



HIGHER EDUCATION IN CITIES AND REGIONS

Human Capital
Capacity Building

Programme on Institutional Management in Higher Education

Sustainability
Innovation



HEIs and regions under the OECD review

2005-2007

■ OECD COUNTRIES

Australia (Sunshine-Fraser Coast Region)
Canada (Atlantic Canada)
Denmark (Jutland-Funen)
Denmark – Sweden (Øresund)
Finland (Jyväskylä Region)
Korea (Busan Metropolitan Region)
Mexico (State of Nuevo León)
Netherlands (Twente)
Norway (Mid-Norwegian Region)
Spain (Autonomous Regions of Valencia and Canary Islands)
Sweden (Värmland)
United Kingdom (North East of England)

■ NON-MEMBER ECONOMIES

Brazil (Northern Paraná)

2008-2010

■ OECD COUNTRIES

Australia (State of Victoria)
Chile (Bío Bío Region)
Germany (City of Berlin)
Israel (The Galilee)
Italy (Region of Lombardy)
Mexico (State of Veracruz)
Netherlands (City-Regions of Amsterdam and Rotterdam)
Spain (Autonomous Regions of Andalusia and Catalonia)
United States (Southern Arizona)
United States – Mexico (Paso del Norte Region)

■ NON-MEMBER ECONOMIES

Brazil (State of Paraná)
Malaysia (Penang)

A review of the City of Kazan (Tatarstan, Russia) was conducted in collaboration with the World Bank in 2007-2008.

Higher education drives growth and innovation in cities and regions

Universities and other higher education institutions (HEIs) can play a key role in human capital development and innovation systems. Growth and innovation cluster in regions with concentration of skilled and creative workforce, research and infrastructure for innovation. The competitive advantage of the cities and regions that create the best conditions for growth and development is increasing. HEIs can help regions become more innovative and globally competitive.

OECD reviews of higher education in regions

Reviews of Higher Education in Regional and City Development are the OECD's vehicle to mobilise higher education for economic, social and cultural development of cities and regions.

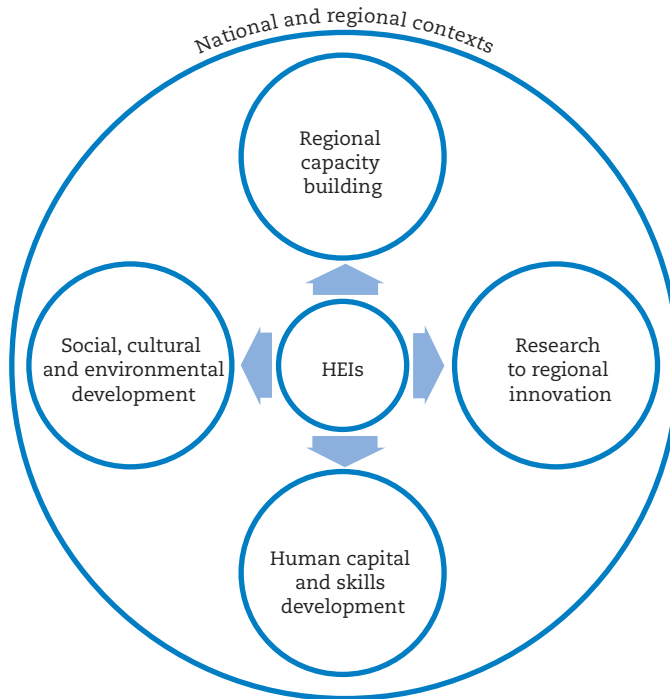
Reviews normally cover an area with a population of 1-5 million. They analyse how the higher education system impacts upon regional and local development. They facilitate stronger collaborative work and capacity building.

In 2004-07, the OECD conducted an extensive study with 14 regional reviews across 12 countries. This resulted in the OECD flagship publication *Higher Education and Regions: Globally Competitive, Locally Engaged* with recommendations to benefit both HEIs and national and regional governments.

In 2008-10, the OECD reviews of Higher Education in Regional and City Development have reached out to 14 cities and regions in 11 countries.

The reviews are carried out by the OECD Programme on Institutional Management in Higher Education (IMHE) in collaboration with international organisations and foundations (e.g. the World Bank, Inter-American Development Bank, Lumina Foundation, NCHEMS, UNESCO IIEP) and other OECD programmes and directorates.

What is being reviewed?



Focus of analysis of the OECD review

The OECD reviews draw together universities and other HEIs and public and private agencies to identify strategic goals and to work towards them.

The reviews investigate:

- The contribution of HEIs' research to regional innovation
- The role of teaching and learning in the development of human capital and skills
- The contribution of HEIs to social, cultural and environmental development
- The role of HEIs in building regional capacity to act in an increasingly competitive global economy

The OECD review follows a common structure in order to ensure comparability across regions/city regions in different countries.

The reviews take account of different national and regional contexts within which the HEIs operate.

How is the OECD review carried out?

The major elements of each review are:

PHASE I. Confirmation of participation

PHASE II. Joint regional self-evaluation by HEIs and stakeholders resulting in a Regional Self-evaluation Report (RSER)

PHASE III. OECD-led expert review resulting in a Review Report (RR)

PHASE IV. Dissemination organised by the region (or country) with the support of the OECD Secretariat

Example of the review process

The length of the review may vary for different regions.

Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Phase I: Agreement to participate	Phase II: Regional Self-evaluation Phase (6-12 months)						Phase III: Peer Review Phase (5-9 months)				Phase IV: Dissemination		
	Confirmation of participation		Preparation of RSER				OECD pre-visit (2-3 days)			Draft RR to region				
	Appointment of Regional Co-ordinator			1-3 regional meetings			OECD-led review visit (1 week)			RR published				
	Establishment of Regional Steering Committee					Draft RSER to OECD					Dissemination event(s)			
	Launch of Self-evaluation period													

'Win-Win' for HEIs and cities and regions

The OECD reviews show that there are tangible advantages for HEIs and their local and regional communities through stronger interaction and engagement.

HEIs benefit through:

- Increased enrolments from the local population
- Improved local funding and partnership opportunities for both research and teaching
- Additional income from services provided to local businesses through consultancy and professional training
- Increased social capital support
- Resource-sharing opportunities (e.g. infrastructure and knowledge workers)



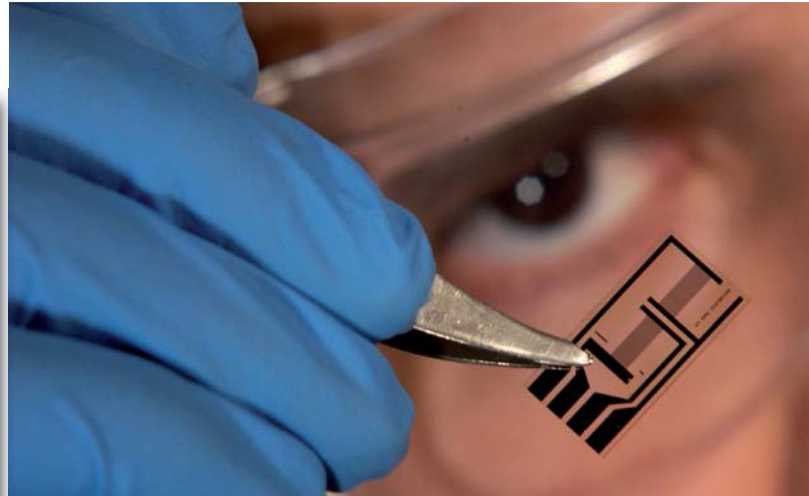
In Castellón in the Spanish Autonomous Region of Valencia, Universidad Jaume I is recognised as a world leader in R&D in the tile industry. Its ceramic research institute has contributed to the restructuring of the region's traditional ceramic-tile production, which comprises 500 SMEs employing 36 000 people. The growth is built on technology transfer, spin-offs and upgrading of existing technologies. Today, Valencia is a global leader in the tiles and ceramics industry.

Cities and regions benefit through:

- Generation of tax and other revenues
- Global gateways to attract inward investments
- New businesses generated by the higher education staff and graduates

- Advice and expertise
- Enhanced local human capital through graduate retention, professional continuing education and life-long learning
- Content and audience for local cultural programmes

In the North East of England, five universities have set up *Knowledge House* to help companies access university skills, expertise and specialist services. *Knowledge House* offers expert solutions for developing ideas and solving problems through collaboration, consultancy, training and R&D. The service stretches from the receipt of enquiries to delivery and post-completion evaluation. Since 1996 the *Knowledge House* has generated GBP 13 million for the participating universities with 1 300 projects. An increasing number of staff across the region's universities are becoming engaged with the *Knowledge House* activities.



Why take part in the OECD review?

The OECD review will bring concrete rewards, such as:

- **Tailored advice** and guidance in practice and policy from the OECD-led expert team
- **Stronger partnerships**
- **New funding sources**, projects and co-operation opportunities between HEIs and industry, etc.
- **Enhanced visibility and PR** for the region and its HEIs
- **International benchmarking** and networking

These are only some of the benefits that participating regions and their HEIs have reported. The review can start a positive change process within the region by drawing the different stakeholders together.

“Northern Paraná in Brazil was involved in the first round of OECD reviews in 2005-07. When the opportunity came to have a follow-up, we decided to have the review extended to the entire State of Paraná with focus on Curitiba. We now have strong support not only from the Federal University of Paraná and government authorities such as the municipality of Curitiba, but also from the business community through the Federation of Industries of the State of Paraná (FIEP) which represents more than 30 000 businesses.”

Cássio Frederico Camargo Rolim, Federal University of Paraná, Regional Co-ordinator State of Paraná



“The review process has been worthwhile. In bringing everyone together in the three communities of our region we have discovered that there are many positive things happening that we were not aware of. The OECD recommendations are the framework for rebuilding the Paso del Norte region as a sustainable resilient community. They help us to develop a regional strategic plan and provide a powerful tool to drive the change. The OECD report is definitely not another report that sits on the shelf”.

Lisa Colquitt-Muñoz, Deputy COO Paso del Norte Group, Regional Co-ordinator of Paso del Norte Region



Interested? Sign up for the Third round of reviews

More regions can now sign up for the third round of Reviews in Higher Education in Regional and City Development. This is open to cities and regions with IMHE member institutions. The first review visits will take place in October 2010. Free State, South Africa

www.oecd.org/edu/imhe/regionaldevelopment

DID YOU KNOW?

There are wide disparities between OECD regions in innovation outcomes. OECD data shows that human capital is by far the strongest determinant of innovation output: there is a strong correlation between educational attainment and the level of innovation. Overall, the impact of human capital is near double that of R&D. Even if innovation outputs “spill over” and benefit other regions, the spatial decay is very rapid and the rates of co-invention and co-patenting fall away sharply even over a short distance. Regions need to develop their own endogenous innovation capacity.

WHAT IS IMHE AND HOW TO JOIN

The OECD Programme on Institutional Management in Higher Education (IMHE) is a membership organisation within the OECD Directorate for Education. It brings together institutions of higher education as well as government departments, agencies and other non-profit organisations, to discuss and debate issues within higher education management.

To find out more and to submit your online application, please visit the IMHE website at: www.oecd.org/edu/imhe/join.

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More about the OECD

The OECD provides a setting where governments compare policy experience, seek answers to common problems, identify good practices and co-ordinate domestic and international policies. Exchanges between member country governments are supported by information and analysis provided by the Paris-based OECD Secretariat. The Secretariat collects data, monitors trends, conducts analysis and provides forecasts of economic development, trade, environment, education, agriculture, technology, taxation and more. In today's globalised economy, education is a driving force for growth and development.

The OECD brings together countries committed to democracy and the market economy from around the world to:

- support sustainable economic growth
- boost employment
- raise living standards
- maintain financial stability
- assist member and non-member countries' economic development
- contribute to growth in world trade

Education at the OECD

The **Directorate for Education** develops analysis and best practices together with OECD member countries and non-member economies. It helps them to answer the most important questions in education policy: how to best allocate resources in education to support social and economic development, and how to offer everyone the chance to make the most of their innate abilities at every stage of life.

The Education Directorate partners with other international organisations (such as UNESCO, World Bank, UNICEF, European Training Foundation) and leading NGOs (such as The British Council, Open Society Institute) as well as the private sector. We collaborate with the European Commission's Directorate-General for Education and Culture on projects of mutual interest to maximise synergies.

The Education Directorate provides comparative data and analysis on education policy-making to help build efficient and effective educational systems and improve learning outcomes. It provides a forum where governments, business, civil society and academia can share best practices and learn from one another.

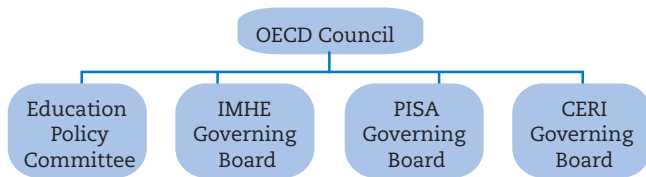
The OECD is committed to supporting an integrated approach to education which helps countries improve the quality, equity, efficiency and effectiveness of their education systems. By improving learning outcomes for all, we help mitigate inequalities and help countries foster:

- economic and social development
- innovation and sustainable growth
- social mobility

www.oecd.org/edu

edu.contact@oecd.org

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Become an IMHE member

Find more information at

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