

# I. CONFERENCE SPEAKERS

**CEI HUMAN RESOURCES DEVELOPMENT FORUM**

**Education of Adults in Regions  
Programmes – Experience – Counselling**

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## SPEAKERS IN ALPHABETIC ORDER

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#### **Professional career:**

Michał Butkiewicz Ph.D. Director of the Research and Development Centre „Education and Labour”. National expert European Commission, for preparation of report Joint Assessment Paper in field of vocational education and training system, continuing education and national employment policy. The World Bank expert and Expert of the Ministry of National Education of the project *Modernisation of Adult and Continuing Education as an Integral Part of Lifelong Learning in Poland*. Director of Foreign Assistance PHARE Programmes and PHARE Programme Co-ordinator in Ministry of Labour and Social Policy. The author of publications specially concerning Vocational Qualifications Standards.

Henryk Bednarczyk, Ph. D., Professor in Institute for Sustainable Technologies in Radom, Head of Labour Pedagogy Department in Pedagogical High School of Polish Teachers' Union in Warsaw, Specialist of Labour Pedagogy and Adult Education in the scope of modular education and quality of continuing vocational education. The author, co-author and editor of 500 publications including 80 monographs, Polish Journal of Continuing Education and monographic book series Library of Labour Pedagogy. He managed over 50 programmes in the framework of Leonardo da Vinci, Grundvig, Jean Monet, and the projects funded with the support of European Social Found. He participates in working out of a lot of expert evaluations, national and European institutions' strategies.

### Summary of the presentation:

The Minister of National Education, with support by the Minister of Labour, is responsible for co-ordination in the field of adult education. The School Education Act of 1991 (with subsequent amendments in 2004) created legislative framework for public and non-public schools, pedagogical supervision, the system of external exams, accreditation of education centres, support to education by associations, foundations and local authorities. The Act on Promotion of Employment and Institutions of the Labour Market of 2004 includes legal regulations concerning e.g. public employment services, training institutions, social dialogue institutions and institutions of local partnership. The Act introduced the training fund, which may be created by employers in height 0.25 % the wagebill.

In 2004, 14% of the population at the age of 16-64 years took part in education of adults. The investigation of households showed that in 2007, the percentage of the persons at the age of 20-24 years, who learned in school and out of school, exceeded more than 60 % population; the percentage was higher in cities (about 70 %) than in the country ( about 50%) and higher among women (63%) than among men (57%). The persons' educational activity at the age of 30 - 39 years is found as low and in 2007, it constitutes 7% of the total population. The persons at the age of 39 and more only rarely raise their qualifications above.

In 2003, 16% workers increased their qualifications. The average time of training was equal to 29 hours. The training was conducted by 41.4 % enterprises training, and 22% workers participated in such activity. Sixty percent employers financed the trainings and costs of trainings constituted 0.8% of the labour costs in enterprises.

About 0.6 % of all public expense on education is designed on adult education; its growth was planned to reach 2.5 % in 2010.

More than 12 000 social public and private schools, organizations and associations deal with education of adults.

In consequence, it is possible to say that the process of improvement of adult population qualifications in Poland has a small range and is extremely selective, being considerably higher e.g. in cities and among the persons with higher education. The perspectives for development of education of adults are, however, optimistic.

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**Slavica Černoša**



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### **Professional career:**

Dr. Slavica Černoša was born on 6 April 1960. She studied croatian language and sociology at the University of Ljubljana, Faculty of Arts. She graduated in 1984. She was awarded her Master's degree in organizational sciences: staff and education from the University of Maribor in 1993, and her doctor's degree in organizational sciences from the University of Maribor in 2000.

Her professional life has been devoted to teaching and to managing education especially adult education. She began her professional career in 1984 teaching sociology at the Upper Secondary School on Hotel Management and Tourism of Ljubljana where, in 1989, she became a Head of Adult Education Unit. From 1995 to 1998, she was Head of the Study Circle Project at the Slovenian Institute for Adult Education. From 1998 to 2003, she was assistant manager in The National Institute for Education and Head of Department for In-service Teacher Education. From 2003 to 2006, she was employed at the Ministry of Education and Sport as national coordinator for Lifelong Learning and as Head of Department for Adult Education. In 2006, she became Acting Manager of the Slovenian Institute for Adult Education. She has excellent organizational knowledge and skills such as leading project groups, departments and as a Director. She has relevant working experience in building and evaluation of different systems, in processing statistical data and in preparation of analysis.

### **Summary of the presentation:**

Slovenia faces similar development changes and challenges which confront a majority of EU member states; that is, ageing population, constant changes at workplace and in everyday life due to the rapid development of technology, scientific revolution and the globalisation process. The country is also characterised by increasing social stratification. It is precisely education and training systems that can help to reduce these discrepancies, thereby achieving personal growth, employment, prosperity and improved social security of an individual, and creating development, progress and social cohesion in the society.

Adult education in Slovenia has a long tradition and is a complex and diverse system where formalised and very structured forms of education, leading to certificates and degrees are included as well as non-structured and non-formal forms, in which adults enrol because of their wish to acquire various and different knowledge for their personal and professional growth and development. This complexity and dispersion of the adult education field is mirrored in the varied network of educational institutions, dealing with adult education, as well as in various types and forms of educational programmes, in which adults do participate.

Although the regulatory framework is largely defined by educational legislation, non-formal education and training represent an important part of labour market and employment policy. The employment policy documents all accept the principles of *lifelong learning* and define the conditions for their realisation.

The *Slovenian Institute for Adult Education* has a key role in the development of in-service training of teachers, trainers and organisers of adult education and training. Its activities in this area are divided in basic andragogic training, specialised training for obtaining international certificates, and training related to implementation of innovations in the field of methods and forms of adult education developed by the Institute.

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## *István Kiszter*



### ***National Institute of Vocational and Adult Education***

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### **Professional career:**

He's a dipl. engineer of technology, engineer-teacher. He taught technical subjects in a vocational secondary school for twenty years, and then became supervisor of practical training. He has been working in the field of adult training since the beginning of the 90-ies, first he worked as curriculum development officer at NIVE, then worked in the Ministry of Education, then in the Ministry of Employment Policy and Labour, where he led the Department of Development of Adult Training. He was the deputy director of the National Institute of Adult Education. Now he directs the Training Department of the National Institute of Vocational and Adult Education.

### **Summary of the presentation:**

#### **ADULT EDUCATION IN HUNGARY**

##### **Development and implementation of new methods**

In line with European trends, the population of Hungary is ageing, and has also been decreasing since 1981. These demographic trends have their implications on education and training. The number of students studying in vocational training schools within public education has decreased, although it was partly compensated by the expansion of secondary education. This leads to the problem of making effective use of existing school capacities and to increasing competition between schools.

Besides the proportion of employment transformed, it has decreased in agriculture and industry and increased in the service sector. The majority of the employed population works in the services (62.85%), 32.3% in industry, and 4.85% in agriculture (the figures for 2006 are: 62.53%, 32.31% and 5.16%, respectively). This transformation process was accompanied by dramatically increasing unemployment rates in the 1990s: it was the highest in 1993 when it reached 11.9% of the economically active population, and then it stabilized in the second half of the decade at around 5-6%. However, the rate of unemployment has increased for the past years again.

Due to these trends in demography and in employment, the demand for adult education programmes is expected to grow considerably in the future.

The legal and financial background of adult training was established by the Act on adult training in 2001. Since that within the framework of the I. National Development Plan, two important development measures were implemented in this field in synergy with each other. One of them improved the content of qualifications by using a competence-based approach, and creating a modular system. The other established the facilities of individualised training by development of new training curricula, services, PLA materials, e-learning packages, and train-the trainer programs, supplemented with a database and learning platforms for modern types of learning environment.

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## ***Hans Konrad Koch***



***Federal Ministry of Education and  
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### **Professional career:**

born 1942, married, three children

Studied Law and Politics in Freiburg, Paris, Marburg

Ecole Nationale d'Administration (ENA), Paris

2nd State Examination in Law, Berlin

1972 - 2007 Federal Ministry of Education (BMBW/BMBF)

1996 – 1999 European Training Foundation, Turin

1999 – 2002 Head of the Education Forum (Forum Bildung) working team

2002 Head of Directorate for Educational Reform at the BMBF,

2006 Head of Directorate for Life Long Learning

### **Summary of the presentation:**

In view of the effects of globalisation and the demographic development, the future social and economic development in Germany will depend to a large extent from the quality of lifelong learning and adult education. Therefore the development of lifelong learning and adult education is among the highest priorities of the German education policy. The coalition agreement of the Federal Government from November 2005 states that adult education should become the “fourth pillar” of the German education system and that it is imperative to increase the participation in adult education, especially for persons with low qualification.

In 2006, the Federal Minister of Education and Research has convoked a high level expert group, the Innovationskreis Weiterbildung, to advise her on an overall strategy for lifelong learning. One of its main issues is related to the education of adults in regions. The expert group will present its recommendations in January 2008.



In anticipation of those recommendations, the Federal Government has already started the following reform projects in the area of Ill and adult education:

- Basic Education Programme: unfortunately, in Germany too, there is a considerable number of adults who cannot read or write sufficiently. Therefore, in addition to precautionary measures at school, it is important to improve literacy and numeracy programmes at regional and local levels.
- New financing incentives for adult learning: The objective is to facilitate the financing of adult education for as many people as possible, and thus to mobilize particularly those population groups who have so far been unable to improve their labour market chances due to lack of funds. The plan is to combine individual learning accounts with existing ways of savings support by the state. In order to ensure the effectiveness of this new instrument an obligatory counselling facility is foreseen to be organised at regional level.
- Regional reporting on education: In the sector of adult education data are incomplete. This represents a great challenge for the new national reporting on education which has been presented for the first time in 2006. The concept for a regional reporting is under preparation. This should serve as a basis for better cooperation and networking at the regional level, especially in the area of adult education. The aim is to enhance the quality of the offer and to better reach target groups with traditionally low participation in Ill.

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## ***Miroslava Kopicová***



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### **Professional career:**

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

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 Director of the *National Training Fund* (NTF), is in charge of implementing the foreign cooperation programmes of the MoLSA and most of the EU programmes in the area of human resources development. 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. She was Minister of Education, Youth and Sports of the Czech Republic in 2006.

Ms. Kopicová representing the CR in the Advisory Forum of the European Training Foundation in Turin; she was co-chair of the Working Group for HRD within the Central European Initiative; she was National Liaison Officer with CEDEFOP; a member of EFMD; a member of Team Europe appointed by the EC etc.

## ***Alfred Lang***



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### **Professional career:**

**Alfred Lang** is Director of the Research Society Burgenland (Burgenländische Forschungsgesellschaft / BFG) since 1994. The Research Society Burgenland was founded in 1987 as regional non-profit research institute in Eisenstadt, the capital of the Austrian Federal Province of Burgenland.

Beside the management of the Research Society Burgenland, his major areas are education policy of the European Union with a strong focus on comparative education research in European border areas. He is regularly involved in undertaking European, national and regional studies and reports as well as multilateral cooperation projects within the EU Programme for Lifelong Learning. In 2006 he conducted an international conference on “Cross-border cooperation in Adult Education in Europe. Examples-Experiences-Expectations”.

Beside this he is regional promotor for the EU Programme for Lifelong Learning / Grundtvig Action in behalf of the Austrian National Agency for Lifelong Learning and member of the Advisory Council for Culture and Education of the Federal Government of Burgenland. The BFG is member of the Association of Adult Education Institutions in Burgenland/Austria.

### **Summary of the presentation:**

Due to the fact that Austria is a federal state with nine largely independent provinces (“Bundesländer”) and that adult education in Austria is mainly organized in a non-formal way, the Austrian adult learning landscape is highly complex. Nevertheless the first section of the presentation will give a brief overview about the structure of adult education in Austria with special attention to the regional level (1). The second section will briefly summarize the current discussion upon creating a new structure for adult education in Austria as a result of the National Strategy for Lifelong Learning up to 2010, initiated by the European Union (2). The third section is dedicated to a special form of regional adult education, namely cross-border cooperation in European border areas, which is rather relevant for Austria as a country with common borders to four of the new EU member states. This section will present some examples for cross-border cooperation from different border regions in Europe (3).

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### **Professional career:**

Andrea Pugliese, 41. For 4 years head of the European Project Unit in the Liguria Employment Agency (Ministry of Labour) in Genoa. For 9 years managing director of Conform, a market leading private company operating all over Italy as service and content provider at the Public Administration in the topics of labour market, training policies, local development.

He operates in socioeconomic research, public policies information, content development, job and training services. He is expert in training and employment services, counselling, EU Structural Funds (programming, management, communication).

### **Summary of the presentation:**

The mandatory connections between labour, education and training policies should be integrated with the social policies oriented towards the social inclusion of elderly people and towards a more effective social cohesion. This mix of policies is a subject where several evaluations and tests must be performed in order to define models and best practices to be implemented in the Lisbon Agenda perspective.

In this perspective the participation in training activities cannot be reserved for the “active population” but must be extended to the elderly and inactive people to guarantee their inclusion in today’s world.

This research is focused on training policies and actions targeted on elderly people. In particular, we investigate the opportunity to coordinate social inclusion and welfare policies with education and training policies.

Some examples of educational best practices will be illustrated. The examples are not related to job skill improvement or better employability. They are focused on a more active citizenship and on the increase of participation and autonomy of elderly adults in the daily life.

The report presents some ideas on evaluation tools to control quality, results, and impact of training activities for adults and elderly people not included in the labour market anymore.

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## ***Slavena Radovanović***



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#### **Professional career:**

Employed at the Central European Initiative Project Secretariat (CEI-PS) in Trieste, Italy since 1998.

Current position: Executive Officer

Main duties: Focal Point for WG on Human Resource Development & Training. Focal Point for Task Force on ICT. Focal Point for WG on Tourism. Organisation of the annual CEI Summit Economic Forum (SEF). Evaluation and monitoring of Cooperation Activities financed by the CEI-PS. CEI-PS finance management.

## ***Jana Smetanová***



### ***Regional Authority of the Pardubice region***

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#### **Professional career:**

2005 to present

Full time politician, member of the Regional Assembly, councillor for human resources, lifelong education and employment in the Pardubice Region

2004 to 2005

Director of basic school in Pardubice – Polabiny

1999 to 2004	Director of basic school in Ostřetín
2002 to present	Member of the Municipal Assembly of Pardubice
1990 to 1999	Teacher of basic school in Pardubice
1983 to 1989	Methodic head of youth group „Pioneer“ at basic school in Pardubice
1982 to 1983	Methodic head of youth group „Pioneer“ at basic school in Hradec Králové

#### **Member of the following committees:**

Committee for Public Service of the Czech Republic  
 Committee for Education of the Town Assembly Pardubice  
 Committee for Romany Matters of the Town Assembly Pardubice  
 Committee for Environmental Education of the Regional Assembly  
 Head of the Regional Council for human resources development

#### **Summary of the presentation:**

Presentation of Lifelong education in Pardubice Region contents basic data of the Pardubice Region and a region's profile. Pardubice Region has rich industrial and agricultural history. Labour market is specialized in car industry, chemical industry, food industry and engineering. The problem in labour market is the absence of qualified workers. The way for better situation is strengthening of lifelong education. Pardubice region supports cooperation among schools, private organisations for lifelong education and employers. Media campaign is the part of this support and campaign costs are about 1 million crowns per year. New change at labour market and necessity of lifelong education is very difficult for a lot of people. Pardubice Region organizes The Adult Education Week and offers a lot of free lessons in educational courses. People can try these lessons and then they can choose acceptable course. Politicians support lifelong education as a basis for getting and keeping job for inhabitants of the Pardubice Region.

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#### **Professional career:**

Evelyn Viertel holds an MSc in International Vocational Pedagogy. She has got former professional experience in the national VET research institute of East Germany, a German bilateral aid institution

and the International Training Centre of the ILO. She is employed at the European Training Foundation, Turin, where she is in charge of adult learning, as well as country management in the South Eastern Europe region. She has published with the ILO, the ETF, Cedefop and the OECD, primarily on topics related to education and training reform in Central and Eastern Europe.

### **Summary of the presentation:**

In order to be competitive in the globalising economy, the local availability of knowledge and skills is becoming increasingly important. A new emphasis is put on regional development goals that nurture the unique assets and circumstances of each region. Education actors and institutions as a key source of knowledge, skills and innovation can be central to this process.

New trends in regional policy include the building of competitive regions by bringing local actors and assets together; by promoting a greater specialisation of educational establishments and their development into Centres of Excellence; by providing incentives to intra- and cross-regional collaboration among education actors; by addressing the shared needs of groups of companies and/or individuals and by financing collaborative projects involving networks with industry and links with commercialisation. Regional leadership who provide steering and collaboration are crucial. Joint-up thinking, planning and acting at national and sub-national levels of key actors from various sectors form the basis for bigger-impact, more efficient and sustainable policy solutions.

To succeed, educational establishments and regional actors need to be able to act within frameworks that encourage and facilitate conjoint action at sub-national level. With the right conditions, regional engagement can become a crucible within which more dynamic and open educational institutions can be forged, both responding to and shaping developments in the wider society.

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