

OECD/IMHE programme on Supporting the Contribution of HEIs to Regional Development

IMHE general conference : Values, Ethics and
Society
Paris, France
11-13 Sep 2006

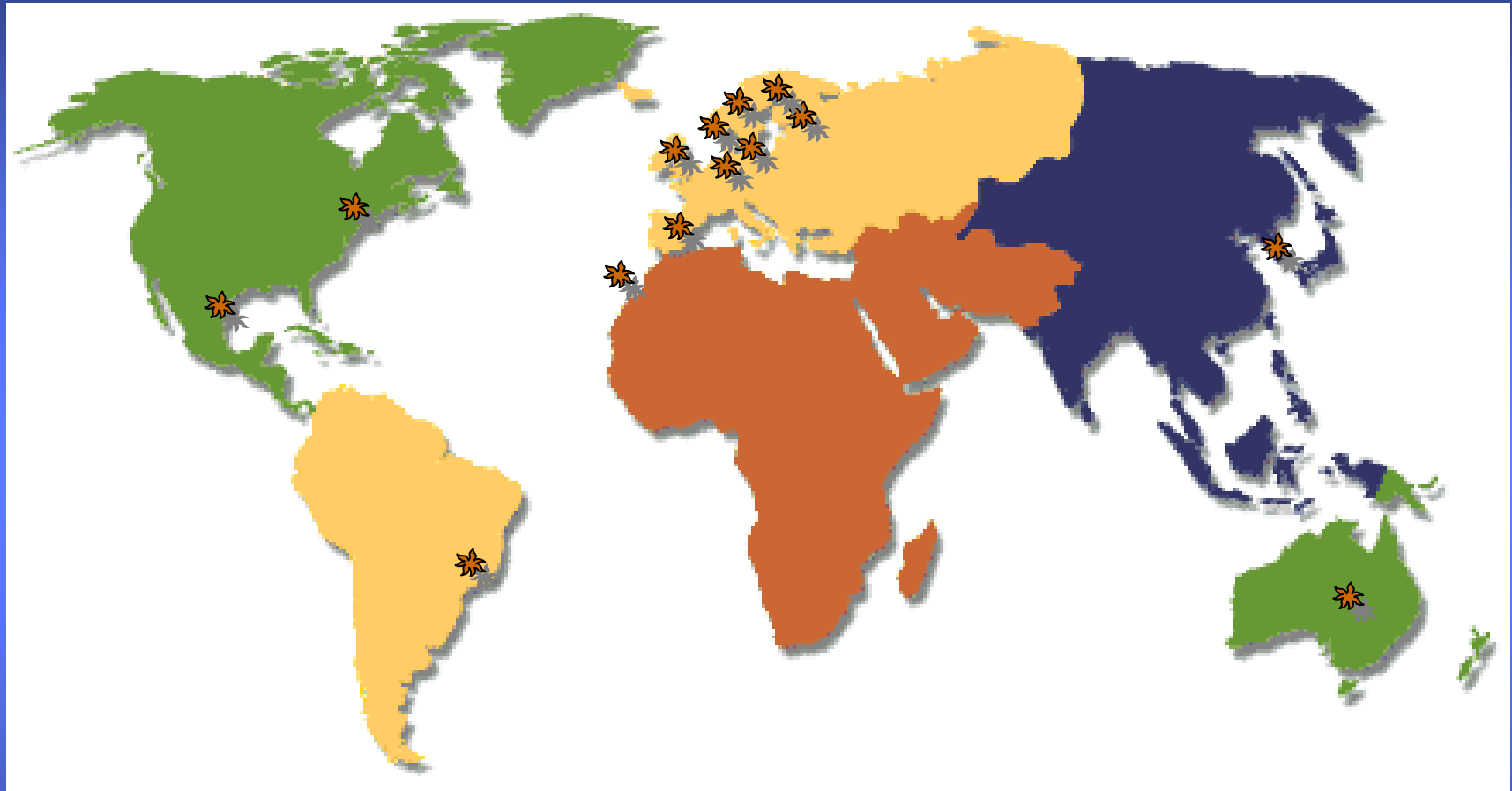
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Objectives of the Programme

- Response to initiatives across OECD to mobilise HE in support to regional engagement (e.g. NURI and RIS in South Korea, HEIF in UK)
- Synthesise experience into coherent body of policy and practice to guide HEIs and regional and national governments
- Provide opportunity for dialogue btw stakeholders and help with clarification of roles and responsibilities (i.e. assist with capacity building in each country/region)



Participating regions



14 regions in 12 countries, including one cross-border region

Regions

- 14 regions (in 12 countries) which opted into the programme i.e. not a pre-determined selection
- Criteria - nationally recognised administrative region with some history of working with HEIs
- All HEIs operating in regions to identify division of tasks plus their key partners
- Wide variety of regional and national contexts and types of HEIs

- | | | |
|----------------------|---|-------------|
| • Metropolitan | ↔ | rural |
| • Central | ↔ | peripheral |
| • Research intensive | ↔ | vocational |
| • Devolved countries | ↔ | centralised |

Participants

- Denmark (Jutland-Funen)
- Finland (Jyväskylä region)
- England (the North East)
- Spain (two regions: Valencia and the Canary Islands)
- Sweden (Värmland)
- The Netherlands (Twente)
- Norway (Mid-Norwegian Region)
- Australia (Sunshine-Fraser Coast)
- Korea (Busan)
- Mexico (Nuevo León)
- Denmark-Sweden (The Øresund region)
- **Canada (Atlantic Canada)**
- **Brazil (North Parana)**

Methodology

- Common framework for regional self-evaluation developed by OECD task group
- Self-evaluation report by regional consortium using OECD guidelines
- Site visit by international peer review team (HEI, Regional, National Experts)
- Peer Review Team review team report and response from the region
- Analysis and synthesis by OECD task group drawing upon regional case studies and commissioned review of literature
- Production and dissemination of synthesis report

Self-Evaluation Report

- 1) Regional context
- 2) Regional/national higher education systems
- 3) Contribution of research to regional innovation
- 4) Contribution of teaching and learning to labour market and skills
- 5) Contribution to social and cultural development and environmental sustainability
- 6) Contribution to regional capacity building

Sources of research-based evidence

Within Directorate for Education

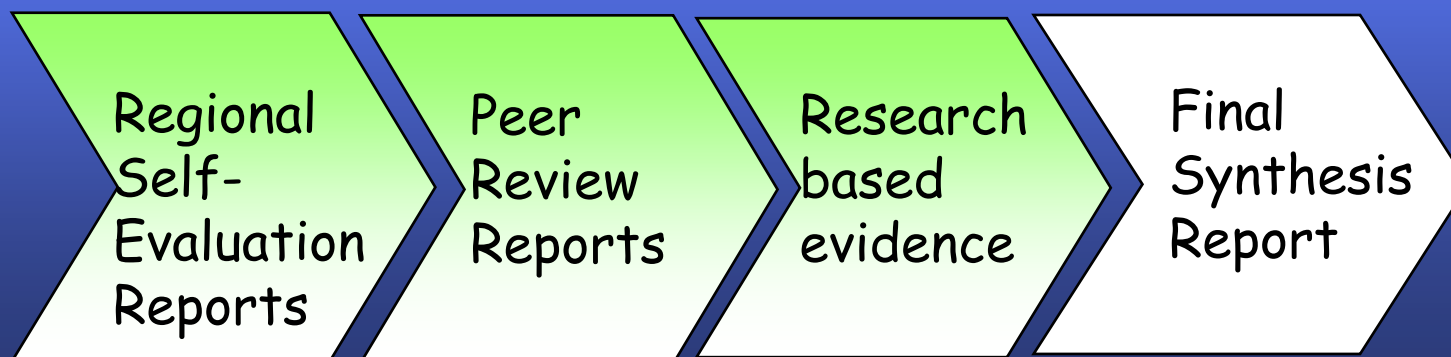
Education and Training Policy Division:

- Evaluation of Tertiary Education
- Education and Equity

Within Directorate for Public Governance and Territorial Development (GOV):

- Territorial reviews

IMHE Commissioned paper: Understanding the regional contribution of HEIs, a literature review



Progress since August 2005

- 14 reviews fixed in terms of team members, review dates and funding.
- **13 review visits completed:** the last one will take place in September
- **12 self-evaluation reports** available and disseminated to other regions (NE England, Twente, Värmland, Öresund, Busan, Jyväskylä, Sunshine-Fraser Coast, Mid-Norway, Jutland-Funen, Canary Islands, Valencia, Nuevo León) .
- The first **8 Peer Review Reports** available (NE England, Busan, Twente, Värmland, Jyväskylä, Sunshine-Fraser Coast, Öresund, Jutland-Funen). 2 more to be published by end-Sep

Dissemination

- **International seminar** on the role of higher education institutions in regional development, Karlstad University, Sweden, 3-5 Oct 2005
- **Wrap-up Conference** for participating regions Copenhagen, 16-17 Oct 2006
- **International Launch Conference** Valencia, Sep 2007
- **Country-related dissemination seminars**

What have we learnt so far...

To become globally competitive OECD countries need to invest in regional innovation systems

Innovation-led growth: four pathways

Indigenous
creation of
new
industry



- Create
entirely
new
industry

Exogeneous
creation of
new
industry



- Import
new
industry
to the
region

Diversification
of existing
industry into
new



- Use the core
technologies of
an existing and
declining
industry

Upgrading
existing
mature
industry



- Enhance
products,
services or
production
technologies

In Castellon, Valencia, Universidad Jaime I is recognised as a world leader R&D in the tile industry.

It has helped to transform the region's traditional industry. The growth is built on technology transfer, spinoffs and upgrading of existing technologies.

- Today, Valencia is a global leader in the tiles industry.

Source: the Valencia Region SER

...there are
other types of contributions, too...

... Consider Wider Approaches to HE's
contributions

In Central Finland, Jyväskylä University of Applied Sciences has helped to rehabilitate 800 long term unemployed back to working life with a wide range of physical and social rehabilitation measures, partly delivered through the student training centre.

Source: The Jyväskylä region SER

In the North East of England, the 5 HEIs use sports as a means to widen access to HE, to raise aspirations and to enhance social cohesion within the excluded communities.

Source: the NE England SER

In Mexico, all university students are obliged to do 480 hours community work

Source: the Nuevo Leon SER

What else?

- Abundance of action based on generic growth in most regions, but a lack of systematic processes and limited cooperation among HEIs and btw HEIs and stakeholders
- Focus on research, technology transfer, business-related competitiveness
- Contribution to social, cultural and environmental development and "knowledge transfer on legs" i.e. the students' role often neglected
- HEIs' role as "good citizens" not yet embraced
- Widening access, Life Long Learning, and equity issues often neglected
- Common challenge: What to do with lowtech SMEs?

What is stopping the HEIs?

Regional development a contested terrain.



- Create joined-up government

HE Acts with requirements for 3rd role, but no incentives, indicators or systematic monitoring of outcomes



- Review funding streams to add incentives

Tensions btw regional engagement and academic excellence



- Showcase best practice examples
- Create incentives for individuals

...take Twente for example

Twente: Remote area in the Netherlands



Eastern part
of the
Province of
Overijsill

No official
status in the
Dutch
Governance
structures

Leadership
gap

Twente: the Facts

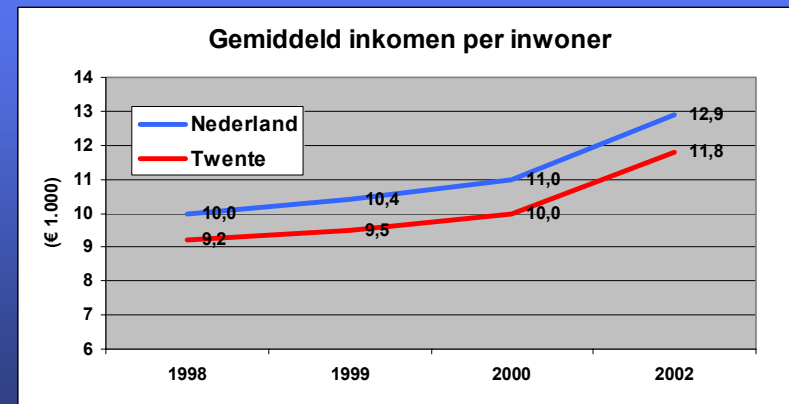
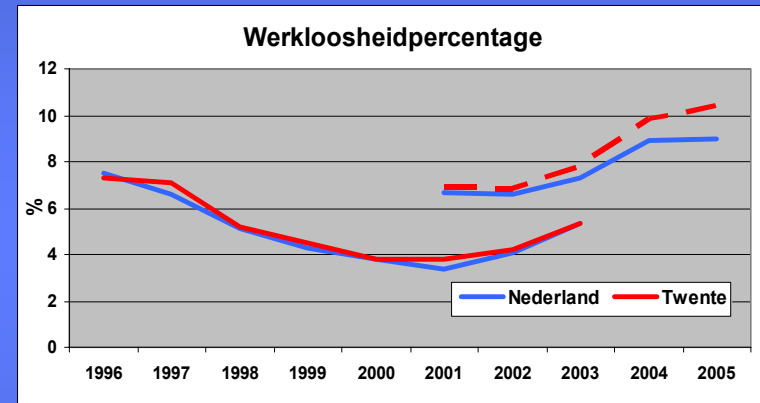
- 1955-1980 rapid de-industrialisation: 80% of jobs in the textile industry were lost
- 1980s and 1990s regional knowledge economy with pockets of high tech regeneration: R&D expenditure higher than the national average
- No world class business clusters, handful of medium sized companies, one with a HQ in the region
- Business base predominantly SMEs
- Low skills, worklessness, low participation in HE, brain drain
- Wide disparities: affluent rural areas and cities with social problems
- DILEMMA: Record of university spinoffs but no growth

Dissonance of facts, figures, feelings

Twente as a poor,
underperforming region

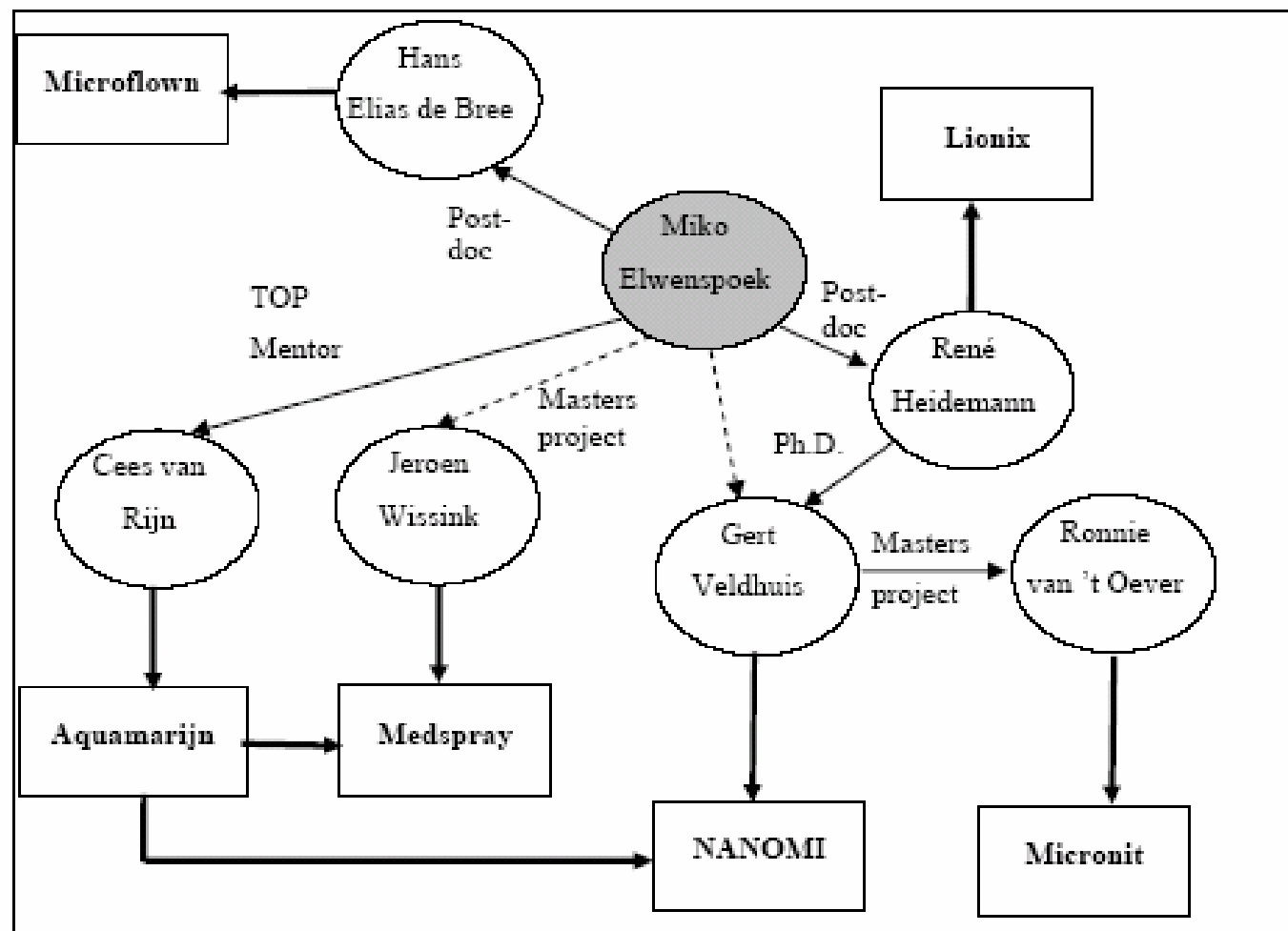
Above average
unemployment

Below average income levels



Spin-offs, technology transfer ...

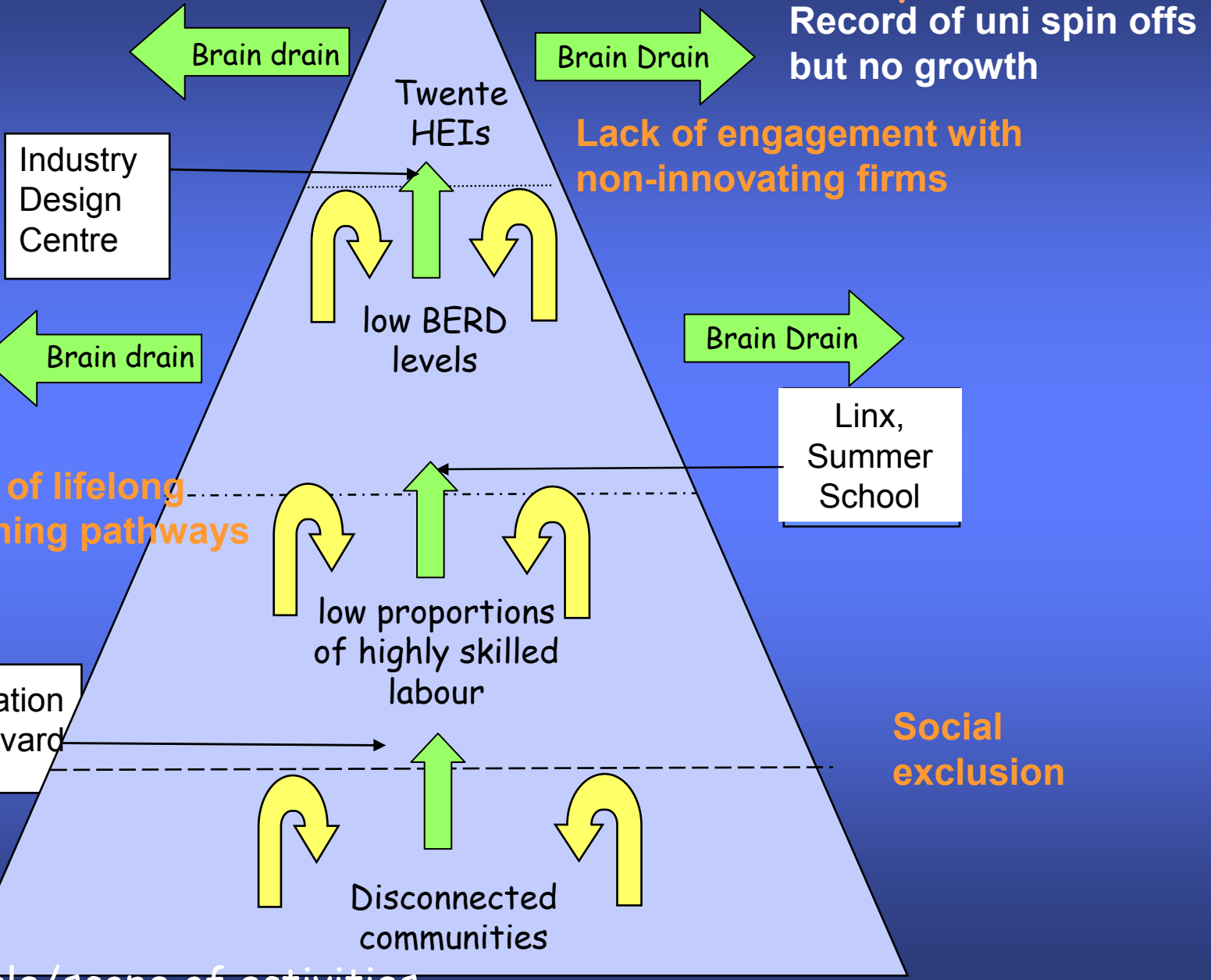
Figure 7 The USOs pre-incubated within the MEMS research group, 1994-2004



Source: authors' own design

Twente HEIs & Human Capital

Human capital level



Record of uni spin offs but no growth

Lack of engagement with non-innovating firms

lack of lifelong learning pathways

Social exclusion

Scale/scope of activities

Education



Education Boulevard

Industry Design Centre

Linx, Summer School

Brain drain

Brain Drain

Brain drain

Brain Drain

Twente HEIs
low BERD levels

low proportions of highly skilled labour

Disconnected communities

Twente Best Practice: Fast Forward

- Non-degree 2-yr post-graduate program to high potential graduates (Saxion UPE)
- Tailored management training and three 8-month work assignments in companies and organisations.
- FF matches high potential graduates with organisations in need of innovative staff who are able to contribute from the day 1.
- a personal development project with self-awareness training, peer development, continuous assessment and feedback from peers and coaches.
- In five years nearly 140 apprenticeships with 67 different employers in Twente.
- Successful in graduate retention: 95% of FF graduates stay in the region and find permanent employment.
-but this is too small to tackle the problem

Thank you

For more info see

www.oecd.org/edu/higher/regionaldevelopment

or contact

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