



Prague University of Economics and Business

## ***Motivation of Czechs for a career in EU institutions***

**Kateřina Kočí**

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## Research project in the frame of:

**T A**  
**Č R**

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## Project partners:

VŠB TECHNICKÁ  
UNIVERZITA  
OSTRAVA

EKONOMICKÁ  
FAKULTA





## Main goal:

- to find out the motivation of selected target groups of Czechs who apply or could potentially apply for a job in the EU institutions



## Methodology

- analysis of existing studies and literature
- data collection in the form of semi-structured interviews (36 interviews)
- SWOT analysis
- survey among students of selected Master (and PhD.) study programs



# CONTENT OF THE PROJECT

- CURRENT STATE AND MAIN ISSUES
- COMPARISON OF GOOD AND BAD PRACTICE  
EXAMPLES OF CAREER PROMOTION IN EU  
INSTITUTIONS IN SELECTED MEMBER COUNTRIES
- SURVEY AMONG UNIVERSITY STUDENTS



# Representation of officials and other employees of the European Commission by nationality as of 1/1/2023 compared to the share of individual countries in the total population of the EU-27

Countries:	<i>Over-represented</i>	<i>Under-represented</i>	<i>Balanced</i>
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<i>EU member states</i>	<i>Percentage of officials</i>	<i>Exchange ratio*)</i>	<i>Coefficient**)</i>
<b>**Belgium</b>	13,9	3,1	<b>4,48</b>
<b>Bulgaria</b>	2,4	2,4	<b>1,00</b>
<b>Czech Republic</b>	1,6	3,1	<b>0,52</b>
<b>Denmark</b>	1	1,8	<b>0,56</b>
<b>Estonia</b>	0,8	0,8	<b>1,00</b>
<b>Finland</b>	1,5	1,8	<b>0,83</b>
<b>France</b>	10,1	11,6	<b>0,87</b>
<b>Croatia</b>	1,3	1,6	<b>0,81</b>
<b>Ireland</b>	1,7	1,6	<b>1,06</b>
<b>Italy</b>	13,5	11,2	<b>1,21</b>
<b>Cyprus</b>	0,5	0,8	<b>0,63</b>
<b>Lithuania</b>	1,4	1	<b>1,40</b>
<b>Latvia</b>	0,9	1,5	<b>0,60</b>
<b>Luxemburg</b>	0,3	0,8	<b>0,38</b>
<b>Hungary</b>	2,5	3	<b>0,83</b>
<b>Malta</b>	0,5	0,6	<b>0,83</b>
<b>Germany</b>	6,3	13,8	<b>0,46</b>
<b>The Netherlands</b>	1,9	3,9	<b>0,49</b>
<b>Poland</b>	4,9	8,2	<b>0,60</b>
<b>Portugal</b>	2,4	3,1	<b>0,77</b>
<b>Austria</b>	1,5	2,6	<b>0,58</b>
<b>Romania</b>	4,8	4,5	<b>1,07</b>
<b>Greece</b>	4,6	3,1	<b>1,48</b>
<b>Slovakia</b>	1,4	1,8	<b>0,78</b>
<b>Slovenia</b>	1	1	<b>1,00</b>
<b>Spain</b>	8,1	8,9	<b>0,91</b>
<b>Sweden</b>	1,5	2,7	<b>0,56</b>

## Basic classification of support systems of selected countries

<b>Sophisticated system of support and promotion</b>	<b>Developed support and promotion system</b>	<b>Poor support and promotion system</b>
France	Ireland	Bulgaria
The Netherlands	Denmark	Cyprus
Hungary	Portugal	



# Comparison of practices in selected MS

- Existence of strategy
- Identification of the responsible institutions (method of coordination)
- Identification of means of promotion of job opportunities - website, social media, other channels
- Examples of good/bad practices

# Main findings from the comparison

- the prestige of the European public administration and the institutionalized support and preparation of citizens seeking a career in the EU institutions (France, Southern states)
- the existence of a communication strategy is not always a condition, the emphasis is on the coordination of institutions and activities
- ensuring financial resources and personnel continuity (ability to pass on know-how in the agenda)
- effective connection with target groups (work with "pools of potential candidates", with expats in Brussels)
- systematic cooperation with universities (and secondary schools) is a basic prerequisite (e.g. promotion of internships)
- communication through websites, social networks (LinkedIn, Instagram, FB, Youtube), emphasis on sharing information with successful candidates (podcasts)



## Survey among university students



# CONTENT OF THE SURVEY

- The most important factors in choosing a job
- (Dis)interest in working in international organizations
- Awareness of job opportunities in European institutions
- Interest in internship or work in EU institutions
- Motivation, concerns and willingness to invest in successful preparation
- Reasons for not being interested in working in the EU institutions
- How to communicate jobs opportunities in the EU
- University students' language skills and (in)experience with EPSO courses
- The effect of narratives

Thank you for your attention!