

How can we foster Global Citizens by Higher Education?

National Institution for Academic Degrees - Quality Enhancement

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1. Japanese efforts towards globalization of HEIs

○ Background

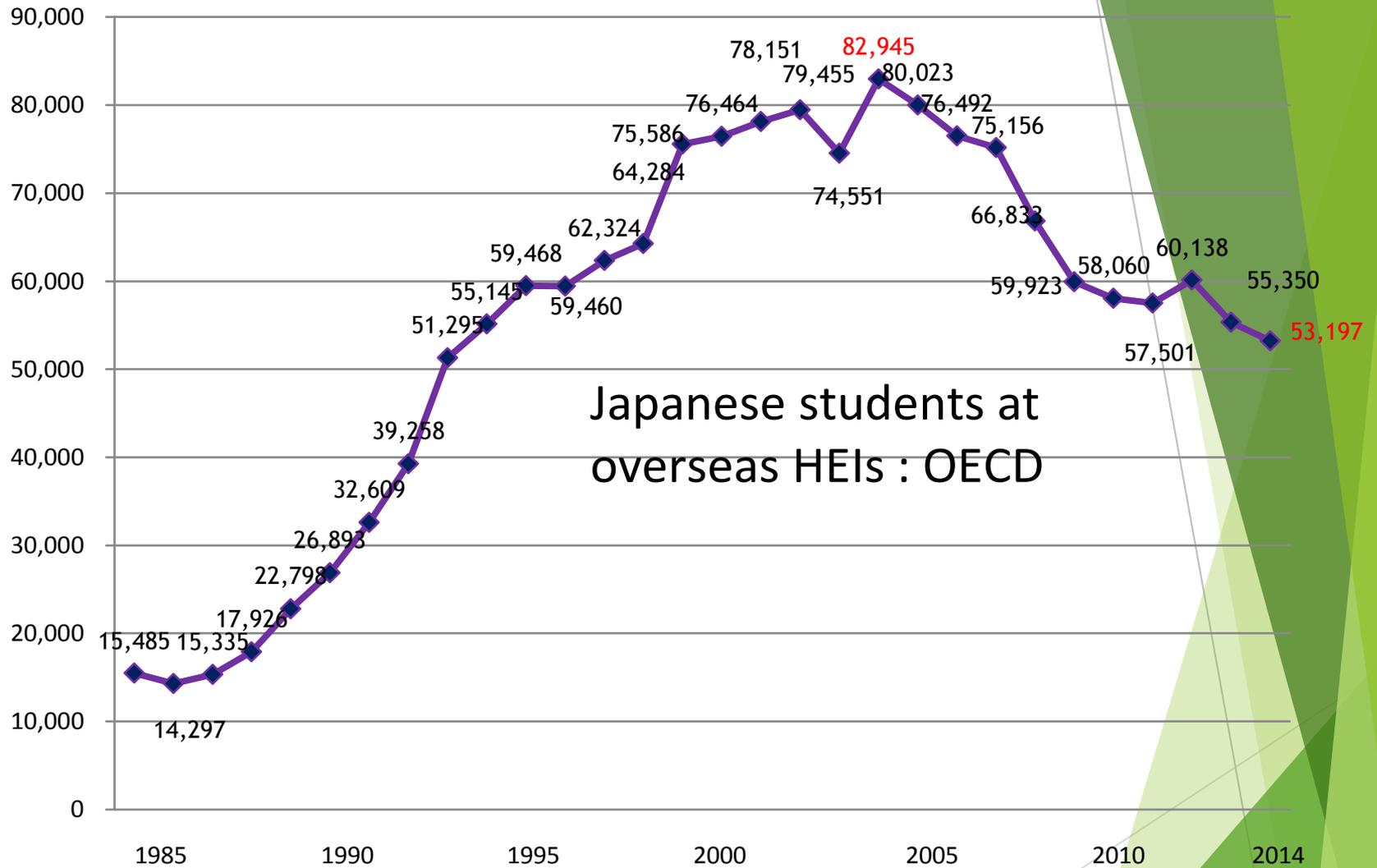
- Slow progress in internalization of Japanese HEIs
- Marked reduction of outgoing Japanese students

Questionnaire survey by Tokyo university 2009

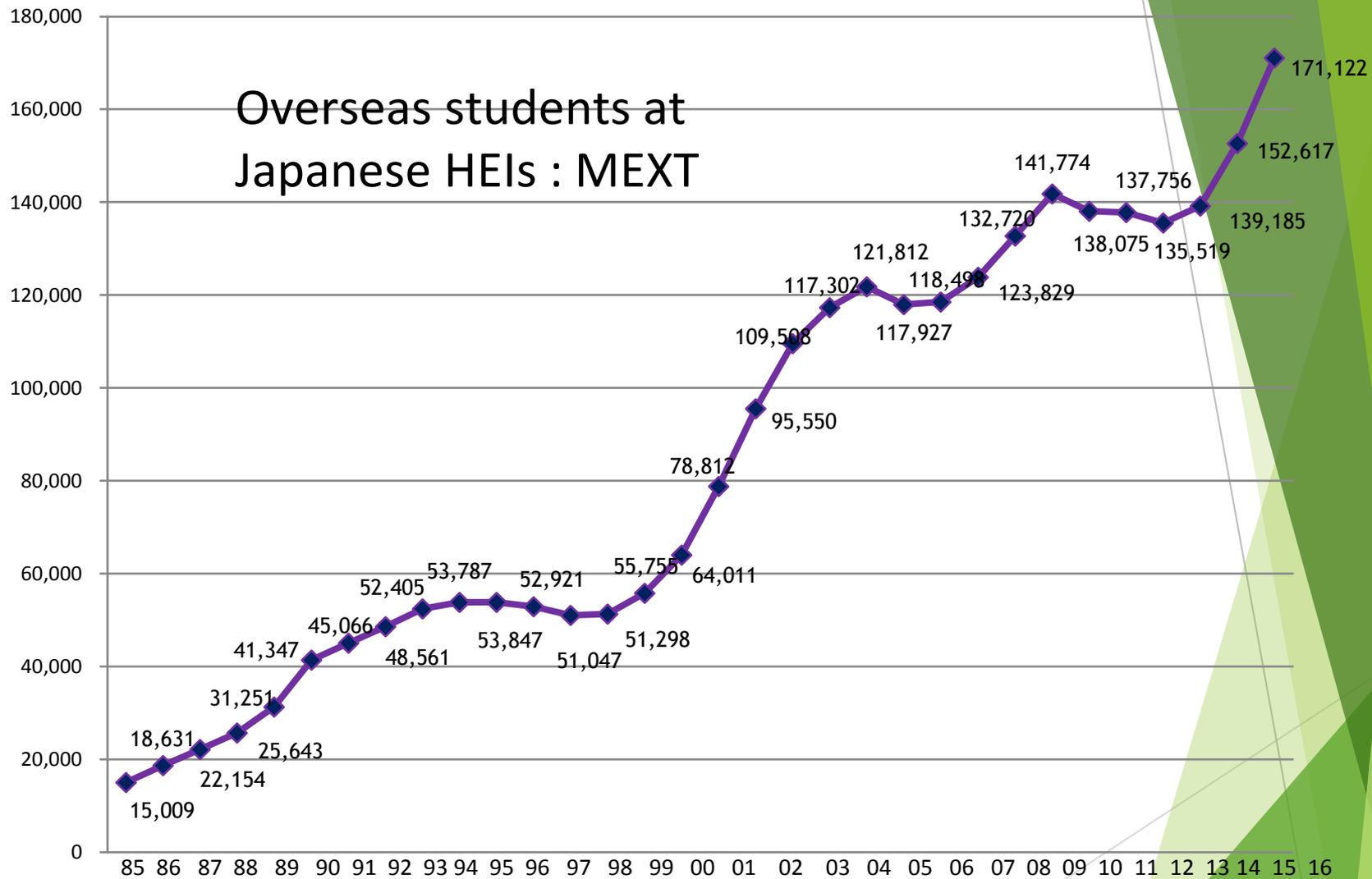
1519 responded

What are your particular concerns for studying abroad?

lack of financial resources (support)	668
low language proficiency	232
being a repeater(extra term to stay)	212
lack of support from own institution	132
lack of information on destination	100
delay in job hunting race	65 ₃



Overseas students at Japanese HEIs : MEXT



○ Government Initiatives

- Council for the Implementation of Education
Rebuilding : May 2013

Strong financial support for universities attempting positively to increase the international presence;

Select 10 universities with the possibility of being ranked within top 100

- Re-inventing Japan Project ; Cabinet decision
June 2013

Creation of more than 10 super-global universities ranked within world top 100, which can compete with leading universities in the world

- Fundamental Plan for Promotion of Education-
Second Phase ; Cabinet decision June 2013

Strong financial support for universities with attempts to produce graduates who can work globally by setting up campus environment of international standard; e.g. positive staff recruitment from all over the world, employing young researchers awarded PhD outside Japan, increasing the proportion of classes taught in English and etc.

- Liberal Democratic Party

Headquarter for Implementation of Education
Rebuilding ; April 2013

Strong financial support for 30 universities actively
promoting student exchange and increasing the proportion
of classes taught in English higher than 50%

→ Top (Super) Global University Project

○ Top Global University Project (2014-2023) with ¥7.7 billion/annum

Strongly support top universities with world-class education/research and global universities fully geared for internationalization

Type A : Top type 13 universities selected

Universities with potential to aim at top 100 in the world

Type B : Global traction type : 24 universities selected

Universities attempting to be a pioneer in some specific areas they have chosen based on their experiences, thereby assisting the society in materializing internationalization

2. International situation of student mobility

International Higher Education: No.65 Fall 2011

“What International Students Think
about US Higher Education”

Institute of International Education : Patricia Chow
Perceptual and attitudinal surveys in 11 key original
places :

Vietnam, India, Mexico, Thailand, Hong Kong, Brazil,
Germany, Turkey, UK, Nigeria, South Africa

Four Questions posed to US university fare participants:

Why do students from other countries wish to study in US?

What course of study do they intend to pursue?

Do they prefer US to other key destinations?

What barriers do students face who wish to study in US?

→ 9,330 valid responses received

55% female

35% high school students

40% undergraduates

15% graduate students

10% non-degree students and students at two-year colleges or technical schools

● First-choice destination

US 75%, UK 8%, Canada 5%, Australia 3%

International students worldwide : 3.3 million

US 20%, UK 13%, France 8%, Germany 7%, China 7%,
Australia 7%, Canada 4%, Japan 4%, Spain ?

● Number of international students/1,000 population

Australia	231,000/ 23,000,000	10
UK	429,000/ 62,000,000	6.9
France	260,000/ 63,000,000	4.1
Canada	132,000/ 34,000,000	3.9
Germany	231,000/ 82,000,000	2.8
USA	660,000/320,000,000	2.1
Japan	132,000/130,000,000	1.0

- Impressions of Key Host Destinations

To have a wide range of schools and programs

US 76%, UK 36%, Canada 28%

To have a high-quality higher education system

US 76%, UK 50%, Canada 33%, Germany 31%

To welcome international students

US 69%, Canada 42%, Australia 34%, UK 33%

To be a host destination with many scholarship opportunities and student support services

US 59% and 57%, Canada 22% and 30%

High tuition fees

US 60%, UK 51%

Difficult or complex student visa procedures

US 49%, UK 23%

High cost of living

UK 54%, US 45%, Japan 34%

Language barrier

Japan 97%, Germany 56%, France 56%

○ Conclusion

Despite not having any national policies designed to attract students from other countries, US is well-positioned in the international marketplace--- Among various pull factors, the high quality and diverse range of US HEIs predominate. The perception that US is a welcoming country is also significant . However, anti-push factors also exist, with cost dominating. The difficulty of obtaining a student visa is also a negative factor-----

Choice of Japanese students

Survey for students at Tokyo university : 2009

Europe 40%, North America 33%

no particular preference 16%

3. The outcome of EU efforts

Erasmus Impact Study (EIS)

2013 for 56,773 students, 18,618 alumni, 4,986 staff members (mobile and non-mobile), 964 HEIs, 652 employers, in 34 European countries

Memo © factors (Monitoring exchange mobility outcome)

Tolerance of Ambiguity

Curiosity

Confidence

Serenity

Decisiveness

Vigour

○ Memo © factor

Confidence : to gain in confidence and have a stronger conviction of one's own ability

Tolerance of Ambiguity : to learn to be more tolerant towards other people's values and behavior and to adopt to new situations

Vigour : to be better able to solve problems

Curiosity : to be more open and more curious about new challenges

Serenity : to be more aware of one's own strengths and weaknesses

Decisiveness : to know better what one wants and reaches decisions more easily

○ Skills acquired

Measured by memo © factors

- mobile students > non-mobile by 118%
- Erasmus students ; increased by 42%

Must have been high even before entry

- Improvement for 52% of Erasmus students
 - ~ Self perception 81% for Erasmus students
(overconfident but favourable effect!)

○ Employability

- 92% of employers appreciate memo © factors ; openness to and curiosity about new challenges, problem solving and decision making skills, confidence, tolerance towards other personal values and behaviour.
- Proportion of employers who consider experience abroad to be important for employability has increased from 37% (2006) to 64%(2013)
- 77% of Erasmus alumni held positions with leadership components 10 years after graduation
- Erasmus alumni were 44% more likely to hold managerial positions than non-mobile alumni 10 years after graduation

○ Social mobility

- Students who can easily imagine living abroad in future
mobile students 93% > non-mobile students 73%
- Students who wish to work in an international context
mobile students 95% > non-mobile students 78%
- More than 80% of Erasmus students felt a strong bond
with Europe

○ HEIs' response

- A majority of HEIs consider Erasmus to be the most relevant strategic asset of any educational programme offered to students
- Study mobility was considered the most important in relation to internationalization by 83% of HEIs and for their international profile by 80%

- Staff who have a strong relationship to Europe mobile 85% > non-mobile 69%
- 96% of Erasmus mobile staff claimed to have improved in various areas of competence, with social competences benefiting most

- More than 70% of the academic staff agreed that the most important aspect of mobility was the increase in their knowledge of good practices and skills to the benefit of their home HEI
- 81% of the academic staff observed beneficial effects on the quality of teaching and on multi-disciplinary and cross-organizational cooperation in teaching, 92% saw effects on international cooperation and 69% observed a positive impact on research opportunities

- The perception of HEI's top management strongly coincided with the staff perspective:
More than 90% regarded staff mobility as an effective means of objectives, such as the motivation of students to go abroad, internationalization at home, the promotion of new pedagogical methods, motivating other staff to go abroad and the enrichment of their course offerings.

○ Conclusion

The main challenge in reaching the target that 20% of HE students should be mobile during their studies by 2020 will be to motivate the students who are less likely to go abroad. As the memo © factors showed, the willingness to go abroad is predetermined by the predispositions of the individuals. In order to make more non-mobile students become mobile, a change of their mind-set will therefore be necessary. For this internationalization at home will be essential and this will depend on the experience and knowledge of academic and non-academic mobile staff. It is therefore of the utmost importance that staff mobility be included among the top priorities of the internationalization strategies of HEIs.

An old Japanese proverb says

“If you truly love your children,
make them travel”

Thank you for your attention