

# Higher Education in Cities and Regions For Stronger, Cleaner and Fairer Regions

10-11 February 2011  
Seville, Spain

## Abstract Guide

Note: Sessions may be subject to last minute changes

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## PLENARY SESSIONS

**Victor Arredondo Álvarez**

***START: A comprehensive university strategy for cleaner, stronger and fairer regions***

*Thursday 10 February 11:30-13:00 Plenary Room*

Universities contribute to self-sustained development in many ways: by stimulating clean reforms in their own Campus landscape, infrastructure, and consumption and management practices; adopting more environmentally friendly patterns of ICT usage; adapting curricula, learning “hands-on” experiences and staff training programmes to drive local competitiveness and fair growth; emphasising innovative R&D and green entrepreneurship; promoting intensive networking and partnerships with academic institutions, agencies, businesses, and programmes engaged in local development; reorienting their institutional mission and priorities to promote equity and social relevance of all levels of education; transferring clean, intelligent and fair solutions to challenges facing the community and supporting public awareness of international interdependency. The presentation will describe the START university e-strategy, using as a framework a 13 years institutional experience in Veracruz, Mexico.

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**Sergio Arzeni**

***Higher Education Institutions, Innovation and Entrepreneurship***

*Thursday 10 February 15:00-16:30 Plenary Room*

The mission of the OECD LEED programme is to contribute to the creation of more and better jobs at the local level. LEED identifies, analyses and disseminates innovative ideas for local development, governance and the social economy. LEED considers innovative entrepreneurship through new firm creation, as well as adaptation in the existing firm stock, to be a critical determinant of local economic growth. At the same time, promising entrepreneurial potential amongst graduates and researchers should be further encouraged and fostered. OECD studies show that higher education institutions can play a considerable role in hatching new firms and supporting their growth. LEED created a criteria list on what constitutes good practices in higher education institutions' entrepreneurship support. Higher education institutions can use it a tool to self-assess and re-orient their strategy in supporting entrepreneurship, their pool of financial and human resources, their support infrastructure, their current approaches in entrepreneurship education and start-up support and their evaluation practices.

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**Peter Baur**

***Boosting European Union's higher education institutions business collaboration and regional engagement***

*Thursday 10 February 15:00-16:30 Plenary Room*

Europe's future is dependent on its innovation capacity, its capacity to create an environment that stimulates the generation of new ideas and the ability to implement them. Education and training systems have to provide learning environments that stimulate creativity and innovation, entrepreneurial thinking and activity. Higher education, being at the heart of the knowledge triangle, plays a vital role in the development of innovation. An important aspect to stimulating innovation is dialogue and closer co-operation between the different actors, in particular between higher education institutions (HEI) and companies. Better and more co-operation stimulates the exchange and sharing of knowledge and its application in both the business and the academic context and increases the innovation capacity on both sides. Higher education in the EU is very diverse and the level of co-operation between the various stakeholders differs substantially between EU countries and regions. Therefore, the Commission has launched a European platform for a structured dialogue between the stakeholders, for the exchange of good practices and mutual learning: The University-Business Forum. Knowledge alliances and other operational activities will complement the Forum's activities to drive implementation at local, regional, national and European level.

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**Jordi W. Carnes**

***Mobilising Higher education for Barcelona's development***

*Friday 11 February 15:00-17:00 Plenary Room*

Drawing from the Barcelona experience - now faced with the global economic crisis – the Barcelona Deputy Mayor Jordi W. Carnes highlights the measures that Barcelona has taken to cope with globalisation. He presents the steps that Barcelona has taken to mobilise universities and other tertiary education institutions to support local development, and comments on the key outcomes, constraints and challenges. In particular, the Deputy Mayor will highlight the new Strategic Plan for the Barcelona Metropolitan Area "Barcelona, Vision 2020", which has a strong focus on higher education, talent attraction (including international students), entrepreneurship and high value added activities. To achieve the goals, the partnership between the City Council and HEIs need to be strengthened and HEIs need to be better aligned with the strategic objectives.

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**Susan Christopherson**

***Regional Innovation Networks and University-based Tech Transfer: The Potential for Hybrid Collaborative Models***

*Thursday 10 February 15:00-16:30 Plenary Room*

Collaboration, among people, firms and in cross-sectoral partnerships, is at the heart of the knowledge economy. The forms and extent of collaboration in any particular economy are shaped by the market rules governing property rights and risk. This keynote presentation examines some critical differences between regional network models of innovation and the primarily Anglo-American science-based research and development, intellectual property-driven model. Both involve collaboration, but in different forms and among different agents. The presentation highlights the potential of hybrid models that take advantage of the dynamic short-term investment in science and technology prevalent in Anglo-American collaborations and the more incremental innovation models represented in regional industrial networks.

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**Luis Delgado**

***Spanish Strategy University 2015: The role of universities in the regional and local growth***

*Thursday 10 February 15:00-16:30 Plenary Room*

Since the creation of universities, knowledge generation and transfer have been the main university missions. In the context of the present economic crisis and globalisation, their potential to contribute to innovation and to the development of a sustainable socio-economic regional and local growth has emerged as a third mission increasingly demanded by society and governments of different levels. These aspects are addressed in the Spanish Strategy University 2015 and the flagship programme of International Campus of Excellence. It aims to promote strategic collaboration among universities, other research institutions and business and industry placed within the campus, to develop knowledge ecosystems contributing to the socio-economic development, social cohesion and employment in the regions.

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**Dzulkifli Abdul Razak**

***Higher Education and Sustainable Development: A Malaysian experience***

*Friday 11 February 15:00-17:00 Plenary Room*

The state of Penang, and its capital city of George Town, is located in the northern part of Malaysia. This is a strategically designated area for development, called the Northern Corridor of Malaysia. Given the challenges of going global and the prevailing state of recession, the dynamism of the region will depend on the interplay of the interrelated aspects-of-beings: the physical, the social and the economic. The goal is to create a region that is not only socio-economically vibrant, but also one that is sustainable and inclusive, in tandem with the national aspiration. This would require a new thinking in all the three aspects-of-beings so as to transform the region into an attractive cluster of growth which is globally well integrated. The presentation briefly describes one such transformation in the educational sector based on the experiences of Universiti Sains Malaysia (USM).

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**John Goddard**

***The Civic University: Responding to global and local challenges***

*Friday 11 February 15:00-17:00 Plenary Room*

Continuing public support for universities could well depend on how well institutions as a whole respond through their teaching and research to major societal challenges such as environmental sustainability and demographic change. Many of these challenges have local as well as global dimensions. The concept of the civic university is put forward as a model for institutions and their partners in civil society to aspire to. The civic university provides opportunities for the society of which it forms part; engages as a whole with its surroundings, not piecemeal; partners with other local universities and colleges and is managed in such a way that it participates fully in the region of which it forms part. While it operates on a global scale, it uses its location to form its identity and to provide opportunities for it grow and help others including individual learners, businesses and public institutions.

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**Francesc Xavier Grau Vidal**

***Transforming universities to meet the global and local challenges***

*Friday 11 February 15:00-17:00 Plenary Room*

The University Rovira i Virgili operates under the Spanish higher education legislation which regulates universities' governance, recruitment system and salaries. Despite these constraints, the university has been able to develop several mechanisms to mobilise itself for regional development. These mechanisms include entry points for SMEs to university knowledge base, the Knowledge Antennae network and incentives for faculty participation in regional development activities.

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**Federico Gutiérrez-Solana**

***How To Align Higher Education With Regional And Business Needs***

*Thursday 10 February 11:30-13:00 Plenary Room*

To develop social and economic development, universities must focus on two areas: the connection with society as a whole, through reciprocal commitments with institutions and public administrations, and secondly, the specific relationship with the business world. This requires public sector research, the transfer of the results and the creation of a atmosphere of trust and mutual respect based on an awareness of the complementary functions of universities, companies and public administrations. To achieve sustainable growth based on knowledge accumulation, a focus must be raising awareness of the importance of knowledge and investing in knowledge institutions. This economic model could be described by three adjectives: smart growth, based on knowledge, sustainable growth, to be maintained over time, inclusive growth, with the goal of enhanced social cohesion. To comply with these objectives, synergies of universities, companies and public administrations are necessary. Synergies are required to meet the social needs for development and to create competitive and high quality products and services, necessary for economic growth.

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**John Hearn**

***Transforming Universities for Local and Global Challenges***

*Friday 11 February 15:00-17:00 Plenary Room*

The important global challenges for the Worldwide Universities Network, a group in which the University of Sydney is a prominent partner, include (i) Adapting to Climate Change and Food Security; (ii) Understanding Cultures; (iii) Globalisation of Higher Education and Research; and (iv) Public Health in Non Communicable Disease. These programmes require an awareness of the effects of demographic change and mobility, along with teambuilding for national and international needs. Teams can include universities, governments, business, international agencies, alumni and NGOs. In implementing a "think global, act local" approach, we aim to implement reforms and construct the capacity to (i) advance strategic research results in health, science, the arts and social sciences; and (ii) explore projects, in concert with the development agencies in less developed countries, where self sufficiency and sustainable local research leadership are essential for success. The engagement of international universities in such global challenges can accelerate the transfer of knowledge for economic, social, cultural and environmental development.

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**Maria Helena Nazaré**

***Higher Education Strategy for the next decade: Responsive and inclusive Institutions***

*Friday 11 February 15:00-17:00 Plenary Room*

Economic performance is linked to the qualification, namely at tertiary level of the work force. Many European countries, including Portugal, need to increase the number of higher education degree holders among the 30-34 years old, to meet the European Union 2020 objectives. To achieve this, universities have to become drivers of change, be it at regional or national level, by developing strategies to foster the demand of university education while maintaining high quality research, so contributing to the economic recovery and improving social cohesion. Portuguese universities are transforming themselves to meet the challenges of the European Union 2020 objectives. This presentation will describe the change in higher education sector in Portugal, both at system and Institutional level and compare it to other European countries.

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**Lauritz Holm-Nielsen**

***Lifelong learning***

*Thursday 10 February 11:30-13:00 Plenary Room*

Interest in lifelong learning has increased dramatically since the publication of groundbreaking reports from UNESCO and the OECD, which framed the phenomenon in the 1970s and 1980s. These reports raised awareness of a growing demand for lifelong learning opportunities and the need to continually improve the skills of the population of all ages in order to remain competitive. A recent study conducted by the German Bertelsmann Stiftung shows that Denmark is among the European leaders in regard to lifelong learning. Denmark has a long tradition of adult education reflected inter alia in a comprehensive system of 'folk high schools', private learning organizations, and university extension courses. Recently, the Danish government introduced a national lifelong learning strategy that promotes personal development, active citizenship and employability through training. Many European countries have unrealized potential for providing lifelong learning opportunities, notably at the tertiary education level. Recent OECD reviews of the Amsterdam and Rotterdam regions in the Netherlands highlight such challenges. The reviews point to opportunities for unleashing significant innovation potential by prioritizing investments in human capital and lifelong learning programmes. The presentation will discuss various models for lifelong learning policy drawing on findings from both Denmark and the Netherlands.

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**Gonzalo León**

***Innovation as a driver for regional development: the experience of the Universidad Politécnica de Madrid (UPM)***

*Thursday 10 February 15:00-16:30 Plenary Room*

The creation of the European Research Area and the European Higher Education Area in the framework of the knowledge triangle are complementary processes with deep consequences in the structure and role played by major European actors. Within this context, universities can become key actors to boost innovation and knowledge creation. However to be effective, they should adapt their governance and structures. Public authorities have promoted structural reforms to increase the competitiveness of European universities beyond regional contexts. More co-operation between universities and other actors, stronger autonomy and fund raising; moving from short-term projects to long-term strategic alliances and deeper alignment with regional and national stakeholders' interests constitute a challenging agenda. Even when these general goals are shared, difficulties persist to facilitate efficient decision making. The Universidad Politécnica de Madrid (UPM) is the largest technical university in Spain and in the last few years, has implemented a series of institutional programmes, including thematic prioritisation of scientific and technological initiatives, open innovation schemes with the private sector in the UPM-driven S&R Park and two campuses, Montegancedo and Moncloa (with the Universidad Complutense), achieving the title of Campus of Excellence.

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**Manuel Parras Rosa**

***RDI (and tradition) for socio-economic regional development: The case of the olive agro-industrial sector in Andalusia***

*Thursday 10 February 15:00-16:30 Plenary Room*

In recent years there have been important changes in both the functions and our understanding of universities worldwide. Higher education institutions can use different models to achieve the knowledge generation and transfer objectives. This presentation shows a model that combines tradition and innovation as engine of social and economic change and includes an example of the olive sector in Andalusia. In this case, tradition and innovation are approached not as opposites but rather as complements and with a common goal of improving opportunities for the people as well as the capacity of the land to produce agricultural goods. Andalusia accounts for 40% of world production of olive oil and 20% of the production of table olives. The olive sector in Andalusia produces 20% of the agricultural production of Andalusia and around 250 000 households in the region benefit from employment in this sector. The importance of the sector is clear and the Andalusian public knowledge system is committed to developing this sector.

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**Linda Rosenman**

***Access And Success in Victoria University in Australia***

*Thursday 10 February 11:30-13:00 Plenary Room*

Victoria University is a multi-sectoral university combining adult, vocational and higher education serving outer urban Melbourne Australia. Victoria has a specific commitment to the economic and social development of its region through education and research. Regional characteristics include low levels of educational attainment, high percentage of non English speaking immigrants, high unemployment and significant population growth. Victoria University works through building partnerships and pathways through education and research that contribute to regional human capital and economic development. It widens access to and success in tertiary education for educationally, socially and economically disadvantaged populations. This is a challenge in tertiary education policy and funding environment that uses traditional research rankings as the indicator of excellence. Furthermore, metrics for funding teaching are not sensitive to the extra costs of educating economically and linguistically diverse student groups.

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**Jamil Salmi**

***Equity and Human Capital Development: the Role of Higher Education***

*Thursday 10 February 11:30-13:00 Plenary Room*

Given the extensive social and private benefits that result from higher education, inclusive access and success are essential for achieving social justice and ensuring the realisation of the full potential of all young people. This presentation will propose a conceptual framework for analysing inequality at the higher education level and underline some common misconceptions about the issues at hand. It will highlight the main findings of the OECD reviews of higher education in regional and city development regarding the financial and non financial determinants of disparities and examine the most effective strategies regional and institutional to reduce disparities of access and success in higher education.

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**Karina Ufert**

***Making education work for regional and city development***

*Thursday 10 February 11:30-13:00 Plenary Room*

The European Student Union believes that higher education has a positive role to play in development of a coherent society and a sustainable and growing economy. This presentation will focus on the issues facing higher education and its role in regional and city development. These include developing both a clear and comprehensive vision of the future of higher education and a policy approach that focuses on knowledge-intensive growth rather than knowledge-extensive growth and promotes an inclusive knowledge society. Secondly, the fostering of a high quality and relevant teaching and learning environment that has a student-centred focus in universities and other higher education institutions. Thirdly, the promotion of public support (including students and staff) for institutional diversification and the value of diversity as well the internationalisation and development co-operation in the higher education sector. Finally, this presentation will explore the relationships between higher education institutions, national and regional governments and the private sector.

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## **PARALLEL SESSIONS**

**Zaki Akel-Sobrinho**

***Internationalising Paraná and the role of universities: UFPR's Experience***

*Friday 11 February 11:30-13:00 Room 2.8*

Paraná's economy is characterised by modern agribusiness and a metropolitan-industrial system with focus on advanced technological and international sectors. The Federal University of Paraná (UFPR), established in 1912, is Brazil's oldest university. It supports the state's efforts to capitalise on the MERCOSUL agreement by building stronger international links. One of the recent examples has been the establishment of the International University of Latin America (UNILA) that aims to draw student and staff throughout Latin America building an educational hub in Paraná.

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**Fernando Aldea Godoy**

***Closing the gaps in tertiary education in Chile: The VET strategy of the Instituto Tecnológico de la Universidad de Playa Ancha***

*Friday 11 February 11:30-13:00 Plenary room*

Although significant improvements have been made in the last two decades in education and training, including a rapid increase in participation in post-compulsory education, in graduation rates in upper secondary graduation and improvements in schooling quality, the Chilean education system still needs further development. The Region of Valparaiso, the second largest in higher education in Chile, has engaged in an ambitious programme to tackle the existing challenges. The Universidad de Playa Ancha has led, with other regional HEIs, a cluster-based approach to gaining industry regional competitiveness via joint arrangements in marketing, continuing education, employability and services to students. The university has also initiated a programme to link vocational education and training (VET) provision to labour market needs and to establish gradual but systematic mechanisms for the assessment of learning outcomes in upper secondary VET.

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**Manuel Arroyo Maestre**

***Andalusia BioRegion: Andalusian Biotechnology Cluster***

*Friday 10 February 09:30-11:00 Room 2.6*

The mission of BioRegion is to consolidate the Andalusia biotechnological sector as a driver of the region's economic development and social sustainability. BioRegion aims to strengthen the interaction among the different actors of innovation and to transfer the results of Research, Development and Innovation (RDI) to the economy and society. The Andalusian BioRegion includes the Andalusian biotechnological enterprises, knowledge generation and transfer actors and the public administration. The dynamic cluster of biotechnological entities in Andalusia includes 100 biotechnological enterprises with a turnover of 560 million of Euros, 2 800 high-qualified employees, 400 biotechnology research groups, 000 professionals in the Andalusian Health System in technological and scientific parks, which are mainly focused on biotechnology, and knowledge transfer technological centres.

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**Rik Bleeker**

***Regional development in Amsterdam***

*Thursday 10 February 17:00-18300 Plenary room*

The OECD Review team in Amsterdam presented the results of its review in February 2010. Key conclusions were: many different activities and great potential but no common vision, supply and demand between higher education institutions and business out of sync and a lack of direction and strategic leadership. Following the report, a process was started that led to the installation of an Economic Development Board for the Amsterdam Metropolitan Region in November 2010. The Board is made up of experts from trade & industry and higher education and research institutes, as well as representatives of regional governments. The new Board's first assignment is to develop a knowledge and innovation agenda in a number of key areas in which the higher education and research institutes are connected to the region's economic agenda. The purpose of this agenda is to give the regional economy a boost and to make Amsterdam into an attractive location for business in Europe.

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**Adolfo Borrero**

***Telvent: Smart Information for a Sustainable World***

*Friday 10 February 09:30-11:00 Room 2.8*

Telvent, an Abengoa's spin-off company, is a leading information technology corporation in the global markets of energy, transportation, environment and agriculture, particularly in Spain and the United States. Smart grid, smart mobility and information services, developed during the last 15 years, are the basis of Telvent current business. This presentation will explain how Telvent developed from a small electrical control company into a company that employs 7 500 people, operates in 40 countries and now is the only Spanish company listed into the NASDAQ. The strong relationship between Seville University and Telvent, particularly in talent recruitment, is a strong factor in its growth.

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**Nadine Burquel**

***EU-Drivers: Universities driving regional innovation***

*Friday 11 February 11:30-13:00 Room 2.7*

The EU-Drivers project is a three-year project under the EU Lifelong Learning programme which aims to improve regional co-operation between HEIs, private sector companies and local governments in order to enhance the innovation capacities of European universities. It provides leadership development for universities, regional government and business to support regional partnerships and creates a regional innovation virtual community for exchanging good practices among all stakeholders. Its regional innovation partnership projects form the basis for the development of a sustainable leadership by bringing together the stakeholders to impact on regional economic or social infrastructure. This presentation will draw on practical examples from the seven partnership projects: Inoviz-Izmir for Health (Turkey), Environmental protection (Thessaly, Greece), The "C-Mine" Genk coalmining regeneration project (Limburg, Belgium), Intelligent Malaga Knowledge Innovation Community (Andalusia, Spain), the Silver Leadership Academy (South-East England), Brainsbusiness ICT (North Denmark) and Turku Bioimaging (Turku, Finland).

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**Xavier Colom Fajula**

***Territorial Strategic Venture: Universitat Politència de Catalunya and Vocational Training Schools***

*Friday 11 February 11:30-13:00 Plenary room*

Year after year, the number of students attending a technical or scientific university degree course after having completed a vocational-training programme has grown significantly. There are various reasons for this, firstly the economic downturn has destroyed jobs and pressured young people to have more academic training, secondly, vocational-training students are now allowed to compete with baccalaureate students for admission to university programmes, thirdly, university graduates have greater possibilities for advancement than vocational-training graduates. Several actions have been set up by the UPC to address the opportunity to integrate students with varied profiles and in order to facilitate a better co-ordination with all secondary schools. All actions are aimed at enhancing first year students experience at the university. University registering a higher proportion of students from the Vocational Training System are involved, together with secondary schools, in proposing activities addressed to students and teachers alike. Those activities develop inspiring technology topics and take place either in the university or in the secondary schools premises.

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**Lisa Colquitt-Muñoz**

***The OECD Review - Institutionalizing Change in the Region***

*Thursday 10 February 17:00-18300 Plenary room*

Tucked into the corner of far West Texas, the Southernmost part of New Mexico and the Northern desert of Chihuahua, Mexico, the Paso del Norte region is a dynamic, interconnected and yet disparate area. Embarking on this OECD review, one of the goals was to share with the rest of the world the many advantages of the region, in the process we discovered one of the most valuable outcomes would be getting to know ourselves. The OECD review provides an opportunity for stakeholders to highlight existing resources, identify areas for collaboration and develop personal and institutional relationships among the region's HEIs and supporting partners. All of which are critical in working toward the next step, undertaking a process of collaboration in developing a vision and strategy for transforming the economy of the Paso del Norte region.

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**Jesús De La Rosa**

***The University of Huelva in the Campus of Excellence CEIA3: Knowledge Research and Transfer***

*Friday 10 February 09:30-11:00 Room 2.7*

The University of Huelva is the largest academic and research institution in the Province of Huelva. The university plays a fundamental role as a motor of knowledge creation and transfer to the socio-economic environment. In this presentation, the main research activities at the University of Huelva, within the general lines of the Campus of Excellence CEIA3, will be outlined. The central focus of this presentation is the link between these research activities and companies in the agro-alimentary sector and the benefits of this symbiotic connection. Concrete examples of the relationships between research, transfer of knowledge and economic key indicators (employment, exploration of new markets and business success) will be used to underline the general conclusions.

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**Isabel De Haro Aramberri**

***Renewable Energy In Andalusia***

*Friday 10 February 09:30-11:00 Room 2.5*

Andalusia plays a leading role in developing the renewable energy sector by fostering a sustainable energy model based on two pillars, renewable energies and energy saving and efficiency. This energy model also aims to make a positive contribution to the economic development of Andalusia. Research and technology development in the field of renewable energies has resulted in 33.4 % of the total installed electrical power in Andalusia being generated by renewable energies. Andalusia is a pioneer in solar, wind and photovoltaic technologies, and currently leads the national biomass market, production of biodiesel, and solar thermal power. This is all thanks to the collaboration between the public administration, society and the Andalusian companies, some of which are present in the recent initiatives in renewable energy implementation worldwide. Andalusia has become an international reference for renewable energies.

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**Luis Fernández-Revuelta**

***University of Almeria supporting modern greenhouse farming***

*Thursday 10 February 17:00-18300 Room 2.8*

Since its establishment in 1993, the University of Almeria has maintained its strong alignment with the local and regional needs. This presentation will highlight the various ways that the University of Almeria has supported the development of green house farming which has made Almeria a world leader in this industry.

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**Saran Kaur Gill**

***Transforming Higher Education through Social Responsibility and Sustainability in the Asian Region***

*Thursday 10 February 17:00-18300 Room 2.7*

In an increasingly knowledge-based society, it is imperative that the relevance and quality of research and teaching in HEIs underpins both academic as well as social objectives. This presentation discusses the modalities for HEIs to balance between the demands of academic promotion criteria and that of working towards ensuring their expertise has applied value for regional communities. This can be done by establishing innovative governance systems, processes and structures to drive regional trans-disciplinary social responsible initiatives involving multiple stakeholders. This will involve processes which will highlight the importance of identifying specific needs of communities, niche knowledge areas within HEIs, potential funding mechanisms and being part of the social responsible eco-system. For example, the ASIA-Talloires Network of industry and community Engaged Universities (ATNEU) made up of diverse stakeholders of industries, NGOs, government agencies and student organisations. This network aims to create a multiple flow of knowledge and expertise and develop sustainable collaborations that strengthen the social responsibility and sustainability of HEIs across the Asian region.

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**Paul Gillooly**

***Transforming a HEI – how to do it in practice? Lessons from the North Hertfordshire***

*Friday 11 February 11:30-13:00 Room 2.7*

North Hertfordshire College (NHC), a tertiary education provider outside London, recently reorganised its structure and processes to emphasise the learner experience and to align itself to the needs of its local community and education market. This transformation was driven by the UK government which sought to increase the supply of skills by creating a demand-led education market. The transformation was supported by SHM which helped the college to adopt practices used in the retail sector and hence increase its provision of skills and adult learning to the local community. This has benefitted the college by generating revenue and providing a focus on the learner experience. The college has also rationalised its operating processes which has resulted in cost savings and a reduction in the college's fixed cost base. This model is replicable in other HEIs who are seeking to increase their learner numbers, create competitive advantage in a local market and/or reduce their operating costs. This presentation outlines the process and methodology that would allow a HEI to apply some of this thinking to their own organisation.

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**Ramón González Carcajal**

***Andalucía TECH***

*Friday 10 February 09:30-11:00 Room 2.8*

Andalucía TECH is a Campus specialising in technology development in the aerospace, biotechnology, communications, energy, environment, transport, tourism and spatial development. These sectors have the most potential to contribute to global economic growth and also to changing the underlying economic model because of their scientific and technological capabilities. Six educational and research poles of excellence will be established in Andalucía TECH and will aim to develop and apply technology to these different sectors. This research will co-ordinate the different stakeholders in the both scientific-technology and business sides of these sectors and thus will achieve synergy from this intensive collaboration.

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**Juan María González Mejías**

***Knowledge society and technology development in Andalusia***

*Friday 10 February 09:30-11:00 Room 2.8*

This presentation will focus on the trends in technological development in the region, including the activities and perspectives of the Regional government of Andalusia, the universities and private and public sector companies. In a region historically based in the primary sector (agriculture and fisheries), the technology gap is being overcome through an important set of measures, led by the regional government and with the involvement of different stakeholders: universities and research centres, companies and society. This presentation will explain the priority of the knowledge and the information technologies as resources for the new society of knowledge and will emphasise the importance of the collaboration between universities and the information technology sector in Andalusia.

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**Reyes González Roncero**

***Campus de Excelencia Internacional Agroalimentario de Andalucía (ceiA3)***

*Friday 10 February 09:30-11:00 Room 2.7*

The Agrifood campus of international excellence (ceiA3) is a joint initiative between 5 universities from Southern Spain: Cordoba (UCO), the co-ordinating university, Almeria (UAL), Cadiz (UCA), Huelva (UHU) and Jaen (UJA). The project involves also 19 centres belonging to the Andalusian Institute for Research and Training in Agriculture, Fisheries, Foods and Organic Production (IFAPA), and 7 centres from the Spanish National Research Council (CSIC) in Andalusia. These centres are specialised in the Agrifood sector and include: the Institute for Sustainable Agriculture (IAS), the Institute for Advanced Social Studies (IESA), the Fats Institute (IG), the Institute for Natural Resources and Agrobiology (IRNAS), the Institute for Plant Biochemistry and Photosynthesis (IBVF), the Zaidin Experimental Station (EEZ), and La Mayora Experimental Station (EELM). The ceiA3 will be a model of excellence in teaching, research and knowledge transfer in the Agri-food sector.

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## **Eugenio Guzman**

### ***Benefits to the Bío Bío region obtained from the OECD review of Higher Education in Regional and City iDevelopment***

*Thursday 10 February 17:00-18300 Plenary room*

The OECD review played a key role in Bío Bío Region, particularly in raising awareness of the urgent need for more collaborative work between higher education institutions, economic and societal stakeholders, regional and local government, in order to foster sustainable development and establish a Regional Human Capital Development System. The OECD review has provided the region with a powerful tool for planning the routes for its future development. Although the consequences of implementing the review recommendations are yet to be seen, the region has witnessed an increasing number of collaborative projects among higher education institutions, a greater awareness of the employability and entrepreneurial skills of graduates, of lifelong continuous education and technical and working age study opportunities. After the 8.8 earthquake on 27 February, 2010, higher education institutions have contributed to the recovery and progress of local communities across the region.

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## **Ellen Hazelkorn**

### ***Vocational Education and Universities: Building Collaboration and Pathways for Local and Regional Development***

*Friday 11 February 11:30-13:00 Plenary room*

Successful knowledge regions have the ability to develop, promote and attract international and national talent. Given the complexity of knowledge and the demands of the knowledge society, it is no longer possible for a single university or research institute to accommodate all the skills, knowledge and innovation needed for social and economic development. This requires a diverse coherent portfolio of differentiated and globally focused HEIs and student experiences, providing a wide range of approaches to teaching, learning, research and innovation. World-class systems of education require greater connectivity between all levels of education because post-graduate education begins at pre-school. In addition, countries can ill-afford to attract international talent while neglecting national talent. Drawing on the experiences of the OECD Higher Education in Regional and City Development and other studies, this presentation compares and contrasts some of the strategies for building successful world class systems of education and suggests best practice.

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**Rafael Jiménez Castañeda**

***Renewable energies in the University of Cadiz: Research and transfer for local development***

*Friday 10 February 09:30-11:00 Room 2.5*

The need for economic development that incorporates environmental sustainability means that a new policy approach and strategy is required. This new model of a green economy will require education to develop new green skills and increase public environmental awareness as well as research to identify opportunities for technological innovation. Collaboration between the industrial sector and universities is key to the development of new technological companies (spin-offs), new green technologies and for generating employment. In addition, this new model of growth requires updating the qualification of the current employees, new technologies based on knowledge, more productive activities and environmental protection. The University of Cadiz has taken a number of measures to achieve these ambitious targets in industrial collaboration and human capital development.

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**Francisco Jiménez Luque**

***Enhancing Agri-business through innovation***

*Friday 10 February 09:30-11:00 Room 2.7*

Andalusian Government considers Agro industry as one of the strategic sectors of Andalusia and the Regional Ministry of Economy, Innovation and Science has mandated the Andalusian Agency for Innovation and Development, (IDEA) to lead the co-ordination of the innovation system in this sector. IDEA, in collaboration with private sector companies, is aiming to increase the entrepreneurial capabilities for R&D to promote sustainable competitiveness. There is a focus on developing a wide range of support tools to increase the degree of innovation and to improve competitiveness, including a wide range of financial instruments available for firms. In addition, there is an excellent network of public knowledge centres specialised in agro industry: 9 public universities and 17 public research centres. IDEA has also promoted the creation a numerous technological infrastructures such as Technological Parks and Innovation Centres in the agri-business field.

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**Teodoro Luque-Martínez**

***A Shared Commitment To Shared Development: The Case of Biotic Campus of International Excellence***

*Friday 10 February 09:30-11:00 Room 2.6*

Universities are undergoing significant transformation as a result of the information society and the globalisation process. This is provoking a series of changes in planning and in approaches to management. In Spain, the Biotic Campus of International Excellence initiative is trying to foster teaching quality, adaptation to the European Higher Education Area (EHEA) and develop centres of international excellence in strategic areas to promote a positive environment for knowledge creation and transfer. The focus is also on developing a campus that offers a high quality of life, environmental sustainability, student focus and an effective urban design. Spanish universities are engaged in this initiative and are developing strategic plans with a view to heightening their international reputation for excellence. This presentation will outline an example of this approach at the case at the Biotic Campus of International Excellence of the University of Granada.

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**Joseph Mifsud**

***Euro-Mediterranean University***

*Thursday 10 February 17:00-1830 Room 2.7*

The Euro-Mediterranean University (EMUNI) was established on 9th June 2008 as an international higher education and research institution. The Joint Declaration of the Paris Summit for the Mediterranean (July 2008) specified EMUNI as one of the priority projects of the Union for the Mediterranean. EMUNI is a unique university, serving as a hub for networking of institutions, communities, cities, and regions, advancing the exchange of students, research and academic staff, the development of joint study programmes and projects in the Euro-Mediterranean regions. The international dimension of the operation of EMUNI is further emphasised through structured co-operation with several international organisations such as the UN, the EU, the League of Arab States, the Committee of the Regions, Arlem. EMUNI has a service contract with the EU Commission to develop six new international postgraduate programmes in the priority areas of the Mediterranean, with the support of forty three EMUNI experts, including civil protection and disaster management, alternative energies, water, desertification and combating pollution in the Mediterranean, encouraging Mediterranean business development initiatives, higher education and research and maritime and land highways linked to sustainable urban development.

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**Egon Moesby**

***Aligning university learning process with regional needs: how to implement PBL***

*Friday 11 February 11:30-13:00 Room 2.7*

In Aalborg University, Denmark, study programmes are organised around interdisciplinary group project work. Up to 50% of the study is problem-oriented project work: student work in multidisciplinary teams to solve real-life problems which have been defined in collaboration with the public and private sectors and NGOs. At any one time, there are 2 000 to 3 000 ongoing projects ensuring a high degree of collaboration with the society and private sector. Through its Consultancy and Capacity Programme, Aalborg University helps support/sustain the development of local PBL models in universities throughout the world, e.g. in Brazil, China and Mexico, by training the trainers, teachers and academic directors in the change process. This presentation outlines the process and methodology that would allow a HEI to apply PBL to their own organisation.

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**Ignacio J. Molina**

***How the University of Granada's internationalisation strategy contributes to regional development***

*Friday 11 February 11:30-13:00 Room 2.7*

The University of Granada has profiled itself as the leading Spanish university in international student mobility. But its international activities go much further. They include projects that link international students with local employers, permanent presence in North Africa and incentives for language learning. Poor language competence has a negative impact on regional development in Andalusia and the internationalisation of local businesses. The University is developing a strategy to improve the language competence of students, graduates and teaching and administrative staff. It also actively participates in language learning efforts sponsored by the Regional Government of Andalusia, for example in teaching Arabic in secondary schools.

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**Mushrifah Idris**

***Greening tourism in Malaysia's Environmental Sensitive site: case study on Tasik Chini***

*Thursday 10 February 17:00-18:30 Room 2.8*

The distinctive natural resources, culture and heritage within the catchment of the freshwater lake Tasik Chini is a focal point of research in biodiversity by the Tasik Chini Research Center (TCRC) of the University Kebangsaan Malaysia (UKM). In partnership with The East Coast Economic Region Development Council (ECERDC), supported by the Federal Government, Tasik Chini Research Center has initiated several awareness activities in the community. This has encouraged small scale ecotourism projects that could spearhead green technology in this environmental sensitive site.

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**José Ángel Narváez Bueno**

***Andalucía TECH International Campus of Excellence***

*Friday 10 February 09:30-11:00 Room 2.8*

Andalucía TECH International Campus of Excellence is a modern, ambitious and innovative project promoted by both the University of Seville (US) and the University of Málaga (UMA). The project involves the participation of diverse entities and stakeholders, with different experiences, capacities and strengths in research, development and innovation, in the science, technology and business sectors. This project is supported by the local corporations which has been crucial in implementing effectively cross policies aimed at achieving a sustainable International Campus of Excellence, particularly in terms of infrastructure, mobility of students and researchers, talent attraction and improvement of working and living conditions in the Campus.

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**Jerónimo Pachón**

***The Strategic Plan on Research, Development, and Innovation in Health***

*Friday 10 February 09:30-11:00 Room 2.6*

A plan to improve and sustain the Research, Development, and Innovation (RDI) in Health was initiated in 2006 by the Regional Ministry of Health of Andalusia. This aimed to improve the competitiveness of the research groups, to increase the number of health researchers, to acquire research funding from international and national agencies and to orientated research towards transferable results, in terms of quality of care and intellectual and industrial patents. The implementation of this plan has led to the creation of monographic centres of biomedical research, hospital-based institutes of health research, the Andalusian Initiative for Advanced Therapies and the boosting of RDI activities in hospitals and primary-care centres. These actions were taken in collaboration with other departments of the Regional Government of Andalusia including the Regional Ministry of Economy, Innovation and Science of Andalusia, Andalusian Universities, and Spanish institutions such as the Health Institute Carlos III and the Spanish National Research Council (CSIC) from the Spanish Ministry of Science and Innovation and the pharmaceutical industry.

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**Pilar Paneque**

***The Potential of Environmental Specialisation in Driving Regional Innovation in Andalusia***

*Friday 10 February 09:30-11:00 Room 2.5*

The International Campus of Excellence in Environment, Biodiversity and Global Change (CEI CamBio) is a joint initiative between the Spanish National Research Council and six universities: Universidad Pablo de Olavide (the co-ordinating university), Almería, Cádiz, Córdoba, Huelva and Internacional de Andalucía. CEI CamBio not only specialises in global change related issues and research avenues but also the main challenge of today's society and economy: the need to change our traditional model of economic growth by assuming new values and development formulae while renewing our system of knowledge to make our universities and their local regions more competitive. CEI CamBio aims to obtain international recognition as a reference for the generation, dissemination and transference of knowledge in environment, biodiversity and global change related issues as a way to promote a new sustainable economic model.

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**Renato Pedrosa**

***The rise of a public vocational higher education system in the state of São Paulo***

*Friday 11 February 11:30-13:00 Plenary room*

Even though established 40 years ago, only in the past 10 years the system of State Technological Colleges has emerged as a significant part of the public higher education network in the state of São Paulo. From 10 campuses and 10 000 students enrolled in the year 2000, by the end of 2010 the system had grown to more than 50 campuses and over 45 000 students enrolled. The system offers 3-year programmes in a large number of areas, including service, administration, and technology, usually directly linked to the economy of the local region/city. A sequence of state administrations, starting in the year 2001, has continued to invest in the system of public research universities. We will report on how this came about, what are the forces driving the fast growth of the system, what are the main academic characteristics and how they impact on the regions and on the lives of the young people attending the programmes.

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**Ana Raquel Díaz Vázquez**

**Sustainable growth: building the green economy**

*Friday 10 February 09:30-11:00 Room 2.5*

Abengoa is a leading company in the development of innovative technological solutions for sustainable development, leading the transition to a green growth model worldwide. Abengoa is an international leader in many key areas of the green economy, including in the Concentrated Solar Power (CSP) Photo Voltaic (PV) and the second generation of bio fuels. In order to make this possible, Abengoa has adopted the innovation ecosystem approach by working in partnership with universities, government agencies, public research institutes, technology centres and other stakeholders and developing knowledge networks in Andalusia.

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**Julio Revilla**

**Transformation of Andalusian universities**

*Friday 11 February 11:30-13:00 Room 2.7*

The changing demands of the globalised economy require a transformation of Andalusian universities. There is a need for a more diverse, responsive and competitive university system that leaves behind the supply-driven model. This presentation highlights the needs of the Andalusian business sector in terms of the development of skills and competencies; knowledge transfer & innovation, as well as the efforts made by the business sector to change the universities.

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**Ingo Rollwagen**

**Project-economy approaches of HEIs for more prosperous and purposeful regional development**

*Friday 11 February 11:30-13:00 Room 2.7*

Globalisation is affecting cities and regions. The growing scarcity of natural resources and climate change, the opening of work, increasing urbanisation and an increasing knowledge intensity are leading to more global, flexible, risky, creative and smarter forms of value-creation. Regional decision makers are challenged to partner with higher education institutions to develop region's economic and educational capabilities. This presentation discusses how higher education institutions can act as a catalyst for regions to be more sustainable, fairer and stronger. HEIs build and sustain human capital. They empower more persons to be innosumers. They work on new products, paradigms, pricing models, processes and practices, thus creating technologies, know-how and process capital. They also establish new platforms on the basis of innovative types of projects, organisations, contracts and partnerships beyond public and private, thus fostering social capital. This analysis aims to show what collaborative strategies higher education institutions are using to combine different creative impulses and sources of funding. In order to help agglomeration spaces, cities and regions to become more prosperous in the emerging economic model.

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**Elvira Saint-Gerons Herrera**

**Intercultural education: Three Cultures Foundation promoting respect and mutual understanding in the Mediterranean**

*Friday 11 February 11:30-13:00 Room 2.7*

To promote dialogue, peace and respect among peoples and cultures of the Mediterranean is the main guiding principle of Three Cultures Foundation. Culture through education is the best vehicle to encourage dialogue in different difficult political contexts. In today's world, there is an epoch of confrontation in which the exacerbation of particularisms spark off continuous conflicts and social exclusion. Three Cultures Foundation promotes the coexistence among cultures and religions by means of mutual understanding and the interchange of ideas and experiences to encourage an approach among peoples of the Mediterranean. Some of the tools we have is our links and common programmes is universities from all over the world such as Cambridge, Oxford (UK), Tres de Febrero, Austral (Argentina), Autónoma de Madrid, Autónoma de Barcelona (Spain), Rey Juan Carlos I (Nueva York), Harward (USA), University of Tel Aviv (Israel), Abdelmalek Essaidi (Morocco) and Bethlehem University (Palestinian Territories) plus the ongoing collaborations with the Cervantes Institutes, summer courses (UNIA and UPO), language courses (Arab and Hebrew) at Cátedra Al andalus and our official master degree in International Relations and Affairs as well as our wide spectrum of publications.

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**Jan Siersma**

***Regional development in Amsterdam***

*Thursday 10 February 17:00-18300 Plenary room*

The OECD Review team in Amsterdam presented the results of its review in February 2010. Key conclusions were: many different activities and great potential but no common vision, supply and demand between higher education institutions and business out of sync and a lack of direction and strategic leadership. Following the report, a process was started that led to the installation of an Economic Development Board for the Amsterdam Metropolitan Region in November 2010. The Board is made up of experts from trade & industry and higher education and research institutes, as well as representatives of regional governments. The new Board's first assignment is to develop a knowledge and innovation agenda in a number of key areas in which the higher education and research institutes are connected to the region's economic agenda. The purpose of this agenda is to give the regional economy a boost and to make Amsterdam into the an attractive location for business in Europe.

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**Julio Terrados**

***UNIA and its commitment to Human Capital Development in the Latin American countries***

*Thursday 10 February 17:00-18300 Room 2.7*

UNIA is a Public University, established in 1994 as part of the Andalusian University System, which focuses on graduate studies and which is committed to the development of its surroundings with a will to cooperate at international level and in solidarity terms, especially with Latin America and the Maghreb. Its size and distinctive features (it does not have its own teaching staff, but it is ceded by others Universities to give specific courses) allows UNIA to meet with quality, quickness and flexibility to the emerging training challenges. UNIA, which can be considered as an example of interuniversity co-operation, is governed by a Board of Trustees made up of all the other Andalusian Rectors, and has among its main guidelines those related to international co-operation in Latin America, promoting sustainable development by means of training post-graduate students. For this purpose, one of the main tools is the La Rabida Group, a non-government international organization chaired and managed by UNIA Rector, which currently gathers 62 Universities from 16 different Latin American countries. La Rabida Group is supporting international teaching networks, research prizes and different training stays. Another important tool is UNIA grants policy that gave 1 077 grants to foreign students on last academic year. In that year, 27% of students who attended UNIA courses, up to 5 734, were foreigners, mainly from Latin America and Maghreb.

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**Xavier Testar**

***The OECD review on higher education role in development: The Barcelona experience***

*Thursday 10 February 17:00-18300 Plenary room*

The Barcelona Metropolitan Area hosts 7 (4 public and 3 private) of the 12 universities of the Catalan higher education system (HES), including a distance learning university. The Catalan HES has experienced an important growth during the last 20 years, regarding both students' number and research capacities and production. Besides that, the Catalan HES is facing renewed and crucial challenges. In this context, the OECD review has offered us a unique opportunity to enlighten the Barcelona and Catalan HES strengths but also to identify and focus on its main weaknesses. Thus, the external look provided by the OECD panel has also been helpful to identify areas and fields in which the links between society and HES have to be improved. The OECD report will be a useful tool to support the launching of new initiatives to deal with the current challenges in the relationship between university and society.

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**Javier Trueba De La Iniesta**

***Education and the Agri-food sector in Andalusia***

*Friday 10 February 09:30-11:00 Room 2.7*

Education is a key element of social and economic development and is crucial for the development of the agriculture sector in Andalusia, one of the strategic sectors in Andalusia. The Andalusian Nutritional Research Centre (CICAP) in co-operate with local companies in this sector, is trying to create an innovative, educated and efficient industry in Andalusia. In today's rapidly changing and interconnected world, the agriculture sector in Andalusia and in Europe is facing strong competitive challenges from the rest of the world. The response to such challenges must not be protectionism but rather assisting the agriculture, food and nutrition sector to develop its human capacities and material resources. In this aim, higher education institutions and other organisations like the CICAP have an important role to play in improving skills and competencies in the agriculture and food sector.

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**Tzoanna Tsakona**

***Linking Universities to Youth Entrepreneurship***

*Friday 11 February 11:30-13:00 Room 2.8*

Today's markets and economies call for new type of skills and an entrepreneurial mindset to encourage competition and economic growth. In addition, society requires a more creative and innovative way of dealing with social challenges. With this aim in mind and having 44 years experience, JADE, the European organisation for junior enterprises, outlines the benefits of the junior enterprise concept as a tool for entrepreneurship education at universities. This will include a focus on how the junior enterprise concept fosters youth entrepreneurship and how universities can benefit from it.

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**Javier Velasco Álvarez**

***About Neuron Biopharma***

*Friday 10 February 09:30-11:00 Room 2.6*

Neuron Biopharma was founded in 2005 by Fernando Valdivieso, Professor of Biochemistry and Molecular Biology at the Autonomous University of Madrid. The company emerged as a spin-off of Prof. Valdivieso's research group using several patents filed by the university. The company's is located at the Health-Sciences Technology Park in Granada. Neuron Biopharma has a full-time staff of 42 personnel, 16 of whom have doctorates. Neuron Biopharma is currently undertaking various research programs aimed at discovering innovative drugs to counter the processes involved in neurodegenerative illnesses, especially Alzheimer's disease. Neuron Biopharma's objective for the next three years is to scale up its already developed processes to industrial level. In some cases Neuron Biopharma may participate as a technological partner in a joint venture for the industrial and commercial exploitation of certain technologies.

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**Tracey Wilen- Daugenti**

***Global Education Networks: The Future of Higher Education in the 21st Century***

*Thursday 10 February 17:00-1830 Room 2.7*

This presentation explores how rapid advancements in global society fuelled by technology are creating pressures on higher education. Examples of modern uses of technology will demonstrate how technology is expanding the global reach of higher education, blurring the lines between classroom and distance learning, to create a globally networked environment and erasing national and international borders. The Apollo Group is a leading provider of global higher education, including University of Phoenix, the largest private university in North America and a leader in distance learning; College for Financial Planning (US), Institute for Professional Development (US) and Meritus University (Canada). The Apollo Global network includes HEIs such as BPP (law & finance, UK and Europe), UNIACC (arts & communications, Chile), ULA, (communications, business and medicine, Mexico) and Western International University (business & technology, worldwide).

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