

The Project of Creating a Business Strategy for a New Private High School

Bc. Alžběta Vláhová

Master's Thesis
2025



Tomas Bata University in Zlín
Faculty of Management and Economics

Univerzita Tomáše Bati ve Zlíně
Fakulta managementu a ekonomiky
Ústav managementu a marketingu

Akademický rok: 2024/2025

ZADÁNÍ DIPLOMOVÉ PRÁCE

(projektu, uměleckého díla, uměleckého výkonu)

Jméno a příjmení:	Bc. Alžběta Vláhová
Osobní číslo:	M23309
Studijní program:	N0413A050031 Management a marketing
Specializace:	Design management
Forma studia:	Kombinovaná
Téma práce:	Projekt tvorby podnikové strategie nové soukromé střední školy

Zásady pro vypracování

Úvod

Definujte cíle práce a použité metody zpracování práce.

I. Teoretická část

- Zpracujte literární rešerši zabývající se tvorbou podnikové strategie a problematikou marketingu škol s ohledem na design.

II. Praktická část

- Proveďte situační analýzu a průzkum trhu pro projekt nové střední školy v dané lokalitě.
- Na základě výsledků analýzy a průzkumu vytvořte projekt zaměřený na podnikovou strategii nové soukromé střední školy.
- Podrobně podnikovou strategii nákladové, časové a rizikové analýze.

Závěr

Forma zpracování diplomové práce: **tištěná/elektronická**
Jazyk zpracování: **Angličtina**

Seznam doporučené literatury:

EGER, Ludvik. *Marketing školy*. Plzeň: Západočeská univerzita v Plzni, 2021. ISBN 978-80-261-1044-6.
KOKU, Paul Sergius. *Marketing Higher Education: Understanding How to Build and Promote the University Brand*. London: Routledge, Taylor & Francis Group, 2023. ISBN 978-0-367-74917-0.
KOTLER, Philip; ARMSTRONG, Gary a BALASUBRAMANIAN, Sridhar. *Principles of Marketing*. Nineteenth edition. Harlow: Pearson, 2024. ISBN 978-1-292-44936-4.
LAINE-NAIDA, Warren a WILLARD, Bridget. *The Only Online Marketing Book You Need for Your School*. Wrocław: Amazon, 2022. ISBN 979-8799505349.
LOCKHART, Johanna M. *Fundamentals of School Marketing*. Lanham, Maryland: Rowman & Littlefield, 2016. ISBN 978-1475829969.

Vedoucí diplomové práce: **doc. Ing. Michael Adu Kwarteng, Ph.D.**
Ústav managementu a marketingu

Datum zadání diplomové práce: **10. února 2025**
Termín odevzdání diplomové práce: **25. dubna 2025**

L.S.

doc. Ing. Michal Pilík, Ph.D.
děkan

doc. Ing. Michal Pilík, Ph.D.
garant studijního programu

Ve Zlíně dne 10. února 2025

PROHLÁŠENÍ AUTORA DIPLOMOVÉ PRÁCE

Beru na vědomí, že

- odevzdáním diplomové práce souhlasím se zveřejněním své práce podle zákona č. 111/1998 Sb., v platném znění bez ohledu na výsledek obhajoby;
- diplomová práce bude uložena v elektronické podobě v univerzitním informačním systému a bude dostupná k nahlédnutí;
- jedno vyhotovení diplomové práce v listinné podobě bude ponecháno Univerzitě Tomáše Bati ve Zlíně k uložení;
- na moji diplomovou práci se plně vztahuje zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, zejm. § 35 odst. 3;
- podle § 60 odst. 1 autorského zákona má Univerzita Tomáše Bati ve Zlíně právo na uzavření licenční smlouvy o užití školního díla v rozsahu § 12 odst. 4 autorského zákona;
- podle § 60 odst. 2 a 3 mohu užít své dílo – diplomovou práci – nebo poskytnout licenci k jejímu využití jen s předchozím písemným souhlasem Univerzity Tomáše Bati ve Zlíně, která je oprávněna v takovém případě ode mne požadovat přiměřený příspěvek na úhradu nákladů, které byly Univerzitou Tomáše Bati ve Zlíně na vytvoření díla vynaloženy (až do jejich skutečné výše);
- pokud bylo k vypracování diplomové práce využito softwaru poskytnutého Univerzitou Tomáše Bati ve Zlíně nebo jinými subjekty pouze ke studijním a výzkumným účelům (tj. k nekomerčnímu využití), nelze výsledky diplomové práce využít ke komerčním účelům;
- pokud je výstupem diplomové práce jakýkoliv softwarový produkt, považují se za součást práce rovněž i zdrojové kódy, popř. soubory, ze kterých se projekt skládá; neodevzdání této součásti může být důvodem k neobhájení práce.

Prohlašuji, že

- jsem na diplomové práci pracoval(a) samostatně a použitou literaturu jsem řádně citoval(a); v případě publikace výsledků budu uveden(a) jako spoluautor;
- odevzdaná verze diplomové práce a verze elektronická nahraná do IS/STAG jsou obsahově totožné.

Ve Zlíně, dne

.....
podpis autora

ABSTRAKT

Diplomová práce se věnuje projektu podnikové strategie nové soukromé střední školy v Královéhradeckém kraji v České republice. Cílem práce bylo zjistit, zda nabídka středoškolského vzdělání v regionu odpovídá aktuálním trendům v oblasti vzdělávání a marketingu, jaký typ školy v regionu chybí a navrhnout nový koncept školy v souladu s výsledky průzkumu trhu. Teoretická část se věnuje tématům firemních strategií, marketingu a aplikovanému marketingu ve školství. Druhá část se zaměřuje na analýzu současného prostředí a průzkumu trhu mezi žáky 9. tříd základních škol a jejich rodiči. Ve třetí části je navržen projekt komplexní podnikové strategie školy s důrazem na značku, design a marketingovou komunikaci. Projekt je podroben časové, nákladové a rizikové analýze. Práce poukazuje na nedostatky v úrovni středoškolského vzdělávání v regionu a reflektuje aktuální potřeby studentů obzvláště v oblasti mezinárodního přístupu k výuce.

Klíčová slova: marketing, marketing ve školství, marketingová komunikace, značka, design

ABSTRACT

This diploma thesis focuses on the business strategy project of a new private high school in the Hradec Králové Region in the Czech Republic. The aim of the thesis was to determine whether the high school education offered in the region corresponds to current trends in education and marketing, what type of school is missing in the region, and to propose a new school concept in line with the results of the market research. The theoretical part deals with the topics of company strategies, marketing and applied marketing in education. The second part focuses on the analysis of current environment and market research among 9th grade primary school pupils and their parents. The third part proposes a comprehensive business strategy for the school with an emphasis on the brand, design and marketing communication. The project is subjected to time, cost and risk analyses. The thesis points out shortcomings in the level of high school education in the region and reflects the current needs of students, especially in the area of international approach to teaching.

Keywords: marketing, school marketing, marketing communication, brand, design

I would like to thank my thesis supervisor, doc. Ing. Michael Adu Kwarteng, Ph.D., for his helpfulness and valuable advice. My gratitude also goes to Tomáš Baťa University for its approach to education, which is both accessible and innovative and has allowed me to see things in a new light.

Most of all, I would like to thank my partner Vojtěch for his support and patience, and my children's grandparents for helping to care for them during my studies. Without their help, I wouldn't have been able to bring my plans to life.

"An investment in knowledge pays the best interest."

Benjamin Franklin

CONTENTS

INTRODUCTION	13
AIMS AND METHODS OF THE THESIS	14
I THEORETICAL PART	15
1 BUSINESS STRATEGY.....	16
1.1 STRATEGY HIERARCHY	16
1.2 BUSINESS STRATEGY DEVELOPMENT.....	17
1.3 BUSINESS PLAN.....	17
1.3.1 Mission & Vision	18
1.3.2 Goals & Objectives	18
1.3.3 Business Plan Structure.....	19
2 MARKETING	20
2.1 SEGMENTATION, TARGETING & POSITIONING	20
2.2 MARKETING MIX	21
2.3 MARKET ANALYSIS.....	23
2.3.1 Macro Environment Analysis	24
2.3.2 Micro Environment Analysis	25
2.3.3 Internal Environment Analysis	25
2.3.4 SWOT Analysis	25
2.4 MARKETING RESEARCH	26
2.5 MARKETING COMMUNICATION	28
2.5.1 Advertising.....	29
2.5.2 Sales Promotion	29
2.5.3 Personal Selling.....	30
2.5.4 PR and Publicity.....	30
2.5.5 New Types of Marketing Communication.....	31
2.6 IMPLEMENTATION OF A MARKETING STRATEGY	31
3 SCHOOL MARKETING	32
3.1 CURRENT TRENDS IN EDUCATION	32
3.2 MARKETING MIX OF AN EDUCATIONAL INSTITUTION	34
3.3 WHO IS THE SCHOOL'S CUSTOMER	36
3.4 SELECTED SCHOOL MARKETING COMMUNICATION TOOLS.....	38
3.4.1 School Website.....	38
3.4.2 Social Media for School Communication	40
3.4.3 E-mail Marketing for Schools	42
3.4.4 PR in School Marketing	42
3.4.5 Personal Selling in Marketing of an Educational Institution	43
3.4.6 New Trends in School Marketing Communication	44
3.5 SCHOOL CULTURE, COMMUNITY & NETWORKING STRATEGY	45

3.6	SCHOOL IMAGE	46
4	SCHOOL BRAND & DESIGN	48
4.1	SCHOOL BRAND.....	48
4.2	BRAND IDENTITY.....	48
4.2.1	Brand Name.....	49
4.2.2	Logo.....	49
4.2.3	Colour.....	51
4.2.4	Typography	52
4.2.5	Imagery.....	53
4.2.6	Slogan.....	53
4.3	ROLE OF DESIGN IN MARKETING.....	54
4.4	DESIGN IN SCHOOL ENVIRONMENT	55
4.5	DEVELOPING A STRONG BRAND	56
5	SCHOOL FINANCING	58
5.1	FINANCIAL PLANNING	58
5.2	INTERNAL AND EXTERNAL RESOURCES.....	59
5.3	PRICING.....	60
5.4	COSTING.....	61
5.5	BUDGETING.....	62
5.6	BENCHMARKING.....	63
6	THEORETICAL PART SUMMARY	64
II	PRACTICAL PART	67
7	METHODOLOGY	68
7.1	RESEARCH PROBLEM.....	68
7.2	RESEARCH OBJECTIVES	68
7.3	RESEARCH QUESTIONS	69
7.4	RESEARCH METHODS	69
7.4.1	Situational Analysis.....	69
7.4.2	Survey Among Prospective Students	69
7.4.3	School Fairs Observation	70
7.4.4	Prospective Parents Focus Group.....	70
8	SITUATIONAL ANALYSIS.....	71
8.1	MACRO ENVIRONMENT ANALYSIS	71
8.1.1	Political Factors.....	71
8.1.2	Economic Factors	72
8.1.3	Social Factors	76
8.1.4	Technological Factors	78
8.1.5	Legal Factors	78
8.1.6	Environmental Factors	81

8.2	MICRO ENVIRONMENT ANALYSIS	82
8.2.1	Customers.....	82
8.2.2	Competitors	83
8.2.3	Suppliers.....	94
8.2.4	Intermediaries.....	95
8.2.5	Public.....	96
8.2.6	Porter’s Five Forces Analysis	97
8.3	SITUATIONAL ANALYSIS SUMMARY	99
9	MARKETING RESEARCH	101
9.1	SURVEY AMONG PROSPECTIVE STUDENTS.....	101
9.1.1	Product	101
9.1.2	Price.....	104
9.1.3	Place	104
9.1.4	Promotion.....	105
9.1.5	People.....	107
9.1.6	Proccess.....	107
9.1.7	Physical Evidence	108
9.1.8	Sensitive Questions	109
9.1.9	Evaluation of the Survey Among Prospective Students	110
9.2	SCHOOL FAIRS OBSERVATION	111
9.3	PROSPECTIVE PARENTS FOCUS GROUP.....	114
9.4	MARKETING RESEARCH SUMMARY.....	117
10	SWOT ANALYSIS.....	119
11	PROJECT OF A BUSINESS STRATEGY.....	121
11.1	MISSION & VISION	121
11.2	GOALS & OBJECTIVES.....	121
11.3	SEGMENTATION, TARGETING & POSITIONING	122
11.3.1	Segmentation.....	122
11.3.2	Targeting	124
11.3.3	Positioning.....	124
11.4	MARKETING MIX	125
11.4.1	Product	125
11.4.2	Price.....	127
11.4.3	Place	127
11.4.4	Promotion.....	127
11.4.5	People.....	128
11.4.6	Process.....	128
11.4.7	Physical Evidence	129
11.5	NEW SCHOOL BRAND IDENTITY	129
11.5.1	Requirements for the New School Brand Identity	129
11.5.2	Name	130
11.5.3	Logo	131

11.5.4	Colour.....	134
11.5.5	Typography	135
11.5.6	Imagery.....	136
11.5.7	Slogan.....	136
11.6	SPRINGTON SCHOOL DESIGN.....	136
11.6.1	School Building Design.....	137
11.6.2	Website.....	139
11.6.3	Social Media.....	141
11.6.4	Print.....	142
11.6.5	Merchandise & Promotional Items.....	145
11.6.6	High School Fair Stand	146
11.7	MARKETING COMMUNICATION STRATEGY.....	147
11.7.1	Campaigns Description	147
11.7.2	Advertising	149
11.7.3	Sales Promotion.....	152
11.7.4	Personal Selling.....	153
11.7.5	Public Relations.....	155
11.7.6	Direct Marketing	159
11.7.7	Communication Strategy Timeline & Cost Summary	159
11.7.8	Customer Journeys Illustrated by the AIDA Model.....	161
12	FEASIBILITY ANALYSES	164
12.1	TIME ANALYSIS.....	164
12.2	COST ANALYSIS	166
12.2.1	Initial Costs.....	166
12.2.2	Operating Costs	168
12.2.3	Planned Revenues.....	168
12.2.4	Estimated Profit and Loss Statement.....	169
12.2.5	Break-even Point Calculation.....	170
12.2.6	Funding.....	170
12.3	RISK ANALYSIS	171
	CONCLUSION.....	174
	BIBLIOGRAPHY	177
	LIST OF FIGURES	186
	LIST OF TABLES	187
	LIST OF GRAPHS	188
	LIST OF ABBREVIATIONS	189
	APPENDICES	191

INTRODUCTION

The topic of education and schooling is a significant global concern, as it has a substantial impact on the standard of living of society and general progress. In today's fast-paced environment, where globalisation and digitalisation are driving rapid change, the pace of reform in public education is slow in the Czech Republic. This has led to a shift towards private education providers, who are better equipped to adapt to new challenges of an evolving market. However, in the region of Hradec Králové and Náchod, where I come from, modern high schools are still relatively uncommon. This is despite the fact that there is a demand for high-quality education, as evidenced by the number of applicants for grammar schools. This, together with my experience of attending a private school in the United Kingdom, has led to an interest in establishing a new private school with a modern direction, distinctive approach and an international focus. This diploma thesis aims to develop a business strategy for this project.

In the theoretical part, I present the key information required for the creation of a business strategy and the general concept of marketing. The third chapter focuses on the specific field of marketing of schools. Based on the literature research on marketing in education, it explores the application of general marketing tools, the concept of a customer in the context of education, and the effective communication tools used by schools. The last part provides the necessary background on school finance, which is crucial for assessing the feasibility of the business plan.

In the analytical part, a situational analysis is carried out for the new school in the given region to gain an overview of the macro and micro environment. Marketing research is conducted to understand the preferences and opinions of potential customers. This is done through a survey among Czech pupils who are about to apply for a high school. The results provide information on the size and preferences of the target segment and the gaps in the current market. High school fairs are observed and evaluated in terms of the schools' communication effectiveness. A focus group with selected prospective parents is conducted to understand deeper issues regarding their opinions.

Based on the results of the situation analysis and the market research, the business strategy of the new private high school is proposed, including its marketing communication strategy with regard to design. The project is subjected to several analyses in order to verify its feasibility, the realisation of which is my personal goal.

AIMS AND METHODS OF THE THESIS

The aim of this thesis is to develop a business strategy for a new private high school in the Hradec Králové region that would take into account current trends and stakeholder requirements. The basis for the strategy is prepared in the form of a literature research in the theoretical part and analysis of secondary and primary data in the analytical part.

The theoretical part of the thesis aims to summarize the knowledge in the field of company strategies, marketing in general, and applied school marketing. Particular emphasis is placed on brand and design in education and its impact on marketing effectiveness, and the relationship with school community.

The research part focuses on the analysis and interpretation of the possibilities for a new school in the context of changing demands in education and marketing. Given the dynamic development, it is crucial to identify gaps in the supply in the region. Special emphasis is placed on the role of marketing, brand, graphic design, and school building design in the decision-making process of applicants. The research aims to propose suggestions for a meaningful and attractive concept for the new school that meets the current needs and preferences of the target group. The stated research objectives are three:

- to assess to what extent the offer of high schools in the Hradec Králové Region corresponds to trends in education and marketing
- to determine the size of the prospective segment interested in a new school, to understand their decision-making process, and to identify their influencing factors
- understand what parents expect from a private high school

The situational analysis using PESTLE and Porter's model provide an overview of the environment. The survey among pupils provides data on their preferences and perceptions of school marketing. Observation at fairs captures pupils' behaviour and the presentation of competitors. A focus group with parents then reveals their expectations, motivations and concerns. This set of methods allows for a comprehensive assessment of the potential of the new high school in the region.

The main output of the thesis is the design of a business strategy for the new private high school, which responds to the opportunities, differentiates itself from the schools in the area and includes marketing, cost, time and risk analyses. By using, for instance, the critical path method and the RIPRAN method, the feasibility of the plan is evaluated.

I. THEORETICAL PART

1 BUSINESS STRATEGY

To succeed in business, the creation of a strategy and its implementation in the management of the company is a task through which the firm seeks to actively participate in shaping its future, increase sales, and manage financial performance (Fotr, et al., 2017). Strategic planning is crucial for each company that wants to thrive in the long run. To survive and grow in the changing environment, the company's strategies should be adaptable to seize opportunities (Kotler, et al., 2024). They represent the direction of the firm and should lead to creating the advantage over competition, meet the market needs and stakeholder expectations. The need for a strategy can simply be described as knowing where we are going in order not to end up somewhere else (Senge, 2000).

This chapter therefore introduces the vital components and steps to be taken when creating a business strategy and explains what a business strategy actually means in the context of a company's strategy hierarchy.

1.1 Strategy Hierarchy

We distinguish three levels of strategies: *corporate*, *business*, and *functional*. When formulating them, it is necessary to proceed respecting the top-down approach, which means the business strategy comes from the defined superior corporate strategy and its goals, and functional strategies are based on a business strategy (Červený, et al., 2014).

The **corporate strategy** should answer the most general questions, such as “What does the company do?”, “Where to operate?” or “What is the company trying to achieve?” Also, an idea of managerial attitude is outlined. The outcome of the corporate strategy should be a description of strategic business units (SBUs) and setting the strategic goals for future. Relevant external and internal analyses are important factors influencing the corporate strategy building (Červený, et al., 2014).

The **business strategy** is considered being the core of the business plan and is created for each specified SBU, in practice usually split by market. Unlike the corporate strategy, the business strategy answers the question: “How the company aims to reach its goals?” The main factors affecting its formulation are the competitors and their activities, the market situation, technology development, and the state of resources (Červený, et al., 2014). Business strategies are developed in line with corporate objectives and serve as a basis for resource allocation (Jakubíková & Janeček, 2023).

The third level of strategy hierarchy is represented by a set of **functional strategies**. They can come in a form of a *marketing strategy*, *HR strategy*, *technology strategy*, *production*, *finances* or *purchasing*. The functional strategies support the business strategy with specific activities and help it ensure the goals will be achieved (Červený, et al., 2014). As the functional strategies have a very concrete form and are customized to a particular company, we cannot generally say that all forms will be needed or what they will look like. The design of these strategies depends of the specific firm, its activities and visions.

1.2 Business Strategy Development

To formulate the business strategy, according to Červený, we need to start from partial analyses and follow specific steps. He suggests to start with an analysis of the corporate strategy; the analysis of the environment (e.g. a SLEPT analysis), industry analysis (e.g. the Porter's five forces analysis), other external analyses (market development, customers, competitors, and suppliers), stakeholders expectations analysis, internal analysis, and in the end the summary SWOT analysis, compiling the results of all the above (Červený, et al., 2014).

The external analyses should estimate future development of the business environment and state, whether the trends are likely to become a threat or an opportunity (Červený, et al., 2014). According to Fotr, the company should also take into account the identified risks and apply scenarios to improve strategic planning (Fotr, et al., 2017). Jakubíková and Janeček summarize the process of strategy development as *strategic analysis*, *strategy formulation*, *strategy implementation* and *strategic control* (Jakubíková & Janeček, 2023).

1.3 Business Plan

Launching a business requires a concrete plan, which describes how a company fulfils the essence of its business strategy - that is, how it creates, delivers and preserves value for customers. A business plan is a complex document describing all the internal and external factors affecting the business. It helps to organise ideas, formulate them, assess their feasibility or predict their future state. It can be prepared for different purposes (for investors, banks, donors, ourselves), which is the basis for its various formats (Svobodová & Andera, 2017).

Before formulating the business plan, it is necessary to determine the company's *mission*, *vision*, *objectives* and *goals*, as they form the foundation of the overall strategy.

1.3.1 Mission & Vision

A sound mission statement describes the organisation's purpose, answering questions such as "What is our business?" or "What do we want to accomplish?" The mission should be market oriented, explaining how it will benefit the customer or the society. It should be meaningful, specific, and motivating (Kotler, et al., 2024) and should implement the vision, considered to be the final point of the company's journey (Dawe, 2013). A mission statement can be given in a sentence or a phrase, or be presented in bullet points (Eger, 2021).

Some authors refer to mission and vision as having the same sense. Others understand vision as a wanted future state, while mission being connected more to the present and to the ways how the company wants to reach its goals (De Wit & Meyer, 1995 cit. Keřkovský & Novák, 2015). Similar idea is presented by Kotler, who develops the concept by saying that after defining a mission, each company should transform its meaning into specific objectives and goals for each level of management (Kotler, et al., 2024).

The vision then explains how the future of the company will differ from the current situation. Creating a vision should start from writing down the hopes of individuals involved and formulating ideas (Fidler, 2002) and the leader should in the end state the desired image of the company's future (Dawe, 2013). Fotr also explains the difference between a mission and a vision in terms of time horizon, where a mission is open-ended while a vision is strictly time-bound (Fotr, et al., 2017).

Nevertheless, both mission and vision must correspond one with another, as they are both necessary for stakeholders and general public to make a relevant opinion on the company (Keřkovský & Novák, 2015).

1.3.2 Goals & Objectives

Following the mission and vision, the company determines its strategic goals, which the company tries to fulfill through its activities. The way they are set should follow the principles of the *SMART* concept: They should be *stimulating*, *measurable*, *acceptable*, *realistic*, and *timed* (Keřkovský & Novák, 2015). Lockhart exchanges *stimulating* for *specific*, *acceptable* for *attainable*, and *realistic* for *results oriented* (Lockhart, 2016).

Each goal should be assigned a key performance indicator (KPI), such as the number of users, engagement rate, or conversion rate (Laine-Naida & Willard, 2022). Objectives then are the measurable steps that need to be taken to achieve each goal. Following the set

goals and objectives, a strategy determining how to reach them is developed (Lockhart, 2016).

1.3.3 Business Plan Structure

There are various suggestions on how to structure a business plan. Červený recommends organising it in relation to an extended marketing mix, the 7 Ps (Červený, et al., 2014). The traditional business plan, according to Svobodová (2017) however usually combines following sections:

- *Executive Summary*, which contains the structured main points of the business plan and should not exceed A4 size
- *Characteristics of the product/service and the company*, including competitive advantage, legislative requirements, legal form, implementation schedule and the mission, vision, goals, and objectives
- *Market and customer analyses*, the characteristics of the target segment
- *Competitor analysis*
- *Supplier analysis*
- *Human resources*, i.e. description and number of jobs and qualifications, organisational structure of the company, and related costs
- *Marketing*, including marketing mix, communication strategy, and budget
- *Financial plan* with initial and operating expenses, financial statements, projected cash flow, funding sources, and break-even point analysis
- *Risk analysis*, determination of their causes, impact, and possible measures for their mitigation or elimination
- *Evaluation of the project* in terms of return on investment, efficiency, and future growth
- *Annexes*

Kaftan (2012) adds the *operational plan*, describing the technology, premises, and the location of the company. Fotr adds that the business plan should be brief, understandable, and justify the benefits of the product to the user. It should be realistic, deal with risks, show value creation and competitiveness, and demonstrate financial feasibility (Fotr, et al., 2017).

2 MARKETING

First, we should answer the question "What is marketing?" While Foret (Foret, 2008, cit. Polášková, 2022) describes marketing as an activity or a set of processes used for creating, communicating, and delivering value, Kotler defines marketing as “the set of strategies and activities by which companies acquire and engage customers, build strong customer relationships, and create superior customer value in order to capture value from customers in return”. The goals of marketing should be to keep and grow customer numbers in order to gain long-term profit (Kotler, et al., 2024, pp. 24-27). Peter Drucker stated that the goal of marketing is to make the sales superfluous (Drucker, 2008 cit. Lockhart, 2016).

Jakubíková offers another perspective on marketing, describing it as a conscious, market-oriented management of the company, where the customer is the alpha and omega of the processes (Jakubíková, 2008 cit. Eger, 2021). Such state can only be reached by creating and fulfilling a well-designed marketing strategy, based on understanding the consumers and the market.

2.1 Segmentation, Targeting & Positioning

As different customers have different needs, behaviour, geographic or demographic background, they might require a distinct marketing strategy. Creating groups with similar characteristics and a similar expected response is called *market segmentation* and Kotler defines four major segmentation bases: *geographic*, *demographic*, *psychographic*, and *behavioral* (Kotler, et al., 2024). Jakubíková and Janeček add that the combinations of these criteria are often used to create geodemographic or sociodemographic segmentation (Jakubíková & Janeček, 2023). Segmentation also takes place on the basis of product value to the customer, customer profitability or customer loyalty (Jakubíková & Janeček, 2023). Most of all, however, segmentation should be influenced by predetermined criteria that are important for the company's decision making (Boučková, et al., 2003).

After the segmentation, an evaluation of attractiveness takes place. Choosing a segment that can be retained for a long time and generate profit, while the company delivers the best possible customer value to them, is called *market targeting* (Kotler, et al., 2024). In the targeting process, companies should include criteria for evaluating the suitability of the segments, express their significance, determine them in the evaluation scales, evaluate the individual aspects, compare them, build a decisive algorithm, and apply it (Boučková, et al., 2003). Koku also says that segmentation-based targeting is not just about choosing the

audience the company can best serve, but also about effectively allocating resources to consumer groups for a chosen product, in order to achieve the greatest marketing impact (Koku, 2023).

Another important factor for a company is *positioning* of its product in the minds of the target consumers (Kotler, et al., 2024). As a company has a position regardless of whether it engages in marketing or not, positioning is how the business *wants* the audiences to perceive it (Lockhart, 2016). Creating an intended special place in their perception can be achieved by identifying *points of differentiation* – specific factors that deliver greater customer value and differentiate the company from the competition. (Kotler, et al., 2024).

2.2 Marketing Mix

Marketing mix is a set of tools used by a company to engage customers and deliver a superior customer value to them. Traditionally they are described as four groups of characteristics – known as 4 Ps – *product, price, place, and promotion*. Supported by the fact, that education is a service, it is suggested to add three more Ps: *people, process, and physical evidence*, together creating the 7 Ps of services marketing mix (Kotler, et al., 2024).

According to Kotler, the **product** includes “physical or digital products, services, solutions, or even experiences” together with their accompanying features, such as quality, design, brand name or packaging (Kotler, et al., 2024, p. 74). The product has three levels: *the core product* (represents the value to the customer), *the actual product* (includes brand, packaging, quality or style) and *the extended product* (additional services, guarantees, conditions and benefits) (Kotler & Armstrong, 1992 cit. Jakubíková & Janeček, 2023). Use of sustainable or recycled materials or innovative design for packaging, accessories, product bundling, extended warranties, servicing (such as maintenance), and various forms of support are also a part of the product value (Queensland Government, 2022).

Price is generally the money paid to get the product or a service, but is also associated with payment terms, discounts or allowances. Price determines a company’s market share and is the cornerstone of whether it makes a profit (Kotler, et al., 2024). Price is often a predictor of service quality. When an organisation offers quality service, it will attract customers with higher prices (Indeed, 2023).

Pricing is influenced by external and internal factors. External factors include the nature of the market, the nature of demand, the price elasticity, competition, and customer

assessment. Internal factors include mainly the firm's marketing objectives, the degree of centralisation of pricing decisions, the marketing mix, and product differentiation (Jakubíková & Janeček, 2023).

We describe **place** as the activities undertaken by a company in order to make the product available to consumers. This includes distribution channels, sale locations, inventory, and logistics. Mostly we talk about a complete *supply chain*, with all its upstream and downstream partners, including manufacturers, producers, wholesalers, retailers, resellers, distributors, and consumers in a range of possible schemes. The distribution should be designed according to customer's needs and following company's objectives (Kotler, et al., 2024). The place can be real or virtual (Queensland Government, 2022).

As service businesses often need customers to come to them, location matters. The likelihood of the company making sales increases by locating the site closer to its customer base. Other location factors that businesses take into account are the typical schedules of customers, accessibility by foot or car, the location of advertising or the location of competitors (Indeed, 2023). For assessing the suitability of a location for business activity, spatial analysis methods such as the circular method, which tracks commuting distance, or the time-distance method are used (Boučková, et al., 2003).

Promotion includes the company's communication towards target customers in order to inform them about product benefits and support them in buying it. Promotion covers *advertising, personal selling, sales promotion, and public relations*. These four topics are also called a communication mix (Kotler, et al., 2024). When promoting, the company should also consider communications to partners and employees. The choice of promotional activities should be in line with the target group's media preferences in order to get them to respond (Queensland Government, 2022). As it is not uncommon for businesses to offer services that appear similar to competitors, the use of promotional material can be an effective tool for differentiation (Indeed, 2023).

People are in the concept of 7 Ps represented mainly by the workers (Keřkovský & Novák, 2015). Whether in face-to-face meetings, contact centres, online chats, e-mails or social media, all interactions should be considered. A company gains a competitive advantage by recruiting the right people, training them to improve their ability to communicate, and retaining the best by creating a supportive and enjoyable working culture (Queensland Government, 2022). These people can have as much influence on customer satisfaction as the service itself, because customers connect services with the

people who supply them. Effective customer service has the potential to keep customers coming back for additional services, as well as recommending the business to others (Indeed, 2023).

Process is the mean by which the activities involved in the delivery of products or services are carried out. An effective process can save time and money by increasing the operational efficiency and by helping the company to achieve repeatable and consistent customer service standards. The company should look at all the potential touchpoints with the brand, such as sales, service, orders, delivery and payment. It is useful to examine the technology used by the company's partners too. (Queensland Government, 2022). The process may relate to development, supply, production, distribution, or all of them together, as they are all important to meet the customers' needs (Keřkovský & Novák, 2015).

Physical evidence encompasses all existing and potential features that customers perceive when engaging with a business. It represents the tangible proof that fosters credibility, including the visual identity and overall ambience of a business, both in physical and digital spaces. Physical evidence may take the form of a retail setting, interior design, a business website, online ratings and reviews, the appearance and conduct of employees, and other observable aspects. It is essential to consider all the elements of the business that can be seen, and to assess their potential to strengthen the brand and enhance business performance (Queensland Government, 2022). In the context of service marketing, the term "physical evidence" covers also tangible items that customers can use as proof of purchase. These may include receipts, brochures or even branded physical products connected to the service, and their design (Indeed, 2023).

2.3 Market Analysis

In order to make strategic decisions, the business plan needs to encounter the company's environment, so that the firm knows its position, reacts correctly to changes, can assess the potential for further development, can predict behaviour, and identify risks (Fotr, et al., 2017). Kotler and Armstrong divide the environment into external and internal, where the external includes the macro and micro environment of the company (Kotler & Armstrong, 2001 cit. Jakubíková & Janeček, 2023). The analysis of these environments, evaluation of factors and their comparison is termed as *situational analysis* (Jakubíková & Janeček, 2023).

2.3.1 Macro Environment Analysis

For the analysis of the macro environment, Boučková presents a set of four basic factors, denoted by the acronym STEP, including *social, technical and technological, economic, and political-legislative* factors (Boučková, et al., 2003). This is also referred to as PEST analysis, and its extended versions – PESTEL / PESTLE – include *ecological* factors, such as weather, climate and natural resources (Jakubíková & Janeček, 2023), or an approach to *environmental sustainability*, which has been a concern for many companies and economies in recent years (Kotler, et al., 2024).

The *social factors* include demographic factors that track population size, density, age composition, gender, type of employment, and other statistical indicators about the population in a given region (Boučková, et al., 2003). Jakubíková adds natality, life expectancy, migration, racial and ethnic structure, or the family composition (Jakubíková & Janeček, 2023). Červený mentions lifestyle, skill levels, and transport infrastructure (Červený, et al., 2014).

Technical and technological factors include the pace of technological change and research, and development in the area (Boučková, et al., 2003). Current trends include machine-human collaboration, virtualization, decentralization, service orientation or modularity (Pokorný et al., 2017 cit. Jakubíková & Janeček, 2023). A progressive technological environment often leads to market opportunities (Kotler, et al., 2024).

Economic factors affect the purchasing power of consumers, so it is necessary to monitor inflation, consumer income, and the structure of consumer spending (Boučková, et al., 2003). Other indicators include GDP growth, phases of the business cycle, the state of the balance of payments, exchange rates, interest rates, unemployment rates, social transfers, and more (Jakubíková & Janeček, 2023). Government monetary policy or the capital market situation may also be important (Červený, et al., 2014).

Political and legislative factors influence business conditions and consumer protection and defend the interests of general public (Boučková, et al., 2003). These include political stability, the influence of political parties, the country's membership in political and economic groups, fiscal policy, visa policy, social policy, and others (Jakubíková & Janeček, 2023).

In the context of schools, Filder adds the letter “E” to the traditional PEST, standing for the word *educational*, which represents current trends in education (Fidler, 2002).

2.3.2 Micro Environment Analysis

The main micro-environmental factors that a firm can influence are the *company*, its *customers*, *suppliers*, *intermediaries*, and *competitors*. The company influences the production, finance or technology within which it operates, as well as processes related to customer care, relationships with suppliers and intermediaries (Boučková, et al., 2003). Other authors associate suppliers, customers, financial institutions, and similar organisations with the company as its *partners* and, in addition to customers and competitors, they add the *public* (Jakubíková & Janeček, 2023). Public is also suggested by Kotler, who divides it into financial, media, government, citizen action, internal, general, and local publics (Kotler, et al., 2024).

Porter's five forces model can be used to evaluate the micro environment analysis, examining the behavior of competitors, customers, suppliers, substitutes, and potential new entrants (Jakubíková & Janeček, 2023). This model is also referred to as “Porter's industry analysis” and considers the bargaining power of stakeholder groups and specific threats (Červený, et al., 2014).

2.3.3 Internal Environment Analysis

The analysis of the internal environment is directly influenced by the activities of the institution (Fotr, et al., 2017). The internal environment includes the company's objectives, systems, processes, resources, culture, organisational structure, or management (Jakubíková & Janeček, 2023). Internal analysis covers buildings, workforce, finances, reputation, or organisational performance. It is often necessary to collect data among employees or customers for these purposes (Fidler, 2002).

2.3.4 SWOT Analysis

SWOT is one of the most used methods for analyzing both the internal and external environments of a company. Its acronym represents four outcomes: *strenghts*, *weaknesses*, *opportunities*, and *threads*, the first two relating to the internal environment and the second two to the external environment (Fotr, et al., 2017). When carrying out a SWOT analysis, it is recommended to start with the external analysis, i.e. macro and micro environment, and then analyse the internal environment. The structure of the marketing mix can be used as a starting point to determine the strengths and weaknesses (Jakubíková & Janeček, 2023).

Červený points out that due to the wide applicability of SWOT analysis, it is advisable that it should always focus only on facts relevant to the study, i.e. for the creation of a business strategy it should address the strategic facts. He also says that not all threats and opportunities have to come from the external environment, but can also be identified in the internal environment (Červený, et al., 2014).

The aim of the SWOT analysis is then to link identified strengths with interesting opportunities, eliminate weaknesses, and minimize threats (Kotler, et al., 2024).

2.4 Marketing Research

Kotler defines marketing research as a "systematic design and execution of initiatives to collect, analyze, and report data, information, and insights relevant to a specific marketing situation facing an organization" (Kotler, et al., 2024, p. 128). Lockhart describes it as any activity that offers the data required to make informed marketing decisions (Lockhart, 2016). Through marketing research, a company obtains information about the demand and supply processes, and the market direction. Marketing research extends sources of information beyond the firm and obtains data from the target segment (Boučková, et al., 2003).

There are several types of research classification. Depending on the nature of the problem, *quantitative* and *qualitative* research are most often distinguished. Based on the sources of information, research is divided into *primary* and *secondary* sources. According to the way of obtaining information, we distinguish different methods such as *interviewing*, *surveys*, *observation*, or *focus group* discussions (Boučková, et al., 2003).

According to Lockhart, the steps involved in researching the market are as follows: determining the research objectives, developing the research plan, collecting the data, analysing the data, and taking action based on the results (Lockhart, 2016).

For Kotler, the first step for researchers is to define the problem and agree on research objectives. These objectives can be exploratory, descriptive or causal. *Exploratory* research gathers preliminary information to help better define the problem and suggest hypotheses. *Descriptive* research helps describe the market and consumer patterns. Finally, *causal* research tests the hypotheses (Kotler, et al., 2024). It is essential that the research objectives clearly define the company's intentions in gathering information, the intended use of the information, and how it will contribute to the fulfilment of marketing efforts (Lockhart, 2016).

Once the research objectives have been established, the next step is to develop a research plan. This involves identifying the data required and describing the research process in detail, including the specific approaches, methods and instruments to be used (Kotler, et al., 2024).

Subsequently, data collection commences, utilising the following primary data collection methods:

Interviewing is used to collect primary data. The answers of the respondents are recorded and analysed. Interviews can be carried out orally, in writing, by telephone, online, or in combination. Boučková distinguishes a mini-interview (up to 30 minutes), a semi-structured interview (up to 90 minutes, the interviewee knowing the outline and questions in advance) and an in-depth exploration (Boučková, et al., 2003). Svobodová suggests the use of semi-structured interviews, which allow the moderator to adhere to the established outline while also enabling them to deviate from the planned topic and engage in spontaneous discussion if necessary (Svobodová & Andera, 2017).

The **survey** is a form to be completed by the respondents and can be unstructured, semi-structured or structured (Eger, 2021). It can use open-ended questions, closed-ended questions, direct questions or indirect questions (Boučková, et al., 2003). The sample of respondents should be representative, i.e. it should be possible to infer from its composition that their characteristics can be considered as those of the whole population or the area under study (Červený, et al., 2014). The survey can be completed in person, by phone, by e-mail, or online. It is often used to gather descriptive information, such as preferences, attitudes, or buying behaviour (Kotler, et al., 2024).

Observation, as a market research method, involves studying a subject in a particular situation. The information obtained by this method is not distorted by verbalisation and is spontaneous in nature. It is used either with or without the knowledge of the observed (Boučková, et al., 2003). Svobodová recommends conducting research in places that deal with the same type of business and observing how staff behave, what is important to customers, how employees view the business, and how sales processes work (Svobodová & Andera, 2017). Kotler also notes that observations can be made on social media, blogs, and websites, as discussions on these platforms offer a natural feedback (Kotler, et al., 2024).

The **focus group** method is specific in terms of group dynamics, including respondents' reactions in social interaction. A standard discussion involves 6-8 people and lasts

a maximum of 2 hours. The moderator is an important figure who encourages the participants to discuss, guides them towards the planned outline, and monitors their reactions (Boučková, et al., 2003). According to Lockhart, an optimal number of people is more, from 8 to 15. The session should last from 90 to 120 minutes. The social aspect of focus groups makes them an excellent tool for identifying underlying or hidden concerns, as well as for uncovering opinions and attitudes (Lockhart, 2016). Kotler adds that it is crucial to select an appropriate sample of individuals to ensure the reliability of the results. The session can be recorded for subsequent analysis (Kotler, et al., 2024).

While traditional marketing research remains a prevalent practice, Kotler outlines the transition towards gathering marketing information through digital technology, including social media, websites, online surveys, feedback monitoring, customer insight communities, experimental research, digital text analysis, and online tracking. This has led to a paradigm shift towards *just-in-time* research (Kotler, et al., 2024).

After the data is collected, it should be analysed and interpreted, and the resulting insights should be made available to support decision-making within the company, mainly in terms of marketing. At the same time, the security and protection of the data obtained must be ensured so that it cannot be misused (Kotler, et al., 2024).

2.5 Marketing Communication

Lockhart calls the marketing communication a lifeblood and the heart of marketing efforts. Communication can be verbal or non-verbal. It can take a form of writing or speaking, through images and symbols, interpersonal, collective, and mass communication. In the design of a message, it is essential to have in mind the way it will be interpreted by the recipient, as it will be influenced by their mental filters, including culture, education level, language, emotional state, age, gender or financial status. Some channels are more effective than others for communicating a particular type of message. For reliability, it is best to have multiple channels for message delivery. Consideration should be given to whether the particular channel is available to the intended audience and whether it is seen as credible (Lockhart, 2016).

Marketing teams use communication as a set of tools to deliver customer value. Traditional four types – *advertising*, *sales promotion*, *personal selling*, and *public relations* – are usually used and introduced, together with some non-traditional new media and means important for the world of today. As consumers become more information aware and as the

mass market has fragmented, there is a stress to all marketing communication tools having to work in an integrated way (Kotler, et al., 2024).

2.5.1 Advertising

Advertising is one of the most widely used communication tools, providing a simple way to communicate the information to a large target group (Devarakonda, 2024). Kotler defines advertising as an impersonal way to present and promote an idea, product or a service. It includes advertising digitally, broadcasting, print or direct mailing (Kotler, et al., 2024). According to Koku, advertising is a paid form of presentation by an identified source that aims to inform, educate, persuade, build a brand, and inspire action. One of its main advantages is the direct control of the communication (Koku, 2023). When choosing the right media, the company should consider the size of the reachable segment, frequency, the impact of the media type, and engagement (Kotler, et al., 2024).

Online advertising nowadays has a huge influence, as it appears on consumers' screens throughout the day on multiple devices. The media cover primarily social networks, news websites, mobile applications, community websites or blogs (Kotler, et al., 2024). Online advertising encompasses paid online advertising, including Google Ads, affiliate ads, and social media ads. The principal benefit of these paid media tools is the ability to target audiences with precision, set specific objectives, manage budgets and timeframes, and obtain detailed insights into performance (Laine-Naida & Willard, 2022).

2.5.2 Sales Promotion

Sales promotion tool encourages the customer to buy the product with the help of short-term incentives, such as discounts, demonstrations, events, coupons, packs, contests or premiums. The company can also offer samples (Kotler, et al., 2024) or seasonal offers. Sales promotion helps to retain existing customers and to attract new ones (Devarakonda, 2024).

The goal of sales promotion can be to support a new product with retailers or customers, increase the number of intermediaries, support staff in the distribution chain, identify new buyers, build customer loyalty or support the brand (Jakubíková & Janeček, 2023). Promotion as a part of the marketing communications mix can be very effective in driving short-term sales, but is not enough for long-term engagement (Devarakonda, 2024).

2.5.3 Personal Selling

The most effective tool the companies use is personal selling (Devarakonda, 2024). As clear from the name, sales force is directly involved in communicating the product benefits. The sales team includes basically anyone, who gets in touch with a customer or a prospect. The role of the people involved is not only in closing orders, but also getting to understand customers' problems and integrating them into the marketing offers (Kotler, et al., 2024).

The advantage of personal selling is observing the direct reaction of the customer and their need to respond immediately to the suggestions. The salesperson can flexibly change the approach. Face-to-face selling has a wide application in B2B markets (Jakubíková & Janeček, 2023). It might take a form of a trade show, sales presentations, or other programmes, and stretches far back into the past. Personal selling is closely related to customer relationship management (Kotler, et al., 2024).

2.5.4 PR and Publicity

Public relations (PR) are necessary for building a positive image of a company. The objectives of PR activities are to persuade, influence, inform, create long-term relationships, develop a good reputation, and build trust between the firm and its stakeholders (Vysekalová, 2012 cit. Polášková, 2022). According to Devarakonda, publicity can also be defined as the spread of a brand's image, making sure that the brand will be well-positioned in consumers's minds in the time of sale (Devarakonda, 2024).

Public relations may be represented by news updates, events, webs, lobbying or sponsorships and intend to attract attention to a product or a brand. The brand itself becomes a part of consumers' everyday lives thanks to coming across it in media frequently. Another benefit of PR is lower price in comparison to advertising. (Kotler, et al., 2024).

The content of the PR campaigns can relate to videos, stories connected to the brand, or events. News, reports, brochures, articles, newsletters, magazines, and corporate identity materials are among the most important tools. PR tools can also include logos, stationery, signs, business cards, premises, uniforms, and vehicles, if they are used to communicate the desired message (Kotler, et al., 2024). Jakubíková mentions specific tools such as opinions and comments in newspapers, sectoral analyses, question and answer documents, conferences, interviews, and seminars (Jakubíková & Janeček, 2023).

2.5.5 New Types of Marketing Communication

Kotler mentions *customer-generated marketing* as a way for consumers to shape their own experiences and share them with others via social media, reviews or forums. Companies nowadays often support such activity and create an environment where customers can co-create new content or gather ideas for new products (Kotler, et al., 2024). Walter calls this *user-generated content* (UGC) and indicates that the company should know the customers well in order to predict what kind of content will likely be created and whether it will lead to the desired goals (Walter & Gioglio, 2014).

A special place should be devoted to the expanding role of digital communication and *digital marketing*, as we happen to live in an era, where “everything and everyone is digitally connected to everything and everyone else” (Kotler, et al., 2024, p. 44). Websites, apps, blogs and social media provide an extension to consumer engagement, support the brand awareness and word-of-mouth. So does it endorse consumer communities and relationships (Kotler, et al., 2024). In terms of services marketing, new tools are recommended to be used for promotion, including livestreams, or support from influencers (Indeed, 2023).

2.6 Implementation of a Marketing Strategy

An unexecuted idea is as meaningful as pure thinking (Laine-Naida & Willard, 2022). Turning plans into actions requires the process of marketing implementation. To reach the company’s goal, at this stage we need to answer who will execute the plans, when, where and how. The whole proceeding and performance should be controlled, measured and evaluated to make sure the return on investment follows the strategy (Kotler, et al., 2024).

To ensure a successful marketing implementation, it is essential to have a clear understanding of the activity to be carried out, the resources required, the individual responsible for the task, the time frame for completion, and the performance metrics to be used (Davies & Ellison, 2003). The most common mistakes leading to an unsuccessful implementation are a bad communication strategy, non-existent implementation plan, incorrectly defined goals, wrongly set performance indicators, insufficient motivational system, and poorly recruited people in key positions (Červený, et al., 2014). Lockhart also recommends that implementation should proceed at a pace that is manageable for responsible staff (Lockhart, 2016).

3 SCHOOL MARKETING

Marketing in education is defined as “means by which the school actively communicates and promotes its purpose, values, and product to the pupils, parents, staff and wider community” (Davies & Ellison, 1997, p. 207). An education, considered a service provided by a school, needs to view marketing as an indispensable component of its business (Chromý, et al., 2013). The essential need of sufficient funding and applicant numbers, hand in hand with the declining birth rate and increasing competition, the strategic implementation of marketing is nowadays crucial for all educational institutions (Laine-Naida & Willard, 2022). Lockhart mentions the changing demographics not only in terms of birth rate, but also changes in family composition, greater diversity, and a shift in the ratio of adults to children, which all play a part (Lockhart, 2016).

According to Edge, as schools are in a constant competition for new students, it is vital that their marketing is strong, consistent, and professional. To make the school the ideal place for parents to have their children educated, it is important to consider what makes the school unique and to use this in the overall marketing approach (Edge, 2022 cit. Lazanas & Urbina, 2023). Furthermore, as stated by Lockhart, the need of marketing in the field of schools will continue to grow, especially for private schools (Lockhart, 2016).

The objective of school marketing is to influence the way people think and feel about the brand associated with the particular institution. Marketing can be understood as a method of taking a proactive stance in order to build the reputation of the school brand. The ultimate goal of school marketing is to ensure that the community has a clear and comprehensive picture in mind when they consider the available schools (Palacios, 2023). Another aim is to position the school as the best educational option for pupils and parents, and as an enrichment for the community, for the teachers, and other stakeholders. Increased enrolments, quality staff, parental involvement, motivated volunteers, and mutually beneficial relationships with external bodies are the value the school receives in return (Lockhart, 2016).

3.1 Current Trends in Education

In today’s turbulent times, there are many trends in education that influence the marketing strategies and activities of educational institutions.

Education 4.0 supposes the use of technologies in educational processes and shapes the future of education, leading to a teaching tailored to users’ needs, integrating tools such

as virtual or augmented reality, and nowadays thoroughly discussed artificial intelligence (Alpaydin & Demirli, 2022). Kassim and Teng describe the benefits of the concept as follows: *education anytime and anywhere, personalized learning, project-based learning, mentoring, and learner autonomy*. That means the students can learn individually with a mentor at their disposal in an interactive environment through activities founded on case studies or projects (Kassim & Teng, 2018 cit. Alpaydin & Demirli, 2022).

The methods, curriculum, school management, and even teachers' role and patterns of their work undergo changes due to fast innovations in technologies. During the COVID-19 era, most schools around the world experienced a swift need to adapt and move the teaching into an online sphere, which in the end in various examples proved to be effective and interesting. (Alpaydin & Demirli, 2022). Teaching through video conferences and a wide range of digital tools might in some cases replace textbooks, classrooms, and even teachers, as for some students the flexibility of this way of learning is helpful. Online learning might even prevent students from dropping out of education, which gives them significantly more opportunities in later life (Cansever & Namal, 2019 cit. Alpaydin & Demirli, 2022).

Online learning also brings economic benefits to schools. The Fraser Public School District, for instance, has set up an integrated system in which high school students can spend half of the time in the classroom and the other half studying online from home. As a result, the district continues to cash in on school choice, increasing enrolment during the state's economic downturn (Meyers, 2014). The effective implementation of technology can distinguish an education business from the more traditional institutions (Desygnier, 2024). Bulbule mentions the gamification of learning and the digital inclusion of parents with the school and the student's learning progress (Bulbule, 2025).

Laine-Naida and Willard suggest the idea of using an online course platform for its various marketing and financial benefits. Nevertheless, they also warn against certain disadvantages of this form of teaching. In live online classes, the teachers encounter technical difficulties and lengthy explanations of the system. Furthermore, students' success is greatly affected by the high level of distraction from other applications or websites during the actual class (Laine-Naida & Willard, 2022).

Internationalisation of education is also a topic nowadays and is defined as any means of integrating an international, intercultural or global aspect into the objectives, operation or delivery of education. Internationalisation is present in curriculum, pedagogical style, student exchange programmes, in the competence approach, in the creation of a culture that

values international views, or in the process approach. The concept is based on a comparative research between education systems across the world, the idea of international outlook, and an openness of the community. There is often a strong emphasis on foreign languages and the importance of flexibility of thought, tolerance, and respect (Koku, 2023).

3.2 Marketing Mix of an Educational Institution

We should reflect on an important fact – education is a service. Service marketing requires a slightly different point of view, as it is specific in certain aspects. According to Kotler, the four characteristics of services are as follows: *intangibility* – they are not visible, cannot be tasted, heard, felt or smelled; *inseparability* from their providers; *variability* – the quality is dependent on the provider; and *perishability* – they cannot be sold or used later (Kotler, et al., 2024).

As the concept of the 7Ps can be variable, some authors suggest using different elements for the education industry. Apart from the traditional ones, Ivy presents *premiums* (accommodation, modules, exchange programmes or class size), *prominence* (reputation of academic staff, league tables), *prospectus* (hard copy, direct mail) and *programme* (range of electives and majors) (Ivy, 2008). However, given the Asiah's qualitative research, it has been demonstrated that the *people*, *process* and *physical evidence* can be applied to an educational institution too (Asiah, et al., 2022).

What is a **product** in terms of school marketing? For some authors, the product is both the educational process and the output of it (Davies & Ellison, 1997). Koku states that a few decades ago, “knowledge” would be the answer, however supplementary services, such as equipment and facilities have become a part of the product too (Koku, 2023). Laine-Naida and Willard claim “learning” to be the school’s product and the education itself is considered a mission of the school (Laine-Naida & Willard, 2022). A type of a product can be parental societies, innovations in teaching or extended after-school childcare hours. Basically any service provided by a school can be considered a product (Polášková, 2022). Eger adds field trips, open days, cooperating enterprises, copyrights or courses, and defines the division of the product into *core* (graduate profile), *real product* (curriculum, educational programme), and *extended product* (additional services) (Eger, 2021).

What is regarded as a **price** in education depends on the type of school. For private schools in particular, price is viewed from the perspective of marketing policy, quality of service and people, distribution, and school image. According to Eger, price completes

the character of the product and is important because it generates revenue (Eger, 2021). For Koku, the price at school is a tuition fee, which varies because of the different costs associated with different study programmes (Koku, 2023). Davies and Ellison see the price as the cost of school attendance in comparison to other activities, together with the transport and related costs (Davies & Ellison, 1997). Eger calls this the *opportunity cost* (Eger, 2021).

Place in education is the location of the school, its buildings and premises (Davies & Ellison, 1997). The location of a school can be influenced by the availability of qualified labour, land policies, transport, government policies (some locations are favoured by the government for educational expansion), infrastructure, and the quality of life in the location (Koku, 2023). It is important to say that the location of the school doesn't necessarily need to be close to the student's home, but can be near one of the parents' workplace as well (Senge, 2000). Place can also be seen as an *access* to education through e-learning, tutorials, and excursions. The distribution includes a student schedule, which is dependent on the availability of transport (Eger, 2021).

Promotion is perceived as a key to the school's success and represents how the school communicates with the stakeholders. The school should select an appropriate set of marketing communication tools to promote their institution. Suitable forms are newspaper and magazines, radio, social networks, and internet in general (Polášková, 2022). Koku unfolds the communication mix of a school with its websites, brochures, corporate design, broadcast, print, outdoor, direct mail, interior decor, vehicles, equipment, stationery, uniforms, instructional materials, customer service, word-of-mouth, press, special events, sponsorship, conferences, or gifts (Koku, 2023).

In school marketing, it should be clear that all staff can help the school to achieve a positive public image. **People** include not only teachers, students and parents, who form the core of this group, but also everyone with whom stakeholders come into contact. Lockhart emphasises that even bus drivers, office staff, crossing guards or cafeteria workers should know that they represent the school. So do the school clubs and volunteers (Lockhart, 2016). Davies identifies four key groups of people: *pupils*, *parents*, *professionals*, and the *public*. Some of these groups fall within the internal market, while others are external. Effective communication between these groups is essential for the school's marketing efforts, particularly during open days (Davies & Ellison, 2003). The fact that "everyone is involved in marketing" should become a mantra of the marketing efforts (Lockhart, 2016).

According to Eger, people are the school's most valuable and important resource, as they create the service and its quality, and are in direct contact with customers. They should be motivated by the leaders and ensure that the mission and goals of the school are met. In doing so, they should satisfy the customers. The school should ensure a recruitment of quality staff, an effective internal communication and leadership (Eger, 2021).

Learning services, student administration, and services to parents, managers, partners, teachers, and employees belong to the **process** component (Asiah, et al., 2022). The process is the way the service is delivered to students and can be seen as a competitive advantage. All processes must be student-friendly and technology-driven, understandable and simple to differentiate the school. It can be the teaching process, the practical learning process, the placement process, and others (Bulbule, 2025).

The **physical evidence** influences the decision of people to select a school to send their children to, and according to Asiah, this includes the building and equipment (Asiah, et al., 2022). According to Bulbule, physical evidence is more of an experience of the service that enables a student to judge whether the school has provided him or her with appropriate facilities. It may be not only the building, but also the car park, the gym, the sports fields, the transport facilities, the accommodation, the laboratories, the canteen, the library and its books, or a particular teaching aid (Bulbule, 2025).

3.3 Who Is the School's Customer

According to Davies, the term “customer” means the pupil, but in general any person making the school choice is the customer, which indicates it can also be the parent, or both – a parent and a student. Davies suggests it depends on the age of a child (Davies & Ellison, 1997). In another publication, he defines the *consumer* as the recipient of the services, the *customer* as the purchase decision maker, and a *client* as any form of beneficiary (Davies & Ellison, 2003). Koku distinguishes a “customer” and a “user”, who might not be the same, and the customer does not even necessarily need to be the one who pays for the school. In this concept, the employees, alumni, and the government are also considered customers (Koku, 2023), while state as a customer is also mentioned by Červený, taking into account it is the source of funding for most of the schools (Červený, et al., 2014).

Laine-Naida and Willard sum the customer categories up into two major groups: *students* and *stakeholders*, which include parents, sponsors, donors, supporters, staff, teachers, guest speakers, and local community (Laine-Naida & Willard, 2022). The same

understanding is demonstrated by Lockhart, who considers students, parents, employees, and the community as major stakeholders of a school, while also mentioning people who are planning to have children and those who want to know their taxes are being spent well (Lockhart, 2016). Eger adds lower and higher education institutions (perceived as suppliers and receivers), companies to which the graduates leave, as well as the region (Eger, 2021).

For Polášková the target customer is the parent only (Polášková, 2022), as they are usually the ones making the decision on which school the child will go to, and according to Meyers' interview with representatives of U. S. educational institutions, the target customer segment is even narrower, as they believe the *mothers* are seen as the key decision-makers (Meyers, 2014).

How do the customers decide then? Selecting a school to apply to is a part of a comprehensive customer journey (Laine-Naida & Willard, 2022). Several researches show that the decision on which primary school to choose is already based upon knowing, what secondary school the parents want the child to attend. Fidler also points out that firstly, the parent decides whether he wants a private education for the child, and only after doing so, he studies the options to pick a school from the given range (Fidler, 2002).

Some more factors influencing the choice involve school's reputation, local community opinion, exam results, academic standards or behaviour and appearance of the students (Fidler, 2002). Some of these elements might even be seen as a part of the product. Lazanas and Urbina add educational environment, philosophy, curricular, and extra-curricular activities, school campus and facilities, location, and transportation options as influencing factors. The students themselves consider career opportunities, their parents' professional background, and social influences while making their choices (Lazanas & Urbina, 2023).

Not just parents, but all groups of school customers should be segmented for school's marketing purposes. Students are generally divided into two categories – existing and prospective. If we want to dissect them in more detail, we can create a segmentation of recently enrolled students, students by age (e.g. adults for online courses), students with similar interests, or students enrolled in a particular year. Among stakeholders, we distinguish parents, other family members, donors, business partners, research partners, volunteers, local sport-supporting community, and the important group of alumni (Laine-Naida & Willard, 2022). The school's marketing team should think about the diverse audience, as racial, ethnic, and cultural diversity is becoming more frequent. Some parents

may avoid contact with the school or feel excluded if communication is not properly designed. That is why it needs to be sensitive and inclusive (Lockhart, 2016).

3.4 Selected School Marketing Communication Tools

Just like in any other institution, a school's communication should describe the product, price, and the distribution. The creator of the communication strategy should consider, who the receiver of the message is, what the goals of the communication are, choose appropriate media, set the budget, and design a system to measure the communication effectiveness (Chromý, et al., 2013). Unlike most ordinary businesses, schools work with a large number of young people – young teachers and students. Both groups have grown up in a digitalised, interactive environment and as a result, the retreat of traditional means of communication and their replacement by modern ones is evident in school marketing (Durdák, 2019).

The most important for the purpose of the thesis have been selected: *the school website, social media, e-mail marketing, public relations, personal selling, and emerging trends.*

3.4.1 School Website

The school website is often the only experience the customers have with a school, therefore has the highest priority from all communication tools. It represents the most comprehensive and accessible source of information about the institution, its mission, the programmes, and the services it offers. It is available anytime from anywhere and supports the school's visibility. The organisation is judged by how the website works and looks. Therefore it should always be up-to-date, provide important and complete information, and deliver support, as the bad user experience may lead to loss of prospective customers (Laine-Naida & Willard, 2022).

A website can be both a *one-way* and a *two-way* communication tool. It can combine multiple purposes, such as providing space for discussion, advertising, or public relations. The data collected from questionnaires or search field can be used for creating a demanded specialisation of the studies, which the school can later on offer. Some higher educational institutions carry out long-term marketing researches through surveys, chats or discussion groups placed on their website, or through visitors' data collection (Chromý, et al., 2013).

Laine-Naida and Willard suggest using the school's website for fundraising, online courses, blog, e-books, or even an online shop, as they might provide an additional source of income. Doing so helps spread the school's competencies, co-build the community,

enhance the search engine optimization, and co-create lists for e-mailing. Online courses can become a great new content to work with in marketing (Laine-Naida & Willard, 2022).

The use of testimonials and success stories on a website can enhance credibility and encourage more learners to trust the professional competence of the school's management (Desygnier, 2024). A testimonial from someone who has used the service is more credible to readers than an advertisement. It helps build loyalty. It might come in the form of a parent describing how a school programme addressed their child's particular needs, or a high school student describing how the school helped prepare them for a university. Alumni can provide compelling testimonials about how a teacher or school setting was a contributing element to their success in future life. Testimonials should be short, no more than three or four lines, and can be written or in a video format (Lockhart, 2016).

When talking about web design for schools, we need to consider two aspects. The first is the *technical design* of the website, including structure, functions, content, user interface, and technical execution. The second is the *visual design* of the site, its graphic design, the use of effects, colours, fonts, and multimedia content, leading to the desired impression when visiting the website. These two parts together create an effective school website design.

Polášková recommends basic rules for a successful school website design. The first thing the visitor sees should be general information about the school and its focus. The graphical part should not outshine the important text content. The creators should eliminate emotionally tinged words. The pages should not be flooded with photography, the menu should be easy to follow, and contact page should provide sufficient amount of contacts to relevant people. She says it is very important to make regular updates (Polášková, 2022). Laine-Naida and Willard emphasize the importance of updates as well, mainly in terms of opening hours, phone numbers, and prices (Laine-Naida & Willard, 2022).

The key information that the target audience seeks on a school website includes documents, news, the “about” section, various departments, the section for students and their families, the community, the employees section, and a calendar (Palacios, 2023). The calendar in particular is one of the most visited pages and is even said to be a magnet for visitors. It should be placed at the footer of the site and include worldwide calendar events and relevant academic dates (Laine-Naida & Willard, 2022).

Landing pages are a great form of content that quickly gives the visitor the information they are looking for, while getting them to take action. Landing pages can be used for event

registration, as donation forms, or as sales tools. Visually they are different from the rest of the website, the name should explain why the customers are here and what the school offers. They should not contain side menus, navigation, links or excess text to distract the user. They should include a form and a call-to-action button (Laine-Naida & Willard, 2022). Images and videos placed on a landing page prolong the visit and improve SEO. Reviews promote trust, and a personalized thank you page should always be created to reassure the visitor that they did everything right. With landing pages, schools build high quality lists for e-mail marketing (Laine-Naida & Willard, 2022).

A responsive design is essential for an optimal user experience. This term can be defined as the quality of interaction and the overall sentiment evoked by a website. Also without optimisation for mobile, a school's ranking position and visibility on search engine results pages may be adversely affected (Palacios, 2023). According to Laine-Naida and Willard, the user experience on a website can even define the school's brand (Laine-Naida & Willard, 2022).

Furthermore, the design should be accessible, meaning the colour contrast should be sufficient to make the site easy to read for people with visual difficulties. All videos should possess subtitles, and no texts should be a part of a picture, as people use voice control search more often. Schools in particular have a large amount of parents using their site, which means it must be easy for a mother holding a baby to navigate through the website on her mobile phone (Laine-Naida & Willard, 2022).

3.4.2 Social Media for School Communication

Schools and social media are more connected than one might think, as universities were responsible for creating the first social media networks. They were built for students to provide a place for conversation, a place to interact, to become part of a community or to discover a new one. Later on, social media became an entertainment space. Marketers have found them to be an amazing space for building relationships, maintaining loyalty, getting information from students, and presenting their message (Laine-Naida & Willard, 2022).

As Kotler says, social media have taken over marketing world like a storm, offering it its greatest advantage – consumers' ability to share and engage (Kotler, et al., 2024). Power of social media for an educational institution lies in community building and creating leads for websites. Social networks provide feedback and a way to communicate for students, the school, and the teachers in a slightly unformal, comfortable setting. Just like on a website,

the schools can run a market research via social media in their target audiences (Chromý, et al., 2013) and reach out to new target groups (Laine-Naida & Willard, 2022). Sharing the information can help the school to build a positive image for stakeholders (Polášková, 2022). Furthermore, the marketing unit promoting the activities and successes of the school will persuade more students to enrol (Lazanas & Urbina, 2023).

The school can share educational content, such as interviews with staff, or videos from classes. Interactive content is popular – a lot of schools use surveys to ask for the audience's opinion on current topics, or competitions (Chromý, et al., 2013). Palacios recommends focusing on topics related to school life, culture and institutional values, academic excellence, appreciation for teaching and non-teaching staff, community, local life, and real-time content (Palacios, 2023). Laine-Naida and Willard suggest posting helpful information that creates a space for conversation. Exclusive behind-the-scenes looks into departments or events are also popular (Laine-Naida & Willard, 2022).

Durd'ák suggests that focusing on sharing multimedia content instead of text is essential, best by using visuals with a text, or a format called *stories*, being visible for 24 hours only. The students can help develop the content, as the information shared would bring authenticity (Durd'ák, 2019). Walter calls the multimedia-sharing concept a *visual storytelling* and can be in a form of photography, graphs, drawings, collages, word photos, memes, user-generated images, gifs, infographics (very suitable for educational business), videos or presentations (Walter & Gioglio, 2014). Lockhart also proposes the presentation of graphs, quotations from teachers, or an image of a student displaying an "A" grade (Lockhart, 2016). Storytelling has a power to encourage loyalty, tighten customer bonds, and raise awareness. Social networks were at the beginning of the content format transformation from a text to visuals and together with the follow-up traffic to websites are the proof that the visual storytelling approach pays off (Walter & Gioglio, 2014).

According to Durd'ák the most important social media networks for schools are *Instagram* for students and youngsters, *Facebook* for the parents, *YouTube* for general presentation, and *LinkedIn* for graduates and HR purposes (Durd'ák, 2019). Burešová adds the importance of *TikTok*, as it has recently grown to be the most used social media app on mobile phones, mainly operated by children. Same emphasis is put on cooperation with influencers on all these social media platforms (Burešová, et al., 2023).

3.4.3 E-mail Marketing for Schools

E-mail marketing happens to be the most efficient and cost-effective method of marketing techniques, and schools in particular have one of the highest open rates – around 25%. As readers voluntarily choose to be on the list, they are genuinely interested in the content. E-mail marketing strengthens the school's brand, increases brand awareness, enhances credibility, and creates an emotional connection, known as affinity, which leads to customer loyalty, and loyalty breeds support (Laine-Naida & Willard, 2022).

In the context of e-mail marketing, the use of customer segmentation is highly beneficial, so the person does not unsubscribe due to an irrelevant content. The e-mails should be short, easy to read, and should deliver value for the reader. The content should cover regular information on past and upcoming events, students' achievements, it should convince prospective students to enrol, keep alumni informed, notify staff members about plans, or share special offers for books and other goods being sold by the school shop. Automated e-mails can be implemented into the marketing strategy, so the customers receive a post-registration or post-donation thank you message, which helps build relationship. New students can get automated tips to onboard smoothly (Laine-Naida & Willard, 2022). Polášková adds, that automated e-mail newsletters are a very effective tool for informing the parents about what is going on and leads to an improvement in communication with them (Polášková, 2022). For Lockhart, newsletters are a way to keep the school remembered and to maintain a positive communication. She says the newsletters should always be informative, up-to-date, inclusive, interesting, and visually appealing (Lockhart, 2016).

According to a research among Czech universities, only about a third of them issues e-mail newsletters (Chromý, et al., 2013), which means a great potential is missed in this form of sharing information.

3.4.4 PR in School Marketing

Public relations as a tool help to shape views not only about the school but about education in general. It is not uncommon for school administrators to complain about the local press writing about the negative aspects of their school, while at the same time they do not actively provide the positive news about the school's achievements. It is necessary to cooperate with the media as they can help to spread the positive stories and at the same time help to overcome the negative events, when they occur (Lockhart, 2016).

The schools should select several topics and elaborate them for presentation in media. These documents would form a background, with which the school can reach out to journalists. Durd'ák recommends the topics with an overlap to current society issues (e.g. financial literacy), themes based on students' or graduates' achievements, or social responsibility related subjects (Durd'ák, 2019). The concept of corporate social responsibility being used for the school PR is also suggested by Petříková (Petříková, 2007 cit. Polášková, 2022), as it can lead to an increased attraction for investors and sponsors, higher transparency and credibility, better reputation, differentiation from competition, dialogue with public, and of course a higher interest of prospective customers.

Koku also considers special events, seminars, environmental programmes or research projects as part of public relations communication (Koku, 2023).

3.4.5 Personal Selling in Marketing of an Educational Institution

Personal selling in the educational setting might have various forms and is used for recruiting new students (Kotler, et al., 2024). Tours can be provided during open days, when prospective students and their parents visit the school, attend presentations, and talk to school representatives. Each member of the family should feel welcome and be reassured that the school understands their value (Lockhart, 2016). The importance of open days as a part of personal selling is also supported by Bradley's research, which indicates that for many prospective parents, being able to visit the school and experience its atmosphere is a key factor in their decision-making process (Bradley, 1996 cit. Davies & Ellison, 2003).

Individuals tend to form their most strongly held opinions through one-to-one contact. A particularly effective method of communication is an individual meeting with the headteacher (Lockhart, 2016). Eger mentions the same, adding that not many teachers are aware of the impact their direct communication with parents and students has on the internal and external marketing of the school and that they are too involved in personal selling. Ideally, each of them should be a conscious ambassador for the school (Eger, 2021).

Schools may send recruitment representatives to visit and provide information to prospective students (Koku, 2023). The presentation should be no more than twenty minutes. Stories should be emotional, humorous, and short. The presenter should leave some time for questions to explain details, collect feedback, and direct the audience to the school's website, or provide additional information through brochures or an invitation to visit the school. People find the presentation more convincing when internal experts, such as teachers,

are involved. The presentation should include interesting visuals. Verbal and non-verbal communication should generate a positive impression (Lockhart, 2016). It is expected that virtual meetings will be used more for recruiting new students in the future, as live personal selling is costly (Koku, 2023).

Another place where personal selling by schools is common is at school fairs. These fairs are organised collectively and the representatives are expected to promote the school by providing information and handing out brochures (Koku, 2023). Also Davies stresses the importance of producing folders with all the necessary informational sheets, including visual images to convey the message. Prospectuses should be visually appealing, align with the school's mission, be well-structured, include up-to-date information, and clearly indicate how customers can contact the school (Davies & Ellison, 2003).

3.4.6 New Trends in School Marketing Communication

E-books create an effective link to a website and are, given their cognitive concept, relevant to educational business. They are low cost, easy to get published, instantly available, and their numbers sold worldwide are rising (Chromý, et al., 2013). E-books can become a powerful tool for engaging students, their parents and teachers, who might be willing to cooperate after reading them. As e-books are often provided in an exchange for an e-mail address, they help create a relevant list for e-mailing (Laine-Naida & Willard, 2022).

When a school wants to present ideas or opinions, a *blog* placed on a website is a suitable medium (Chromý, et al., 2013). To create a successful content for a blog, marketers should first find out, what the target group needs to know and answer their questions in the posts. So should they add value within the content and encourage interest in other products offered by the establishment. Similarly to social media, the students or staff can help co-create the blog posts, which might not only contain a simple text, but also videos, infographics, tutorials, studies, and surveys (Laine-Naida & Willard, 2022). The topics should present the benefit for the customer. Lockhart provides an example of a topic starting with “Our students are improving their reading skills...” instead of “Last year our school introduced an innovative reading program...”. The first example generates more interest (Lockhart, 2016).

Podcasting is another trend overtaking a huge part of marketing communication of schools (Laine-Naida & Willard, 2022). The episodes of the audio files can be played anytime and schools use them to share positive information about the institution or to remind

people of the school's mission (Koku, 2023). To meet the accessibility expectations, the transcription should always be available (Laine-Naida & Willard, 2022).

3.5 School Culture, Community & Networking Strategy

The **culture** of a school is “the set of unspoken rules and values that form over time and guide organisational behaviour” (Dawe, 2013, p. 5). According to Dawe, it is influenced by the way of dealing with people, how they are treated and valued. He points out the importance of open communication, mutual respect, and a proactive approach to wellbeing. According to Armstrong, culture is shaped by leaders, critical events, the need to maintain good relationships, and the environment (Armstrong, 2015 cit. Eger, 2021). The culture can be described as strong or weak, as healthy or unhealthy, or even as toxic (Eger, 2021).

According to Davies, the culture is viewed as an internal market that the school managers should take care of with the same amount of marketing effort as the external market. To reach a positive strategic marketing culture, the school needs to focus on the child's learning, which creates the customer-focused culture. Also the management should stress on a proactive attitude of staff, which can represent an analogy of a customer service in commercial companies (Davies & Ellison, 1997). The client-focused culture should respond to customers' needs, ensuring satisfaction, offering a comprehensive range of products and services, and maintaining a high standard of service (Davies & Ellison, 2003). The higher the level of culture, the more employees will have a better understanding of what to do in most situations (Peters & Warterman, 2001 cit. Eger, 2021).

The *climate* reflects the quality of interpersonal relations in the workplace and is part of the organisation's culture (Eger, 2021). The social atmosphere of the school is influenced by the relationships between staff, students and parents, and their prevailing patterns of behaviour (Blaško, 2009 cit. Krpálek & Krpálková-Krelová, 2012). The impact of school in co-creation of the culture cannot be denied, as it plays a major part in student motivation for learning and relations between families and the school (Bayhan, 2015 cit. Alpaydin & Demirli, 2022). Monitoring it is important for pointing out the dominant attitudes and underlying values, possible threats, opportunities, weaknesses, and strengths (Fidler, 2002).

According to the research conducted by Lazanas and Urbina, the academic marketing climate and the marketing strategies are significant predictors of the enrolment rate. The more favourable the academic marketing climate and the higher the level of effectiveness of marketing strategies, the greater the increase in enrolment (Lazanas & Urbina, 2023).

Communities have the power of giving people the sense of identity and the idea of using community building in the marketing is based on the fact that this process can be lead. The children feel they are not left behind and the parents get a setting where they can talk about their needs and problems, advise each other or share information (Senge, 2000). Communities also help with student enrolment. As the parents choose the school in an informed way thanks to the community, they are also more likely to be happy about the education later on (Senge, 2000). Fidler also supports the power of communities to affect the parental choice of the school (Fidler, 2002).

Linking multiple communities together requires creating a network (Senge, 2000). **Networking** is supporting the creation of connections among individuals or groups with similar thinking for a purpose, such as meeting new people, building learning platforms or forums discussing knowledge, or caring about the community. The interactions bring benefits to both parties, as they share information, ideas, and experiences (Dawe, 2013).

The design of the networking plan should not miss out the goals, step-by-step processes, and performance criteria. The concept should be defined, meaning which segments of people the networking strategy will target. Will it be staff, teachers, students, parents, graduates or locals? A well run network brings opportunities for the school, supports teachers' approach, and thanks to the feedback it improves the teaching practices (Dawe, 2013).

Particularly a network of alumni is one of the most important ones for every school. The graduates are the schools biggest fans and thanks to them sharing their experience, the prospective students are more likely to apply. Alumni are also an important source for fundraising. If they receive a monthly update on what is going on at school, they understand the best the school's needs, such as a necessity of funding for scholarships, or new facilities. They might also want to be a part of the changes, or even influence the product itself (Laine-Naida & Willard, 2022). They should therefore be treated with a special care and the relationship between them and the school should be supported by a continuous communication e.g. in form of e-mailing or events.

3.6 School Image

All stakeholders want to be a part of a successful organisation. Students, teachers, administration staff, parents, or even guest speakers. Marketing has a big impact on the cultivation of the pride at school (Laine-Naida & Willard, 2022) and that is where school image comes into play.

To define the image of a school, Štefko prefers the formulation that it is the sum of all ideas, perceptions, and expectations associated with a given educational subject (Štefko, 1999 cit. Eger, 2021). The image is the result of the public's understanding of the school's presentation, consisting of thoughts, attitudes, and experiences. It changes, it can be measured, it can be influenced (Eger, 2021), and it assists educational institutions in maintaining their viability within the context of a competitive market (Nguyen, et al., 2019).

According to Eger, the image is shaped by school's culture, identity, and the mission (Eger, 2021). The quality of the teaching process is the key ingredient (Blaško, 2009 cit. Krpálek & Krpálková-Krelová, 2012), as well as school's ranking (Nguyen, et al., 2019), and the *personality of the headteacher*, who should be charismatic, flexible in the leadership style, possess natural authority, and have a team spirit. Externally, he or she should represent the school well and create a positive image of the school, strengthening its brand (Nezvalová, 2002 cit. Krpálek & Krpálková-Krelová, 2012).

4 SCHOOL BRAND & DESIGN

The importance of the school brand and design for a business strategy is growing due to the increasing competition and the need to differentiate. For this reason, this chapter introduces the school brand, brand identity, role of design in marketing, selected topics on brand and design in school environment, and a concept of a strong brand development.

4.1 School Brand

According to Healey (Healey, 2008 cit. Burešová, et al., 2023), the brand exists mainly in the minds of consumers and is created by a set of associations related to it. A brand is a name, a word, a sign, a symbol or a design, or a combination thereof, which allows to identify seller's goods or services and distinguish them from competitors. It enables consumers to associate the products with the manufacturer (Kotler & Keller, 2013 cit. Eger, 2021). The basis is its verbal expression and a visual representation, often along with a logo, slogan, or a melody (Boučková, et al., 2003). The decision on whether the product will use a brand and what role it will play in the strategies should be stated in the business plan (Červený, et al., 2014).

A school brand is defined as a reflection of the school's unique features, capabilities, and reputation. It informs the potential students that the institution is able to meet their needs and expectations, instilling trust in the quality of the education it offers. The brand also assists students in making informed decisions about their academic future (Nguyen, et al., 2019). The brand is a promise to those in the school and to those interested in it (Dimartino & Jessen, 2018 cit. Eger, 2021). According to Eger, we should think of a brand as the product of an organisation, i.e. mainly a school education programme (Eger, 2021). A school brand represents the visual and tangible manifestation of the the mission, encapsulating the values, identity, and distinctive characteristics of the community it serves. It acts as a unifying force, fostering collective pride, and a sense of community identity (Palacios, 2023).

4.2 Brand Identity

Each school possesses a distinctive quality, a unique “magic” that sets it apart. This differentiating factor can be leveraged to develop a distinctive brand identity. It is crucial to create an appealing one in order to attract the target audience in the saturated educational sector. By focusing on innovation within educational courses or services, schools can

differentiate and make the offerings more attractive (Palacios, 2023). The schools should develop a distinctive brand identity to gain a competitive advantage (Nguyen, et al., 2019).

There are many different elements of brand identity provided by the authors worldwide. For the purpose of the project, five were selected to be explained in detail: *the brand name, logo, colour, typography, imagery*, and a *slogan*.

4.2.1 Brand Name

The brand name is intended to identify and distinguish the company's goods and services, supporting the differentiation. Consumers make associations with the brand name (Koku, 2023) and it should resonate with the target customer segment (Zeka, 2024).

As Kotler notes, a name should convey the benefits, be easy to pronounce, to get recognised and remembered, it should be distinctive, extendable and translatable, and capable of registration to gain legal protection (Kotler, et al., 2024).

In today's business environment, a name plays a crucial role in maintaining customer loyalty. It serves as the most fundamental element in an overall brand communication strategy (Foroudi, 2014 cit. Nguyen, et al., 2019). The findings of Nguyen's focus group research indicate that the name communicates the school's quality (Nguyen, et al., 2019).

4.2.2 Logo

A logo is an image used to represent an organisation and the product it provides, serving to remind customers of the company's characteristics. Effective logos are designed to attract attention, distinguish, and leave a lasting, positive impression. They should stand out from others in the same field and create a memorable image that customers will associate with the brand when they see it, enhancing the brand recognition. It is also important that the chosen design is simple and in line with the school's overall purpose, allowing for effective branding and universal use (Lockhart, 2016), as well as it contributes to enhancing the reputation of the school (Nguyen, et al., 2019). Healey even states that the logo should be capable of communicating the complete brand story (Healey, 2011).

The majority of logos consist of three key components: *a graphic element, letters or words*, and *a colour* (Lockhart, 2016). In the history, logos often had a distinctive handwriting, resembling a signature, and pictograms were used for a less educated public for easier product recognition. An icon, according to Healey, then turns into a logo once we associate it with the brand name. This process is key to brand building (Healey, 2011).

The logo nowadays must meet demands of a various range of media and is not considered a static symbol anymore. It must be readable on a smartphone in a simplified version, and at the same time the colours used should be printable for physical mediums such as packaging (Kotler, et al., 2024). It must be easy to be recognised even when reduced in size for school merchandise, or when used for a large banner (Lockhart, 2016). It may include secondary graphic motifs (Healey, 2011).

The graphic element in a logo should have visual symbolism that is specific to the culture and should support the brand's objectives. In his book, Healey introduces the International Private Schools Intergrated Systems logo with the symbolism of a letter seal, evoking trust and reliability. The Siece University logo has a picture of a bird feather as part of the logo, referring to education, humanities, and handwritten historical texts. The design of the logo may be inspired by local landmarks. Healey lists the St. George's Academy logo, which uses a stained-glass style depiction, referencing the stained-glass windows of a church in the city (Healey, 2011).

Educational logos can include symbols and icons that reflect academic disciplines or convey a sense of accomplishment and progress. Symbols and icons deliver a powerful message about the institution's dedication to knowledge and learning. A *book* is a symbol of the institution's devotion to academic excellence. The *graduation cap* stands for the school's emphasis on personal growth and learning success. The *globe* is an expression of an organisation's belief in a global perspective, international schooling, and cultural interaction. The *tree of knowledge* fosters lifelong learning. The *light bulb* encourages innovative thinking. The school's emphasis on effective communication, research, and academic writing is symbolised by the *pen and quill*. The use of mascots in educational logos helps to facilitate an emotional connection between students and the school. The *owl* signifies the school's determination to deliver quality education. The *lion* represents the commitment of the school to support students and equip them with the skills and qualities they need to succeed (Baker, 2023).

In general, symbolism has evolved from its original purpose of increasing business visibility to become a key communication tool for conveying corporate strategy (Nguyen, et al., 2019).

For larger institutions, such as municipalities, cities and schools, sometimes a *variable logo* is needed for individual programmes, services, events, and other parts of the entity. This gives the logo a unified impression to the public (Healey, 2011).

4.2.3 Colour

Between 63% and 90% of first impressions are based on colour, according to the Institute for Color Research. Colours can make the subject stand out, and people generally have associations with them. Marketing uses colour to influence customer's impression when they come into contact with advertising, logos, packaging, and other communications (Lockhart, 2016). Healey adds that colours evoke different emotions and designers should work with that too (Healey, 2011). The use of colour in branding is a powerful tool for communicating positioning and differentiation (Nguyen, et al., 2019). Designers should consider cultural differences in the meanings of colours, as they can represent different things around the world (Lockhart, 2016).

In Western culture, *red* symbolises passion and activity and is the best attention-grabber, as it is naturally hard to ignore. Dark red represents wealth (Lockhart, 2016) and can be often found in corporate design of business schools. Red expresses courage, strength, love, and urgency (Healey, 2011). Light red or *pink* is associated with femininity, innocence, youth, softness, sweetness, and health. In the school environment, pink is often used for women's afternoon gym classes (Lockhart, 2016).

Orange suggests fun and energy and can be perceived as informal (Lockhart, 2016). It is uplifting and calming. It is often used in the food industry and tends to be associated with holidays and traditions (Healey, 2011). *Yellow* is more suitable for school communication, as it is also positive and warm, but is seen as intellectual – especially in the pale shades (Lockhart, 2016).

Green has a wide range of meanings. The association with nature and freshness is obvious. Bright green represents new life, spring, and renewal. Dark green is associated with position and wealth (Lockhart, 2016). Green is relaxing, expresses balance, harmony, and peace. It is used for organic products, but also as the colour of money. Different shades tend to be trendy in the short term and should be used wisely (Healey, 2011).

Blue is a popular colour that symbolizes authority, dignity, trust, and reliability. It is often used in the corporate design of financial institutions. Electric blue is energising, pale blue is calming. Dark blue conveys power and is used worldwide for uniforms because it is sophisticated, recognisable, smart, and pleasing to both men and women (Lockhart, 2016). Blue is associated with intelligence, stability, and conservatism. Too much blue can be depressing (Healey, 2011).

Purple is linked to royalty, tradition, spiritualism, sensitivity, and artistic intent (Lockhart, 2016). It is considered a rare colour and is therefore associated with wealth. It expresses passion, sensuality, and emotion. Pale shades may represent weakness (Healey, 2011). *Brown*, on the other hand, gives us a sense of stability as it is the very essence of soil (Lockhart, 2016). In terms of logo colour, Healey says brown is preferable to black as it matches well with other colours and is warmer (Healey, 2011).

Grey can come in a cool or a warm tone and is considered a formal, sophisticated colour (Lockhart, 2016). The use of grey is ideal as a complementary colour. It evokes almost no associations and helps other colours stand out (Healey, 2011).

Black is very powerful in the western world. It can represent death, but is also mystic, dramatic, classy, and expensive. It represents style and prosperity. *White* then has associations with clarity, tidiness, and freshness. White can have many shades and is usually used as a background to create a contrast (Lockhart, 2016).

The right colour combinations can create an intended mood and meaning, or evoke a response. The use of colour should be consistent (Lockhart, 2016). The use of two or more colours forms the basis for the visual language of a brand's identity (Healey, 2011).

4.2.4 Typography

Typography refers to the arrangement of letters, words and text, and is one of the tools a graphic designer uses to create visual communication (Dabner, et al., 2014). It is the art of selecting and employing the right font, typeface or family of fonts to enhance the meaning of the words and to communicate the message by emphasising the feelings that the shapes of the letters, and even the words themselves, evoke. The designer should have a broad understanding of different font cuts in order to choose the right one for the brand. Often, he or she modifies a chosen font, as well as the spacing between letters (Healey, 2011). Designers should be aware of the circumstances of the font's creation and related visual details, as some may be more suitable for a modern context and others may not (Dabner, et al., 2014). According to Healey, the designer's job is not just to pick the right font or modify it, but to use it in a way that conveys the nature of the brand's values, as each font is perceived by the public in a different way (Healey, 2011).

Fonts are divided into *serif* and *sans serif*. Serifs are small feet protruding from the ends of the letters. Serif fonts are commonly used for high-level academic environments, have a conservative feel, and are suitable for reading, while sans serif fonts are modern and open.

They have an international feel and are easier to read on large surfaces (Healey, 2011). We often see a combination of serif and sans-serif fonts, which creates a perfect graphic harmony (Dabner, et al., 2014).

Handwritten fonts are then either calligraphic or informal cuts mimicking handwritten text. They have a distinctive character and should be used sparingly. Another group is *decorative* fonts based on geometric and fanciful shapes. They are suitable for logo design as long as good legibility is maintained (Healey, 2011).

Lockhart suggests using a maximum of two or three fonts for the school's visual identity. The size of the fonts should vary when used for titles, subtitles and the body text (Lockhart, 2016).

4.2.5 Imagery

The use of graphics and images plays an integral role in developing a robust brand identity. These visual elements can effectively convey the core essence of a brand and foster emotional engagement with target audience. By implementing unified visual standards across all marketing channels, businesses can establish a comprehensive, resonating brand identity (Zeka, 2024).

The visual content of marketing communications, particularly photographs, is as crucial as the textual elements of the message, as it draws attention, a lot of people find it more interesting than the text, and it helps readers to continue through an article, newsletters, or a prospectus. The image should visually reinforce the explanation of the message itself. The contrast attracts attention to the photograph in a similar way as it does in typography. The main element should be the sharpest point of focus, the rest can be blurred. Including emotional elements, such as students hugging each other, is advised (Lockhart, 2016).

Large groups of people should be avoided in order to successfully convey an intended message. This means no more than five people should appear in a single shot. Odd numbers are visually more appealing than even ones (Lockhart, 2016).

4.2.6 Slogan

The objective of a slogan is to foster a conscious and unconscious link between customers and a product or service, creating awareness. To achieve this, it is recommended to employ techniques such as rhyme, alliteration, puns, metaphors, questions, commands, personification, hyperbole, inversion, repetition, or promises. Slogans should elicit

favourable feelings towards the brand, align with its identity, promote a campaign, recruit teachers, or establish a position (Lockhart, 2016).

According to Healey, slogans are used where a logo is not enough to convey the essence of the brand. It can be placed on packaging, in advertising, and can accompany the logo where appropriate. He recommends using a simplified form of the logo with the slogan – either just the icon or the name – and detailing their use in the brand manual (Healey, 2011).

To develop a successful slogan, Lockhart advises conducting brainstorming sessions with employees and students to identify the key message. This should include an overview of the mission, unique value proposition, and long-term objectives. Avoidance of trending slogans and overused phrases is necessary to ensure a lasting impact (Lockhart, 2016).

4.3 Role of Design in Marketing

Design is an important element, thanks to which the customer can recognise the belonging of objects to the company. At the same time, it is able to cultivate a person, and create psychological and social bonds (Boučková, et al., 2003). Nguyen states, that design can be understood as a creative process that delivers a message or facilitates communication on behalf of the company (Nguyen, et al., 2019). Braun sees the role of design as communicating, contributing, and underpinning the brand's strategic positioning in the market (Braun, 2023). A consequence of an effective design is the ability to engage with the user on an emotional level. A quality design evokes feelings of trust, enthusiasm or nostalgia, which influence customer's purchasing decisions (Gavriluk, 2024).

The *corporate design*, which is usually directly related to the brand itself, should be a part of the marketing strategy, as it is a key aspect of building brand image and brand awareness (Červený, et al., 2014). It is more important for services, it helps marketing by providing a consistent look and feel to all the marketing communications, and makes the advertising easily recognised. It must deliver the desired image of the brand, product or service (Braun, 2023) while helping the company to set itself apart (Gavriluk, 2024).

It is more effective to communicate messages that are visually appealing and engaging, rather than relying solely on the seriousness of the content. This emphasises the importance of incorporating design elements into communication strategies. The most effective advertisements for products and services are those, which utilise graphics in an eye-catching manner, whilst ensuring that the underlying message remains clear and relevant

(OneZeroEight, 2024). Design can assist marketing in the areas of storytelling, explaining solutions to customers, and delivering empathy. It is essential to keep the target audience in mind when designing any part of the visual communication (Gavriluk, 2024).

The design process should adhere to four fundamental principles: *contrast*, *repetition*, *alignment*, and *proximity*. Advanced principles include considering *emphasis* and *balance*, *the rule of thirds* (the sight focuses on the left vertical side first, then the top horizontal), *the golden ratio*, and *Occam's razor* (the simpler, the better), supporting the idea of minimalism in the design (Three-Brains, 2025).

4.4 Design in School Environment

Corporate school design is a visually perceptible representation of the school's physical presence to the public and is very important for the school's image. This includes the architecture of the buildings and surroundings, school furnishings, the dress of the people inside, promotional materials, logo, website, or printed materials (Eger, 2021). It guarantees consistency of style and communicated message and allows the brand image and message to stand out. Schools must use a unified and distinctive visual identity for all tangible components. The design of a logo, colours, vehicles, clothing or literature all represent the school and ensure that the brand is recognisable (Koku, 2023).

The space of the school building and environment should reflect the goals of the institution and the educational approach. An inspiring space is crucial for learning, as multiple studies have shown a correlation between a quality space and learning (Alpaydin & Demirli, 2022). Hertzberger states (Hertzberger, 2008 cit. Alpaydin & Demirli, 2022), not only classrooms should be considered a room for learning. All locations on school grounds are considered being a pedagogical space and can serve multiple purposes. Corridors can become places for engaging friendships, collective work or even public speaking areas, and designers should work on them in an organic way. The plan should be flexible and open, and ready to be transformed at any time, as the forms of learning might change. The interior design should, in terms of scale, adapt to the age of users, and should allow movement around the room, while specific areas can offer a place for individual learning, concentration, or unexpected activities. All these ideas provide a specific experience that can be supported by the design (Alpaydin & Demirli, 2022).

What is interesting is the use of materials, which also affects the feeling of users. Stimulating the five senses “gets the whole brain working“ (Alpaydin & Demirli, 2022,

p. 229), therefore designers should incline to focus not only on the sight and hearing perspective, but also on smell and textures or even temperature of the space. Natural light helps students concentrate, just like materials used to minimize noise distribution among classrooms. Wood, textiles and other warm materials add the impression of comfort.

Laine-Naida and Willard mention the accessibility of the school buildings being crucial in today's inclusive and open-society world, as the education needs to be available and accessible to everyone – therefore barrier-free (Laine-Naida & Willard, 2022).

Davies states that the entrance hall is a key area and its design should be planned carefully. It should accommodate trophy cupboards or pupils' work, as well as seating (Davies & Ellison, 2003).

Branding is another way to use design in school's marketing and is an active effort to position the brand in the minds of customers. It creates the connection between the products and the brand, combining positioning, story, design, price, and relationship with the customer. Its aim is to strengthen brand awareness, build sympathy, and highlight the brand's differentiation (Kotler & Keller, 2013 cit. Eger, 2021). Brand advocacy is usually associated with school sports, but the proud showing of a logo can occur anywhere from a coffee mug to a T-shirt (Laine-Naida & Willard, 2022). Lockhart suggest placing the logo on everything in school's communication as long as it makes sense, from decals for laptops, to uniforms, and promotional items (Lockhart, 2016).

As school supporters – particularly students, alumni, and parents – are emotionally attached to the school brand, the provision of school merchandise is important for community building. Eventually, the branded items may become so popular that even people who never attended the school want to wear them (Laine-Naida & Willard, 2022). It is widely accepted that the way in which an educational institution delivers its brand promise to its employees is just as important as how it delivers it to people outside the school (Sujchaphong, 2009 cit. Nguyen, et al., 2019). Given that, it is clear that branding is an important tool in networking strategy among all stakeholders.

4.5 Developing a Strong Brand

In the current competitive market, schools must focus on developing a strong brand to attract the best students, employees, and financial contributions. It is essential to take a proactive

approach in managing the brand image. Additionally, communicating the key brand-related activities and benefits to the wider public is needed for success (Nguyen, et al., 2019).

It is crucial for organisations to establish a distinctive brand identity that they can effectively communicate to their stakeholders in order to develop a strong brand image. The institutional values and vision should align with the needs and values of the target audience. The development of brand should stress the importance of employees “living the brand” (Nguyen, et al., 2019).

A *brand equity* is the impact that a brand name has on the emotions, opinions, and actions of customers in relation to a product and associated marketing. A positive brand equity results in customers favouring the brand’s products. In contrast, *brand value* refers to the financial value of the brand (Kotler, et al., 2024).

The creation of a brand identity book is an essential element of any brand development strategy. By utilising a consistent set of fonts, colour palettes, and visual elements, a brand can strengthen its core message and enhance overall brand awareness. These elements collectively serve to humanise a brand, providing a tangible representation of the company behind the name (Palacios, 2023).

5 SCHOOL FINANCING

The question of finances is crucial for evaluating the success of a business plan. For this reason, the topics of financial planning, resources, pricing, costs, and budgets must be addressed when developing a business strategy. The concept of benchmarking and the specifics of financing in education are added for the purpose of this thesis.

5.1 Financial Planning

The aim of a financial plan is to ensure the profitability of the business plan. It should secure the financial resources for its implementation and long-term sustainability. The input for its development is the objectives expressed in the business strategy, especially in terms of product, price, promotion, distribution, process, planning, and human resources. The plan should present sorting of this information over time for subsequent control and management. It should address the categorisation of costs, profit utilisation, and should handle the projected development of the market value of the SBU. The individual cost groups can then be used as a basis for budgeting, break-even point estimation, and investment planning. For its preparation, it is necessary to have the basis for the costs of personnel resources for the company's activities and their organisational structure (Červený, et al., 2014).

According to Keřkovský and Novák, the goal of financial planning is to focus on financial strategic objectives, especially on maximizing the market value of the company. Other objectives may include optimising labour productivity, securing financial risks or creating control mechanisms and systems for managerial decision-making (Keřkovský & Novák, 2015).

For the development of the financial strategy and a financial plan it is possible to apply the analysis of the micro and macro environment, or even a SWOT analysis with a focus on financial indicators and data (Keřkovský & Novák, 2015). The financial plan usually includes a revenue and a break-even plan, a preliminary income statement, an investment plan, a preliminary balance sheet, and a cash flow statement. In this format, it is necessary for the needs of the bank or investors (Červený, et al., 2014). For internal use, Keřkovský recommends including internal economic outputs, external information outputs, investment policy, capital structure optimization, sources of financing, taxes, and the dividend policy. The assessment should take into account the plan's feasibility (Keřkovský & Novák, 2015).

Fidler states, that the problem of schools being unable to follow strategic planning is due to the fact, that their output is not measured financially and they don't have much control over their income, as they are vastly funded by a state (Fidler, 2002). This is why the following chapters address the topics of pricing in education and specific financial resources.

5.2 Internal and External Resources

When launching a start-up, it is necessary to decide how the business will be financed - whether internally or externally and in what ratio and amount (Červený, et al., 2014).

Internal resources include finances generated by the firm's business activities, such as retained profits, depreciation, changes in capital structure, reserves, and capital contributions (Keřkovský & Novák, 2015).

External resources are obtained from outside the company's operations, most often due to insufficient own capital, the absence of a stock capital market or insufficient equity appreciation. A common form of external resources are loans, which are classified as short-term (repayable within 1 year), medium-term (1-4 years), and long-term (over 4 years). Loans can also be provided by suppliers. External resources include advances, liabilities to employees and the government, bonds, direct subsidies (e.g. investment subsidies), indirect subsidies, donations, factoring, forfaiting, leasing, and alternatives (e.g. venture capital) (Keřkovský & Novák, 2015).

The delegated budget from the government is the largest single source of income for schools. In addition, there may be grants, pupil premiums, funding for school status or funding from a particular industry or trade (Dawe, 2013).

Lockhart states, that especially when the school's budgets are tight, the school needs to know that additional resources exist within the community and how to access them should be part of a marketing plan. If stakeholders and businesses benefit from schools in their area, they are likely to support them, seeing them as an asset to the community (Lockhart, 2016). *Crowdfunding*, or *community financing*, is an alternative source of funding where a company raises money from investors through a time-limited campaign. Two models of crowdfunding are the *donation model* and the *reward-based model*. While in the donation model the donor is motivated only by a good feeling, in the reward-based model the donor receives a material reward or a service (Svobodová & Andera, 2017). Following the explanation of the importance of networking and the alumni community in previous chapters, it is important to

mention that donations and fundraising in general is often closely associated with this group and are widely used in educational business.

Fundraising uses voluntary donations for specific needs of the school or its members. It can take place online (through dedicated landing pages) or offline (e.g. at events). It supplements traditional sources such as tuition fees or sponsorships and is often linked to scholarships. Marketing is needed to implement a successful fundraising campaign. Laine-Naida recommends creating a specific landing page for each purpose the money is being raised for – e.g. \$2,000 for arts education scholarship. The school should have a list of donors in its e-mailing audiences. The donation form on the landing page should be neat, inviting, and quick. The form should include a relevant, high-quality photo and be usable on phones with a mobile payment option available (Laine-Naida & Willard, 2022).

According to Everard, schools can also increase their income by renting out their premises. This brings in more money into the overall budget (Everard, et al., 2004).

5.3 Pricing

The pricing strategy should be aligned with the business type and objectives, and reflect company's brand positioning to attract and retain customers (Queensland Government, 2022). Appropriate pricing helps to estimate sales and profitability. The basic methods of price determination are *cost*, *competitive*, and *demand* (Svobodová & Andera, 2017).

Cost-based pricing is the most challenging, but also the most realistic, as we add a margin to the actual costs to get the final price (Svobodová & Andera, 2017). It is a bottom-up approach, counting with all the fixed and variable costs together with a markup (Kotler, et al., 2024).

The *competitor-based pricing* is the most common. The firm uses the competitor's price as the starting point and determines its own price based on its strategy (Svobodová & Andera, 2017). Jakubíková distinguishes between pricing based on the industry price and orientation on price leaders (Jakubíková & Janeček, 2023).

The *demand-based pricing* calculates the price the customer expects to pay based on a market research (Svobodová & Andera, 2017). Kotler calls a similar method *customer value-based pricing*, which can be understood as a top-down approach, where the target price is set by a customer's value assessment (Kotler, et al., 2024). The baseline is the perceived value, which consists of the customer's view on product performance, level

of distribution, warranty, and customer support. The customer perceives the reputation, credibility, and respectability of the company (Jakubíková & Janeček, 2023). In this theory, the price has a ceiling and a floor, with the price ceiling being set by demand and the price floor being where the company makes no profit (Kotler, et al., 2024).

Pricing strategy may vary depending on whether the school is non-profit or for-profit and to what extent the school wishes to be financially accessible to clients (Koku, 2023). Schools need to take into account the increasingly common changes in family structure as single-parent families become the norm (Lockhart, 2016). Almost every private institution offers scholarships to the students with high academic potential, who otherwise would not be able to enrol. Financial aid to the children in need might work as a marketing tool, but is also costly and pushes the tuition fees higher (Kirp, 2003).

Due to social, political and technological trends, as well as declining birth rates, many schools are facing lower enrolments. As a result, to maintain the standard of their services, they have been forced to raise tuition fees. School leaders face the difficult choice of how high to raise tuition fees to avoid worsening the financial situation, since higher prices naturally reduce the demand of any good or service, including education (Lazanas & Urbina, 2023). This situation leads us to the question of costs.

5.4 Costing

Costs are the finances expressing the consumption of all inputs in a business and directly affect profit. Their management is essential for managing profitability. According to the type, costs are divided into *operating*, *financial*, and *extraordinary*; according to their dependence on the volume of production, into *fixed* and *variable*; and according to the purpose of performance, into *direct* (allocable to individual products) and *indirect* (not directly allocable) (Keřkovský & Novák, 2015). The share of indirect costs has been increasing and represents up to 80% of the overall costs (Popesko & Papadaki, 2016).

According to Popesko, the current trend in management accounting is the *cost management*, which is managerially oriented towards the future and actively influences costs in order to meet strategic objectives (Popesko & Papadaki, 2016).

The *break-even point* is also an important data point for start-ups (Svobodová & Andera, 2017). The break-even analysis shows what level of performance the company needs to provide to cover both fixed and variable costs (Popesko & Papadaki, 2016).

For financial planning, an appropriate allocation of indirect costs to an object, be it a product or a customer, is necessary. Many of the shortcomings of traditional methods are solved by *activity-based costing* (ABC), which seeks to uncover the true cause of costs and allocates them to individual activities. Allocated costs are then assigned to individual objects based on *cost-drivers* and *activity recovery rates*. Particularly for services, it is possible to use a modified version – *time-driven activity based costing* (TDABC) – where costs are allocated by calculating the time consumption of individual activities or processes. This method is relatively fast and can be used to detect unused resource capacity (Popesko & Papadaki, 2016). TDABC in school management is also supported by Everard. According to him, cost/benefit analysis in schools is about examining the cost of staff time and how equipment choices affect time savings (Everard, et al., 2004).

In connection with the pro-customer pricing concept, Popesko expands its cost management methods into *target costing*, a top-down approach based on the market price from which costs are derived (Popesko & Papadaki, 2016).

5.5 Budgeting

The traditional concept of budgeting has its limitations. These budgets are typically prepared on an annual basis, which does not align with the dynamic nature of the business environment. In the context of ABC, *activity-based budgeting* can be employed. This approach allows for more effective allocation of individual finances to specific departments (Popesko & Papadaki, 2016).

For setting the promotion budget, Kotler suggests four methods: *an affordable method* (suitable for small businesses, where the limit is the level they can afford), *a percentage-of-sales method* (which is not fully effective), *a competitive-parity method* (which attempts to match competitor spending on promotion), and *an objective-and-task method* (based on specific goals, making it the most logical) (Kotler, et al., 2024).

Červený states, that marketing budget should be regarded as an investment, not an expenditure, most notably in times of recession, when effective marketing is the most appropriate way to solve problems (Červený, et al., 2014). According to Laine-Naida and Willard, schools should spend 2-3% of the operational budget on marketing (Laine-Naida & Willard, 2022), but this may vary considering company's objectives.

The school budget should be evaluated regularly to see whether internal activities are being carried out economically or whether it would be better to outsource them. It should also be checked whether highly paid people carry out highly skilled activities and whether the activities are effective in promoting learning (Davies & Ellison, 1997).

5.6 Benchmarking

Fidler defines *benchmarking* as the process of identifying and copying features, practices or other aspects of another institution (Fidler, 2002). According to Keřkovský, the essence of benchmarking is to constantly compare products, processes, distribution, and other areas ideally with world leaders or the best competitors, in order to improve performance (Keřkovský & Novák, 2015).

Benchmarking in financial terms refers to the process of comparing the expenditures of one company to those of other companies in order to allocate resources in the most effective manner. Dawe emphasizes the importance of having high-quality data, selecting relevant benchmark subjects, and conducting internal benchmarking, while also looking out for the specific factors that make a significant impact (Dawe, 2013).

The process of cost benchmarking includes identification of the object for benchmarking, determination of variables, selection of the partner, analysis of the object in the own company, analysis of the object at the partner, identification of performance gaps, analysis of the causes of the gaps, communication, planning of objectives, implementation, and control (Stiller, 2007 cit. Popesko & Papadaki, 2016).

6 THEORETICAL PART SUMMARY

The theoretical part of the thesis dealt with the specifics of school marketing in the context of creating a business strategy for a new private high school and summarized current knowledge in the field of strategic management, marketing planning, and brand in educational sector. It was based on the premise that marketing has become an essential tool in the educational environment not only for recruiting students, but also for building trust, community, networking strategies, human resources, and long-term sustainability.

Current trends have shown that successful schools are no longer defined solely by teaching and results, but by a comprehensive brand that links educational content with visual identity and effective marketing communication. School brand and its building has emerged as a strategic tool for differentiation in the competitive environment. Emphasis is placed on the name, logo, typography, visual style, and alumni stories, which together create a coherent image of the school to the outside world. A strong school brand has been shown to significantly influence the decision-making of parents and pupils and increase the school's attractiveness in the market. The school's environment and its physical and digital design also play an important role in the perception of the school. The visual and spatial aspects of a school shape the impression and have a direct impact on the emotions and behaviour of people. Modern school design is seen as a tool to support learning, comfort and identity. The design of websites, promotional materials, and digital content is given equal weight and must be clear, visually coherent, and technically functional. The findings showed that quality design is integral to a trusted brand and enhances its performance.

Increasingly, schools' marketing communications are moving online and expanding to include new tools such as blogs, e-books, web courses, and e-mail marketing. Websites and social networks are not only the main channels for information transfer, but also an environment for building community and fostering content. Communication should be tailored to different customer segments, including not only students and their parents, but also alumni, partners, employees, and the wider community. Segmentation and targeting these groups are proving to be key principles of effective school marketing. At the same time, the importance of internationalisation, i.e. openness to international trends, foreign languages, exchange programmes, and intercultural environments, was emphasized as contributing to the school's competitiveness and attractiveness.

Among other approaches, the relevance of demand-based pricing, which is based on customer expectations and comparison with competitors (benchmarking), was described in terms of financing and pricing. In the context of tuition fees, this approach seems particularly appropriate for new schools that need to strike a balance between the perceived value of the service offered and the ability of the target group to pay for it.

In summary, applied school marketing is currently undergoing a significant transformation. It is shifting from a purely informational function towards a tool for strategic brand management, differentiation and relationship building. Effective school marketing requires an interdisciplinary approach, combining knowledge from strategy, design, consumer psychology, digital media, and communication sciences.

II. PRACTICAL PART

7 METHODOLOGY

This chapter summarises the research problems, objectives and questions, as well as the methods employed in the analytical section of the thesis.

7.1 Research Problem

As the world of education transforms with new technologies, globalisation, internationalisation, and increasing competition between schools due to demographic changes, the needs of students and their expectations of higher education are also evolving. School marketing, in the sense of a customer-focused proactive management approach, is already an integral part of the concept and strategy of many schools. These schools recognise the strong relationship with all stakeholders that can be created by marketing through the school brand, and how all brand elements, including graphic and other design, can be used effectively to attract prospective students, build strong communities, and ensure financial sustainability. However, it is not certain whether the supply of schools in the Hradec Králové region meets the dynamically changing demand and how a new private school should differentiate itself from others to best meet the needs of the children. The aim of the research is therefore to identify gaps in the current supply and to propose recommendations for the project of a new private high school in the region.

7.2 Research Objectives

For this research, three descriptive objectives have been set:

O1: To find out whether and how the current offer in the Hradec Králové region corresponds to the changing requirements and trends in education and marketing, and to identify what concept of a high school is missing in it.

O2: To determine the size of the segment of potential students who would be interested in such a high school, how their decision-making process takes place and what factors influence it, especially in the area of design and promotion.

O3: To identify what parents who would support their child's education in a private paid high school expect from educational institutions, and what their beliefs, motivations, concerns, and limitations are.

7.3 Research Questions

For the stated objectives, three research questions have been set:

RQ1: How does the supply of high schools in the Hradec Králové region respond to demand and what school concept is missing?

RQ2: What is the size of the segment of students who would be interested in attending such a school, what is their decision-making process like, and how do design and other factors influence it?

RQ3: What do parents expect from a private high school?

7.4 Research Methods

For the purpose of the business strategy project for a new private high school, several methods are used to meet the descriptive objectives of the research, namely situational analysis and three primary research methods: questionnaire survey, observation, and focus group interview.

7.4.1 Situational Analysis

The situational analysis assesses the macro and micro environments in Czech Republic and the Hradec Králové region, which affects the feasibility and potential success of the project and provides answers to RQ1. A PESTLE analysis is used to understand and evaluate the external influences. An analysis of the key stakeholder groups in the micro-environment is used and their strength is examined using Porter's Five Forces Analysis. As a result of the situational analysis, opportunities and threats are identified to provide recommendations for the new school's strategy.

7.4.2 Survey Among Prospective Students

A mixed-method questionnaire survey, including both quantitative and qualitative questions, is conducted among 9th grade pupils of primary schools in the Hradec Králové region in February 2025 during the application period, when pupils are already mostly decided on their final choice of preferred high schools. The questionnaire survey takes place directly at their schools during the school day and tracks their preferences in all 7P areas of school marketing. It also helps find out how their decision-making process works, what their opinions in the area of design are, and how important design is to them in the marketing

communications of schools. The survey results address RQ2 and help determine the size of the segment of pupils who would welcome a new private high school in the region.

7.4.3 School Fairs Observation

The observation survey takes place at four high school and career fairs in the Hradec Králové region and in Prague. These fairs are attended by 9th grade pupils either with school representatives or family members prior to the application process to broaden their horizons and ensure they are better informed before making decisions. The goal of the observations is to monitor how students behave in this environment, what they find interesting, what the promotion of competitor schools is like, and to evaluate how effective participation at the fair is. The results help to answer RQ2 and make recommendations on what the marketing message at fairs should look like to engage students and to be properly received.

7.4.4 Prospective Parents Focus Group

A semi-structured focus group interview is conducted for the qualitative research with six parents who were carefully selected on the basis of their high level of interest in their children's education. Some have experience with private schools, others are yet to consider them, and some have experience with competitor schools in the region. The purpose of the group interview is to address RQ3 – that is, primarily to find out what is important to parents of potential students and why, what their motivations are for supporting their children's education, what their expectations are, under what conditions they would choose a private high school over a public school, what their concerns are, and what their limitations are, especially in terms of cost.

8 SITUATIONAL ANALYSIS

In this part of the thesis, a situational analysis will be carried out, addressing both macro-level and micro-level factors. The macro analysis will focus on a broader context of factors that influence the project of establishing a new private school in the Hradec Králové region, while the micro analysis will focus on a detailed analysis of the aspects that the school can influence with its strategy. By combining these two approaches it will be possible to gain a comprehensive view of the issue and fulfil the descriptive purpose of the research.

8.1 Macro Environment Analysis

A macroeconomic analysis is essential for understanding the external factors that can influence the success of a new private school. It helps to identify opportunities and threats related to the political environment, the economic situation, technological trends, and legislative requirements.

For this purpose, a PESTLE analysis will be used, which includes political, economic, social, technological, legal, and environmental factors. This model provides a comprehensive view of the key influences, allows for the prediction of long-term trends, and helps strategic planning. The following subsections will analyse each of these factors in detail in the context of the education sector.

8.1.1 Political Factors

In the field of education, the Czech Republic benefits most from its membership of the European Union. Education programmes and initiatives enable international cooperation and develop students and teachers at an international level, accelerate the transfer of methods and technologies, and connect the academic sphere. In 2021, a new EU Council Resolution was adopted, which set targets for the next decade and focused on completing the European Education Area by 2025 and its further development by 2030 (MŠMT, 2025).

The main priorities of this framework include improving the quality of education, strengthening equity and inclusion, promoting lifelong learning and mobility, improving higher education, and supporting digital transformation. The EU has set specific targets, such as reducing the share of low-achieving pupils in reading, maths, and computer science to below 15%, or achieving at least 45% of 25-34 year olds in higher education by 2030. The Czech Republic participates in this cooperation by sharing information, exchanging experiences, and implementing EU programmes in its education policy (MŠMT, 2025).

Erasmus+ is a programme of support for education, further learning, young people, and sport in Europe. Its objectives are the improvement of skills, employability, and the modernisation of education. It covers mobility for students, teachers, and other professionals (European Commission, 2025). For high schools, the Erasmus+ programme allows students to study abroad as a part of school projects. Students can travel to EU Member States, EEA countries, and candidate countries. Trips are divided into mobility groups lasting from 2 to 365 days. The costs are partly covered by a grant. Applications must be submitted through a school that must be participating in the Erasmus+ programme. Erasmus+ also allows teaching and non-teaching staff of high schools to gain experience abroad through teaching placements, training, courses or job shadowing (Dům zahraniční spolupráce, 2025).

Thanks to the country's EU membership, high schools can establish partnerships with other schools or universities at home or abroad. By recognising qualifications, assessments, and diplomas from schools within the EU, students can transfer between schools in different member states or go on to universities abroad without barriers.

The Czech Education Policy Strategy 2030+ aims to modernise Czech education to meet the requirements of the 21st century. It focuses on developing key competences, reducing inequalities, and promoting innovative teaching methods. Emphasis is placed on digitisation, individualising the approach to pupils, and increasing the prestige of the teaching profession. The strategy responds to the long-term problems of the education system and prepares the system for future challenges. The government would also like to strengthen cooperation between high schools and employers and plans to implement more support for beginning teachers and additional teacher training (Beran & Běťáková, 2020).

8.1.2 Economic Factors

In 2023, CZK 320.7 billion was spent on education from public sources, an equivalent of 4.2% of GDP. The largest part, over 40%, went to primary schools. 20% went to high and vocational schools (ČSÚ, 2025).

The basic **funding** for private schools comes from the state budget according to Act No. 306/1999 Coll. Subsidies can only be used for staff salaries, teaching aids and equipment, and operating costs (energy, rent, maintenance). Subsidies cannot be used for school profits, loan repayments or investments.

Each year, the Ministry of Education sets norms per 1 student, on the basis of which the funding for private schools is calculated. Norms are set for individual fields of education.

Table 1 Selection of Norms for High Schools

Field of study (code)	Field of study (Czech name / English name)	Total non-investment expenditure norms per student
69-42-M/01	Oční optik / Optician	103 321 CZK
78-42-M/08	Lyceum	93 132 CZK
79-41-K/41	Gymnázium - 4 leté / Grammar school - 4 year	93 004 CZK
82-41-M/16	Kamenosochařství / Stonemasonry	151 669 CZK

Source: MŠMT (2025)

The figures in Table 1 represent a base for calculating the subsidies allocation. In practice, a new private school receives 60% of the funding before the school inspection and if it scores well, the tariff is increased to 90%. The rest has to be financed by tuition fees or alternative income (Kocurová, 2023).

The *Operational Programme Jan Amos Komenský* (OP JAK) is under the Ministry of Education and is aimed at supporting education in the Czech Republic. Private schools can apply for funding for projects that relate to:

- Innovation in teaching
- Professional development of teachers
- Support for pupils with special educational needs
- Digitalization of education

The method of **taxation** depends on the legal form of the school:

Public benefit corporation ("obecně prospěšná společnost", o.p.s.) or registered institute ("zapsaný ústav", z.ú.)

- Income from main educational activities is exempt from income tax (according to Section 18(4) of Act No. 586/1992 Coll., on Income Tax).
- If the school also has a secondary business activity (e.g. renting premises, selling textbooks), this income is taxed at the standard rate of 21%.

Limited liability company ("společnost s ručením omezeným", s.r.o.)

- All income is taxed at the standard rate of 21%.
- Income from subsidies is not taxable.

Tuition fees at a private high school are not considered a tax deductible expense for the parents and are not otherwise tax advantaged.

The **purchasing power** of students' parents represents a crucial economic consideration in the plan to establish a new school. Inflation, GDP growth and its forecast, interest rates, average wages, employment rate, income median, cost of living in the region, and spending structure are essential for a general overview.

The average inflation rate in 2024 was 2.4% and is expected to fall slightly to 2.3%. Real GDP was 1.1% in 2024 and is expected to rise to 2.5%. Long-term interest rates were 3.9% in 2024 and are expected to fall to 3.5% this year (MFČR, 2025). The rate of inflation and expected GDP growth is therefore a positive factor for the purchasing power, and the gradual reduction in interest rates is favourable both for potential parents and for the school, should they need bank financing.

The average monthly wage in the Hradec Králové Region reached 41.735 CZK in the 1st to 3rd quarters of 2024 and increased by 6.7% compared to the same period of the previous year. The average number of registered employees fell by 1.1% year-on-year (ČSÚ, 2024). The decline in the number of employed people is mainly among people with low levels of educational achievement and among women, with the highest declines in the districts of Jičín, Trutnov and Náchod (ČSÚ, 2025).

The median wage in the region was lower than the average wage in 2023, at 38,584 CZK (ČSÚ, 2024).

Table 2 presents an expenditure structure of households with children in 2023.

Table 2 Expenditure Structure of Households with Children in Czech Republic

Consumer expenditure groups	Percentage of total expenditure
Food and non-alcoholic beverages	18,4 %
Alcoholic beverages, tobacco	2,5 %

Clothing and footwear	4,8 %
Housing, water, energy, fuel	22,1 %
Household equipment, facilities and services	5,6 %
Health	2,6 %
Transport	10,2 %
Information and telecommunications	5,4 %
Recreation, sport and culture	10,1 %
Education services	1,6 %
Catering and accommodation services	9 %
Insurance and financial services	3 %
Personal and social care, various goods and services	4,6 %

(Source: Own elaboration)

It should be noted that these statistics include data directly from families with children and therefore differ in many ways from the national average. The data shows that, thanks to the free education system in the Czech Republic, people are not used to spending too much additional money on their children's education. At the same time, they are willing to allocate more than 10% of their expenditure on recreational activities, culture and sports, which can be considered as voluntary expenditure related to child development.

Availability of **qualified teachers** in the region is supported by the Faculty of Education at the University of Hradec Králové. In 2023, more than 3,000 students enrolled in bachelor, master, and doctoral degree programmes (UHK, 2025). It can be expected that the region will continue to have a sufficient number of qualified teachers. Thanks to the Erasmus+ exchange programmes, the Faculty also has a large number of foreign students of pedagogy who could be used for language teaching and international-themed subjects.

Prices for **renting** commercial space in the Hradec Králové Region vary depending on the location, size and equipment of the premises. In general, larger cities such as Hradec Králové have higher prices than smaller towns and villages. While commercial space in Hradec Králové is priced at around CZK 200 - 300 per sqm, in smaller towns it can be around CZK 45 per sqm. It depends on the condition and equipment of the premises. For the

purposes of a high school, premises outside Hradec Králové would be suitable at a price of about 120-150 CZK / m² (Reality iDNES.cz, 2025).

8.1.3 Social Factors

The population of the Hradec Králové region at the end of 2023 counted 556,949 people. This indicator has been on an upward trend for the last 5 years, largely influenced by the number of immigrants compared to the number of emigrants. This is mainly caused by the immigrants of Ukrainian nationality due to the war. The share of foreigners in the population of the region was 6.4% in 2023 (ČSÚ, 2024), although 2 years earlier it was only 2.7%. The largest numbers are from Ukraine, Slovakia, Poland, and Vietnam (ČSÚ, 2021).

The population density of 113 persons per 1 km² is below the national average of 133 persons per 1 km². The highest population density is in the municipalities of Hradec Králové (215.5), Nové Město nad Metují (137.4), and Jaroměř (134.8) (ČSÚ, 2021), as evident from Figure 1 below.

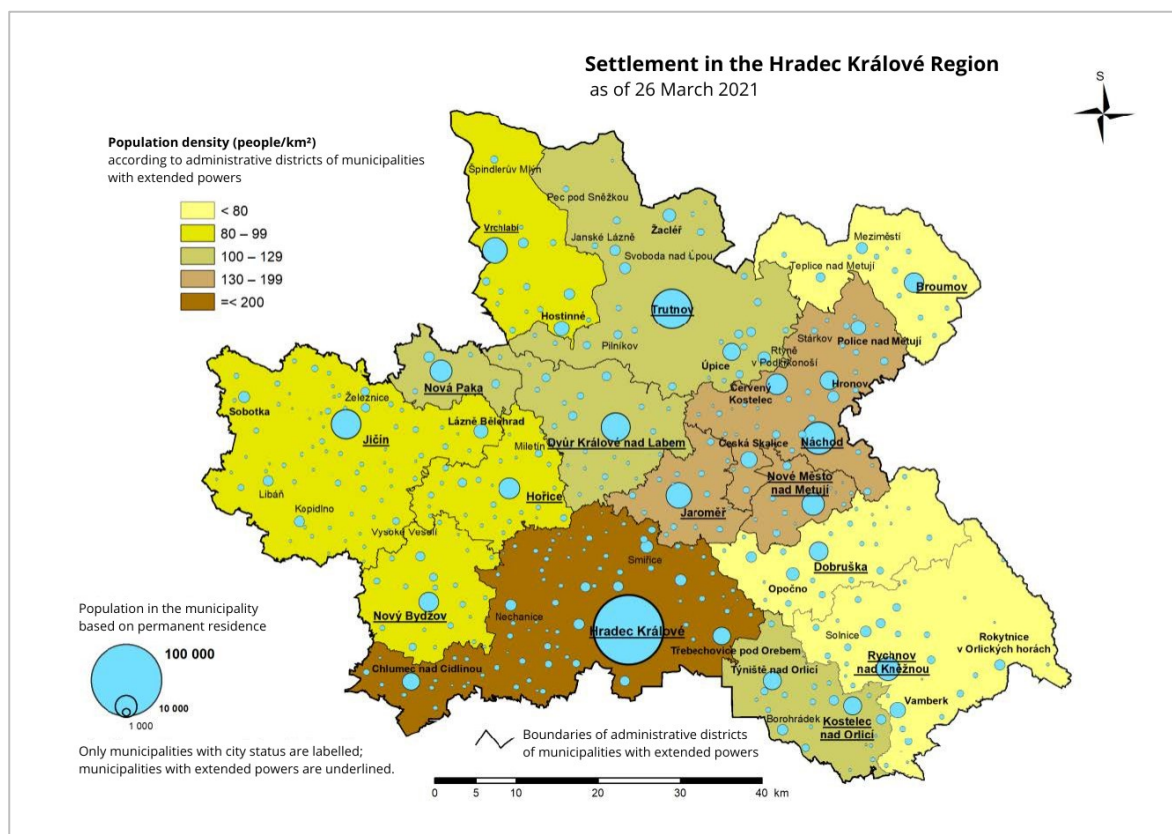


Figure 1 Population Density of the Hradec Králové Region

(Source: ČSÚ 2021)

The number of live births in 2023 was 4,549 in the region, which indicates a significantly decreasing trend and represents a 20% drop compared to 2018. The average age of the first-time mothers is also higher – 30.9 years in 2023 (ČSÚ, 2024).

The number of students in high schools was 25,524 in 2023. This number is expected to decrease due to lower birth rates. Children aged 0-14 years represent 15.4% of the population in the region, the highest ratio is in the district of Dobruška (16.1%), Jaroměř (16%), and Hradec Králové (15.8%). The age group 15-64 years represents 62.1% of the population and people aged 65+ represent 22.4%. The number of live births per 1,000 inhabitants in 2023 was 8.2, with the administrative districts of Hořice, Nová Paka, Rychnov nad Kněžnou, Trutnov, and Vrchlabí below this average (ČSÚ, 2024).

Based on the 2021 Population Census, the ratio of the number of complete families with dependent children to the number of incomplete families with dependent children was 49 058 to 15 033. In single-parent families in the region, 84% of children live with their mother, 16% with their father. In average, single mothers have lower education than single fathers, and mothers also earn less. This statistic may represent a potential need for financial assistance for some families to pay for the school fees. In complete families with dependent children, 32.8% of families had 1 child, 52.3% had 2 children, and 15% had 3 or more children. In incomplete families, these statistics are different, with 47.4% of families having 1 child, 40.7% having 2 children, and 11.9% having 3 or more children (ČSÚ, 2021). This statistic points to the potential of offering a sibling discount for a school pricing strategy.

The educational level of the region is constantly growing due to the ever-increasing interest of young people in education with the prospect of greater employment in the labour market. Statistics also show that more educated people are more likely to travel longer distances to work or school. In terms of commuting to school, 46.1% of pupils commute outside the municipality, most often by bus, followed by car, walking, then train, and public transport (ČSÚ, 2021).

In the Czech Republic, the demand for private schools has been growing in recent years. The number of students in private high schools increased from almost 55,000 in 2014/2015 to more than 75,400 in 2023. These students accounted for approximately 15.6% of all high school students. This is due to an overall higher interest in high school education, with the capacity of grammar schools in particular being insufficient (ČTK, 2024). Overall, there is a growing interest in alternative forms of education in the Czech Republic, including

private and international schools, which reflects parents' desire to ensure quality and individually tailored education for their children.

8.1.4 Technological Factors

Artificial Intelligence (AI) has already become an integral part of the educational process, bringing many innovations and challenges. Its implementation in education is constantly evolving and allows to adapt educational content to individual needs. Adaptive learning systems analyse students' progress and preferences to provide tailored tasks and materials. This approach increases learning efficiency and student motivation. AI-powered chatbots and virtual assistants provide students with an instant support (Kod'ousková, 2025).

There has been a significant shift in the field of *online learning* and *e-learning*, mainly due to technological advances and events such as the COVID-19 pandemic. One of the main current trends is a hybrid, *blended learning*, which combines traditional face-to-face teaching with online components, allowing for more flexible and personalised learning. This allows students to benefit from both approaches, increasing the effectiveness of learning (Landová & Bočková, 2022).

In terms of technical equipment for schools, the Ministry of Education defines basic criteria for school network infrastructure (MŠMT, 2025), i.e. requirements regarding internet connectivity, network security against cyber threats, regular software updates, and sufficient computers and tablets for students and teachers to use digital learning materials. Schools also need to address the area of student and parent data security and GDPR.

8.1.5 Legal Factors

In 2024, there have been major changes in amendments to education-related laws, but few of them affect high schools (MŠMT RVP, 2025). For them, a new course "Lyceum" was introduced (MŠMT, 2024) and there was generally a higher percentage of interest in this type of study (MŠMT, 2025).

The financing and management of private schools in the Czech Republic is regulated by several key parts of legislation:

Act No. 561/2004 Coll., the Education Act

This Act sets out the conditions for the establishment and operation of private schools, their inclusion in the register of schools, and regulates the general principles of the system.

Key points for private schools:

§ Sections 8 and 141-145: Conditions for inclusion in the register of schools. Schools must meet requirements for staffing, facilities, and curriculum.

§ 160-163: Financing of schools. Private schools may receive funding from the state budget based on the number of students and the educational programme.

§ Sections 164-168: Management of schools. School headteachers have responsibility for the curriculum, staffing, and management of the school.

Act No. 306/1999 Coll., on the provision of subsidies to private schools, pre-schools and educational establishments

This Act defines the rules for the provision of subsidies to private schools, including the conditions under which such schools may receive financial support from the state budget.

Key points for private schools:

§ 1-3: Private schools can apply for subsidies if they are registered in the school register. The amount of the subsidy depends on the type of school and the educational programme.

§ Section 4: The Ministry of Education sets the percentage of subsidies relative to the normative costs of public schools each year.

§ 5-7: Conditions for reduction or withdrawal of subsidy.

§ 8: Private schools may charge tuition and other fees in addition to subsidies.

Other important laws and regulations:

Act No. 563/2004 Coll., on teaching staff

- Regulates the qualification requirements for teachers and other teaching staff.
- Addresses the need for pedagogical education for teachers of vocational subjects.

Act No 89/2012 Coll., Civil Code

- The legal form of the school (e.g. s.r.o., z.ú., o.p.s.).
- Rules for contracts with employees, parents, and suppliers.

Act No. 262/2006 Coll., Labour Code

- Employment contracts of teachers and other employees.

- Obligations of the school as an employer (e.g. occupational safety).

Act No 586/1992 Coll., on income taxes

- Tax aspects of private school financing and a possibility of tax exemption.

To operate the new school, the conditions of the building authority must be met. **Decree No. 146/2024 Coll.**, on building requirements, sets out the technical and spatial requirements for buildings, including school facilities. This decree regulates, for example, the minimum widths of public spaces and roads leading to school sites to ensure safety and accessibility.

Decree No. 160/2024 Coll., on hygiene requirements for premises and operations of facilities for the education and training of children. This Decree includes requirements for spatial conditions, equipment, lighting and heating, water supply, and cleaning.

The most suitable legal form for establishing a private school is a *limited liability company, s.r.o.* The cost of establishing a company depends on the notary's fee according to the notary's tariff and varies in the thousands of CZK. A certified signature on the property owner's consent to the location of the registered office, an extract from the Criminal Register for the managing director, and the issuance of a trade license for the legal entity are required. If the company is to be owned by one shareholder, a deed of incorporation must be drawn up with a notary, who will then file a proposal for registration in the commercial register. The articles of incorporation must contain an unmistakable name, registered office, and the object of business according to the trade licence. The managing director must be a person of legal capacity over 18 years of age, of good criminal character and not be insolvent. The share capital is at least CZK 1. With a bank identity and electronic signature, s.r.o. can be established online (Fakturoid, 2025).

In order to be entered in the register of schools, the founder must submit an application to the Ministry of Education describing the staffing, property, and financing of the activity. Important are mainly the premises and their equipment, the provision of teaching, a preliminary budget, the provision of school meals, and a document certifying the ownership or use right of the legal entity to the school premises. It is also necessary to secure the opinion of the public health authority and the building authority, a list of the fields of education, the intended number of students, the location of the classes, and information on the headteacher. In this respect, a teaching qualification is required. The date of commencement and the opinion of the county are also required. In order to receive

subsidies, an application for a normative must be sent to the county office, which the school will receive after a defect-free inspection (Jak založit SDŠ, 2025).

Each year the school must produce an annual report and regularly undergo inspections by the school inspectorate. Areas of inspection include databases of children, parents, teachers, schedules, absenteeism, reports to the registrar's office, communication with children and parents, enrollment, finances, and more (Jak založit SDŠ, 2025).

Qualification for teachers in the Czech Republic is conditional on a master's degree in pedagogy or a professional degree and accompanying teaching qualifications. The law is relatively benevolent in this respect and allows teachers to complete their qualifications within 3 years from entering their post.

EU/EEA teachers can work in the education sector without any further barriers. However, it is necessary that they meet the qualification requirements according to Czech regulations. If a non-EU national wants to work in the education sector in the Czech Republic, he or she must first obtain a work visa and a permit under an employment agreement. The teacher or teaching staff member must have a recognised qualification to teach in the Czech Republic, which is done by nostrification of the diploma. Highly qualified workers can apply for a blue card, which is a visa for professionals with a work contract.

8.1.6 Environmental Factors

In the field of school buildings, trends towards energy efficiency and the implementation of green technologies have been gaining ground in recent years. These initiatives not only reduce operating costs, but also contribute to environmental protection, and create a healthier environment for students and staff. Modern schools are increasingly being designed as energy positive or carbon neutral (TZB-info, 2022).

The growing demand for rapid school construction is leading to the use of modular and prefabricated buildings. These structures allow for quick implementation, are energy efficient, and easily adaptable to needs. Workshops for Prague city districts presented examples of modular schools and nurseries that are permanent, energy efficient, and can be rented for limited periods of time (Kopačková, 2025).

In recent years, interest in ecological transport has been growing, which is also evident in the Hradec Králové Region. This trend is supported by efforts to reduce greenhouse gas

emissions. Cities are modernising their public transport fleets. Hradec Králové, for example, has deployed new electric buses with a range of up to 180 km per charge, reducing emissions and improving air quality (Chytrá řešení, 2025). The development strategy of the Hradec Králové Region for the period 2021-2027 includes the development of sustainable transport and clean mobility. Improvement of transport infrastructure is planned (MMR ČR, 2025) and so is building pedestrian and cycle paths, which encourage zero-emission forms of transport and contribute to the development of rural areas (MMR ČR, 2024).

Bus transport in the region is provided by several carriers, including BusLine KHK, CDS Náchod and P-Transport. These companies operate regular routes connecting the main cities and smaller municipalities (Doprava KHK, 2025).

The Railway Administration is planning extensive modernisation of selected lines in the region. One of the main projects is the double-tracking and electrification of the section Hradec Králové - Jaroměř - Česká Skalice, which will significantly reduce travel times and increase the capacity of the line. The modernisation includes the construction of the so-called Vysokovská spojka, which will reduce the travel time between Hradec Králové and Náchod to approximately 26 minutes (Hejtmánek, 2024).

In the Czech Republic, the integration of environmental education into the educational process at all levels has been increasingly promoted in recent years. This trend reflects the growing awareness of the importance of sustainable development and environmental protection. For example, through outdoor education, students gain direct contact with nature and practical experience to strengthen their relationship with the environment and the concept of ecology (Hromádka, 2019).

8.2 Micro Environment Analysis

The micro-analysis of the market environment of the new high school is focused on the key groups that directly affect the potential of the project and whose impact the school can influence through its strategic decisions. These include customers, competitors, suppliers, intermediaries, and the public. Porter's Five Forces Analysis will be used to assess the influence of these groups as factors relating to the competitiveness and success of the school.

8.2.1 Customers

When establishing a private high school, it is crucial to define the target group of students and their parents who will together decide on the choice of educational institution.

The target group is *students* aged 14-19 who are looking for an alternative to public high schools, either because of the specialised focus of teaching, the individual approach or the international educational standards. Key factors that may influence their decision include academic level and preparation for international universities, individual approach and modern teaching methods, profiling options according to their interests, and the offer of sports and cultural activities to develop their skills.

Parents of these students are also an important customer group. Due to the private nature of the school, the target group is expected to come primarily from middle and upper middle class families who can afford the tuition fees. An important factor influencing parents' decision-making is the financial situation of the family. Parental education is also important, as parents with a higher level of education tend to invest more in their children's education. Interest in quality education may also be motivated by the prestige value of the school and the associated status. Thus, the accreditation of the school, the safety and support of students, and the possibility of continuing at foreign universities are also key influences on their choice of school and their decision-making.

For Czech parents and students, as well as for the children of *foreigners* in the region, the interest in quality English language teaching or bilingual education, and international recognition of the diploma is important.

Sponsors, donors and *strategic partners* represent another target group of the school, as they can contribute not only with financial resources, but also professional know-how, technological equipment or prestige. To reach these stakeholders and maintain their long-term support, the school needs to understand their motivations, expectations, and the benefits that a partnership will provide. This may include visibility and reputation, influencing education to shape future employees, networking or the possibility of tax deductions.

8.2.2 Competitors

Competitive analysis is the most important part of the micro-analysis of the environment, as it defines the space and conditions in which the new school can differentiate itself, identify its unique value proposition, and create a strategy that will be interesting and sustainable for potential customers. For the purpose of the new private high school, schools were selected in locations of municipalities with higher population density and an excess of supply over demand, where at the same time students and parents demand a high level of education with a focus on foreign languages and university preparation.

The J. K. Tyl Grammar School, Hradec Králové, is a state school and is free of charge. In 2024 it admitted 154 students out of 465 enrolled. The surplus over the demand was therefore 311 children, some of whom could have been admitted to other grammar schools. In 2025, the school will admit 150 students. In addition to the state entrance exam, the school requires an additional English test.

The school offers general studies with an emphasis on foreign language education. The school offers selected subjects in English. From the third year onwards, students can choose a science or social science specialisation. 2 two-year electives are chosen by students for their final year of school.

The school offers several educational and experiential courses and trips, including financial literacy, sports courses or foreign excursions to Italy, United Kingdom (UK), Belgium, and other countries. The school participates in the Erasmus+ programme and thus benefits from grants and partnerships with other schools in Europe. The school works closely with the Charles University and the University of Hradec Králové. 98% of graduates got into Czech universities. The success rate at foreign universities is not mentioned.

In terms of marketing communication, the school uses the acronym “GJKT” in its logo in conjunction with the stylized sculpture “Winner”, which dominates the building’s entrance. It symbolises victory, success, and determination. For the visual identity, the dark red colour is used, which the school uses across the entire communication. On some platforms, the school uses an alternative version of the “[G(JKT)]” logo, which can be confusing. The website is modern, clear, and concise. The school has a dedicated website for applicants with information on study and admissions. The website generally lacks photographs of the school building, especially of the interior, which can be important for applicants. The interactive tour of the school on the website is not functional.

Social media is used by the school to communicate about school events and student achievements, primarily on Facebook and Instagram. The school is less active on its YouTube channel and is also present on TikTok. The visual style of posts on social media is not visually consistent and does not give a professional impression.

The school holds an Open Day in January on a weekday afternoon. It includes subject related activities and a presentation by the headteacher. The presentation from this event contains a lot of important information, however, its graphic design is not well executed.

The grammar school participates in the Hradec Králové High School Fair, where the school presents itself with a roll-up in red with a photo of the school building, the slogan “Prestigious four-year grammar school in the heart of Hradec Králové”, and information about the two-year specialisation. Representatives hand out flyers, folded into a DL format, referring applicants to the dedicated website. The leaflet contains detailed information about entrance exams and teaching methods. It does not contain any photos or a logo, only text.

The school does not offer its merchandise, according to available information.

The school is located in a building built by architect Gočár in the 1930s in the centre of the city. It was built in the early days of modern architecture. The school villa houses classrooms for aesthetic subjects. The school is continuously renovating the premises and has even built an outdoor classroom in the school garden. The equipment combines original and modern elements and technologically meets the requirements of today.

In general, the J. K. Tyl Grammar School is considered a leader in the region in terms of its approach to teaching and innovation. For this reason, it is an inspiration for other schools in the region. Marketing communication is at a very good level, but it is clear that the school is not concerned with the professionalism of graphic design or the consistency and strategy of marketing messages.

Bishop's Grammar School, Hradec Králové, is a church school and the tuition fee is 9,600 CZK per year. In 2024, it accepted 50 students out of 266 enrolled. The excess over demand was therefore 216 children. In 2025 the school will accept 30 students.

The school offers general studies in a church setting. In the last two years, students can choose up to 5 elective courses, most of which are an extension of the traditional courses, humanities, religion, and languages. The school offers 30 extra-curricular clubs.

Students can gain international language certificates and excursions to the UK, exchange visits to Germany, Spain, and France at partner schools. The school is accredited under the Erasmus+ programme. 90% of graduates go to universities, the school lists only the Czech ones.

In marketing communication, the school uses a blue and purple logo with a silhouette of a bird, symbolizing Christian values. This is sometimes used as an icon in a red or purple field, sometimes with the abbreviation “BIGY”. The website is modern, the graphics are attractive, and an interactive interior tour is included. In some parts, navigation and placement of information is not intuitive, and some links are not functional.

Social media is used by the school to communicate upcoming and past events and student experiences, primarily on Instagram and Facebook. The school also has a YouTube profile, but is not very active. The links to the networks are not available on the website. The visual style is not uniform, it does not use one style of logo or a colour scheme, but it gives an active and fun impression.

The school holds an Open Day in December and January, presenting mainly individual subjects and information about entrance exams.

The school participates in the Hradec Králové High School Fair, where it presents itself with a distinctive stand with roll-ups in blue and purple colours, students wear clothes with the slogan “BIGY JE BOŽÍ“, meaning “BIGY IS GODLY“, they actively communicate with applicants, and hand out information leaflets. These are in A5 format as two folded A4 pages printed on an office paper and contain only textual information about the school, the courses offered, and the entrance exams.

The school offers its merchandise – white sweatshirts with a purple logo or a slogan.

The school is located in a historic building and includes a modern section called “The Cube”. The interior in the historical building is very traditional and in the new building, on the contrary, it is very modern. The technology meets the requirements of today.

In general, the Bishop’s Grammar School can be described as a high quality school with a high profile due to the large number of elective subjects, which, however, neglect the interest in modern directions. In a strongly atheistic Czech society, religious orientation can be a barrier for a lot of people. Marketing communication is at an excellent level, messages are mostly well identifiable, although there is room for better consistency of graphic expression on social media.

The First Private Language Grammar School Hradec Králové spol. s r.o. is a private school and the tuition fee for 2025 is CZK 57,000 per year. In 2024, 22 students were accepted out of 95 enrolled. The excess over demand was therefore 73 children. In 2025, the school will accept 16 students into the 4-year programme. For admissions, the school favours applicants with English language exams, for which it also prepares them.

The school emphasizes individual approach and high level of languages taught. Students take the Cambridge English language exams, an online course at a foreign university, and 3 language courses. Languages are taught in small groups and students have extra hours of conversation. For the last three years, students choose to specialise

in humanities, science or ICT. For pure electives, students choose 2 or 3 (depending on interest) in their final year.

The school is Erasmus+ accredited and organises trips to France, Spain, UK, Netherlands, Germany, and Austria. Almost 100% of graduates go on to study at university, often abroad. A large number of them also head for medical and law schools, so it is clear that the preparation through early specialisation is a great advantage for them.

The school uses a new logo - the acronym "1.SJG" in a yellow-grey colour combination with a serif font. The website is attractive, lively, organised into clear sections for the different target groups, and offers a lot of information about language teaching, student achievements, international cooperation, and the benefits children gain by enrolling. Although there is a really large amount of content on the site, it feels light thanks to the large amount of white space and intuitive layout. The site includes photographs of the building and students during teaching and leisure time.

Among social networks, the school is present on Facebook, where it mainly presents records of school events, foreign trips, and successes in competitions. The school also has a profile on Instagram, where it has not been active for 4 years. A consistent visual style is evident in the main elements of the Facebook page, but is no longer consistent in the posts.

The school holds an Open Day in October and January. This includes a presentation by the headteacher, and appointments are made to meet with him individually.

According to the available information, the school probably does not participate in any high school fairs and does not offer its merchandise.

The school is located in a modern, glass-fronted building in the suburbs. The furnishings are very modern, and the interior design is welcoming, unobtrusive, and inspiring.

The First Private Language Grammar School Hradec Králové is clearly the best school in the region for foreign language teaching, profiling, and preparation for foreign universities. The school knows how to work well with the achievements of students and graduates for its PR. Academic excellence is important and it is clear that the school is achieving its goals with its approach. The new visual identity is very well executed, the new website is flawless from a user perspective. The most surprising shortcoming is the inactivity on Instagram, as the current target group of potential students hardly uses Facebook anymore.

Based on the school's annual report, it is also possible to analyse the financial aspects of running this private school. The total number of students in 2022/2023 was 296. Total revenues amounted to CZK 40,442,522, of which tuition fees accounted for CZK 13,772,000 and state subsidies for CZK 25,935,994. Other income came from economic activities and donations or subsidies from foundations. Total expenditure was CZK 41,652,626, of which non-investment expenditure amounted to CZK 39,045,969. Income from subsidies per student was CZK 87,622 this year, but the actual non-investment costs were CZK 131,912 per student. The **minimum tuition fee** for year 2022/2023 should therefore be the difference between these amounts, **CZK 44,290**.

The average annual wage costs per pupil, including social security and health insurance contributions, amounted to CZK 94,766. Other expenses (primarily operating costs, teaching aids, etc.) amounted to CZK 37,146. In total, the school had 41 teaching staff and 10 non-teaching staff (2 psychologists, 1 special education teacher, 2 administrative staff, a caretaker, a network administrator, and 3 cleaners). This data can serve as a benchmark for financial analysis of the project.

The Grammar School of Jaroslav Žák, Jaroměř, is a state school and is free of charge. In 2024 it admitted 32 students out of 143 enrolled. The surplus over demand was therefore 111 children. In 2025 it will exceptionally accept 60 students due to a stronger population wave.

The school offers general studies and is in many ways openly inspired by the J. K. Tyl Grammar School. In recent years it has expanded its international focus, cooperation, and teaching. Students often learn languages with native speaking teachers. The school offers specialisation in the form of electives, namely 4 two-year and 1 one-year. Pupils have the possibility of tutoring provided directly by the school.

The school offers international trips to the UK, France, Spain, Germany, and Austria. It has a partner school in Poland. It has an Erasmus+ accreditation and is a partner school of the Cambridge Examinations Centre. No information is available about the universities the graduates leave to and how many of them got in successfully.

In its marketing communication the school uses a white logo with the abbreviation “GJŽ” in a dark red-brown field. The connection between the graphic design and the area focus is not apparent. The website is clear, however the look, effects, and functionality is outdated. It contains a lot of information about the studies, school events, photos of the

interior, a video of a presentation by the headteacher, and a tour of the school which, even though useful, is unprofessional in its execution.

Among the social networks, the school uses Facebook, where it actively shares information about what is happening in the school and often posts overshared content from other institutions in the municipality. The visual style is chaotic, poor quality photographs are often presented, and the graphics are not consistent. The school's Instagram looks similar. Although the school is active, the photos and videos are often of poor quality, there seems to be no strategy, and the content is largely extraneous. The school uses the abbreviation "goajaro" as a name on Instagram and in the website domain name, which is an abbreviation of the school's former name when it was still associated with a business academy. The school does not appear to use more social media.

The school holds Open Days in December and January. It includes a presentation of courses and a speech by the headteacher. It is not known if the school participates in any high school fairs. The school does not offer its own merchandise.

The high school is located in a historic building near a park in the centre of Jaroměř. Even the equipment and interior spaces of the school are older, the technological equipment is of a very good standard. The school has also built an outdoor classroom in the garden.

In general, the Grammar School of Jaroslav Žák in Jaroměř can be described as a school with good future prospects, which tries to keep up with the pace of the time, especially in the area of teaching. The marketing of the school is at a significantly worse level than the schools in Hradec Králové, not only in terms of graphic design, but also in terms of content, where for example, the website is designed rather from the point of view of the school, not from the point of view of the user.

The Jirásek Grammar School, Náchod, is a state school and is free of charge. In 2024, it accepted 60 students out of 157 enrolled. The surplus over demand was therefore 97 children. In 2025, the school will also admit 60 students.

The school offers general studies. English language teaching is at a standard level and a native speaker is available. Students can choose from other languages, however a high level of interest in the language is required to open the course, which has been particularly problematic with French, so the students sometimes have to study a language they did not choose. In the final years, students choose 2 two-year and 2 one-year electives.

The school offers exchange visits to a partner school in Germany and foreign trips to Spain, UK, and France. The school is not Erasmus+ accredited. The school is a faculty school of the Faculty of Science of Charles University and cooperates with the Institute of Microbiology of the Academy of Sciences of the Czech Republic. The school does not report success rates at foreign universities, with the exception of one student at Cambridge. The school offers special interest clubs, of which it promotes robotics in particular.

In terms of marketing communications, the school logo has recently been changed to the acronym “JG”, although the school has historically used the acronym “JGN” in communications. The logo is a combination of the colours red, black, and blue. There is no obvious graphic connection to the educational field, but the logo has a modern feel. The website is also graphically and technically up-to-date, clear and contains the necessary information. The website lacks photographs of the interior of the school, only a student promotional video showing some classrooms and activities is present. The school presents itself as a place for general education with an emphasis on technical subjects.

Social networks are used by the school to share what is happening in the school, especially in culture in connection with the Aula cultural space. It also shares students’ achievements in competitions and from study trips. The school has an editorial team that successfully records podcasts with alumni and other professionals from different fields. The grammar school is active on Facebook and Instagram. The visual style of posts is inconsistent. This year, the school released a series of humorous videos aimed at inviting prospective students to an open day. However, the quality of execution and relevance to the target segment was not of a good standard. In some of the posts, the school expressed its political views, which may appear controversial.

The school holds an Open Day in January. The organisation is very good, with subjects and interest groups presented in a very attractive way. The headteacher gives a speech to potential applicants, emphasising the school’s technical strengths.

The grammar school participates in the High School Fair in Náchod. The visual aspect of the presentation is neither clear nor interesting, students often pass by the stand by mistake. The representatives hand out leaflets printed on office paper and describe the curriculum using tables. The appearance is technical. The representatives do not actively try to have a dialogue with potential students, but invite them to the Open Day.

The school does not offer its merchandise.

The grammar school is located in a historic building. The equipment of most classrooms is outdated (e.g. blackboards are still for chalk use with a few exceptions), only a few IT-focused classrooms are modern.

The Jirásek Grammar School is in all respects a traditional school, which takes care of its history and its general, cultural, and technical focus. The marketing communication is at a different level according to the individual tools: the website, for example, shows signs of inventiveness, but the live presentation, for example at a fair or in the printed media, does not. There is a lack of consistency in the visual design of the communication.

The Grammar School in Dobruška is a state school and is free of charge. In 2024, it admitted 30 students out of 118 enrolled. There are 88 children in excess of demand. In 2025 the school will again accept 30 students.

The school provides general education with a traditional focus, with no emphasis on foreign languages. In the last two years, students choose two-year and one-year electives in the form of extended mainstream courses.

The school does not have any partner schools abroad but is accredited under the Erasmus+ programme. In the past it has organised exchange visits to the Netherlands and Poland and short-term trips to the UK, Germany, and Austria. In 2025 it hosted guests from a school in Spain. The grammar school is a faculty school of the Faculty of Science of Charles University. The school facilitates Cambridge language examinations for students. The school does not mention the success rate of its graduates at Czech or foreign universities.

In marketing communication, the school uses a logo with a stylized owl, combining a shield and the name “Gymnázium Dobruška” in a sans-serif font. The logo is in a combination of colours red, grey, and white. The school’s website is poorly structured and it is difficult to find the required information. However, the content is comprehensive, with photos of students, the interior, and the building. The website contains a large amount of information and pages that are unnecessary for the average user.

The school has a social media profile on Facebook (only as a group, not a page), Instagram and YouTube. On none of these profiles does the school use the logo from the website, and on the Youtube platform the logo is even completely different, with the letters “Gy” in a pink field. Mostly photos and videos of students from trips and competitions are shared, often in not very good quality.

The school holds an Open Day in November, more information on this event is not available on the website. Whether the school participates in any high school fair is not known. It also does not offer its merchandise.

The school is located in a building that has been renovated in recent years to improve sanitary and sports facilities. The interior furnishings are rather old and traditional, with a few modern features.

In general, the Dobruška Grammar School focuses on general university preparation and invention is rather slow. Marketing communication is at the level of necessity, seems unorganised, without a strategic goal and the level of execution corresponds to this.

Competitors' Analysis Summary

The Table 3 records the most important data from each school's profiles, which are key to understanding the regional market and the schools' offer.

Table 3 Competitors' Analysis Key Data Overview

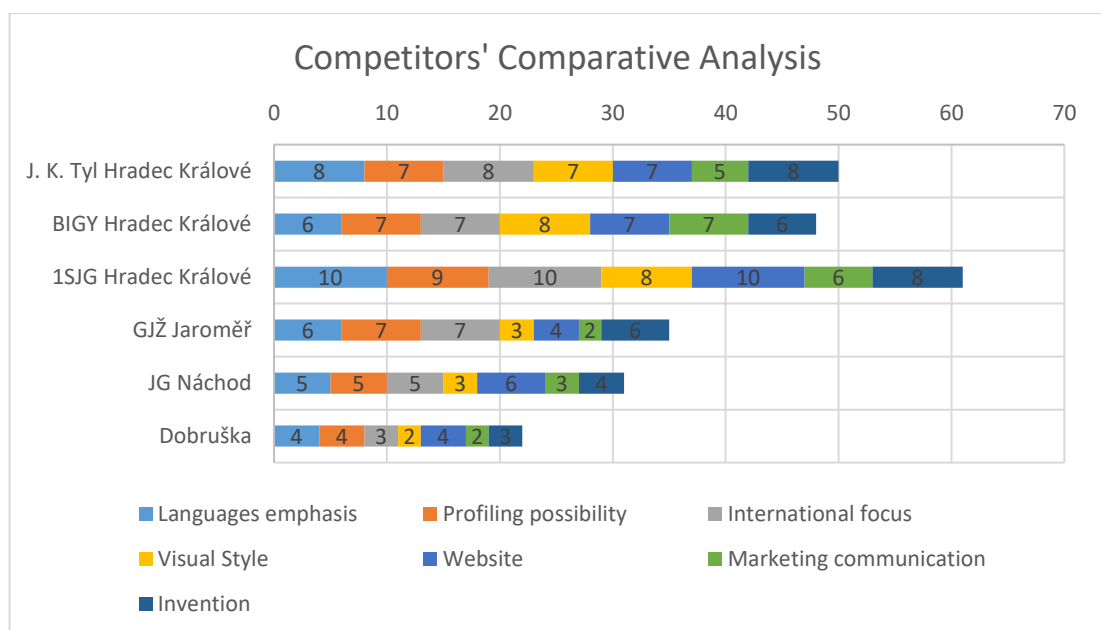
Name	Logo	Focus	Excess in demand (2024)	Tuition (CZK / year)	Languages	Profiling possibility
J. K. Tyl		Leader, innovative	311	0	En, Fr, Ge, Ru, Sp	2-year specialisation + 5 electives
BIGY		Religious, modern	216	9600	En, Fr, La, Ge, Sp	5 electives
ISJG		Languages, international	73	57000	En, Ge, Sp, Fr, Ru, It, Ja, Ar, La, Zh, sign	3-year specialisation + 2-3 electives
GJŽ		Follower, innovative	111	0	En, Fr, Ge, Ru, Sp	2-year specialisation + 5 electives

JG		Technical, cultural	97	0	En, Ge, Sp, Fr, Ru	4 electives
Dobruška		General	88	0	En, Fr, Ge, Ru	Electives, no. unknown

(Source: Own elaboration)

To summarize the competitors' analysis from a marketing perspective, the following Graph 1 was created, showing a comparison of the individual indicators. The key areas in terms of product and promotion have been selected: the emphasis on languages, the possibility of profiling, the international focus, the visual style, the quality of the website, the marketing communication, and the level of invention. Each indicator was scored on a scale of 1-10.

Graph 1 Competitors' Comparative Analysis



(Source: Own elaboration)

According to the overall score, the highest ranked is a private grammar school from Hradec Králové, followed by state grammar schools from the same municipality. Grammar schools in smaller towns already show a big difference in scores compared to the first three, lacking above all the degree of invention and professionalism in marketing communication, as well as flexibility in the choice of subjects.

Grammar schools in the region have long been experiencing high interest and an excess of demand over supply, which is related to the interest in general education with a language focus and preparation for further studies at universities. This trend is also reflected in the level of marketing communication and access to modern education, which is getting worse with the increasing distance from Hradec Králové. From this analysis, it can be concluded that some of these schools do not follow current trends, especially in the key area of education.

8.2.3 Suppliers

For the successful functioning of a private high school, cooperation with various suppliers who provide not only the staffing, but also material and technological equipment of the school, is crucial. Each type of supplier plays a role in the proper functioning of the school.

Teachers are the most important part of the educational process. Attracting and retaining them is a key factor in the quality of teaching and the attractiveness of the school. The requirements for teachers for the project will include qualifications appropriate to teaching at high school level, knowledge of English, experience in the private sector for vocational subjects, experience from abroad, and, above all, openness to modern teaching methods. To attract and retain quality teachers, it will be necessary to ensure not only competitive salary conditions, but also an innovative working environment and the opportunity for career growth.

The school can operate either in its own building or in rented premises, thus making the *landlord* of the building one of its main suppliers. In the case of a lease, several factors need to be considered, notably the available location, a safe environment, sufficient capacity for classrooms, administrative and leisure space and, last but not least, the possibility of adaptations to meet the school's needs.

A school cannot exist without books, textbooks, teaching aids and materials. For these purposes, cooperation can be established with *publishers* (e.g. Grada, Academia, C. H. Beck, Oeconomica, Albatros, Munipress, etc.), wholesalers, and foreign distributors of literature. The most important foreign publishers of English-language literature are Oxford University Press, Cambridge University Press, Taylor & Francis, Macmillan, Pearson, and Emerald Publishing. Furthermore, partnerships can be established with *libraries*, especially with the SVKHK (The Research Library in Hradec Králové), which is the largest in the region.

Software suppliers are another essential group that ensures the operation of information systems regarding student data, attendance, grades, and communication between individuals inside and outside the school. Other suppliers may provide e-learning platforms such as Moodle, Google Classroom or Microsoft Teams. Administrative software will be necessary for accounting, personnel management, and financial management.

In order to provide quality facilities for students and teachers, it is necessary to cooperate with suppliers of *material equipment* such as furniture, technology or sports equipment. With increasing demands for ergonomics of chairs, desks, lighting, and digital technology, this group will need to follow the relevant legal standards.

A school striving for international prestige needs *accreditation* of recognised educational programmes. These may include Cambridge International, IB, Advanced Placement, and others. Obtaining these certifications is quite challenging, requiring significant investment not only for registration fees and administrative costs, but also for staff training.

Another important supplier is a *food provider* for students and staff. An external catering company or the school's own kitchen may be in operation.

Other suppliers may include marketing and PR specialists, psychologists, lawyers, and other professionals. Many of these functions can also be provided internally.

8.2.4 Intermediaries

Intermediaries are a useful resource for connecting prospective students and their parents with a new school. The largest groups are the *primary schools* in the region and the *language schools* offering private after-school education, as their customers are parents who invest in their children's education beyond the regular school system.

There are 134 primary schools in the Hradec Králové and Náchod districts (Atlas školství, 2025). Cooperation with them can be used in the promotion of the private high school by distributing information materials (brochures, leaflets, newsletters), organising information events (e.g. by presentations in their premises), conducting demonstration classes or workshops directly at the high school, organising sports or cultural events or similar events to spread awareness. Primary schools often have a career guidance programme, part of which it is beneficial to experience a form of learning in high school, so that children have an idea of what the future holds and can make a more informed decision

about which school to apply to. It would be wise to concentrate on private primary schools in particular, as it is certain that parents are willing to pay for alternative education for their child and care about quality.

There are several private language schools in Hradec Králové with programmes for school-age children. Among them, there is the Koala Language School, the LITE Language School or the Lingva Language School. In the towns of Náchod or Jaroměř, there is a popular language school called Magic English. While a willingness to cooperate can be expected in primary schools, private language schools will face greater barriers to cooperation, as they may perceive the school as an indirect competitor.

Other intermediaries could include language test providers, private foreign language tutors (especially English), international companies employing expats, sports clubs focusing on more expensive sports, primary art schools, and specialists working as consultants.

8.2.5 Public

As mentioned in the theoretical section, Kotler distinguishes the following groups in terms of publics: *financial publics*, *media publics*, *government publics*, *citizen action publics*, *internal publics*, *general public*, and *local publics*.

In terms of *finance*, it is important to consider banks, which can provide loans or other financing for the school. In the Czech Republic, the three largest banks are Československá obchodní banka (ČSOB), Česká spořitelna, and Komerční banka. Another key partner is the Department of Education at the Regional Office of the Hradec Králové Region, which provides subsidies and grants for schools. Other financial audiences include the Erasmus+ programme and foundations or private investors.

The *media* influence public opinion in the region and can positively promote a new school. The regional press includes Hradecký deník, Náchodský deník, Mladá fronta DNES - Východní Čechy, Hradecká Drbna or the regional section of iDNES.cz. Smaller towns often have their own newsletters, e.g. Novoměstský zpravodaj or U nás. Regional radio is provided by Český rozhlas Hradec Králové and Hitrádio Černá Hora.

The key institutions of the *government* public are the Ministry of Education, Youth and Sports of the Czech Republic (MŠMT), the Czech School Inspectorate, the Regional Office, and the authorities of individual towns and municipalities.

Among *citizen* initiatives and non-profit organisations, the most important are associations of parents of individual primary schools and innovative educational initiatives such as Učitel naživo or EDUin.

The *internal* community includes the teaching staff, administrative and technical staff, current students, their parents and the school's cooperating companies and partners. The most important company in the area is Škoda Auto, for which qualified graduates are a beneficial workforce. Related are also the companies in the automotive supply chain.

The *general and local* publics include potential students, their parents, and residents of the town where the school will be located. If the community perceives the school as a positive part of the region, it will help build the school's brand and a positive word-of-mouth. This can not only increase support from businesses and sponsors, but connect the school to the community in terms of becoming a hub for education in the region. General public also includes science centres and universities, and cultural and sports clubs. Specifically, cooperation with the University of Hradec Králové, Charles University, and SVKHK is to be considered.

8.2.6 Porter's Five Forces Analysis

For Porter's analysis, the largest group of target *customers* will be considered, specifically students and their parents. Their bargaining power within a private high school sector is relatively high for several reasons:

Wide range of alternatives: Parents and students can easily choose another school if the offer is not attractive.

Financial aspect: Parents expect high value for tuition and compare quality with other schools.

Expectations of high quality: Parents look for strong teaching, individual approach, and good graduate outcomes.

The bargaining power of *suppliers* varies from group to group depending on the availability of alternatives and the importance of their services to the school. The following should be considered in particular:

Qualified teachers are rare: Many skilled people choose better-paid jobs outside education, but may be drawn to private schools by salary and mission.

Supply of buildings is increasing: More commercial spaces are available, but school renovations are costly and not attractive to most landlords.

The number of providers of international accreditation is limited: Only a limited number of organisations offer recognised international certificates for students.

Other suppliers have low bargaining power as they are substitutable and available.

The *threat of new competitors* is low due to the demanding requirements for accreditation, legislative restrictions, investment costs, and the overall complexity of the project. The only real threat is from the position of expanding schools from larger cities, such as Prague, which are, however, expanding again to larger cities for competitiveness. Thus, in their strategy we can expect them to enter the market in Hradec Králové, not in smaller towns and more remote regions.

The *threat of substitutes* mainly involves state schools with extended language teaching and other international orientation. They have the undeniable advantage of no tuition fees and a long tradition that can be a guarantee of quality for some customers. The demographic trend with a declining birth rate is not positive for the project in this respect. However, there is still a lot of room for innovation, which state schools are not able to keep up with.

The *rivalry* between competitors is currently very low, as according to the research, grammar schools do not have to compete for prospective students due to high interest. Some schools are not even trying sufficiently to improve their product and promotion, there is no price war, and there are few private schools in the market.

For better clarity, Porter's analysis will be quantified. A scale used for the factors will be from 1 (very weak) to 5 (very strong).

The procedure for calculating the score:

Rating each force according to its intensity:

- 1-2 = Low threat, weak influence
- 3 = Medium threat, moderate influence
- 4-5 = High threat, strong influence

Interpretation of overall score:

- Low overall score (5-10) → Low competition, good conditions for market entry

- Medium score (11-15) → Level playing field, but still an attractive market
- High score (16-25) → Market is very competitive and difficult for new entry

Table 4 Porter's Five Forces Analysis Overview Quantified

Porter's forces	Score	Commentary
Bargaining power of customers	5	A large number of alternatives, parents expect high quality for paying tuition fees
Bargaining power of suppliers	3	Quality teachers often work in the private sector, supply of premises is increasing, other suppliers have low bargaining power
Threat of new competitors	2	High accreditation and project requirements, high investment
Threat of substitutes	3	State schools with expanded language teaching, declining birth rate, financial aspect
Rivalry between competitors	1	High interest in grammar schools, few private schools

(Source: Own elaboration)

As shown in Table 4, the overall score is 14 out of 25, so the competition is reasonable, but a clear strategy is needed. If the score rises in the future, greater differentiation of the school will be necessary.

8.3 Situational Analysis Summary

The situation in the high school market in the Hradec Králové Region shows that the current offer **does not meet** the dynamically changing requirements for education or modern marketing trends. Although there are several high-quality grammar schools in the region, the demand for general education with an international focus, **high-quality language teaching**, options for **specialisation, electives**, and extra-curricular activities significantly exceeds the available capacity. The analysis confirmed that the excess demand reaches **hundreds of applicants** per year, while existing institutions show numerous shortcomings in marketing, internationalisation, and flexibility.

Given the demographic trends and the availability of infrastructure, the town of Jaroměř appears to be the most suitable location for the new private high school. This town has a relatively high birth rate compared to other areas in the region, excellent transport links thanks to rail connections not only to Hradec Králové but also to other larger towns in the region, and is located close to the Faculty of Education of the University of Hradec Králové, which creates opportunities for recruiting qualified teachers and foreign lecturers. The availability of rail connections is also in line with the current trend towards sustainability.

The Czech Republic's membership in the European Union and its involvement in programmes such as Erasmus+ are important factors supporting the establishment of a new educational institution. International mobility opportunities for students and teachers, partnerships with foreign schools, and the overall openness of the Czech Republic's education policy contribute to the attractiveness of the project. Another significant advantage is the state support for private schools, with subsidies covering up to 90% of non-investment costs for school operations, which significantly reduces the economic burden on parents seeking support in private education. With regard to the benchmark set by a private school in Hradec Králové, it is necessary to set tuition fees realistically when planning a new school so that they balance the difference between subsidies and actual costs.

In terms of legal form, it is recommended that the school be established as a limited liability company (s.r.o.). The new institution should be designed as a four-year grammar school.

The marketing strategy of the new school should emphasize a professional visual identity, a high-quality website, and active presence on social media, which are areas where existing competitors show weakness. It is recommended to establish close cooperation with primary schools and private language schools in the region as key partners. In the area of PR, it is advisable to use local media to build a positive image of the school.

Based on the analysis carried out, it is therefore recommended to establish a new private high school in **Jaroměř**, focused on general education in an **international concept**, which would correspond to current educational trends and the demand of parents and students for high-quality, modern, and flexible teaching, and the internationalisation of the educational process.

9 MARKETING RESEARCH

A market research was carried out to ensure that the information for the new private high school project was complete. Data was gathered in several ways among different interest groups: a questionnaire survey among prospective students, observations at high school fairs, and a focus group among prospective parents.

9.1 Survey Among Prospective Students

During February 2025, a survey was conducted among primary 9th grade students (age 14 - 15) regarding their choice of a high school. The aim of the survey was to get an overall picture of the size of the potential segment interested in the new school, pupils' preferences regarding subjects and other aspects influencing their decision-making. Part of the survey was to obtain their opinion on design of various elements of marketing communication.

The survey data was collected via Google Forms placed on a dedicated website www.vysnenaskola.cz (meaning "Your Dream High School".) The organisation of data collection was ensured in cooperation with teachers at selected primary schools in the Hradec Králové region. Schools from both larger and smaller towns were represented. The questionnaire was motivating and designed to be fun and to broaden pupils' horizons, which suited the career guidance system in schools. The structure of the questionnaire was based on the 7P concept. The questions were both closed and open-ended. A scaling system was used for many of the questions and the type of questions changed frequently to keep the children focused. For some sensitive topics, indirect questions were chosen to obtain relevant data (e.g. a question on parental influence on the choice of high school). A total of 410 responses were received. The answers of 4 respondents, who directly declared that they clicked randomly, were excluded and therefore 406 answers were used for the analysis. The data was then compiled in MS Excel and visualized by creating graphs in MS Word.

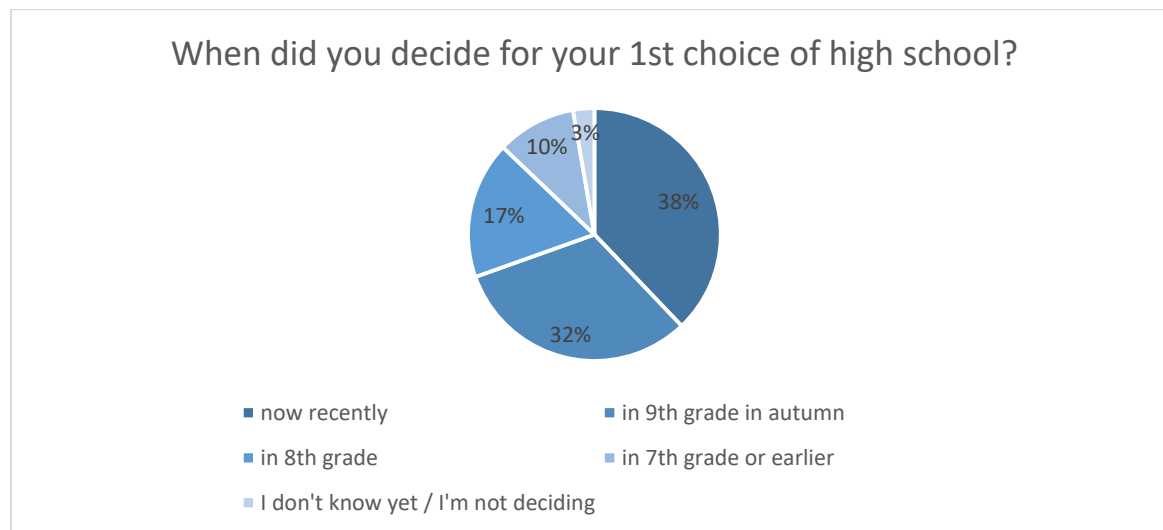
9.1.1 Product

The survey found that 73% of students believe that their choice of high school has an impact on their future success, and 99% of them care about going to a school they will enjoy. 68% responded positively when asked if they already knew what they wanted to do in life. This is an inspiring information for the question of electives and profiling in high schools.

An important issue for the development of a marketing strategy is the timing of pupils' decision to choose their most preferred school. The survey found that **70%** of children make

their decision in **9th grade**, 38% even at the **last minute** before applying, as can be seen in Graph 2 below.

Graph 2 Decision Period for the Most Preferred School



(Source: Own elaboration)

While the choice of the first school is quite well thought through, the second and third application options seem to be more impulsive, with 88% of pupils making their decision in 9th grade and even 58% at the last minute. This suggests that marketing efforts are effective up to the last moment before applications are submitted.

Pupils were asked which type of school they primarily wanted to get into. Industrial / technical / construction schools were the most represented with 29% of students favouring them. They were followed by grammar schools with 18% of pupils interested, which is in line with the national average. The next preferred type was vocational schools at 12% and business academies at 8%.

When it comes to choosing a school, there is an influence of other people on children's decision-making. According to the survey, **mothers** have the greatest influence, recommending the primary school of choice to 54% of children. Fathers recommend the school to 37% of children and the third significant group of influencers are friends with 36%. This confirms the theories that it is predominantly the mothers who should be considered as one of the target customer groups.

Respondents are most looking forward to a new environment and classmates, specialising in their interests and a possibility of a fresh start. The worst fears of the children are that their teachers will be strict and their studies difficult, and that they will not fit in.

What pupils expect the most is the acquisition of practical skills for a career or profession (60%), the development of their interests in the arts, music or sport (49%) and school trips, events, and extra-curricular activities (45%). Around 30% expect language learning, international projects, and a preparation for university. Although students did not place much importance on language learning in this question, when asked how important it was for them to **learn English fluently**, the overall score on a scale of 1-5 was 4.0, and 4.4 for those interested in grammar schools. They rated the teaching of English at their current elementary school on the same scale with an average of 2.8 points, which unfortunately reflects the quality of language teaching in public education in the Czech Republic.

The level of parental involvement in the preparation for the entrance exams was rated with an average score of 3.4 out of 5, and again the significantly higher involvement of mothers (65%) compared to fathers (18%) was confirmed.

Students rated the level of parental influence on their friends' school choice at an average of 2.8 out of 5, which should be similar to their own level of influence. The desire to go to the same school as a friend had a significant effect for only 12% of children who explicitly chose their schools together.

One of the most interesting sections of the survey concerned the popularity of individual subjects, some of which children already have experience with and some of which they may only know passively (e.g. marketing and management, business, creative writing, acting). Overall, sports, English, business subjects, psychology, geography, and creative subjects were among the top rated. When comparing the overall results with the selected results of those interested in grammar schools, they differ to some extent. For them, English was ranked first, followed by history, sport, psychology, and other foreign languages. Mathematics, geography, and business subjects are also ranked highly. In general, therefore, children are oriented towards **international topics**, grammar school applicants more than others, and there is a high interest in business subjects, which few schools in the region focus on. It is interesting to note that robotics, which is presented as one of the strengths of the Náchod grammar school, comes last in the list of those applying to grammar schools.

For 51% of children, being able to choose their subjects would have a positive impact on their choice. For only 7% it would have no effect, the remaining pupils are neutral. The importance and scope of elective subjects is therefore very important for potential students.

The questionnaire asked students about specific sports they would enjoy doing instead of the traditional PE. The top 10 most requested sports include ice skating, fitness, skiing/snowboarding, combat sports, cycling, football, swimming, walking/hiking, volleyball, and dance. On the other hand, athletics, which is one of the most common sports in Czech PE, would be the least popular.

The last question in this section focused on how many children would like to take part in **short-term trips abroad**. 93% answered positively, with 65% saying they would find it very interesting. Only 2% would not find it interesting at all. This again indicates an interest in the international concept of education.

9.1.2 Price

The issue of tuition fees is to be directed towards parents of students, as only they have the information and authority to decide on paying the tuition fees. Therefore, this section focused on perceptions of the quality of private and public schooling and whether (from the children's perspective) parents would support them in choosing a private school.

First, pupils were asked whether they thought the quality of teaching was better at private or state schools. 53% consider **private schools** to be of a **better quality**, while 31% consider state schools to be better. 16% do not know or think it is not possible to say. For grammar school applicants, there are more pupils for whom this cannot be clearly determined (24%) and they often made a similar comment in the questionnaire, namely that it depends on the teachers. Teachers are therefore an important factor in the perception of the school's quality. Pupils were then asked whether they thought teachers were better at private or state schools. Here, even more pupils were in favour of private schools, with 56%. 27% were in favour of teachers at state schools and 17% were neutral.

Children believe that if they chose a school with tuition fees, this would not be a problem for the parents of 37% of them and another 48% would probably support them. 5% said that their parents would only agree to it if they received a scholarship. 8% would probably not agree with it, and 2% of children said their parents would forbid it.

9.1.3 Place

In relation to location and accessibility, pupils were asked what time classes would start at their dream school. The largest group, 35% of children, would prefer a 9:00 am start, which no school in the area offers. 31% would prefer a traditional 8:00 am start and

18% would prefer a start at 8:30am. When asked what time the school should end, 42% said 2:00 pm and another 28% said 2:30 pm. Thus, students prefer to end school as early as possible so that they can focus on other activities. In the afternoon, students most often want to spend their free time with friends (81%), relaxing (80%), enjoying their hobbies (65%), with family (56%) or doing sports (54%). This means that if the school could offer them activities in some of these areas, they should not mind leaving the school later.

In terms of commuting to high school, 46% of kids would not mind a 60 min commute one way. Another 32% would like to commute no more than 30 min and 20% would not mind a 90 min commute. In terms of location, 67% of pupils would prefer a high school in the city centre compared to the suburbs, 80% would prefer a **modern building** to a historic one, and interesting results were also obtained when asked about their preferred school size. 40% of pupils said that they would prefer a smaller school with a family atmosphere, 16% would prefer a large school with lots of students and 44% did not care.

In terms of school facilities, the largest proportion of children (77%) would be interested in a cafeteria / canteen. The next most preferred type of facilities are a gym / sports field (66%), and a relaxation zone (63%). Majority would appreciate a club room for meeting with classmates and quiet zones for studying. Around 30% of students would be interested in a school supplies shop, labs / specialised classrooms, a well-equipped library, a rehearsal or recording studio, and an art studio. For those interested in grammar schools, there is more interest in the presence of study-related facilities such as quiet zones or the library.

The next part tested whether students prefer a more formal or informal interior design at school. Interestingly, for the classroom, lecture hall and common room, students preferred a more formal setting. Only for the library they preferred a more informal design. They were then presented with pictures of school exteriors with distinctive elements of modern design, which are common mainly in private facilities in Western Europe. The rating of the buildings was graded by the children at 4.1 out of 5 points, and the rating of the outdoor areas at 4.2. Subsequently, **94%** of pupils said that if the school looked like this they **would try to get into it**, 47% even answered that they “definitely” would. This indicates the huge influence of **school building design** on their choice and the need to communicate such added value.

9.1.4 Promotion

It was found that only 29% of pupils could recall the logo of the school they were most interested in. 46% of the pupils looked at this school’s website pretty thoroughly, 31% only

skimmed the most important information. More than the information obtained from the website, the information obtained from people around them influenced the decision-making process. Comparison of schools in the area and their rating was then sought by 46%.

Of the social networks, 36% of students visited the **Instagram** account of the selected school, 11% visited Facebook, 10% visited YouTube, and 9% visited TikTok. Very surprisingly, 34% of pupils did not visit any of the school's social networks. It could be explained by non-existent or insufficient advertising on the social networks, or by the lack of links to them on the website and in other components of marketing communication.

As for open days, 86% of pupils attended some, 57% even at two or more schools. High school fairs were attended by 74% of pupils, more than half of them with their school and the other on their own, with family or friends. While 38% of pupils changed their minds in some way after **visiting the school**, only 9% did so in relation to the fair. More than 90% of the pupils were provided with printed leaflets or school brochures, most of them found them useful but only read them briefly or checked out the pictures.

For 92% of pupils, the reputation of their chosen school is important. Pupils were asked what would be their impression if the high school had an **English name**. When selected those, who cared, 81% responded in favour of it.

In the questionnaire, the students were shown pairs of icons that could serve as part of the logo, and they were to choose the one they liked better. In all cases, the preferred motifs were those that had a basis in something living - an animal or a plant. Out of the 8 motifs, 39% chose the lion icon as the best image. A sample pair is illustrated in Figure 2.



Figure 2 Sample Motifs to Choose in the Questionnaire

(Source: Own elaboration)

In the last part of this section, the students were shown a selection of sample fonts that could be used to create a logo. The primary purpose of the investigation was to determine whether

students preferred serif or sans-serif fonts or decorative fonts. The survey found that in all cases at least 60% of students chose serif fonts for school purposes.

9.1.5 People

The survey shows that 52% of children do not like going to school. This might seem like a balanced result, but for this indicator it would be wrong to consider a 50:50 distribution as “okay”. The question is, is their attitude related to the approach and behaviour of teachers? How much influence do people in the school system have on the quality of the children’s experience? Considering that children spend a substantial part of their day at school and cannot voluntarily choose to spend this time differently, these are alarming figures.

Children rate the approach of their teachers at their current school as 2.8 on a 1-5 scale. Then, in the sensitive issues section, many of them mention that the teacher-pupil relationship lacks respect and some “normal, human behaviour”. For this reason too, 44% of pupils are likely to attribute their level of satisfaction to the behaviour of teachers, and for a further 49%, teacher behaviour is a factor. For only 7% of pupils there is no link. Another related factor to the quality of teachers is that 48% of pupils said they felt that some of their teachers did not really understand their subject.

The theoretical part of the thesis mentioned the role of the headteacher as a strong influence in marketing communication. The students rate this personality at their primarily chosen high school as 3.5 on a scale of 1-5 and it is evident that they see this figure as an input to their decision making. 65% of the children then did at least some research on what kind of teachers were at this school and rated the importance of them having an experience in the private sector as 3.7 out of 5. This is quite an interesting result and indicates a confidence in competence among those with experience outside of teaching.

9.1.6 Proccess

The high school admissions process is now centrally managed by the institution Cermat under the Ministry of Education. Pupils take a test on Czech and mathematics in spring in the 9th grade, they have 2 attempts at each and the better result goes into the assessment. Schools also have the option to add their own, school-based parts of the admissions procedure – for example, an English test or an interview. However, with Cermat’s tests, the relevance of the results is often questioned, as the content of the tests is unpredictable, pupils are often tested on areas they have not yet covered, and the logic of education does not seem fair.

Cermat argues that it is not supposed to assess what they have learned, but to classify them by their learning abilities. This contradicts the established facts about psychology of learning, because the lower-achieving pupils in this case would largely be children from disadvantaged families. Their results in such an examination would rather reflect the state of their previous life and surroundings and their parents' involvement in education.

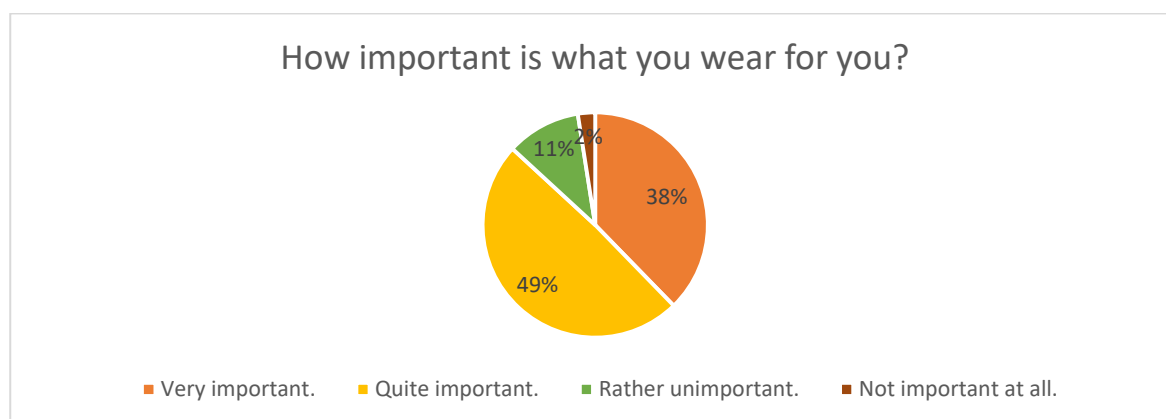
This was probably the main reason why only 28% of children answered that these tests sufficiently demonstrated their knowledge and ability. A further 32% disagreed but did not want to take any additional tests and a full 40% of children disagreed and would be in favour of additional testing at their preferred school to demonstrate their real skills.

In terms of the learning process, the most popular activities include team projects, outdoor learning, field trips and educational excursions, and experiments.

9.1.7 Physical Evidence

An important finding is the results regarding the importance of visual appearance and clothing for 9th grade students. A total of 87% of children consider what they wear important, as shown in Graph 3 below. Again, this is logical from a psychology perspective, as this is the period when children begin to assert themselves in social groups outside their family, and clothing can be a tool for them to express their identity.

Graph 3 Results on the Importance of Clothing Appearance



(Source: Own elaboration)

Sometimes clothing can be a way to distinguish, other times a way to connect. Belonging to a community provides an individual with a sense of belonging and associated security. One way to achieve this is through school merchandise. If the school offered it (sweatshirts, backpacks, etc.), at least 56% of children would be in favour of it.

9.1.8 Sensitive Questions

At the end of the questionnaire, the children's personal motivations and future plans were investigated. The results show that the current occupation of the parents has a major influence and future plans for only 14% of the children.

As for studying abroad, 35% of children have already considered that they would like to try studying outside the Czech Republic at a high school. Another 18% have not yet considered it, but are open to the opportunities. Thus, 53% of the total sample responded positively and these two segments are significantly higher for those interested in grammar schools, of whom a total of 72% of children consider it. This again indicates an interest in the **international concept** of education among high school students.

A similar phenomenon can be seen when asked about foreign universities - 37% of the total sample responded positively (it should be taken into account that many of them do not plan to go to university in the Czech Republic either), while 62% of those interested in grammar schools would consider a foreign university. This is a relatively distant future for 9th graders and it is therefore uncertain how their preferences would change.

At the very end, students were asked 3 open-ended questions:

- Imagine your dream high school. What would the teaching be like?
- What would the teachers be like?
- How should the school market itself to convince you that it is the right choice?

In terms of teaching, students repeatedly stressed that they would prefer **more practice, demonstrations, projects** and discussion instead of theory and frontal teaching. They would appreciate a higher number of **electives**, a choice of subjects to develop their own interests, and the exclusion of those that do not interest them. Most responses were along the lines of *"courses focused directly on careers"*, *"focus on vocational subjects, more creative and practical classes"*, *"everyone would focus mainly on what they enjoy"*, *"at least 50% of the lessons would be projects"* or *"lectures by industry professionals and trips to companies would be great"*. Pupils also repeatedly mentioned the need for a calm atmosphere and interest in sports activities directly after school on school premises, like abroad. What was also mentioned by more students was a need for a comfortable environment – commenting on classrooms and libraries at primary schools looking like a prison. They would prefer to learn outdoors. Inspiring environment is perceived by children much more than it may seem.

On the topic of teachers, two comments came up most of all, namely that teachers should be *kind* and *respectful*. Respect, especially in their current schools, is said to be lacking in the teacher-student relationship. Responses described unprofessional behaviour from a position of teacher authority as humiliation, favouritism, yelling, bullying, condescension or intimidation. However, it should be noted that pupils do not want downright mild teachers either. Many children proactively stated that they appreciate strict teachers who are able to impose order, but maintain a positive attitude towards pupils. They should enjoy their work and be able to discuss any problem calmly with them.

Many children also mentioned *young* teachers. In their experience, their teaching is more interesting, progressive, and fun for both sides. They can also make their teaching more connected to practice and teach in a more modern, project-based way. Most of the statements were of the type *"can explain the material and are not nasty if you don't understand"*, *"strict but would treat pupils with respect"* or *"they would communicate more with the children"*. Also, children of course like teachers who are a fun to be with.

When it comes to the marketing of the school, the most important thing for many pupils is when naturally good reviews are spread by current students and alumni. This can only be achieved after the school has been in operation for several years. Students mention sharing the teachers' experience and approach, and would like to know the exact content and form of teaching, the possibility of trips, or the school's focus on preparation for university or future careers. Communication of a pleasant atmosphere and nice facilities is important. Many children specifically recommend an emphasis on modern teaching and approach. One pupil had an interesting point about the quality of promotion on social media *"to make the school visible"*. As he says, *"I have no idea about even a quarter of the schools that are there (in Hradec Králové)"*. This may be true for a lot of children who choose from the few schools they come into contact with. Social networks would be very effective for this purpose.

9.1.9 Evaluation of the Survey Among Prospective Students

The results of the questionnaire survey among 9th grade pupils show that the decision on the choice of a high school takes place in most cases in this year, with almost 40% of children making the final decision at the last minute. Personal recommendations from friends and family (mostly mothers) as well as direct experience of the school environment during open days play an important role in their choice. Although less than 20% of respondents expressed interest in general education at grammar schools, this result may be strongly influenced

by the lack of capacity in the region and the admissions system, where it is not worth the risk to apply to a school where they have little chance of getting in. Overall, around 50% of pupils in the Czech Republic and Europe are interested in general education and this proportion has been on a long-term upward trend. The research shows that those whose preferences are similar to those of those interested in grammar schools and interested in both general and foreign subjects, while applying to another type of school, are another 20-30%.

A quality English teaching is extremely important for children, while the current English teaching is considered insufficient. Pupils also have a strong interest in international topics and the opportunity to grow up in an internationally oriented environment, which would enable them to study abroad. Flexibility in the choice of subjects and the emphasis on practical learning would influence their decision when choosing a school. The visual aspect of schools is an equally strong factor - modern buildings, graphic style, school brand, logo, and attractive interiors were often rated very positively and 94% of respondents said that a modern school environment would motivate them to apply. It emerged that more than half of the pupils perceived private schools to be of higher quality than state schools, and this opinion is mainly related to the belief that private schools have better teachers.

Children would prefer the school to be represented on social media, particularly Instagram, and would welcome an English name. In terms of entrance exams, almost half of pupils would welcome the opportunity to take an additional type of exam rather than the one centrally administered. One of the strongest findings, then, is the demand for a respectful and normal approach from teachers. Children repeatedly stated that they wanted teachers who were strict but helpful, who could explain, who truly understand the subject matter, behave humanely, respect their students, and are interested in their needs and opinions.

9.2 School Fairs Observation

As a part of the research, 4 high school and career fairs were visited. The purpose was to observe the behaviour of the students of their final year of primary school. Some were accompanied by teachers, others by parents, grandparents or friends. The goal of observation was to evaluate the effectiveness and current level of this form of marketing communication.

High School and Career Fair in Rychnov nad Kněžnou

The first of the fairs visited was the fair in Rychnov nad Kněžnou on 4th October 2024. The event was held in the local cultural centre, with schools presenting their stands, which

mostly consisted of printed roll-ups or large banners, tables, presentation materials, and printed materials that the representatives (teachers, headteachers, students) handed out to visitors. The more proficient representatives actively communicated with the students, showing them interesting facts about their school and inviting them to open days, which is obviously considered a key objective of the fair by a large number of schools. A large number of representatives were passive and just waited quietly behind a table from which passers-by were almost afraid to take a leaflet. It was sometimes unclear whether the school representative was a teacher or a student. At the same time, the visitors were actively asking questions and responded to interactions with school representatives who smiled, did not talk among themselves and gave the impression that they were really there for the children.

There were many graphic design schools amongst the exhibitors and from talking to the representatives, there is a lot of interest and a large proportion of those interested do not get in. According to interviews, there is the same overflow for any school with extended language teaching. At these booths, there was an increased movement of people, with students stopping and asking about admissions and preparatory courses.

As for the design of the booths, some stood out as professional, clear, and simple, effectively conveying their message despite the overwhelming amount of information coming at visitors from all sides. However, most schools' presentation banners were overloaded with text, colours, illegible fonts, and poor quality images. The visitor hardly had a chance to register even the name of the school, its location or its main strengths. Some schools (especially traditional grammar schools) had stands that were simply too small to be noticed by visitors and the presentation was often not even graphically engaging. Students made no stops at the booths at the entrance to the building, even in narrower passageways, corners of rooms, sunken areas, and places where the direction of their walk changed. Most stops were at booths nestled in a longer row and most often roughly in the middle of such a row where there was the most space for standing. Psychology probably played a large role, similarly to shopping behaviour in a supermarket where some zones are completely missed.

High School and Career Fair in Náchod

The second fair of the same type was the fair in Náchod on 8th November 2024. The event was held in the local Sokol Hall on two floors, with significantly more visitors stopping on the top floor of the building, while the bottom floor was just a space to get through. Their behaviour was very similar to that in Rychnov nad Kněžnou – again the booths at the front were passed by, and booths located in the corners did slightly better if they were large enough

and accessible. One of the schools was presenting its craft fields practically, which was interesting for the pupils, because they could try working with ceramics or textiles. The main hall had the most traffic. In the flood of graphics, the stands that stood out better were those that had lighter and taller presentation banners than the other schools, or presented their strengths by a video. Static elements, mostly large pictures and short signs, also worked very well. Traditional high schools lagged far behind other schools in presentation and gave the impression that they did not need to try very hard in this respect. Pupils preferred short talks and it was evident that if the conversation was too long, they became bored and uncomfortable. Based on a few interviews with visitors, pupils had mostly already chosen a school before attending the fair, but they were still actively gathering information about schools that they might not have known so well. They were interested in electives, actively picked up leaflets and liked the visual-focused ones more than the ones full of text.

High School and Career Fair in Hradec Králové

The third fair of the same type was in Hradec Králové on 15th November 2024, held in the Aldis Congress Centre. There were significantly more stands and they were all located on the first floor in several rooms, including the main hall, where the most people were. Students did not stop at the booths in the hallways, where they tended to just walk around and talk to each other. Similarly, there were slightly fewer people in the areas on the stage and outside the main exhibition area. Presentations by schools from larger cities were noticeably better, both graphically and in the quality of interaction between representatives and visitors. One of the schools presented a commented student fashion show, while the others presented mostly printed materials and banners. Again, there was a higher frequency at the booths of schools with extended language learning.

Foreign Private High School Fair in Prague

The last fair was a fair of foreign private high schools called JK Expo in Prague. The event was held in the American Academy private school building in several classrooms and registration was required in advance to attend, which the organisers conveniently used for additional reminders via e-mail and text messages before the event. The exhibitors were representatives of international boarding schools from around the world, mostly from the US. The presentation was more restrained and contact was by appointment, where sitting at a table, interested people could find out all the information they needed by talking to the representative. All the tables were occupied at the time of the visit and more people were waiting for appointments. The event also included a presentation of foreign universities.

The presentation materials of the schools were very different from those on display at the usual fairs. Above all, there was a higher level of professionalism, a clear marketing intent, and concise sharing of key information. The materials showed – often through photographs or infographics – what the schools specialised in, its location, and what subjects, sports, activities, and clubs the school offered. Most of the schools highlighted their international approach, career guidance, and the universities their graduates get into. Class size and individualized instruction, arts focus, AP exams, and other supportive information regarding university preparation were also important to parents. The only downside to the event was the feeling of cramped space in the rooms and the lack of seating. The scheduled presentations were, however, very professional, as was the rest of the organisation of the event and the attitude of the school representatives.

Evaluation of High School Fairs' Observation

The effectiveness of the fairs seems to be considerable, as for most students they provide new information about their options. When planning a strategy, it is crucial to choose the location of the booth well, to train the representatives well in communicating with prospective students, and to design well both the booth, the printed materials, and demonstrations of teaching methods. All presentations should focus on conveying the most important information about the school, such as its location, accessibility, specialisations, and the opportunities students will gain. In a large amount of information, it is advisable to focus on bold, information-explaining photographs, and clear, eye-catching graphics. The school should take full advantage of the potential of such events and distribute high quality press materials to attract new applicants and reassure those already decided.

9.3 Prospective Parents Focus Group

A focus group was conducted with six parents from the target segment. The session was recorded, transcribed by Sonix.ai, and analyzed. The particular parents were selected based on considering their children's education to be very important. They are willing to pay fees if a private school offers a better standard than a state school. They have experience with private institutions, high schools, and universities abroad, and with grammar schools in the region. They also see their shortcomings. Some have university degrees, some are entrepreneurs or work in senior management positions. One is a doctor of science. Language skills are important for all of them for their children's future.

An analysis of their statements reveals deep dissatisfaction with the current state of public education at the second level of primary schools and at high schools, particularly in the area of the quality of the teaching staff and the overall atmosphere. There is repeated criticism of unqualified or humanly incompetent teachers who, according to parents, are unable to create a respectful and motivating environment. "There is fear between the teachers and parents," states one respondent. Another adds: "The teacher teaches German [...] using the dictionary [...] in a month he finds out that it's different." Dissatisfaction is not only with primary schools, but also specifically with the Náchod grammar school, which is perceived as institutionally outdated: "The teachers are between 75 and 80 years old [...] they use methods [...] of intimidation and humiliation," or "the reputation has gone heavily downhill. Or at least at the Náchod grammar school."

In their reflections, parents emphasise the wishes and preferences of the children – all of them state that they are guided by what their children want. Encouraging individual interests and talents is a common theme: "If I see that he wants to be a doctor, I will do everything I can to give him the best chance of getting into that college. And if he wants to be a carpenter, I'll support him."

A significant role is attributed to English, not only as a communication tool but also as a symbol of open and mobile life. "So that he can travel, live abroad if he wants to," says one mother, another adds: "So that she can explore the world." And another "... so that he doesn't have limitations in life." Parents expect children to speak perfect English in their last year of high school. The reality, however, is often far from this and not much different from the experience these parents had in their own high school studies decades ago. The respondent, who currently has a child at a grammar school in Náchod, herself states that her son needs private English lessons because the quality of teaching at school does not meet their expectations: "There, the head of the English section is a teacher who can't speak English, in my opinion. And my son's teacher is an old lady who is confused..."

In addition to languages, parents appreciate the foreign approaches in teaching, especially the emphasis on presentation and other active use of knowledge. "They should have more presentations rather than, say, written tests," says one respondent. The perception of these competencies goes beyond school and is linked to readiness for life and work. "At the school, this form of training (*note: communication, negotiation*) would definitely work as a prevention of some mental well-being in crisis situations," adds another discussant.

Mental health and school atmosphere emerge as key values. Parents describe the importance of a safe and respectful environment, and open communication. "For me it is very important that they are happy and comfortable," says one mother. Alongside this, the need for qualified teachers who are able to create a mentally supportive environment is also noted, with parents with children at some high schools in the area feeling that teachers should see a psychotherapist and undergo psychological testing. "If the teacher has good mental health, the children with him have good mental health," one mother comments.

In terms of perceptions of private schooling, there are conflict attitudes. Older respondents often draw on negative experiences and stereotypes about the lack of quality and dual nature of private education, where some schools are perceived as prestigious, while others are expected to get children through in exchange for tuition fees, and subsequently struggle to get into a university. Younger parents do not have these prejudices, and older ones are increasingly overcoming them "I myself feel that my prejudice comes from the turn of the millennium. So I guess we're somewhere else now." The quality of teaching and approach to children are the main criteria for evaluation, not the type of ownership. For example, parents positively assess the private grammar school in Hradec Králové: "Excellent school. It's just a pity that it's almost impossible to get in." At the same time, they are critical of the traditional grammar schools, especially in Náchod and Dobruška.

In relation to higher education, the prevailing tendency is to direct children to university, with some parents openly declaring their wish for their child to study abroad. This direction is seen as an opportunity for better instruction and practical learning. "I would very much like him to have that experience," says one respondent, "because it won't be the classic cramming." Some have experience of foreign universities and perceive significant differences, often related to teaching for practice. Some parents are already considering the possibility of a high school education abroad, perhaps as part of Erasmus+ programme.

Access to specialisations in schools is welcomed. Parents appreciate the possibility of choice and profiling already at the high school level. Some parents report that this would help them in highly specialised fields such as science. There is also reflection on the need for a combination of seemingly unrelated fields, as it is common in UK, for example: "My daughter has an experience from high school in England [...] she had a friend who studied technology and music. And each of those things really in depth. That's definitely missing."

In terms of economic possibilities, most parents report a price ceiling for education set at 10,000 CZK per month per child. Higher amounts are already considered as a borderline

and require careful consideration, although some are willing to invest more if the school would guarantee a high quality and meaningful education.

Finally, the respondents also formulate a general reflection on what Czech education lacks: emphasis on practical skills (e.g. working with common software, financial literacy), competent teachers with real-world experience, and more variability in teaching approaches. Schools should, in their opinion, reflect more the needs of the present time and prepare children for life, not just for exams.

9.4 Marketing Research Summary

Research among 9th grade students showed that approximately 40-50% of children are genuinely interested in general international education. The overall interest in such a private school would therefore be at least 15%, which is currently approximately **700 children** in the Hradec Králové Region, but could go up to 42,5%, which counts **1900 children**. For most pupils, the decision on which high school to attend is made in the 9th grade with a significant proportion of pupils making a last-minute decision. Usually the school is recommended to the pupils by people around them, after which they do their research on the internet and the school's website or social media, meet the school at a fair, and visit an open day. Outreach should therefore begin at the beginning of 9th grade and intensify before the application deadline in February. Key influencing factors include **high-quality English teaching, sports, choice of subjects, practical teaching, extracurricular activities, trips abroad**, and a focus on **international topics**. Visiting the school in person plays an important role. The **school's design, graphic identity, visual communication**, and **brand** have a major influence. Students consider the modern design of the environment to be a motivating factor for applying. Respectful and professional teachers are important.

In terms of marketing communication, it is crucial to address both students and their parents (especially mothers), focusing on a visual appeal (a logo with a lively motif, serif font, photographs, etc.), on social media, in local press, online, and in advertising.

High school fairs are an effective tool for raising awareness, provided they are well prepared in terms of the representatives' performance, visual presentation, graphics, and clear communication of key information. The stand should be taller than the others, bright, with simple graphics. Promotional materials should include high-quality photographs, which explain the message instead of text. Slogans should be concise and clear so that students can understand the concept of the school and its location within a few seconds. Among other

things, representatives should communicate invitations to open days, which should follow the fair and are crucial for students' decision-making.

From the parents' point of view, **preparation for university** is a key requirement. They do not care whether their child attends a grammar school or another type of school. Parents expect graduates to have a **perfect knowledge of English** and prefer schools that enable future study at foreign universities. They also demand modern and practical teaching, including the development of presentation and communication skills, a healthy and respectful environment, and the **possibility of profiling**. Expectations focus on the **quality of the teaching staff**, an emphasis on practical skills, openness to the world, and preparing children for exams and for real life. From an economic point of view, parents set a ceiling for **tuition fees** at **CZK 10,000** per month.

Recommendations for the project:

- Focus on the school's strong visual identity, its brand and communication on social networks, advertising, fairs, and open days.
- Offer top-quality English language teaching and a profile focused on international topics.
- Create an environment with flexible subject choices.
- Ensure high-quality, respectful, and competent teachers.
- Offer preparation for universities in the Czech Republic and abroad and emphasize the practical applicability of education.
- Keep tuition fees below CZK 10,000, ideally with the possibility of scholarships or other forms of support.

10 SWOT ANALYSIS

Based on a situational analysis, which covered both macro- and microenvironmental factors, the research among potential students and their parents, and the observation of behaviour at high school fairs, a SWOT analysis for the new private high school is presented. This identifies key internal factors – strengths and weaknesses that the institution can influence – as well as external factors beyond its control – opportunities and threats, representing a potential or a risk in the environment. An overview of these is provided in Table 5 below.

Table 5 Summary SWOT Analysis

Strengths	Weaknesses
• Strong knowledge of the market and competitors • Deep understanding of student preferences based on original market research • Ability to focus on brand building and strong marketing	• Dependence on tuition fees and external funding • Higher operational and wage costs compared to public schools • High initial investment requirements • Lack of reputation in the first years
Opportunities	Threats
• Long-term excess demand for grammar schools and quality high school education in the area • Availability of qualified teachers in the area • Growing demand for English and international education, practical skills, and project-based teaching • Unmet student expectations regarding teaching methods at public schools	• Demographic decline • Competition from free public schools • Potential regulation or change in subsidy rules • Low willingness of Czech households to pay for education • Strong schools from Prague or Brno might enter the region

• Interest in modern facilities and design, incl. brand visual identity • EU programmes such as Erasmus+ and strategic partnerships	
---	--

(Source: Own elaboration)

The analysis reveals several key findings that have a significant impact on the strategic direction of the project. Among the strongest internal factors is the deep knowledge of preferences of both students and their parents, based on primary research. An ability to focus on brand building is a significant advantage that can help the school establish itself.

On the other hand, the main weaknesses include the financial demands of the project, both in terms of initial investment and long-term operating costs. Another limitation is the lack of reputation in the early years, which will need to be systematically built through the quality of teaching, communication and references.

In terms of opportunities, there is a strong potential in the long-term demand for quality high school education in the region and the growing interest in English-language teaching, practical methods, and a modern environment. At the same time the threats associated with demographic decline, the conservative attitude of Czech households towards paid education, and the risk of entry by entities from other regions cannot be ignored.

11 PROJECT OF A BUSINESS STRATEGY

Based on the analysis and recommendations arising from it, a project will be created for a new private high school with an international focus and a high degree of freedom in the subject choice. For this project, the mission and vision, goals and objectives, brand identity, design aspects, marketing mix, and marketing communication strategy will be presented.

11.1 Mission & Vision

- **Mission:** “We are an international school with a mission to develop the individual potential of students in a global context.”
- **Vision:** “Our vision is to become a recognised international school with outstanding results, where students freely develop their interests and grow into confident, knowledgeable, and globally-minded individuals, ready to participate in shaping the future of the world.”

11.2 Goals & Objectives

Based on the findings from the theoretical part and the analysis, three goals respecting the SMART approach were set for this project, each with related measurable objectives:

G1: Create a business strategy concept for a new private high school in the Hradec Králové Region, providing a strategic framework that reflects and aims to satisfy the identified unmet market demand, within 6 weeks.

- **O1:** Develop a segmentation, targeting, and positioning strategy based on the identified market demand, within 2 weeks.
- **O2:** Define a 7P marketing mix aligned with the STP strategy and tailored to target segment needs, as a core of the business strategy concept, within 4 weeks.

G2: Create a strong, distinctive brand identity and a visual framework for the new private high school that supports the business strategy, communicates values, differentiates the school, and enables flexible and consistent delivery of marketing messages, in 20 weeks.

- **O3:** Develop core brand identity elements – name, logo, colour scheme, typography, imagery, and slogan – aligned with the business strategy and target segments, within 4 weeks.

- **O4:** Design key brand applications and visual assets – a school building design, website, social media, print, merchandise and promotional items, and a fair stand – to ensure effective and uniform brand communication, in 16 weeks.

G3: Create a marketing communication strategy that will effectively promote the school's brand and business strategy, ensuring attractiveness and engagement of the identified target segments, within 12 weeks.

- **O5:** Develop a communication plan using specific marketing channels, and design three targeted campaigns aimed at engaging target segments, increasing school awareness to at least 60% among 9th-grade students in the target region, and building community to enhance the school's image, within 10 weeks.
- **O6:** Prepare a marketing communication budget aligned with the proposed campaigns and channels, within 2 weeks.

11.3 Segmentation, Targeting & Positioning

For the purposes of creating a marketing mix, an STP analysis will be carried out to define the selection of target segments and the positioning of the school for these groups.

11.3.1 Segmentation

To develop a business and marketing strategy for the new private high school, it is necessary to identify key market segments based on geographic, demographic, psychographic, and behavioral criteria, as suggested by Kotler. This section outlines seven stakeholder groups relevant to the school concept. Each group differs in expectations, behavior, and influence, providing a foundation for positioning and communication strategies.

1) 9th-grade students in the Hradec Králové Region

Geographic: Students living in and around Jaroměř, Hradec Králové, and Náchod, within 1 hour reach by public transport

Demographic: Aged 14–15, final year of primary school

Psychographic: Interested in an international and friendly environment, languages, personal development, and university preparation

Behavioral: Making key educational decisions

Significance: Primary users of the service, direct beneficiaries

2) Parents of prospective students – especially mothers from higher middle class

Geographic: Living in and around Jaroměř, Hradec Králové, and Náchod

Demographic: University-educated, mid-to-high income

Psychographic: Seeking quality education, prestige, international overlap, English instruction, professional teachers, and an individual approach in a healthy environment

Behavioral: Often the key influencers or even decision-makers in choosing a school

Significance: Crucial for enrollment decisions and school funding

3) Teachers – potential school employees

Geographic: Living in or willing to relocate within the Hradec Králové region

Demographic: Graduates or students of education faculties, early- or mid-career professionals, experienced in living abroad

Psychographic: General interest in education, competitive salary, innovative school concept

Behavioral: Open to change and innovation, seeking greater meaning and purpose at work

Significance: Key to educational quality, culture, and reputation of the school

4) Foreign families living in the region (expats)

Geographic: Based in Hradec Králové, Jaroměř, and Náchod areas

Demographic: Expatriates working in international companies

Psychographic: Seeking English-language programmes, international environment, diploma recognition

Behavioral: Accelerated decision-making process, reliance on recommendations, increased willingness to pay for quality and comfort, obtaining information online

Significance: A smaller but growing segment with unique expectations

5) Sponsors and strategic partners

Geographic: Local companies from the Hradec Králové region, but also from other cities

Demographic: Companies operating in an international environment, medium and large

Psychographic: Interested in for meaningful partnerships, CSR, visibility, and future talents

Behavioral: Willing to invest in cooperation

Significance: Relevant for long-term growth, credibility, and potential funding

6) Local public and community

Geographic: Residents of Jaroměř and surrounding areas

Demographic: Adults interested in public life and town matters

Psychographic: Interested in prosperity of the town and success, fixed on existing schools

Behavioral: Influence the school's image through local perception and word-of-mouth

Significance: Secondary segment, important for PR, local integration, school reputation

7) State and public authorities

Geographic: Local (municipality, region) and national (ministries, inspectors)

Demographic: Institutions with regulatory and supervisory power

Psychographic: Focused on compliance, quality assurance, accountability

Behavioral: Grant accreditations, monitor compliance, may provide subsidies or funding

Significance: Strategically essential segment for operational legitimacy

11.3.2 Targeting

Three main segments were selected to target in the project, as they are considered to be the school's most important stakeholders, especially for the first year of operation:

- 1) 9th-grade students in the Hradec Králové Region*
- 2) Parents of prospective students – especially mothers from higher middle class*
- 3) Teachers – potential school employees*

The selection of these segments reflects their fundamental role in the school's initial success – students as users; parents as the most influential decision-makers and fee-payers; and teachers as representatives of educational quality.

11.3.3 Positioning

The positioning of the school in the minds of the target segments is defined as follows:

- 1) 9th-grade students in the Hradec Králové Region*

I will study in a modern, international environment where I can become fluent in English, choose from a wide range of subjects, and participate in practical and

extracurricular activities, including sports and trips abroad. The professional and respectful teachers, along with the inspiring design, will make me feel comfortable and motivated. The school will prepare me not only for my exams, but also for universities at home or abroad. I will attend the open day and choose this school over traditional grammar schools because it offers a higher quality education.

2) Parents of prospective students – especially mothers from higher middle class

This school is a prestigious yet accessible private school offering high-quality English teaching, modern education, and flexible subjects. It provides a professional team and supportive environment to prepare my child for exams and life. Tuition fees are under CZK 10,000 with scholarships available. This private school is an investment – it is not about easing the workload, but about challenging my child in a calm, encouraging setting. I want to support my child's future success.

3) Teachers – potential school employees

I will work in a modern, innovative environment where I can use my education and international experience. I will join a professional team that values creativity and meaningful work, with competitive salary and facilities supporting my growth. I will help build high educational quality and a positive culture. I am excited to be part of a forward-thinking school that values my passion for teaching and thinking outside the box.

11.4 Marketing Mix

The following elements of the marketing mix were defined for the project in the 7P concept.

11.4.1 Product

A four-year general international high school programme with increased English language instruction, specialised subjects taught in English and a wide range of elective subjects, providing students with above-standard services, extracurricular activities, sports, and trips abroad, and ensuring graduates a high-quality preparation for domestic and foreign universities and competitive advantages for their working lives. A demonstration of the unique product features can be seen in Table 6.

Table 6 Demonstration of Unique Features of the School's Product

Selection of Subjects Beyond Average Curriculum	Sports	Extra-Curricular Activities
• Art & Design • Applied Sciences • Applied Mathematics • Artificial Intelligence • Business & Economics • Business English • Creative Writing • Drama • English for Medicine • English for Science • English for Tourism • English Literature • Environmental Studies • Film & Media Studies • Financial Literacy • Graphic Design • Innovation & Leadership • Legal English • Management & Marketing • Psychology • Startups • World Cultures • World History	• Athletics • Badminton • Basketball • Bouldering • Combat Sports • Cycling • Dancing • Figure Skating • Fitness • Football • Ice Hockey • Mountain Biking • Swimming • Tennis • Volleyball • Walking • Walking / hiking • Yoga	• Art Club • Book Club • Ceramics • Dance Club • Debate Club • Eco Club • English Conversation • Film Production • Football Club • French • Gym • Investment Club • Mindfulness • Polish • Science Club • School Newspaper • Spanish • Theatre Tech • Video Making • Volunteering • Web Design • Yoga Club

(Source: Own elaboration)

11.4.2 Price

Based on a *demand-based pricing strategy*, tuition fees for the first year will be set at CZK 8,900 per month, payable in 10 monthly instalments – totalling CZK 89,000 per year, representing the value gained through study and an investment in a better education compared to traditional grammar schools. For the second and subsequent years, the price will be set at CZK 99,000 per year.

The financial support scheme will take into account students from low-income families, and each case will be assessed individually based on an application submitted by the parents. In general, applications will be accepted from families whose household income is less than CZK 40,000 per month. For planning purposes, based on the market research findings, it is estimated that 5% of applicants will require a scholarship and will be offered a 50% discount on tuition fees.

11.4.3 Place

Classes will be held in a modern, renovated rented building in Jaroměř, located in the wider town centre. The location will offer good transport links, accessible by both train and bus, with a total travel time from home not exceeding one hour. The school building will be designed to promote openness, an international approach, a motivating and pleasant environment, while also allowing easy access to educational materials and modern teaching technologies. The school grounds will include a car park, garden, outdoor classrooms, gym, cafeteria, library, quiet areas for individual study, facilities for team work, relaxation areas, school supplies shop, music studio, and art studio. Classes will start at 9:00 a.m., which will help to better coordinate the daily schedules of students and parents.

11.4.4 Promotion

In terms of promotion, the school will focus on building a strong brand and consistent visual identity, which will become the basis for its entire communication strategy, and will aim to convince target groups of the school's values in line with the positioning strategy. The school will use a uniform corporate design and systematically build its positive image. Active communication will take place through selected online and offline channels – from website, blog, and social networks to participation in trade fairs, open days, presentations at schools, and an open day. An integral part of the promotional strategy will be a high-quality print production, school merchandise, and promotional items. The style

of communication of employees and customer service will play an important role, supporting a positive experience and the natural spread of positive word-of-mouth. Thanks to the communication campaigns, the school will be truly visible – it will be known to most potential students and their parents, and will reach relevant potential employees.

11.4.5 People

The school will build on a high-quality, goal-oriented, and motivated team, which will be key to fulfilling the educational mission and overall perception of the school. The teaching staff will consist of teachers with appropriate education, while specialist subjects will also be taught by professionals with real-world experience in their field. The school will search for young teachers who are perceived as innovative, with an emphasis on those who have an international experience (at least six months of living, studying or working abroad). A respectful approach to students and their parents will be essential. The strong and charismatic personality of the headteacher will play an important role, representing the school's values and being the visible face of its brand. All employees will be aware that their approach contributes to the image of the school.

11.4.6 Process

The school will emphasise modern and effective educational approaches inspired by foreign school systems and the latest methodologies that have been proven by research and demonstrably deliver results. The teaching style will focus on developing practical skills, which students will use in real life, such as financial literacy, communication and presentation skills, soft skills, or working with various computer software tools. Teaching will be creative, active, and diverse: students will be involved in team and individual projects, presentations, debates, field trips, and outdoor learning.

The admission process will be anonymous to ensure maximum objectivity and will involve an English test and an interview with school representatives in addition to the Cermat exams, both of which will carry equal weight, accounting for 30% of the overall assessment.

Communication and administrative processes will be digitalised and simplified as much as possible through clear online forms. Overall, emphasis will be placed on the efficiency, transparency, and user-friendliness of all processes for the target groups.

11.4.7 Physical Evidence

The experience the students have every day at school shapes their overall impression and loyalty. The physical environment will be designed to reflect the school's international focus. Modern and specialised classrooms, a combination of online and offline teaching materials, a wide selection of foreign literature, and daily contact with English in communication and content will create an environment that connects teaching with a global context. Students will be in a pleasant, inspiring, and stimulating space, which will motivate them to grow and develop in their areas of interest. A positive experience will also be gained by targeted branding – the use of the school brand identity in all communication materials – and the school merchandise, which will strengthen relationship with the school and contribute to building a strong sense of identity and community.

11.5 New School Brand Identity

The following subchapters present the requirements for the brand identity and its components, which will serve as guidelines for use in marketing communications.

11.5.1 Requirements for the New School Brand Identity

The assignment for creating a new brand identity for the school is to develop a name, which is distinctive, memorable, legally protectable, easy to pronounce, and **English** to support the international concept. The name should be associated with the town of **Jaroměř**. It should be pronounceable and writable even for people who know little or no English. It should be 2-3 syllables long and not confusable with any close competitors. It should not contain any double consonants so that it can be used in spoken advertising without further explanation of how to write it. It should be easy to conjugate and use in everyday Czech. It should sound modern, evoking American or British private schools.

The logo should stand out, be memorable, allow for building of a strong brand, and be universally usable for apps, printed materials, banners, and merchandise. It should communicate the brand's story – progress, leadership, future, and dedication. It should be variable for multiple school departments. The graphics should include an icon of a **lion** and a reference to the school's location. It should inspire confidence in the newly established school, evoking tradition and quality, but with a modern approach. The logo should include a **secondary graphic motif** that can be used for marketing communications.

The brand should be associated with dark blue and 1-2 other colours suitable for an international and open school concept. The typography should combine both serif and sans-serif fonts, giving the brand a trustworthy, stable, and innovative look. Images should include students and staff in action and communicate the benefits of the school through visuals. The slogan should use one of the basic techniques, ideally a promise emphasizing future success, international focus, and flexibility.

11.5.2 Name

The name of the school will be:

- "SPRINGTON",
- or "SPRINGTON Mezinárodní gymnázium" (SPRINGTON International Grammar School) in full.

The word SPRINGTON is based on the word "spring," which comes from the name of the town Jaroměř ("jaro" means spring). The word "spring" is easy to pronounce even for Czechs who do not speak English, and most people know the basic meaning of it. Spring is also perceived as the most positive season, when new things are created and start to grow. This word has other meanings - upward and forward movement or a spring of a river, which in education evokes both help in the personal growth of students and a source of knowledge.

The suffix "-ton" comes from the names of British towns and suggests a settlement, community, connection, and stability. Again, it is pronounced as it is written and is pronounceable and known by the Czech public.

In combination, the brand name Springton sounds high-quality and traditional, which should boost trust in a completely new school. The name evokes foreign schools and is not interchangeable with any competing school names (GJKT, Bishop's, Jirásek's, Jaroslav Žák, 1SJG, Dobruška). The word can be conjugated in spoken Czech, e.g., "Byla jsem se podívat na Springtonu" (I went to see Springton), or "Slyšel jsi o Springtonu, té nové škole?" (Have you heard about Springton, the new school?). The name can be registered as a trademark in the EU, and the basic domain www.springton.cz is also available.

The subtitle "Mezinárodní gymnázium" (International Grammar School) fully captures the concept of the school, is understandable to the target group, and gives the brand a modern and interesting feel.

11.5.3 Logo

The logo "Springton Mezinárodní gymnázium" with a stylized white lion in a blue shield will be used. The design is shown in Figure 3.



Figure 3 Springton Logo

(Source: Own elaboration)

The logotype uses the serif decorative font Athene Voyage, evoking prestige, tradition, and trust in the quality of education.

The shape of the shield is based on the symbol of the town of Jaroměř and is distinguished by a protrusion in the upper right corner, which is graphically based on the shape of the letter "P" from the logotype and represents academic growth and progress. The shield generally symbolizes protection and stability. The white colour of the lion is based on the current symbol of the town. The lion is highly stylized to represent leadership, ambition, and commitment to achieving great goals. The shape of the icon suggests the letter "S", referring to "Springton". The graphics of the lion's mane represent both the pages of a book (symbol of learning) and flames (determination, a new beginning). The lion looks to the right side – towards the future. The story of the Springton logo creation is illustrated in Figure 4.

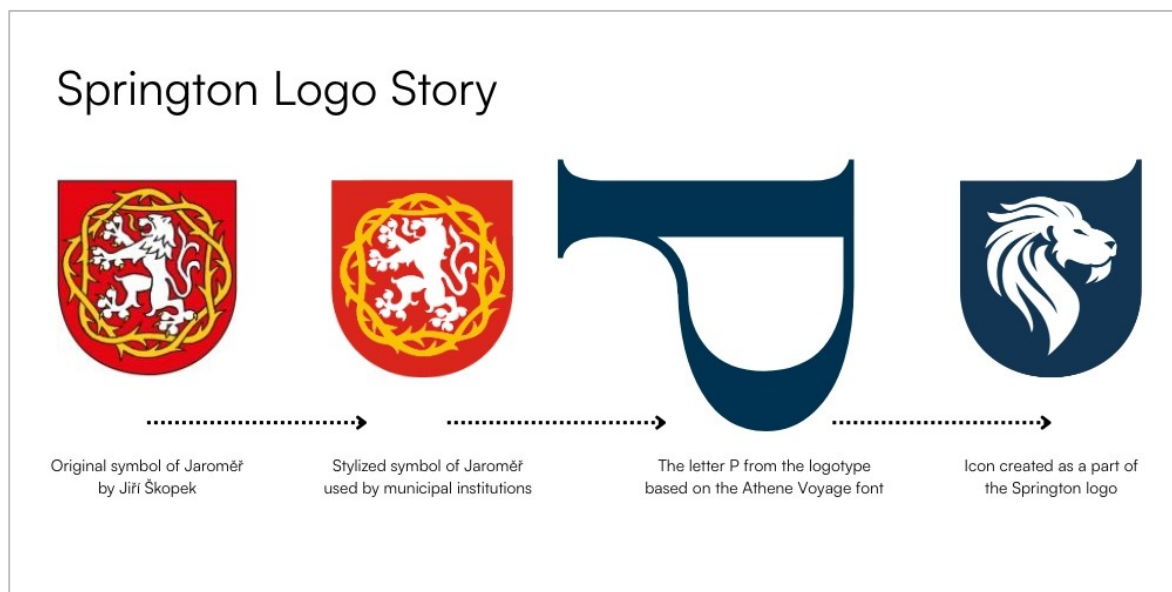


Figure 4 Springton Logo Story

(Source: Own elaboration)

The logo can be used for digital and print media of different types and sizes.

The variability of the logo is ensured by the possibility of changing the colours of the icon and the name of the affiliated institution or a project, which makes it distinguishable from the grammar school, while maintaining a connection to the brand at first sight. An example of the variability can be seen in Figure 5.



Figure 5 Example of Variability of the Springton Logo

(Source: Own elaboration)

The secondary graphic motif contains recurring icons reflecting the concept and values of the school. These include icons emphasizing the international concept – a globe, an airplane, a compass, letters denoting the cardinal directions, a mask (foreign cultures), and the Japanese character 未来, meaning “future”. There are icons expressing diversity and high academic standards – a book, a tree, a drawing compass, a bookmark, an artist’s palette, and a basketball, evoking sports in general and the Western influence on the school’s concept. The secondary graphic motif is presented in Figure 6.



Figure 6 Secondary Graphic Motif for the Springton Visual Identity

(Source: Own elaboration)

This pattern will be used to unify visual outputs, prevent excessive use of the logo by itself, emphasize the character of the school, and create visual diversity. An example of use can be seen in Figure 7.

Suggested Use:

- **Print materials:** Brochures, flyers, certificates, banners, timetables, school official documents, worksheets, school maps
- **Website and digital:** Illustrative elements on the website, icons, social media posts, iconography for Instagram Stories, video / animation background, e-mail footers, online course materials, presentations templates
- **School environment:** School navigation, boards, classroom decorations
- **Merchandise and gifts:** Notebooks, T-shirts, bags, bottles, badges etc.



Figure 7 Example of Using a Single-Colour Secondary Motif

(Source: Own elaboration)

11.5.4 Colour

When creating the visual identity of an international high school, it is crucial to choose a colour palette that not only visually unifies all communication materials, but also carries symbolic meaning corresponding to the values and character of the institution. The combination of **Pantone 7463 C**, **Pantone 124 C**, and **Pantone Cool Gray 1 C** creates a harmonious balance between trustworthiness, energy, and modern openness. The colour palette can be seen in Figure 8.



Figure 8 Colour Palette for Springton Visual Identity

(Source: Own elaboration)

Pantone 7463 C is a dark blue-green shade that looks more modern than traditional navy blue. It evokes stability, trust, and intellectual depth. It conveys the impression of prestige and quality that we associate with elite schools abroad. The colour is also

appealing to both women and men and is not commonly used in the education sector in the Hradec Králové region, which reinforces the brand's distinctiveness.

Pantone 124 C brings energy, creativity, and optimism to the identity. This warm, golden tone is reminiscent of light, knowledge, and success. Combined with a dark base, it creates a welcoming contrast and helps the brand appear approachable and inspiring.

Pantone Cool Gray 1 C is a subtle and neutral colour that adds lightness and a professional feel. It complements the main colours perfectly and ensures a clean, airy visual style across all brand outputs.

11.5.5 Typography

The brand identity will use a combination of the **Athene Voyage** and **Satoshi** fonts, which create a visually balanced and stylish basis for communication. A distinctive, decorative serif font with a clean and modern sans-serif together enable effective work with text hierarchy while strengthening the recognisability of the school's visual identity. The typographic hierarchy is illustrated in Table 7.

Table 7 Typographic Hierarchy for Springton Brand Identity

Style	Font	Size	Weight	Line Height	Usage
H1	Athene Voyage	48 pt	Regular	120 %	Main titles, large headings, logotype
H2	Satoshi	32 pt	Bold	120 %	Section titles
H3	Satoshi	20 pt	Medium	120 %	Subheadings
Body text	Satoshi	14 pt	Light	150 %	Paragraphs, tables
Highlighted text	Satoshi	14 pt	Bold	150 %	Emphasis within body text
Accent text	Athene Voyage	26 pt	Regular	120 %	Quotes, slogans

(Source: Own elaboration)

11.5.6 Imagery

Photographs are key in presenting the Springton brand. The recommendations below are intended to ensure a consistent appearance across all communication channels.

- Photos that capture **natural emotions** will be used, such as smiles, hugs, students concentrating, or the joy of collaboration or academic success.
- The main element of the photo should be sharp and in the foreground, with the **background slightly blurred**.
- An odd number of people and a **maximum of five** should appear in one photo.
- The photos will depict real and **authentic situations** from classes, projects, international cooperation, and leisure activities. The photos should be able to communicate the marketing message and values without the use of text.
- Emphasis will be placed on **diversity to visualize the international environment** – i.e., people of visibly different origins.
- The photos should be bright, and should always contain **at least one of the colours from the brand's colour palette**, especially blue.
- Photographs will be in **high resolution** (min. 300 dpi for print, 72 dpi for web).

11.5.7 Slogan

The school slogan will be:

- "Springton Today - Tomorrow the World"

All words used are simple and understandable to the Czech public. The slogan promises an ambitious future for Springton graduates, preparing them for big goals, and is closely related to the school's mission and vision. It is confident, memorable, and has a nice rhythm. The dash in the slogan represents the connection between the present and the future.

11.6 Springton School Design

To build a strong Springton brand, a consistent visual identity will be used in the design of several marketing communication media, including the school building design, website, social media, print materials, merchandise, promotional items, and the high school fair stand.

11.6.1 School Building Design

The design of a school building is crucial for the smooth running of the school, its attractiveness, and the quality of teaching. The design requirements are as follows:

The school building will be a **barrier-free**, two-story, **modern** structure. The facade will combine traditional materials and **large glass surfaces** to ensure openness, visual connectivity, and plenty of natural light. The school logo and the **flags** of the foreign countries will be placed near the entrance to emphasize the international focus. The exterior will include **green areas** with seating in front of the building and behind the building. The garden will feature **areas for individual study and team projects**, as well as areas for **relaxation** and leisure activities. A sketch of the exterior created in Procreate can be seen in Figure 9 below.



Figure 9 Springton School Building Design Illustration

(Source: Own elaboration)

In front of the building, there will be a **car park** in accordance with Decree No. 146/2024 Coll. for 10 cars. Of these, 20% will be designated for short-term parking and 80% for long-term parking. There will also be 25 parking spaces for bicycles and scooters.

Behind the main entrance to the building will be an **entrance hall** with a reception desk and seating, approximately 100 m² in size. The entrance hall will be a representative space with displays showcasing the achievements of students and the school itself.

The list of spaces for teaching will be as follows:

- 8 small classrooms for 15 students (8*70m²)
- 2 large classrooms for 30 students, convertible to conference rooms (2*140m²)
- 2 outdoor classrooms for 15 students on the roof of the building (2*70m²)
- 2 science laboratories for 15-20 students (2*80m²)
- art studio for 30 students (140m²)
- music studio for 15-20 students with sound insulation (80m²)
- 2 IT classrooms (2*70m²)

All **classrooms will be furnished with movable furniture** (on wheels) so that the space can be adapted to various activities and teaching styles at any time. They will be equipped with whiteboards and projectors. They will have large windows to allow **natural light** and promote an inspiring environment, and will be partially glazed into the corridors, using a secondary graphic motif for decoration. The spaces will be white, with furniture in wood decor or in white, black, gray, or colours from the visual identity.

Common areas and corridors will be designed **as places for meeting**, working together, and building friendships. They will not be traditionally straight, but their shape will change (widen / narrow) across the building, and they will be furnished with tables and various types of seating furniture to meet the diverse needs of students during breaks or free periods – team projects, socializing, eating, **relaxation**.

The library will be designed as a central place for study and independent work, as well as a **place for school assemblies**. It should be located in a part of the building with a view into the garden so that the students have as much peace and inspiration as possible while working. It should have an informal atmosphere, include large steps with seating for 250 people and a stage with a projector, which can be used as a venue for school assemblies, cultural events, and theatre or public speaking classes. It will have good acoustics and sound system, and backstage facilities. The library will include six **soundproof booths** for quiet work and two closed **rooms for teamwork**. The dimensions are estimated at approx. 300 m².

At the bottom of the building, there will be a **café** with outdoor seating. The café will include a **shop** selling school supplies and will be connected to a **dining hall** with a food

counter for approximately 150 people, with total dimensions of 200 m². The ground floor will also house a **gym** with facilities, in total of about 120 m².

For school employees, the necessary **offices** will be built, including a headteacher's office near the entrance to the building for frequent meetings, a secretarial office, five teachers' offices, and a staff room. The area is estimated at 200 m².

Four toilet facilities and shared locker rooms will be available to all users of the building. All common areas, including corridors, are estimated to account for 30% of the remaining space. **The total usable floor space of the building is approx. 3,200 m²**, spread over 2 floors and a roof.

11.6.2 Website

The Springton school website design will be available in two languages – Czech and English. It will be responsive for mobile phones and use the visual rules of the brand's identity. The background will be white for sufficient contrast, font large enough for easy reading, with a large lion icon and the school logo in the upper left corner. The menu will be horizontal.

The structure of the homepage, which can be seen in Figure 10, will be as follows:

- Introductory photo
- School slogan and brief general information about the school
- Welcome from the school headteacher with his/hers photo
- Photos and videos of the school's exterior and interior, students and teachers
- Infographics on exam success and university acceptance rates
- 3 testimonials from parents and students
- Tuition fees and a link to a landing page with prices and scholarships
- News from the blog and upcoming events
- Contact

The **website navigation** will contain 8 sections with subpages: About the School, Admissions, Students, Contact, Community, Support Us, Rent Our Premises, and Blog.

The website will use *landing pages* to register for open days, collect contact details of potential students, employees, and alumni, and to support fundraising.

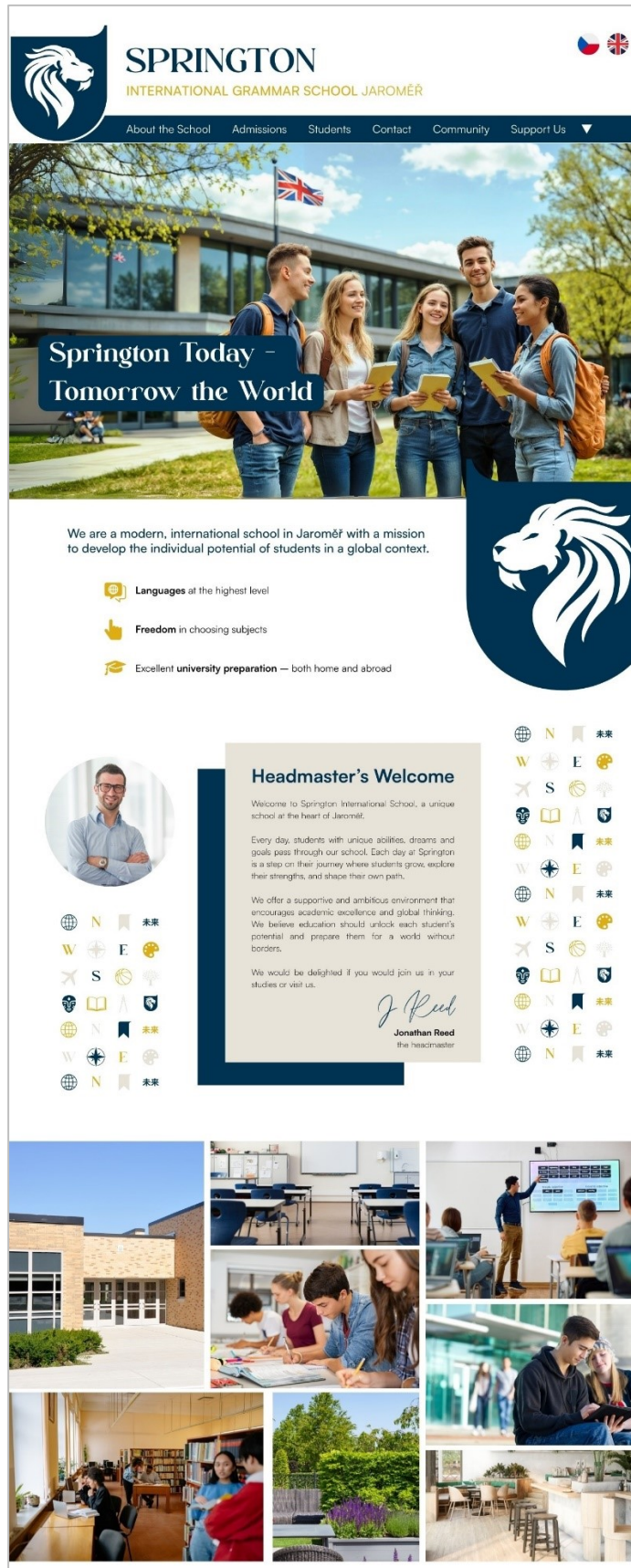


Figure 10 Springton Website Design – Homepage Preview

(Source: Own elaboration)

11.6.3 Social Media

The school will use **Instagram**, **Facebook**, **TikTok** and **LinkedIn** as its social media platforms. Their design will follow Springton's brand identity guidelines, and the content shared on them will be mostly the same, adapted to the preferred format of each platform, except for LinkedIn, which will be used for content related to recruiting employees.

A lion icon on a dark blue background will be used as the profile photo for all social media platforms. A series of **templates** for posts and stories will be created on Canva for each social media platform for the following topics:

- video interviews with teachers or students and videos from lessons or events
- student or school achievements and life at school
- testimonials or quotes
- educational content and blog posts
- event invitations

All posts must include the school's logo in a visible place. At least one of the brand colours must appear in each post, as visible in Figure 11. Videos will be alternately in Czech and English to emphasise the international focus of the school. All videos will include clearly legible subtitles. The preferred format for posts will be visual storytelling using imagery.



Figure 11 Springton Instagram Page Showcasing Required Design Features

(Source: Own elaboration)

11.6.4 Print

The following printed materials will be essential for the school, with the following design specifications:

The brochure will present the school's concept, teaching methods, range of subjects, sports, extracurricular activities, and study-related services (library, career counselling, university preparation, trips abroad, etc.). It will feature photographs using storytelling to explain marketing messages. The text will be mainly in bullet points. The front cover will feature a prominent logo, slogan, and a photograph. It will include an introductory message from the headteacher. The material will use a secondary graphic motif. It will include a QR code linking to an open day landing page. It will include the price of the programme with three testimonials from parents and students about the value for them, and foreign universities the school is in touch with. The brochure will emphasise the school's mission, highlight points of differentiation and students' success in exams.

The brochure, presented in Figure 12, will be in *A4 format*, consisting of four double-sided pages, type *3-panel roll fold* brochure. The *paper weight will be 250 g/m²*, matte chalk type, with a *matte finish* and *partial varnish* on the logo, slogan, photographs, and testimonials.



Figure 12 Springton Brochure Design

(Source: Own elaboration)

Posters and flyers will be designed vertically in *A5 and A3 formats* so that they can be used both for distribution to people and for display on notice boards. They will include the logo, slogan, a brief marketing message, a photograph using storytelling, a secondary graphic motif, and a QR code with a link to the website or a landing page.

Leaflets will be printed on 170 g/m^2 glazed chalk paper. Posters for indoor use will be printed on 200 g/m^2 glazed chalk paper. The specifications for outdoor use will be the same, with the addition of *lamination* for greater durability. The design can be seen in Figure 13.



Figure 13 Springton Leaflet Design

(Source: Own elaboration)

A banner will be designed for a standardised **billboard** measuring $510 \times 240\text{ cm}$, printed on *frontlit banner* (PVC sheet) with a weight of 510 g/m^2 . The logo will be at least 50 cm in size, covering at least 10% of the billboard area. The text will be short, no more than 7 words, and at least 15 cm high, emphasising points of differentiation or the mission. The billboard will include a link to the website. The main element will be a photograph conveying the marketing message through storytelling – a hero shot, success, school life, or a community. A sample billboard design can be seen in Figure 13 below.



Figure 14 Springton Billboard Design

(Source: Own elaboration)

Business cards and name tags will be designed for school employees for use at open days and trade fairs. Both will be white and feature the school logo, a photograph, name with titles, position, secondary graphic motif, and brand colours. The business card will include contact details for the school and the employee, the school slogan, and a link to the website.

The business card, presented in Figure 15, will be $90 \times 50 \text{ mm}$ in size, 350 g/m^2 in weight, matt coated with a partial gloss finish on the *embossed logo*. The name tag will be $100 \times 80 \text{ mm}$ in size, 250 g/m^2 in weight, matt coated, with a glossy laminated finish and a clip. The font size will be at least 24 pt, name and position at least 36 pt.



Figure 15 Springton Business Card Design

(Source: Own elaboration)

11.6.5 Merchandise & Promotional Items

The *merchandise* will be sold to the school community to enhance the school's image, support the networking strategy, boost pride, build brand loyalty, and promote the school further. The following items will be designed:

Backpack - polyester, dark blue with white school logo, inner lining with secondary graphic motif pattern, with practical compartments inside

Tote bag - cotton, natural light brown colour, printed with secondary graphic motif pattern, distinctive blue logo, and school slogan

Hoodie - cotton, universal cut for men and women, dark blue colour, white logo on the front left chest, secondary graphic motif in the shape of a rectangle on the back

Notebooks – design to be seen in Figure 16, A4 format, stitched binding, 3 types: blank, lined, squared; each in one of the colours of the visual identity, single-colour matt chalk paper covers with a weight of 300 g/m^2 with a subtle white logo in the lower right corner, 'soft-touch foil' finish, secondary graphic motif on the inside of the covers, matt chalk inner pages with a weight of 100 g/m^2

Water bottle - BPA-free plastic, with screwtop and sports cap, in white with a secondary graphic motif print and blue 'Springton' logo in the centre



Figure 16 Springton Merchandise Notebooks Design

(Source: Own elaboration)

The following *promotional items* will be designed for distribution at fairs and open days to those interested in the studies, supporting the user-generated content on social media:

Pens - dark blue with a white Springton logo and school slogan

Badges - 56 mm diameter, metal with plastic film and safety pin, dark blue with secondary school motif, lion icon, white logo, and a statement “I’m coming!”

Bookmarks - paper, dimensions 50 x 150 mm, matte chalk paper, weight 350 g/m², glossy lamination, dark blue colour, with white logo, distinctive lion icon, secondary graphic motif, website link, a text “My next chapter begins at Springton.”, and a motto “I’m coming!”

Bags - plastic, made of biodegradable polyethylene, thick film (50 microns), dimensions 32 x 42 x 10 cm, white colour, distinctive Springton logo and lion icon, secondary graphic motif, school slogan, and a website link.

The sample design of promotional items can be seen in Figure 17.



Figure 17 Promotional Items Design

(Source: Own elaboration)

11.6.6 High School Fair Stand

A rounded pop-up wall measuring 3 x 3 m in white with a distinctive logo at the top, slogan, and secondary graphic motif will be designed for high school trade fairs. It will be a standardised wall with a collapsible metal frame and five plastic panels with graphics.

The stand will include a table in the same style, i.e. white with the logo and graphic motif of the brand, as shown in Figure 18.



Figure 18 Springton High School Fair Stand Design

(Source: Own elaboration)

11.7 Marketing Communication Strategy

The communication strategy will be developed in 10 weeks and will include three marketing campaigns focusing on three target groups: 9th grade students in the region, their parents (especially mothers), and potential teachers. The primary goal of the communication is to increase awareness of the school to 60% among 9th grade students and build a community that strengthens the school's image; and secondarily, to build trust and reputation for the school and maximise the chances of acquiring students and high-quality teachers. Since each group requires tailored communication, campaigns will be planned individually and will use either separately or jointly selected communication tools.

All budgets were set using the *objective-and-task method*. The following rates, which are standard in the region, will be used for labour costs (Indeed, 2025):

- 1 hour of standard work (graphic design, supporting staff): CZK 300
- 1 hour of school's headteacher work: CZK 500
- 1 hour of highly skilled work (IT): CZK 900

11.7.1 Campaigns Description

The following three marketing campaigns will be created for each of the target groups described.

Campaign 1: Springton, I'm coming!

Target group: 9th grade students from Hradec Králové region

Objectives: Increase awareness to 60%, build brand's image, get prospective students' contacts, motivate them to visit the school's Open Day, and apply

Characteristics: Motivation, languages, environment, experiences

Key message: Springton will give you more than a traditional grammar school

Channels: Paid advertising on Instagram, Google Ads, billboards, leaflets and posters, competitions, brochures, promotional items, presentations at school, school fairs, Open Day, social media posts, website, blog, landing page for Open Day, e-mail, SMS

Budget: 300 000 CZK

Time scheme: 1st September – 10th February

Performance metrics:

- Distribution of at least 2,000 brochures to 9th grade students at events
- Attendance at at least 3 high school fairs
- Gaining at least 1,000 followers on Instagram before Open Day

Campaign 2: Education at Springton is an investment in their future.

Target group: prospective students' parents (especially mothers)

Objectives: Build awareness and trust, inform about benefits, motivate to visit Open Day, and encourage them to support the children in choosing Springton

Characteristics: Quality, approach, child development, investment

Key message: Support your child in going to Springton, let them follow their dreams

Channels: Google Ads, billboards, leaflets and posters, brochures, Open Day, social media posts, website, blog, landing page for Open Day, press interviews, e-mail, SMS

Budget: 110 000 CZK

Time scheme: 1st September – 30th January

Performance metrics: Gain at least 200 registrations for Open Day

Campaign 3: At Springton, sharing experience makes sense.

Target group: Prospective teachers

Objectives: Generate interest in the employer, obtain contacts for teachers and professionals from the field

Characteristics: Prestige, innovation, international approach, meaningful work

Key message: Come teach motivated students at an international school where you will fully leverage your education and experience in a supportive environment

Channels: Google Ads, billboards, leaflets and posters, Open Day, social media posts, LinkedIn posts, website, blog, landing page for Open Day, landing page for prospective teachers, press interviews, e-mail, SMS

Budget: 50 000 CZK

Time scheme: 1st September – 30th April

Performance metrics: Gain at least 50 e-mail contacts through the LP / social networks

11.7.2 Advertising

The communication tools in advertising will include paid advertising on Instagram, Google Ads, billboards, leaflets, and posters.

Instagram advertising

- 4 Instagram posts and 2 stories communicating the following messages:
 - *Modern school environment*
 - *International outlook – trips abroad, teaching, subjects in English*
 - *Respectful teachers*
 - *Choice of subjects according to your preferences (specifically)*
 - *Best preparation for foreign and domestic universities*
 - *Open Day invitation*
- Timing: 1st September – 10th February
- Cost:
 - Preparation: $6 * 2 \text{ h} * 300 \text{ CZK} / \text{h} = 3600 \text{ CZK}$

- Direct advertising budget (September – November): 3 000 CZK / month
- Direct advertising budget (December – January): 5 000 CZK / month
- Direct advertising budget (February): 2 000 CZK / month
- Campaigns: 1

Google Ads

- 3 types of search ads on Google Ads:
 - general (leading to the main page)
 - leading to the Open Day landing page
 - leading to the blog (dynamic)
- Timing: 1st September – 30th January
- Cost:
 - Preparation: 6 hours * 900 CZK / h = 5 400 CZK
 - Direct advertising budget (September – December): 3 000 CZK / month * 4 = 12 000 CZK
 - Direct advertising budget (January): 5 000 CZK
- Campaigns: 1, 2, and 3 (cost split 1/4 : 1/2 : 1/4)

Billboards

- Classic billboard (specifications in Chapter 11.6) placed in three locations: *Jaroměř, Hradec Králové, and Náchod*
- Timing - Stage 1 (1st September – 15th November): brand promotion – each billboard displays a different image with school's concept and brand
- Timing - Stage 2 (16th November – 30th January): visuals replaced and information about Open Day added
- Cost:
 - Preparation: 6 * 2,5 h * 300 CZK / h = 4 500 CZK
 - Production: 6 * 990 CZK (Justprint, 2025) = 5940 CZK

- Rental cost: $3 * 4\,500 \text{ CZK (Pronajem-billboardu.cz, 2025)} * 5 \text{ months}$
 $= 67\,000 \text{ CZK}$
- Campaigns: 1, 2, and 3 (cost split by 2/5 : 2/5 : 1/5)

Leaflets and posters

- **Leaflets and posters Type 1** (specifications in chapter 11.6) with strong storytelling-visuals, presentation of the school's points of difference, invitation to Open Day, pricing information and link to the website
- Distribution at 30 partner primary schools, 10 partner private language schools, town libraries in *Hradec Králové, Jaroměř, Česká Skalice, Náchod, Nové Město nad Metují, Dobruška*, and at high school fairs
- Timing: 1st October – 30th January
- Cost:
 - Preparation: $2 * 2 \text{ h} * 300 \text{ CZK / h} = 1\,200 \text{ CZK}$
 - Production:
 - 3000 pcs leaflets = 1 690 CZK (Justprint, 2025)
 - 200 pcs posters = 1 980 CZK (Justprint, 2025)
 - Distribution cost: $16 \text{ h} * 300 \text{ CZK / h} = 4\,800 \text{ CZK} + 2000 \text{ CZK}$
travelling cost = 6 800 CZK
- Campaigns: 1 and 2 (cost split 3/4 : 1/4)
- **Leaflets and posters Type 2** aimed at recruiting teachers from among Czech and foreign students of the Faculty of Education at the University of Hradec Králové, with a QR code on the landing page and LinkedIn
- Distribution at: *SVKHK, University of Hradec Králové*
- Timing: 1st November – 30th April
- Cost:
 - Preparation: $2 * 2 \text{ h} * 300 \text{ CZK / h} = 1\,200 \text{ CZK}$
 - Production:
 - 500 pcs leaflets = 960 CZK (Justprint, 2025)

- 50 posters = 950 CZK (Justprint, 2025)
- Distribution cost: $4 \text{ h} * 300 \text{ CZK} / \text{h} = 1\,200 \text{ CZK} + 1000 \text{ CZK travelling cost} = 2\,200 \text{ CZK}$
- Campaigns: 3

11.7.3 Sales Promotion

The tools in sales promotion include competitions, brochures and promotional items.

Competitions

- Series of competitions for hoodies from the merchandise collection for 9th grade students, which they can participate during presentations at schools and high school fairs, if they follow the school's Instagram page
- Timing: 1st October – 30th November
- Cost: $(30 \text{ presentations} + 3 \text{ fairs}) * 421 \text{ CZK} / \text{pc} = 13\,893 \text{ CZK}$ (Vyrobisitrisko.cz, 2025)
- Campaigns: 1

Brochures

- A4 folded brochures produced in accordance with the specifications in 11.6.4 to be handed out at presentations at schools, high school fairs, and Open Day
- Timing: 1st September – 30th January
- Cost:
 - Preparation: $5 \text{ h} * 300 \text{ CZK} / \text{h} = 1\,500 \text{ CZK}$
 - Production: $3000 \text{ pcs} * 10,50 = 31\,500 \text{ CZK}$ (Justprint, 2025)
- Campaigns: 1 and 2 (cost split 5/6 : 1/6)

Promotional items

- Pens, badges, bookmarks and bags (designed in accordance with the specification in 11.6.5) to be handed out at high school fairs and Open Day (not at presentations)
- Timing: 1st November – 30th January

- Cost:
 - Preparation: $4 \text{ h} * 300 \text{ CZK} / \text{h} = 1\,200 \text{ CZK}$
 - Production:
 - Pens: $300 \text{ pcs} * 14,80 \text{ CZK} / \text{pc} = 4\,440 \text{ CZK}$ (Justprint, 2025)
 - Badges: $500 \text{ pcs} * 7,5 \text{ CZK} / \text{pc} = 3\,750 \text{ CZK}$ (Plackovna, 2025)
 - Bookmarks: $800 \text{ pcs} * 1,4 \text{ CZK} / \text{pc} = 1\,120 \text{ CZK}$ (Justprint, 2025)
 - Bags: $400 \text{ pcs} * 10,90 \text{ CZK} / \text{pc} = 4\,360 \text{ CZK}$ (DTPshop, 2025)
- Campaigns: 1

11.7.4 Personal Selling

Personal selling includes presentations at schools, participation at fairs, and an Open Day.

Presentations at schools

- A series of 20 min presentation at 30 selected primary schools in Hradec Králové, Jaroměř, Česká Skalice, Dvůr n. L., Náchod, Nové Město n. Met., and Dobruška, conducted by the headteacher accompanied by one teacher, giving an informative, funny, interactive presentation with strong visuals showcasing the school building and facilities, focused on the points of differentiation of the school (especially languages, electives, university options), and the 7P summary
- Including personal invitation to the Open Day, handing out the leaflets and brochures, invitation to the Instagram competition for merchandise
- Timing: 1st September – 30th October, 2-3 presentations a day
- Cost:
 - Labour: $(30 \text{ presentations} * 2 \text{ h} * 1 \text{ teacher} * 300 \text{ CZK} / \text{h} = 18\,000 \text{ CZK}) + (30 \text{ presentations} * 2 \text{ h} * 1 \text{ headteacher} * 500 \text{ CZK} / \text{h} = 30\,000 \text{ CZK}) = 48\,000 \text{ CZK}$
 - Transportation: 3 000 CZK
- Campaigns: 1

Participation at school fairs

- Attending three high school and career fairs in *Rychnov nad Kněžnou*, *Náchod*, and *Hradec Králové* with a fair stand designed as described in 11.6.6 of size 4 x 2 m located in the main hall in the middle of the alley with enough space to stand, and in a team of two well trained school representatives including the headteacher, promoting the school's points of difference, handing out the brochures and promotional items, invitation to the Open Day and the Instagram competition
- Timing: 15th October – 15th November
- Cost:
 - Design work: $3 \text{ h} * 300 \text{ CZK} / \text{h} = 900 \text{ CZK}$
 - Stand production: 26 936 CZK (Vystavni-systemy.cz, 2025)
 - Labour: $(10 \text{ h} * 3 \text{ fairs} * 1 \text{ teacher} * 300 \text{ CZK} / \text{h} = 9\,000 \text{ CZK}) + (10 \text{ h} * 3 \text{ fairs} * 1 \text{ headteacher} * 500 \text{ CZK} / \text{h} = 15\,000 \text{ CZK}) = 24\,000 \text{ CZK}$
 - Transportation: 1 500 CZK
- Campaigns: 1

Open Day

- An event held at Springton school for one afternoon for 6 hours, including demonstration of facilities, teaching methods and subjects, given by 8 teachers trained in communication, and a presentation by the headteacher, focused on delivering the key messages for prospective students and their parents, enabling individual meetings
- Timing: January
- Cost:
 - Preparation: $30 \text{ h} * 300 \text{ CZK} / \text{h} = 9\,000 \text{ CZK}$
 - Catering: 10 000 CZK
 - Labour: $(8 \text{ teachers} * 6 \text{ hours} * 300 \text{ CZK/h} = 14\,400 \text{ CZK}) + (1 \text{ headteacher} * 6 \text{ hours} * 500 \text{ CZK/h} = 3\,000 \text{ CZK}) = 17\,400 \text{ CZK}$
- Campaigns: 1, 2, and 3 (cost split: 1/2 : 2/5 : 1/10)

11.7.5 Public Relations

The public relations tools include social media posts, website, blog, landing pages, and press interviews.

Social media posts

Instagram, Facebook, TikTok

- All posts will be shared across all networks simultaneously
- 60s welcoming video using storytelling method with school's exterior and interior shots with students during lessons, sports, and extracurricular activities, commented by headteacher, presenting main points of difference and benefits for the prospective students
- 6 videos up to 20s with bits from interview with headteacher and teachers
- 3 student testimonials promoting their dreams linked with Springton - foreign university, perfect English, profiling / elective subjects
- 3 parents testimonials promoting benefits gained at Springton – investment into education, respectful teachers, extracurricular activities
- 5 educational posts as carousels: importance of school environment for learning process, difference between professionals and theorists teaching specialised subjects, the (un)necessity of talent for self-education in the creative field, comparison of PE teaching in the Czech Republic and abroad, accompanying tests and interviews in the admission process
- Open Day invitation as a post
- Open Day invitation as a story – re-shared 10 times
- 2 product promoting carousels: elective subjects, extra-curricular activities
- 3 place promoting carousels: location in Jaroměř, school building features and layout, school start at 9:00 and commuting options
- 1 price promoting carousel: how tuition fees and scholarships work
- 7 blog posts presented in a carousel, twice shared in stories
- 10 only photo posts from school life

- Timing: 1st September – 10th February, 43 posts in total → 2 posts a week + each day at least 1 post re-shared in a story
- Cost:
 - Preparation: 30 h (video) + 32 h (basic posts) + 4 h (photo posts) = 66 h
* 300 CZK / h = 19 800 CZK
 - Publishing: 10 min * 43 posts * 3 social networks = 21,5 h * 300 CZK / h = 6 450 CZK
- Campaigns: 1, 2, and 3 (cost split: 1/2 : 1/3 : 1/6)

LinkedIn

- 10-20 job offer posts
- 7 blog posts re-shared
- Open Day post
- 6 short videos from the interview with the headteacher
- 4 testimonial quotes from headteacher and already hired teachers, promoting school's approach: where sharing experience makes sense, use your education and international experience, modern innovative environment, competitive salary
- Timing: 1st September – 30th April, 28-38 posts in total
- Cost:
 - Preparation: approx. 33 posts * 15 min * 300 = 2 475 CZK
 - Publishing: 10 min * 33 posts = 5,5 h * 300 = 1 650 CZK
- Campaign: 3

Website

- Website according to the specifications in Chapter 11.6.2, created using the Wordpress platform, informative character, space for accompanying content (blog, landing pages, video content, testimonials, etc.).
- Timing: 1st September – 30th April

- Cost:
 - Production: 5 days * 8 hours * 900 CZK / h = 36 000 CZK
 - Domain and hosting: 2050 CZK / year (GoDaddy, 2025)
- Campaigns: 1, 2, and 3 (cost split 1/2 : 1/3 : 1/6)

Blog

- 7 blog posts (2000+ words) with attractive visuals, videos, and infographics, leading to contact collection pages (landing pages, newsletter registration), communicating the following topics:
 - *Private vs Grammar Schools: What Makes the Difference?*
 - *International trends in education we use at Springton*
 - *From Oxford to Yale: Why you need perfect English to get to world-class universities*
 - *Teachers who have been 'out there' – and know how to get you ready*
 - *Czech state schools often lack respect from teachers. At Springton, it's different.*
 - *From your first year, you choose subjects based on your interests. Will you enjoy attending this school?*
 - *After school is just the beginning: An impressive range of activities*
- Timing: 1st September – 15th October
- Cost: 7 * 1 500 = 10 500 CZK
- Campaigns: 1, 2, and 3 (cost split: 1/4 : 1/2 : 1/4)

Landing page for Open Day

- Landing page designed in accordance with the guidelines, presenting key information about the Open Day event – date, place, programme, school's points of differentiation, a photography, a video, a registration form collecting a name, e-mail address, mobile phone number, and segmentation enabling criteria (prospective student, parent, employee or public)
- Timing: 1st October – 30th January

- Cost:
 - Programming labour: $2 \text{ h} * 900 \text{ CZK} / \text{h} = 1\,800 \text{ CZK}$
 - Production labour: $5 \text{ h} * 300 \text{ CZK} / \text{h} = 1\,500 \text{ CZK}$
- Campaigns: 1, 2, and 3 (cost split: $1/3 : 1/2 : 1/6$)

Landing page for prospective teachers

- Landing page designed in accordance with the guidelines, presenting key information about the open positions, school's unique approach, 2 photographs (a team and a hero shot), and a registration form collecting a name, e-mail, mobile phone number, and a field for a short applicant's experience presentation
- Timing: 1st September – 30th April
- Cost:
 - Programming labour: $2 \text{ h} * 900 \text{ CZK} / \text{h} = 1\,800 \text{ CZK}$
 - Production labour: $3 \text{ h} * 300 \text{ CZK} / \text{h} = 900 \text{ CZK}$
- Campaigns: 3

Press interviews

- Three 20-30 min interviews with the headteacher of Springton for the following periodicals: *Hradecký deník*, *Zpravodaj města Jaroměř*, *Náchodský zpravodaj*
- One 30 min interview for radio *Český rozhlas Hradec Králové*
- One 60 min interview with headteacher and 3 teachers for school's own media
- Key topics: introduction of the school, headteacher, location, quality English language teaching, foreign teaching methods, preparation for foreign universities, elective subjects, professional team with international experience, modern environment, fees and scholarships, and benefits for the region
- Timing: 1st October – 30th November
- Cost:
 - Labour cost: $18 \text{ h} * 500 \text{ CZK} / \text{h} + 6 \text{ h} * 300 \text{ CZK} / \text{h} = 10\,800 \text{ CZK}$
 - Transport to interviews and extra costs: 1 500 CZK
- Campaigns: 2 and 3 (cost split $3/4 : 1/4$)

11.7.6 Direct Marketing

From direct marketing tools, e-mailing and SMS will be used.

E-mailing

- An automated e-mailing service using the Mailchimp.com platform with created segments of prospective students, parents, teachers, and community
- All will receive a welcome e-mail, 7 blog posts, 2 e-mails with headteacher's interview, 2 e-mails about the Open Day, and a reminder of application deadline
- Timing: 1st September – 10th February (frequency: 2 e-mails / month)
- Cost:
 - Labour cost: 30 h * 300 CZK / h = 9 000 CZK
 - Service cost: 435 CZK (20 USD) / month (Mailchimp, 2025) * 6 months = 2 610 CZK
- Campaigns: 1, 2, and 3 (cost split: 1/6 : 2/3 : 1/6)

SMS

- Automated SMS reminders sent twice via SMSbrána.cz platform:
 - A day prior to the Open Day to 50 students, 200 parents, 50 teachers
 - A day ahead prior to the application opening date in February to estimated 250 contacts (50 students and 200 parents, with customized messages to each segment according to the campaign)
- Timing: 1st January – 10th February
- Cost:
 - Labour cost: 5 h * 300 CZK / h = 1 500 CZK
 - Service cost: 1,05 / SMS (SMSbrána, 2025) * 550 = 578 CZK
- Campaigns: 1, 2, and 3 (cost split: 2/11 : 8/11 : 1/11)

11.7.7 Communication Strategy Timeline & Cost Summary

Table 8 shows the timeline for the use of individual marketing communication tools in specific months and their costs allocated using *activity-based costing* method.

Table 8 Springton Communication Strategy Timeline and Costs

Communication Tools	Tools Usage in Months								Campaigns Costs CZK			Total Costs CZK
	September	October	November	December	January	February	March	April	C1	C2	C3	
Instagram Ads									24600			24600
Google Ads									5600	11200	5600	22400
Billboards									30976	30976	15488	77440
Leaflets/posters									8753	2917	5310	16980
Competitions									13893			13893
Brochures									27500	5500		33000
Promo Items									14830			14830
Presentations									51000			51000
School Fairs									53336			53336
Open Day									18200	14560	3640	36400
Social media									13125	8750	4375	26250
LinkedIn											4125	4125
Website									19025	12683	6342	38050
Blog									2625	5250	2625	10500
LP Open Day									1100	1650	550	3300
LP Teachers											2700	2700
Press Interviews										9225	3075	12300
E-mailing									1935	7740	1935	11610
SMS									378	1512	188	2078
Total									286876	111963	55953	454792

(Source: Own elaboration)

The estimated costs for campaign 1 are within the allocated budget of 300,000 CZK, while the costs for campaigns 2 and 3 slightly exceed the budgets of 110,000 CZK and 50,000 CZK. The total costs of marketing communication are in line with the overall budget of CZK 460,000 CZK, and in order to reduce them to the required level, it would be worth considering suspending Google Ads campaigns earlier if their goal is achieved before the planned end date.

11.7.8 Customer Journeys Illustrated by the AIDA Model

To illustrate the journey of customer groups in individual campaigns, the AIDA model was used, representing the individual steps from gaining awareness of the new school, through arousing interest, stimulating desire, and encouraging action.

Campaign 1 runs from September to February. The use of Instagram ads, presentations at schools and school fairs is unique in the marketing strategy for the student group. Other marketing channels are used across multiple campaigns. Figure 19 shows the customer journey of potential students in the AIDA model.

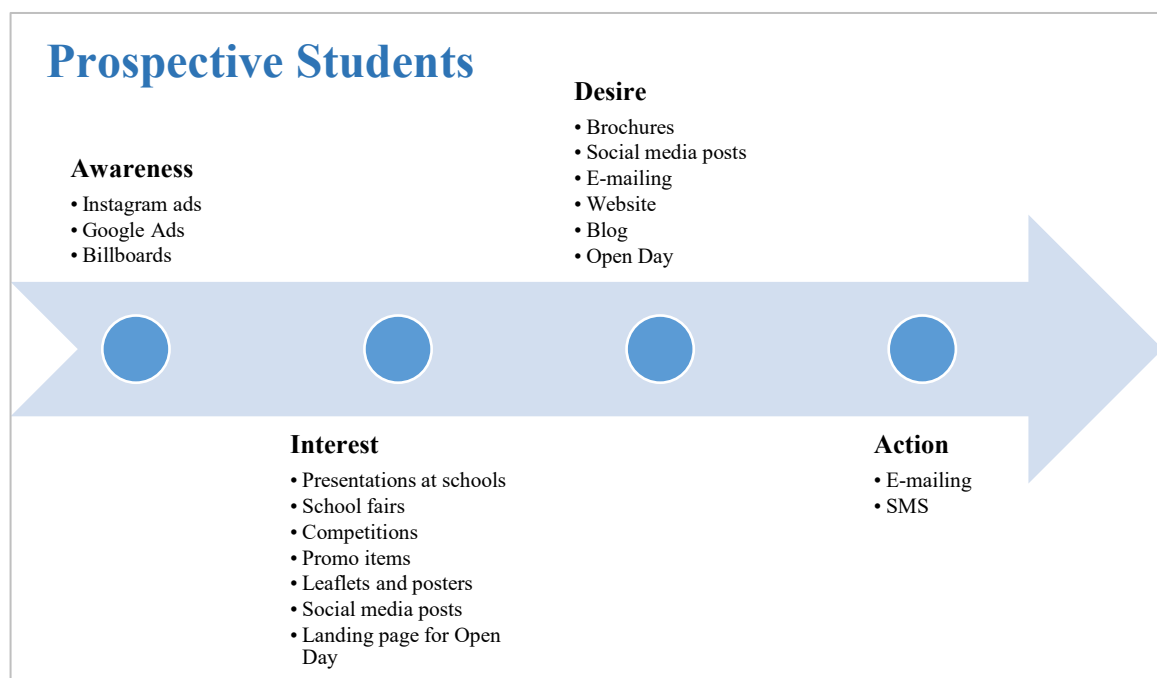


Figure 19 Prospective Students Customer Journey

(Source: Own elaboration)

Campaign 2 runs from September to January. For the parent group, press interviews are added to the campaign to stimulate interest. The value of using e-mailing, blogs, and landing pages is also increased. The illustration in the AIDA model is shown in Figure 20.

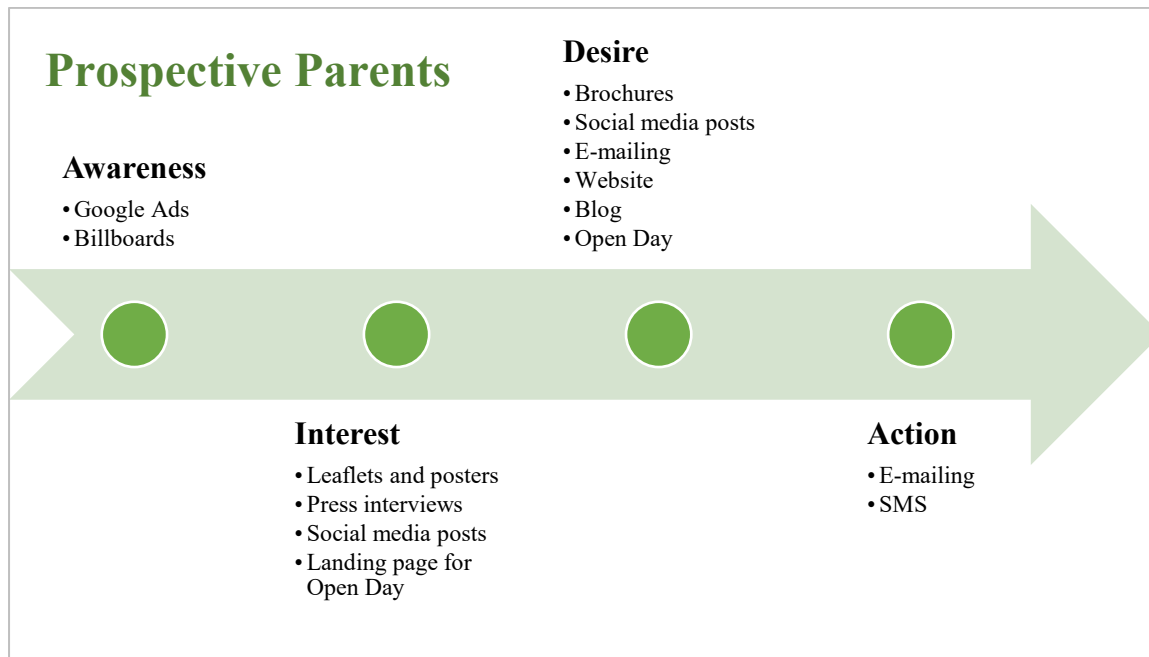


Figure 20 Prospective Parents Customer Journey Using AIDA

(Source: Own elaboration)

Campaign 3 runs from September to April. For the group of potential teachers, LinkedIn is emerging as a tool that encourages both interest and action, as well as a landing page for teachers where they can share their contact details. A diagram of the journey of teachers in the AIDA model is presented in Figure 21 below.

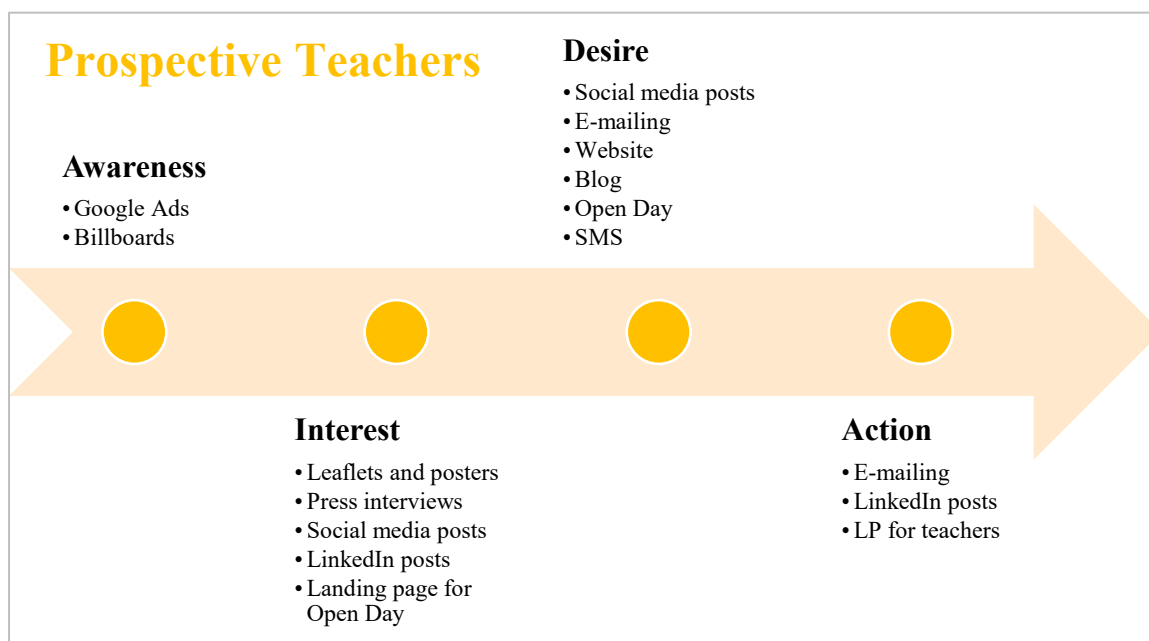


Figure 21 Prospective Teachers Customer Journey Using AIDA

(Source: Own elaboration)

Some channels are used for multiple phases of the AIDA model because they serve different purposes at different times. For example, e-mailing in sub-campaigns that share information about a new blog article aims to arouse desire, but inviting people to visit an Open Day via e-mailing or fill out a form on the landing page have the function of supporting action. Each group responds differently to specific channels and stimuli at different stages of the customer journey, and the choice of media and content is always tailored to the expected decision-making process. The application of the AIDA model has thus made it possible not only to capture the changing needs and motivations of target groups, but also to focus individual phases of campaigns in a way that increases the likelihood of achieving the set sub-goals.

12 FEASIBILITY ANALYSES

The feasibility of the school project is determined by a time, cost and risk analyses, which are presented in the following three chapters.

12.1 Time Analysis

The business strategy includes not only the marketing communication plan, but all activities necessary to open a new private school. The complete project, from the establishment of the company to its opening, is set at *24 months*, and the individual steps and their sequence are outlined in Table 9, serving as the *implementation plan*. Responsibilities for the activities have been assigned to five team members: Legal Advisor (LEG), Project Manager (PM), Financial Consultant (FIN), Designer / Architect (DES), and HR Coordinator (HR).

Table 9 Project Time Analysis

ID	Activity	Description	Duration (months)	Start (month)	Preceded by	Responsible roles
A	Establish legal entity	Legal foundation of the school (s.r.o.)	1	1	–	LEG, PM
B	Register trademarks	Name and logo registration at Industrial Property Office of the Czech Republic	2	2	A	LEG, PM
C	Create business plan	In various formats for internal use, authorities, government and banks	2	2	A	PM, FIN
D	Secure initial financing	Own capital, banks, investors, grants	3	3	C	FIN, PM
E	Select building for lease	Choosing a suitable property for the school	2	4	A, D	DES
F	Design project	Architectural design incl. interior/exterior	3	6	E	DES
G	Construction and equipment	Renovation and equipping of the building	6	9	F	DES, PM
H	Accreditation and school registry	Application to the Ministry of Education, necessary accreditations	3	17	P	PM, LEG

I	Final inspection and hygiene	Official permission for school operation	1	16	G	PM
J	Hiring key staff	Director, deputies, IT, administration	2	14	D, F	HR
K	Curriculum development	Creating the school's educational programme	3	15	J	HR, PM
L	Strategic partnerships contracting	Securing cooperation with elementary schools, language schools, companies	3	18	K	PM, HR
M	Marketing campaigns	Promotion and enrollment of students and teachers	8	17	J, K	PM
N	Hiring additional staff	Teachers, professionals, operational staff	3	19	J	HR
O	Service provision	Catering, cleaning, maintenance	2	20	N	HR
P	Documentation creation	School rules, organisation, crisis plan etc.	2	15	J, K	LEG, PM
Q	Applicant organisation	Class placement, enrollment records	1	22	M	PM
R	Staff training	Internal culture, onboarding, procedures	1	23	N, P	HR
S	Communication systems setup	E-mail, web, platforms	1	22	P	PM, external IT support
T	School opening	First day of classes – everything must be ready	1	24	I, N, R, S	PM

(Source: Own elaboration)

An outline of the project's *critical path* is presented below, showing the longest sequence of interdependent activities that determine the overall duration – 24 months. Any delay in any of these activities will delay the entire project.

Critical Path:

A → C → D → E → F → G → I → T

12.2 Cost Analysis

For the cost analysis of the project, the initial costs, operating costs, planned revenues, estimated profit and loss statement for the first four years, and the break-even point will be evaluated. The ABC and TDABC methods are used to calculate and allocate indirect costs.

12.2.1 Initial Costs

The calculation of initial costs is derived from the time analysis and the personnel capacity requirements specified therein. Estimated monthly wages are based on market data in the Hradec Králové region (Platy.cz, 2025):

- Legal Advisor (LEG): CZK 52,000 / approx. CZK 700–900 per hour
- Project Manager (PM): CZK 58,000 / approx. CZK 800–1,000 per hour
- Financial Consultant (FIN): CZK 55,000 / approx. CZK 700–900 per hour
- Designer / Architect (DES): CZK 45,000 / approx. CZK 600–800 per hour
- HR Coordinator (HR): CZK 43,000 / approx. CZK 600–750 per hour

Initial project costs by category:

Legal Services

Activities: A, B, H, P

Estimated hours: approx. 100

Estimated cost: CZK 80,000–90,000

Project Management

Activities: A, B, C, D, G, H, I, K, L, M, P, Q, S, T

Estimated hours: approx. 250

Estimated cost: CZK 200,000–220,000

Financial Consulting

Activities: C, D

Estimated hours: approx. 60

Estimated cost: CZK 45,000–55,000

Design and Architecture

Activities: E, F, G

Estimated hours: approx. 150

Estimated cost: CZK 110,000–120,000

HR and Recruitment

Activities: J, K, L, N, O, R

Estimated hours: approx. 120

Estimated cost: CZK 85,000–90,000

Marketing Campaigns

Activity: M

Estimated cost as calculated in chapter 11.7.7: CZK 454,792 ~ CZK 460,000

Additional PM involvement: approx. 40 hours

Estimated cost: CZK 35,000

Total marketing cost including PM: CZK 495,000

Equipment:

Based on standard reference values used in Czech educational infrastructure projects (MŠMT, 2025), the costs of furniture and equipment for a modern school are estimated at approximately CZK 100,000 per student.

School capacity: 240 students

Total estimated cost: $240 * 100,000 = \text{CZK } 24,000,000$

The total initial costs are shown in Table 10.

Table 10 Total Initial Costs Summary

Category	Costs (CZK)
Legal services	90,000
Project management	220,000
Financial Consulting	50,000

Design and Architecture	120,000
HR and Recruitment	90,000
Marketing Campaigns	495,000
Equipment	24,000,000
Total initial costs	25,065,000

(Source: Own elaboration)

12.2.2 Operating Costs

To determine operating costs, the benchmark of the First Private Language Grammar School in Hradec Králové will be used, which offers the same educational programme, places similar emphasis on quality, and has a slightly higher capacity (300 students). For the purposes of the newly established school, which will gradually fill its capacity over the first four years, it will be necessary to calculate the costs per one student, taking into account that the school's staffing will also grow with the number of students.

The annual wage costs for this school in 2023 were estimated at CZK 94,766 per student, with additional costs (including building rent) of CZK 37,146. In that year, the school had 41 teachers and 10 other employees for 296 students. Real wage growth since then has been 4.2% (General News, 2025), so wage costs per student can be estimated at $94,766 * 1,042 = \text{CZK } 98,744$. The average annual inflation rate was 2.4% (ČSÚ, 2025), so other costs per student are: $37,146 * 1,024 = \text{CZK } 38,040$.

Total operating cost per student are therefore: $98,744 + 38,040 = \text{CZK } 136,784$.

12.2.3 Planned Revenues

The main sources of income for the school's operation will be the tuition fees and state subsidies. School fees have been set at CZK 89,000 for the first year and CZK 99,000 for subsequent years. Scholarships will be awarded each year to an estimated 5% of students, covering 50% of the school fees (refer to section 11.4.2). The subsidy norm for grammar schools was specified in Chapter 8.1.2 and is set at CZK 93,004, of which a private school can receive 90%, i.e. $\text{CZK } 93,004 * 0.9 = \text{CZK } 83,704$ per student.

Total revenues in the first four years is calculated in Table 11 below:

Table 11 Planned Revenues for the First 4 Years

Year	Number of students	Tuition fees revenues (CZK)	Subsidies revenues (CZK)	Total revenues (CZK)
1	60	$(60 * 89,000) - (0,05 * 60 * 89,000 * 0,5) = 5,206,500$	$60 * 83,704 = 5,022,240$	10,228,740
2	120	$(120 * 99,000) - (0,05 * 120 * 99,000 * 0,5) = 11,583,000$	$120 * 83,704 = 10,044,480$	21,627,480
3	180	$(180 * 99,000) - (0,05 * 180 * 99,000 * 0,5) = 17,374,500$	$180 * 83,704 = 15,066,720$	32,441,220
4	240	$(240 * 99,000) - (0,05 * 240 * 99,000 * 0,5) = 23,166,000$	$240 * 83,704 = 20,089,000$	43,255,000

(Source: Own elaboration)

12.2.4 Estimated Profit and Loss Statement

The following Table 12 shows the summary of planned costs and revenues resulting in an annual operating profit or loss in the first four years.

Table 12 Profit and Loss Statement for the First 4 Years

Year	Number of students	Total revenues	Initial costs	Total operating costs	Profit / loss	After-tax profit (21%)
1	60	10,228,740	25,065,000	$60 * 136,784 = 8,206,960$	-23,043,220	-
2	120	21,627,480	-	$120 * 136,784 = 16,413,120$	5,214,360	4,120,344
3	180	32,441,220	-	$180 * 136,784 = 24,621,120$	7,820,100	6,177,279
4	240	43,255,000	-	$240 * 136,784 = 32,828,160$	10,426,840	8,238,919

(Source: Own elaboration)

As can be seen, the school will become operationally profitable in its second year. The following (fifth) and each subsequent year will then generate approximately the same profit of around CZK 8,200,000, as the school's capacity will be filled and will remain the same.

12.2.5 Break-even Point Calculation

The aim of break-even point analysis is to determine when the total profit (after tax) will equal the initial loss from year 1, or, in other words, when the cumulative profit covers it.

Table 13 Break-Even Point Analysis

Year	Annual After-Tax Profit (CZK)	Cumulative Profit (CZK)	Notes
1	-23,043,220	-23,043,220	Initial loss
2	4,120,344	-18,922,876	
3	6,177,279	-12,745,597	
4	8,238,919	-4,506,678	
5	8,238,919	3,732,241	Break-even point reached
6	8,238,919	11,971,160	

(Source: Own elaboration)

As can be seen from Table 13 above, the school will reach break-even point in its fifth year of operation. To speed up this process, other profitable economic activities may be considered, such as renting out space or offering additional educational programmes.

12.2.6 Funding

The initial investment of CZK 25,065,000 will be financed from own resources, with CZK 5,000,000 as a contribution to the registered capital and the remaining CZK 20,065,000 as an interest-free loan from the sole shareholder of the limited liability company. If there are delays between operating costs and income from state subsidies and tuition fees, which the project does not anticipate, they will be covered by an overdraft credit facility with ČSOB in the amount of CZK 5,000,000 with an interest rate at 9.5%. A fundraising strategy will be prepared for crisis situations on a dedicated landing page, primarily to cover scholarships and school equipment. However, the initial scenario does not count on this as a reliable

source of finance and expects its contribution after the first students graduate and become alumni donors.

12.3 Risk Analysis

A comprehensive risk assessment is required for the new school project. The probability of each identified risk has been quantified using a ten-point scale ranging from 1 (almost impossible) to 10 (almost certain). The potential impact of these risks on the institution is also evaluated using a similar scale, with 1 (minimal effect) representing the least serious consequences and 10 (severe effect) representing the most serious. The overall risk magnitude is derived by multiplying the likelihood of occurrence by the corresponding impact, providing a systematic basis for prioritising risk management efforts, in accordance with the RIPRAN method. An analysis of the identified risks is shown in Table 14.

Table 14 Identified Risks Analysis

Risk ID	Risk description	Type	Probability	Impact	Risk level
R1	Insufficient interest due to demographic trends	external	7	9	63
R2	Insufficient human resources	internal	4	8	32
R3	Parent's inability to pay tuition fees	external	1	2	2
R4	Legislative changes in the funding of private education sector	external	3	10	30
R5	Increased competition from established schools	external	1	4	4
R6	Poor project management causing delays in implementation	internal	3	6	18
R7	Low effectiveness of marketing campaigns	internal	2	5	10

(Source: Own elaboration)

For this project, risks with a risk level of 30 or higher will be considered as serious and requiring measures to reduce their probability or impact. Therefore, risks marked R1, R2, and R4 require attention.

For risk R1, measure M1 was created, which includes flexible capacity planning and expansion of educational programmes for other target groups, such as adults or seniors (in the form of weekend or online courses, evening schools, language courses or preparatory courses for other schools). This will enable rapid changes in the use of human resources and facilities, and their relocation to these complementary products. Measure M1 reduces the impact level from 9 to 3 and the overall risk level from 63 to 28, which is within the acceptable range.

For risk R2, measure M2 was created, which involves starting recruitment earlier and creating a motivating remuneration scheme for employees, such as performance bonuses for excellent student results, support for further education (language courses, pedagogical workshops), and the option of home office for administrative work. Measure M2 reduces the probability from 4 to 2 and the overall risk level from 32 to 16, which is acceptable for the project.

For risk R4, measure M3 was created, which includes close cooperation between the school and the Association of Private Schools in the Czech Republic and the creation of a reserve fund of 1 million CZK in case of sudden changes in the method of financing or other crisis situations resulting from legislative changes. Cooperation with the association will ensure that the school has a stronger negotiating position with authorities and lawmakers, as well as more prompt information about upcoming changes. Measure M3 reduces the probability from 3 to 2, the impact from 10 to 7 and the overall risk level from 30 to 14, which is within an acceptable range. All changes are indicated in Table 15.

Table 15 Suggested Measurements Analysis

Measurement ID	Risk ID	Measurement description	Probability	Impact	Amended risk level
M1	R1	Flexible capacity planning and expansion of educational programmes for other target groups	7	3	28

M2	R2	Start recruitment in advance and create a motivating remuneration scheme for employees	2	8	16
M3	R4	Cooperation with the Association of Private Schools and creation of a reserve fund	2	7	14

(Source: Own elaboration)

The transition of risks from unacceptable to acceptable range based on the applied measures is visible in Figure 22.

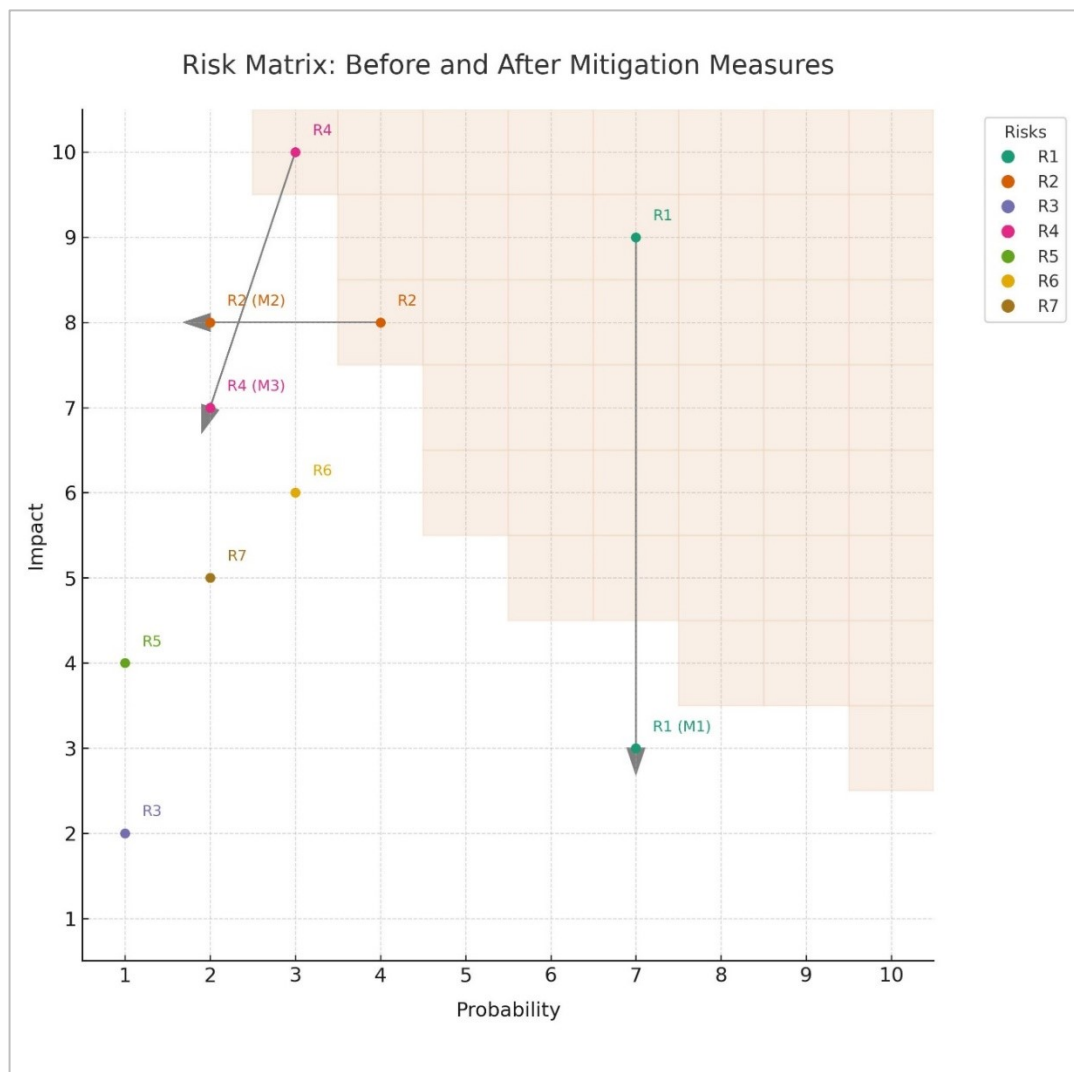


Figure 22 Risk Matrix Before and After Implementation of Mitigation Measures

(Source: Own elaboration)

CONCLUSION

This diploma thesis successfully covers all areas of school marketing and business strategy necessary for establishing a new private high school. The theoretical part describes forms of company strategies, basic elements of marketing from various sources and authors with different perspectives. The findings of the application of these elements in the school marketing environment are summarised and key questions related to current trends and the concept of the school's customer are analysed. The importance of school culture, community, image, and the related strength of the school brand, its identity and design were described. The theoretical part concluded with a description of school financing and related activities.

The analytical part of the thesis aimed to investigate whether and how the offer of high schools in the Hradec Králové region corresponds to changing requirements and trends in education and marketing and what is missing in the region (RQ1). It also aimed to determine the size of the segment of potential students who would be interested in a new school, how they reach their decisions, and what factors influence them (RQ2). The final question included identifying what parents expect from private high schools (RQ3). All these research questions were successfully answered by a situational analysis, a questionnaire survey among 9th grade primary school pupils, observation at high school fairs, and focus groups with parents. It was found that there is a surplus of demand for general education in the region, especially for grammar schools, estimated at 700 - 1900 pupils per year. At the same time, students are very interested in language learning, international topics, and flexibility in the choice of subjects, which would enable them to profile. Pupils usually decide on the schools just a few months before submitting their applications. They are most influenced by their parents, by visiting the school, and by the visual aspects of the school's marketing communication. As for parents, they expect competent teachers, university preparation, quality English teaching, and emphasis on practical skills. They are willing to support their children in their choice, no matter the type of the school.

Based on the analysis, it was recommended that the school should be located in the town of Jaroměř due to its good accessibility for both students and potential teachers. It should establish its marketing on a strong visual identity, a brand, and an effective communication on social networks and other online and offline channels. It should offer high-quality English teaching, international topics, elective subjects, and ensure a high-

quality and respectful teaching team. Significant factors affecting the project were summarised in the SWOT analysis.

The project section then proposed a complete business strategy for the new high school called “SPRINGTON”, complying with the first goal (G1). Its mission, vision, and goals were described, which included the creation of a strategic framework to satisfy the unmet demand in the region using STP analysis and the creation of a marketing mix. A distinctive comprehensive brand identity and its visual framework were created (G2), and the design of key brand applications and visual assets was proposed. In the final part, a marketing communication strategy was developed (G3) through three dedicated marketing campaigns targeting prospective student, their parents, and prospective teachers. This was achieved through a comprehensive communication mix and selected channels. A time and cost plans were also prepared, and the customer journey of each target group was illustrated using the AIDA model.

At the end of the thesis, the project was subjected to three analyses, which confirmed its feasibility. First, the entire new school project was submitted to a time analysis and key activities were planned for a period of 24 months. The project was then subjected to a cost analysis, which calculated the initial and operating costs, expected revenues, and the break-even point that the school should reach in its fifth year of operation. The final analysis focused on risks, using the RIPRAN method, with measures targeting the three most serious ones: insufficient interest due to demographic changes, a lack of human resources, and the possibility of legislative changes affecting the school’s funding. The proposed measures helped reduce the overall risk level to an acceptable range.

The content of the measures also offers a scope for further development of this thesis, specifically the expansion of the product to new educational programmes for other target groups, or the creation of a motivating human resource management scheme.

All the goals and objectives set out in this thesis have been achieved and provide a comprehensive framework for establishing a modern, innovative high school, which will fill the existing gap in the market, and will offer the students and the region a high-quality education, which will move them safely forward into the dynamic future.

BIBLIOGRAPHY

ALPAYDIN, Yusuf and DEMIRLI, Cihad. *Educational theory in the 21st century: science, technology, society and education*. Singapore: Palgrave Macmillan, 2022. ISBN 978-981-16-9639-8.

ASIAH, Siti Nor; SOE'OED, Rah'mad and SJAMSIR, Hasbi. The Implementation of 7ps Education Marketing Mix in Early Childhood Education Institution. Online. *Educational Studies*. 31. 12. 2022. Vol. 2, pp. 233-244. Available at: <https://doi.org/10.30872/escs.v2i2.1570>. [accessed 2024-07-20].

ATLAS ŠKOLSTVÍ. *Základní školy v Královéhradeckém kraji*. Online. ©2025. Available at: <https://www.atlasskolstvi.cz/zakladni-skoly?region=kralovehradecky-kraj>. [accessed 2025-03-09].

BAKER, Michael. *How To Inspire Knowledge With Logo Designs For Educational Institutions*. Online. In: ZillionDesigns. 22. 8. 2023. Available at: <https://www.zilliondesigns.com/blog/how-to-inspire-knowledge-with-educational-logos/>. [accessed 2024-07-22].

BERAN, Jaromír and BĚTÁKOVÁ, Martina. *České vzdělávání v 21. století - pomůže Strategie 2030+*. Online. In: Řízení školy. 1. 11. 2020. Available at: <https://www.rizeniskoly.cz/aktuality/ceske-vzdelavani-v-21-stoleti-pomuze-strategie-2030.a-7156.html>. [accessed 2025-04-06].

BOUČKOVÁ, Jana a kol. *Marketing*. Praha: C. H. Beck, 2003. ISBN 80-7179-577-1.

BRAUN, Thomas. *Understanding the important role of design in your marketing mix*. Online. In: LinkedIn. 27. 8. 2023. Available at: <https://www.linkedin.com/pulse/understanding-important-role-design-your-marketing-mix-thomas-braun/>. [accessed 2024-07-30].

BULBULE, Ishwar. *7 P's of Education Industry*. Online. In: Slideshare. ©2025. Available at: <https://www.slideshare.net/slideshow/7-ps-of-education-industry/149286684#9>. [accessed 2025-05-21].

BUREŠOVÁ, Jitka; POSPÍŠILOVÁ, Marie; UNGERMAN, Otakar; DĚDKOVÁ, Jaroslava; JURSOVÁ, Jitka et al. *Online marketingová komunikace cílcí na děti školního věku*. Brno: Masarykova univerzita, 2023. ISBN 978-80-280-0302-9.

ČERVENÝ, Radim; FICBAUER, Jiří; HANZELKOVÁ, Alena and KEŘKOVSKÝ, Miloslav. *Business plán: krok za krokem*. Praha: C. H. Beck, 2014. ISBN 978-80-7400-511-4.

ČESKÁ TISKOVÁ KANCELÁŘ. *Studentů soukromých středních škol přibývá*. Online. In: Novinky.cz. 3. 9. 2024. Available at: <https://www.novinky.cz/clanek/veda-skoly-studentu-soukromych-strednich-skol-pribyva-40486357>. [accessed 2025-04-19]."

ČESKÝ STATISTICKÝ ÚŘAD. *Inflace - druhy, definice, tabulky*. Online. In: Český statistický úřad. ©2025. Available at: https://csu.gov.cz/mira_inflace. [accessed 2025-03-30].

ČESKÝ STATISTICKÝ ÚŘAD. *Podíl nezaměstnaných v prosinci 2024 v Královéhradeckém kraji stoupl*. Online. In: Český statistický úřad. ©2025. Available at: <https://csu.gov.cz/hkk/podil-nezamestnanych-v-prosinci-2024-v-kralovehradeckem-kraji-stoupl>. [accessed 2025-04-30].

ČESKÝ STATISTICKÝ ÚŘAD. *Průměrná mzda v Královéhradeckém kraji v 1. až 3. čtvrtletí reálně vzrostla o 4,3 %*. Online. In: Český statistický úřad. 4. 12. 2024. Available at: <https://csu.gov.cz/hkk/prumerna-mzda-v-kralovehradeckem-kraji-v-1-az-3-ctvrtleti-realne-vzrostla-o-43>. [accessed 2025-06-02].

ČESKÝ STATISTICKÝ ÚŘAD. *Sčítání 2021*. Online. In: Český statistický úřad. 15. 5. 2025. Available at: <https://csu.gov.cz/scitani-2021>. [accessed 2025-05-30].

ČESKÝ STATISTICKÝ ÚŘAD. *Výdaje na vzdělávání*. Online. In: Český statistický úřad. 24. 1. 2025. Available at: <https://csu.gov.cz/vydaje-na-vzdelavani?pocet=10&podskupiny=234&razeni=-datumVydani&start=0>. [accessed 2025-04-29].

ČESKÝ STATISTICKÝ ÚŘAD. *Základní tendence demografického, sociálního a ekonomického vývoje Královéhradeckého kraje - 2023*. Online. In: Český statistický úřad. 31. 10. 2024. Available at: <https://csu.gov.cz/produkty/zakladni-tendence-demografickeho-socialniho-a-ekonomickeho-vyvoje-kralovehradeckeho-kraje-2023>. [accessed 2025-06-01].

CHROMÝ, Jan; RYASHKO, Liubov and DVORAK, Donna. *Selected elements of information management and marketing in higher education*. Praha: Extrasystem Praha, 2013. ISBN 978-80-87570-11-1.

CHYTRÁ ŘEŠENÍ. *Ekologická MHD v Hradci Králové*. Online. In: Chytrá řešení. ©2025. Available at: <https://www.chytraresenikhk.cz/ekologicka-mhd-v-hradci-kralove>. [accessed 2025-05-12].

DABNER, David; STEWART, Sandra and ZEMPOL, Eric. *Škola grafického designu: principy a praxe grafiky*. Praha: Slovart, 2014. ISBN 978-80-7391-894-1.

DAVIES, Brent and ELLISON, Linda. *School leadership for the 21st century: a competency and knowledge approach*. London: Routledge, 1997. ISBN 04-151-3366-1.

DAVIES, Brent and ELLISON, Linda. *Strategic marketing for schools: how to harmonise marketing and strategic development for an effective school*. School leadership and management series. London: Pearson Education, 2003. ISBN 02-736-2408-3.

DAWE, Mary. *The school leader's toolkit: practical strategies for leading and managing*. Los Angeles: SAGE, 2013. ISBN 978-144-6201-923.

DESYGNER. *The Ultimate Guide to Starting an Education Business*. Online. In: Desygner. 26. 3. 2024. Available at: <https://desygner.com/blog/industry/how-to-start-education-business>. [accessed 2024-07-18].

DEVARAKONDA, Gautam. *Chapter 2 – Marketing Communication Mix*. Online. In: LearnMarketing.ai. ©2024. Available at: <https://www.superheuristics.com/learnmarketing/marketing-communication-mix/>. [accessed 2024-07-20].

DOPRAVA KRÁLOVÉHRADECKÉHO KRAJE. *Doprovci zajišťující veřejnou dopravu*. Online. In: Doprava Královéhradeckého kraje. ©2025. Available at: <https://www.dopravakhk.cz/doprovci-zajistujici-verejnou-dopravu.html>. [accessed 2025-04-15].

DTPSHOP. *Automatický kalkulátor potisků igelitových tašek*. Online. In: DTPshop. ©2025. Available at: <https://www.dtpshop.cz/index.asp?vpage=kalkulacehtmpe.asp>. [accessed 2025-03-26].

DŮM ZAHRANIČNÍ SPOLUPRÁCE. *Výjezdy a pobyty*. Online. In: Dům zahraniční spolupráce. ©2025. Available at: <https://www.dzs.cz/program/erasmus/vyjezdy-pobyty/>. [accessed 2025-03-11].

DURĎÁK, Aleš. *Jak prezentovat školu v médiích a na sociálních sítích: praktický průvodce sociálními sítěmi a mediální prezentací pro střední školy*. Prostějov: Computer Media, 2019. ISBN 978-80-7402-398-9.

EGER, Ludvík. *Marketing školy*. Plzeň: Západočeská univerzita v Plzni, 2021. ISBN 978-80-261-1044-6.

EUROPEAN COMMISSION. *Erasmus+*. Online. In: European Commission. ©2025. Available at: <https://erasmus-plus.ec.europa.eu/>. [accessed 2025-06-03].

EVERARD, K. B.; MORRIS, Geoffrey and WILSON, Ian. *Effective school management*. Fourth edition. London: Paul Chapman Publishing, 2004. ISBN 14-129-0049-2.

FAKTUROID. *Jak založit s. r. o.?* Online. In: Fakturoid. ©2025. Available at: <https://www.fakturoid.cz/almanach/zacatky-podnikani/zalozeni-sro>. [accessed 2025-05-15].

FIDLER, Brian. *Strategic management for school development: leading your school's improvement strategy*. London: Paul Chapman Publishing, 2002. ISBN 07-619-6526-2.

FOTR, Jiří; VACÍK, Emil; ŠPAČEK, Miroslav and SOUČEK, Ivan. *Úspěšná realizace strategie a strategického plánu*. Praha: Grada Publishing, 2017. ISBN 978-80-271-0434-5.

GAVRILUK, Vlad. *How Does Design Play a Key Role in Marketing?* Online. In: Arounda. 30.4.2024. Available at: <https://arounda.agency/blog/how-does-design-play-a-key-role-in-marketing>. [accessed 2024-07-30].

GENERAL NEWS. *Průměrná mzda v ČR se meziročně nominálně zvýšila o 7,2 % a reálně o 4,2 %*. Online. In: General News. 6. 3. 2025. Available at: https://www.gnews.cz/cs_cz/ekonomika/prumerna-mzda-v-cr-se-mezirocne-nominalne-zvysila-o-72-a-realne-o-42/. [accessed 2025-05-03].

GODADDY. *GoDaddy*. Online. ©2025. Available at: <https://www.godaddy.com/en-ph>. [accessed 2025-04-14].

HEALEY, Matthew. *Design loga: analýza úspěchu 300+ mezinárodních značek*. Brno: Computer Press, 2011. ISBN 978-80-251-3608-9.

HEJTMÁNEK, Tomáš. *Projektování má zelenou, vlak z Náchoda do Hradce dojde za 26 minut*. Online. In: IDNES.cz. 6. 9. 2024. Available at: <https://www.idnes.cz/hradec>

kralove/zpravy/zeleznice-modernizace-vysokovska-spojka-nachod-jaromer.A240905_161349_hradec-zpravy_tuu. [accessed 2025-05-01].

HROMÁDKA, Zdeněk. *Environmentální vzdělávání a výuka venku*. Online. In: Národní pedagogický institut České republiky. 13. 3. 2019. Available at: <https://clanky.rvp.cz/clanek/s/Z/21927/ENVIRONMENTALNI-VZDELAVANI-A-VYUKA-VENKU.html>. [accessed 2025-02-25].

INDEED. *7 Ps of Service Marketing (And Why They're Important)*. Online. In: Indeed. 11. 3. 2023. Available at: <https://www.indeed.com/career-advice/career-development/7-ps-of-service-marketing>. [accessed 2024-07-18].

INDEED. *Platy*. Online. In: Indeed. ©2025. Available at: <https://cz.indeed.com/career/salaries>. [accessed 2025-04-27].

IVY, Jonathan. A new higher education marketing mix: the 7Ps for MBA marketing. Online. *International Journal of Educational Management*. 16. 5. 2008. Vol. 22, no. 4, pp. 288-299. ISSN 0951-354X. Available at: <https://doi.org/10.1108/09513540810875635>. [accessed 2024-07-30].

JAK ZALOŽIT SDŠ. *Stát a legislativa*. Online. In: Jak založit SDŠ. ©2025. Available at: <https://www.jakzalozitsds.cz/jak-zalozit-sds/stat-a-legislativa>. [accessed 2025-05-21].

JAKUBÍKOVÁ, Dagmar and JANEČEK, Petr. *Strategický marketing: strategie a trendy*. Expert. Praha: Grada Publishing, 2023. ISBN 978-80-271-3722-0.

JUSTPRINT.CZ S.R.O. *Justprint*. Online. ©2025. Available at: <https://justprint.cz/>. [accessed 2025-06-12].

KAFTAN, Miroslav. *A handbook of modern business office*. Praha: Karolinum, 2012. ISBN 978-80-246-1984-2.

KEŘKOVSKÝ, Miloslav and NOVÁK, Petr. *Finanční strategie: krok za krokem*. Praha: C.H. Beck, 2015. ISBN 978-80-7400-562-6.

KIRP, David L.. *Shakespeare, Einstein, and the bottom line: the marketing of higher education*. Cambridge, Mass: Harvard University Press, 2003. ISBN 06-740-1634-3.

KOCUROVÁ, Lucie. *Jen z peněz od státu se vize moderní školy uskutečnit nedá*. Online. In: Peníze.cz. 22. 12. 2023. Available at: <https://www.penize.cz/spotrebite/449425-jen-z-penez-od-statu-se-vize-moderni-skoly-uskutecnit-neda>. [accessed 2025-04-01].

KOŘOUŠKOVÁ, Barbora. *Umělá inteligence (AI): historie a trendy pro rok 2025*. Online. In: Rascasone. 31.1.2025. Available at: <https://www.rascasone.com/cs/blog/umela-inteligence-ai-trendy>. [accessed 2025-03-25].

KOKU, Paul Sergius. *Marketing higher education: understanding how to build and promote the university brand*. London: Routledge, Taylor & Francis Group, 2023. ISBN 978-0-367-74917-0.

KOPAČKOVÁ, Dagmar. *Modulární školy a školky nebo zelené střechy veřejných budov. Témata semináře pro pražské městské části*. Online. In: TZB-info. 11.1.2025. Available at: <https://www.tzb-info.cz/energeticka-narocnost-budov/27931-modularni-skoly-a-skolky-nebo-zelene-strechy-verejnych-budov-temata-seminare-pro-prazske-mestske-casti>. [accessed 2025-04-25].

KOTLER, Philip; ARMSTRONG, Gary and BALASUBRAMANIAN, Sridhar. *Principles of marketing*. Nineteenth edition. Harlow: Pearson, 2024. ISBN 978-1-292-44936-4.

LAINE-NAIDA, Warren and WILLARD, Bridget. *The Only Online Marketing Book You Need for Your School*. Wrocław: Amazon, 2022. ISBN 979-8799505349.

LANDOVÁ, Hana and BOČKOVÁ, Markéta. *Soubor doporučení pro vysokoškolské knihovny: Jak podpořit blended learning*. Online. In: Asociace knihoven vysokých škol ČR. 19.5.2022. Available at: <https://www.akvs.cz/jak-podporit-blended-learning/>. [accessed 2025-03-16].

LAZANAS, Suzette H. and URBINA, Marilou C.. Academic Marketing Climate, Marketing Strategies And Student Enrollment Turnout Of Council Admission And Marketing In Selected Schools In District 1 Province Of Laguna. Online. *Technium Social Sciences Journal*. 9. 7. 2023. Vol. 45, pp. 196-209. ISSN 26687798. Available at: <https://doi.org/10.47577/tssj.v45i1.9072>. [accessed 2024-07-18].

LOCKHART, Johanna. *Fundamentals of School Marketing*. Lanham, Maryland: Rowman & Littlefield, 2016. ISBN 978-1475829969.

MAILCHIMP. *Pricing Plans*. Online. In: Mailchimp. ©2025. Available at: <https://mailchimp.com/pricing/marketing/?currency=EUR>. [accessed 2025-03-27].

MEYERS, Harriet. Sharpening School MARKETING. Online. *District Administration*. January 2014. Vol. 50, no. 1, pp. 44-47. ISSN 15375749. Available

at: <https://search.ebscohost.com/login.aspx?direct=true&db=asn&an=103369654&scope=s> ite. [accessed 2024-07-18].

MINISTERSTVO FINANČÍ ČESKÉ REPUBLIKY. *Makroekonomická predikce - leden 2025*. Online. In: Ministerstvo financí České republiky. 30.1.2025. Available at: <https://www.mfcr.cz/cs/rozpocetova-politika/makroekonomika/makroekonomicka-predikce/2025/makroekonomicka-predikce-leden-2025-58624>. [accessed 2025-06-08].

MINISTERSTVO PRO MÍSTNÍ ROZVOJ ČR. *Strategie rozvoje Královéhradeckého kraje 2021-2027*. Online. In: Databáze strategií. ©2025. Available at: <https://www.databaze-strategie.cz/cz/hkk/strategie/strategie-rozvoje-kralovehradeckeho-kraje-2021-2027?typ=tematicky&v=857d4890854508cfe37e8fd4faad7ac>. [accessed 2025-04-08].

MINISTERSTVO PRO MÍSTNÍ ROZVOJ ČR. *V Královéhradeckém kraji rozdělil IROP 737 milionů na rozvoj venkovských oblastí*. Online. In: Ministerstvo pro místní rozvoj ČR. 18.11.2024. Available at: <https://irop.gov.cz/cs/ostatni/web/novinky/v-kralovehradeckem-kraji-rozdelil-irop-737-milionu>. [accessed 2025-04-23].

MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY. *1. kolo přihlašování na střední školy skončilo – roste zájem o maturitní obory a lycea*. Online. In: Ministerstvo školství, mládeže a tělovýchovy. 21. 2. 2025. Available at: <https://msmt.gov.cz/ministerstvo/novinar/prihlasovani-na-stredni-skoly-je-uzavreno-roste-zajem-o>. [accessed 2025-05-08].

MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY. *Do pokusného ověřování nového oboru Lyceum se zapojí 32 škol*. Online. In: Ministerstvo školství, mládeže a tělovýchovy. 17. 12. 2024. Available at: <https://msmt.gov.cz/ministerstvo/novinar/do-pokusneho-overovani-noveho-oboru-lyceum-se-zapoji-32-skol>. [accessed 2025-03-18].

MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY. *Ministerstvo školství, mládeže a tělovýchovy*. Online. ©2025. Available at: <https://msmt.gov.cz/>. [accessed 2025-05-29].

MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY. *Operační program Výzkum, vývoj a vzdělávání*. Online. ©2025. Available at: <https://opvvv.msmt.cz/>. [accessed 2025-03-13].

MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY. *Základy moderní školní infrastruktury: Na co se zaměřit?* Online. In: Edu.cz. ©2025. Available at: <https://edu.gov.cz/zmsi2/>. [accessed 2025-05-13].

NGUYEN, Bang; MELEWAR, T. C. and HEMSLEY-BROWN, Jane. *Strategic Brand Management in Higher Education*. Abingdon, Oxon: Routledge, 2019. ISBN 978-0-367-13942-1.

ONEZEROEIGHT. *Design as a Medium of Communication*. Online. In: OneZeroEight. ©2024. Available at: <https://onezeroeight.in/design-as-a-medium-of-communication/>. [accessed 2024-08-12].

PALACIOS, Heather. *The Comprehensive Guide to School Marketing*. Online. In: Apptegy. Jan 2023. Available at: <https://www.apptegy.com/guides/comprehensive-guide-to-school-marketing/>. [accessed 2024-07-18].

PLACKOVNA. *Ceník*. Online. In: Plackovna. ©2025. Available at: <https://plackovna.cz/cenik/>. [accessed 2025-03-26].

PLATY.CZ. *Platy.cz*. Online. ©2025. Available at: <https://www.platy.cz/>. [accessed 2025-02-15].

POLÁŠKOVÁ, Lenka. *Kompetence leadera školy: marketingová komunikace v praxi škol*. Praha: Grada, 2022. ISBN 978-80-271-3229-4.

POPESKO, Boris and PAPADAKI, Šárka. *Moderní metody řízení nákladů: jak dosáhnout efektivního vynakládání nákladů a jejich snížení*. 2., aktualizované a rozšířené vydání. Praha: Grada Publishing, 2016. ISBN 978-80-247-5773-5.

PRONAJEM-BILLBOARDU.CZ. *Pronajem-billboardu.cz*. Online. ©2025. Available at: <https://www.pronajem-billboardu.cz/>. [accessed 2025-06-14].

QUEENSLAND GOVERNMENT. *Marketing basics for business and the 7 Ps*. Online. In: Queensland Government. 29. 8. 2022. Available at: <https://www.dzs.cz/program/erasmus/vyjezdy-pobyty/>. [accessed 2024-07-17].

REALITY IDNES.CZ. *Reality iDNES.cz*. Online. ©2025. Available at: <https://reality.idnes.cz/>. [accessed 2025-02-24].

SENGE, Peter M.. *Schools that learn: a fifth discipline fieldbook for educators, parents, and everyone who cares about education*. New York: Doubleday, 2000. ISBN 03-854-9323-1.

SMSBRÁNA. *Ceník služeb a přehled tarifů*. Online. ©2025. Available at: <https://www.smsbrana.cz/cenik>. [accessed 2025-03-18].

SVOBODOVÁ, Iveta and ANDERA, Michal. *Od nápadu k podnikatelskému plánu: jak hledat a rozvíjet podnikatelské příležitosti*. Praha: Grada, 2017. ISBN 978-80-271-0407-9.

THREE-BRAINS. *Design principles in marketing*. Online. In: Three-Brains. 4.6.2025. Available at: <https://www.three-brains.com/creative/graphic-design-skills/design-principles-in-marketing/>. [accessed 2025-07-01].

TZB-INFO. *První energeticky a uhlíkově pozitivní školní budova v ČR slavnostně otevřena*. Online. In: TZB-info. 12. 9. 2022. Available at: <https://stavba.tzb-info.cz/budovy-s-temer-nulovou-spotrebou-energie/24301-prvni-energeticky-a-uhlikove-pozitivni-skolni-budova-v-cr-slavnostne-otevrena>. [accessed 2025-03-03].

UNIVERZITA HRADEC KRÁLOVÉ. *O fakultě*. Online. ©2025. Available at: <https://www.uhk.cz/cs/pedagogicka-fakulta/pdf/o-fakulte>. [accessed 2025-06-09].

VYROBSITRICKO.CZ. *Mikina s kapucí James & Nicholson*. Online. In: Vyrobsitricko.cz. ©2025. Available at: <https://www.vyrobsitricko.cz/kreator/#variant=4105>. [accessed 2025-03-25].

VYSTAVNI-SYSTEMY.CZ. *POP UP stěna 3x3 oblá - magnetická*. Online. ©2025. Available at: <https://www.vystavni-systemy.cz/prezentacni-steny/pop-up-stena-3x3m-obla-magneticka/>. [accessed 2025-04-08].

WALTER, Ekaterina and GIOGLIO, Jessica. *The power of visual storytelling: how to use visuals, videos, and social media to market your brand*. New York: McGraw-Hill Education, 2014. ISBN 978-007-1823-937.

ZEKA. *8 Essential Elements of Brand Identity*. Online. In: Zeka. ©2024. Available at: <https://www.zekagraphic.com/8-essential-elements-of-brand-identity/>. [accessed 2024-07-18].

LIST OF FIGURES

Figure 1 Population Density of the Hradec Králové Region	76
Figure 2 Sample Motifs to Choose in the Questionnaire	106
Figure 3 Springton Logo	131
Figure 4 Springton Logo Story	132
Figure 5 Example of Variability of the Springton Logo	132
Figure 6 Secondary Graphic Motif for the Springton Visual Identity	133
Figure 7 Example of Using a Single-Colour Secondary Motif.....	134
Figure 8 Colour Palette for Springton Visual Identity	134
Figure 9 Springton School Building Design Illustration	137
Figure 10 Springton Website Design – Homepage Preview.....	140
Figure 11 Springton Instagram Page Showcasing Required Design Features.....	141
Figure 12 Springton Brochure Design	142
Figure 13 Springton Leaflet Design.....	143
Figure 14 Springton Billboard Design	144
Figure 15 Springton Business Card Design	144
Figure 16 Springton Merchandise Notebooks Design	145
Figure 17 Promotional Items Design	146
Figure 18 Springton High School Fair Stand Design	147
Figure 19 Prospective Students Customer Journey.....	161
Figure 20 Prospective Parents Customer Journey Using AIDA	162
Figure 21 Prospective Teachers Customer Journey Using AIDA	162
Figure 22 Risk Matrix Before and After Implementation of Mitigation Measures	173

LIST OF TABLES

Table 1 Selection of Norms for High Schools	73
Table 2 Expenditure Structure of Households with Children in Czech Republic	74
Table 3 Competitors' Analysis Key Data Overview	92
Table 4 Porter's Five Forces Analysis Overview Quantified	99
Table 5 Summary SWOT Analysis	119
Table 6 Demonstration of Unique Features of the School's Product	126
Table 7 Typographic Hierarchy for Springton Brand Identity	135
Table 8 Springton Communication Strategy Timeline and Costs	160
Table 9 Project Time Analysis.....	164
Table 10 Total Initial Costs Summary	167
Table 11 Planned Revenues for the First 4 Years.....	169
Table 12 Profit and Loss Statement for the First 4 Years.....	169
Table 13 Break-Even Point Analysis.....	170
Table 14 Identified Risks Analysis	171
Table 15 Suggested Measurements Analysis.....	172

LIST OF GRAPHS

Graph 1 Competitors' Comparative Analysis	93
Graph 2 Decision Period for the Most Preferred School	102
Graph 3 Results on the Importance of Clothing Appearance	108

LIST OF ABBREVIATIONS

ABB	Activity-Based Budgeting
ABC	Activity-Based Costing
AI	Artificial Intelligence
AIDA	Attention, Interest, Desire, Action
AP	Advanced Placement
BIGY	Biskupské gymnázium
ČSOB	Československá obchodní banka
ČSÚ	Český statistický úřad
ČTK	Česká tisková kancelář
DES	Designer / Architect
EEA	European Economic Area
EU	European Union
FIN	Financial Consultant
G	Goal
GJKT	Gymnázium J. K. Tyla
GJŽ	Gymnázium Jaroslava Žáka
GDPR	General Data Protection Regulation
HR	Human Resources / HR Coordinator
IB	International Baccalaureate
JG	Jiráskovo gymnázium
JGN	Jiráskovo gymnázium Náchod
KHK	Královehradecký kraj
KPI	Key Performance Indicator
LEG	Legal Advisor
LP	Landing Page

M	Measure
MMR ČR	Ministerstvo pro místní rozvoj České republiky
MS	Microsoft
MŠMT	Ministerstvo školství, mládeže a tělovýchovy
O	Objective
OPVVV	Operační program Výzkum, vývoj a vzdělávání
PEST	Political, Economic, Social, and Technological
PESTEL	Political, Economic, Social, Technological, Environmental, and Legal
PESTLE	Political, Economic, Social, Technological, Legal, and Environmental
PM	Project Manager
PR	Public Relations
R	Risk
RIPRAN	Risk Project Analysis
RQ	Research Question
s.r.o.	Společnost s ručením omezeným
SBU	Strategic Business Unit
SDŠ	Svobodná demokratická škola
SEO	Search Engine Optimization
STEP	Social, technical and technological, economic and political-legislative
STP	Segmentation, Targeting, and Positioning
SVKHK	Studijní a vědecká knihovna v Hradci Králové
TDABC	Time-Driven Activity-Based Costing
UGC	User-Generated Content
UHK	Univerzita Hradec Králové
UK	United Kingdom
US	United States

APPENDICES

Appendix P I: Results of the Survey Among 9th Grade Students

Appendix P II: Transcript of the Focus Group Among Prospective Parents

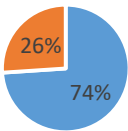
APPENDIX P I: RESULTS OF THE SURVEY AMONG 9TH GRADE STUDENTS

YOUR DREAM HIGH SCHOOL

Results of a questionnaire survey among 406 primary school pupils in 9th grade in Hradec

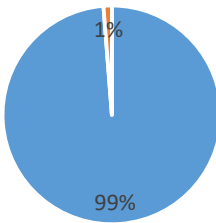
Králové region - February 2025

Do you think your choice of high school has an impact on your future success in life?



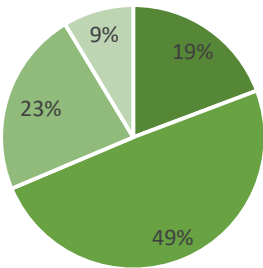
■ Yes ■ No

Would you like to go to a high school that you enjoy?



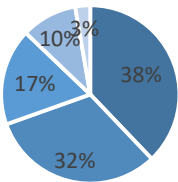
■ Yes ■ No

Do you know what you want to do in life?



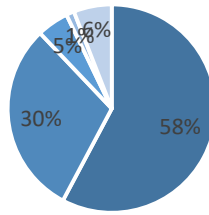
■ Yes ■ More or less yes ■ Rather no ■ I have no idea

When did you decide for your 1st choice of high school?



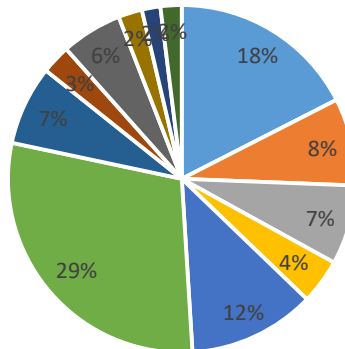
■ now recently ■ in 9th grade in autumn
■ in 8th grade ■ in 7th grade or earlier
■ I don't know yet / I'm not deciding

When did you decide for your 2nd and 3rd choice of high school?



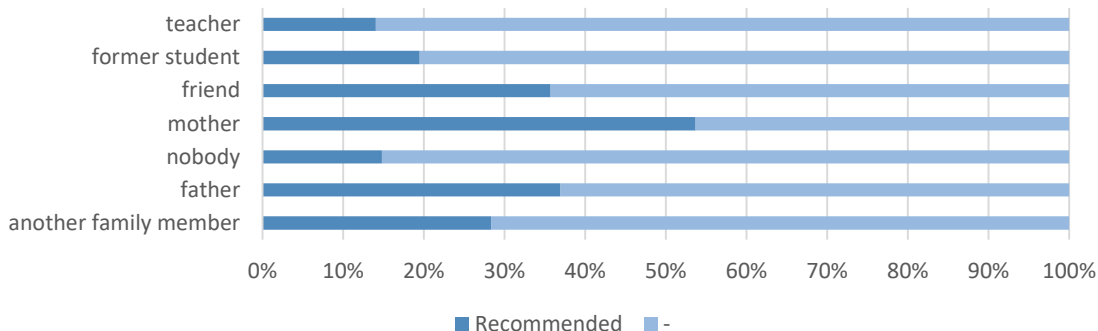
- now recently
- in 9th grade in autumn
- in 8th grade
- in 7th grade or earlier
- I don't know yet / I'm not deciding

Most of all, I want to get to

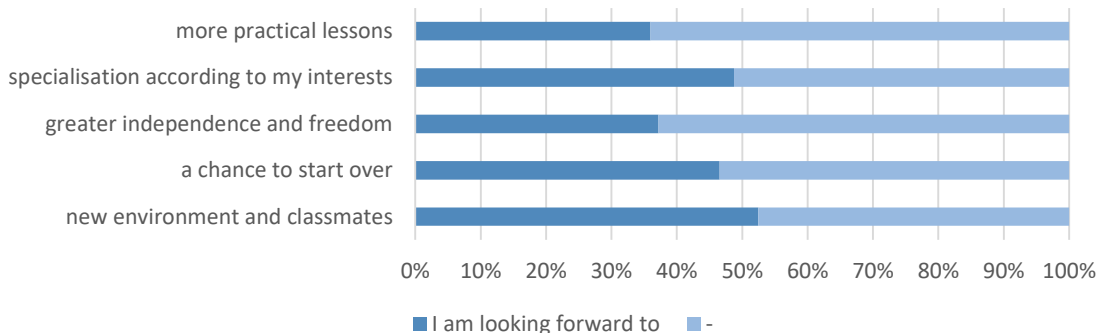


- grammar school
- business academy
- medical high school
- I don't know yet / I'm not deciding
- vocational school
- industrial / technical / construction school
- other high school with a diploma
- security / military / public administration high school
- art school / conservatory
- pedagogical
- lyceum
- not answered

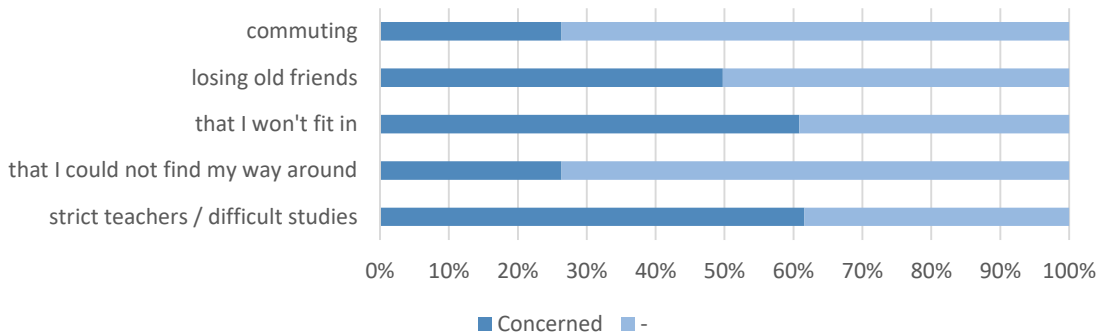
Who recommended the 1st school to you?



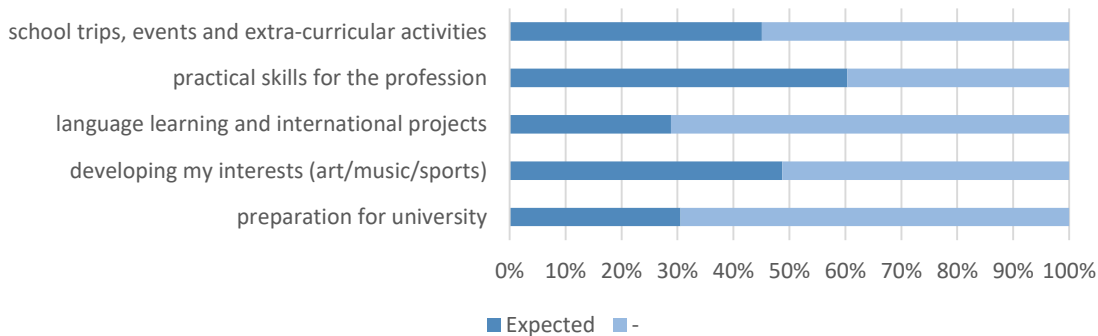
What are you most looking forward to in high school?



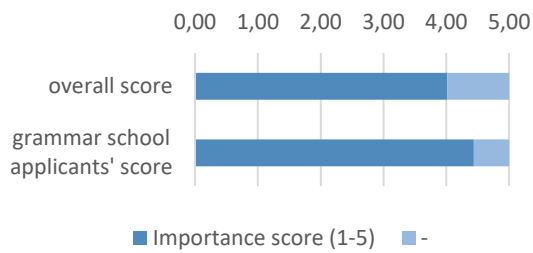
What is your biggest fear?



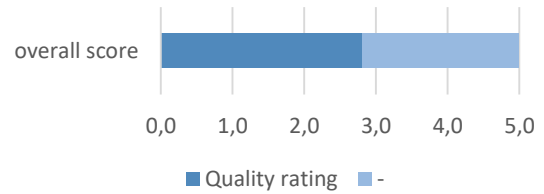
What do you expect from a high school?



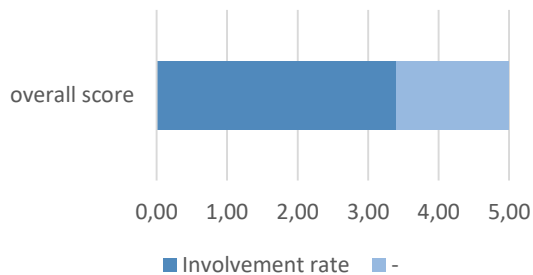
How important is it for you to become fluent in English?



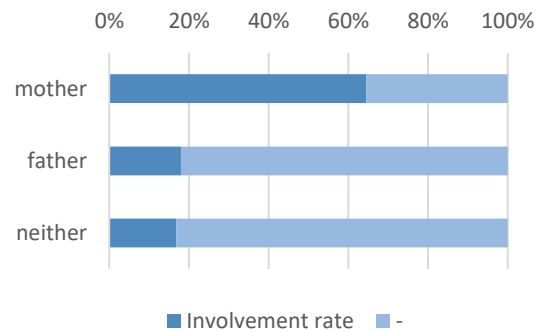
How do you rate the English teaching at your current school?



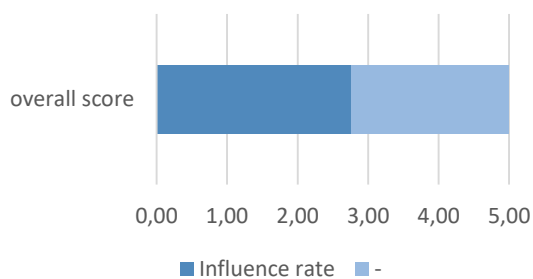
How much are your parents involved with you in your preparation for the entrance exams?



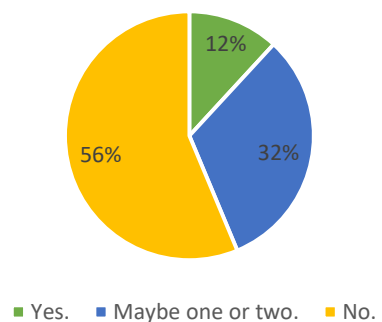
Who is generally more involved in your preparation?



Think about your friends. How much did their parents influence their choice of school?



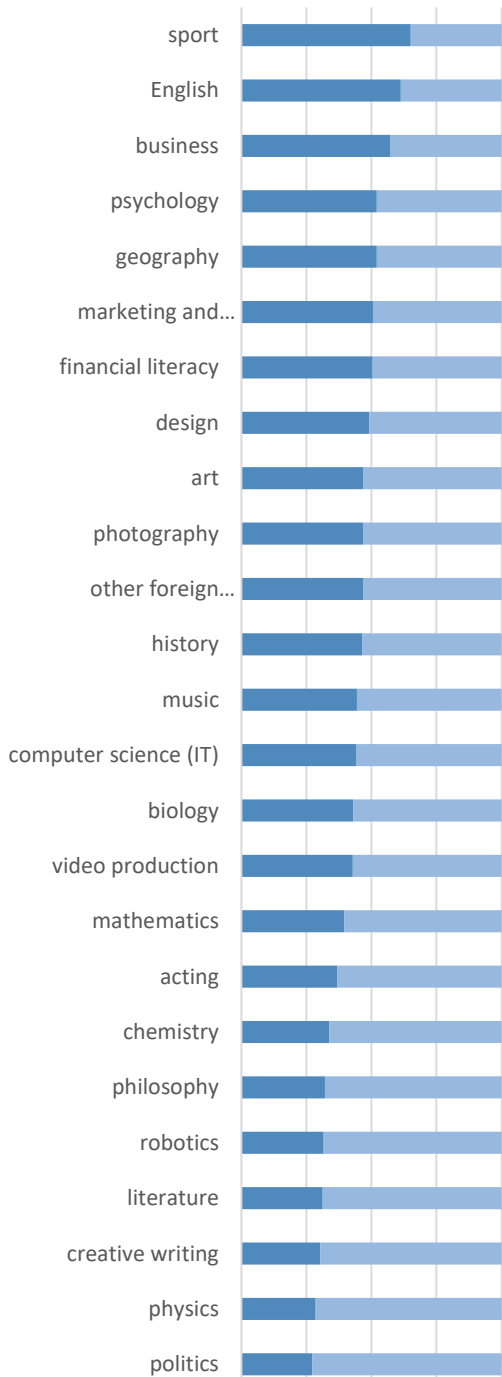
Did you choose your schools so that you could attend them with a friend?



How would you enjoy these subjects?

Overall scores

0,000 1,000 2,000 3,000 4,000

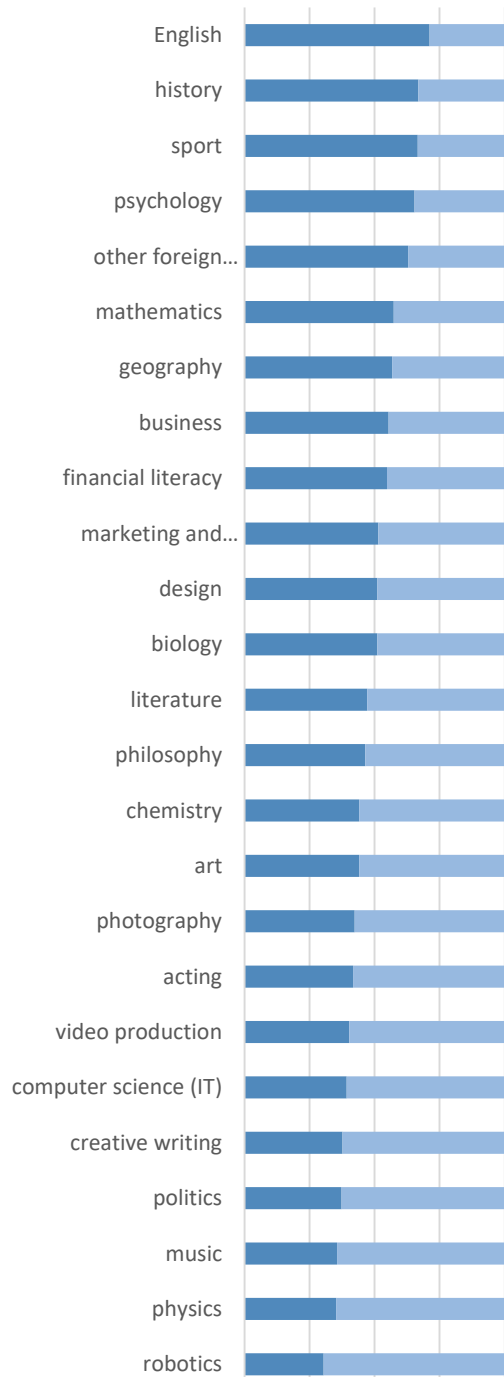


■ Enjoyment rate ■ -

How would you enjoy these subjects?

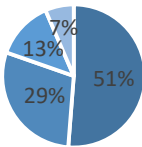
Grammar schools applicants

0,000 1,000 2,000 3,000 4,000



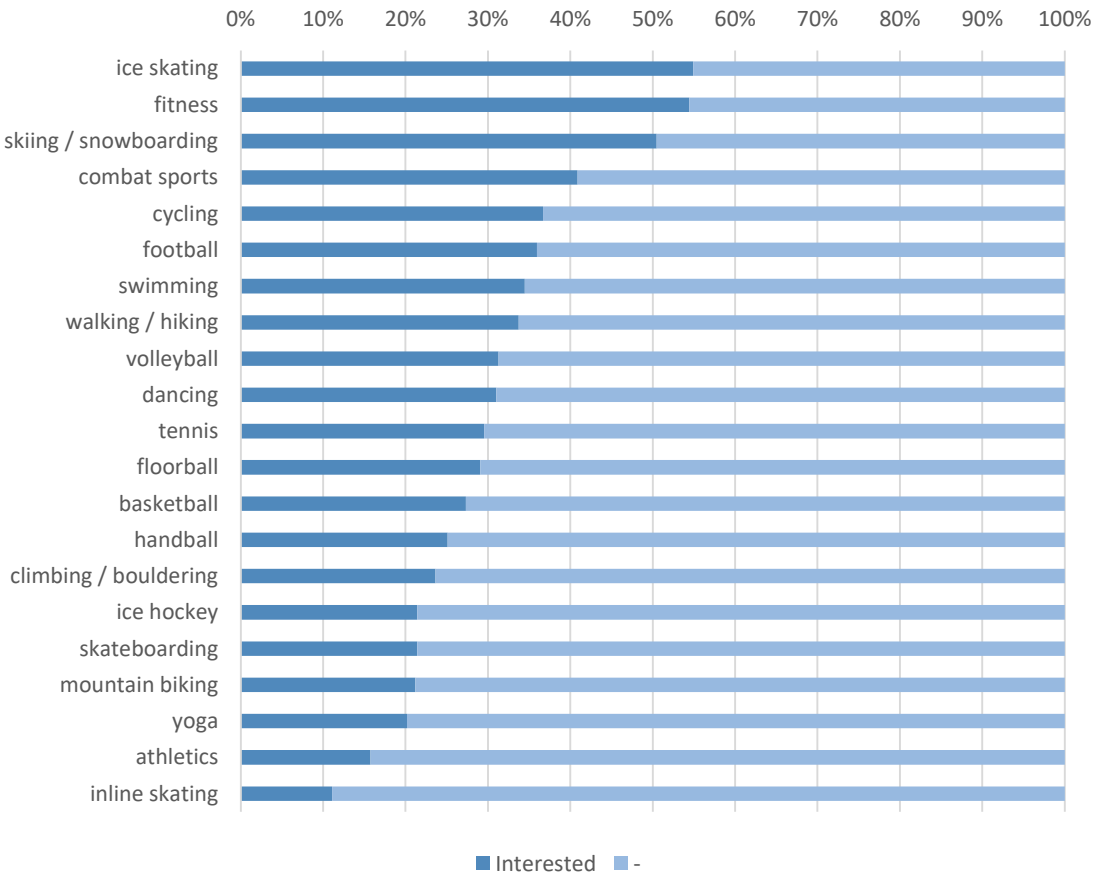
■ Enjoyment rate ■ -

Imagine if you could choose your subjects and make your own schedule. Would that affect your choice of school?



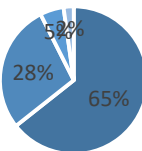
■ Yes, that would be great. ■ Maybe. ■ I don't know. ■ Rather not.

What sports would you enjoy instead of traditional PE?



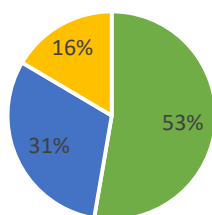
■ Interested ■ -

If the school offered trips abroad for e.g. 2 weeks:



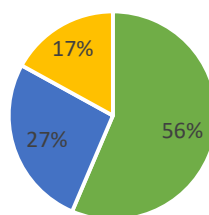
■ it would be very interesting to me ■ I would probably attend some
■ I don't know ■ I'm not interested at all

I think the quality of education is better at



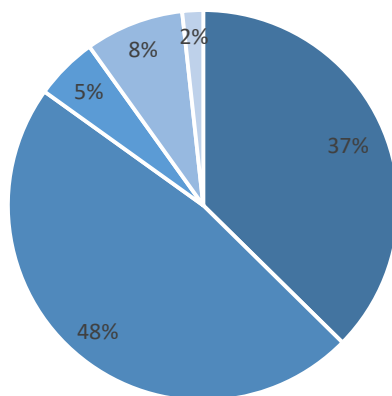
- private school
- public school
- I don't know / cannot say

I think the teachers are better at



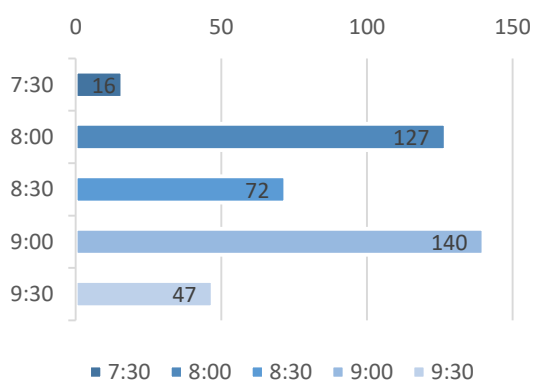
- private school
- public school
- I don't know / cannot say

If you chose a tuition-paid high school:

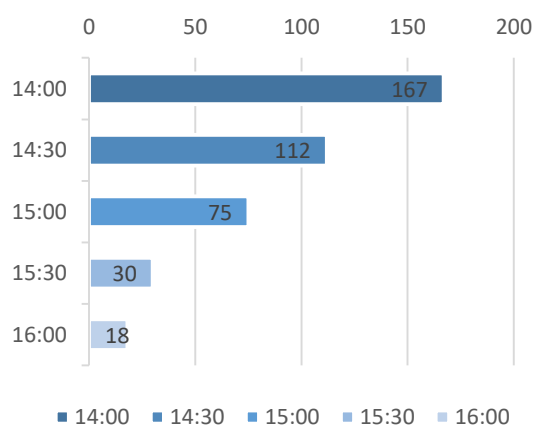


- my parents probably wouldn't have a problem with it
- my parents would probably support me
- my parents would only agree if I got a scholarship
- my parents would be more likely to disagree
- my parents would forbid it

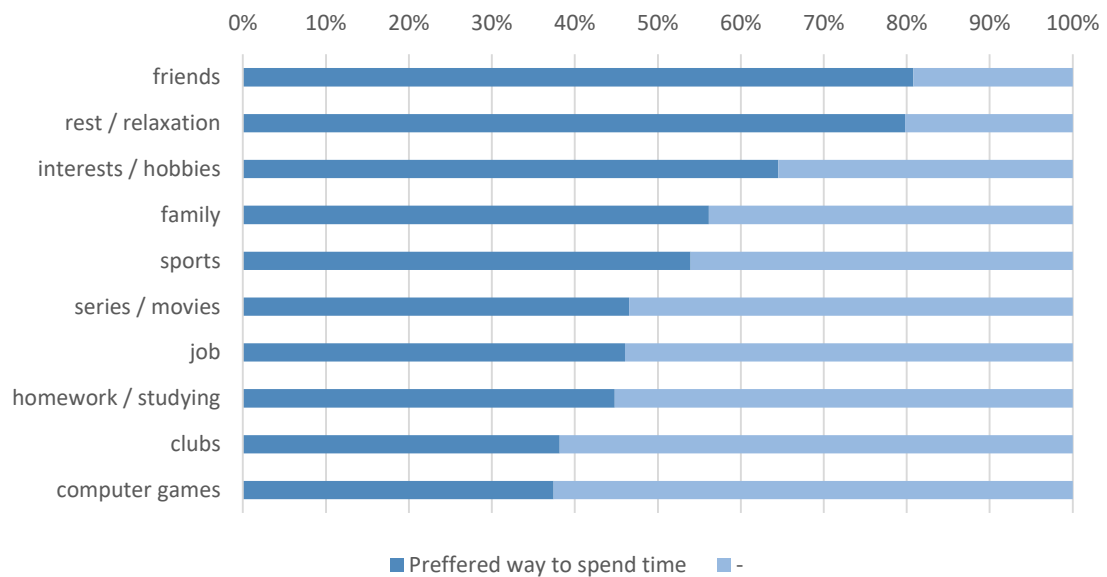
What time would lessons start at your dream school?



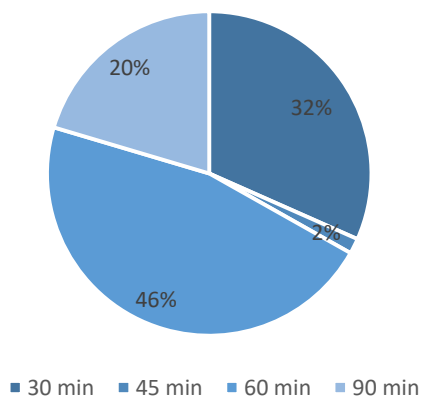
What time would they end?



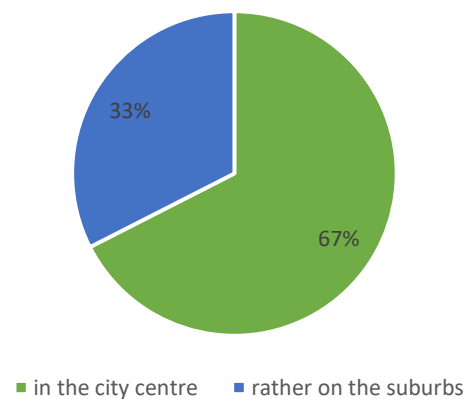
What do you need to use your time for after school?



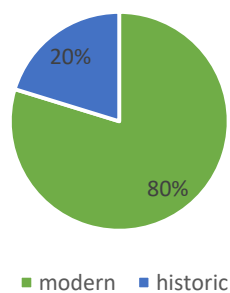
How many minutes is the maximum for you to commute to high school?



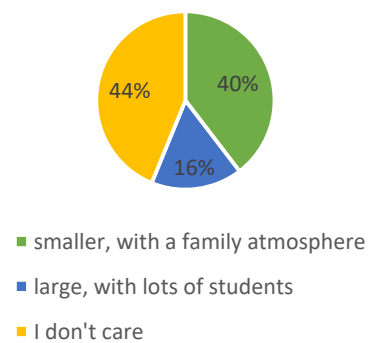
Where would you prefer your dream high school to be?



What should the building be like?

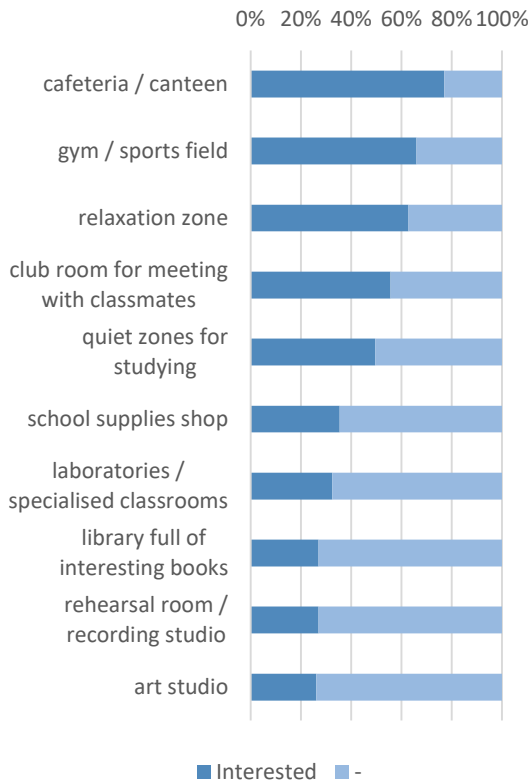


The school should rather be



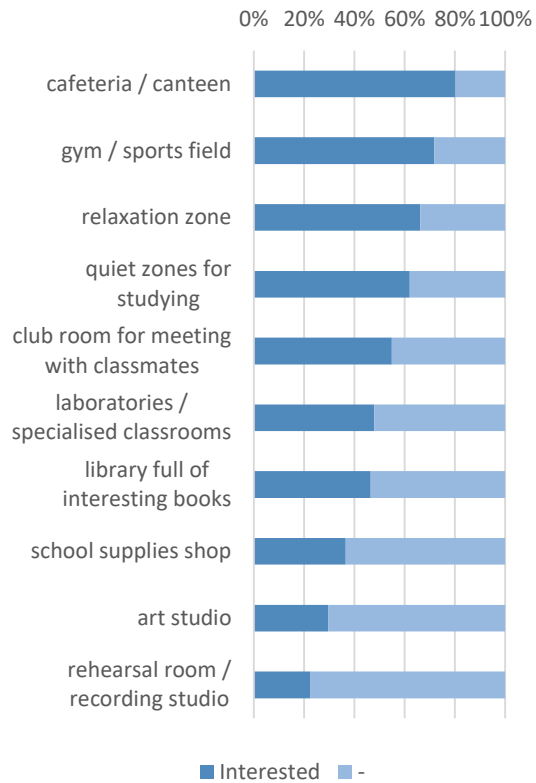
What school facilities would be interesting for you?

Overall results

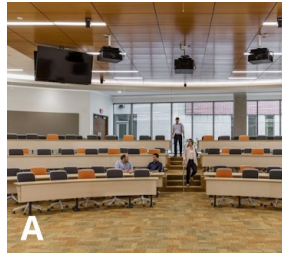
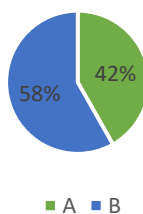


What school facilities would be interesting for you?

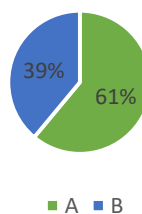
Grammar school applicants



Which classroom do you like better?

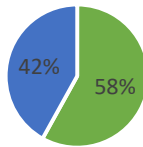


Which lecture hall do you like better?



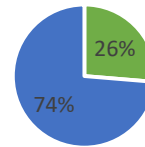


Which **common room** do you like better?



■ A ■ B

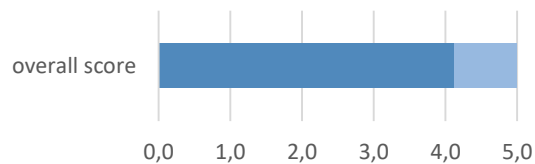
Which **library** do you like better?



■ A ■ B

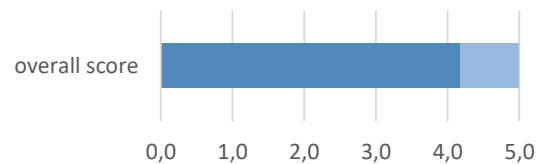


How do you like these school buildings?



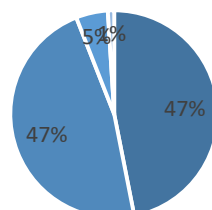
■ Average rating ■ -

How do you like these outdoor school premises?



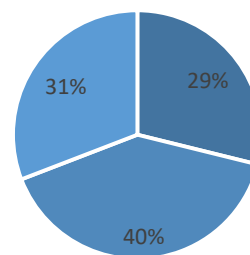
■ Average rating ■ -

If the school looked like this, would you be trying to get in?



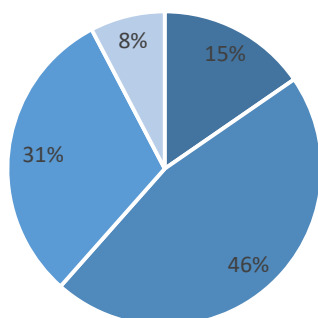
■ Definitely yes. ■ More like yes.
■ Probably not. ■ Definitely not.

Can you recall a logo of the school you have listed at number one?



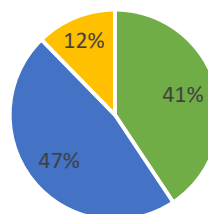
■ Yes, I know exactly. ■ I kind of know. ■ Not at all.

How did you browse this school's website?



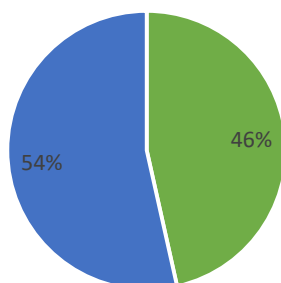
- Very thoroughly.
- Pretty thoroughly.
- I've only skimmed the relevant information.
- Not at all.

Was the website the most important source of information for your decision making?



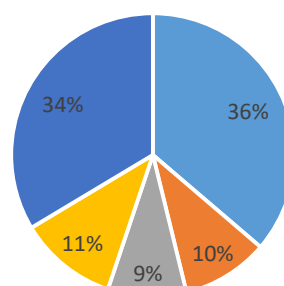
- Yes, I found out the most important thing there.
- No, the bigger source were the people around me.
- Different / no answer

Have you searched the internet for any comparisons or reviews of schools in your area?



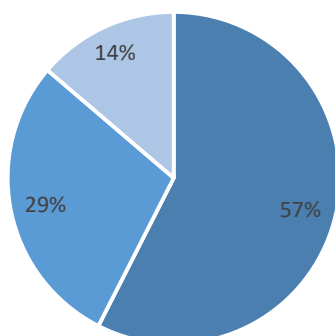
- Yes
- No

Which social networks of the selected school have you visited?



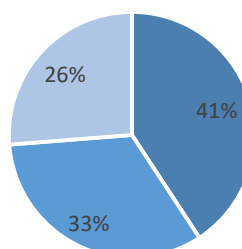
- Instagram
- YouTube
- TikTok
- Facebook
- none

Have you been to an open day at any of the schools?



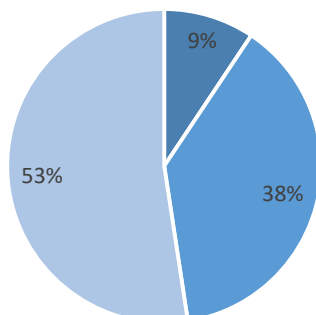
- Yes, on two or more.
- Yes, on one.
- No.

Have you attended any high school fairs?



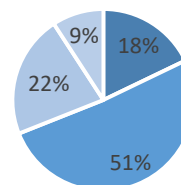
- Yes, with the school.
- Yes, alone, with parents or friends.
- No.

Did you change your choice of schools after any of your visits?



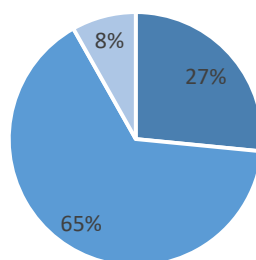
- Yes, after the fair.
- Yes, after the school visit.
- No.

Did any flyers or printed brochures of the school come into your hands?



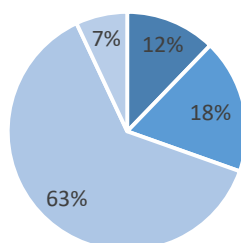
- Yes, they did. They were very important to me, and I read them carefully.
- Yes, they were useful, I read them briefly.
- Yes, but I only skimmed through the pictures.
- They didn't.

Is the reputation of the school important to you?



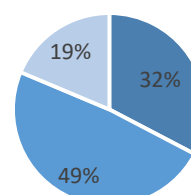
- Yes, I want to go to a school with a great reputation.
- Yes, but that's not the most important thing.
- It's not.

If the high school had an English name:



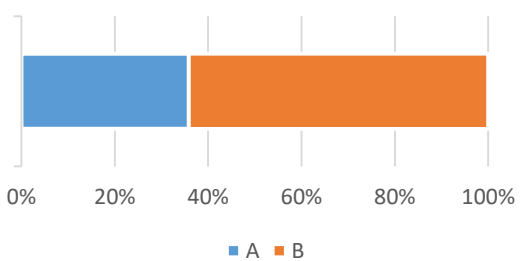
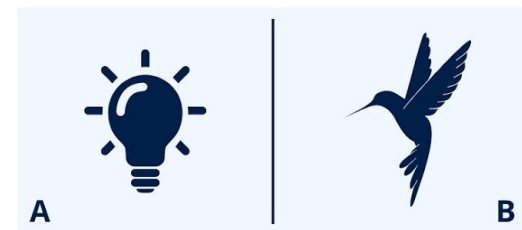
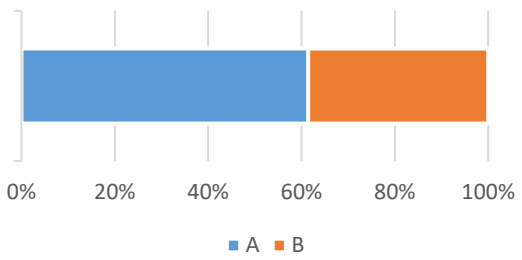
- it would be great
- it would be pretty cool
- I wouldn't care
- it would be embarrassing

If the high school had an English name:
Selected respondents who care



- it would be great
- it would be pretty cool
- it would be embarrassing

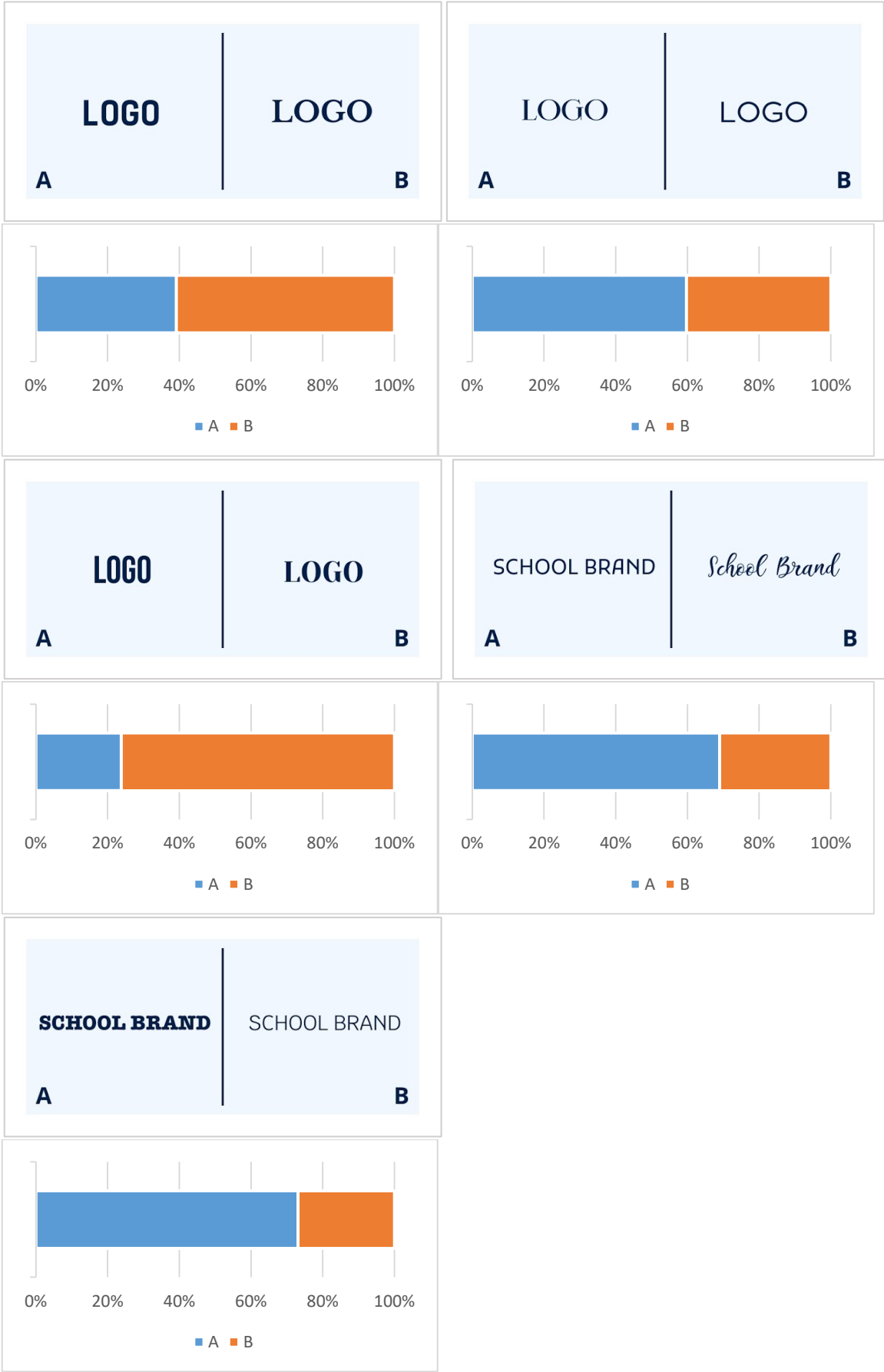
The image displays four icons arranged in two rows. The top row contains a graduation cap labeled 'A' and a lion's head labeled 'B'. The bottom row contains an owl labeled 'A' and an open book labeled 'B'. Each icon is dark blue on a light blue background.



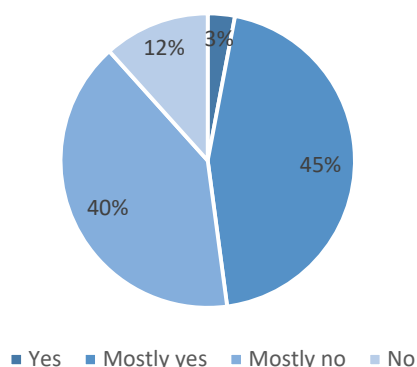
Which motif did you like the most overall?

Motif	Percentage
Cap	6%
Lion	39%
Owl	9%
Book	4%
Pen	8%
Tree	16%
Light bulb	6%
Hummingbird	12%

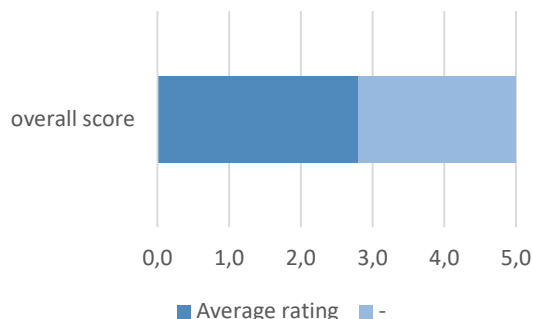
Which "logo" do you like better?



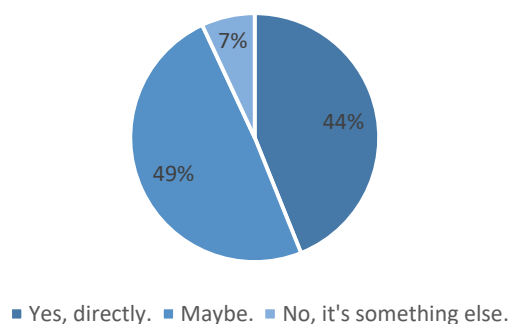
Do you enjoy going to school?



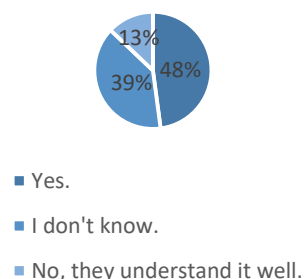
How do you rate the attitude of the teachers at your current school?



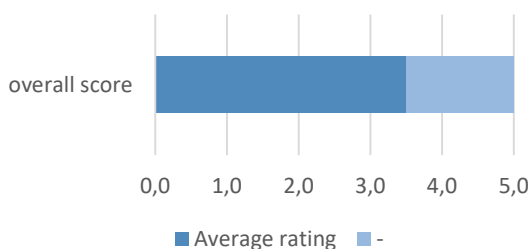
Is your (un)satisfaction related to the way some teachers behave?



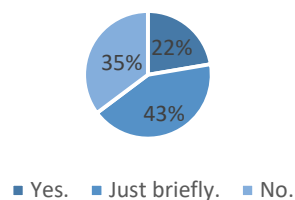
Does it seem to you that some of your teachers don't really understand their subject?



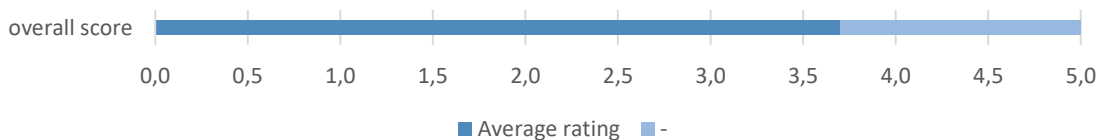
How do you rate the headmaster of your first choice of high school?



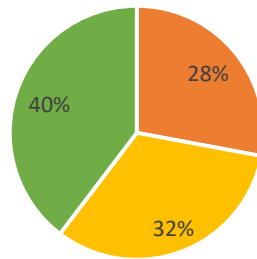
Have you checked in advance what the teachers at your chosen school are like?



How important is it to you that people with experience in the private sector teach at the high school?

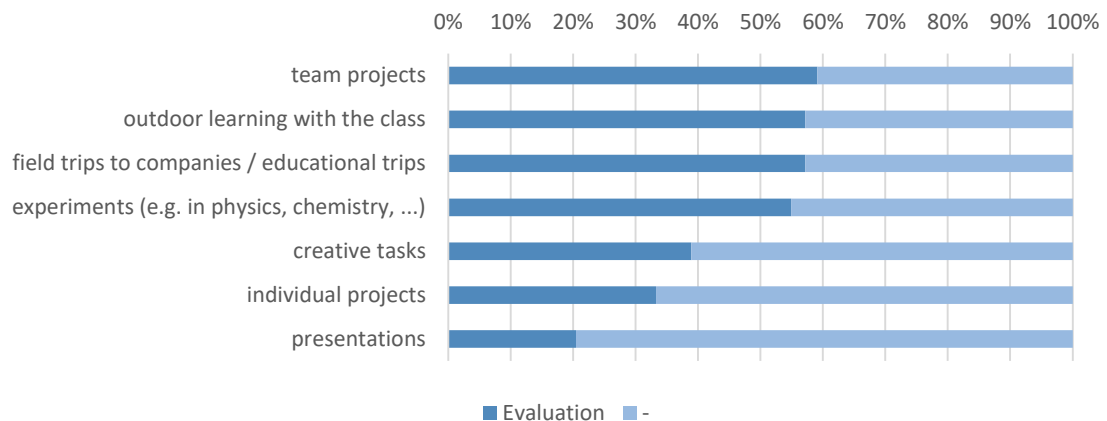


What do you think of Cermat's entrance exams?

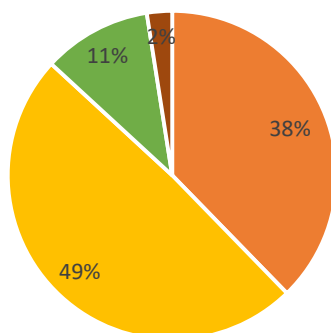


- I think they will sufficiently demonstrate my knowledge and ability.
- They don't show what I can do, but I don't want to take any more tests or interviews.
- An interview or another test at a school of my choice would be more indicative of what I can do.

Which of these activities do you enjoy?

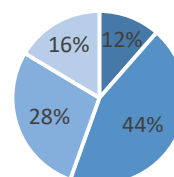


How important is what you wear for you?



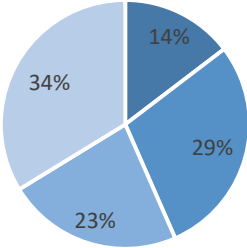
- Very important.
- Quite important.
- Rather unimportant.
- Not important at all.

Imagine if your dream school had its own merch (e.g. sweatshirts, backpacks, notebooks, etc. with the logo). For you, it would be:



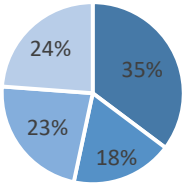
- awesome
- that sounds pretty good
- rather uninteresting
- I wouldn't be interested at all

Think about your parents' profession. Does their occupation have any similarities with what you would like to do in the future?



■ Yes, I see a connection. ■ Maybe a little. ■ Not really. ■ Not at all.

Have you ever thought about studying at a **high school abroad?**



■ Yes.

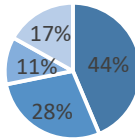
■ I haven't thought about it yet, but I'm open to opportunities.

■ I don't think so.

■ Definitely not.

Have you ever thought about studying at a **high school abroad?**

Grammar school applicants



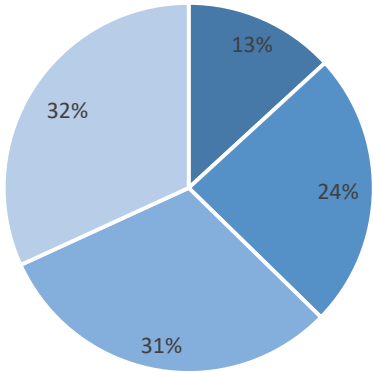
■ Yes.

■ I haven't thought about it yet, but I'm open to opportunities.

■ I don't think so.

■ Definitely not.

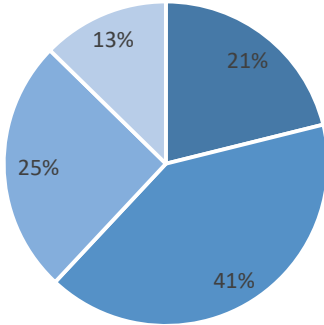
Are you thinking about going to a university abroad?



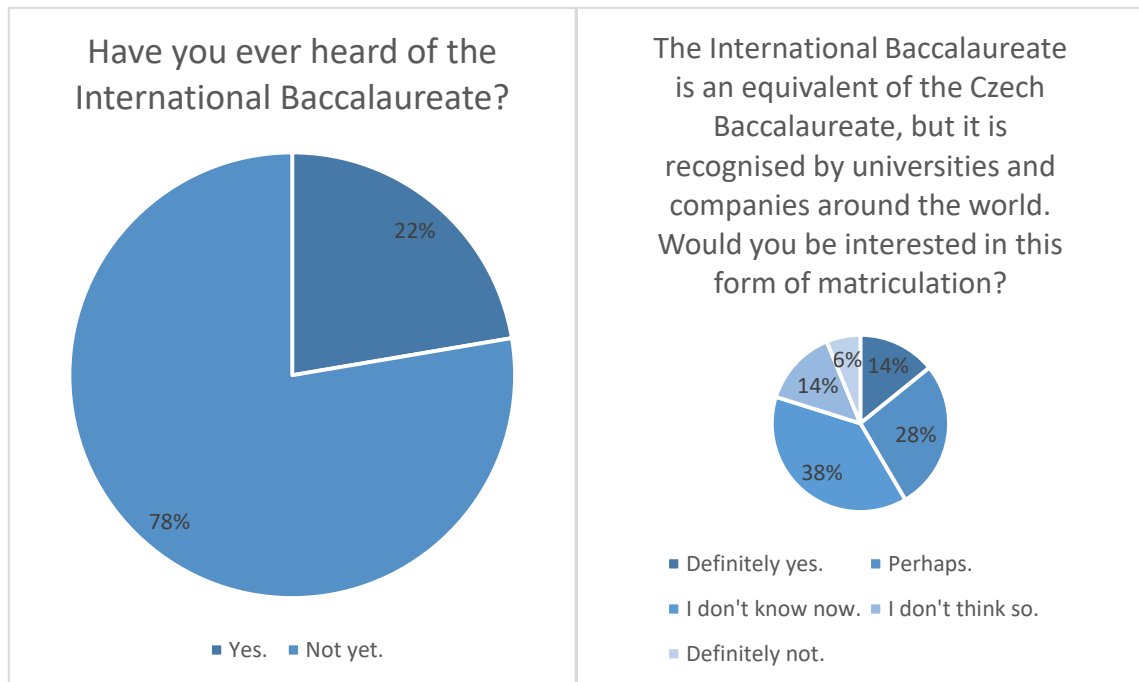
■ Yes. ■ Maybe. ■ I don't think so. ■ Definitely not.

Are you thinking about going to a university abroad?

Grammar school applicants



■ Yes. ■ Maybe. ■ I don't think so. ■ Definitely not.



Imagine your dream high school. What would the teaching be like?

- 30 minutes lesson 10 minutes break
- To make it interesting
- not too many lessons
- active, freer, nice, opportunity to express your opinion
- Probably a lot like now, except we wouldn't sit like morons at desks and be silent for an hour and have to listen
- no yelling, no unpleasant teachers/insults from teachers
- it would just be PE
- It would be different and would change often so that every week it's not just repetitive and the students don't feel like in a circle
- It would be interesting and educational.
- There would be few lessons.
- We'd be doing independent work on the chromebooks.
- detailed explanations of the subject, demonstrations in practice
- digital learning (3x)
- good (5x)
- mostly practical stuff (3x)
- Lots of physics
- Lots of practice around nature and animals
- Lots of demonstrations and practical stuff. Subjects aimed directly at the profession and subjects that are not needed would not be.
- Lots of focus on vocational subjects, more creative and hands-on classes
- Interactive

- As I would like, subjects would be selectable
- Only 6 hours of classes
- In a friendly and fun way.
- Every hour there would be a subject, and the student would either go to it or not, depending on if they are interested.
- Everyone would focus on what they enjoy.
- where we can eat and use our phones to help.
- A calm and family atmosphere
- Calmly (5x)
- Quiet classes, opportunity to correct failed tests, more communicative
- Calm, easy to understand, no worries and with the benefits of today's generation
- Easy (2x)
- I like teaching in the USA because everything is in one place, e.g. I finish class and I can go straight to practice my favorite sport
- we would have different classes and the teachers would talk more with the students about different topics.
- Less tests, projects, competitions, more practice.
- I could come in whenever I want.
- Not from 8:00 a.m.
- Learn something and immediately try it out. Maybe in chemistry and physics in the form of themed experiments. In Czech, for example, films, presentations or good speeches by interesting people, lectures on careers by interesting people. In PE, try MORE sports, try them out and learn something about them. Not just constant running and basketball! More individual approach (smaller classes) in upper years, teach people who are more into the subject. If someone doesn't enjoy chemistry and knows they will never use it, why try to get more than necessary.
- There wouldn't be any (5x)
- Normally (7x)
- we'd do more group projects in class.
- from 9am and breaks would be just like in primary school, teachers wouldn't be late and would finish when they are supposed to
- professional lessons, nice teachers and longer breaks where I would have access to go out or maybe go swimming right at school, it would help take the stress away.
- Cool (2x)
- Working in groups, writing down and then explaining things in a lighter way so everyone understands the material
- it would take place in such a way that everyone would find a part of the form they like, e.g. someone prefers speaking, someone prefers writing, making presentations, etc. so it would be arranged so that everyone would alternate and find a pleasure in it from time to time. I think it would improve the relationship of students to subjects they normally do not enjoy.
- "Project-based learning: students would work on long-term projects that help them develop skills such as collaboration, problem solving and critical thinking.
- Personalised learning: each student would have the opportunity to learn at their own pace and according to their interests, with individual support from teachers.

- Technological innovation: virtual reality, 3D printers and other modern technologies would be commonly used in the classroom.
- Real-world applications: the curriculum would be linked to practical real-world applications, including internships and collaborations with local businesses and organizations.
- Holistic Approach: In addition to academic subjects, the school would emphasize the development of social and emotional skills, physical activity and the arts."
- Pleasant simple environment
- Friendly teachers, great community, game-like learning
- mornings from 9am max 5pm and it would be fun
- developing my interests
- We would discuss with the teachers and it would be a more relaxed class
- More practical
- Free lessons, the cheerful and active teachers (sorry for the font I don't have Czech)
- Your schedule
- School would start at 10 a.m. until 2 p.m.
- I want a lot of history, foreign languages German and English, Latin and some job opportunities.
- A little bit looser but at the same time to be able to learn and know everything depends a lot on the teachers but also on my confidence to teach and how I perceive during the lessons
- A week of practice, and a week of studying
- We would learn things that belong to the field and it would be more fun but educational to make it meaningful for both the students
- It would be more practical stuff than theory
- Teachers would tell us what to do and then show us the transcript and then we would go home especially no personal stuff I wouldn't bring into it
- Definitely project-based learning. I'm from a private elementary school, and our teaching methods are "at fault" of the fact that all our teachers are young and progressive people. Anyway, as for how I would imagine teaching at high school: probably something more like college (Definitely time freedom of schedule which I would choose myself + ELECTIVE subjects would be a blast! xd), I like the personal approach with teachers - not teaching "class" but individuals. You can say a human way too. Respect on both sides - students to teacher but also vice versa, I think. For me the "ideal" teacher is one who is empathetic and let's say knows his students +- (and of course who doesn't vent his bad mood on them - in short I guess I imagine a professional approach xd. Teaching would be at least 50% projects. And these could range from small two-week presentations on music to the overall organization of larger events like tournaments, fairs, exhibitions, concerts, etc. It would be great to have e.g. lectures from industry professionals and trips to companies, etc. to get a better practical "feel" for the world xd - So much for teaching, I guess. The building would be breathable and ideally cosy. Things like small quiet places scattered around the campus (maybe even outside), a library that doesn't look like an interrogation room, a gym, a canteen, a garden/park, common rooms and specialised rooms like just a rehearsal room or classroom where you would specifically e.g. work with wood, sew, give lectures etcddd. would be absolute gamechangers!
- In peace and quiet, and not just to talk about it, but to try it out.
- In a nice atmosphere and not just lecturing but also showing the material
- more dispute and that every day there is not just writing notes all the time
- more time off depending on what the students are interested in
- Free (2x)

- free, we would have more of a free feeling and not just sit on old wooden chairs and learn by the old school system that is god knows how old.
- Everything would be explained in a playful yet educational way. Lots of projects, presentations, group and independent work, the possibility of getting grades other than tests (activity, voluntary tasks...)
- We would choose what topic we wanted to learn
- Teaching would be in the form of a lecture, but taught by someone who prepares the lecture and knows what they are saying. They know how to communicate with people, and ideally use a room that doesn't look like a prison. Well-lit, with plants, ideally the lecturer in a slightly elevated position.
- Teaching could be done more outdoors, either in nature or outdoor classrooms.
- fun, each class something specific and different
- fun (9x)
- It would start at 9am and the lessons would be more concise and it would be a bit more modern
- Interesting (6x)

What would the teachers be like?

- professional, so that they respect us
- so that it's fun and they can teach
- to be likeable and not teach old-fashioned and younger teachers
- that they really enjoy the subject
- so that they have respect for us, and when I see how they treat us in primary school, I don't think that's the right kind of teacher. Constant humiliation and if you try to say something back, when they run out of arguments they send you to the headmaster. There's favoritism here, the teacher thinks that if she has a headmaster for a husband, she can afford anything and she gets away with it. So I don't think that's exactly how it should be.
- So that they can explain the lesson properly.
- so they know what they teach and have relationship and respect for the kids, not like here.
- They would be nice and friendly and not immediately unemotional
- they would be young, they would teach in a fun way and preferably be experienced in practice
- good (5x)
- Pretty cool but some don't really understand what they're teaching
- Empathetic and understanding.
- Fine to take pupils' opinions
- Especially those who enjoy their field of study
- Nice (13x)
- Nice and helpful (11x)
- Good and respectful of the individual, but even the students would have to be good
- Kind but strict (2x)
- Nice with modern teaching
- Kind and funny (7x)
- Kind, understanding (5x)

- Kind, communicative
- Good, easy-going
- Good, fair, normal
- Kind, patient, supportive
- Good, nice, young
- Kind and caring
- Kind and they should have a great attitude towards pupils
- Understanding, respectful and not too strict
- Understanding (2x)
- Understanding fair shouldn't pick on someone and take their anger out on them
- Inspiring
- They should enjoy their work
- Calm, kind, explain the material well and patient with the students.
- They should have a good structure of teaching, they should be able to discuss the questions
- They should be in a good temper and be able to help with the task that has been set
- They should be able to explain the material well before moving on to the exams/tests
- they should have very good experience of what they are teaching
- Nice but at the same time they should have control over the students and be able to make order
- Nice but respectful. I could get along with them just fine.
- Nice, kind of friendly, they help and explain so that you understand
- Young (5x)
- Young and active
- Young and understanding
- Young, nice, they would enjoy work, make teaching interesting and communicate more with kids about what they like and don't like.
- They could be more kind and open to those who are introverted.
- Not too strict but to teach something
- they wouldn't take the lessons so seriously
- they wouldn't be arrogant
- they'd let us work on our own
- The wouldn't pick on, nice
- normal (3x)
- Normal and they would just teach us nothing more
- Normal, not like the ones in the schools.
- Cool (4x)
- Cool but strict with those who do stupid things
- Capable (2x)

- Professional, efficient, hardworking, understanding. Just not to be a dick, It's important that he understands that people make mistakes and he doesn't yell for every stupid thing
- friendly (6x)
- Friendly and kind, have compassion for us and try to understand us
- Friendly and understanding with their pupils
- Pleasant (3x)
- Pleasant, friendly but would also support learning.
- Strict on learning but kind to pupils
- Strict so that they teach
- Strict but empathetic and fair.
- They would understand and know the subject they are teaching (not like some in our school)
- Reasonable and respectful of us as pupils
- Rather our friends
- Reliable, understanding and willing to help the children
- Fair
- Those who are nice but have some limits to their behaviour
- Those who can explain the material and aren't mean when you don't get it
- Patient and explain the material in an age-appropriate and not professional manner
- A teacher should have respect for his students
- Teachers should give our opinions and be supportive to some extent. If someone supports us and shows us that they believe in us, we will immediately go into everything with more appetite.
- Teachers who understand what they are doing
- They can explain the subject well
- They would be aware of the boundaries between respect and fear, unfortunately I think people get confused a lot these days.
- knowledgeable in the field and interested in the field and the teaching.
- they would know what they're talking about (2x)
- Happy and active
- Helpful (6x)
- Helpful, patient, had a sense for teaching, teaching in a modern way
- Funny, compassionate, kind, wouldn't shout
- Funny and trying to teach us that particular subject
- Out of practice, creative, would try to make lessons interesting

How should the school present itself to convince you that it is the right choice?

- To be helpful and have a good community
- To have a lot of projects, practice
- not to say that it is the best, and to respect other schools, to say ideally the experience of the teachers
- that there be a library and that it be presented like the American schools

- Former students end up successful
- According to my interest
- good feedback from the students (2x)
- good (6x)
- nice school, nice teachers, good company
- nice logo, nice teachers, nice building, fine people
- Nice and decent
- Most of the students apply to college.
- Kind teachers
- Smart, sensible, fun with fine teaching that is comfortable and welcoming from the start and attracts everyone
- As a friendly school that has nice facilities, some practice, trips or extra-curricular clubs.
- Like a school with nice facilities, field trips, good teachers, college prep...
- Friendly
- Quality promotion on social media (especially important nowadays), organising town/county events, well organised open days (first impressions are key), pupil satisfaction etc. In general, I think it's good for a school to be SEEN - to be engaged across, say, the whole county. There are 22 secondary schools in Hradec Kralove. I'm not from Hradec and have no idea of even a quarter of the schools there. This should be different. The ideal is that the school would be so well known that when anyone from the region says "high school" they immediately think of THAT school.
- It should have a course of study that I'll enjoy.
- It should present itself as a prestigious sports school.
- It would have all the facilities I would want.
- It should have everything described on what the school does, how it teaches, etc... that traveling there makes the classes fun and not just sitting at desks and looking at what teacher writes on board
- nice and add some extras like: relaxation room etc.
- modern (4x)
- Modern approach
- modern equipment, trips, exchange stays, good location, nice building, classrooms
- modern facilities, lots of trips, activities (physical experiments...)
- modern facilities, sports achievements, graduation
- on social networks
- Best by its students and presentations to me at primary schools.
- It shouldn't do anything
- It's not a priority
- No way. I choose my school based on my field of study.
- normally (2x)
- Openly. information straight, the ability to verify that information. And when entering the school, stick to it so that students can give reviews to others that what is said really applies.
- Positive, persuasive.

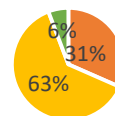
- of the work of their students and what they've done
- To guide us and introduce us to the teachers
- the welcoming environment and staff
- polite and they wouldn't treat me like I was in some kind of institution
- Sports
- Student statistics
- Teachers (3x)
- show what they teach and the possibilities during their studies
- They know what they're doing
- In a funny original way
- I wonder what the teachers would answer when asked what I can do with this school in the future (if maybe I'm not completely clear).
- Interesting (2x)
- Focused on what I enjoy and am attracted to doing in the future
- That there is no compulsory socialization, no silly performances and no pressure on students and teachers. There are relaxation zones and classrooms with creative clubs where students meet after class at their own discretion.
- That they don't care what a person looks like or what race they are, but that it's all about making everyone feel comfortable and also that the people there are nice and not so much about being superior to others
- that they're not just crushed in school by studying and it's not boring

What grade are you in?



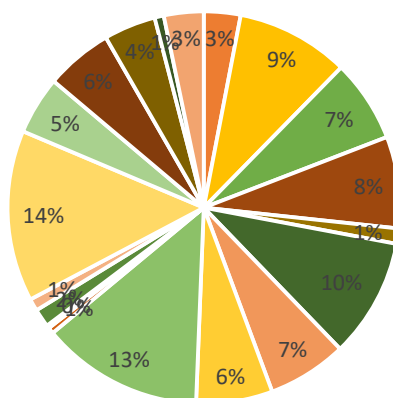
9th

How old are you?



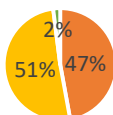
14 15 16

What school do you attend now?



- Červený Kostelec - ZŠ V. Hejny
- Dobruška - ZŠ Františka Kupky
- HK - ZŠ Bezručova
- HK - ZŠ SEVER
- Hronov - ZŠ
- Jaroměř - ZŠ Na Ostrově
- Náchod - Jiráskovo gymnázium
- Náchod - ZŠ T. G. Masaryka
- Nové Město n. M. - ZŠ Krčín
- Rtyně v Podkrkonoší - ZŠ
- Česká Skalice ZŠ
- Dobruška - ZŠ Pulická
- HK - ZŠ Pouchov
- HK - ZŠ Úprkova
- Jaroměř - ZŠ Křišťál
- Different
- Náchod - ZŠ Komenského
- Nové Město n. M. - ZŠ Komenského
- Nové Město n. M. - ZŠ Malecí

You are a:



woman man I don't want to state

The survey was conducted online anonymously on the website www.vysnenaskola.cz in February 2025 in primary schools in the Hradec Králové Region among 9th grade pupils. The results of the survey are used as part of the thesis at FAME UTB.

Bc. Alžběta Vláhová

APPENDIX P II: TRANSCRIPT OF THE FOCUS GROUP AMONG PROSPECTIVE PARENTS

Participants' profiles

Name	Gender	Age	Occupation / Education	Children / Current school	Experience
Beáta V. Nové Město nad Metují	F	35	Scientist / PhD in neuroscience	2 sons: 3 y.o. / private kindergarten in Vrchoviny 6 y.o. / private primary school in Náchod (very talented child)	Studied at Jirásek's Grammar School in Náchod; studied at University of Rome for a year; travels for work to US, Japan, EU countries. Plans to bring children with her when working abroad in future again.
Klára Š. Nové Město nad Metují / Prague	F	53	Financial director / Master's in economics	1 son: 13 y.o. / Jirásek's Grammar School in Náchod	Studied at Jirásek's Grammar School in Náchod; works in an international corporation
Lucie P. Náchod	F	28	Operations manager / High school diploma	0	Studied at Jirásek's Grammar School in Náchod; takes active interest in education in the Czech Republic and abroad
Marta Š. Třebechovice pod Orebem	F	49	Beauty studio owner / Vocational high school	2 daughters: 7 y.o. / public primary school 15 y.o. / public primary school (about to apply to a private grammar school 1SJG)	Older daughter very talented with interest in languages - she is preparing for the admission to private grammar school 1SJG.
Petr L. Jaroměř	M	37	CEO of an international company / Technical high school diploma	1 son: 11 y.o. / public primary school	Worked in the UK for 5 years. At work he communicates with foreign companies on a daily basis. His brother studied at a private school 1SJG.
Žaneta V. Nové Město nad Metují	F	56	Accounting / Master's in economics	1 son: 15 y.o. / public primary school (applying to Jirásek's Grammar School in Náchod) 3 adult daughters	Studied at Dobruška Grammar School. Daughters studied in UK and USA, one at 1SJG. Son is applying to Jirásek's Grammar School in Náchod. Sister studied at university in UK.
Alžběta	Discussion moderator				

Alžběta: Some of you have children who are going to high school, some of you are already there. Others of you have younger children who are very gifted, some of you have experience with private schools or are considering them. Many of you are graduates of grammar schools in the region. So my first question is, is it important for you to have your child go to a grammar school?

Marta: To be honest, it would be a grammar school. I think that's what we're going for. Because she's kind of pushy, she wants to go to university, she wants to go to law school. Of course, we're talking about a 15-year-old girl. It could change. And at that point, I feel like grammar school is the best way to prepare her for college. Maybe I'm wrong, but I have it set up in my head. Maybe it's the environment that's influencing me.

Alžběta: And you yourself were in grammar school or not?

Marta: No. I have 4 years of high school, but in my field, actually vocational school.

Beáta: Like... We were thinking about the grammar school too, but to be honest I'm not convinced. I'm not convinced especially about the Náchod grammar school, and we would rather go to the six-year grammar school in Hradec Králové. As for the grammar schools, the reputation has gone heavily downhill. Or at least at the Náchod grammar school. I think it used to be that a grammar school was really something more. Nowadays? Or maybe I perceived it like that as a child, I don't know, but today I perceive it in such a way that like if the kid just knows what he wants to do, at least what his talent is... like which direction he wants to take, I don't oppose at all for him to go to something like already focused and I don't take it as something less. I don't see into those high schools so much, how it works there today versus how it worked when we went there. If anything has changed either, about the possibly of getting into college afterwards. I don't know. If I see that he wants to be a doctor, I will do everything I can to give him the best chance of getting into that college. And if he wants to be a carpenter, I'll support him, I'll just put him in a vocational school or something.

Alžběta: And for you, is that important?

Klára: Important... He's at an eight-year grammar school in Náchod. The reason why he is there is because the quality of primary education in the Czech Republic is poor. If it was better, he probably wouldn't go to the grammar school. And in fact, the escape from the second level to the multi-year grammar school is probably a phenomenon that is happening because the parent, or I will speak for myself, has no other choice in the current educational system.

Beáta: I also don't think that the grammar school is more prestigious or something, but rather that people say in Nové Město that the primary school... the second level is not good.

Alžběta: What specifically bothered you about the primary public school, Klára?

Klára: On one hand... I don't want to sound bad, but there were a lot of included children there that held back those who could have gone further. The system is set up that way and they also accepted a lot of kids who didn't understand Czech, so there was that language barrier. But that wasn't the main trigger. It was the poor quality teachers, who many times didn't even have a pedagogical education, they didn't communicate with the parents, they were afraid. There is fear between the teachers and parents. I understand that parents probably have a completely different power now than they did in our time, but the lack of communication and the fear they experience there is appalling. So I guess it's the poor quality of the teaching staff.

Alžběta: Do you think it's better at the grammar school?

Klára: I used to think so. Unfortunately it's not, because I think the supply of teachers in general is not there. That in the region outside of Prague and the big cities, the headteacher can't choose so much, and that's why he has what he has, and that's why the teachers are between 75 and 80 years old. And unfortunately, the relationship that they should have with those children doesn't work there anymore because it's at the level of that kind of superiority, or maybe a little bit of undemocracy. Like they have to keep some sort of order in the classroom, I understand that, but they use methods that they used to use in our times, this sort of intimidation and humiliation, "Go to the corner and don't move," ...the Náchod grammar school was not a good choice, I think.

Alžběta: So in the future, would you rather want another grammar school, or do you not care if your son chooses a different school?

Klára: If he chose a completely different school... I would probably accept his decision. The Hradec Králové is just a pain to commute to, but I was also thinking about transferring so that he would go to the Hradec Králové grammar school, J. K. Tyl, the next year before the higher grammar school, so that he wouldn't have to take the entrance exams. But he's so disgusted by the grammar schools in general that I think I'll fully respect his decision, whatever he chooses.

Alžběta: Is he disgusted because of the people?

Klára: Because of the people, because of the teachers who are incompetent, because what his tutor is doing, for example, I think that's enough to make her quit if the parents spoke up.

Alžběta: Do you feel that she may be an expert in what she teaches, but she is bad as a teacher?

Klára: Humanly she's just completely out of place. So I, if he wants to go, he can go wherever he wants to go. But I understand that leaving the collective is difficult for the child.

Alžběta: I understand. What do you expect from teachers? What should they be like?

Marta: For me, it's important that the teacher is able to, like... deliver the content. My daughter has a German class, for example, their former teacher left and she's got a teacher who's an excellent PE teacher but he's not a German teacher, he's a lesson ahead of the kids, yeah? I was so mad about it at first. Then I realized my daughter didn't want to learn German anyway. She'd like Spanish. I think more kids do. So the only thing that comforts me is that she won't continue in it in future. So it's important to me that the teacher is not just qualified, but that he really knows it. Because from my experience... the teacher teaches German with effort, I see it, using the dictionary slowly, you know, explaining something to them. Then in a month he finds out that it's different. So that makes me a little angry.

Alžběta: I believe so. And they didn't have a choice in Spanish?

Marta: No, not in primary school. They only had German and Russian, and Russian was not an option for me.

Alžběta: I understand. How important is English for you? And what are your overall expectations from learning languages well? What do you think it will bring them in the future?

Žaneta: He should be able to speak English well and just... to be able to speak it like kids in the West from basically any school. So that he can travel, live abroad if he wants to.

Marta: Well, our daughter also says she's going to live abroad, which I can't imagine. So maybe that she doesn't get lost abroad as much as I do. I'm a little ashamed of myself for just not being able to get along properly. So I would love it if she's able to get by in those situations in any country.

Alžběta: So what you actually want for her is to be able to get along smoothly, to be confident in the language and not have a problem with the language barrier?

Marta: Yeah, that's it. Exactly. So that she can explore the world.

Beáta: For me English... Well, it's like definitely the basis, and today I hope that it will just be like that, that by the graduation they will know it perfectly, because it's really the foundation for everything, I think. Even if he wants to be the carpenter as I said, he just needs English even there. And for traveling, so that he doesn't have limitations in life. Definitely.

Klára: English is very important to me. I see it on myself. I thought I had a talent for languages when we had Russian. Then I understood I didn't have any talent. So it's important, well, because it's just a global communication tool, it's a language you can speak everywhere. And they already take it with that ease of communication. They don't think anymore about whether they have a verb in there, a noun in there, what tense they use. They're feeling it more, we used to think too much about grammar and that wasn't good.

Alžběta: And the English at the grammar school in Náchod... do you feel it's good?

Klára: There, the head of the English section is a teacher who can't speak English, in my opinion. And my son's teacher is an old lady who is confused, many times she comes and teaches the higher grammar school's material, but I guess they don't mind. But I'm completely blown away by how many incompetent teachers are hanging around in there.

Lucie: I know that parents complained about this head of English teacher when I was there, and that is like 10, 15 years ago. Is the headteacher still is not doing anything about it? I just don't get it. I don't know if the board realizes that they're affecting the lives and futures of hundreds of kids. Don't they care?

Klára: And like maybe some English teachers are great there, I don't know them all. But my son goes to private English lessons after school, and even though my English is like basic and funny, I think it gives him more if we switch to English at home, for example, that we talk and he has to answer in English. Before a test, for example, you know.

Petr: One hundred percent, that's a great approach from my point of view, even if the parent doesn't speak perfectly. I didn't talk properly until I went abroad to work. And without a really good English, I wouldn't have gotten to the position I have now.

Alžběta: I understand. How do you feel about homework? I often hear that these kids shouldn't be doing it at all.

Klára: I don't think it's bad. The homework is something that just makes the child refresh a little bit what they've been discussing, even a short review is enough for them. I'm not against it and it also teaches them some discipline and responsibility towards that particular topic.

Žaneta: The homework is needed for the children to consolidate what they have learned at school, so that they can apply it through, for example, projects. Mainly I think that, if I may digress, there is a lack of communication and presentation of what the children have learned.

Alžběta: Like in the sense that the children should be able to present it, actively?

Žaneta: They should have more presentations rather than, say, written tests.

Lucie: Hmm. Well, it's like that. That it's just that it gets fixed in your head in a completely different way when you actively use it.

Žaneta: Exactly.

Petr: That communication in general is like... key. I often go to one meeting after another all day, I suppose there are more of us like that here. And I understand how important it is to be able to just... control that skill. Not to get derailed by the fact that something doesn't go according to plan, that someone has a completely different opinion, that there is no other way than to convince them that we just want it this way. That all of a sudden I have a new team, new colleagues, new boss and I have to be able to get along with each one of them. At the school, this form of training would definitely work as a prevention of some mental well-being in crisis situations, that's important for life. It's just hard to know if they have the teachers to do it, because if they've been in the school office all their lives, they've hardly come into those situations. Maybe with parents, but that's nothing compared to what normally happens in companies.

Alžběta: In terms of the mental wellbeing, do you think about the safety or some sort of wellbeing in relation to the child so that the school is teaching them some sort of mental health care?

Marta: Well, it's very important to me. I'm thankful that I have healthy and happy children who love the world. For me it is very important that they are happy and comfortable. My daughter is 15, we have a relationship as friends. She's got the nature to follow our rules. I'm used to talking to her, having her tell me everything. I've always encouraged her to do that, and I think my husband has too. She's again like comfortable in the fact that we have a nice relationship with my husband, that she's growing up in that nice environment, but I've always told her, "Look, if anything happens, you have to say it, mom and dad will work it out, always." But we have to talk about everything. And we're trying to raise them to be a little bit confident. But the thing is, I need to talk to them all the time, so that's a very important thing to me.

Klára: It was more like... interesting for me, we didn't have that at school, so for me it's more of a nice thing that it's going that way. That they have physiotherapy lectures when they just have some physical problems. Now they've had drugs, then they've had some mental health. Some of the guys are making fun of it. But I'm sure there are some introverts who are happy to hear it. So I think it's important, but for me, as a person who professes exact sciences, it's kind of like "a nice to have".

Žaneta: If the teacher has good mental health, the children with him have good mental health. So as long as there aren't any completely nutty people teaching there, I guess it would be okay.

Alžběta: Is there a concern you have in general with choosing a high school?

Žaneta: I guess that I worry it wouldn't be useless, the four years at high school. That he learns something.

Klára: I haven't thought about that yet. I'd probably do some research first, what the school teaches, what the results are. Because for example, I've always been a terrible opponent of private high schools, because in the Czech Republic they get money and the child can actually do whatever he wants there. We have it in the family and the results were not good. Then the person didn't get into university because the high school was at the level of an apprenticeship school. So I just wonder about the quality of the school.

Žaneta: Given the reputation of the private high schools here, I'd probably be cautious too.

Alžběta: And what does that mean exactly? How do you perceive it?

Žaneta: That there are private schools that are attended by kids who are not doing anything at all, and then there are private schools that are prestigious.

Alžběta: On what basis do you know which of these schools is bad and which is exceptionally good?

Žaneta: Based on their presentation, whether it's the internet or how they communicate externally. For example during the open days, it was a big surprise in Jaroměř, in a good way, nice people, a clear move forward on the educational side. And then actually the general environment they have there.

Alžběta: So, based on what you see yourself, or more on what people around you tell you?

Žaneta: Also what people around me say, but it's not that significant. And the thing about the teachers, that's very ambiguous because, for example, my daughters were at the same school for three years in a row and they each had completely different teachers, so it's like they were each at a different school.

Alžběta: If you knew in advance what specific teachers would be available for what subject, that would be interesting information for you?

Žaneta: Definitely, but I couldn't influence it anyway. Also, each parent evaluates something completely different and in the end they say that teacher maybe very good, but he can be completely miserable from my point of view.

Alžběta: I see it a lot that people are prejudiced against private schools for this very reason, because they have some close experience where a child went to a private school to get through basically for paying tuition. But in Western Europe, for example, it's the other way around. Even in America the private schools are better than most public ones. And I wonder if people here are starting to see a little bit that it can be different.

Klára: I myself feel that my prejudice comes from the turn of the millennium. So I guess we're somewhere else now. And I could see private school for my son as well. And I see, like, Open Gate schools in Prague, Nový Porg... And so, like, I understand that those private schools can get money and they can pay the better teachers. But I also think that the faculties of education themselves are recruiting people who just don't know where else to go, and that's why the teachers are often not of good quality. That they should be doing up psychological tests, some of them I think are candidates for psychotherapy.

Žaneta: Yeah, exactly, I agree. And it's totally related to the fact that as long as kids are graded, the teachers should be graded.

Petr: I'm reading a book right now just about analyzing why people who shouldn't be teaching at all are actually teaching. And there was an interesting idea in there about the fact that the faculty of education tends to be populated by people who have always liked school, from the very beginning, all the way through. They always felt comfortable there, so when they graduated, they wanted to stay there. And they don't understand at all that there are kids who just don't like being there, and they don't know how to work with them because of that. So it might have a little bit to do with that.

Lucie: Also, a large number of graduates from pedagogical universities go to the private sector because they have more money there.

Klára: Yes, to the big corporate HR departments. And that's a nice place for them to work with people - not much to do and good money.

Lucie: I don't know exactly what the statistics were now, but there are probably hundreds of thousands of good people in the private sector who have that teaching qualification, who could make a real contribution to education. That's crazy and it's a terrible shame that those are the ones who don't go on to teach. But on the other hand, I think that a high school like Nachod won't even take them on because they'll think, "We have enough teachers, we don't need them."

Klára: Maybe the problem is also with the headteacher. I don't know.

Lucie: I just saw him last time at an open day, and he was just pretty much showing off. That was funny. He promotes things that he enjoys, but he doesn't really look around himself much.

Marta: I, if I can go back to the original question, I feel that if she had gotten into this private high school in Hradec Králové I wouldn't be worried about anything. I wouldn't have any concern except if she gets in. I feel like she'll be taken care of there. I have two customers who have friends who teach there, and they talk about it nicely too. But it must be great to teach at this school - you have smart kids who want to learn, small groups. And even the parents of the kids there are excited, from what I hear.

Petr: My brother studied there. Excellent school. It's just a pity that it's almost impossible to get in. He studied international relations at the University of Economics afterwards and is abroad all the time.

Žaneta: Our daughter was there too and for her, with her interest in languages, it was much better than the Náchod grammar school, where she had been before. She left it because they didn't open a language she wanted. That wasn't a problem here, and they didn't have a problem with her wanting to go to the US for a year.

Beáta: I mean, I have to say, I don't have any prejudices against private schools, my sons went to a private kindergarten because we didn't like the public kindergarten because of the attitude of the teachers towards the children. That's why we chose this one. We also wanted it to be a smaller group and have kids of different ages together. That was the deciding factor. And I definitely see a difference in the behavior of the teachers there. Just the way they handle conflicts, the space they have for it. It just seems to me that it's more or less that respectful education, although I doubt that the teachers have actually read about it... that they're doing it more out of some kind of inner intuition, they're just being nice to them.

Alžběta: I understand. Moving further into the future - do you want your children to go to university?

Klára: I think I'm going to push a little bit. I'd be sorry if he didn't go, because I know that some doors just won't open without that degree. But like, again, I know a lot of smart people who have a high school degree and they don't have a college degree... or a lot of, there's actually not a lot of them, but they must be really talented in my field. But I guess, yeah, I'll probably want to, because I think that's part of living a life where you can choose, and you can find a career.

Žaneta: I would expect my son to go to university. With the knowledge I expect high school to provide. But that's for him to decide, because he'll be an adult. I mean, I'll encourage it, but I won't force it.

Alžběta: Have you thought about whether you would support him if he wanted to go abroad to study, either in high school or university?

Klára: Yeah, I think that's the only possible solution. High school via Erasmus. And I approve of his plan. He would manage. His plan is that he would start studying harder his first year of high school and then decide where he would go. I think that's a good thing considering the state of education in the Czech Republic.

Lucie: There are a lot of good systems abroad, well, just the fact that kids can often choose a lot of subjects, so it's suddenly a lot more fun - doing something they're actually interested in. At Náchod grammar school? Chemistry until final year and physics too. How many of these kids are actually interested?

Marta: I think our daughter is attracted by the possibility of going abroad to study in high school. Maybe for six months? I think that's what lit up her eyes when the headteacher of that private high school talked about it at the open day. And university? There's a long way to go, I don't know now.

Alžběta: Do you think there are better universities abroad or here?

Žaneta: I can't judge... but from what I've seen abroad... For example, when I was there with my sister, who lives in England and studied at a university there, for some lectures, it was actually identical to what I experienced at the University of Economics in Prague. Except the form of the examination in Prague was a tests, while in theirs it was a presentation, which I think is more useful because you speak in front of people. That's another extra skill.

Beáta: If I can comment on the topic of "Czech versus foreign universities"... Well, it will definitely depend on the specific place. For me, if we compare ourselves with England and similar systems, we are very much behind. But at the same time, I don't think we're like the absolute worst within Europe. I have a comparison with, for example, studying at the University of Rome, and I wouldn't say that we're bad. But of course we can be much better and much more ahead. But like being able to put my kid in a university, a better one, like in England or whatever he chooses, that's a dream for me. I would very much like him to have that experience, and I think that there's going to be a completely different system of teaching, because it won't be the classic cramming, that it's just going to be very much about the practical experience, what they have in their heads. Rather than memorizing everything.

Alžběta: Do you have any opinion about lyceums? It's becoming a big deal now that they're opening a lot because the state doesn't want to open new grammar schools.

Žaneta: I don't care. I would consider that an equivalent. But I'd also consider an industrial school to be equivalent. I would know that at each of those schools he has something extra and he would be missing something else.

Klára: What's the difference? I don't know much about it. I'm just wondering if lyceum is the Latin word for a grammar school?

Petr: Well, yeah. But if I understand correctly, lyceum is basically very similar to grammar school, but they have a freer hand in how and what they teach. So it's more up to the school what subjects they choose and what they're going to teach those kids. Whereas a grammar school has very strict plans as to how much physics they have to teach, history and so on.

Klára: If it's like that, it's just putting out a fire, because the current school system... just the fact that there are poor-quality primary schools, so there is a big rush to multi-year grammar schools. And the lyceums are a kind of a rescue? Like... systematically.

Petr: I don't really understand why they want it that way. I think it's a lot of public pressure, where people are just saying that these grammar schools are not needed and so the state is deliberately not opening more. But it is opening the lyceums so that there's an option. A lot of people aren't quite happy with that because they want a grammar school. And the system won't let them because of capacity reasons, and they won't increase those capacities because of public opinion and industry lobbying for technical schools and so on.

Klára: But it's not solving the cause, it's just firefighting, nothing else. But then again, I probably wouldn't have anything against it, whatever it's called, as long as you can find quality in the education system in that region.

Marta: I would probably support her in what she wants. I go by what she wants. I wouldn't care if it's, I don't know, a private lyceum, if she wants it...like for me, what she wants comes first. But in general, grammar school sounds more prestigious than lyceum to me, but I'd have to study it properly to find out what the difference between a grammar school and a lyceum is. My point is, I want her to be ready for university. And grammar school is a sure way for me to prepare her for college. And we'd probably pay for any other school she would be this interested in. As long as it's like a realistic amount. But as I say... grammar school is grammar school.

Beáta: For me, lyceums versus high schools... For me, the lyceum seems more modern nowadays... or how should I put it? Yeah, it's really just my opinion, but it seems to me that it's going to be so much more flexible, that it can be geared towards that international direction and the content of what it's going to give the kid is going to be different than just having a crammed knowledge from textbooks. The lyceum for me is comparable, maybe better.

Alžběta: Would you expect the price of a private grammar school to be higher than a private lyceum?

Žaneta: No.

Beáta: Not either.

Marta: I don't know.

Alžběta: At some schools in the area they offer specializations, for example at the private high school in Hradec Králové, from the second or third year, I don't know exactly now.

Marta: Well, I think the headteacher said the second year, you can already go in a certain direction.

Alžběta: Yeah, there's humanities, sciences and then I think IT.

Marta: He did say that they can drop some subjects and add in some. And that's very nice for me as a parent, because I have a friend who has children in Dobruška's grammar school. And she says, "Hey, that's just a crazy high school. My boys are doing just fine. But it seems to me that the grammar school makes them repeat like parrots and learn things they will never need." She said if they dropped something, added something back, it would be okay. That a son of hers, for example, was first in the state chemistry competition. They're really awfully smart, and even though she has these kids extremely smart, she complains about the approach, that it's a jumble of useless information. So even she would certainly welcome it if they could tinker in some direction.

Alžběta: To specialize somehow, to choose what they enjoy.

Marta: She said she doesn't go there at all for parent meetings because it upsets her. That it bothers her so much how they tell her kids that they're better than other students. They love to do that, like, you write a test, the eight-year-grammar-school students do better, and they're like, "Well, the four-year classes did disastrously, they all have horrible grades," and they make idiots of them all the time. And she said that's why she doesn't go to their parent meetings, that she doesn't care. They are very unprofessional in Dobruška.

Alžběta: That's strange.

Marta: Yeah, and the best part was that I had no idea how my daughter found out about the private school, she's been talking about it for a year now. And now I was talking to my sister-in-law on the phone. And she says, "Hey, how did she find out about this high school?" And she was totally straightforward, "Well, I looked up the best schools in the area," and it seemed like such an easy answer to me. Yeah, good. Best schools in the area.

Beáta: I'm still hesitating about specializations... like I'm still hesitating about whether to specialize from the beginning, when you don't know what you're going to do, how it works in life. I guess I would have liked it back then if I could have profiled already, because like the chances that... if I take it from what I studied, that I went into this biology and chemistry field, if I got some kind of foundation there... because I was originally thinking about psychology as well. But even if I wanted to change it at some stage and switch to the other side, it was probably too late anyway. And if I was convinced that I wanted to do that one thing, then of course I'd rather have that one major or a specialization and not have history and all this stuff that I don't know anything about until now. So I guess I'd definitely take it if it wasn't limiting for some entrance exams and graduation and stuff. If I didn't have to study history in detail, I'd probably be happier.

Žaneta: I think that profiling is good. My daughter has an experience from high school in England, where they only have a few subjects the last few years, and because she had maybe 16 hours of math a week, she learned it really in depth. She said she really understood it and it helps her to this day.

Petr: I was at a technical high school - so we were specialised basically from the beginning. But at the same time, we didn't have the choice of subjects that you have at grammar schools - other languages at a good level, exactly like psychology and so on. And the kid no longer has those options from that specialised schools, he can't choose to go in a completely different direction or combine that specialisation with something seemingly unrelated. Yet in practice there is a huge demand for specialists who are experts in multiple fields. Who can combine the hard skills and soft skills, who know the technology, but at the same time know how to communicate with people. They know design, but they also know sales. So for me, specialization yes, there's definitely no point in being

bored in classes that we're not interested in and won't be interested in, but at the same time having a really big choice of completely different areas. This would be ideal for profiling really good people for management.

Žaneta: Yeah, in England, kids could combine math and art. Biology and business. Chemistry and PE. She had a friend who studied technology and music. And each of those things really in depth. That's definitely missing.

Alžběta: Regarding the cost of studying... I know that in Hradec Králové, for example, at the private language grammar school, they pay about CZK 5,700 a month. Is that a reasonable price for you if your child decided to go to a private school?

Marta: I was under the impression that it was CZK 4,800 there, but you also pay July and August. That actually surprised me. I was expecting a higher amount, quite frankly, because I know that my friend teaches at a private primary school in Hradec Králové, and I think she was talking about CZK 9,000. So the 4,800 seemed like a reasonable price, although recently we've talked about it with my sister-in-law and she's like, "How much does that school cost?" and I'm like, "Hey, 4,800." And she's like, "That sounds good to me. I wanted to put my son in a primary school in Vyškov and they wanted 4,800 for a primary school," so she thought that was a good price too.

Alžběta: And the CZK 9,000 would still be like bearable for you or not?

Marta: Well, for us, I guess, since my husband makes some money, I guess it would be possible.

Alžběta: And CZK 10,000 is already the ceiling?

Marta: Well, we would have to think about it a lot, we would have to really think about it. Like my husband is megalomaniacal. He'll say, "We'll just pay it, it's important, we'll make it." I again, I'm like brought up probably, like... I'm the older generation too, so I would probably... but if it was still like 10 straight, I guess it would be alright. Well I guess the 10K would be maybe the ceiling. It is like this magical number.

Alžběta: Is it maybe a bit of a psychological anchor?

Marta: Exactly.

Klára: For me, up to CZK 20,000 is probably good.

Alžběta: 20K a month is an imaginary ceiling for you?

Klára: If I take it... yes, I guess.

Žaneta: It's more about psychology. The price is too much for some parents and not enough for others. Like, for myself, I could handle it financially. For me, the ceiling is about 10,000, but I feel like I would probably expect a complete miracle from that school at that price. Ideally more around the 5K.

Beáta: We also pay CZK 5,000 a month for the kindergarten and the private primary school. I think it's fine, my husband thinks it's quite a lot that we should pay 10K for two children. And at a high school... my personal opinion on that is that investing in education is really worth it and if we have the money for it and I'm convinced of the prestige, or rather that it has some importance and that it will help the child in some way, open doors, I don't mind paying more. But like through the fact

that we've got two kids and it's possible that they're going to be there at the same time, I think the 10K for one is probably the ceiling too. For the setup we're currently living in.

Alžběta: That's important for me to know. Is there anything else that maybe you feel is downright lacking in the education system that you feel like high schools should incorporate more? Or where they should be heading?

Klára: I'm glad that the Náchod grammar school is pushing these children towards mathematics and physics, because the world today works through numbers, that's just the way it is, unfortunately. It's just the quality of the teachers that's missing. And in ICT, for example, they are often taught highly specialised knowledge that for me is not needed. They don't learn that kind of classic computer use. Unless he's a downright IT guy, he won't need that specialized stuff.

Alžběta: You mean user-based, for like office work. Microsoft Office, Excel and stuff like that?

Klára: It's just that I always, when I do something for work, I show my son some functions, how to sort the data, how to work with the structure of the data and things like that. But then again, the boys already know how to do a lot of things like PowerPoint presentations, some AI stuff, so sometimes he shows me how to do some fun things too. So I don't want to say that they don't know anything, but some of the things that are common today in practice and they ask you to do that, I don't think the school provides them.

Alžběta: Also, as you said about the qualifications of teachers... Do you think these teachers should have some experience in the private sector before they start teaching?

Klára: I guess it depends on the specialty. Mathematician probably not.

Alžběta: And the vocational subjects?

Klára: I think so, because if they get into some kind of economics or some kind of corporate field like that, then they probably learn more from someone from the private sector.

Žaneta: For me, it should be mainly experts. And educators. Private sector experience... definitely that would be better.

Lucie: Yeah, I think so too. I know that exactly in economics, we had it as an elective subject at Náchod grammar school. And it's taught by a professor who I don't know if she had any training at all at least or something. But I know it ended up telling the difference between a debit card and a credit card. And she told us to not invest in anything. And that's all I remember.

Petr: I would also prefer if it was someone from a company who actually does some marketing or management or strategic planning, whatever. He would probably have more to say.

Klára: It wouldn't be bad at all if the children heard lectures on investing, for example. Or at least some minimum, so that they know that if they have this interest on their current account, they can't get this loan. Maybe that's what's missing.

Alžběta: Do they have any financial literacy at that junior grammar school or not at all?

Klára: Not yet, but financial literacy would be nice.

Lucie: Yeah, it really would. I remember when we went to the bank for a mortgage and they tried to convince us of some option that just... I quickly calculated that it was nonsense. But I think a lot of people have not come into contact with that in their lives before. And I don't know if they could actually do the maths. I don't think they would. And it's not like it's complicated maths. Even kids can learn it.

Klára: Or the classic life case when you buy some electronics. You have a two-year warranty and "We'll give you an insurance that will extend the warranty for three, four years, so do you want that? Yeah, that's worth it." And I always tell them, "Yeah, so you get a commission for that, sure." Just to teach them to think about it, what they might run into in life.