

OECD Review of Higher Education in Regional and
City Development

Rotterdam, The Netherlands



Key recommendations

The principal recommendations and suggestions made to the key actors in the Rotterdam region in this report are summarised here. Each is considered in greater detail in the subsequent chapters.

- Articulate and adopt a shared story and a common strategy for the development of the region for which all the key actors can feel ownership and in which the municipality takes a clear leadership role.
- Identify the elements of a regional innovation system which is more demand led and coherent. This should include improved communications and interactions between sub-national levels of government and higher education institutions and a more explicit recognition of their role in regional development.
- Expand lifelong learning by developing programmes aimed specifically at adult learners and by encouraging their participation in existing tertiary education programmes.
- Exploit the flexibility offered by the binary system to align capacities of higher education institutions and the supply of graduates to the expectations and needs of business and industry.
- Stimulate the market for high quality education and training through targeted demand side financing initiatives.
- Review the role and impact of *lectoraten* in the region in the context of expectations of them.
- Accelerate efforts to provide education and training opportunities to first and second-generation non-Western migrant students.
- Consider the scope for developing a more systematic approach to service learning involving education institutions and the community.

- Improve co-operation and coordination between the higher education institutions – both between the two research universities and between those universities and the universities of applied science.
- Take advantage of the research and innovation potential of the universities of applied science to focus on small and medium-sized enterprises.
- Foster innovation through a limited number of clusters built on the regions inherent strengths and values – of which the port-industrial complex is only one – others could be the medical and care cluster, and the creative industries.
- Exploit the opportunities offered by the seaward shift of port activity to redevelop brownfield sites for recreational purposes.

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Universities and other higher education institutions can play a key role in human capital development and innovation systems in their cities and regions. In the context of global economic and financial crisis, OECD countries are seeking to mobilise higher education institutions (HEIs) to support more strongly their economic, social and cultural development.

In 2008, the OECD/IMHE launched a second series of OECD Reviews of Higher Education in Regional and City Development to address the demand by national and regional governments for more responsive and proactive higher education institutions. As a result, 14 regions in 11 countries have undergone the OECD review process in 2008-10.

This OECD Review of Higher Education in Regional Development of Rotterdam in the Netherlands (<http://www.oecd.org/dataoecd/11/58/45986968.pdf>) explores a range of policy measures and institutional reforms to mobilise higher education for the development of the region. It is part of the series of the OECD reviews of Higher Education in Regional and City Development. The reviews analyse how the higher education system impacts local and regional development and help how this impact can be improved. In addition to human capital and skills development, technology transfer and business innovation, the reviews also considers higher education's contribution to social, cultural and environmental development and regional capacity building.

To know more about the OECD review process and requirements, visit Higher Education and Regions' website at

www.oecd.org/edu/imhe/regionaldevelopment.