

# Reconsidering the Public-Private Relationship in Higher Education and Global Structural Change Perspectives from Japan and East Asia

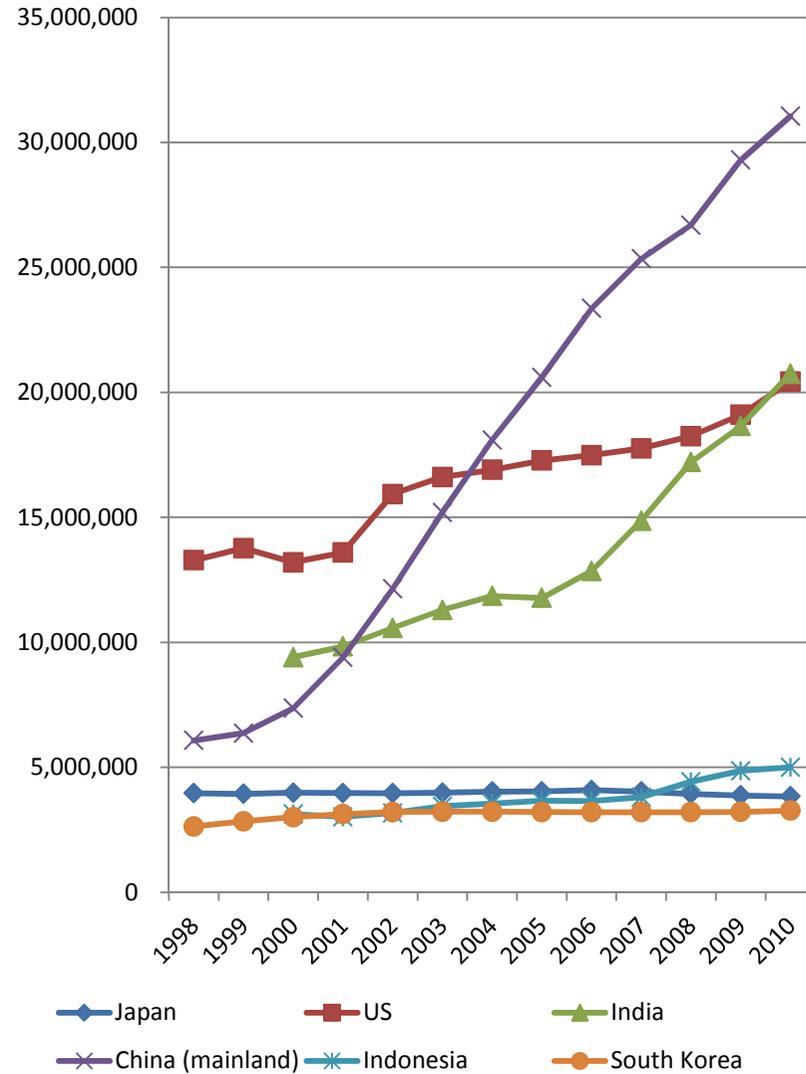
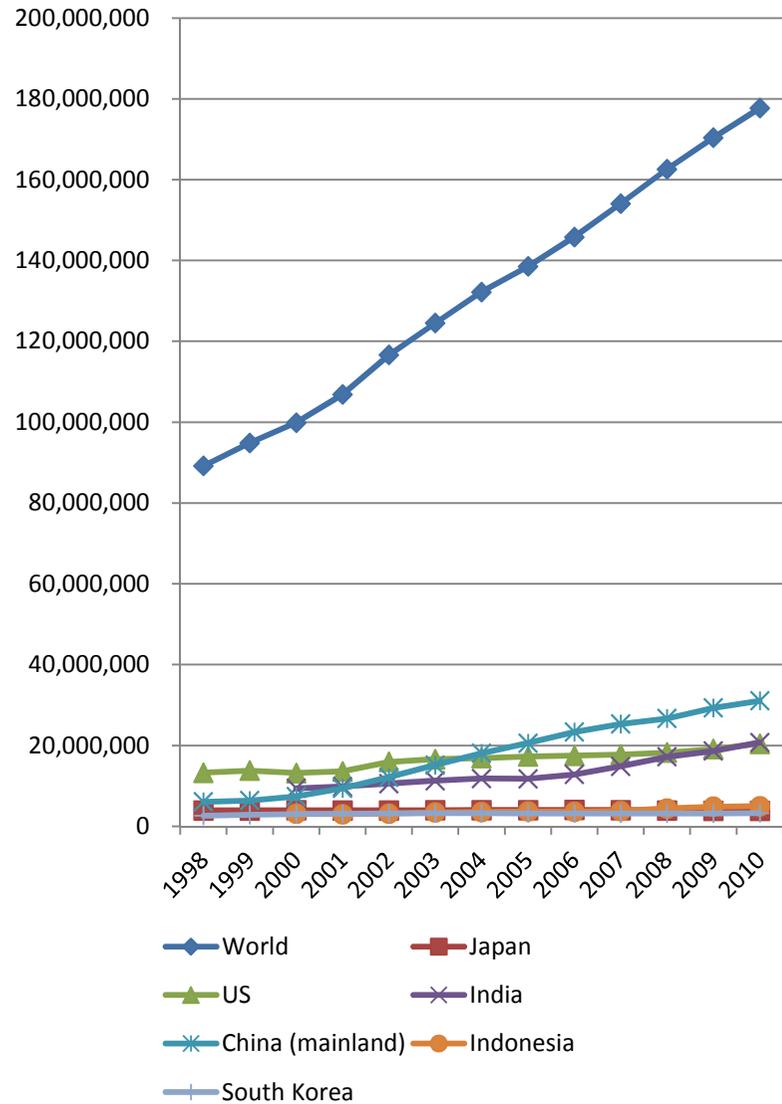
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# Current features of Asian HE

- Further expansion and diversification of HE systems
  - Activated global & regional student mobility
  - Issues related with mass and universal attendance
- Strengthened national agenda towards HE
  - World class research and technology
  - International competitiveness of quality in education
- Changing power balance among countries and HE systems
  - Market, governmental policies... etc.

# Student Enrollment in Tertiary Education

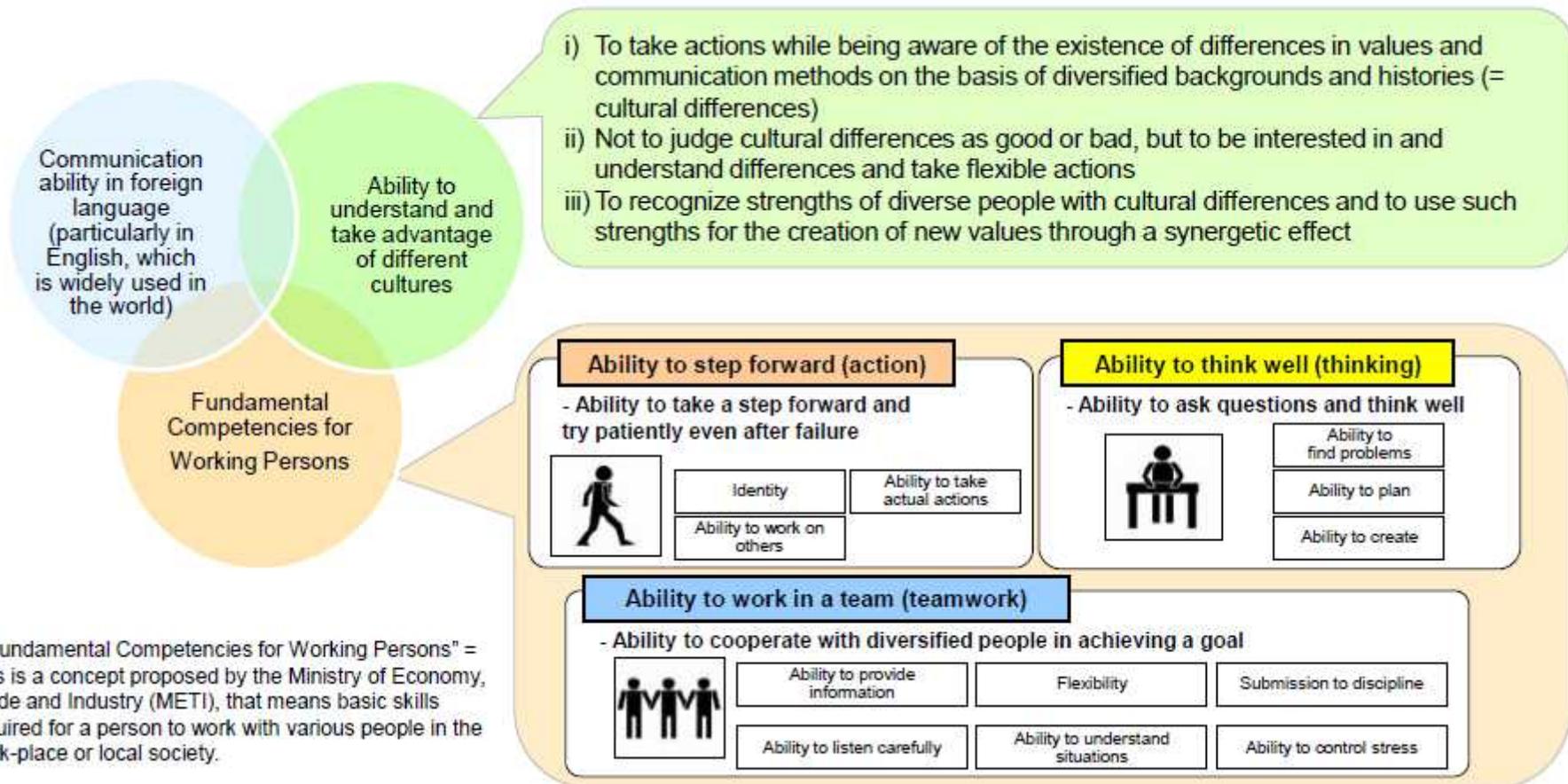


# Student mobility

according to the statistics of prospective governments

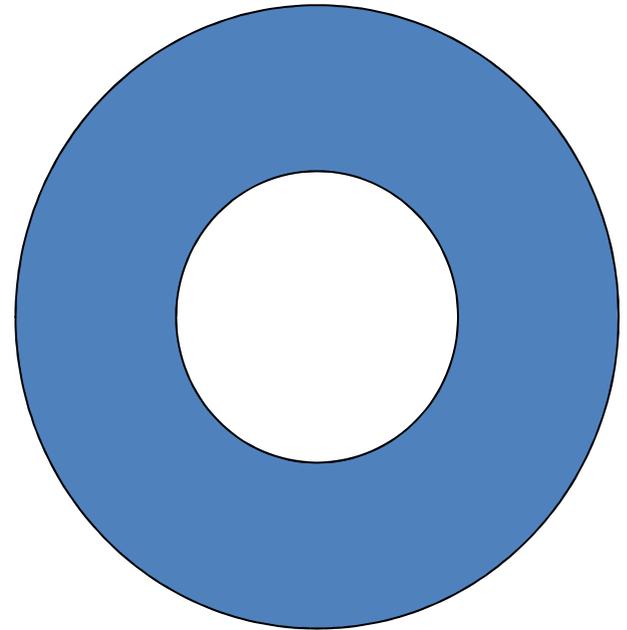
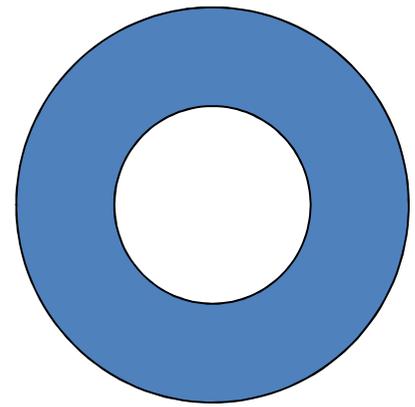
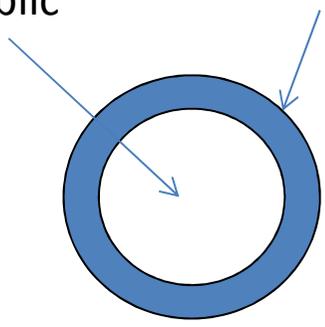
- China (mainland)
  - Inbound (2011) : **292,611** (30,376 at post graduate, 88,461 at undergraduate and associate degree programs)
  - Outbound (2011): **339,700** (12,800 with national scholarship, 12,100 with institutional scholarship, 314,800 private financed)
- Japan
  - Inbound (2011): 138,000 (**39,749** at post graduate, 71,244 at undergraduate or junior college level)
  - Outbound (2010): 59,923
- Korea
  - Inbound (2011): 89,597 (18,652 at post graduate, 44,641 at undergraduate or associate degree programs)
  - Outbound (2010): **251,887**

# Identification of 'global human resources' as industrial policies (METI 2010)

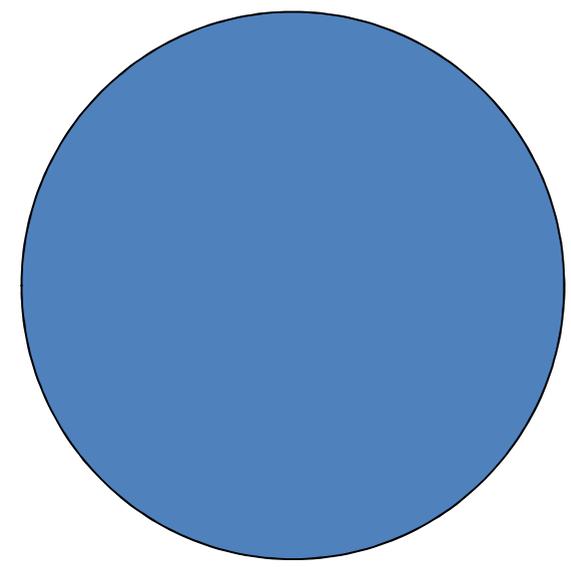
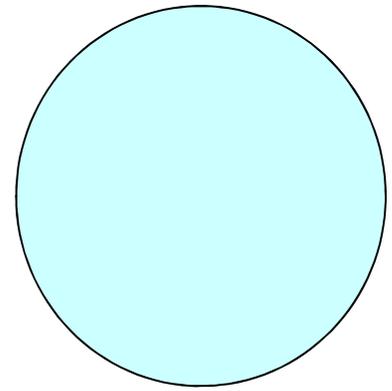
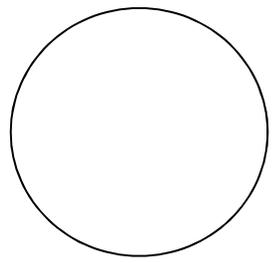


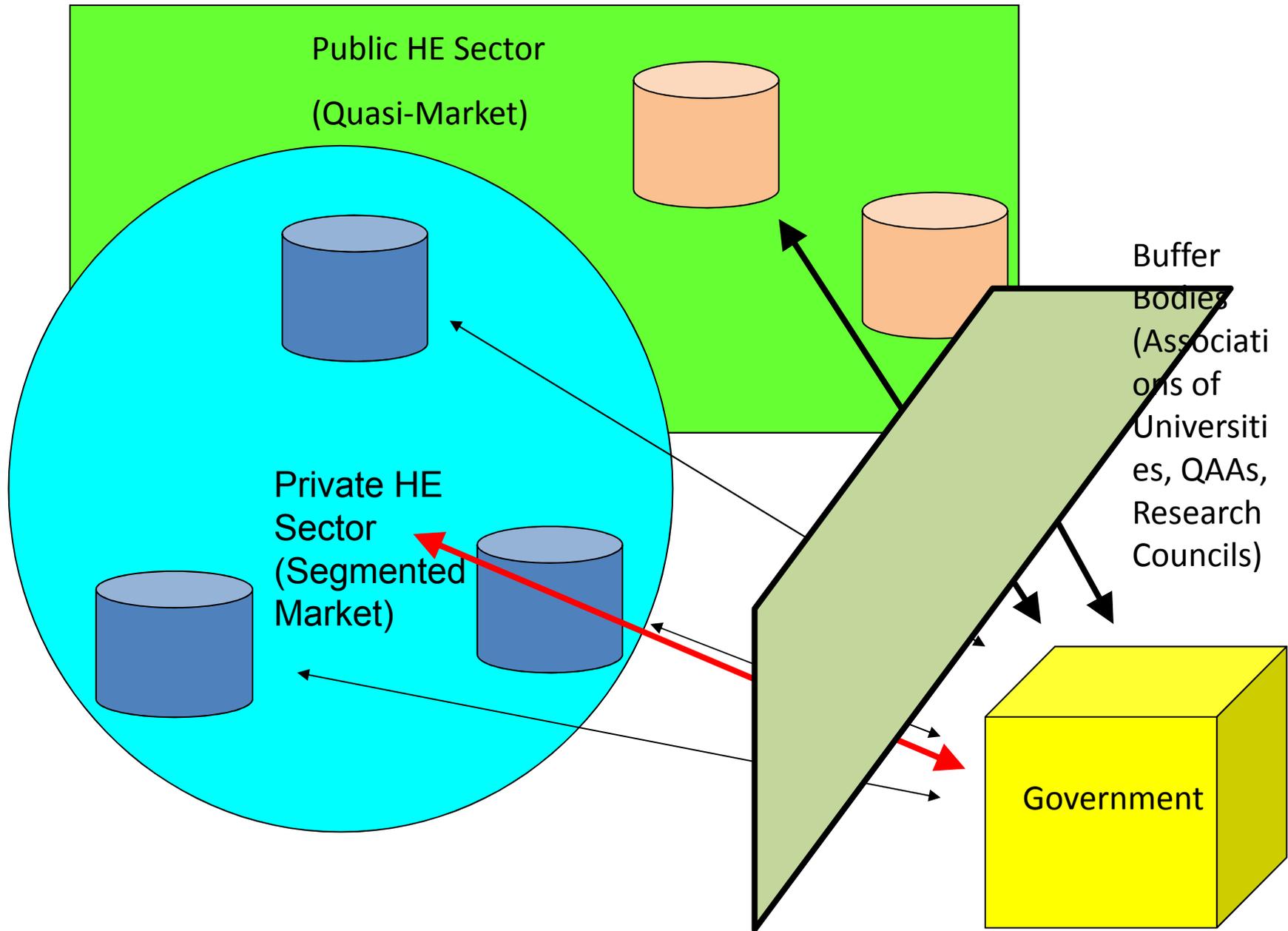
\* "Fundamental Competencies for Working Persons" = This is a concept proposed by the Ministry of Economy, Trade and Industry (METI), that means basic skills required for a person to work with various people in the work-place or local society.

Public Private



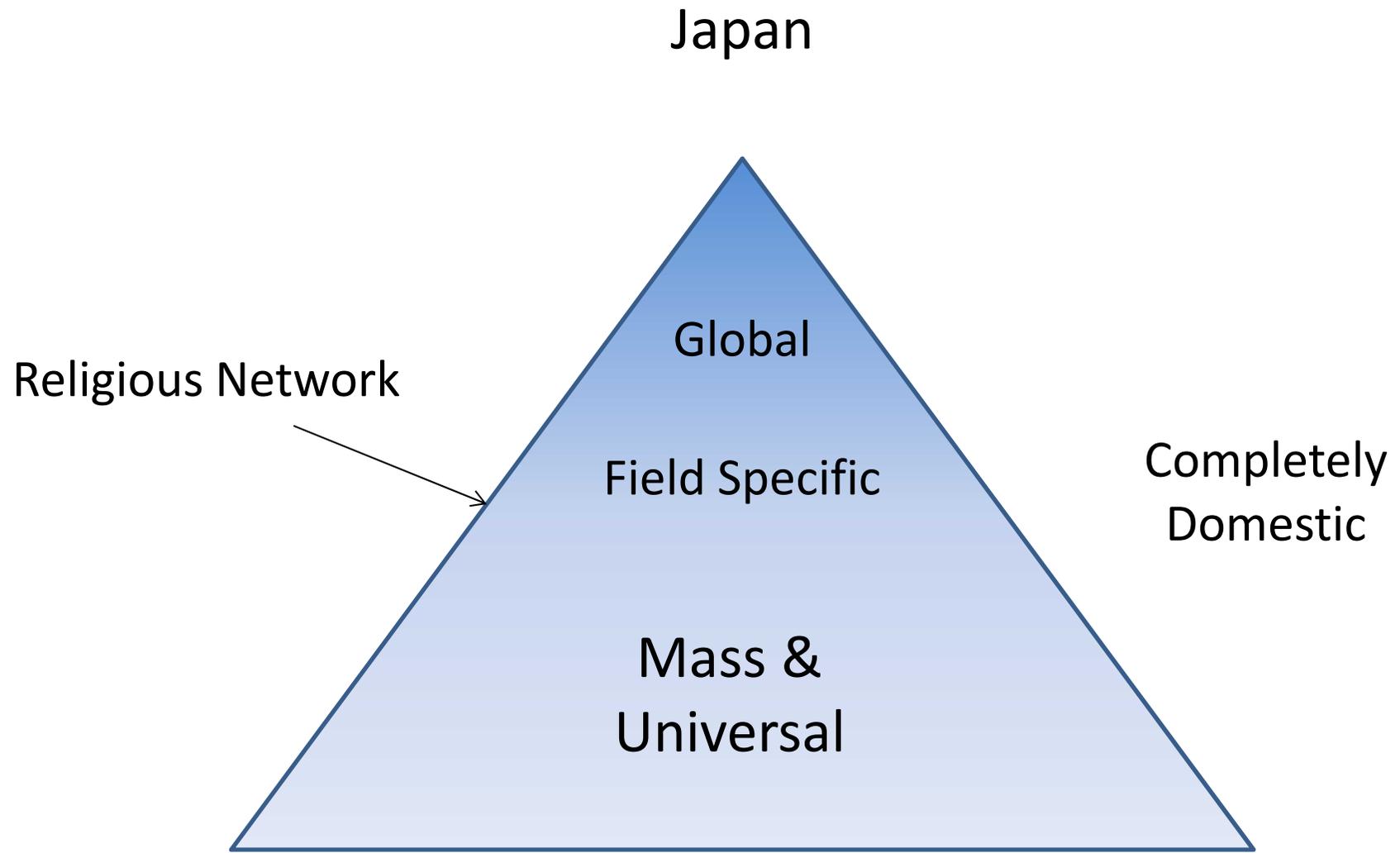
Umakoshi (2004)





# International exchange & partnership

- Knowledge hubs
  - Singapore (global school house), HK
- Acceptance of large number of international students & international partnerships for multiple purposes
  - Japan (1980s-), Korea (around 2000-), China (around 2010)
  - International cooperation, acceptance and development of high-skilled workers linked with home industry, income generation, etc.
- Fostering globally competitive human resources/global citizens
- Commercial based international partnerships
  - Japan-US (in 1980s), Malaysia and others-UK & Australia (1990s-), facilitation of multilateral and multi-layered student mobility (2000s-)
- Regional academic/student exchange
  - ASEAN countries: ASEAN University Network: within region, with Europe, Japan, Korea, China and others., M-I-T, etc.
  - CAMPUS Asia: exchange among internationally competitive universities, mutual exchange in quality assurance



The following figures were developed together with Kazuhiro Kudo, Sae Shimauchi, Katsuhiko Nakanama, Tadashi Kobayashi & Yoko Jinnai

Korea

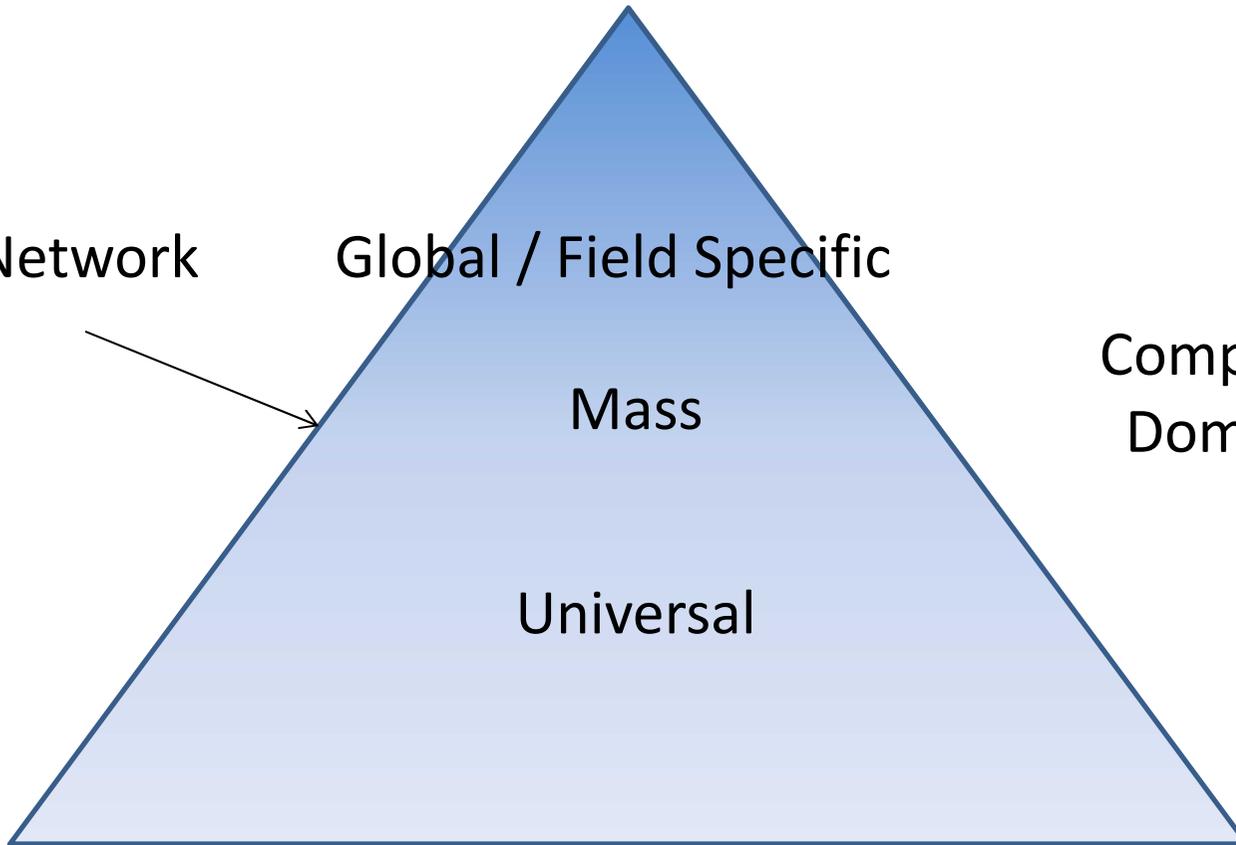
Religious Network

Global / Field Specific

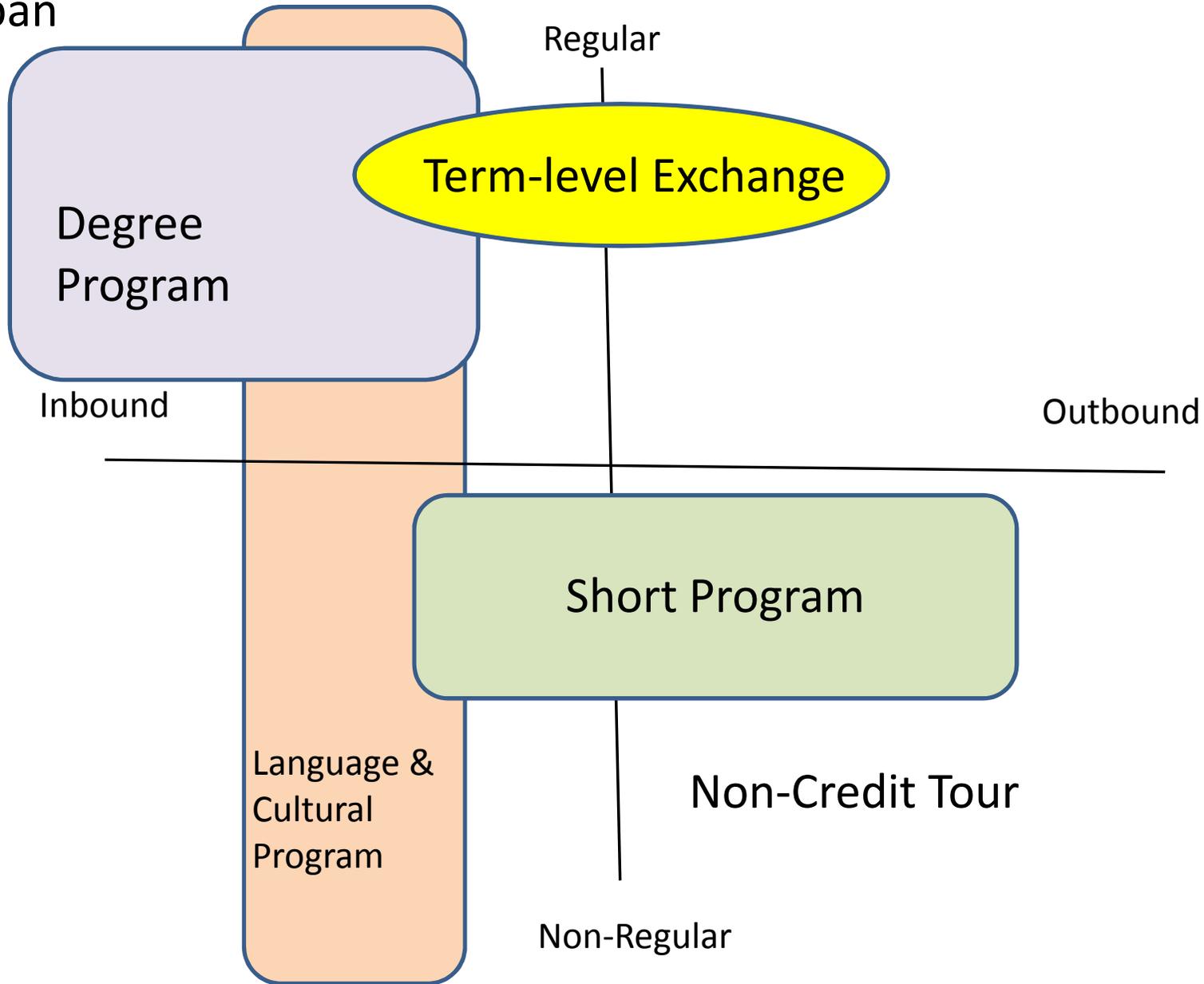
Completely  
Domestic

Mass

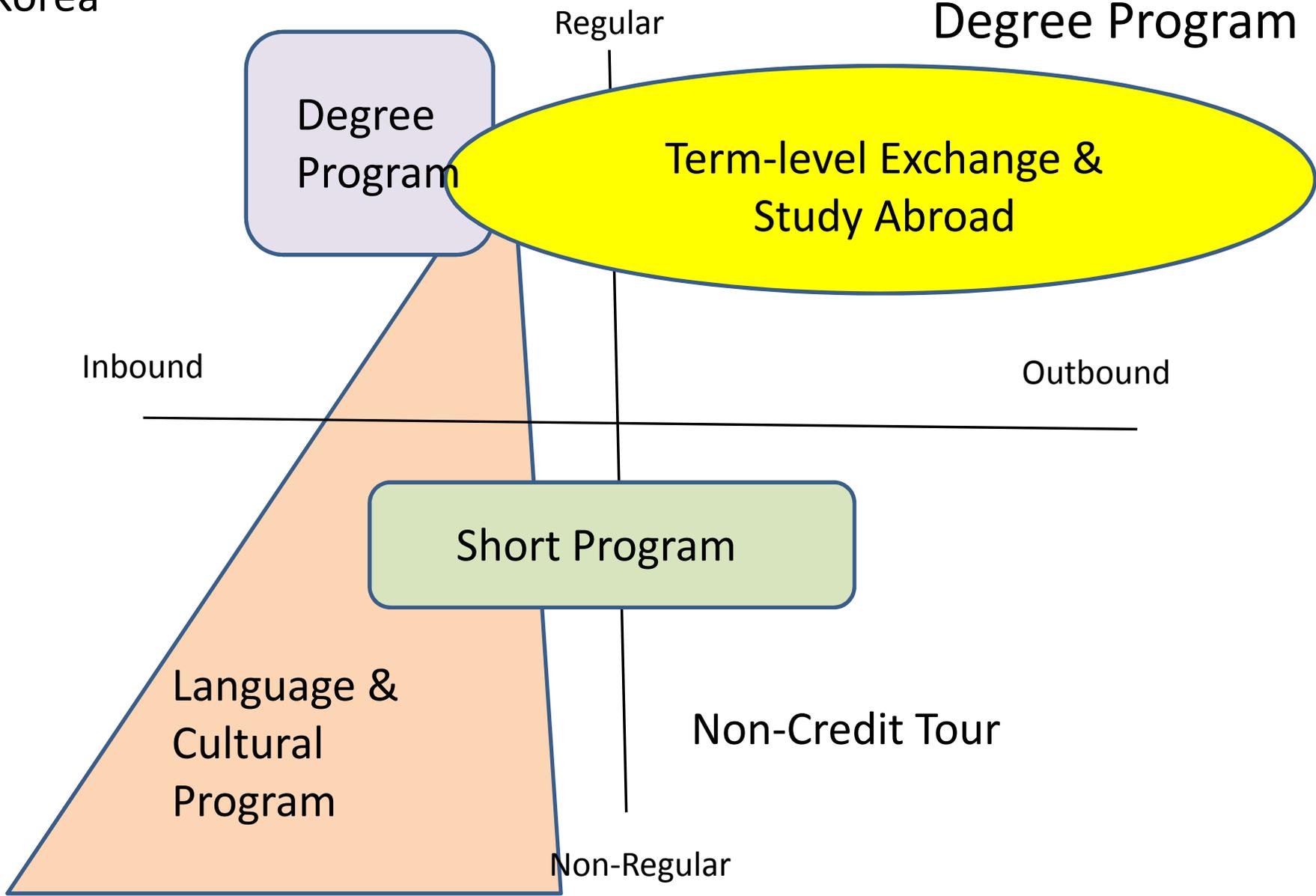
Universal



Japan



Korea



Regular

Degree Program

Degree Program

Term-level Exchange & Study Abroad

Inbound

Outbound

Short Program

Language & Cultural Program

Non-Credit Tour

Non-Regular

# Role of the State from Japan & East Asian perspective

## Globalization vs Nation Building

- ‘Supervises, expands, shapes and drives the sector; more managed autonomy’ (Marginson 2011: on Global Research University policies in Post-Confucian states) to be continued???
- Request for further autonomy and more financial support by top universities
  - Emergence of globally competitive private research universities as a key??? <- internal drive for enhancing global competitiveness in academic excellence
- Quality assurance of education: especially on learning outcomes
  - Quantitative/admission level control of HE sector?
  - Assurance of accessibility to globalized academic & labor market?