

HUMAN RESOURCES AND EDUCATION AS COMPETITIVE PREMISE

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The paper focuses on human at social capital investigation and possibility using Operational Programme Education for Competitiveness. Human capital is understood as important factor of economic and social regional disparities in the CR influencing efficiency of the regional policy tools. One of the most important factors of regional development is a factor of human and social capital. Financing of projects in human resource development to support these undeveloped regions comes from the sources of the EU budget or national resources. There are also some other financial programs outside the European Union where subject in economically weak areas can find financial sources to eliminate disparities. For example describes Education for Competitiveness Operational Programme (ECOP), which presents human resources development. Demand of permanent education gather a completely fundamental importance with a beginning of new economy connected with societies information. A starting point of the new (knowledge, digital, network and so on) economics is a traditional economics which is in a significant way transformed by effects of modern, information and communication technologies as well as by economic state policy in condition of globalization. The main and decisive form of a capital in new economics is information and knowledge. A differentiated development of knowledge economics influences global.

Keywords: education for competitiveness operational programme (ecop), human capital, competitive, education, global trends, knowledge economics.

1. Introduction

Knowledge, science and education are key factors for economic development. Growth model, which is currently applied, is due to differentiation (which arises as a result of his work) and considering the social impact of this form is undesirable. Economic growth

alone can not ensure human development, while its development to date shows very unfair consequences (economic growth, and differentiation in living standards between developed and developing countries in their context, high taxes at the expense of the environment, employment, etc. The task of educa-

tion (and science) in future may not be so in the future could be narrowed only to economic growth as yet, but must be linked to the broader perspective of human development and is perceived as a tool of competitiveness.

2. Education as a prerequisite for increased competitiveness

The value human capital is growing on the one hand in the ability to produce greater volume of production and on the one hand in the ability to produce higher. Investment in human capital as a consequence will result in higher production work, innovation, higher quality of work and above-average income. The analysis human capital is based on the assumption that a decision-making individual of their education, the job preparation, medical care, etc. is based on a comparison revenues and costs. Revenue shall include not only earnings improvement and employment, but also cultural and other profits. A cost depends in particular in the loss value time required to obtain these revenues.

The concept of human capital is now being perceived as an important tool to analyse various economic and social problems. Advisory Committee on Industrial Research and Development in the EU (IRDAC) notes the problems of Europe in terms of its future competitiveness in the global market. Attention is focused on the underused of rich human resources potential, which may adversely affect the development of standards of living in a global comparison.

3. Support the process of learning for competitiveness

The ECOP is focused on the area of human resources development by means of education in all its various forms with emphasis on a complex system of lifelong learning, creation of a suitable environment for research, development and innovation activities and stimulation of cooperation of participating entities.

The Education for Competitiveness Operational Programme (ECOP) is a multi-year thematic programme under the jurisdiction of the Ministry of Education, Youth and Sports of the CR (MEYS), within which it is possible to draw financial means from the European Social Fund (ESF), one of the structural

funds of the European Union (EU), in the programming period 2007–2013. The global objective of the OP Education for Competitiveness is the development of an open, flexible and cohesive society and strengthening competitiveness of the CR economy through partner cooperation, resulting in improving quality and modernisation of the educational system in the complex framework of life-long learning, and in improvement of conditions in the area of research and development. This OP is conceived as multi objective.

ECOP is focused on quality improvements in, and modernisation of, systems for basic, tertiary and further education, their interconnection with comprehensive lifelong learning systems and conditions for improvements in research and development.

The programme is defined by 3 thematic priorities:

PRIORITY 1: Initial education

PRIORITY 2: Tertiary education, research and development

PRIORITY 3: Further education

3.1. Project Financing

Within the overall financial allocation plan for the Czech Republic for the Convergence objective in the years 2007-2013, 7 % from the finances of the EU structural funds is allocated to the ECOP, i.e. EUR 1,811.8 billion. Out of the total amount for financing of the ECOP, 85 % consist of EU resources (ESF) and 15 % consist of national resources from the state budget.

- PRIORITY 1: Initial education.

In the priority axis 1 is from the EU funds committed €612,1 million, i.e. 34 % allocation ECOP;

- PRIORITY 2: Tertiary education, research and development.

Of the priority axis 2 is the funds of the EU committed €626,5 million, i.e. 35 % allocation ECOP;

- PRIORITY 3: Further education.

In the priority axis 3 is from the EU funds committed €289,9 million, i.e. 16 % allocation ECOP.

3.2. The specific goals of the ECOP

Some specific goals of the ECOP are ways, which lead to the achievement of the global goal:

- The development and improvement of initial education with an emphasis on improving the key competencies of graduates to raise their ability to enter the labour market and increase their motivation for further education.

- Innovation in the area of tertiary education towards incorporation with the research and development activities, greater flexibility and creativity of graduates able to find a position in knowledge economics, making the conditions for research and development more attractive and forming complex and effective instruments that would support the innovation process as a whole.

- The strengthening of the adaptability and flexibility of human resources as the fundamental factor in the ability of the economy to compete and in the sustainable development of the CR through the support of further education on both the supply and demand sides.

- The creation of a modern, quality and effective system of lifelong learning through the development of a system of initial, tertiary and further education including the incorporation of these individual parts into the system of lifelong learning.

4. Conclusion

Social cohesion is based on the common values and is determined by the common activities - TAMI and objectives. Sense of belonging and sense of solidarity are based on cultural heritage, which is enshrined in the individual and collective memory. The knowledge economy and its targeted development is a precondition for a fair and sustainable human development.

The educational policy, the contribution to sustainable human development, mutual understanding among people and development of democracy are contradictions, which becomes topical for the 21st century:

- Contradiction Between global and local problems (World Citizenship Without losing the roots of the nation and region)

- Contradiction between the universal and individual (globalization of culture without losing their own traditions and culture)

- The contrast between tradition and modernity (the changes resulting from scientific progress, economic and social)

- Contradiction between long-and short-term considerations (emphasis on current problems, although many issues require long-term reform strategy based on patience, negotiation and compliance, as is the case of educational policy)

- Contradiction between the principle of competition and the principle of equality of opportunity is a classic problem in economic, social and educational (desirable concept of lifelong learning from each other, represents a harmonious interplay between three activities: the competition, which motivates the cooperation, which strengthens and solidarity that unites)

- Escalating antagonism between the development of knowledge and learning capabilities of their man (the pressure to expand the curriculum, with emphasis on choice, implementation of lifelong learning, etc.)

- Contradiction between the spiritual and material world (the role of education for universal understanding of the world)

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