

Employability in the context of the Bologna process
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Abstract of Presentation

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From the pan-European point of view, the employability of the tertiary education graduates in the Czech Republic does not seem a major issue. The unemployment rate of the tertiary education graduates is the lowest in comparison with e.g. secondary school or professional school graduates. This year in August, there were 1238 accredited bachelor's programmes in the Czech Republic. Since 1989 to 2003, the number of tertiary education graduates increased by 65%.

The graduates of the bachelor and master study programmes constituted more than 95 % of all tertiary education graduates. As of April 2003, the graduates from medicine and pharmacy asserted themselves best on the labour market, followed by the graduates from juridical sciences, pedagogical specialisations, electrical engineering and computer technology, civil engineering, geodesy and cartography, economic sciences, and further humanities and social sciences, natural sciences, arts, mechanical engineering and technical specialisations; the graduates from agriculture and veterinary medicine schools asserted themselves worst.

There are differences in the position of tertiary education graduates on the labour market between the individual regions of the Czech Republic, which is influenced by the overall economic situation. 31 districts are troubled by higher unemployment than the state average, mostly in the Moravia-Silesia and Ústí regions. Both these regions used to be mining regions with missing structured qualifications.

The Project of the Centre for Higher Education Studies called Analysis of co-operation between tertiary education institutions and industrial and service enterprises has been carried out since 2002 up to now. The tertiary education respondents sum up the problems of the bachelor's study as follows: in fact, firms do not differentiate between a bachelor and a master, graduates are perceived on the same level;

in their majority, firms are not prepared to take bachelors as tertiary education graduates; they regard them as "better" secondary school graduates and their salary range reflects this fact;

namely, there is no corresponding salary class for bachelor's study graduates in the state institutions;

the duration of hands-on training for bachelor study is not expressly set and one year training practice seems problematic; 43.2% of the tertiary education representatives state that securing training practice brings problems (leakage of information, organisation and time demands, low helpfulness of firms);

53.7% of firms state that they offer enough jobs for graduates and that they are willing to co-operate with tertiary education institutions on the content of bachelor studies.

31.7% of firms stated that they do not search graduates actively.

The discussions at the seminars have brought the following urgent requirements: to form the concept of the bachelor study in state tertiary education institutions; assertion of bachelors in practice and training of students in soft skills.

All employers agree on the skills required from graduates: it concerns in particular knowledge of languages, managerial abilities and soft skills. Specialist knowledge is predominantly evaluated as excellent.

Sources of informations:

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- 8) www.eurydice.org, *Eurybase*

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