

The 4th Kobe University Brussels European Centre Symposium

Globalisation of Higher Education from the Perspective of EU-Japan Collaboration

Date: Monday 10 March 2014 13:00-19:30

Venue: European Economic and Social Committee

Rue Belliard 99 Belliardstraat, Bruxelles 1040 Brussel, Belgium





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Organiser ■ Kobe University Centre for EU Studies

Kobe University Centre for EU-Japan Collaborative Education

Co-organisers ■ The European Economic and Social Committee

The EU-Japan Centre for Industrial Cooperation

The EU Institute in Japan, Kansai

Supported by ■ The Mission of Japan to the European Union, JETRO Brussels

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Ambassador of Japan to the EU

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Executive Vice President, Kobe University

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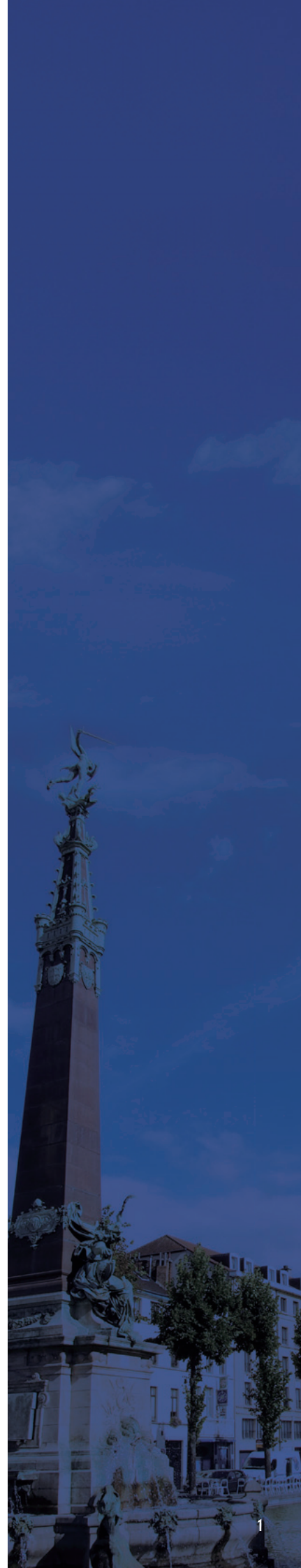
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Director, Centre for EU-Japan Collaborative Education,
Kobe University

Opening address ■ H.E. Kojiro SHIOJIRI,
Ambassador of Japan to the EU

Introduction ■ Prof. Kazunori UCHIDA,
Executive Vice President, Kobe University



Opening of the Symposium

At their 2013 Summit, the Leaders of the EU and Japanese Authorities emphasised the importance of youth mobility and higher education ties. Moreover, the Authorities recognise the complementary and important roles industry and academia play, e.g. in research and development. This Symposium looked at the globalisation of higher education with reference to the situations in the EU and Japan.

Opening the event, and speaking on the eve of the 3rd Anniversary of the Great East Japan Earthquake, Ambassador Shiojiri emphasised the importance of commemorating the people who died by sharing our experiences and learning from each other thereby making our societies more resilient and happier. In an increasingly globalised world, universal values are important and rather than acting alone, we must involve others to promote and expand those values of which the EU is an

important champion. The Strategic Partnership and Economic Partnership / Free Trade Agreements (SPA and EPA/FTA) under discussion between the EU and Japan will embed those values. The Ambassador felt that education in all countries, and at all levels, must be 'levelled up'.

Kobe University's Executive Vice President, Kazunori Uchida, noted the role that universities, researchers and students can play in mitigating disasters through research and the fostering of human resources to develop a resilient, sustainable society. International academic collaboration programmes are driven by government initiatives, economic imperatives and shared research or educational interests. As Japan has looked to the EU, its universities have become more internationalised and there is now the possibility of joint EU-Japan double degree programmes.

H.E. Kojiro SHIOJIRI

Ambassador Extraordinary and Plenipotentiary of Japan to the European Union
The Mission of Japan to the European Union

Date of Birth: November 23, 1949

Education: University of Keio

Career in Outline:

- 1972 Passed Higher Diplomatic Service Examination
- 1973 Graduated from the Faculty of Economy, University of Keio Joined Ministry of Foreign Affairs of Japan (MOFA)
- 1982 Second Secretary, Japanese Mission to the European Community
- 1983 First Secretary, Japanese Mission to the European Community
- 1992 Director, First International Economy Division, MOFA
- 1994 Director, Overseas Establishments Division, MOFA
- 1996 Counsellor, Embassy of Japan in the Republic of Korea
- 1997 Minister, Embassy of Japan in the Republic of Korea
- 1998 Director, Management and Coordination Division, MOFA
- 2000 Deputy Director-General, Economic Affairs Bureau, MOFA
- 2002 Deputy Director-General, European Affairs Bureau, MOFA
- 2003 Envoy Extraordinary and Minister Plenipotentiary, Embassy of Japan in the United States of America
- 2005 Deputy Vice-Minister, MOFA (in charge of management, budget, personnel, Parliamentary relations, etc.)
- 2008 Ambassador Extraordinary and Plenipotentiary of Japan to the Republic of Indonesia
- 2011 Ambassador Extraordinary and Plenipotentiary of Japan to the European Union



Prof. Kazunori UCHIDA

Executive Vice President

In Charge of Industry-University Cooperation and Public Relations

Birth: 1950

Degree: Doctor of Agriculture, Kyoto University

Professional Career:

- 1977 Assistant Professor of Faculty of Agriculture, Kyoto University
- 1981 Lecturer of Faculty of Agriculture, Kyoto University
- 1984 Associate Professor of Faculty of Agriculture, Kyoto University
- 1994 Associate Professor of Faculty of Agriculture, Kobe University
- 1996 Professor of Faculty of Agriculture, Kobe University
- 2007 Professor of Graduate School of Agricultural Science, Kobe University
- 2009 Dean of Faculty and Graduate School of Agricultural Science, Kobe University
- 2013 Executive Vice President of Kobe University



Prof. Taiji Hagiwara

Event Moderator

Director of Centre for EU-Japan Collaborative Education (EJCE)

Professor, Graduate School of Economics, Kobe University

Research Field: Economics of Innovation and Input-Output Analysis

Professional Career:

- 1984 Research Institute of Economics and Business Administration, Kobe University
- 1989 Faculty of Economics, Kobe University
- 2010-12 Dean of Graduate School of Economics
- 2013 Director of EJCE



Policy on the Globalisation of Higher Education Institutions (HEIs) in Japan and the EU

Presentations ■ 13:40 - 14:45

13:40 Hideshi SEMBA, Counsellor, Mission of Japan to the EU:
“Globalization of Higher Education in Japan”

14:00 Brian TOLL, Policy Officer, DG Education and Culture, European Commission
“Education, the EU and Japan -an overview-”

14:20 Laure BATUT, President, EESC-Japan Follow-UP Committee;
Member, Workers’ Group, EESC:
“Globalisation of Higher Education”

14:40 Questions and Answers



Part I

Part I

The first speaker during the Session on the ‘Policy on the Globalisation of Higher Education Institutions in Japan and the EU’, **Hideshi Semba** (Counsellor, Mission of Japan to the EU) explained how Japanese policy now encourages Japanese universities to globalise and also promotes student exchanges. This policy shift has occurred as Japan has become more outward-looking and is supported at the highest levels of government. In his brief overview of the Japanese education system, Mr Semba explained that the 1,200 Japanese universities (80% private universities, others being ‘national’ or ‘public’) educate more than 3m students and with a 90% enrolment rate Japan feels it offers universal access to higher education. Whilst there has been a major increase in the numbers of international students coming into Japan (from 10,000 to 140,000 in the past 30 years), the number of Japanese students

studying abroad has declined (from 80,000 in 2004 to 60,000 in 2011) and argued that this was due to Japanese students being ‘inward-looking’. However, the number of Japanese students studying abroad under student exchange agreements has risen by 50%. Japan has several initiatives in this area – “Top Global University Project”, “Go Global Japan” and “Re-Inventing Japan Project” as well as the promotion of student exchanges. PM Abe has established two major advisory councils on economy and education and wants to double the number of inbound and outbound students and to encourage the internationalisation of Japanese universities. November’s 21st EU-Japan Summit underlined¹ the importance of cooperating on educational issues.

Brian Toll (Policy Officer, DG Education & Culture, European Commission) explained that, like Japan, Europe has a new strategy (Europe 2020). A ‘digi-

tal agenda' is essential because of the technological developments allowing international education 'at home' through 'Massive Open Online Courses' (MOOCs) – the challenge will be to ensure that MOOC tuition is as good as traditional education. Whereas previous generations of students were interested in revolution or drawing on principles to innovate, students these days want to 'learn'. It is essential that the young acquire the necessary knowledge and skills to replace older workers and that the older workers are open to adopting new ideas. Despite the existence of the Education and Training 2020 (ET 2020) framework, education is very much an area reserved for Member-State action – the Commission can analyse and recommend but it is for the EU28 to act individually. A knowledge triangle linking education, research and innovation is essential. The Bologna Process was created to ensure comparable standards and quality of higher education qualifications. Through the Bologna Policy Forum, Japan could learn from the process and its universities could try to establish cooperation agreements with European universities either at a subject/university level. MEXT is interested in the EU's new focus on 'learning outcomes' (what a student is supposed to know and be able to apply) involving all stakeholders (students, lecturers and employers). European students are very mobile when compared with all students. Movement between the EU and Japan should increase in both directions. 'Exclusion' can be reduced by raising the proportion of young people completing tertiary education (goal of 40% of 30-34 year-olds by 2020). Mr Toll welcomed Japan's interest in joint degrees (as opposed to double or multiple degrees). For interoperable education a global system is required – not a harmonised one. He thought that Japan's interest in European education policy could be partly explained by a need to know and understand Europe 'better' if Japan is to increase its trade with the EU. The EU's Marie Skłodowska-Curie Actions provides a range of actions for researchers at different stages of their careers.

The final speaker, Laure Batut (President, EESC-Japan Follow-Up Committee) felt that the fact that each Member-State has its own education system allows people to move and learn different languages and cultures and become 'EU experts' and that such knowledge will ensure human resource development and will empower citizens. Higher education has a crucial role to create and disseminate

knowledge and ensure innovation and social research. The EESC feels that MOOCs may offer lower quality education than traditional diplomas and wants stronger inter-university cooperation, greater and better coordination between institutions and an internationalisation strategy to benefit the EU and all actors. In this globalised world, it is important that the EU promotes, rather than forgets, its values. Obstacles to mobility should be overcome (e.g. through 'go and return' tickets) and immigration systems should grant visas to students and teaching staff, with mobility being seen as an opportunity for cultural enrichment.

During a lively question and answer session, Mr Semba explained that his reference to '10 Japanese universities in the world's top 100' was an aspiration (currently it is 2:100) and accepted that the reduction in Japanese students studying abroad is not due to them being more 'inward-looking' (the questioner suggested exchange rate and high foreign tuition fees are significant). Another questioner felt that the stated policy of attracting foreign students was inconsistent with measures such as closing dormitories and reducing grants, and thought that the reduction in Japanese students studying abroad could be due to the fact that such students might find it *harder*, not easier, to find work in Japan after their studies. Mr Semba thought that the attitude of companies was changing. Ms Batut said that a 'free' university education was becoming increasingly rare in France and inequalities between students and the general population were posing a challenge to the French notion of the 'Republic' – currently most French students have jobs and their work commitments can have a negative impact on their studies. A participant from Hitachi admitted that his company does still recruit every winter from prestigious Japanese schools, but emphasised that it is open to full-year recruitment and is interested in talent from Japan and from elsewhere. However, he noted that in his experience Japanese universities tend not to promote themselves to students in international schools and thought that the universities should improve their public relations activities.

1 "[The] Summit leaders noted with satisfaction that cooperation in people-to-people exchanges including through ... mobility programmes and academic exchanges between institutions of higher education had brought mutual benefits, increased inter-cultural links and enhanced mutual understanding. They considered it was very important to maintain these initiatives and further strengthen bilateral relations in education and culture... Exchanges at higher education levels could be increased through ... more double degree projects and joint mobility."

§ 48 of the Joint Press Statement issued following the 21st EU-Japan Summit

Hideshi SEMBA

Counsellor

The Mission of Japan to the European Union



Hideshi SEMBA is a Counsellor in the Mission of Japan to the EU, Ministry of Foreign Affairs (MOFA), since July 2011. He started his career at Science and Technology Agency (STA) in 1996 after he completed his master's degree of science in Meteorological study. In 2001, he served as a government official of Ministry of Education, Culture, Sports, Science and Technology (MEXT). And he contributed to the development of Japanese science and technology policies in various fields, such as remote sensing by satellites, earthquake measuring, nuclear regulation, making funding programmes and so on.

“Globalization of Higher Education in Japan”

Abstract: In Japan, the percentage of 18-year-old population bracket students enrolling in universities and junior colleges has been increasing to 56.2% recently. And enrollment rate has exceeded 90% as of now. It is assumed that Japan has already entered the stage of universal access to higher education. As for the acceptance of international students, the number of international students reached to almost 140 thousand. But after the Great East

Japan earthquake in 2011, we have struggled with the declining tendency. Japanese students studying abroad, has declined after peaking at 8.3 million people in 2004. At the present, it has been about 30% down, 5.8 million people in 2010. The Japanese Government struggled with this situation, and I will show some latest discussion about Government Policy & Initiatives.

Globalization of Higher Education in Japan:

(Made by Office for International Planning
Higher Education Bureau)

10th of March, 2014
Hideshi SEMBA, Mission of Japan to the EU



Globalization of Higher Education in Japan

Outline:

- I. Overview of Higher Education System in Japan
- II. Student Mobility in Japan
- III. Government Policy & Initiatives



Globalization of Higher Education in Japan

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Types of Academic Degrees

1. Academic degrees and standard periods

Institution	Degree Type	Standard Period
Junior college	Associate	2 or 3 years
University	Bachelor	4 years
University (Graduate school)	Master (Academic / Professional)	2 years
	Doctor	5 years

2. Non-academic degrees and standard periods

Institution	Degree Type	Standard Period
College of technology	Associate	5 years
Professional Training College	Diploma	2 or 3 years
	Advanced Diploma	4 years



Number of Universities and Students

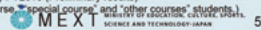
○ Number of universities (As of May 1, 2013)

Category	Total	University	Those on with Graduate Schools	Junior colleges	Colleges of technology	Specialized training colleges (with specialized courses)
Total	1,198	782	624	359	57	2,812
National	137	86	86	0	51	10
Public	112	90	74	19	3	193
Private	949	606	464	340	3	2,809

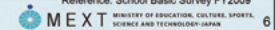
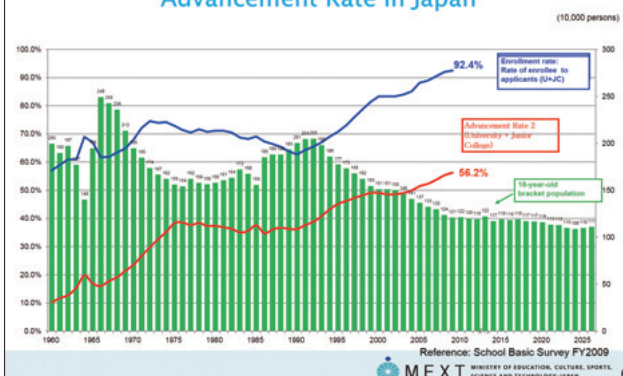
○ Number of students (As of May 1, 2013)

Category	Total	Graduate schools	Subtotal	Universities (Undergraduate)	Junior colleges (Regular course)	Higher technical colleges (Fourth and fifth years)	Correspondence education
Total	3,176,987	263,289	2,720,134	2,560,909	137,282	21,943	193,564
National	623,296	154,768	468,528	448,810	0	19,718	
Public	151,657	16,276	135,381	126,300	7,587	1,494	
Private	2,402,034	92,245	2,116,225	1,985,799	129,695	731	193,564

Source: School Basic Survey FY2013 (Preliminary results)
excluding "major course", "special course", and "other courses" students



The Population of 18 Year-Old Age and College Advancement Rate in Japan



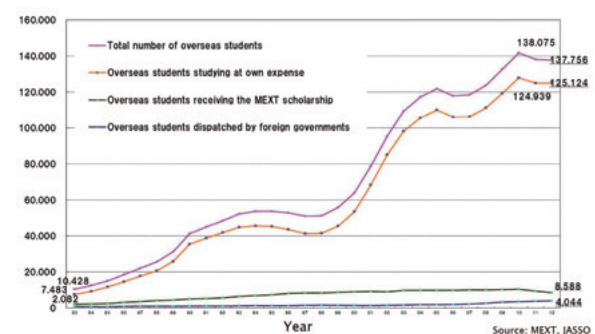
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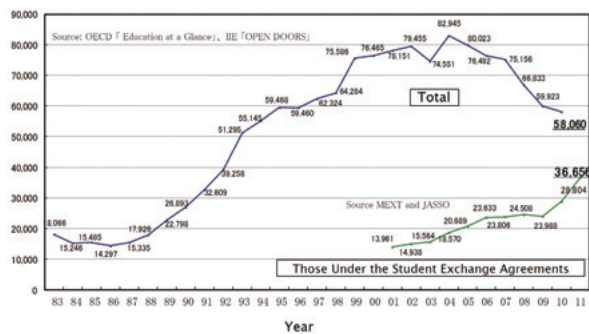
- I. Overview of Higher Education System in Japan
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International Students in Japan



Japanese Students studying abroad under the Student Exchange Agreements



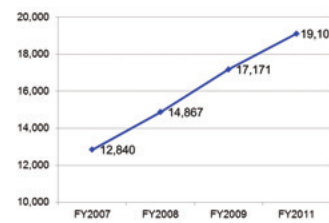
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Inter-university Exchange Agreements

- The number of inter-university exchange agreements is steadily increasing.

The number of inter-university exchange agreements between Japan and foreign countries

Top 5 partner countries/regions (FY2011)



Rank	Country	Number of agreements
1	China	3,865
2	US	2,662
3	South Korea	2,158
4	Taiwan	943
5	UK	880

Source: "Reform of University Education," MEXT

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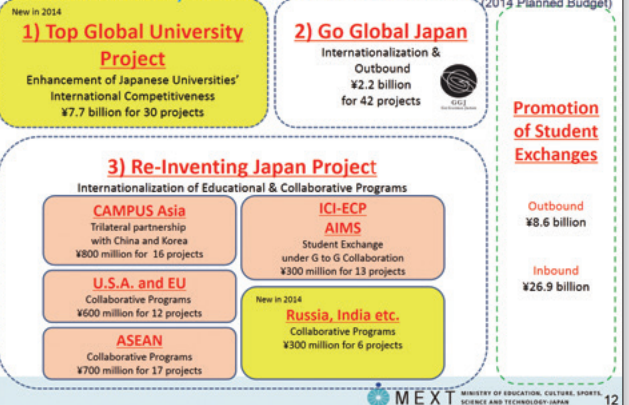
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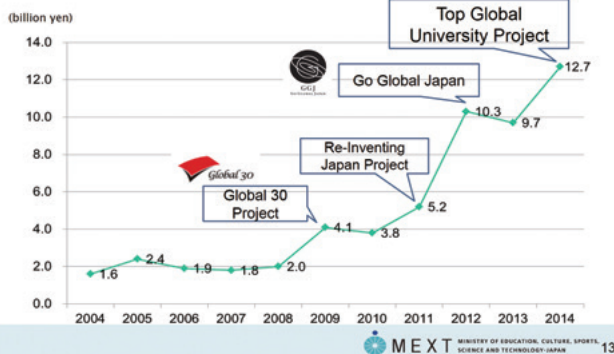
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MEXT Policy for Internationalization of H.E.



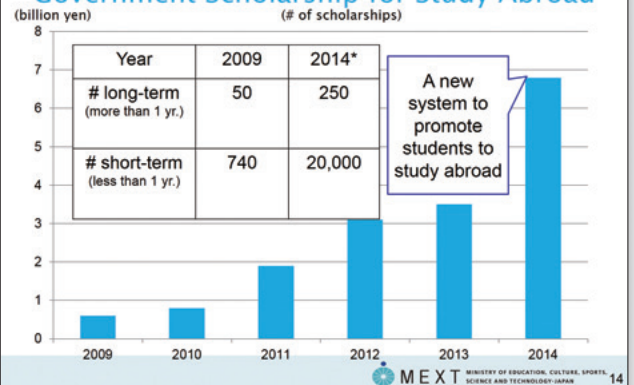
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Expanding Support for Internationalization of Japanese Universities



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Government Scholarship for Study Abroad

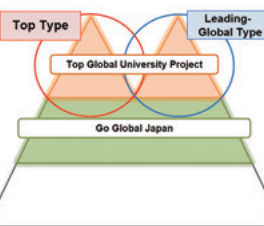


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Top Global University Project

AIM

- Introduce fully mobilizing systems and budget
- Achieve structural change to form global universities and open up a new scenery of higher education in the world
- Stimulate cooperation with world top universities
- Foster innovative approaches for global competitiveness



Target (7.7 billion, 10 consecutive years)

- Top Type (10 universities)
Universities for world rankings top 100
- Leading-Global Type (20 universities)
Universities to lead internationalization

(Example of system reforms)

- Joint Degree
- Overseas expansion etc...

- (Common conditions)
- Improving ratio of foreign faculty members and students
 - Increasing lectures in English
 - Thorough disclosure etc...

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Goal

2) Go Global Japan (2012~)

- Overcome "inward tendency"
- Nurture global talent
- Internationalize university education

- Type A (University-wide) 11 universities
- Type B (Faculty/school-specific) 31 universities

Grants

- 5 years
- 1~2 million yen for each year/university
- Competitive basis

Requirements

- Set targets: TOEFL score
- Number of students studying abroad
- Offer special programs (intensive language training, study abroad)
- Engage in faculty & staff development, recruit foreign professors

Number of students studying abroad (from proposals):

Program Type	# Selected Universities	# Study Abroad (2012)	# Study Abroad (2016)
A (university-wide)	11	4,500	10,300
B (faculty-specific)	31	3,300	5,700
Total	42	7,800	16,000

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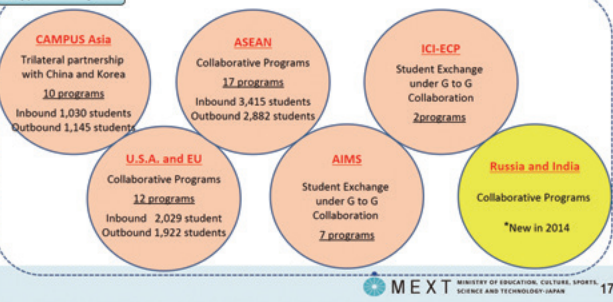
3) Re-Inventing Japan Project (2011~)

Project Summary

- Inter-university programs which conduct cooperative education with overseas institutions.
- Mutual credit recognition and academic performance evaluation implemented within common framework.

Types of Project

*The numbers of students are expected results for the period of 2011 to 2013



Global 30 Project (2009~2013)



- 13 top universities providing the highest level of research and education in the world



- Offering degree programs in English
 - Japanese proficiency is not required at the admission
 - More than 30 undergraduate programs
 - More than 120 graduate programs
- Take Entrance Examinations at Home Countries
 - International students can take admission test in their home countries.
- Support for International Students
 - International student-friendly environments
 - Considerate support for living and studying in Japan
 - Assistance for academic matters, Career planning, Visas, Financial support, Housing etc.

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List of Selected Universities

List of Selected Universities						
Region	Province	Erasmus of Japan-Resource Development F2009~F2010	F2011~F2013	Re-Inventing Asia Project F2009~F2011	F2012~F2013	Global 30 F2009~F2013
Europe	Netherlands	Utrecht Univ.	Utrecht University (UvA) Maastricht University (Maastricht U.)	Utrecht Univ. (U) Maastricht U.		
Europe	Austria, Austria, Hungary, Malta	Vienna Univ. Johns International Univ.	Vienna Univ. (JGU)		Alma International Univ.	Vienna Univ.
Europe	Taiwan	Chengchiun Univ. National Central University National Sun Yat-sen University National Taiwan University	Taipei Medical and Dental Univ. College Univ. of Marine Resource and Technology National Institute of Technology National Tsing Hua Univ. National Sun Yat-sen University National Taiwan University National			

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Abe-Education

- Global human resources development: Important policy agenda item of Abe administration
 - Economic competitiveness
 - Revitalizing education
- Double students' mobility by 2020
 - 300,000 inbound and 120,000 outbound
 - Government-Industry-Academia joint efforts
- Strong universities
 - 10 Japanese universities among world top 100

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Joint Press Statement of 21st Japan-EU Summit
(Tokyo, 19 November 2013)

- 48. Summit leaders noted with satisfaction that cooperation in people-to-people exchanges including through the 4th Japan-EU English Haiku contest, partnerships, mobility programmes and academic exchanges between institutions of higher education had brought mutual benefits, increased inter-cultural links and enhanced mutual understanding. They considered it was very important to maintain these initiatives and further strengthen bilateral relations in education and culture. In this connection, Japan decided to invite young European intellectuals and researchers to Japan in February or March 2014, and the EU welcomed Japan's initiative. Exchanges at higher education levels could be increased through the Erasmus+ programme including through more double degree projects and joint mobility. In addition, the Marie Skłodowska-Curie programme will offer fellowships for young as well as experienced researchers from all over the world.

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Brian TOLL

Policy Officer, Erasmus Mundus - Japan, Korea, South and East Asia,
International Cooperation Unit, Directorate-General for Education and
Culture
European Commission



Brian Toll is responsible within the European Commission's Directorate-General for Education and Culture for international policy and relations, particularly in higher education. His focus is cooperation with Japan, Korea and India and the countries of Central, South and East Asia. Previously, he has worked in a number of different disciplines for the European Commission, specialising in international relations with Russian-speaking and Asian countries. Prior to joining the Commission, Brian worked as a consultant in international law, as a lexicographer and lecturer, including in higher education in Finland and on the academic staff of the Leningrad Polytechnical Institute and the University of Birmingham. His post-graduate discipline was education.

“Education, the EU and Japan – an overview –”

Abstract: The European Union has decided where it wants to be by 2020 and set targets to guide itself along the way. There are common goals, to be pursued through both national and EU action: making education more responsive to help employability and reduce poverty, increasing R&D and innovation to make Europe more competitive and create jobs, and investing in cleaner technologies to combat

climate change while creating new business/job opportunities. The new Erasmus+ programme will support these policy goals by helping to modernise education, training, and youth work, fostering trans-national cooperation and bridging the worlds of education and work. In this presentation, Brian will explain some of the international opportunities for individuals and institutions on offer.

Education, the EU and Japan - an overview -

DG Education and Culture
Brussels, 11/03/2014
Brian Toll

Europe 2020

Ten-year strategy to create conditions for smarter, more sustainable and more inclusive growth

5 targets: employment, R&D, climate change and energy, education, fighting poverty and social exclusion

7 flagship initiatives as new engines to boost growth and jobs:

Smart

[Digital agenda for Europe](#)

[Innovation Union](#)

[Youth on the move](#)

Inclusive

[Agenda for new skills and jobs; European platform against poverty](#)

Sustainable

[Resource efficient Europe](#)

[Industrial policy for the](#)

[globalisation era](#)

ET 2020

- A strategic framework for European cooperation in education and training up to 2020 (building on ET 2010)
- Supports Member States to further develop systems so citizens can realise potential (prosperity/employability)
- Four strategic objectives:
 - lifelong learning and mobility – work on national qualifications frameworks and flexible learning; non-formal/informal learning
 - improve quality and efficiency – citizens to be able to acquire key competences;
 - equity, social cohesion and active citizenship – address high quality, inclusive and early education;
 - creativity and innovation – knowledge triangle (education-research-innovation), with partnerships promoted between enterprises, educational institutions, civil society, ...
- Objectives are accompanied by indicators and benchmarks

The Bologna Process

- A series of ministerial meetings and agreements to ensure comparability in the standards and quality of higher education qualifications
- Bologna agreements: creation of the European Higher Education Area
- 29 countries in 1999
- 47 countries now
- Bologna Policy Forum

European Qualifications Framework

- To increase the transparency and comparability of qualifications throughout Europe
- Defines the qualifications in terms of *learning outcomes* and ensures *quality assurance*
- 3 cycle system: bachelor, master, doctoral
- ECTS system, diploma supplement
- Challenges: prevent dropouts, increase transparency, QA of blended learning and massive open online courses (MOOCs)

The Numbers

- **Worldwide**
 - 2013: 17,000 universities
99 million students
4 million mobile
 - 2020: 7 million mobile
 - 2030: 414 million students
 - **Europe**
 - 2013: 4,000 universities
19 million students
1.8M [45% of total internationally mobile]
 - 2020 targets: 75% employed (aged 20-64); 3% EU GDP invested in R&D/innovation; ≥40% complete tertiary education (aged 30-34); ≥20 million fewer people at risk of poverty and social exclusion
- 85% of students in Europe are not mobile but should have international skills

Key Action 1: Student and staff mobility in HE

Aims: provide **more** and **better** opportunities to increase skills and competences of HE students, **attract** best talents

How:

- **Credit mobility**, including traineeships abroad: mobility for studies opened to partner countries in both directions (**NEW**)
- **Degree mobility**: excellent Joint Master courses offered by universities from Europe and, in some cases, partner countries, attracting best students worldwide
- **Teaching assignment**: develop innovative teaching methods, mobility opened to partner countries in both directions (**NEW**)
- **Professional development**: improve skills and competences of academic and non-academic staff, open to partner countries in both directions (**NEW**)
- **Invite staff from enterprise**: to increase the relevance of curricula
- **(Student loan guarantee (NEW))**: boost Master's degree mobility within Europe – only for Europeans

KEY ACTION 1: JOINT MASTERS DEGREES

Joint Master Degrees (JMDs) are:

- ☐ highly integrated international master programmes
- ☐ selected and supported by the European Commission
- ☐ developed & delivered by a consortium of EU & if relevant also non-EU universities
- ☐ include a mandatory study period in at least two different Programme Countries
- ☐ lead to the award of fully recognised joint or multiple degrees

Financial Support will be awarded for:

- ☐ management of the consortium and implementation of the JMD for (at least) 3 consecutive intakes
- ☐ supporting the costs of invited scholars/guest lecturers contributing to the JMD
- ☐ high level students scholarships awarded to the best master students worldwide

Student Scholarship holders will:

- ☐ receive a full scholarship covering their tuition, travel and living costs
- ☐ be covered by health and accident insurance
- ☐ study (perform research, undergo a placement) in at least two different Programme Countries of the JMD consortium
- ☐ be awarded a fully recognised joint or multiple degree (comprising a Joint Diploma Supplement) after having successfully completed their master
- ☐ join the Erasmus+ Student and Alumni Association



- **Key Action 2 : Cooperation, capacity building and innovation for good practices**
- **Key Action 3 : Support for policy reform**
- http://ec.europa.eu/education/erasmus-plus/index_en.htm

Education and Culture



JEAN MONNET activities

Aims:

- To promote excellence in European integration studies in higher education

Main activities:

- Teaching and research (*Chairs, Modules & Centres of excellence*)
- Policy debate with academic world and exchanges (*networks and projects*)
- Support to institutions or associations activities
- The creation of a Jean Monnet label
- Jean Monnet also provides operating grants to specified institutions

Education and Culture



Marie Skłodowska-Curie Actions

- Action 1 : early-stage researchers research networks supporting doctoral training and equipping young researchers with right skills for future
- Action 2: experienced researchers support for most promising researchers to develop their skills through international or inter-sector mobility
- Action 3: exchange of staff international and inter-sector cooperation through the exchange of research and innovation staff
- Action 4: COFUND co-funding of regional, national and international programmes covering actions 1,2 and 3

Education and Culture



The Elements of Erasmus+

- 2 million higher education student exchanges
- 135,000 student & staff exchanges with partner countries (= 100,000 more than under Erasmus Mundus)
- 25,000 scholarships for Joint Master degrees
- New expectations: students (choice – where, when and how? Including on-line/distance learning); employers; HEIs
- Encourage 'bespoke' counselling and language training: since 2000, the EU motto is 'United in Diversity'

Education and Culture



Erasmus+

- *Leaning mobility* may include preparatory training in the host language - traineeships, non-formal learning, teaching, professional development, youth exchanges and youth workers
- *Intensifying language learning:*
 - Specific objective: improve teaching and learning of languages and promote linguistic diversity
 - Target: by 2020, ≥80% lower secondary pupils taught two foreign languages or more
 - Indicator: % of participants who have increased their language skills

Education and Culture



Conclusions:

Develop international curricula

Promote language skills

Digital agenda

Massive HE expansion in China, India and Brazil – supply *and* demand

Employment opportunities and trends – placing Europe and maintaining attractiveness of offer

Teaching teachers and influencing minds: Fulbright/ Schuman; Jean Monnet; EU Centres; China advances)

Promoting our values and culture of diversity – language at the heart of communicating with the world

Education and Culture



Laure BATUT

President,
Japan Follow-Up Committee and Member, Workers' Group
European Economic and Social Committee



Laure Batut is a French Member of the Workers' Group of the EESC. She is also a Quaestor and Members of the EESC's Social Affairs and Transport, Energy, General Interest Services sections. She is President of the EESC's Permanent Group on the Digital Agenda and its Japan Follow-Up Committee. She is also a Member of the EESC Permanent Group on General Interest Services.

She is a Member of the Europe-International Department of CGT-FO Confederation, France and former deputy General Secretary and Member of the Executive Boards of both the Civil Servants Federation FGF-FO and the SND-FO, Syndicat National des Douanes FO Union. She was also a Senior Officer, Receveur Principal des Douanes, MAD, Ministry of Economy & Finance. She has a Masters in Public Law and a Baccalaureat.

“Globalisation of Higher Education”

Globalisation of Higher Education

Symposium

10.03.2014
European Economic and Social Committee



1. Importance of globalisation of knowledge and skills

- **Essential tool for human development:**
 - in the globalized and competitive society, knowledge has become essential for all
- **Determinants of growth:**
 - innovation and knowledge are necessary for social, economic development
 - and contribute to the general welfare
- **Cohesion of societies:**
 - Reducing inequalities
 - And creating citizenship.

1 10.03.2014 - European Economic and Social Committee

- **VARIETY of forms and means of knowledge and skills acquisition**
- ⊙ **Today there is a new dimension, because of :**
 - the extension of education to an ever greater number of citizens
 - the increasing use of new technologies.
- ⊙ **EU STRATEGY 2020**
 - Higher education is at the heart of the strategy
 - Must contribute to the goal of a sustainable, intelligent and inclusive economy.
- **INTERNATIONAL COOPERATION**
- ⊙ An exceptional importance is to find and train new talents to the key ideas for a world undergoing profound change.

2 10.03.2014 - European Economic and Social Committee

2. Universities' role in globalisation of knowledge and skills

Higher education as essential clockwork:

- ✎ **Creation and dissemination of new knowledge**
- ✎ **Innovation factor** that can contribute to the development and empowerment of individuals and society in general
- ✎ **Universities should be at the deep center**
 - of research and scientific innovation policies
 - of social research towards sustainable effective entrepreneurial competitive policies
- ✎ **Students : 99 millions (at higher level) on the Earth**
Forecast: up to 414 million in 2030. And ever higher.
More numerous: those looking to go for their studies in a country other than their.
- ✎ **International Cooperation:** exceptional importance to find and train new talent.
- ✎ **Higher education institutions (HEIs) in the EU:** already an internationalization strategy.

3 10.03.2014 - European Economic and Social Committee

3. European Union : a global strategy on mobility basis

- ◆ **In Europe :**
 - More or less 4.000 higher education institutions (HEIs)
 - Over 19 million students and 1.5 million employees (teachers and other workers)
=> they cooperate in the sharing of knowledge)
- ◆ **45 % of the student population is migrant student**
numbers increase from 4 to 7 million by 2020 (IEU Commission)
- ◆ **Dealing with other regions and continents:**
 - International mobility: new occasions to build strategic associations
 - EU Commission : : Globalization and technological change bring new players in higher education from emerging countries (China, India and Brazil ...)

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According to the EU Commission:

- **A comprehensive internationalization strategy** in the Member states must integrate universities with all other sectors of society
- **High results for educated "European internationalization"** have already been achieved through various initiatives, as:
 - Bologna Process, Erasmus,
 - Tempus, Erasmus Mundus and Marie Curie,
 - European transfer system of education (ECTS)
 - The European Qualifications Framework (EQF) ...
- **The new Erasmus + and Maria Skłodowska-Curie actions allow an increase in funding, which will help for :**
 - Mobility 135,000 students and staff,
 - continued the career 15,000 researchers
 - 60,000 High Level Scholarships
 - and support for 1000 partnerships for capacity of higher education between the EU and third-country institutions.

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4. EESC remarks

IMPORTANT : Attract new talent can boost the economy & may help and restore sustainable growth for companies

- **European universities should:**
 - strengthen cooperation between them
- Internationalize European higher education for a higher competitiveness
- benefiting the European Union as a whole and all actors involved
- **Enhance greater and better coordination**
between higher education institutions in different European countries, which are present in the world
- **Basis for an internationalization strategy:**
 - recognize the geographic diversity and
 - the variety of possible approaches
 - as well as the political, economic and academic issues.
- **A way :**
Enhancing coherence of European and national strategies, of institutions of higher education, of business and other sectors of society;
- the internationalization of their interests on the education. Internationalization of higher

6 10.03.2014 European Economic and Social Committee

Globalize Higher Education

- The globalization of higher education should be linked to **quality research** that promotes the common good and social and economic development.
- The globalization of higher education, as Europeans, should contribute to the **affirmation of core values** carried by European culture,
 - the defense of human rights:
 - the promotion of the cultural heritage of societies
 - and the promotion of a greater social cohesion.
- **Condition: the actual mobility** with particular attention to the recognition and enhancement of skills in research, teaching and training.

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To attract young talent from other countries: overcoming obstacles to mobility

- Promote a "go and return" to avoid reduced mobility of human resources, essential to the development of societies
- Liaise with the immigration policies
- Granting visas to students, and teaching staff from outside
- Analyze data from student mobility and teachers / researchers rather than count.
- Allocate the largest share of funding to cooperation programs for the integration of mobility grants and networking with high reproductive value.
- Mobility of students, teachers and researchers is a gain for both countries of origin for the host country.

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■ The EESC : **mobility should be an opportunity for cultural enrichment**, that only Europe can offer as an area multicultural and multilingual.

■ It suggests to organize :

=> **The inclusion of courses to learn the local language** in the curriculum of students, professors and migrant researchers

=> **The definition of a strategy for integration into local communities** to open cultural backgrounds and living the reality of the place of study or research.

=> The **preservation of cultural diversity**.

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🏠 Universal Declaration of UNESCO on Cultural Diversity 2001 :

"Every person shall (...) be able to express, create and disseminate their work in the language of their choice, and particularly in their mother tongue; everyone has the right to quality education and training that fully respect their cultural identity".

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Thank you for your attention !

Laure Batut/Mario Soares, EESC members of EESC SOC section





Collaborative Programmes and Industry Perspective

Presentations ■ 15:00 - 16:45

- 15:00 Joost VAN IERSEL, President, Economic and Monetary Union and Economic and Social Cohesion Section, EESC:
“European Universities make up for societal commitment and entrepreneurship and societal commitment”
- 15:20 Prof. Masahiko YOSHII, Dean, Graduate School of Economics, Kobe University:
“The Globalization of Education and the University Reforms in Japan”
- 15:40 Prof. Hiroaki MARUYA, International Research Institute of Disaster Science:
“Japanese Adult Education of the Field of Disaster Reduction and Business Continuity”
- 16:00 Prof. Yukio TOSA, Graduate School of Agricultural Science, Kobe University:
“Aiming at Collaboration in EU-Southeast Asia-Japan triangle: Activities in Faculty of Agriculture”
- 16:20 Prof. Thomas Froehlicher, Dean, HEC-ULG Management School:
“Europe-Japan: From Social Enterprise to Societal Entrepreneurship”
- 16:40 Questions and Answers



Part II

Part II

Joost Van Iersel (President, Economic and Monetary Union and Economic and Social Cohesion Section, EESC) discussed the transition phase of universities in the EU. He emphasised that there is no single university that is not international. The EU has introduced agreed methods of university requirements and qualifications and is able to benchmark and pose right questions. Europe 2020 is not realised without strong universities. One of the methods to attract foreign students is to provide courses in English. Training and lifelong learning are also a key in this regard and alliance with in-

dustry will bring fruitful development.

Masahiko Yoshii (Dean, Graduate School of Economics, Kobe University) overviewed the globalisation of higher education in Japan with policy examples and then introduced a case of Kobe University. Kobe University developed several international education projects including Promotion of Global Human Resource Development, International Five-Year Economics Education Programme (IFEK), and Programme for European Studies (KUPES). He marked several key factors: severe competition among Japanese universities, attract

better students, decrease in the management expense grants from the government and subsidies to private educational institutions. He added that globalisation of HEIs in Japan is necessary for the country to survive in the global competition in the 21st century and Kobe University has been adopting this movement. In order to accomplish those tasks, university reform by the government initiatives plays a significant role.

Prof. Hiroaki MARUYA (International Research Institute of Disaster Science, Tohoku University) introduced disaster reduction education in Japan, which is conducted at schools and community level as an adult education. He showed some examples implemented in Tohoku area. The Government also introduced disaster reduction specialist training in 2013 for central or local government officials. The widespread of damage caused by major disasters influences international economy, Prof Maruya also introduced Business Continuity Advancement Organisation (BCAO). He concluded his presentation by mentioning that the EU and Japan are able to cooperate in the field of Business Continuity Management and Supply Chain Management despite difference in type of disasters/incidents.

Yukio Tosa (Graduate School of Agricultural Science, Kobe University) first introduced his graduate school and then an example of a collaborative programme jointly organised by Kobe University, Kyushu University, Tokyo University of Agriculture, Kasesart University and Hohenheim University. This programme used remote lectures by teleconference system and implemented a joint excursion by students of the relevant universities in Vietnam. This programme started with two universities in Vietnam and Europe and was developed to a larger consortium of universities in South Asia and Europe.

Thomas Froehlicher (Dean, HEC - ULG Management School) explained that his school, HEC-ULG, a management school of University of Liege pursues <<Peaks of Excellence>> which employs interdisciplinary approach. The following three points are essential to the development of the management school; digital world, finance and the capacity

to transform the economic model to organisations. He introduced ICSEM (International Cooperative Social Enterprise Models) as an example of international collaboration in the relevant field. The main objectives of the project include mapping social enterprise models and institutionalisation processes of social enterprise models. This project involves 50 countries and several Japanese universities are also participating in this project. He finally introduced that Wallonia has been selected as a creative district by European Union and ULG is implementing a number of projects in research and education in this regard and concluded that creative organisations to transform the world is very important issue for the future and cannot be addressed without interdisciplinary approach. ULG wishes to develop skills to establish this idea co-operating with other universities, organisations and corporations worldwide.

In the Question and Answers session, following Prof. Maruya's presentation, it was mentioned that disaster prevention is a priority topic for EU-Japan for science and technology collaboration. Professor Hagiwara introduced one of the collaborative projects at Kobe University called Campus Asia Pilot Programme which deals with risk management with partners in China and South Korea. Then, the question on balance between research and education at universities in Japan was posed. Professor Tosa responded that they try to attain both missions, but in addition to them, they have to deal with many administrative work. It is also added that Japanese government is now trying to categorise universities by their focused functions. However, the EU side mentioned that good universities should not be limited to either education or research. One of participants pointed out that Japanese universities are facing budget-cut from the government and standing on such a situation, she posed a question what the long-term objective that universities have and how they plan to cope with this situation. Several speakers responded that fundamental research and applied research are well combined, and moreover industry is important partner to universities in terms of funding and commercialising.

Joost VAN IERSEL

President,
Economic and Monetary Union and Economic and Social
Cohesion (SOC) Section
European Economic and Social Committee



Joost P. van Iersel (1940) started his professional career in 1967 as a civil servant in the Ministry of Economic Affairs. Subsequently he was secretary of a Dutch Employers Association. From 1979 till 1994 van Iersel was MP (christian-democrat), in particular responsible for trade and industry and EC-matters, amongst others also as President of the European Movement. From 1992 till 2002 he was chairman of the Chamber of Commerce of The Hague with a special interest for regional infrastructural and spatial development in the Randstad. Van Iersel acted as commissioner in several companies and was on the board of various social organisations. From 2002 he is Member of the European Economic and Social Committee. From 2006 till 2010 he chaired the EESC Consultative Committee on Industrial Change. Subsequently, he presided the EESC Steering committee Europe2020. Since April 2013 Van Iersel chairs the EESC Section EMU and Regional and Cohesion policy. His main fields of interest as a rapporteur in the EESC are industrial and sectorial policies, (European) metropolitan areas, and good EU governance. Van Iersel gives lectures and writes articles on political economy and Europe.

“European Universities make up for societal commitment and entrepreneurship and societal commitment”

Universities in Europa are in a transition phase. A modernisation in programming and internationalisation is on its way. The landscape between the quality of universities as well as between countries is very diverse. The combining factor remain the Bologna declaration of 1999 that started a new perspective by the introduction of agreed methods of university requirements and qualifications, and a reduced number of years to be spent at universities by students. It has taken quite some time before all countries took the required measures but, at the moment, the process is going on satisfactorily.

However, for many universities there is still a long way to go to shorten their distance to society and to the real economy. Another very important field of action is the promotion of research. Many universities are still lagging behind in this respect, but, here again, we notice improvement. The EU is getting now more directly involved in improving output of universities and in promoting research programmes in which universities are engaged. Many students from Asia and from Japan find their way to outstanding European higher education.



Prof. Masahiko YOSHII

Dean

Graduate School of Economics,
Kobe University



Masahiko YOSHII is Professor and Dean (November 2012 – November 2014) at the Graduate School of Economics, Kobe University. He obtained his doctorate of economics from Kobe University in 2001. His major research interests are comparative economic systems, and economies of Russia and Central-Eastern European Countries. He has published many books and articles on these subjects, and plays active roles in academic circles related with his research interests.

“The Globalization of Education and the University Reforms in Japan”

After the two lost decades, Japan is now on a hard road to recover its political and economic position in the globalized world. For the purpose the government is pushing universities in Japan hard into reform themselves, and a main agenda is to globalize the educational system, especially to dispatch

more young Japanese abroad as well as to receive more foreign students. In this presentation, we will show our experience to deepen our academic and student exchanges with academic and higher educational institutes in the EU, and how it is related with the university reform policy.



Project funded by the European Union

The Globalization of Education and the University Reforms in Japan

10 March, 2014
Dr. Prof. YOSHII Masahiko
Graduate School of Economics
Kobe University

Contents

- Globalization of education in Japan
- Case of Kobe University
- Why Japanese Universities follow the educational globalization policy?

1

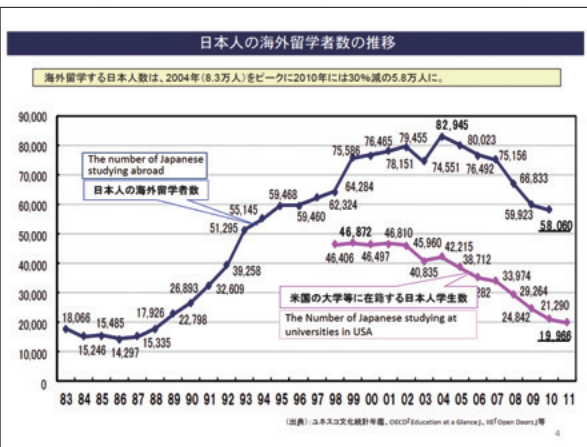
Globalization of education in Japan



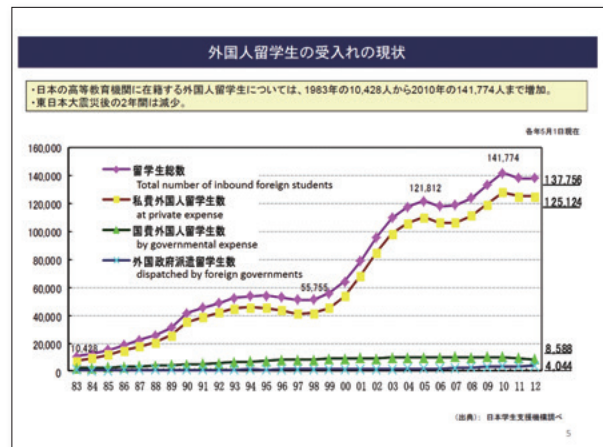
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5

➤ Budget for FY 2014

• To Bring up Global Human Resources (JPY 48.2bil: +5bil)

➤ Globalization of universities (JPY 12.7bil: +3bil)

- ✓ Super Global University (JPY 9.9bil)
 - Super Global University Project (new)
 - Global Human Resource Development Project
- ✓ Re-inventing Japan Project (JPY 2.8bil)

➤ Exchange of university students (JPY 35.5bil: +2bil)

- ✓ Outbound scholarships (JPY 8.6bil)
 - long term: 200 → 250, short term: 10,000 → 20,000
- ✓ Inbound (JPY 26.9bil)

6

English Education Reform Plan corresponding to Globalization

In order to promote the establishment of an educational environment which corresponds to globalization from the elementary to lowersecondary education stage, MEXT is working to enhance English education substantially throughout elementary to lowersecondary school upon strengthening English education in elementary school in addition to further advancing English education in lowersecondary school.

Titled with the 2020 Tokyo Olympics, in order for the full-scale development of new English education in Japan, MEXT will intensify promote educational reform from FY2014 including constructing the necessary frameworks based on this plan.

1. New English Education corresponding to globalization

- Elementary school (Third and Fourth grade) English Language Activities classes 1-2 times a week
 - Nurture the foundations for communication skills.
 - Supervise by gagai teacher.
- Elementary school (Fifth and Sixth grade) English Language (Subject) classes 3 times a week (also voice module classes)
 - Nurture basic English language skills.
 - In addition to class teachers with good English teaching skills, actively utilize specialized gagai teachers.
- Lower Secondary School
 - Nurture the ability to understand familiar topics, carry out simple information exchanges and describe familiar matters in English.
 - Classes will be conducted in English in principle.
- Upper Secondary School
 - Nurture the ability to understand abstract contents for a wide range of topics and the ability to fluently communicate with English speaking persons.
 - Classes will be conducted in English with high-level linguistic activities (presentations, debates, negotiations).
 - Strengthen educational content in relation to nurturing individual's sense of Japanese spirit/focus on traditional culture and history among other things.

2. Constructing Necessary Frameworks for New English Education (Vigorous promotion from FY2014)

- Empower teachers in elementary school
 - Create measures for the additional posting and training of English education promotion teachers in elementary school.
 - Improve teaching skills of specialized English course teachers.
 - Improve English teaching skills of elementary school class teachers.
 - Develop and provide audio teaching materials for training.
 - Improve teacher training program and teacher employment.
- Empower teachers in lowersecondary school
 - Nurture English education promotion leaders in lowersecondary school.
 - Improve teaching skills of lowersecondary school English subject teachers.
 - Hold external language exams to periodically inspect English levels of achievement for teachers posted within each prefecture.
 - In all English subject teachers must prove English capabilities by passing Grade pre-1 in the Test in Practical English Proficiency (PACEL) scoring over 80 in TOEFL iBT test or achieving equivalent scores.
- Promoting utilization of external staff
 - Expand placement of Assistant Language Teachers (ALT) promote utilization of community members (domestic guidelines for each external staff use, etc.).
 - Strengthen and enrich ALT training programs.
- Developing Guidance Teaching Materials
 - Prepare teaching materials for early implementation.
 - Develop and prepare information and Communication Technology (ICT) teaching materials for module classes.

Enhance English education throughout each stage in elementary, lowersecondary schools and improve students' English ability (aim to pass Grade 2 or above in the Test in Practical English Proficiency, score over 80 in the TOEFL iBT test, etc.)
- Examine student's English abilities by utilizing external language exams and expand the utilization of such exams which measure all four skills for university entrance including the Test in Practical English Proficiency and TOEFL.

3. Schedule (provisionary)

- Fiscal year January 2014
 - Establish expert council
- FY2014-2018
 - Establish teacher empowerment frameworks, expand advance implementation through support by the Regional Core Project aimed to Enhance English Education and Schools with Special Substitute Curriculum
- Review the Course of Study upon examination by Central Education Council, advance incremental implementation from FY2018
- Full-scale implementation from FY2020 timed with the 2020 Tokyo Olympics.

7

Case of Kobe University

外国の大学等との学術交流協定の締結状況

2013年11月1日現在



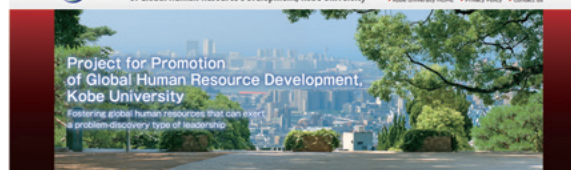
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New Globalization movement of Kobe University



Project for Promotion of Global Human Resource Development, Kobe University

神戸大学グローバル人材育成推進事業
国際感覚型リーダーシップを醸成できるグローバル人材の育成



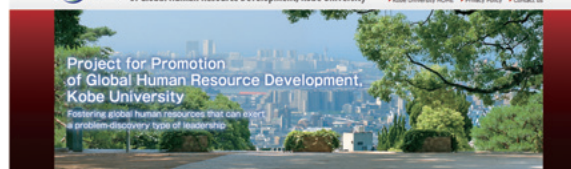
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Project for Promotion of Global Human Resource Development, Kobe University

神戸大学グローバル人材育成推進事業
国際感覚型リーダーシップを醸成できるグローバル人材の育成

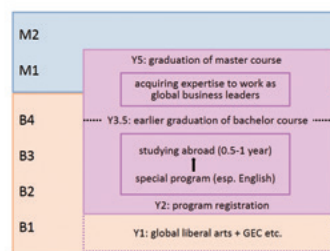


11

- Globalization of liberal arts
 - ✓ Global English Course
 - ✓ Global liberal arts subjects
- +
- Globalization of major subjects
 - ✓ Faculty of International Studies
 - ✓ Faculty of Letters
 - ✓ Faculty of Human Development
 - ✓ Faculty of Law
 - ✓ Faculty of Economics
 - ✓ Faculty of Business Administration

12

International Five-year Economics Education Program at Kobe (IFEK)

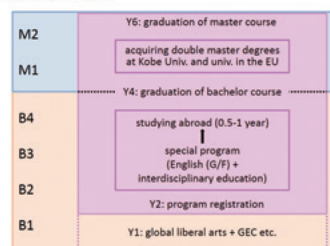


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Program for European Studies (KUPES)

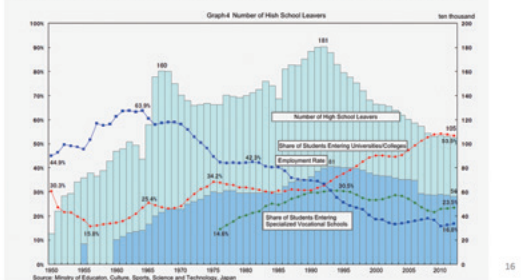
- ✓ Faculty of International Studies
- ✓ Faculty of Law
- ✓ Faculty of Economics



15

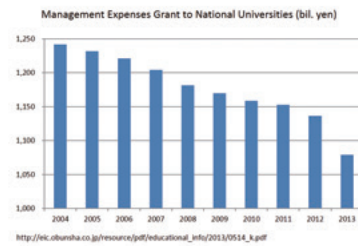
Why Japanese universities follow the educational globalization policy?

- Decrease of 18 year old population → increase of competition among universities



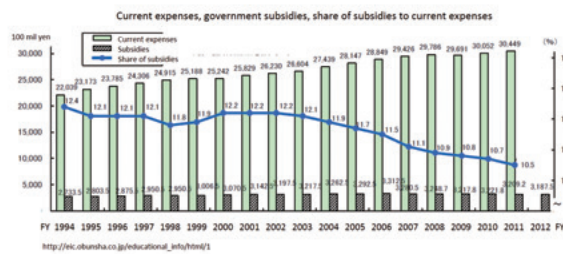
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- Difficulties in Government fiscal position
 - ✓ Decrease of the management expenses grants, *Unei-koufukin*



17

- ✓ Decrease of government subsidies to private educational institutions, *Shigaku-joseikin*



18

additives

- Globalization of university education in Japan is necessary for Japan to survive in the global competition in the 21st century
- Kobe University also tries hard to globalize its education and research
- To accomplish the task, university reform efforts by the government plays a big role



Thank you for your attention!
yoshii@econ.kobe-u.ac.jp

Prof. Hiroaki MARUYA

Professor,
International Research Institute of Disaster Science,
Tohoku University
Vice Chairperson,
Business Continuity Advancement Organization, Japan



Professor Maruya entered the Ministry of Construction in 1983. Following the posts of Director of Construction Labour and Materials Office, Senior Coordinator for Disaster Management of Cabinet Office, Professor of Institute of Economic Research Kyoto University, Director for Disaster Management of Cabinet Office, etc., he has been in the present post since October 2013. He was awarded a doctorate in Economics in 2008. Writings: “Significance and Economic Effects of Business Continuity Plan”, etc.

“Japanese Adult Education of the Field of Disaster Reduction and Business Continuity”

In Japan, disaster reduction education in schools has attracted attention, because of a good example of tsunami refuge in the Great East Japan Earthquake. With the aspect of personnel training of disaster reduction in local governments and private companies, adult education has been carried out. To the staff of the local authorities, research organizations and some universities provide disas-

ter reduction education so far, and Cabinet Office started educational program from 2013. To personnel of private enterprise in charge of disaster prevention and Business Continuity Management, non-profit private organizations have taken main roles in the education. Some universities have also began the educational courses.

Globalisation of Higher Education Forum
The Perspective of EU-Japan Collaboration

Japanese Adult Education of the Field of Disaster Reduction and Business Continuity

March 10, 2014



Prof. Hiroaki MARUYA, Dr. Econ.

IRIDEs, Tohoku University
Business Continuity Advancement Organization (BCAO)

1. Importance of Disaster Education

(1) At School

- Disaster education at schools is important for learning necessary disaster knowledge from childhood.
- It has attracted attention in Japan, because of a good example of tsunami refuge in the Great East Japan Earthquake.

(2) Adult Education

- Social education at community level in which residents participate is also important.
- In the aspect of personnel training of disaster reduction in local governments and private companies, adult education has been carried out.

2

2.1 Evacuation of Students from the Tsunami

Evacuation led by students of Kamaishi Higashi Junior High School at the time of the Great East Japan Earthquake on March 11, 2013



Source: Web-sight of Cabinet Office, Japan

3

2.2 The State of their Junior High School after the Tsunami



Source: Web-sight of Cabinet Office, Japan

4

2.3 Evacuation Drill before the Tsunami

The drills were jointly carried out with a primary school nearby.



Source: Web-sight of Cabinet Office, Japan

5

2.4 Learning about the Tsunami

Senior technical high school students taught tsunami to the junior high school students, using their original tsunami model.



Source: Web-sight of Cabinet Office, Japan

6

3.1 Training course by Cabinet Office (CAO)

- Cabinet Office works on "the Disaster Reduction Specialist Training" for the staffs of central or local governments from 2013 (Twice in a year).
- It started based on the "Final Proposal" of Committee for Policy Planning on Disaster Management, Central Disaster Management Council of Japanese government
- Its purpose is to bring up the talented persons who can deal with natural disaster quickly and properly, and to form the network between the ministries and the local authorities.



7

3.2 Contents of the CAO's Training

- The training are divided into 3 levels:
 - ① Stuff members (for section chiefs and the less, 4days)
 - ② Middle-rank officials (for assistant managers and the less, 4days)
 - ③ Executives (for managers, 2days)

Contents of the Executive Course

1. Actual situations of suffered societies
2. Examples of disaster management and lessons
3. The ways of disaster management
4. Leadership theory
5. Organizational management theory based on management by objectives
6. Management by objectives/Decision making

8

4.1 Disaster Reduction and Human Renovation Institution (DRI)

- The Disaster Reduction and Human Renovation Institution (DRI) was established in April 2002 by the Hyogo prefectural government with the support of the national government, is operated by the Hyogo Earthquake Memorial 21st Century Research Institute.
- To hand down the experience of the Great Hanshin-Awaji Earthquake to younger generations, DRI is committed to fulfilling its missions to improve local capacities for disaster risk reduction, support planning of disaster management policies and so on.



9

4.2 DRI's Training Courses

① Top Management Course

Target: Governors; vice governors; mayors; vice mayors
Designed to enable heads of local governments to take proper actions.

They will discuss how to respond as the head of local government in case of a large-scale disaster, and examine how local governments should handle crisis management.



10

4.3 DRI's Training Courses (continued)

② Management Course

DRI provides "professional training on disaster management" for local government officials in charge of disaster management.

③ Intensive Courses

Carried out several times a year to help participants improve their disaster response and management capabilities.

Each course focuses on specific themes and is designed to achieve specific learning objectives.



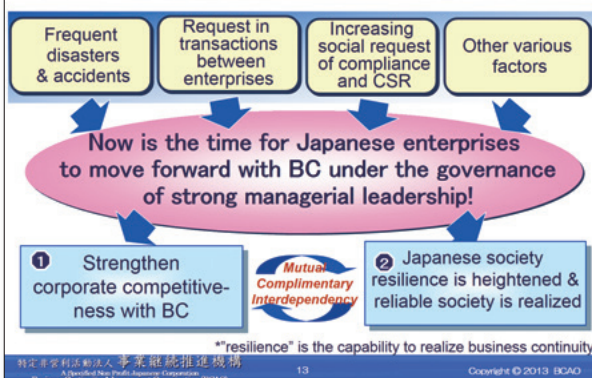
11

5.1 Business Continuity Advancement Organization (BCAO)

- Established in Jan. 2006 by specialist and experts of Business Continuity Management (BCM).
- Activities: to educate companies and promote widespread adoption of BCM; fostering BCM specialists; standardization; awards; research; information dissemination; seminars
- Numbers of individual members: 2,139 (Feb. 21, 2014). Many of consulting firms on BCM are participating BCAO.
- 10 study groups on specific fields, 3 regional study groups
- Qualification: "Certified BC Specialist Grade 1" : Number of successful applicants: 3152. Grade 2: 119, Grade3: 29
- Information exchange with the Business Continuity Institute (UK) and Disaster Recovery Institute international (USA).
- Website of the BCAO <http://www.bcao.org/>

12

5.2 Sample page of the Standard Textbook BCAO Assertions

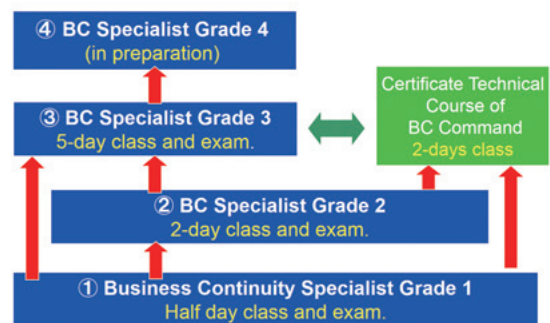


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A Qualified Non-Profit Agency Corporation
Business Continuity Advancement Organization (BCAO)

13

Copyright © 2013 BCAO

5.3 Certification System of BCAO



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Business Continuity Advancement Organization (BCAO)

14

5.4 BCAO Award

Since FY2006, BCAO has awarded the companies or the groups who contribute to the spread of BCM and practice good BCM, on the purpose of the defuse of BCM in Japan.

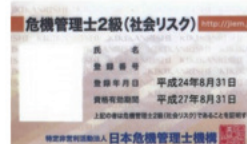


Photo of winners of BCAO Award 2012

15

6.1 Emergency Manager

- Operated by Japan Institute of Emergency Managers (Non profit organization)
- Set up by Japan Emergency Management Association (Specialized in Local Authority)
- Their secretariats are in Research Center for Crises and Contingency Management, Meiji University



←Image of a certification card

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6.2 Character of Emergency Manager

- "Emergency Manager" can accomplish the quick precise duties of crisis control in accordance with the progress of time after the crisis outbreak for crisis. In addition, he/she has necessary knowledge and skill and can try for reduction of the damage outbreak in an ordinary time.
- Training program and qualification examination are carried out to officials of public and private organizations
- Type of qualification:
 - The First grade
 - The Second grade (natural disaster)
 - The Second grade (social risk)

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7 Conclusion

1. In the aspect of personnel training of disaster reduction in local governments and private companies, adult education has been carried out in Japan.
2. To the staff of the local authorities, research organizations and some universities have provided disaster reduction education so far, and Cabinet Office started educational program from 2013.
3. To personnel of private enterprise in charge of disaster prevention and Business Continuity Management, non-profit private organizations and private consulting firms have taken main roles in the education. Some universities have also begun the educational courses.

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7 Conclusion

4. Even the difference in the type of disasters/incidents, EU and Japan are able to cooperate in the field of BCM and SCM (supply chain management).
5. In March, 2015, The 3rd World Conference on Disaster Reduction on UN will take place in Sendai city in Japan. Tohoku University is preparing to support the conference as a local organization. The role of enterprises such as BCM and SCM are estimated to be discuss, because of widespread damage of major disasters lately in international economy. Contribution from EU is expected.

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Thank You



Prof. Hiroaki MARUYA, Dr. Econ.
 IRIDEs, Tohoku University
 Business Continuity Advancement Organization (BCAO)

20

Prof. Yukio TOSA

Graduate School of Agricultural Science,
Kobe University



Yukio Tosa is a plant pathologist at Kobe University. He obtained a PhD at Kyoto University in 1988. After a career as an assistant and associate professor at Kochi University, he moved to Kobe University in 1996, and was promoted to a professor in 2006. His field of expertise is genetics of plant host – fungal parasite interactions.

“Aiming at collaboration in EU – Southeast Asia – Japan triangle: Activities in Faculty of Agriculture”


The Faculty of Agriculture, Kobe University, deals with various issues ‘from farm to table’, which are associated with foods, environments, and health. Global warming and the development of international food trades have made them global issues. To establish an international platform for agricultural education, we have taken several approaches.

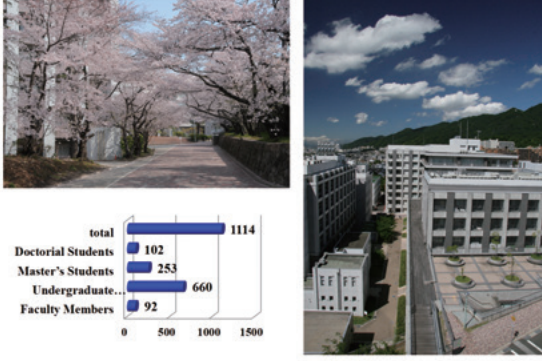
One is IPAAE (International Platform for Asian Agricultural Education) program in collaboration with Kyushu University, Tokyo University of Agriculture and Technology (Japan), Chiang Mai University, Kasetsart University (Thailand), and University of Hohenheim (Germany). Some activities in this program will be presented.


Aiming at Collaboration in EU - Southeast Asia - Japan triangle:
Activities in Faculty of Agriculture




Yukio Tosa
 Faculty of Agriculture
 Kobe University


Faculty of Agriculture




total 1114
 Doctorial Students 102
 Master's Students 253
 Undergraduate 660
 Faculty Members 92

Food Resources Education and Research Center
 (FRERC, Faculty of Agriculture, Kobe University)



From Farm To Table (Kobe University Brands)
 MITSUKOSHI (Tokyo, Nihon-Bashi)



KOBE UNIVERSITY BEEF
 100g : 5250 yen ⇨ € 38

神戸牛 100g ¥5250
 サーロイン肉ブロック
 100g ¥5250

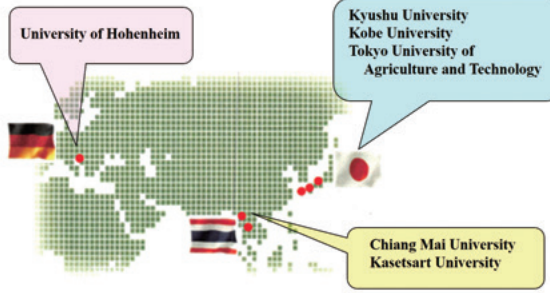
cv. Toji-No-Yume:
 Early maturing new variety bred by
 collaboration of Hyogo Agricultural Research
 Center and Experimental Farm, Kobe
 University

Kobe University Brand Sake
神戸の香
Kobe-no-Kaori
 (the Fragrance of Kobe)



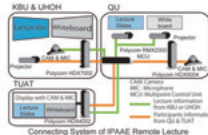
Fuku-Nishiki

**IPAAE (International Platform for Asian
 Agricultural Education) activities**



University of Hohenheim
 Kyushu University
 Kobe University
 Tokyo University of
 Agriculture and Technology
 Chiang Mai University
 Kasetsart University

Remote Lecture



Integrated Pest Management

6/1*	W	IPM summaries for arthropod pests	Makoto TAGEDA
6/1*	T	Soil fertility and its evaluation	Norihiro AE
6/1*	F	Plant pathology	Hiromi NAKAYASHI
6/1*	F	Plant protection agents	Mitsuru SASAKI
6/20	S		
6/21	S		
6/22	M	History and future prospects of disease control	Yukio TOSA
6/23	T	Biological diversity and genetic resources	Naoki MORI
6/24	W	Present situation and future prospect of Japanese agriculture	Toshiyuki KAKO
6/24	W	Global situations of water resources and water management technology	Haruo TANAKAMARU
6/25	T	Control of parasitic weeds	Yoshihiro SUGIMOTO
6/26	F	Biological control of pest insects	Kazuo MAETO
6/27	S		
6/28	S		
6/29	M	Molecular genetics of insect reproduction: prospects in future IPM schemes	Mohammad TUFAIL
6/30	T		
7/1	W		
7/2	T	Integrated weed management (IWM) in paddy fields	Kazuyuki ITO
7/3	F	Biological control of soil-borne diseases	Hiroyuki MATSUDA



Excursion in Vietnam

March 13 – 27, 2010



IPAAE (International Platform for Asian Agricultural Education) is going to have an excursion in Vietnam with University of Hohheim (LUDWIG-MAXIMILIANS-UNIVERSITÄT MÜNCHEN, Germany). The aim of this excursion is to deconstruct and discuss agricultural issues in Vietnam through visiting the various sites. This is a good opportunity for people who have never been to Vietnam. During this excursion you will not get a chance to collect your own research data but you can extend the period of your stay and focus on your research.

Title: The Contribution of Agricultural Research to Sustainable land use in the Northern Vietnam
Date: 13-27 March 2010 (15 days)
Schedule: Please see the attached table
Costs: Expenses for the mobilization of participants

Credit: According to the regulation of each university
Target Student: Master course students
Organizer: University of Hohenheim, Hanan University of Agriculture
Capacity: 1 student from each university

Participating Universities:
University of Guelph (Guelph)
Kyushu University
Kobe University
Tokyo University of Agriculture and Technology
Miyagi University of Education (Yamaguchi)

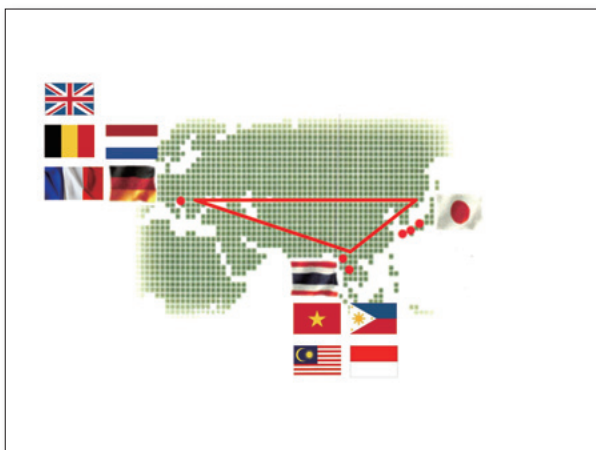
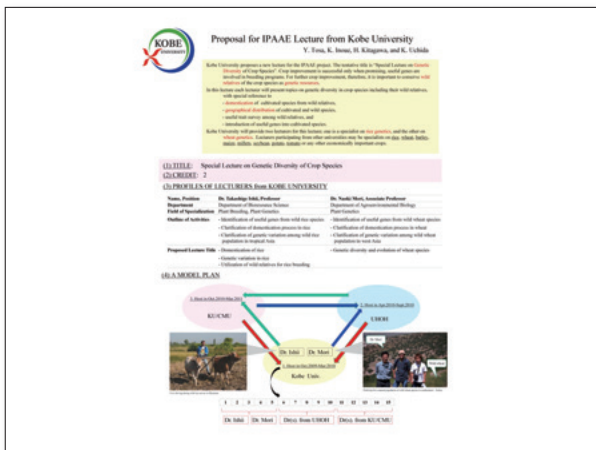
Fee: 250 to 300 €. Airfares (around 60.000 yen)
Insurance: Mandatory
#043-224-1111 (Japan) / #0066-224-1111 (USA)

If you are interested in the excursion, please contact us!
Sachi Kono, IPAAE Office (210, 5th, 2 Ext. 8659)



Relay Lecture

The Mid-Term Meeting in Chiang Mai, Thailand (September 8th to the 9th, 2009)





Prof. Thomas FROEHLICHER

Dean
HEC-ULG Management School
Liège University



Thomas Froehlicher is Director General of Liège University School of Management (HEC-ULg). He is a University Professor. He has a PhD in Management Sciences and a Licence in Sociology. He holds the AC-CENTURE Chair in Sustainable Strategy. His research, publications and expertise relate to the new ways of introducing innovation: the strategic network between management, engineering and art design. He was ‘Délégué général’ at ARTEM – Art, Technology and Management, which groups three Universities at the crossroads of artistic creation and design, science and technology, management and the entrepreneurial world. He has published a series of articles and books on the field: Design organisationnel et metamorphose des organisations, Working Spaces in Art, Science and Business.

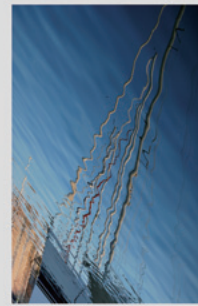
“Europe – Japan: From Social Enterprise to Societal Entrepreneurship”

Europe - Japan From Social Enterprise to Societal Entrepreneurship

Thomas Froehlicher, Dean & Director General
HEC-ULg



Mission & Ambitions 2014-2018



- HEC-ULg, *Management School* of University of Liege (22.000 students) & Liege European Metropole
- HEC-ULg among Top 50 Business Schools outside USA (AACSB/EQUIS)
- « Peaks » of Excellence
- « Influential »
- « Transversal »



Influential

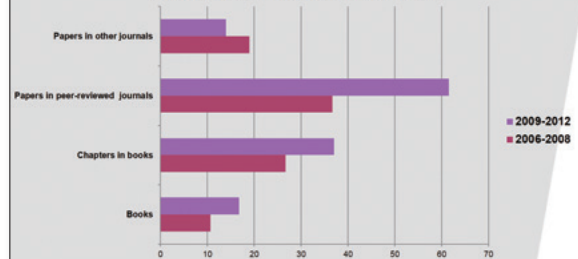
“Research” as a broad spectrum of intellectual endeavour ranging from scholarly publication aimed primarily at the academic community, through professionally relevant publications and activities aimed at organizations and business practitioners, to educationally relevant productions aimed at learners and teachers in universities, schools and companies

European Foundation for Management Development (EFMD)



HEC Publication scores

Overall Figures on Research Publications

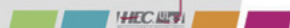


PhD production in Management Sciences

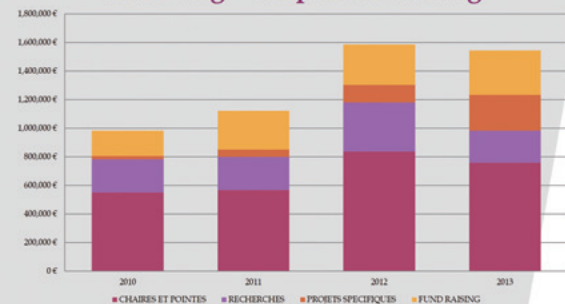
Year	Defended PhD's	PhD's in Progress
2006	2	
2007	2	69
2008	5	67
2009	9	59
2010	9	62
2011	12	58
2012	7	61

Average
= 3

Average
= 9,25



HEC-ULg - Corporate Funding



4 Strategic Drivers

- Excellence « in action » : « Peaks of Excellence » > « Graduate Schools » (Transformation, Finance Patrimoniale, Digital World) > Interdisciplinarity
- A Community to Serve Economical « Re-Birth » > Entrepreneurial & Creative Ecosystem > Venture Lab (City Lab)
- Rhein-Meuse Regional Collaboration: Aachen, Maastricht, Hasselt + Luxemburg (Benelux & Germany)
- Executive > AL_liance for Executive Education with Antwerp Management School



Tax Institute



- HEC & Faculty of Law (ULg)
- Deloitte Belgium
- Specialized Master in Fiscal Law (100 students/year)



Economic Analysis & Public Governance



- CREPP
- Liege Competition and Innovation Institute LCII
- ARC Competition & Innovation
- SHARE (UE) : Survey of Health, Ageing and Retirement in Europe
- Chaire TECTEO on PPP



Asset & Risk Management



- CARM
- Ethias, Deloitte Luxembourg/Belgique, KBL-PWC Chairs
- PWC Trading Room
- Gambit (Spin-off)
- Corporate Finance (Sowalfin, BNPP-Fortis)



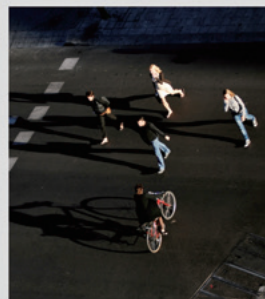
Supply Chain Management & Quantitative Methods



- QuantOM
- Partner Interuniversity Attraction Pole (IAP)
- ARC Modelization and semi-parametric inference
- Start (RW) POCAT : Planification & Transportation Supply Chains
- OPAL : Optimized Planning for Aircraft Loading, with Champ Cargosystems and TNT Airways



Human Resource Management & Organizational Change



- LENTIC - EGID - CGC
- ARC « Flexisecurity »
- GDF Suez-Mobistar - SNCB (with U. Hasselt) Chair
- ACERTA Project (with UCL)
- @GRH, e-academic Journal (AGRH)



Social Enterprises & The Social Economy



- CES (& CIRIEC)
- Coordination IAP « If not for Profit, for What? And How? »
- Largest International Research Conference in Liege, July 2013
- CERA, SRIW Sowecsom, Baillet-Latour Chairs
- First Master in Social Enterprises Management
- Académie des Entrepreneurs Sociaux
- Prix Zenobe 2013
- EMES European Network Coordination
- Centre de Documentation CIRIEC



ICSEM: International Cooperative Social Enterprise Models 2013-2017



« If not for Profit, for What? And How? »
Pr. Jacques Defourny HEC-ULg
50 Countries Involved Worldwide (All Continents)

Keio Masanara Sakurai U,
Meiji U, Nagoya Keizai U,
Osaka City U, Rikkyo U,
Ritsumeikan U, Tohoku U,
Tokyo U, University of Hyogo, Kobe



ICSEM Project

1. Mapping social enterprise models

- To identify and characterise the various sets of social enterprises in each country: fields of activity, social mission, target groups, operational model, stakeholders, legal frameworks, etc.
- On the basis of such descriptions, to make additional or alternative groupings so as to build one or several typologies of major social enterprise models in the country and/or field(s) under research
- To compare typologies of social enterprise models across countries and fields

2. Institutionalisation processes of social enterprise models

- To analyse the extent to which social enterprise models identified in Part 1 are currently institutionalised and the processes through which these institutional frameworks have emerged
- To analyse how such institutional frameworks are currently shaping the behaviour of social enterprises
- To locate the various social enterprise models in the whole economy as well as their trajectories





Best practices from EU-Japan exchange programmes and internships / apprenticeships

Presentations ■ 16:50 - 17:55

- 16:50 Margherita ROSADA, Vulcanus Manager, EU-Japan Centre for Industrial Cooperation:
“The experiences of Japanese interns in Europe and of European interns in Japan”
- 17:00 Motohiro HIRAOKA, Intern at Etudes et Productions Schlumberger and PhD student in the Department of Aeronautics and Astronautics at The University of Tokyo:
“La Vie en Diversités”
- 17:10 Pascal ROTHNEMER, Principal Engineer – SRFE/IE, Etudes et Productions Schlumberger:
“What can European host companies learn from Japanese interns?”
- 17:20 Pavel TRANTINA, Member, Various Interests’ Group, EESC:
“Erasmus+ : A new EU programme for education, training, youth and sports (2014-2020)”
- 17:30 Momo KONO, Kobe University and Intern, EESC:
“A student’s expectations of double degree programs”
- 17:40 Questions and Answers



Part III

Part III

Margherita Rosada (Vulcanus Manager, EU-Japan Centre for Industrial Cooperation), presented the findings¹ of surveys of host companies and participants in the Vulcanus in Europe and Vulcanus in Japan schemes – both schemes consist of language courses and work placements for technical students. 40% of the Vulcanus in Europe participants are from Tokyo (more students from Kobe would be welcome!) and 1/3 study mechanical engineering. 1/2 of the host companies are in manufacturing and 15% in services. 1/4 of the placements are in Germany. 70% of Vulcanus participants are very satisfied with their placement, supervisor and integration into the company team.

60% of Vulcanus host companies have considered employing Japanese workers after taking part in the scheme. 85% of the host companies were satisfied with their trainees’ background, personality and work. The most common reasons companies cited for taking part in the scheme were cultural and social (to help the staff improve communication with Japanese clients). 1/4 students returned to Europe after completing their studies and 95% felt that the Vulcanus scheme had a long-term impact on their lives. In terms of the sister programme - some European participants in the Vulcanus in Japan scheme have gone on to create their own companies in Japan and have hosted sub-

sequent Vulcanus in Japan participants.

A current Vulcanus in Europe participant, **Motohiro Hiraoka** (Intern at Etudes et Productions Schlumberger and PhD student in the Department of Aeronautics and Astronautics at The University of Tokyo) is a student of image processing and statistical interference who had previously studied in Canada. Internships are rare in Japan – 90% of students graduate with no professional experience. He applied for the Vulcanus scheme to challenge himself and see if he was suited for working in a global environment. Whilst he found normal communication hard at first, the international ‘language’ of mathematics was something he could understand and apply to an algorithm he was working on and use his knowledge acquired outside Europe to solving a work issue.

Pascal Rothnemer (Principal Engineer – SRFE/IE, Etudes et Productions Schlumberger) explained the motivation for his company to host students such as Mr Hiraoka: Schlumberger has been hosting Vulcanus students for a number of years and has always found them to be highly motivated and intelligent. The students who apply all have a clear desire to be exposed to an international environment and show an interest in the whole expatriation (including the language) – not just the job in hand. His interns request precise goals and deliverables and show a strong sense of quality in product development (even considering *all* aspects of prototypes) and so clearly like to deliver a well-finished product. Mr Hiraoka was right in asserting that Japanese students can offer problem-solving ideas that French/other European students would not have done. The host company therefore benefits from differences in education systems and is required to confront its ideas with those of the students. The company’s activities in Japan are not seen as being a big firm (it only has 500 employees there) so it wants to be more exposed to Japanese academia and Vulcanus enables this as well as allowing it to test potential future employees.

Pavel Trantina (Member, Various Interests’ Group, EESC) has previously only had limited contact with Japan, but will attend the 2015 World Scout Jamboree in Yamaguchi Prefecture. The Erasmus+ programme replaces several programmes and responds to a need for increased resources. In terms of boosting individual mobility, goals include having 1,800 movements of academic staff by 2030 and encouraging

joint master degrees for 2,650,000 students (scope for EU-Japan movements) and 500,000 examples of youth mobility. Goals for innovation transfers include encouraging e-twinning between schools and building capacity (mainly in the EU’s neighbouring countries). **Momo Kono** (Kobe University and Intern, EESC) plans to follow a double degree programme at Kobe University and at KU Leuven, but the substance of the programme is more important than the mere name – it should give its students a different ‘perspective’, stimulate their abilities to adapt, help them communicate their ideas and should have long-term relevance. During her research she will have to consider things from two perspectives (those of each university) hence the value of double degrees. She hoped that by following a double degree she will have more employment opportunities. Whereas Europe has had a very long history of student mobility (since the Middle Ages), Japan does not, but she hoped that it would establish good partnerships with European universities to improve their quality and to address common issues (environment, ageing society). There are obstacles to double degrees – such as immigration and language issues. Moreover, some companies can use interns as ‘cheap labour’ without providing a meaningful training opportunity. She also doubted whether companies were interested in students with double degrees (particularly in Europe). The quality of traineeships is important. A favourable environment for students to maximise their knowledge for the benefit of society is needed.

During the Question and Answers session a Kobe University speaker explained that 80% of foreign students come from Asian countries, whilst 8% come from the EU. 63% of Kobe University students going abroad go to the EU. This imbalance could be addressed through internships (to European affiliates of Japanese companies and to domestic European companies) and using branches of Kobe University as a ‘bridge’ to Europe. Kobe University *has* to promote globalisation for both students and lecturers. MEXT has recognised the University as being a ‘research oriented’ university and gets an increased budget.

¹ The full Vulcanus in Europe report and Vulcanus in Japan report are available on the EU-Japan Centre website

Margherita ROSADA

Vulcanus Manager
EU-Japan Centre for Industrial Cooperation



For 14 years, Margherita has managed the Vulcanus programme and staff in the EU-Japan Centre. Her duties include recruiting students and host companies, organising application screenings, matching student and internship profiles, overseeing visa and other legal issues. Her previous positions included working in education and tourism, and an internship at the European Commission. She has a degree in foreign languages and literature from IULM - University of Modern Languages, Feltre (Italy).

“The experiences of Japanese interns in Europe and of European interns in Japan”

Abstract: An introduction to the EU-Japan Centre’s Vulcanus in Europe and Vulcanus in Japan programmes for placing engineering and science stu-

dents with foreign host companies, and an analysis of their results based on surveys of former participants.

AVERAGE PARTICIPATION RATES PER UNIVERSITY PREFECTURE

Universities located in the prefectures of Tokyo and Kyoto are the main beneficiaries of the programme.

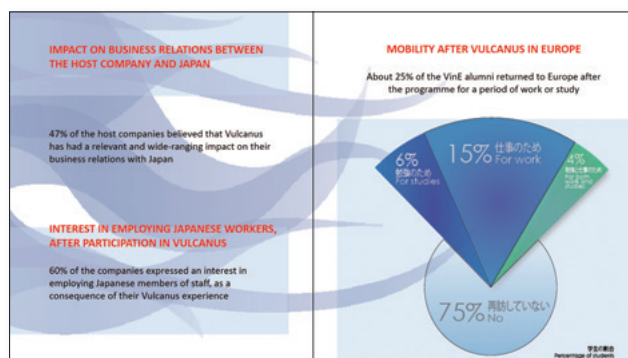
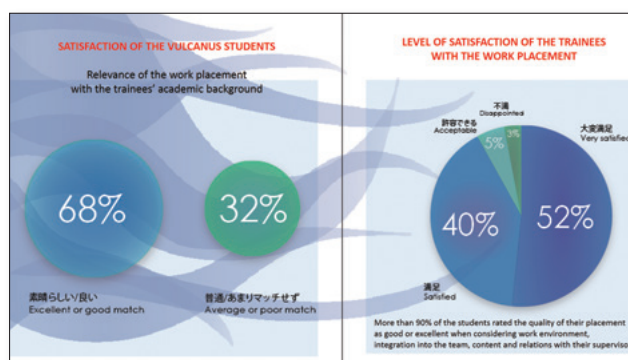
Sending 37% and 26% of participants on the programme.

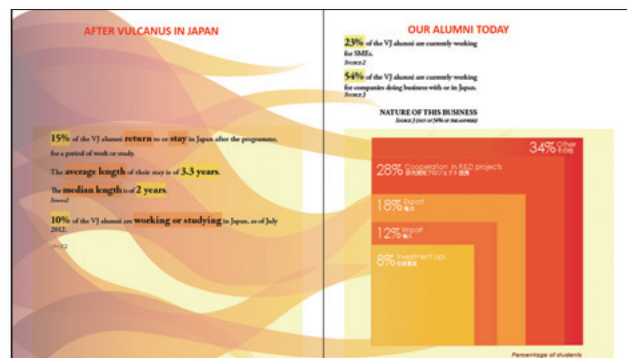
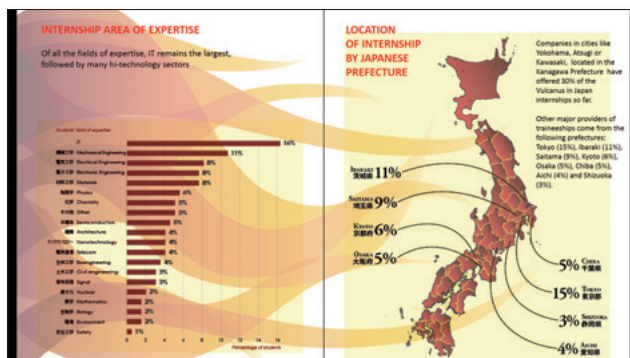
Prefecture	Rate (%)
Tokyo	37%
Kyoto	26%
Osaka	16%
Hiroshima	4%
Chiba	7%
Fukuoka	5%
Aichi	4%
Kanagawa	3%

VULCANUS TRAINEES' FIELD OF STUDIES

More than 30% of the Vulcanus alumni have a Mechanical Engineering background

Field of Study	Number of Students
Mechanical engineering	45
Chemistry	17
Materials	11
Architecture	10
Bioengineering	9
Civil engineering	7
Physics	6
Environment	5
Electrical engineering	5
Biological	3
Statistics	2
Mathematics	2
Electronic engineering	1
Nuclear	1
Other	15





VULCANUS IN EUROPE (for Japanese students)
Contact in Japan: Etsuko Honzawa etsuko.honzawa@eu-japan.gr.jp
Contact in Europe: Margherita Rosada m.rosada@eu-japan.eu

VULCANUS IN JAPAN (for European students)
Contact in Europe: Margherita Rosada m.rosada@eu-japan.eu
Contact in Japan: Noriko Yudahira noriko.yudahira@eu-japan.gr.jp

■■■

This presentation has been based on Vulcanus publications.
Please find them online at <http://www.eu-japan.eu/publications>



Motohiro HIRAOKA

Intern at Etudes et Productions, Schlumberger

PhD student in the Department of Aeronautics and Astronautics

The University of Tokyo



Motohiro Hiraoka is a PhD student in the Department of Aeronautics and Astronautics, at The University of Tokyo, specializing in statistical inference and image processing. His deep interest in the world outside of Japan has pushed him to challenges beyond his studies onto an international platform. Mr. Hiraoka completed a year long graduate exchange program at The University of Toronto, Canada in 2011. In April 2013, he took part in Vulcanus, a Europe program comprised of a four months long French language course in Amboise, and in which upon completion, as of August 2013, completing his intern at Etudes et Productions Schlumberger in France conducting research on algorithms for automatic analysis.

“La Vie en Diversités”

La Vie en Diversités

Motohiro Hiraoka
PhD Student at The University of Tokyo
Intern at Etudes et Productions Schlumberger

Agenda

1. About Me
2. Vulcanus in Europe
3. Internship at Schlumberger
4. My motivation to come Europe
5. From different viewpoints
6. Conclusion

Globalisation of Higher Education from the perspective of EU-Japan collaboration 10 March 2014 2

About Me

- **PhD student at The University of Tokyo**
 - Dept. of Aeronautics and Astronautics
 - Image Processing, Statistical Inference
- **1-year exchange at University of Toronto (Canada) in 2011**
 - Dept. of Computer Science
- **Currently working as intern at Schlumberger within Vulcanus framework.**

Globalisation of Higher Education from the perspective of EU-Japan collaboration 10 March 2014 3

Vulcanus in Europe

- **1-year training program**
 - 15 weeks of language courses
 - 8 months of internship
 - French courses in Amboise
 - Internship in Paris

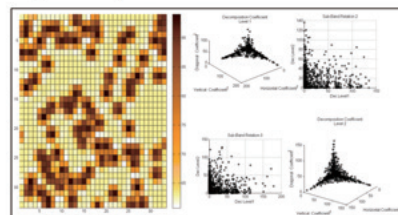


Globalisation of Higher Education from the perspective of EU-Japan collaboration 10 March 2014 4



Internship at Schlumberger

- **Interpretation Engineering**
 - Developing a new algorithm for automatic image analysis



Globalisation of Higher Education from the perspective of EU-Japan collaboration 10 March 2014 6

Why I applied for VinE?

- **My Experience from Toronto 1**
 - **Living in a foreign country made me refine the reason and objectives of my stay repeatedly.**
 - “Why I came here?”
 - “What do I do?”
 - **I learned a lot from this self-motivating.**
 - “I came to study artificial intelligence!”
 - “I make the most of this environment!”

Globalisation of Higher Education from the perspective of EU-Japan collaboration 10 March 2014 7

Why I applied for VinE?

- **My Experience from Toronto 2**
 - **I had to make things out by trial and error.**
 - “How do I register my class?”
 - “How do I find my apartment?”
 - “How do I open a bank account?”
 - **I became tough.**
 - **I wanted to challenge myself more.**

Globalisation of Higher Education from the perspective of EU-Japan collaboration 10 March 2014 8

Why I applied for VinE?

- I wanted to know if I am suited to work in global environment.
 - My academic knowledge
 - My communication skills
 - My mentality etc...
- Are they at the level good enough for international work environment ... ?

Globalisation of Higher Education from the perspective of EU-Japan collaboration

10 March 2014 9

After I started working

- Communication was difficult (and it is still).



Globalisation of Higher Education from the perspective of EU-Japan collaboration

10 March 2014 10

After I started working

- But it was not impossible, thanks to the universal language called 'Mathematics'

Imagine un universel qui agit $x = (x_1, \dots, x_n)$ ne dépendent d'un paramètre qui caractérise l'objet au sein duquel, les individus ont un tableau de descripteurs $k = (k_1, \dots, k_n)$ de mêmes dimensions que x : la valeur de $k_s \in \{1, \dots, n\}$ indique que s est affecté à la classe ω_{k_s} . La segmentation est obtenue en maximisant la probabilité a posteriori. La règle de Bayes s'écrit :

$$p(K = k | X = x) = \frac{p(X = x | K = k) p(K = k)}{p(X = x)} \propto p(X = x | K = k) p(K = k) \quad (1)$$

où $p(X = x | K = k)$ est la vraisemblance et $p(K = k)$ l'a priori.

Grâce à l'hypothèse d'indépendance des données conditionnellement à la carte de segmentation, on a :

$$p(X = x | K = k) = \prod_{s=1}^n p(x_s | K_s = k_s) = \prod_{s=1}^n \frac{1}{\sqrt{2\pi}\sigma_{k_s}^2} \exp\left\{-\frac{(x_s - \mu_{k_s})^2}{2\sigma_{k_s}^2}\right\} \quad (2)$$

Le modèle de Potts définit un a priori qui régularise le résultat ($\beta > 0$ est un « hyper-paramètre » de ce modèle) :

$$p(K = k) \propto \exp\left\{-\beta \sum_{(i,j) \in \mathcal{C}_2} [1 - \delta(k_i, k_j)]\right\} \quad (3)$$

On déduit des équations (1) à (3) que la probabilité a posteriori de la configuration k s'écrit :

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After I started working

- That naturally led me to think ...
 "Am I really eligible to work here?"
 "Why do they take Japanese interns?"



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After I started working

- In the job description, it says
 "It is important to have different background /culture of employees."



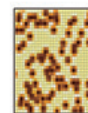
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From different viewpoints



My Supervisor



Me

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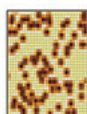
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From different viewpoints

"We work on images, and there are such proposed methods, so let's find the most suitable one!"



My Supervisor



Me

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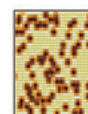
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From different viewpoints

"We work on images, and there are such proposed methods, so let's find the most suitable one!"



My Supervisor



Me

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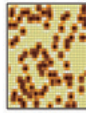
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"We need to study the property of images we work on."

From different viewpoints



My Supervisor



Me

"There is one problem we need to avoid in the current calculation."

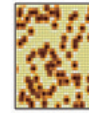
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From different viewpoints



My Supervisor



Me

"This formula might let us avoid the problem."

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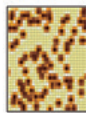
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From different viewpoints



My Supervisor

"I did research on related approaches. How about this formula?"



Me

"This formula might let us avoid the problem."

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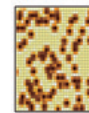
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From different viewpoints



My Supervisor

"I did research on related approaches. How about this formula?"



Me

"I'll see it."

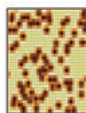
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From different viewpoints



My Supervisor



Me

"It works!!"

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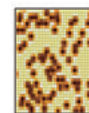
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From different viewpoints



My Supervisor

"Génial !!"



Me

"It works!!"

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From different viewpoints

- **Our different ways on approaching the problem converged to a new approach.**
 - Without him, I would not have arrived at the new approach.
 - Without me, he would not have thought of applying the approach he knew.
- **I went through the moment when a new idea arose from "Diversity".**
- **Other researchers in Boston also found our new approach interesting.**

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Conclusion

- **Motivated people in stimulating and difficult situation can learn a lot from it.**
- **Companies and interns, both of them can learn and benefit from the diversity between them.**

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Acknowledgement

- **Thank you for listening.**
- And also I would like to thank ...
 - People from EU-Japan Centre for Industrial Cooperation for helping me through entire the program.
 - People from Schlumberger for giving me a very interesting experiences.

Pascal ROTHNEMER

Principal Engineer - SRFE/IE,
Etudes et Productions,
Schlumberger



Pascal Rothnemer is a Principal Engineer with 25 years of seniority within Schlumberger. His expertise encompasses Software Engineering applied to the Oil and Gas Exploration & Production industry, more specifically the Acquisition, Processing and Interpretation of Well Log data. He contributed to the development of Schlumberger Products and Services such as the Platform Express Integrated Wireline Logging Tool, DecisionXpress - Rapid petrophysical data processing and visualization - or the new MaxWell Acquisition System. He currently works in the Interpretation Engineering Department headed by PhD Isabelle Le Nir at the Schlumberger Riboud Product Centre located in Clamart, France. Within this department he plays an active role in coaching and mentoring the young engineers. Pascal has a Masters in Mathematics from Universite Denis Diderot-Paris 7.

“What can European host companies learn from Japanese interns?”

Pavel TRANTINA

Member, Various Interests' Group
European Economic and Social Committee



Pavel Trantina was born in 1975 in České Budějovice, Czechoslovakia. He studied history and political science at the Faculty of Arts of the Charles University in Prague and has worked as a political analyst in the Office of the President of the Czech Republic (1996-2002), International Commissioner of Junak - Association of Scouts and Guides of the Czech Republic (1998-2008, mostly as a volunteer), Chairman of the Czech Council of Children and Youth (2004-2007) and Director of the Department of EU Affairs at the Ministry of Education, Youth and Sports, responsible for the preparation of the Czech Presidency of the EU Council (2007-2009) and Coordinator of recognition of non-formal education in the ESF funded project “Keys for life” (2010-2011).

He currently works both as freelance trainer and project manager and EU projects and relations manager in the Czech Council of Children and Youth. A Member of the European Economic and Social Committee since 2006, specialized in youth issues, education, situation of young people at the labour market and volunteering, since 2011 Vice-President of the EESC Group III. In 2011 he was President of the EESC Coordination Group for EYV 2011. A volunteer for more than 20 years on different levels in several organisations, since its creation in 2012, he has been President of the European Alliance for Volunteering.

“Erasmus+ : A new EU programme for education, training, youth and sports (2014-2020)”

Erasmus+
A new EU programme for education, training, youth and sports (2014-2020)

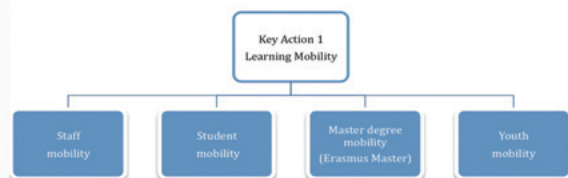


Pavel Trantina
European Economic and Social Committee

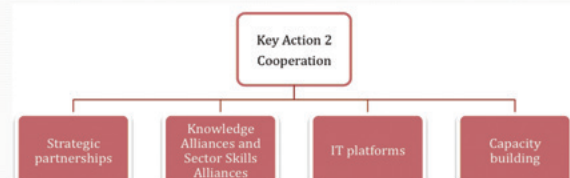
Erasmus+

- A new EU programme for education, training, youth and sports (14,7 miliardy EUR)
- Significant increase of resources for Research and innovations, education and key infrastructure networks
- Efforts to strengthen links and synergies between programmes and political priorities of the EU
- Over 4 millions of people will get financial support to study, for a traineeship, work or voluntary work abroad

Key action 1 – Individual Mobility



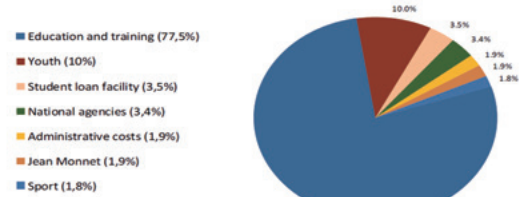
Key action 2 – Transfer of innovations and exchange of experience and best practices



Key action 3 – Support of reforms



Budget allocation by type of action 2014-2020



Momo KONO

MA student in the Graduate School of Economics, Kobe University
Intern, European Economic and Social Committee



Momo Kono is a masters student of Economics at the Graduate School of Economics, Kobe University. She graduated from the Faculty of Intercultural Studies at Kobe University, having focused on international politics. Areas of research which are of interest are the Economics of Education, Education and Economic Development and Economic History. Particular interest in the correlation between students' mobility in higher education and socio-economic changes in Europe and Japan. She is working at the EESC as a trainee on an EU Institute in Japan, Kansai Scholarship.

“A student’s expectations of double degree programs”

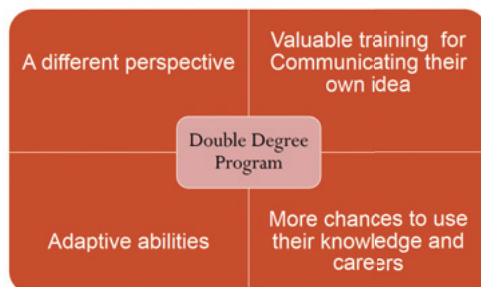
A student's expectations of double degree programs

Momo KONO
Kobe University and Intern, EESC

Key points

- Skills + Experience are more important than "the name value" of 2 degrees
- Utilize the best of both systems (EU + JPN)
- Prepare early for after graduation (Internships etc)

Attractive points -What DD can do for students-



Why EU-Japan collaboration on higher education?

- Potential of inter-university cooperation as a commonality between Europe and Japan
- Various common issues to tackle



However...

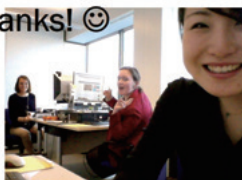
- Limited chances of getting sufficient work experience and information

=> Need to develop favorable environment for students to maximize their knowledge for the benefit of society

Conclusion

- Focus on "what the students can do"
- Use our common strength;
Potential of Inter-university cooperation
- Need for broader opportunities for students to use their knowledge and experiences for society

Many Thanks! 😊



Jane MORRICE

Deputy Chief, Equality Commissioner Northern Ireland (ECNI)
Vice-President, European Economic and Social Committee (EESC)



Born in Belfast, Jane has worked in many challenging fields throughout her career. Former Deputy Speaker of the first Northern Ireland Assembly set up after the Peace Agreement, former Head of the European Commission Office in Northern Ireland and former BBC reporter, she was elected Vice-President of the European Economic and Social Committee in April 2013. In this capacity, she is also President of the EESC Communications Group. She is also serving her second term as Deputy Chief Commissioner of the Northern Ireland Equality Commission. A journalist by profession, she started her career covering EU affairs for a Brussels-based press agency - 'Europolitique'. She moved back to Belfast to work as a reporter for BBC in 1987 and went on to become Head of the EC Office in 1992. A founder member of the Northern Ireland Women's Coalition ? a political party set up to promote women in politics - she became actively involved in politics in 1998 when she was elected to the new Northern Ireland Assembly. In 2000 she was elected by her peers to become Deputy Speaker of that Assembly. She was nominated to the EESC in 2006 and appointed to the NI Equality Commission in 2008.

Throughout her career she has been actively involved in peace building and conflict resolution. As EC representative, she was a member of Delors task force, which established the first EU PEACE Programme, and, during her time in politics, she worked on the implementation of the Good Friday Agreement. In her role as EESC Member she has written two reports on EU peace building and she continues to work to promote exchange of experience between Northern Ireland and people in conflict zones in other parts of the world. A fluent French speaker, Jane has been involved in promoting the integrated education of Catholic and Protestant children in Northern Ireland, the regeneration of Belfast waterfront as a Board Member of Laganside Corporation and the Salvation Army NI Advisory Committee. Her other interests include photography, travel and music.

Closing Remarks

Jane Morrice (Vice-President, EESC) said how impressed she had been by Ambassador Shiojiri's opening address. She agreed that common values do give us a common purpose. Herman Van Rompuy's *haiku*¹ at the last EU-Japan Summit were apt – we may be far apart, but live under the same sky and face the same challenges (boosting growth, competitiveness and innovation) arising through globalisation – this makes our relationship more important. The EU 2020 strategy and Abenomics are grand words but the key issue is to address the lost generation – a high level of unemployment among young people – even among university graduates. Events like this one help bring Japanese and European societies closer together. The EESC believes in both internal EU mobility but also tackling the in-

ternational – European Universities are facing challenges to attract the best professors and students so improving the quality of education and increasing opportunities of mobility (of students, professors and researchers) is essential. Modernisation of educational approaches is needed – both in terms of the content of studies and technical advancements (e.g. on and offline courses) – HEIs whether they offer vocational or academic paths must be able to anticipate changes in the market and be ahead of the game. Vocational training involving academia and companies are useful. More cooperation between HEI and business is key to bringing stronger growth.

¹ *People far away / But sun and stars on our flags / Belong together*



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