

**From Education to Employment: Impact of International
Business Graduates in Liberec region**

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ABSTRACT

This paper examines selected aspects of the career trajectories of graduates from the Bachelor's degree specialization in International Business (IB) in the Liberec region of the Czech Republic. The region is characterized by below-average GDP per capita and a lower proportion of tertiary-educated individuals compared to the national average. The primary objective of the article is to assess the contribution of the study program in the Liberec region in terms of regional brain drain and education–occupation mismatch. In the first part of the study, we investigate whether the share of tertiary-educated individuals has a positive impact on selected macroeconomic indicators in the region. In the second part, drawing on data from an electronic questionnaire distributed among graduates, we analyze their integration into the regional labor market and assess the extent of potential education–occupation mismatch. Based on correlation analysis, we find a strong relationship between the proportion of tertiary-educated individuals and key economic indicators in the Liberec region. These findings suggest a clear policy implication: regional authorities should prioritize attracting a highly qualified workforce to foster economic growth. The survey results support this recommendation, revealing that the largest share of graduates remain employed in the Liberec region, with nearly half working in roles directly related to international business..

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1. Introduction

According to academic literature, the presence of a university within a region has a range of positive impacts, including on local labor markets and economic development (Amendola et al., 2020; Abel & Deitz, 2012; Evers, 2019). This paper combines two aspects of such institutional presence and applies them to a specific bachelor's degree specialization within a region. First, we investigate whether graduates of this program remain in the region after completing their studies and integrate into the regional labor market. Second, we examine whether these graduates are employed in job positions relevant to their field of study, or whether there is evidence of education–occupation mismatch.

The selected study area is the Liberec Region (classified as NUTS III), one of the Czech Republic's border regions. The Liberec region is a lagging-behind region, characterized by a below-average GDP per capita and historically low levels of tertiary education attainment, mainly due to the longstanding dominance of the textile industry. Nevertheless, the region has maintained strong international economic ties, particularly through its glass and jewelry industries, which have historically exported the majority of their production. These industries have traditionally required a highly educated workforce for managing foreign operations. Following the economic transformation of the 1990s, the demand for a highly skilled workforce increased across Czechia, including in the Liberec Region.

The objective of this article is to evaluate the contribution of the study program in the Liberec region in terms of regional brain drain and education–occupation mismatch. In this paper, we examine whether graduates of the International business (IB) study program enter the regional labor market in the Liberec Region or contribute to a brain drain by relocating to other regions of the Czech Republic. The impact of universities on regional development has been extensively studied in international research, as described in the following section. However, to the best of our knowledge, there is currently no research that examines this aspect explicitly in the context of Czech regions. Therefore, a clear research gap exists, which we have chosen to address.

2. Literature Review and hypotheses development

The majority of academic literature concludes that universities contribute to regional economic development through various channels. These aspects are additional stipulations of regional economic growth (Benneworth & Fitjar, 2019; Kempton, 2015), a boost in innovation (Asheim et al., 2011), or knowledge spillovers (Benneworth & Fitjar, 2019; Kempton, 2015). Another group of papers emphasized regional competitiveness (Audretsch et al., 2021; Quignon, 2024). According to their outcomes, regional knowledge production is a precondition for the rising competitiveness of regions, as emphasized by Griliches (1990) and Levin et al. (1987). Further studies conclude that cooperation between academia and industry has positive effects, as noted by Manrique (2019) and Varelo & Reenen (2016).

In our article, we focus on the integration of graduates into the regional labor market. The prevailing consensus in the literature (Audretsch et al., 2012; Kim, 2015) is that the presence of a university in a region increases the availability of human capital and reduces unemployment. It also contributes to the enrichment of the local labor market. It enhances productivity in the regions studied, as demonstrated by Amendola et al. (2020) for Italian regions and Kim (2015) for the state of Arizona.

Across the EU, regional inequalities and the phenomenon of graduate brain drain have been examined by numerous authors from broader perspectives (Frédéric, 2006; Giousmpasoglou & Koniordos, 2017; Heidenreich & Wunder, 2008; Kallioras & Niavis, 2025). These studies consistently highlight the deepening of disparities resulting from the outflow of highly qualified individuals to more economically prosperous regions. This trend is observed not only within individual Member States but also in intra-EU migration, where wealthier (Northern and Western) countries tend to attract highly skilled workers from the poorer Southern and Eastern European states.

The establishment of a new university in the lagging-behind region can therefore enhance the region's human capital stock and help meet labor market demands. This effect was demonstrated in the Danish Aalborg Region following the founding of its university in the 1970s (Evers, 2019). Similar outcomes were reported by Hermansson et al. (2014), who found

that the presence of higher educational institutions significantly boosted regional GDP in Scotland. Abel & Deitz (2012) stated that the positive impact of academic R&D activities on local human capital levels. Additionally, the universities raise local human capital levels by increasing both the supply of and demand for skills (Hermannsson et al., 2014). Next to this, a positive wage effect in the region has been concluded, e.g., (Arbo & Benneworth, 2007; Bramwell & Wolfe, 2008; Fingleton & Longhi, 2013; Varga, 2001). Similar positive effects were observed for the unemployment rate in various regions, such as Germany (Schubert & Kroll, 2016), where the effects were confirmed in the long run (Drucker & Goldstein, 2007) for the USA or for Spanish regions (Garrido-Yserte & Gallo-Rivera, 2010).

The issue of educational mismatch is another important aspect discussed in relation to the presence of universities in a region. Educational mismatch is generally categorized into two types: horizontal mismatch, which relates to a discrepancy between the field of education and the job performed, and vertical mismatch, often referred to as overeducation, where an individual's qualification level exceeds the requirements of their occupation (Albert et al., 2023). In our paper, we focus only on the horizontal one to validate the utility of the IB for future career prospects. This type of mismatch can be addressed through job mobility (Albert et al., 2023), which excludes staying in a particular region but reduces the positive effect of the university on regional development (Legazpe et al., 2025; Rehák & Eriksson, 2020). Educational mismatch has been extensively analyzed across Europe by various scholars, including Rehák & Eriksson (2020) for Sweden, Legazpe et al. (2025) and Pinto (2022) for Spain, Kitagawa et al. (2022) for the UK, and for Germany (Drejer et al., 2022; Haussen & Uebelmesser, 2018; Krabel & Flöther, 2014).

To the best of our knowledge, the relationship between graduates and the regional labor market in the Czech Republic has not yet been thoroughly analyzed. However, existing research indicates a significant increase in the number of graduates over the past decade. The Czech Republic has notably improved its graduation rates, reaching approximately 15 graduates per 1,000 inhabitants of the relevant age cohort, nearly a threefold increase since 2008 (Vrchota et al., 2020). Other research studies in this regard have expressed

concern about educational mismatch, where the skills and competences of graduates do not align with market needs (Mysíková, 2016). The labor market situation also varies across the regions and urban areas, often exhibiting lower unemployment rates compared to rural regions (Koisová et al., 2018).

The Liberec Region is the smallest administrative region in the Czech Republic, with a population of approximately 450,000, representing about 4% of the national population. Geographically, it is situated in the northern part of the country and shares its northern border with two neighboring states—Germany and Poland. This dual international border is a relatively uncommon characteristic, particularly for a region of such small size. In general, economic theories conclude that the neighborhood enables smooth access to foreign markets (Sala-i-Martin, 1996; Paluzie, 2001). However, both neighboring regions—the Free State of Saxony in Germany and the Lower Silesian Voivodeship in Poland—are also classified as lagging-behind regions within their respective national contexts, situated at a considerable distance from their countries' primary economic centers (Eurostat, 2025). Therefore, the region's geographic location constrains the potential for more intensive foreign market expansion (Veselý & Kubeš, 2025). Within the country, the region borders the Hradec Králové Region to the east, the Central Bohemian Region to the south, and the Ústí and Liberec regions to the west (CSU, 2023a).

From an economic perspective, the Liberec region belongs among the below-average regions in the national comparison. GDP per capita recorded only 73% of the national average in 2023, representing a 3.0 percentage point decline from 2010 and the second-worst result in the national comparison (Czech Statistical Office, 2025). The unemployment rate was 4%, slightly above the national average, in 2023. The backbone of the economic structure is the secondary sector. The manufacturing sector (NACE D) employed more than 36% of workers in 2022, slightly above the national average (CSU, 2023a).

An analysis of the industrial structure of the Liberec Region reveals several key sectors that have historically shaped its economic development. Until the early 2000s, the textile industry was a dominant and traditional sector; however, it experienced a significant decline thereafter. The 2008 economic recession further weak-

ened the region's historically strong glass and jewelry industries, which had long served as a primary link between regional enterprises and international markets. Today, the region's industrial landscape is dominated by the automotive industry, along with related sectors such as the manufacturing of rubber and plastic products.

Moreover, the Liberec region does not depict a favorable educational structure; only 16% of its approximately 200,000 labor force achieved university education in 2022 (CSU, 2023a). This is significantly below the national average of 21% (CSU, 2023b) and is one of its most significant weaknesses, emphasizing the importance of tertiary education in the region. As the experience from other countries shows, the presence of highly educated and highly qualified individuals has a positive impact on regional economic development (Hermannsson et al., 2014; Evers, 2019). Based on these figures, it can be concluded that the Liberec Region lags behind the national average in terms of GDP per capita and the proportion of the labor force with tertiary education. Other indicators, such as the unemployment rate and employment in the secondary sector, are slightly above the national average. Notably, the shortage of highly educated workers highlights the need for targeted measures to retain graduates within the region (Damborský, 2023).

Despite the region's small size, foreign trade played a significant role in its economic performance (Pászto et al., 2019). As a border region, the Liberec Region maintains connections with foreign markets also through cross-border trade (Veselý & Kubeš, 2025). Another factor strengthening the region's ties to global markets is the longstanding presence of the glass and jewelry industries, which have exported the majority of their production since the 19th century. Notably, this sector maintained significant export activity even during the centrally planned communist era (Coufalová & Židek, 2017; Dufková & Šálek, 2022).

After 2000, the region, like the rest of the country, experienced an influx of foreign direct investment under the government's investment incentives scheme. According to Czechinvest (2025), until 2024, there were 80 projects under this scheme in the region. Among them are 40 motor vehicle manufacturing projects and eight plastic projects, with a total value of \$ 1.883 billion USD, creating more than 10,000 jobs.

The first peak of incentives occurred shortly after the EU accession (2004-2007), when 19 investment projects were initiated. The other peak with 21 investment projects occurred in the years 2011-2015 (Czechinvest, 2025). The majority of these projects were the daughter companies of the Western mothers (Dinga & Munich, 2010; Jemberu & Knápková, 2024; Michalíková & Galeotti, 2010; Zamrazilová, 200). This factor increased the demand for tertiary-educated individuals with knowledge of international business in the region. We can conclude that there was good timing in offering this study specialization in the Liberec region. It is essential to note that, nationally, the International Business specialization at the Bachelor's level is currently offered only in Prague, the capital city, located approximately 100 kilometers from Liberec. We therefore assume that a portion of IB graduates is also in demand in other regions of the country. In addition, we examine the extent of potential educational mismatch in their career trajectories, specifically, whether their current occupations correspond to the field of their academic training.

Based on the literature review, two hypotheses were formulated.

Hypotheses (1) *“The share of tertiary education positively correlates with the GDP per head, gross wage, and unemployment rate in the Liberec region in the years 2010-2023”*. This period encompasses the years during which IB graduates began their professional careers. The data were obtained from the regional branch of the Czech Statistical Office.

Our second Hypothesis (2) is: *“The largest share of graduates works in the Liberec region (aspect of regional brain drain) and their current job position mainly relates to IB (aspect of educational mismatch)”*. To test Hypothesis (2), we conducted a questionnaire survey among International Business graduates.

3. Methodology

To obtain the results, we employed a mixed-methods approach combining statistical analysis with an electronic questionnaire survey. For Hypothesis (1), we examined the correlation between the share of tertiary-educated individuals (independent variable) and key regional economic indicators—namely, GDP per capita, average gross wage, and the unemployment

rate (dependent variables)—in the Liberec Region. The data for the period 2010–2023 were retrieved from the regional branch of the Czech Statistical Office. Data for 2024 were not yet available at the time of analysis. Pearson correlation coefficients were calculated using SPSS software.

For Hypothesis (2), we conducted an electronic questionnaire survey administered via Google Forms. The survey was distributed in June 2025 to graduates of the International Business program from the years 2010 to 2024, encompassing a total population of 740 graduates. A snowball sampling method was employed. Initially, 34 alumni who had previously collaborated professionally with the faculty (e.g., as external lecturers or thesis reviewers) were contacted and invited to disseminate the questionnaire among their peers. We received a total of 123 complete responses; no incomplete responses were submitted.

This resulted in a response rate of approximately 18%, which is generally considered sufficient for ensuring sample representativeness, given the narrow scope of the questionnaire (Dawson, 2020). The questionnaire comprised five items. The first question was for identification purposes (year of graduation). The second, closed, question addressed the geographic lo-

cation of respondents' current employment, defined according to the NUTS III regions of the Czech Republic. The third and fourth questions were open-ended, requesting a description of the current job position and whether it was related to International Business. The final open-ended question invited respondents to specify the knowledge and skills they most frequently utilized in their careers. The methodology and sampling approach were specifically tailored to the objectives concerning IB graduates. However, it is fully replicable for other graduate groups, provided that the specific questions are appropriately modified.

4. Empirical results and discussion

Figure 1 presents the results of the Kolmogorov–Smirnov test, indicating that the data generally conform to the assumptions of normality, except for the share of the tertiary-educated labor force. Based on these findings, we calculated Pearson's correlation coefficient (see Table 1), which is appropriate for normally distributed data and for assessing linear relationships between variables. Considering the outcomes of the normality tests and the nature of the variables, Pearson's correlation is an appropriate analytical method for this study.

Table 1
Test of normality

Variable	Kolmogorov–Smirnov <i>D</i>	<i>df</i>	<i>p</i>	Shapiro–Wilk <i>W</i>	<i>df</i>	<i>p</i>
GDP per head	.113	14	.200 ^a	.961	14	.741
Share of the labor force with a tertiary education	.230	14	.043	.911	14	.165
Average gross wage	.171	14	.200 ^a	.907	14	.142
Unemployment rate	.159	14	.200 ^a	.916	14	.190

Notes. Own elaboration.

The correlation matrix obtained from SPSS is presented in Table 2 to test Hypothesis (1). According to the calculations shown in Table 2, the share of ter-

tiary-educated labor force in the Liberec Region between 2010 and 2023 exhibits a positive correlation with GDP per capita, average gross wage, and unem-

ployment rate. Notably, the correlation with GDP per capita is robust ($r = 0.839$), significant at both the 0.05 and 0.01 levels. Similarly, a strong positive correlation is observed with the average gross wage ($r = 0.779$), which is also significant at the 0.05 and 0.01 levels of significance.

These results support the general presumption

Table 2
Correlation matrix

	GDP per head	Share of the labor force with a tertiary education	Average gross wage	Unemployment rate
GDP per head	--	.818**	.989**	-.843**
Share of the labor force with a tertiary education	.818**	--	.752**	-.727**
Average gross wage	.989**	.752**	--	-.824**
Unemployment rate	-.843**	-.727**	-.824**	--

Notes. N 14 for all variables. The correlation is significant at the $p < .001$ level (2-tailed)—own elaboration.

Hypothesis (2) can be only partially confirmed. According to the results of our questionnaire, approximately 38% of IB graduates are employed within the Liberec Region, representing the largest concentration of graduates. The Central Bohemian Region ranks second, hosting nearly 21% of IB graduates. Notably, this region is home to the country's largest automotive hub, characterized by strong export performance and a significant demand for a workforce knowledgeable in international business. More than 16% of graduates work in Prague, where many branches of Western multinational companies are located. In the neighboring border regions of Hradec Králové and Ústí nad Labem, fewer than 10% of graduates are employed. However, it is essential to note that our research focused solely on current employment locations and did not consider job mobility between regions; therefore, we cannot exclude the possibility of spatial mobility over graduates' careers.

Regarding the second part of Hypothesis (2), the questionnaire revealed that over 48% of graduates are employed in positions related to international business. Although this does not fully confirm the Hypothesis, the result remains encouraging. According to the Czech Statistical Office's internal foreign trade database (2024), out of 14,238 enterprises in the Liberec Region

that a higher share of a tertiary-educated workforce is crucial for regional economic performance. In the case of the Liberec Region, the substantial nexus between the proportion of tertiary-educated labor and key economic indicators during the observed period underscores the importance of attracting and retaining highly educated individuals as a critical driver of the region's economic development.

(excluding self-employed individuals), 680 were exporters and 1,180 were importers in 2023. Due to overlap in Intrastat and Extrastat databases, where some companies engage in both import and export activities, the estimated total number of companies involved in international trade is approximately 800 to 1,200, representing about 8% of all enterprises in the region. These companies provide the primary employment opportunities related to international business.

Analyzing the job descriptions of graduates working in international business reveals three main occupational groups: The first includes sales-related roles such as sales managers, directors, sales operators, and freight managers. The second group comprises positions in international procurement, logistics, and related areas, including customs and quality management. The third and most heterogeneous group comprises roles in international financial operations, control, and marketing.

The final survey question addressed the skills most frequently applied by graduates in their careers. In addition to language proficiency and soft skills such as presentation and communication abilities, knowledge of international business operations was particularly

emphasized. Graduates highlighted expertise in various aspects of international sales contracts, customs procedures, and international business negotiations. Other commonly mentioned skills included market entry strategies, accounting, and financial management.

Based on both methods applied, we can confirm the relevance of the IB study program for the Liberec region. The results of our analysis consistently demonstrate that the program's presence brings tangible benefits to the local socio-economic environment. As mentioned above, to the best of our knowledge, a similar study has not been conducted in any other Czech region. However, the conclusions are further supported by previous research carried out in comparable regions. Our findings align with studies such as Evers (2019) for the Aalborg region in Denmark and Hermannsson et al. (2014) for Scotland. Similar conclusions were reached by Amendola et al. (2020), who confirmed the positive impact of the university system on local economic development in Italy, primarily through improvements in human capital. All of these studies emphasize that the presence of a university has a positive impact on regional development across various socio-economic indicators, including employment, innovation capacity, income levels, and overall human capital development.

More specifically, these studies highlight a pattern wherein higher education institutions act as catalysts for regional transformation, particularly in areas that initially exhibit a below-average rate of tertiary education attainment. The commonality among these regions lies in their starting point: a lack of sufficient access to higher education and an underdeveloped knowledge-based economy. However, the introduction or expansion of university programs in these areas led to improvements in educational outcomes. These outcomes underscore the transformative potential of academic institutions, particularly in structurally disadvantaged regions.

Moreover, the observed time period in all aforementioned cases is marked by a globally rising demand for a highly educated workforce. This trend aligns with broader structural changes in labor markets, where the value of human capital has been increasing, and knowledge-intensive jobs are increasingly driving economic growth. Educational attainment is shifting accordingly, with a growing proportion of the population striving for higher qualifications to meet new labor market demands. This development is thoroughly de-

scribed by OECD (2007), which highlights the global shift toward higher educational attainment.

Universities in these regions, including those in our focus area, have effectively filled existing gaps in the labor market by producing a more qualified and adaptable workforce than was previously available. In doing so, they not only responded to labor market needs but also actively shaped them by elevating the local human capital baseline. In the Czech context, this trend was also observable during the relevant period, as documented in the studies of Vrchota et al. (2020) and Mysíková (2016), who confirmed the positive impact of tertiary education.

Taken together, these findings underscore the crucial role of higher education institutions in regional development, particularly in regions that have historically lacked such infrastructure. The case of the IB study program in Liberec fits neatly within this broader pattern. It demonstrates how investment in education can yield both short-term and long-term economic benefits for a given locality.

5. Conclusion and implications

In this paper, we examine selected aspects of the career trajectories of graduates from the Bachelor's degree specialization in International Business (IB) in the Liberec Region of the Czech Republic. This structurally disadvantaged region, located in the northern part of the country, has historically been integrated into foreign markets through its glass and jewelry industries, which traditionally required a highly educated workforce to support international operations. However, prior to 1990, the region's labor market was dominated by the textile industry, contributing to an unfavorable educational structure. Following Czechia's accession to the European Union in 2004, a substantial influx of foreign direct investment (FDI), supported by government incentives, increased the demand for university-educated professionals with expertise in international business. In response, the International Business specialization was established in 2008, and since 2010, a total of 740 students have graduated from the program.

5.1. Theoretical contribution

This study tests two hypotheses related to the regional economic impact of tertiary education and the

employment outcomes of IB graduates. Hypothesis (1) is: “*The share of tertiary education positively correlates with the GDP per head, gross wage, and unemployment rate in the Liberec region in the years 2010-2023*”. The aim was to assess the impact of tertiary education on regional economic development, similar to other lagging behind regions across Europe (Evers, 2019; Hermannsson et al., 2014). Consequently, regional authorities should prioritize attracting highly educated individuals to stimulate economic growth, especially as the Liberec region continues to converge toward the national average but still ranks second lowest in GDP per capita among Czech regions.

To test Hypothesis 2, we conducted a questionnaire survey using Google Forms, which was distributed among graduates through a snowball sampling method. The second Hypothesis (2) “*The largest share of graduates works in the Liberec region, and their current job position mainly relates to IB*”, we approved only partially. During the observed period, more than 38% of graduates were employed in the Liberec Region, representing the largest share among all Czech regions. Although the IB study program contributes to attracting highly qualified individuals to the region, the data indicate that the region continues to experience a certain degree of brain drain. Consequently, the second part of Hypothesis 2 cannot be confirmed, due to the relatively pronounced mismatch between education and occupation.

Our findings underscore the importance of tertiary-educated individuals for the economic development of the Liberec region, as reflected in positive outcomes, including higher GDP per capita and increased wage levels. However, the conclusions presented in our study are consistent with findings from other lagging-behind regions across Europe (Evers, 2019; Hermannsson et al., 2014; Amendola et al., 2020). It can be argued that the establishment of a university—or, in our case, a new study program—has a positive impact on the respective region, as it attracts a highly educated workforce or encourages local talent to remain in the area for university studies.

5.2. Policy and managerial implications

According to the results of our survey, the largest group of IB graduates choose to work within the region, and nearly half are employed in positions directly related to their field of study. This alignment between education and employment suggests a potential for the region's future

economic growth and catching-up process.

Based on the confirmation of Hypothesis (1), regional authorities should consider tertiary education not merely as an individual-level investment, but as a key pillar of future regional development. The strong correlation between the share of tertiary-educated population and core economic indicators (GDP per capita, gross wages, and unemployment) confirms that higher education can serve as an engine of local growth.

In particular, support mechanisms for attracting and retaining highly educated individuals in the region should be strengthened. These include the development of innovation hubs and startup ecosystems, as well as improved career services for university students and graduates. Encouraging regional employers to cooperate more intensively with local universities can help align academic programs with the evolving demands of the labor market.

5.3. Limitations and suggestions for future research

As with any empirical study, this research is subject to certain limitations that should be acknowledged. First, the questionnaire survey captured only the current employment status of graduates, without tracking their complete career trajectories over time. Consequently, the study provides a static snapshot rather than a longitudinal perspective on graduate outcomes. Given that the number of graduates has increased substantially since the program's inception, future research should aim to monitor graduates on a regular basis. This would allow for the identification of trends and patterns in employment mobility and regional retention over time.

A further limitation relates to the spatial mobility of graduates. The present analysis does not account for the possibility that individuals may relocate during the course of their careers, either within or beyond the Liberec region. Future studies should incorporate mechanisms to capture such dynamics in order to assess long-term regional impacts better.

This paper is subject to several other limitations that should be taken into account when interpreting the findings. First, the representativeness of the survey sample is limited, as data were collected using a snowball sampling method and yielded 123 responses, corresponding to a response rate of 18%. The response rate achieved is slightly lower than the benchmark proposed by Dawson (2020). Second, the questionnaire consisted of only five items, which constrains the analytical

depth and limits the ability to capture more nuanced perspectives. Third, the time series used for Pearson correlation analysis spans only 14 years, which may reduce the robustness of the statistical relationships identified. Finally, the generalizability of the results is restricted, as the study focuses solely on the Liberec region and may not fully reflect conditions in other regions.

Furthermore, future research should investigate occupational mobility in greater detail. Some graduates currently employed outside the field of international business (IB) may later transition into IB-related jobs, particularly given the evolving nature of labor market demand and the relatively small number of regional companies directly engaged in international trade. Understanding these transitions could shed light on the adaptability and applicability of the IB program.

Finally, regular tracking of graduates would also enable a more in-depth analysis of career progression, particularly about upward mobility into managerial positions that entail greater levels of responsibility and decision-making authority. This would offer valuable insights into the long-term effectiveness of the IB program in preparing graduates not only for entry-level roles but also for leadership positions within the regional labor market.

Author Contributions:

Zuzana Potužáková: **50%** (sections 1, 2 5)

Jaroslav Demel: **50%** (sections 3, 4)

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Од образовања до запослења: Утицај дипломираних студената међународног бизниса у региону Либерец

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Кључне ријечи:

регионално тржиште рада,
неусаглашеност образовања и занимања,
универзитет,
радна мобилност

JEL класификација: R1, J4, I12

САЖЕТАК

Овај рад испитује одабране аспекте каријерних путања дипломираних студената основних студија на смјеру Међународни бизнис (IB) у региону Либерец у Чешкој Републици. Регион се карактерише исподпросечним БДП-ом по глави становника и мањим уделом високообразованих особа у поређењу са националним просеком. Примарни циљ чланка је да процијени допринос студијског програма у региону Либерец у погледу регионалног „одлива мозгова” и неусаглашености између образовања и занимања. У првом дијелу истраживања анализира се да ли удио високообразованих особа има позитиван утицај на одабране макроекономске показатеље у региону. У другом дијелу, на основу података прикупљених електронским упитником међу дипломцима, анализира се њихова интеграција на регионално тржиште рада и процењује степен могуће неусаглашености између образовања и занимања. На основу корелационе анализе утврђена је снажна веза између удјела високообразованих особа и кључних економских показатеља у региону Либерец. Ови налази указују на јасну импликацију за креаторе политика: регионалне власти треба да дају приоритет привлачењу високо квалификоване радне снаге ради подстицања економског раста. Резултати анкете подржавају ову препоруку, откривајући да највећи дио дипломаца остаје запослен у региону Либерец, при чему готово половина ради на пословима директно повезаним са међународним бизнисом.