



## IMHE Institutional Management in Higher Education

### [EDUIMHE \(Home\)](#)

- [About IMHE](#)
- [Conferences and Events](#)
- [Our activities](#)
- [Membership](#)
- [IMHE Members](#)
- [Publications](#)
- [Contact Us](#)
- [Education statistics](#)
- [JOIN IMHE NOW!!](#)

*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 OECD Reviews of Higher Education in Regional and City 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: [HRegions@oecd.org](mailto:HRegions@oecd.org)*

### **In this issue:**

- [Second Round Half Way Through and New Entries to Third Round](#)
- [Review Pre-visits](#)
- [Review Visits](#)
- [Web 2.0 Community](#)
- [OECD HE Regions Staff](#)



*The Higher Education and Regions Team  
sends you Seasons Greetings and best wishes for the New Year.*

*We will be back in the office on Monday 4 January 2010.*

## **Second Round Half Way Through, Valparaiso and Free State the First New Regions to Join the Second Round**

The second round of OECD reviews is making steady progress. Thanks to good collaboration with the regional coordinators, the OECD-led expert teams will have reviewed 10 regions and cities by the end of 2009. Thirteen regional self-evaluation reports are available either in draft or final version. The reports highlight the wide role of universities and other higher education institutions in the economic, social and cultural development of their cities and regions. The first OECD review reports will be published in Spring 2010 followed by a series of dissemination meetings in various regions as well as discussion in the OECD Education Policy Committee and IMHE Governing Board.

New regions and their HEIs are invited to join the reviews to take advantage of OECD expertise and the exciting partnership building process. The latest recruit is **Valparaiso** in Chile. Valparaiso has a population of 1.7 million and nearly 99 000 students in their higher education sector, including four traditional universities (Council of Chilean University Rectors (CRUCH), six other universities or university satellites and the vocational institutes. In collaboration with the Regional Development Agency, the higher education institutions aim to reposition the region as a knowledge and innovation hub in Chile. The region has identified five key clusters in which higher education plays a key role: the food industry, knowledge industry, logistics, tourism, and innovation and technology.

The **Free State Province** in South Africa was the first region to join the third round of reviews. The review process is being led by the University of the Free State. Mining and agriculture have been the most important economic sectors in the region, but there is now a need to move towards tertiary economic activity. The region has a declining population and, in addition, large scale rural to urban migration. The review will be used as a tool to update the Free State Provincial Growth and Development Strategy. The review is supported by the Flanders government.

Other interested regions and their HEIs are invited to contact the OECD. The third round of review will have similar overall goals, methodology and funding implications as the reviews in the second round (2008-2010). The OECD secretariat is now negotiating with regions in Europe, North and South America and South East Asia. It is envisaged that the first review visits will take place early 2011. This opportunity is available mainly to cities and regions that have IMHE member institutions. The regions that sign up now can begin their self-evaluation process and benefit from the knowledge sharing and benchmarking opportunities of the second round. They can also benefit from the current fee level since the OECD is planning to increase the financial contribution as of April 2010. Read more about the [Rolling Programme](#) and [how to join IMHE](#).

### **Review Pre-Visits**

#### **19-21 October 2009 – Paraná Pre-visit**

**Ernesto FLORES** (OECD) travelled to Curitiba, Brazil for a 2-day pre-visit to Paraná. The programme was organised by the regional co-ordinator, **Cássio ROLIM** from the Universidade Federal do Paraná, and included meetings with the regional stakeholders. The state of Paraná has 10.6 million inhabitants, 5.6% of the Brazilian population (2008). Population is concentrated in the metropolitan area of Curitiba which produces 45% of the GDP of Paraná.

The visit programme included meetings with SEBRAE-PR (Paraná's Micro, Small and Medium Enterprise Support Service), FIEP-PR (Paraná's Industry Federation) and UFPR (Federal University of Paraná). SEBRAE-PR organised a workshop with regional stakeholders to discuss key issues of the state as well as the contribution of HEIs to regional development. FIEP-PR is running interesting programmes to improve the competitiveness of the SME sector, e.g. UNINDUS (University of the Industry) and the Network of Excellence in Competitiveness (REC). The university is taking steps to improve its IPR and commercialisation processes. In-house Innovation Agency helps researchers in the commercialisation and funds university spin-offs.

#### **8-10 November 2009 - Andalusia Pre-visit**

**Jaana PUUKKA** and **Ernesto FLORES** (both OECD) travelled to Spain for the pre-visits to Andalusia and Catalonia.



*Photo: Outside the University of Seville, which is one of the oldest universities in Spain. L-R Rosa MUÑOZ (University of Seville, US), Ernesto FLORES and Jaana PUUKKA (OECD), Teresa GARCÍA, Isabel VÁZQUEZ, Julia DE LA FUENTE (University of Seville) and Eulalia PETIT (Andalusia's Regional Government) at the University of Seville.*

In Andalusia, the regional co-ordinator **Eulalia PETIT** with the support of **Inmaculada PERIAÑEZ** had organised a full pre-visit programme. Andalusia is the most populous region in Spain (8.2 million) with the second lowest GDP per capita in the country. The region has been hard hit by economic recession: in March 2009, the unemployment rate was 24% (Spain 17%). The Andalusian University System consists of 10 public universities with 222 000 students. Unlike elsewhere in Spain, higher education remains the responsibility of the Regional Ministry of Innovation, Science and Enterprise. The OECD review enjoys strong support from the regional government. The key challenges in the region – improving connectivity, strengthening regional identity, moving to knowledge intensive economy and social cohesion – can all benefit from HEIs.

### 11-13 November 2009 - Catalonia Pre-visit

In Catalonia, the regional co-ordinators, **Josep VILALTA** (Association of Public Universities of Catalonia – ACUP) and **Marti PARELLADA** (Fundación CYD) with the support of **Xavier TESTAR** (Barcelona City Council) organised a pre-visit programme including meetings with regional HEIs and stakeholders. Catalonia is the second most populated region (6.93 million) and one of the richest regions in Spain. In 2005-2006, ca. 234 000 students were enrolled in 8 public and 4 private universities. ACUP represents and promotes public higher education in Catalonia. The OECD review is seen as timely because of the ongoing discussion on how to reform HE and overcome the economic downturn. In Barcelona, HEIs are important for urban regeneration. The City of Barcelona is using them in the transformation of old industrial and/or distressed areas. For example, the Pompeu Fabra University's Communication Campus is located in the 22@ Barcelona district. The model is being reduplicated in the Diagonal-Besòs Campus where the Polytechnic University of Catalonia will relocate its industrial engineering and innovation activities in order to revitalise the distressed neighbourhood. Websites: [www.22barcelona.com](http://www.22barcelona.com) and [www.barcelonamedia.org](http://www.barcelonamedia.org)

## Review Visits

### 4-10 October 2009 – Southern Arizona Review Visit

**Jaana PUUKKA** (OECD) led the review visit in Southern Arizona, the first one of its kind conducted in the United States. Experts were **Jamil SALMI** (World Bank), **Ernesto FLORES** (OECD), **Salvador MALO** (Mexican Institute of Competitiveness), **Emiliano DUCH** (Competitiveness Group, Spain) and Madeleine **GREEN** (American Council on Education). The review was coordinated by **Francisco MARMOLEJO**, with the support of **Lula VALDES** (both University of Arizona).

Southern Arizona has a population of 1.2 million with major concentration in the Pima county and city and the metropolitan area of Tucson. The region has a diversified higher education system with strong institutions, such as the University of Arizona, pioneer in inter-disciplinary research and teaching with internationally-recognised centres of excellence and strong linkages with industry. The community college sector is responsive to regional needs and includes Pima, Cochise and Tohono O'odham Community Colleges which are recognised for good practices in widening access, addressing the needs of a diverse community and good linkages with industry.

The review team gave its initial feedback and stressed the need (i) to preserve existing areas of strength in HEIs; (ii) to promote business formation and diversify the existing industry base; (iii) to address the needs of the diverse population by creating opportunities for growth and development; and (iv) to disseminate and extend the good practices in partnership building and community outreach.

The final version of the self-evaluation report is available [here](#).

### 11-17 October 2009 – Veracruz Review Visit

**Ernesto FLORES** (OECD) led the review of Veracruz, Mexico with a team of international experts: **Patrick DUBARLE** (former OECD), **Jocelyne GACEL-AVILA** (University of Guadalajara, Mexico), **Marco MARCHESE** (OECD-LEED) and **Juan Carlos NAVARRO** (Inter-American Development Bank).

The state of Veracruz has a population of 7.1 million inhabitants (6.9% of Mexico's population) with 40% living in rural communities, contrasting with the Mexican average of 27.6%. The state accounts for 4% of Mexico's GDP and the economy depends significantly on its natural resources. Veracruz has around 165,539 students enrolled in 87 public and private HEIs. The main higher education institution is the Universidad Veracruzana, representing 36.5% of the state enrollment. The state has a technological higher education sector composed of 3 technological universities, one polytechnic university, 16 state technological institutes and 6 federal technological institutes, representing 31% of the state total enrolment.

The review visit was organised by **José RANGEL** and **Ángel FERNÁNDEZ** of the Universidad Veracruzana and included meetings in the cities of Veracruz, Xalapa, Córdoba-Orizaba, Coahuila-Coahuila de Zaragoza and Poza Rica. The OECD team's feedback centred on the need (i) to continue the efforts in widening access; (ii) to enhance collaboration among regional innovation system's components and industry-university relationships; (iii) to introduce new methods and tools for entrepreneurship education; and (iv) to extend the good practices in community outreach.

### 25-31 October 2009 – Paso del Norte Review Visit

**Jaana PUUKKA** (OECD) led the review visit of the Paso del Norte region with the support of **Ernesto FLORES** (OECD); **Susan CHRISTOPHERSON** (Cornell University), **Carlos BARADELLO** (University of San Francisco), **Francisco MARMOLEJO** (CONAHEC), and **Alessandra PROTO** (OECD/LEED). The review was co-ordinated by **Lisa COLQUITT-MUÑOZ**, from the Paso del Norte Group, a membership organisation that promotes the economic, social and cultural development in the binational Paso del Norte region. The review team was based in El Paso, Texas and had most of its interviews there, but also visited Las Cruces in New Mexico and crossed Rio Grande to visit Ciudad Juarez in Mexico.

Paso del Norte is one of the world's most populous bi-national border communities with 2.4-2.6 million inhabitants. It is a complex region combining three states in the cross-border area between Mexico and the United States. The region is characterised by economic, historic and cultural ties but also by disparities and fragmentation, each part pursuing its own goals. About 15% of the USD 300 billion trade between the US and Mexico occurs via ports of entry that connect El Paso with Ciudad Juarez. Ciudad Juarez is one of the largest manufacturing centres (auto and electrical products) in Northern America.

The review team stressed the need (i) to adapt a co-ordinated system approach to regional development and innovation; (ii) to create enabling environment for new business formation; (iii) to disseminate, extend and scale up the good practices in widening access to HE, industry-HE collaboration, workforce development and community outreach; (iii) to use the region as a laboratory for learning, research, business formation and community outreach; and (iv) to balance the focus on security and defence with strengthened community outreach and cross-border civic society.

### 8-13 November 2009 – Rotterdam Review Visit

**Richard YELLAND** (OECD) led the review of Rotterdam and was supported by Rector **Lauritz HOLM-NIELSEN** (Aarhus University, Denmark); Professor **Bjorn ASHEIM** (Lund University, Sweden); **Patrick DUBARLE** (Consultant and former OECD staff, France); and Secretary-General **Veronique TIMMERHUIS** (Social and Economic Council of the Netherlands).

Rotterdam is relatively small city (680,000 people; 1.2 million in the wider area) with the largest port in Europe and dynamic demographics with considerable immigrant population. It is also the only one in the Netherlands where the average age of the population is going down. There are four major higher education institutions – Erasmus University Rotterdam; Delft University of Technology; Hogeschool Rotterdam and INHolland University – each with its own profile, with a greater or lesser degree of focus on the Rotterdam region. Considerable effort has been made in Rotterdam to mitigate the risk of social fracture. The focus needs to turn first to utilising the potential of the young population for innovation and economic development and to the needs of adults for training and re-training.

### 21-27 November 2009 – the Galilee Review Visit



*Photo:* Sakhnin College of education trains teachers for the Arab schools. OECD review team with the head of the college **Mahmood KHALIL** (third from left), head of the academic council Reuven **LAZAROWITZ**, (first on the left) and other staff.

**Jaana PUUKKA** (OECD) led the review of the northern part of Israel and was supported by **Aims McGUINNESS** (NCHEMS, US), **Patrick DUBARLE** (former OECD/territorial development, FR), **Francisco MARMOLEJO** (CONAHEC, US/MX) and **Ami VOLANSKY** (Tel Aviv University, IL). The review is the first OECD review focusing on education in Israel which is an OECD accession country.

Israel is a young society with high investment in R&D. Roughly 75% of the population are Jews, 20% Arabs and 5% others. Population groups learn and live apart. There are considerable differences in educational attainment across different groups and Arab-Jewish gaps in education and employment outcomes. Poverty has geographical and demographic variations and is highest among the youngest and most rapidly growing groups. In the Galilee, about half of the population are Arabs. 57% of the civilian work force in the Galilee gain only 12 years or less of schooling. The average net income is 47% lower than in the centre of Israel. The region has higher rates of unemployment and exodus of educated people: 46% of students who have left the region to study elsewhere never return to the north.

The OECD team emphasised a need for (i) long term measurable goals for narrowing gaps among key populations; (ii) master plan for co-ordinated approach to regional innovation and lifelong learning system; (iii) widening access by ensuring adequate education infrastructure and quality service delivery to all population; (iv) making the region a laboratory for learning and research in the fifth medical school; and (v) making job creation the goal of creation and human capital development.

## OECD HE & Regions Web 2.0 Community

This collaborative space has been designed to help regions to share their experiences of the review process. To register go to <http://community.oecd.org>.

## OECD HE & Regions Team: Staff

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## Publications

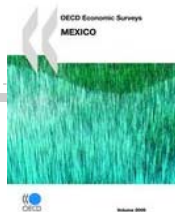
### OECD Reviews of Regional Innovation: 15 Mexican States

This report reviews how both national and state policies in Mexico can better support regional innovation systems and includes profiles of 15 states. It reviews how both national and state policies in Mexico can better support regional innovation systems and includes profiles of 15 states.





### Economic Survey of Mexico 2009



The 2009 Mexico Survey covers the impact of the economic crisis and policy response; management of oil revenues; improving efficiency of health and education spending; and how to boost longer-term economic growth.

### Economic Survey of Italy 2009



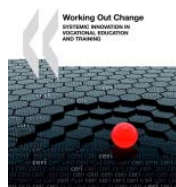
How is the recession affecting Italy's fiscal situation? What steps should the government take when the economy recovers? How healthy are Italy's banks? What regulatory reforms are needed? What about plans for fiscal federalism? How does Italy's education measure up?

### Economic Survey of Brazil 2009



Brazil has not been left unscathed by the unfolding global crisis. But economic fundamentals are strong, and the macroeconomic policy responses have been appropriate. Longer-term challenges remain, including the need for tax reform and to make government operations more cost-effective.

## Working out Change: Systemic Innovation in Vocational Education and Training



What can education systems do to become more innovative? This book analyses systemic innovation in education by looking at the ways in which educational systems encourage innovation, the knowledge base and processes used, and the procedures and criteria used to assess progress.

## Higher Education to 2030, Volume 2: Globalisation



Growing flows of knowledge, people and financing cross national borders and feed both worldwide collaboration and competition. These effects of globalisation increasingly impact higher education. How then might the future higher education scene look at the global level?

## Innovation in Firms: A Microeconomic Perspective



This book presents the main results of the first large-scale effort to exploit firm-level data from innovation surveys across 20 countries in an internationally harmonised way, with a view to addressing common analytical questions.

## Designing Local Skills Strategies



Drawing from a wide array of case studies, this book analyses best-practice local strategies for increasing workforce skills. And it also takes a close look at the opportunities and challenges presented by international migration.