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# Conference Speakers

**COMPETITIVENESS – INNOVATION – HUMAN RESOURCES:**

**CEI countries in global perspective  
Prague, 28 – 29 April 2005**

## WELCOME SPEAKERS

### **PAVEL SVOBODA**

Deputy Minister of Foreign Affairs for Legal and Consular Affairs

### **TOMÁŠ HUSÁK**

Head of Economic and Communication Section of the Ministry of Foreign Affairs

### **WALTER BARTOŠ**

Chairman of the Committee for Science, Education, Training and Culture of the Czech Parliament

### **MARTIN JAHN**

Deputy Prime Minister of the Czech Republic

## CHAIRPERSONS

### **MIROSLAVA KOPICOVÁ**

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Miroslava Kopicová has been dealing with the qualification of work force, employment, and further and adult training during all of her professional life.

During the last ten years, she was responsible for important programmes supporting the transformation of the Czech economy and the process of integration into the European Union. She implemented the comprehensive programme Labour Market Restructuring. As a Director of the National Training Fund (NTF) she is in charge of implementing the foreign cooperation programmes of the Ministry of Labour and Social Affairs and most of the EU programmes in the area of HRD. Moreover, the NTF is conducting its own professional work and projects as well as providing expertise in the HRD field. Particularly important is elaboration of the Strategy for HRD for the Czech Republic.

Miroslava Kopicová is a Director of the Czech National Agency of the Leonardo da Vinci Programme of the EU; she is heading the EU initiative EQUAL in the CR; she is representing the CR in the Advisory Forum of the European Training Foundation in Turin; she is chairing the Working Group for HRD within the Central European Initiative; she is collaborating as National Liaison Officer with CEDEFOP; is a member of EFMD and of a Team Europe, appointed by the EC.

## **PETR MATĚJŮ**

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Petr Matějů is a Vice-president for Research at the Anglo American College in Prague and the chair of the Department of Social Stratification at Institute of Sociology of the Czech Academy of Sciences. He established and currently chairs the Institute for Economic and Social Analysis, an independent think-tank designed to address and promote reform processes and policies in the Czech Republic and other Eastern and Central European countries.

His main research interest has been in social transformation in Eastern and Central Europe and comparative research in education and social stratification. His two most recent books are *Ten Years of Rebuilding Capitalism. Czech Society after 1989* and *Inequality - Justice - Politics*. He has published a number of articles both in Czech and international academic and professional journals. He also publishes frequently in daily newspapers and weekly magazines.

Between 1998 and 2002 he was a member of the Czech Parliament, where he chaired the Committee for Science and Higher Education. At the same time he was a member of the Czech delegation to the Parliamentary Assembly of the Council of Europe. During his term in the Parliament he designed and proposed various reforms of the Czech tertiary education.

Matějů studied at Charles University in Prague, Faculty of Philosophy (graduation in 1972 in Sociology), at the University of Wisconsin in Madison (1987), and at Masaryk University in Brno, where he obtained his Ph.D. (1996) In 1999, at the same faculty, he habilitated to docent and five years later to professor of sociology. He has taught sociology at universities both at home (Faculty of Social Studies of Masaryk's University in Brno, Anglo-American College in Prague) and abroad (University of California at Los Angeles, Northwestern University in Evans).

## **PAVEL KOMÁREK**

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Pavel Komárek has been the Director of the Technology and Innovation Centre of the Czech Technical University in Prague since 1991. He is a member of the Board of Directors of the European Business and Innovation Centre, a member the Monitoring Committee of the Structural Programme Industry and Development (ERDF), a member of the Steering Committee for preparing the National Innovation Strategy, and a member of the board of directors of the Association of Science and Technology Parks of the Czech Republic.

In recent last years he has managed several national and international projects. From 1995 – 2003, he was Chairman of the Board of Directors of the Risk Capital Fund.

Key qualifications: professional experience in technology innovation, business support policies and enterprise development, familiarity with the setting up innovation centres and science parks, deep experience in the introduction of innovation processes in small and medium-size enterprises, good knowledge of professional venture capital management.

# SPEAKERS IN ALPHABETIC ORDER

## KARL AIGINGER

Director of Austrian Institute of Economic Research (WIFO), Austria

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Karl Aiginger is working for WIFO since 1970, he used to be for many years the WIFO deputy director, and since March 2005 the director. He was working at several USA universities as a visiting professor (Stanford University, CA., MIT, Boston, Mass., UCLA, Cal.). In 1993-2000 we was in the Supervising Board of OIAG (Holding Company of industrial firms).

- His recent positions are:
- Research fellow for Industrial Economics and Deputy Director at WIFO (key areas – competitiveness of firms, industries, countries, industrial policy, economic strategy and policy)
  - Professor of Economics at the University of Linz, Guest Professor, Honorary Professor
  - Editor: Journal of Industry, Competition and Trade (JICT), jointly with Andre Sapir
- Other fields of activities:
- Research fellow at European Forum at Stanford University
  - WIFO macroeconomic forecasts (media presentation)
  - Participation in Advisory Council for Economic and Social Affairs (Austria) and Reform Dialogue of the Austrian Government
  - Lead manager and contributor to European Competitiveness Reports since 1998 (European Commission)
  - Lecturing at University of Vienna, University of Economics and Business Vienna, Technical University Vienna, University of Hunan (China), Webster University
  - Organisation and Programme Committee of EARIE and EUNIP Conferences
  - Lead Manager Network on Competitiveness in Knowledge Based Society (6<sup>th</sup> Framework Programme)
- Referee for:
- Economic Journal, European Economic Review, Journal of Industrial Economics, Journal of Small Business Economics, Journal of Economics, Journal of Empirical Economics, International Journal of Industrial

### Summary of the presentation: Competitiveness of Europe in comparison to USA

The economic performance of Europe was disappointing in the nineties. However, country differences increased. This paper carves out a group of successful countries and compares their strategies to those of the more poorly performing countries, specifically the large continental economies. The successful countries implemented a policy mixture of cost cutting, improving institutions, and investing in future growth, with the largest difference to the low performers in the dynamics of research, education and technology diffusion. This is not in line with the usual twin hypotheses that high welfare costs and insufficient flexibility are the main culprits in European underperformance.

## **JEAN-FRANCOIS BALDUCCHI**

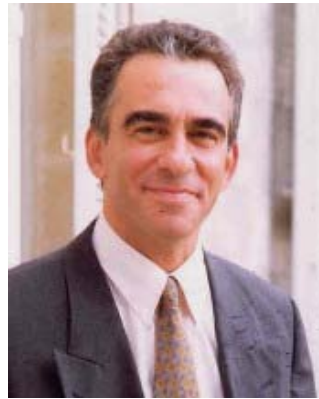
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Jean-Francois Balducchi is the President of EBN since June 2004.

Since January 2000 : President of FTEI (France Technopoles Entreprises Innovation), the French network gathering BIC (Business Innovation Center), academic or research oriented incubators and technopoles with 80 members.

He is also member of IASP Board.

Since September 1996 : Managing Director of Atlanpole, Nantes-Atlantique Technopole and Incubator

1992-1996 : creator and Director of Futura Corse Technopole

1981-1992 : several responsibilities at Total group

1979-1981 : Research

1978 : engineering graduate of Ecole Centrale de Paris

### **Summary of the presentation: The Role of Research Parks and Innovation Centres and Their Relation to Universities**

Even if their global missions are at times different (but so complementary), research parks and innovation centres share lots of values for a strong common identity, specially in their relation to universities.

In Europe, BICs are dedicated to detection, valuation, monitoring and follow up of innovative start up projects. Some BICs are local development oriented and some others are academic incubation oriented. EBN is BICs' network.

STPs are a global concept of economic development based on innovation. They are mainly supported by a strong partnership between local authorities, chambers of commerce and universities of course. Their worldwide network is IASP.

In France, FTEI represents 3 complementary tools : BICs, STPs (technopoles) and academic research oriented incubators.

Their main objectives are :

- Networking and partnership engineering
- Promotion and corporate investment policy
- Engineering for innovation

Concerning academic engineering for innovation, French government promoted in 1999 Innovation Act which creates 1 academic incubator in each region in strong relation with STPs and BICs.

## PAOLO FEDERIGHI

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Paolo Federighi is Professor of Adult Education at the University of Florence. Since 1996, he is permanent consultant of the Regional government of Tuscany for labour and lifelong learning policies. Since 1999 he is member of the Italian national Interministerial Committee for Higher Integrated Education and Training. He has been consultant of the Unesco Institute of Education (1993-2000) and of the Council of Europe and in 2001 of OCDE. Since 1993 he has been member, as expert, of several committees in the frame of General Direction for Education and Culture of the European Commission. Since February 2000, he is Scientific director of the project "Formazione costante" in Ferrari Spa. He has been President of the European Association for the Education of Adults (1992-2000). His writings have been published in several languages Japanese, English, French, Spanish, Rumanian, Catalan.

### **Summary of the presentation: Regional Governance and Territorial Knowledge Management: Lesson from Tuscany**

#### Regional Knowledge Management (REKNOMA)

Developing a knowledge-based economy implies the emergence of a knowledge-based society. This means that the role of regional governments in supporting territorial co-operation among centres of research, industry, universities and social partners will gain in importance. Foresight techniques can help chart the evolution of this vital political and institutional role. The various regional actors and stakeholders also need support in defining 'territorial agreements' and new forms of partnership. In addition, implementation will be supported by a lifelong learning policy.

REKNOMA model implemented in Tuscany promotes planned co-operation among various regional actors by setting up territorial agreements between enterprises and producers in the innovation, research and training fields. The model includes specific measures to reach this goal, such as establishing relationships between universities and industry, fostering creation of innovative enterprises, as well as promoting clusters. It also involves initiatives to attract researchers locally and promote the exchange of experience with other regions.

Building regional governance of the knowledge-based economy and society – as REKNOMA strives to do – involves identifying a general model that can be implemented in various European regions, while making allowances for their diversity and differing institutional make-up. That's why Tuscany Region is cooperating with other Regional Governments (in Sweden: Vastra Gotaland, in Denmark: Vejle, etc.) The regions involved are following the same path to reach the same goal (i.e. territorial agreements), thereby enabling results to be compared.

These accords will contribute to developing networks and collaboration at the inter-regional and European levels, enhancing the mobility of researchers, entrepreneurs and individuals. REKNOMA will help implement integrated policy to promote a demand-driven life long learning policy. The project's results will help take advantage of knowledge management techniques to achieve competitive advantage, and can be transferred by means of dissemination, benchmarking and further joint actions at European level.

## **MIROSLAV JANEČEK**

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Miroslav Janeček is a Vice Chairman of R&D Council of Czech Government, President of Association of Research Organisations, Vice-president of the Association of Innovation Entrepreneurship CR) Since 1998 is associated professor at the Chemical faculty of the University of Pardubice

Miroslav Janeček work as a consultant since 2001, he used to work as a head of Board of Directors and Director General of Research Institute of Organic Synthesis, VÚOS Pardubice-Rybitví, member of Board of Directors, Director for Strategy and subsequently Director for Research and Development, Head of a Research Department for colorants in a research institute “Výzkumný ústav organických syntéz a.s., Rybitví“

### **Summary of the presentation: Innovation Development in Europe (with respect to the new member states)**

The place of innovation process in the knowledge based economy

- Leverage between knowledge production and application sector (industry, society)

Europeans´ weaknesses (comparing to the USA and Asia)

- Lower courage to take over the risk
- Legal aspects (criminalisation of bankruptcy, more freedom for researchers - GMO)
- Insufficient transfer of knowledge (intersectorial HR mobility, IPR ...)

Innovate for a Competitive Europe - New Action Plan for Innovation (objectives)

Specific features of new member states

- Restructuring of the economy (esp. of the industry)
- Shortage of capital (F&F Capital, Venture Capital)
- Need of R&D reorientation

Case study – Czech National Innovation Policy

The role of Structural Funds



## HARALD KREID

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Harald Kreid is the Director General of the Central European Initiative since 2002

- 1999-2001 Chairman of the UN Economic Commission for Europe
- 1996-2001 Ambassador, Permanent Representative of Austria to the UN and other International Organisations, as well as to WTO, Geneva
- 1995 Chief advisor of the Austrian Federal Minister for Agriculture on Integration into the European Union
- 1995 Chairman of Austrian Expert Group on Enlargement of European Union
- 1992-95 Head of division for multilateral economic, environmental and developmental affairs in the Federal Ministry for Foreign Affairs, Vienna
- 1993-94 Chief negotiator for agriculture in Austria's accession negotiations to the European Union
- 1988-92 Head of section for multilateral economic affairs in the Federal Ministry for Foreign Affairs, Vienna (responsible for ECOSOC, GATT, ECE, UNCTAD, OECD)
- 1984-88 Ambassador in Chile
- 1977-79 Federal Ministry of Foreign Affairs, Vienna
- 1970-77 Director of the Austrian Institute in Zagreb (Yugoslavia)
- 1968-70 Federal Ministry of Education, Vienna
- 1962-68 Deputy Director of the Austrian Institute, New York

Served as a Head of the Austrian delegations (at civil service level) at various international conferences.

Presentation of Harald Kreid focuses on **Central European Initiative**, its mission, fields of activities and recent developments.

## LUBOMÍR LÍZAL

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Since July 2003 the Director of CERGE, Charles University, and the Economics Institute of the Academy of Sciences of the Czech Republic (EI). In 2002 Deputy Director for Research at CERGE and EI and Citigroup Endowment Professor at CERGE-EI since July 2002. Graduated from Czech Technical University in Prague, Faculty of Electrical Engineering in 1992. Received his master's degree in Systems Programming and Electronic Computers. Currently a Researcher at EI and Assistant Professor at CERGE. Defended his Ph.D. thesis at CERGE in 1998. Short-term Consultant for the World Bank in 1994. Has held fellowships at the Tinbergen Institute, Amsterdam in 1992; at the University of Pittsburgh, 1994-1995; and at the William Davidson Institute at the University of Michigan, 1996-1997. Member of the European Economic Association, CEPR, and Česká ekonometrická společnost (Czech Econometrics Society), and a William Davidson Institute Research Fellow. Since 2004 ESC Tenured Member. His research orientation is in applied econometrics, applied microeconomics, economics of transition, firm behavior.

### **Summary of the presentation: Competitiveness of CEI Countries**

The transformation process in post-communist Central and Eastern European countries (CEECs), including the Czech Republic, is considered from the political point of view as being completed with the entry of these countries into the EU (CR has entered EU in 2004).

The accession itself is also a prove that these countries should be able to economically compete within the European single market. From the economic point of view, it is a qualitatively new, post-accession period when further acceleration of economic changes and a higher degree of integration of these economies into international structures will take place. The implementation of Acquis Communautaire and of the other European agreements as well as the emergence of single markets together with gradual transition periods will affect macroeconomic policy and the degree of economic and institutional convergence of all the accessing countries to European standards.

The question is to which extend these countries, with focus on the Czech Republic, can compete on the globalized markets and what are the drawbacks that hinders their economic growth. For example, the Czech Republic is top ranked in FDI attractiveness, however, compared to other CEECs. However the major issue for competitiveness how easy or hard is to do a business and what is the value added produced with the resources available. Form a medium/term perspective, all these countries have substantial fiscal problems that need to be addressed before they can join the European Monetary Union (EMU) and adopt Euro as their currency. While some target to adopt Euro quite early, the others do not expect to be ready before 2010.

## **MIKKO MARTIKAINEN**

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Mikko Martikainen is working in The Confederation of Finnish Industries as a senior adviser. At present he works in the area of Finnish innovation environment and especially the research and development networks. In this area his main interest is in private and public business services supporting industry innovations and growth. Earlier he has worked in the areas of employment policy, the public sector quasi markets and market mechanism in the public service production. He has also done research on the efficiency of public services in Finland.

### **Summary of the presentation: The Role of Social Partners in HRD – example of Finland**

Realism and Pragmatism: a Road to Competitiveness and Innovation in Finland

The presentation is an excursion into the interplay between politics, administration and the market for the adaptation to the changing economic environment. What are preconditions for the successful policy change and implementation of the policy. The discussion is based on the analysis of the successful economic policy change in the late 1970s. These observations are then projected on the new economic challenges of the 2000s.

It is argued that the necessary preconditions for a successful policy change are: First, there must be a new broad consensus, which subdues specific group interests and calls for new flexible policies, which during the times of ideological conflicts, are taboo. Second, the policy leadership must remain in the hands of political decision-makers. Thirdly, political leadership must receive information for decisions and legitimation from an “intellectual core” that supports it. This core was openly the higher civil servants of the Ministry of Finance.

# THOMAS MAYR

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Thomas Mayr started to work as an Adviser for Education and Training Policy at the Federation of Austrian Industry in 1998, after he has finalised his studies at University of Economics and Business Administration in Vienna, Austria and at College of Europe in Bruges, Belgium. Since 2002 he works as a Managing Director of the Institute for Research on Qualification and Training of the Austrian Economy.

## **Summary of the presentation: National Policy in HRD – example of Austria**

The presentation will provide an overview of the different fields of Austria's education and training system and especially of adult education and training

An overall strategy linking the different fields of skill creation in Austria has yet to emerge. Nevertheless, the Austrian approach is quite successful. Austria has an attractive system of initial education and training and diverse sources for continuing education and training. Therefore, there are no major and sustained skill shortages.

Austria's system of initial VET is characterised by a high involvement of companies and social partners. The dual apprenticeship system on the one hand and full time school-based vocational training on the other hand ensure that young people are equipped with relevant and up-to-date skills and qualifications. Around 80% of the students at the upper secondary level opt for vocational education and training.

Continuing education and training provision is very complex with different providers and programs. Broadly speaking, there are four types of continuing education and training programmes:

- (1) vocational training by training providers of the social partners and a growing number of for-profit-training providers,
- (2) continuing general education provided by adult education centers and other non-profit-organizations,
- (3) second chance schools and other offerings within the education system and
- (4) the training of unemployed and special at-risk target groups via programmes of the Public Employment Service (AMS).

The presentation will put special emphasis on the different finance arrangements and on policy instruments aiming at setting incentives for companies and individuals.

## **JOSEF MESTENHAUSER**

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Josef A. Mestenhauser is Professor Emeritus in the Department of Educational Policy and Administration of the College of Education and Human Development of the University of Minnesota in the concentration of Comparative and International Development Education. Before coming to the College of Education he was Director of all-University Office of International Education. He devoted his career to international education as teacher, researcher, administrator, counselor and consultant and published more than 120 books, monographs, articles and book chapters on educational exchanges, international studies, transfer of knowledge, cross-cultural relations, leadership development, cultural change, educational reform and professionalism.

He is three-time holder of senior Fulbright grants in the Philippines, Japan and Czechoslovakia. He was President of NAFSA: Association of International Educators, ISECSI (International Society for Educational, Cultural and Scientific Interchanges) and the Fulbright Association of Minnesota, and held offices in several professional associations.

Josef A. Mestenhauser has got a lot of honours as the Marita Houlihan Award for Excellence in International Education; Centennial Award from Waseda University, Tokyo, Japan; Comenius Medallion; International Citizen Award from the Twin Cities of Minneapolis and St. Paul; Honorary Fellowship of Charles University; Honorary Professorship of the European Humanities University in Minsk and of the Kyrgyz State Pedagogical University in Bishkek, Medal for Outstanding Contribution to Higher Education by Charles University and Presidential Silver Medal from President Vaclav Havel. On June 1, 1999 he became Honorary Consul of the Czech Republic for Minnesota, North and South Dakota, and Iowa.

### **Summary of the presentation: Transformation of Universities**

#### Higher Education in Global Perspective: What we Do Not Know May Hurt Us

The presentation addresses higher education in a relatively uncommon way as a social system that has two paradoxical functions; on the one hand to preserve the culture of its national society, and on the other to lead that society into the future. In other words, the systems find themselves pulled in opposite directions of promoting and preventing change at the same time. However, the age in which we live has blurred the distinction between “domestic” and “global” with the result that higher educational institutions need to become global institutions. An analysis of what this might mean needs to confront several issues and concepts: 1) the nature of change, especially globalization, that is commonly perceived as an external force encroaching itself on national cultures; 2) the impact of the changes on the higher educational systems and their ability to adjust and change themselves to preserve the balance between being guardians of national cultures and leaders of the future; 3) leadership and structure required of institutions to function in the dynamic era; and 4) the share of control that higher educational system will have of the production, dissemination and utilization of knowledge and sustained innovation .

The presentation will be based on study of educational reforms in 12 mostly western countries that are undergoing major changes, and on corresponding work of several transnational organizations that play active roles on the development of higher education globally, such as OECD, the World Bank, UNESCO, and more recently the European Union and the Bologna group. The analysis will not be complete without considering the unique post-socialist context within which higher education functions in countries of Central Europe.

## **SCOTT MURRAY**

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Since March 2005 Scott Murray works as a Director of Educational Outcomes in the UNESCO Institute for Statistics. He is responsible for UIS's program of work involving adult and student skill assessments.

Scott Murray worked in Statistics Canada for many years in different management positions in Household Surveys Division, Special Surveys Division and Culture, Tourism and the Centre for Education Statistics. His last position in Statistics Canada, held from 1999, was the Director General, Institutions and Social Statistics, Statistics Canada. He was responsible for the management of full range of official statistics related to health, education, culture, tourism and justice. Annual program budgets exceed \$50,000,000 with an associated staff of 400 . Currently acting as International Study Director of the International Adult Literacy and Life Skills Survey (ALL), an OECD supported comparative assessment of workforce competencies. Active in bringing coherence and meaning to measures of student and adult achievement.

Current advisory positions:

- Chair, Education Expert Group, Friends of the Chair, UN Statistical Division.
- Steering Committee member UNESCO Institute for Statistics Literacy Assessment Monitoring Program (LAMP).
- Consultant to UNESCO - OREALC Laboratorio for the evaluation of educational quality.
- Canada's representative and expert advisor to the OECD strategy for adult skill assessment.
- Consultant to the World Bank on the design and utilization of educational assessment systems.

### **Summary of the presentation: Skills for Future**

Recent theoretical advances and improvements in assessment methods have opened the way to the large scale comparative assessment of adult skills. These assessments, known as the International Adult Literacy Survey (IALS) and the Adult Literacy and Life Skills Survey (ALL), have yielded a wealth of information on how objectively assessed skill levels influence a range of individual economic, social, educational and health outcomes. The data suggest that skills play a central role in creating social inequality in a broad range of countries. Analysis of the survey results has also begun to reveal the central role that skills such as literacy and numeracy play in fostering differences in economic growth over the long term. This presentation will focus on the policy import of what has been learned from the most recent cycle of international assessment.

## KARIN PLATZER

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Karin Platzer is the Managing Director of Regional Innovation Centrum - RIZ NIEDERÖSTERREICH Since July 2000. There are 13 sites, 9 incubators, 40 employees within the centre. She has been working there since 1989.

### Focus of Job

Incubator: Coaching of entrepreneurs, project monitoring, guiding in development of business plans

Business consultancy for SMEs of the region (project monitoring, matching, search for partners, access to financing, development of innovative consultancy conceptions)

### Marketing

Karin Platzer has experience in many international projects (training of hungarian managers and entrepreneurs, supporting the technical university of Prague in selecting staff for a technology transfer centre, developing several qualification projects and regional development projects in the context of EU-programmes - SPRINT; Comett, Leonardo, RITTS Niederösterreich, Europrojects, Recite)

### Professional bodies membership:

Since 2002 - Vice President of the Board of the Association of the Austrian Technology Centres

Since 2002 - Member of the Board of EBN

The presentation of Karin Platzer focuses on **Financing of Innovation Process**, the possible financial sources.

## LUIS SANZ

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Luis Sanz is the Director General of IASP since 1996. He was the International Vice-President since 1995, President IASP-Europe and Member of the IASP International Board of Directors since 1992 and Vice-President of the Spanish Association of Technology Parks since 1990. He is the President of the IASP Advisory Council.

Luis Sanz is also President and founder of Perfil Trh. S.L. (International technology brokerage company).

#### Other activities connected to Science Parks.

- Head co-ordinator of International Conferences on Science and Technology Parks: Valencia 1991. Budapest 1995. Singapore 1996. Rio de Janeiro 1996, Madeira 1997. Trieste 1997. Trivandrum 1997. Brisbane 1998. Stockholm 1998. Istanbul 1999, Málaga 1999, Edinburgh 2000, Bilbao 2001, Québec 2002, Lisboa 2003, Bangkok 2004, Bergamo 2004, Foz de Iguacu 2004.
- Director of IASP training seminars on management of Science and Technology Parks in Istanbul (1987), Hungary (1987 and 1988), Málaga (1988), Panama (1999), Barcelona (2002), Bergamo (2004), Geneva (2004)
- Over 80 participations as invited speaker (papers, speeches and presentations) in international conferences and seminars all over the world.
- Co-editor of the book "Frontiers of Innovation: Readings on Science Park economics"
- Expert consultant of the RECA group, in the frame of the EU technical co-operation for the development of the Tecnoparque Internacional de Panamá.
- Members of the Assessment Committee for Area Science Park [Italy], (2001...)
- Editing consultant to "China High Technology Enterprises" (2002...)
- Advisor to the magazine China High Technology Enterprises (2002...)
- Economic Advisor to Jinan Hi-Tech Development Zone [China], (2002...)

#### **Summary of the presentation: Innovation and HR in the Knowledge Economy The Role of Science & Technology Parks**

Knowledge-based companies do no longer depend of physical raw materials. On the contrary, their raw material now is "knowledge", or even better, the human brains. This fact introduces a major change: workers no longer follow companies where ever these choose to locate; on the contrary, today companies follow knowledge workers wherever these may be found.

So, the big questions now are: Where are knowledge workers found? What type of location do they prefer? Which are their criteria to decide where to reside?

What does this significant change in corporate location strategy mean for Science Parks, and how must they cope with it?



## **WATSON SCOTT SWAIL**

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Watson Scott Swail is the President of The Educational Policy Institute in Washington, D.C., a non-profit, non-governmental organization dedicated to policy-based research on educational opportunity for all students. With offices in Washington, DC and Toronto, ON, the mission of EPI is to impact the development and implementation of public policy and educational practice through high-level research and analysis.

Widely respected in the area of college opportunity research, Dr. Swail has published extensively in national journals and publications. Recent publications include *Latino Youth and the Pathway to College* (2004), *The Affordability of University Education* (2004), and *Retaining Minority Students in Higher Education*.

Dr. Swail serves on a number of national advisory committees, including technical review panels for the major U.S. longitudinal and cross-sectional surveys sponsored by the U.S. Department of Education, National Center for Education Statistics. Prior to establishing EPI, Dr. Swail served as senior policy analyst with SRI International and associate director for policy analysis with the College Board. While with the Board, Dr. Swail co-directed the *Trends in College Pricing* and *Trends in Student Aid* reports released in the U.S. each fall.

In addition to his research and writing, Dr. Swail teaches educational policy and research at The George Washington University in Washington, DC.

### **Summary of the presentation: Expansion of Opportunities & Equal Access to Tertiary Education**

This presentation will focus on defining what we mean by the term “access” with regard to tertiary education and what this means for public policy. Access has historically been used to describe the level to which we open the doors of tertiary education to the masses. Historically, access has been very limited in tertiary education, especially in EU nations. Only recently have the doors to tertiary education begun to swing open to students from non-affluent backgrounds.

We begin with a discussion of the importance of access on the social and economic fabric of a nation. While there are economic reasons to expand access, there are equally important non-economic reasons to expand access. We will follow with a discussion of the myth of equal access: an unattainable goal in capitalist society. Given this reality, what, then, is an acceptable access goal for our society?

Using the prior discussion as a foundation, we will then redefine the term “access” and what is legitimate to strive for in the new global economy. This definition must include three components: access to quality pre-tertiary academic preparation; tertiary access (i.e., financial access and institutional choice); and finally, access that includes a reasonable chance of success, and what that actually means in practical terms.

Using data from the new EPI report, *Global Higher Education Rankings 2005*, we will discuss the rankings of various nations on accessibility and affordability, two key components of tertiary access.

The presentation will conclude with a discussion of policies and practices that can be used to encourage preparation, access, and success in postsecondary education, and the trade off between academic/institutional quality and tertiary access.

## **ALBERT TUIJNMAN**

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Albert Tuijnman is Senior Economist for human capital at the European Investment Bank in Luxembourg. He also is Professor of Adult Education at the University of Nottingham, holds the Chair of Comparative Education at Stockholm University, and is a Member of the UN MDG Task Force for Education and Gender Equality. Previously he was Principal Administrator at the OECD with responsibilities for *Education at a Glance*, *Lifelong Learning*, *Education Policy Analysis*, and the International Adult Literacy Survey. His main interests continue to be comparative education and policy analysis. He has written and edited over 25 books and 100 papers in his fields of interest.

### **Summary of the presentation: Challenges for Human Resources Development**

#### **The Lisbon Challenges and the Contribution of the European Investment Bank**

The presentation consists of three parts. First, progress towards the Lisbon Objectives is briefly reviewed and the main challenges facing the education and training sector are described. The clear conclusion is that more efforts must be made to reach the goals of reducing early school leaving, increasing enrolments in tertiary education particularly in technology fields and the natural sciences, increasing participation in adult education and training, and boosting public and private expenditures on research and development. In the second part, the author reviews the mandate and contribution to the Lisbon agenda made by the European Investment Bank since 2000. The data show that the Bank, under its programme called the "Innovation 2010 Initiative", has become a major partner of EU Member States. From 2000 to 2004, the Bank signed and disbursed loans in the area of i2i amounting to EUR 24 billion. According to the current corporate business plan, the Bank is committed to maintain this level of investment until 2010. Hence an additional EUR 30 billion will be made available for investments in knowledge, R&D and ICT over the next years. In the third part of the presentation, the author gives some examples of i2i projects the Bank has financed so far. Some practical information about how the Bank works and how projects are selected for funding is presented in conclusion.

## HANS VOSSENSTEYN

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Hans Vossensteyn started to work as a Research Associate at CHEPS in 1991. He has participated in projects covering a wide-array of subjects including: internationalization, higher education indicators, quantitative and qualitative international comparative analyses. His major research interest is in funding matters, including national allocation models, tuition fee policies, student financial support and the affordability of higher education. His PhD work focuses on students' price responsiveness. He has been involved in commissioned research projects, training seminars and consultancies on the area of higher education policy and student financial support systems.

In 1998-99, he was seconded as an external advisor at the Directorate of Student Financial Support Policies of the Dutch Ministry of Education, Culture and Sciences. He represents the Netherlands in the Eurydice (the European Information Network on Training and Youth) Expert Network, dealing with key issues in European education policy. Since 2000, he is a member of the International Advisory Board of the International Comparative Higher Education Finance and Accessibility Project, Co-ordinated by Prof. Bruce D. Johnstone at the State University of New York at Buffalo, Sponsored by the Ford Foundation.

In 2001, he joined the editorial board of the Dutch/Belgian journal on higher education (Tijdschrift voor Hoger Onderwijs en Management, TH@MA), and in May 2002, the editorial board of the Journal of Higher Education Policy and Management.

### **Summary of the presentation: New Trends in Financing of University Education**

Financing of universities is an area of continuous debate and policy change. In indicating the major trends in this area, we distinguish between three major issues: the allocation of public funds to universities for teaching, the development towards cost sharing, and the funding of research.

As for the allocation of public funds for teaching, we discern a few trends. First of all, governments in many OECD countries have separated the public funding for teaching and research and provide the funds for both activities in the form of block grants (lump sum), giving universities more autonomy and responsibility about their expenses. Second, there has been a move away from negotiated (or incremental) line item budgeting towards more transparent, rational formula based funding. Third, some countries increase the provision of additional funding for specific initiatives such as increasing participation of certain target groups, developing specific skills, postgraduate training, etc. Finally, many countries face discussions about more student centred funding mechanisms, like learning entitlements. Some countries introduce it now.

With regard to the public private debate, many countries show gradually transfer part of the burden of higher education costs to students and their families. Instead of government subsidising the full costs of higher education. In addition, student support mechanisms gradually change from being predominantly focused on grants to also include student loans. Finally, the rise of private higher education makes that students have to pay a larger share of the costs.

With regard to the funding of research one can discern the following tendencies. University research is more and more funded through block grants. Again, line item budgeting in many countries has been traded in for formula based funding mechanisms. More recent, block grant research funding is going to be replaced by more competitive funding or performance based funding mechanisms. Key issues now are focus (research has to deliver visible outcomes for society), mass (the scale of research should be large enough to stimulate excellence), and selectivity (funds are allocated on the basis of performances). Research councils become a more important function.

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### **Summary of the presentation: Entrepreneurial universities – possibilities and dilemmas**

In recent years universities have engaged increasingly in entrepreneurial activities. Universities are seen as an integral part of national innovation systems and they are expected to create competitiveness and to contribute to economic growth and welfare. At the same time, funding patterns have undergone a substantial change as university research is increasingly financed by external agencies instead of budget funding. In this presentation the growing entrepreneurial orientation of universities is discussed from a micro-level perspective, focusing on the changing nature of academic cultures, practices and identities. Taking Finland as a case in point, the key question to be addressed is how the external push towards entrepreneurial activities and market-orientation is responded to in different university settings. It is argued that in spite of the increasing involvement in entrepreneurial activities – such as collaboration with industry, technology transfer, establishment of spin off companies etc. – this trend takes a variety of forms in different disciplinary fields and organizational settings. While speaking about entrepreneurial universities, it is therefore of crucial importance to take into account national, institutional, disciplinary and local cultures and traditions shaping adaptation to the current external demands. Furthermore, traditional Humboldtian values and ideals – such as academic freedom, working on curiosity-driven topics, unity between research and teaching, and reputation within the scientific community - still have a prominent place in academic cultures and identities. Keeping up with both the academic and the entrepreneurially oriented values and practices creates severe tensions and dilemmas in academic work at present-day universities.