

# **Japan-UK Higher Education Collaboration Project**

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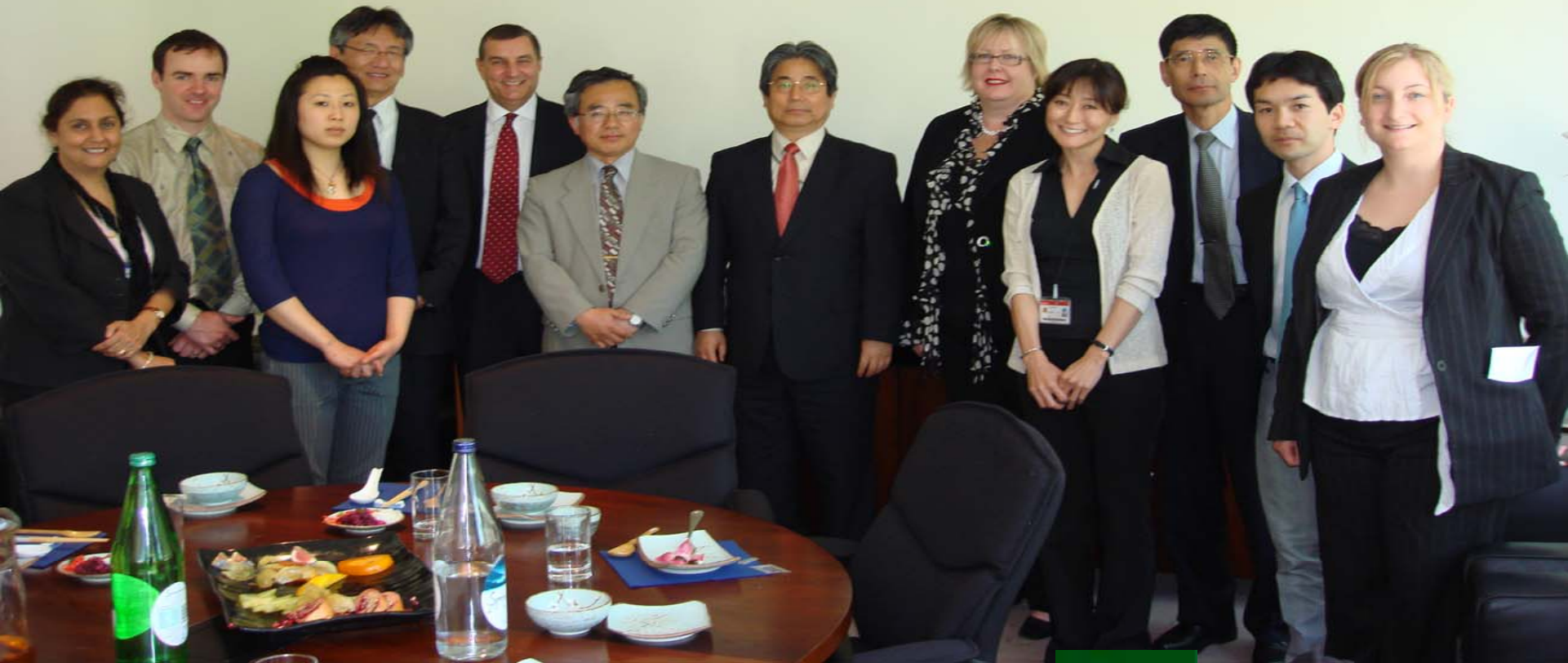
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**University of Hertfordshire (UH)**

**Universities in partnership with business and the community**



# The Partners



# The Partners

- Sincere thanks to OECD, BC, HEFCE, colleagues from HU and the two regions
- Established a genuine new regional partnership
- Identified opportunities to take forward joint projects for mutual benefit









# University of Hertfordshire





# University of Cambridge



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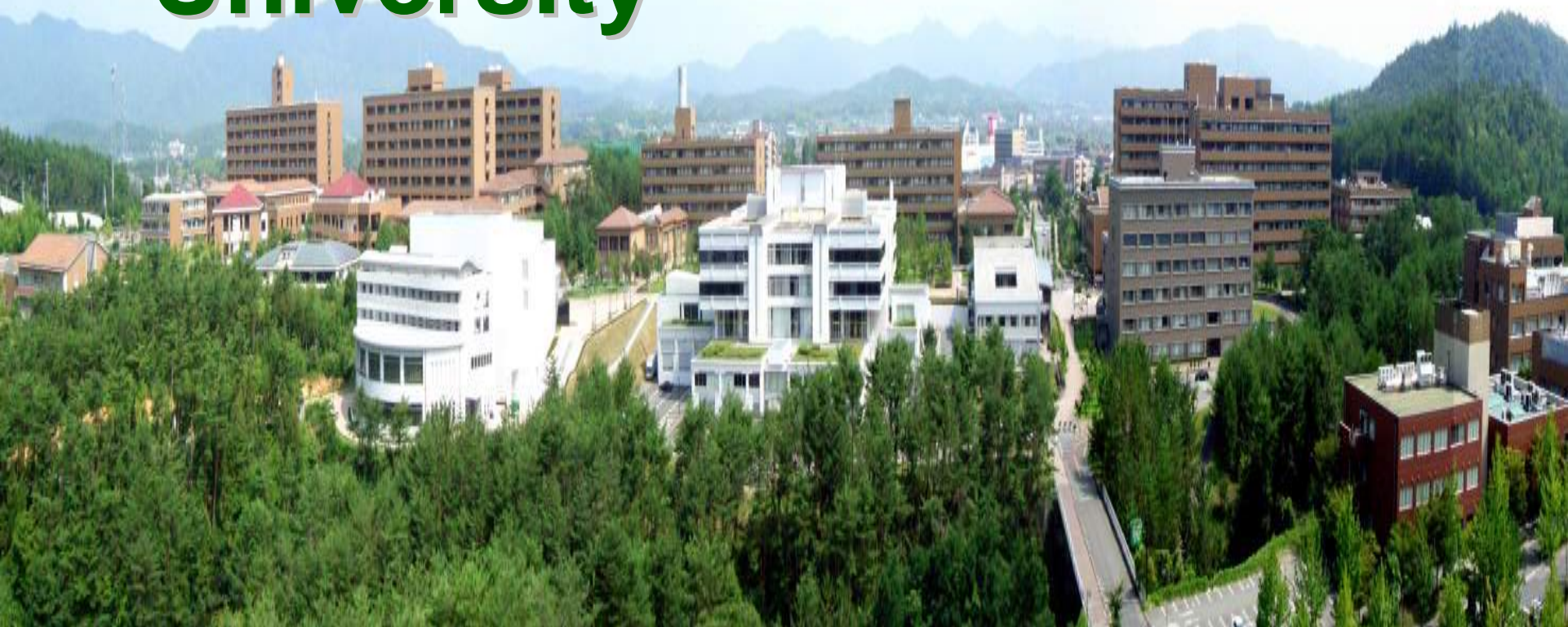
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Hiroshima University  
Community Cooperation Center

# Hiroshima University



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# Japan learning from the UK 1:

interplay between HEFCE policy & regional policy

## 【 HEFCE Policy 】

- In 1997 National Committee of Inquiry into Higher Education (the Dearing Report).
- Work in partnership with regional bodies (e.g. RDAs).

## 【 Regional Policy 】

- In 1997 RDAs (Regional Development Agencies) were set up in each of the English regions.
- East of England Development Agency.

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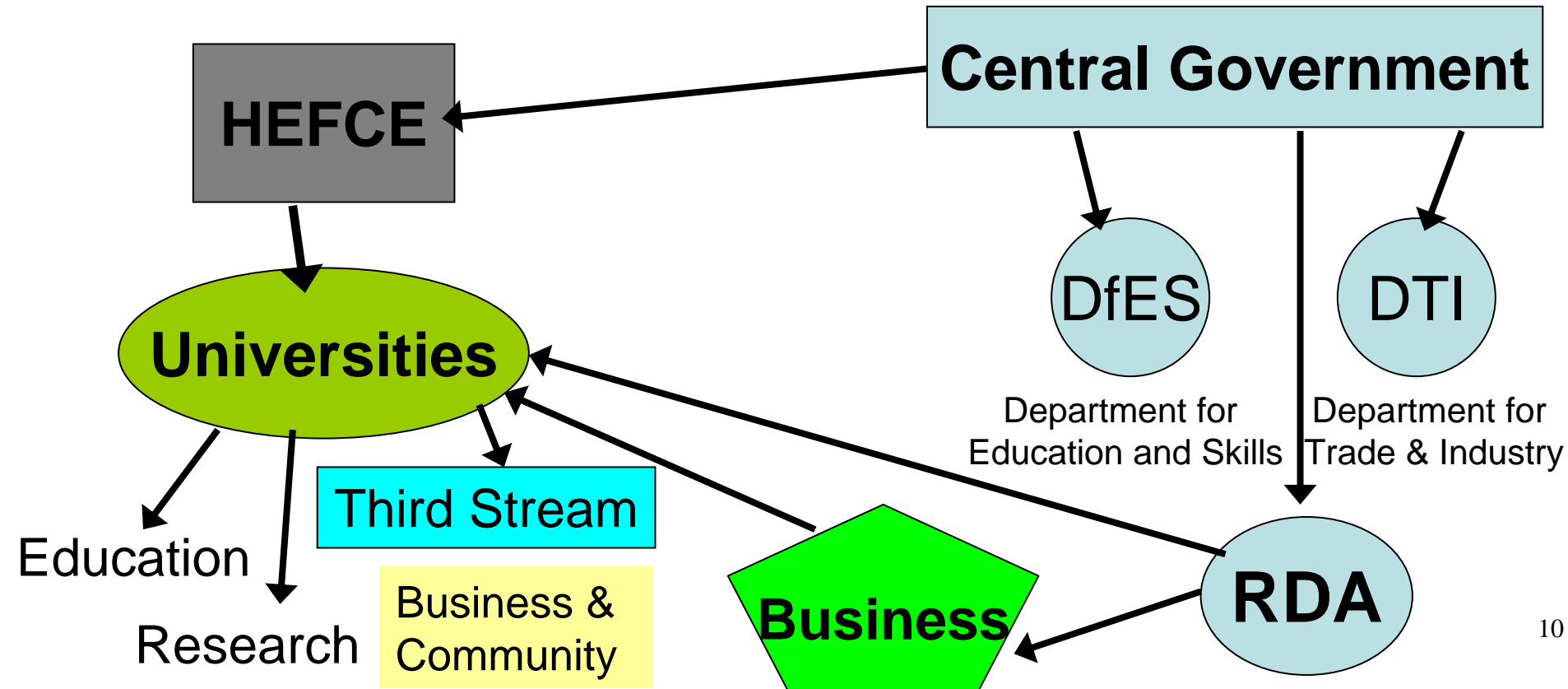


# HEFCE and the Regions

- **HEFCE is a national HE funding body in England.**
- **HEFCE funding is regionally 'blind'.**
- **Organizationally**
  - **Regional Consultants and Regional Teams**
  - **Work in partnership with regional bodies (e.g. RDAs, RSPs).**
- **Strategic Development Fund facilitates strategic change in HE sector:**
  - **Collaboration**
  - **Strategic change which provides wider benefits to the sector**
  - **High degree of risk**
- **Allocated £335M, 150 projects since 2003.**
- **Many projects meet regional needs.**



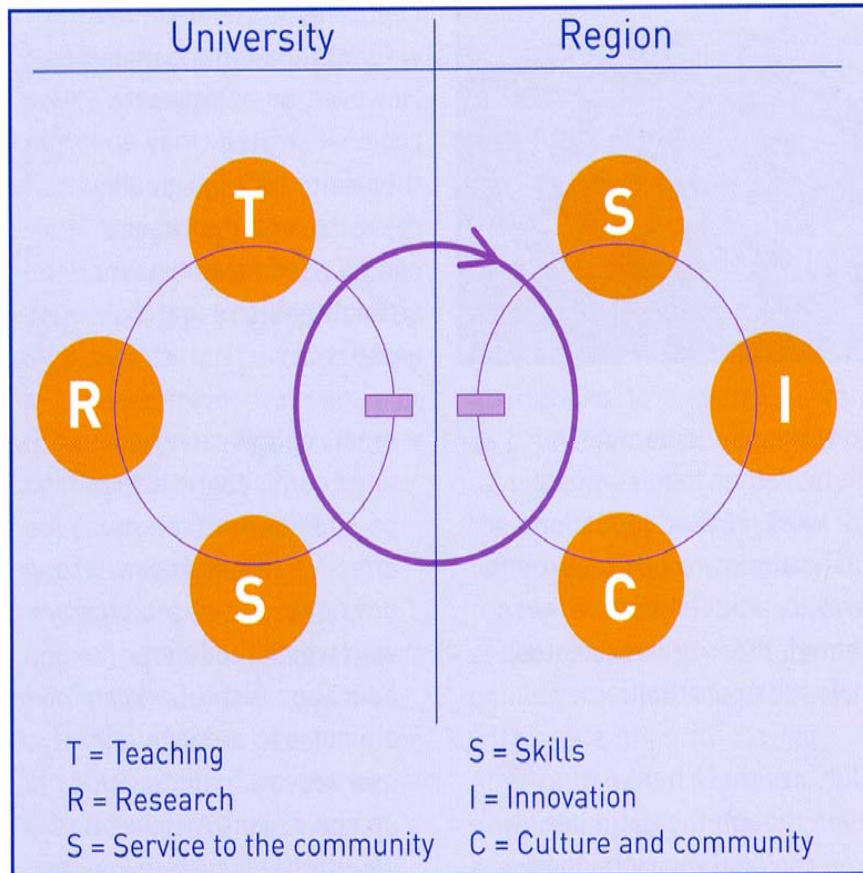
# The Funding System for HE and Regional Development





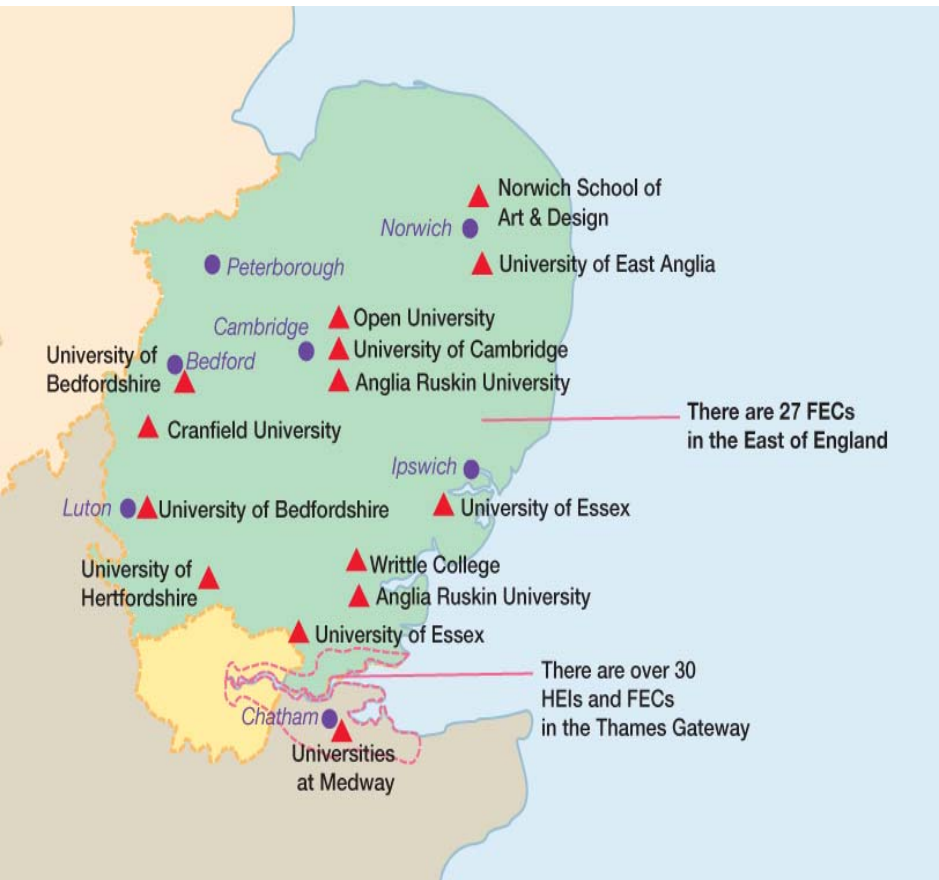
# Japan learning from the UK 2:

## integrated approach for Universities and their Regions



- **Innovation and Business Development**
  - i10 collaboration
  - London Technology Network
- **Membership of the Science and Industry Council**
  - Knowledge Transfer Programme
  - KEEP (short term placements of graduates in SMEs, 6 months)
  - STEP (very short term projects by students in industry, 6 weeks)
- **GradsEast**

# Higher Education Institutes in the east of England



- **11 HE Institutions**
  - 8 Universities
  - 3 HE Colleges
- **Income £1.38bn per year**
- **127,740 students**
  - 5,940 registered at FE Colleges
  - 37% are part time (highest region in country)
  - 21% are postgraduate students



# **UK learning from Japan 1:**

## **universities in their regional community**

- **Genuine access for the community**
  - e.g. campus tours
- **Research projects for the community**
  - e.g. asking the community for questions
- **Understanding the demographics**
  - e.g. declining birth rate, ageing population
- **‘Third stream’ – community engagement**
  - e.g. public lectures, research liaison events

# UK learning from Japan 2:

## universities in their regional community

- **Peace Science and Conflict Studies**
  - Unique historical legacy
  - Distinctive international offering
  - Distinguish graduates HU, visiting students
  - International esteem and standing of scholars
- **Genuine dialogue with the community**
  - Access to the university
  - Programmes for the older people
  - Research projects relevant to the region





# Key issues 1:

## universities in their regional community

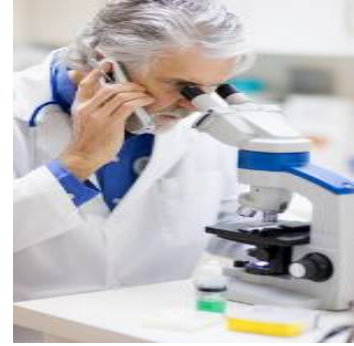


- Japanese government driving innovation in Universities to diversify income streams from education, research and third stream.
- Do the rules allow universities to deliver?
- In *education*, can universities easily change existing courses and develop new courses, including short courses and e-learning?

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# Key issues 2:

## universities in their regional community

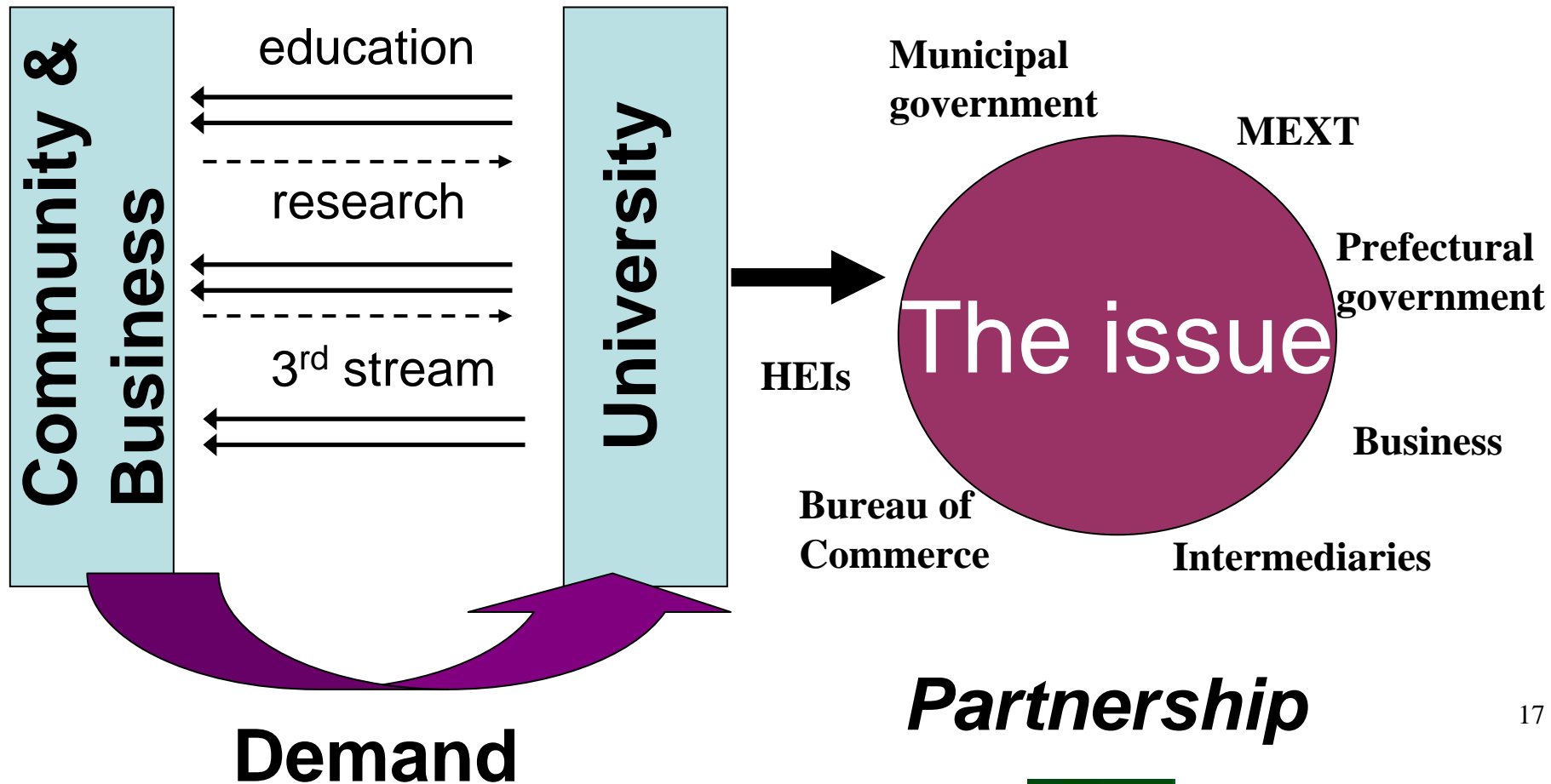


- In *research*, can universities collaborate more with each other and further develop distinctive research strengths of international standing in order to increase business competitiveness?
- In *third stream*, can universities respond more directly to the expressed needs of business?
- Overall, do the rules allow universities to become more demand-led?

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# Key issues 3:

## universities in their regional community



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e.g. Mazda – the ‘single offer’

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**“Universities and businesses must demolish the silo thinking that inhibits collaboration”**

# Key issues 4:

## universities in their regional community

- **Forecasting demand for skilled workers through regional business analysis.**
- **What type of people and what kind of skills?**
- **Workforce planning to make the economy more competitive.**
- **HEIs delivering education and training for skills.**

# **Key issues 5:**

## **universities in their regional community**

- **Measuring the impact of university activities with the community and business.**
- **Impact of what we are doing?**
- **Validity of measurements?**
- **Use of data to show success in cutting edge delivery to business and the community.**





# Key issues 6:

the role of HEIs towards decentralized society in Japan

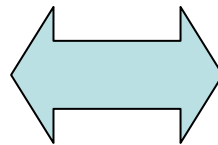
- Establishment of a 'single pot' covering wide aspects of regional development.
- Regional perspectives and priorities.

- **Higher Education Institutions**

1 education

2 research

3 third stream



- **Establishment of Regional Bodies for development in Japan**

# Key issues for 7:

how to promote co-operative activities among stakeholders

- **Produce a round table forum for stakeholders: HE Institutions plus Universities, Business and the Community.**
- **Dominant cooperative/ interactive activities at the same table could be supported by public and/or business funding.**
- **The assessment of direct/indirect impact is required.**

# **The Future 1:**

## **universities in their regional community**

- **Studies on:**
  - **Interplay between regional policy and HE policy**
  - **Collaborative activities and their supporting systems for productive and effective University-Business and Community links**
- **Exchange programmes on grass-root activities at various academic levels, in academic fields of mutual interest between Japan and the UK (east of England and the Chugoku region).**



# The Future 2:

## universities in their regional community

- Peace studies – joint centre of excellence across the Chugoku and east of England regions.
- Student exchanges and internships to enhance mobility and employability.
- Partnerships in two key areas:
  - Health cluster
  - Automotive cluster



# **Joint Japan-UK Summary:**

## **universities in their regional community**

- **Demand-led.**
- **Single offer – play to strengths.**
- **Further enhance graduate and workers skills.**
- **Develop valid impact assessment measures.**
- **Develop a ‘single pot’ for regional development.**
- **Establish a round table of all stakeholders.**
- **Partnership of the east of England and the Chugoku region.**

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# THE REVOLVING DOOR:

Explicitly connecting work  
and study

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**Thank you for your attention**

