

Beyond 'Lost in Translation' to an Approach that Supports Diversity

The Role of the Japan-UK Higher Education
Collaboration Programme in Fostering Mutual
Understanding



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Purpose

- Explain the role of Japan-UK HE collaboration programme in having involved various stakeholders in the decision-making process to avoid misunderstanding in a context where various policy devices were utilised



Drastic policy change in 2004 in Japan

- Incorporation of national universities
 - Giving institutional management power to Presidents appointed by appointing committees
 - Mid term goals and plans in every 6 years with assessment scheme
- Compulsory requirement of accreditation for all HE institutions including private ones
- For profit universities in special district for deregulation
- Official recognition of foreign university programmes



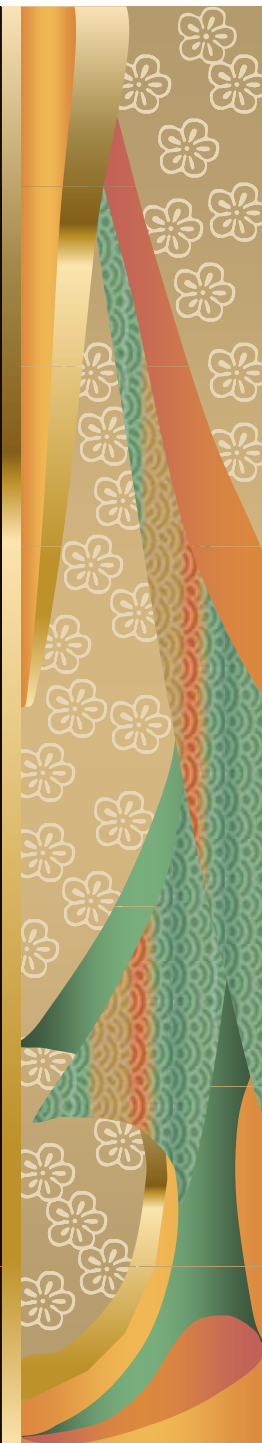
What is J-UK HE Collaboration Programme?

- Proposal by Blackstone for exchange (G8 ministers of education meeting: April 2000)
- Japan-UK forum of Higher Education Policies (May 2001)
- Agreement on 'Japan-UK Collaboration in HE' (Feb 2002-Feb 2005)
- Proposal to extend the programme for two more years.



Who are involved?

- NIAD-UE
- Japan Association for National Universities (JANU)
- Ministry of Education (MEXT)
- Japan Society for Promotion of Science (JSPS)
- Centre for University Finance and Management (CNUF)
- HEFCE
- University of UK (UUK)
- Department of Education and Skill
- British Council
- QAA
- Leadership Foundation
- ...



Background

- Expansion of HE: diversified demand
- Common policy issues: practical benefits for exchanging & sharing good practices
- But, simple borrowing can lead to problems; different context gives different effects
- But, not easy to know contextual suitability



Outline

- Analyse policy changes
 - How national policy debate can result in a common vision for meeting the needs of diversified HE
 - How it is linked with developing management capacity, leadership and governance at institutional level
 - How diversity and individuality among higher education institutions with autonomous management system can be encouraged
- The importance of understanding contexts when borrowing policy tools



Japan's HE system

- Follow Continental European model before WW II
- After WW II, high influence but different with US system
- Large private sector with 80% of HE students
- Intensive Resource Allocation in Engineering and Natural Science in Public sector
- Majority and core part are 'national' institutions
- Governance and finance retained characteristics of typical Continental European institutions
- Realised mass HE in mid 1970s, hierarchical structure



British HE system

- Increased governmental support after WW II; Quantitatively limited, supported but not controlled
- Polytechnics under LEAs
- Drastic policy change in 1980s: widening access & international competition
- Polytechnics became universities in 1992
- HEFCE began task for transparent and accountable financial allocation for diverse and expanded HE system
 - TQA, HEQC
 - RAE
- Tuition fees
- Challenges for sustainable system



1997: Japanese National Universities Visit the UK

- Representing mission of Japanese national universities and government to UK
- Mission Diversification & Funding linked with performance were hot issues
 - [UK] Dearing Report; structural reform for further expansion
 - [Japan] research capacity development with limited financial resources; 1998 University Council Report; recognise internal efforts by universities including self-evaluation, but argued for more drastic reform for accountability and effective usage of resources



- 1998 UC report recommend a national 'third-party' evaluation organisation and possible usage of its evaluation results related to financial allocation
- 2000 NIAD-UE started three year pilot university scheme
- Incorporation of national universities in 2004



Different context

- Existence of large private sector; NUC remained as highly public
- NIAD-UE only possesses an evaluation function in education and research; government take responsibility for finance
- National University Corporation Evaluation Committee (NUCEC) set within the Ministry
- NIAD-UE established faculty organisation composed by academics inside



Incorporation of national universities in 2004





- Giving status as 'national university corporation (NUC)'
- Require to publish mid-term goals and plans
- Evaluation Committee of MEXT and NIAD-UE assess the achievement of goals and plans by NUC
- MEXT Refer the result of assessment for financial allocation



2001 First Forum

 Initiated by Ministers of Education

 Focus

-  Quality assurance/assessment in education and research
-  Autonomous management
-  University-industry links
-  Links with financial allocation



Policy Debate and its impact

■ Topics presented by UK

- Concern for cost of quality assessment (lighter touch)
- Dynamic & direct linkage between RAE and financial allocation
- HEFCE as 'buffer body'

■ NIAD-UE evaluation scheme from 2004

- Cost/benefit balance in evaluation on NUC
- Accreditation to public/private institutions at institution level mainly, and professional post-graduate programs
- Set up information database for supporting evaluation



Change Management Project

- Setup steering committee including various stakeholders (Feb 2002)
 - Introductory Workshop (July 2002)
 - Study Visits to UK (Dec 2002)
 - Dissemination Seminar in Tokyo and Visits to Japanese Universities (October 2003)
 - Invitation of senior expert from QAA (March 2004)
- Need for changing nature of institutional management
 - National policies identified the needs for
 - Maintain diversification
 - Promote devolution of decision making to individual institutions
 - Prevent possible drift in academic standards
 - Initiatives from university side to prepare change is indispensable!



New Challenges for HE Leaders and Policy Makers

- HE Policy Forum in Tokyo (June 2004)
- Japan-UK Leadership Master Class / HE Policy Forum in London / Study visit (Feb 2005)
 - *Further master class by LF in Japan?*
 - *High level policy forum in Japan and return visit of UK institutions to Japan?*
- Capacity development of HE leaders/policy makers became an emergent task (also in UK; LF)
- Topics:
 - Governance/Leadership
 - Governance/finance/international relationship/education



Conclusion

- International cooperation is indispensable, but simple imitation and borrowing without understanding context only leads to confusion ('lost in translation')
- QA is tightly linked with the changing role of management & governance at institution level
- Continuous collaboration involving various stakeholders, characterised by mutual understanding/respect is effective

