

Interim Report on PURE Project Progress and Policy Outcomes

**PURE Workshop and Pascal Conference Ostersund Sweden
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EXECUTIVE SUMMARY

of

Interim policy and practice implications from the first cohort of PURE

Identifying 'sponsors'

It is important to identify, involve and gain the commitment of key decision-makers in any institution or public body, in order to make engagement effective and secure its continuation. The right kind of support proves crucial in several regions (e.g. P, TG, M). Without it there may be excessive reliance on the efforts of one or two committed individuals. The identification and involvement of these key players is an essential part of the scoping work for new 'regions'.

Building exchanges

Sustained trust-based partnership can be developed between the different stakeholders in a region and a variety of tools and approaches has proved useful in doing this. Several PURE regions have demonstrated the capacity to develop trust and build on a sense of success by means of shared practical tasks (L, NI, Fl, M, P, V)¹. Others (K, E and TG) are considering a variety of projects that may build sustained partnership in this way.

Recognising progress

All 'SMART' objectives (specific, measureable, attainable, realistic) are also 'Time-bound'. Action research initiatives, such as PURE, take time. It is not a 'one-size-fits-all' answer but a means of identifying evidence-led networking, sharing experiences and producing results. Full returns on the investments made so far in PURE come from sharing and adapting returns to local circumstances and requirements, over time. Some regions see PURE as an opportunity or an injection of pace into work they have been building trust and capacity in for some time (V). Several regions have made formal agreements (G, J, S), and will now build on the early PURE-generated conversations and contacts to deliver full value (DD, NI, K, E).

Re-evaluating learning

At least two things stand out in the shared experience of the PURE 'family' journey so far: the significance of active involvement in interregional exchange and the practical value of the emphasis on learning for individuals and organisations. Several regions identified their enhanced understanding of what being a learning organisation and region entails (P, ST) as well as recognising the importance of individuals' learning through the whole tertiary education sector (tertiary cluster report) as an integrated factor, not an isolated one.

Understanding and supporting lifelong learning outside college walls remains a huge challenge and an opportunity in many regions, but a number are approaching these challenges with real enthusiasm and imagination - whether through restructuring present resources or implementing new strategic goals such as active citizenship (P, ST, NI).

¹ Capital letters in brackets indicate regions taking part in PURE see Part IV.

Package innovation

The creation of Regional Innovation Systems and Knowledge Capital Centres is a fundamental strategic initiative which will be important for the prosperity and well-being of regions. This is an example of a PURE shared high priority. The trailblazing of some regions (M) has demonstrated the value of recognising their natural, social and cultural 'capital' and how PURE can be utilised as the channel for facilitating the transmission of these experiences and outcomes. The RIR cluster gives examples of how understanding and exchange are being developed in the PURE regions.

Improving university engagement

One clear message emanating from PURE is the need for a system of University governance which involves greater representation from external members. Regions are now taking these messages to their national governments.

Many universities have energetic individual staff and groups dedicated to engagement and development in their regions. The report gives examples where university leaders are now giving formal support and structures are adapting. The recognition, in the national policies of states with involvement in PURE, would greatly assist this process and is an example where the aggregate message from PURE can, indeed, be greater than the sum of the parts.

Linking to small business

Given the importance of small business to any economy, large or small, there is a clear recognition, in the discussions within PURE, of the need for regions and universities to be engaged in action research activities which lead to growth in the formation and development of SMEs.

Linking to environmental concerns

Green technology jobs and skills are a central part of a region's regeneration policy. Within PURE there is intense commitment to and enthusiasm for green development, and, therefore, discussion about the best strategy to achieve this. Ecotourism is a significant factor in a number of regions as is also the reclamation of former industrial areas as part of a strategic plan which addresses the legacy of former heavy industrial areas and the retraining and reskilling of the population in these areas. Several PURE regions are involved in these discussions.

Inclusion

Several regions have a deep commitment to equity, and for practical projects for special groups including unemployed youth, immigrants, the elderly and others (DD, P, M). These concerns are being addressed in the development of other projects through the PASCAL International Observatory

Engagement as practice

All of these points must be considered as part of long-term strategy, not short-term adjustments. Most required cultural change embedded over time. Continuing support from colleagues and peers within PURE has proved to be heartening in terms of facing the challenges of embedding engagement in the institutions and bodies with which PURE works.

Part I. The Project and this Report

I.1 Purpose and organisation of this report

This short Interim Report summarises progress so far. It includes reports from leaders and convenors of subject-specific clusters of regions, and brief reports on the work and progress of each region. These regional summaries are jointly prepared by the CDG leader for that region and the local link person who connects each region with the Project as a whole.

The report first draws out common threads and policy issues from the project as a whole. A number of important issues do not belong within such policy areas as innovation or the environment. They have to do with the nature and management of regions, and of universities and higher education systems. They include the different political and governance systems of the PURE regions insofar as these affect higher education policy and a policy for regions. In this sense they are about the context and processes of engagement and third mission work, rather than the substantive content. These are identified in **Part II**.

The next section looks at the substantive policy issues that regions face which were chosen by the regions (**Part III**). Smaller groups of regions formed round these to create interest clusters. This work is at an early stage. The Ostersund Workshop may clarify and accelerate the exchange process, and identify ways that such work can continue after 2010.

One lesson is that each region is unique, even though common issues confront all or most regions and universities generally. **Part IV** therefore contains brief reports from each region, eighteen months into the initial two year project. Each unique case can be seen in summary form.

A different aspect of learning about and from processes has to do with the way that the PURE project has unfolded and proceeded - building and walking a road together. **Part V** reflects on this, including difficulties encountered in taking part in the action research.

Finally, **Part VI** summarises implications so far. It asks where the Project might go in and after 2011, a significant question for the Ostersund PURE Workshop.

I.2 Origins and intentions of the PURE project

I.2.1 Philosophy

The Pascal philosophy, style and approach are set out in earlier documents, and in the Pascal strategic plan. They are echoed in the purposes and priorities set out for PURE from the beginning of the Project, in the first Briefing paper in 2008. Regions contracted to take part in 2009-10.

PURE is about active learning and participation. This means sharing responsibility for leadership and development. Pascal responds to regions as co-learner clients, rather than directing them. Especially with the time pressures referred to above, this can cause tension. Sometimes a region may prefer the services of an expert consultant to advise and direct, rather than sharing a learning journey. Pascal considers the PURE participatory action-research approach more demanding, but a better way to achieve sustainable change and development.

I.2.2 Programme components

The main elements of the Project are as follows:

- periodic full Project Workshop Meetings like the one in Sweden for which this report is prepared
- a series of Briefing Papers sent to participants and placed on the Website to guide the evolving work
- a Network of Regions intended to enable increasing levels of inter-regional learning and exchange
- consultative development groups (CDGs), which include members from other participating regions to assist inter-regional learning, visiting the region twice with a year between visits
- regional profiles and briefing papers prepared by the region link persons and local project coordinating groups
- regional review reports (RVRs 1 and 2) prepared by the CDGs
- Action Plans prepared and shared by the regions following the first CDG visits
- the PURE Website as a tool and medium for networking
- benchmarking tools for the use of both regions and universities
- clusters of regions having particular interests
- following completion of the full two-year contracted cycle, final reports for each region, and collectively wider dissemination of the work.

I.3. Introduction – a time of change

In 2008, PURE set out means of facilitating discussion, exchange, research and, most of all, implementation of practice in the development of social and cultural capital. 'Exchange and engagement' between and among public bodies and higher education institutions were, and still are, its watchwords.

Globally, and in each of the seventeen regions at present participating in PURE, this is a time of unsettling change and new challenges in a fast-changing global environment. There is new discourse about regions and their governance. New ideas and practices of 'third mission' and engagement are being discussed and attempted everywhere, sometimes with tension, occasionally with conflict and resistance.

The timing of the PURE Project has been good in terms of these widely shared issues and problems. But there are now even greater challenges in terms of cutbacks in budgets. Anxiety and uncertainty in public bodies may discourage the taking of new initiatives but also underscore the search for the collaboration, networking and evidence of impact which calms this anxiety. Many regions and/or the universities located there are keen to be involved in PURE but have found this impossible in the new policy and fiscal climate. As a result, fewer new started at the end of 2009 than had been anticipated.

Many regions taking part find it hard to do all they would like. Staff are not replaced, and more work is left to fewer people. Travelling to meetings has become very difficult. The project continues as well as it does in the face of adversity because it adds value in a time of rightful caution, with partnership and advice on a tough journey where others have been before. The current downturn and the earlier, ongoing and complex environmental and sustainability issues show how relevant the PURE purpose is in increasing the capacity of regional administrations to govern well and to draw on the expertise of universities.

Most regions made mention of the implications of the global financial crisis (GFC) in their reports and CDG meetings. Mostly this was in immediate rather than in longer-term senses. In Pascal's view, and as a few regions observed, the crisis is also an opportunity for regions, cities and universities to adopt the Pascal strategy based in:

Knowledge and Learning
Innovation
Partnerships.

Despite the instincts of governments, *there is no way of going back to business as usual*. GFC apart, the global ecological and environmental sustainability crisis demonstrates this, especially after the failed 2009 Copenhagen conference and with the current Gulf of Mexico oil tragedy. The Pascal kind of agenda provides perhaps the only viable way ahead.

Part II. Policy Issues Concerning Regions and Universities

Where possible we consider policy issues in terms of three main categories:

- national policies, and the national policy context within which regions work,
 - (a) in respect of devolution for regional development
 - (b) in terms of the higher education policy environment
- the policies and circumstances of the region, in general and in terms of attitude to and forms of engagement with higher education
- the behaviour and management of universities and other higher education institutions, externally and internally.
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II.1 The national policy environment

II.1.1 National policy and diverse PURE regions

The circumstances of the 17 PURE regions vary enormously. The Lesotho ‘region’ (L) is a very poor land-locked country. Melbourne (M), itself complicated in terms of what is seen as the ‘region’, is the capital of a State enjoying significant powers in the Australian federal system; the same constitutional situation applies to Northern Illinois (NI) in the USA.

The United Kingdom, with several PURE regions in England (D&C, E, K, TG), has a highly centralised system of government in a unitary state. Regions are not well established or trusted; the smaller counties are older, better known and often loved. Scotland, where the PURE region is Glasgow (GI), now enjoys a significant measure of devolved authority, with its own parliament and national administration.

There are PURE regions in seven other countries. These vary in traditions, and in approaches to devolution and governance at regional levels. Flanders in Belgium is uniquely complex in its governance; the Flemish community ‘shares’ Belgium with the French and small German communities. As elsewhere, political events can disrupt well-managed development. Engagement can be derailed by changes in national policy towards regions, and in terms of policy for higher education. The May 2010 UK elections and the surprising emergence of a Coalition Government is a case in point. In some countries participation has waited on election results (regional in the case of France), or been put on hold till an outcome is known (as with March 2010 regional elections for Puglia in Italy).

II.1 1.1 Disruption by central government

Foreshadowed amalgamation of today’s Swedish regions into larger entities casts a shadow over the future of regions there – both in terms of stable and sustained management of HE partnerships and in terms of identity and ‘brand’. This is especially important to small rural regions heavily reliant on tourism (J, V).

National governments need to be mindful in altering local and regional government arrangements not to destabilise their work, and not to sacrifice the social capital and identity which help sustainable regional development.

There is also a question about speed and frequency of change. Thirteen years of reform-minded New Labour administration left many public sector authorities in the UK innovation-weary and unable to work for sustainability. Central initiatives following too fast one on another do not have time to bed down and be assimilated into regional and local practice, even when good in themselves.

II.1.1.2 The nature of regions

The PURE project forces us to reflect on the nature and diversity of regions, a subjected addressed not always holistically by economists, by geographers and by political scientists. In Italy there is a huge cultural and historic difference, dissonance and increasing threat of wider separation between the advanced industrial North and the more traditional South. Puglia (P) is a true region within the Italian structure. It feels exposed by being politically distinct, as well as being branded South and therefore ‘backward’. Its different provinces enjoy some powers and differ in character and level of prosperity. Thus there are ‘regions’ within Puglia to which the different universities may relate more or less closely.

The same applies to Melbourne, a PURE region with its City-based Office of Knowledge Capital (OKC). Victorian universities relate more or less closely to the City, to the huge and sprawling suburbs to West, North and East, or to peripheral and rural regions of the State. All have an interest in greater Melbourne. In practice there are concentric rings or regions from inner City to commuter Melbourne, and out to the provincial centres and the remote rural hinterland. Third mission takes different forms for different HEIs. City, metropolitan and State policy-makers must live with different realities.

One unexpected finding, is that almost all the PURE regions have an interest in sustaining rural and remote communities, despite being in some cases themselves metro-regions.

Many of the PURE regions are not administrations recognised by governments and so by the OECD. Also Europe has recently created new ‘regions’ designed to receive EU development funds. Thus the supra-national (greater or world region) level has intervened to vary (enrich or confuse) the meaning and diversity of regions.

II.1.1.3 What works well?

The Pascal regions are diverse in character and in size. The PURE project is exploring the pros and cons of these differences: what kinds of regions work well, and which can best engage with higher education? The eclecticism of the PURE regions is made possible by Pascal’s freedom as a non-governmental body to respond to different approaches on their merits, irrespective of formal standing. Some approaches come via authorities, others from universities. The effect of these differences is referred to in Part V below.

PURE’s eclecticism, for instance in including TG, which cuts across three official UK regions, allows us to see better what in-principle permanent or in-principle ‘ad hoc’

regions work for which purposes. How far do different legal identities affect the capacity for sustained engagement, or is it more a matter of leadership and imagination on both sides?

Stable and consistent treatment by central government, combined with trust in more local levels to decide wisely and to act competently within their jurisdictions, appear to matter more than how regions are defined, and even how large they are.

II.1.2 The national and global policy environment of higher education

II.1.2.1 International forces and the pressure of 'world class' ranking

In several regions people working in and with universities commented on the pressure on universities to perform to a very high level in research terms as well as playing a role as 'good citizens' in their regions (in M, P, H and in the UK regions for example). The international ranking of universities is informed above all by research recognised as of international stature. Its dramatic recent increase in influence has increased this pressure on the more wealthy, large and prestigious universities which are also 'jewels in the crown' within their regions.

It is now possible to claim to be ranked *Nth* in the world according to one of the recognised ranking systems. With ever more demand and widening 'mission spread', elite universities are tempted to compete globally and to pay less attention to local region matters. These are not seen as earning merit by the criteria determining 'world class'. It is a live and contested matter. In 2010 the trend appears inexorable, although the OECD for example is seeking to develop other ranking systems that recognise (in particular) good teaching. The EU is taking a similar interest.

The EU plays a major part in the regional development and engagement efforts of some regions by virtue of its different funding streams.

National governments working downwards with diverse regions, as well as upwards with the EU, should redouble their efforts to draw down funds for projects which enhance regions' natural and often traditional, historical advantages and assets.

They should build on these rather than negate them with perhaps trendy but less lasting initiatives driven from outside (ST, P).

More attention is needed at European as well as national level to sustainability following the end of time-bound development funding.

This applies mainly to regions, but also to universities working with them as carriers and disseminators of cultural traditions, and of old as well as new know-how.

II.1.2.2 Impact and the influence of national governments

Most national governments want at least one or two universities high in the world table, as a matter of prestige. This is based more on competitive instincts and national

pride than knowledge of what pays off best. Universities within regions get mixed messages about what they should be doing.

National governments should be clear what they want, and to give clear signals (including funding and reward systems where these apply) if they wish to see third mission taken seriously as a means to support regional (and so national) development.

There are attempts to measure the contribution of HE to national and regional development, such as a good local analysis in Ballarat (M). PURE benchmarking is not designed to measure different contributions, but the concurrent OECD studies hope to examine the contribution of ‘world class’ universities to national economies, compared with good national HE *systems*. The EU is leading similar initiatives to identify value added.

National governments should make every effort to seek an evidence base for investing in different kinds of universities, and not be unduly influenced by the image and rhetoric of ‘world class’ in the absence of such a base.

They should also use more comprehensive measures than for instance the growth of science parks and incubators, spin-off companies and income deriving from patents. A clear message from the PURE work is that *many regions seek and value balanced and sustainable development, but their funding is driven too much by narrow short-term economic measures.*

II.1.2.3 Reward systems

More tangibly, governments can explicitly require and reward engagement, thus influencing the policy environment and planning decisions of university leaders. The UK has had a special Funding Council funding stream for this (called HEIF) for a decade. By way of contrast, in Australia (DD and M) recent warm words were not backed up with dollars. This is problematic in a country which sets much store by the motive of competition with other universities for funding. More traditional university systems (in Africa as well as in Europe among PURE regions) have no explicit reward system, and may only recently have seen regional engagement as relevant for the university.

Funding arrangements that work to require engagement and reward collaboration between universities should be considered and used systematically.

Korea (not in this study but included in a recent OECD study) firmly and purposefully shaped policy and allocated resources to develop regional university systems around regional development possibilities and needs, redeploying research centres from over-dominant Seoul region to help develop other parts of the country. Within PURE, Helsinki, the English and Scottish universities in particular feel the influence of centrally driven national HE policies. These may come to include changing research rewards to favour impact and development.

II.2 Regions and their engagement with higher education

II.2.1 Diversity of PURE regions

Here we consider briefly the policies and circumstances of the regions, in general and in terms of attitude to and forms of engagement with higher education

The PURE regions are each creatures of national governments apart from L (a single-country region) and those which are entirely ‘ad hoc’ as identified by the driver university, such as NI and DD. Governments vary in their histories and orientations. ST inherited experience and attitudes from the Soviet period, then from the early nineties the change to a free market and the disillusion which followed. Here and in some other places like the UK, regions are not highly trusted or valued by central government. Politics may make regional identity and administration difficult (P in the south of Italy, F in Belgium). In Europe some ‘artificial’ new regions have been created to capture EU funding. EU projects sometimes distort what local regions would prefer and might do better.

Among the diverse PURE regions, in Britain G1 is a ‘natural’ economic and social region and includes the Clyde Gateway region. D&C are two ‘sub-regional level’ counties within the large formal English SW Region. They have a much longer history and sense of identity. Similarly, E and K are loosely linked counties within the large English SE Region. Each has distinct level authorities within them. They also contain within their geographical areas smaller urban ‘unitary authorities’ recently excised by central government policy. These are for historical and cultural purposes part of the geographical county. After a short period of behaving separately, the urban authorities and the wider encircling counties now collaborate closely.

B in Norway, NI in the USA, G in Botswana and DD in Australia are PURE regions based on the main or only university seeking participation, and bringing with them their respective natural local regions. In Norway this is Buskerud County. The large NI region, the most populous of the PURE regions, is defined as the area within the State of Illinois north of Interstate 80. Like E and K, it is heavily influenced if not overshadowed by a huge metro area and economy nearby – Chicago and London respectively. The region is as identified by the NI University in DeKalb.

II.2.2 Regional identity

The NI report picks out regional identity as a key challenge and task arising from PURE:

Because of the close proximity to the major metropolitan area of Chicago, and the overlapping jurisdictions of many of the offices, authorities, institutions and NGOs concerned with regional planning and especially economic and labour market issues, it is difficult to determine exactly what the borders of the Northern Illinois region are... One of the biggest challenges stems from the nature of the Northern Illinois region itself as an important “periphery region” of Chicago. This periphery region should be studied and analyzed in terms of its long-term usefulness as a planning unit or region for some workforce development and economic development programming that is interfaced with HEI educational programming and curriculum... A “vision” for where this region can go in the future needs to be gradually formed and articulated. characteristics of the region, how it works and operates, and how it is changing...

G is essentially the City of Gabarone. For some purposes it spills over to cover aspects of the whole of this small country. DD is a rural area centred on the City of Toowoomba, and pulled between the wealthy metro sprawl of greater Brisbane to the east and the huge and remote mining-rich ‘outback’ to the west. DD has not yet fully joined PURE, partly from a lack of clear regional identity and buy-in. ST, like P a ‘true region’ in the national system, comprises three counties within Hungary.

In summary, regional identity is crucial, complicated and varied across the PURE regions. Universities interested in 3rd mission identify localities or ‘regions’ that work well for them. These may not be the same as official regions with jurisdictions in which formal high-level collaboration may be more difficult. When national governments frequently change regions by amalgamation, renaming, and altering boundaries, this may cut across deeper ties and identities, undermining the organic or social capital potential for well grounded development.

II.2.3 Different Region-university relationships

Some regions see engagement as an important way to support and guide development planning and to achieve results. Some partnerships are very strong and well established, yet still evolving through good experience (V). Others are new to the idea, or ambivalent about whether and how to seek university collaboration. Others again now want the help of higher education, but find it difficult to secure (E, F, K, P, TG), while making progress. A main achievement of the PURE project in several regions is important yet simple: raising awareness of potential and need, leading to success in setting up regular arrangements (F, K, P, ST).

Regions also differ in their breadth of consultation and engagement with their own communities, both private and third (NGO) sectors, as well as with lower levels of administration in the territory. A benefit of PURE has been to raise these questions. Puglia is very unusual: PURE is involved through a regional government department charged with transparency and active citizenship. M in Victoria also enjoys a tradition of active public sector community consultation and involvement.

One means of improving engagement is for authorities to create regular councils or forums where different stakeholders including HE take part. Authorities may also invite rectors or vice-chancellors to join their key strategic planning body, locking into planning and working for the future of the region. A mix of formal and informal means of consultation and joint endeavour is usually needed.

II.2.4 Collaboration and ‘coopetition’

Regions can encourage universities and other tertiary institutions where much of the lifelong learning and skill development occurs (see the Tertiary cluster report below), to ‘consort together’ via some regular institutional mechanism. This encourages them to work together in complementary ways on regional priorities, even while competing. In the UK the NE region (Universities for the North-East) and more recently Manchester are good examples. K with TG and E is contemplating such an initiative as a result of working in PURE. The new OKC in M has been a leading example, now being restructured, the City is pulled between narrow-region (three-

university) City and wider (nine-university) interests embracing the whole State. OKC has used the term ‘coopetition’ to explain the need to work for collaboration in a competitive national policy environment and culture.

Pascal advises all regions to encourage and support regular and systematic cooperation and shared planning between universities and other tertiary institutions in their regional engagement work, as well as involving them as a sector in regional development planning and the implementation of strategies.

II.3 The universities

II.3.1 World ranking versus regional engagement

The pressure to perform well in internationally recognised ‘world class’ competitive ranking bears down on many university leaders, and was mentioned in a number of regions. It is for each university leadership to determine how far they should concentrate on this. Regional engagement is generally believed not to assist in these rankings. Among the PURE regions, the Australian and UK regions feel the pressure particularly strongly; but other countries where there are prestigious old universities show similar tendencies to prioritise this. English is the main medium for internationally published research, so countries where it is not the native language suffer a disadvantage. Their universities tend to rank lower than is deserved.

Governments must balance supporting a very few ‘world class’ universities with a strong, development-oriented national HE system. Each institutional leadership must also make a choice and direct the institution accordingly.

II.3.2 Governance and embedded third mission

Some universities do much good ‘3rd mission’ work without taking a formal position on it. The work is done by individuals and departments scattered through the university. There was discussion in the ST CDG as to whether it mattered that this was only informal and localised - tolerated or quietly encouraged rather than strongly led.

A commoner view is that universities should be committed publicly and explicitly to such work, with internal rewards systems, and if needed staff training to enable it. This means public partnership with authorities, and arrangements with many other stakeholders across the region, the university sharing in the fortunes of the region at strategic and operational levels. The NI report calls for NIU to take a formal position in terms of its mission, something the University of Melbourne wrote into its mission and strategy plans with a new vice-chancellor five years ago.

In the main, the message from the PURE work is that *public and top level commitment is needed*. This must flow through all channels and levels of decision-making, and carried out with explicit support throughout the university. However, in continental systems universities are traditionally decentralised to almost independent faculties. Rectors are elected, short-term and sometimes narrowly. It is hard to lead, other than by persuasion and example (P, ST). National regulation may prevent

stronger leadership. The tradition is very different from the Anglo-Saxon ‘entrepreneurial university’, although that is being increasingly adopted in northern Europe.

Universities should take a strong line at the top, to adopt and integrate a third mission. University leaders should encourage departments and groups to explore all legal means that are at their disposal for creating partnerships, both for community development broadly and specifically for commercialisation.

This does not mean creating a separate bureaucratic structure alongside teaching and research. It means integrating engagement across the curriculum and through its renewal, and into the research plans and agendas of the institution. Special units with expertise may however be needed to help with this work.

II.3.3 Governance and local engagement

The future economic prosperity of many regions rests with small and medium enterprises (SMEs), often in new areas such as the new media, creative and cultural industries, and green technologies. Special efforts are needed to find ‘user-friendly’ ways to work with this sector. Locality-based and industry-specific clubs may work well. These help to develop management, technology and applications, as well as arranging for work-based learning, applied master’s research projects etc.

Many members in regions and universities commented on continuing academic tendencies and instincts towards separation from local stakeholders and issues. Closed, non-accountable, self-referencing institutions are dysfunctional. *Universities should involve more lay members on their key governing bodies, as well as in consultative capacities throughout specialised areas of scholarship.* These can assist with curriculum and research programme development, and provide practice-based teaching. In some regions it is thought that governing bodies cannot include lay members. In one case there is a significant fee for a city authority member to join the university governing body. *It is recommended that universities have small and efficient governing councils with lay members included in at least roughly equal numbers.* Their essential expenses should be provided, and there should be no charge.

II.3.4 Internal arrangements

Many universities have a vice-rector or pro-vice-chancellor for external affairs, engagement etc. If there is such an office, care should be taken how it is set to work. For example, if it is linked to international student recruitment (as in some M and UK cases) this tends to drive out other considerations not related to recruiting overseas student for income. If too narrowly commercial, it will not deliver to the wider agenda of engagement for balanced development spanning social as well as economic objectives. Excluding this jeopardises helping sustainable development, and marginalises large areas of academic expertise. Special units may be required to support partnership-building and contracting, and for arrangements such as ‘shop-front’ facilities. These should if possible be shared jointly with other HEIs. They assist R&D, innovation and commercialisation. There should however not be a hard line three-way separation from mainstream teaching and research.

II.3.5 Diversity and local partnering

In summary, regions like universities are diverse; greater diversification as well as collaboration among HEIs is desirable. Heads of institutions need clarity and confidence in marking out and following a strategy that fits their situations, each of which is unique. They should resist following too easily fashions that rapidly change. This is difficult when national ranking tables induce competition in the most tangible and obvious indicators such as research income and output, student entry scores, whereas third mission purposes do not lend themselves so easily to measurement.

Partnership requires sustained effort and trust-building stability. Universities need to see the range of public, private and 3rd sector stakeholders in their region as resources, and partners sharing in the creation and use of knowledge. In this way they can build a more secure base for their different futures than by relying mainly on central government policies and funding. We refer later to benchmarking, which some universities have used within PURE to good effect, and intending continuing.

Part III. Special Subject Themes and Clusters

In this Part, we present brief summaries of the issues arising in the seven clusters chosen by the regions for special attention. These areas were agreed in Vancouver, following consultation with the regions and analysis by the Academic Director, and have been the focus of the PURE Cluster Forums at <http://pure-pascal.com/>.

These seven reports are mostly prepared by a member of one of the regions who offered to take a lead, supported by another person with expertise in the area from within the Pascal network.

As outlined in PURE Briefing Paper 15, the purpose of the Cluster Forums is to sponsor open and inclusive discussion; what is added to the forums by way of discussion is up to the colleagues concerned. Seven Thematic Forums relate to the seven cluster themes previously identified: each has a core membership of colleagues who have been proposed by their regions. These would be the main contributors to the forums, which are also open for contribution from any PURE colleague, meaning members of Regional Coordinating Groups (RCGs) and other nominated representatives of Regions and associated HEIs, members of Consultative Development Groups and other operational or strategic staff from Pascal associated with PURE. Additionally a 'Regional Advisory Network' (RAN) 'restricted' forum is accessible to particular groups of colleagues who wish to hold short-term discussions on specific topics.

Cluster Leaders with a regional base and Cluster Advisers were sought and allocated tasks by the project. Starter Papers have been posted and some discussions have ensued in the Cluster Forums. The clusters and membership are as follows:

Cluster 1: Regional Innovation and Renewal (RIR)

Cluster leader **David Campbell** (Melbourne) (Adviser Bruce Wilson, RMIT)

Members: Essex, Flanders, Gaborone, Jamtland, Kent, Melbourne, South Transdanubia and Varmland

Cluster 2: Social Inclusion and Active Citizenship (SIAC)

Cluster leader **Jan Geens** (Flanders) (Adviser Mireille Pouget, Glasgow)

Members: Darling Downs, Flanders, Kent, Lesotho, Melbourne, Northern Illinois and Puglia

Cluster 3: Creative and Cultural Industries (CCI)

Cluster leader **Henrik Zipsane** (Jamtland) (Adviser James Powell, PASCAL Board)

Members: Buskerud, Flanders, Gaborone, Kent, Jamtland and Varmland

Cluster 4: Green Skills and Jobs (GSJ)

Cluster leader **Diana Robinson** (Northern Illinois) (Adviser Steve Garlick, PASCAL Board)

Members: Essex, Kent, Melbourne, Northern Illinois and Puglia

Cluster 5: Tertiary Systems (TS)

Cluster leader **Paul Crawford** (Northern Illinois) (Adviser Chris Duke, PURE Director)

Members: Darling Downs, Glasgow and Northern Illinois

Cluster 6: Sustaining Rural and Remote Communities (SRRC)

Cluster leader **Michele Cirillo** (Puglia Region) (Adviser Kate Sankey, Glasgow)

Members: Darling Downs, Puglia and Jamtland

Cluster 7: (Meta Cluster): Lifelong Learning and the Learning Region (LLLR)

presently inactive

The analyses here are not in the main the result of these cluster discussions, but drawn from reading the Regional Visit Reports from 17 regions.

III.1 Regional Innovation and Renewal (RIR)

Innovation is seen as being at the heart of development and growth as the catalyst and process to convert knowledge into outcomes of value in economic, social and cultural terms. Review of the PURE regions across their documentation of briefing papers and CDG reports indicates virtually every region has a fundamental interest in innovation as the basis of economic development and growth, with the focus varying

considerably from the development of local capabilities and capacity, to well developed frameworks to leverage local knowledge assets and capabilities.

All regions appreciate the role of their HEIs in the generation of knowledge as the basis for innovation and the need for two-way transfer of knowledge in local economies and regions. For many regions, this is seen as a foundation for regional renewal and regeneration, while for others it is seen as a fundamental requirement for development of regional economies which can maximize the relevance of knowledge resources.

A continuum of approaches is apparent across the diversity of the PURE regions, with examples summarized below:

Foundation – development of HEI capabilities and capacity to support innovation through knowledge generation and transfer.

This approach focuses specifically on the HEIs, their resources and how they can be linked more effectively with regional economies.

Essex – developing HEIs to exploit their IP through innovation and knowledge transfer.

Gaborone – university based business clinic focus with SMEs.

Kent – development of innovation strategy to link HEIs with industry.

Puglia – ‘how to’ develop an ‘innovation, research and innovation society’.

South Transdanubia – need to develop models and mechanisms to build on local strengths.

Transitional – mechanisms for knowledge transfer including skills and workforce development.

This approach focuses more on the relationship between HEIs and regional economies, exploiting the knowledge resources for organizational and product development purposes.

Buskerud – regional partnerships with HEIs in key industries focused on clusters and value chains.

Devon & Cornwall – developing innovation centre approaches to support technology based industries and a low carbon sustainability base for the region.

Glasgow – strong skills and workforce development to support business innovation.

Jamtland – support for key local industry development, e.g. tourism, using HEI for idea incubation.

Northern Illinois – improving the ability of businesses to use technological innovation through regional workforce development and the role of network learning.

Advanced – frameworks and integrated approaches that leverage knowledge assets and secure the competitive economic base of the region.

This approach represents a more systemic development of HEIs as central to regional innovation, and part of complex regional economic relationships in which two-way exchange is increasingly common.

Flanders – Regional Vision (Pact 2020) approach to development of human capital through investment in education and innovation processes.

Helsinki – Metropolitan Strategy strengthening user-driven innovation, especially through public sector procurement and the development of intermediaries to link supply and demand.

Melbourne – multiple networks and relationships to enable responsive, flexible demand driven solutions, especially at the SME level. This occurs within a strong framework of federal and state government support policies and programs for innovation and technology platforms. While HEIs, especially universities, have considerable knowledge resources and capabilities, there is a need to focus them more as local catalysts.

Thames Gateway – frameworks to support regeneration especially through skills and workforce development and SME support. Innovative linkage examples such as the Institute for Sustainability and the Creative Way, plus real innovation in HEI delivery through the Medway Multi-versity. The next step for the region is an engagement model, akin to Melbourne’s Office of Knowledge Capital.

Regions are at different stages of development across this continuum reflective of their history and settings. A common thread across most regions is the need to develop local enterprises, especially at the SME level, and to develop a skilled and knowledgeable workforce and society. The need for leadership at both government and industry levels and the setting of a clear vision and regional plans is also apparent, and varies considerably in terms of examples and success. This appears to be a challenge for all regions, despite their positioning on the continuum, and is where the PURE project can contribute significantly.

The case studies undertaken in Melbourne revealed a number of critical success factors which might be tested across all regions. These included:

- Strong and persistent champions, with strong local networks;
- A holistic approach to strategy;
- Bringing government, industry and education together;
- A consistent emphasis on sharing knowledge about broad regional issues, and learning about technology;
- Sufficient resources for the tangible outcomes which they have set themselves to achieve (the absence of both volunteer time and funding are significant restraints); and
- Supporting networking and collaboration as a foundation for ongoing activity.

The Melbourne studies also demonstrated a range of interventions that could enhance the effectiveness of regional innovation systems. These included:

- The development of models and resources to support effective Interaction between HEIs with the small and medium enterprise (SME) sector is an ongoing challenge. Where successful examples have emerged, the relationship has depended on a couple of individual efforts rather than systemic arrangements;
- Resourcing mechanisms which help to address the persistent difference in the timeframes expected by industry, and those required typically for formal research. This is necessary for industry to be able to deliver quick responses to rapidly changing technologies, yet also altering the sense for academics that they would be punished for not publishing straight away;
- The development of more explicit yet adaptable models of multidisciplinary cross-sectoral engagement with representatives throughout the supply chain, to identify critical design, production and distribution issues which can be enhanced by learning and knowledge exchange. This would help to deliver appropriate and effective approaches and skills for problem-solving; and
- The development of a clear model for the secondment of academic staff to economic development bodies. Current examples have had varying success rates; full secondment under one employer agreement appears to be the most viable option.

III.2 Social Inclusion and Active Citizenship ((SOAC)

Intercultural competencies for multicultural populations

Jan Geens' (Vlaamse Hogescholeeraad, Belgium) starter paper for this cluster stressed the need for intercultural competencies that produce constructive dialogue among groups with different and distinctive cultural and religious backgrounds. Very little if anything is said in the PURE reports about such intercultural competencies, even if multicultural populations (for example Thames Gateway – TG) and specific groups such as the Roma population (South Transdanubia – ST), or Muslim women (M) are mentioned; not much seems to be done to reach out to this latter population. Dialogue with aboriginal communities is also mentioned; one example refers to curricula that have been developed in conjunction with native health workers (M).

Active citizenship

There is also little in the reports directly referring to active citizenship. However, the advantages of volunteering and social enterprise are stressed as ways of both engaging in civil society and acquiring skills and experience (Devon and Cornwall – DC). However positive such activities are, reviewers observe that there is no research on the long-term effects of social enterprise (DC).

The TG review points out that a weak state, under-investment in public education and an increasing willingness to rely on market forces drive HEIs to assume an exclusive utilitarian role - namely skill training to prepare learners for employment. As a result emphasis on educating articulate citizens, capable of reasoned and informed participation in public affairs, is much reduced.

Social inclusion

In contrast to active citizenship, the theme of social inclusion runs through almost all of the reports.

Access to education, especially post-secondary education, is a main focus of the reports. Outreach to specific minority groups is mentioned in several of them, for example to Latinos (at NIU and several NI community colleges), immigrants in general and in particular migrant youngsters in FI. Most frequently referred to are measures which will help groups to access education which have been traditionally not participating, or are under-represented in higher education (DC; M); or marginal groups with unrecognized and unrealized capability (J).

The recognition and accreditation of prior learning, one of the crucial elements of a system of lifelong learning, is also one of the routes towards higher education for people without traditional academic access credentials (FI).

Other programmes offered by HEIs are mentioned that provide evening classes, and music classes to children (TG). Some specialised tertiary HEIs provide therapeutic programmes, for example horse therapy for children with learning and behavioural difficulties (ST).

To address the problem of unequal access to health services, including dental care, a joint programme of providing basic health care for those who lack such services has been put together by two HEIs (DC)

Towards a more socially inclusive society

A few reports (especially M) deplore the decline of community spirit and the rise of anti-social behaviour. There is also criticism in the M report that there is little apparent activity aimed at diminishing social problems and understanding their origin and cause. There is criticism that the focus of government is on providing opportunities for everyone to better their own position rather than in favour of a better and more socially inclusive society.

Objectives of social and civic engagement

For the particular African context, the report on Lesotho (L) mentions as concrete objectives of universities' engagement poverty reduction, employment, the improvement of opportunities for older adults, and the fight against AIDS and other illnesses which pose major health threats to the population. Unemployment is also a major problem in many of the regions; training for employment remains one of the main priorities (for example TG). Likewise, the goals of poverty elimination and full employment had been identified as the objectives of the alliance of NIU and the region's community colleges, objectives that were later concretized and modified (NI).

Summary

On the whole, the SIAC cluster covers quite a wide field. If the above issues have not been mentioned more prominently in the reports, this does not mean that they are not of great importance. Rather, they concern some of the underlying rationales for higher education to engage in objectives other than the narrowly defined and instrumental - objectives that provide the glue that keeps civil society connected. In any event, it would be useful to concretise further what is meant and included by this cluster, and to draw in the interest of all PURE regions, not only those that signed up for this cluster.

III.3 Creative and Cultural Industries (CCI)

Cultural and creative (C&C) industries are important to many regions, especially in the growing global knowledge economy. However, there are great variations in how prominent a role this takes in the various regions across the world and even within countries. The regions which are already in the cluster (Jamtland, Buskerud, Botswana, Varmland, Kent and Flanders) all emphasise that culture and creativity are important to them.

In Botswana culture and creative industries are very much present in different regional plans and goals. There is an awareness of the contribution culture and cultural institutions can make to regional development. There is an ambition to make Gaborone a “city of arts and culture”. In Glasgow, the Scottish Government has identified seven key sectors for the economic development and among them C&C, which is also an important factor in Kent’s regeneration strategy.

In other regions culture and creative industries has a more limited role. In some regions like Darling Downs or Illinois, recognition of any potential of C&C almost hardly exists at present.

Regions can have different ways of talking about culture and creative industries and this may be resulting in less activity being identified than is actually taking place and the role of CCI being under-valued in relation to its value to regions socially, educationally and economically. Within the wide area of cultural and creative industries, we have identified five sub-themes which are important to several regions.

Heritage and cultural tourism

Tourism is of course something that falls into this broad cluster. This area is very important to Botswana, Jamtland, Buskerud, Devon and Cornwall and Kent, but also to others like M and P. Preserving heritage, cultural tourism and presenting tourists with a scenic environment of high quality seem to be issues which all these regions focus on. Thus, the preservation of cultural environments, and making cultural heritage into visitor attractions, are seen as important for regional development and growth. Another region in which cultural and historical heritage is important, as well as tourism, is Puglia. Since Pecs in South Transdanubia is the Cultural Capital of Europe during 2010, cultural tourism has been highlighted there, which has led to a qualitative development of infrastructure and cultural and tourism services. An important issue addressed in both Botswana and in Kent is the preservation of heritage sites in a growing city and thus an increased urbanisation.

Innovation and entrepreneurship

Innovation and entrepreneurship within tourism are also important features which are mentioned in connection with all regions which are already in the cluster, but also in some other reports from regions such as Puglia. The importance of establishing ways for people to turn their creative ideas into successful and sustainable businesses is emphasised. Here universities can and do play an immensely important part in providing knowledge and education for potential entrepreneurs. The universities in South Transdanubia seem to have developed strong partnerships in development and innovation with respect to C&C in general which could be useful in cultural development as well.

Art and design

In Helsinki Metropolitan Area there is a long tradition of arts, crafts and design, some of which have developed into world famous brands. In Flanders there is also a tradition of processing and manufacturing products, such as textiles and fashion and diamonds and the recent international Columnus conference shows this pioneering region its regional university colleges are taking a lead in C&C. In Devon and Cornwall, fine art is an important development in the region's character, particularly in Cornwall which has historically been the location of artists of world repute such as Barbara Hepworth and which hosts a part of the Tate Gallery in St Ives.

Eco-tourism, crafts, food and drink

Another trait many regions have in common is eco-tourism or tourism focusing on crafts, food and drink. Here Jamtland and Flanders explicitly state that local food is important, but it is also mentioned in connection to other regions, for example South Transdanubia. These food industries can not only provide people with good food, but also play an important part as tourist attractions. Many food producers who work on a small scale also have a strong connection to eco-friendly production and sustainable development. On a general level Melbourne focuses on green jobs and the development and strengthening of skills for sustainable development. Thames Gateway wants to follow a possible connection between C&C and the implementing aspirations to become an eco/environmental region. Essex is following the same direction. In Cornwall, the Eden Project is an eco-attraction of world renown, although initial observation indicates that connections with the university sector are not developed fully.

Ethnic groups and languages

Promoting the traditions, culture and languages of various ethnic groups is a prominent part of the work with culture in Botswana and Flanders. Working with a multicultural society is important to several other regions as well, but is mainly seen in connection to higher education and the labour market – that it is important to attract different ethnic groups to universities. There are, however, possibilities to work more directly with the cultural sector in order to create a socially inclusive society.

Conclusion

Cultural and creative industries are rarely the main focus of the reports produced within the PURE project. This may well change in future. Few regions seem to

regard this area as an important factor in regional development. Nevertheless, we have identified four issues that most of the regions have in common:

- 1) Preserving cultural environment and heritage sites in order make the region attractive for people to live in and for tourists to visit.
- 2) Help entrepreneurs develop tourist attractions within this field.
- 3) Connect culture and creativity to sustainable development.
- 4) Create social inclusion through the use of culture and creativity.

Clearly there are many connections between the cluster on cultural and creative industries and other clusters, such as green skills or social inclusion.

III.4 Green Skills and Jobs (GSJ)

Five PURE regions have indicated their interest in the Green Jobs/Green Skills issue cluster: Essex, Kent, Melbourne, Northern Illinois, and Puglia. Of these, neither Essex nor Northern Illinois have reported significant green activities in their various PURE materials. The Devon and Cornwall region, while not identified as participating in this issue cluster, present in their RVR1 a number of practices in which they are engaged. Thus, four PURE regions are the focus of this summary overview: Devon and Cornwall, Kent, Melbourne and Puglia.

Limiting this analysis to the information available in the PURE documents, a variety of green projects and activities are described in the four regions. However, it was not clear how higher education was involved in all of these efforts, and relatively few related directly to green skills or green jobs. Taken together, the green strategies reported by these regions fall into eight categories:

1. Developing university research expertise in renewable energy, climate change, carbon reduction, and technologies that utilize resources more efficiently (Devon and Cornwall, Melbourne)
2. Using sustainable practices to anchor regeneration opportunities (Kent)
3. Enhancing community awareness about green issues (Devon and Cornwall)
4. Offering university teaching and learning that addresses sustainability issues (Melbourne)
5. Modelling university-based sustainable practices (Devon and Cornwall, Melbourne)
6. Mitigating the impact of development on the environment (Kent)
7. Fostering citizen participation around sustainable development policies that support learning regions while protecting natural resources (e.g. water conservation and quality, waste management, and developing sustainable people-friendly public transportation) (Puglia)
8. Helping SMEs to become more green, especially in the areas of water, energy and transport fuel (Melbourne)

Of these strategies, the first two may be categorized more in the job creation arena given the new employment opportunities associated with green technology transfer and commercialization. A prime example of this is Melbourne's Centre for Green Chemistry which over the past eight years engaged approximately 60 doctoral students in its work, with a large majority being employed in industry. The remaining six strategies tend toward green skill development in various populations: within the general community, at the postsecondary level, or by business and industry. It is noteworthy that none of these efforts are focused explicitly on green occupational skill development.

Insights from Melbourne's *Green Jobs Study Report* (March 2010) regarding the state of green jobs and green skills in Australia appear to have relevance for the other PURE regions. These include:

1. While there is extensive discussion about green jobs, there is little clarity about the concept.
2. New green skill policy is needed to address incentives, shape industry performance, and develop effective skills and training programs.
3. There is no evidence yet of developmental work in which clear sustainable outcomes have been achieved.
4. There is no forum or opportunity for partners (i.e., government, business, unions, the third sector and higher education) to work collaboratively on either the job or skill dimensions related to the challenges of environmental sustainability.
5. Connection is needed among the sites where the conversations are occurring, to reduce fragmentation and achieve critical mass.

To this may be added a note from the leader of the Melbourne CDG. The disastrous Victorian bushfires midway through the project led every university to place climate change on its agenda. Different institutions have differing ongoing agendas arising, but it remains to be seen what sustained let alone collaborative difference it will make. It was noted (see point 5 above) that several different universities had electric car research/R&D projects but there was no connection between them. Thirdly, during the visit a debate was encountered as to whether it was better to 'go green' in a vigorous and high profile way that may generate resistance or to proceed by gradually greening all kinds of ongoing activities.

Six opportunities for PURE to shape constructive conversation and action around green jobs and green skills have been explicitly suggested or implied by the PURE regions.

Green Skill Identification. What generic skills are associated with a commitment to sustainable practices? What new intellectual and technical skills are required for green occupations and industries and to what extent might they be internationalized? Industry Skills Councils could be important partners with higher education in this enterprise.

Regional Needs Analysis. What are the processes by which the range of regional partners are being brought together to agree on green priorities and strategies to systematically carry them out? What is the role of higher education in convening, conducting, supporting, and implementing this work?

Green-Focused Learning Regions. Puglia is engaging its citizenry in policy discussions addressing water conservation, managing the waste system, and sustainable public transportation. What practices are proving the most effective in using environmental protection and sustainability to support the development of learning regions?

Green Entrepreneurship. Higher education can play an instrumental role in supporting green entrepreneurship. Opportunities range from providing research support and technical assistance to small and medium local enterprises to commercializing green technologies and providing international markets for green services.

Sustainable Regeneration Practices. Mitigating the impact of development on the natural environment and promoting sustainable construction practices requires the adoption of green skills and is likely to result in the creation of green jobs.

Greening Higher Education. What is the role of higher education in connecting and responding to the green agenda? There are ‘greening the campus’ and energy conservation activities in universities in a number of countries, but what reorganization is occurring in curriculum, research, and innovation?

III.5 Tertiary Systems (TS)

The Tertiary Systems (TS) cluster addresses topics concerning: (1) the continuity of vocational and technical education (VET) relative to higher education (HE) systems; (2) the relationship of their unique qualifications for progression to higher level tertiary credentials; and (3) the relationship of these systems to regional workforce and skills development.

The following themes are prominent in one or more of the PURE regions. This summary is not intended to be comprehensive, and given differences in descriptive language certain nuances may have been inadvertently overlooked.

- The desire for embedded “knowledge exchange” structures that better link HEIs (VET and HE) with key business and industry sectors. The hope is that such interactions will produce education programs that match marketplace priorities, attract new businesses, yield highly-skilled workers that boost regional productivity, and suggest metrics for evaluating the impact of HEIs. Regions that report such concerns: Buskerud, Darling Downs, Devon/Cornwall, Essex, Flanders, Glasgow, Helsinki (?), Melbourne, Northern Illinois, Puglia, Thames Gateway, Transdanubia, and Varmland.
- The desire for expanded cooperative linkages between the VET and HE systems to stimulate shared regional economic and workforce development. Regions that report such concerns: Essex, Flanders, Glasgow, Melbourne, Northern Illinois, Thames Gateway, and South Transdanubia.
- The desire for educational progression opportunities that articulate VET qualifications with HE systems to promote skills development and lifelong

learning. Regions that report such concerns: Devon/Cornwall, Flanders, Gabarone, Northern Illinois, Thames Gateway, S Transdanubia, and Varmland.

- The desire for regional “aspiration-creating” strategies that clearly illustrate career development pathways within and through tertiary systems, promote widened participation in both VET and HE, and show the relevance of career pathways to regional employment sectors. Regions that report such concerns: Darling Downs, Devon/Cornwall, Gabarone, Kent, Glasgow, Melbourne, Northern Illinois, Thames Gateway, S Transdanubia, and Varmland.
- The desire to overcome policies that thwart educational innovation. Regions that report such concerns: Puglia, South Transdanubia, Darling Downs and Northern Illinois.
- The stand alone contribution of short-cycle VET or Technical and Further Education (TAFE) systems. Regions that report such concerns: Darling Downs.

Points for Consideration

Tertiary system issues bear a family resemblance to workforce and skills development, social inclusion, and lifelong learning. Additionally, there are similarities with themes in creative industries, regional innovation, and engagement with regional or remote communities. Such points of overlap may cause confusion over the precise purpose of this cluster.

Jan Geens’ (Vlaamse Hogescholenraad, Belgium) ”starter paper” for the Social Inclusion and Active Citizenship (SIAC) cluster articulates the need for ”intercultural competencies” that produce constructive dialogue among groups that have distinctive ”customs (and) beliefs ... passed on for generations.” Such an analysis applies to the seemingly incommensurable relations between VET and HE institutions, to say nothing of relations between tertiary systems (VET + HE) and those businesses and industries seeking more and better-skilled workers.

Whereas ”boundary crossing” skills are needed in each cluster area, in this realm they are particularly crucial. For every external dialogue that puts an HEI in communication with its service region, parallel discussions must commence within the HEI structure itself. These interchanges should seek rough agreement regarding productive alignment of VET and HE to support workforce development programs that are relevant to, and helpful for, the region’s economic vitality. The question is how to facilitate multilateral conversations and collaborations when the work involves creating agreement across many boundaries: i.e., within the tertiary system itself, between tertiary systems and the marketplace, and between guardians of educational traditions and champions of educational innovation.

Moving Forward

The following questions, which were suggested by my review of the regional reports and other literature, are designed to better focus the tertiary systems cluster and clarify

its specific purpose(s). It is possible that the reason initial interest in this cluster was limited was because the cluster was not well-defined.

Category	Topics
Relevance of VET	<ol style="list-style-type: none"> 1. What is the career value and demand for “stand alone” short-cycle (≤ 2 yrs) VET? Are existing credentials sufficient for family-supporting and/or region-supporting employment and productivity? 2. Is VET limited to entry/low-skill and middle-skill development, or does it correlate with higher-skill development normally associated with HE? 3. How should social expectations for tertiary programming be managed, particularly when expectations and social and educational policy agendas are increasingly driven by marketplace forces rather than HE traditions? 4. Which HE traditions are essential; which can or should be modified?

Sub-Themes	Topics
Access And Participation	<ol style="list-style-type: none"> 5. To what degree is short-cycle VET an appropriate form of preparation for HE progression? If it is not currently considered appropriate, should it be? <ol style="list-style-type: none"> a. If appropriate, what portion of a vocational qualification or credential should contribute to HE progression? b. What are the models for collaboration among educational sectors (e.g., VET \rightarrow HE) that offer instructive examples for replication? c. If VET is not seen, or promoted, as appropriate for progression does what impact does this “agreement” have on aspiration-levels of populations not oriented to traditional HE? 6. What changes in pedagogical practices are critical for increasing access for VET persons, many of whom are place-bound and must balance work and educational pursuits?
Social Inclusion	<ol style="list-style-type: none"> 7. To what degree should this topic be linked to issues of inclusion (socio-economic background, race, newly arrived immigrants, geography) and widening access to, or participation in, HE? 8. How does the question of social inclusion shape the definition of lifelong learning viz. VET?
System Change	<ol style="list-style-type: none"> 9. What are the economic, socio-political, and educational (inter- and intra-institutional) factors that influence discussions concerning new forms of cooperation between VET and HE? 10. What “boundary crossing” processes and skills have proven

	<p>most effective in creating progression opportunities? What obstacles were encountered? How were they mediated and overcome?</p>
<p>Economic Development, Innovation, and Knowledge Exchange</p>	<p>11. What role does VET (in both entry- and middle-skill sectors) play in regional economic development policies and practices?</p> <ol style="list-style-type: none"> a. If there is a role, is it implicitly or explicitly valued, promoted and/or rewarded? b. Is innovation the proper domain of HE only or does it involve VET? c. What is the direction of knowledge exchange and the matching of education with economic and workforce development? Does it proceed from HE to business/industry? Vice versa? Reciprocal? d. To what degree does business/industry value VET? How does (or should) that influence HE? <p>12. What sorts of organizational learning needs to be done to create productive interchange between HEIs and business/industry?</p>

III.6 Sustaining Rural and Remote Regions (SRRR)

Kate Sankey in her Starter Paper for the cluster suggested that the traditional perception of rural and remote economies is that they are depressed, remote from large populations with declining population and a failing agriculture. Furthermore, they are therefore far from research and innovation centres and there is a lack of competitiveness and entrepreneurship in the population. Issues that arise for farmers include dealing with uncertainty, a fear of change, lack of information, increasing isolation, low confidence in their own skills and abilities, and the feeling that the farmer is now at the bottom of the ladder in terms of both social standing and policy focus.

It is true that many rural areas have persistent demographic challenges. The concentration of elderly is very high and it is not balanced by immigration of foreign workers. This is the classic deficit-centred approach requiring subsidies and support from the urban – rich centres. However, this is at a time when agriculture plays a marginal role in employment and contribution to GDP, and a time when other sectors such as health and education should play a larger part in influencing rural policies.

This suggests another perspective, whereby we look at the characteristics and see development, which has an **asset-centred approach** as pioneered by the Carnegie Rural Commission. This sees the landscape, the people, the culture and the ecological diversity in terms of offering the basis for a healthy view of ‘land welfare’. In this model social inclusion and vitality derive from the natural assets and the strengths that the rural area provides for the city, thus reversing the dependency on the city and the classic ‘city region’ model (see <http://issuu.com/fieryspirits/docs/carnegieassets>).

From the analysis of the regions within PURE we might ask the following:

- 1/ Are there ‘hot beds’ of invention where rural and remote regions are culturally rich and ‘punching well above their weight’ through innovation and contribution to the regional economy?
- 2/ Are there rural and remote regions that are also finding ways to provide inclusive services and social cohesion?
- 3/ Are there examples where a healthy rural economy is associated with a traditionally strong farming sector and food chains, or are we now seeing a total change in priorities towards environmental and public benefits/services from rural areas?
- 4/ How well are rural communities harnessing cultural and creative assets?
- 5/ Are some regions managing to achieve a number of these things, and is there evidence of strong input from the university sector in this process?
- 6/ Are universities part of effective community-led planning and supporting stronger local governance?
- 7/ Are our regions benefiting from national and trans-national networks, and inter-governmental organisations that focus on remoteness and rurality?

Economy and Innovation

Business development in rural areas is inevitably highly reliant on SMEs, many quite distant from the main centres of universities. As in other endeavours of the HE sector in such regions, outreach is important in business support. It is exemplified in an innovative way in Devon and Cornwall by the University of Plymouth. Here the focus is on the use of locally-based campus locations and a benefit-based package of services is articulated to businesses that integrates a full range of offers across teaching, development and research in what might be described as a ‘one-stop shop’.

The Jamtland Institute for Rural Development – a county council initiative – offers support for entrepreneurs in green/land rural businesses. The Institute has PhD students linked to rural development and working on research questions relevant to the region. It has various major projects such as the Objective 2 project, Wool Forum, for the revival of knowledge about fleeces. It has a whole value-chain approach from breeding through production with local branding. There are links with universities such as the Macaulay Institute in Aberdeen, Scotland and a focus on the knowledge base for the whole product chain. Specialist expertise is employed including: breeding specialists; optic fibre analysis; workshops; and yarn development. Consultancy is available for local farmers in the project. An issue for Mid-Sweden University is that it is seen as too applied!

Social Inclusion

Devon and Cornwall provide a number of examples of pockets of exclusion that can specifically be attributed to remoteness. In such areas there may be perceptions by residents that universities are ‘separate entities’, ‘distant’ and ‘not for the likes of us’. In terms of response from the university sector, we find a number of initiatives in this region that can be broadly described as outreach - the offer of provision beyond a main campus. This includes the offer of short-cycle provision in the VET sector, with articulation and advanced standing to university-based HE and arrangements in place to support transition and early interventions. These seek to raise awareness of higher education in schools with below average participation.

Significant pockets of poverty in rural regions also mean that some parts of the population may not have access to certain basic services. Devon and Cornwall provided a good example of the ways in which university can sometimes fill that gap, the example being the provision of affordable dentistry through the Peninsula Medical School.

In Lesotho a key element of the work of the Institute of Extra-Mural Studies (IEMS), part of the National University of Lesotho and host of the PURE review visits, is outreach to remote areas of Lesotho. It runs tailor-made short courses and workshops on community development issues as requested by communities. IEMS’s overall aim is to widen participation in higher education and make learning accessible to those who would not otherwise be able to study at the main campus. Amongst possible examples of good practice in Lesotho is the use of Open, Distance and Flexible Learning (ODFL) initiatives to open up access to education in the context of high HIV/AIDS prevalence rates.

Environment

Whilst remote and rural regions have particular challenges, they also have assets and consequent opportunities, including notably within the environmental domain. So, for example, in Devon and Cornwall, an extensive coastline provides substantial opportunities for the generation of renewable energy from wave power, and the universities in the area are focusing in a collaborative way to provide research support in harnessing this asset.

Buskerud's strapline is *Powered by Nature*. It emphasises Green Tourism, a clean environment for outdoor activities in the lakes and mountains, etc. Tourism is a focus at the University College, similarly to Jamtland with its Ecotour Institute. Food tourism is important to Buskerud, and in Jamtland there is a big surge of interest in local food. There is a national project to review all small local producers. This publishes an impressive national directory of local food producers; again, the involvement of University not evident.

Traditionally and to some extent still, the rural areas of Norway are rich in energy. It therefore remains important to keep big industry, notably forestry and paper, in rural areas where the energy is. In Buskerud there is a 'Business Gardens' supported by SIVA, the National Institute for Business growth, but no indication that the University College is involved. However new green technology is central to Buskerud College, with an action plan that seeks to mobilise the industry-community-Buskerud University College triple helix, such as geothermal energy, with the current cutting-edge green international research agenda activity at Kongsberg.

Culture and Creativity

Whether cultural industries necessarily have great resonance in remote and rural areas may be debatable, but it may be that this issue does deserve special attention in this context because of limited other opportunities to develop businesses, and the opportunity to develop particular niches. A particular example was founded in Devon and Cornwall where a Creative Industries incubator at the University of Plymouth business development through offering work-spaces and a virtual office package. Buskerud Student projects get students engaged with media industries out in the region.

Especially in Puglia, but also and perhaps more recently in South Transdanubia, there is recognition not only of the distinctive needs of the more remote rural parts of the regions, but valuing of the distinctive qualities and assets that they have to offer. These include the natural environment, with prospects for diverse forms of ecotourism, tradition knowledge, wisdom and crafts that can be linked with tourism and also lead to market opportunities in both the food and the craft sectors. One issue is seeking to ensure that EU funds are sensitive to local circumstances, resources and expertise and build on these. Accessibility for tourism, to reach markets, and for services needed in rural areas is also important.

The CDG was impressed by the extent to which rural communities in South Transdanubia drew on academic expertise from Pecs and further afield and also contributed to university teaching programmes at the University of Pecs. With good transport links, more opportunities for wider European tourism could be opened up,

and new industries giving local employment might be started. An example discussed in the CDG visit to Puglia was health, recreation and retirement facilities for third age people moving from the North, especially perhaps people wishing to return from a lifetime working there to their home provinces. The CDG to ST was much impressed by the strength of links between the rural (agricultural and animal husbandry) orientation of the University of Kaposvar, with laboratory research facilities used both for applied animal science and in medical research and for health services. The University of Foggia in northern Puglia has some similarities, with practical links to the destinies of rural communities there which have vigorous and imaginative community-based small enterprises.

A few PURE regions signed up to this cluster, but it is notable how widespread the interest in and concern for issues of rural and remote development proved also to be, in other regions not joining that cluster. This was the case for South Transdanubia, as also for Melbourne. Few of the PURE regions are without any rural and in some ways disadvantaged hinterland. It is likely that this dimension will acquire wider significance in the near future, intersecting as it does with both social equity and environmental concerns.

III.7 Lifelong Learning and the Learning Region

This 7th Cluster within PURE has not yet been active, but it is clear that the concepts of Lifelong Learning and of the Learning Region have featured in discussions in some regions.

In Northern Illinois, the CDG identified 'learning regions' amongst three concepts centred on learning that will be important for the region's future development. Their take on the Learning Region refers to the notion that regions are becoming the focus of knowledge creation, innovation and utilisation in the global knowledge economy. It was therefore felt by the review team that Northern Illinois understands how it is organised to support the flow of data, information and knowledge. This is particularly important given that no central agency is responsible for regional and economic planning for this portion of the state.

The Learning Region concept is perhaps most strongly expressed in Puglia. The establishment of the Italian Learning Cities Network (<http://www.learningcities.it/>) from CSEI in Puglia reinforces this commitment, and shows a desire to be an Italian leader in this area. The RVR1 in Puglia, found that there was not always a clear view amongst stakeholders of what the Learning Region might entail, but a year later a much stronger sense of what it means was conveyed. Also the involvement of CSEI in another PASCAL Learning Regions project, Eurolocal, (<http://eurolocal.info/>) is an indicator that this topic remains high on the agenda.

In South Transdanubia in Hungary, the Faculty of Adult Education and HRD of the University of Pécs, has initiated a discussion amongst the City Council of Pécs, the South Transdanubian Regional Labour Center, the Pécs-Baranya Chamber of Commerce and Industry and the Pécs Regional Training Centre to develop adult education and training within the framework of a 'Learning City-Region Forum'. Other organisations and associations have also joined the initiative, including the

County of Baranya, Pécs-Baranya Association for Dissemination of Scientific Knowledge (TIT), the House of Civic Associations/House of Educators, the Pécs Cultural Centre (PKK), Baranya County Cultural and Tourism Centre, Pannon Association for Organising Vocational Training, the Multidimensional Association for Development of Pécs and its Surrounding Settlements, the South Transdanubian Regional Innovation Agency and the South Transdanubian Regional Development Agency. The logic here is to bring all stakeholders together in one forum and create synergy by capitalising on networks and linkages.

The Pécs Learning City-Region Forum organisationally has on the one hand acted as a platform for PURE, and on the other has fostered networking in South-Transdanubia, bringing into the project Kaposvár, Szekszárd and their localities, including the other regional University, Kaposvár.

The PURE project has had important impact at a policy level when it comes to lifelong learning in several regions. The Jamtland region has been involved in a European project called *Policies for regional cooperation in the field of Lifelong Learning (PRECOLL)*, which in many ways points in the same direction as the PURE project. Both projects have contributed to raising awareness of the need to coordinate resources within education and learning, seen as key sources to regional development. Since the educational level in Jamtland is below the Swedish average and fewer people from the region tend to go on to higher education than in the rest of Sweden, lifelong learning is an essential starting-point. Within the field of lifelong learning the University and its ability to attract students, is immensely important to the region, to prevent the population from decreasing and to provide the region with skilled labour.

However, in order to increase the educational level a broader perspective is needed. It is important to make truly *lifelong* learning a priority, to create a culture within the region that learning is valuable and important. In order to make things happen, regional authorities (representatives of the eight municipalities in the region as well as the county administrative board and the county council) have decided that a regional operational programme for lifelong learning is necessary. A formal decision to create such a programme was made in May 2010. The work will start shortly and here collaboration between many different stakeholders is vital.

This is a step towards the human capital plan that the CDG suggested in its review of the region. Since tourism is the most important industry of the region it will probably be visible in the lifelong learning programme. Entrepreneurship is also essential to regional development, since the business sector is dominated by small enterprises. The idea is that regional needs should be taken into account when creating the programme, as well as all learning opportunities, both formal education and informal learning.

The decision to create a regional operational programme for lifelong learning would not have come about had it not been for the PURE project and the PRECOLL project. These made it quite clear for the region as well as the university that the benefits of collaboration are mutual and necessary for regeneration and development of the region. (More information on the PRECOLL project can be found at: www.mutual-learning.eu)

Part IV. Tales from Seventeen Regions

Introduction

In this section, the experience of each Region is summarised in short reports prepared for the Ostersund Workshop. The reports were drafted by the CDG leaders and revised by the region link persons. All regions are included, although Glasgow, Helsinki and Devon & Cornwall have as yet had only one CDG visit. The reports are presented alphabetically. For convenience regions are given a letter code for reference elsewhere.

IV.1 Buskerud Sweden (B)

Buskerud County has set an aspirational goal to be '*sustainable and innovative, in order to facilitate business and demographical development*'.

The county is situated in South Eastern Norway and covers some 5% of the Norwegian territory. The southern part is a mix of urban and rural districts and is close to Oslo, while the northern part is mountainous and consists of typical rural districts. The issues for sustainable regional development reflect this geographic and socio-political profile:

- Rural depopulation/ aging rural population with the consequences for cost of welfare/care and problem of school closures.
- Uneven development within the County. Marked contrasts between the towns (Drammen and Kongsberg in particular) with the rural areas where there are natural and cultural assets /resources not being utilized within the economy.
- Low participation in higher education of parts of the population with lack of skilled people in health sector in particular.
- Overall low R&D in the County

The CDG have made two visits to Buskerud County in winter with inspiring stays in the county town of Drammen. Drammen is a town with issues typical of a traditional town with an industrial past based on a primary industry – paper – which resulted in a legacy of polluting paper mills and a river without life.

There is a clear realisation that in achieving sustainable regional development, the region needs to engage with research and innovation agencies. Involvement of the University College is embedded in the newly adopted Buskerud County R&D strategy and the development of the accompanying Action Plan. The PURE visits have corresponded with milestones in this process and provided opportunities for strategic discussions about the process of engagement with the University. The critical point reached to date is the actual implementation of the Action Plan.

To summarise the key challenges from findings and observations

- **For the whole region:** Making the priority areas in the University College / Region Agreement work in practice. There are continued difficulties in involving the most senior management and county board level in the critical debates. This requires a change in the culture of whole organizations (region and universities) : strategy documents lay the foundation, joint working group meetings can discuss around a table the implications of partnership working, but it is hard to embed this into tangible action and into everyday practice. This is a lengthy process of **partnership building** which takes time and requires the evolution of mutual trust and respect. The review team witnessed a dialogue which is developing and is moving in the right direction.
- **For the University College:** Achieving the new University structure whilst internationalising the R&D through collaboration with industry is a major challenge given the national policy arena for Universities in Norway. Focussing on innovation, research and development in areas of strength - Tourism, Health Care and green technology is a strong basis for progress.
- **For the County:** Addressing the key areas of Tourism & cultural industries and Health Care provision in a challenging economic climate.

The PURE process:

Things have developed more slowly than might have been imagined at the beginning of the PURE project. However this is to be expected given the changes which are taking place within the institutions. In particular the merger and University developments are inevitably taking a significant amount of time and energy. The root of the issue will be to find ways to challenge the culture within the academic world of the University College. Traditionally the focus of the University-wide mission is firstly Research (international), then Teaching and only thirdly the so called Third Mission – outreach to the region and contribution to the community. The leaders in the new University initiative University will need to inspire and guide the staff through this period. Working in partnership with the County/Region is clearly of potential mutual benefit and synergy. Given the substantial amount of strategic collaboration and networking already achieved there is opportunity for engagement with the key regional issues. The County should consider potential investments (closely allied to regional themes) in the new University and this should in turn support the bid for University status at national level. Of key importance for implementing the Action Plan is ownership at the highest level, and co-ordinated leadership perhaps through a high level Strategic Partnership Group with representatives from University College, Buskerud County and the business leaders. This approach has already proved invaluable – see box above. Keeping up the momentum in these difficult economic times can not be over-estimated.

The PURE benchmarking tool was not used due to lack of time available to invest in the process and policy distractions in the University. The region is keen to engage in the cluster group Sustaining Rural and Remote Communities but there have been difficulties in establishing a dialogue.

Additional comments on specific activities in the region:

Both within the Health Innovation and Travel and Tourism areas, which are focused development areas in the region, foresight processes have been carried out and within these areas we now see new developments emerging. These developments are rooted

in the regional businesses, as well as being priority areas for the regional higher education institution (BUC) and the county. The projects are also supported by the National Research Council.

The new initiatives are largely underpinned by the assumption that interaction is necessary for development and innovation. Likewise within the industrial cluster in Kongsberg, networks of subcontractors are being organised and linked to the regional NCE (National Center of Expertise) in Systems Engineering. The regional college and the county are working closely with these processes, both as facilitators and as researchers.

IV.2 Darling Downs Australia (DD)

Darling Downs is centred on the inland town of Toowoomba, approximately 140 kilometres west of Brisbane in Queensland, Australia. Its key activities are centred very much on education and administration, with a major regional university, the University of Southern Queensland, and several schools. Local governance has been difficult over the past 18 months or so because of the merger of several municipal authorities into a single Regional Council. Signs are emerging that this might be a beneficial development for the region in time, but it has hindered the early efforts to establish a PURE project in the region. The new Council has not had a clear voice, nor the resources to commit to such a project.

While the University has itself been willing to engage in PURE, it has been difficult to bring the necessary funding together, given the reliance that would mean on one university and a regional council. The Darling Downs region provides a very good opportunity for Australian comparison with regions like Varmland, as it is a diverse region in which the sole university has had a mixed profile. It is engaged with the region, yet still distinct and struggling to understand the contribution which it might make.

In discussions about the shape of a PURE project in this region, there has been some consideration of whether its feasibility would be enhanced through extending the scope of region to encompass the western corridor from Brisbane to Toowoomba. This would include another university, given the University of Queensland's campus in Ipswich and another regional council, Ipswich Regional Council, which is most supportive of the Springfield campus of USQ (a planned community built around ICT). This may be worth further investigation.

As it has unfolded, the focus of the DD venture to date has been around social inclusion and active citizenship, particularly through the Building Community Capacity project. A couple of issues have arisen in our work in this area so far:

(i) the project is a response to an over-riding priority in community development/growth on wealth creation. Quality of life is seen to be inextricably linked to job creation and economic growth. Some of the early work at USQ suggests that a focus on economic growth contributes to some of the emerging community problems and impacts negatively on community well-being. There would seem to be an emerging case for resurrecting the notion of welfare economics with its attendant emphases on social costs and social benefits when we are conducting regional assessments. This 'muddies the water' a little, for getting broad support for PURE

might be reliant on the prevailing view of economic growth to engender funds. It is a difficult task convincing regions that are driven by profit maximisation and the bottom line that communities can benefit financially and socially by investing some time and effort in the sorts of issues that the Community Capacity project is currently involved in. We have learned that industry and business are reluctant to provide funds for projects where the benefits are difficult to quantify. They are linked to the idea that community well-being is all about wealth creation. As a result projects which have a social inclusion orientation are not given a high priority by the power brokers in a community. The marginalised and disenfranchised do not have a political voice nor do they know how to mobilise support in an unfriendly, often hostile environment.

(ii) The concept of community capacity building is not well defined or understood. Those who would work in a context which aims to improve the lot of the marginalised and disenfranchised do not always acknowledge the idea that being successful should result in most cases in their becoming redundant. There are some government and non-government agencies which have gained in profile and resources by supporting the disadvantaged. This is a type of support that I link to a 'cure without care approach'. Where this is the case those involved become rulers, controllers and manipulators and prevent a real community from taking shape. It is a sensitive issue but needs to be 'opened up' for dialogue and debate.

Even though the project has not assumed PURE status (it is likely to happen) the achievements have been significant. Recently we had a regional workshop (150 attended) and a lot was achieved. As a result of this workshop, a portal is being established to promote communication among the key players, a regional reference group is being set up to 'drive the project' (USQ will support and facilitate), a public lecture series will be put in place (the first 'cab off the rank' will be the Superintendent of Police in the region talking about crime and violence in the community and the police response to this), an ARC Linkages research proposal is being developed around the 'refugee problem' in the community (the police will be the industry partner in this study), a newsletter is being developed for distribution to keep those who attended the workshop informed, an alternative education seminar series will be held in October each year, a local Rotary Club has provided funds for the development of a mentoring program for older men to provide them with skills to work with disadvantaged youth in the literacy/oracy areas. It is hoped that by the end of the year the university will consider setting up a university centre around the concept of community capacity building.

The progress made with this project illustrates two other major issues which are central to PURE more generally. The first is the challenge for a regional authority, especially one which is still in the early stages of implementing a merger, of realising the potential resource which the university represents. It is not easy for it to develop appropriate means of governance of shared activity, nor to articulate the kinds of support which it would want from the university. While the Toowoomba regional council might be excused because of its recent founding, there is little evidence more generally of thinking in the region about how other organisations might work the university in a systematic way.

The second and related issue concerns the difficulty which the university has in determining an appropriate strategy and achieving its potential in effective regional

engagement. When the Consultative Development Group visited in March 2009, they met with the University's Regional Advisory Committee. This group included a significant number of regional stakeholders, but seems to have little direct impact on the University's positioning. On the other hand, a large forum, convened as part of the Community Capacity Building project seems to have had significant consequences in mobilising a strategy that is supported fully by the University's leadership. Somewhere between these two options, there is a basis for learning more about how the University might develop a more strategic approach to regional engagement.

IV.3 Devon and Cornwall England (D&C)

The region covers the Peninsula of Devon and Cornwall, two neighbouring counties in the South West of England with a combined population of 1,664,500. Both counties have a rural element, a strong maritime heritage, are tourist regions and important retirement locations. The HE sector in the area consists of the University of Plymouth, University of Exeter, Marjon University College, University College Falmouth and Combined Universities in Cornwall (CUC) (a consortium of Further Education Colleges, and universities).

Regional economic development issues were at the fore in discussions with a number of groups and individuals throughout the visit, including the Government Office for the South-West, the Regional Development Agency, Devon County Council, Torbay Council, the Plymouth Development Company and the Plymouth Enterprise and Skills Board. Job losses in the public sector, the need for development of skills in the STEM (Science, Technology, Engineering and Maths) area and to develop innovation and enterprise skills that are place-focussed were common themes in discussions. The notion that education has failed entrepreneurs was frequently expressed and articulated.

The challenge of both developing current entrepreneurs and potential ones from existing students is reflected in Plymouth University's branding as the 'Enterprising University', which has both a business and social dimension. Many examples of links between the HEI sector and various economic initiatives in the two counties were reported. In Devon, for example, these included large infrastructure projects such as the University of Exeter's Science Park, where amongst other things seminars on renewables had been held for energy companies.

A range of initiatives can be placed under the banner of social initiatives, although these are not dichotomous from economic imperatives in most cases. These include the development of social enterprise and of widening participation to undergraduate education, manifest through of various forms of provision, including off-site short-cycle HE in colleges with articulation and early-awareness-raising in schools. Particularly prominent is University of Plymouth Colleges (UPC), a partnership between the University of Plymouth and local colleges to increase access to undergraduate level courses, and a full Faculty of the University. This has attracted plaudits both nationally and from the European Commission. Even though much good work exists within the broad domain of social inclusion, it is evident in some pockets of the region, universities were seen by some residents as 'separate entities', 'distant' and 'not for the likes of us'.

Issues pertaining to health and well-being were not focussed upon in detail in this visit, but clearly are of significance. An ageing population and one with significant areas of rural deprivation may create long term pressure on health care services. The creation of the Peninsula Medical School in Cornwall has highlighted unintended spin-offs benefits, through the provision of affordable dentistry to those who otherwise would be excluded from this service.

Environmental engagements by the HEIs in the region were cited by many of the parties that were consulted. This included the application of specific research expertise in renewable energy development, agriculture, climate change and zero carbon development for businesses. The extensive coastline in itself provides extensive opportunities. PRIMARE, the Marine Institute, a joint University of Exeter and Plymouth is involved in innovative research to develop marine renewable energy, most notably through work on wave power at Hayle funded by the South-West RDA. It also offers environmental monitoring and impact services, expertise on marine electrical systems, resource characterisation, marine operations and safe and economic operations as well as given attention to socio-economic issues.

Cultural engagement did not receive significant attention during the course of the review, although some notable activities exist including the Peninsula Art Programme within the University of Plymouth's Faculty of Arts, the University of Plymouth's involvement in the Respect Festival. A Creative Industries incubator at the University of Plymouth supported by the Regional Development Agency and with European Regional Development Funding within which individuals were provided with work-spaces and a virtual office package to support business development in this field was a notable activity that the visiting CDG observed.

Highlights of the region that could be developed as case studies are numerous. These include UPC, CUC, the Peninsula Medical School (in particular its regional health impacts), Widening Participation work in schools (including work in the field of e-security work), the use of service learning as way of engaging students in social enterprise and the embedding more general of social enterprise within the undergraduate curriculum, various environmental initiatives, particularly around energy and green skills and the use of the UK wide Knowledge Transfer Programme.

IV.4 Essex England (E)

The participation of the English Counties of Essex and Kent is unique. It started as a proposal to extend the Thames Gateway Region PURE participation by adding extended strips north and south of the Thames Estuary. Each Authority paid a half fee to take part. In the event the full Authority areas were included, dividing the benefits and costs of participation on an equal basis. As a result, the first CDG visit at the beginning of 2009 spent only one full day in Kent and two in Essex. The second visit met in Essex on Sunday evening 9 and Monday 10 May, then in Kent on 11-12 May.

The visits took the form of consultative exchange different from other PURE regions. The first CDG visits were fact-finding and exploratory, rather than full CDG visits. The second visits are best thought about as an intensive 'head office' consultation in

the case of Essex. In Essex the Group used the time for sustained review, consultation and planning with the two lead contact persons, in Essex County Council.

The view of the CDG is that there is potential benefit to be gained by staying in PURE, so long as more active partnership via a RCG can be built. The massive changes foreshadowed with a new national government seeking rapidly to reduce the level of national borrowing makes ongoing consultative and development all the more fitting. Another possibility at a very early stage of consideration is for a consortium of higher education institutions within the Thames Gateway Region and both counties, somewhat on the lines of the Manchester consortium and the Melbourne Office for Knowledge Capital (OKC). This would offer tangible means for local collaboration and networking, both with the larger region and among the different higher education institutions. This setting may provide a better forum for the universities of Essex and Kent, which are few in number and diverse in character, to consult and collaborate in pursuit of their somewhat different missions in the regional context.

The Essex approach is very much driven by the County Council (ECC). The cutbacks and consequences of the financial crisis and the recession, are weighing on the project as the Essex PURE link partner suffers from tight human resource constraints. Indeed the project is very much driven by an enthusiastic but very small ECC team. The Vancouver conference was inspirational and even confrontational. The outreach to involve the other partners in the region proved to be more difficult than anticipated. There are other regional and national networks producing a number of documents and projects, so the need to actively address and involve the higher education sector is not strongly felt by industry and civil society.

People from the universities and the institutions for tertiary and adult education are needed, together with the representatives of industry and civil society organisations. As far as PURE is concerned, there is some progress, and since the first CDG visit the relationship with the universities has improved

There may be a lack of communication at a strategic level. Results so far are the outcome of either a project-based approach or of general development. A common strategic planning and executive platform is needed. There is also no interface or forum where all the organisations can meet. As in Kent, there are many initiatives, often unrelated or ad hoc, but no embedding in a local or regional sustained network. As well as a manifest need for a common forum where the various partners are able to meet and organise consultations, an interfacing methodology is needed, with people who can act as mediators and facilitators. Strong and positive leadership is needed at all levels.

In Essex the benchmarking exercise was executed by ECC. The universities were reluctant to use the benchmarking tool. The University of Essex questionnaire was completed by a single person, and it was not possible to discuss either the regional benchmarking or the University benchmarking results. It seems that the objective of benchmarking had not been well understood by the universities, hence the lack of enthusiasm for taking part. There are two main concerns: the term benchmark calls up the spectre of ranking, something the universities apparently do not much like; and the matter of time and uncertainty about how to prepare the benchmark, collect data, etc.

Essex would like to contact selected PURE regions and set up a special partnership to develop models and examples of good practice. In the Vancouver conference the Värmland case was found attractive even though the contexts of the two regions are different. Mutual study of the approaches used could be beneficial. Essex would like to discuss the possibility of twinning or possible EU projects with Värmland, and meet perhaps twice a year.

Because of limited operational possibilities it is difficult in Essex to use the PURE philosophy and approach as a development method. Also there is no clear view of what the region wants to achieve through PURE. The main focus is business and innovation related. Essex signed up for Regional Innovation Systems (RIS), Green Skills and Jobs (GSJ) but has not been actively involved in the development of these clusters. Economic realities forced Essex to reconfigure their approach to targets such as energy, advanced supply chain development, and the chemical industry.

The University of Essex (UoE) is very different from Anglia Ruskin University (ARU). UoE is highly research based and focused. Its scope is more international than regional or local. ARU is more embedded in the region and in the city of Chelmsford. Good relations established in 2009 did not evolve into a working partnership. Contacts are project-based or part of general innovation and regeneration policies. Sound leadership and a mediating forum might enable dissemination what is being done and bring together important actors on all levels and from all types of organisations and institutions involved in regional development.

The Essex link team feels a need for continuation in the PURE project, but in view of the limited possibilities of the Essex team and in order to get all the partners involved a PURE consultant available in situ would help. They would also like to sponsor a broader shared framework with partners from other PURE regions to exchange methods, policies, and try for European bids to raise funds.

PURE activities have at least created a closer working relationship between Essex and the universities. At senior levels there seems to be a commitment to change. Anglia Ruskin University need convincing to do the benchmark exercise; help from PURE or PURE partners would be appreciated.

Specific achievements in Essex include Supply Chain Innovation Excellence (SCIE), an exercise in stakeholder alignment. The needs and desires of the private, public, and education sectors serve as the basis to create a consensus and collaborative approach in workshops and deliver a cross-sector vision and a series of implementation options to be taken forward. A consensus has been reached: that any facilities needs to concentrate far more on innovation, research & development, thought leadership and top-end development, rather than lower-end skills provision.

There is also the Chelmsford Innovation Centre, the Essex Economic Board and the Essex Business Consortium, a group of about 14 people to be strengthened by representatives of the universities. An Integrated County Strategy supports transforming and rationalising the work in ECC across the spatial economy. In summary, Essex has the potential to participate strongly in PURE and build engagement, but questions about resources and the commitment of other parties than the county remain.

IV.5 Flanders Belgium (F)

1: Introduction

For the second visit by the Consultative Development Group (CDG) to the Dutch-speaking region of Flanders in Belgium the composition of the CDG differed from the first visit. Given constructive criticism during the first visit with regard to the one-sided composition of the CDG, the Flemish colleagues and the CDG members are agreed that the current composition worked well given the circumstances of last-minute changes.

For the second visit the CDG was impressed by the fact that each thematic session was attended by a variety of stakeholders who became engaged in discussion with the CDG, and, more importantly, among themselves. During each of the thematic sessions, stakeholders formulated their perspectives on three key dimensions with regard to the third mission of HEIs in the region: 1) developments; 2) challenges; and, 3) opportunities, giving rise to lively and highly informative discussions.

2 Key policy developments since 2009

The CDG's RVR1 report devoted considerable attention to the ambitious plans of the Flemish regional government to establish Flanders as one of the five most dynamic regional knowledge economies in the EU which will also be a recognized learning society. The report commented upon these aspirations as expressed in the policy documents *Flanders in Action*, published in 2008, and *Pact 2020*, published in 2009. During the second visit, the CDG heard little about these ambitious plans, with the exception of one presentation by a government representative who reiterated the ambitions announced in *Pact 2020*. Indeed, the CDG identified a significant measure of scepticism on the part of the other stakeholders with regard to the Flemish government's plans to create a learning society and the day-today challenges confronting HEIs.

During the thematic sessions, there were, however frequent references by diverse stakeholders to short-term so-called "social debate" on the restructuring of higher education initiated by the Flemish government in the course of 2009. This social debate was announced as an intensive regional policy debate in Flanders on the different tasks of the universities and university colleges. There is a struggle between the respective responsibilities of these institutions for teaching and research, while third mission activities are marginalized.

This social debate has in fact focused on the most appropriate allocation of the teaching at M.A. level, referred to as academic teaching which should be the task of the universities rather than the university colleges. The widespread expectation of stakeholders is that these courses will be transferred from university colleges to the universities, with suspicion that this was the intention all along. The CDG was informed that this social debate had too long been circling around structure rather innovative content. The umbrella organization for university colleges was not invited to the first meeting of the commission conducting the social debate - "we are too late in the debate".

Another issue concerned the funding of post-graduate education for those in employment, or continuing professional development. The public funding of approved B.A. and M.A courses has resulted in the proliferation of the accumulation of so-called B.A.plus B.A. courses which in effect comprise publicly funded trajectories for post-graduates. It was suggested that this was a quite legitimate use of the existing funding mechanisms, but pointed out, however, that this mechanism, distorts, the development of a responsive market for post-graduate continuing professional development in response to the human resource development needs of firms. It also blocks and diverts effective policy debates about the funding of this dimension of third mission activities by HEIs.

The CDG proposed that the Flemish authorities abandon the focus upon a front-ended model of initial higher education. The role of higher education in a recurrent system of lifelong learning calls for a new debate about the distribution of structures of opportunity throughout the life course of individuals. This would enhance the further development of third mission activities.

3. Progress with the PURE Action Plan for Flanders

The broader and stronger Regional Consultative Group (RCG) limits the dominance of HEIs, which was identified by the CDG as a problem in RVR1, with more representatives of regional stakeholders such as umbrella organizations, SMEs, and local authorities in the region included.

Benchmarking has involved the participation of all Flemish university associations (local associations of universities and university colleges), individual HEIs, faculties and departments. This exercise constituted a major strategic element in the Action Plan for Flanders July 2009–December 2010. Preparatory meetings and trials with the benchmarking tool were held, and the tool was implemented by all HEIs via an on-line tool.

The results of the benchmarking tool were brought together in a report “Good Practices HEIs in Flanders”, submitted to the CDG prior to its visit. The regional HEIs were pleasantly surprised to learn how many third mission activities were organized in their institutions. The benchmarking exercise brought together disparate information about activities at faculty and departmental levels. This enhanced confidence at institutional level should help organizational reflection and learning, the formulation of explicit over-arching institutional mission statements, and the development of strategic plans in the future. A one-day conference was held in Genk in May, 2010, devoted to the results of the benchmarking exercise and the third mission. Towards the end of 2010, a final meeting will be held with all the stakeholders who have been involved in the PURE project in Flanders.

Activities referred to in the Action Plan for Flanders that have not been implemented. include the preparation of sub-cluster meetings and a one-day conference on “social capital and active citizenship” involving Flanders, Nord-Pas de Calais, and Kent County Council. It is unfortunate that the PURE Regions benchmarking tool has not been implemented. This would have enhanced and consolidated the engagement of umbrella organizations, SMEs and local authorities at regional level in the PURE-project.

The RCG should focus during the remaining period of the project on widespread dissemination of the results of the benchmarking exercise in Flanders. This should focus on undertaking a self-selection of “good practices” to be documented and shared with other regions through the PURE website.

IV.6 Gaborone Botswana (G)

The highlight of the second CDG visit was the signing of a Memorandum of Understanding between the University of Botswana and the City of Gaborone. The CDG team were impressed by the progress made since 2009 and by the innovative and imaginative way in which the RCG had tackled the difficulties faced: difficulties faced in all PURE regions.

The CDG recommended that the advances since 2009 should be supported by an amended Action Plan specifying further engagement targets to be aimed at in collaboration with Gaborone City, and assisted through the work within PURE

Development of the benchmarking tool with regard to application in the areas of SMME and Cultural activities should be continued

Collaboration with Gaborone City should be extended to support the 2010 PURE Conference in Gaborone. A steering committee should be convened as soon as possible to shepherd arrangements for the Conference.

The RCG should consider collaborative discussions with colleagues in other Southern African institutions to bring forward the concept of an 'African perspective on engagement' (see also the Lesotho summary report).

IV.7 Glasgow Scotland (GI)

Regional Priorities, Ambitions and Aspirations

The Scottish Government through its departments and agencies has put a high priority on the development of the Scottish workforce which it expects will lead to a reduction in unemployment, address issues of social cohesion, the gap between the highest and lowest paid people in the workforce and improve overall GDP. The funds for supporting workforce development have been sustained despite the restrictions in public expenditure and the agencies supporting training have been streamlined and rationalised for more effective delivery through a demand approach to workforce development.

There is a considerable support for close cooperation between the Government agencies and the educational institutions against a background where the Scottish Government has identified seven key sectors for the economy, tourism, energy, creative industries, financial and business services, food and drink, life sciences and

somewhat surprisingly, universities. The first six industries are supported by Sector Skills Councils which have been set up to provide an interface between industries, colleges and Government agencies and who play a role in identifying skill needs and qualifications. In addition to the key sectors identified by the Government as priorities, other Sector Skill Councils exist to represent the interests of the remaining economically active parts of the economy.

One of the key issues identified by the Government is the relatively well qualified workforce in Scotland which is not translating into higher economic performance. Improved performance and the raising of GDP is therefore a main driver behind the Government policy to support improved mobilisation and to focus more clearly on the acquisition of appropriate skills aligned to meet current and future occupational demands. A particular challenge is to clarify the career pathways and the nature of the assistance to be offered to unemployed individuals.

The universities and colleges have a strong history of engagement with all sectors of civil society and aspire to provide a world class education to address the needs of the City and its region. However whilst the Skills Development Scotland (SDS) agency has a significant budget (£200m pa) to support the development of skills, the direct funding for universities and colleges, although substantially larger (£5~7bn pa), is constrained by tight budgets, exacerbated by the Government policy in Scotland to provide free post secondary tuition. This differs from elsewhere in the United Kingdom where top up fees are charged by universities and colleges. It is evident that the Government has a strategic economic policy which impacts directly on the roles of universities and colleges and other training providers. What is less evident is how well the training providers respond to this strategic approach to the economy or how it is reflected in the way they develop their business plans for the future. .

Summary of Current Position

The newly elected UK government is committed to significant reductions in public expenditure and its impact in Scotland is uncertain at this stage. However there is a strong sense of willingness to make things work but the size of Glasgow and its greater metropolitan area means that the structures at all levels are complex with a multitude of partners and interests. It is also clear that whilst organisations are keen to work together there is conflict on occasions and competition between some of the players. While the FE colleges in Scotland have formed an association to coordinate and lobby on behalf of the FE sector and which is replicated with a similar organisation at City level, there is little evidence that the universities are similarly organised other than at national level through Universities Scotland. .

A most significant issue for all agencies and institutions concerns outreach to, connections with, feedback from and active engagement with employers. The current networks, contacts and outreach activities by the public agencies are clearly inadequate relying on voluntary membership organisations for business and personal contacts of staff the institutions and agencies. A comprehensive approach needs to be developed which will be available to all partners as a single data base with information of the company profile training received, future needs and feedback.

However necessary and useful a common data-base would be, it is not sufficient on its own. Contacts with business and industries communities are based on trust and any

improvement in the relationship between the agencies and these communities will depend eventually on building trusted personal relationships. Therefore outreach to employers and particularly SMEs require a coordinated approach by the various agencies and institutions as well as amongst the staff within each organisation. The CDG is aware that this represents one of the greatest challenges facing the partners and cannot be achieved purely by Government ordinance. However public agencies can set the framework and cultivate a climate of cooperation and support between the various agencies and their staff.

Another significant issue is the way in which universities, colleges and businesses plan for the future. It seems that future planning at present takes place in a vacuum within organisations and the Government and its agencies should be far more proactive in supporting their future planning. Equally the institutions should be clear in their marketing about what they can offer in terms of research, teaching and support. Also during a period of economic restraint the institutions need to re-examine their strengths and weaknesses to ensure that they maximise their effectiveness.

There is a single well resourced agency for funding skills development as well as labour market and provider information. Skills Development Scotland is a good example of a new approach to skills. The Agency has both a strategic responsibility and a responsibility to ensure delivery with a sound research and evidence base.

Agencies involved in skills development cooperate closely in order to strengthen the programmes and there is strong evidence of working together at all levels with the emphasis on providing the best support for individuals and businesses.

There is a large, well regarded Modern Apprenticeship scheme with a high degree of take up by both young people and employers which has moved beyond the traditional industries to encompass the whole economy.

There is a well developed articulation between colleges of further education and universities which enables students with a poorer academic record at school to enter university through the FE route, gaining the necessary skills and confidence to sustain them. This is particularly valuable for more mature students.

Good community outreach programmes from universities and colleges into the wider community are evident. The outreach programmes vary from one institution to another and include arts, culture, music, life-long learning, community support, and work with deprived communities and with new immigrants.

Benchmarking has been slow in Glasgow with only the University of Glasgow having completed the task with other universities still to submit their conclusions. The regional benchmarking is also slow due to the current financial conditions in the public sector and other priorities.

The Action Plan developed by the Glasgow partners is intended to concentrate on the core issues raised in the RVR1 modified in the light of current financial restrictions in the public sector.

Current action points agreed;

- Set up a local network for the universities in Glasgow.
- Review the cooperative links between HE and FE and help to embed their outreach.
- Explore feedback systems from students and employers
- Develop a new and comprehensive approach to access employers
- Assemble intelligence on the needs of all employers
- Train business liaison personnel in all available resources
- Coordinate the business outreach of the various agencies
- Use better intelligence for future proofing HE and FE programmes.
- Increase linkages with business on future support in research, development and skills.
- Support the small, private training provider

IV.8 Helsinki Finland (H)

Helsinki joined the PURE project as part of the second round, with the first visit of the Consultative Development Group occurring in November 2009. This has occurred at a time of considerable change in the higher education sector in Finland, and indeed, new challenges emerging for the cities of Helsinki, Espoo and Vantaa which have chosen to participate as part of the Helsinki Metropolitan Region.

Knowledge generation and its application, specifically as it emerges from the higher education sector, are very important in Helsinki. While the Helsinki Region has about 25 per cent of Finland's population, it has 30 per cent of the labour force and more than 40 per cent of research and development investment

- 4.4 per cent of the Region's Gross Domestic Product (GDP), whereas Finland's nationally is 3.5 per cent of GDP which itself is significantly higher than Europe's. The universities vary widely in scale, as the University of Helsinki, as a comprehensive teaching and research university, has 35,000 students whereas the Academy of Fine Arts, a specialist institution, has 246.

Central to much of the strategic thinking in the region is the vision for the Helsinki Metropolitan Area:

The Helsinki Metropolitan Area is a dynamic world-class centre for business and innovation. Its high-quality services, arts and science, creativity and adaptability promote the prosperity of its citizens and bring benefits to all of Finland. The Metropolitan Area is being developed as a unified region close to nature where it is good to live, learn, work and do business.

Innovation and competitiveness policies were another important dimension of national and municipal policy. National innovation policy has been the subject of intense scrutiny and redevelopment. The new approach has four key threads: increase the global presence of Finnish actors; strengthen 'demand and user' orientation; encourage entrepreneurs; and restructuring of systems to encourage greater flexibility and dynamic innovation involving the public sector. The new emphases build on

continued strength in science and technology development, and on the strategy which promotes decentralised Centres of Expertise, and strategic centres for science, technology and innovation.

Alongside the national innovation framework, the Helsinki Metropolitan Area has adopted a Competitiveness Strategy, *Prosperous Metropolis: Competitiveness Strategy for the Helsinki Metropolitan Area*. Led by the Economic Development Working Group of the Cities of Helsinki, Espoo, Vantaa and Kaunaiainen, the Competitiveness Strategy is seen to be critical in achieving the vision for the Helsinki Metropolitan Area.

Overall it is apparent that there is strong commitment to thinking strategically in Helsinki which, at several levels, positions the higher education institutions as an integral resource for the development of innovation and expertise. This is at the heart of the vision for development in Helsinki, and in Finland more generally.

Overall, the character of the universities obviously influences their approach to engagement, and its effectiveness from a city perspective. The University of Helsinki has a record and aspirations to be recognised as a leading international research university which offers education across a range of fields. Aalto, on the other hand, is much more focused on application of research and direct engagement, even though depending on the department, it will also have aspirations for international recognition. The universities of applied sciences develop labour supply for skilled employment but they also practice research, development and innovation activities.

Some specific issues emerged:

- The range of formal strategy documents is impressive, from state, region and city. However, are there too many to get real focus into the implementation?
- the universities have been encouraged to lift their international research performance, but they might make decisions that will reduce their capacity to be involved in applied activities.
- There are clear opportunities for Cities to initiate service innovations, and it seems apparent that Helsinki can draw on the wider PURE network through joining the Regional Innovation and Renewal cluster.
- some feedback that it can be very difficult for small and medium firms to get access to universities. Large companies are involved readily, and the incubators provide a resource for new initiatives to get off the ground. Many different kinds of services are provided also for SME's. However, there might be a question about how a SME can find out where to go to get all the support that is provided.

The Regional Coordinating Group's Action Plan has placed the major emphasis on integrating the theme of greater engagement by the higher education institutions with ongoing projects and processes. These include:

- Implementation of the joint Competitiveness Strategy, including having on the agenda of the joint meeting of rectors and mayors, the development of a demand-responsive transport system across campuses, and the development of short-term housing for international staff and students;

- Implementation of the Regional Cohesion and Competitiveness Programme for the Metropolitan Area, including the Student City program;
- The Basar project, on Indian and Japanese students;
- The further development of the Metropolitan Area Urban Research Programme, in which the research themes have been agreed by the key city, university and state stakeholders;
- the VALOA-project which develops chances for international students to land a job in the region;
- the Aalto Camp for Societal Innovation in July 2010
- bilateral cooperation between Helsinki and Aalto-university; and
- The bilateral advisory board of the University of Helsinki and the City of Helsinki continues

New action for 2010 will include a new Programme for Societal Interaction at the University of Helsinki, and possibly a PURE-workshop for all stakeholders in the region in the autumn 2010 or spring 2011. It is anticipated that the next visit of the Consultative Development Group would be in spring 2011.

IV.9 Jamtland Sweden (J).

An ageing population, ‘brain drain’, rural-urban drift and underemployment in rural areas, and in particular by young men, bring a set of demographic challenges that unless addressed strategically will cause significant social exclusion and economic under performance in Jamtland. Taking into account the natural, cultural, social and enterprising human capital assets in the region, the all year round, region-wide tourism industry focussed around active sports and the rural cultural experience is seen as a central way forward for Jamtland in collaboration with Mid-Sweden University.

The second review visit noted an increase in dialogue between the University and the region, however the benchmarking exercise suggested more needs to be done to progress the new region-wide all-year-round tourism destination agenda in practical ways if it is to strategically address the underlying regional weaknesses and impediments. We see the focus on tourism having a number of strategic advantages at this stage in the region’s development; however there are several uncertainties on the horizon which will need to be worked through.

An immediate uncertainty is the central government’s agenda for regional amalgamation, creating fewer but larger and more populous designated regions throughout Sweden by 2015. There may be implications for the Mid-Sweden University in these regional amalgamations as the Swedish Government has sought to strengthen the smaller universities (through amalgamations so as to reduce the regional disparity in higher education participation between urban and rural areas in Sweden.

An emerging difficulty for Jamtland with this agenda for regional amalgamation is that it is trying to define a distinct regionally inclusive destination brand for the all-year tourism experience. Discussions about regional amalgamation bring some uncertainty to identifying a meaningful and cohesive regional brand. Local

discussions amongst the municipalities and with the County Council in regard to amalgamation are continuing.

To enable a more sustainable region-wide approach to building tourism and the region's economic development as a whole as well as address its demographic and social inclusion concerns, the review team recommended a human capital plan for the region be formulated by education providers, including the University, key regional institutions, and key enterprises and enterprise groups. In this regard it was suggested that a focus on tourism may be a useful beginning model for implementation and evaluation for the wider approach to the region's development at a later date.

2. Methodological issues

- Focus of the regional review as negotiated with Pascal is restricted to tourism, and while this is valued and very relevant to helping address the underlying structural concerns for the region it should not be considered in isolation of other elements of the regional economy and society the CDG identified a number of other initiatives of a wider nature that need to be addressed
- . Discussions with the University leadership and generic issues of management and strategy within a national policy context were restricted to just one meeting and while this was useful in the future it is suggested that more wide ranging discussions occur across the University

3. Specific policy issues based on the 7 cluster themes

- Issues in the region require a cross-cutting cluster-theme approach at this stage as the required initiatives are as yet not large enough to be able to be constrained to the in-depth learning from a focus on individual cluster themes.

4. Specific achievements

- A greater sense of the importance of engagement between the university and the regional economy and society in addressing the various demographic, social and structural concerns
- An acceptance of the need for some central practically-oriented regional development organisation akin to Region Varmland
- Greater dialogue between the University and regional leadership as a forerunner to the design of some specific initiatives of a strategic nature

Note also the following passage from the Lifelong Learning section in Part III above: *The decision to create a regional operational programme for lifelong learning would not have come about, had it not been for the PURE project and the PRECOLL project, which made it quite clear for the region as well as the university that the benefits of collaboration are mutual and necessary for regeneration and development of the region.*

IV.10 Kent England (K)

The participation of the English Counties of Essex and Kent is unique. It started as a proposal to extend the Thames Gateway Region PURE participation by adding extended strips north and south of the Thames Estuary. Each Authority paid a half fee to take part. In the event the full Authority areas were included, dividing the benefits and costs of participation on an equal basis. As a result, the first CDG visit at the beginning of 2009 spent only one full day in Kent and two in Essex. The second visit met in Essex on Sunday evening 9 and Monday 10 May, then in Kent on 11-12 May.

The visits took the form of consultative exchange different from other PURE regions. The first CDG visits were fact-finding and exploratory, rather than full CDG visits. The second visits are best thought about as an intensive ‘head office’ consultation in the case of Essex, and a successful cross-sector and cross-institutional development consultation in the case of Kent. In Kent, the CDG met groups of officers having different portfolios in the Kent administration, and political leaders of the Authority, followed by groups of university personnel from the four universities in Kent and a member of the national funding council (HEFCE) staff.

Because the Pascal contract was with the two county authorities, it technically omitted the three unitary area authorities embedded within their boundaries, the Medway Towns in Kent. These were part of the administrative county until early in the decade. If there is involvement of the two regions after 2010 it should extend to include the whole socio-economic and geographical area of Kent and likewise Essex, including these urban regions. The expression ‘let us not waste the opportunity of a good recession’ was a backdrop especially to the Kent visit.

Kent like Essex lacked substantial prior consultation with different stakeholders, private and third as well as public sector and higher education, leading to the creation of an active Regional Coordinating Group (RCG), so understanding and active participation were modest. This was most marked over benchmarking (better thought of as self-evaluation and self-monitoring). The first CDG visit was fact-finding and preliminary exploration. The second visit in May 2010 was however a very successful cross-sector and cross-institutional development consultation.

There is now great potential benefit by staying in PURE so long as more active partnership via a RCG can be built. The massive changes foreshadowed with a new national government seeking rapidly to reduce the level of national borrowing makes ongoing participation all the more fitting. A at a very early stage of consideration is for a consortium of higher education institutions within the Thames Gateway Region and both counties, somewhat on the lines of the Manchester consortium and the Melbourne Office for Knowledge Capital (OKC). Led from Kent, this would offer tangible means for local collaboration and networking with the larger region and among the different higher education institutions. It may provide a better forum for the universities, which are few in number and diverse in character, to consult and collaborate in pursuit of their different missions in the regional context.

Kent’s original action plan based on the first CDG report summed up a number of challenges and actions. Challenges included local HEIs contributing to increasing higher level skills within the Kent economy, and developing policy options which

may be taken forward in a local and national context. Increased linkages are needed between the research of Kent-based HEIs and local economic policy development. There are questions about how Kent fits within the wider impact of Thames Gateway developments, and where partnership opportunities may exist for strategic development with other PURE regions; and how to broaden co-operative working between HEIs, the regional government and the private and voluntary sectors for a future sustainable economy.

Actions would include formalising and enhancing the Kent Consultative Group, developing a Kent HEI engagement policy, applying the PURE Benchmarking Tool to Kent's Universities, identifying the best PURE priority clusters, identifying and establish Officer Support for Kent PURE Activities, and identifying which PURE areas could benefit from wider support.

to use the second as a fresh start. The first CDG visit was something of a false start, so an action plan had not been activated. The universities were reluctant to take part in benchmarking, which was explored with the CDG on its second visit. There was also some frustration because of the missed opportunities; the 2009 CDG report which did not show the activities and the potential in Kent.

By the time of the 2010 visit however a lot of good and interesting things happened. Following two very interesting days, first with the public sector and then people from the universities, it was felt that a third day really had been needed to bring these two sectors together and create an integrated platform.

A workshop on a project by the universities in the South East Coastal Communities, explained a successful pathfinder project that could serve as a model for national and international projects. The idea of pathfinder projects is appealing, allowing models for project or issue based approaches, and a model to enable sustainable development as well. A workshop on university benchmarking with representatives of all the universities in Kent made clear the universities' reluctance to cooperate. A lively discussion followed, in which the philosophy and the practical use of the benchmarking tools were explained. Resistance was due to a number of factors, including ranking and comparison issues; there were questions about the methodology itself and the time taken to fill in the questionnaires. Kent will be given access to the Flanders web tool, so that participating universities will be able to fill in the benchmark questionnaire on-line, which is faster and allows specific data-mining. It became clear that it would be a good if Pascal itself would improve the website and offer an on-line toolkit.

The second CDG visit felt more like a first meeting with the actors. Very good examples were given and interesting observations were made by all the participants, with very good panels indeed, although civil organisations and the business sector were absent.

The second CDG report and recommendations could serve as a mirror and a new starting point for PURE activities in Kent. In the meanwhile two actions are planned: first to establish a Kent PURE reference group to provide a forum for stakeholders to build on the momentum from the visit, provide a critical review team for the report, share examples of good practice more widely and pursue collaborative working and funding opportunities. Secondly to undertake PURE benchmarking by both region

and universities. The County Council will co-ordinate regional benchmarking, and the universities have received the tool for their work.

looking forward, the Kent actors and interested parties could now be brought together for a kick-off conference day, where the framework and possibly the results of the benchmarking can be presented. There are many good things going on, and a platform is needed where people can meet under good leadership. Representatives from the civil society organisations and the business community need to be involved. There are good prospects for Kent, now in a sense having reached the starting gate, to become a very active PURE region.

IV.11 Lesotho (L)

The CDG team remarked on the progress made since 2009 in terms of the building of relationships within NUL, with local community groups in relation to specific projects and by the groundwork undertaken to pursue the areas of priority in regional engagement. The CDG felt that NUL now had a considerable body of research evidence in preparation with which to approach the policy makers in Lesotho as a whole and to use as a bridge to enhanced engagement.

The CDG recommended that amended Action Plan specifying further engagement targets in collaboration with senior policy makers and policy making departments in Lesotho and assisted through the work within PURE. Contact with a representative of the CDG team should be maintained.

The amendment of the benchmarking tool to make it more comprehensible in the local setting, should be finalised and provide one 'platform for discussion' between NUL and the Lesotho authorities

With PASCAL PURE assistance where necessary, the concept of engagement should be communicated as the key message to target policy-making departments and that the process of developing relationships should centre on 'benchmarking, target setting then ring-fencing of the necessary resources' as suggested by RCG meetings; and on 'development goals, research evidence then adjusted development goals' as suggested by the CDG team

Also the RCG should consider collaborative discussions with colleagues in other Southern African institutions (in particular, the other HE institutions in Maseru - Lesotho College of Education and Lerotholi Polytechnic) to bring forward the concept of an 'African perspective on engagement'

IV.12 Melbourne Australia (M)

Circumstances in Melbourne were such in 2008 that the PURE project was timely. As a result much has been done in 18 months. Participation in PURE has amplified and accelerated trends in favour of engagement and has thus proved beneficial. On the other hand competitive instincts remain deep-seated and progress remains

challenging; continuation of the work of PURE would be valuable to sustain the momentum.

Melbourne is also taking part in the 2nd round of OECD regional development and higher education reviews, allowing comparison of methodology and usage.

The region started benchmarking in mid-2009. All universities took part and the analysed results have been widely consulted and shared around the PURE project as well as within the region. The region benchmarking tool was also trialled with three different stakeholders, giving some triangulation between different perspectives. In light of this experience, a 2nd round of benchmarking is planned to take place in 2010, allowing some adaptation from the first iteration, and a beginning to tracking trends over time.

Melbourne contributed to the full PURE Project a report and analysis of its first benchmarking iteration which has been put into general circulation as a PURE Briefing Paper.

The region decided to take part in three of the seven PURE prioritised cluster themes – RIS, SIAC and GSJ. These were used as the basis for selecting and commissioning research on case studies in each of these fields, all priorities for Melbourne. Case studies were drafted from this work, and presented for discussion in a highly successful full-day conference in Melbourne in December 2009 opened with a keynote by the Minister of Skills and Workforce Participation (on Tertiary Education + workforce and skills issues). The papers have since been revised and placed on the PURE Website. Resources are being sought from Government for continuing substantive work in all three areas within the PURE framework.

The Regional Steering Group met regularly and its members were also in regular contact with the Office of Knowledge Capital (OKC) created in 2008, which managed Melbourne's participation in PURE. The Project gave a timely focus for the work of OKC which is created and 'owned' for an initial three-year period by the City of Melbourne with project support from the State of Victoria and active buy-in from the 8 metropolitan universities through a funding model. (The keen involvement of all universities was very evident to the CDG on both its visits, which included regional centres in the State of Victoria as well as the metropolis.)

While the three areas of Innovation Systems, Social Inclusion and Green Skills and Jobs became the focus of the region's PURE work, other cluster themes are also relevant to the region, especially Creative Cultural Industries in which Melbourne excels by world standards, Tertiary Systems where the contribution of the TAFE sector and its relationship to higher education is crucial, but also Rural and Remote Communities which interface with the extended greater Melbourne region.

One central finding of the work has been the necessity to accept a plural meaning of 'the region' extending from the City of Melbourne through the metropolitan and the commuting regions to the whole of the State of Victoria, where there are important rural-remote development challenges. Another finding has been the at least latent complementarity of different HE missions and the importance of different sub-regions for different HEIs within the larger region.

If time and resource permitted Melbourne would choose to take part in all the cluster themes. At the same time its greatest learning benefit lies with metro-regions somewhat comparable in size and metropolitan character. The region therefore strongly supports the (Brussels February 2010) notion of developing clusters as a matrix, with the strong axis being clusters of similar regions cross-cutting all the specialised clusters.

Much of the difficulty confronting engagement in the region stems from the highly competitive culture which is a national characteristic amplified by national (ie. federal) HE policies based on competition between universities, and with fragmented financial support or incentive to collaborate. Steady progress is being made despite this to secure collaboration and there are more regular and sustained exchanges between HEIs, and between the HE sector and other sectors, private, NGO and especially public, to identify needs and opportunities and move towards more collaborative planning. Progress remains difficult because of the instincts and rewards pulling away from this. The bases for dialogue provided by PURE have been and remain important.

TAFE was not effectively included in the work for the first CDG visit. TAFE is under great pressure from government-induced changes, but work arising from the project is beginning to draw this sector in with HE within a more encompassing ‘tertiary’ planning framework. Melbourne was much to offer the PURE project in its experience and efforts in respect of Tertiary Systems.

IV.13 Northern Illinois USA (NI)

There is a long standing tradition wherein US universities commit to a ‘third mission’ or ‘service to the community.’ ‘Regional universities’ (an infrequently used term) are particularly expected by their communities to be active centres of support and initiative for regional development.

NIU is living up to this tradition and expectation in a number of ways: more than 90 percent of its student body comes from the region, almost all of them stay in the region upon graduation; it has several off-campus facilities and offers off-campus courses and programs, both undergraduate and graduate; it serves as an intellectual and service centre for the region; it serves several regional and municipal bodies and organization by maintaining a steady contact and bringing them together for various occasions; it has a centralized division with coordinated outreach offices and activities.

NIU has not (yet) engaged in a PASCAL benchmarking exercise, but it has engaged in a survey and self-assessment work in preparation for the application for the classification of an ‘engaged university’ under the Carnegie Foundation’s Engagement classification of universities. This application was successful.

NIU’s recent work is largely concentrated on two different but closely related activities: (1) a consultation with different regional ‘stakeholders’, i.e. mainly local government organizations and NGOs, about (a) what is needed to improve the skill base of the regional work force and (b) what is expected from NIU and the other education and training organizations operating in the region in order to bring such

improvement about; and (2) the attempt to more closely co-operate with the CCs in order to better serve the region with regard to skill development of the workforce, both the young and those who are already in the labour force.

Regional collaboration

There are a number of challenges to regional collaboration. One is the relative autonomy of the Community Colleges (CCs) who are governed by local governing boards and financed partly by local taxes with the result that they are primarily interested in demand from and programs serving their particular catching area rather than the region as a whole. Another task is for NIU senior administrators and senior academics to not just accept in principle, but also actively embrace, the role of a regional university (rather than seeking reputation and distinction primarily as a research university).

Convincing the CCs that there are regional synergies to be created which will benefit the region as a whole but also the institutions themselves was not easy, especially as there was a lack of trust and cooperation. Both the NIU president and many of his CC colleagues have now committed to collaboration in some concrete fields. While this initiative is very important, a second step must now follow: engaging the labour market, i.e. not just employers but also the several local economic development boards and the various NGOs working in this field.

NIU cannot do this alone. So far, in spite of the willingness of the CCs to collaborate, there is no indication yet that they are ready to share costs – which would also be an indication that the work is collective and owned by all the partners, not just NIU.

The region and administrative structure

A second challenge is the region itself. Chicago, the near-by big metropolitan area with a huge labour market, a host of agencies and NGOs, and many universities, CCs and private training providers, is just 65 miles away and is steadily expanding to the West and therefore into NIU territory. While this is a chance for well prepared workers coming from the NIU region to find employment in Chicago or the adjacent ‘collar’ counties, it is also changing the boundaries of the region and re-defining the remit of ‘regional engagement’.

A related challenge is the administrative structure in which NIU and the other potential partners operate. Illinois does not have counties or other regional bodies that have a common structure for discussing regional planning and coordinating regional stakeholders. There is no real centre of the region itself – unless, of course, one sees NIU and DeKalb, the town where NIU’s main campus is located, as this centre.

As part of the PURE analysis of the first cohort, we need to discuss different types of regions and the consequences for university engagement.

Longer term perspective needed on knowledge mobilization and learning

The discussions on regional human resources needs tend to focus on perceived skill gaps or concrete but mostly short term action plans. However, ‘development’ connotes a broader and a longer term dimension. It is therefore prerequisite to link the short-term debate to the question of how future challenges can be met. As knowledge and innovation are key ingredients of sound economic and social development, the role of learning will become more central. Discussions about economic and social development must therefore look to learning models, such as ‘Learning regions’, ‘network learning’ and ‘lifelong learning’ all of which must be defined with a view to the particular features and needs of NI2

Summary

The fact that there is no ‘region’ in the political sense which could serve a main partner makes it necessary for NIU and the CCs to partner with many different offices, bodies and NGOs that operate in the region. Also problematic is its proximity to and interdependence on metropolitan Chicago.

The work with the CCs and other partners has just begun and must be concretized and put on a permanent rather ad hoc level. Therefore, as is probably the case for most PURE regions, it would be necessary to find a mechanism by which the exchange with other PURE regions as well as external monitoring by PURE can be continued.

IV.14 Puglia Italy (P)

The Puglia Region in the South-East part of Italy re-elected in 2010 a progressive administration. Its policy direction is closely in line with the values and purposes of PURE. This puts it at odds with the orientation of the national and most other regional administrations. The impact of the global financial crisis was somewhat delayed, but is now being felt. Unemployment is rising still higher, and funds for higher education and other public programmes are scarce. The national North-South divide has if anything deepened.

On the other hand, as a result of the commitment and very persistent efforts of the PURE regional consultative group, despite the slow and hesitant start to the project much progress has been made. The idea of a learning region had already received attention and interest by 2009. However, ‘third mission’ and engagement were not familiar or easily accepted ideas in the universities of Italy or the Puglia region. Between the two CDG visits 13 months apart, there has been a significant shift in understanding and acceptance of these concepts. Progress was demonstrated by a day-long meeting across all sectors of well over 100 people, ‘Comunita che Apprendono – new relationship between Universities and Local Authorities based on participation’, to which the CDG contributed, at Casamassima near Bari City, on May 5 2010.

Despite initial resistance, all the Puglia universities attempted benchmarking by May 2010, using different approaches. Not all aspects of the HEI tool were found to work well in all cases. Deliberate links were made with areas of PURE cluster priority.

Feedback to the CDG on its second visit, from the three universities visited, and from the whole sector in the workshop on 5 May organised with the Learning Cities Association, showed how significant the benchmarking exercise had been in requiring universities to stop and think about what they are and are not doing. They came to recognise the changes needed to strengthen engagement in regional development. It looks likely that the baselines established will be used to monitor future change in third mission activity. A commitment was made at this meeting for the regional administration (Regione Puglia) to undertake matching benchmarking, using the draft regions tool. The Region wants to derive more comparative benefit across PURE regions from the benchmarking work and outcomes and hopes that this will be considered at Ostersund.

Benchmarking had a marked effect especially on the large and central University of Bari, which comprises over half the Region's university system. A growing network of professors with environmental interests found they were doing rather poorly and welcomed a baseline against which to measure progress. Although it is a decentralised University typical of the Italian system, the Rector set up a cross-faculty committee on environment and sustainability to work on this. A senior University of Bari science professor at the May 5 meeting committed the University to creating an operating model to promote regional development, while acknowledging that it was difficult and would take time.

Puglia Region chose to be involved in three Clusters and has focused much of its work with PURE in these theme areas: Environment and sustainability (GSJ); Social inclusion and active citizenship (SIAS); and the needs of Rural and remote communities. All three featured strongly in the Region's action programme within the PURE project. For the third the 2nd CDG visited one of the two more remote and economically disadvantaged provinces, Foggia, and a multi-stranded local-regional community development project in the lower Apennines south-west of the city.

The uncertainty and slow start to the work of PURE Clusters, made more difficult by Website problems, caused frustration and disappointment. As a result there is a feeling that the Region has scarcely started to get the benefits of networking and exchange of experience with other PURE regions. More focused links, visits and twinning with other regions and universities will give greater value if Puglia remains involved after 2010. There are for example strong similarities of expertise, situation and purpose at Foggia here and at Kaposvar in South Transdanubia. The Region as a whole could gain from exchanges on regional planning with rural areas in the Scandinavian PURE regions; and probably by linking more closely with other large PURE regions with a range of cities, towns and rural areas, such as Flanders, Northern Illinois and the State of Victoria (as distinct from just the City of Melbourne).

The slow pace of change in Italian higher education, the influence of national policies and resource constraints, and strong traditions of academic autonomy and restricted central policy direction, all make it difficult to transform the Italian and Puglia university systems towards the third mission. However, there seems to be more potential for change, so long as the will and leadership are there within individual universities and among the Region's universities collectively, providing they can continue working more closely together. In the judgement of the CDG quite a lot can be done within current constraints, if Rectors give encouragement and direction.

The academic wealth of the universities already contributes to regional and local development in many ways, usually through individual professors often as private active citizens, rather than formally in the name of the university. There are some problems where private employment by professors conflicts with the university itself being more engaged, and some legal limits on forms of commercialisation; but there is also room to move. It would be valuable for the sector to explore more vigorously, and try out ways of accelerating involvement and development efforts, through different kinds of collaboration and joint ventures that are already legally possible.

The great strength and distinctive character of the Region are found in the strength of traditional networks and informal personal contacts – in short the Region's social capital. Also very important is the continuing commitment of the new regional administration to transparency, participation and active citizenship. Puglia could be a leading region and 'site of learning' for others in the PURE project and more widely. Much is happening in the Region's civil society, non-governmental or third sector. Several community initiatives are driven by strong social and civic purposes tapping into established community networks and relying a lot on informal links. Notable among these is Bollenti Spiriti. This mobilises and engages young people, encouraging and supporting the start-up of micro-businesses and other sustainable community-based ventures. The CDG in 2009 was impressed but expressed doubt about sustainability. By May 2010 it had proved sustainable and very productive.

As part of this kind of activity, in January 2010 the Region organised and hosted a 500-strong first international youth conference, called The Future Is Not Over, using new social networking technique, and marking itself as a leader by international standards in youth empowerment and mobilisation working across sectors. This is an area where Puglia could play a leading role in ongoing work by Pascal and PURE in 2010.

A main challenge for the Region, and for the PURE project if involvement continues after 2010, is to strengthen the engagement of each university in its own province and localities. This may mean formalising some partnerships, although there is also a preference and an argument for keeping these things more 'organic' and informal. The same applies to the regional higher education system. The Region continues to have a supportive Administration keen to lead and support development, drawing on and adding to the reservoir of community energy and purpose. What is now needed is a more regular way of engaging the universities, with their wealth of talent, in regional planning and development, not only in higher education itself but in a join-up way across all the planning portfolios.

A further specific challenge is to find ways whereby each university can engage more specifically with the employment and related economic needs of the Region and its local provinces and municipalities. This means working more actively with the private as well as the public and civil society sectors in forms of industrial innovation and economic development, alongside the existing strong social agenda and purposes. The Region could benefit by 'listening in' to the work of the Regional Innovation and Renewal (RIR) cluster, and exploring ways of nurturing the growth of employment. This might include new design and technology, new forms of energy production and use, new kinds of partnership, or building on the traditional knowledge and skills of communities in the Region for new markets in ecotourism, organic and other

specialised foodstuff in a connected way. This and specifically the areas of youth unemployment, transparent governance and active citizenship, are distinctive strengths and challenges for the Region looking beyond 2010.

IV. 15 South Transdanubia Hungary (ST)

The South Transdanubia region of Hungary is the only region in Central and Eastern Europe in the first cohort of PURE regions. It is hoped that a 2nd Hungarian region might in due course follow this example and allow comparison within Hungary. The past two decades have seen great changes in many aspects of Hungarian life, ranging from great optimism to disappointment and some cynicism. The recent period of the global financial crisis has been difficult, with high unemployment, though less severe than for some other EU nations.

Major tasks confronting the region have to do with general economic development (with unemployment currently around 18%); limited transport facilities hampering development, including tourism and eco-tourism in which the region has evident potential; and social integration, especially to do with Roma and other non-Magyar minorities. Taking advantage of EU membership and benefits without having the distinctive strengths of the region overlooked is another ongoing challenge, along with the central government's need to develop a stronger and more confident practice of devolution to the different Hungarian regions.

During the 12 months between the two PURE CDG visits, much progress was made from a very difficult beginning, as some of the concepts of PURE were unfamiliar in this country. The concept and aspiration that resonates most strongly is lifelong learning, and this intended PURE Cluster has not taken off, so the region has not had that benefit. It is involved in the Regional Innovation Systems (RIS) cluster which is not yet far advanced.

The region comprises three counties with the ancient Unesco city of Pecs as the main centre and home to a large and prestigious university. In 2010 Pecs enjoys the status of European Capital of Culture, so much of the region's work within PURE has related to that. Although South Transdanubia is not part of the Creative and Cultural Industries (CCI) Cluster, there is obvious relevance for the City. Scarce resources limited how many clusters the region can join, and the conflicting demands on the time of a small number of key players make for delay. The second City and University, Kaposvar, also has an interest in the cultural sector, being another historic site with potential for expanded tourism. The University there is strongly oriented to the rural and agrarian sector.

Because of the importance of the rural sector and the challenges confronting the non-urban parts of the region as far as the border with Croatia, a visit was made to villages on the 2nd CDG visit, illustrating the in-principle interest in the cluster theme on rural and remote areas. One probable gain from participation in PURE is a stronger tendency to think in terms of development of the whole three-counties region, and the beneficial interdependencies that could be nurtured through the deeper sustained involvement of the universities. It is now accepted by both universities that regular meetings with external stakeholders are essential, reflecting the more holistic thinking that has grown up through the Project. Less tangibly, the idea of 3rd mission

engagement is now better understood and more systematically considered in conducting business. This also shows in the way that the universities present themselves in papers for the Ministry of Education and Culture and other national bodies.

At tertiary and higher education system level participation in PURE has brought out the need for universities in Hungary to have greater flexibility in curriculum development, and greater freedom to create spin-off companies and generally to be able to enhance their contribution to regional innovation systems. There is a need for effective articulation and credit transfer between the technical and higher education sectors and levels. The project has also shown the need for the region to through national government to press for more EU funding to reach rural and remote areas. The PURE tertiary cluster would be relevant to this, and the PURE project has relevance to all of these tasks facing the region.

So far participation in PURE has depended on the efforts of a few key individuals. Efforts are being made through the Project, starting with the Regional Coordinating group for the Project, to widen involvement and to institutionalise ways of thinking and acting that make engagement natural. The coincidence with the 2010 European Capital of Culture year has given impetus but also increased the pressure on scarce resources. The idea is to make the Pecs Learning-City Region Forum the main vehicle for continuing the PURE purposes. This may ensure the ongoing active commitment of different stakeholders that the Project is striving to create.

Both Kaposvar, which has close 'natural' ties with its City and agrarian region, and the larger and more complex University of Pecs, are strengthening formal arrangements for regular consultation and joint planning; this applies in the City of Pecs and County (headquartered in Pecs), and with the County as well as the City for Kaposvar. In terms of wider-region engagement, there are now cordial relations and natural reciprocity between the large and prestigious Pecs and the smaller and more focussed University of Kaposvar; collaboration between them as well as increasingly with the range of regional stakeholders is continuing to develop, informally as well as formally.

Initial unfamiliarity with much of the PURE and learning city way of thinking and the pressure on time led to a decision not to attempt yet to use the benchmarking tools. The RCG also felt that not all parts of the tools were relevant to this region. On the other hand it remains the intention of the region through the RCG to develop and provide case studies of examples of good practice most distinctive to the particular characteristics of the region.

In summary, the South Transdanubia Region faced many difficulties in entering the PURE project. These ranged from the context of recent dramatic political change over less than twenty years, and some weariness and disillusionment with international and national politics, to the recent global financial crisis, unfamiliarity with ideas of engagement and third mission, scarcity of resources and competing time pressures to carry the project forward. Real progress has been made, both in understanding and attitude but also in practical and formal arrangements for better engagement. Much remains to be done. It would benefit the region if involvement in PURE could extend beyond the end of 2010, ideally with additional participation from other Central and East European regions within and beyond Hungary.

IV.16 Thames Gateway England (TG)

Progress to date in engaging with the PURE project has been disappointing, due in the main to limited resources across a range of stakeholders and limited resources are likely to be a continuing issue for future engagement given the forthcoming election.

The Thames Gateway region has not yet been able to complete the benchmarking or develop an action plan to address the objectives set out above. However the new on-line benchmarking tool being offered by PASCAL will enable this to be completed shortly. The university benchmarking will be led by UEL and the DCLG will coordinate the regional benchmarking.

Since the first visit in March 2009 national and London economies have been hit by the recession. The following statistics give an idea of the various impacts

- June 2009 – economic performance (measured by GDP) 5.5% below peak of March 2008 – national income per head not predicted to return to March 2008 levels until March 2014
- Youth unemployment has grown most
- Number of managers and professionals claiming jobseekers allowance rose by 154% in the year to June 2009. These claimants are concentrated in London
- 20% of graduates from London Metropolitan University not working or studying 6 months after graduation
- Some employers cutting graduate entry jobs by 25%
- Graduates often taking low-paid jobs (bar work etc)
- 1/10 graduates in architecture, building and planning unemployed
- One in five young people (1.2m) not in education, work or training
- 4927,000 16-24 year olds unemployed

Progress more generally through the actions set out in the Thames Gateway Skills Framework (published November 2008) has been more positive and recent successes are set out in the Thames Gateway Annual Report (June 2009).

Implementation and delivery of the actions set out in the Skills Framework continue to be a priority for the Thames Gateway Directorate and the Homes and Communities Agency with whom delivery is shared.

The Thames Gateway Further and Higher Education Action Group (TGFHEAG), which is drawn from a wide range of stakeholders across the sectors (local, regional and national) continues to meet regularly to steer progress. The group also has commitment from government Ministers chairing the meeting once a year.

This support at has also resulted in some Thames Gateway institutions being prioritised for funding following a national funding shortfall, allowing some planned new building to continue.

DCLG also consider that given the resource constraints it is important to identify papers, reports and case studies that already exist that could provide a basis for

increasing engagement in the project, in addition many of the actions set out in the Skills Framework are being taken forward through TGFHEAG, and it is important that these successes and issues are properly recorded for the PURE project.

The Consultative Development Group (CDG) were pleased to see the progress that had been made in the Thames Gateway region despite the pressures which had been experienced locally as a result of the economic downturn which has delayed the production of a more detailed action plan and the completion of the benchmarking. It was however noted that UEL would lead on the HEI benchmarking and that the DCLG would shortly complete the somewhat shorter regional benchmarking tool.

The CDG continued to be impressed by the energy and commitment of the stakeholders and noted especially the view that even if the Government focus moved away from the Gateway over time, there was now enough belief and commitment to maintain the partnerships and continue with the development of the region. There was a willingness to take risks to achieve the best outcomes. There was however less understanding about how to get the most out of the 2012 London Olympics and other major events in the Capital.

It was noted that as before not all universities are equally engaged in the Thames Gateway project despite the coordinating role provided through the Thames Gateway Team. It was particularly marked so far as the University of Greenwich was concerned contrasted starkly with other providers both large and small. It was also noted that links with businesses remained patchy particularly with SMEs although the FE colleges maintained wider links than the HEIs. It was also evident that not all the colleges and universities were taking full advantage of the opportunities offered by the Olympics and capturing the legacy of such a major event.

The CDG wished to draw particular attention to the success of the Creative Way and the small, specialist HEIs which have come together in mutual support to provide one of the best websites for students, parents and guardians, providing information on the wide range of creative opportunities available in the Gateway. The CDG were particularly impressed with the facilities and outcomes achieved by these small colleges and also noted their very active outreach into FE, local schools and the wider community. It was however noted that whilst the colleges have good contacts with their relevant industry sectors, their capabilities and collective critical mass to develop skills and undertake research in the creative industries has not been used to actively market these assets to attract inward investment. The web-site in particular would make a good marketing tool with only a little adaptation and could provide links with and for local SMEs in addition to its' marketing potential.

It was also noted that the success of the Creative Way concept had the potential to expand into new fields bringing together other HEIs and FE colleges to work in partnership to develop an even richer programme of education and skills development.

There continues to be a social divide between the high value financial services industries and the job prospects enjoyed by many of the residents living within sight of Canary Wharf. The Financial Skills Academy is a courageous attempt to address the low skills base in East London and to help local people into employment in these large financial institutions and uses trainers from within the industry to provide much

of the teaching. However the employment success rate so far is limited and unless the Academy can achieve greater success in the near future it may be more cost effective to use this excellent for training into other trades and professions.

The setting up of the Thames Gateway Institute for Sustainability was most welcome in the way it brought everything together in one place and its future programme of work was impressive. Their first year of development has brought together both HEIs and FE colleges in the research and development of new initiatives to address the green agenda and green skills and it is clearly ahead of other regions in this respect in the ambition to move quickly into a programme of building adaptation, although unit costs may prove to be a difficult issue to overcome. It was particularly good to see that the local FE providers were coming together with other partners to set up SUSCON however, it was surprising to see that the universities engaged on this bold initiative came largely from outside the Gateway although the nature of work to be undertaken by the universities should be within the capability and capacity of the local institutions.

The CDG also noted that different institutions were partnering to bring very flexible education programmes to the more deprived areas of East London and they were particularly interested to see the joint project between Birkbeck and UEL for Stratford Island and the success already achieved between these institutions in advance of their new centre in Stratford. The CDG was also impressed with the way in which the new Ravensbourne College was going to provide new and novel systems of education with a far greater use of part time staff drawn from industry, offering a more practically based approach to education.

Following the second visit by the CDG in March 2010 a series of recommendations was made to the Thames Gateway partners and they are;

- Consider establishing a model of engagement for universities, further education colleges and other partners along the lines of the Office for Knowledge Capital in Melbourne and Manchester to improve cooperation and raise institutional aspiration.

[An Office for Knowledge Capital is a partnership between public authorities, colleges and universities within a region intended to support collaboration across the tertiary education sector to underpin and develop the regions physical and social capital]

- Develop the Creative Way model to support other university and college programmes and encourage their closer cooperative working which would be greatly assisted if 8.1 above is adopted.
- Develop the Creative Way model to act as a focus for SMEs and to act as an additional marketing tool for inward investment.
- Adopt a fresh approach to achieve better engagement with SMEs and larger employers. Use this engagement to better prepare the new HEI/FE curriculum and skills development programmes.

- Encourage the Thames Gateway Institute for Sustainability to engage more actively with the universities in the Gateway.
- Support the Ravensbourne approach to bring in trainers from industry to support other areas of activity within universities and colleges.
- Make better use of alumni to give advice on careers and raise aspirations in cooperation with the LEAs.
- Complete the benchmarking as a matter of priority.
- Review the action plan in the light of this report and the output from the benchmarking.

Take an active part in the new PURE urban regions cluster alongside Glasgow, Melbourne, Helsinki and Flanders (Antwerp)

IV.17 Varmland Sweden (V)

Aim of the CDG Second Round Visit

The purpose of the Second Round Visit is twofold. First, to identify:

- what has been achieved since the Project started, what progress has been achieved, in terms of the Action Plan,
- what problems have prevented or delayed progress, and
- any new aspirations for regional engagement and development that may have grown in the meanwhile.

Second, to suggest new directions and initiatives that might enable a whole-of-region approach, thereby providing the regional impetus to reach-out and partner with other regions around the world.

In the specific context of the Region Värmland, the CDG First Round Visit in April 2009 identified several challenges for the region:

- changes in national policy for regions (amalgamation),
- changes in national policy for higher education (skewed funding and concentration threats) and
- general issues concerning innovation in the global environment.

The CDG members were specifically requested to make inputs which will be relevant to the Regional Action Plan to be developed in early 2010, based on the Regional Development Programme of 2009.

Case Study 1: Regional Innovation System

In the area of Regional Innovation Strategies, we witnessed a number of significant achievements both in terms of regional cluster organisations, and overall regional

architecture to connect different strategic players, both locally and internationally. The development of The Package Arena exemplifies recent development in regional collaborative approach to building innovation systems. As a key part of the Värmland regional innovation system, The Packaging Arena contributes immensely to the inter-cluster interactions and internationalising innovation architecture of the regional economy. The Packaging Arena is an environment for consumer-driven packaging development. Consumer information is made available to retail outlets that utilise the Packaging Media Lab as a living laboratory for testing out new product displays. The Package Arena acts as a platform organisation, linking researchers on user innovation from the Service Research Centre at Karlstad University, and developing linkages with overseas firms and organisations. The Japan desk at the Packaging Arena is important because of the close knowledge transfer links established with the Japanese packaging industry. Further international connections are growing with South Korea, China and India. The Packaging Arena aims to make Värmland visible as a leading packaging research, design and production centre, opening doors for international co-operation and stimulating foreign direct investment into the region. These global connections would promote regional innovation processes. Indeed, The Packaging Arena is seen to play a key part for the Värmland regional innovation system, connecting leading clusters in Värmland. It is closely connected with ‘Graphics Valley’ in Sunne; the *Paper Province*, a well-established cluster of paper manufacturers; and an ICT innovation platform, *Compare*.

There is a new development in creative industry, taking cross-cluster approach, combining existing competences from other clusters.

The challenge identified by Region Värmland and which is included in the Action Plan is **how to foster and entrepreneurial innovation culture in Värmland**.

Case Study 2: The University and the Region

In terms of the strategic relationship between region and Karlstad University, one of the most important achievements over the last 12 months is the prospective appointments of professors partly financed by the Region Värmland with close links with the clusters. This is a strategic initiative taken by the region to support research activities at the University directed at furthering knowledge in strategic areas of regional significance.

There have been a number of organic as well as strategic relationships being built between the University and the Region. For example, there are PhD studentships focusing on the issues of regional innovation clusters. The Region Värmland and the University have signed a Memorandum of Understanding (MOU) with specific actions and goals; the Region Värmland meets with the Rector every two weeks to discuss areas of collaboration. The links between regional clusters and the University have developed substantially over the year. One-stop-shop at the University for small and medium enterprises (SMEs) has been opened to make the University more accessible to firms in the region. We learnt that since the last visit, further developments have been made with the existing projects and initiatives (e.g. Key actors programme funded by Vinnova, and Children’s University).

The recognised crisis due to the National Research Bill seems to have pushed the relationship between the University and the Region forward. These developments

have to continue with appropriate and sustainable institutional mechanisms, leadership, and human capital development.

Case Study 3: Human Capital Development Strategy

In terms of the Human Capital development strategy, the Region Värmland has developed a number of locally based skills provisions. This will add a strategic advantage, given the recent national policy change to make the regional authority responsible for linking education and regional growth. The CDG had an opportunity to get a wider perspective on the regional skills provisions in this visit, beyond those related to the University. There are a number of locally based industry-led initiatives including programmes at the Technical College, and organisational learning approach in health and care sector. The Karlstad Technical Centre (KTC), located within the Metso Paper industrial estate is a purpose built, well resourced training establishment. The KTC offers upper secondary school technical training as well as advanced vocational education. The University research group is conducting a strategic and action based research project funded by Vinnova, “An innovation system for the development of a systematic and strategic approach towards HRD and change management”. This aims to provide strategic HRD approach through regional collaboration.

We are seeing the human capital planning process as having two dimensions: (a) connecting up the education system; and (b) reaching out into the community.

In the Swedish education and training policy, a recent change in ‘higher vocational education’ provides some uncertainty in terms of qualification, progression, and the role of university in it. Nevertheless, existing initiatives at Karlstad University such as ‘children’s university’, Drivehussette, etc are also designed to enhance the human capital of the region and need to have key positions in any strategy to be developed.

We identified the following key challenges and recommendations:

- Implementing Innovation and Entrepreneurship
- Changing Academic Culture
- Integrated Human Capital Development Strategy
- Building Regional Intelligence
- Joined up Implementation and Place Marketing

The new Regional Action Plan has to be an integrative vehicle in order to achieve the goals identified in Regional Development Programme of 2009.

The CDG identifies three ‘next steps’ toward an integrated knowledge-based region. This will be done through:

- ***internationalisation of RIS***, which goes beyond the collaborative regional cluster architecture;
- ***development of a human capital/capability plan*** for the region to address some of the demographic concerns (eg ‘brain drain’) and ***to strengthen the connection between education and the clusters***, especially through ***entrepreneurship agenda***; and

- ***Integration of cultural issues and the fostering of creative entrepreneurs*** (fashion, film, art, drama, music, museums) by building a dialogue between creative people and the clusters.

In general, further mechanisms of international benchmarking tool need to be developed.

Part V. Other Learning through the Project

The final report on the PURE project will include systematic analysis of the processes and tools used, assessing what works best and what could be improved. Here we concentrate on lessons for immediately ongoing work, and for the benefit of new regions joining PURE.

V.1 Starting requirements

Some PURE assumptions and conditions must be recalled in order to assess what has been happening and why. It was expected before a region signed a contract to join the project that there would have been discussion at least between the main regional public authorities and the universities, establishing agreement to take part, and recognising the possible benefits.

For regions and universities to gain full benefit from participation, it was also necessary that time and resources be available to take part. This included generating information, consulting on the action arising from consultative visits and exchange with other regions taking part, and creating a consultative cross-sector regional project committee to support an identified leader or link person. PURE's participatory and developmental character was emphasised.

V.2 Variable rates of progress

V.2.1 Success conditions

The rate of progress and the success of the project in each region proved to depend in particular on three things.

- a) The extent to which these preparatory arrangements were carried out.*
- b) The timeliness of the project in terms of the development capability of the region, its interest in HE collaboration, and the attitude of the universities*
- c) The time, energy and commitment of the key link person and one or two close associates managing the process.*

V.2.2 Preparatory arrangements

In many cases the enthusiasm of key people led to agreement being reached with Pascal before groundwork had secured local understanding and commitment. Where the initiative came from a region, universities were sometimes slow to grasp the opportunity and join in fully. Where it came from a university the region may have been poorly defined, only vaguely aware of the project, not well organised and committed to taking part. In cases where the partnership was already there and partly institutionalised (M and V), progress was confident and rapid.

V.2.3 Timeliness

Progress was naturally easier where political circumstances and the approach to policy-making were favourable than with higher levels of uncertainty. A city may have determined to move in the direction implied by PURE, and saw this as a convenient means (H, M). The GFC cut across almost all regions. It increased pressure on the resource base of the project as well as on willingness to innovate and explore new directions. In this sense the whole project was in a practical sense untimely, although the crisis also showed the need for a new approach. Elections often caused delay until things settled down again (P, E, K, TG).

A crisis is an opportunity for innovation which may become essential, as in wartime conditions; but an evident first instinct is to sit tight and take no new steps. At times it was the university that took the lead, feeling the need to open up new directions. This meant spending much time persuading colleagues in the region to become involved, join a steering group etc (ST, NI, G).

V.2.4 Energetic and charismatic individuals.

In most cases it was down to one or two people to drive the project within the region. Some worked virtually single-handed. Others had a stronger institutional base and support system. In a few cases there was clear political involvement and at least in-principle support, always backed up by resources (M, P, TG).

During the lifetime of the project some link persons suffered from colleagues leaving and not being replaced, increasing their own workload. PURE then got squeezed into late night and weekend efforts (E, TG, Fl, V).

PURE needs high-level support and the commitment of university leaderships as well as at least the professional if not also the political leadership of the region. It should be strongly connected with practical priorities for the region, so that departmental resources eg for innovation and sustainability can be used for the PURE work. PURE does not belong just in a higher education policy basket. Similarly, university expertise and academic interest can be tapped to conduct R&D, field work, and practical consultancy with private and public sector stakeholders.

V.2.5 PURE processes and tools

The project included the use of several different *tools and techniques*.

The *core architecture* for each separate region is regional profiles and briefing papers, brief and focused compared with the more weighty documents required by the OECD methodology. These are followed by two CDG visits and reports a year apart. These reports are also quite brief, developmental rather than judgemental. The first visit and report are followed by an action plan generated by the region.

In order to support peer exchange and learning between regions, the Website is a main vehicle for information exchange, and to a much lesser extent so far for discussion,

assisted by a series of Briefing Papers sent to the PURE network of individuals and regions, and placed on the Website. Periodic project review meetings are spaced through the life of the project. The composition of CDGs allows direct and first-hand exchange of experience between different regions, including sometimes prospective new regions. Where possible members are drawn from other regions taking part in PURE.

These arrangements worked well to the extent that regions had time to take part in full. However, they demand desk time that is not always available, leading to some criticism that processes were too bureaucratic. During this time, unfortunately, the Pascal Website was fundamentally rebuilt, occasioning disruption and delayed use. Pascal must remain highly ‘client-oriented’, sensitive to the circumstances and priorities of each unique region. Also regions must be clear that this is a participatory action research project, not the kind of consultancy arrangement where experts give the answers.

V.2.6 Benchmarking and clusters

V.2.6.1 Benchmarking

Two benchmarking tools were available – a well tested one for universities, and another for regions that was being trialled for the first time. The purposes are developmental analysis and organisational learning, not ranking and comparison.

There was hesitation and some resistance to benchmarking. Yet universities and regions that used it were surprised to find it so useful. Some are committed to repeating the process a year later to track change over time (M). Others felt that it was too big a task to attempt. Some found it culturally ill-fitted to their circumstances (L, Swedish regions). The translation needed in some countries took time (FI, P). Some resisted from fear that it would be used for ranking purposes, causing political problems as a result.

By June 2010 some regions have derived real benefit. They have learned that a lot is already being done well - more and better than was realised. They can see where there are gaps and possibilities, and how to make progress as a result. Some are now more committed to use or extend the use of the tool (P to the region, others to more of the universities as these come to see the point).

More work is needed before the usefulness of these tools can be fully assessed. Some changes and adaptations will be needed for use across a wider range of settings. There are questions as to how far a tool designed for the UK translated to a wide range of other settings and cultures. A further review at the end of 2010 will give a better overall picture, as more regions put one or both tools to work.

V.2.6.2 Clusters

Specialised clusters of small groups of regions among the seventeen taking part self-selected to explore more closely engagement in respect of their chosen development priorities.

At this stage clusters have been disappointing. The Website was seen as a main means of communication and exchange between regions but was barely used following the presentation there of starter papers. It was decided in Brussels in February 2010 also to try a ‘clusters matrix’. This means having a ‘strong axis’ of regions with similar (broadly geographical) characteristics, which will intersect with the specialised ‘subject’ clusters, allowing all regions to dip into the work of all clusters. The new approach will be explored further at Ostersund, and may prove important from mid-2010, and beyond this year into 2011-12.

V 2 6 3 Overall progress and prospects

More thorough reporting and analysis of the PURE methodology, including the formative international network of PURE learning regions, needs to wait till the end of the project. It will be important also to see how PURE can best, connect simply and collaboratively, with other ‘learning-region learning clubs’. Success will be bounded by the extent of participants’ time and interest to use the new and virtual technologies; and by how well Pascal can enable participation, using diverse modes evidently preferred by different regions. Success will be determined by the extent to which the work connects vigorously with, and helps in solving, the big problems facing each region and its universities today.

Part VI. Implications and Future Directions

VI.1 Interim conclusions and lessons

1. PURE has been highly successful for some regions, and of some benefit to all.
2. To secure full return on investment will take longer than the initial two-year contract period in most cases.
3. Practical gains and achievements can be identified within every region taking part, other than as yet in those only recently starting.
4. In some cases, benefit lies mainly with the university which is the main driver. In others it is less in terms of tangible changes in programmes and activities which take time to build up than in realising what is needed, and creating processes so that effective engagement can take place – in the words of Pascal Associate James Powell there is *a maturing conversation*.
5. Concrete programme achievements are most visible and satisfying, but formal and informal processes and arrangements are essential for effective and sustained engagement. These must tap into and create the essential social capital and trust. *They are not 'soft', or inferior to more tangible activities*.
6. Several regions have identified areas where policy-makers and universities can work together on practical tasks within the PURE framework. These may be the best way to make engagement and 3rd mission a reality. In this way regions develop commitment to using their universities more fully as they see practical benefits and results. There are examples in M. NI and P, and prospectively in DD and other places.

VI.2 Next steps

1. It is important to identify affordable means for the present PURE regions to continue their work within the PURE. They will then gain full benefit from the widening network, from the new and older region clusters, from the extended use of benchmarking, and from practical collaborative prospects.
2. This requires in each region an ongoing cross-sector group with a key link person; and a PURE 'head office' link partner as mentor and sounding board for the region. Several regions believe that they have now identified how to proceed, and are hoping for another CDG visit to take place in some form in 2011.
3. For new regions, PURE must take full cognizance of the points made above about adequate preparation and in-region consultation across different boundaries before a region is signed up to take part. It will be highly desirable to arrange a pre-visit that ensure adequate understanding and partnership, before the process goes further. Pascal will continue to explore ways to make

its Website and services accessible and user-friendly, with other options for those for whom this is not the best means of working.

4. During 2011 it may be realistic to produce an integrative monograph of a more scholarly kind within and for PURE and Pascal, while continuing to support the applied and practical work of regional development and engagement.

VI.3 PURE after 2010

1. As the project proceeded in its second year and 2nd round CDG visits were concluded, several regions asked what would happen after 2010. This is a main question for the Ostersund Workshop.
2. The last formally arranged Pascal and PURE-wide event in this two-year period is the international conference in Botswana at the beginning of December. A revised report will be prepared then on the PURE project and for all participating regions whether represented in Botswana or not.
3. There may be interest in and need for a further PURE meeting in a major European centre in the first quarter of 2011.
4. If new regions join PURE after Ostersund, the total network will be expanded. This will enhance the learning potential for all regions, as more enter with new characteristics. It will make for new learning opportunities in existing regions, widening the 'sample' from which to compare and to generalise. Specialised clusters will expand their memberships, and new subject may be added.
5. So long as regions wish to remain in the PURE Pascal learning network of regions this should be supported. For this, each region will need a continuing link person, and a representative Regional Steering Group. Pascal will agree on a main person for each region (a client relations manager), to keep in touch and support the relationship. This may be the CDG leader, or some other person, whichever is seen as most appropriate.
6. Apart from late-commencing regions (G1, H, D&C, and if it joins fully DD), the present contract period for regions ends at the end of 2010. At Ostersund, participants will be invited to discuss and advise on:
 - length of time for a further contract allowing regions to build on what is started.
 - the nature of participation and other services sought by the region, and therefore the cost to each region.
7. A two year contract period is suggested as standard for all regions. The level of involvement, the range of benefits written into the contract, and the annual cost to the region, could be variable within a simple tariff framework and with a minimum annual fee to remain in active membership.

8. Some regions have made slower progress than others, for understandable reasons. Some feel, as the first cycle finishes, that they are only now ready to begin in earnest, having clarified the latent benefits and requirements. Some will be able to commit and afford a higher level of payment.
9. The proposal developed in Brussels in February for discussion in Ostersund in June is for groups of similar regions to cluster together as '*look-alike regions*'. Probably three clusters will be viable – (i) large metropolitan regions, (ii) large multi-nodal regions with several main population centres, and (iii) smaller more rural and remote regions. Some regions may feel that they belong in two places. This should be possible. Regions can use these clusters to share approaches to and strategies for problem-solving and development across the full spectrum of specialised cluster themes.
10. The several specialised clusters will continue and should become more effective after Ostersund, developing different emphases and modes of working. One or two new clusters could be formed. The dormant 'higher level' or meta-theme *lifelong learning and the learning region* 'cluster' could be activated via a working group if there is interest.
11. Regions and universities that have not undertaken *benchmarking* may decide to do this in 2011 after hearing from those who have used the tools. Those already benchmarking may undertake second and later iterations, tracking progress over time and comparing experiences via the PURE network.
12. Some regions have taken on or been advised to consider particular tangible tasks. These offer practical ways of engaging in partnerships and developing in priority areas such as *green skills and innovation systems*. Success in this way can roll out, with new-found confidence and benefit, into widening the scope of engagement to other priority areas. This kind of thing could be built into individual arrangements for continuing work within PURE.
13. For the sake of overall and timely project management it is desirable to firm up options and specific proposals at Ostersund. These can then be taken back to each region for consideration and decision, with a view to agreeing on contracts to continue with Pascal. This should if possible be done by the end of September 2010, to allow effective PURE-wide planning for 2011.
14. It should be added to this report, which is just about the work of the PURE regions so far, that *other Pascal projects and programmes* may be of equal or greater interest to some regions. There will be presentations on these (PRPP, PUMR, PIE) during the main Ostersund conference.
