

## COVID-19 Pandemic: New Opportunities for Employment and Education?

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### Abstract

*The economic consequences of the COVID-19 pandemic are, and of course in the future will be, serious. These consequences are very often foundable also in labour market and education. Some of them are not only problems, but also new opportunities: improving of working conditions, modernising employment services and making them more flexible, strengthening employment and social protection systems, family-friendly working time, promoting lifelong learning opportunities, strengthening digital skills, etc. The paper focuses on different approaches and responses to changes in society caused by the COVID-19 pandemic. There are currently various scientific sources analyzing the threats initiated by the pandemic and their effects on various areas of human activity, including employment and education. However, every crisis can be taken also as an opportunity. This paper therefore primarily deals with the opportunities that the current crisis brings, especially in the field of employment and education. The paper is based on assessment of analyses (literary research) provided by international institutions such as the International Labour Office (ILO), and documents and other research studies prepared and published by the European Union or OECD.*

**Keywords:** COVID-19 pandemic; employment; labour market; education; opportunities;

**JEL Classification:** F60; I00; J00;

**DOI:** <http://doi.org/10.24818/ejis.2022.16>

### 1. Introduction

The world was in recent years very often described as a turbulent place, because of the frequent changes identified in many areas of human activities. These changes led to use of new and specific tools enabling people to cooperate. This was all done with respect to the worldwide tendency focused on harmonization of human activities at different places, countries, it is possible to talk about globalization tendencies.

Changes in many areas put pressure on individuals and also on the society as a whole. Scientists, evaluated from the point of view of an economist and teacher, were engaged in the idea of transforming the society, which was called in their works Society 4.0 into a new society for which they used the term Society 5.0. Some of those works were focused on the essence of the society transformation, which was seen in the need or desire of people to use the opportunities, brought by the continuous technological development, in a different way. It seemed to lead to change of the whole production chain and cooperation in services. Scientists from the field of economy, sociology, history, biology and others started to deal

with the new approach to the quality of life, approach that won't be based just on the effectivity measurement as known from the economy.

These works are currently often replaced or supplemented by the new thoughts arising because of the new problem called Covid-19 pandemic. This situation should be seen as the new one, never solved before, even if there were the situations similar to this one in the history.

This contribution tries to see the Covid-19 pandemic also as the starting point for positive changes, as a kind of opportunity. The authors therefore identify and consider new opportunities which this situation brings to the area of employment and education.

## **2. Covid-19 and Changes in Society – Opportunities (or Threats?)**

As written in the introduction, long before the onset of pandemic were discussed changes in the areas of employment and education that were caused by the new possibilities ensured most often by the development of technology. This issue was discussed internationally by variety of organizations, see web pages of Business Upper Austria - OÖ Wirtschaftsagentur GmbH (2021), Institute of Chartered Accountants in England and Wales (2021) and others. During the events with international overlap focused on the issue of globalization were emphasized mainly the positive impacts (positive aspects) of technological development and changes in the focus of work activities. Great significance was given to the positive effects coming from the use of new technologies and tools like digitization, automation and sensorics. Innovations presented by the scientists in those mentioned disciplines are supposed to be used, or are currently used, in many branches. We can meet them not only in production, but also in services (knowledge intensive services) sector, for example as the tool enabling the employees in the area of accounting to insert the data from individual documents (invoices, etc.) to the information system, usually selected ERP, that is used for their automatic processing with no necessity to insert data manually, and therefore with lower level of risks associated with the manual data transmission (data changes - intentional and unintentional, data omission, data loss, etc.).

There existed the predictions of changes of the labour market, and because the system of education is that one usually responding to changes in demand for individual job positions, it is also possible to find the predictions focused on expectable changes in the education.

When analysing situation of the labour market, it is necessary to define the terms which will be then used to make any prediction. Therefore, the following table introduces the division of jobs (working positions) to groups including the positions with similar characteristics. This division was set by the International Labour Organization (ILO) for the first time in 1957.

ILO (2022) describes its tool called International Standard Classification of Occupations (ISCO) as:

- 1) 'a basis for the international reporting, comparison and exchange of statistical and administrative data about occupations,
- 2) a model for the development of national and regional classifications of occupations,
- 3) a system that can be used directly in countries that have not developed their own national classifications.'

ISCO divides occupations to the groups defined in the following Table (*Table 1*). This division is used as the basis for labour market analysis in many countries, even if those countries may use for the description of the situation on the labour market also other division of occupations, as shown in the document called Currently active classifications in the National classifications database (ILO, 2022), for example CZ-NACE codes.

**Table 1. ISCO-08 major groups to skill levels**

Group no.	ISCO-08 major group - currently used division	Skill level by ILO
0	Armed Forces Occupations	
1	Managers	3 and 4
2	Professionals	4
3	Technicians and Associate Professionals	3
4	Clerical Support Workers	2 (medium)
5	Services and Sales Workers	
6	Skilled Agricultural, Forestry and Fishery Workers	
7	Craft and Related Trades Workers	
8	Plant and Machine Operators, and Assemblers	
9	Elementary Occupations	1 (low)

Source: own processing based on ILO (2022), 2022.

Individual groups of occupations set by the ILO have similar characteristics. Each group includes the occupations with similar requirements on the labour skills as defined by this organization (*Table 2*).

This setting highlights the close relationship of labour market and education further visible in setting or improvements of guidelines used by the educational institutions influencing the final output of this process, students ... potential workforce. Guidelines for the educational process may exist in a form of document like for example 'Framework Educational Programme' (Ministry of Education, Youth and Sports (MŠMT), 2022) created with knowledge of the national labour market conditions and local conventions.

**Table 2. Skill levels defined by ILO**

Skill level by ILO	Selected significant competencies belonging to the skill level	Level of education (required)
Skill level 1	Manual dexterity/Physical strength Literacy/numeracy	Primary education
Skill level 2	High level of manual dexterity Advanced literacy/numeracy Good interpersonal communication skills	First stage of secondary education Secondary education
Skill level 3	High level of literacy/numeracy Well-developed interpersonal communication skills	Higher education (1-3 years)
Skill level 4	Extended level of literacy/numeracy (very high) Excellent interpersonal communication skills	Higher education (3-6 years)

Source: own processing based on ILO (2012), 2022.

With respect to the above-mentioned division of occupations was compiled the table showing the employment situation in selected areas (*Table 3*).

Original intention of the authors of this article was to observe the development of the labour market situation and identify the possible changes between the selected available time periods for which exist the relevant data sets. Observation of changes was taken as the basis for setting the forecasts related to necessary changes that may be accepted by the employers, employees and also educational institutions.

This table was compiled on the basis of data provided by ILO, MPSV and CZSO and includes information about employed persons - persons of working age consisting of paid employed and self-employed persons. Available data are disaggregated with respect to the current version of division of occupations - CISCO-08 as mentioned in the Table 1. There may be small variances in calculation caused by the fact that some EU countries use to divide the occupations one additional possibility called 'Not elsewhere classified'. Negligible deviations may arise with respect to the rounding used when summarizing individual values in set year quarters.

**Table 3. Labour Market changes - employment by occupations and area**

Gr. no.	ISCO-08 group	Employed in Q3/2019 (in thousands)		Employed in Q3/2020 (in thousands)		Employed in Q3/2021 (in thousands)	
		EU	CZ	EU	CZ	EU	CZ
0	Armed Forces Occupations	1,235.9	17.4	1,049.3	24.2	1,141.0	14.7
1	Managers	10,430.0	236.6	8,235.0	224.1	10,029.7	266.5
2	Professionals	38,181.6	849.7	31,643.7	885.2	42,146.0	976.4
3	Technicians and Associate Professionals	33,402.0	908.3	23,433.3	914.6	31,984.1	872.0
4	Clerical Support Workers	18,958.4	502.4	13,584.3	484.5	19,971.0	483.7
5	Services and Sales Workers	33,526.2	827.4	26,040.2	779.5	32,031.6	772.6
6	Skilled Agricultural, Forestry and Fishery Workers	7,302.6	65.9	6,543.5	60.6	6,059.0	62.0
7	Craft and Related Trades Workers	23,668.4	840.7	18,247.0	836.0	23,350.0	810.6
8	Plant and Machine Operators, and Assemblers	15,644.0	722.7	12,540.0	704.9	15,088.3	696.5
9	Elementary Occupations	18,182.0	334.9	13,926.0	319.1	17,376.1	302.1
X	Not elsewhere classified	386.2	0.0	428.8	0.0	1,386.5	0
<b>Total</b>		<b>200,917.3</b>	<b>5,306.0</b>	<b>155,671.1</b>	<b>5,232.7</b>	<b>200,563.3</b>	<b>5,257.1</b>

Source: own processing based on MPSV (2022), CZSO (2022) and ILO (2022), 2022.

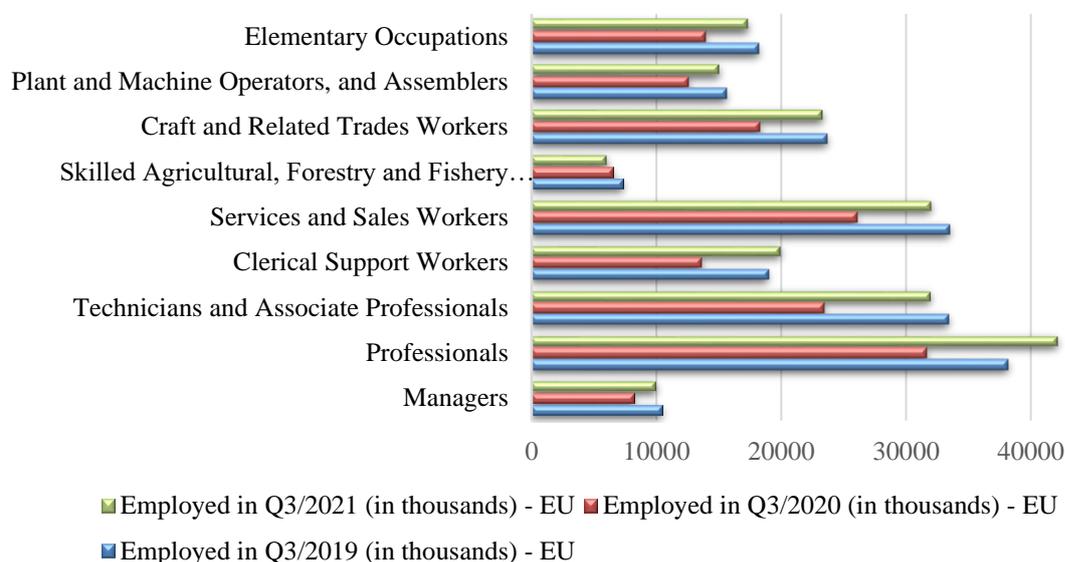
Authors decided to compare the situation on the basis of data for the third quarters of the last three years. The reason for doing so is the fact that the most current data available for evaluating this issue are the data for the third quarter of the year 2021 (Q3/2021 data set). To be able to compare the situation with taking into account similar conditions on the labour market, the authors used as relevant data sets derived for the third quarter of the year (Q3/2019, Q3/2020, Q3/2021). This approach seems to be appropriate, because used data were gathered in similar conditions (the same part of the year), and what more, it may be expected that Q3/2019 data set will inform us about the situation usual before the Covid-19 pandemic while Q3/2020 and Q3/2021 data sets are expected to be affected by the Covid-19 pandemic (lockdowns and restrictions).

For further analysis were used only data about the ISCO groups 1 - 9, because group 0 is specific and X was specified by only a small number of analyzed countries.

As visible in the above-mentioned table in the third quarter (Q3) of 2019 was the greatest amount of workers in the EU employed on a position belonging to the ISCO-2 group, this group was followed by ISCO-5, ISCO-3, ISCO-7, ISCO-4, ISCO-9, ISCO-8, ISCO-1 and ISCO-6 group.

In Q3 of 2020 and Q3 of 2021, the situation changed, but not so significantly in all analyzed occupations and it is visible that the greatest amount of employed persons was still employed on a position belonging to ISCO-2 group, Professionals. This group was, in Q3 2020, followed in a descending manner by ISCO-5, ISCO-3, ISCO-7, ISCO-9, ISCO-4, ISCO-8, ISCO-1 and ISCO-6 group. It can be said that the order of the positions remains almost the same, but the amount of positions in individual groups decreased as visible in the following figure (*Figure 1*).

**Figure 1. Changes in occupations groups in the EU (Q3/2019, Q3/2020 and Q3/2021)**

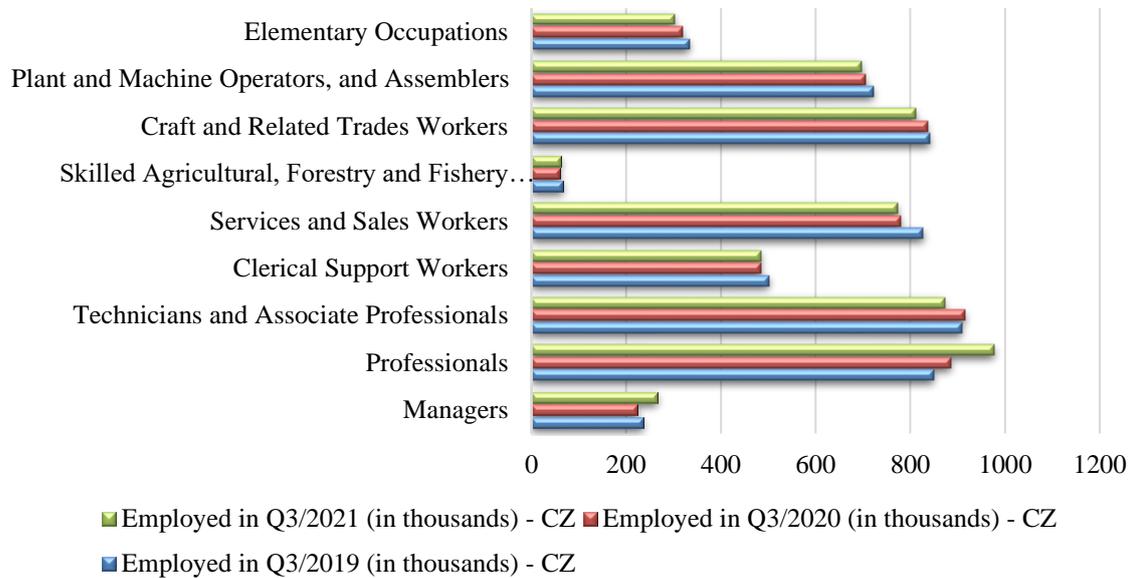


Source: own processing based on ILO (2022), 2022.

When focusing on the Czech Republic individually, it can be said that in the third quarter (Q3) of 2019 was the greatest amount of workers in the Czech Republic employed on a position belonging to the ISCO-3 group (Technicians and Associate Professionals), this group was followed by ISCO-2, ISCO-7, ISCO-5, ISCO-8, ISCO-4, ISCO-9, ISCO-1 and ISCO-6.

In Q3 of 2020 the situation was very similar, when comparing the order of groups of positions. The greatest amount of employed persons was still employed on a position belonging to ISCO-3 group. This group was followed in a descending manner by ISCO-2, ISCO-7, ISCO-5, ISCO-8, ISCO-4, ISCO-9, ISCO-1 and ISCO-6 group. It can be said, similarly as when comparing the EU situation, that the order of the positions remains the same, but the amount of positions in individual groups decreased, see *Figure 2*. The situation changed a little bit in Q3/2021 as also visible in *Figure 2*.

**Figure 2. Changes in occupations groups in the Czech Republic (Q3/2019, Q3/2020 and Q3/2021)**



Source: own processing based on ILO (2022), 2022.

Situation on the labour market usually influences the education. Institutions engaged in the educational process try to react on changes of the labour market leading to the changes of vacancies offered by the employers. Changes in the structure of offered positions force the education to focus on competencies most often required by this market and therefore it is necessary to observe the situation and know, which competencies are of an increasing significance and which are going to be suppressed.

### 3. Labour Market Trends (Opportunities)

Armstrong, Bakhshi and Scheider (2017) in their work called ‘The future of skills: Trend impacting on UK employment in 2030’ identified the trends that have the ability to influence and change the labour market.

Threats and opportunities are, by Armstrong, Bakhshi and Scheider (2017), foundable in areas like Technological changes; Globalisation; Demographic changes (aging population); Environmental sustainability (climate changes); Urbanisation (growing demand for infrastructure); Increasing inequality and Political uncertainty.

Under the technological change issue is discussed the expectance of job positions creation or reduction caused by the automation. Globalisation is seen as the issue dealing with things like unwinding trade imbalances, importance of place, specific trade opportunities or growing global middle class.

Globalisation and technological changes are defined as the driving force behind the changes also by the other authors, for example Perugini, Vecchi and Venturini (2017). Center for Higher Education Studies, v.v.i. (2018) in its work ‘Development and prediction of labor market demand and supply of university students in the economy 2000 - 2030’ analyses also other trends to which belong: higher demand for consumer goods due to rising incomes; higher demand for health care due to rising incomes and an aging population;

business investment in technology; investment in real estate and infrastructure; greater interest in education in the context of rising incomes; investments in renewable energy and more energy efficient solutions or professionalization of previously unpaid work.

These trends will have the impact on labour market. Offers of vacancies will have the different nature than those offered currently, they will be focused on searching employees of different skills, as can be deduced from the table number 4 (*Table 4*), and the nature of those working relationships and positions setting may be different (part-time work or shared jobs ('kurzarbeit')).

**Table 4. Competencies with the assumption of the most significant increase and the most significant decrease in importance**

↑	<b>Competencies (knowledge, abilities, skills) of increasing importance</b>	<b>Competencies (knowledge, abilities, skills) of decreasing importance</b>	↓
	Learning strategies	Precise control	
	Psychology	Wrist and finger speed	
	Teaching/training	Keeping pace	
	Social sensitivity	Manual dexterity	
	Sociology and anthropology	Finger dexterity	
	Education and training	Operation and control	
	Coordination	Reaction time	
	Creativity/originality	Stability of arms and hands	
	Fluency of thought	Equipment maintenance	
	Active learning	Reflective orientation	
	Assessment and decision making	Static force	
	System evaluation	Peripheral vision	
	Deductive reasoning	Physical coordination	
	Comprehensive (complex) problem solving	Night vision	
	System analysis	Sound localization	
		Non-susceptibility to glare	

Source: own processing based on Center for Higher Education Studies, v.v.i. (2018) and CZSO (2022), 2022.

As visible, named competencies has very close relationship with education system, but if we go further, it is possible to say that the employers take into account also skills that the potential employee acquires outside the system of education. Marysa Campbell (2021) states that among five top skills assessed by the employers belong: Critical thinking and problem solving (ability to analyse evidence, test hypotheses, compile conclusions, etc.); Teamwork and cooperation; Professionalism and strong work ethics; Oral and written communication skills; Leadership.

After accepting this statement, it seems to be convenient to focus the activities of the potential employee also to these 'uneducated areas', to motivate them to behave with respect to the unwritten norms, with respect to the ethics. This may be interesting issue for further research, because it seems that even if the employers rank ethics and professionalism as important competencies, only lower percentage (NACE, 2017) of employees see the situation similarly.

To summarize this part of contribution, relating to the entry of potential employees into the labour market, it has to be written that barriers are defined as inadequate structure of potential employees' qualifications and, in the case of young employees, lack of practical experience that is caused by setting of educational system which doesn't emphasize practical training and cooperation with employers (Center for Higher Education Studies,

v.v.i., 2018). In the Czech Republic was recognized the specific situation. Even if there is quite sufficient offer on the side of labour supply, the employers are not able to ensure long-term workers for qualified working positions, specifically in technical fields (CZSO, 2022).

The emphasis should be by MPSV (2020) further given to these areas:

- 1) support of older people in the labour market and support of active aging,
- 2) support of young people in the labour market (their successful transfer from educational system to the labour market position corresponding to their level of education and skills),
- 3) support of people caring for a child, specifically women.

This confirms that the most significant problems met when achieving the objective, equal access to employment, are ‘insufficient job creation enabling all people who want to work to find a job (including regional disparities between labor supply and demand)’ and ‘difficult (limited) access to employment for the most disadvantaged persons (older people of pre-retirement age, young people, people caring for a close person (especially child), people returning to the labor market, the low-skilled, people with disabilities and people with social disabilities)’.

One of the main priorities of the state employment policy and also one of the main pillars of both social and economic policy is, as written above, ensuring equal access to employment for all persons (MPSV, 2020).

It will be further assessed if this objective need redefining with respect to the influence of the current pandemic situation, respectively if the barriers defined in the paragraph above will change.

#### **4. Attitudes of the Institutions Concerned**

Besides the above-mentioned limitations and influencing factors defined in the standard conditions will come into account also other factors arising due to the current specific situation in which are people confronted with things such as lockdown or other restrictions set by the local governments.

International Labour Organization (ILO, 2022) states on its web pages that ‘Governments, workers and employers - will play crucial role in combating the outbreak, ensuring the safety of individuals and the sustainability of businesses and jobs.’ This organization compiled the pdf file called ILO Monitor: Covid-19 and the world of work (ILO, 2021) identifying the weak areas influenced by the pandemic. ILO focuses on two main things (parameters), workplace closures and working-hours losses, and tries to compare the situation in individual quarters of the year 2020. In this document are considered also future impacts of current situation, and on the base of data gathered by ILO, are then compiled predictions for 2021. It was found out that 93 % of world’s workers live in countries with labour market influenced by the restrictions (closures). Labour markets were disrupted in 2020 and that brought significant working-hours losses. Future predictions count with restrictions also in 2021, but there is the expectation of economic recovery in the second half of 2021 (ILO, 2021).

Economic recovery is expected also by other organizations. Deloitte works with ‘Workforce strategies for a post Covid-19 recovery’ (Deloitte, 2020) in which are described three phases of transformation faced by the leaders. The second phase called ‘recovery’

will be achieved through the activities marked as ‘Reflect’, ‘Recommit’, ‘Re-engage’, ‘Rethink’ and ‘Reboot’.

These activities are focused on work generally, on workforce design and on workplaces. With respect to the Covid-19 pandemic, managers should ask questions relating to:

- 1) Adequacy of working processes (risk management, gathering and use of data, new tools and technologies, monitoring use of new technologies, use of remote working tools, sufficiency of digitization - range of its applications, adequacy of business travelling, reputation of the employer, nature of work - physical or virtual, setting rules by the human resource department, communication with employees, etc.).
- 2) Capacity, capability and affordability influencing the workforce (monitoring of external changes, anticipation of further changes in the business sector, consideration of new types of labour supply, need of resources reallocation, safety of working behaviour, mental-health support for the employees, changes in labour standards, evaluation system, supporting of workforce (additional education or care-giving disruptions), staying connected with the workforce, mobility of workforce, reskilling and education, etc.).
- 3) Impact of blurring the boundaries between work and personal life (personal protective equipment, protection of health during working activities, setting of illnesses monitoring, cleaning and food safety, physical space or work from home, shifts in working hours, re-configuration of workplaces, temporary work, parking requirements changes, etc.).

Eichhorst, Marx and Rinne (2020) also discuss current situation of labour market in their study. They say that ‘employment losses tend to be concentrated in sectors that were directly affected by lockdown measures, disrupted value chains or general economic uncertainty.’ To the most affected sectors belong hospitality sector, leisure and tourism, cultural activities and events, local retail trade and logistics.

Their contribution describes also selected labour market opportunities seen in supporting self-employed individuals and small companies. As a supporting measure is described also the short-time work (‘kurzarbeit’). This kind of working positions ‘sharing’ should lead to maintaining the low level of unemployment rate, but it needs further assessment focused on relation between the positives and negatives arising with respect to inclusion of this system to current working environment.

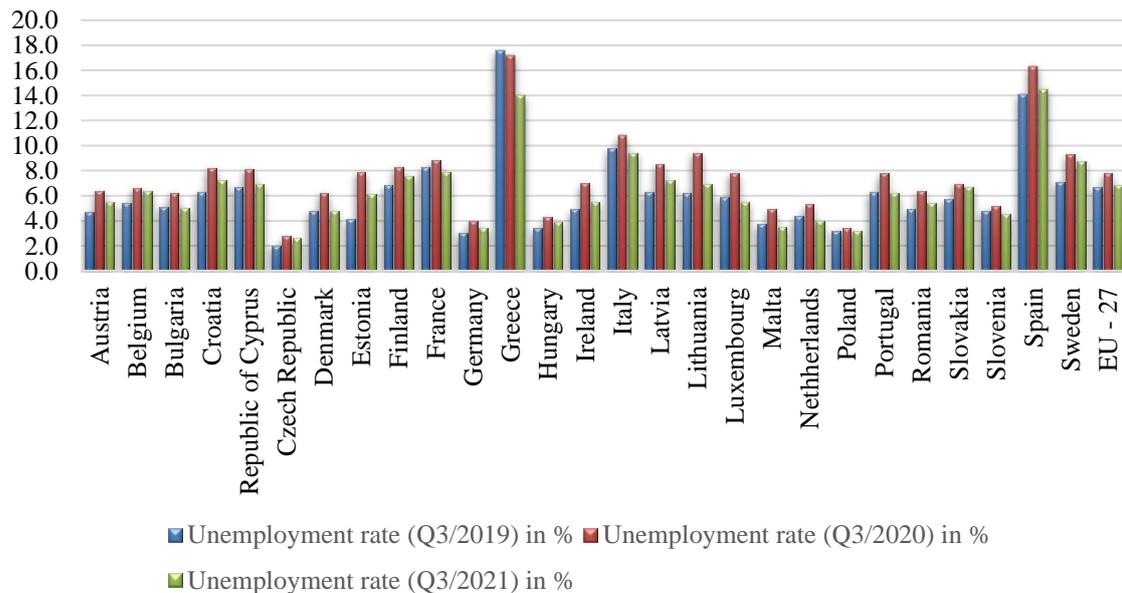
Individual indicators describing the labour market like unemployment rate, employment rate or earnings and wages are observed by variety of labour market data providers. When focusing on unemployment, there is a variety of indicators that can be counted on the base of data gathered and provided by the OECD or Eurostat.

Unemployment rates in the EU by OECD (2022) and Eurostat (2022) were as follows (**Table 5** and **Figure 3**). For compiling these outputs were used data describing the situation of the population in the working age as provided by Eurostat (seasonally adjusted data).

**Table 5. Unemployment rates in the EU (Q3/2019, Q3/2020, Q3/2021) in %**

No.	Country	Unemployment rate (Q3/2019)	Unemployment rate (Q3/2020)	Unemployment rate (Q3/2021)
1	Austria	4.7	6.4	5.5
2	Belgium	5.4	6.6	6.4
3	Bulgaria	5.1	6.2	6.0
4	Croatia	6.3	8.2	7.2
5	Republic of Cyprus	6.7	8.1	6.9
6	Czech Republic	2.0	2.8	2.6
7	Denmark	4.8	6.2	4.8
8	Estonia	4.1	7.9	6.1
9	Finland	6.8	8.3	7.6
10	France	8.3	8.8	7.9
11	Germany	3.0	4.0	3.4
12	Greece	17.6	17.2	14.0
13	Hungary	3.4	4.3	3.9
14	Ireland	4.9	7.0	5.5
15	Italy	9.8	10.8	9.4
16	Latvia	6.3	8.5	7.2
17	Lithuania	6.2	9.4	6.9
18	Luxembourg	5.9	7.8	5.5
19	Malta	3.7	4.9	3.5
20	Netherlands	4.4	5.3	4.0
21	Poland	3.2	3.4	3.2
22	Portugal	6.3	7.8	6.2
23	Romania	4.9	6.4	5.4
24	Slovakia	5.7	6.9	6.7
25	Slovenia	4.8	5.2	4.5
26	Spain	14.1	16.3	14.5
27	Sweden	7.1	9.3	8.7
XX	EU - 27	6.7	7.8	6.8

Source: own processing based on Eurostat (2022), 2022.

**Figure 3. Unemployment rates in the EU (Q3/2019, Q3/2020, Q3/2021) in %**

Source: own processing based on Eurostat (2022), 2022.

When talking about economic recovery, OECD (2020b) describes four areas of challenge:

- 1) Increase of labour market resilience by preventing the sudden shutdown of major parts of economy.
- 2) Reopen business and economic activities safely (focusing on health and safety measures at work: strengthening workplace health and safety, increasing flexibility in working time arrangements, promoting responsible business conduct in global supply chains, etc.).
- 3) Generate somehow the flexibility in working time arrangements to help business in dealing with detained demand when economies are coming out of closures.
- 4) Shifting the focus to the world level (management of supply chains by multinational enterprises needs to be based on the principles of responsible business conduct and due diligence with social dialogue constituting a key part of this).

By ‘social dialogue’ is meant the tool enabling to achieve the outcomes through coordinating the device that commits all persons included to pursue similar action and behaviour (short-time work, working hours decrease - division, giving up part of monthly revenue). This all may be accepted if employees know that these things contributing to the effort necessary for the common wealth (OECD, 2020b).

Covid-19 highlighted the weak points in current setting of relationships foundable in the labour market (and education). The consideration of economic and social activities organisation became the discussed issue. The impact of pandemic stimulated society's response in the form of solidarity, cooperation or responsibility (OECD, 2020a). The society started to work with the term ‘social economy’ more often and more serious. Social economy is based on societal needs. OECD (2020a) defines this term using the general formula as explained in the table number 6 (**Table 6**).

**Table 6. Social economy - background**

Social economy		Social needs		Organisation of economic activities
Associations	=	Social concerns	+	Multiple types of resources
Cooperatives		Environmental concerns		Sustainable practices
Foundations				Inclusive governance
Mutual organisations				Local anchorage
Social enterprises				Cooperation

Source: own processing based on OECD (2020a), 2022.

## 5. Conclusion, Limitations and Possible Future Development

This contribution was focused on the issue of changes in the labour market and education that arose in the recent past, arise in the present and are expected to be identified also in the future. (Here the contribution works with data and forecasts compiled by organizations like ILO, OECD or Deloitte.)

The objective was to introduce tools that influence the conditions on the labour market and consequently also the system of education and specify their expected influence. As was written, new technologies and tools like digitization, automation and sensorics affect positively working conditions and effectivity of working processes. As the positive impacts are usually defined increase in efficiency of performed processes, lower error rate, less demanding activities for the worker, less time-consuming activities, etc. These tools

support the globalization tendencies that were seen as the positive course of action (export of goods, less often export of services). Currently are very often discussed also negative aspects of using these tools and increase of the forces against globalization (protectionism - against globalization, against migration, etc.). These activities may lead to trade restrictions (licenses, tariffs, trade wars).

People's assumptions and expectations related to technological changes have often been unrealistic in history (enormous fears of job loss, extreme unemployment, unsubstantiated optimism). Technological changes usually seem to be a gradual, but people can meet also atypical situations as current Covid-19 pandemic that influenced many areas of human activities, working and educational activities so significantly and unexpectedly.

Specifics of the current situation visible on the labour market as work from home, being online, changes in the importance of professions or changes in the employee benefits may be understood as the challenges with positive impact on human being, but they can be also taken as the negatives unpleasantly affecting not only working activities.

This paper focuses mainly on the positives that the situation can bring. However, it must be said that certain negatives appeared at the same time, such as barriers very often described as insufficiency of technical equipment (home office system requires sufficient technical equipment), digital literacy of individuals (employees, self-employed persons) and social distance. In this context, it would be possible to assess the threats related to the unusual situation of the last two years, but this is no longer the aim of this contribution.

Similarly, in the system of education are identified weak points like use of different types of evaluation methods (grading versus verbal evaluation) or digitization (distant form of education). These things shouldn't be seen only as the limits, we can see them also as positives bringing new opportunities for teachers, children and their parents. Similarly, as on the labour market, people can take these things as the opportunities, but also as the negative impacts of Covid-19 pandemic, it depends on many external factors, very often mainly on the technical equipment which may not be available to everyone. Therefore, into the most often specified barriers in education caused by the current pandemic, belong lack of technical equipment (not each child has the suitable online learning equipment), digital literacy (problems on both sides, parents and teachers) or social distance (loss of learning habits, relationships with friends).

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