

Report on the 9th OECD Japan Seminar on the Future of Universities

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大学教育の将来に関する第9回 OECD/JAPAN セミナーの報告

コーンウェル スティーブ

Abstract

This paper reports on a seminar sponsored by the Organisation for Economic Co-operation and Development (OECD), the Japanese Ministry of Education, and the University of Tokyo on the future of universities that was held December 2003. First, it will briefly describe what the OECD is, focusing on its work in education. Next, it will look at issues facing higher education in Japan such as falling demographics, the overexpansion of universities, university reforms, and changing business expectations as to what higher education should do. Finally, this paper will present a brief synopsis of the seminar.

Key words: higher education, falling demographics, OECD, university reform, future scenarios

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抄 録

本稿は2003年12月に経済協力開発機構(OECD)、文部科学省、東京大学の共催でおこなわれた、大学の将来像に関するセミナーについて報告する。

はじめに OECD とはどんな機構かを、教育に関する業績に焦点をあて紹介する。

つづいて高等教育が直面する人口の減少、大学の過剰拡大、大学改革、産業界が高等教育にもとめるものの変化等の諸課題を検証し、さらに今回のセミナーの概要を紹介してしめくくる。

キーワード: 高等教育、人口減少、経済協力開発機構(OECD)、大学の将来像

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This paper reports on a seminar sponsored by the Organisation for Economic Co-operation and Development (OECD), the Japanese Ministry of Education, and the University of Tokyo on the future of universities that was held December 2003. First, it will briefly describe what the OECD is, focusing on its work in education. Next, it will look at issues facing higher education in Japan. Finally, it will present a brief synopsis of the seminar.

Organisation for Economic Co-operation and Development (OECD)

The OECD is a group of thirty member countries that work together to develop economic and social policies. They address issues in a wide range of areas including: economics, the environment, aid to developing countries, international trade, science and technology, agriculture, energy, and the focus of their involvement in the seminar reported on in this report, education. In addition, they compile a wide range of statistics on the above areas. For a list of member countries, see Appendix A. For additional information on the OECD and its many varied programs visit their webpage at:

http://www.oecd.org/home/0,2605,en_2649_201185_1_1_1_1_1,00.html

In the area of education, OECD sponsors several initiatives. It has programs in the area of institutional management in higher education, education building looking at the design of educational facilities, and international student assessment in addition to maintaining an online database of education and supporting education projects in non-member countries. See www.oecd.org/education/ for more detailed information. OECD also maintains the Centre for Education Research and Innovation. For the last 35 years, the center has “encourage[d] better links between research, policy innovation and practice; enrich[ed] knowledge about educational trends internationally; and actively involve[d] educational researchers, practitioners and government officials in cross-national discussions” (OECD, 2004a, Centre for Educational Research and Innovation section, para. 2). Finally, the OECD also has an extensive publishing program in the area of education ranging from educational finance to protecting schools from natural disasters. Its most recent publication is *Keeping Schools Safe in Earthquakes* (OECD, 2004b).

The Directorate for Education helps member countries achieve high-quality learning for all that contributes to personal development, sustainable economic growth and social cohesion. The directorate helps countries design and implement effective policies to address the many challenges faced by educational systems. In particular, EDU develops strategies for promoting lifelong learning in coherence with other socio-economic policies. It focuses on how to evaluate and improve outcomes of education; to promote quality teaching and to build social cohesion through education. (OECD, 2002, Directorate of Education section, para.1)

As can be seen in this brief description of its programs, OECD is a leader in educational planning. It is uniquely poised to lead discussions on the future of universities. Before discussing the seminar it co-sponsored in Tokyo, I will present some of the issues facing Japanese higher education. The next section is taken from *Language Investment, Possible Selves, And Communities Of Practice: Inside A Japanese Junior College* (Cornwell, 2005)

Issues in Higher education

Many issues that have been facing Japanese higher education over the past decade leave the future of higher education opaque and uncertain. Falling demographics coupled with overexpansion of universities, university reforms amidst a weak economy, and changing company expectations are some of the issues raised in a special issue of Higher Education dedicated to Japanese tertiary education (Higher Education, 1997). The above issues interact and mix to create a situation that is precarious for many universities and colleges. "Can 500 colleges and universities and another several thousand institutions of post secondary education be able to survive during the 1990s?" was the question that Kazuyuki Kitamura, director of the National Institute for Educational Research of Japan, asked in 1997, and though we are in 2003, the answer is still not known while some schools continue to expand and others have merged or closed.

Falling demographics

Falling demographics is one area that is placing enormous stress on the higher education system. The Prime Minister's Office for Gender Equality reported that the fertility rate has been dropping since 1965 when it was 2.14 births per woman to 1.38 births per woman in 1998 (2000). It is predicted that the number of 18-year olds will decline to 1.2 million by 2010 from its 1994 high of 2.0 million (Kaneko, 1997). This decrease, when combined with the expansion of higher education that occurred to meet the demand generated by the 1994 peak of the last baby boom, will result in overcapacity at most universities. By 2007 the number of students applying to institutions of higher education will equal the number of places available ("Birthrate," 2004). Since many of the applicants will be looking at the more popular schools, many of the less popular institutions will face shortfalls in students, and therefore, in income. In 2004, 155 four-year private universities (29.1%) and 166 private junior colleges (41%) did not meet their enrollment quotas ("Record 155 private colleges," 2004). With over 70% of higher education consisting of private institutions dependent upon tuition (Kitamura, 1997, p.147) schools will be faced with limiting their programs or lowering admission standards. In addition, entrance procedures will be forced to undergo drastic change, and some feel that the economic benefit of a university education will decline for some (Kaneko, 1997, p.180).

University reform

University reform is another area that is causing a stressful situation in higher education. In the 1990s, deregulation, accountability, viewing higher education as an economic resource, and internationalization all developed into common trends emphasized in higher education in Organisation for Economic Co-operation and Development (OECD) countries of which Japan is a member (Kitamura, 1997). As early as 1987, the Minister of Education had established a University Council to examine a whole spectrum of issues and problems regarding reform of higher education. The University Council made recommendations that addressed some of the common trends that the OECD countries were concerned with. Education began to become deregulated. Schools began to have more flexibility in determining curriculum and organization of undergraduate education. At the same time the Council recommended that the Ministry of Education implement procedures to evaluate universities and colleges. Shortly thereafter, university self-studies or self-evaluations were introduced and required of all schools asking for increased funding. It was during this time that student evaluations were introduced as well, "a practice seldom seen in Japanese universities and colleges" (Kitamura, p.145), but one that may be indicative of change as students began to have more buying power in a changing educational marketplace. These changes of deregulation and accountability have continued to the present with schools being urged to be more rigorous in their grading and being required to participate in a new system of 3rd party evaluation (University Council, 1998).

Economy and internationalization

Unfortunately, developing higher education as an economic resource and encouraging internationalization has gotten off to a slow start. Just as the need for technological advancement to prepare for the 21st century began to be noted, the government faced serious financial problems. Thus, many national universities' funding has not been increased for more than a decade and facilities have been allowed to deteriorate. For a discussion on the research function of universities in Japan and the problems facing Japan in developing ties between industry and graduate schools, see Nakayama and Low (1997).

Although internationalization is increasing with the number of international students rising from 10,000 in 1983 to 96,000 in 2002 (MEXT, 2003), the infrastructure to support these students is not keeping pace (Kitamura, 1997). "Specifically, some aspects of the traditional Japanese patterns of teaching and learning, evaluation and accreditation system, course contents, and the crediting system should be reformed to adapt to the international system of higher education (Kitamura, 1997, p.147). Although deregulation and the other

trends have created flexibility and opportunity for many schools, it has also increased competition and demands on limited resources. This competition under relaxed controls may have both a positive and a negative effect. It may lead to more diversity in higher education while at the same time lead “to the closure of some institutions with a relatively weak financial basis” (Amano, 1997, p.137).

Higher education and employment

It is fortunate that schools now have more leeway in making curricular reforms since companies are beginning to demand changes in what their new employees know upon graduation. In the past, companies were not concerned with a students’ major or work-related knowledge. “Practical work related knowledge [was] acquired in the company, rather than through the school system” (Yano, 1997, p.213). Companies hired graduates based on what was seen as the graduate’s ability to pass a university’s entrance exam. Now this laissez-faire attitude has changed as companies are looking for qualified employees in order to remain competitive in international markets (Higuchi, 2003). With the exception of a few top-tiered schools, having attended a reputable school is no longer enough to obtain a good position.

No longer can higher education just be concerned about selection; they must now add value by providing a real education (Kitamura, 1997). Kitamura stressed, “Japanese industry needs vibrant, unique, and ambitious talents rather than merely diligent conformist young people who have been traditionally selected favorably through higher education as a screening device” (Kitamura, 1997, p.147). This attitude is growing and continuing to be stressed. In the next section I will report on a December 2003 seminar on the future of universities co-hosted by the OECD and the Japanese Ministry of Education. During that seminar, leaders of industry participated in a panel where they stressed that companies are now looking for educated employees who do not need extensive training once hired (OECD, 2003).

At this point in time education is in flux. The falling number of 18year olds and the overexpansion of universities make it easier for students wanting a postsecondary education to obtain one. Where in the past in order to guarantee entry students might have looked at a school ranked lower than what their ability indicated was appropriate, now they may look at a school ranked slightly higher. With the number of places soon to equal the number of applicants, the admission process is rapidly becoming a buyer’s market. However, with the economy in recession it is harder for parents to pay the higher tuitions that some schools are asking for to remain viable. Thus, income becomes an obstacle for many families, especially those with children of average academic competence. The issue becomes one of whether the benefit of the education is enough to offset the cost of tuition

and its effect on family income. For women, the effect of family income is even more significant, sometimes determining whether they can go on for additional education and at what level (Kaneko, 1997). These economic concerns along with the new demands that companies are placing on graduates are leading some students (and their parents) to begin to be more critical of the schools they apply to, demanding something more than prestige for their tuition payments.

9th OECD Japan Seminar On the Future of Universities

In this final section, I will briefly describe the seminar focusing on the main items. During the course of the two days, many of the issues raised above were addressed. A detailed description of the agenda can be seen in Appendix B. Barry McGraw, Director of Education at OECD stressed the need in his opening comments to resist the temptation to only talk about what is happening now (or in the past). He urged participants who primarily consisted of government education officials, university administrators, and industry leaders (I must admit I felt out-of-place at times) to talk about what may happen in the future. And in keeping with the main theme of the seminar, tools were provided to participants to help them look forward. In this section I will focus on a presentation by Riel Miller, OECD, on how to develop scenarios that can be used to discuss and analyze probable and possible futures of universities. First, however, I want to give a narrative overview of the seminar drawing on excerpts from the agenda provided in Appendix B.

The seminar opened with a greeting by greetings from Takeo Kawamura, Japanese Minister of Education, Culture, Sports, Science and Technology and Barry McGaw, Director, OECD. The purpose of the seminar, "to analyse different possible ways society might meet the need for research, teaching and learning, and services and whether universities will continue to perform these roles or take on new roles" was introduced. The first session dealt with current initiatives on reforming higher education and future policy issues. Takeshi Sasaki, President of the University of Tokyo, discussed current reforms and future issues within Japanese Higher Education. He touched upon many of the issues brought up earlier in the section on issues in higher education. He was followed by Margrethe Vestager, a current member of the Danish Parliament and the former Minister of Education in Denmark who spoke on the future of universities seen from a decision-maker perspective.

Session 2 looked at the future roles of universities and driving forces of change. It was chaired by Tsutomu Kimura, President of the National Institution for Degrees and University Evaluation, Japan. He discussed how universities have traditionally held four distinctive roles:

1. research (knowledge creation; knowledge improvement/refinement);
2. teaching (knowledge diffusion; training to knowledge acquisition, training to knowledge creation;
3. service to community (local development, consultancy, lifelong learning, participation to public debate, etc.); and
4. social screening/legitimation.

He went on to stress that one of the most important issues facing stakeholders in higher education is whether or not universities will continue to be responsible for these roles or whether they will take on new roles.

After lunch session 2 continued with a discussion led by Kokei Higuchi, president, of Tokio Marine and Fire Insurance, Co. LTD. on changes in the labour market that are leading companies to demand due to the need for highly skilled employees, universities must graduate students that have skills. Universities cannot depend on companies to train new hires as was done in the past. Themes that were covered after lunch included the following:

Will the roles that universities have today be taken on by other institutions or forms of social organisation and/or will universities take on new roles?

What will be the main drivers of change in the demand and delivery of higher education in the next ten to twenty years?

What will be the main changes in the production, dissemination and application of knowledge and research at universities in the next ten to twenty years?

Will these changes lead to a change in the social or academic values attached to higher education?

Future Scenarios for Universities

The next day started with session 3 on developing future scenarios for universities. As mentioned earlier Riel Miller led a session on how scenarios can be developed (Miller, 2003). He discussed two common approaches to developing scenarios, one, the bear approach (the baby-bear, momma-bear and papa-bear approach) uses growth rates (low, medium, and high) of population or economies, while the other can be called the GBU approach (good, bad, ugly) as it looks at what people think is most desirable. Miller pointed out that even if combining both approaches many complexities are overlooked. He suggested another approach that looked at possible spaces.

The “possibility space” approach elaborated below offers one way of generating a larger set of possible futures for consideration in scenario building. This is a three step method for building scenarios. The first step is to determine or define the key attribute (variable A) of the scenario’s subject. The second step is to sketch a space, perhaps multidimensional, using the primary determinants of change (a, b, c) in variable A. And the third step is to identify distinct scenarios within the possibility space (Miller, 2003).

Miller then went on to present participants with 6 scenarios—Scenarios (1 Tradition, 2 Entrepreneurial, 3 Free Market, 4 Lifelong Learning, 5 Global, 6 Diverse)—see Table 1. He concluded by stressing,

The strategic question facing most OECD countries today is not if but how to pursue the major changes entailed by the transition to a learning society. The corollary for the institutions that make up the tertiary education sector is how they help or hinder the requisite changes. It is clear from historical precedent that the institutions and practices of the past have rarely, if ever, ceded their place to the upstarts and champions of a new order. Indeed the opposite has been the rule. Hence it is not an idle question to ask: will the tertiary sector, and its main champion—the university, be willing to play ball with new methods and institutions for producing and distributing learning?

Table1. Matrix of Six Scenarios for the Future of Universities

Scenario:	1	2	3	4	5	6
1 a) Selective/Initial education/Mostly young students b) Open/Lifelong learning/All ages	×	×	×	×	×	×
2 a) Public funding b) Mixed funding c) Private funding	×	×	×	×	×	—
3 a) Teaching & research (“+”: with strong research) b) Mostly teaching c) Specialisation by missions	×	×+	×	×	×	×
4 a) Mostly national focus b) Importance of international focus	×	×	×	×	×	×
5 a) Homogeneous status of staff and institutions b) Polarisation in status of staff and institutions	×	×	×	×	×	—
6 a) Low e-learning b) High e-learning	×	×	×	×	×	×

In breakout groups, participants discussed the following:

What scenario would you describe as the closest to the situation in your country?

To which scenario is your university sector moving?

Which scenario would you consider as the most desirable, for learning and for universities respectively?

Finally the groups came back together for the final session which was on policy challenges and preferences: The future of higher education and the role of governments This section addressed “how the scenarios can be managed in desirable ways seen from the point of view of students, employers, higher education institutions and policy-makers.”

Conclusion

The 9th OECD Japan Seminar On the Future of Universities: Roles, driving forces of change, scenarios and policy challenges was thought provoking and disturbing. It pointed out the many challenges facing higher education in a time of diminishing demographics and increased demands on resources. Staying up-to-date on the current thinking among policy makers is important for an institution’s survival. It is hoped that this summary of the OECD seminar will help readers do so. At Osaka Jogakuin College, like other schools, it is difficult to see the future. Yet, OJC has always attempted to take a leadership role in higher education by developing a curriculum that meets the changing needs of its students and society. Based on the call of the National Council on Higher Education and building on its 35years of experience it has decided to “establish a four-year college where students will have respect for themselves as women and will learn to take leadership in order to contribute to society.” We must hope that such a goal will help OJC thrive in the future as one of a new breed of universities.

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APPENDIX A: OECD MEMBER COUNTRIES

OECD Member Countries

Australia
Austria
Belgium
Canada
Czech Republic
Denmark
Finland
France
Germany
Greece
Hungary
Iceland
Ireland
Italy
Japan
Korea
Luxembourg
Mexico
Netherlands
New Zealand
Norway
Poland
Portugal
Slovak Republic
Spain
Sweden
Switzerland
Turkey
United Kingdom
United States

APPENDIX B: AGENDA FOR THE 9TH OECD JAPAN SEMINAR ON THE FUTURE OF UNIVERSITIES: ROLES, DRIVING FORCES OF CHANGE, SCENARIOS AND POLICY CHALLENGES

The Future of Universities: Roles, driving forces of change, scenarios and policy challenges
Organised by

CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION/ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (CERI/OECD)

and

THE JAPANESE MINISTRY OF EDUCATION, CULTURE, SPORTS, SCIENCE AND TECHNOLOGY (MEXT)

and

THE UNIVERSITY OF TOKYO
11–12 December 2003
Mita Kyoyo Kaigisho, Tokyo

Day One: Thursday, the 11th December 2003

9:10–9:30 Registration

9:30–9:45 Opening, Welcome

The growing demand for post-secondary education, the rising use of ICTs in education and research, the increasing internationalisation and demand for higher education in developing countries, and the growing number of new providers of post-secondary education are just some of the developments which are changing the role of traditional universities within post-secondary education systems. The OECD/CERI project on the future of universities will analyse different possible ways society might meet the need for research, teaching and learning, and services and whether universities will continue to perform these roles or take on new roles. It will do this through the elaboration of a small number of robust scenarios for the future of universities looking ten to twenty years ahead. Exploring different scenarios on the possible future of universities will help policymakers and stakeholders in following the most desirable paths for universities in OECD countries.

The OECD/Japan seminar will be one of the first opportunities to discuss all these issues among OECD policy-makers and stakeholders in higher education.

Takeo Kawamura, Minister of Education, Culture, Sports, Science and Technology;
Barry McGaw, Director, OECD

Session 1: Current initiatives on reforming higher education and future policy issues
Chair: Seizo Miyata, President, Tokyo University of Agriculture and Technology, Japan

All OECD countries are confronted with rapidly changing higher education systems and that lead them to consider how they want to shape their universities and other higher education institutions. In a fast changing and increasingly competitive world, the role of higher education in equipping the labour force with relevant skills, in stimulating innovation and supporting productivity and in enriching the quality of life is central. Some governments have started to think about the driving forces of change and desired future orientations for their higher education system.

The aim of this session is to share national information on current higher education and to discuss the future issues of higher education and universities.

9:45–10:45 Key Presentations

Takeshi Sasaki, President, The University of Tokyo, on the current reforms and future issues of Japanese Higher Education;

Margrethe Vestager, Member of the Danish Parliament and Former Minister of Education, Denmark, on the future of universities seen from a decision-maker perspective.

10:45–11:15 Q&A

11:15–11:30 Tea/Coffee

Session 2: Future roles of universities and driving forces of change

Chair: Tsutomu Kimura, President, National Institution for Degrees and University Evaluation, Japan

Universities currently have at least four distinctive roles:

1. research (knowledge creation; knowledge improvement/refinement);
2. teaching (knowledge diffusion; training to knowledge acquisition, training to

knowledge creation;

3. service to community (local development, consultancy, lifelong learning, participation to public debate, etc.);
4. social screening/legitimation.

The issue is whether universities will continue to perform these roles in the future or will take on new roles. The changes occurring inside higher education are directly linked to changes in society itself. Higher education is confronted with a range of driving forces for change as for example massification of education and of demand for learning; demographics such as diminishing numbers of young people, ageing populations, ethnic diversity; rapidly changing international skills markets; new technologies of production, consumption and learning; increasing private knowledge production and new forms of knowledge management; changing intellectual property rights regimes; changing patterns of public management, governance and citizenship; new forms of competence recognition, qualifications, and market signals; social fragmentation and/or solidarity and changing value systems etc. All the changes are affecting the three main missions of universities teaching, research and services.

These changes may also alter the values that are attached to higher education systems in unexpected ways. Thinking about the future of higher education involves a reflection on the evolution of the core values attached to higher education: how might they evolve in light of the above described changes? How might they be endangered or benefit from the future changes?

The aim of the session is to create a common understanding of future roles of universities and the socio-economic changes affecting the universities and to help post-secondary education policy-makers and stakeholders propose adequate responses to these changes.

11:30–12:30 Presentations

Tisato Kajiyama, President, Kyushu University, Japan;

Dan Atkins, Michigan University, US on future changes in university research;

Charles Pascal, Ontario Institute for Studies in Education of the University of Toronto and Executive Director of Atkinson Charitable Foundation, Canada on future changes in teaching and learning in tertiary education

12:30–14:00 Lunch

Session 2: Future roles of universities and driving forces of change (continued)

Chair: Hiroshi Komiyama, Vice-President, The University of Tokyo, Japan

14:00–15:00 Presentations

Kokei Higuchi, President, Tokio Marine and Fire Insurance, Co. LTD. on changes in the labour market demand for highly skilled people.

Mio Hayashi, Student, Tokyo University, Japan

Xavier Marchand, Student, Tokyo University

15:00–15:30 Q&A

15:30–15:45 Coffee break

15:45–17:15 Four parallel workshops (including tea/coffee break)

It is suggested that each of the participating countries prepares a short note on future roles of universities and major drivers of change in their national higher education system based on existing reports and evidence. The OECD Secretariat has sent a paper to member countries to guide the drafting of the country notes in order to ensure that they have a common structure and list of themes.

The workshops will start with two brief presentations on the future roles of higher education, driving forces and values from a national perspective. The country note will serve as a base for discussion. Commonalities and differences in future roles and driving forces for change in higher education will be identified and analysed.

OECD databases in education and research as well as other data sources will be used to cast light on the recent generic trends affecting tertiary education. The trends will include evolutions in demography, student enrolments, type of tertiary institution, and funding levels and sources of tertiary education and research.

Themes

Will the roles that universities have today be taken on by other institutions or forms of social organisation and/or will universities take on new roles?

What will be the main drivers of change in the demand and delivery of higher education in the next ten to twenty years?

What will be the main changes in the production, dissemination and application of knowledge and research at universities in the next ten to twenty years?

Will these changes lead to a change in the social or academic values attached to higher education?

Workshop 1

Chair: Richard Yelland, OECD

Speakers: Helena Sebkova, Centre for Higher Education Studies, Czech Republic

Yiu Kwan Fan, Hong Kong Baptist University, Hong Kong

Workshop 2

Chair: Christos Nikolaou, University of Crete, Greece

Speakers: Lilia Orantes Galvez, Ministry of Education, Mexico

Byung-Shik Rhee, Korean Educational Development Institute, Korea

Workshop 3

Chair: Piotr Weglenski, Warsaw University, Poland

Speakers: Michel Albert, Ministry of Higher Education, Belgium

Cathryn Hlavka, Australia (to be confirmed)

Workshop 4

Chair: Michiaki Takaishi, Shinshu University, Japan (with Japanese-English interpretation)

Speakers: Rene Bugge Bertramsen, Director for Higher Education, Ministry of Science, Technology and Innovation, Denmark

Dararatt Anantanasuwong, National Institute of Development, Thailand

18:00– Reception hosted by MEXT (* invited guests only)

Day Two: Friday, the 12th December 2003

Session 3: Developing future scenarios for universities

The OECD Secretariat will introduce a small number of preliminary scenarios for the future of universities. Especially, these draft scenarios introduced by the OECD Secretariat are highly inspired by the discussions at a high level OECD/CERI experts meeting on the 24–25 June 2003 on the future of universities.

The aim of this session is to discuss and analyse probable and possible scenarios for the future of universities.

9:30–10:00 Presentation

Riel Miller, OECD

10:00–12:00 Four parallel workshops on developing future scenarios for universities.

The aim of this session will be to discuss two small sets of scenarios for the future of universities that will be prepared by the OECD Secretariat. Two workshops will discuss scenarios for the future of learning in society while the two other ones will discuss scenarios for the future of universities. The two approaches reflect two different but complementary methodologies.

The workshops will build on the first day's work on main drivers of change for universities to discuss the preliminary sets of scenarios for the future of universities. The participants will be proposed a set of scenarios and will be asked to comment on it, to identify the closest scenario to the situation in their country and to identify what they would consider as the most desirable scenario for the future.

The workshops would thus identify and discuss a range of scenarios for the future of universities, distinguishing between possible, probable and desirable scenarios. A note prepared by the OECD Secretariat on the future scenarios for learning and for universities will be made available to participants prior to the seminar.

Themes

What scenario would you describe as the closest to the situation in your country?

To which scenario is your university sector moving?

Which scenario would you consider as the most desirable, for learning and for universities respectively?

Workshop 1 (Scenarios for the future of learning in society)

Chair: Shinichi Yamamoto, Tsukuba University, Japan

Moderator: Riel Miller, OECD

Workshop 2 (Scenarios for the future of learning in society)

Chair: Herwindo Haribowo, Ministry of National Education, Indonesia

Moderator: Kurt Larsen, OECD

Workshop 3 (Scenarios for the future of universities)

Chair: John A Spinks, University of Hong Kong, Hong Kong China

Moderator: Stéphan Vincent-Lancrin, OECD

Workshop 4 (Scenarios for the future of universities) (with Japanese-English interpretation)

Chair: Hyun-Chong Lee, Korean Council for University Education, Association of Korean University Presidents, Korea

Moderator: Keiko Momii, OECD

12:00–13:30 Lunch

13:30–14:30 Reporting of the workshop discussions in plenary.

Session 4:

Policy challenges and preferences: The future of higher education and the role of governments

This section will address how the scenarios can be managed in desirable ways seen from the point of view of students, employers, higher education institutions and policy-makers. It will focus in particular on the future role of governments in managing post-secondary education systems. How will/can governments seek to manage their post-secondary education system in a politically desirable way taking into account the future role of universities and driving forces of change.

14:30–15:30 Panel discussion

Makoto Haya, Managing Director, Nippon Steel Corporation;

Osmo Lampinen, Ministry of Education, Finland,

Yuichiro Anzai, President, Keio University;

Keishiro Hara, student, Tokyo University, Japan;

Richard Yelland, Programme on Institutional Management in Higher Education, OECD

15:30–16:00 Q&A

16:00– Closing Remarks

Itaru Takashio, Deputy Director-General, Higher Education Bureau, M

APPENDIX C: SIX SCENARIOS IN NARRATIVE FORM (MILLER, 2003).

The six scenarios are the following.

Scenario 1: Tradition

Universities are mostly like today, catering to a relatively small share of the youth population for the purposes of job selection credentials. Universities pursue both teaching and research, as now, without excessive dependence or involvement with the private sector. Governments continue, in most OECD countries, to play a prominent role in funding, regulating and managing universities. Within a public accountability and equity framework there is little scope for profit-generating initiatives and the international dimension of the university “market” is modest. Lifelong and e-learning both develop largely outside of the university sphere.

Scenario 2: Entrepreneurial universities

Selective institutions cater largely to young people in their initial preparation for life. The key difference with the previous scenario is the strength of market forces in the sense that universities (public or private) can respond with greater autonomy to a variety of funding sources. There is a more mixed public-private funding model, with university resources coming from a wide variety of sources. Along with the returns to the intellectual property rights that it secures, research is seen as very important and lucrative activity. However, in this scenario universities take a market-oriented approach to operations without losing basic academic values. Given the prestige and income accorded to research the teaching side remains quite elitist. As for lifelong learning it occurs within a university setting but in teaching only institutions with lower status. The three missions of the university—teaching, research and community service—are well balanced, although there is greater differentiation across institutions due to enhanced autonomy and greater responsiveness. Commercial approaches to international markets and e-learning are important. University resources as well as wages and prestige of academic staff improve. Links to the local economy are strong.

Scenario 3: Free market

Market forces are the main drivers of this scenario with a private tertiary sector regulated by private companies as far as quality assurance and accreditation are concerned and mostly funded through market mechanisms. Market forces give rise to institutions that become specialised by function (teaching, research), field (business, humanities, etc.), audience (young students, part-time students, distance education, adult education, lifelong

learning) while business firms grant degrees to their employees for their corporate training. Hierarchy between those very diverse institutions becomes very strong, with the apparition of a global super-elite, and more polarisation in the status of faculty. With the widening of student choice there is greater competition for students and tuition revenue comes to represent a more important share of overall income. Technology is widely used.

Scenario 4: Lifelong learning and open education

Universities are marked by universal access for all ages and much less research. The knowledge economy has flourished and higher education becomes a source for recurrent professional development financed by companies, individuals seeking recognised skill upgrading, and states. In an ageing society, more elderly people enrol for nonprofessional reasons. Universities become more learner-and demand-oriented, more teaching oriented, with short courses, more distance learning, and more e-learning. Governments or independent accrediting bodies are responsible for quality assurance and accreditation. Most research is done outside of the higher education system, with the best researchers moving to private companies, specialised institutes or the few remaining elite universities. Corporations and corporate universities have a large influence. Integration with the applied side of learning might go so far that all university education would follow the professional school model. Responsiveness to market forces is high in this scenario and there is considerable business oriented investment in e-learning.

Scenario 5: Global network of institutions

Post-secondary studies become demand-and mostly market-driven. The two main innovations are 1) that learners define their own course of study from across all available courses throughout the global post-secondary education network and design themselves their degrees; 2) that higher education institutions partner increasingly, including with industry. E-learning develops strongly in this scenario, as well as other means of education. The training content becomes more standardised and possibly embedded in technology and media (e.g. modular learning objects or edutainment through partnerships with game industry). The provision of and market for lifelong learning becomes very large, especially as education takes a multiplicity of new forms. Most research is carried out outside the higher education system, and faculty in mostly teaching institutions becomes less qualified than today but use more sophisticated teaching techniques. There is a strong polarisation in the status of academic, with academic superstars and developers of "learning tools" getting high status whereas the average teaching staff becomes less qualified and gets lower status. Programmes and courses matter more than institutions. Intellectual property rights for substance as well as for teaching methods give high returns to their owners.

Scenario 6: Diversity of recognised learning

In this scenario, the formal tertiary education sector disappears. People learn throughout their life, at work, at home, for personal and professional motivations, more and more by themselves and by sharing their expertise with other people interested in the same field. Professional education requiring hands-on practice, like surgery, etc., is transmitted within businesses through an apprenticeship system or thanks to new sophisticated electronic devices. Technology is an enabler for the diffusion of information. People learn as much and possibly more than today but in a different way: learning takes the model of “open source” education, mostly free and non commercial, involving a lot of partnerships between individuals and institutions of all sorts. Global networking is thus important and goes beyond institutions. Knowledge and experience acquired in all life situations are acknowledged through formal assessments of credentials carried out by specialised assessment bodies. But given its pervasiveness, knowledge is less of a determinant for a career or in the stratification of society. While research becomes less specialised in fields requiring little money, like humanities or mathematics, a large share of research requiring high investments takes place in public research centres and in corporate R&D divisions.