

# Government Initiatives and Direction regarding the Globalization of Higher Education

Kuniaki SATO

Deputy Director for International Planning  
Higher Education Bureau  
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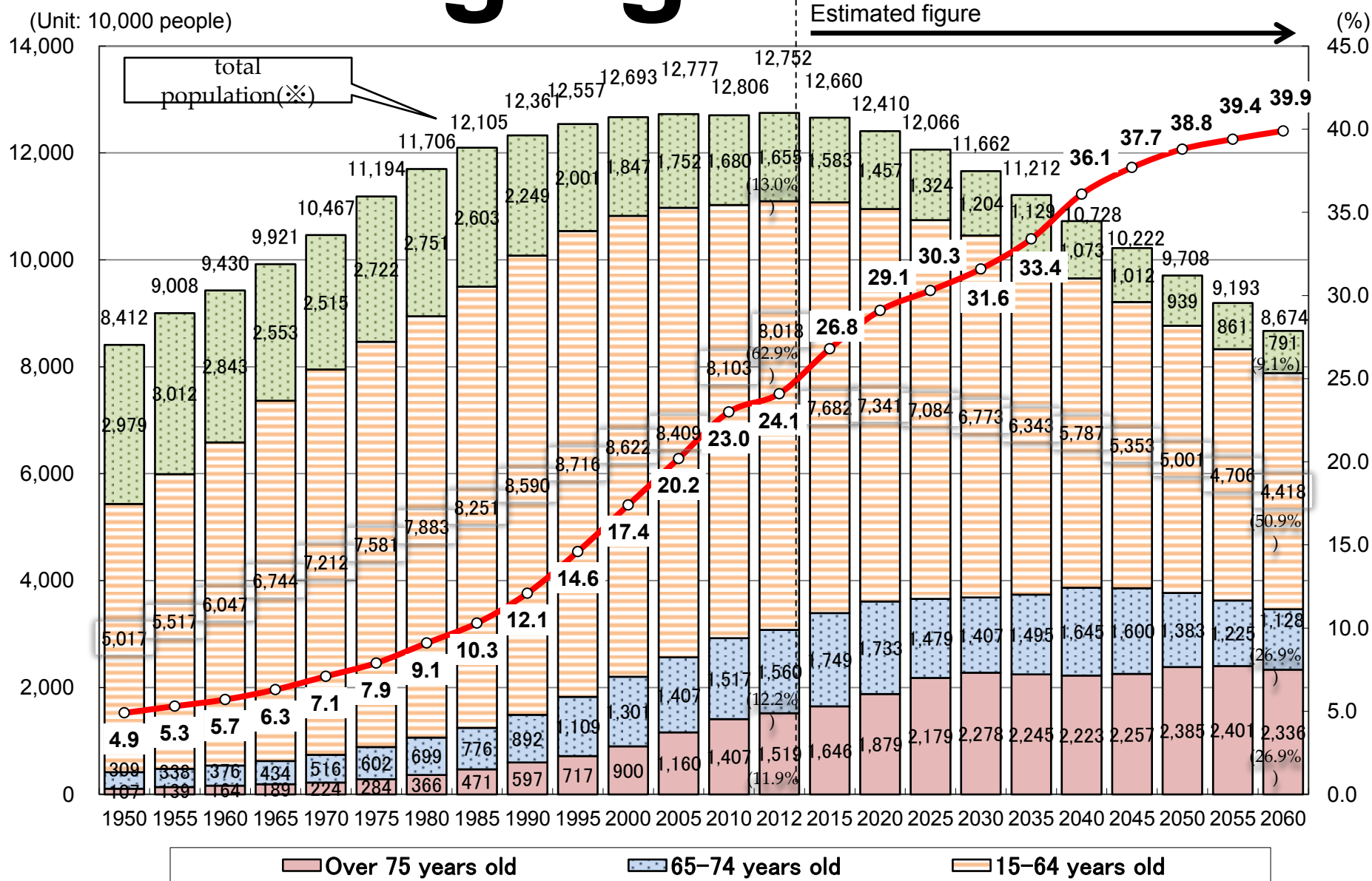


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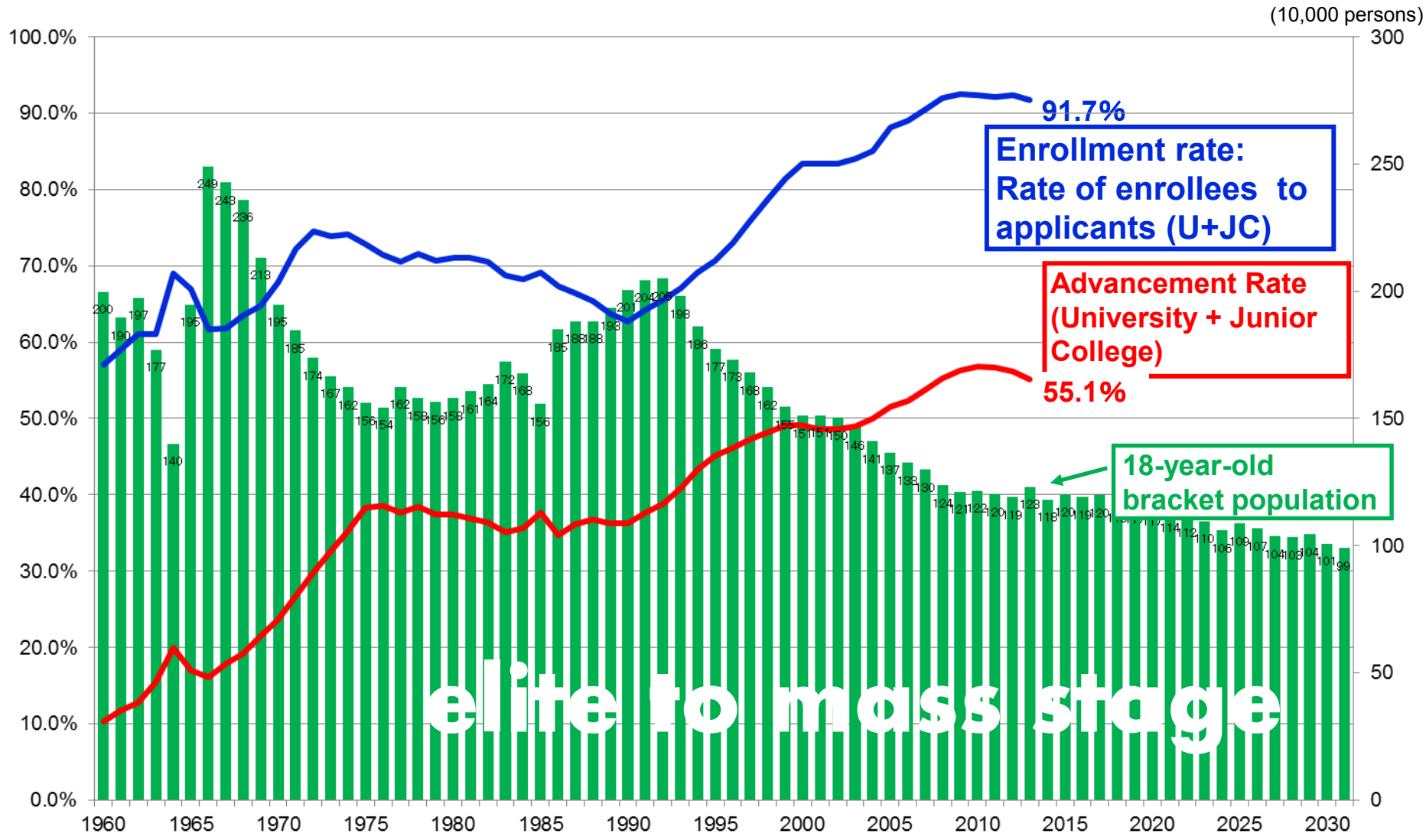
# Aging



※ Total population : including uncertain age (1950-2010)

Source: White Paper on Aging Society 2012 Cabinet Office

# The Population of 18-Year-Olds and College Advancement Rate in Japan



Source: School Basic Survey FY2013 (Preliminary results)

# Higher Education



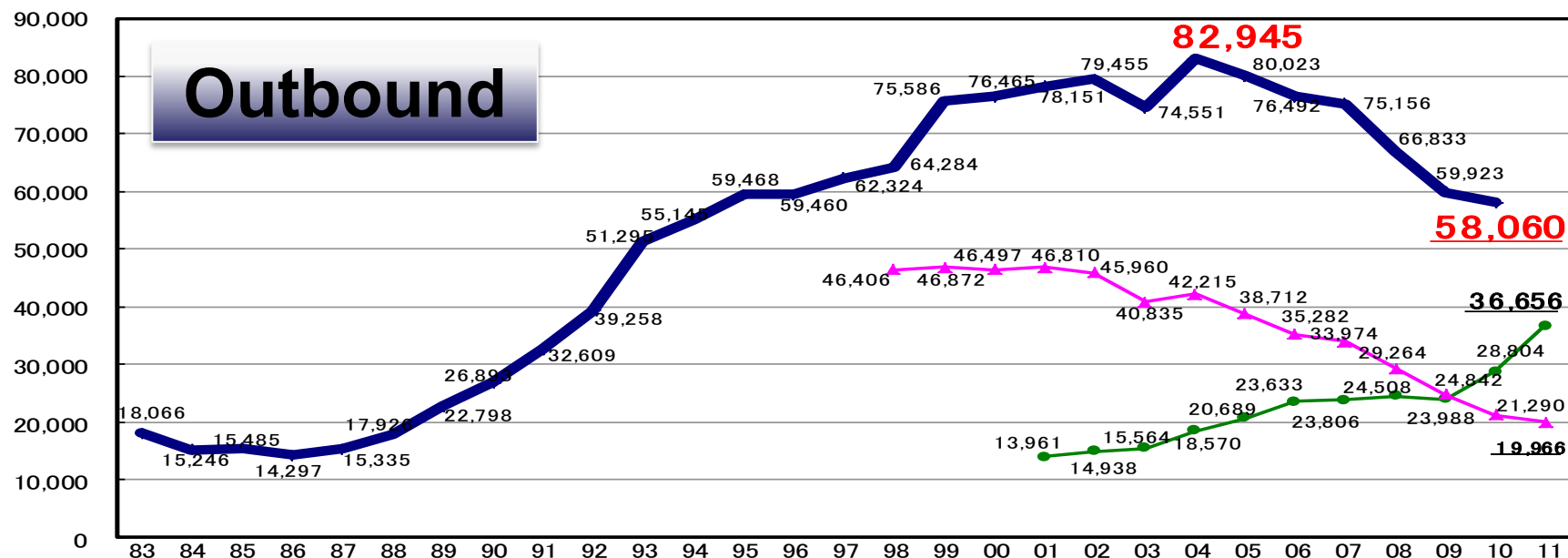
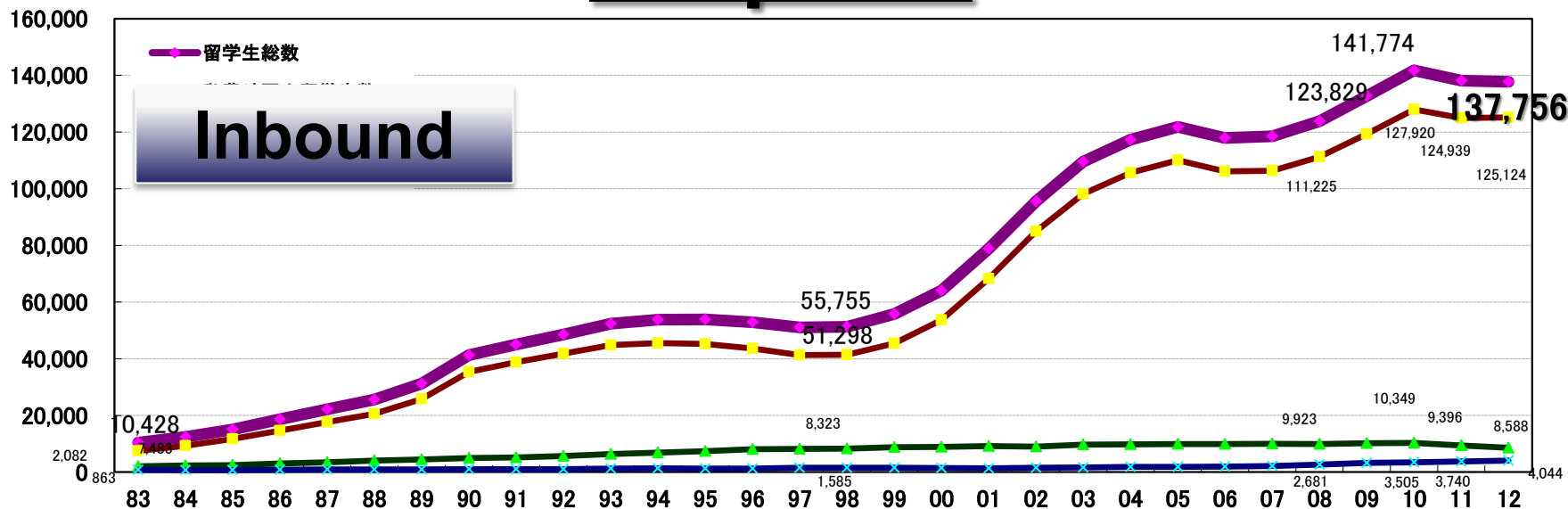
Source: OECD and UNESCO Institute for Statistics.

Data on foreign enrolment worldwide comes from both the OECD and the UNESCO Institute for Statistics (UIS). UIS provided the data on all countries for 1975-95 and most of the non-OECD countries provided the data on OECD countries and the other non-OECD economies in 2000 and 2010. Both sources use similar definitions, thus making their combination possible. Missing data where that breaks in data coverage do not result in breaks in time series.

1975-2009: OECD, “Education at a Glance 2011” Box C3.1

2025: IDP Education Australia Limited, 2003 “Global Student Mobility 2025”

# Japan







# Global Issues

UN Photo/Stuart Price

UN Photo/Catianne Tijerina

UN Photo/Devra Berkowitz

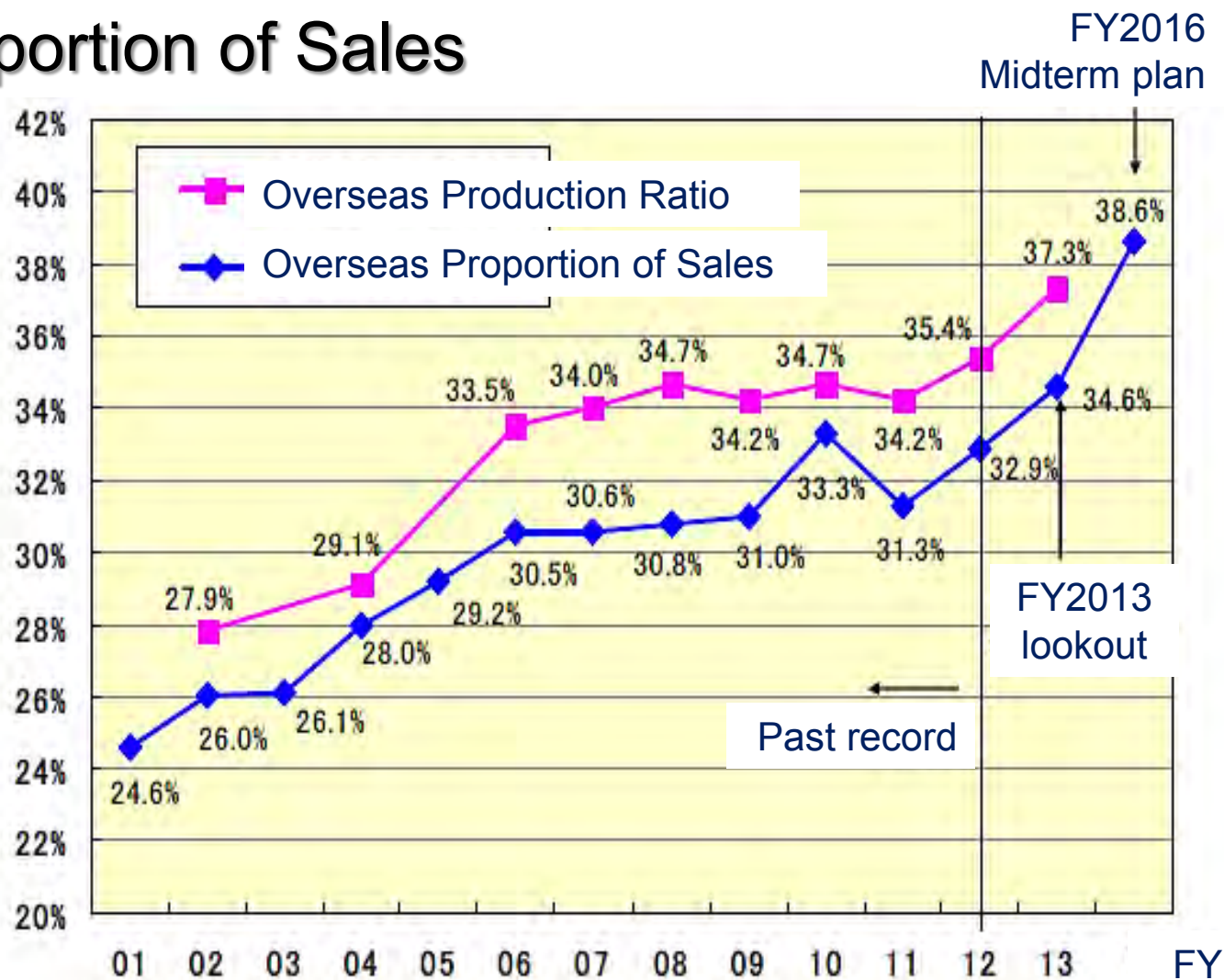
UN Photo/Marco Dormino

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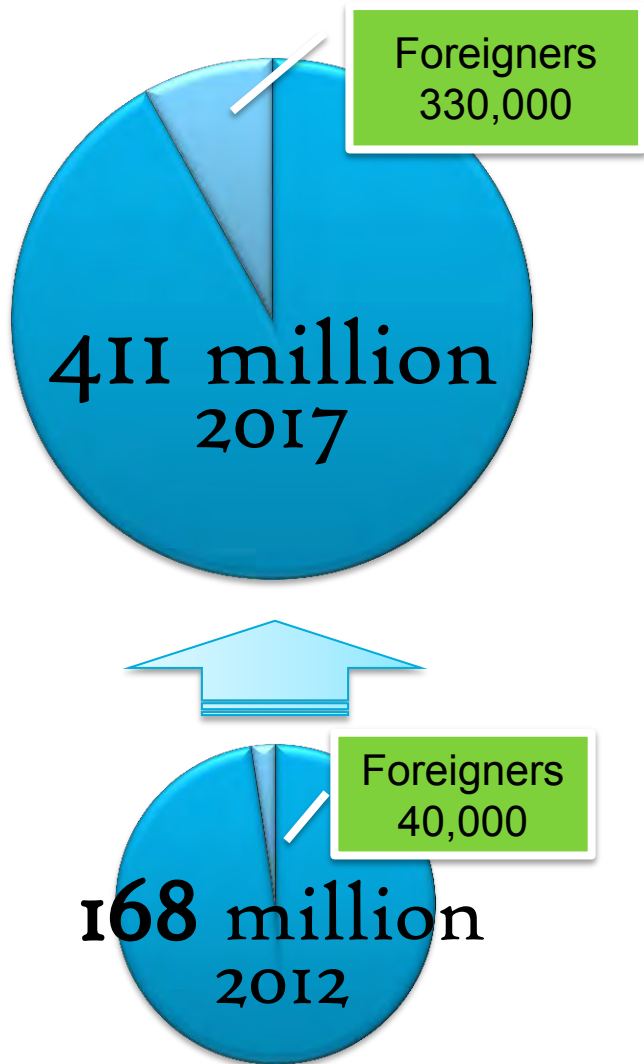
# Global Citizenship

# Globalized Economy

## Overseas Production Ratio and Proportion of Sales



# Demand on Global HR



➤ *METI Survey 2010: Issues for establishment and management of foreign offices*

- To Secure and cultivate domestic talents to promote globalization (1<sup>st</sup> , 74.1%)



# Expected Capability of GHR

- *Keidanren Survey 2011: Capability, knowledge, skills expected to Global HR*
  - Challenging mind without stereotype
  - Communication skills in a foreign language
  - Interest in foreign culture and differences of values and can cooperate flexibly
- *Japan Institute for Social and Economic Affairs, Opinion Poll 2013: Capability, knowledge, skills in global business*
  - Communication skills in a foreign language (82%)
  - Interest in foreign culture and history, differences of values and can cooperate flexibly (75%)
  - Challenging mindset without stereotype (66%)
- *IMD World Competitiveness Ranking 2014: Japan is ranked in 21<sup>st</sup>.*
  - A factor which lower the rank: Foreign language skill 8  
54<sup>th</sup>/60 countries

# Lack of Practical Skill

TOEFL(iBT)  
Score

※full = 120 points

## Overall

| Rank              | Country  | TOEFL Score |
|-------------------|--|-------------|
| 1 <sup>st</sup>   | Netherlands  | 100         |
| 2 <sup>nd</sup>   | Austria  | 99          |
| 3 <sup>rd</sup>   | Belgium<br>Denmark<br>Singapore                                | 98          |
| .                 |  |             |
| 61 <sup>st</sup>  | S. Korea   | 84          |
| .                 |  |             |
| 108 <sup>th</sup> | China  | 77          |
| .                 |  |             |
| 137 <sup>th</sup> | <b>JAPAN</b><br>Sierra Leone<br>Tadzhikistan<br>Iraq<br>Kuwait | <b>70</b>   |
| .                 |  |             |
| 162 <sup>th</sup> | Guinea   | 59          |

## Asia

| Rank             | Country                      | TOEFL Score |
|------------------|------------------------------|-------------|
| 1 <sup>st</sup>  | Singapore                    | 98          |
| 2 <sup>nd</sup>  | India                        | 91          |
| 3 <sup>rd</sup>  | Pakistan                     | 90          |
| .                |                              |             |
| 7 <sup>th</sup>  | S. Korea                     | 84          |
| .                |                              |             |
| 21 <sup>st</sup> | China                        | 77          |
| .                |                              |             |
| 26 <sup>th</sup> | Laos                         | 71          |
| 27 <sup>th</sup> | <b>JAPAN</b><br>Tadzhikistan | <b>70</b>   |
| 29 <sup>th</sup> | Cambodia<br>Mongol           | 68          |

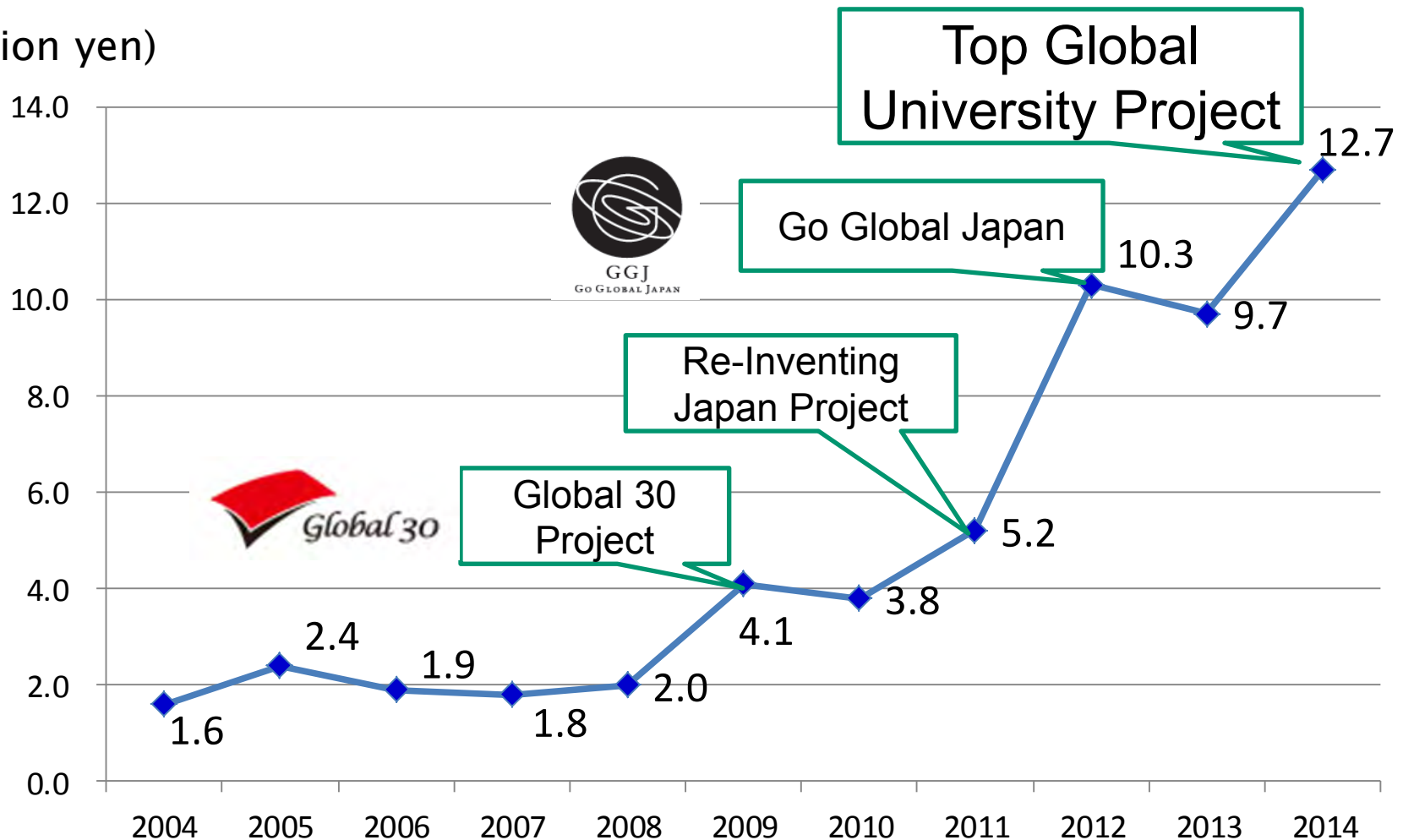
ETS-Test and Score Data Summary for TOEFL Internet-based and  
Paper-based Tests  
JANUARY 2012-DECEMBER 2012 TEST DATA

# ABE-EDUCATION

- The Council for the Implementation of Education Rebuilding
  - Established under the direct control of Prime Minister Shinzo Abe
  - “University Education and Global Human Resources Development for the Future (Third Proposal)” (May 2013)
- Policy Agenda: *Global HR Development*
  - Economic competitiveness
- Double students’ mobility by 2020
  - 300,000 int’l students studying in Japan
  - 120,000 Japanese students studying abroad
  - Joint efforts by Gov’t, Industry, Academia
- Stronger Japanese universities
  - 10 Japanese universities among world top 100

# Support for Internationalization of Japanese Universities

(billion yen)



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# MEXT's Subsidy Programs for Internationalization of HEIs

New in 2014

## 1) Top Global University Project

Enhancing International Competitiveness  
of Japanese Universities  
¥7.7 billion for 30 HEIs

## 2) Go Global Japan

Internationalizing  
University Environment  
for Study Abroad  
¥2.2 billion  
for 42 HEIs



(FY2014 Budget)

## Promotion of Student Exchanges

Outbound  
¥8.6 billion

Inbound  
¥26.9 billion

## 3) Re-Inventing Japan Project

Internationalization of Educational & Collaborative Programs

### CAMPUS Asia

Trilateral partnership  
with China and Korea  
¥828 million for 16 projects

### ICI-ECP

### AIMS

Student Exchange  
under G to G Collaboration  
¥286 million for 13 projects

### U.S.A. and EU

Collaborative Programs  
¥584 million for 12 projects

### ASEAN

Collaborative Programs  
¥700 million for 17 projects

New in 2014

### Russia, India etc.

Collaborative Programs  
¥350 million for 6 projects

## Global 30 Project



13 HEIs  
2009-2013



# Global 30 Project



- Government support for 2009-2013, > \$140M
- Recipients: 13 Japanese Top Universities
  - Tokyo, Kyoto, Tohoku, Nagoya, Osaka, Kyushu, Tsukuba, Keio, Waseda, Meiji, Sophia, Doshisha, Ritsumeikan
- Degree Programs in English
  - 30 UG, 120 Graduate programs
  - Japanese proficiency *not* prerequisite
- Support for International Students
  - Application directly from abroad
  - Assistance for academic, career, housing matters



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# Go Global Japan (2012~)

## Goal

- Overcome Japanese "inward tendency"
- Nurture global talent
- Internationalize university education

- Type A (University-wide) 11 univs.
- Type B (Faculty/school-specific) 31 univs.



## ➤ Grants

- 5 years, \$1–2 million per university for each year
- Competitive basis

## ➤ Requirements

- Set targets: Practical English test score (e.g. TOEFL–iBT80)  
Number of students studying abroad
- Offer special programs (intensive language training, study abroad)
- Engage in faculty & staff development, recruit foreign professors

## ➤ Number of students studying abroad (from proposals):

| Program Type | # Selected Universities | # Study Abroad (2012) | # Study Abroad (2016) |
|--------------|-------------------------|-----------------------|-----------------------|
| A            | 11                      | 4,500                 | 10,300                |
| B            | 31                      | 3,300                 | 5,700                 |
| Total        | 42                      | 7,800                 | 16,000                |



# Re-Inventing Japan Project (2011~)

- ✓ Inter-university programs that carry out cooperative education with overseas institutions.
- ✓ Mutual credit recognition and academic performance evaluation within common framework.



\*the numbers of students are expected results for each project period

# Top Global University Project, 2014-

**Strongly support top universities with world-class education/research and global universities driving Internationalization to foster international compatibility and competitiveness.**

**\$77M each year, for 2014-2023**

- **Top Type: (13 universities)**  
Universities aiming to rank in the top 100 in the world
- **Leading Global Type: (24 universities)**  
Universities that attempt to make pioneering trial runs based on their performance thus far and that will lead the push of Japanese society toward globalization

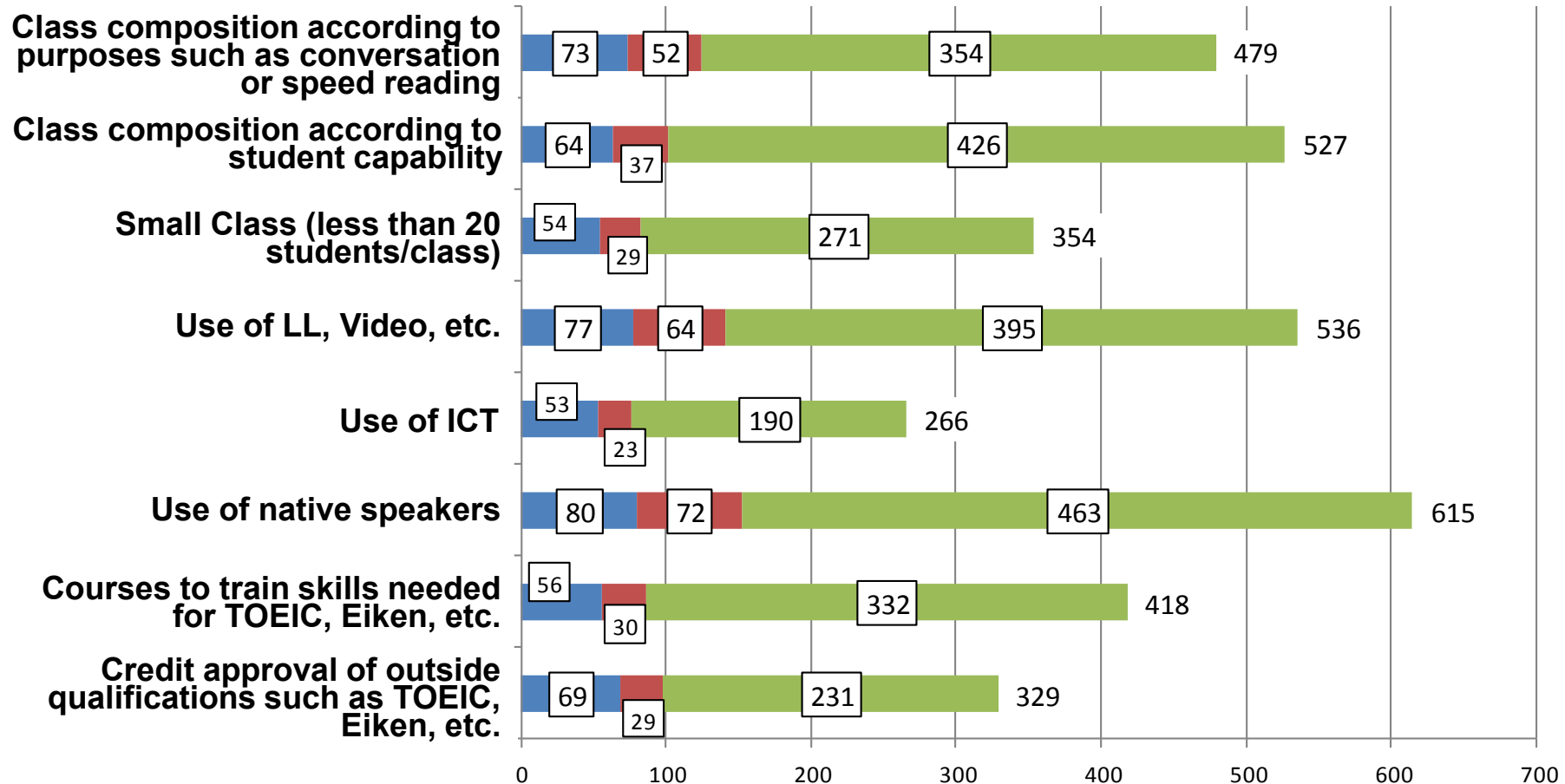
# Efforts for English Edu. in Japanese H.E.

- ✓ Gradual changes ongoing.
  - ✓ Will be accelerated by HEIs that put priority on internationalization.
- 
1. Increasing courses/degree programs conducted in English
  2. University-wide placement test
  3. Designing courses for enhancing student motivation & mobility
  4. Increasing interaction with foreign students
  5. Faculty/staff development to promote English-friendly environment
  6. Fostering international compatibility of university systems



# Efforts of Universities

## English Education in Undergraduate level (FY2011)

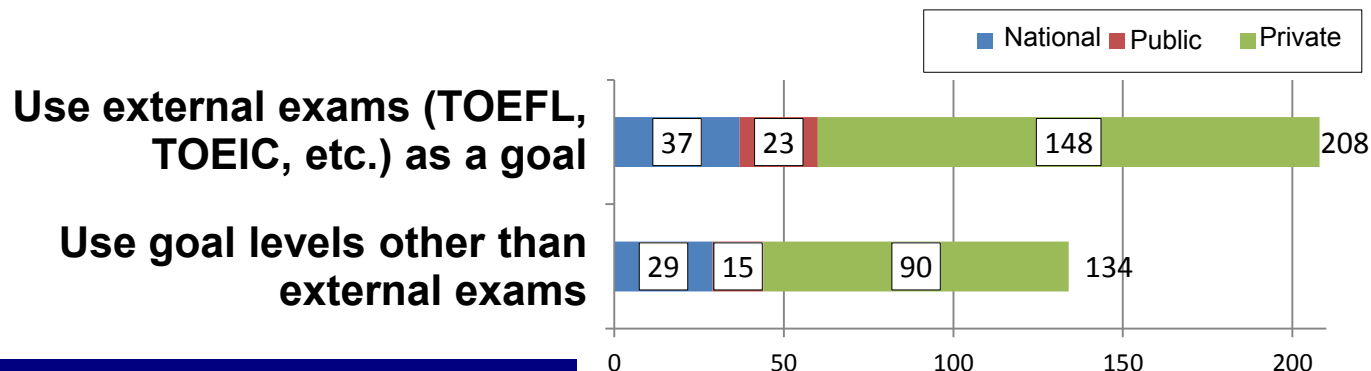


※ 22 universities without undergraduate programs (4 national, 2 public, 16 private) are not covered.

※ The numbers include efforts implemented by organizations except undergraduate such as education centers.

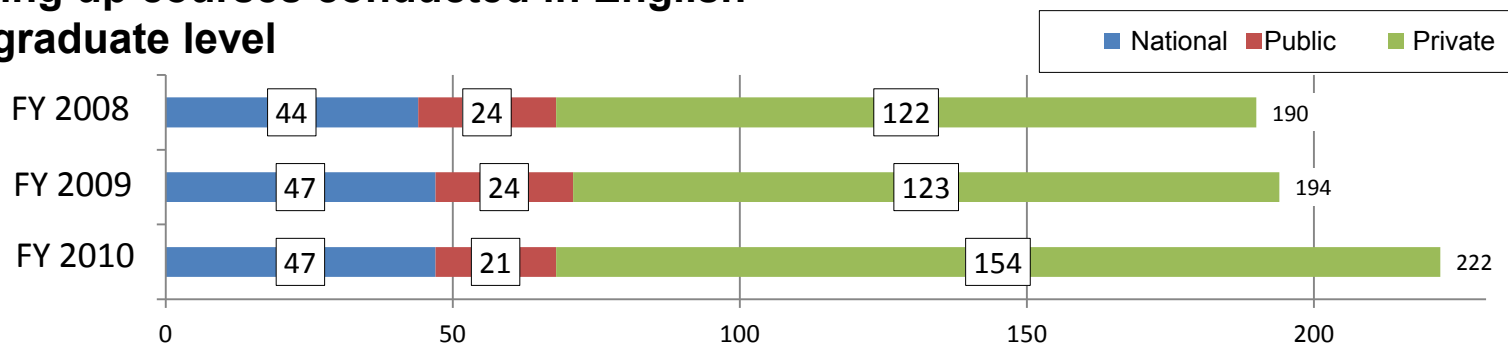
# Goal Settings of English Education

## HEIs to set up goals of English Education in Undergraduate level (FY2011)

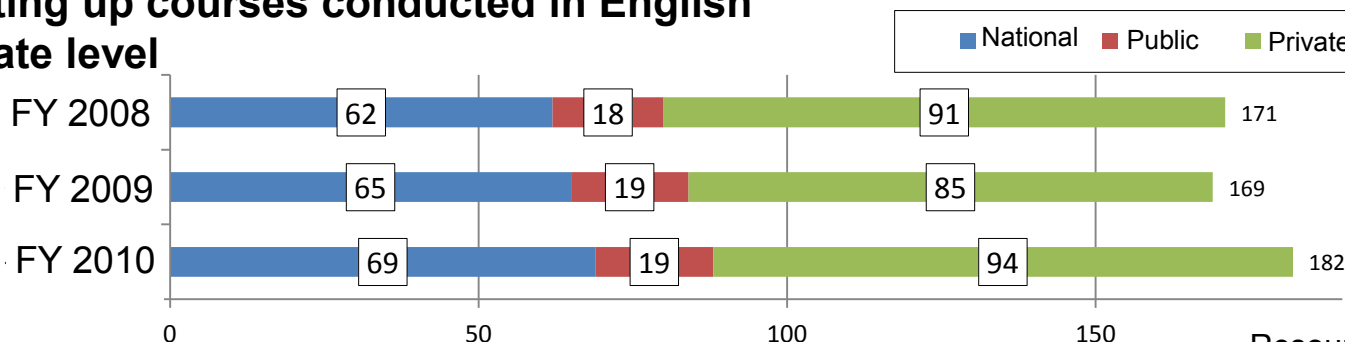


## Courses conducted in English

### HEIs setting up courses conducted in English in Undergraduate level



### HEIs setting up courses conducted in English in graduate level



# Q. How much are the following classes helpful? How much do you think you are capable?

|                               | A. Past class experiences is |      |      |         | B. Your capacity is |      |      |        |
|-------------------------------|------------------------------|------|------|---------|---------------------|------|------|--------|
|                               | NOT helpful                  | ←    | →    | helpful | NOT Enough          | ←    | →    | Enough |
| (それぞれの項目のA.Bに1つずつ○)           |                              |      |      |         |                     |      |      |        |
| 将来の職業に関連する知識や技能               | 4.9                          | 22.8 | 43.1 | 28.0    | 22.1                | 51.6 | 21.2 | 2.6    |
| 専門分野に関する知識・理解                 | 3.3                          | 16.6 | 47.1 | 31.8    | 19.9                | 48.6 | 26.4 | 2.7    |
| 専門分野の基礎となるような理論的知識・理解         | 2.7                          | 18.3 | 47.4 | 30.3    | 17.2                | 49.8 | 27.4 | 3.0    |
| 論理的に文章を書く力                    | 8.5                          | 34.5 | 39.5 | 15.9    | 20.9                | 42.7 | 29.8 | 3.9    |
| 人にわかりやすく話す力                   | 10.6                         | 33.8 | 39.5 | 14.7    | 18.0                | 43.8 | 30.3 | 5.3    |
| <b>Foreign Language Skill</b> | 27.7                         | 37.3 | 24.2 | 9.4     | 47.1                | 35.6 | 12.1 | 2.5    |
| ものごとを分析的・批判的に考える力             | 5.3                          | 27.2 | 48.2 | 17.8    | 10.6                | 42.7 | 37.9 | 5.9    |
| 問題をみつけ、解決方法を考える力              | 5.9                          | 26.3 | 48.3 | 18.2    | 11.3                | 41.4 | 38.8 | 5.9    |
| 幅広い知識、もののみかた                  | 4.2                          | 22.3 | 49.8 | 22.1    | 10.2                | 41.7 | 39.2 | 6.2    |

Reference: National Institute for Educational Policy Research , 2014

※n (Undergraduate students): 1649



# Public Voices

! If university education including entrance examination changes, English education in primary and secondary levels will change...

! There is a limitation of university education as a single approach. If command of English at the entry level in HE is much better in the first place, the burden of university education will be much lighter...

⇒ The chicken or the egg...

# Discussion about Admission Examination

- Limitation of the National Center Test
  - Reading & listening only, no speaking and writing
  - Difficulties to change the 530,000-test-takers function
- Need to transform to more multifaceted and comprehensive evaluation of capability, motivation and aptitude
- MEXT has recommended to introduce external qualifications such as Eiken and TOEFL which can measure 4 skills as supplemental tools for adequate evaluation.



# **In Conclusion...**

## **For the Avoidance of Opportunity Loss**

- Early entry
- Opportunities of practical use for motivation
- Different approach based on student attribute
- Additional support for implementation system and burden relief of teachers/faculty members

**Thank you for your  
attention.**



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