

The background features a blue-tinted world map. In the foreground, a 3D globe is shown, reflecting light and casting a shadow on the surface below it. The globe is positioned on the left side of the frame, with the continents of Africa and Europe visible.

Internationalization and Strategic Planning of Higher Education in Japan

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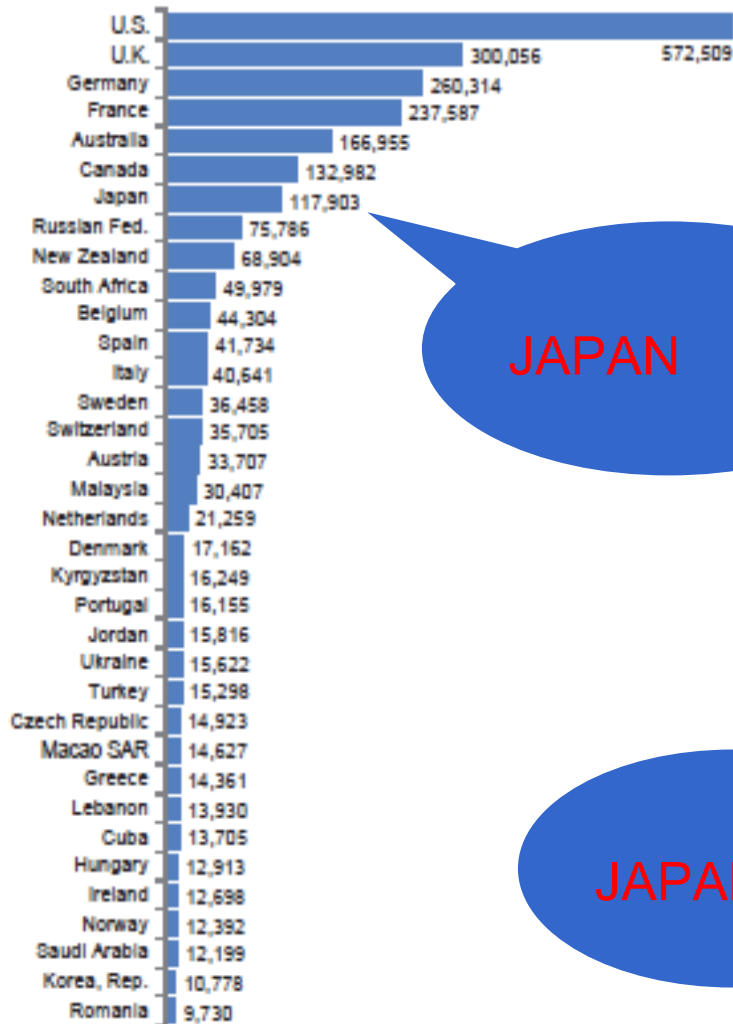
At Science and Conference Center, Berlin

Promotion of International Student Exchanges

- To date, MEXT has made efforts to enhance various policies in accordance with the "Plan to Accept 100,000 Foreign Students," which was formulated in 1983. As a result, the number of foreign students studying at Japan's universities, etc. reached an all-time high of approximately 117,000 in May 2004 and the number of students studying at Japanese language educational institutions come to about 35,000 as of July 2004. Meanwhile, the number of Japanese students studying at overseas universities, etc. has been increasing. A look at the statistics for each country shows that in 2002 there were approximately 79,000 Japanese students studying in 33 major countries.
- In July, 2008, in order to make Japan more open-minded in or to maintain and develop our society, the concerned settled upon the framework of the "300,000" International Students Plan", which sets the longer-term goal of accepting 300,000 international students by 2020.

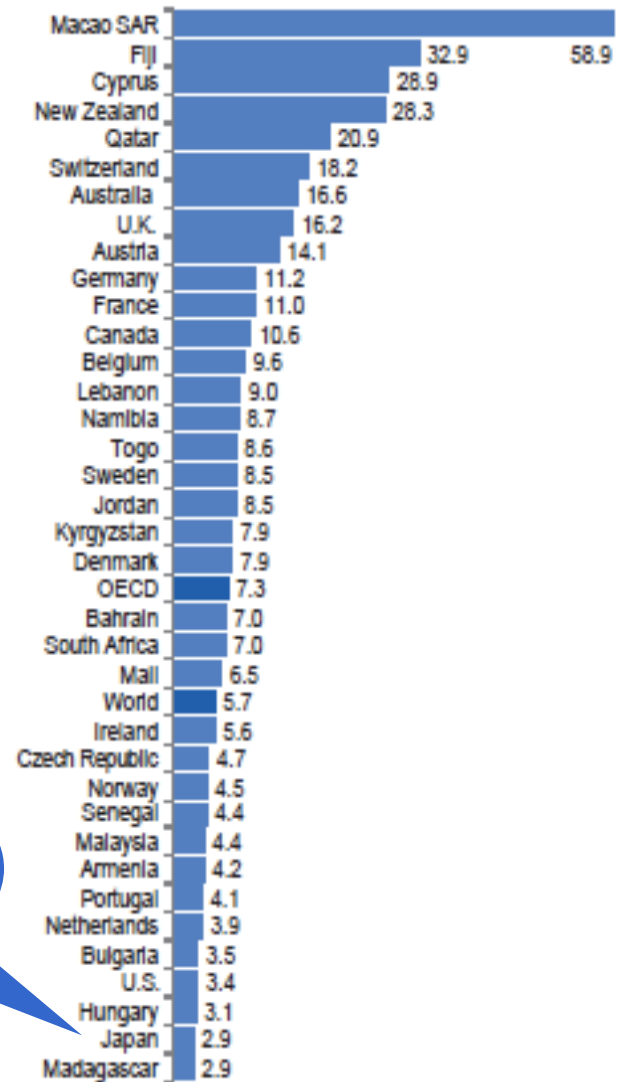
Numbers and Percentages of Foreign Students in the 35 Main Host Countries, 2004

4.1a: Numbers



JAPAN

4.1b: Percentage enrolled in higher education

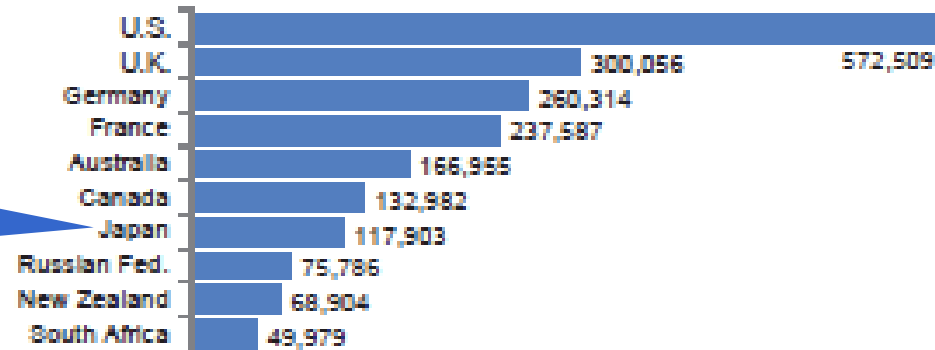


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Sources: OECD and UNESCO.

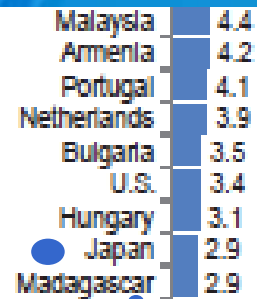
The real number is over 100,000. But, the ratio is ?

4.1a: Numbers



JAPAN

4.1b: Percentage enrolled in higher education

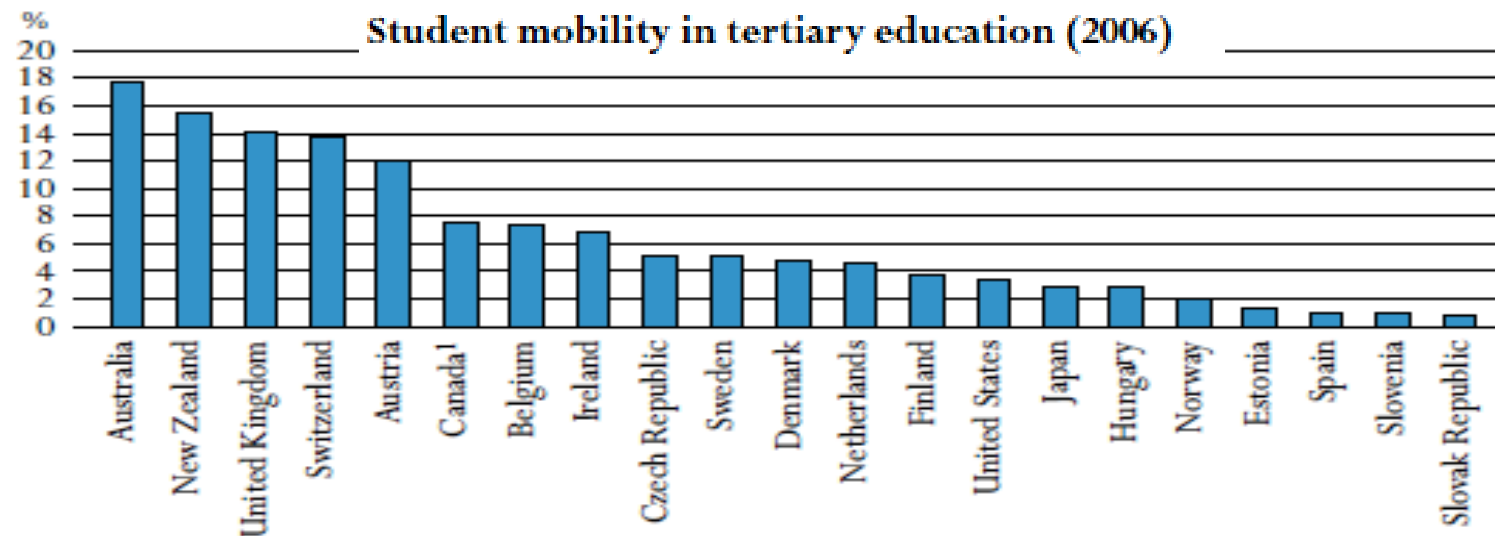


JAPAN

Student mobility in tertiary education (2006), *OECD Education at a Glance 2008*

This chart shows the percentage of international students in tertiary enrolments. According to country-specific immigration legislations and data availability constraints, student mobility is either defined on the basis of students' country of residence or the country where students received their prior education.

Student mobility – i.e. international students who travelled to a country different from their own for the purpose of tertiary study – ranges from below 1 to almost 18% of tertiary enrolments. International students are most numerous in tertiary enrolments in Australia, Austria, New Zealand, Switzerland and the United Kingdom.



Note: The data presented in this chart are not comparable with data on foreign students in tertiary education presented in editions prior to *Education at a Glance 2006* or elsewhere in this chapter.
1. Year of reference 2005.

Countries are ranked in descending order of the percentage of international students in tertiary education.

Source: OECD, Table C3.1. See Annex 3 for notes (www.oecd.org/edu/eag2008).

Highlights of the indicator (OECD Education at a Glance 2008)

- In 2006, over 2.9 million tertiary students were enrolled outside their country of citizenship. This represented a 3% increase from the previous year in total foreign student intake reported to the OECD and the UNESCO Institute for Statistics.
- France, Germany, the United Kingdom and the United States receive 49% of all foreign students worldwide. The largest absolute numbers of international students from OECD countries are from France, Germany, Japan and Korea. Students from China and India comprise the largest numbers of international students from partner countries.
- International students make up 15% or more of the enrolments in tertiary education in Australia and New Zealand. International students make up more than 20% of enrolments in advanced research programmes in Belgium, Canada, New Zealand, Switzerland, the United Kingdom and the United States.
- 30% or more of international students are enrolled in sciences, agriculture or engineering in Finland, Germany, Hungary, Sweden, Switzerland and the United States.

A Global Vision is Quite Important

- How well does the higher education system have a global view?
- Collaboration is a necessary means to overcoming the tendency towards increased specialization and of addressing problems that cross national boundaries.
- Nowadays, the international collaboration on higher education has become a part of the national policy which is significant for sustaining in the global community.

Strengthening the Bridge Among Nations

- Today, the boundaries between nations is more frequently being crossed.
- In 2004, over 21,852 (19,059 China) Japanese students went to Asia and over 100,000 Asian students came to Japan. In 2006, 7 6 8 went to Germany (EU 5,607 in total) and 450 German students came to Japan.
- The formation of personal and educational groups which transcend national boundaries is becoming increasingly popular.
- Where education once focused on developing skills that would be used within the nation, the education of the future will have to prepare students to be successful in a workforce which transcends national boundaries.
- Students will have to develop a transnational competence.

Destinations of Foreign Students Studying in OECD Countries by Origin, 2004 (%)

Origin	Destination			
	North America	Europe	Asia-Pacific	OECD
Africa	20	77	3	100
North America	44	43	13	100
South America	56	41	2	100
Asia	40	32	28	100
Europe	16	81	3	100
Oceania	27	19	54	100
World	31	52	17	100

Source: OECD.

Number of International Students by Nationality (1) Number of International Students by Nationality

(Unit: person)

Country/region	Number of students		% of total		Country/region	Number of students		% of total	
China	79,082	(72,766)	59.6%	(58.8)	Germany	450	(479)	0.3%	(0.4)
Republic of Korea	19,605	(18,862)	14.8%	(15.2)	United Kingdom	427	(400)	0.3%	(0.3)
Taiwan	5,332	(5,082)	4.0%	(4.1)	Canada	345	(319)	0.3%	(0.3)
Vietnam	3,199	(2,873)	2.4%	(2.3)	Brazil	336	(331)	0.3%	(0.3)
Malaysia	2,395	(2,271)	1.8%	(1.8)	Australia	331	(347)	0.2%	(0.3)
Thailand	2,360	(2,203)	1.8%	(1.8)	Egypt	329	(320)	0.2%	(0.3)
U.S.A.	2,230	(2,024)	1.7%	(1.6)	Russia	304	(315)	0.2%	(0.3)
Indonesia	1,996	(1,791)	1.5%	(1.4)	Cambodia	300	(287)	0.2%	(0.2)
Bangladesh	1,683	(1,686)	1.3%	(1.4)	Laos	285	(276)	0.2%	(0.2)
Nepal	1,628	(1,476)	1.2%	(1.2)	Saudi Arabia	253	(184)	0.2%	(0.1)
Mongolia	1,215	(1,145)	0.9%	(0.9)	Uzbekistan	223	(205)	0.2%	(0.2)
Myanmar	1,012	(922)	0.8%	(0.7)	Iran	218	(216)	0.2%	(0.2)
Sri Lanka	934	(1,097)	0.7%	(0.9)	Sweden	182	(155)	0.1%	(0.1)
France	624	(574)	0.5%	(0.5)	Turkey	167	(171)	0.1%	(0.1)
India	543	(544)	0.4%	(0.4)	Others	4,204	(3,981)	3.2%	(3.2)
Philippines	528	(527)	0.4%	(0.4)	Total	132,720	(123,829)	100.0%	(100.0)

() indicates figures as of May 1, 2008

What is transnational competence?

- Ability to imagine, analyze, and creatively address the potential of other local economies and cultures.
- Knowledge of commercial, technical, and cultural developments in these other locales.
- Awareness of who the key leaders of these locales.
- Understanding of local customs and negotiating strategies.
- Having skills in business, law, public affairs, or technology.
- Having a faculty in English, at least one other major language, and computers.

(from William Cummings et al. , “Transnational Competence”)

And,

- Students will need to understand customs and communication strategies.
- They will need to understand and analyze each society and its culture.
- These skills will be necessary for both coexistence and co-development.
- Learning the local language and customs of both countries will translate into mutual advantage.
- These skills will help preserve the dignity of our nations.

International Collaboration “towards Strategic Policy Planning” on Higher Education for the Global Age

- In the 21st C, higher education institutions worldwide are re-evaluating their goals and objectives especially in its governance.
- The challenges are known as words: access, expansion, privatization, distance education, technology, decentralization, globalization, and etc.
- Higher education in East Asia is still faced with maintaining conservative values (autonomy, elite status, etc.) while adapting to the new circumstances of globalization at the same time.

Several Features of the Challenge

- Differentiation and expanded access:

How will traditional universities respond to policies focused on expanding access?

What are some of the tertiary models that are emerging?

- The globalization of research:

What coordination will need to be made in faculties, with respect to the reward structure for promotion and retention, with respect to funding for research, copyright and patent regulations as knowledge becomes more global?

- Privatization: Private higher education has grown rapidly. And the privatization of universities is quite accelerated. It is also true among many nations.

And Other Features,

- Social Mobility:

What will be the impact on issues of access and equity for groups such as minorities and women who had less access to higher education in many countries as universities adapt to global pressures?

- Internationalization:

Knowledge production and dissemination is international in scope and widely available through new media and technology.

Will some form of regional cooperation become feasible and desirable similar to the movement in EU?

What are the implications for the universities of the East Asia, UMAP?

- ◎ These are new challenges that we are facing today and need an international collaboration.

Ideas to share with you :

We should share the followings among institutions:

#1 Making Strategic Global Alliances

#2 Establishing the Common Transfer Credit System

#3 Creating the Reward System of the collaboration

And, also #4 Writing the Future Vision

The background of the slide is a blue-tinted world map. In the foreground, on the left side, there is a semi-transparent globe showing the continents of North and South America. The text is centered over the map.

Thank you very much.
Dankeschoen.