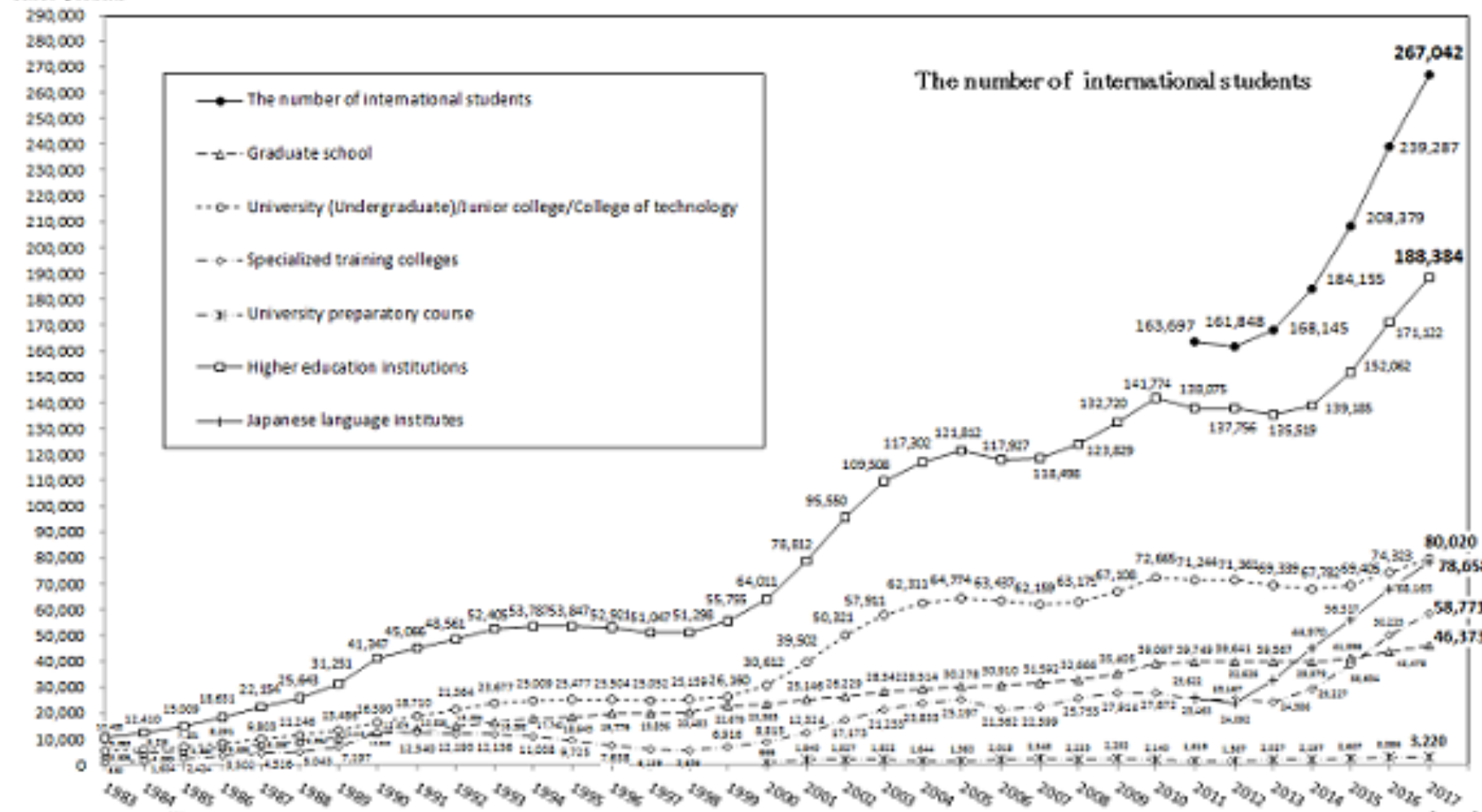


How are the public goods of internationalization of higher education viewed in Japan?

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(Unit: person)



in accordance with the unification of student visas, the total number of international students including Japanese language institutes is also drawn since 2011. (year)

Main findings

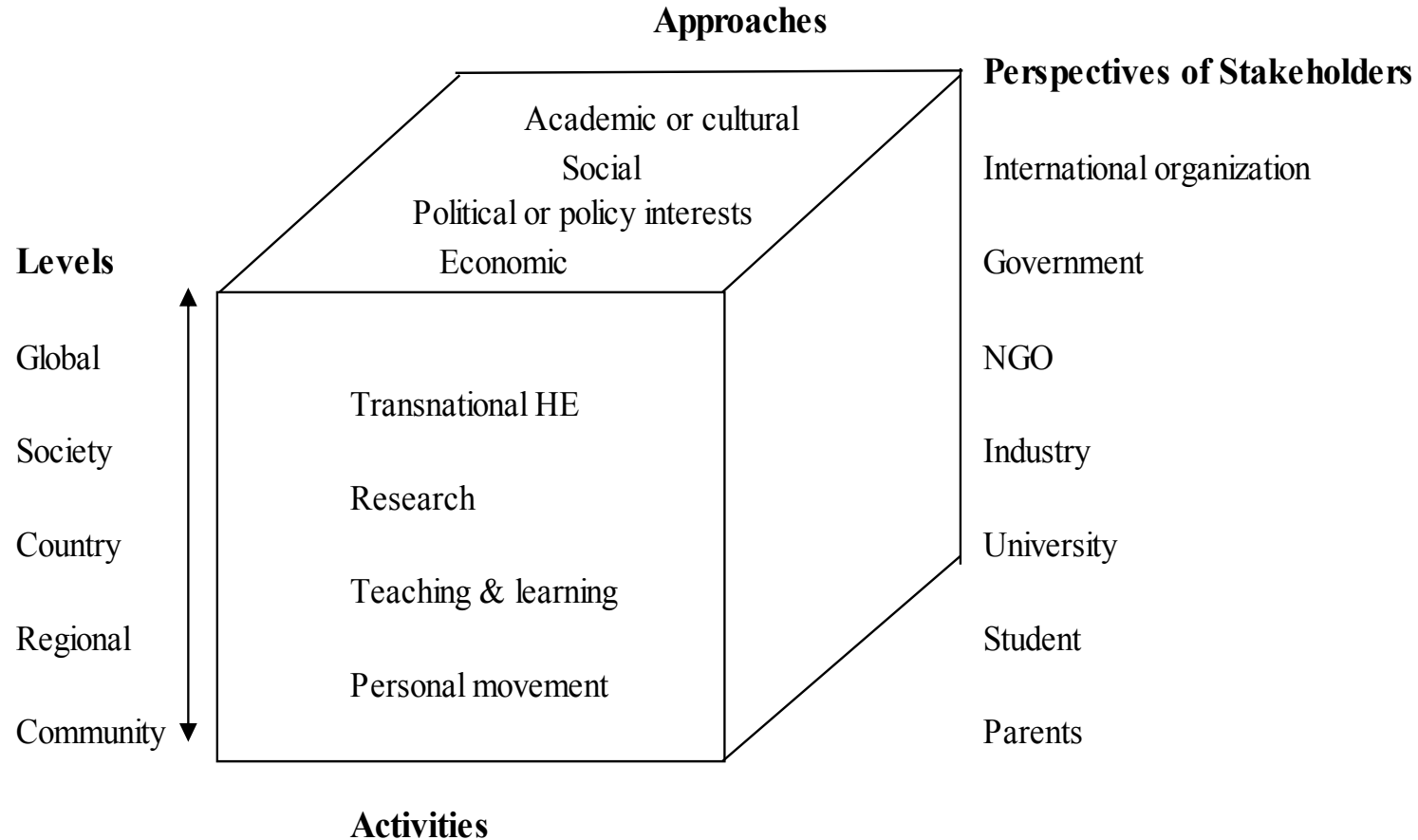
First, diversity in interviewees' perceptions of the public goods of internationalization of Japanese HE could be identified. Some explained its meaning from different levels such as global, national, regional within Japan, and institutional while others interpreted it from different areas or domains or in relation to different activities such as the acceptance of international students and internationalizing university curriculum, etc.

Second, despite the acceptance of the concept of public goods of HE at an idea level, in reality, changes in and reforms on Japanese HE have been dominated by the demand from business and industry. Sometimes the national policies seem to conflict with what happened in practice in terms of charging tuition and fees from students and their parents.

Finally, both officials from governmental agencies and institutional leaders seem to interpret the meaning of the term in a more positive way, and emphasize more the importance of internationalization of HE than any other groups. In contrast, some academics express more their concerns and worries about the government's initiatives which exclusively underscore an achievement of numerical targets of internationalization and especially a short-term vision of internationalization of HE in Japan. Further, some student interviewees understand the global public goods of internationalization of HE as something they acquire personally and that they embody and 'channel' themselves as individuals.

Recommendations

First, multiple perspectives, levels and approaches, as well as the diversity of stakeholders should be taken into consideration when the meaning and implications of the phrase “the global or public goods of internationalization of higher education” is discussed.



Second, it would be of great help and relevance to a more healthy development and enhancement of internationalization of Japanese HE if diverse stakeholders could share the core values of global public goods based on the Japanese context.

looking forward to your feedback