

European Polytechnic Institute, Ltd.

# **BACHELOR THESIS**

2010

IVANA TOMANOVÁ

European Polytechnic Institute, Ltd., Kunovice

Field of Study: Finance and Taxes

# OPTIONS AND ANALYSIS OF DRAWING MONEY FROM EU FUNDS FOR WELDING SCHOOLS AND RELATED EDUCATIONAL INSTITUTIONS

(Bachelor Thesis)

**Author:** Ivana Tomanová

**Supervisor:** Ing. Jan Opletal

Kunovice, August 2010



1. soukromá vysoká škola na Moravě  
**Evropský polytechnický institut, s.r.o.**  
akademický rok 2009/2010

## ZADÁNÍ BAKALÁŘSKÉ PRÁCE

Jméno a příjmení: **Ivana TOMANOVÁ**  
Studijní obor: **Finance a daně**

**Téma práce:**

**Možnosti a analýza čerpání finančních prostředků  
z Evropských fondů pro svářečské školy a příbuzné vzdělávací  
institute**

### Cíl bakalářské práce:

Cílem bakalářské práce je analýza čerpání finančních prostředků z Evropských fondů pro svářečské školy a příbuzné vzdělávací institute. Vypracujte analýzu stávajícího stavu svářečských škol a příbuzných vzdělávacích institucí. Proveďte průzkum možností čerpání finančních prostředků. Vytvořte a vyhodnoťte formou dotazníků spokojenost a přínos vzdělání ve svářečských školách pro další uplatnění účastníků kurzu. Navrhněte a analyzujte potenciální varianty rozvoje. Vypracujte analýzu požadavků na lidské zdroje ve firmě. Zpracujte projekt materiálového zabezpečení. Analýzu obhajte před vedením Svářečské školy 11-010, Hodonín. Hodnocení bude součástí bakalářské práce.

### Osnova:

1. Úvod do problematiky
2. Charakteristika stávajícího stavu
3. Návrh potencionálních variant
4. Analýza jednotlivých variant
5. Komparace
6. Výzkum / dotazník/
7. Závěr

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Vedoucí bakalářské práce:  
Datum zadání bakalářské práce:

Ing. Jan Opletal  
Kunovice, 19.března 2010

Evropský polytechnický institut,  
s. r. o.  
Osvobození 629  
686 04 KUNOVICE

*Morávková*  
Ing. Vladimíra Hlaváčková  
ředitelka Ústavu management a marketing  
zahraničního obchodu a Finance a daně

*Oldřich Kratochvíl*  
H. prof., Ing., Ph.D. Dr.h.c., MBA  
rektor

I declare that I have elaborated this Bachelor Thesis by myself under the leadership of Ing. Jan Opletal. Also I declare that I have listed all the used literature and specialized sources in the bibliography.

Kunovice, August 2010

I would like to thank Mr . Ing. Jan Opletal for his useful methodical help and also to all the others who provided me with their expert advice during the elaboration of my Bachelor Thesis.

Kunovice, August 2010

Ivana Tomanová

## CONTENT:

INTRODUCTION TO THE ISSUE .....	7
1 THE IDENTIFICATION OF THE COMPANY .....	9
1.1 THE DEVELOPMENT OF HISTORY .....	10
1.2 THEORETICAL PART .....	11
1.3 PRACTICAL PART.....	12
1.4 THE VISION OF THE SCHOOL .....	15
1.5 THE OPERATIONAL PROGRAMS – THE DEVELOPMENT OF HUMAN RESOURCES AND HUMAN RESOURCES AND EMPLOYMENT .....	19
1.6 THE LABOUR MARKET .....	22
1.7 UNEMPLOYMENT .....	23
1.8 THE ORGANIZATIONS OPERATING IN THE LABOUR MARKET .....	26
1.9 EDUCATION, UPBRINGING AND ADAPTABILITY OF HUMAN RESOURCES.....	27
2 THE CHARACTERIZATION OF PRESENT STATE .....	30
2.1 THE SCHOOL ACTIVITIES .....	30
2.2 THE EVALUATING SCALE OF INDIVIDUAL STUDIES .....	31
3 THE PROPOSAL OF POTENTIAL VARIANTS.....	32
4 THE ANALYSIS OF COMPETITION, THE ANALYSIS OF PRESENT SITUATION IN THE REGION .....	33
4.1 THE ANALYSIS OF VISION, PHILOSOPHY, MISSION A POLITICS .....	33
4.2 THE ORGANIZATION STRUCTURE OF THE COMPANY .....	35
4.3 THE COMPANY RESOURCES .....	35
4.4 THE SCHOOL STRATEGIC MANAGEMENT.....	36
4.5 THE EXTERNAL ENVIRONMENT OF SCHOOL .....	36
4.6 THE INTER ENVIRONMENT .....	37
4.7 PROJECT „EDUCATE YOURSELF!“ .....	37
5 THE ANALYSIS OF INDIVIDUAL VARIANT.....	50
5.1 THE ANALYSIS OF SWOT.....	50
5.2 THE STRATEGIC COMPANY PLAN.....	51
6 THE CALCULATION OF PROPORTIONAL INDICATORS .....	52
6.1 THE ANALYSIS OF RENTABILITY .....	52
6.1.1 <i>The rentability of gross invested capital ( ROA )</i> .....	52
6.1.2 <i>The rentability of equity capital ( ROE )</i> .....	52
6.2 THE ANALYSIS OF ACTIVITY .....	52
6.2.1 <i>The gross assets turnover</i> .....	52
6.2.2 <i>The fixed assets turnover</i> .....	52
6.3 THE CLAIM TURNOVER .....	53
6.4 THE DEBTS TURNOVER .....	53
6.5 THE ANALYSIS OF LIQUIDITY .....	53
6.5.1 <i>The ordinary liquidity</i> .....	53
6.5.2 <i>The disposable liquidity</i> .....	53
6.5.3 <i>The immediate liquidity</i> .....	53
6.6 THE ANALYSIS OF INSOLVENCY.....	53
7 COMPARING.....	55
8 RESEARCH / QUESTIONNAIRE .....	58
CONCLUSION.....	66
ABSTRACT .....	68
BIBLIOGRAPHY.....	69

***Motto:***

***"Where's a will there is way"***

## INTRODUCTION TO THE ISSUE

Problems of this work is to draw financial resources from European funds, this issue deal with states within the European Union. Subsequently, the drawing of financial resources by individual organizations in each country, and this work is focused on drawing financial resources from European funds for welding school and related educational institutions

Welding has gone along with us from time out of mind. We have had the first notice about welding since the Bronze time. Despite of this the invention is sometimes added to Greek Glauk (about 688 – 600 B.C.) The forge welding developed in the Middle Age, welding and gas cutting were conditioned by the development of acetylene in 1836. Arc welding was conditioned by the invention of electrical generator. The further development of welding 1885 – 1890), aluminothermic welding (1903), mechanic welding (1920 ), welding in the shielding gas in the 40s of the 20<sup>th</sup> century, plasmic welding and cathode ray welding in 1957, further friction welding and laser welding. We should remember also soldering techniques which can be still used in different areas of production.

For bigger product effectiveness the welding schools began to be set up for welding staff education in former Czechoslovakia in the 50s of the last century. The main goal of these schools was and still is to educate trainees for various posts of welding and soldering practitioners in the production and research work.



Picture No 1: Practise testing weld in protection atmosphere  
Source: [17]



On the basis the present welding schools and further educational institutions have continued in dealing with these issues in education of interested persons. The Technical Supervisory Association of Brno can be named / TDS Brno – SMS,LTD [www.tdsbrnosms.cz/](http://www.tdsbrnosms.cz/) in South Moravian District which is dealing with the technical, training, certification and inspection activities. The goal of all these organizations is to educate the trainees according to national and international regulations, to follow and inform the trainees about the latest knowledge in the field of welding research in a such way so that the graduates would be well – prepared for the practice both practical and theoretical sides. The courses are proceeded according to recommended curriculum which is worked out by Czech Welding Association to support all spheres of education. The Welding School 11 - 010 Hodonín also works with such information that is dealing with welding staff education, as other institutions, and it draws financial means from the European Social Funds for the educational needs. The goal of this work is to compare current programs

- of education
- find the further ways how to gain and
- increase the technical equipment of the school
- to obtain a suitable building for welding school.

# 1 The Identification of the Company

Company	I T Welding School	
Street	Anenská 7	
Point of business	Hodonín	
Zip code:	695 03	
Telephone:	518 344 123	Welding school 11 -010 Hodonin
Mobile :	721 732 563	Sourse: [17]
Web:	<a href="http://www.svareciskola.hodoninsko.com">www.svareciskola.hodoninsko.com</a>	
Contact person:	Ivana Tomanová	
Registration number:	68O 53 495	
Tax identification number.	CZ 675 919 1197	
Number of employees :	4	
Turnover :	1,500,000,- / 2008	2,100,000,- / 2009



Picture No 2: Welding school 11 -010 Hodonin

Sourse: [17]

## 1.1 The Development of History



Picture n.3: Absolvent of course

Source: [17]

The Welding school has been operating in the market since 1999. It is the continuation of welding school tradition that was a part of building apprentice school of Pozemní stavby ( building construction ). The school has prepared a lot of welders for their career performance since the present time. The Welding school was founded when the Integrated Secondary School of Hodonín had finished its activity in education of plumbers and locksmiths ( fitters ) in the region and then there was no institution with the similar contends of training. The Welding school carries on with the tradition of education and training of welding staff in the region and with the hard inventiveness it tries to apply new trends that have occurred in this European District. The educations of these workers have to be in accordance with the valid legislative even non - European countries.

To orientate better in given subject matter I put in the description of carried on courses with their hour support. The school offers the lowest level of education and

Even off-the-job training for welding worker. Input requirements: a good state of health.

Output requirements: Certificate of course completion and a card of trained employee

Utilization: operating of one-purpose machines and simple welding operation.

The description of practiced courses with their hour rotation for better orientation in given problems.

Labelling	Labelling	Name	Number of teory.	Number of practise
Off the job training				
ZP 311-1 1.1	D-G1	Flame tack welding	20	30
ZP 311-2 1.1	D-G2	Gas cutting	20	30
ZP 111-1 1.1	D-E1	Electric arc tack welding	20	30
ZP 135-1 1.1	D-M1	Tack welding in the shielding gas	20	30
ZP 912-9 1.1	D-L1	Torch brazing	20-25	30-40
ZP 111-2 1.1	D-E2	Cutting and slotting operation	20	30
ZP 111-3 1.1	D-E3	Carbon electrode cutting	15	15
ZP 15-2 1.1	D-E4	plasma cutting	20-25	30-40
ZP 111-9 1.1	D-E8	Electric arc deposition	20	30
ZP 135-9 1.1	D-M8	Deposition in the shielding gas CO2	20	30
ZP 141-1 1.1	D-T1	Tack welding in the shielding gas of argon	20-25	30-40

Chart n. 1: Hour subsidy for training (www. Svareciskola.hodoninsko.comab.)

Source: [17]

What can the trained employee expect?

Each course consists of theoretical and practical part.

## 1.2 Theoretical part

Familiarizes participant with safety instructions ( ČSN 05 0601, 05 0630 ), with the Regulation 87/2000, etc).Further it introduces the material science (basic and additional), with used gases. The theoretical part goes through welding equipment, repeat the bases of electrotechnics ( welding of electrical arc )It introduces the participant with welding technology It is very important in practice for participant to know how to read welded joints in the drawings and the welding positions The participant also learns to check the defects of welded joints



Picture No 4: Weld of electricity air  
Source: [17]

### 1.3 Practical part

The welding instructor (welding practitioner) familiarizes worker with equipment and workplace. They do practice with igniting of setting-up and maintenance of combustion of arc (flame) They develop next specialization of training – tacking, cutting, brazing, repositioning either by flame or by electric arc. And what uses are expected after finishing the course? The range of usage of their knowledge is given the extension of curriculum of given training. It is important to aware that they are welding, inflammatory activities in a firm for which was the course done. After the worker's transition to operate equipment or after worker's leaving to another firm, it is necessary to implement a new training. How it was mentioned above the validity of re-examination is for two years, but on condition that worker has a check-up by fifty years of his/her life

After his fifty once in three years

Re-examination in the safety regulations

Employer's authorization for welding practicing.

If some of above mentioned data is missing, the document is invalid, the other data is not obligatory. And what about the further level of education of welding staff of basic courses? Their validity? : It is the same as at off-the job-training. The range of use of basic course is much higher, of course. Their problem is that their validity is limited only in the area of the Czech Republic. The basic courses of welding are the further step of education. Input requirements: A good state of health (a check-up by 50 every five years). Over 50 every three years.

Output document: Certificate of course completion, the welding card.

Utilization: welding work which requires the Certificate of official examination according the norm of ČSN EN 287 -1, ČSN EN 1418, ČSN EN 17 660-2.

What can the course-leavers expect?

The basic courses can be organized only by those schools which the Certificate of qualification, the Note of Registry according to TP a TP C 010 was submitted. The recommended stay is four weeks for welder in the welding school; examination usually is not included in the course.

In the theoretical part an interested person is informed about safety instructions and health protection, how to manage the basic knowledge in welding, materials, defects and their causes, about deformations and tension, about basic norms and regulations.

In the practical part of the courses under the leading of welding instructors (practitioners) the study is focus on acquisition of good habits for related welding technology and thorough mastery of equipment operating. There are two day for examination preparation and examination itself. It is possible to extend the examination on the basis of client requirements about further positions, for example PC, PG.

New sign	Original designation	Name	Number of hours of theory	Number of practice hours
ZK 311 1.1	Z-G1	General course of a flame welding and gas cutting, material - plain and low-alloyed steel demandless preheat	40	128
ZK 912 31	Z-L6	General course of a torch brazing, material copper and its alloys	40	64
ZK 111 1.1	Z-E1	General course of a hand electric arc welding by stick electrode , material – plain and low-alloyed steel demandless preheat	40	128
ZK 111 8	Z-E3	General course of a hand electric arc welding by stick electrode material – high-alloyed austenitic steel	40	128
ZK 135 1.1	Z-M1	General course of an electric arc welding in the shielding gas by smelting electrode, plain and low-alloyed steel demandless preheat	40	96
ZK 135 8	Z-M3	General course of an electric arc welding in the shielding gas by smelting electrode, material – high-alloyed austenitic steel	40	96
ZK 131 8		General course of an electric arc welding in the shielding gas by smelting electrode in inert gas of austenitic steel	40	96
ZK 131 21	Z-M7	General course of an electric arc welding in the shielding gas by smelting electrode, material – aluminium and its alloys	40	96

ZK 141 1.1	Z-T1	General course of an electric arc welding in the shielding gas by smelting electrode, material – plain and alloyed steel	40	96
ZK 141 1.1	Z-T2	General course of an electric arc welding in the shielding gas by non-smelting electrode, material – plain and alloyed steel, demanding preheat	40	96
ZK 141 8	Z-T3	General course of an electric arc welding in the shielding gas by non-smelting electrode, material – high-alloyed austenitic steel	40	96
ZK 141 31	Z-T6	General course of an electric arc welding in the shielding gas by non-smelting electrode, material – copper and its alloys	40	96
ZK 141 21	Z-T7	General course of an electric arc welding in the shielding gas by non-smelting electrode, material – aluminium and its alloys	40	96

Chart No 2: Of hours of basic training in welding

Source: n: [18]



Picture n. 5: oxy-acetylene welding flame

Source: [17]

The official examinations according the norms ČSN EN 287-1, ČSN EN 17 660-1, ČSN EN 1418 are the highest degree of welding staff education. The input requirements: a good state of health, basic welding course is required, practice in the field.

The output documents: Certificate of an official examination. Validity: 2 years.

Certificate of practice completion in the scope of examination validity every six months.

Welding methods	Material	Name of the course according to ČSN EN 287-1	Number of lessons theory	Number of practice lessons practice
111	1.1, 1.2, 1.3	Official course of an electric arc welding by stick electrode according to ČSN EN 287-1	32	128
111	108	Official course of an electric arc welding by Stick electrode according to ČSN EN 287-1	32	218
311	1.1, 1.2	Official course of a flame welding according to ČSN EN 287-1	32	218
135, 131	8.1, 21, 22, 23	Official course of an electric arc welding in the shielding gas by smelting electrode according to ČSN 287-1 and	32	128



		ČSN EN 287-2		
141	1.1, 1.2, 1.3	Official course of an electric, Official course of an electric arc welding in the shielding gas by smelting electrode according to ČSN EN 287-1	32	128
141	8.1, 21, 22, 31	21 Official course of an electric arc welding in the shielding gas 22,31 by non-smelting electrode according to ČSN EN 287-1 and ČSN EN 287-2-2	32	128
B-L6	(původní označení)	Official course of copper soldering and its alloys according to ČSN 050710-EN 13133	32	48
EN 13 133 912	31	Periodical test – soldering Cu according to ČSN 050710	8	16
111,311,135,141	1.1, 1.2, 1.3	Official periodical test of non-alloyed steel	8	16-32
111,131,135,141	8.1, 21, 22, 31	Official periodical test of high-alloyed steel and non-ferrous metals	8	16-32

Chart.n. 3: hours subsidies for testing according to European standards

Source: n: [18]

These examinations are required for carried links and pressure equipment.

## 1.4 The vision of the school

The school wants to offer its clients the best service and the choice from several varieties in the future. By its offer it wants to address the wide scale of clients from small trader up to wholesale customers. There is a partnership with the Job Centre, thanks to its help it is possible to take in retraining scheme, which are funded by European Social Funds and after retraining people can find new work position for applicants for jobs at the Job Centre of Hodonín with its subsidiaries in Kyjov and Veselí nad Moravou.

The problems which the welding schools are floundering

- closing the apprentice field of study which should have been in curriculum of welding
- schools,
- omitting the welding courses from curriculum of present apprentice field of study,
- closing of welding schools as unviable, because it is forgotten that the education is the riches of the nation
- there are fewer of welding courses, because firms which need the skilled staff are going bankrupt.

One of the possibilities how the welding schools could

- hold their professional level of teaching



- increase their level of teaching staff
- improve technical facilities of school

are European social funds (ESF).

### **What the European Social Fund are?**

European Social Fund is one of four structural funds of European Union. It came into existence in 1957 by the Rome Agreement. The main purpose of this fund is the financial help for European Strategy of Employment realization which is the development of employment, reduction of unemployment, the support of social integration of persons and equal opportunities for everybody considering the development of job market and human resources. ESF helps member countries EU to reach the full employment, to higher quality and work productivity, it supports the access of disable people in the job market and reduces national, district and local differences in employment. Persons and an endeavour to help them in better adaptation on transforming circumstances in the job market are the targets of ESF's attention.

The Czech Republic has participated in utilization of means from that fund since having entered into EU in 2004. The ESF is the most important aid for realization of European Strategy Employment (10). It results from the main motivation: /10). The financial volume from ESF made 456,98 billion EUR for the Czech Republic in the planning period 2004-2006, and for new, has been running a planning period 2007 – 2013, it has been allocated 38 billion EUR. The Department of Employment is the representative and responsible for the aid managing from ESF. The further co-workers are the Ministry of Education, the Ministry of Public Development, the Department of Environment Protection, the Department of Commerce, the Czechinvest, the Fund of Civil Society Development, the Municipal Authorities of Prague, the Job Centre and organizations of local and region self – administration . [6 ]

The managing authorities put some of these activities to the executive authorities, particularly the choice of projects, doing the commitments, monitoring, building inspection and the verification of payment application. The mediate subjects secure corresponding information of final users ( the aid recipients) partners on possibilities of financing from given measures of operational program of human resources and employment and its publicity. [6]

The programs, that thought out the means utilization from ESF in the sphere of human resources in the period of 2004 – 2006 in the Czech Republic and in the capital city of Prague:

- operational program of the Human Resources Development (OP RLZ )
- united program document for the target 3 for Prague ( JPD3)
- Initiative EQUAL Society Program
- United Regional Operation Program (SROP )

The activity of EQUAL Society has been established to support international cooperation for development and put through the new tools of fighting against the all forms of discrimination and inequality in the job market. The aim of an initiative has been to invent and enforce the tools of possibility to support the members of disadvantaged groups ( unemployed people for a very long time, low-skilled workers, seniors, graduates, ethnic minorities, foreigners, women, disable people etc.) who meet the discrimination or unequal treating either by looking for job or directly at work. One of the target spheres of the Initiative EQUAL Society was aimed at the problem of social integration and work application of the applicants waiting for an asylum. [5]

For the period 2004 – 2006 the financial means were allocated from the European Social Fund into individual programs. The whole volume of financial means made 457 mil. for the Czech Republic on the development of human resources. 58,8 mil.euros were reserved for united program document for TARGET 3. 703 projects were supported from those resources. The Initiative EQUAL Society got 32,1 mil. euros. The United Local Operational Program got 47,28 mil euros. The main financial support at the amount of 318,82 mil.euros was determined to the Operational Program of Human Resources Development. 2,151 projects got the support from this means.[10]

	. Support from the EU mil. €
ESF total	457
OP RLZ	318,82
JPD 3	58,8
IS EQUAL	32,1
SROP	47,28

Chart No. 4 : The total volume of financial aid from EFS 2004-2006

Source: n: [10]

25 – 50 per cent of CZ state budget shared in financing in accordance of individual means.

	2004	2005	2006	Total
OP RLZ	74 308 763	106 433 869	138 076 651	318 819 283
JPD Cíl 3	19 211 006	19 595 226	10 987 131	58 793 363
EQUAL	7 618 158	10 698 543	13 784 228	32 100 929
<b>Total programs</b>	<b>101 137 927</b>	<b>136 727 638</b>	<b>171 848 010</b>	<b>409 713 575</b>

Chart n.5: The means allocation from EFS ( in EUROS ) [10]on the whole for programs

Source: n: [10]

The operational program the Human Resources Development in the period of 2004 – 2006 had four main targets and ten measures on the whole which covered its range following areas. The active policy of employment, integration special groups who are endangered by social separation, the equality of occasions for men, women in the job market, the development of lifetime studying and an increasing adaptability of employees and employers on changes of economical and technological conditions. The diversification of main target and measures in program OP RTZ is shown in next picture ( picture 1 ) [10]

State Budget	2004	2005	2006	In General
OP RLZ	74 308 763	106 433 869	138 076 651	318 819 283
JPD Cíl 3	19 211 006	19 595 226	10 987 131	58 793 363
EQUAL	7 618 158	10 698 543	13 784 228	32 100 929
<b>general for programs</b>	<b>101 137 927</b>	<b>136 727 638</b>	<b>171 848 010</b>	<b>409 713 575</b>

Chart No.6 The means allocation of national resources – state budget ( in EURS) [10]

Source: n: [10]

The programming period of 2004 – 2006 is completed, but the carried out intentions, which were that period given, have been realized now. 10

On the 16<sup>th</sup> 2006 of October the first three Czech operational proposals were signed and the first European money for the programming period 2007 – 2013 will come into the Czech Republic as a result of it. They are non-investment programs co-financed from the European Social Fund, thanks to them the Czech applicants can get up to 3,8 billion EUR from the

European Union (together with the necessary co-financing from the state budget, on the whole about 4,4 billion EUR, which makes approximately 124,2 billion CZK).

The managing of these plans is divided according to legitimacy of individual subjects. The operation program of the Human Resources and Employment is managed by the Ministry of Labour and Social Affairs that has been much experienced in managing the programs from the first period. The operational program the Education for Competitiveness is governed by the Ministry of Education and Science and the third program that is exclusively determined for the area of the capital city of Prague is in the competence of the Prague Municipal. [10]

## 1.5 The Operational programs – The Development of Human Resources and Human Resources and Employment

The operational target the Development of human resources (OP RLZ) forms the deposit for the implementation of support from European Social Fund in the sphere of human resources in the Czech Republic for the period of 2004 – 2006 and now it has continued under the heading of operational program – the Human Resources and Employment in further period of 2007 – 2013. [10]

Period 2004- 2006	Period 2007 - 2013
To reach a high and steady level of employment based on skilled and flexible working power, integration of social eliminated groups of population and competitiveness of enterprise principles of sustainable development.	To increase the employment of population in the Czech Republic on the level of ten best countries in EU.

Chart No. 7: Global targets OP RLZ a L ZZ [10])  
Source: n: [10]

One of the possibilities how to reach this base is the practical utilization of financial help that is offered to member countries by EU. In the Czech Republic it is the European Social Fund which allowed to withdraw the means through OP RLZ and now by means of OP LZZ. The focussed groups of recipients of help are particularly employees, employers and applicants for starting business. [6]

Periods of 2004 – 2006	Periods of 2007 - 2013
<ol style="list-style-type: none"> <li>1. equal occasions</li> <li>2. the sustainable development</li> <li>3. informative society</li> <li>4. support to local entrepreneurs</li> </ol>	<ol style="list-style-type: none"> <li>1. to reach the employees and employers adaptability</li> <li>2. improving the access to career and unemployment prevention</li> <li>3. consolidation of integration people who are endangered by social segregation or they are social segregated</li> <li>4. Strengthening of institution capacity and efficiency of public administration and public services</li> <li>5. intensification of international cooperation. Cooperation in the field of RLZ and employment</li> </ol>

Chart n.8: Specialized targets of OP RLZ a OP LZZ [10]

Source: n: [10]

The programming periods of 2007 – 2013 has following priorities:

1. Adaptability
2. Active policy of labour market
3. Social integration and equal occasions
4. Public administration and public services
5. International cooperation

### **Priority 1. – the increase of adaptability of employees and enterprise competitiveness**

In particular this priority is focussed on the development of company education for the support of entrepreneur's subjects and organizations competitiveness. The activities in the frame of projects act positively on the development of specific services, professional preparation and employees 'support, implementation of new methods of organization management and conceptual management of human resources. In the Czech Republic there is a big shortage of flexibility and diversification in the types of occupation and forms of work organization, together with the adaptability and mobility of employees. The measures the measures of OP LZZ thus fixate even on the upswing of utilization of flexible forms of work organization. Next to the development of educational activities, the measures will be focussed even on the support for maintenance of working positions and creating of new working positions. [4] The adaptability and employees 'awareness to conform to changing requirements is the condition for functioning of economy and social stability and by it contributes to sustainable development. The special attention will be paid in these measures to the problem of advantageous of energy utilization, new techniques decreasing the air and

water pollution and also the waste management according to the recommendation of the Environment State Policy. As well as the supporting projects will be supported that are broaden the knowledge of modern management of organizations with respect to quality of environment and health at work and social responsibility of organizations.[4] People are getting more and more useful skills for work with new technologies and for more and more lays hold true that the deficiency of qualification is the cause of elimination from the labour market. The formation of appropriate conditions for convenient creation, administration and spreading information has considerable developing potential on the level of small and medium enterprise, administration, self-administration. The measures will support the possibilities how to gain and deepen and maintain the informative literacy.[4, p 8]

### **Priority 2 - The active policy of labour market**

It is aimed at improvement of access to a career, permanent engaging of people looking for a job and prevention of employment, particularly long-term unemployment and unemployment of disadvantageous groups in the labour market. Further in the frame of this priority the inputs will be supported which are focussed on increasing quality of advisory, educational and employee services provided by institutions in the labour market. The creation of organizational structure will be further supported for prediction of changes in the labour market and coping sequential and sudden changes in employment. This is expecting future workrooms and qualifying requirements.[10]

### **Priority 3 - Social integration and equal occasion.**

Above all it is focused on the aid to people endangered by separation or to persons socially eliminated respectively by possibility of direct support of these persons and partly by form of increasing quality and accessibility of social services for these persons including local partnerships. There will be supported also such measures that are leading to increase the employment of these persons and measures oriented to better compatibility of family and career life. The activities aimed at boosting of equal men and women's rights in the labour market will be also supported in the frame of this goal. The special attention will be paid to the members of Romany community and migrants and other groups from different sociological and cultural backgrounds.[10]

### **Priority 4 - Public administration and public services**

It will be fulfilled through the input focused on increasing of institutional capacity, quality, effectiveness and public administration transparency. The support will be tended both

renovation of central governmental administration and renovation of region public administration. In this frame of that priority there will be supported for example – management and developing human resources in the public administration, improving the quality of regulation, strategy of managing and planning and improving the quality of educational system and training in public administration. The attention will be paid to implementation of activities and application of tools increasing the quality of public services. [10]

#### **Priority 5 - The international Cooperation**

It is focused on the support of international cooperation in the frame of human resources development among projects and different EU member countries, among the groups involved, tending to certain problem, among persons involved with common local area with people involved in further sphere and among the national organizations in several EU member countries.[10]

### **1.6 The Labour Market**

The labour market is characterized by offer and demand as any other market. In this market the employers offer a job to workers for wage. In the research capacity of labour market, the economy tries to understand unemployment and the amount of wage as well as can be. [8, p 328]. The important issues of exploration are gone through because the height of unemployment significantly affects the society state. The full employment is the target of a number of contemporary governments, although the governmental interferences are main cause of any unemployment at that moment. We can think of the market from different points of view, namely from the point of macroeconomics and microeconomics. What does the microeconomics study? The manners in the labour market. The macroeconomics, on the contrary, studies the interrelationship of labour market and markets ( money market, foreign trade, commodity market). It follows up how relations of this market change the macroeconomical variables as unemployment, the amount of revenue and gross domestic product.

### **1.7 Unemployment**

The unemployment as such has appeared in the free market economy. Under the feudalism all villains had the access to the land (though not their own) and useful tools, so that they could work. In the ancient world even in later forms of slavery the owners of slaves left their slaves

normally work ( at worst they could sell them to somebody else ). Centrally managed economy, as in former Soviet Union and its satellites, usually every citizen was given a job, respectively at the cost of over employment. In the former CSSR there was an industrial conscription and criminal offence of sponging, punishing the persons shying work. [2].

Not all unemployed people are linked up at the governmental offices, so the official statistics of unemployment can be very low even in capitalist countries. Most of poorer countries do not have modern social net and support in unemployment, hardly any from their citizens can allow to be unemployed long-termed. People who lost their work in the rich countries, they occupy a low-skilled work and they are not included among the unemployed. Some of state interferences directly affect into economy: for example, if the government increases minimal wage, the price of business also increases by it and firms react laying off their employees. The laws limiting laying off cause that employers will hire less new workers and a lot of young people can have a problem to get a job. There is not enforced unemployment in the free market. [2]

According to policy of international organization ILO, the person who is able to work, but cannot find a paid job, is not considered to be unemployed.

The unemployed person is considered:

- a person older fifteen years old
- a person looking for job hard
- a person prepared to start work in fourteen days [4]

**The unemployment ration** is then a rate of unemployment to all persons being able to work (it means employed and unemployed persons).

$$U = u/L$$

Where:

u – stands for the ration of unemployment

U – a number of people out of work

L-- a number of employed people

In practice the accuracy of such measurement is difficult to provide, each policy has its failings.[8]The important conception of such measurement is natural ration of unemployment, by which in the market the work is equilibrated by demand of firms under condition that the potential product is produced in economy.( Economy is neither in the phase of expansion or in



the phase of recession). Its height is simply natural, but we cannot say that it is desired. The cyclic unemployment is not included in ration. The ration of unemployment fluctuates in economy around natural unemployment thanks the economic cycles. The ratio of unemployment is higher than natural unemployment in recession. [8]

The causes of unemployment are different. The reason can be low wages, liquidation of branch, bankruptcy of company, crash injury of worker, insufficient skill of worker, lack of worker interest in retraining. The rigid wages, a long-term imbalance between job offer and demand are decisive characteristic of labour market. Usually the entrepreneurs do not want to substitute competent workers by new ones; even they would work for lower payment. The results of it are far higher losses by training and getting of new workers. The following losses come up when a new worker is incorporated into a new team. [8]

The unemployment is a phenomenon which brings negative social and economic consequences and belongs to the biggest problems of market economy.

The worst consequences are:

- the loss of skilled worker
- degradation of work quality
- higher crime
- strikes
- y striking of all group it appears important economic problems
- the loss of production effectiveness
- bad productivity of work by feeling that you are rewarded unjusticely

The unemployment impacts not only on the whole economy, but it affects also the style of life, individual and all his or her family. It rises a lot of problems among people, it leads to downgrading of available household means. The economic troubles influence emotions and family life. According the survey it is shown that the unemployment especially long-term and unwanted causes higher occurrence of heart diseases, alcoholism, and the growth of crime, stress, and suicides. In the extreme case there are riots among people, household and lives break-ups. The long-term unemployed man loses the contact with working environment, breaks away from a habit to live in this environment, he has an anxiety to come back to work. It is getting worse and worse to return to work and get the right habits again. He or she loses slowly his or her self-confidence and frequently he or she is perceived as second – rate man.

For such a man is difficult to find a job, not only of the shortage of possibilities, but from a fear to come back to work (working process, a team).[8]

By high unemployment the expenditures of state budget on social security benefits and services are growing, and at the same time the incomes are lower due to unpaid income taxes and due to lower population's desire to buy things, and VAT or consumer taxes. There are higher costs on the health care due to worse psychological condition of unemployed part of population. The high unemployment is a denotation of lavishing of sources because during the depression, when the unemployment is high, the economy does not produce as many as could. The losses which happen in the periods of high unemployment are documented by wasting of sources in the present economy, they are higher than ineffectiveness caused by monopoly or wasting evoked and quotas and duties. Mostly it concerns the cyclic unemployment. It quantifies the Okun Law. According to the Okun Law the period of high unemployment is characterized by moving HNP under the level of potential HNP. The Okun law says that if each two per cent of HNP go down owing to potential product, the ration of unemployment increases at one per cent. [8]

Besides all negative impacts the unemployment has peculiarly also positive impact. If there were not unemployment, we would have to accept the first job after finishing the school without knowing if we liked it or not. Under such conditions we would not be happy at work and it would reflect in the work productivity. Unfortunately, people do not accept the first position that is offered to them and they are looking for a job which will fulfil and respond to their abilities. It is important to realize that we spend a major part of our lives at work and that why it is good for us if we like our work. We reach better results at work. To look for a job is probably easier for unemployed than for full time job workers. The employed people have an advantage because they are in well-being state relatively and they have a better view of new further working possibilities. There is also an advantage for the firms because they can choose from the bigger number of potential applicants. But in the case if the unemployment were zero, there would not be such a choice of workers. As well the introduction of new technology brings the certain further unemployment because it needs the adaptation of working power. So the unemployment enables those technological changes to react – so that they could exploit advantages of new technologies, people will have to change their jobs.

Above mentioned contributions of unemployment mean better reimbursement of sources and improve this way effectiveness of all economy. The certain ration of unemployment can have

some advantage, too. There are people who overestimate the value of their work and still ask for high wages, breaks, holidays and other benefits, that exceed the value of their contribution. The certain unemployment we can consider to be a regulation of high wage requirements and other benefits. [3] One of the possible solutions of unemployment in the last years is the European Union, Respectively the Projects of European Union, financed by the European Social Fond. The European Union considerably insists on the policy of social and economic coherence, increasing differences of living level among people and regions in the European Union. [15]

## **1.8 The Organizations Operating in the Labour Market**

In the Czech Republic there are several kinds of organization that support the help to unemployed persons to find a job. The best-known is the Job Centre (Employment Agency)(ÚP). The job centres are the administrative authorities and their areas are identical with the former areas of regions. The job centre offers informative and advisory services in the field of working opportunities to all citizens in the Czech Republic. It globally means information about vacant places in the Czech Republic and EU countries, about possibilities of further education, advisory services of job choice, retraining choice, etc. The job applicants who are kept in records for job in the job centre, this provides more services connected with the mediation of new job and also under certain conditions it fixes unemployment benefits. Further the Job Centre can allocate a contribution for creation and running of protected place( for performance of disable self-employed person) or provide a bridge contribution for starting self – employed person .[16]. The Job centre differentiates persons as an interested person and an applicant for a job. The interested people for a job are those who ask the Job centre for filing for a job. To ask for a filing is possible in writing at any job centre in the Czech Republic. The applicants ask for mediation an acceptable job. To ask for a mediation of an acceptable job is possible only personally and only at that job centre in which administrative area the applicant has a permanent residence .After completion of stipulated conditions at law it is possible to file the applicant. Rarely you can ask for mediation of job another job centre.[16] Many interested persons for job have better experience with personal agencies than with job centres in despite of the agencies take up to triple of entrance payment of placed applicant. May be that is why they are much more successful by looking for vacant place. The firm passes on accurate requirements on required place to the agencies and those screen the applicants by giving interviews and prime tests if the applicant fulfils the

requirements for given position. A person who comes for an entrance, a job interview should be competent and fulfilling all requirements. This way of employee choice saves time to a firm and a good personal agency tries to choose the best ones. [16] The economical chambers are autonomous, non-governmental organizations, which have appeared in the Czech Republic since 1993. Essentially, they deal with the corporate environment in the Czech Republic, they support business activities, their members, they are independent on administration authorities and other organizations. One of their activities are the programmes on employment cutting, donated by European Union, aiming at discrimination cutting in the labour market, ensuring retraining courses, cooperating with the job centres and they try to help apply the applicants at job.

## **1.9 Education, Upbringing and Adaptability of Human Resources**

In present economy, when the technical and capital sources are accessible nearly to all persons involved of market environment, it is necessary to aim at the development of human resources and this polarization to exploit as a competitive advantage. The owners and employees of the firms present a key factor to competitiveness. The firms with a domestic capital bestow a minimum from their turnover on educational activities ( development of human resources) and they are in a deep under average comparing to the firms of old members of the European Union. This situation is necessary to change as soon as possible to keep or in ideal case, to increase competitiveness of Czech firms. The percentage of people devoting further or sustain study after finishing of formal education is an important factor. [3] The present economical situation of Czech firms enforced into extensive investments to the tangible property limits markedly allocation of needed sources for the field of human resources. The added value is then in a possible starting of systematical education of good quality process in the range needed for keeping competitiveness of firms in the present market. The support for employers with the development of new working positions is very contrived in the District of Hodonín with the high ration of unemployment and very low level of wages.

In particular in the present when the unemployment in the District of Hodonín has reached 16 per cent. So many out of work people have not been since April 2005. According to the latest statements the unemployment went up 10,6 % in December in the district, compared to

November it is at whole per cent. The crux of the matter is that employers dismiss due to financial crisis and according to specialists the dismissal will continue.( The Hodonín periodical, Tuesday 12<sup>th</sup> January 2010, No 9).

The Unemployment in the South Moravia

Hodonínsko	15,9%
Znojemsko	15,4%
Břeclavsko	12,1%
Blanensko	11,1%
Vyškovsko	9,7%
Brno - country	8,2%
Brno - city	8,2%
Jihomoravský kraj	10,6%

Tab. No. 9: (Hodonínská diary Tuesday, January 12, 2010, the number 9  
Source: [19])

The lifelong education has become one of European priority. In the Czech Republic we have a lot to catch up with the others according to the survey Eurostat. We are at the end of the scale. [3] The development of district will be still more depend on qualification and quality of persons living in this district. The flexible workers with a wide scope and education and ability to study lifelong and able to change qualification are requirements of the future. Thorough reform of administration is just performing and will be implemented thorough analysis of situation in the field of educational system and on its base the optimalization of the school net will be performed. This analysis should concern of all levels of education (regional educational system terciál education of adults). This analysis and subsequent alternation of optimalization will be needed to realize in close cooperation with job centres and with representatives of entrepreneurial subjects. In the range of individual districts it is necessary to aim our attention at retraining programs and referring to them there will be a need to form mechanisms harmonizing the needs of labour market with professional preparation of labour power. The attention is to be devoted to development of interest activities of citizens namely children and young people, seniors and disable citizens. [3] The district economical chambers in cooperation with job centres try to form the system of sustainable regional business education which prepares employers and employees for changing conditions in the domestic regional market and it increases their possibility to adopt for changes of economical and technological conditions and it supports also competitiveness after all of small and medium enterprises.[3] The thorough system reflects not only given experience and assurance but it insists on the latest needs of enterprises and entrepreneurs which were examined by direct

contact of department workers and workers of institutions of economical chambers with entrepreneurs and employees of enterprises and firms in the frame of setting up meetings, business meetings and congresses and seminars specialized in the support of entrepreneurial environment.[3] The representatives of target groups mention as well that the offer of further needed professional education development of employees and employers is directed to the big centres and it puts high requirements on time expenditure and logistics of participants of seminars and courses. Likewise they lack of educational courses called tailor-made where the themes would be read and discussed in understandable form because the target groups are interested in all above and thus they are beneficial to them. The representatives of target groups are fully aware of continuous education necessity because they perceive the growth of demand and the pressure of marketing environment of their enterprise and firm for applying Modern and effective methods at enterprise and economy management, manners in the competitive environment of open market and company development on the basis of own research and development of their technologies and products.[3] They are illustrating the situation in the case that they cannot seek new orders if they do not participate actively in the system of further education. The stability of the firm and competitiveness of enterprises and working positions will be endangered. There occurs the stagnation of quality and education level of employers and employees, which is inseparable condition of successful human resources development of their enterprises. The further area that wrestles with the problems is the apprentices 'education. On the one hand there are missing interested persons in some specializations or their number is so low that the specializations cannot be opened and on the other hand those interested who want to learn that specialization, they have to choose other one. The typical profile of long – time unemployed is their low education. According to the sampling survey of working power of the Czech statistic department 77% of long – time unemployed had the basic or secondary education without the final examinations in 2006. The low education makes the possibilities hard to get the further specializations applicable in the labour market. There are no precautions which would support the access to the long – time unemployed persons to the further education because the participation of such groups in retraining programs held by job centres is absolutely insufficient. [10] The basis of treatment is specific and individual advisory stimulating the motivation and activation of every individual including the special qualifying activities tailor – made, leading to his/her career and to the increase of employment.[5].

## 2 The Characterization of present state

### 2.1 The School Activities

1. The school 11-010 participated the tenders for holding of retraining welding courses provided by the local Job Centre and in the frame of that tenders and the school was selected as a winner. It has ensured relative financial means until October 2010. It also ensures the welding courses in the program called “Improve Yourself”. In this program financed by the European Union the worker is still in working process, but taking in the welding course enables him to increase his/her education.



Picture n:6: Weld reinforcing steel  
Source: [17]

2 The school is aimed at the welding courses in the frame of growth of employees' education.

3. The school also arranges the welding courses, official examinations according to regulations of ČSN EN 287-1, ČSN EN 1418, re-examination of welding courses (the exam must be innovated every two year).

4. The school arranges the welding supervisions in the four firms. It can pass the penetration exams and it can issue the documents about these exams for firms.

5. The school has a locksmith's production. It is concentrated on components produced for concrete demand of clients. The advantage the school is the authority for reinforcement steel welding. We have a skilled staff in this field (technicians, welders, an appropriate space).

6 The school also specializes in high-alloy steel and nonferrous metals welding.

Further it offers the services of welding supervision:

the services of welding supervisor

visual and penetration supervision of welded joint including the statements sued.

## 2.2 The evaluating scale of individual studies

There is a chart given below, where you can see which of school activities has the highest part of organizational function and which is only a supplementary sphere in the present time.

(– the highest evaluation, 5 – at least evaluation)

Courses for job centres	1
Welding courses for firms	3
Welding courses in the frame of increasing of education	4
Welding supervision in the firms	5
Locksmith production	2
Specialization in welding of high-alloy steel	5

The chart n. 10: f impact of activities on the firm running  
Source: [20]



### **3 The proposal of potential variants**

The effort to maintain market position and continued cooperation with the , provide a means for welding school activities, which can be obtained from the through European funds, meaning the creation of such offers welding school, which is responsible for all aspects of the relevant requirements. And ensure the fulfillment of these requirements is an important factor in the current situation to obtain the social contract. Subsequent chapters are devoted just to analyze and evaluate the welding school for the achievement of this important sub-areas of activity.

## 4 The Analysis of competition, the analysis of present situation in the region

Owing to the fact that the school operates in relatively small region, it means the continuous fight how to get the clients. In the region where the school is operating, there are two more organizations providing the welding courses.

They are : SOU Kyjov

HOPRA – kovoweld s.r.o.

The competition is still forcing the management of school to improve the services for their steady clients by increasing the qualification of their staff and not least to form the strategy for gaining new orders. It focuses on the development of firm, of course.

### 4.1 The analysis of vision, philosophy, mission a politics

The main target of the school is to train highly-skilled workers who find their career not only in the region, but in other regions, either in the frame of the Czech Republic, Europe, or on the international level.

It is related to a continuous **education of the staff**. For example a possibility to get a diploma of the “ **European/international welding practitioner** and as well the certificate of trainer. Considering the fact that an international regulation is being prepared for welders’ study who will get a certificate of “The European respectively International welder” after completion on a course or an examination. The schools of welding which show their interest in such study and output have to prove their qualifications as ATB (authorized teaching place for welders). One of the condition is a trainer qualification on minimal level “ The European welding practitioner” and the certificate of trainer. For a smooth start of new European qualifications of welders the CWS ANB with the cooperation of Slovak ANB have prepared the possibility of requalification of current trainers ( even those whose a certificate of trainer is invalid, the old trainer’s qualification has not been renewed any more ). Requalification does not get out of the habit in the Czech Republic and lasts for one week.

Next, in the frame of registration of interested persons and firms the school tries to extend its **central program of welders registration**. This program enables to have a survey of welders

who passed examination at that organization. It is necessary because the welding examinations must be repeated once for two years, on the other hand, the welder cannot provide the welding activity. The program comes to our notice who should pass the re-examination and when. Then we can contact him/her ahead and make an appointment with him/her, if he/she wants to renew the exam or do not. We can fix the term of examination obligatorily. We have assured by it a continuous number of clients, even though the incomes from these examinations are minimal.

Last but not least it is necessary **to pay attention to promotion**. The surrounding must know what services are provided by us.

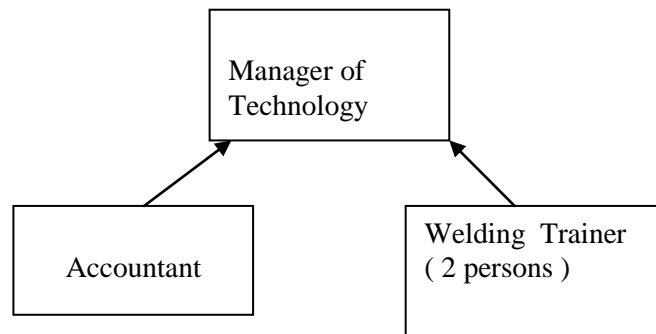
It is necessary to maintain and continuously innovate our **websites**.

**The target of a company** is to assure the profitability by the way of increasing the quality in an offer of education.

1. continuously follow new trends, be interested in possibilities how to get means from European funds and exploit these funds as much as possible.
2. To focus on the firm presentation by means of modern trends (internet, press, various activities, radio).
3. To gain new firms and by it to higher the share in the market.
4. To keep still a good reputation of school in public.

## 4.2 The organization structure of the company

In view of the fact that the school provides close specialized services in a relatively small region, the organizational structure is following.



The Chart. No. 7: The structure of the company's management  
Source: [20]

The manager of technology – teaches theory, assures and arranges the running of a firm. The accountant – is in charge of firm accountancy and directly reports to the manager of technology. The welding instructor – teaches clients practice and makes orders in the frame of locksmith's production.

## 4.3 The Company Resources

There are supplier's firms from Hodonín region which belong to our supplier's firms primarily.

Job Centre of Hodonín

Prefa Brno s.r.o.

Town of Hodonín

EPI s.r.o

Other small suppliers

Last but not least the local job centre belongs to our supplier because it arranges enough interested persons in the frame of retraining welding course.

#### **4.4 The school strategic management**

The importance of strategic planning is taken very seriously in the firm. There are targets given clearly how to get them. In the meanwhile there the plan is not in writing form.

It is necessary to draw it up to know what the management wants to reach and what way and policy needs to use. At the present the retraining courses and arranging of skilled working staff is the driving force in the firm. The big attention must be paid the locksmith's production where is a big potential of finance income and mainly the extension of cooperation with new firms. In addition the money from this activity can be invested into facilities. The management can see plus in good knowledge of external environment for the further development of school.

#### **4.5 The external environment of school**

The main factors which influence on running the school are:

##### **Suppliers**

Job Centre of Hodonín

Prefa Brno s.r.o.

Town of Hodonín

EPI s.r.o.

Other small suppliers

##### **The main suppliers are:**

Job Centre

Job Centre of Hodonín “ retraining courses”

Program “ Educate Yourself”

##### **The Clients**

The most important is to have satisfied clients and to provide all services to them which help do that.

In the field of production the emphasis is on a speed of goods delivery to the client in the first class quality and providing the delivery.

##### **The clients from the sphere of firms are:**

The courses of welding we provide for the firm of T – Machinery s.r.o., TH Ratiškovice, the Municipal housing administration, the Provincial s.r.o. G – Mont of Hodonín, IAC s.r.o. BYAS s.r.o. and other firms.

### **Competition**

As we have mentioned before there are two firms in that business and they are competitors. That's why we have to work continuously on education of staff, following the changes in the frame of norms of European Union, innovation of facilities. Only by the fact that we will take a step forwards we can be asked in the market.

The competitors are: HOPRA kovoweld s.r.o.

SOU Kyjov

The firm has to follow new technologies because the technological environment also influences on us quite considerably.

## **4.6 The inter environment**

The inner culture of the firm is the most influenced by working conditions and staff satisfaction. It is necessary to assure a convenient background, facilities and last but not least a finance evaluation. The satisfied staff who are proud of a firm what they work for a firm are very important. The satisfaction also influences on the quality of work.

## **4.7 Project „Educate Yourself!“**

### **What the project „Educate Yourself! means and who it is addressed to**

Since we provide re-examination of welding staff, the firms are searching us to save their financial means and they provide training and refresher courses through program „Educate Yourself“. One of the possibilities, how to stay in the market is to offer a welding staff training through this project financed by ESF CZ.

1. What the project „Educate Yourself means, and who it is addressed to
2. Important information for applicants
3. Submitting an application
1. What the project „Educate Yourself!“ means and who it is addressed to
2. Important information for applicants
3. Submitting an application
4. Activities after approval of an application
5. Rules for providing an contribution and its individual parts

### **What the princip lies in and a project contribution**

The project is addressed to the employers, who are in a difficult economical situation due to running economic recession, and they are not able to allot work temporarily in the full scope of work, and at the same time they are interested in extending and deeping employees' qualification by educational activities in the time of their layoffs at the workplace. The purpose of a project, as a new instrument of APZ is to sustain employment and creation of conditions for obtaining and improving of professional knowledge, skills and employees' competences, to whom the employer cannot allot work in the full scope of week working time. This way gauner knowledge, skills and competences they will use in further utilization in the labour market ( it is a „general education“ defined by the regulation of the European committee No. 800/2008).

- 1 The project comes from differentiation on a general and a specific education, whereas in the frame of the project „Educate Yourself!“ a general education can be realized.
- 2 It is necessary to come from the following definitions in doing so:  
Specific education – education which consists of teaching with a direct and essential relation to present or future position of employees in the enterprise and it provides the qualification which is non-transferable, or transferable in the limited scope, into next enterprises and working specializations.  
General education – education consists of teaching which does not relate only or essentially to present or future position of employees in the enterprise, but that provides qualification at higher scale transferable into other enterprises or working specializations.

Strana 34

In the frame of the project the employers can gain the financial means for realization of these educational activities ( including supporting measures) for their employees whose working hours have been shortened due to deterioration of enterprise situation. Further they can get the financial means for full or partial refund of labour costs or refund of employees' wages during the period of their participation on education.

### **Who can participate in the project**

The employers can take part in the project „Educate Yourself“ :

- a) who had to come up to the reducing of business activity in their plants due to global financial crisis and economic recession , and whose employees have the right to give

the lowered refund of wage according to the § 209 of the law No. 262/2006 Collection of Labour Code, ( further only „ZP“), either on the basis of agreement between the employer and trade union or on the basis on job centre decision,

- b) whose number of product orders begin to drop owing to global financial crisis, but they do not want to apply the regulation of § 209 ZP ( this fact must be shown for example by reducing of order number, by reducing of employee number, by organizational changes, by sales falling, etc.) and at the same time
- c) they want to exploit the time ,when they cannot allot work in the full scope of week working time, for education of their employees and increase their specializations, skills and competency for performance of their working activities ( further only „professional development“ as an activity to the project of „ Educate Yourself!“).

Contributions on individual instruments and measures APZ cannot be provided

to organizational subdivisions of the state and to national contributory organizations.

To limit the circle of organizational subdivisions of the state, it is necessary to come up from the law No. 219/2000 Collection, about the Czech Republic assets and its performing in the legal matters, in the version of later regulations. The national contributory organizations are organizations regulated by the law or on the basis of the law ( for example according to the law No.122/2000 Collection, protection of museum collection character and about some further changes of laws, in the version of later regulations. To employer, if he is an recipient of money means provided for the same purpose ( it is a general education) from the government budget, structural funds of EU, eventually from other programs a projects of EU if the educational activities concern the employees of plants in the area of the capital city of Prague .On education of employees who are not members of the EU member countries or they do not have a permanent residence in the territory of the CZ. From the given follows that the applicant can be only a juristic or an individual (OSVČ), in the case that he/she has employees. The decisive factor is to have an IČO ( a personal identification number) and legal arbitrariness. It is possible to provide the contribution to a such employers who were provided by contribution on other instrument of APZ, or who were given the material support in the frame of investment stimuli ( a support, which is not concerned a general education, but it relates only retraining of employees for detail activity performance ). The contribution can be given to an employer whose firm has a registered office in the territory of the capital city of Prague, in the case that the educational activities will be concerned the employees of non-Prague businesses of this firm. Important information for applicants

Basic informatik: The first aspect we must consider is the fact that :



- 1) financial means devoted to the project are relatively limited,
- 2) decision of providing of contribution is in job centre competency , where the employer's business belongs

It is not a pretension allotment . The selection committee of a job centre has the crucial word, it assesses the elaboration and importance of individual applications. MPSV has decided to the following steps which should help to the effective and fluent drawing of support: To limit the maximum amount of support at 500 000 CZ crowns in the total of applications for one employer in one month from one job centre. In the case of further activity, this limit is recounting to months when they are running. The contribution can be given to the enterprises with non-regional range ( the number of employees over 1000, or businesses in more than two districts). It can be over mentioned limit, namely on the basis of the Ministry of Labour and Social Affairs assessment. Further the maximum prices for one hour of education are determined ( for an educational program up to ten participants), namely maximum prices for one hour and an employee ( at the courses with more participants).

- Maximum refunded wage: 24 000 CZK per month ( according to ratio of taught hour/on agreed working time
- Maximum contribution from one job centre can be for one employer 500 000 CZK per month
- Agreement can be stipulated with the time valid for the period of six months maximum.

#### The place of realization

The employer applies for the support at the local job centre ( §7 by virtue of 3 of the law about employment). There will be given all needed information related with the entry to the project. Further his/her application will be assessed, and if it is approved, the employer will make an agreement with a job centre about professional development of employees and providing the contribution in the frame of the project „ Educate Yourself“. The application form of contribution ( including supplements) is located in the Internet address <http://portal.mpsv.cz/sz/zamest/kestazeni> or <http://portal.mpsv.cz/sz/politakazamest/esf/projekty/vzdělávejte se> where the form application is updated according to needs.

#### **Nihil debet**

The contribution can be given only to the applicant who does not have any outstanding arrears in the register, any outstanding arrears on insurance premium, any money penalty on public

health insurance , any outstanding arrears on premium and penalty on the social security and on the government policy of employment benefit. To be without debts can be considered even an applicant who has some of above mentioned outstanding arrears, but it was allowed to him paying by instalments, and as well the applicant who is allowed to tax respite by tax administrator. Fulfilment of condition of nihil debet the applicant put to the application of contribution respectively with confirmations of related offices. These confirmations must not be older than three months to the moment of present of application of contribution.

The confirmation of nihil debet is submit to the job centre in original. The job centre makes a copy which is verified for their own need , and the original is returned to the applicant, unless otherwise stated. In the case of more applications of one employee given at the same time, the confirmation of nihil debet is put only once. In the case that confirmation of nihil debet issued by tax office does not have the information about that nihil debet was not found at the customs authority, the applicant presents the confirmation of nihil debet even from customs authority. The confirmation of nihil debet on public health insurance the applicant submits from all health insurance companies where his/her employees are insured. If the applicant is an individual he submits the confirmation of nihil debet also from the health insurance company he is insured himself. The applicant certifies by his declaration that no his/her employees are insured at health insurance companies from which he does not place to the confirmation of nihil debet. And as well he/she does not have any outstanding arrears on premium and any penalty on public health insurance. If the applicant asks for, the job centre in this case obtains relevant confirmations of nihil debet. In this case the date of acceptance of application assessment can be prolonged to the time when the application is complete with the documents of nihil debet, which is its entire part.

### **The educational activities**

The employer gives the focus on educational activities in his/her application. In the case that the employer applies for contribution on more educational activities for his/her employees, it is necessary to fill in the special application form for each of activities.

The applicant produces evidence for the list of employees' names who will take part in given educational activities with the application form. This list of employees contains information needed for assessment of adequacy of proposed activity. There are stated costs as well of proposed educational activity and supporting measures (travelling expenses, etc.) The employer must explain educational needs in his/her application.

The job centre assesses the content of application namely from the point of its character and preparation of educational activities and also from the point of price of educational activities. The job centre will assess the expense on the whole hour of educational activities and at the number of participants higher than ten, the price is given corresponding respectively adequate multiply of number of participants and cost limit for one hour and a participant of educational activity ( see the table).

<b>Typ of course</b>	<b>An hour of educational</b>	<b>An hour of educational</b>
Language courses with specific determination	<b>700</b>	<b>70</b>
<b>ITCourses</b>	<b>1300</b>	<b>130</b>
<b>SOFT SKILLS</b>	<b>2000</b>	<b>200</b>
Professional trainings	<b>1000</b>	<b>100</b>
Trainings consequent from Labour Code Managerial skills	<b>1200</b>	<b>120</b>
General legal and professional minimum	<b>1500</b>	<b>150</b>

Tab. 12: hours per academic courses

Source: [22]

The limit for an hour of education is set by program with less than ten participants. If there are six employees for education, it is possible to pay 700 CZK for one hour of educational activity, and it is for all employees in total.

### **The application submitting**

The employer hands in his/her application in both an electronical (with exception of supplements No. 5 – 10), and printed forms. The content of an application, including the supplements, which the applicant is obligatory to present to the application for contribution, is determined by the Code of Labour. The printed form has an identical content, but it is signed by a corporate representative of an employer. For electronical communication is determined email address, where the statutory official of the job centre has the access to it. He checks up the legitimacy of an application and an identic shape of electronic and paper version. The electronic version is required for the purpose of monitoring of project realization.

In the case that an employer applies the regulation of § 209 of the Code of Labour, he/she produces evidence for the application on contribution the agreement with the trade union or the decision of a job centre.

**The recommended procedure :**

- 1) The employer will determine workers for whom he/she does not work, but at the same time he does not want to dismiss them. This project is not for workers who are in the period of notice. It is necessary for temporary workers to submit an application minimum 2 months before the ending of their employment.
- 2) The employer will find out the educational needs so that they would be prepared for period of revitalisation.
- 3) On the basis of found out facts he identifies the possibilities for educational activity. He identifies the price of educational company and eventually he compares with the offer of further educational companies in the region ( the assessment is in the competency of a job centre which can prefer applications where the educational activities are cheaper), or he realizes the education with internal resources. ( In this case it is necessary to produce evidence for all accounting expenses).
- 4) The employer elaborates an application that can be downloaded from the web sites of the project and delivers to the propriate job centre. Besides an information of educational aktivty he gives sequence of formal supplements which are necessary for assessment.
- 5) The job centre assesses an application. It can repel it, return to complete it, or decide about its acceptance.

**The activities for approval of application**

- 1) If an application is accepted and it is decided about the contribution, the job centre makes an agreement on each educational activity with the employer about professional development of employees and providing the contribution in the frame of project „ Educate Yourself!“.

### **Comments to the agreement between the employer and the employees**

The employer binds himself by contract with the employees who will take part of the professional development to make a written agreement about enlistment into the project of activity „Educate Yourself!“ and submit it to a job centre before its opening. In the agreements will be negotiated also the duty of employer except conditions of employees' participating in the professional development.

The employer's duties

- to pay up to employees whom according to § 209 of the Code of Labour belong the lower compensation of wage, for hours of participating in the professional development, the compensation of wage at the amount of average earnings,
- and
- according to § 156 of the Code of Labour to refund to employees travelling expenses, board and lodging allowances given to employees in the case when they will take part in the professional development off the place of their regular workplace and professional development will not realized by the form of business trip.
- In the agreements will be negotiated the duty of employee to refund for unfinished parts of professional development in the case of ending without serious reasons and further the agreement of employee with elaborating of his/her personal data.

The employees must be documented familiarized with the regulations of safety and health protection at work and with the regulation about fire protection corresponding to participating in the professional development, which will be also the part of agreement between the employer and employee.

The content of agreement can be changed only by the form of written supplement to the agreement. The supplement to the agreement must be closed and signed by both parties before the day when the change occurs. The breach of agreement conditions is not possible to solve by making following supplement to the agreement.

The education of employees with the project support of „Educate Yourself!“ can never start before the signature of agreement.

- 2) The employer presents a statement of wages account monthly – wages compensations, including health and social taxes ( in the first case the employees are concerned who are not in the regime of the § 209 of the Code of Labour, in the other case these employees are in the regime of partial unemployment).

- 3) After ending educational activity, the employer presents a statement of educational activities and accompanying activities (such as boarding-out allowances, transportation and lodging). The educator shows the copies of documents of payment of given expenses.

### **Forms of expenses statement ( a supplement of the agreement)**

-, a statement of wage expenses for the period of employees' participation in the professional development“,

- a statement of paid wages refunds of employees in the period of their participation in the professional development
- a statement of educational activities ( and further accompanying expense) in the period of employees participation in the professional development – in the frame of the project“Educate Yourself!“.

- 4) The employer can asks for VAT if he/she cannot asks for returning it at the tax office. ces on us quite considerably.

The inner culture of the firm is the most influenced by working conditions and staff satisfaction . It is necessary to assure a convenient background, facilities and last but not least a finance evaluation. The satisfied staff who are proud of a firm what they work for a firm are very important. The satisfaction also influences on the quality of work.

- 5) A part of the documentation of employees professional development is a final protocol which includes minimally a list of employees, who finished their education successfully in the frame of professional development, the information if it was reached of the expected goals, further there is a list of employees who did not finish or finished unsuccesfully, further it contains the information about the length of the professional development (in hours/lessons) which they had, and eventually the reasons of failure.

### **Rules of a contribution providing and its individual parts**

The way of a contribution assessment according to the public support regime

#### **EXAMPLE:**

The employer submits his/her application with the calculation of one educational activity in an amount of ( for six months):

- 1) „ Price of a course“ 2 300 000 CZK

2) Supposed amount of compensations of wage expenses mentioned in the application  
600 000 CZK (60 CZK for an hour)

3) Supposed amount of expenses of accompanying measures mentioned in the application  
(travelling expenses, boarding-out, lodging) 100 000 CZK  
Number of involved employees 100 employees  
Number of hours/lessons of educational activity length 100 lessons

Total expenses makes 3 000 000 CZK then.

- a) regime „de minimis“ (in accordance with the regulation of ES No. 1998/2006 about applying of articles 87 and 88 of the Treaty for support de minimis)

In the regime de minimis ( it is a support of small range) the employer can obtain the contribution in an amount of 100% if he/she has not drawn any of a financial support in the regime de minimis. The amount of support must not be overdrawn of 200 000 euros (this is approximately 5 600 000 CZK at the present) in the period of three years.

The job centre will refund 100% expended expenses by employer in the regime de minimis . The job centre either returns the application to an employer to revise it, for the purpose of alteration of an amount of supposed expenses ( it must refund 100%) or it makes an agreement about a contribution providing, that it will refund 100% of total expenses to an employer, this is 3 000 000 CZK.

- b) the regime of „a temporary framework“ (in accordance with the announcement of Committee No. 2009/C 16/01 – Guidelines of the state support guild for salvation and enterprises restructuring in difficulties).

In the regime of a temporary framework the employer can obtain a contribution in an amount of 100% if he has not drawn the financial support in the regime of a temporary framework in the last three years. The amount of a support of a temporary framework in the period of three years must not be overdrawn of 500 000 euros ( this is approximately 14 000 000 CZK at the present).

The job centre will refund in the regime of a temporary framework 100% by the employer expended expenses. The job centre either returns an application to the employer to revise it, for the purpose of alteration of an amount of supposed expenses (it must refund 100% ), or it makes an agrément about a contribution providing, that it will refund 100% of total expenses to an employer , this is 3 000 000 CZK maximum.

- c) the regime of „a block exception“ ( in accordance with the article 38 and 39 of regulation of ES No. 800/2008 – a block exception)

If the employer is drawing a contribution according to a block exception ( it means he cannot draw a contribution according to the rules of de minimis) and he does not claim the support for disadvantaged employees:

- he can obtain a big enterprise up to 60% from the proven expenses, this is 1 800 000 CZK ( in the case of OZP 70%, this is 2 100 000 CZK)
- he can obtain a medium-size enterprise up to 70% from the proven expenses, this is 2 100 000 CZK ( in the case of OZP 80%. This is 2 400 000 CZK)
- he can obtain a small enterprise up to 80% from the proven expenses this is 2 400 000 CZK ( the same percentage even for ZP is at small enterprises ).

Subjects	General Courses	General courses – education of disable and disadvantaged employees
Big enterprises in the Czech Republic	60%	70%
Medium-size enterprises	70%	80%
Small enterprises (including microenterprises)	80%	80%

Chart 13: Maximum intensity of a public support in the regime of a block exception on the education  
Zdroj: [22]

Notice: Definition and examples of general education of disadvantage persóna and size of enterprise see Guide Book D7 – The Public support and the support de minimis in OP LZZ, page 22 – 25 ( <http://www.esfcr.cz/07-13/oplzz/desatero-op-lzz>).

The job centre will refund 60%, 70%, or 80% by the employer expended expenses in the regime of a block exception. The job centre either returns an application to the employer to revise it for the purpose of alteration of an amount of supposed expenses (it must refund 60%, 70% or 80%) or it makes an agreement of a contribution providing that it refund 60%, 70% or 80% of total expenses, this is 1 800 000 CZK, 2 100 000 or 2 400 000 CZK.

#### Wage contribution

It is possible to refund a contribution really paid wage expenses or wage remuneration including the sum of money of the social security insurance premium and a contribution to the



state policy of employment, and further the insurance premium to the public health insurance which is paid from base of employee assess by the employer, respectively every hour of employee participation in the professional development.

As it was stipulated, the maximum amount of a contribution to labour cost or staff costs remuneration participating in the professional development can be 24 000CZK per month, in the case that the employee participates in the professional development the whole month.

( In the case that he does not participate the whole month, the maximally sum of money is counted at aliquot amount). The hours spent on performace of working time are counted (according to the ZP) it means including pauses, but without the pause for lunch and relaxation.

### **Remuneration of travelling expenses**

In the case that employees will také part in the professional development off their regular workplace and the professional development will be realized in the regime of business trip, the travelling expenses, boarding-out and lodging expended by employee, they will be refunded

in the amount of the § 156 of the Code of Labour and what the boarding-out is concerned it makes 300 CZK daily limit, lodging makes 1 200 CZK for one night.

The employer has to explain why it is necessary to carry out the education in the form of business trip.

The statement of educational activites ( and further accompanying expenses) is a document for evidence of expenses which the employer gave for refund of travelling remunerations of employees during the time when they are at the courses of educational development in the workframe of the program „Educate Yourself“. 2

2 To use a business – private car (a bus, etc.) is possible but only under the condition if the expenses are comparable with using a public transformation. The other acceptable possibility is an absence of suitable connections.

Expenses remuneration for the educational activities and accompanying measures

A contribution is possible to grant for expenses remuneration of employer who expended them for assuring of the professional development of his/her employees in the territory of the Czech Republic.

## 5 The analysis of individual variant

### 5.1 The analysis of SWOT

**SWOT analysis** is a method by means of it you can identify strong (Strengths) or weak (Weaknesses) sides, opportunities (Opportunities) and threats (Threats), connected with certain type of business, business plan, politics (in the sense of measurements), etc. It acts on the method of analyses used in marketing above all, but also by policy analyses. By means of it we are able to evaluate comprehensively the firm operating, to find the problems or new possibilities of growth. It is a part of strategic (long-term) company planning.

		The Inner Analysis	
E X T E R N A L F A C T O R S	<b>i (Opportunities)</b>	<b>S-O strategy</b> Strengths application — - in the association partnership - knowledge in market workers's education - a good reputation	<b>W-O strategie:</b> Weaknesses elimination - better organization of workers's tasks - better evaluation better evaluation a and orders k
	<b>(Threats)</b>	<b>S-T strategy:</b> Využití silných stránek při snižování rizika a předcházení hrozbám	<b>W-T strategy</b> Reducing of weak sides and threats prevention

Chart: Matrix SWOT  
Zdroj: [20]

## **5.2 The Strategic Company Plan**

The further strategy that a company should deal with is managing the firm in the period of crisis. It is necessary to have a plan which counts with assuring the running of a firm when there is a shortage of orders. Now, the school income has been guaranteed up to October 2010 at least. After that the retraining courses contract with the job centre will finish. Since now the school should deal with the materials for new tendering and tries to obtain the order for the next years. Good references of former students, who found the job and provide that activity and renew the exams continuously, can help the school. Next it should find new firms that will use its activities either in the field of firm staff training and providing the welding supervisions in these firms or obtaining of new orders for the field of a locksmiths production. Unfortunately, the crisis concerns a sphere of own staff in the firm and their remunerations. Payment reducing does not delight anybody, but the employees have to know that it is only temporary restrictions that serves the situation when the workers could be dismissed.

## **6 The Calculation of Proportional Indicators**

### **6.1 The analysis of rentability**

#### **6.1.1 The rentability of gross invested capital ( ROA )**

Rentability of gross invested capital ( ROA )

$\text{ROA} = \text{profit/assets} = 149681/161089 = 9,29$
--

ROA ( Return on Assets ) – this indicator gives evidence in assets valorization

#### **6.1.2 The rentability of equity capital ( ROE )**

Rentability of equity capital ( ROE )

$\text{ROE} = \text{profit/equity capital} = 15,14$
---

ROE ( Return on equity ) – a target every business activity is to reach the highest valorization of own capital and reproduction of own sources. Numerically the ROE indicator is higher than the ROA one. The reason is that the value of own capital is always lower than the value of assets as a whole.

### **6.2 The analysis of activity**

#### **6.2.1 The gross assets turnover**

The gross assets turnover is a typical indicator for the analysis of activity. The minimum of recommended value of this indicator is 1 ( this means every one CZK of property receives one CZK of profit ). The higher the indicator is, the better it is.

#### **6.2.2 The fixed assets turnover**

### 6.3 The claim turnover

Claim turnover=Average state of claims/earnings =24,36

### 6.4 The debts turnover

Obligatory turnover=Current liabilities/earnings x 360=128,40

### 6.5 The analysis of liquidity

#### 6.5.1 The ordinary liquidity

Ordinary liquidity=Current assets/short-time liabilities+short-time loans and grant-in-aid=3,35

#### 6.5.2 The disposable liquidity

Disposable liquidity=Short-time debts+current liquid assets..

Short-time obligatories+short-time loans and grant-in-aid= 5,18...

#### 6.5.3 The immediate liquidity

I

Immediate liquidity=Current liquid assets/short-time liabilities+short-time loans and grant-in-aid = 3,35

### 6.6 The analysis of insolvency

Analysis of insolvency=Foreign (other )sources/assets '= 0,0013

An expression of insolvency ( indebtedness ) means the fact that some enterprise uses besides its own sources also other sources, respectively debts, for financing its activities.

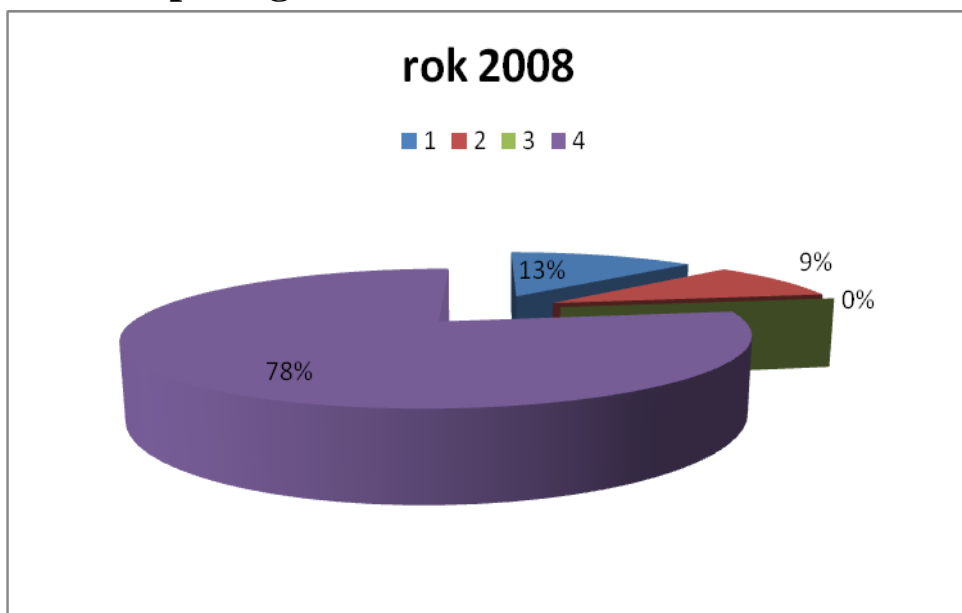
Creditors and owners are interested in different way - in a proportion of indebtedness. The creditors are interested in lower rate of indebtedness because it provides higher security that in the case of enterprise liquidity, their claims will be met. The owners are interested in higher indebtedness because it increases the rate of profit of their capital. The optimal rate of indebtedness is between 30% up to 60% in dependence on the branch. As far as the enterprise would intend other sources for application of that strategy plan, I recommend their increase at a value of 30%. The assumption is a high effective application of such sources.

<b>ASSETS</b>	1611089	<b>Current assets</b>	0
		<b>Financial assets</b>	179037
<b>Liabilities</b>	1461408		
<b>Equity capital</b>	9885		
<b>Other sources (foreign)</b>	2091		
<b>Earning</b>			
<b>Obligations</b>	53387		
<b>Claims</b>	97444		
<b>Claims</b>	149681		
<b>ROA analyses</b>	9,29		
<b>ROE analyses</b>	15,14		
<b>gross assets turnover</b>	0,09		
<b>claims turnover</b>	234,36		
<b>obligations turnover</b>	128,40		
<b>ordinary liquidity</b>	3,35		
<b>disposable liquidity</b>	5,18		
<b>immediate liquidity</b>	3,35		
<b>indebtedness analyses</b>	0,0013		

The chart n.15: The calculation of proportional indicators

Zdroj: [20]

## 7 Comparing



Graf.č.1: Proportion of training activities on a cash turnover of school  
Source:[20]

Legend:

Rok

-

year

78%

Other

activities

13%

re-training

courses

9.5 CC system s.r.o

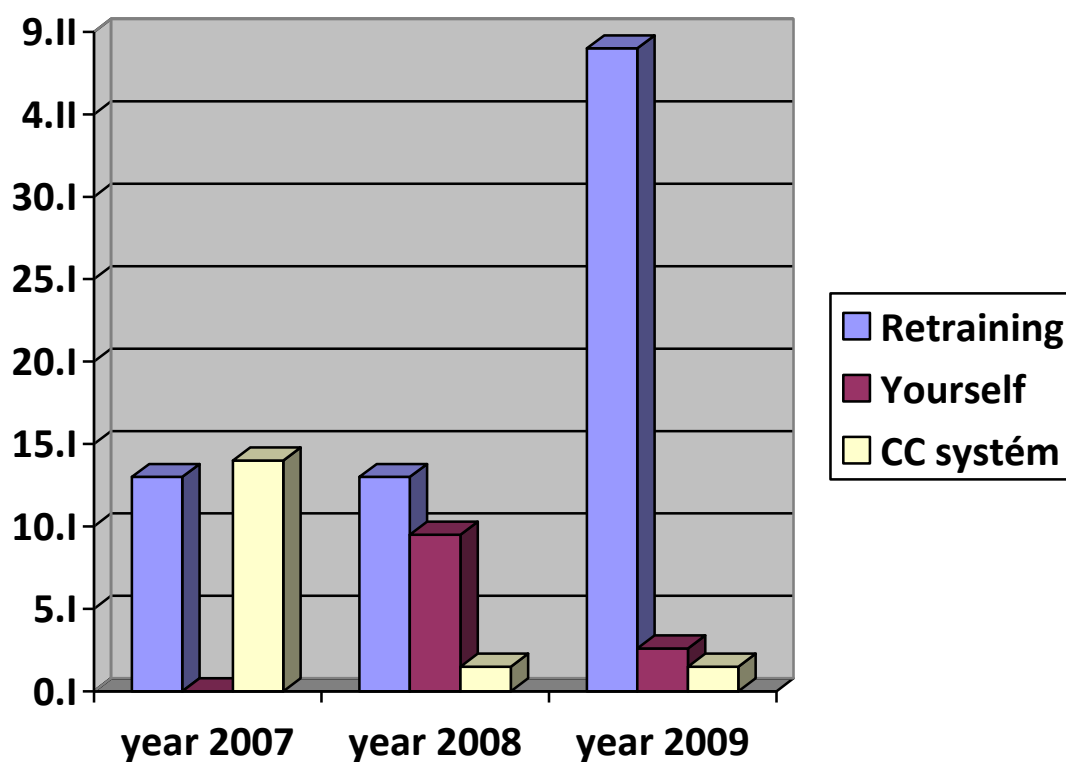


## 7 Komparace

INCOME	TOTAL EDUCATION ACTIVITIES ESF – FUNDED	RETRAINING	CCS	EDUCATE „YOURSELF,,
2007 100%	27,7%	13,7%	14%	-
2008 100%	22,5%	13%	9,5%	-
2009 100%	43,1%	39%	1,5%	2,6%

Chart n.16: Comparison of income from educational activities - Source:

Source: [16]



Graph. No. 2: Proportion of training activities for the period 2007-2009

Source: [20]

This strategic plan will serve the welding school to indicate its targets and how to reach them. The last annual statement was used for calculation of proportional indicators. The higher profit is being expected this year owing to retraining courses. Our goal is to do our best, to succeed in selection procedure even in next year.

Re-qualification, the year 2009, District of Hodonín	Number of persons	Number of persons (%)
Participants of the retraining	858	100,0%
Welding of the courses	142	16,6%
It Welding courses funded by European funds	128	14,9%
Welding of the courses funded from national resources	14	1,6%
Educate yourself PROJECT (OP HRE *), 2009,	Number of persons (%)	Number of persons (%)
Employees included in the project total	914	100,0%
Welding courses of which	9	1,0%

Chart.No. 17: Data on the number of welding courses

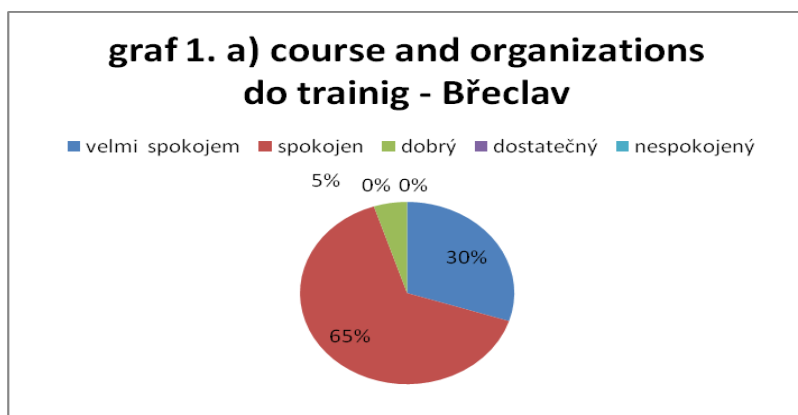
Source: [17]

## 8 RESEARCH / questionnaire

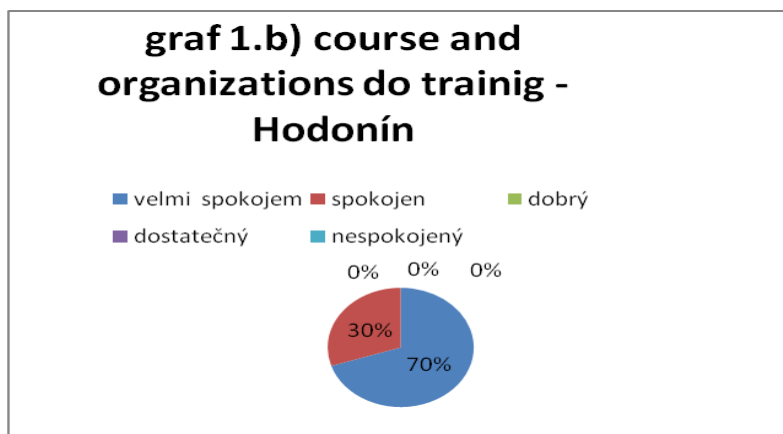
To return control to the satisfaction of their own welding school graduates using a questionnaire. The questionnaire can better inform the organizers about the success of training courses and extend their possibilities for further improvement

velmi spokojem	high and be content	
spokojen	satisfied	
dobrý	good	
dostatečný	sufficient	
nespokojený	dissatisfied	

### 1. Course and organizations do trainig



Graf n 3: Course and organizations do trainig – Breclav  
Source: [21]

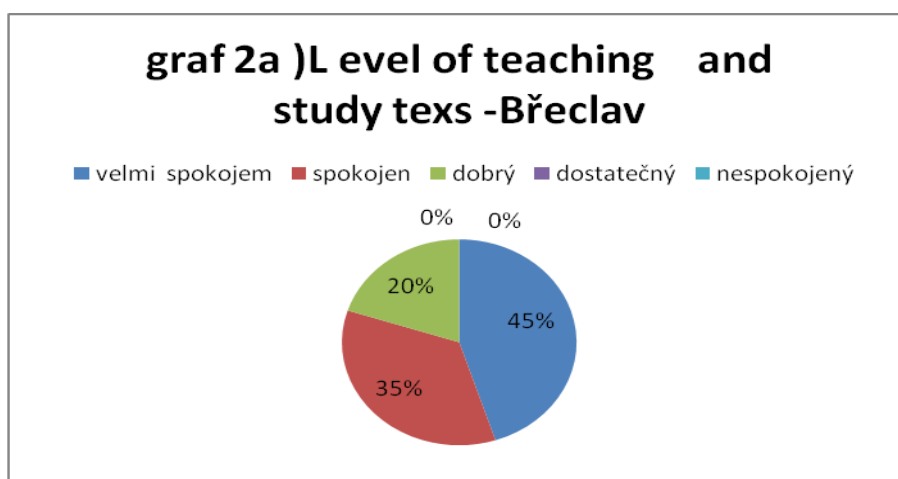


Graf n 4: Course and organizations do trainig – Hodonib  
Source: [21]

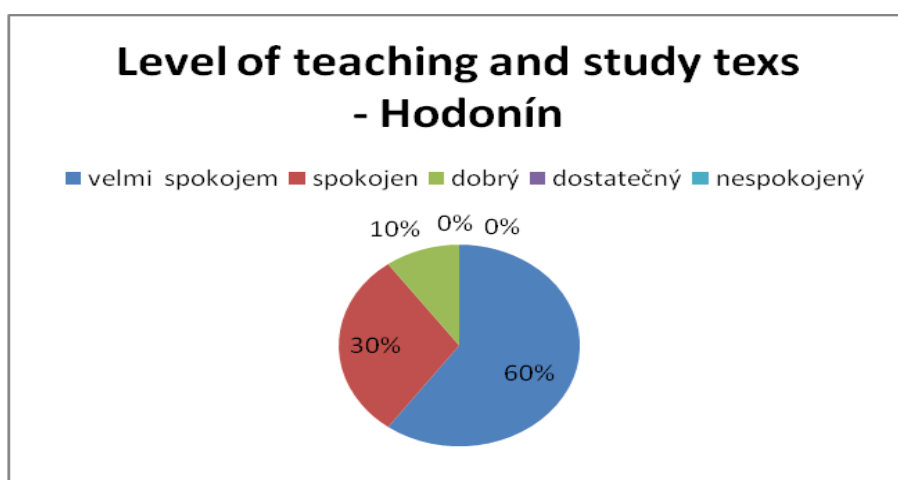
Comb through the training program is approved by the curriculum. Evidence, as well as during each hour of class is recorded in the book. At the beginning of the course participants are familiar with the overall organization of the course. At every hour it is done their homework. I used this questionnaire to enable us to know whether proceed correctly. If we let up on its efforts, it would inevitably impact on the outcome of the final examinations.

Our strengths are many years of experience and expertise in the area. Knowledge of the local supply environment

## 2.Level of teaching and study texts – Breclav



Graph No. 5: Level of teaching and study texts - Breclav  
Source: [21]

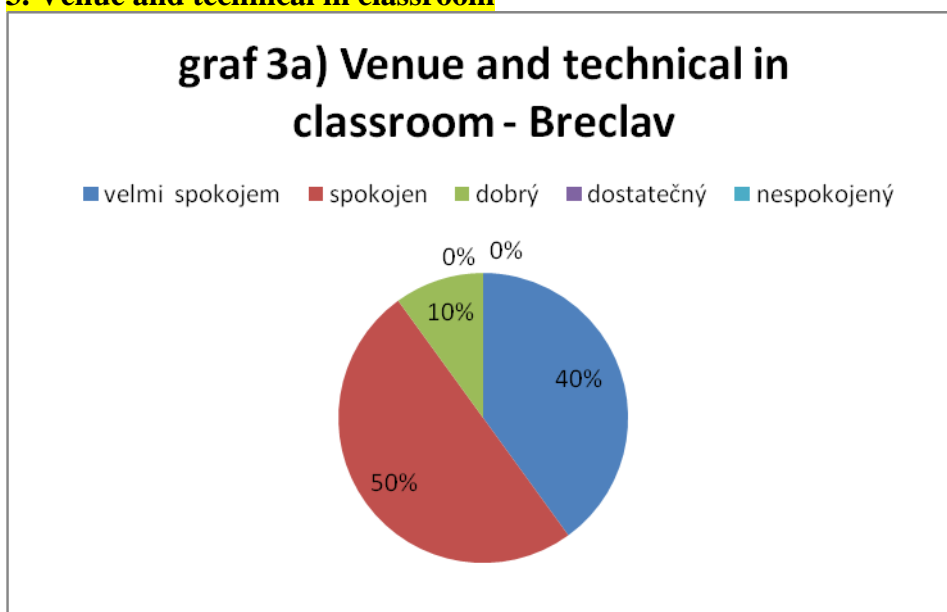


Graf n 6: Level of teaching and study texts - Hodonin  
Source: [21]

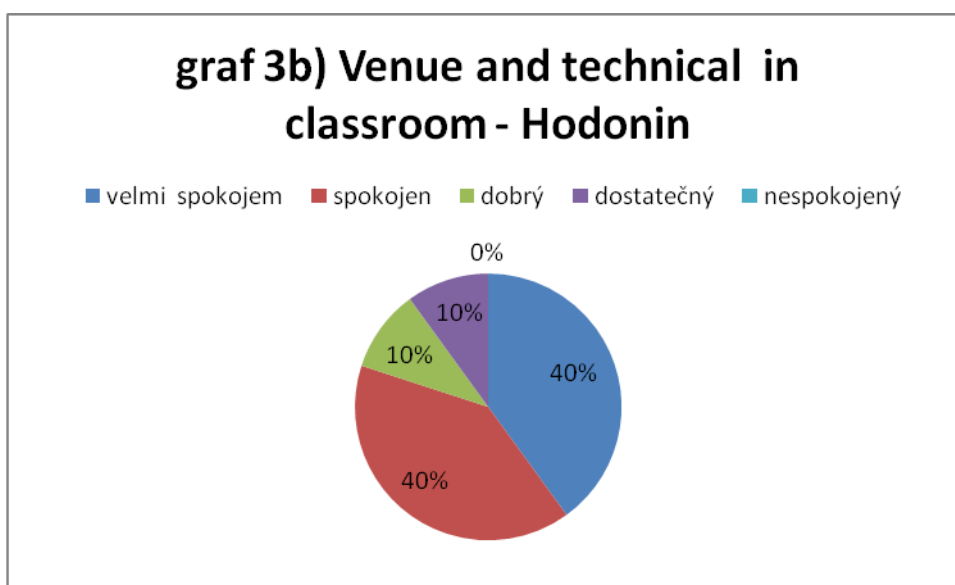
In this area, what we should improve. The new board controlled by PC, the new chairs and benches would bring the level classrooms. If you are interested parties will not support the

selected substance affect not only degraded the participants' knowledge but also impaired the attendance rate. We make sure that each participant had ample study material. (Paper, safety provisions, a book, the technology of the welding processes, "Each participant receives a workbook and format of test questions. The classroom is equipped with illustrative specimens of leaf production as well as methodological and other literature. Kurzisty between the participant may appear, for whom the practice is more attractive

### 3. Venue and technical in classroom



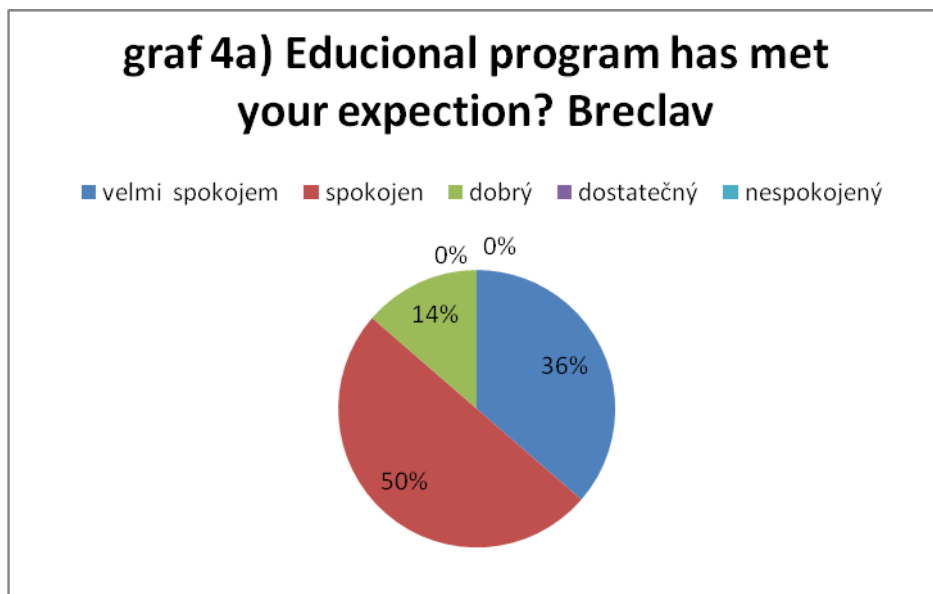
Graf n 7: Vanue and technical in clasroom - Breclav  
Source: [21]



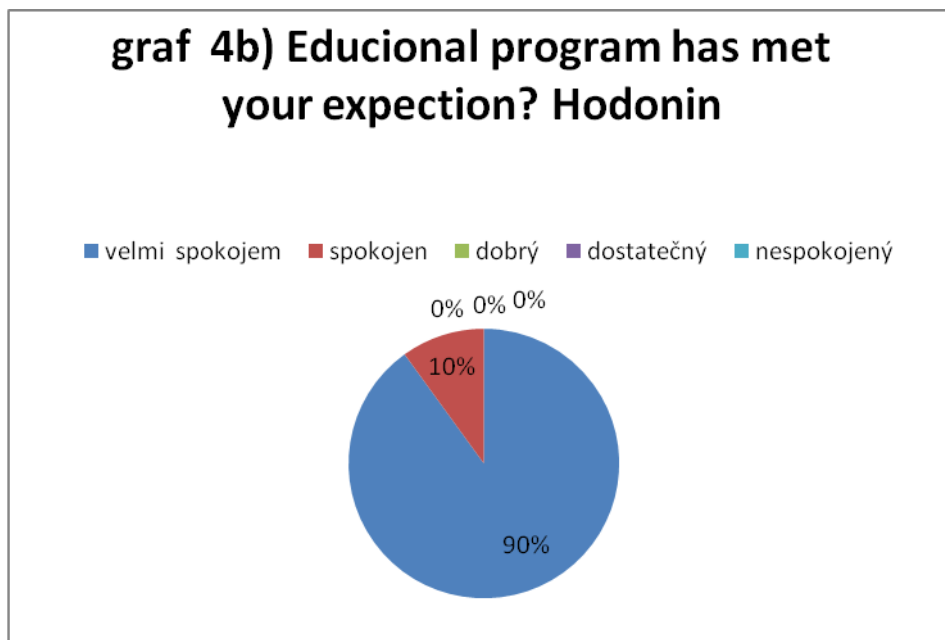
Graf n 8: Vanue and technical in clasroom - Hodonin  
Source: [21]

Place is important for the participants. It should be accessible and local transportation. Which also satisfy the two schools. Size and space complex is always possibilities for further development activities. It must also take into account whether the school is located in the lease and what are the conditions of the lease or the building is privately owned.

#### 4. Education program has met your expectation?



Graf n 9: Educional program has met your expection? Breclav  
Source: [21]

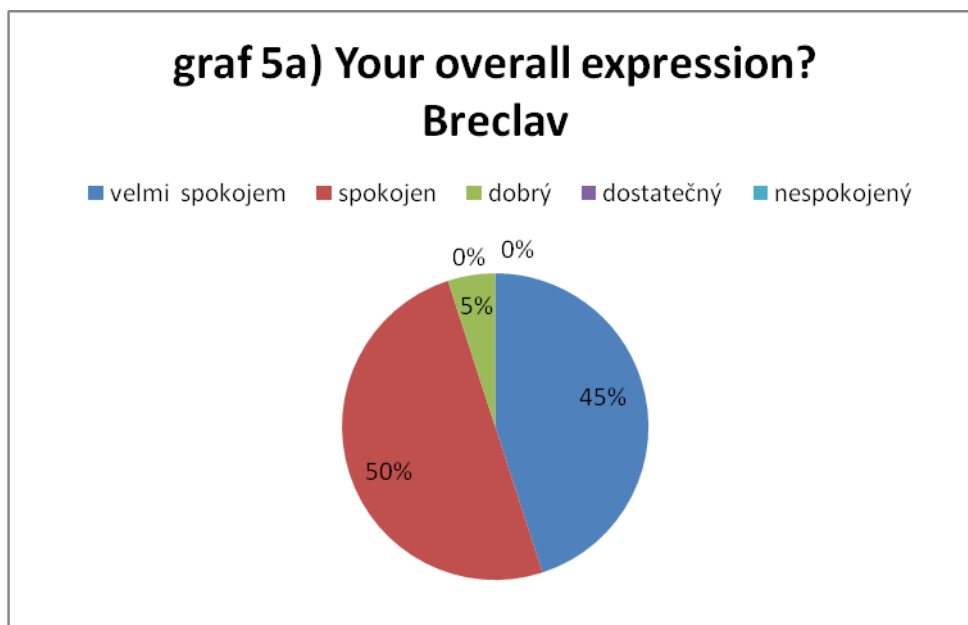


Graf n 10: Educional program has met your expection? Hodonin  
Source: [21]

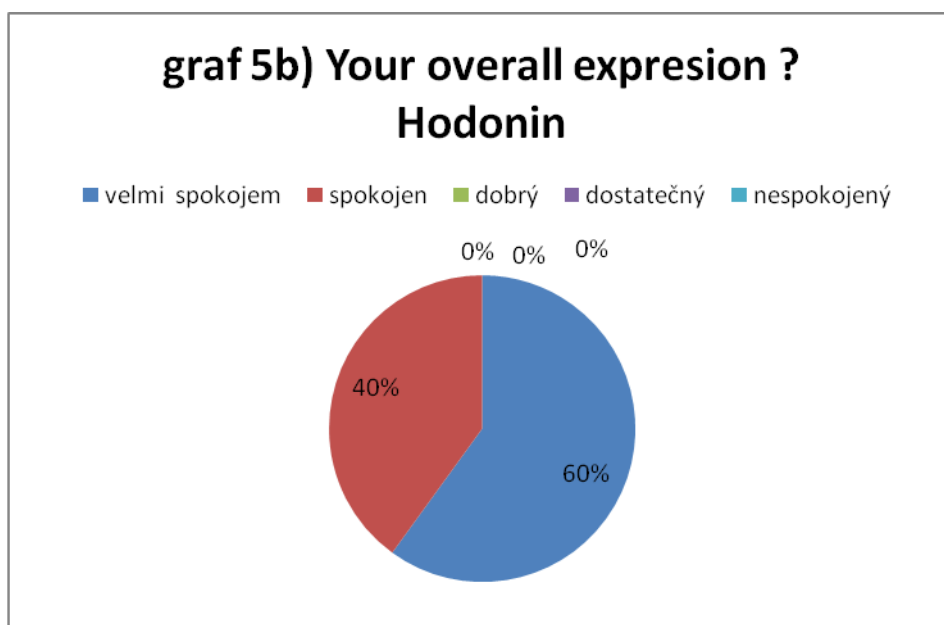
At the beginning of the course you need to do a thorough analysis of future goals for graduates of the course. Although the curriculum of individual courses provide the basic requirements for successful completion of the course, learners try to learn to weld in positions

that they need for their practice. The problem may be that it fails the following requirements. Therefore, we, in cooperation with the Office work properly choose the level and type of course

## 5. Your overall expression



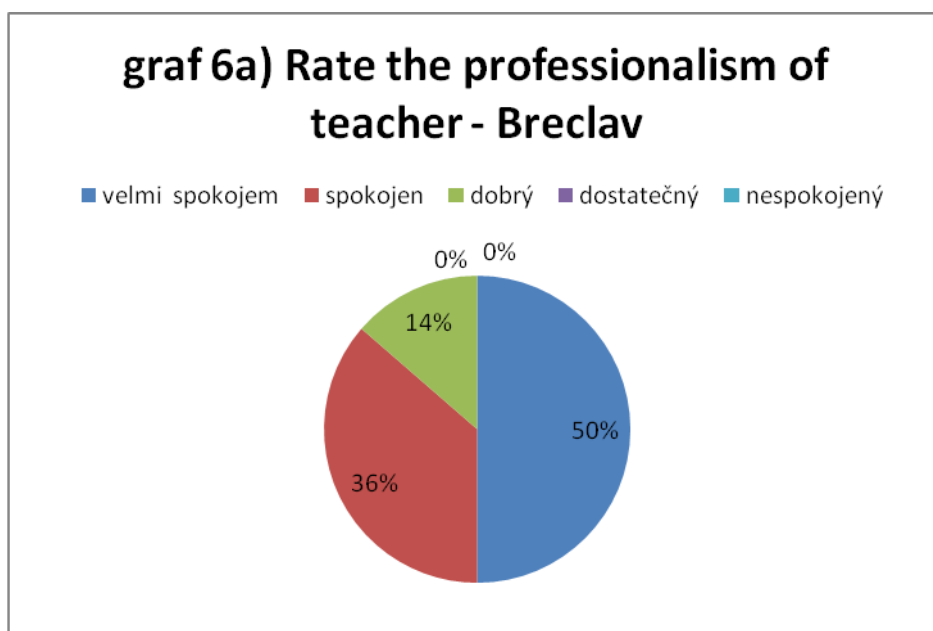
Graf n 11 Your overall expression? Breclav  
Source: [21]



Graf n 12 Your overall expression? Hodonin  
Source: [21]

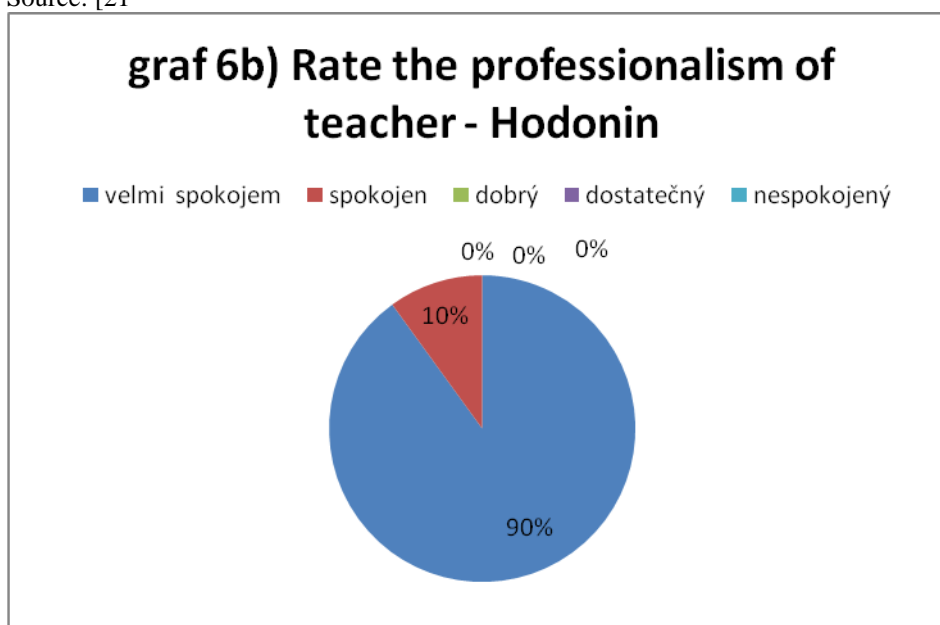
As already mentioned, the course consists of theoretical and practical parts. All staff of the School is governed by a strategic plan so that all efforts at school leading to a single objective and the good name of the school

## 6. Rate the professionalism of teacher - Breclav



Graf n 13: Rate the professionalism of teacher – Breclav

Source: [21]



Graf n 14: Rate the professionalism of teacher – Hodonin

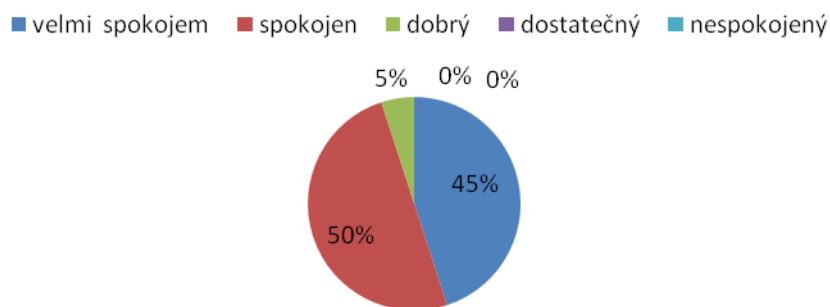
Source: [21]

It is the duty instructor constantly educate and raise their professional level, in order to pass students the latest findings. If it did not do it, it could happen that would be replaced. Attend vocational training and further training.



## 7. Rate the methods instructor

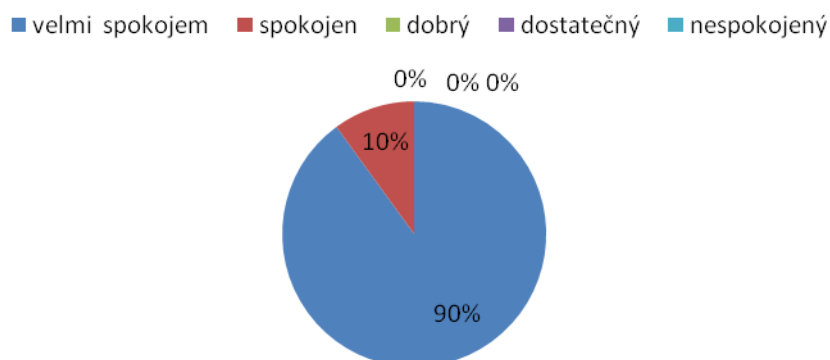
**graf 7a) Rate the instructor using the methods of work - Breclav**



Graf n 15: Rate the instructor using the methods of work - Breclav

Source: [21]

**graf 7b) Rate the instructor using the methods of work - Hodonin**

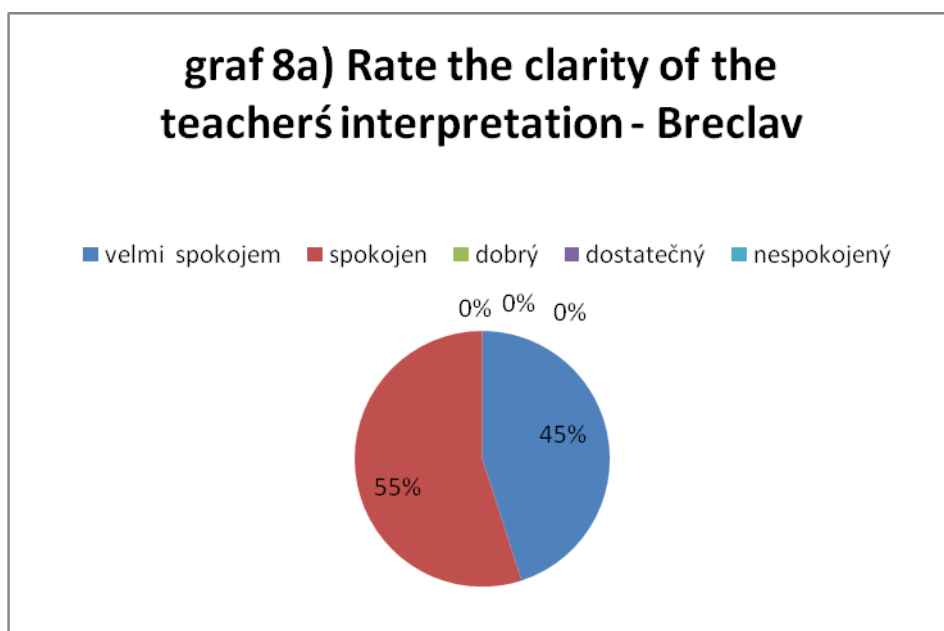


Graf n 16: Rate the instructor using the methods of work - Breclav

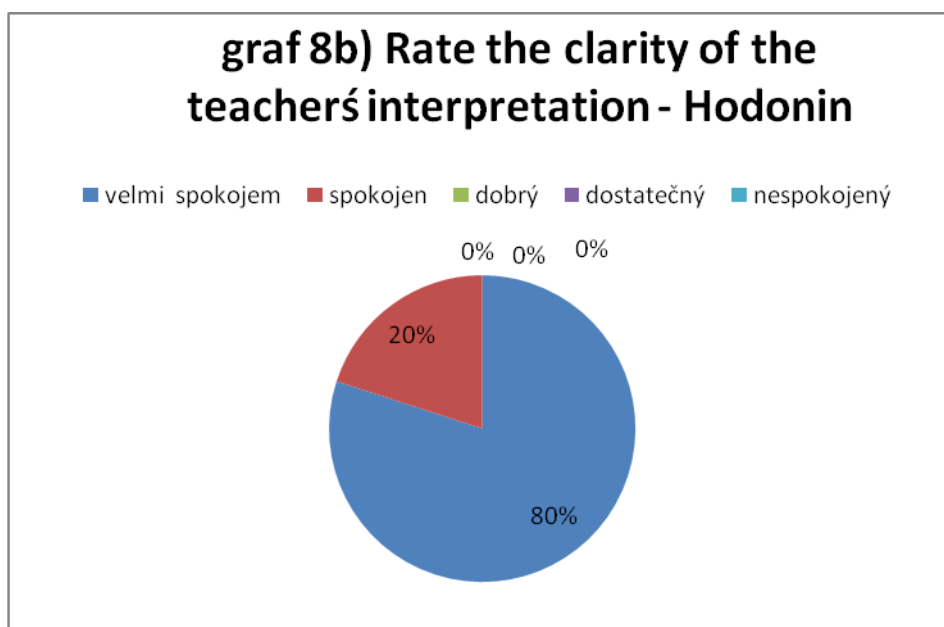
Source: [21]

It is important to teach using practical demonstrations, training films. Trying to take a teaching. Question and curriculum tests to monitor whether the participants correctly and adequately managed picked curriculum

## 8. Rate the clarity of the teachers' interpretation



Graf n 17: Rate the clarity of the teachers' interpretation - Breclav  
Source: [21]



Graf n 18: Rate the clarity of the teachers' interpretation - Hodonin  
Source: [21]

## Conclusion

The goal of my bachelor work was the analysis of financial means drawing from the European funds for the welding schools and the relative educational institutions. For what purposes and why do we get the means? These were the first questions which I put before the writing of my work. At the beginning I mentioned maybe too wide about the history of welding, about the offer of welding courses and about following assertion of course leavers. Of course, the welding courses are only narrow sphere where the financial means could be utilized. For better comparison I practised the analysis in three representatives. These are:

- a) welding schools of Hodonín 11 – 010, 7 Anenská Street, Hodonín, 69501
- b) educational centres of J.A.Komenský, 4 Malinovský Square, Brno, 66087,
- c) using statistic data of the Job Centre of Hodonín, Lipová Alej, Hodonín, 69501,

Each of the above mentioned institutions has the different scope of financial means drawing.

Add a) I mentioned here about four spheres of financial means drawing namely:

- welding courses

Organizing of re-training courses of welding financed by financial means from European funds up to 85 of OP LLZ. There was used also the questionnaire which compared two welding schools. The welding school of Hodonín 11-010, 7 Anenská Street, Hodonín, The welding school of Břeclav, Secondary industrial school of Břeclav, Národních hrdinů 24, 69002. The questionnaire is a part of supplement and serves to the educational institution as feed-back of educational activity success. It is said the satisfied client is the best promotion. It is obviously from the comparison of financial yield that the re-training courses create the biggest participation in profits and it is seen the increasing tendencies. The program „Educate Yourself“, which I described in detail, has also its participation in profits of the school. Courses arranged for other educational institutions as : CC systém : in 2008, 2009

- own staff education. It is true that educated staff and practitioners with the interest in the field of their career is the riches of every firm. Even this sphere of drawing of financial means we utilized and it is seen the increasing drawing tendencies as well.

The interior of school facilities : this field of interest was not described thus we would like to focus on it in the next years.

- Purchase of suitable real property for the use of welding school. Since the school resides in hired rooms owned by the Regional Authority of South-Moravian District, 3/5 Žerotín Square, Brno, 60182, it would be a good idea to assure some financial means from European funds.

Ad b) J.A. Komenský Academy will draw the financial means only for the use of education.

This organization was mentioned only for comparison with other organizations which draw the financial means.

Adc) The Job Centre of Hodonín is mentioned because of its statistic data which are interesting for further financial means drawing.

The strategic plan which is a part of my bachelor work will serve to the welding school to determine its goals and its reaching. The last annual balance of account was used for calculation of proportional indicators. The higher profit is being expected this year mainly thanks to re-training courses.

The human resources in the firm are sufficient for its utilization by then. In the case of increasing locksmith production, which is one of the welding school activity, one employer would be hired. The evaluation of the arranged courses and the methods of teaching staff is a part of my bachelor work. The presented work introduces the analysis of specific business opportunities such as welding school to operate successfully in the marketplace. Defines activities, which complement each other and are ultimately sufficient funds to do the business. In the current situation in the markets, even counting the labor market is able to provide a better opportunity and stability through subsidized programs. Work presents the possibility to use, and simultaneously explains why to use, the project offered "Educate yourself", that may mean for his company uses internally for its own development staff, by extension, competitive advantage, as well as by the external environment company over potential customers. Here are recalled the basic principles and conduct of the company, so that has achieved the highest possible efficiency in attracting those customers to "self" in spite of competition from a similar activity that is specifically named. As another option the company's development and stabilization of the market is presented as a matter of selection procedures announced by employment offices, where you create all the conditions stated by the company to gain competitive advantages in order to win the competition. The attached diagrams, can be used as a criterion whether the welding school is making its own control events as well as through surveys, at least the same results, or use them as lessons for the next period and systematically zapláňovat their rehabilitation. On the basis of its own economic analysis of firms according to the results of the indicators is then possible to refine the role and importance of creating conditions and find the weak points where it is necessary organizational, marketing and related activities to strengthen. All this results in the treatment of a particular business plan, with appropriate staffing, material and organizational security

Rate the instructor using the methods of work

## **ABSTRACT**

TOMANOVÁ, I. Possibilities and analysis Of drawing money from European funds for welding school nad related educational institutions, Bachelor thesis. The Polytechnic Institute, s.r.o. Kunovice 2010

**Supervisor:** Ing. Jan Opletal

**Key words:** financial analysis, European funds, funding

Aim of this thesis was to analyze the utilization of financial resources from European funds for welding school and related educational institutions. I developed an analysis of the current state of welding schools and related educational institutions. I've made the survey possible use of funds. I created and by questionnaire satisfaction and benefit of education in welding school for further application of the course participants. I said I analyzola and potential development options. I developed an analysis of human resources requirements in the company . Analysis, I defended the leadership of Welding School 11-010, Hodonin. Evaluation is part of part of the thesis.

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## List of Figures

Fig. No. 1: Practical work welding in protective atmosphere

Fig. No. 2: Welding school Hodonin 11-010

Fig. No. 3: The number of participants

Fig. No. 4: Welding power. arc

Fig. No.5: District welding oxy-acetylene flame

Fig. No. 6: Welding reinforcing steel

Fig. No. 7: We The structure of the company's management

## List of graphs

Figure 1: Share of educational activities in schools cash turnover

Figure 2: Proportion Figure 1: Share of educational activities in schools cash turnover

Figure 2: Proportion of training activities for the period 2007-2009

Figure 3: The conduct and organization of the educational program - Breclav

Figure 4: The course and organization of the educational program - Hodonín

Figure 5: The level of teaching and learning texts - Breclav

Figure 6: The level of teaching and learning texts - Hodonín

Figure 7: Location and equipping classrooms - Breclav

Figure 8: Place and equipping classrooms - Hodonín

Figure 9: He met the training program meet your expectations - Breclav

Figure 10: He met the educational program of your expectations - Hodonín

Figure 11: Your overall impression - Breclav

Figure 12: Your overall impression - Hodonín

Figure 13: Rate the professionalism of teachers - Breclav

Figure 14: Rate professionalism of teachers - Hodonín

Figure 15: Rate the methods of work / teaching / teacher - Breclav

Figure 16: Rate the methods of work / teaching / teacher - Hodonín

Figure 17: Rate the clarity of interpretation of the teacher - Breclav

Figure 18: Rate the clarity of interpretation of the teacher. - Hodonín



## List of Tables

Table 1: Number of hours allocated to training ([www. Svareciskola.hodoninsko.com](http://www.Svareciskola.hodoninsko.com))

Table 2: The number of lessons on basic tests ([wwwSvareciskola.hodoninsko.com](http://wwwSvareciskola.hodoninsko.com))

Table 3: Throw. grants from Europe. standards ([wwwSvareciskola.hodoninsko.com](http://wwwSvareciskola.hodoninsko.com))

Table 4: Total amount of financial assistance from the ESF 2004-2006

Table 5: Allocation of funds to EFS (in €) [10]

Table 6: Allocation of funds from national sources - state budget (in €) [10]

Table 7: The global objective of the HRD OP and OP HRE [10]

Table 8: Objectives of the

Table. No. 9 (Hodonínská diary Tuesday, January 12 2010číslo 9)

Table 10: Structure of the company's management

Table 11: Effect of activity on your business

Table 12: Number of hours allocated to individual training courses

Table 13: Maximum amount of aid under the block exemptions on training

Table 14: SWOT Matrix

Table 15: Calculation of financial ratios

Table. 16: Comparison of income from educational activities Source: Company financial data

Table 17: Data on the number of welding courses

## List of abbreviations

**OP LZZ** an operational program of the Human resources and employment

**EFS** European social fund

**MSP** Small and medium enterprises

**EU** European Union

**MPSV** Ministry of Labour and Social Affairs

**ÚP** Job Centre

## List of Annexes

Annex 1: Questionnaire Form

Annex 2: Evaluation of thesis

## Annexes

### Dotazník hodnocení vzdělávacího programu

Název kurzu: EK 15511

Datum konání: 11.11.2010

Vážení zákazníci,  
pro zvýšení kvality programů, které pořádáme především pro Vás, si  
Vás dovoluujeme požádat o vyplnění tohoto dotazníku.  
Hodnocení (kroužkem) je podobné jako ve škole, tedy 1 velmi spokojen,  
5 velmi nespokojen. Pokud možno uveďte také důvod přidělení vybrané  
známky.

Děkujeme Vám za Vaši ochotu.

#### Hodnocení:

- 1 velmi spokojen
- 2 spokojen
- 3 drobné výhrady
- 4 nespokojen
- 5 velmi nespokojen



#### Hodnocení vzdělávacího programu:

1	Průběh a organizace vzdělávacího programu Poznámka:	1 2 3 4 5
	<u>Ve proběhu s porádkem.</u>	
2	Úroveň učebních a studijních textů Poznámka:	1 2 3 4 5
	<u>Edytní rozsah.</u>	
3	Místo konání a technické vybavení učebny Poznámka:	1 2 3 4 5
	<u>Dobře vybavená.</u>	
4	Splnil vzdělávací program Vaše očekávání? Poznámka:	1 2 3 4 5
	<u>Asi na činu ano.</u>	
5	Váš celkový dojem Poznámka:	1 2 3 4 5
	<u>Kurzu se mi líbil.</u>	

#### Hodnocení lektora:

6	Ohodnoťte odbornou úroveň lektora Poznámka:	1 2 3 4 5
	<u>Shvětlivý vysvětlovat.</u>	
7	Ohodnoťte použití metod práce (výuky) lektora Poznámka:	1 2 3 4 5
	<u>Dobry přístup má zkušenosti.</u>	
8	Ohodnoťte srozumitelnost výkladu lektora Poznámka:	1 2 3 4 5
	<u>Přesvědčivý výklad.</u>	

## Hodnocení bakalářské práce

Ivany Tomanové

Autorka bakalářské práce nás úvodem zavedla do dějin svařování, aby pokračovala vývojem svařování v současnosti. Sděluje nám, k jakému účelu byly založeny svářečské školy a proč čerpají finanční prostředky z Evropských sociálních fondů. Dále nás seznamuje s konkrétní svářečskou školou a jejím vývojem. Hovoří, jaké kurzy nabízí, v jakém rozsahu je teoretická část a v jakém rozsahu praktická část.

Tato svářečská škola spolupracuje s Úřadem práce na rekvalifikaci žadatelů o práci a s tím souvisí i další část její práce, která se zabývá otázkou, co jsou Evropské sociální fondy a jakých konkrétních programů se týkají. Nás hlavně zajímá Operační program rozvoje lidských zdrojů a Lidské zdroje a zaměstnanost. Byli jsme seznámeni s prioritami tohoto operačního programu. Zabývá se trhem práce a nezaměstnaností, jejím negativním dopadem na žadatele o práci, na výrobní firmy, na celou lidskou společnost, ale zároveň nás upozorňuje i na pozitivní dopad tohoto problému. Ukazuje na možnosti, které žadatelé o zaměstnání mají (úřady práce, hospodářské komory, personální agentury).

Její práce poukazuje na příčiny nezaměstnanosti (učňovské školství, nízká vzdělanost) a hledá možnosti jejich odstranění (celoživotní vzdělávání, rekvalifikační kurzy). Dalším z možností, jak nezvyšovat nezaměstnanost je projekt „Vzdělávejte se“. Konkrétním příkladem je i Svářečská škola 11-010 Hodonín a její činnost. Nabízí řešení a ve spolupráci s Úřadem práce provádí rekvalifikační kurzy a zvyšuje kvalifikaci již zaměstnaných pracovníků. Byla porovnána se Svářečskou školou v Břeclavi. Z tohoto porovnání je vidno, že Svářečská škola 11-010 Hodonín je na tom lépe.

I tak je nutno nadále zvyšovat kvalifikaci zaměstnanců školy /především svářečských instruktorů/, využívat všech dostupných prostředků v teoretické výuce /literatura, výpočetní technika, DVD/, více se prezentovat v médiích /tisk, internet, reklama/. V regionu jsou ještě další svářečské školy. Pokud škola bude chtít v konkurenci obstát, musí využívat všech možností. Možným řešením by mohla být i užší spolupráce mezi těmito školami a tím zkvalitnit rekvalifikace žadatelů o práci.

Zástupce vedení Svářečské školy 11-010

*Ludmila Hanuš*

Rating thesis  
Ivana Tomanová

The translator thesis we introduce an introduction to history welding, to continue the development of welding in the present. Tells us what purpose were based welding school and why they are funded from the European Social Fund. Further introduces the specific welding school and its development. He speaks what courses to offer, to what extent the theoretical part and to what extent the practical part.

This welding school cooperates with the Bureau of Labor retraining of employment seekers with that comes the next part of her work, which deals with the question, what are the social funds, and what specific programs of concern. Our main interest in the Operational Programme Human Resources Development and Human Resources and Employment. We were familiar with the priorities of the operational program. It deals with the labor market and unemployment rates, its negative impact on job seekers, the manufacturing firms, the entire human society, but also reminds us of the positive impact of this problem. Indicates the possibility that job-seekers have (employment offices, chamber of commerce, personal agency).

Her work points out the causes of unemployment (apprenticeships, low education) and seeks possibility of their removal (lifelong learning, retraining). Another way to avoid increasing unemployment, the project is "Educate yourself".

A concrete example is the Welding School 11-010 Hodonin and its activities. It offers solutions and in cooperation with the work carried out re-training courses and qualifications increases the already employed workers. Was compared to welding school in maritime trade. From this comparison it is perceptible that Hodonín 11-010 Welding School is doing better. Even so, it must continue to raise the qualifications of school staff / instructors mainly welding /, using all available resources in the theoretical teaching / literature, computers, DVD, more present in the media / press, internet advertising. In the region there are other welding school. If a school wants to succeed in competition, they must exploit all possibilities. A possible solution could be even closer cooperation between schools and thereby improve the retraining of employment seekers.