form of lifelong learning: skills in information technologies, foreign languages, technological and business culture
- e) Define the tools for widening mobility of students, teachers, training and research workers by the end of 2010, with the help of the existing programmes (Socrates, Leonardo, Youth)

- f) For facilitating the mobility of persons between the member states a common European form for writing the curriculum vitae will be elaborated

It was agreed at the Lisbon summit to create “a fully functional internal market,” that would support growth, competitiveness and an active policy of employment. Four pivotal areas of importance have been established:

1. The increase of employment should be the result of the fact that the qualification of workers will be in line with the demand. The main role should be played by the national services in the area of employment, which can be supported by the Europe-wide base of free job vacancies and learning possibilities. The support should be given to special programmes that would enable the unemployed to attain the necessary qualification.
2. Much greater emphasis should be put on lifelong learning, which is the basic element of the European social model. Furthermore, agreements between social partners, employers and the trade unions about innovations and lifelong learning should be supported as well. It is presumed that flexible working hours will be implemented.
3. The employment in services should be increased including personal services. It is crucial to find solutions for the most disadvantaged groups of persons
4. Equal opportunities for men and women should be supported, better alignment of the working life and family life⁵²

6.2 Lisbon Strategy – revised version from 2005

According to the revised version of the Lisbon Strategy the results of the Lisbon Strategy that was implemented in 2000 were not satisfying enough. Despite the progress made the results both on the European and on the state level are insufficient. That is why a revised version of the Lisbon Strategy was made to help to implement the proclaimed goals.

The implementation of the renewed Lisbon Strategy should be secured on two

⁵² Lisbon Strategy, <http://www.europarl.europa.eu/document/activities/cont/201107/20110718ATT24270/20110718ATT24270EN.pdf>, 29-30, (accessed January 10, 2015)

levels: European and national. The implementation on the European level will be secured by the European Commission. On the state level it will be secured by the individual member states of the EU that made a commitment to fulfil this strategy.

Knowledge is very important for the economy of the EU. It is knowledge in the sense of research, development, innovations. Knowledge is crucial for the competitiveness of Europe that has to face cheap labour force and primary resources from other states in the global world. It is necessary to:

- to increase and to improve investments into R&D
- to facilitate innovations, introduce information and communication technologies (ICT) and sustainable use of resources
- to create a strong European industrial base

The European Union contributes to research by approximately 2 % of GDP, which is 1/3 less than the United States of America. The problem is a low involvement of the private sector. For the EU to stay competitive, it is necessary to contribute by 3 % of GDP into the research. It is necessary to encourage the involvement of more companies to invest into the R&D. The EU plans to support innovative centres. The goal will be to help the regional players from the area of science and to implement innovations into practice. The spread of knowledge will secure the long-term competitiveness of the Union. The way is in establishing the European higher education area.

To have economic growth means to invest into educated and qualified workforce. Emphasis is put on lifelong learning and knowledge. The level of education is still behind in Europe. There is a lack of qualified workforce which slows economic growth and has influence on social cohesion. A plan of lifelong learning was made, which is supposed to replace the current plan of programmes for education and special training. It is necessary for the member states to accept the decision regarding this plan by the end of 2005. It is necessary for the member states to set apart the necessary resources for this strategy and to fulfil their commitment concerning lifelong learning by 2006. Structural funds have been set apart for these goals, the financial support coming from the private sector should help as well. It is essential that young people will get their first chance to get employed. Europe needs a more mobile labour force, the recognition of qualifications should help to achieve this.⁵³

⁵³ Lisbon Strategy,
<http://www.europarl.europa.eu/document/activities/cont/201107/20110718ATT24270/20110718ATT24270EN.pdf> , 62-76, (accessed January 10, 2015)

6.3 Europe 2020

The goal of this strategy is to establish smart and sustainable economy that would support inclusiveness, high employment, productivity and social coherence. Europe 2020 aims to create the European social market economy of the 21st century. One of the three main points of this strategy is smart growth – economy based on knowledge and innovation. As far as knowledge and innovations are concerned, two basic goals in the strategy Europe 2020 in these two areas are:

- To invest 3 % of GDP into R&D
- To reduce the number of children, who leave their school education early under 10 % and to achieve that at least 40 % of the younger generation will reach the tertiary education

The European Commission proposes that in order to achieve these goals, every member state of the EU should imply these goals into their national goals. To achieve these two goals there are these initiatives:

- “Innovation Union” – to improve the financing of research, which would lead to the growth of job vacancies with the help of innovative ideas
- “Youth on the move” – to facilitate the access of young people on the labour market and to strengthen the efficiency of the educational system
- “An agenda for new skills and jobs” – to modernize the labour markets, to strengthen the status of the citizens by the development of their abilities throughout their whole lives. All of this is due to the increase of the participation on the labour market and better line-up of the supply and demand on it, among others by mobility of the labour force.

These initiatives will be obligatory for both the EU and its member states. The priority called smart growth claims that Europe should strengthen knowledge and innovation on the first place, which then will be the base of the economic growth. It is necessary to improve the quality of education, to strengthen the research effort and the transmission of knowledge and abilities all over the EU territory.

Europe has to:

- Innovation: Europe invests only 2 % into R&D (USA 2,6 % and Japan 3,4 %). This difference is given by the lower level of private investments. Europe has to improve the conditions of R&D in the private sector.
- Education, training and lifelong learning: a quarter of students has insufficient reading skills. One out of seven pupils finishes his/her education or training early. Less than one out of three persons at the age of 25-34 has got university education (USA and Japan are again better in this)

All of these steps will enable to create innovative potential. They will lead to the improvement of the results of learning institutions and to the higher level of learning. These policies should be done on the national, regional and EU level.

According to the initiative “Innovation Union” the member states will have to reform at the national level, the national (and regional) systems of research, development and innovations in order to interconnect the cooperation between universities, research employees and companies. It is essential to secure a sufficient amount of graduates of scientific, mathematic and technical studies and to support creativity, innovations and entrepreneurship already on school level. It is necessary to increase the investments into knowledge via financial stimulations.

The initiative “Youth on the move” tries to enhance the quality and attractiveness of the learning institutions. It is necessary to connect the high level and fair approach, to enhance the mobility of the students and interns and to support the employment of young people. On the EU level, it is pivotal to integrate and improve the EU programmes for mobility, universities and scientists (Erasmus, Erasmus Mundus, Tempus and Marie Curie) and to connect these programmes to national programmes and resources. It is necessary to put emphasis on the modernization of university education (teaching plans, governance, financing). To explore, in what ways it is possible to support entrepreneurship with the help of mobility for young experts. Further on the way of recognizing non-formal and informal education. It is also important to support the employment of young people. This issue is about the decrease of the unemployment of young people. The support of qualification, internships or other sorts of experience that should help the entry of young people on the labour market is

important. The initiative called EURES for the support of European mobility (“Your first job in a foreign country”) exactly serves this purpose. This initiative is focused on the improvement of working opportunities for young people. On the state level it is necessary to support education and training from the pre-school level to the university level. It is necessary to improve the results of education on all levels (pre-school, elementary, secondary, training and tertiary education) and by that to reduce the number of school dropouts. The effort is also to increase the openness and the significance of the educational systems by creating a national framework of qualifications and improving the educational results according to the current needs of the labour market.

Europe has to:

- Skills (approximately 80 million people have low or just the basic skills. By 2020, 16 million job vacancies will require a high level of qualification)

According to the crucial initiative “An agenda for new skills and jobs” it is necessary to contain our social system in the way that citizens will be improving their skills, enhancing their qualifications and constantly educating themselves. The goal is to enhance employment and also labour productivity. On the EU level it is necessary to ensure:

- The support of the labour mobility in the EU, with the help of the structural funds to balance the supply and demand for it, especially with the help of the European social fund (ESF). To support the policy of the migration of workers
- Fully use the social dialogue at all the levels (EU, state, region, sector, company)
- To create a strategic framework for the cooperation in education and training
- To create a European Skills, Competences and Occupations framework (ESCO)

At the national level:

- To give an impulse for the use of the European Qualifications Framework
- The need to acknowledge competences
- To get the social partners involved in the making of plans of education and training provisions.⁵⁴

⁵⁴ European Commission, Strategy Europe 2020, http://ec.europa.eu/europe2020/index_cs.htm, 5, 6,12,13,14,18,19,20, (accessed April 2, 2015)

6.4 National strategic referential framework – July 2007

This document describes the realisation of the policies of economic and social cohesion (HSS) on the territory of a member state. It describes the strategic goals, the way of management and coordination of the HSS politics, the financial flows of the EU funds in the Czech Republic and the operational programmes for the implementation of this policy. In order for the Czech Republic to be competitive, it has to watch over these strategic goals:

1. Competitive Czech economy
2. Open, flexible and coherent society
3. Attractive environment
4. Balanced territorial development

The strategic goal Open, flexible and coherent society watches over the development of the society by investments into human capital via better education and qualification, the development of human resources for science and research, involvement of the working and whole groups of employees throughout life into further learning. This strategic goal in the area of employment and employability watches over the effort of the workers and the company to adapt to the changes on the labour market. It focuses on the employment of persons that are disabled not just by their health but also by their age. It supports their employability by their involvement into training and their approach towards ICT. This goal will be implemented on the basis of the following priorities:

A) Priority of education

The goal of this priority is to increase the adaptability of human potential for securing the competitiveness of the Czech economy. The adaptability to the complex system of lifelong learning with the cooperation with the economic sphere, schools and

institutions on the labour market. The plan is to support the cooperation of schools and the research institutions with the business sphere with the goal to increase the competitiveness of the economies and the development of regions. Another priority is to support the development of human resources in the area of R&D and the knowledge economy.

B) The priority to enhance employment and employability

The goal of this priority is to enhance the adaptability of the labour force by supporting investments into human resources from the side of the companies and the development of professional knowledge and qualifications.

The plan is to support further learning, to motivate to further learning of employees and employers and to educate people with a more difficult access to employment.

C) The priority to strengthen social coherence

The idea is to create equal opportunities for everyone, to prevent social exclusion, to re-engage them into the labour market. Further on to facilitate the return from the maternity leave, to support re-qualifications for the long-term unemployed.

D) The priority of development of the information society

The goal is to secure the accessibility to ICT and by that to enhance the effectiveness and to stimulate economic growth. Also to secure the access of the socially disadvantaged to the ICT which would improve their position on the labour market.

The main thing will be the enhancement of the informational education of the wide society.

E) The priority of smart administration

The goal of the reform of the state administration is to improve and professionalize human resources and by that to make the state administration and services more effective. The state administration via modern methods of management and modern technologies will enhance the quality of life of the citizens.

6.5 Strategy of the regional development of the Czech Republic (2007-2013)

It follows the regional strategy of the EU. Due to the principle of subsidiarity, this strategy will be implemented on the local, regional or department level. These activities will be financed from the national resources or structural funds of the EU. The strategy of the regional development has three basic pillars: economic, social and environmental.

This document reacts to the disparities that are in the framework of individual regions in the Czech Republic. The regions are divided into: developing, average and underdeveloped.

The Zlín region is characterised by an average dynamic of development and his weakness is bad traffic accessibility and problematic peripheral areas.

The Olomouc region belongs to the underdeveloped regions. Olomouc has a growth potential with a high structure of educated inhabitants even though that not in technical branches. On the other hand, the region has remote areas that are less advanced and are mostly agricultural.

The global goal of the regional development of the Czech regions is: balanced, harmonized and sustainable development of the regions that will lead to the enhancement of the qualities of life of the inhabitants.

This global goal is further elaborated into the individual priorities and areas:

- a) European and economic strategic framework – institutional framework, efficient state administration, financial resources of the regional politics
- b) Economy of the regions – creating conditions for the economic development of the regions, enhancement of competitiveness, the support of innovations and research, creating job vacancies, support of small and medium-sized enterprises, lifelong learning of entrepreneurs, the support of knowledge economy
- c) People and settlements – support of investments into human resources, social coherence of the regions, development and the renewal of the cities, adaptability of education to the labour market, support of ICT knowledge, support of lifelong learning including re-qualifications
- d) Infrastructure – transport, energetic
- e) Environment
- f) Tourism
- g) Culture
- h) Problematic territories

It is advised to create an operational programme that would reflect the strategy of regional development.⁵⁵

6.6 Programme of the territorial development of the Olomouc region – 2005

Three priorities have been established:

1. Economic development
2. Human resources
3. Infrastructure

Olomouc region has quite a strong potential in human resources. The region has quite a lot of free workforce having quite a high level of training. Regarding the education of the inhabitants of the Olomouc region, is one of the forefront regions of the Czech Republic. There is a lack of qualified workforce especially in the timber, textile and machine industry. Non-existence of technical and economic branches, which forces the students to go to other regions including the capital city. The Olomouc region has the largest portion of non-technically and non-economically educated persons in the country. The situation with education is gradually changing – the young generation avoids blue-collar training and the number of students on the lower level of universities is increasing.

It is necessary to establish the optimum educational system and the harmonisation of the secondary and tertiary education with the needs of the labour market, the demands of the employers and the features of the region. An inevitable condition of the socioeconomic development is education on a high level. Its basis is first-rate infrastructure, efficient use of schools, gradual modernisation of the educational programmes and the coordination of the activities of all the actors involved.

The development of education is conditioned by the quality of human resources in the education, mainly the teachers and coordinating employees.

⁵⁵ Ministry of Regional Development CZ, <http://www.mmr.cz/cs/Podpora-regionu-a-cestovni-ruch/Regionalni-politika/Koncepcie-Strategie,5-9>, (accessed March 12, 2015)

These activities are connected to it:

- Assistance and further supporting services for the inclusion of disadvantaged children and young people into the educational system
- The support of finishing the education of disadvantaged groups, who leave the educational system – elementary and secondary schools – early
- The elaboration of an analysis of the demand of the employers on the labour market and the branch structure of the graduates
- Projects of the cooperation of schools and companies on the creation and implementation of the concept of training
- Projects of study programmes financed (co-financed) by companies with the guarantee of the successive admission of the graduate
- Increasing the level and the widening of the offer of technical education on secondary schools and colleges including the enhancement of awareness about these branches and the opportunities on the labour market
- Widening of technical branches at universities (in the form of creating a new university or the support of detached workplaces)
- The experience of students in the local companies and the participation of the deputies of the local companies on secondary education

The development of tertiary education and lifelong learning

The development of the region is conditioned by a flexible and adaptable labour force. Another goal is to support the preparation and implementation of new programmes of tertiary education at local universities. Part of the proposed measure will be the creation of an information system that will concentrate the offer and demand for the possibilities of education, during which the emphasis will be put on the concentration of external educational programmes on colleges and universities, night educational courses and programmes. Furthermore the development of public libraries will be supported as well as the centres that support lifelong learning.

The proposed measure is also focused on the support of further training. This plan is about the further education of employees of developing companies, during which further education has to be directly connected to the branch focus of the company or it has to be related to the spread of generally needed skills (language, ICT). A significant

part of the support of further training will be the education of teachers and the school principals. Teachers and the schools principals are the key actors concerning the quality of education.

Increasing the adaptability of the employees – specific education and activities connected to that:

- Analysis of the demand and the needs in the region with the goal of finding the priority areas in further education
- Establishment of the system of requalification courses connected to the needs of the regional labour market
- Special courses explaining the issue of self-employment
- Increasing the awareness of society about services and the possibilities of help from the side of the registry office, cities, non-profit organisations and other actors on the labour market
- The support of the employers during the enhancement (change) of qualification of their employees during the change of economic and technological conditions
- The support of “graduate” internships

6.7 Strategy of the development of the Zlín region 2009-2020

The strategy of the development of the Zlín region tries to attain the average economic efficiency of the EU. The job vacancies based on education, skills and the fulfilment of the qualitative presumptions will help in the growth of the living standard of the inhabitants and the attractiveness of the region.

For the Zlín region, the most important is the processing industry from the area of metal processing, further on electronics, companies for the processing of rubber and plastics, food-processing and machinery.

It is necessary to constantly enhance the quality, accessibility of education, to remove forms of discrimination and to support the research, development and, innovative potential.

Currently the Zlín region is not considered to be one of the centres of research, development and innovative potential in the Czech Republic. In 2006 3,3 % of

the general spending of the Czech Republic for this area was invested in the Zlín region. Another problem of the Zlín region (and the whole Czech Republic) is the non-effective application of the knowledge gained in the academic sphere in practice and the protection of the intellectual property. For the European Union, innovations are crucial as far as the business sector is concerned. In the second decade of the 21st century innovations will be even more important, they will be inevitable for the existence of the business actor, not just an important competitive advantage. Economically successful regions will be those that will be capable of combining the successful functioning of the business sector with the academic sector and research institutions. Another important issue is to integrate the graduates in the form of internships in companies, the mobility of the employees of the business and academic sector and focusing the study programmes on the current needs of the labour market. Another important factor in the development of the regions will be the efficiently functioning auxiliary infrastructure for the innovative environment that will be partially financed from the private resources. By this is meant the cooperation in the form of clusters, business incubators, scientific centres, centres of technological transfers, technological platforms and further networks with the involvement of the private, public and academic sector.

Nowadays, more and more emphasis is put on education. However, education not in the sense of an activity that is restricted by time, or a one-shot activity, but as a constant activity throughout the whole life. Education is not finished by a successful graduation. That is just the first step to enter the process of lifelong learning. Economic growth is possible only if educated, qualified and adaptable workforce is secured on the market.

The priorities in the field of education are:

- The flexibility of the education system
- The support of the development of practical skills of the graduates
- More intensive cooperation between the educational and business sector in the area of lifelong learning
- Enhancing the education of the adult generation by removing the barriers to education for economically active persons
- The support of further education and the management of human resources for persons that took care of children, keeping young talents in the country (region)

The Czech Republic is behind the EU concerning education spending from the public resources to the GDP. In the Zlín region the spending on education is covered by 80 % from the public resources mostly from the state budget. The owners of private schools cover the remaining 20 %. The competition is stronger and stronger and that is why it is important to get involved into lifelong learning. All of this is connected to higher investments into education and human resources. The Zlín region and the whole Czech Republic will rely on the greater involvement of the private sector, on widening school facilities founded by the business sphere or on special scholarships. The cooperation between the Tomas Bata University in the Zlín region and the Palacky University in the Olomouc region is important as well.⁵⁶

Table 2: Relations of the NSRF on the Lisbon strategy + the revised version (NSRF 2007- 2013, year 2013)

1) Strategic goal: competitive Czech economy
<ul style="list-style-type: none"> - it supports the development of innovations - cooperation of enterprises with R&D - enhancement of investments into human resources in R&D
2) Strategic goal: open, flexible and coherent society
<ul style="list-style-type: none"> - investments into better education and qualifications - cooperation between the educational institutions and R&D - further education during the working life and the support of the system of lifelong learning - flexible labour force with regards to the changing labour market

⁵⁶ Zlín region, Strategy of the development of the Zlín region 2009-2020, <https://www.kr-zlinsky.cz/strategie-rozvoje-zlinskeho-kraje-2009-2020-srz--cl-680.html>, 4,25,30, (accessed May 22, 2015)

Comparison of strategies

Table 3: Lisbon Strategy and the Lisbon Strategy - revised version

Lisbon Strategy	Lisbon Strategy – revised version
1.Economic pillar – knowledge-based economy and innovations 2.Social model, investments into people 3.Ecological, sustainable development	1.More attractive EU: for investors and working people 2.Knowledge and innovations: path to growth 3.Creating more and better job opportunities
1.Economic pillar – knowledge-based economy + technologies	1.Knowledge and innovations: path to growth
- support of the research potential - connection of research and technologies - support of small and medium-sized enterprises	- more investments into research, public and private - facilitation of innovations - Introducing ICT - creating a strong European industrial base
2.Social model, investments into human resources	2.Creating more and better job opportunities
- higher investments into human resources - higher number of people with a school leaving examination + university - partnership of schools and research - define the basic skills (ICT, languages) - mobility of students, teachers and labour force	- enhance employment - better education for young people, get them immediately into work - flexible labour force - investments into education and special training - lifelong learning -mobility of labour force, acknowledgement of qualifications

Source: own elaboration

Table 4: The relation of the strategy of the regional development of the Czech Republic on the Lisbon Strategy

1. Goal - Competitiveness
- support of innovations and research in the regions - support of small and medium-sized entrepreneurship -integration of research and manufacturing enterprises
2. Goal: Social model (Human resources development)
- creation of new job opportunities - cooperation of schools during re-qualifications - support of investments into human resources - the support of further education according to the needs of the labour market - support of ICT knowledge - solving the problem of unemployment

Source: own elaboration

Table 5: Olomouc region strategy: Connection to Lisbon

1. Goal: Competitiveness
<ul style="list-style-type: none"> - development of technologies and innovations - development of small and medium-sized enterprises - development of R&D - interconnection of research and enterprises - knowledge-based economy
2. Goal: Human resources development
<ul style="list-style-type: none"> - investment into education - lifelong learning - support general skills (ICT, languages) - support of graduates - support of lifelong learning of teachers - increasing the adaptability of employees

Source: own elaboration

Table 6: Zlín strategy: Relation to Lisbon

1. Goal: Competitive economy
<ul style="list-style-type: none"> - increasing the interconnection of research and enterprises - support of the area of services - support of innovations - knowledge-based economy and services - support of small and medium-sized enterprises
2. Goal: Investments into human resources
<ul style="list-style-type: none"> - cooperation of the educational and entrepreneurial sector - mobility of the labour force - increase the number of university students - increase the share of people of lifelong learning - widening the tuition of languages and ICT - support of lifelong learning of teachers

Source: own elaboration

6.8 Summary of the comparison

The European Union recognised the significance of education for innovations,

research and development. The EU's goal is to enhance the investments into human resources. The political representation of the Zlín and Olomouc region is aware of the importance of regional development based on knowledge economy and innovations. It is aware that this cannot be reached without qualified workforce. Workforce that is motivated (forced) to react during all of its life on the changing labour market due to globalisation. That is why this workforce has to have the conditions and the opportunity of primary and tertiary education and also the opportunity and offer of further education during the entire working career. All of these principles that are being applied in the strategic documents of the region are in-line with the strategic documents of the EU and the national strategies. The strategic documents of the regions are being gradually up-dated in order to react to the changes of the EU documents and take into consideration the current needs of the regions. These documents are the basis for further decision making of the regional actors during the budget preparations, development projects and the management of the individual problematics on the regional level. The comparison of the national and regional strategies with the Lisbon strategy and the revised strategy is shown in tables no 2,3,4,5,6. As can be seen, the main goals of the Lisbon Strategy and mainly its revised version from 2005 concerning knowledge economy and more and improved job opportunities are being reflected in the national strategies and regional strategies. These main goals of the EU were of course reflected even in the priorities of the financial support via the EU funds in the programming period 2007-2013. In the national and regional strategic documents the individual specifics are being reflected and further described.

At the national level it is necessary to invest more into R&D with the help of the private sector. This is pivotal not just at the EU level but also at the national level of the individual member states. There is a lack of graduates of technical branches and branches concerning natural science. It is necessary to increase the number of university graduates in these branches. It can be seen that it is crucial to design cooperation between schools and the private sector. The private sector should participate on the forming of the graduates of technical branches and by that to balance the supply and demand. The education has to go hand-in hand with the needs on the labour market. It must not forget about the disadvantaged persons, for instance disabled persons, or persons after the maternity leave, or persons that were not economically active for a long time. It is necessary to reduce the number of school drop-outs. It is also pivotal to increase the knowledge of people in the area of information and communication

technologies. The area of further education is significant concerning competitiveness. In the Czech Republic however there is no legal framework that could support the economically active people in this intention. Another problem is the missing uniform evaluation of the accessible information and the unclear offer of this segment. In the whole Czech Republic the concept of education is unclear. There is a growth in the number of children of the pre-school and school age. There can be seen growth of the demands on the living standards connected to the growth of education. Increasing the needs of the non-formal education due to aging and more free time. There is growth in the need of training.

In the Central Moravian region there is an insufficient amount of schools and educational institutions and teachers as well. There is a growth of interest for pre-school establishments due to late parenthood. The Olomouc region has a fairly strong potential in human resources. The region has quite a lot of free labour force having quite a wide range of training. There is a lack of qualified labour force mainly in the timber, textile and machine industry. One of the ideas is student internships in the local companies and the participation of the deputies of local companies on secondary education. Another priority is the establishment of an information system that would concentrate the offer and demand for the possibilities of education. Emphasis will be put on concentrating the offer of external educational programmes on colleges and universities, night educational courses and programmes. Further on the development of public libraries as centres of lifelong learning will be supported. The research part of the support of further training will be the education of teachers and school principals. Teachers and school principals are the key actors concerning the quality of education. Another plan is to implement special courses that would introduce into the problematics of self-employment. Another idea is to increase the awareness of the public about services and possibilities of help from the side of the labour offices, cities and non-profit organisations and other subjects on the labour market. Another activity is the support of graduate internships. The long-term effort of the Olomouc region is to create a stable network of secondary schools. In the effort to satisfy the needs of the labour market the Olomouc region implements a scholarship programme, in which it supports students of those branches that are insufficiently represented on the labour market. The Olomouc region tries to motivate pupils by a contest called the talent of the Olomouc region.

For the Zlín region the most important is the processing industry (processing of metal, metallurgy, electronics, rubber, plastics, food-processing and machinery).

The whole Czech Republic has a problem with an inefficient application of the knowledge gained in the academic sphere and put into practice and the protection of intellectual property. The Czech Republic is behind the EU concerning the spending from the public resources to the GDP. In the Zlín region the spending on education is covered by 80 % from the public resources, mainly from the state budget, and 20 % comes from the owners of private schools. The Zlín region and the whole Czech Republic will rely on greater participation of the private sector. The plan is to widen the school establishments founded by the business sphere. Another plan is to introduce special scholarships, that the companies would pay for their future (or current) employees. Another important issue is the cooperation between the Tomas Bata University in the Zlín region and the Palacky University in the Olomouc region. It is necessary to modernize the school infrastructure including equipping schools with modern teaching aids.

7. European funds

Funds of the European Union are the main tool for implementing European policies. The financial means is distributed among the individual states and regions to help decrease economic and social differences.

Structural and investment funds:

- European regional development fund (ERDF)
This fund is focused on the modernisation and growth of the economy. It supports mainly investments into infrastructure, for example the building of roads, railways, ecological buildings, the renewal of sport and cultural buildings, investments into the health-care and state administration.

- European social fund (ESF)
This fund supports the area of employment and the development of human resources. Non-financial projects are being financed such as the requalification of the unemployed, projects for people disabled in any way, innovative educational programmes for employees, the development of educational programmes.

- The cohesion fund (CF)
It does not support regions like the structural funds, but the development of less advanced countries. Huge investment projects into transport, environment and energetics are being supported.
- The European agricultural fund for rural development (EAFRD)
It supports the development of rural areas. It belongs to the common agricultural policy of the EU. It improves the competitiveness of the agriculture and the standard of living in rural areas.
- European maritime and fisheries fund (EMFF)
It supports the maritime and inland fishing. It belongs to the common fisheries policy of the EU.

Other funds:

- The European Union Solidarity Fund (EUSF)
States can ask for a quick financial help during a huge natural catastrophe.
- European Globalisation Adjustment Fund (EGF)
States can ask for help for employees, who were made redundant due to globalisation, or the displacement of the company outside the EU.

In the period 2000-2006 at the pre-accession help the Czech Republic was granted €1,6 billion.⁵⁷ The drawing was very successful. The reason for this was that the Czech Republic had just five operational programmes (four sectional, one regional). The Czech Republic received in the period 2007-2013 €26 billion out of the structural funds. Counted per capita, the Czech Republic had the highest number. However, the drawing was problematic. The main reason was that the Czech Republic had 24 operational programmes and 18 control organs. This amount was repeatedly criticized even by the European Commission.

7.1 Regional policies for the programming period 2007-2013

In the programming period 2007-2013 the regional policy has three goals. In this period €347 billion was allocated out of the structural funds and the cohesion fund.

1. Convergence objective

⁵⁷ CNB, rate used is 27,44 CZK/€, average rate for April 2015, <http://www.cnb.cz/en/index.html>

The support of the economic and social development of regions NUTS II with the GDP per capita lower than 75 % of the EU average. Countries with the GNI (Gross national income) lower than 90 % can also participate.

The objective is financed out of the ERDF, ESF and the cohesion fund. In the Czech Republic all the regions apart from Prague are eligible to draw the financial help from this objective.

2. Regional competitiveness and employment objective

The support of the NUTS II regions that do not fulfil the conditions for the Convergence goal. It is financed out of the ERDF and the ESF. In the Czech Republic only Prague is eligible for this help.

3. The European regional cooperation objective

The support of the cross-border cooperation of the NUTS III regions along the land border and the sea border within 150 km distance. It is financed out of the ERDF.

Table 7: Table of the division of the EU funds among the goals of the regional policy 2007-2013

Goal	The whole EU		Czech Republic	
	billion €	%	billion €	%
Competitiveness	283,32	81,5	25,88	97
Regional competitiveness and employment	54,96	16,0	0,42	1,55
European regional cooperation	8,72	2,5	0,40	1,45
Altogether	347	100	26,70	100

Source: www.strukturalni-fondy.cz, own elaboration

Table 8: A comparison of the whole EU budget, the financial Framework for the period 2014-2020

The areas of financing	Expenditure	
	billion €	%
1a Competitiveness for growth and employment	126	13
1b Economic, social and territorial coherence	325	34
2. Sustainability: natural resources	373	39
3. Safety and citizenship	16	2
4. Global Europe	59	6
5. Administration	61	6
Altogether	960	100

Source: www.euroskop.cz/8879/sekce/vydaje-rozpoctu-eu, own elaboration

Priorities for the period 2014-2020 are influenced by the economic crisis. More emphasis is therefore put on increasing the competitiveness of the economy, the economic growth and unemployment. Higher means will therefore be put into education, research, innovations, energetics and transport. Compared to the period 2007-2013 this area was increased by €35 billion to €126 billion. Also thanks to the new project called Support of the youth employment. On the other hand, for the regional policy, that is the economic, social and territorial cohesion the amount of €325 billion was allocated. This amount is lower by €30 billion compared to the previous period.

7.2 The strategy of the human resources development for the Czech Republic – February 2003

We find ourselves in an information and knowledge society, the international competition is getting larger in the globalised economy. The demographic situation is getting worse in the Czech Republic and in the whole Europe. This brings demands on the education and the development of human resources – new knowledge, skills and increased flexibility.

The strategy of human resources development has three priorities:

- 1) Lifelong learning as a common entity
- 2) The preparation of the human resources on the information and knowledge society in the global world
- 3) The enhancement of the competitiveness of the Czech economy
- 4) To enhance the employability of the labour force and by that the employment
- 5) To improve the use of resources and means for education and human resources development

Lifelong learning as a common thing is one of the main goals of this strategy. It represents a significant conceptual change in the approach towards education. All

the possibilities of learning, meaning at traditional educational institutions or outside these institutions are understood as a connected unit that enables the passages between education, job and obtaining qualification during the whole life.

At the regional level the strategic management of the human resources development is one of the most important parts of the strategic management of the development of a region. It strongly influences the employment in the region, standard of living and competitiveness. The human capital of the region is considered as its most important source. To achieve these goals the structural funds of the EU, especially the ESF serve this.

7.3 European social fund

The ESF is used via investments into human capital. It invests into the employees, young people and those who are searching for a job. It is the main tool for the support of employment. Yearly it finances projects for more than €10 billion and by that it improves the search for jobs for millions of Europeans and mostly to those that have to combat obstacles in finding a job. The Czech Republic was allocated €3,8 billion out of this fund for the programming period 2007-2013.

The goals of the ESF:

- To help the unemployed people in their entrance to the labour market
- Lifelong learning
- The development of qualified and adaptable labour force
- The improvement of the access of women on the labour market
- Social inclusiveness, to help the disadvantaged on the labour market
- Fight against all forms of discrimination on the labour market

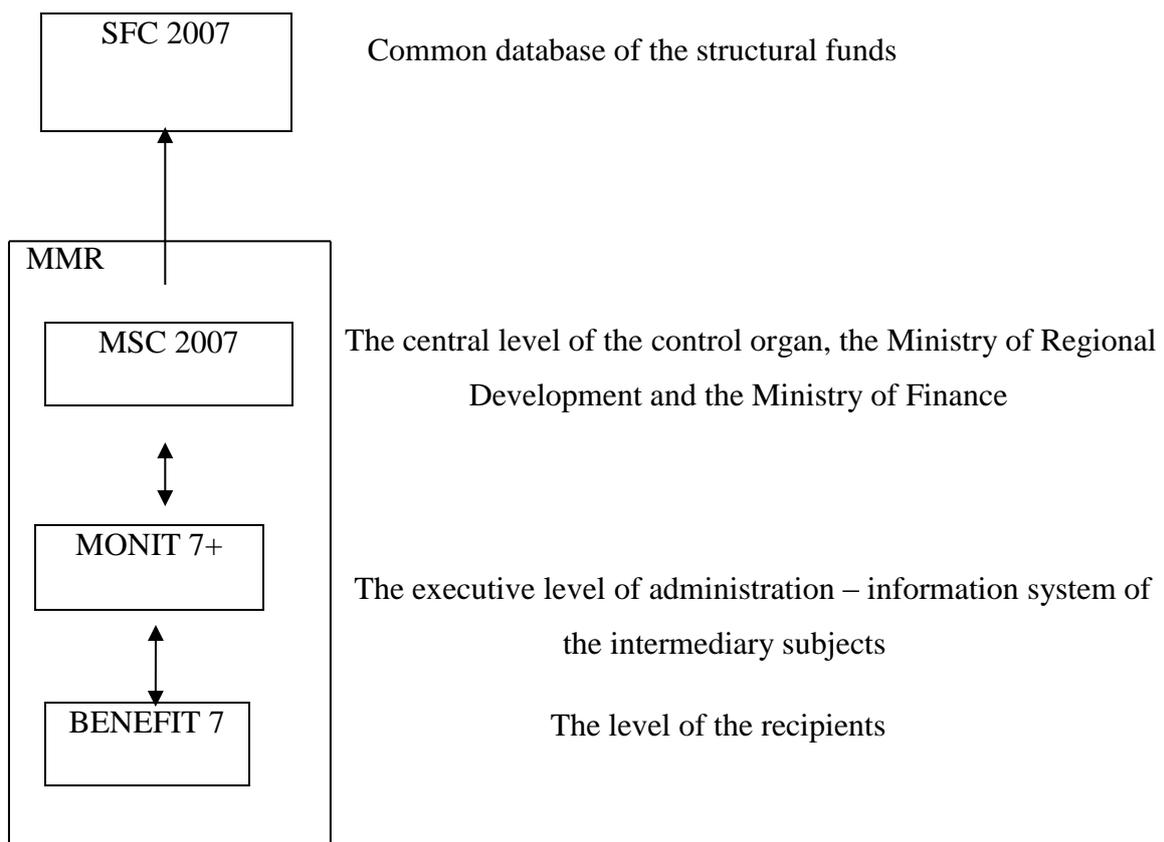
Projects of non-investment character are being supported out of the ESF. The ESF finances tens of thousands of projects from local, to regional and national level. The projects comprise a wide range as far as character, size and goals are concerned and they focus on a wide range of target groups. The projects can be implemented not just by state institutions, but also by private enterprises or by charity organisations.

The individual states establish operational programmes for the drawing of the EU funds. The Czech Republic has the following programmes for the period 2007-2013:

- 1) Human resources and employment Operational programme (HR&E OP)
- 2) Education for competitiveness Operational programme (EC OP)
- 3) Prague Adaptability Operational programme (PA OP)

The Ministry of Labour and Social Affairs is in charge of managing the help from the ESF in the Czech Republic. The ministries are mostly responsible for the individual operational programmes.⁵⁸

Figure 2: The level of the monitoring system of the structural funds and the cohesion fund



Source: own elaboration

⁵⁸ European Social Fund, <http://www.esfcr.eu/european-social-fund-in-the-czech-republic> (accessed February 15, 2015)

The fluency of the drawing of the financial means from the structural funds and the cohesion fund is secured by the rule $n+3 / n+2$. That means that the allocation of the support on the n -year has to be drawn in the following three years (for the allocation on the years 2008, 2009, 2010) or in the following two years (for the allocation on the years 2011, 2012). Therefore if the means are not drawn according to this rule, it will lead to an automatic end of the commitment.

Table 9: The stadium of the drawing from the structural funds and the cohesion fund

	The whole allocation for 2007-2013	Projects with the given decision/ signed treaty			Means that were paid to the recipients	
	mil €	The amount of projects	mil €	Share from the allocated means %	mil €	Share from the allocated means %
European social fund	3 493	16 853	3 799	108	2 511	72
European regional development fund	13 133	30 783	13 388	102	8 898	68
Cohesion fund	8 261	9 806	7 139	86	5 071	61
NSRF	24 887	57 442	24 306	98	16 480	66

Source: MSC 2007, 5. 11. 2014, own elaboration

8. Operational programmes

In order to draw the financial means from the funds of the European Union, the individual member states create operational programmes.

For the programming period 2007-2013 the Czech Republic can obtain €26,69 billion from different EU funds via 26 operational programmes.

These operational programmes have 3 objectives:

- A) Convergence objective
- B) Regional competitiveness and employment objective
- C) Territorial cooperation objective

A) This objective consists out of thematic OPs and the Czech Republic can draw €21,271 billion:

- Enterprise and innovation OP
- Transport OP
- Environment OP
- Human resources and Employment OP
- Education for competitiveness OP
- Research and development for innovation OP
- Integrated OP
- Technical assistance OP

Regional OP for individual NUTS II, the Czech Republic can draw €4,66 billion:

- ROP Jihovýchod
- ROP Jihozápad
- ROP Moravskoslezsko
- ROP Severovýchod
- ROP Severozápad
- ROP Střední Čechy
- ROP Střední Morava

B) For the convergence objective Prague is not eligible as the only region of cohesion NUTS II in the Czech Republic. From this rule the Transport OP and the Environment OP are exceptions.

For Prague, two OPs have been created, with the possibility to draw €0,42 billion.

- Prague Competitiveness OP
- Prague Adaptability OP

C) Programmes of EU Regional cooperation, the Czech Republic can draw €0,39 billion:

- Cross-border cooperation the Czech Republic – Bavaria OP
- Cross-border cooperation the Czech Republic – Poland OP
- Cross-border cooperation the Czech Republic – Austria OP
- Cross-border cooperation the Czech Republic – Saxony OP
- Cross-border cooperation the Czech Republic – Slovakia OP
- International cooperation OP
- Supranational cooperation OP
- EPSON 2013 OP
- INTERACT II OP

Table 10: Drawing of the individual operational programmes

Operational programme	Allocation 2007-2013	Projects with given decision/signed treaty			Means paid to the recipients	
	mil €	Number of projects	mil €	Share from the allocation %	mil €	Share from the allocation %
Transport OP	5 497	221	5 252	96	4 058	74
Environment OP	4 468	13 501	3 710	83	2 477	55
Enterprise and innovation OP	2 965	11 788	3 389	114	2 153	73
Human resources and employment OP	1 803	5 357	2 020	112	1 306	72
Research and development for innovation OP	2 010	192	1 831	91	965	48
Integrated OP	1 551	8 322	1 423	92	871	56
Education for competitiveness OP	1 581	10 575	1 657	105	1 129	71
Technical assistance OP	148	330	151	102	95	64
ROP Severozápad	719	421	623	87	483	67
ROP Moravskoslezsko	714	875	676	95	471	66
ROP Jihovýchod	681	873	755	111	472	69
ROP Střední Morava	638	1 128	632	99	449	70
ROP Severovýchod	631	676	595	95	478	76
ROP Jihozápad	601	975	640	107	432	72
ROP Střední Čechy	542	973	612	113	397	73
Prague Competitiveness OP	230	314	236	102	166	72
Prague Adaptability OP	109	921	102	95	76	69

Source: IS MSC 2007, 5. 11. 2014, own elaboration

The basic document according to which the drawing in the individual operational programmes proceeds is the Programme document of the operational programme. This document is being elaborated by the government of the concrete country and submitted to the European Commission for approval. The document contains the strategy of the OP and the goals which the OP should watch over as well as the description of the priority axes. The financial framework for the whole programming period is being planned on the individual years.

The most important chapter is the implementation of the OP:

- Management of the programme

According to the rule of the European Council number 1083/2006 from the 11. 7. 2006, every OP will be decided by:

a) Managing authority

b) Certifying authority

c) Audit authority, the same organ can be for more OPs

- Monitoring

It is necessary to watch the effectiveness of the implementation of the individual OPs on the basis of the financial indicators and the monitoring indicators. This will be secured by the control organ and the monitoring committee. The control organ is also responsible for the preparation of the annual reports and the final report.

- The Evaluation of the programme

It is a process of analysing the disposal of the public means. The evaluation analyses for the functioning of the whole system and its proposed changes to programmes and policies.

- Financial flows and supervision

It describes the methodology of the financial flows and the supervision of the structural funds and the cohesion fund for the period 2007-2013. The analysis is being elaborated by the ministry of finance.⁵⁹

⁵⁹ Ministry Of Regional Development CZ, European structural and investment funds, <http://www.strukturalni-fondy.cz/en/Fondy-EU/Programove-obdobi-2007-2013/Programy-2007-2013>, (accessed February 15, 2015)

Table 11: Operational programmes that solve the questions of human resources development

EC OP	Initial education, tertiary education, research and development, further education
HR&E OP	Adaptability, Active policy on the labour market
R&DI OP	Enforcing the capacities of universities for tertiary education
E&I OP	Services for the development of entrepreneurship
ROP SM	Integrated development and the renewal of the region

Source: own elaboration

The education for competitiveness OP directly solves the questions connected to the development of the potential of the population via education. This problematic is partially being solved by another OP for example the Human resources and employment OP (HR&E OP). Investments into human resources via these two OPs are interconnected to further OPs such as Research and development for innovation OP (R&DI OP) and Enterprise and innovation OP (E&I OP). These further OPs are financed out of the European regional development fund (ERDF) and they create suitable capacities for the development of human resources. All of these OPs have their activities in the whole territory of the Czech Republic and via individual supported projects they operate in the regions. Operational programmes that have their activity only in the cohesion regions NUTS II are the regional operational programmes. In the case of Central Moravian region it is the ROP Střední Morava.

The division of the financial help to individual operational programmes is given by the priorities of the governmental politics of the Czech Republic. Handicaps such as insufficient transport infrastructure and devastated environment can be seen here as well as a burden before the year 1989. That is why most of the financial means goes on the Transport operational programme (€5,5 billion) and the Environment operational programme (€4,47 billion). Smaller amount goes to Enterprise and innovation OP (€2,96 billion). For the human resources development, employment and education €1,8 billion is allocated in the Human resources and employment OP and in the Education for competitiveness OP it is €1,58 billion. In the Research and development for innovation OP €2 billion is being allocated. For the 7 regional operational programmes the amount allocated is from €542 million to €719 million. Only the regional operational programmes and the PA OP and the PC OP, are under the control of the regions and the regions can fully determine their priorities.

In the period 2004-2006 there has been just one OP for all the cohesion regions. This amount was criticized by the regions and they demanded 7 ROPs on the government and they won. This was in line with the partnership of the central government together with strong and efficient regions.⁶⁰

The total amount of 26 operational programmes is too much. There are a lot of control organs, it is unclear. For this the Czech Republic is being criticized by the EU. There are problems with the drawing of the financial means, it leads to the decrease of the allocation of the EU financial means. In the period 2004-2006 the Czech Republic had just 5 operational programmes and was the best among the other EU member states in the drawing.

8.1 Human resources and employment Operational programme

The European social fund (ESF) is the key financial tool for the implementation of the European strategy of employment. By entering the EU in 2004 the Czech Republic obtained the possibility to participate on receiving the means from the structural funds and the cohesion fund. The main goal of the ESF is to help the member countries in developing their employment, to decrease the unemployment, to support the social inclusiveness of persons and to support the labour market and human resources.

The operational programme significantly helps to increase the productivity of labour and to decrease the national, regional and local differences in the employment.

Human resources and employment operational programme (HR&E OP) specifies the priorities for the support of human resources development and employment out of the ESF for the period 2007-2013.

The global goal of the Human resources and employment operational programme is to increase the employment and employability of people in the Czech Republic in order to achieve the average level of development of the 15 most advanced EU countries. This goal secures the implementation of the strategic goals of the National strategic reference framework 2007-2013 “Open, flexible and coherent society” and “Competitive Czech economy.” The elaborated priority axes of this operational programme are in-line with

⁶⁰ Dan Marek, and Michael Baun. Česká republika a Evropská unie. Brno: Barristel & Principal, 2010, 91

the most important national strategies. The control organ of this programme is according to the government resolution the ministry of labour and social affairs.

Table 12: General level of unemployment according to the regions – 3rd quarter, 2006

Region	Altogether %	Men %	Women %
Ústecký	12,9	10,7	15,7
Moravskoslezský	11,3	9,5	13,5
Olomoucký	7,9	5,4	11,0
Královohradecký	5,8	4,6	7,6
Jihomoravský	8,0	6,6	9,8
Zlínský	7,0	4,7	9,9
Pardubický	5,7	3,8	8,1
Vysočina	5,1	3,9	6,8
Liberecký	7,8	6,6	9,4
Karlovarský	10,7	9,4	12,3
Plzeňský	4,7	3,7	6,0
Středočeský	4,5	3,4	6,0
Jihočeský	4,6	3,0	6,6
Prague	3,0	3,1	2,8
Czech Republic altogether	7,0	5,6	8,8

Source: MPSV, own elaboration

For increasing the employment and employability the qualification of the labour force that would correspond to the demands of the labour market is important.

The qualification structure of persons older than 15 years is characterised by a high share of persons with a secondary education and a lower share of persons with a basic or university education. The amount of university educated persons is much lower than in the EU.

Table 13: The qualification structure of the population in 2005

The level of education	Czech Republic altogether	Men	Women
Basic and without education	20	15	25
Vocational	38	45	31
Secondary	32	28	35
Tertiary	10	12	9

Source: ČSÚ, own elaboration

The employability of persons is restrained also for the disadvantaged persons. These are persons with a disability, young people within 25 years of age, graduates of universities without experience, persons older than 50 years, pregnant women and caring for a young child, and persons coming from socio-culturally disadvantaged environments. The specified priority axes and the areas of intervention for the Human resources and employment operational programme via the support of the individual projects should contribute to the abolition of these disadvantages and to increase the employability.

Table 14: The lifelong learning of persons from 25-64 that participated on education four weeks before the research (in %)

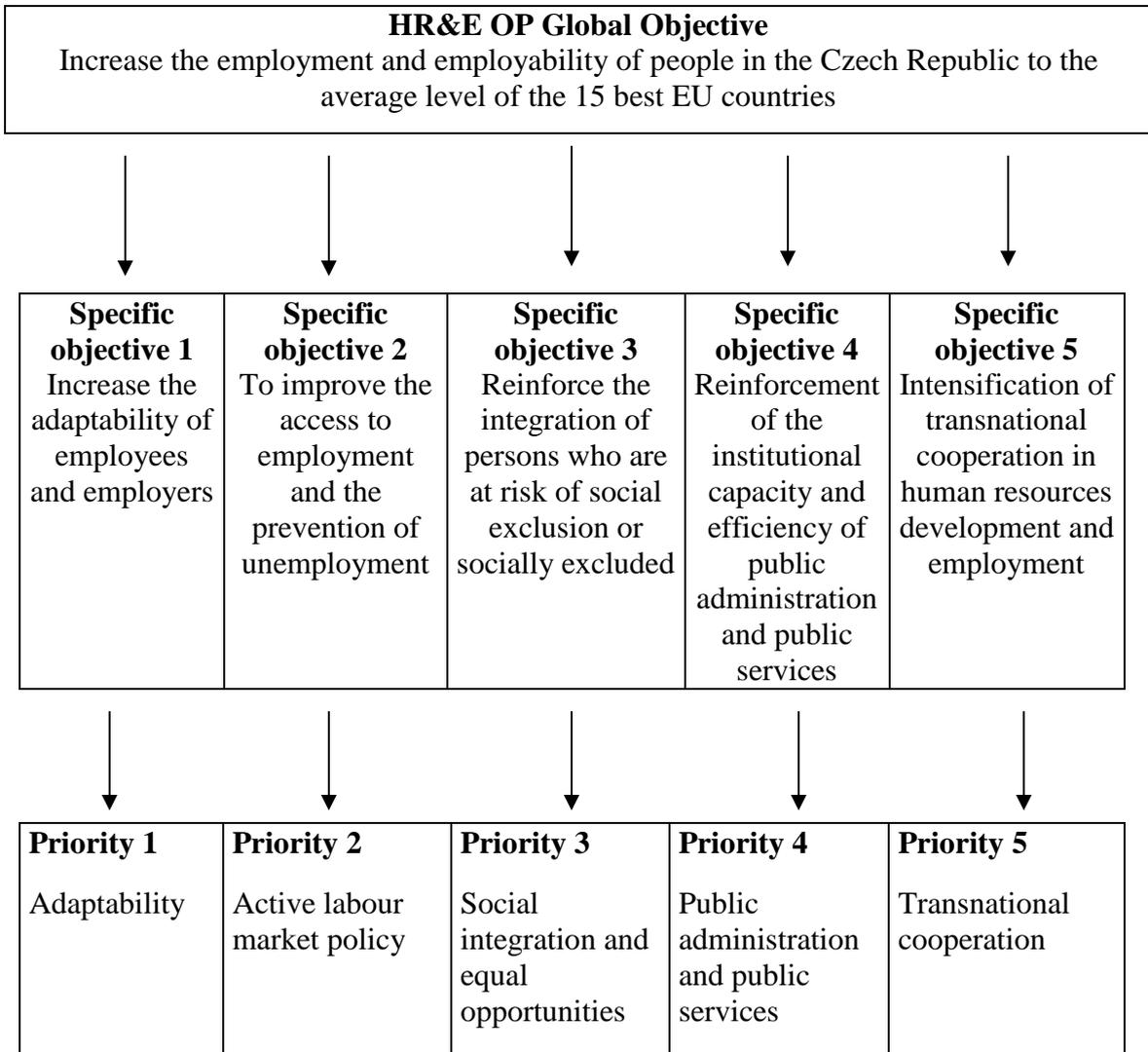
	2002	2003	2004	2005
EU (15)	8,5	9,9	11,1	11,9
the Czech Republic altogether	5,9	5,4	6,3	5,9
the Czech Republic men	6,1	5,1	6,0	5,5
the Czech Republic women	5,7	5,7	6,5	6,4

Source: Eurostat, own elaboration

Goals of the Human resources and employment operational programme

The global goal of the Human resources and employment operational programme for the period 2007-2013 is to increase employment and employability of persons in the Czech Republic on the level of the average of the 15 most advanced EU countries.

Figure 3: Scheme of the objectives of the HR&EOP



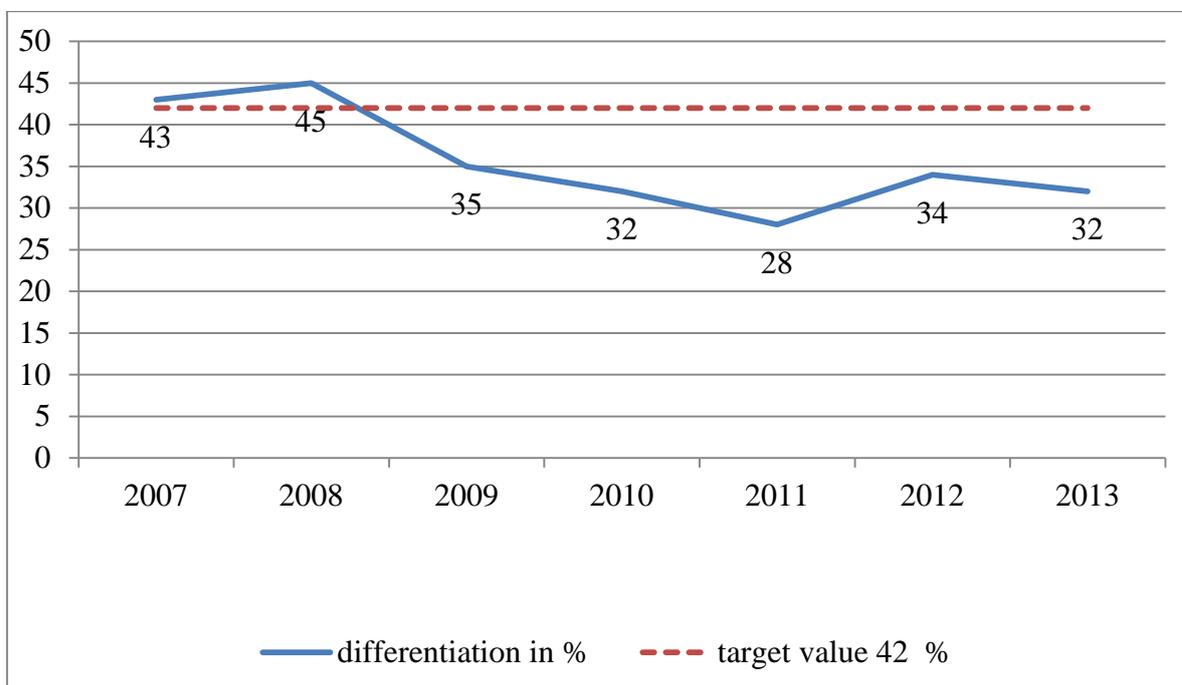
Source: own elaboration

Human resources and employment operational programme concerns three Lisbon indicators:

- The differentiation of the regional level of unemployment
- Long-term unemployment
- GDP per capita in the purchasing power parity to the rate of the European average (this indicator is being watched but does not have a target value)

Too large disparities in the unemployment level between the regions NUTS II are not wanted. That is one of the principles of the cohesion policy.⁶¹

Graph: Differentiation in the regional level of unemployment



Source: MPSV, own elaboration

The Human resources and employment operational programme contains 6 priority axes that are further on divided on the areas of intervention. The whole budget represents the amount of €2 226 736 946 after the revision agreed by the European Commission on the 20. 11. 2014. Out of this €1 896 834 228 comes from the ESF and €329 902 718 from the national resources. The co-financing of the EU represents 85 % at the PO it is 95 %.

Table 15: Financial plan of the Human resources and employment operational programme according to the priority axes – cumulatively

Priority axis	Contribution of the EU €	Public means altogether €	Share on the whole allocation of the OP %
1	487 539 838	573 576 280	26
2	655 497 061	771 173 014	35
3	482 709 042	567 892 991	26
4	158 606 408	186 595 775	8

⁶¹ European Social Fund, Programme document of the HR&E OP, <http://www.esfcr.cz/file/4976/> (accessed March 12, 2015)

5	39 024 370	41 078 286	2
6	73 457 509	86 420 600	4
Altogether	1 896 834 228	2 226 736 946	100

Source: Revision of the Human resources and employment operational programme – document of the HR&E OP, September 2014, own elaboration

Priority axis 1 – Adaptability

Priority axis is focused on the support of investments into human resources from the side of the enterprises and organisations and on the development of knowledge and qualifications and on the support of modern systems of management.

Table 16: The fulfilment of important monitoring indicators PO 1

Name of the indicator	Value achieved	Target value	Share to the target value
The number of the supported projects of HR&E OP – PO 1	1 802	1 900	95 %
The number of supported persons - altogether	796 300	480 000	166 %
The number of successful graduates of the courses - altogether	1 353 657	700 000	193 %
The number of the newly established innovative products	16 336	8 000	204 %

Source: IS MSC 2007, 31. 12. 2014, own elaboration

Table 17: Drawing of the financial means (EU resources) PO1 – cumulatively

Area of intervention	Allocation	Means covered by a decision/treaty		Means paid to the recipients	
	€	€	%	€	%
1.1	471 537 099	517 478 421	110	346 314 551	73
1.2	16 002 739	13 350 426	83	9 512 882	59
PO 1	487 539 838	530 828 847	109	355 827 434	73

Source: MONIT 7+, IS MSC2007, 31. 12. 2014, own elaboration

In the area of intervention 1.1 the increase of the adaptability of the employees and the competitiveness of the enterprises, the projects that are mostly represented are those focused on the education of the employees, not just in the general skills but also in training. Projects on the creation of enterprise educational programmes including the preparation of entrepreneur teachers are supported less. On the other hand at the later calls in the framework of the global grant EDUCA there can be seen a deflection from the external trainers. The number of internal education projects has risen (transmission of experience from experienced colleagues).

The area of intervention 1.2 is about further training of the employees. Also it is about the work advisory in the searching for a new job for the employees made redundant due to restructuring. The goals of the 1.2 priority are being fulfilled sufficiently.

Even bearing in mind the results in the PO 1 the evaluation unit recommended the setting of the Employability operational programme on the next programming period focused on the adaptability of the labour force and the competitiveness of enterprises. From the evaluation project:

- The area of education is a very important and sometimes forgotten area that has a huge influence on the stability and the competitiveness of enterprises
- Long-term problem is an insufficient amount of employees and graduates in the technical field, the graduates have got only limited practical knowledge
- Bad cooperation of the professional education and the business sector
- The building of the system of qualifications and re-qualifications is still not finished and connected to the National system of jobs.

This knowledge will be further used by the Ministry of labour and social affairs in the way that the setting of the Employment OP that will substitute in the programming period 2014-2020 the Human resources and employment OP will be focused as much as possible on the needs of the practical life and to lead to an effective spending of the financial means of the EU.

Priority axis 2 – Active labour market policies

The priority axis is focused on the improvement of the access to employment, integration of the disadvantaged persons and the support of the educational institutions on the labour market.

Table 18: Fulfilling of the important monitoring indicators PO2

The name of the indicator	Value achieved	Target value	Share to the target value
The amount of the supported projects HR&E – PO2	361	800	45 %
The number of newly established job vacancies – altogether	55 860	52 000	107 %
The number of newly established job vacancies - women	24 332	22 500	108 %
The amount of supported persons – altogether	413 052	520 000	79 %
The amount of successful graduates of the courses - altogether	265 894	415 000	64 %

Source: IS MSC2007, 31. 12. 2014, own elaboration

Table 19: Drawing of the EU funds (EU SOURCE) PO2 – cumulatively

Area of intervention	Allocation	Means covered by a decision/treaty		Means paid to the recipients	
	€	€	%	€	%
2.1	597 376 461	804 889 325	135	501 962 008	84
2.2	58 120 600	97 793 331	168	40 504 709	70
PO 2	655 497 061	902 682 656	138	542 466 717	83

Source: IS MSC2007, 31. 12. 2014, own elaboration

The area of intervention 2.1 contains national individual projects, regional individual projects and also grant projects. The projects that received the largest amount of financial means were the projects “Educate yourselves for growth” and “Special internships for young people within 30 years of age.” These projects were implemented by the regional offices of the employment office of the Czech Republic.

The area of intervention 2.2 – The modernisation of institutions and the implementation of the system of quality of the service of employment. From the call number 13 in 2008 there were 80 projects with budgets of €84,5 million. The call number 70 in 2010 had a financial allocation of €119,6 million from these 14 projects “Special internships for young people within 30 years of age” with the allocation of €62,8 million. This project was very successful from the side of the job applicants and from the side of the employers. To the 31. 12. 2014 the total amount of 11 771 young applicants were interested and 9 608 companies offered to the employment office of the Czech Republic 13 267 jobs. Altogether 6 897 applicants were placed.

The priority axis 3 – Social integration and equal opportunities

The global goal of this priority axis is strengthening the integration of persons threatened by social exclusion or socially excluded. Part of these projects focuses on the education of these persons and on the creation of educational programmes.

The priority axis 4 – Public administration and public services

This support is focused on the modernisation of the public administration including human resources development in the form of education.

The priority axis 5 – Transnational cooperation

This priority axis is focused on the support of transnational cooperation during human resources development.

Priority axis 6 – Technical assistance

It is focused on the assistance during the implementation, monitoring and evaluation of this operational programme.⁶²

⁶² European Social Fund, Annual report HR&E OP, <http://www.esfcr.cz/07-13/oplzz/dokumenty-1>, (accessed March 12, 2015)

Table 20: Drawing of the financial means of the HR&E OP (EU resources) - cumulatively

Priority axis	Allocation	Means covered by decision/treaty		Means paid to the recipients	
	€	€	%	€	%
1	487 539 838	530 828 847	109	355 827 434	73
2	655 497 061	902 682 656	128	542 466 717	83
3	482 709 042	465 346 742	96	354 963 545	74
4	158 606 408	184 547 279	116	85 191 987	54
5	39 024 370	40 212 658	103	28 247 734	72
6	73 454 509	69 329 853	94	43 052 688	59
Altogether	1 896 834 228	2 192 948 035	116	1 409 750 104	74

Source: IS MSC2007, 31. 12. 2014, own elaboration

Table 21: Monitoring indicators of the HR&E OP that are being fulfilled by the recipients of the individual projects

Name of the indicator	Value achieved	Target value	Share of fulfilling regarding the target value %
The amount of supported persons – altogether	1 908 373	1 348 000	142
The amount of successful graduates of the courses – altogether	2 248 360	1 378 000	163
The amount of newly established job vacancies - altogether	60 386	54 000	112
The amount of newly established job vacancies - women	26 851	23 500	114

Source: IS MSC2007, 31. 12. 2014, own elaboration

Table 22: General level of unemployment according to the regions, 3rd quarter, 2014

Region	Altogether %	Men %	Women %
Ústecký	7,3	6,1	8,9
Moravskoslezský	8,3	6,7	10,3
Olomoucký	7,3	6,0	8,9
Královohradecký	6,0	4,9	7,3
Jihomoravský	5,9	5,4	6,5
Zlínský	5,8	4,3	7,7
Pardubický	6,4	5,0	8,1
Vysočina	5,2	3,6	7,4
Liberecký	6,7	4,9	9,0

Karlovarský	9,5	7,2	12,3
Plzeňský	5,3	3,7	7,3
Středočeský	5,5	4,5	6,7
Jihočeský	5,7	3,8	8,0
Praha	2,0	2,0	1,9
CR altogether	5,9	4,8	7,3

Source: ČSÚ, own elaboration

During the comparison of the levels of general unemployment from the beginning of the programming period meaning the 3rd quarter of 2006 until now at the end of the period meaning the 3rd quarter of 2014 there can be seen the fulfilment of the global goal of decreasing the unemployment: in the Czech Republic by 3 %, in NUTS II – in the Zlín region by 3,5 % and in the Olomouc region by 3,3 %.

Table 23: The level of unemployment of persons from 15-64 years

Figure number	2007	2008	2009	2010	2011	2012	2013	2014
Level of employment	66,10	66,60	65,40	65,00	65,70	66,50	67,70	69,60
Men	74,80	75,40	73,80	73,50	74,00	74,30	75,70	77,30
Women	57,30	57,60	56,70	56,30	57,20	58,00	59,60	61,70

Source: IS MSC2007, 31. 12. 2014, own elaboration

It is obvious that the level of employment of persons from 15-64 years increased since the year 2007 by 3,5 % in spite of the global economic crisis of the past years. The general principle of the EU strategy “Creating more and improved job vacancies” is being fulfilled.

Table 24: The participation of the employed in further education (25-64 years)

year	2007	2008	2009	2010	2011	2012	2013	2014	Target value 2015
%	5,7	7,8	6,8	7,5	9,5	8,9	8,0	9,7	10,0

Source: ČSÚ, Eurostat, 31. 12. 2014, own elaboration

From the evaluation of the tables can be seen that in 2005 in the EU 15 countries, twice as much as people are involved into lifelong learning. After 7 years of financial

help from the HR&E OP in 2014 this monitoring indicator almost achieved the target value of 10 %.

But this has not always been the case. The study of 130 regions of the EU states for the period 1999-2007 for the European central bank published in the year 2011 by Philip Mohl and Tobias Hagen shows, that there is no obvious proof that the financial help coming from the EU supports employment. The positive impact is in the regions with a high share of highly- qualified inhabitants. The impact in the regions with a high share of low-qualified inhabitants is being negative.⁶³

The main goal of the HR&E OP was to increase the employment and employability of the people in the Czech Republic, which proved to be a success. Equal opportunities serve as the main horizontal objective, then there is gender problematics, low employment of women in the Czech Republic compared to the EU and high unemployment of women compared to men in the Czech Republic.

There is a positive effect of the HR&E OP on the regional disparities in the level of unemployment. Unfortunately the horizontal goal “increasing the equality of women and men” is being fulfilled very slowly.

The enhancement of competitiveness of the companies after receiving the support from the area of intervention „ Increase in the adaptability of the employees and the competitiveness of enterprises“ is being evaluated in the following years by the growth of profit of the enterprises with the support and without it on a higher portion of enterprises. From the evaluation study of the company IREAS centrum, Ltd., Praha it was proven that there is a positive influence on the competitiveness of the companies in a way of the growth of profit or by increasing the number of job opportunities.⁶⁴ The biggest benefit was seen at companies from the training in technical skills, for instance the service of CNC machines in the form of requalification or increasing the qualification. On the other hand it was proven that training from the “soft” skills does not bring that much use to the companies.

⁶³ Philip Mohl, and Tobias Hagen, Do EU structural funds promote regional development? European central Bank, 2011, 25-26

⁶⁴ Annual report EC OP 2014, https://forum.esfcr.cz/node/24/pracovni-skupina-pro-evaluace-esf/library/thread/2354/vystup_2/, (accessed February 2, 201)

8.2 Education for competitiveness Operational programme

The policy of the economic and social cohesion of the EU puts a great emphasis on strengthening competitiveness of the EU countries and on the close connection with the goals of the Lisbon Strategy.

The European and thus even the Czech society has to cope with the conditions of the global economy and the demands on skills and flexibility of every individual. Global competition and the dynamic labour market force every individual to educate oneself throughout the whole life. Not reacting to these new conditions would mean problems in the employment of the labour force and the competitiveness of the Czech Republic.

The educational system as a whole has to enhance the educational level of the population not regarding their social conditions and different skills. The educational institutions have to become modern centres of lifelong learning.

Regarding the things mentioned above, the Czech Republic prepared for the period 2007-2013 an independent operational programme, the Education for competitiveness Operational programme (EC OP). This operational programme defines the focus and the amount of support in the area of the development of human resources. The emphasis is put on the complex system of lifelong learning and the creation of a suitable environment for research, development and innovative activities.

In the framework initial education the programme is focused on increasing the quality in education.

In the area of tertiary education the activities are focused on the creation of a system for providing further education, connecting the system of initial and further education and the establishment of a complex system of lifelong learning.

EC OP is established as a nation-wide OP. It contains all the basic documents setting the priorities in the area of economic policy and social coherence on the European and national level.

The main national document is the Czech Republic National strategic reference framework 2007-2013 setting the priority axes and specific goals. In the area of human resources development it is the Human Resources Development Strategy Implementation Programme.

For the Convergence objective €1,811 billion is being allocated in the period 2007-2013 meaning 7 % of the structural funds devoted to the Czech Republic.

The Czech Republic still does not have a framework for further education. The participation of the adult population of 25-64 years is therefore only half of the number of advanced Europe. According to the Lisbon Strategy, the participation of adults on further education should achieve at least 12,5 % in 2010. The activity that contributed the most to further education was the training of employees. According to the evaluation from 2005 the Czech Republic has very bad figures in Europe, which threatens the competitiveness of the companies.

Strategies of EC OP

The Lisbon strategy sets the goal to turn the EU countries into the most dynamic and competitive unit in the world. In the framework of this goal the area “Investing more into human capital by means of improved education and skills acquisition” mainly of young people focused on knowledge-based economy was specified. EU also puts emphasis on lifelong learning and its connection to the labour market. EC OP will adapt further education to the needs of the middle and older generation.

Global and specific objectives of the EC OP 2007-2013

The global goal is the development of educational society in order to strengthen competitiveness of the Czech Republic via all forms of education and their interconnection into the system of lifelong learning.

The specific goals are:

- The development and improvement of the initial education
- Innovations in the area of tertiary education with the interconnection with research
- Strengthening the adaptability and flexibility of human resources by supporting further education
- Creating a system of lifelong learning

Horizontal themes

Both the EC OP and the HR&E OP respect the principle of equal opportunities.

Accepted will be those projects that do not discriminate target groups concerning sex, racial and ethnic origin, health handicap, age, religion, sexual orientation and socio-economic environment. The principles of sustainable development will be put through via environmental education and raising towards using environmentally friendly technologies.

This OP will be managed by the ministry of education, youth and sports and also by the ministry of regional development.

The EC OP contains five priority axes that are further divided into individual areas of intervention. This OP is made as a more-than-one goal programme. The axes 4a and 4b are focused on the creation of a systemic framework of lifelong learning.

The framework is implemented via systemic projects at the national level that go through the initial, tertiary and further education.

Table 25: Financial plan of the EC OP according to the priority axes – cumulatively

Priority axis	Contribution of the EU in €	Public means altogether in €	The share on the whole allocation of the OP in %
1	692 405 387	814 594 573	41,67
2	624 635 366	734 865 137	37,60
3	167 433 864	196 981 017	10,8
4	106 128 386	124 856 924	6,39
5	70 872 526	83 379 442	4,26
Altogether	1 661 475 529	1 954 677 093	100

Source: IS MSC2007, own elaboration

Recipients of the help

At the EC OP the recipients of the financial help from the EU funds in the total amount of €1,66 billion can be the organs of the state administration, regions, cities, schools, vocational organisations, organisations providing education, or health-care facilities.⁶⁵

Priority axis 1

1.1 Improving quality in education

1.2 Equal opportunities for children and pupils

⁶⁵Ministry of Education, Youth and Sports, Programme Document of the EC OP, <http://www.msmt.cz/file/3142?highlightWords=Opera%C4%8Dn%C3%AD+program+vzd%C4%9B%C3%A1v%C3%A1n%C3%AD+pro+konkurenceschopnost>, (accessed March 27, 2015)

1.3 Further education of employees of schools

1.4 The improvement of the conditions for education at elementary schools

1.5 The improvement of the conditions for education at secondary schools

Table 26: The drawing of the financial means of PO 1 (Priority axis 1) (EU + national resources) – cumulatively

Area of intervention	Allocations	Means covered by a decision/treaty		Means paid to the recipients	
	€	€	%	€	%
1.1	313 602 816	366 885 978	117,0	251 934 682	80,3
1.2	111 052 032	124 576 202	110,2	101 772 597	90,0
1.3	175 071 001	186 803 465	106,7	95 355 554	54,5
1.4	160 151 406	163 342 559	102,0	160 350 894	100,1
1.5	53 717 318	51 953 230	98,6	51 758 828	98,2
PO 1	814 594 573	893 561 434	109,7	661 172 556	81,2

Source: IS MSC2007, 31. 12. 2014, own elaboration

In the priority axis 1 the elementary education is the component that is supported the most by more than 60 % of financial means. Secondary education is supported by approximately 24 % and further education of teachers is supported by 16 %.

According to the annual report “All the implemented projects contribute to fulfilling the basic goal of the axis, which is the development and improvement of the initial education.”

The teachers are being supported as well by a fairly big amount in further education, by which long-term sustainability of the projects is secured.

By the support of the area 1.2 equal opportunities for children and pupils the criteria of the horizontal theme are being fulfilled.

Priority axis 2 – Tertiary education, research and development

This axis fulfils the modernisation of the tertiary education, attractiveness of tertiary professional schools and increasing the cooperation between the private and the public sector.

Areas of intervention:

2.1 Tertiary professional education

2.2 Higher education

2.3 Human resources in research and development

2.4 Partnerships and networks

Table 27: Drawing of the financial means of PO2 (EU + national resources) – cumulatively

Area of intervention	Allocations	Means covered by a decision/treaty		Means paid to the recipients	
	€	€	%	€	%
2.1	7 476 219	8 276 533	110,7	7 733 835	103,4
2.2	290 065 426	284 629 140	98,1	214 646 856	74,0
2.3	310 996 344	329 718 106	106,0	209 177 386	67,3
2.4	130 874 519	129 435 175	98,9	104 199 405	79,6
PO 2	739 412 507	752 058 954	101,7	535 757 482	72,5

Source: IS MSC2007, 31. 12. 2014, own elaboration

At PO 2 the most supported area is the Human resources in research and development by 43 % and Higher education by 40 % of the means of this OP. The area Partnerships and networks is supported by 17 % and the area of Tertiary professional education by 1 %.

The individual projects contribute to the fulfilment of the global goal to support flexibility and creativity of the graduates who would be useful in knowledge-based economy. By connecting the tertiary education with R&D the innovation process is being supported as a whole. The area of intervention Human resources in research and development supports the activities of lifelong learning. The projects focus on the establishment of first-rate teams of R&D, the enhancement of mobility between the research institutions, private and public sector, further education of employees in the area of R&D and also further training of the R&D employees.

Priority axis 3 – further Education

The goal is to increase the adaptability and flexibility of human resources as a basic factor in the competitiveness of the economy. This is done via the support of further education. Two areas of intervention are being formulated:

3.1 Individual further education

3.2 Support of further education supply

The recipients of this support can be the central organs of the state administration, organisations guided by these organs, regions, schools, employers, organisations providing education, cities and villages. The target group consists of participants from further education, teachers, employees of educational institutions, and citizens with residence in the Czech Republic.

Table 28: Drawing of the financial means PO 3 (EU + national resources) - cumulatively

Area of intervention	Allocations	Means covered by a decision/treaty		Means paid to the recipients	
	€	€	%	€	%
3.1	66 432 235	52 874 300	79,6	38 555 011	58,0
3.2	130 548 781	134 305 734	102,9	100 179 471	76,7
PO 3	190 981 016	187 180 034	95,0	138 734 482	70,4

Source: IS MSC2007, 31. 12. 2014, own elaboration

In the area of intervention 3.1 individual further education, 25 % is allocated to this area of intervention from the total amount of means set for the whole PO. The projects support the education of citizens in the area of general and special skills (language skills, IT, entrepreneurial skills).

In the area of intervention 3.2 Support of further education supply – the activities supported are the interconnection of further education with the initial education, the development of educational programmes for the education of adults at schools and further educational institutions, the methodological help during the implementation of modern educational technologies, the education of teachers and lecturers. On the support of further education supply 75 % of the financial means are allocated from the PO 3. The system of further education is very important for every individual. It is a way for the individual to improve his/her abilities that are being required at the dynamically changing labour market after the labour force.

The improvement of the access to further education is pivotal as well as widening the supply of further education. These areas of intervention are being interconnected at the systemic level with the area of intervention 4.1.

The priority axes 4a, 4b – System framework of lifelong learning

4a – Convergence objective

4b – Regional competitiveness and employment objective

Both of the priority axes have got an identical content, but due to the non-transmission of the financial allocations there has to be two of them, not just one.

The global goal of the priority axes is the establishment of a modern system of lifelong learning via the building and development of initial, tertiary and further education including the connection into one system.

In the priority axes 4a, 4b the area of intervention is being defined:

4.1 System framework of lifelong learning

The recipients of support are the central organs of the state administration, the organisational components of the state. The target groups are the pupils, students, participants of further education, employees of schools and schooling facilities, employees in R&D and institutions in the area of education.

Table 29: Drawing of the financial means PO 4a, 4b (EU + national resources) – cumulatively

PO	Allocations	Means covered by a decision/treaty		Means paid to the recipients	
	€	€	%	€	%
4a	116 537 491	138 673 446	119,0	107 375 416	92,1
4b	8 964 422	10 667 188	119,0	8 259 647	92,1
4	125 501 913	149 340 634	119,0	115 635 063	92,1

Source: IS MSC2007, 31. 12. 2014, own elaboration

In this priority axis projects at the national level are being implemented. The goal is to create a concept of systemic and institutional framework of further education and its connection with initial education in the way to create a coherent system of lifelong learning. An evaluation is being done in some of the projects even with regards to their utility in the programming period 2014-2020. Nowadays the utility of the results, the consequences and the sustainability of the projects are very important even after their implementation with regards to the fact that these are nation-wide projects in

the framework of the Czech Republic and they interfere into more than one department.⁶⁶

Table 30: Further education in Europe in % years 2014, 2006

	EU 28	CZ	AT	DE	CH	UK	DK	PL	SK
2014	10,7	9,3	14,2	7,9	31,7	15,8	31,7	4,0	3,0
2006	9,5	5,6	13,1	7,5	22,5	26,7	29,2	4,7	4,1

Source: Eurostat, own elaboration

Persons at the age from 25-64 that participated on a training or a course in the period of four weeks before the research.

The global goal of the EC OP 2007-2013 is the development of the educational society by connecting the initial, tertiary and further education into the complex system of lifelong learning.

From the table about the amount of persons participating in further education can be seen the growth of participants compared to the start of the programming period from 5,6 % in 2006 to 9,3 % in 2014. Despite these figures the Czech Republic is under the average of the EU 28 and compared to the most advanced countries the country is on 1/3 of their scale.

Table 31: Drawing of the financial means of the EC OP (EU resources) - cumulatively

PO	Allocations	Means covered by a decision/treaty		Means paid to the recipients	
	€	€	%	€	%
1	692 405 387	759 527 219	109,7	561 996 672	81,2
2	628 500 631	639 250 111	101,7	455 393 860	72,5
3	167 433 864	159 103 029	95,0	117 924 310	70,4
4	106 676 626	126 939 539	119,0	98 289 803	92,1
5	66 459 021	73 108 523	110,0	50 134 879	75,4
Altogether	1 661 475 529	1 757 928 420	105,8	1 283 739 524	77,3

Source: IS MSC2007, 31. 12. 2014, own elaboration

⁶⁶Ministry of Education, Youth and Sports, Annual Report, <http://www.op-vk.cz/cs/zadatel/zakladni-dokumenty/vyrocn-i-zpravy-op-vk/>, (accessed May 20, 2015)

This global goal is supported by the EU financial means of €1,77 billion. The recipients were paid by the 31. 12. 2014 €1,28 billion, which represents the amount of 10 595 projects.

Most of the financial means are being drawn on the PO 1, on the initial education by 44 %, then on PO 2 on tertiary education by 35 %. Further education is supported by 9 %. The support on the establishment of the system framework of lifelong learning is being covered by 8 %.

On the projects of lifelong learning in this OP (1.3, + 3,4) €311,6 million is being given out of the European funds.

Table 32: Projects with a given decision/treaty – cumulatively

Type of project	Number of projects	Means (EU+ National)	The average amount on a project €
IPN	37	213 362 874	5 766 564
IPO	6 630	1 269 167 243	191 428
GP	3 824	499 610 939	130 651
IP TP	104	86 010 027	827 019
Altogether	10 595	2 068 151 082	195 201

Source: MSC2007, 31. 12. 2014, own elaboration

During the comparison of the projects according to the types, most of the projects are the individual projects other (IPO) with the largest drawn financial help. The average value of one project is €191 428. Approximately half of it are the grant projects (GP) with €130 651. The IP national (IPN) consisting out of 37 projects are projects of a bigger extent, they cover the whole area of the Czech Republic and their average value is close to €6 mil. There are 104 IP projects of technical assistance (IP TP) with an average value of €827 019.

8.3 Regional operational programme Střední Morava

Regional operational programme NUTS II Střední Morava is established for the financing from the European regional development fund (ERDF) of the cohesion region Střední Morava. This programme consists out of the Zlín and the Olomouc region. It represents the main tool for the implementation of the cohesion policy in this

region. The priorities that this programme contains are in-line with the strategic development documents of the region.

The educational structure in the cohesion region practically copies the average of the Czech Republic. In 2005 the number of university students makes 10,4 % in the Czech Republic. In the Central Moravian region it makes up 9,5 %. Persons with elementary education and without education make 22 %, in the Czech Republic it is 20 %.

The global goal of the ROP SM is to enhance economic advancement, to improve the competitiveness of the region and to improve the living standards of its inhabitants.

Priority axes of ROP SM

1. Transport – it represents the development of regional roads, the support of mass transport and the building of cycle paths
2. Integrated development regeneration of the region – the development of regional centres, cities and the countryside
3. Tourism – the development of tourism
4. Technical assistance – the support for the implementation of the ROP

Only in the priority axis 2 it is possible to finance projects focusing on human resources development, apart from other activities that are being supported by this priority axis.

The area of intervention 2.1 – Development of regional centres (only Olomouc and Zlín)

- It supports the educational infrastructure, mainly the maternal, elementary, secondary schools and the infrastructure for lifelong learning

The area of intervention 2.2 – Development of towns

- It supports the educational infrastructure, mainly the maternal, elementary, secondary schools and the infrastructure for lifelong learning

The area of intervention 2.3 – Development of rural areas (smaller than 5 000 inhabitants)

- It supports the educational infrastructure, mainly the maternal and elementary schools

The area of intervention 2.4 – Support for enterprise

This area of intervention does not enable to finance the infrastructure for lifelong learning⁶⁷

Table 33: Financial plan from the ERDF

Priority axis	Allocation of the financial means from the ERDF €
1. Transport	251 065 837
2. Integrated development and the renewal of the region	272 012 822
3. Tourism	127 471 515
4. Technical assistance	21 693 851
Altogether	672 244 025

Source: own elaboration

Table 34: Financial drawing of ROP SM

Priority axes/area of intervention	Allocation 2007-2013	Projects with the given decision/signed treaty		Means paid to the recipients
	mil €	Number of projects	mil €	mil €
1.1	154,4	142	177,3	131,9
1.2	62,9	40	53,8	50,4
1.3	33,4	75	30,9	27,0
1	250,7	257	262,0	209,3
2.1	36,0	34	30,0	23,9
2.2	128,6	210	135,8	91,1
2.3	86,7	320	99,0	81,2
2.4	20,7	14	11,8	5,9
2	272,0	578	276,6	202,1
3.1	26,6	58	21,4	16,9
3.2	23,3	60	21,2	13,0
3.3	70,7	148	67,6	53,6
3.4	7,3	18	7,2	5,6
3	127,5	284	117,4	89,1
4.1	14,7	8	12,9	9,7
4.2	7,3	18	6,1	3,0
-	22,0	26	19,0	12,7
ROP SM	672,2	1145	675,0	513,2

Source: MSC2007 – data from the 7. 1. 2015, own elaboration

⁶⁷ Regional Council of the Central Moravia Cohesion Region, Regional Operational Programme of the Central Moravia Cohesion Region, <http://www.rr-strednimorava.cz/file/499/> (accessed April 8, 2015)

Even though that the region NUTS II Střední Morava, the Zlín region and the Olomouc region in all of the documents set a goal to support educated, qualified and competitive labour force they have got quite limited possibilities, how to finance these activities from the EU resources. It is possible to just build infrastructure (so called “hard projects”), but during the implementation of own education (so called “soft projects”) mutual supplementation with the operational programmes established for this is necessary. However these OPs are nation-wide, established for NUTS I, thus the whole territory of the Czech Republic. The support in the HR&E OP is focused mainly on the modernisation of the public services for human resources development. In the EC OP the supplementation is used mainly in the development of the system of further education and the interconnection of new innovative approaches in the R&D with real life. In cities and in the countryside the EC OP focuses on projects connected to the quality of education and the access to further education.⁶⁸

From the total amount of €513,2 mil that was all drawn by the 7. 1. 2015 for the whole ROP SM, €202,1 mil is drawn from the priority axis 2. Only a small amount of projects in this priority axis from the total amount of 578 agreed projects are established for building the infrastructure of lifelong learning.

8.4 Enterprise and Innovation Operational Programme

The global goal of the E&I OP is to increase the competitiveness of the Czech economy and to convert the innovative efficiency of the industry and services to the advanced European countries.

The basic document for the preparation of this OP is the Community strategic guidelines.

Guideline I – making Europe and its regions more attractive places to invest and work

Guideline II – Improving knowledge and innovation for growth

Guideline III – Creating more and improved job vacancies

⁶⁸ Ministry of Regional Development CZ, Quarterly Monitoring Report, <http://www.strukturalni-fondy.cz/en/Informace-o-cerpani/monitorovaci-zprava>, (accessed April 8, 2015)

Priority axes

1. Establishment of firms
2. Development of firms
3. Effective energy
4. Innovation
5. Environment for enterprise and innovation
6. Business development services
7. Technical assistance

Regarding the human resources development the priority axis 5 is important together with its area of intervention 5.2 – Infrastructure for human resources development. The support is focused to improve the conditions for education and further training for the entrepreneurial subjects.

The goal is to focus the investments into infrastructure for human resources development in enterprises and organisations providing further education. The building and reconstruction of schooling facilities is being supported together with the equipment of teaching aids and programmes. Allocation for this area of intervention is 3,94 % from the total allocation of the E&I OP.

The control organ of the E&I OP is the Ministry of industry and trade of the Czech Republic, the intermediary subject is the Czech Invest.⁶⁹

Table 35: Financial plan of the E&I OP from the ERDF

Priority axes	Allocation of the financial means from the ERDF in €
1.	29 967 142
2.	769 399 119
3.	400 753 799
4.	940 207 427
5.	827 841 034
6.	61 159 454
7.	91 362 689
Altogether	3 120 690 664

Source: IS MSC2007, own elaboration

⁶⁹ CzechInvest, Programme Document of the E&I OP, <http://www.czechinvest.org/podnikani-a-inovace> (accessed April 10, 2015)

Table 36: Financial drawing of the area of intervention 5.2 – Infrastructure for human resources development

Area of intervention	Allocation 2007-2013	Projects with decision/signed treaty		Means paid to the recipients
	€	Number of projects	€	€
5.2	107,7	446	108,6	93,6

Source: MMR, Čtvrtletní monitorovací zpráva, own elaboration

Via two calls in the programme called schooling centres 446 projects were supported and €3,6 mil was drawn to the 7. 1. 2015. The indicator of this area of intervention is the amount of newly established places for training. The target value for the year 2015 is set on 21 700 new places. By the given decisions to the projects the target value has already been exceeded.

8.5 Research and Development for Innovation Operational Programme

The priority of the Czech Republic is in line with the goals of the European regional policy, which is the growth of competitiveness and orientation towards knowledge-based economy. R&DI OP is one of the OPs that help to fulfil these goals together with Enterprise and innovation OP and the Education for Competitiveness OP. Together they form a mutually connected system of support.

The global goal of this OP is to strengthen the research, development and innovative potential of the Czech Republic in order for the regions of the country to become important places of these activities in Europe. From the data from 2007 it is obvious that this is not the case so far. In EU27 there were 2,6 research workers for every 1 000 inhabitants. In the Czech Republic it is 1,6 workers for every 1 000 inhabitants, which is 61 % of the EU average. There are huge differences in the research capacities between the Czech regions. After Prague and Brno which are at the top, the Olomouc and the Zlín region belong to the average of the Czech Republic.

Table 37: Number of employees in R&D in 2006

	Praha	Střední Čechy	South-Moravian region	Olomouc region	Zlín region
Number of employees	19 889	4 924	6 200	2 049	1 775
% on the whole amount in the Czech Republic	41,7	10,3	13,0	4,3	3,7

Source: ČSÚ, own elaboration

Priority axes of the OP

1. European centres of excellence
2. Regional R&D centres
3. Commercialization and popularisation of R&D
4. Infrastructure for university education related to research
5. Technical assistance

The control organ of the R&DI OP is the Ministry of education, youth and sports.⁷⁰

Table 38: Financial drawing of the R&DI OP - cumulatively

Priority axis	Allocation 2007-2013	Projects with a decision/signed treaty		The means paid to the recipients
	€	Number of projects	€	€
1	685 395 373	8	633 958 393	282 911 503
2	685 395 373	40	650 928 364	437 674 954
3	213 280 131	62	164 805 861	112 846 098
4	414 136 177	65	348 449 047	269 636 084
5	724 73 830	17	53 768 412	15 561 499
Altogether	2 070 680 884	192	1 851 910 077	1 118 630 138

Source: IS MSC2007, 31. 12. 2014, own elaboration

⁷⁰ Ministry of Education, Youth and Sports, Programme Document of the R&DI OP, <http://www.msmt.cz/file/3141>, (accessed April 28,2015)

R&DI OP is mutually supplemented by two other related operational programmes, the EC OP and the E&I OP. This set of three connected OPs is an important element of the Lisbon Strategy in the way of putting emphasis on knowledge-based economy, innovation, research and development. Well trained human resources in the areas of natural science research and technical branches are pivotal for increasing competitiveness. This is achieved by interventions in all the priority axes.

In the priority axis 4 projects focused on the infrastructure for the tuition of technical branches and natural sciences are being supported. Projects are being supported that will also draw the financial means from the EC OP focused on the innovations of study programmes, including the active participation in lifelong learning. By this the capacity for the production of qualified human resources is being enhanced.

9. Case studies

9.1 Case study – Human resources development in Trexima, Ltd.

Project: Personnel Development and Training of TREXIMA Company Employees

OP: Human resources and employment operational programme

Registration number: CZ.1.04/1.1.02/35.01325

Recipient of the support: TREXIMA, Ltd., Zlín, Czech Republic

The total amount of the financial support: €181 720 out of this €154 462 come from the EU resources

Implementation: 1. 10. 2010 – 30. 9. 2012

Description of the project

TREXIMA, Ltd. is a Czech company in the area of human resources development, wage and motivating systems. The company is situated on the market since 1991, currently having 70 employees. It is a significant partner of the public sector in the problematics of professional qualifications and analyses of the labour market.

Due to the global economic crisis there is a negative development on the labour market in the years 2008 and 2009. Even TREXIMA had to adopt economic austerity,

make the employees redundant and impose restrictions on training. For the development of the company and sustaining its competitiveness the strategic management and human resources development is crucial. The main goal of the project of the human resources development implemented in the period 2010-2012 is human resources development and increase of their adaptability. The project was financed by 85% from the European social fund via the Human resources and employment OP in the area of intervention “Increase in the adaptability of the employees and the competitiveness of enterprises.”

Implementation

A team was made for the implementation: the head of the team for human resources development, the manager of the project, 2 coordinators, 5 internal lecturers. Some of the training for instance language courses was secured by external companies, chosen on the basis of a selection procedure. Altogether 66 employees got involved into the project: 12 managers, 38 consultants, 7 programmers, 9 administrative workers.

The trainings were set in the way not just to achieve the strategic goal of the company, but also to fulfil the needs of the individual employees and to increase their motivation towards education.

The project consisted out of 6 activities:

- 1) Professional training – It consisted out of training in communication, recruitment, marketing and special training according to the job positions. Some of the trainings could not be secured that is why they were replaced by similar ones. The evaluation of the courses by the participants was very positive with regards to their professional career.
- 2) Managerial skills – It was important mainly for new managers. It was a first course of this kind that they participated in. The rhetoric course was much appreciated as well.
- 3) Implementing a system of internal lecturers – the company proposed 6 employees that went through trainings. These employees created 12 modules of internal education. There is an interest in this internal education among the employees, the capacity is sometimes insufficient.
- 4) Special language training – study of special literature and foreign conferences force the employees to educate themselves in the English language.

32 employees participated in three areas of tuition. This programme is very successful, the tuition continues even after the end of the project.

- 5) IT training – for employees that are involved in the development of informational systems and various applications 30 special courses were implemented. The external company worked well, it reacted to the up-to-date needs of the participants.
- 6) The support of the system of management and human resources development – a team consisting out of key employees mainly from the company leadership, personnel and legal department was created. This team created a strategy of the management of human resources in TREXIMA, Ltd. The strategy contains the visions and goals for the achievement of qualified, efficient and happy employees.

Horizontal themes

During the providing of the EU financial help, the horizontal themes such as “Equal opportunities” and “Sustainable development” are being watched as well. The company TREXIMA got familiar with these issues during an earlier project in the years 2007 and 2008. Later on these issues became the solid part of the corporate culture of the company.

The Evaluation of the project

For the evaluation of the project the following indicators were created:

Number of supported persons altogether	target: 67 achieved: 70
Number of supported organisations	target: 1 achieved: 1
Number of successful graduates of the courses	target: 560 achieved: 676
Number of newly created products:	target: 11 achieved: 13

All of the evaluating indicators were achieved or exceeded.

Sustainability of the project

In the framework of one of the project activities the Strategy of management of the human resources in the company TREXIMA was created. According to this strategy the educational activities are planned according to the needs of the employees, in order to secure their professional growth. The trainings are being done mostly by internal lecturers that proved their qualities during the project. The language courses proceeded even after the end of the project with the help of an external supplier. The costs for this were covered by TREXIMA.

The evaluation made by the recipient of the grant

Without the financial support of the EU the activities “Implementing a system of internal lecturers” and “System of management of human resources development” would probably not be implemented at all. Even other activities from this project would be heavily restrained. The implementation of the project led to the enhancement of the competences of the employees by which the company became more competitive. Even the participants evaluated the training as helpful, fulfilling their up-to-date needs. They also appreciated the effort of the company to contribute to their professional development. The way of training via internal lecturers started to be favoured. It also leads to the savings of time and costs.

As far as the negative side is concerned, the company claims that the period between the filling of the application form and the start of the implementation was too long. The needs of the company mostly change, which leads to the adjustments of the project. Most problematic are the selection procedures according to the law about public orders. The company would prefer a transparent purchase of training services not being under the control of this law. The administrative difficulty of the project including the regular reports and monitoring is too big. Despite these difficulties the evaluation of the project financed from the European social fund is very positive. There is even the continuation of some of the activities from this project, the costs are being covered by TREXIMA or another project from the area of human resources development called “Competitive TREXIMA.”

9.2 Case study – Education of the employees of KOMA MODULAR CONSTRUCTION, Ltd.

Project: Training of the employees of KOMA MODULAR CONSTRUCTION, Ltd. to increase their adaptability

OP: Human resources and employment

Registration number: CZ.1.04/1.1.02/23.00092

The recipient of the support: KOMA MODULAR Ltd., Vizovice, Czech Republic

The total amount of the financial support: €84 278 from that €71 637 comes from the EU resources

Implementation: 1. 8. 2009 – 31. 7. 2012

Description of the project

KOMA MODULAR, Ltd. is a Czech company founded in 1992. The company manufactures residential, sanitary and special modules. The average annual KOMA output is 2 500 modules of which 80 % are sold abroad, mostly to EU countries.

The company has 170 employees. The appreciated implementation is the Czech pavilion on EXPO 2015 in Milano.

The company KOMA MODULAR Ltd. is situated with its products and services on the global market, where it deals with a strong competition not just from the technological field, but also from the quality of its products. In order to be successful on this market the company decided to implement the programme of human resources development. The goal of the project is support in these areas: to enhance the adaptability and the flexibility of the employees and to increase the special knowledge and competences of the employees. The project was financed by 85 % from the European social fund via the Human resources and development OP in the area of intervention “Increase in the adaptability of the employees and the competitiveness of enterprises.”

Implementation

The team for the implementation of the project: project manager, manager of human resources development and an administrative assistant. The evaluation of the running of the training was made by an external evaluator. The project ran in the period of 36 months and ended in July 2012. Eighty employees participated on this project in four project activities: executive leadership, businessmen, managers of production and key workingmen, language and IT education.

- 1) Training of the company leadership – the training was focused on leadership and the motivation of employees, effective team leadership and project management. 13 persons from the leadership of the company went through this training.
- 2) Training of businessmen – 13 employees of the business department was trained in the period of six days in the field of business law, leading a business meeting and in the strategy of the selling process. Mostly appreciated was the course focused on the prevention and solving of complaints.
- 3) Training of production managers and key workers – 22 persons went through a ten-day training. Participants were trained in efficient production, team cooperation, managing production and communication in production.
- 4) Language and IT training – the courses of the English language for 6 days were focused on business English. German course for 5 persons was focused on business and technical terminology. The courses were held for 2 and a half year, two hours per week. Deepening of language skills was helpful not just in the professional, but also in the personal life. Training in IT skills focused on administrative work was held in 23 days with 10 participants.

Horizontal themes

During the granting of the financial help from the European social fund the emphasis is put on the abidance to the rules of “Equal opportunities” and “Sustainable development.” The company is aware of these rules and the implementation team abided to these rules during the preparation of the project even by the decision about the participants of the training and during the whole implementation of the project.

Evaluation of the project

For the evaluation of the project the following indicators were created:

Number of supported persons altogether	target: 58 achieved: 80
Number of supported organisations	target: 1 achieved: 1
Number of successful graduates of the courses	target: 507 achieved: 506
Number of newly created products	target: 35 achieved: 35

All the indicators were fulfilled, only the number of successful graduates of the courses was not fulfilled by 0,2 %

Sustainability of the project

The project training of employees continues in the company even after the end of the EU financial support. Further education of the employees is financed from the company means, but also from further grants. Except for the training given by the law, such as training of drivers, or safety at work there are courses on the enhancement of the qualification of workingmen and technicians in production. Language courses are still popular.

The evaluation made by the recipient of the grant

The company in general has got a large experience in the support of entrepreneurship. As a manufacturing company it has to put emphasis on the innovation of its products and the enhancement of technological level. This is being done with the help of the financial means from the EU funds. In the programming period 2007-2013 the company drew €2,69 mil from the Enterprise and innovation OP on 11 projects concerning technologies in production. Human resources development belongs to the constant strategy of the company. Only qualified and competent employees can contribute to the enhancement of competitiveness. The project from the Human

resources and employment OP financed from the European social fund helped to this. The evaluation made by the participants of the courses was mostly positive. The negative issue was the difficult administration connected to the project. However experience from previous projects helped to overcome this.

9.3 Case study – Training centres – Call II, CROSS Zlín, Ltd.

Project: Training centres – Call II

OP: Enterprise and innovation

Registration number: CZ.1.03/5.2.00/12.00065

The recipient of the support: CROSS Zlín, Ltd., Zlín, Czech Republic

The total amount of financial support: €149 052 from this €126 695 come from the EU resources

Implementation: 1. 1. 2011 – 31. 12. 2011

Human resources development is being tackled by the operational programmes Education for competitiveness OP and the Human resources and employment OP. Connected to these are operational programmes that solve the infrastructure for human resources development, which is the Research and development for innovations OP, Enterprise and innovation OP and the Regional operational programme. The project of the company CROSS Zlín, Ltd. is a project of the Enterprise and innovation OP.

Description of the project

The company CROSS Zlín is a Czech company founded in 1994. The company focuses on the development and the supply of technologically advanced equipment for road transport. In some areas it has a dominant position on the Czech market. Some of the products are exported into EU countries, Russia, and Brazil. The company has 85 employees, from this 20 are development engineers. The career development of each employee is one of the main priorities. In order for the company to be successful on

the European market it has to be in the lead of technological development, it still has to innovate its products and services. This can only be achieved by qualified employees including language skills. The company invested into special training including the participation on foreign trade fairs almost €50 000 in 2009. The absence of training spaces directly in the company limits the possibilities of education. That is why the company decided to build its own space for the training of its employees and its partner entities in the seat of the company in Zlín. The total budget on the building of the educational spaces was €298 129 out of this was €22 358 from the national public means and €126 695 from the ERDF. The Enterprise and innovation OP with the area of intervention 5.2 – Infrastructure for human resources development is established for the building of training centres.

Implementation

The goal of the project was to build training spaces in an independent building situated next to the seat of the company. In the first floor there is a hall for the practical part of the tuition and in the second floor an independent training room with the social rear and an office. The capacity of the training room is 25 persons. There are 15 places for the practical tuition. The rooms are equipped with furniture and the training aids for the practical tuition are being supplied by CROSS. The building for the training programme was finished in 2011 and since then, trainings for the employees of CROSS and cooperating entities of the company are being held here.

Evaluation of the project

For the evaluation of the project the following indicators have been established:

The total capacity of the training centre	target: 40 achieved: 40
Number of training aids bought	target: 12 achieved: 12

The target values of the indicators were achieved to the 31. 12. 2011.

Sustainability of the project

From the public financial means of the EU + national means 50 % of the costs on the building and the equipment of the rooms for the training of the employees was covered. The other 50 % of the costs were covered by the company. The sustainability of the project is secured by the organizing of further tuition in the following years.

The utility of the spaces in 2012 was 34 %, in 2013 it was 49 % and in 2014 it was 45 %. The employees of CROSS Zlín and also the partner companies are being trained here. The contribution of the project and also the guarantee of continuation was also the fact that the project set the processes connected to the organisation and filing of the trainings.

The evaluation made by the recipient of the grant

The evaluation of the project made by the company is positive. The training spaces without the financial support of the EU could not have been built to such an extent. Furthermore the processes connected with the organisation of training have been set by this project. The company however sees as a negative issue the fact of not setting a project manager of this project that would control the managerial and administrative side of this project. The cooperation with the external office did not seem to be flexible enough. Regarding the provider, the difficulties are seen as problematic in the administration. Furthermore, it would be impossible to change the parameters of the project during the implementation even though that these changes were not very important. Another problem is the short deadlines from the start of the call to the filling of the project proposals. This is not able to solve sometimes during more difficult projects.

10. Conclusion

The goal of this master thesis was to document the support of the EU for cohesion in the Central Moravian region in the area of lifelong learning. The reason for the effort of the EU states to enhance the efficiency and competitiveness of the whole community by the orientation towards knowledge-based economy. This goal cannot be reached without the improvement of the educational process connected to the system of lifelong learning. In the practical part of the master thesis it is firstly compared how are the EU documents related to regional development and mainly the human resources development in-line with the regional strategic documents. Further on the funds of the EU financial help are being identified and to them related operational programmes that support human resources development in the area of learning and mainly lifelong learning. These nation-wide programmes get via the individual projects to the recipients of the support in the regions. The financial means both allocated and directly provided to the recipients are being expressed in numbers to the most up-to-date day of the writing of the master thesis, which is the 31. 12. 2014. By studying the programming documents, annual reports and evaluation studies the fulfilling of the operational programmes has been evaluated. The financial impacts of the financial help in companies were documented in the case study of three concrete projects. The practical experience of the employees with the running of the project and the evaluation several years after the end of the project is mentioned as well.

The research question of the master thesis: How are the programmes and funds of the EU used in the lifelong learning framework of the region NUTS II – Střední Morava is being answered by the reply that the funds are used in two ways. At first the goal in the strategic documents is to enhance competitiveness and efficiency of the whole EU via human resources development in the regions that are the basis of efficiency of the whole EU. This can be achieved by improving education and connecting it to the complex system of lifelong learning. By its rules the European Commission tries to put through these strategic goals into the strategies of individual EU countries and by that to the level of the regions that set them as the priorities of their development.

Secondly, by setting the regional development via lifelong learning as its strategy the EU devotes financial means to this issue. Via the operational programmes these means are being given on the individual projects into regions. Lifelong learning has the support of the EU in setting strategies as well as financial support.

The operational programmes that financially support general education including lifelong learning were documented in the research paper. The education for competitiveness operational programme, the Human resources and employment operational programme are directly set for these goals. Further operational programmes such as Enterprise and innovation operational programme, Research and development for innovation operational programme and the Regional operational programme Střední Morava are supportive operational programmes that create the infrastructure for the first two mentioned OPs. The amount of drawing was documented to the 31. 12. 2014.

The Human resources and employment operational programme sets the priorities for the support of human resources development and employment. It is a programme, which support is not given regionally. The programme contains both small grant projects with a restricted territorial impact and also systemic projects and nation-wide projects with an impact on the whole territory of the Czech Republic. This means that the figures for the regions cannot be exactly calculated. In the whole OP the total amount allocated from the EU funds for the programming period 2007-2013 is €1 896 834 228. The total amount of €1 409 750 104 is paid in all of the priority axes to the recipients, to the 31. 12. 2014, which makes 74 % of the allocation. Most of the financial means (35 %) go to the PO 2 – Active labour market policy, 361 projects were supported. By 26 % PO 1 – Adaptability, 1 802 projects were supported. For PO 3 – Social integration and equal opportunities, which was supported by 26 % as well, 1035 projects were supported. In PO 4 – Public administration and public services, 8 % goes from the total allocation and 504 projects were supported. In PO 5 – Transnational cooperation, 2 % goes from the total allocation and so far 180 projects were supported.

The goal of the Education for competitiveness operational programme is the development of educational society via the system of lifelong learning. In the whole OP €1 661 475 529 is allocated from the EU funds and €1 283 739 524 is paid in all of the priority axes to the recipients to the 31. 12. 2014, which is 77 % of the allocation. Most of the financial means go to the elementary education (42 %), on tertiary education (38 %) and into the area of further education (11 %). On the building of the lifelong learning framework, 6 % is being allocated. Totally, 10 595 projects are being supported, with the average amount of EU support of €165 516 on one project. The total amount of help from the EU funds to the Czech Republic for the period 2007-2013 is approximately €26 billion. From the operational programmes EC OP and

the HR&E OP that support education including lifelong learning was to the 31. 12. 2014 paid €2 693 489 628 to the recipients. From this amount, only a part of it goes to the lifelong learning support. Concrete priority axes and areas of intervention focused on lifelong learning are mentioned in chapters about these OPs. Further support comes from the supporting OPs, such as the Regional operational programme, Enterprise and innovation OP and the Research and development for innovation OP. Here mainly the means supporting the lifelong learning infrastructure are being used here.

Evaluating the help going into the regions is at many times difficult. Some of the projects have a regional overlap. At the nation-wide projects it is practically impossible. For the “soft” projects the evaluation is much more difficult compared to “hard” projects. At the Human resources and employment OP and the Education for competitiveness OP the evaluating indicators are set in general, as a number of supported persons or the number of successful graduates of the courses. However, this does not say anything about the quality of training or the effectiveness of the used financial means. That is why an evaluation made by a specialized company is more appropriate. The evaluation is made by an examination mostly for the whole operational programme, with the impacts all over the territory of the Czech Republic. The economic data from the organisation before the training and after the training are being analysed as well. Further on, macroeconomic data, such as the level of unemployment are being evaluated as well.

In the cohesion regions the most important operational programmes are the regional operational programmes. In the case of NUTS II Střední Morava it is the Regional operational programme Střední Morava. The programme is driven from the level of the Zlín and the Olomouc region and the control organ is the regional government. NUTS II cannot influence significantly the drawing of the EU financial help into lifelong learning. Via the Regional operational programme Střední Morava NUTS II can only finance the infrastructure of lifelong learning at elementary schools and mainly at secondary schools, where they build training centres. Then the question of further education depends on the individual entities, firms or other organisations on how many individual projects on the financing of this area of intervention will they apply to and how successful will they be during their approvals.

Watching the financial help on the regional level is actually voluntary. In NUTS II in the Olomouc region the EC OP and the HR&E OP are being watched.

To the 31. 3. 2015 the number of projects in the EC OP was 814 and the financial amount of support was €180 001 203. In the HR&E OP the number of projects is 328 and the financial amount of support was €85 499 179. But the Zlín region does not have the data from these two OPs at their disposal. The Zlín region does not even have the information about individual projects from these OPs on the territory of the region.

In the area of knowledge-based economy the region focuses on the so called “hard projects” such as the strategic industrial zone Holešov, which is an area of 360 hectares with the building costs almost €60 million. Another is The Progress Technology Park in Holešov for starting entrepreneurs with an innovative potential, or the established Technology Innovation Centre, which is a joint project of the Tomáš Baťa University in Zlín and the Zlín regional government. These projects bring of course effects in human resources development, but on the human resources development itself there is not put a huge emphasis in the whole complex of lifelong learning. The lack of entrepreneurial entities from the area of economics with a high added value and a small offer of qualified labour forces including the managers is certainly one of the reasons, why is the industrial zone Holešov occupied from just 2 % even after five years since it was built.

According to Janečková in the case of the cities in NUTS II Moravskoslezsko, approximately 15% of the means devoted to development comes from the EU funds, in the case of the region it is 31%.⁷¹

In the study elaborated by Zahradník the means from the EU funds are understood as only a tool of a supplementary fiscal redistribution. However the basis should be the perception of the integrated approach towards the development of regions in the way to fully fulfil the potential of the regions.⁷²

In the projects of the state administration from the area of intervention “Improving the public administration and technical support” is the drawing without any problems. These projects are nation-wide, thus for the whole territory of the Czech Republic. The projects are being prepared by the ministries or other nation-wide offices that understand the topic and have the necessary staff for administration. In this way, the financial support on further education of the state administration gets into

⁷¹ Ivana Janečková, "EU structural policy as an instrument for development of Moravian-Silesian region." PhD diss., Masaryk University Brno, 2013.

⁷² Petr Zahradník, *Analýza čerpání fondů EU v České republice*. Praha: Friedrich-Ebert-Stiftung, 2013, 5

the regions. In the area of lifelong learning of the employees of the regional office and organisations directed by it, both the Zlín and the Olomouc region draw the financial means from the EC OP and the HR&E OP. Their projects are mostly from the area of education of employees of the social services and tourism.

For the case study three projects have been chosen in the way to secure variability. One organisation is a service provider on the labour market in the area of further education. Another is a manufacturing company that exports 80 % of its products on demanding European markets. The third company is a service and manufacturing organisation. The project of the third organisation is from the area of intervention – Creating infrastructure for further education. The method of a case study with a little amount of entities is a qualitative method, it is not possible to quantify and generalize. The method enables to describe the features more into detail, in deeper connections. It gives the possibility to evaluate the impact of a concrete project in an organisation. It is a supplementary method of evaluation.

In the time of an economic crisis the means of the EU represented a huge help in the human resources development, mainly to companies, that at that time restricted the expenditures into this area.

Lifelong learning is supported in the Czech Republic, but its weakness is a small interconnection of all the elements. It does not work as a complex and functional unit. It is necessary to develop the existing elements and connect them into a unit. Further education is divided into several ministries, the financial help is provided by two operational programmes. That is the reason for a small connection between further education and the labour market, which is absolutely crucial for the efficiency of this process. In the two operational programmes there can be seen different management and implementation and different political views on the areas of intervention.

The recipients of the support such as private companies coming out of the private sector evaluate the financial help positively. However they have a negative stance towards the way of drawing. They do not feel too comfortable with the functioning of the advisory companies and badly set re-qualifications. They would welcome the facilitation of the rules for the implementation and the improvement of the administration. On the other hand, the employers have a bad analysis of the educational needs regarding the strategy of the company. The so called “soft” skills,

ICT and languages are trained a lot, whereas the need is to train special knowledge and skills, mainly in the technical branches. The training in "soft" skills does not bring that much use. Training in technical skills such as re-qualifications or increasing the qualification is much more useful. The weakness of the effective drawing of the European funds is the fact that the recipients of the support mostly draw according to the possibilities of the operational programmes that are being offered and not according to their own needs.

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LIST OF ABBREVIATIONS

AT	Austria
CF	Cohesion fund
CH	Switzerland
CR	Czech Republic
CNC machines	Computer numerical control machines
CZK	Czech crown
ČNB	Czech National Bank
ČSÚ	Czech statistical office
DE	Germany
DK	Denmark
EAFRD	European agricultural fund for rural development
EC OP	Education for competitiveness Operational programme
EGF	European Globalisation Adjustment Fund
E&I OP	Enterprise and innovation Operational programme
EMFF	European maritime and fisheries fund
ERDF	European regional development fund
ESCO	Competences and Occupations framework
ESF	European social fund
ESPON2013 OP	European Spatial Planning Observation Network 2013 Operational Programme
EUROSTAT	Statistical Office of the European Communities
EUSF	European Union Solidarity Fund
GDP	Gross domestic product
GNI	Gross national income

GP	Grant projects
HR&E OP	Human resources and employment Operational programme
ICT	Information and Communication Technologies
IPN	Individual projects national
IPO	Industrial property office
IP TP	Individual project of technical assistance
IS MSC	Information system of the monitoring system of the structural funds and the cohesion fund
ISPA	Instrument for structural policies for pre-accession
IT	Information technology
Ltd.	Limited company
MMR	Ministry of regional development
MONIT 7+	Monitoring system of the structural funds
MPSV	Ministry of labour and social affairs
MSC 2007	Monitoring system of the structural funds and the cohesion fund
NSRF	National Strategic Reference Framework
NUTS	The Nomenclature of territorial units for statistics
OECD	Organisation for economic co-operation and development
OP	Operational programme
PA OP	Prague Adaptability Operational programme
PC OP	Prague Competitiveness Operational programme
PO 2	Priority axis
PHARE	Poland and Hungary: Assistance for restructuring their economies
PL	Poland
R&D	Research and development

R&DI OP	Research and development for innovation operational programme
ROP	Regional operational programme
ROP SM	Regional operational programme Střední Morava
SAPARD	Special Accession Programme for Agriculture and Rural Development
SK	Slovakia
UK	United Kingdom
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
USA	United States of America