

平成23年度 大学の世界展開力強化事業準備会合 有識者からの意見

平成23年4月14日に、大学の世界展開力強化事業の実施にあたり、本事業の方向性や進め方の参考とするため、本事業プログラム委員会委員に就任予定の有識者の方々に集まっていただき、下記のとおり各種ご意見をいただきました。

(グローバル人材、人材育成目標、交流人数について)

- プログラムの構築は大事であるが、日本の若者が高い志を持っていない点にどう配慮するかが重要で、単に留学させればよいという問題では無い。フルブライトジャパンのサターホワイト事務局長による提言では、例えば経団連会長等の、トップからの発言や働きかけの強化がうたわれている。大学のトップたる学長も同様に、企業の採用活動の4年次以降への後ろ倒しの要望等、もっと発言をすべき。同様に企業側トップも、グローバルに活躍する人材像、採用したい人材の重要性や、そういった人材の採用方針等のメッセージを学生に伝えること。トップからの発言で、この国の雰囲気を変えることが重要だ。
- グローバル人材の需要について、現状の日本におけるグローバル人材は労働人口の約1%の65万人。一方EUは2000年の人材育成ビジョンにより5%であり、日本も5%を視野に入れた場合は、300万人という数字が一つの目安となる。しかし実際に300万人とするのは大変なことで、5カ年10カ年の国家戦略が必要。またそのために企業・大学がともに育成を行うこと。この人材育成の必要性と、今回の世界展開力強化事業は密接不可分。いかにグローバル人材を育成するかという視点と、そのための具体的な支援という視点が重要だ。

なお韓国では毎年10万人のグローバル人材育成を掲げ、レポートとして公表しているし、インドや米国でも同様に定量化している。海外に比べて、日本にはグローバル人材の定量的目標がなく、それを掲げていくべき。また留学生受入れについては30万人、派遣30万人の目標をいかに達成するべきか、その点も含めて今後議論していきたい。
- 何のために世界展開力が必要なのか、なぜ世界なのか重要。グローバル化する世界においては、世界は小さく、国と国が身近な関係になるとともに、国と国とがWin-Winの関係でなければいけない。国と国とが協調し合い、新しい世界を創る観点が重要。また国を代表してビジネス展開を行うため、日本のために人材育成が必要。幼少期からの教育はもちろん重要だが、大学教育に力を発揮して頂きたいし、待ったなしの状況である。国を引っ張ることが出来る、リーダーシップを持った人材を育てるべき。今次震災でもリーダーを育成できていないことがわかってしまった。これは我々の責任だ。
- 日本人の内向きと海外留学の減少について。これまでは米国等でのMBAやロースク

ールで学んだ人材が、企業におけるスキルに長けた、日本における典型的なグローバル人材であった。しかし、リーマンショックにより、単に金融知識を持っただけの人材では企業において通用しないことが明らかになった。日本人学生の送り出しに際しては、例えば日本における「ものづくり」に主眼を置いたエンジニアの人材育成や、多国籍な環境下でマネジメントができる人材育成等、目的を明確にした留学の仕組みを追求し、質を伴った人材づくりが必要だ。

- 教育はネットワークが重要であり、連携大学とお互いに議論をしてプログラムを具体化し、学生は共通の場で動いていくこととなる。これらをつうじて、腹を割って話が出るだけの人材を各国に作る必要があるし、それが出来る人材が、グローバル人材といえる。
- 企業の採用活動の問題があり、就職活動時期を是正すべき。採用時期がある程度是正されれば、留学生の数も増えるだろう。
- 就職活動の時期が早いという問題がある。一変に半年の後ろ倒しとなると、ドラステック過ぎて対応できない企業もある。採用時時期の後ろ倒しは、実効性のあるものにしていかなければならない。
- 学生を海外に送り出すだけでなく、留学生を受け入れることにも力を入れて欲しい。
- 今回の震災がどのように影響するかも重要。従来までは、日本は安定した良い国だと言われてきたが、これからは危機感を持つべき。
- 震災の影響で現在帰国中の留学生が本当に戻ってくるのかという問題。現在日本で学ぶ留学生は約14万人いるが、今回、日本が失った世界からの信頼やプレステージは相当なもの。また海外における歪んだ風評被害もすさまじいが、情報開示をしていない問題があるのでは。IAEAを基軸として、責任ある機関が正しいタイミングで情報を発出し、責任ある体制に持って行かないとだめだ。留学生人数の増加は、日中韓のみならず世界展開力を進める上で大変重要で、前提ともいえる中、留学生が減り始めているという現状が問題だ。
- 体系的な日本語教育のプラットフォームを作るべきで、システムを構築して、留学生にきちんとした日本語を身につけさせるべき。民間の塾等に任せるのではなく、日本国政府がしっかりと対応すべき。豪州では留学生受入れに成功しているが、1年目に徹底して英語を勉強し、その単位を持って大学へ編入する仕組みができあがっている。留学生を30万人まで増やすつもりがあるのであれば、国として日本語教育のプラットフォームを作り、都市別の共通プラットフォームなども整備し、留学生の選択肢も増やすべき。
- 留学生の出口戦略が重要だ。30万人の留学生の出口（進路就職）をどうするのか。企業の情報発信不足もあろうが、企業側が望む人材情報とのマッチングが必要であり、関西7大学におけるデータベースなどが、プラットフォームの一つの形となり得る。これらも使って、留学生確保と質の保証を行うべき。

- 原発の影響による風評被害については、小規模大学では、留学生の帰国は大きな問題。自分が所属する大学に派遣される留学生への強制帰国命令が下り、大半が帰ってしまった。留学生向けの日本語クラス編成ができない状況にあることから、例えば日本の大学は安全で普通通り授業を行っているなど、留学生を一気に引きあげさせないよう、文部科学省から各国に発言をしてもらいたい。
- 震災により日本人がいつそう内向きになり、留学先としての日本の魅力も薄れていく可能性があるのに対して、それを防ぐ一つの手段がこの事業である。本事業はあくまで手段であり、何がどうなるかという具体的なアウトカムを考え、この大災害にもかかわらず、日本が国際化、特に教育の国際化にコミットし続けるという明確なメッセージを伝えるべき。現在、世界の目は日本に向いているが、日本からの発信が足りない。
- 大学予算を活用し、信頼できる海外の連携大学へ、博士課程在籍学生を数名送り出した際、帰国後の学生の評判も大変良かった。私は、学生が海外で学びたいという意欲はあると思う。むしろ親が内向きなのではないか。親に対する教育も必要。
- 外国からの秀れた留学生の受入れは大事であるが、一方で多くの日本の若者を海外に送り出すことも大切。また留学生を受入れることは日本人学生にも刺激となることから、受入れ及び派遣ともに重要な課題だ。また大学生のみならず、AFS等をつうじた高校生レベルの国際交流にも力を入れるべき。

(交流プログラムの内容等について)

- 日中韓間のプログラムは重要であるが、既に日本で学ぶ中国や韓国の留学生割合はかなり高い。アジアとのプログラムとしては、インドやシンガポール等優秀な学生を多数抱える国との交流も活発にすべき。また日米等とのプログラムでは、ニュージーランドやオーストラリアも念頭に置くべきだ。
- 最後に大学の英語コースについて。大学の英語コースは一定あるようだが、未だ一部にとどまっており、外国人教員の比率向上等とあわせて、もっと展開すべきだ。
- 大学の役割として、研究、教育内容について議論があるが、大学は研究に偏りすぎる。教育の質保証は容易ではないが、教育力の強化は必要で、大学はそこにチャレンジをして欲しいし、グローバル化が進む世界において、日本の大学の競争力強化は必要。
- 大学のプログラムに補助金等をつけても、補助期限が終了すればプログラムも終わってしまうこともある。日本の全ての大学を平等に底上げするというのは難しい点を踏まえ、良いプログラムに補助金を支出し、成功例として他大学を牽引することが大切。またこの補助事業の考え方は、良いと思う。
- この展開力事業で採択されれば、5年間で最大4億円もの財政的支援を受けることとなり、明確な結果を出さなければ意味は無い。今回の事業の特徴は、例えば日中韓で具体化を進めた大学間交流のためのガイドラインを使ったプログラムの具体化等、プロ

ラムのための方法論が先行している点にある。また各委員からのコメントのとおり、例えば交流人数等の「アウトプット」は理解しやすいが、一方で「アウトカム」が大変重要だ。

- (バイ・2国間の交流でなく) マルチな大学間交流をつうじた人材コンピテンシーとは一体何かを考えることが大事で、これを申請大学が明示し、また大学としての期待も明確にすることが必要。また先ほどグローバル人材の具体的な人数のコメントがあったが、現在65万人がグローバル人材といえるのであれば、採択大学が2年後、3年後にどのようなグローバル人材を輩出するか等の観点から、申請準備をするべき。
- ロースクールやMBAへの言及があったが、これらの学問の基盤となる教養とは、一体何かを各大学が議論をして欲しい。
- 米国から日本を理解してもらうようなプログラムや、東北から米国へ出かけるプログラム、また東北で行う教育を例えば九州や北海道が連携することや、米国と一緒にあって、在日米軍の子弟に対する教育連携をサマースクール等の形で行う等、シンボリックなプログラムが必要。
- 本事業のプログラムでは、何を目的としてコースを作り、どのような学習成果を与えることが出来るかを明確にすべき。日本の教育の課題は、具体的に何を学びとり、どのような力になったかがあいまいなこと。海外大学との連携をつうじて、プログラムに参加した学生自身が十分な質の保証をそなえること、また何を学びとり、どのような力が身についたかを、学生自身が語るができなければいけない。
- 海外からの学部生を受入れ、日本語教育を行うとともに日本文化にも触れるプログラムを作った際、参加した留学生が、いったん帰国後、再度大学院に応募した例も多くあり、ともに学ぶ日本人学生にも大いに刺激になった。今回のプログラムもそういった日本人に刺激になるようなものとすべき。
- 今回の震災が発生した際にも、変わらず学んでおり、学んだ留学生に満足してもらえらるものを作るべき。

Preparation Meeting for Fiscal Year 2011 New Project for Promoting Universities' Activity with Foreign Countries—Experts' Opinions

On April 14, 2011, in view of the implementation of the New Project for Promoting Universities' Activity with Foreign Countries, and as a guide in deciding the direction and implementation of this project, we invited the experts who are scheduled to assume the post of committee members in this project program committee to convene, and we received the following opinions.

(Regarding global human resources, human resource development objectives, and the number of exchange students)

- Establishing the program is important in itself. However, the most important issue is not to merely send students abroad to study, but how we should address the fact that Japanese youth have no out-going aspirations. Mr. David H. Satterwhite, the Executive Director of Fulbright Japan, proposed that, for example, the country's leaders, including the Prime Minister, the chairman of Nippon Keidanren and others should speak up these questions. In the same vein, university presidents should speak out more to ask that the recruitment activities by corporations should be pushed back to the 4th year of undergraduate studies and beyond. Business leaders should tell students about their recruitment policies, the importance of young staff that they wish to employ, such as those who can play an active role on the global stage. It is important to change the mood of this country through encouraging messages from leaders.
- Regarding the demand for global human resources, current global human resources in Japan consist of 650,000 people—about 1% of the total workforce population. On the other hand, in the EU, this proportion is 5% due to the human resource development scheme adopted by the EU in the year 2000. Therefore, if this 5% is taken into account in Japan, 3 million people would be a rough standard. However, it would require much effort to achieve such a target, and a 5 to 10-year national strategy would be called for. To this end, it is necessary for both corporations and universities to work towards human resource development. This necessity of human resource development is intimately linked to the Project for Promoting Universities' Activity with Foreign Countries. It is vital to focus on (the objective of) how we should nurture our global human resources and the specific support measures to further that objective.

South Korea has advocated a goal to develop global human resources of 100,000 people, and has officially announced this through a report. India and the United States have made similar quantifications. In comparison to overseas, Japan has no quantified objective for global human resources, so we should advocate one. In addition, we should also discuss how to achieve our goal of receiving 300,000 students from overseas and sending 300,000 students abroad.

- It is important to understand the purpose of looking to overseas and promoting activities with other countries. In this time of globalization, when the world is getting smaller and country-to-country relationships are becoming more intertwined than ever, it is necessary to forge win-win relationships between countries. To achieve this, it is critical that countries should share the standpoint of creating a new world. In addition, it is necessary to develop human resources that can conduct business developments to represent Japan. For such development, education from infancy is important, but university education needs to work effectively. We have little time to waste. We need to develop people with leadership qualities that can drive the country. The earthquake disaster that struck recently has shown us that we have been unable to develop a leader with such qualities. This is our responsibility.
- Regarding the inward-looking attitude of the Japanese people and a decrease in overseas studies, up to now, the Japanese people who studied in the law schools and MBA courses in the United States and other countries were thought to be the typical skilled global persons in Japanese companies. However, with the coming of the Lehman Shock (bankruptcy of Lehman Brothers), it has become apparent that a person who has only financial knowledge simply isn't going to be successful in a corporation. When sending out Japanese students, by creating a system that clearly defines the objective of study abroad, it is necessary to realize the development of human resources with higher qualities, such as the development of engineers with the main aim of boosting Japanese "Monozukuri (manufacturing)," and of personnel that can conduct management under a multinational environment.
- Networks are vital in education. Partnership Universities should work to cement their programs through dialogue, and students will be studying under a common environment. It is necessary to develop people that can talk openly with each other in each country, and people who can do that can be considered as global human resources.
- There is a problem with the corporate recruitment activity process, and the recruitment activity period should be changed. If the recruitment period issue is remedied to some extent,

the number of students going abroad to study will increase.

- We have a problem with the recruitment activities period starting too early. However, pushing this period back by around six months all at once seems to be difficult for some corporations to cope with. With regard to pushing back the recruitment period, we should implement something that is viable.
- We should not only concentrate our efforts in sending out students to study overseas, but also to accommodate international students coming to study in Japan.
- It is important to see how this earthquake disaster will affect our project. Up to now, it has been taken for granted that Japan is a safe and stable place, but we should recognize various dangers from now on.
- We also have a problem in terms of whether international students who have returned to their home countries in the aftermath of the earthquake disaster are really coming back. We currently have around 140,000 international students coming to Japan to study, but the recent loss of other countries confidence in and prestige towards Japan has been considerable, and harmful rumors that have spread outside Japan have been astounding, but this might be attributed to the lack of dissemination of information. Responsible institutions such as IAEA as their mainstay should announce information on a timely basis, and a system with proper accountability should be established. The increase of international students coming to Japan to study is a very important point in promoting universities' activities with foreign countries, not just between Japan, China and Korea, and should form the basis of this project. Seeing student numbers decline under the current situation is something of a concern.
- We should create a platform of systematic Japanese language education, and by establishing this system, international students can then come to learn proper Japanese. The Japanese government should be actively involved in this process, and it should not be left to cram schools. In Australia, which has been successful in receiving international students, they have a system where the students learn English very hard during their first year, and then are transferred to the respective universities with the credits they completed. If we are sincere about increasing the number of international students coming to study in Japan to 300,000 people, the government should create a platform for Japanese language education, and develop a common platform in each region, and thereby increase the choices for the international students in Japan.
- An exit (work placement) strategy for international students coming to study in Japan is

important. We should have a plan in place for the exit (work placement) of the 300,000 international students. Despite a lack of corporate publicity, it is vital to establish a system to match students' job-seeking with the kinds of people sought by companies. A database like the one developed by the seven universities in the Kansai region could be a platform. It should then be used to secure international students and develop quality assurance.

- With regard to the harmful rumors pertaining to the nuclear power station, the issue of international students returning to their home countries is critical for small universities. A mandatory order to return to their home country was given to the international students who were assigned to the university where I belong, and most of them have returned home. We now have a situation where we are unable to form a Japanese class for international students. With this in mind, I request that the Ministry of Education, Culture, Sports, Science & Technology (MEXT) announces to other countries that the universities in Japan are safe, and are conducting their classes under normal conditions, so that foreign students are not sent home all at once.
- This project is a means by which we will try to prevent the Japanese people from becoming even more inward-looking and keep Japan from losing its attractiveness as a study destination in the aftermath of the earthquake disaster. We should always remember that this project is merely a tool. It is therefore important to clarify what we want to accomplish through this project. One obvious objective of the project, I believe, is to give a clear message to the world that Japan will remain committed to internationalization, in particular, to the internationalization of its education. Currently, the world is listening to us, and caring about us, but Japan has yet to make itself heard. We need to speak up.
- When several doctoral students were sent to a reliable overseas partnership university using program funds, the students gained a great reputation after returning home. I think that students actually have the desire to study abroad. Rather, their parents are inward-looking and education for them is also necessary.
- While receiving capable international students to study in Japan is important, it is also important to send out as many Japanese youngsters as we can. Furthermore, receiving international students in Japan will help to stimulate Japanese students, so both sending and receiving students is a vital issue. In addition, not only should we focus on university students, but we should also promote international exchange between high-school students through AFS and other programs.

(Regarding the content of the Exchange Program)

- The exchange program between Japan, China and Korea is important, but the ratios of international students coming from China and South Korea to study in Japan are already quite high. With regard to the program with Asia, we should pay our attention to increasing the exchange with countries that have a large pool of talented students, such as India and Singapore. Also, concerning our programs with the United States, etc., we should also consider such countries as New Zealand and Australia as well.
- Lastly, with regard to English courses at universities, they are available to some extent. However, they are still limited to certain universities, and they should be promoted further in tandem with increasing the ratio of foreign faculty members.
- Regarding the role of universities, there are discussions on the content of research and education, and universities lean toward research. It is not easy to promote quality assured education, but enhancing our educational strength is necessary, and the universities should try to make an effort to take up this objective. In this world facing globalization, it is also necessary to increase the competitiveness of Japanese universities.
- When subsidies and other forms of support are granted to university programs, such programs are sometimes terminated after the support period expires. Bearing in mind that it is difficult to upgrade the quality of all universities equally in Japan, it is important to provide subsidies to good programs, and make them successful examples that will in turn serve as incentives for other universities to follow. Such subsidy project which has positive effects is a good idea.
- If applications are adopted in this promotion project, financial support amounting to a maximum of 400 million yen in five years will be received, but such support will be meaningless unless they provide concrete and clear results. The characteristic of this project is that the methodology for the programs, such as realizing the program using the guidelines for inter-university exchange that have been fleshed out between Japan, China and Korea, has already been prepared in advance. Also, as each committee member has already commented beforehand, it is easy to understand the “Outputs,” such as exchange student numbers, but the “Outcomes” are what should receive more attention.
- It is important to think about what we really mean by “human resource competency” through multi-university exchanges (rather than through bilateral exchange). This should be clarified

by the universities conducting the application, and they should also give a clear indication of their expectations. We also had some comments on specific numbers for global human resources, but if there are currently 650,000 people who can be considered as global human resources, then the selected universities should make preparations for applications with consideration given to what kind of global human resources will turn out in two or three year's time.

- Mention was given to law schools and MBA courses. The universities should discuss what knowledge constitutes the basis of these academic disciplines.
- Symbolic programs will be necessary. Programs enabling American people to understand what is really happening in Japan now by sending students from the Tohoku region to the United States, for instance. Universities in the Kyushu or Hokkaido area may wish to cooperate with universities in the Tohoku region in providing international programs for Tohoku students. U.S. and Japanese universities together could perhaps perhaps conduct summer schools for the children of American troops stationed in Japan.
- The programs of this project should clarify the objectives of the courses that are going to be created, and what their learning outcomes are going to be. The problem with education in Japan is that it is vague concerning what exactly has been learned and what abilities are gained. Through cooperation with overseas universities, the students participating in the program must ensure that they have the relevant qualities, and they must be able to describe in their own words what they have learned, and how they have developed.
- When programs to receive overseas undergraduates for the purpose of providing them with Japanese language education and opportunities to be exposed to Japanese culture were created, there were many cases where the overseas students who participated then returned to their home countries and reapplied for admission to a graduate school, and it became a source of major stimulus for the Japanese students who had the chance to study with these students. This program should be something that will provide that kind of stimulus to the Japanese people.
- When the earthquake disaster occurred, students kept on studying. We should create something that will lead to international students being satisfied with what they have learned.

(End)