



## Centre for Natural Sciences and Technologies

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## ACTORS OF DEVELOPMENT

### RESEARCH/TECHNOLOGY INTRODUCTION

The different development level of states, regions, cities and rural areas is often perceived as the result of geographical diversity caused by natural conditions, the presence of resources, or the accessibility of major economic centres. Despite these almost unchangeable assumptions, we believe that the **quality of life, economic and social stability** and other (un)measurable aspects of development level in various places are perhaps even more influenced by the activities of many formal and informal organizations, groups and individuals called actors of development.

Our aim is **to clarify the role of these actors** with regard to available resources (human, social, economic capital...) and formal or informal institutional incentives or barriers, but above all we are interested in the impacts on **localities and regions, where these activities take place**. In this respect, we consider it essential to understand the relationships that connect individual actors from different spheres to a certain extent in intertwined networks of social, political and economic ties. We deal with this generally defined topic mainly in three specific fields (see additional information).

### POTENTIAL USERS

Public administration, firms, NGO's, regional development organizations (eg. LAGs), research and educational institutions.

### ADVANCEMENT OF TECHNOLOGY AND MARKET APPLICATION

- Increasing social capital - supporting cooperation between actors of local and regional development
- Recommendations for public administration (municipalities, region, state institutions),
- Application to teaching at primary / secondary schools / universities
- Recommendations for regional development policies of various levels (EU, state, region, municipality) and spheres (social, education, rural development, agriculture),
- Analysis of spatial relationships using geographic information systems (GIS).



## ADDITIONAL INFORMATION

1. Vladan Hruška and Jan Píša focus on agents of change who, through their activities, **help the transformation of old industrial regions**. Such regions are often very similar in terms of historical consequences associated with the decline of key industries and efforts to address the resulting economic, social and environmental problems. However, the story of their transformation usually differs, depending on the different ways in which development actors act and their ability to use this transformation not only for personal profit, but also for the benefit of the whole region.
2. Zdeňka Smutná **deals with the rural areas and actors** who have (or could potentially have) an **impact on the local economy and sustainable rural development**. The main area of the research is the **agri-food system**, which offers opportunities to diversify the activities of rural businesses and to build a viable regional food market. Such development actors can be, for example, entrepreneurs - farmers who are striving for participation in the regional food market and further - enterprises engaged in tourism purchasing the good from local farmers. However, there may be more opportunities, for example for other entrepreneurs who would be interested in processing products from local sources and offering them to final consumers - for example, local people, or institutional customers such as schools. The question is how these initiatives can be supported by existing organizations in rural areas - ie LAGs, NGOs, etc., or what support can local governments provide.
3. Silvie R. Kučerová and Petr Meyer **study a role of schools and educational institutions in various types of territories**. Whereas cities concentrate wider spectrum and more educational institutions, for rural municipality even the presence of a small elementary or a pre-primary school could be fundamental. Therefrom the character of studied issues comes. Cities give students and their parents better choice between schools because there is more schools for choice within smaller area than in countryside. In such case, at the same time, the cities are able to practice a policy that some schools are preferred whereas the others are disadvantaged. Rural schools, which are generally smaller, offer, for example, the merit of less anonymous relations and closer connections to local region in comparison to urban schools. Within all types of territories the research is focused on analysis of spatial distribution of educational institutions, their mutual relationships, relations to various stakeholders and characteristics of commuting.