# CBC in the context of education and labour market at Czech-Polish borders

WHY DOES IT SEEM TO BE UN-DE-BORDERED?

## **Context of our research**

TU Liberec (myself), University of Opole (Wojciech Opiola)

2 phases of our research
– firstly in one of 6
Euroregions on Czech-Polish border (finnished), then
on the entire border length

## **Context of our research**

- De-bordering is extremely important
- We are "village people" from the regional universities
- Context situation: endeavours to attract not only "the global student", but also student from neighbouring country
- CBC in education can be followed by the CBC in labour market



- Desk research of curricular documents;
- Focus groups of teachers;
- Interviews with students and questionnaires.



- Cross-border analysis of curricular documents showed that schools in border regions don't take border proximity much into account.
- The education content stays very much undeborded
- Positive role of projects, yet the need to pre-finance INTERREG is a barrier to many of them.
- THIS APPLIES TO THE WHOLE BORDER



- Only 11 % of teachers and 15 % of students declares that as a part of their work/education at school, had an opportunity to visit the neighboring country,
- While the level of general mobility among young people is relatively high, readiness to choose Czechia for Poles and Poland for Czechs is declared only by 25 % of respondents.
- Linguistic barrier: the arithmetic average of the declaration of mastering the neighbour's language is 40%

(Böhm & Opioła 2017)



- The impact of European funds in the development of the cross-border labour market is weak in the short run.
- There are other, stronger factors, responsible for this mobility: historical links, low language barrier and income gap.



- The lowest intensity and quality of crossborder labour market shall be found on the territories, where the major population exchange occurred after 1945.
- In the long run, the euroregions will act as cross-border cooperation drivers, mainly thanks to the EU funds/INTERREG microprojects schemes they administer.



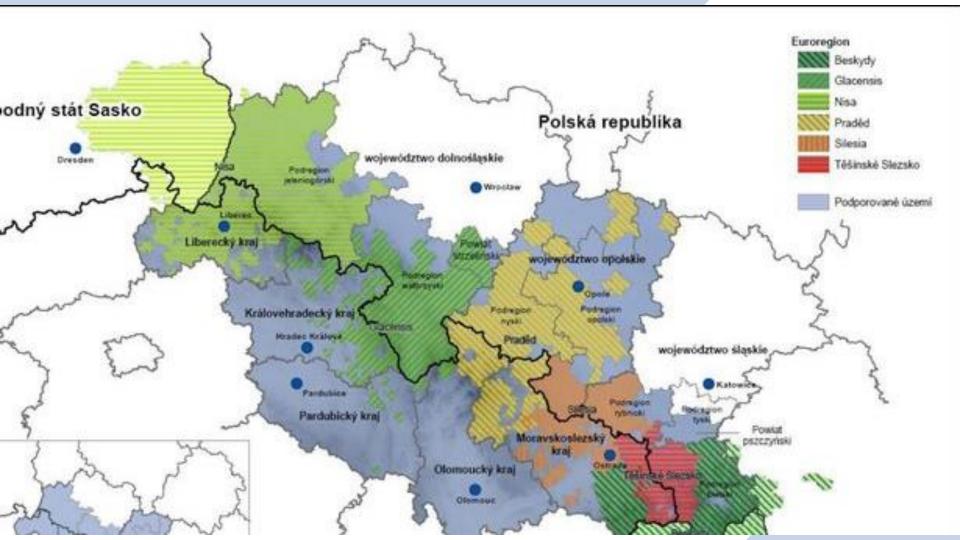
- Desk research: analysis of the PL-CZ INTERREG projects;
- The analysis of the local and professional media;
- Interviews with the representatives of the CBC stakeholders.



Euroregions – weak role EGTCs – weak role Public actors (EURES-T) – weak role Schools at various levels – weak/moderate tole Private actors – decisive actors



- 1,9 mln of cross-border commuters in EU (2014);
- 1,2 mln of them citizens from EU-15;
- Luxembourg European capital of cross-border commuting.





#### **CROSS-BORDER COMMUTING IN PL-CZ BORDER AREA:**

- One-way flow (Polish workers -> Czech factories);
- Major stakeholders: commercial employment agencies;
- In 2017 41,5 thous of Polish workers in Czech Republic;
- Four main destinations:
  - Ostrava (automotive),
  - Kvasiny (automotive),
  - Třinec (steel),
  - Karviná (mining).



#### **CROSS-BORDER COMMUTING PL-CZ**

#### **Pull factors:**

- Economic gap- **moderate**
- Well-functioning transport infrastructure- weak
- Differences in housing/living costs very weak
- Family connections- **very weak**
- Regional, cultural or language proximity- moderate (Cieszyn Silesia)
- High level of job skills and education- moderate/strong



#### **Push factors/barriers:**

- Legal and administrative barriers
- Language and cultural differences
- Economic and social costs of moving- weak
- Inefficient housing markets no data
- The limited portability of pension rights- no data
- Problems with recognition of professional qualifications- very weak
- The lack of transparency of job openings moderate
- Weak urbanization of borderland areas- strong

- very weak
- moderate



#### Barrier to CBC in the education and labour market field in CZ-PL context

- 'Space of indifference' very strong
- Key role of education and mediation of CB contacts
- Key role of networks and institutions with CBC as primary mission



- Weak role of public actors caused by the lack of interest in CB labour market
- Decisive role of private actors
- Low preparedness of schools at all levels to be the actor of change
- Similar levels of economy don't provide any incentive either



#### Transfer of knowledge from elsewhere

- Transfer of know-how from the Upper Rhine or Greater Region the cooperation of universities
- Networks animated by CCBS SCOTENS in Ireland

# **HAPPY B-DAY, CESCI! THANK YOU!**

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