

Higher education in regional development: Lessons learned from the OECD reviews 2005-2007

John Goddard
Emeritus Professor of Regional Development
Studies
Newcastle University, UK

Academic Leader OECD Programme

Objectives of OECD Programme

- Response to multiplicity of initiatives across OECD to mobilise HEIs in support of regional development (HEIs + region)
- Synthesise experience into coherent body of policy and practise to guide HEIs and regional and national governments
- Provide opportunity for dialogue between stakeholders and help with clarification of roles and responsibilities (i.e. assist with capacity building in each country/region)

Methodology

- Common framework for regional self-evaluation developed by OECD task group
- Appointment of regional co-ordinator and establishment of multi-agency Steering Group
- Self evaluation report commissioned by Steering Group 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

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Participants

- 12 Countries and 14 regions 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 HEI 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 ↔ centralised countries

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Participants



- Australia (Sunshine-Fraser Coast)
- Brazil (Northern Paraná)
- Canada (Atlantic Canada)
- Denmark (Jutland-Funen)
- Denmark-Sweden (Öresund)
- Finland (Jyväskylä region)
- Korea (Busan)
- Mexico (State of Nuevo León)
- Netherlands (Twente)
- Norway (Trøndelag, Mid-Norway)
- Spain (autonomous regions of Valencia and Canary Islands)
- Sweden (Värmland)
- UK (the North East of England)

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Outcomes

- 14 substantial self evaluation reports with recommendations
- Meetings of Peer Review Teams with over 1,000 stakeholders at regional and national level
- 14 substantial peer reviews each containing 25+ recommendations
- Linkage to OECD Territorial reviews (Finland, UK, Korea, Denmark, Sweden)
- Reviews a snapshot of an ongoing process of dialogue between HEIs and regional/national partners

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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

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Regions and Universities Discovering Each Other

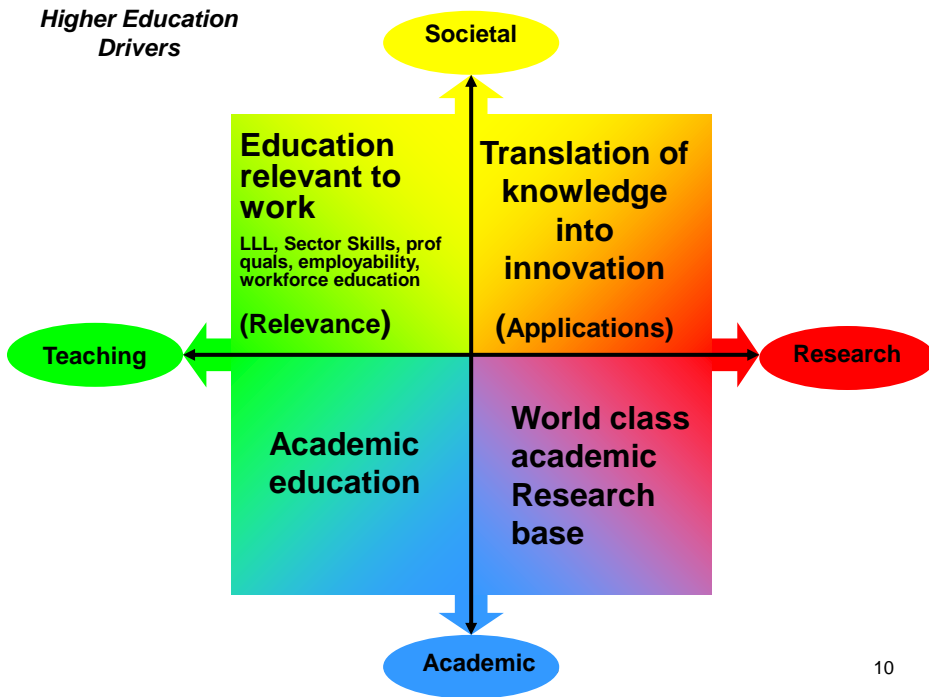


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Establishment of City and Regional Partnerships based on Shared Economic Interest



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DR M.Wedgwood, Manchester Metropolitan University

HEI Regional Interest

- Declining national funding for HE
- Search for local support to assist with global aspirations in research and student recruitment
- Increased local enrolments
- Additional income for services to local businesses through consultancy and CPD
- Indirect benefits of local environment to attract and retain creative academics and motivated students

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Regional Drivers

- Post WW2 emphasis on reducing centre/periphery disparities: nationalisation of HE
- 1970s structural adjustment problems in core cities: end of redistributive regional policy
- 1980s emergence of innovation orientated regional policy (innovative milieu: industrial clusters: learning regions)
- 1990s threats and opportunities of globalisation
- Current perspective: widening range of immobile supply side influences where HE has role (tacit knowledge, skills, cultural and social inclusion)

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City and Regional Interests in HE

- HE as a major business
- Global gateways for marketing and attracting inward investment
- Generation of new business and sources of advise to established businesses
- Enhancing local human capital through graduate retention and professional updating
- Content and audience for cultural programmes

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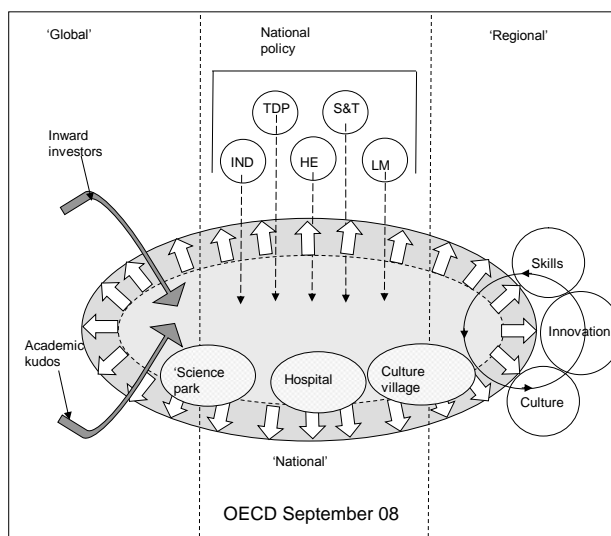
The Higher Level Conjoint Agenda

- Outward and visible sign of contribution of HE to civil society
- Joining up local and regional government with national interests in science and technology, industrial performance, education and skills, health, social inclusion, culture

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The regionally engaged multi-modal and multi-scalar university (after Arbo and Benneworth)



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Contribution of Research to Regional Business Innovation

- Creation of new industrial base via spin outs
- Upgrading of products, processes and service of established businesses via consultancy and advisory services
- Diversification of businesses into new sectors via new product development
- Creation of new industries by inward investment attracted by HEI skill base

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Contribution to Skills, the Community and Civil Society

- Knowledge transfer via workplace learning, graduate recruitment, professional development / continuing education
- Students establishing the social relations on which knowledge exchange is built
- Student community action
- Cultural activity and campus development contributing to vibrant places that attract and retain creative people
- The university's role in local civil society, joining up separate strands of national policy (learning and skills, research and innovation, culture and social inclusion)

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Good practice and abundance of action...but



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Good practice and abundance of action...but



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Assessing Progress

- Regions at various stages on the journey of building partnerships
- Key measure – move from dissemination of what HEIs are doing to genuine dialogue
- Progress in national lobbying – influencing policy from the bottom up
- Movement towards wider view of HE beyond business interaction (social/environmental)
- Some progress in embedding engagement in planning process of HEIs, **AND** regional stakeholders and translation of strategy into investment decisions.

Barriers to Partnership

- National HE policy
- Regional structures and governance
- Finance
- University leadership and management

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A new scenario for HEIs...

New frontiers in research

Public Service

Decreasing Funding

An increasingly complex environment for
higher education institutions:
Challenges for institutional leaders

Pressure for Rankings



*What and how to
teach?*

Market pressures

Increased Accountability


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Governance

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Pointers for HEIs

- 

Map the regional and external links; carry out a self- evaluation of institutional capacity to respond to regional needs
- 

Revisit institutional mission to adopt a wide agenda of regional engagement; monitor results and acknowledge that regional engagement enhance the core missions of teaching and research
- 

Develop senior management teams, establish a regional development office to mainstream the regional agenda; develop facilitators
- 

Establish modern administration with HR and financial resources management systems: Review recruitment, hiring and reward systems
- 

Establish partnership organisations between HEIs

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Pointers for governments

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Make regional engagement explicit in HE legislation
- 

Strengthen institutional autonomy and provide funding incentives (core and incentive based)
- 

Develop indicators and monitor outcomes
- 

Require HEI governance to involve regional stakeholders; encourage the participation of HEIs in regional governance
- 

Support collaboration between HEIs and mobilise resources for joint regional and urban strategies
- 

Provide a more supportive environment for university-enterprise co-operation
- 

Focus on human capital development

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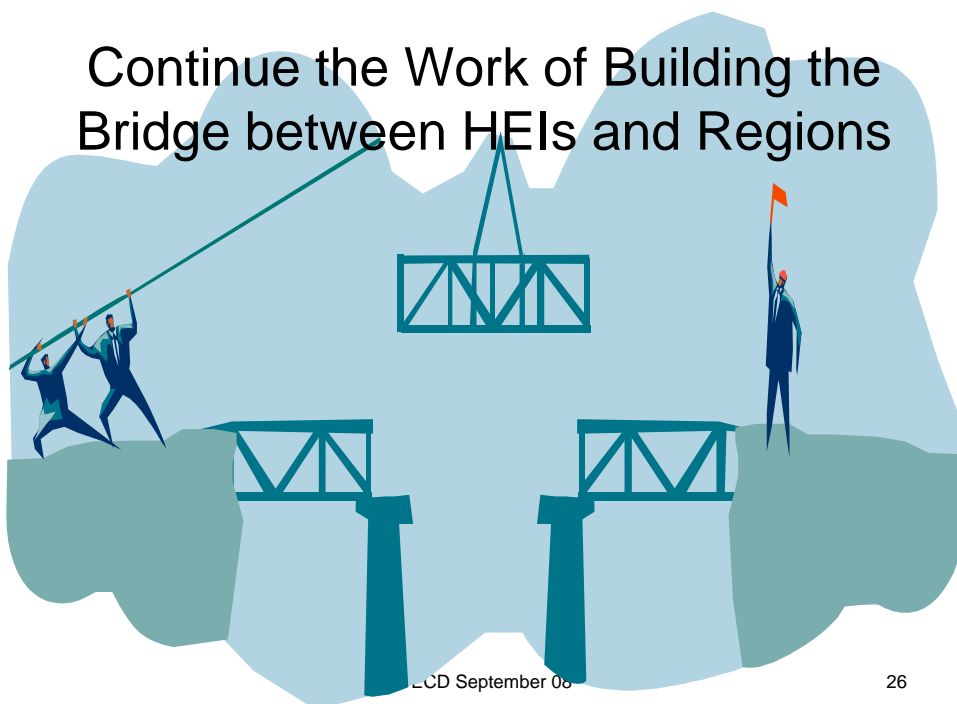
The Way Forward

- Building capacity within Universities and regional stakeholders (the Pillars)
- Working in partnership with Central Government and the Private Sector (The regional Triple Helix)
- Investment in the personal development of boundary spanning people
- Development of embedded conjoint planning capacity
- Building sustainable bridges

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Continue the Work of Building the Bridge between HEIs and Regions



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