

Interreg



Kofinanziert von
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Sachsen – Tschechien | Česko – Sasko

**Interreg Sachsen – Tschechien
2021-2027**

**Interreg Česko – Sasko
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ERNILAC: Euroregion Neisse International Labor Market for Academics

04. 09. 2025, Liberec, Czech Republic

Lead Partner: Technical University Liberec 

Partner: Technical University Dresden, IHI  TECHNISCHE
UNIVERSITÄT
DRESDEN

Timeframe: 01.09.2024 - 31.8.2026



ERNILAC – Euroregion Neisse (ERN) International Labor Market for Academics



Challenges:

1. Labor shortage (also of academics) in the ERN
 - Graduate outmigration (brain drain) → how to keep graduates?
2. Possible mismatch of taught and needed competences by employers
 - Future skill demands changing (AI, additive manufacturing) → how to react?

Objectives:

- Strengthen cross-border labor market integration
- Increase graduates' retention in the ERN
- Help align education of universities with future key competences
- Provide systematic support for (future) university graduates aligned with the needs of employers

Overview of ERN Region – German Side – Free State of Saxony

Some interesting facts on the labor market in Saxony (2024 study of Chamber of Crafts in Dresden):

- 57% of asked companies have vacancies
- Journeymen/women most sought after (48% of vacancies)
 - 13% of all vacancies are for university graduates
- 55% of all vacancies for graduates are open for more than **6 months**
- 69% of companies mention lack of applications for vacancies
- Top reasons for vacancies: Retirement of employees, employee fluctuation, **missing qualifications**

Sources: Fachkräftesituation der Sächsischen Wirtschaft, Monitoring 2024,
Handwerkskammer Dresden

ERNILAC Project - Concept

1. Situation Analysis - Research, Analyses and Expert Panel

Study: Migration and willingness to stay of graduates

Survey in 2 rounds

Study: Academic labor market

Company survey

Study: Study programs of all ERN universities

Analysis of study programs for competences and needs

**Expert commission
CZ / DE**

Members:

- Career Service
- Chamber of Industry and Commerce
- Associations
- Employment Office
- Company representatives

competences:

- Practical entrepreneurial experience
- Knowledge of the region
- Transformation knowledge

2. Cross-border activities

Career Day:

Career fair with ERN companies

Workshops:

Advice for students on the ERN labor market and related topics

Excursions:

Student excursions to ERN companies to get insights

3. Further outputs

Career Compass for students and graduates with guidance on job market in the ERN

Recommendations for political decision-makers

Recommendations for university decision-makers

Results so far – Workshops & excursions

1 of 3 two-day workshops for students done – ca. 20 participants from CZ and GER (2nd in December)

1 Online workshop with ca. 100 participants

2 Excursions:

- Siemens Energy (manufacturing) in Görlitz
- ZF (automotive) in Frýdlant

2 Expert Meetings



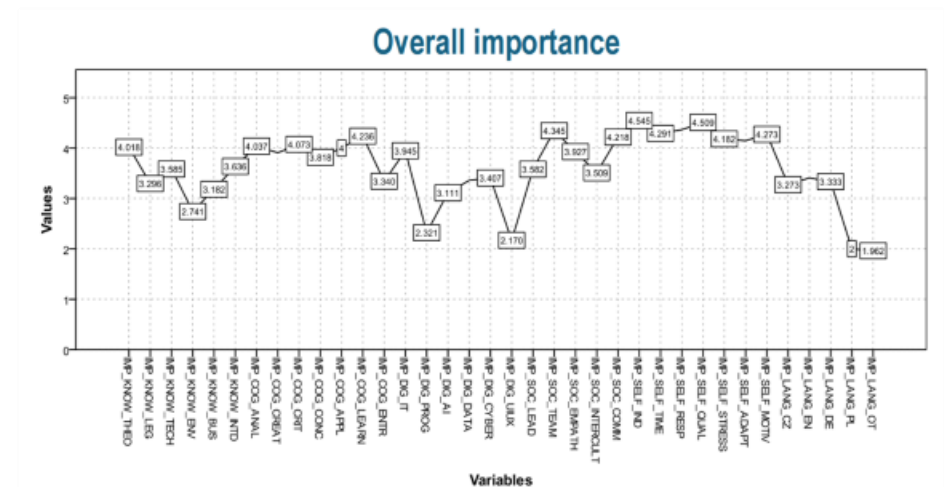
Preliminary Results – Labor Market Study

Survey sent to 2340 German and 1775 Czech companies in the ERN – 55 usable responses

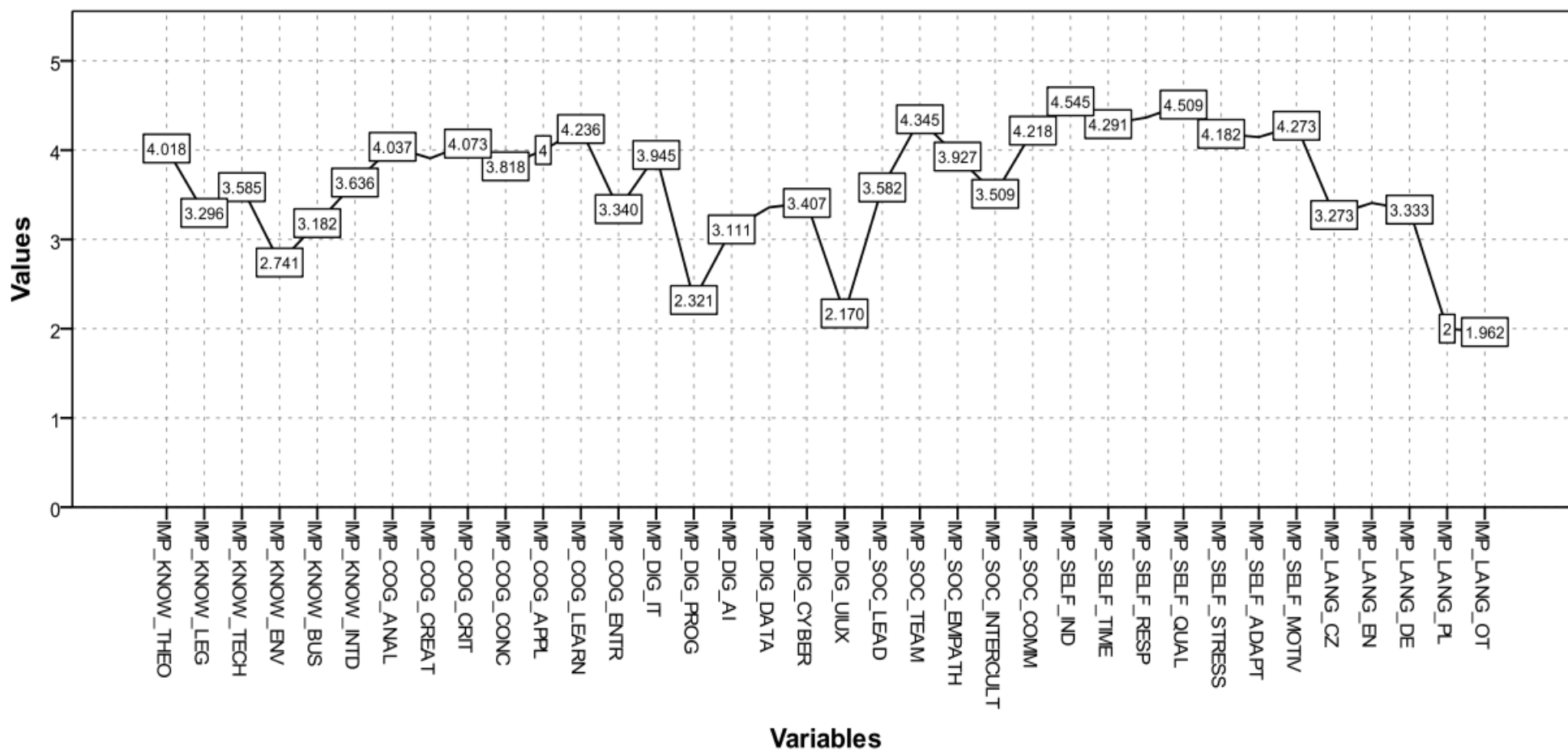
1. Rating of importance of 36 competences by companies

6 categories: knowledge, cognitive-, digital-, social skills, self-management and language skills

- Overall, cognitive, social and self-management skills are on top
 - e.g., working independently, striving for quality, responsibility & teamwork
- language skills medium importance and more country specific
- more specific digital skills (ui design and interestingly, programming) less important



Overall importance



2. How do employers rate the development of graduate competences?

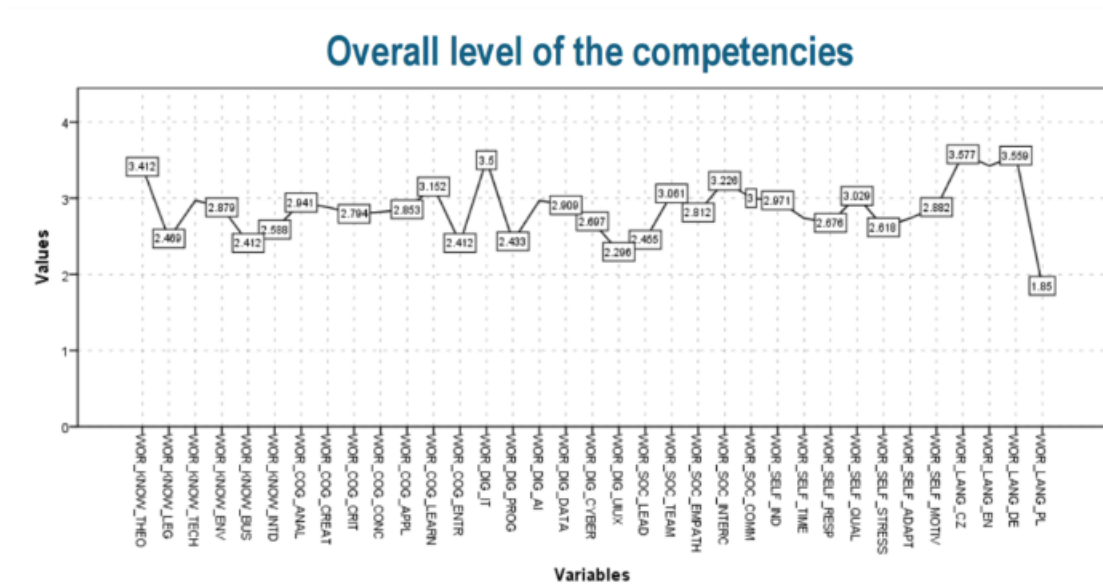
- Development of almost all competences rated lower than their importance

Most highly developed competences (3.5 of 5):

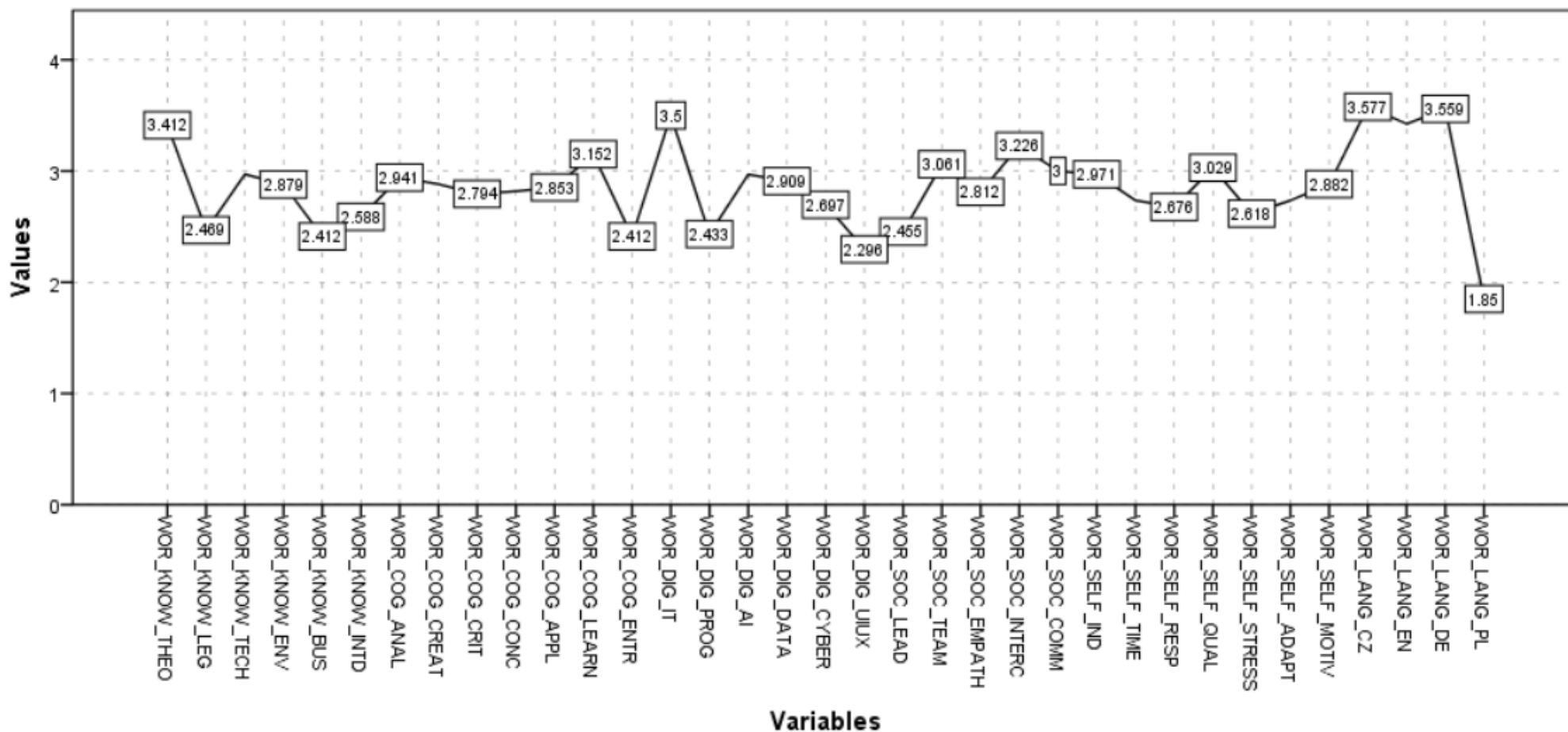
- Theoretical knowledge
- General IT skills
- Countries respective languages

Least developed competences:

- Business knowledge
- Entrepreneurial thinking
- Interdisciplinary skills
- Programming skills
- Leadership
- Teamwork
- Cybersecurity
- UI Design



Overall level of the competencies



3. What are the biggest areas of improvement in terms of competences?

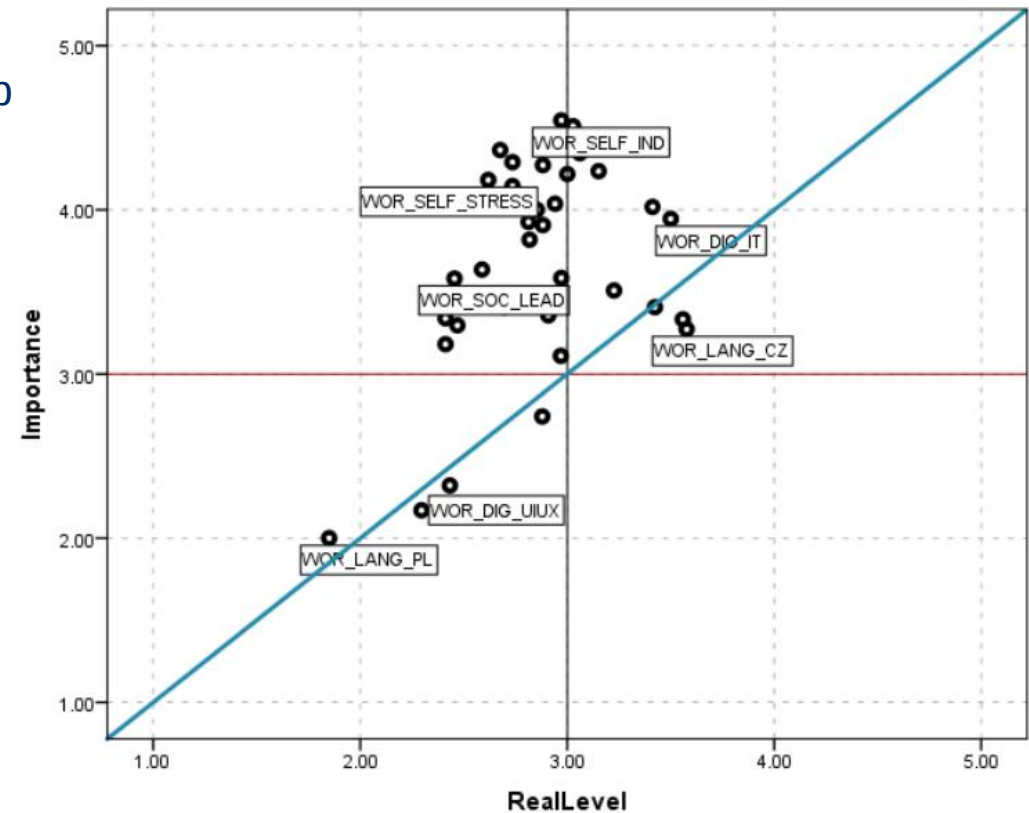
Scatterplot of Importance vs. Development level

➤ the further up from the line, the bigger the gap

Critical areas of improvement:

- Critical thinking
- Practical application of knowledge
- Independent work
- Time management
- Responsibility
- Stress management
- Leadership qualities

Identification of areas of improvement



4. Which competences are rated most important in the future?

Most often mentioned:

- Teamwork
- General IT skills
- AI expertise
- Effective communication

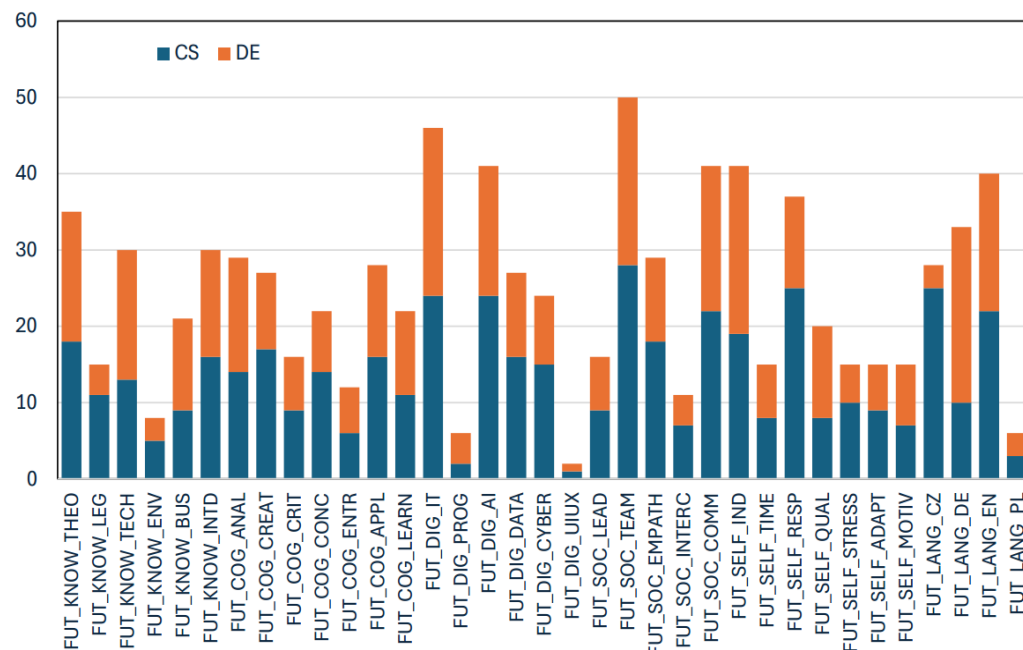
Least mentioned:

- Programming & UI design
- Environmental knowledge
- Intercultural knowledge

Biggest differences between Czech and German:

- Responsibility (81% CZ vs. 50% GER)
- Working independently (61 % CZ vs. 92% GER)
- Technical knowledge (42% CZ vs. 71% GER)

Frequencies of future competencies expected by firms from different countries



Dual Academy Bautzen



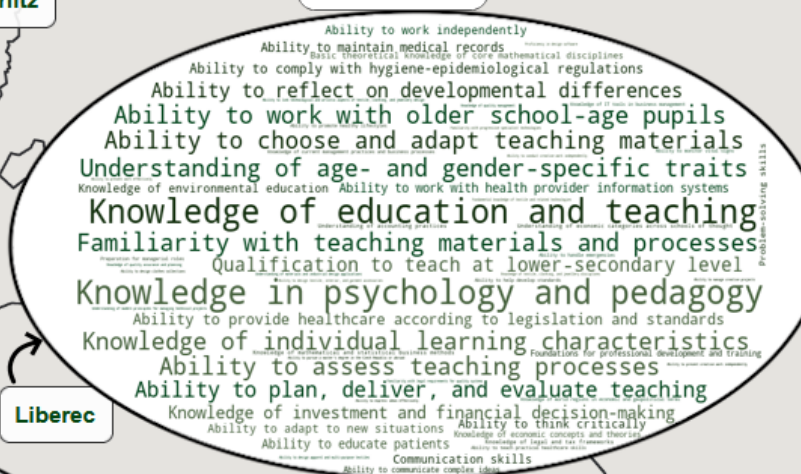
Bautzen

HSZG Görlitz



Görlitz

TU Liberec



Liberec

IHI Zittau



HSZG Zittau

Zittau



Most mentioned competences

HSZG - Görlitz

1. Theoretical knowledge
2. Practical application of knowledge
3. Business knowledge
4. Intercultural competence
5. Adaptability

HSZG - Zittau

1. Theoretical knowledge
2. Technical knowledge
3. Practical application of knowledge
4. Environmental knowledge
5. Business knowledge

IHI Zittau

1. Theoretical knowledge
2. Environmental knowledge
3. Practical application of knowledge
4. Business knowledge
5. Intercultural competence

Dual Academy Bautzen

1. Theoretical knowledge
2. Practical application of knowledge
3. Technical knowledge
4. Business knowledge
5. Environmental knowledge

TU Liberec

1. Theoretical knowledge
2. Practical application of knowledge
3. Technical knowledge
4. Analytical thinking
5. Business knowledge

Least mentioned competences overall

1. Language skills
2. Working independently
3. Striving for quality
4. Interdisciplinary knowledge
5. Data analysis
6. AI expertise
7. Programming

8. Responsibility

9. Entrepreneurial thinking

10. Motivation

11. Empathy

12. Stress management

13. Cybersecurity

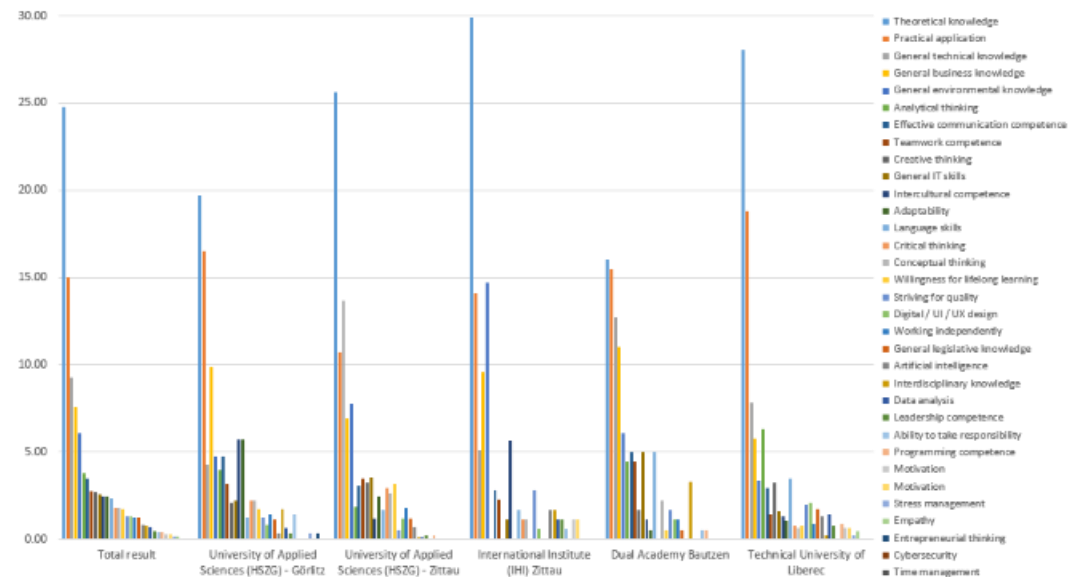
14. Time management

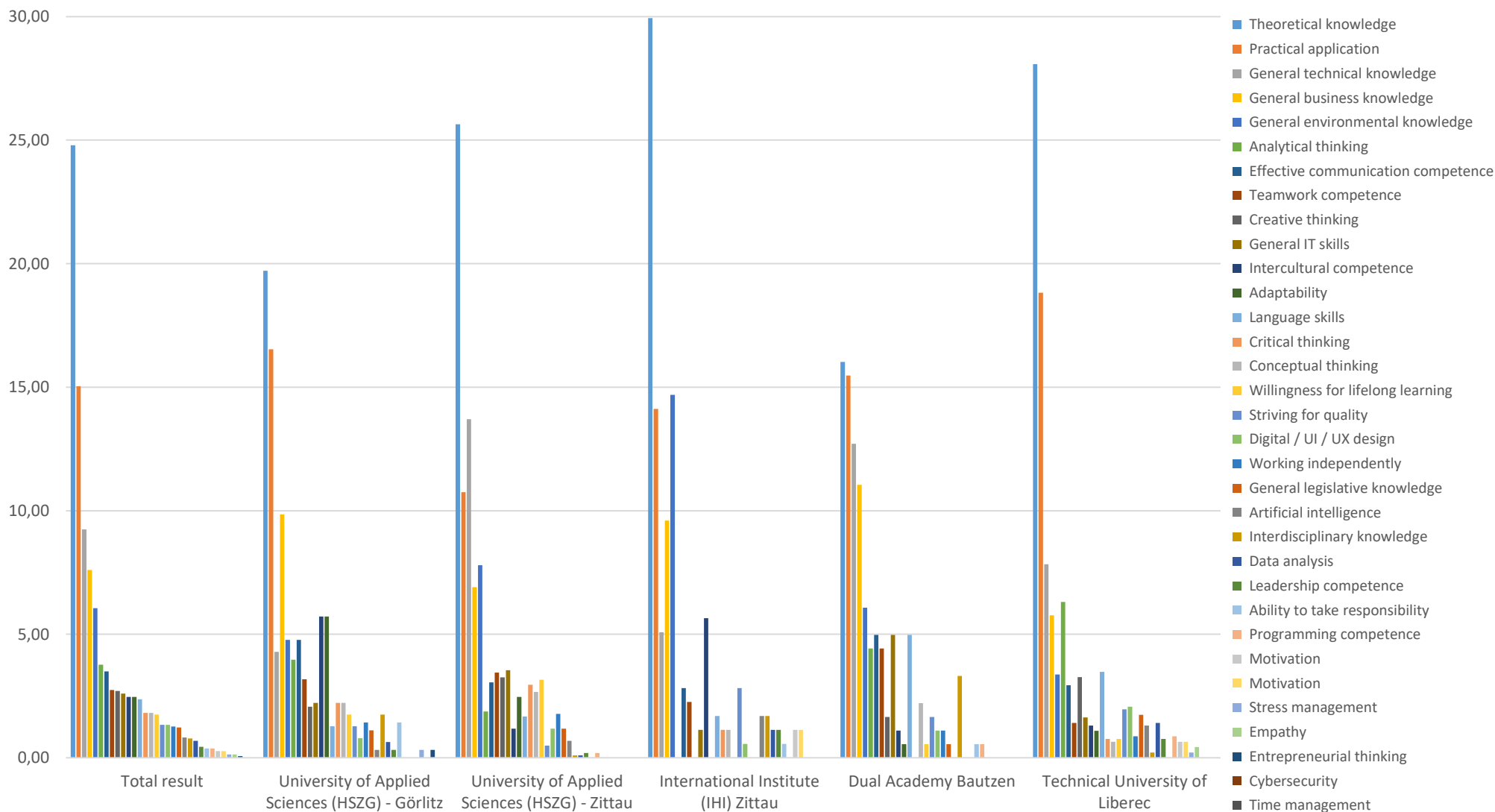
← Starting here, the mentions are close to zero

Preliminary Results – Study Program Analysis

Similar competence profiles among ERN universities

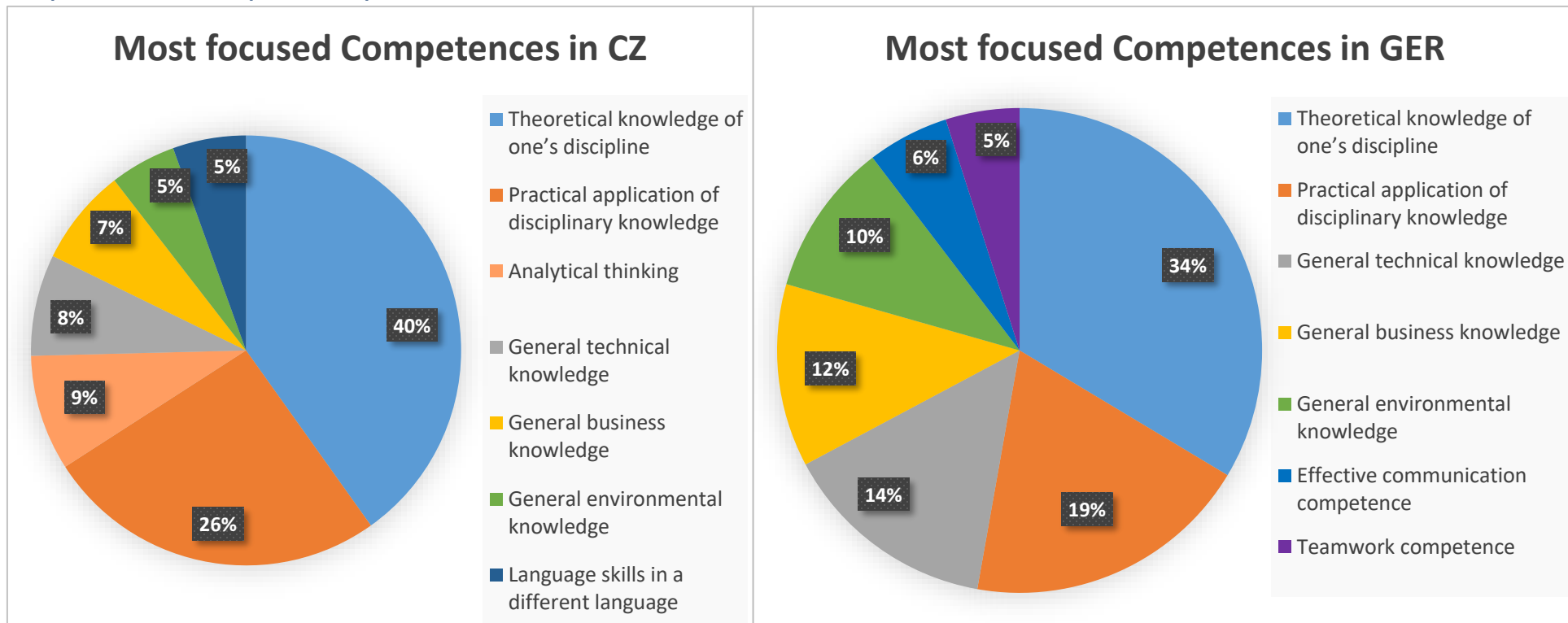
- As expected, universities of applied sciences (HSZG and Dual Academic School Bautzen) less focus on theoretical knowledge
- IHI Zittau & HSZG Görlitz less technical focus, but e.g. IHI high ecological focus, HSZG Görlitz focus on creative and social roles
- Bautzen big IT focus as well as strong technical focus (like TUL)





Preliminary Results – Study Program Analysis

Comparison of competence profiles of CZ and GER side



Czech side more focus on theoretical knowledge and it's application, but German side more focus on business, environmental and technical knowledge in specific

Thanks for listening!
Any further comments or ideas?