

HIGHER EDUCATION IN REGIONS: NEWSLETTER N° 2: 10 FEBRUARY 2009

This newsletter is aimed at Regional Co-ordinators and others interested in the OECD work on higher education in regions. The main purpose is to keep you informed about progress made in the reviews of higher education in regional development. You are welcome to contribute to the contents for example, by informing the OECD Higher Education and Regions Team about related events and meetings; email: HEregions@oecd.org

REGIONS AND CITY REGIONS PARTICIPATING IN THE REVIEWS IN 2009-2010

Please find below the 15 regions or city-regions that are participating in the second round of OECD Reviews of Higher Education in Regional Development in 2009-2010. Many of the regions have already nominated the Regional Co-ordinators – their email details are also shown below.

Region

Regional Co-ordinator

AUSTRALIA: State of Victoria

To be announced

BRAZIL: Campinas

Renato Pedrosa, pedrosa@comvest.unicamp.br

BRAZIL: State of Parana

Cassio Rolim, Cassio.Rolim@pobox.com

CHILE: Bío Bío Region

Martin Zilic, mzilic@udec.cl;

monicapoblete@udec.cl

GERMANY: City of Berlin

Lena Ulbricht, Ulbricht@wzb.eu

ISRAEL: the Galilee

Galit Eizman, Galit@che.org.il

ITALY: Region of Lombardy

To be announced

MEXICO: State of Veracruz

Jose Rangel Diaz, jorangel@uv.mx

MALAYSIA: Penang

Sirat Morshidi, morshidi@usm.my

NETHERLANDS: City of Amsterdam

Peter Nijkamp, m.draisma@dienst.vu.nl

NETHERLANDS: City Region of Rotterdam

Monique de Knecht, m.deknecht@edbr.rotterdam.nl

SPAIN: Autonomous Region of Andalucia

Eulalia W. Petit de Gabriel, eulalia@us.es

SPAIN: Autonomous Region of Catalonia

To be announced

US-MEXICO: Paso del Norte Region

Lisa Colquitt-Muñoz, lmunoz@pasodelnortegroup.org

UNITED STATES: Southern Arizona

Francisco Marmolejo, fmarmole@email.arizona.edu

In addition, negotiations continue with regions in China, Mexico and Russia. Latecomers – regions which have not been able to make the deadline of end January – may take advantage of the rolling review programme. In this case, the first OECD review visits can be organised early 2011.

WEBSITE www.oecd.org/edu/higher/regionaldevelopment

The dedicated website includes background material that is useful for the review process such as the regional self-evaluation reports and peer review reports of the 14 regions reviewed in 2005-2007, instructions for the review process and further reading and links. You can also find region-specific webpages which highlight the key regional issues and include information on population, governance, economy and higher education. They also contain contact details of the regional co-ordinator and weblinks. The recent additions include the pages for Andalusia, Berlin, Campinas, Parana and Penang.

Regional co-ordinators are invited to help us keep these pages up-to-date. For example, you can send us 5-6 pictures featuring the region, its higher education institutions and knowledge-based activities. (The photos should a minimum resolution of 300 dpi to ensure the quality of the images. Please provide a copyright permission (see the template below) OR send us royalty-free pictures.

*Free pictures are available online, e.g. <http://commons.wikimedia.org> or <http://www.everystockphoto.com/> Include a link to the photo and its licence status. (Please note that **not** all pictures online are royalty free; the licence status for the respective photo should be ascertained first).*

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Signature _____ Date _____

Name and contact details

OECD REVIEW VISITS AND THE POOL OF EXPERTS

The review visits will take place in 2009 and early 2010. The first review visits are expected to take place in Berlin (June 2009) and Campinas (July 2009). The OECD Secretariat is now in the process of allocating experts to the review teams. Each review team will have four to five experts, including analyst(s) from the OECD. The following reviews will be conducted in collaboration with the World Bank: Bío Bío Region, Campinas, Parana, and Veracruz.

UPCOMING EVENTS

Please let us know about any national or regional events on higher education and regional and city development that could be of interest to the regions participating in the reviews.

End of April/early May 2009, Building a World Class Higher Education System – to be confirmed

This colloquium will take place in Dublin, Ireland, hosted by the Dublin Institute of Technology in co-operation with the OECD Programme on Institutional Management in Higher Education (IMHE) and the Irish Higher Education Authority.

As economic activity has gone global, city and mega-regions compete on global terrain. Successful regions depend on specialized clusters of HEIs and research institutes that interact with creative enterprise, exchanging ideas and personnel. These regions are magnets for international students, researchers and inward investment. The purpose of this colloquium is to explore the way in which a diverse and coherent portfolio of vertically differentiated high-performing, globally focused institutions and student experiences can successfully maximize their collective capability beyond their individual capacity.

29-30 June 2009 Higher Education at a Time of Crisis: Challenges and Opportunities

The conference will present a broad picture of the impact of the crisis on higher education in a transparent and interactive way. Workshops will enable participants to study aspects of the crisis in detail, and examine the response of both institutions and governments. At the heart of the debate will be questions of supply and demand, costs and income, in higher education. The conference will also analyse the role and the responsibility of higher education institutions and how to transform these challenges into opportunities.

This meeting will take place in Copenhagen. It will be hosted by the Copenhagen Business School in co-operation with OECD/IMHE.

More details will be posted on the website as soon as they are available.

www.oecd.org/edu/imhemeetings

November 2009, Global Roundtable on Higher Education and Regions -- to be confirmed

This meeting – which is by invitation only – will take place in Kansas City, Missouri, United States. It will be hosted by the University of Missouri in co-operation with the OECD Programme on Institutional Management in Higher Education (IMHE) and the OECD Public Governance and Territorial Directorate.

The purpose is to convene a roundtable discussion on higher education institutions and their contribution to regional economic development. The workshop will be informal, based on roundtable sessions addressing cross-cutting concerns for higher education and regional policies, such as innovation, regional development capacity, and the public policies that shape university budgets and design.

PUBLICATIONS AND WEBLINKS

The OECD Economic Outlook

Hard copies of the report have been sent to the Regional Coordinators who can distribute these to their project teams and regional steering committees.

The OECD Economic Outlook released in November 2008. It examines key economic trends in member countries and evaluates developments in major non OECD economies through to the end of 2010. Forecasts predict that the global economic downturn will continue to worsen and unemployment rise before anticipated improvements in 2010. Some governments are looking to invest in innovation, human capital development and infrastructure as part of policy response to mitigate the effects of the economic downturn. Though launched nationally, much of this investment will take place on the regional level. The extent to which regions and city regions are able to seize the opportunity by focusing public and private investment on the comparative advantage will be crucial to maximising impact.

More information on the current economic and financial crisis and the OECD strategic response is available on the OECD home page: <http://www.oecd.org/crisisresponse>. Please feel free to link this site to your web site.

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Ernesto Flores, Consultant (in loan from ITSON, Mexico, as of 1 March 2009)

INFORMATION SHEET: REGIONAL SELF-EVALUATION REPORTS

Here are some guidelines about Good Practice examples for OECD data sources and Regional Self-Evaluation Reports

OECD data sources and classifications for the Self-Evaluation Report

OECD provides a wide variety of **statistical sources for regions** in OECD countries. Please make use of figures, graphs, and tables to support your analyses and arguments whenever possible. The meaning of figures increases when they are displayed over time or when they are compared to the results for other regions, national figures or international indicators. **Regional and national statistical agencies** are also good source for region-specific data.

[OECD.stats](#) is an online database containing indicators at the national and regional level. Indicator categories under 'Regional Statistics' include (1) *Population statistics*; (2) *Labour force statistics*; (3) *Innovation indicators*: R&D expenses, R&D personnel, educational attainment rates, enrolment rates; (4) *Social indicators*; (5) *Regional GDP*: per capita, in USD, in real and nominal terms.

How to use OECD.stats: (1) Choose 'Regional Statistics' in the left-hand panel; (2) Use data for large regions (TL2), for small regions (TL3) or for non-official grids (NOG) depending on the composition of the region. (3) Choose a broad field of indicators (e.g. demographic statistics); (4) In the top panel ('current data selection') you can choose your region and the variables you want to look at. (5) The data can be then downloaded into Excel-files or other file formats.

[OECD eExplorer](#): Regional data can be analysed visually with this web application.

[Regions at a Glance \(2007\)](#) contains more diverse regional data. It includes a variety of indicators ranging from GDP per capita and population to student enrolment in tertiary education. A new edition of *Regions at a Glance* is due to be published on 23 March 2009. How to use *StatLink*: A click on the *StatLink* below each graph or map in the electronic or the online version of "Regions at a Glance" will open an Excel-file containing the data featured in the respective graph or map.

[Eurostat](#) provides data for European regions.

How to use the data collected

Indicate their: year, territorial statistical unit, unit of measurement or denominator for percentages (use USD as currency), source, and measurement concept or classification. When graphs or tables are used, include captions for figures and tables, display extensive tables in the annex, ensure that coloured graphs can also be read when printed in black and white, and label the axes of graphs.

The United Nations publication [Making Data Meaningful – a guide to writing stories about numbers](#) contains useful hints and guidelines about displaying data and writing about numbers.

Commonly used statistical classifications and indicator guidelines

Data from international databases or national statistical agencies are commonly classified according to international standards; this is important for the comparison across countries. For HE and regions the following are the most relevant classifications and definitions:

- [International Standard Classification of Education](#) (ISCED 97)
ISCED 97 mappings for OECD member countries and Israel:
[OECD Handbook for Internationally Comparative Education Statistics](#): Annex 6
- Employment and Labour Market Statistics should follow the recommendations of the [ILO \(International Labour Organisation\)](#)
- OECD glossary of statistical terms: <http://stats.oecd.org/glossary/>

How to Present Good Practice Examples

Self-Evaluation Reports often include Good Practice Examples which highlight initiatives (including processes and mechanisms) where the regional involvement of HEIs has been successful. Please display them within the text in separate boxes and named and numbered according to the respective chapter (for example Box 5.4 for the fourth box in Chapter 5).

The description should be concise but informative with the following information:

(1) what were the aims of the initiative, (2) when did it start and, in case of a time-bound activity, how long did it last, (3) what institutions were involved, (4) how was the initiative funded and what were the costs, (5) what steps were taken to achieve the objectives, (6) what were the short-term and long-term results, (7) what were the crucial factors for the success of the initiative, and (8) what were the lessons learned (pitfalls, challenges, etc.).

