

# CIRIEC Japan Symposium

Partnership between Europe and the Kansai Region on  
Global Education and Human Resource Exchange



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Edited by  
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Kwansei Gakuin University

# CIRIEC Japan Symposium

Partnership between Europe and the Kansai Region on Global  
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“Partnership between Europe and the Kansai Region  
on Global Education and Human Resource Exchange”

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**15 : 15-15 : 20      Opening Remarks      Professor. Akira ICHIKAWA**

**15 : 20-15 : 50      Keynote lecture      Professor. Takahiro SHINYO**  
“Global Strategy of KGU: Significance of Partnerships between KGU and European Universities”

**15 : 50-16 : 20      Keynote lecture      Professor. John GARDNER**  
“Global Strategy of the University of Stirling : Significance of Partnerships between the University of Stirling and Japanese Universities”

**16 : 20-16 : 35      Professor. Francis RAWLINSON**  
“Education and Research Activities in Japan as a bridge between Europe and Japan”

**16 : 35-16 : 50      Mr. Richard KELNER**  
“Erasmus+”

**16 : 50-17 : 15      Q & A Session      Professor. Akira ICHIKAWA (Chair and moderator)**

CIRIEC Japan Symposium

# Partnership between Europe and the Kansai Region on Global Education and Human Resource Exchange

3:15 p.m. – 5:15 p.m., Saturday, December 13, 2014

Kwansei Gakuin University, Nishinomiya Uegahara Campus, Building G Room 202

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## Opening Remarks

**Akira ICHIKAWA**

(Associate Professor, Institute for Industrial Research, Kwansai Gakuin University)

I would like to start our session entitled ‘Partnership between Kansai and Europe through Education and Academic Activities’. I am Akira Ichikawa, an associate professor of the Institute of Industrial Research, Kwansai Gakuin University.

Before the lectures and keynote speeches, I would like to state the aims of the symposium. The first aim is to make clear the importance attached to the globalization of universities in Japan. The Kansai region has a strong educational presence. Many universities are concentrated in the region and some, Kwansai Gakuin University among them, have been designated as “super-global universities” under a major government program. This is making us at Kwansai Gakuin think hard about the globalization of our university. Under the “super-global university” scheme, we have to increase the numbers of students who go abroad to study. European countries, both inside and outside the EU, are among the best places for Japanese students to go.

To show the scale of the educational presence in the Kansai region, let’s look at the number of universities in the area. Hyogo Prefecture has 26, Osaka Prefecture 42 and Kyoto 28, so there is a major concentration of universities and other higher education institutions in the region.

Kwansai Gakuin University has developed a plan for realizing the “super-global university” concept. The concept is for a “global academic port”. Like a port, our university has to stand ready to accept large numbers of students from foreign countries and to send a lot of students abroad.

At present, we send approximately 1000 students per year to foreign countries. Over the next 10 years, our plan is to double or triple that number.

You may know that the founders of our university were from North America. That means that we have always had a very strong relationship between Kwansai Gakuin University and American and Canadian universities. The task now is to cultivate the relationships between our university and European universities, because this is an area where we are weaker. One thing that can facilitate this is the EUIJ Kansai Program The EU Institute in Japan Kansai is a consortium of three universities, our own Kwansai Gakuin and Kobe and Osaka Universities, that are committed under an agreement with the EU Commission to deliver courses, seminars and outreach activities about the EU for the benefit of students, academics and the general public of the Kansai Region..

Why are we directing our globalization effort particularly at the EU and Europe? Well, one reason is that European countries and Japan have to a large extent common core values and norms, relating *inter alia* to the rule of law, basic human rights, democracy, a functioning market economy system, and high educational standards. Also, European countries and Japan face many of the same problems, for

example on energy security, the aging society, etc. Therefore, whenever we think about Japan, we can often refer to the European Union and European countries in the same context.

For today's session on "Partnership between Kansai and Europe through Education and Academic Activities", I would like to welcome our two keynote speakers, the Vice-President of our University, Professor Shinyo, and the Vice-President of the University of Stirling in Scotland, Professor John Gardner. We have two other presenters, Professor Rawlinson, who is a visiting professor of the School of Economics of Kwasei Gakuin University, and Mr. Richard Kelner from European House, the EU's representative office in Japan in Tokyo.

Professor Shinyo is responsible for the internationalization of our university. He graduated from Osaka University and worked for the Ministry of Foreign Affairs, including assignments as Ambassador Extraordinary and Plenipotentiary to the Permanent Mission of Japan to the United Nations and also as Ambassador Extraordinary and Plenipotentiary of Japan to the Federal Republic of Germany.

Professor Gardner is Deputy Principal of the University of Stirling in charge of education and students. His major field of research is education and teaching methods.

Professor Rawlinson is a Visiting Professor of the School of Economics, Kwasei Gakuin University. He worked for 35 years as an official of the European Commission in Brussels. His main fields of interest are EU competition law, EU regional policy and EU monetary policy.

Last but not the least, Mr. Kelner is Academic Cooperation Officer of the Delegation of the European Union to Japan. He graduated from Edinburgh University and also studied in Japan at Ritsumeikan University. His Japanese is very good, so after the session you can talk to him in Japanese.

So without further ado, let's get started. I hope this symposium will be a valuable opportunity for those who are interested in the globalization of universities and in international academic collaboration in general. Thank you very much.

Global Strategy of KGU: Significance of Partnerships  
between KGU and European Universities

**Takahiro SHINYO**

(Professor, Vice-President, International of Kwansei Gakuin University)

Thank you very much, Professor Ichikawa. And a warm welcome on my part, too, to Professor Gardner from the UK, Professor Rawlinson from our university, and Mr. Kelner from the EU's Mission in Tokyo, and to all of you here today on the beautiful – as I am sure you will agree – campus of Kwansei Gakuin University. Just let me remind you of the proper pronunciation. It is KWANSEI Gakuin not “Kansai” or “Kansei”. Anyway, be that as it may, I am very privileged to speak on the global strategy of KGU.

First of all, I would like to draw your attention to the globalization trends at Japanese universities. This globalization began not so very long ago. There were four waves. The first wave was the Global 30. This has the goal of increasing the number of the foreign students studying at Japanese universities. The target is about 300,000 by 2020. We are over half way there, in fact we are at around the two-thirds mark. That is 200,000, but we should increase the number to 300,000 or more. We still have six years to go.

The second wave was called the “Reinventing Japan” project and it, too, is organized and managed by the Ministry of Education, Culture, Sports, Science and Technology. This project aims to stimulate university cooperation up to a quality-assured standard. We are joined together in agreements with foreign universities under which we offer one another lectures, internships, symposiums, and the like, with the aim of increasing our togetherness, while assuring high quality. This second wave started in 2010/11.

The third wave was the “Go Global Japan” project – “*Tobitate Nippon*”, in Japanese - aimed at nurturing global human resources, inter alia by encouraging Japanese students to go abroad. This third wave was also a project of the Ministry of Education, Culture, Sports, Science and Technology and it began around 2012.

Now we have the fourth wave, known as the “Super Global University” project, starting from this year. This Super Global University project will, so to speak, nurture universities as a whole. It was initially planned to comprise of 13 universities, but it has expanded a bit since then. The result is 13 universities selected as having the potential to enter the top-100 world ranking and 24 others designated as further leading global universities. Altogether, 37 universities have been selected for support from the Ministry of Education, Culture, Sports, Science and Technology. This is the general trend of university globalization.

Well, what things matter when you want to be called a global university or a globalized educational institution? First of all, there is your world ranking. This is particularly the case with regard to the universities that can mainly be regarded as natural science-oriented universities. These old imperial universities are perhaps those that on this basis can aim for a very good ranking in the world.

Number two is the number of classes offered in English. We want to increase the number of the classes taught in English. This is more easily said than done, at Kwansei Gakuin no less than at other Japanese universities. I think we need to do more to hire foreign professors, and we should require Japanese professors to teach more in English.

Linked to this is the third criterion, the number of foreign teaching staff. This is always important, and we while we can be proud of the number of foreign teachers like Mr. Rawlinson we have already, we need to increase it.

Last, but not least, the leadership of the university president is paramount. At most Japanese universities, the faculties or schools have a lot of autonomy. This self-governing autonomy of faculties is a good tradition, but at the same time I think, in order to make globalization of the university easier, overall leadership is called for more than ever. I think the leadership of the university president is the key to making it possible for any university to become a globalized university. One of the criteria for global or super global universities is a reform of the university. Reform is a condition for joining the project.

Well, let me say something now about Kwansei Gakuin University in particular. This university was founded 125 years ago in Kobe. It moved here in 1929, and we have had this beautiful campus here ever since. Our founder was an American missionary and medical doctor, Dr. Lambuth. His aim was to nurture world citizens.

The fourth Chancellor was a Canadian missionary. He gave us the school motto, 'Mastery for service'. The motto conveys the idea that all should master their natural gifts to serve their fellow men, society, and the world. Therefore, to learn at this university is to learn to be a world citizen embodying this school motto of mastery for service. Every graduate knows this and tries to practice it even after graduation.

Kwansei Gakuin University has a medium-term plan covering the 10 years from 2009. This strategic plan reiterates our mission statement of nurturing world citizens, following the school motto of mastery for service. The university is committed to this goal over the coming 10 years.

To make this a reality, we established an international initiative team in April 2009, which decided on the five points needed to strengthen the university's international presence.

One of those points concerns our activities in collaboration with the United Nations and its agencies. Engaging with UN activities is a symbolic task for the university. We represent the very rare case of a university not only teaching about the United Nations, but also working together with it by sending students abroad as United Nations volunteers. We are the only university in Japan and in the whole of Asia to have done this and we are doing it still.

Number three is expanding the degrees and classes offered in English, number four increasing the number of international students, and number five increasing the opportunities for students to pursue study abroad. I will come back to all of these points later.

Our first achievement over the years with regard to the internationalization of KGU has been the establishment of student exchange programs, the first of which was with Southern Methodist University in America. Because our university is based on Christian principles and our founder was an American missionary, it was natural that we concluded our first exchange program with Southern Methodist University. We are a Methodist University as well.

The 1990s saw a big increase in the number of partner universities.

Further steps in our internationalization were, in 2004, the conclusion of a memorandum of understanding (MoU) with the UN Volunteer Program; the introduction of a “Cross-Cultural College” (CCC) Program with three Canadian universities; and in 2012, the Global Human Resources Program. In 2013 we established Japan training center for UN youth volunteers, the first such center in the world and still the only training center for students who would like to become UN Youth volunteers. Finally, in 2014 we were accepted into the Super Global University Program.

What do these various internationalization programs mean in concrete terms? The Cross-Cultural College (CCC) Program is being run under the Reinventing Japan Project. Under this program private universities like ours receive up to ¥80 million per year for five years, with the amount decreasing by 10% a year.

With regard to the “Go Global Japan” project, or more specifically the “Active World Citizen” program, our university was accepted within this framework and is receiving about ¥260 million per year over the five years of the program. Kwansai Gakuin was among 11 universities selected for the globalization project, and all its faculties and schools are included. There are only 11 universities that are involved like this on a whole university basis.

Returning to the “Cross-Cultural College” program, this comprises three very famous Canadian universities, Queen’s, Toronto and Mount Allison and, on the Japanese side, Kwansai Gakuin. The four universities are working together to make it possible for students on each side to come together either in Japan or Canada and take part in global career seminars, global internships and joint seminars, for which a certificate is awarded; it is a certificate program. All students receive credits for their

participation. So it is a pretty unique collaboration between the three Canadian universities and a Japanese partner, in this case Kwansai Gakuin.

The “Active World Citizen” program seeks to nurture global citizens. Both this and the “Go Global Japan” project are working to increase the number of students being sent abroad. Kwansai Gakuin is fully committed to achieving the goal of a much expanded contingent of students going abroad.

We have three courses in this area: the Global Leader Certificate Program, the Global Expert Certificate Program, and the Global Citizen Certificate Program. Through these we nurture around 700 students to become “globalized human resources” every year.

On the UN Youth Volunteer Program, as I already mentioned we launched this program in 2004 and this year we celebrated its 10th anniversary. I already mentioned as well that we have set up a youth volunteer training center, although I should point out that we invited five other universities from the Tokyo region, including Sofia University, Meiji University and Rikkyo University to join us in running the program together. We have also been in talks with the Japanese government and the United Nations Volunteer Program about public financing.

This is the KGU model with regard to the UN youth volunteer program. This you can see as well on the home page of the United Nations Volunteer Program. The KGU model has become quite famous among experts as a tripartite partnership between the UNV, the Japanese government and KGU. We send university students to developing countries for five months to work at a field office of the United Nations Program or a United Nations agency such as UNDP, UNICEF and so on and so forth. A total of 74 students have been sent to developing countries under the initiative. They are not only students, but international volunteers as well. This makes the administration of the program and the associated liability rather heavy.

Here we see the increase of the number of the MoU partnership agreements that have been signed and implemented with other universities. From 107 in 2009 we now have 174, a 50% increase over the last five or six years.

The figures are a bit out of date, but you can see here the distribution of the partnership agreements: with North America we have 49, Central and South America 5, Europe 49, and Asia 59. So it is fairly evenly distributed. Although the distribution of MoUs is fairly even, it does not necessarily mean we get as many foreign students from Europe. I would like to touch upon this later.

This shows the direction in which our own students go: the figures are 30% for Asia, 37% for Europe, and 30% for North America. So as you see the distribution of our own students is pretty even between Asia, North America and Europe. Europe is even over-represented.

With regard to foreign students at KGU, at present we have about 800 to 900 and would like to get this up to 1500 in the next 10 years.

As for double degree agreements with foreign universities, we now have four double degree programs with Canadian and Australian universities and one university in France. These are new developments.

We also offer at present four degree courses taught in English: the School of International Studies, the Business School Master's Course, the Graduate School of Political Studies, and the Master's Degree in the Graduate School of Science and Technology.

Coming back to the super global university program, 13 universities, 11 national and two private, have been awarded Type A super global status, and the other 24 - 10 national universities, two other public, and 12 private, including KGU – are in the Type B super global group.

Here you see the main pillars of the so-called “Global Academic **Port**” program. We will be involved in this over the next 10 years and continue it even after the program ends. Our main challenge in this context is to make our university number one in Japan for the annual number of students sent abroad to study under partnership agreements, increasing the number from the current 900 to 2500.

There are some universities sending more than 3000 students abroad, indeed up to 4000 or 5000 even, but we stress the importance of the fact that the students go in accordance with a partnership agreement, which is a guarantee of quality. That is why we insist on partnership agreements. It is in this context that we would like to become the number one university in terms of the number of students sent aboard under partnership agreements to 2500 in 10 years.

Last but not least, I would mention a program called the “UN and Diplomacy Course, which is a new master's course covering the UN and diplomatic study, will be established in 2017. We would like to educate graduate students to be able to enter international organizations or diplomatic careers after graduation. They will of course need some work experience with regard to United Nations officers, and therefore we plan to provide support after their graduation from the graduate school.

As you know, for its economic recovery Japan is setting great store by innovation, and this slide shows a comparison between France, Japan, Germany, UK, China and Korea in terms of GDP and other measures. I will skip GDP, but in innovation you can see that over the last 10 years the number of Nobel Prize winners has been 5 for France, 10 for Japan, 4 for Germany, 13 for the UK, 3 for China, and none for Korea. This is an indication of the degree of innovation that is taking place in Japan and of how much effort is being put into the advancement of science and technology in this country, and I hope it will serve as an inducement for European students to come here to study.

The next chart is a story of opportunities missed by European companies over the period 1990 to 2010. In the 1990s, the EU was still 15 countries. Now it is 28, including the latest member Croatia. But the EU's share of trade and investment has not grown proportionately. There has been only a slight increase in exports to the Japanese market, so the trend has been less than it could have been. Europe has increased its exports to China by three or four times more. The US share has even decreased a little, while the European Union has marked time. The conclusion I would draw from this is that the European economy could utilize opportunities on the Japanese market much more, just as European students could avail themselves of the possibilities of studying in Japan more than they now do.

Allow me to conclude and to close a missing link. In comparison to the KGU's relationship with Canada, the US and Asia, the relationships with European and ASEAN country universities are relatively weak. We need to correct this imbalance. One of the reasons could be language. English is the world's lingua franca, and less and less people are learning other European languages. Europe is a region of diversity with many different cultures and lots of languages. French, German and Spanish are not much taught in Japan any more, which I regret very much. English is a must, but beyond that we need to speak other languages as well. The same can probably be said for European students, who tend to think that with English you can go anywhere in the world and Japanese is something – let's say – for young girls, connoisseurs or specialists. How can we avoid falling into the trap of missing learning opportunities? It is the same for European students, I assume. Maybe there is too little opportunity to study English in Japan, including at my own university.

Therefore, what do we have to do to induce more European students and ASEAN country students to come to study here? We need to increase courses in English, because in the case of Chinese and Koreans, they can speak Japanese. They have mastered Japanese so we have a lot of candidates from those countries. But we would particularly like to increase the numbers from America, Europe and the ASEAN countries. For that we need to increase the courses we offer in English.

The rise of the emerging economies like China, India and Brazil and the relative decline of Japan and Europe could negatively affect the attitude of young people at both ends. Therefore, I think we

need to face the fact that our population is decreasing and that the economy is going to contract too. To a large extent this is also the case with Europe.

Therefore, the relative decline of the advanced economies in the 21st century has to be recognized and we have to accept that this trend will be strongly felt by young people. They tend to look at the region where the energy is. To be frank, that is clearly now Asia and America. We have to somehow deal with this issue, for example by stressing quality and providing new attractions to entice students from abroad.

In increasing the level of European links with KGU through student exchanges, we would still like to maintain a balance between North America, Asia and Europe. This has not been the case up to now, and we need to make more of the links to European universities. In order to do this, we have to enhance the level of faculty and student exchanges through MoUs. We would like to conclude more MoUs with European universities and are making efforts to do so.

More concretely, I think double degree or joint degree programs are a good way of galvanizing these links. As I mentioned already, at present we have double degree programs with Australian and Canadian universities and with one in France. But we need to increase these and work towards joint degree programs. This is more difficult, but we would like to try. We are now exploring this with a French university with which we have a double degree program. I hope we are able to do the same with other universities in Britain, Germany and elsewhere.

Expanding the exchanges with European universities in the upcoming decade of the Super Global University Program is a great opportunity for KGU, of course. But I think it is also a chance for European universities to expand their relations with super global Japanese universities like KGU. Therefore, the next 10 years are a key period for both sides. I am a little worried, however, about the future of the EUIJ Kansai Project in this context. We are not so sure we can count on the continued support of the European Union to carry on the EUIJ program financially or otherwise. We are very proud to have several partner institutions in EUIJ Kansai with which we cooperate, namely Kobe and Osaka Universities. We would like to continue this. Professor Ichikawa is here for this purpose, as are Professor Bungsche and Professor Rawlinson. We believe we have the necessary teaching talent in place for the EUIJ Kansai program. But we need input from the European side as to what we can and should do if the EUIJ Project ends. Suggestions are welcome. We should think positively, but also be realistic.

We would also like on our side to increase the presence of KGU on the European continent and in Britain. However, establishing branch offices is very costly. One idea we would like to put forward is a KGU Fellow Program. For this we would invite people to become KGU fellows in Europe to help us nurture relationships between Japan and Europe. And can we ask European universities to establish a presence on our campus or other universities of the Kansai region?

On that speculative but hopeful note, I would like to conclude my presentation. Thank you so much.

## Global Strategy of the University of Stirling : Significance of Partnerships between the University of Stirling and Japanese Universities

**John GARDNER**

(Professor, Deputy Principal (Education and Students), Stirling University.)

Thank you, Professor Shinyo. I am very pleased to offer this presentation today. The title is The Global Strategy of the University of Stirling and its Relationship with Japanese Universities.

The presentation begins with the historical links with Japan, then the globalization of higher education as a context for our internationalization strategy in the University of Stirling, and finally a brief comment on the range of partnerships that we have with Japanese universities.

First of all, where is Stirling? [refers to screen map]. It is in Scotland, approximately 100 miles above the English border and roughly 40 minutes drive from both Glasgow and Edinburgh international airports.

The University of Stirling relationship with Japan started a long time ago. We began Japanese Studies in 1975 with a four year undergraduate degree. It ended in 2002, because we could not recruit enough students and the last graduates in Japanese Studies left the university in 2006. However, we have continued to maintain a vibrant language exchange programme with a number of universities in Japan, including Kwansei Gakuin. We always have a strong Japanese contingent of students on the campus. Each spring we have about 120 Japanese students visiting for a language and cultural programme and in the autumn, we have between 70 and 80 Japanese students. Of course, throughout the year we have Japanese masters students as well and we try to maintain a strong contingent of Japanese students every year.

We also have a very strong alumni network. This is a photograph [screen photo] of our alumni group in Tokyo last year. You will see there is a very large number and all with degrees in the University of Stirling. They are now successful business people or government representatives throughout Japan.

Every March, the University hosts a Japanese Week; a special week dedicated to Japanese culture in which we celebrate Scotland's links to Japan. Scotland has very many links to Japan and the Japan week is very popular. We have keynote lectures, and a variety of events, including dance, drumming, calligraphy, cuisine and of course art.

We also have an art exhibition each year and the event is sponsored by the Consul General in Edinburgh and by a number of Japanese companies. In Scotland, there are 70 Japanese companies, which is a high proportion for a small country, providing very strong links between Scotland and Japan. The art exhibition is a permanent exhibition and two of our established artists are the monumental sculptors Hironori Katagiri and Kate Thomson. You can see there are very large sculptures and we have 15 large sculptures [screen shots] from Japanese artists on our 300 acre campus. Each year during Japanese Week, there is a tour for the visitors to try and find them.

Let me pause for a moment here and talk about the context of what we are doing in Stirling and what you are doing in Kwasei Gakuin. It is pleasing to note that we are all doing the same things, for the same targets and the same aims. It is about making sure that our students are world citizens in a global world. In 2011, in universities all across the world, the British Council estimated that there were 164 million enrolments. In 13 years' time in 2024, the estimate is that there will be 196 million enrolments in universities all around the world, a growth rate of 1.4% per year.

This is how the numbers are dividing up at the moment [screen diagram]. As you can see there at the top, China has approximately 32 million students in universities, most of them in China, but a considerable number of them in universities outside of China. India has approximately 22 million students, the United States 21 million and Russia comes fourth. This is the top 10 countries with enrolments in universities in 2011. Japan is in the top 10 with four million students enrolled in universities in 2011. By comparison, Germany, the UK and France had two million each, so you can see that Japan has a very large number of students in universities by comparison.

This next screen shows you the changes there are likely to be in the higher education enrolments in these countries over the next 13 years until 2024. These are British Council estimates and you can see that there are huge changes underway. For example, the forecast for India is that there will be an additional 13 million new university students in that period – a huge number. Of course, they are building 300 new state universities - and that does not count the new private universities - they are determined to increase the numbers of students by this colossal number.

Indonesia is developing rapidly and their forecasts have another five million students in universities in the next 12 to 13 years. The United States will add a million; China will add almost two million. The top 10 countries which are forecast to decrease the number of students in universities in that period are led by Russia. Russia is forecast to see a decrease of 1.5 million students. As we go down that list you will see that Japan is forecast to decrease by 220,000 students in the period. In the case of Russia,

the decrease may be largely based on economic issues, but in the case of Japan it might be more about population changes affecting the numbers of students in universities.

Turning now to the business we have been talking about today, which is student mobility and global student mobility, this next screen offers an OECD fact list. In 2011, there were 4.3 million students enrolled in universities outside their home country, a huge number of students being educated in other countries. This is truly a global higher education system that we live in. 83% of these students are enrolled in G20 countries, 77% in OECD countries, and these percentages have stayed stable over the last 10 years. However, you have just seen how some countries are rising rapidly. It could be that there will be a change in these percentages as more and more countries outside of the OECD will begin to take in students. At the moment, 53% of all foreign students studying in another country are Asian. The fact is that at the moment, the OECD takes in three times more students than it sends out. Again, I think that situation could be set to change as time goes on.

The next screen forecasts student mobility by country for 2024. Here you see again that over that period India is forecast to increase the number of students it sends outside India by 150,000, China by 130,000. People keep saying that the number of Chinese students going abroad for education will slow down one of these days; that it will start to decrease. All the forecasts actually show that it will continue to increase and I think that is important for all of us to know. We have all of these countries that are beginning to see increases in the numbers of students they send out.

In contrast, then, the countries that are forecast to see decreases in the number of students they send out internationally include Greece, for example, which will see in that period a forecast 21,000 decrease in the number of students it sends out to other countries. That is likely to be due to the very difficult economic circumstances in Greece.

At the bottom there, you will see that Japan is also forecast to see a decrease in the number of outbound students by 2024. These figures are from 2013 and they relate to projections made in 2011. Therefore, they do not take into consideration what Professor Shinyo was talking about: The very large-scale developments in the global universities and the global study abroad programmes that the government has now initiated in Japan.

In terms of the students who come into a country, this next screen offers a list of the highest performing growth countries between 2009 and 2011. You will see that the country which performed best in growth was the United Kingdom with approximately an additional 58,000 students in that period. The United States came second, but look, Japan is there in the top five for incoming students to study in

Japan. That is up by 19,000 to 20,000 students in that period. Professor Shinyo talked about the target 200,000 being met already. These are figures from the British Council in 2013 based on figures in 2011. Four years on, you are already reaching 200,000 and you are in that top five group of countries that are attracting overseas students.

Let me turn now to what the University of Stirling is doing about all of this and the whole issue of internationalization in the UK since the early 2000s. It became a priority around 1999 when the Prime Minister of the time developed a new initiative called the Prime Minister's Initiative 1, intent on increasing the number of international students coming to the UK. It was a huge success, and within five years, it increased the number of international students by 100,000.

In the University of Stirling, we grasped those opportunities at that time and have rapidly developed the number of students on our campus. We have done that by trying to embed an international ethos across the institution by emphasizing internationalization on campus and amongst our own students to encourage them to go abroad. In 2006, the second initiative from the Prime Minister proposed a more holistic approach, which was about developing very strong partnerships that could be sustained between countries and between institutions. From a financial perspective, you will hear shortly about programmes that support this, for example Erasmus.

Stirling is at the forefront of developing an international University and our own strategy, which has been renewed in 2014 for the next five years, has this vision that all staff and students value and embrace the diversity of international experiences, histories and cultures. They are encouraged to actively strive to be global citizens, using almost the same sort of words as Kwasei Gakuin. Therefore, we are all in the same business.

We have several important strategic focus areas in our internationalization strategy. The first and foremost of these is to ensure we provide a high quality student experience, with personal development of the students in global citizenship and other skills for employability in a global world. We are also seeking to strengthen our partnerships. We have many partnerships around the world, as you do. I think you mentioned 168. We have something similar and we are evaluating these to see which are closest to our values and our aims. We are going to identify from these a small number of in-depth relationships over the next five to 10 years.

We will also make all of our curricula internationally relevant. To do this, we have asked all of our schools and all of our academic divisions to ensure that their curricula are outward looking, not inward looking. They have to be internationalized. We are continuing to develop our international

reputation in teaching and research. We have a number of international initiatives that we are undertaking with our partners around the world. Of course, international student recruitment is a big part of what we are doing.

Let me tell you a little bit about Stirling. It is a small social science and arts and humanities university. It has 8500 full time equivalent students and of those, 1400 of them are international students from 115 nationalities. Therefore, we think we are quite international, but what we have is actually a skewed population. We want to broaden the student body with more undergraduate students and more students who do subjects other than management and business, which are very popular. We want more students from different parts of the world because we have a large proportion of our students from Asia. For example, we want more from Africa and more from Scandinavia. Our internationalization strategy seeks these sorts of developments.

Importantly, we want to develop our partnerships and you will see here that part of our strategy says that we want to identify and develop a small number of multidimensional and sustainable partnerships, perhaps between three and five deep partnerships. We are looking at Japan, we are looking at Scandinavia, and we are looking at North America as three of the areas with which we hope to develop deep relationships. We have some very strong relationships: 25 years in Singapore, 15 years in China, and we have been working with our partners in Japan for over 20 years. We have long term commitments in Scandinavia. We are looking at all of these plans for these in-depth developments.

We want to grow the opportunities for all students to engage in international study. Just three years ago, only 4% of our home students (that is Scottish students) were taking part in study abroad. This year we have 11%. Next year, we hope to have 15%. We are rapidly developing our opportunities for students to engage in study abroad.

Here is an outline of some of our current partners in Japan: Kwansai Gakuin, Waseda, Sophia, Akita, and Rikkyo are the universities we have had long-term partnerships with for exchange. We are keen to grow many more opportunities by, instead of sending students for a semester, sending them for perhaps just eight weeks, in shorter spells of study that will accrue credit for those students when they come back to the university.

We are also reducing the barriers to mobility. For example, when a student goes to a partner university somewhere else they get graded for their examinations and these grades are translated to University of Stirling grades when they return. Sometimes the grades are down, and students then think, "Why did I go there? I have lost out in my grading." This affects the likelihood of other

students wishing to go. So, we have decided to stop that and our study abroad in future will not have that barrier. It will be credit only. Therefore, as long as the student succeeds in their study abroad programmes, they will get the credit; they will not get a grade. The grade that they get in the overseas institution will be on their transcript, but it will not apply to their honours classification. Therefore, there is less risk for the student and we will get more students going abroad.

We are removing the various barriers and we are also trying to develop work placements abroad. Richard might mention it, but there is a major Erasmus programme for entrepreneurship which actually pays for the students to get work abroad placements. That improves their employability immensely and we are trying to develop that as well.

I mentioned the English language partnerships we have, a moment ago. We have short and intensive courses now with many different kinds of students, North American students and Japanese students for example, who come for language and culture. The Japanese students favour the February and March seven weeks and the August course of four weeks.

We also want to develop more staff mobility with faculty exchange across the world. We have a number of partnerships that are based on this faculty mobility. Of course, as we are a research-intensive university, we want our partner institutions to be research-led also. We want the exchanges to be with the top universities in Japan currently.

Finally let me round up with a taste of Scotland for you [screen shot]. These are the familiar Aberdeen Angus cattle. This is some of our Japanese students last year looking for the monster at Loch Ness. We have lots of castles all over Scotland, lots of lakes, lots of mountains. This is Edinburgh and Edinburgh Castle is there as well. This is Stirling castle. Stirling castle is actually older than Edinburgh castle. It is 12th century.

This is the hill on which Stirling Castle stands. This is Stirling City. It is a small city. This is part of the campus here. Just to round off and tell you about our campus, we have 300 acres. We have a 60 acre forest, a golf course, a hotel and a lake. We have excellent sports facilities and we have the UK champions in American football. I believe you have the West Japan champions of American football, so you must come to Scotland and play the UK champions in American football. We have huge sports areas. We are the Scottish University for sporting excellence. Therefore, there are lots of reasons why both Scotland and Stirling are beautiful.

Thank you.

## Education and Research Activities in Japan as a Bridge between Europe and Japan

**Francis RAWLINSON**

(Visiting Professor, School of Economics, Kwansei Gakuin University)

Good afternoon, everyone. Today, I want to talk about education and research activities as a bridge between Europe and Japan.

This is the overview. First, why is more communication between Japan and Europe needed? One reason is because the language barrier is very high. As examples of potentially fruitful areas for more intensive EU-Japan communication, I will talk about three EU policies that deserve to be more widely known in Europe and in Japan, because then we could discuss the common problems we have in relation to them and seek solutions, making cooperation between Europe and Japan fruitful for both sides. Finally I have a few closing remarks.

Why is more communication needed? European countries and Japan have common values and a common worldview. They are on the same side in discussions of such issues as human rights, democracy, tolerance, non-discrimination, equal opportunities, peaceful resolution of disputes, the egalitarian society, and fair competition. This is something we perhaps underestimate, the fact that we belong to the same family of nations with basically the same values.

The challenges we face are very similar in Japan and Europe. This is true both internally - low birth rates and declining and aging populations, the need for immigration and the problems that immigration can cause, urbanization, climate change, technological progress, education and changes in education, and social harmony - and also externally.

Externally we both face the challenges of globalization and economic interdependence. They involve fair trade relations generally; constructive engagement with extremism; reconciliation with former enemies; the assessment of risks, and the allocation of resources, including food resources, between a still growing world population.

I am convinced Japan and Europe can help one another in finding good solutions to these issues more than we are doing now. There is much more that can be done. Cooperation in education and research has a major role to play here. How can education and research be a bridge between Japan and Europe in the joint search for solutions to world problems?

I am stressing the language barrier because I am a linguist by first training. I became an economist much later. The language barrier is very high here between Japan and Europe. The exchanges in education and in research can help to overcome the language barrier. I think the difficulties are in both directions. Europeans underestimate the difficulties Japanese people have to speak good English or other European languages. I think the difficulties are just as big for Japanese people as speaking and writing proficiency in Japanese is for us Europeans.

Why is that so? It is because the languages are so profoundly different, partly because of social and cultural differences. Educational exchanges and exchanges at the research level between university staff can help overcome the language barrier. This is because a high level of proficiency in any foreign language is only really achievable by spending time in the other country. Even short stays abroad can be motivating and can spur people on to master the other language.

Therefore, student exchanges at undergraduate level, places for foreign students on postgraduate courses and sabbaticals abroad for university lecturers are all vital in improving language competence. Also internships for European and Japanese young people in companies and institutions in each other's countries can provide opportunities for hands-on language learning as well.

Real communication is a two-way traffic. Both sides need to make an effort. Relying on the Japanese to speak English does not always work. Things get "lost in translation". It is better if Europeans learn Japanese too. To do so, they have to come to Japan more and spend more time here. Then they will have a real opportunity to learn Japanese. With more of our people genuinely communicating in both directions we can help each other better to solve common problems.

In what fields? I limit my suggestions to a few fields connected to the European Union, because that is my area of expertise. The first three examples I give are areas in which I think Japan can learn something from Europe. I do not want to be arrogant about this. Certainly, the opposite is also true, that in these areas, too, Europe has things to learn from Japan. After these three areas, I will give a few examples of fields where the communication will be much more of a balanced exchange or where Japan has indeed very much to teach Europe.

I have three examples on my list where Japan can probably learn from European experience. Regional development is the first. This is one of my previous areas of work in the EU. The EU has run a reasonably successful policy of assisting economic development in less prosperous parts of Europe for over 30 years. Japan is slowly waking up to its own problems of accelerating rural depopulation and unbalanced economic development.

I am convinced that there is scope for more intensive exchanges about regional development between Europe and Japan. This is a neglected area of research, in my opinion. Second is agriculture. Agriculture is not directly one of my fields, but I have a farming background and have always been interested in government policy in relation to this sector. After a long period in which its common agricultural policy was very wasteful of resources, the EU seems to have found a balanced policy that both ensures self-sufficient and stable food supplies and protection of the environment, and is moreover relatively cheap.

Japan is in dire need of agricultural reform in order to expand production and to supply more of its needs. Young people need to be attracted into this vital industry, but, as you can read in the press and especially the European press, there are strong forces in this country that are resisting change. I think here, too, more communication of European experience could be fruitful.

Competition is another area of my experience in the EU. The EU's competition policy is a well-trying and mature instrument that is so well accepted in Europe that it scarcely arouses controversy any more. Under it the EU controls mergers and government subsidies (or "state aid" as it is called) to preserve effective competition, and punishes cartels with fines. It has also caused monopolies to be dismantled in all but a few sectors.

Japan is aware of its deficiencies relative to Europe in competition policy and is already moving, although slowly, to adopt many of the European approaches. My impression is that communication is more advanced in this area of competition policy than in the other two, but without any doubt, still more cooperation between Europe and Japan is desirable.

As for common problems where we cannot say we have the solution in Europe nor can Japan say that it has found the solution itself either, I would mention the following fields where the advantage to be gained by both sides from greater exchanges will be more evenly balanced. Labor market organization: in many European countries, labor markets have been made more flexible. In Denmark, for instance, employment, training provision and social security are closely integrated, providing for a seamless transition into and out of work and between work and training.

Other countries in Europe are only now introducing long overdue labor market reforms. Japan has many admirable employment practices, but reforms are needed also here to cope with the rapidly approaching labor shortages.

Preschool childcare to encourage more women to enter the labor market is another such area. I think Europe has a pretty good record on preschool child care. Japan might well come up with creative solutions of formal childcare that Europeans have not yet thought of. Perhaps they will use the systems involving use of the closely-knit social networks and the tradition of unpaid voluntary work.

Finally, I would mention immigration. This is a very sensitive issue in Japan but it has, fortunately, not become as highly politicized here as it is in Europe. This should be a priority area I think for joint research to debunk the many myths and distortions surrounding it and to encourage constructive discussion. In my opinion, there is no doubt that both Europe and Japan will need immigration in the future. The question is how to handle the associated problems.

To communicate more on these and other issues would, I think, be to the mutual advantage of Europe and Japan. Interaction in education and research can serve as a bridge. The first step is overcoming the language barrier, which, in my opinion, requires more of a two-way traffic than is at present the case. We can then communicate more effectively and achieve better results.

I am conscious of a great deal of activity already. Former Kwasei Gakuin students I have known have taken or are taking postgraduate courses in Europe in fields as diverse as EU environmental policy, international law, maritime law, international crisis management, and even Arctic research.

I myself am involved in two excellent European-Japan research organizations, the public enterprise association CIRIEC who have organized the meeting today and a Kansai area business law group which is linked to the Japanese Fair Trade Commission. I hope in future we can do even more. Thank you.

## Erasmus+

**Richard KELNER**

(Academic Cooperation Officer, Delegation of the European Union to Japan)

Good afternoon, everybody. Thank you very much for inviting me here today. It is a pleasure being at Kwansei Gakuin University. Congratulations on being selected as one of the super global universities. Today I have 15 minutes, and about 55 slides. So I might have to whiz through them slightly, but you have them all and you can read through them at your leisure later on.

What I wanted to do today is briefly run through the two main EU programs that Japanese universities have taken part in and will continue to take part in over the next six to seven years. My role in the Delegation of the European Union to Japan is to raise awareness of these programs. The delegation does not actually run the programs. They are run in Brussels. We raise awareness and I undertake presentations to university staff at EU and to students as well to make them aware of the programs.

First of all, I will run briefly through Erasmus Mundus, which entailed two phases. It ran altogether from 2004 to 2013. The second phase is 2009 to 2013. The aim was to enhance the quality of higher education and promote dialogue and understanding between people and cultures through support for mobility and academic cooperation. There were three main actions: action one, we have got joint programs. I will talk about those in most detail today. Action two: partnerships. Action three: projects that promote European higher education.

I will talk about the joint programs now. Under Erasmus Mundus, a large number of joint master programs and joint doctoral programs were created, all involving consortia of European universities. Students on these programs were able to study in a number of different countries in Europe and then receive joint or double degrees when they graduated. There was a very good scholarship available to international students and the majority of programs were in English.

The scholarships were extremely good: €24,000 for one year, so about 300-*man-en*, covering everything from tuition fees to accommodation costs, so the student could live very comfortably on this scholarship.

That is the breakdown. I will not go through it in too much detail.

I always get quite depressed when I look at this chart. One of my roles in the delegation is to promote this program to Japanese students, get them interested in applying because it is a very good program, there are many opportunities, and they get a very good scholarship. In 10 years, we have had around 40 Japanese students on the master programs; and four on the joint doctoral programs, but they

started slightly later in 2009/10. At the same time, we have had 1300 Chinese students and 1500 Indian students. Therefore, I am doing my best, and now that even more opportunities will come as a result of Erasmus+ we hope that Japanese students will take advantage of these.

I have put this table together just to cheer me up, really. If you look at the success rate of the applications, Japan is one of the highest. Even though there are fewer applications, the success rate is very high at 11%, which is double that of China. It shows that when Japanese students apply for Erasmus Mundus, they are very good applications, they are high level, and European universities are keen to accept the applications of Japanese students.

The students apply directly to the Erasmus Mundus Program they are interested in. The requirements differ slightly depending on the program, but language requirements are very similar. The deadline is generally January or so and the course starts the following autumn. There will be no new courses created under Erasmus Mundus because the actual program finished last year, but there are still 130 masters programs and around 40 joint doctoral programs running and they will be running for the next two or three years. Therefore, there is still a chance for Japanese students to apply.

This is how students can search. There is a very easy to use search engine to search for courses and programs

Actually, Japanese universities have also taken part in a number of these programs as associate partners. The role of the university differs depending on the program, but, for example in the program here Hosei University takes part in a European philosophy program. They run a three-month program for Erasmus Mundus students every year where they teach European philosophy in French in Tokyo. It is mainly for European students on the Erasmus Mundus program who have an interest in Japan and would like to study in Tokyo for three months or so.

Action two: I will not go into too much detail, but this involved the mobility of students and academic staff. Every year up until this year, one project was selected involving a number of Japanese universities, Korean universities and some Australian and New Zealand universities as well. These have been very successful too.

Moving on to Erasmus+, the new EU program for education. It supports education, training, youth and sports. It also fosters EU-to-EU and EU-to-international cooperation and will be running for six years.

Prior to Erasmus+, there were a number of different programs, some of which were international programs such as Erasmus Mundus, and some of which were focused on the EU area of Europe, but all of these have now come under Erasmus+. It is quite confusing. Some of the names have changed; some have stayed the same. But within Erasmus+, I will run through the main three programs that are open to Japanese universities and Japanese students.

You have short-term exchanges, joint master degrees and Jean Monnet actions.

First of all, however, it is important to mention the huge program guide online for Erasmus+. I say huge. It is about 300 pages long, can be quite daunting to look through, and it is important to understand some of the terms that are used. The “program countries” that come up as you look through the program guide are the EU member states and some other program countries. “Partner countries” are all other countries throughout the world, so Japan is a partner country. Therefore, if you come to read the program guide and think about applying, that is important to remember.

First of all, let’s take short-term exchange. For credit mobility, short-term exchange is very new and it is the international opening of the Erasmus program. The Erasmus program began in 1987 if I am not mistaken, and it involved EU support for exchange within Europe. Under Erasmus+, there will be more support for mobility for bachelors, masters, and doctoral students from three to 12 months and for staff as well, from two days to two months.

They are based on an inter-institutional agreement. Therefore, the agreement between, for example, a Japanese university and a European one would have to define many things such as how many students and staff would be sent or hosted, the academic disciplines on offer and the recognition of credits acquired.

I will not go too much into the funding, but just say that in general the EU would provide a grant for Japanese students from between US \$750 to \$850 per month during the mobility in Europe.

There will be a call for proposals every year. There is one ongoing at the moment launched in October and the deadline is 4 March next year. It would be the program country institution that applies. In other words, the European institution would apply on behalf of the partner, of the partnership.

As for students, they can then to be in touch with their international office to ask them what opportunities are available to them. It is envisaged that the first opportunities would be open in

autumn 2015.

Let me now move on quickly to the joint master degrees. This is very similar to the Erasmus Mundus joint master programs. I will not go into too much detail here, but just to say that, over the next six years, the EU intends to select around 350 new joint master programs, expected to fund 25,000 students over seven years. Again, the majority of courses will be in English, and 75% of the scholarship funds will be allocated to international students, so many, many opportunities will still arise for Japanese students.

I keep saying students, but actually it could be people who have worked for a few years. There is no particular age limit on this, so it could be *shakaijin* as well.

Again, it is a similar make up to the Erasmus Mundus Program. Three European institutions and then, as in Erasmus Mundus, universities from partner countries can also take part. Here, the idea is to fund probably 30 to 20 student scholarships per intake for each course. The funding is for three annual intakes.

Again, the call for proposals is ongoing. It is the same deadline as for credit mobility, i.e. 4 March 2015. Applications are submitted directly online to the agency, EACEA.

As for the students again, it is the same as for Erasmus Mundus but they will apply directly to the course of their interest in taking part. They can apply to up to three courses in one year. For the next two or three years, the existing Erasmus Mundus programs and the new Erasmus+ Programs will be running in parallel. If you go to the Erasmus+ website, you will find a link to a list of courses, and if you click on that, it takes you to the Erasmus Mundus list of courses. I believe that any new courses that are selected in the next year or so will be added to that list and gradually the number of Erasmus Mundus courses will reduce.

Just a quick note on doctoral programs under Erasmus Mundus: Erasmus Mundus also includes the joint doctoral programs. These are not part of Erasmus+. They are now part of a different program funded from an entirely different source called Horizon 2020. However, there are still a number - 30 or 40, in fact - of Erasmus Mundus joint doctoral programs still running.

Finally, let me briefly run through the Jean Monnet activity, which is slightly different from the mobility and the joint master programs in that these focus on EU studies. Jean Monnet has been running since 1989 and presently is in 76 countries throughout the world. Between 1990 and 2012 a

large number of different Jean Monnet projects were selected. So, this is now included in Erasmus+ as a separate activity and managed centrally again by Brussels.

Jean Monnet focuses on EU studies to promote excellence in teaching and research on the European integration process in various disciplines. It captures or picks students and young professionals with knowledge of EU subjects to stimulate teaching and research on the European Union and to foster dialogue between the European Union and the world in higher education.

There are project grants to promote excellence through teaching and research. This involves modules. These are EU studies courses, chairs and funds given to academics so that they can undertake their research. Then there are centers of excellence which become focal points for the Jean Monnet chairs for the programs to be run effectively. There are funds for policy debate with the academic world, the official name for these networks and projects, and then there are also opportunities for support to institutions or associations involved with research on the EU.

Again, the call for proposals is ongoing. There will be one every year.

The deadline is slightly earlier, namely 26 February 2015. Maybe I can end with this important point. They are under the 2014 call for proposals, so in the currently ongoing call there is a specific window for countries under the partnership instruments. This is the new, broad setup of the Erasmus+, which is a huge EU instrument to fund projects with key strategic partners, of which Japan is one. Therefore, there is actually additional funding for Jean Monnet, for projects, modules, chairs and centers of excellence submitted by institutions in industrialized countries that are key strategic partners, including Japan. Therefore, there are increased opportunities for Japanese universities for Jean Monnet within Erasmus+.

I have individual slides on the various types of projects, but I will not go through them now.

Just to say that all of the information for all of these projects is online, and it is all included in the program guide. It can be quite daunting at first if you print out 300 pages, but within the 300 pages these projects are covered with maybe 20 or 30 pages per project.

Here is the program guide website, from which you can download the guide.

Lastly where to address enquiries: of course general enquiries can come to the EU Delegation, but you should send specific enquiries on the application process to the agency in Brussels called the

European Commission Education, Audiovisual and Culture Executive Agency which runs the Erasmus+ application process. The link to it is there.

*Goseicho, arigato gozaimashita.*

## Q&A Session

(Ichikawa) Thank you very much, Mr. Kelner.

Keynote speakers and presenters, could you come the front, please. Time is short, so I will collect two or three questions from the floor and then ask the speakers to respond.

(Q1) Thank you very much for your excellent and interesting presentations. I have a question about Japanese universities sending students to European countries. In European universities, what is the possibility of European countries allowing international students to get a job there after graduation and possibly stay there for a time? The reason I ask is because the motivation of students studying abroad is not just study, but the potential after graduation to get a job, maybe not on a permanent basis, and to work for some time acquiring work experience before returning to Japan, their home country, to seek a career, although of course some may choose to stay in the host country. I would like to know about this kind of possibility

And I would like to ask the Vice-President of Kwansai Gakuin University what he thinks of the possibility of your incoming students to Kwansai Gakuin University finding a job after graduation? I think it is very important for Japanese universities to cater for their international students' career development after graduation.

Also, what are the implications for immigration policy, which some of the speakers today touched upon. As one speaker pointed out, immigration policy is not a very popular policy here even to talk about, but I think it is very important for Japanese universities to have a say on this policy especially from a longer term perspective. It might be worth trying to make a start towards a more coherent immigration policy by securing job opportunities after graduation for international students.

(Ichikawa) Anyone else, please.

(Q2) Thank you very much for the presentation. I believe, as a student of Kwansai Gakuin University, that this university should hear more opinions from the students or should have a discussion with students hopefully to decide this university's future. It seems to me that we have had little chance of doing that until now, although I have much to say about the everyday reality for students. I think the concept of the super global university has been adopted in really top-down fashion. It is something imposed from above and most students are not attuned to the concept. The reality is that there is a gap between students who are really interested and motivated and students who are not interested in it at all, and this gap is widening, I am afraid. How do you respond to that? Do you have any unique idea to engage more students with the global university concept?

(Ichikawa) Thank you very much. Anyone else?

(Q3) Thank you very much for the exciting presentations. I am Hajime Imamura from Toyo University in Tokyo. Our university has also been selected as one of the super global universities. We are very happy about that, but are now thinking about the heavy burden we will have to assume in the exercise. I would like to know what the motivation concerning this question is for average students, what is the main point to stress when encouraging them to get part of their education in the EU?

A month ago there was a meeting with representatives of the EU Economic and Social Committee to talk about the EPA and FTA. They represent civil society organizations, a kind of association that does not exist in our country, which makes it difficult for them to communicate with civil society partners in Japan. It is striking that in Europe there seems to be a culture of dialogue and compromise in decision-making processes. While studying in the EU and meeting people in EU countries, such traditions of citizenship and dialogue in decision must be noticeable to Japanese students.

Therefore, I suggest that one selling point of studying in the EU might be that one could experience this kind of unique culture. Do you have any other suggestions as to how to promote interest in studying in Europe?

(Ichikawa) I would now call on the speakers and presenters to respond to the questions, in a maximum of two minutes each, please.

(Gardner) The first question was about working in Europe. Yes, it is an interesting question. One of my colleagues said recently that UK universities should adopt one primary objective, just one above all else and that is to help their students get jobs. Therefore, the employability agenda is very much at the top. In the UK, the British government several years ago stopped the opportunity for visiting students to work for a year after they qualify with their degrees. That had a very substantial effect on the number of students.

In fact, the number of students from India almost collapsed. We have a very, very small number of students from India now, because they depended very much on getting one year of work in the UK before going back to India. In fact, in the UK, we do not offer that opportunity. However, since that decision was made by the government, all universities have been lobbying the government to bring it back. I do not know if we were successful, but this is hugely important. If your students go to Canada, Canada will open their arms and say, "Please stay," but not in the UK.

To the question about the participation of students in the global university concept and the challenges it represents, in the UK it is a major principle of universities that everything is done in partnership with the students. I do not know if you can accept that. In the UK, the higher education funding council insists on student involvement and it is a requirement on all universities to do

everything in partnership with students for the very simple reason that in the last 10 years university students have been required to pay for their education in universities. Therefore, they are treated as customers. Therefore, they are treated as people with rights and entitlement to be partners of the process. That in UK universities is the situation.

I think in the rest of Europe that is not as well developed. In many universities, students have no voice, but in the UK they definitely do. I think you wondered about the challenges of being a global university, and I agree they are huge. It takes a lot of work by everyone in the university, not just the academics, but all of the professional support staff. In my university where we have been developing our internationalization for many years, it has taken quite a long time to get some parts of the university to realize that this is a major opportunity that has to be grasped, but it is also a major challenge that requires resources, planning and hard work.

(Kelner) On the employability issue, I speak to Japanese students a lot. Throughout the year I give presentations on predominantly Erasmus Mundus. Education is something that the member states are still very much in charge of. For example, if I am asked the question about where would I recommend studying? Would you recommend studying in the UK or France? I am in a critical position. I cannot really answer. It is up to the member states to answer this question.

I focus on promoting the opportunities that the EU has introduced, so Erasmus Mundus, Erasmus+ now. I find a lot of interests from Japanese students, but the one worry they always have is will I get a job at the end? I always get that. It is a very difficult question for me to answer, because young graduates in Europe do not have job guarantees. I am also aware of the UK policy. The shift in policy, first of all, of the one year, now that has gone unfortunately, but again that is something for the member states to think about.

For us, while the Erasmus Mundus grant, the Erasmus+ grant (let's call it the Erasmus grant for short) is getting very well known, we hope that Erasmus+ will again get that recognition and that it will reach employers. I do know that the Japanese alumni that I am in touch with are all very happy with their experience and are using that experience. It is a real mix: some of them are still in Europe working or continuing their education; some are back in Japan. But the one thing they always say is that they benefitted greatly from it and they are utilizing their skills in their chosen career paths. That is for Erasmus Mundus graduates. I cannot really answer on behalf of other graduates.

Then maybe I should say a few words about the selling point of education in Europe. I think what you touched on is the main point, but if I can just say a few more words about our own key message. When I promote study in Europe, the point I emphasize is the diversity of the countries. We have 28 member states. A student studying in Europe is able to experience many of those cultures. The countries are very close. You can travel around very easily. You can make friends. You can really have a wonderful experience. Universities themselves are very, very well regarded.

It is the diversity that I think we perhaps need to focus on more, and that in itself is attractive to Japanese students. Perhaps Japanese students have the impression of studying in Europe being expensive. Maybe that might be one of the things they think about, but there are, again, clear differences between the different member states. You pay more in some countries than others. There are also scholarship opportunities. Erasmus Mundus, Erasmus+ opportunities are very, very attractive, we believe. I think the diversity is one of our key selling points, but maybe that has not quite reached the students yet.

(Shinyo) Thank you very much for the questions. Of course, it is very important for foreign students to get a job after graduation from this university or any other university. I think that like many other universities, this university is also making major efforts to help foreign students get jobs. We are helping students to plot their career paths and our careers center is also taking care of foreign students. We have developed a Center for International Education Cooperation (CIEC). We think the chances of foreign students getting jobs are relatively high. I think this could be a result of our efforts, and that is something we can be proud of.

We have some 900 students from abroad, some of whom are regular students. Two thirds of the students getting jobs after a regular period of study are from China and Korea. We help these students to speak Japanese well because if they want to work in Japanese companies they have to master Japanese. So we are helping them through Japanese language training and through the efforts of our Japanese teachers in their ordinary courses. It is an obligation, a must, and it is a task of the university to do so. Therefore, I think that has to be done and must be continued.

The concept of global human resources is twofold. The first aspect is how to make the Japanese student globalized for attaining global competency. The other is to utilize foreign students in Japan to become members of companies, society and the workplace. Therefore, we would like to promote the global human resources concept also as a means of gaining more access to Japanese society and the Japanese labor market.

You also mentioned immigration. I think I am not the best person to speak on immigration, but I understand the stance of the Japanese government is to enable skilled professional migrants or immigrants to be utilized as much as possible. Therefore, I should think that the foreign university students who complete their training here in Japan could be regarded as skilled and highly talented immigrants or foreign experts. Therefore I think the university can contribute to the goal of getting more talented and highly educated people from abroad. I don't think you can limit immigration to the highly educated and talented type of immigrant. We also need the very simple workers. So I think a discussion is needed about how to make this possible. Of course, there is not only a positive side to the question, but a negative aspect that we have to take into account, and we have to balance the two. There are things like this that need discussion, and as Mr. Rawlinson said, we can learn from European

experience, both good and bad.

As for the question from the student here, thank you very much, and I fully agree we should listen to the voices of students more than we have in the past. But nowadays competition is very harsh and universities are competing with one another. After the projects have been launched, it is a bit late, I admit. Timely consultation would have been good for the students, the university and the training content. So I agree we may have done too much without asking the students for their input, and I think we need to take note of what you say. We should also ask the students more for feedback. Some of it might be slightly different from what we are thinking ourselves. It is really, of course, important for us to talk to the students.

We will be asking our professors in seminars and classrooms to discuss this issue as well. When we get the projects, of course, we have been doing explanation sessions for the students, but I have taken good note of what you said.

(Ichikawa) Thank you everyone. It is a pity but we have run out of time to discuss these issues further. Please continue the discussion during the reception. Once again thank you very much for participating in this session and thank you very much to our keynote speakers and presenters. We have had a very valuable discussion about the EU and Japanese educational exchanges. We have to continue the discussion in the future.

## 【Lecturers' Profiles】

**Akira ICHIKAWA**, Associate Professor, Institute for Industrial Research, Kwansei Gakuin University

Keio University, Ph.D. (Media and Governance). Prior to accepting current position in 2012, he taught at Keio University, Nagoya University of Commerce and Digital Hollywood University as a part-time lecturer. He also worked at Keio Institute at SFC as a visiting senior researcher and Tokyo Institute of Technology as a research fellow. His field of specialty is the regional study in the enlarged EU and global environmental governance.

**Takahiro SHINYO** , Professor, Vice-President, International of Kwansei Gakuin University

Born in Kagawa Pref., Shikoku, Prof. Shinyo passed Higher Diplomatic Service Examination for Govt. of Japan while he was a student of Osaka University. He joined the Ministry of Foreign Affairs immediately after his graduation in 1972 and had served as an Ambassador Extraordinary and Plenipotentiary to the Permanent Mission of Japan to the United Nations, Ambassador Extraordinary and Plenipotentiary of Japan to the Federal Republic of Germany, Director-General, Multilateral Cooperation Department and others.

**John GARDNER**, PhD, MSc, PGCE, BSc, FBCS, CITP, CEng, FAcSS, FCIEA Professor, Deputy Vice-Chancellor (Education and Students), University of Stirling, Scotland

Professor Gardner's main research and teaching interests include policy and practice in all sectors of education, particularly in relation to assessment and information technology.

He has over 120 academic publications and has authored or co-authored seven books, the most recent being his editorship of the 4-volume Assessment in Education (2014), published by Sage. His most recent books include: Assessment and Learning (2012, Sage), Developing Teacher Assessment (2010, McGraw-Hill/Open University) and The Classroom X-Factor (2011, Routledge). He has presented numerous international keynote addresses and been principal investigator for research projects exceeding £2.5million in total funding. From 1994-2010, Professor Gardner was a member of the globally influential Assessment Reform Group (ARG) and is currently a visiting professor at the University of Oxford's Centre for Educational Assessment. He is a

chartered engineer (CEng) and chartered information technology professional (CITP) and a fellow of the British Computer Society (BCS), a fellow of the Chartered Institute of Educational Assessors (FCIEA), and a fellow of the Academy of Social Sciences (FAcSS). In 2011 Professor Gardner completed a two year term of office as President of the British Educational Research Association. He was a member of the Education panels of both the UK Research Assessment Exercise, RAE2008 (2004-08) and the REF2014, Research Excellence Framework (2011-2014).

**Francis RAWLINSON**, Visiting Professor, School of Economics, Kwansei Gakuin University

He is of British origin and after the study of German language and linguistics at Manchester and Marburg (Germany) Universities (Dr Phil Marburg, 1973) and a spell as a lecturer in German Studies (University of North Wales, 1970-1973), he worked for 35 years (1973-2009) as an official at the EU Commission. Recruited as a translator, after 15 years' work in the translation department and Economics studies (Open University), he served from 1989 onwards for 20 years in the EU Commission's Competition and Regional Development Policy departments as an economist. His publications include EU competition law and regional policy. His current research specialisms are EU competition, regional, industrial and monetary policies and public enterprise.

**Richard KELNER**, Academic Cooperation Officer, Delegation of the European Union to Japan

In his capacity as Academic Cooperation Officer at the Delegation of the European Union to Japan, Richard Kelner works to enhance academic ties between the EU and Japan, predominantly through the promotion Erasmus+ opportunities to universities and students.

He is also responsible for organising the annual European Higher Education Fair alongside Member State counterparts, and acts as liaison between the Directorate-General for Education and Culture at the European Commission, and the Ministry of Education in Japan (MEXT).

Prior to joining the Delegation, Richard worked for Okayama Prefectural Government, the Japan Local Government Centre in London, Aberdeen University, and the Osaka Foundation for International Exchange, in a variety of roles.

He is a graduate of Japanese Studies at Edinburgh University in the United Kingdom.

