

An Interim Report of  
The Council on Promotion of Human Resource for  
Globalization Development

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The Council on Promotion of Human Resource for Globalization Development

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## Introduction

- Since 2004, the number of Japanese students who study abroad has been tending to decrease. The number of Japanese students enrolled at a college or an university in the United States has also dropped drastically. Further, there have been reports, based on surveys taken by new recruits, that say more and more of them wish not to work overseas.

- On the other hand, China and India, which have recently accomplished remarkable economic growth, have been sending out increasing number of students to study abroad. It must be noted that the number of Japanese individuals studying abroad is now less than their counterparts in South Korea, whose population is half of that of Japan. And this gap has been widening with time.

- In order for Japan to reemerge as a country with a growing economy despite having undergone the recent serious crisis of the Great East Japan Earthquake, and while it continues to face the issues of decreasing population and drastically aging society, it is an urgent issue to cultivate members of the young generation who possess creativity and vitality. As globalization gathers speed for the international economy of the 21st century, it is of great necessity to continuously develop “global human resources” who possess rich linguistic and communication skills and intercultural experiences, and thrive internationally.

- With the awareness of such issues, the Council on Promotion of Human Resource for Globalization Development, which is run by relevant Cabinet officials under the Council on the Realization of the New Growth Strategy was established in May 2011 in the aims of cultivating “global human resources” who will drive Japan toward future advancement and of developing a system that can fully take advantage of such human resources in society. Additionally, under this Council, the Council Board on Promotion of Human Resource for Globalization Development, whose members are relevant deputy ministers and parliamentary secretaries, has been established.

- This interim report includes topics such as the current understanding of basic issues and suggested responses to various challenges based on the deliberations held at the Council on Promotion of Human Resource for Globalization Development which has met twice and The Council Board on Promotion of Human Resource for Globalization Development which has met three times. It is a mid-term compilation made in preparation for the summarizing of an overall view of the policies being promoted for the Council on the Realization of the New Growth Strategy, which is scheduled for the middle of this year.

Those marked with “\*” are proposals or suggestions for policies related to topics discussed in the text.

Inside the [ ] are ministry/ministries related to the said proposals.

## 1. A Basic Point of View

### (1) Trend in Overseas Studies and “Inwardly Looking Attitudes”

- As the entire world goes through globalization, in Japan, whose past twenty years has been called the “Two Lost Decades,” a sense of stagnation permeates in various sectors of the economy, as well as the rest of society.

- Moreover, the number of Japanese students going abroad to study has been falling since 2004, and in particular, there has been a drastic drop in the number of Japanese students enrolled at colleges and universities in the United States.

- While a closer look at the data reveals that the ratio of individuals studying abroad in the same age range had been consistently increasing up until 2002, the ratio began following a downward trend in 2004, influenced in part by the country’s economic climate, and this is a great cause for concern. Furthermore, research shows that the male-female ratio of Japanese students studying abroad is approximately 1:2, indicating a huge drop in the number of male students going abroad. Additionally, there have been reports, based on surveys taken by new recruits, that say more and more of them wish not to work overseas.

- On the other hand, of all the other countries, those who have been experiencing drastic economic growth, such as China and India, have been dramatically increasing students studying abroad. It must be noted that the number of individuals studying abroad in South Korea (whose population is approximately half of that of Japan) has exceeded the number of those in Japan, and this gap has been widening with time.

Figure 1: Number of Japanese Students Studying Abroad

Number of Japanese Students Studying Abroad

Source: *UNESCO Cultural Statistical Yearbook; Education at a Glance*, OECD; *OPEN DOORS*, IIE, et al.

Number of Japanese Students at Colleges and Universities in the US

Source: *OPEN DOORS*, IIE

Number of Japanese Students Studying Abroad based on Agreements on Student Exchange, etc.

Source: Research by MEXT (2001-2003), Research by JASSO (2004-2009)

Figure 2: Trend in the Number of Students Dispatched Abroad, by Country (or Region)

China

South Korea

India  
Great Britain  
Australia  
United States  
Japan

Source: *Education at a Glance*, OECD; *OPEN DOORS*, IIE, et al.

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Figure 3: Trend in the Number of High School Students Studying Abroad (for Over Three Months) by Destination

Total  
New Zealand  
Australia  
Others  
United States  
Canada  
Great Britain

FY1992  
FY1994  
FY1996  
FY1998  
FY2000  
FY2002  
FY2004  
FY2006  
FY2008

5,000  
4,000  
3,000  
2,000  
1,000  
person

Source: *FY2008 Status of International Exchanges etc. at Senior High School, etc.*, MEXT

While some point to the “inwardly looking attitudes” of today’s young generation as the reason for the aforementioned trend in Japan, but the blame should not be absent-mindedly placed on personal views (of the young generation). Rather, it is important to overcome the root structural factors found in our social system that make up the backdrop for such views held.

Figure 4: Main Obstacles Preventing Japanese Students from Studying Abroad

- (1) Employment
- (2) Financial Burden
- (3) School System

Great possibility that the students have to stay in the same grade after they return.

Due to financial concerns.

Difficult to get their credits approved upon returning.

Lack of faculty members who can give advice for studying abroad.

Insufficient support system in the institution

Very little information on universities abroad that may accept the students.

Parent(s), other family member(s) refuse to consent.

Faculty instructor refuse to consent.

Other

\* A working group involved in the improvement the Japan Association of National Universities International Cross-Cultural Committee (ICC) Study Abroad Program conducted a survey of national universities on the improvement of study abroad programs.

\* Eighty-seven universities responded to the survey.

\* January 2007.

- In the past, there had been a tendency for high school personnel to place excessive value on college entrance exams and for university personnel to be overly focused on corporate employment, while corporations recklessly rushed into acquiring the limited number of “distinguished” students without paying enough attention to domestic education. It cannot be denied that such a climate led to a simultaneous negative spiral composed of difficulty in senior high school education, hollowing out of university education, and premature or dragged out recruitment periods.

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- Moreover, there has perhaps been a deep-seated tendency for parents and guardians, based on their own experiences two or three decades ago, to push the younger generation to mold themselves to fit into a single-track life plan whose formula stipulates that a “good” high school will get them into a “good” university, which then will get them into a “top-notch” corporation, which means to guarantee a happy life. We shouldn’t overlook the phenomena often described in the media as “employment ice age,” “super ice age,” and “mismatched hiring” which further escalated this tendency.

- Henceforth, it is essential for relevant groups including those related to high school and university education, corporations, government administration, as well as parents and guardians to take concrete action so that Japanese society as a whole can work together to create a positive growth spiral that will support today’s young generation.

Figure 5: New Recruits’ Willingness to Work Overseas

FY1989

FY1992

FY1995

FY1998

Want to work overseas, regardless of the country or region

Want to work overseas, depending on the country or region

Do not want to work overseas

Source: *The Fourth Global-Mindedness Survey of New Recruits*, The Sanno Institute of Management (July, 2010)

Figure 6: Ratio of Public Investment in Higher Education verses GDP

Public Funds

Private Funds

of which, household funds

of which, private sector funds

Total

Source: *Education at a Glance*

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### (2) Japan's Economic Development and its Relationship with the International Community

- Japan has a history of facing and overcoming various crisis situations in the past by seeking international contacts and interactions (e.g., vigorous dispatch of personnel).
- However, when Japan reached its peak of “(financial) affluence” in the 1980s, it no longer had any new frontiers to strive for. Today, some even fear that its technological advancements and its domestic market, which has reached a certain size, may have the adverse effect of causing “Japanese Galapagos Syndrome.”
- There is an unavoidable sense of crisis that, if things are left as they currently are, Japan could end up having no promising human resources who will be able to serve as the driving force of Japan's economic growth in a mid-to-longer-term sense. As a result, Japan could miss its opportunity to revive itself in earnest, and in this age of rapidly-changing, globalized world economy in which the emerging BRICs and VISTA countries are making their rapid rise, it could start backward trend gradually.
- In order for Japan to avoid continuing on this path toward becoming a country of little presence, it would be necessary to shift its focus toward overseas once again, and at the same time, reexamine its own identity. Through such means, Japan must strive toward the kind of advancement that harmonizes economy and society founded on a balance of “sustainable vitality of industry and economy” and “happiness, fulfillment and (spiritual)

richness in people's social lives." This will help Japan gain trust and respect from the rest of the world and become a country with a greater sense of presence.

- To make this possible, now is the time for Japan to rebuild its overall social structure to one that is in line with the age of globalization, involving a multi-track social system that supports all citizens' life plans in a flexible and multifaceted manner. And the very first step and what could be considered the main objective is none other than to develop "global human resources" as a significant part of Japan's national strategy.

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### 2. Development and Utilization of Global Human Resources

#### (1) What are "Global Human Resources"?

- The word "globalization" is used in various ways today in various settings. However, it is generally used to describe our current times in which, in the course of drastic technological innovation (mainly that of the end of the 20th century and onward) especially in the areas of information, telecommunication, and transportation, "people," "goods," "money," and "information" in various fields including government, economy and society transfer at top speed beyond national borders. It is a time which activities in financial and commodity distribution markets, as well as solutions for various issues including population, environment, energy and public health must be viewed from a global standpoint.

- The concept of "global human resources," which Japan must develop and utilize as it goes forth in this globalized economy and society, can be, generally speaking, consisted of the following factors:

Factor I: Linguistic and communication skills

Factor II: Self-direction and positiveness, a spirit for challenge, cooperativeness and flexibility, a sense of responsibility and mission

Factor III: Understanding of other cultures and a sense of identity as a Japanese

- In addition to the above, qualities that are commonly required not only of "global human resources" but also of core individuals for future Japanese society include: broad and well cultivated mind and profound expertise, willingness to find and solve problems, team-work and leadership skills (to bring together persons of various backgrounds), public-mindedness, moral sensibilities, and media-literacy.

- Considering the wide-range of factors included in the concept of "global human resources," the required qualities and skills cannot be measured with a single yardstick. However, if the qualification standards were to be presented in levels (from primary to advanced) based mainly on Factor I (linguistic and communication skills as "tools"), which are relatively easy to measure (expecting that other factors will entail in line with such skills), the following may be one example:

(1) Communication skills for travels abroad.

- (2) Communication skills for daily life abroad interactions .
- (3) Communication skills for business conversation and paperworks.
- (4) Linguistic skills for bilateral negotiations.
- (5) Linguistic skills for multilateral negotiations.

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- Of the above, it can be said in Japan that there has been a steady increase in “global human resources” who are at the (1),(2), and (3) levels in Japan. From now on, we must go further to develop those who are in (4) and (5) levels and must retain a “critical mass of Human Resource for Globalization.” Doing so is of great importance for Japan’s economic and social advancement in the international arena in the future.

- This issue is clearly indicated by various international ratings. For example, in the 2010 TOEFL scores ranked by country, Japan scored very low, at 135th out of 163 countries, and 27th out of 30 countries in the Asia region. Also, in the World Competitiveness Rankings conducted by the International Institute for Management Development (IMD, a research and education institution in Switzerland), Japan ranked poorly, at 26th out of 59 countries in the region, and in particular, 58th in the category of “foreign language skills.”

Figure 7: TOEFL Score Ranking by Country (2010)  
 <Worldwide Ranking> (Out of 163 Countries)

Rank	Country	TOEFL Score
1	Netherlands	
2	Denmark	
3	Singapore	
	Australia	
80	South Korea	
105	China	
135	Cameroon, Togo	
	Kuwait, Japan	
139	Guinea, Sierra Leone	

<Ranking in the Asia Region> (Out of 30 Countries)

Rank	Country	TOEFL Score
1	Singapore	
24	Afghanistan, Mongolia	
	Vietnam	
27	Japan	
28	Lao People's Democratic Republic	
29	Tajikistan	
30	Cambodia	

Source:

Figure 8: IMD World Competitiveness Rankings (2011)  
<Overall Ranking> (Out of 59 Countries in the Region)

Japan 26th

Categories in which Japan Ranked High

Average Life Expectancy	1st
Environmental Technology	2nd
R&D Investment	3rd, 4th

Categories in which Japan Ranked Low

Mobile Phone Charges	59th
Foreign Language Skills	58th
Dependency Ratio	55th

Source: IMD Rankings 2011

- It cannot be denied that to develop individuals with (4) and (5) level skills, the most effective path for them would be to first experience studying or working overseas at a relatively young age (teens through 30s), then go onto accumulate further skills (through undergraduate or graduate education and/or work). From this standpoint, it is a matter of urgency to break away from the conventional mindset and systems with regard in particular to university entrance exams and recruitment by corporations.

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### (2) Issues Related to Development and Utilization of Global Human Resources

- The 18-year-old population in Japan, which has been dropping dramatically since its peak of 2.05 million in 1992, is approximately 1.2 million as of 2011. It is estimated that this number will remain around 1.1 to 1.2 million for the next decade or so.

- The goal during this period is to see approximately 10% (i.e., around 110,000) of those in this age group gain overseas study or work experience of a year or more by the time they are in their early 20s so they may become potential candidates for global human resources who possess (4) and (5) level skills.

- To this end, in order to develop and utilize global human resources in the future, it is essential to work on the following:

- Issues related to elementary and secondary education such as promoting overseas studies during senior high school
- Issues related to university education such as improving university entrance exams
- Issues related to economic society such as improving recruiting activities

And it is essential that these issues should be tackled by taking concrete measures and

that not only government officials but also various kinds of relevant persons including senior high schools, universities, companies related personnel, and parents and guardians should work jointly, simultaneously and cooperatively.

\* Further explore the development of quantitative images related to the current number of global human resources (by age group, by gender, etc.) and future goals. [MEXT, METI]

\* Further deliberate on creating (one-year, five-year, ten-year) roadmaps (e.g., by industry, by corresponding languages, etc.) toward achieving future goals of global human resources development. [MEXT, METI]

## **P.10**

### **3. Various Issues Related to Elementary and Secondary Education (e.g., Promoting High School Students' Overseas Studies)**

- For pupils and students through elementary and secondary education, it is important to steadily acquire basic academic, physical and interpersonal skills. Goals related to global human resources development in particular include cultivating English and other language skills throughout elementary, junior and senior high schools, promoting overseas studies, etc. during senior high school, and improving ability and skills of teachers.

- As mentioned earlier, there is a steady increase of global human resources with skills of (1), (2) and (3) levels. In the future, focus should also be placed on the (4) and (5) level skills development and on increasing the number of potential candidates with skills of these levels.

#### **(1) Cultivating English and Other Communication Skills and Enhancing Intercultural Experience Opportunities**

- It is important to develop English and other language communication skills throughout elementary, junior and senior high schools, as well as to enhance opportunities for pupils and students to experience foreign cultures both within Japan and overseas.

\* Work to enhance English language education throughout elementary, junior and senior high schools (e.g., New Courses of Study, the Japan Exchange and Teaching (JET) program (assistant language teachers (ALT) etc.), collaborating with sister cities and sister schools in foreign countries, using information and communication technology (ICT)). [MEXT]

\* Strengthen ties with entities such as universities and private organizations in order to enhance opportunities for pupils and students of elementary, junior and senior high schools to experience foreign cultures and take part in youth exchange within Japan and overseas. [MOFA, MEXT]

\* Create a portal site to match up schools that are looking for English tutors and relevant teaching materials with those who are able to provide them. [MEXT]

## (2) Promoting High School Students' Overseas Studies

- In order to develop global human resources that focus on the aforementioned levels (4) and (5), the number of individuals who have studied or worked for a year or more overseas by age 18 is aimed to be increased to 30,000. Furthermore, steps will be taken to accommodate International Baccalaureates and promote varying and flexible scholastic and career paths by allowing early admissions and early graduation.

\* Strive to increase the number of individuals who have studied or worked for a year or more overseas by age 18 to 30,000 by creating an environment that greatly encourages those who are of 18 or younger to gain overseas experience (particularly encouraging those whose parent(s) are dispatched overseas for work to be educated at those overseas locations) and senior high school students to study abroad. As such steps are taken, everyone must be informed of the fact that it is possible to graduate high school in three years, even if students study abroad. [MEXT]

\* Increase slots for returnees to enter junior or high school midway through the school year. [MEXT]

\* Increase the number of high schools at which students can acquire an International Baccalaureate at the time of graduation or high schools that will provide education that is equivalent to this to approximately 200 within five years. [MEXT]

\* Promote the disclosure of high school students' TOEFL and STEP scores and the like. [MEXT]

\* Deliberate on creating systems that promote early admissions to undergraduate and graduate schools and allow for early graduation. (Make possible such flexible academic paths as: two years in high school, followed by a year spent abroad, followed by four years of college; two years of high school, followed by five years of college (including a year spent abroad); or three years of high school, followed by a year abroad, followed by three years in college). [MEXT]

## (3) Improving ability and Skills of Teachers

- Global human resources development will not be possible without improving the ability and skills of teachers in charge of teaching foreign languages. Enhancement is needed at every step from education, recruitment and on-the-job training.

\* Promote to evaluate the TOEFL and/or TOEIC scores when hiring teachers to teach English and hire foreign teaching staff. [MEXT]

\*Supporting selective universities which will become major bases to cultivate English teachers.

\* Encourage all current English teachers to take such language skill tests as TOEFL and /or TOEIC at least once, and offer training course based on the scores of such exams. [MEXT]

\* Work toward improving the qualifications of ALTs (improving the selection process and orientation of the JET program, and conduct a survey of the current situation related to non-JET ALTs outside of the program). [MOFA, MEXT]

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### **4. Various Issues Related to Higher Education (e.g., Reforming University Entrance Exams)**

- It is a fundamental mission of undergraduate and graduate schools to provide students with well-rounded liberal arts and professional education. Their role is also significant for strengthening the content of global human resources development (aforementioned levels II and III, etc.). According to global human resources development ,it is important to reform and enhance university entrance exams, to establish university education that can respond to the needs of this age of globalization, and to strategically promote student exchange.

#### **(1) Reforming and Enhancing University Entrance Exams**

- The great influence that university entrance exams have on high school education has been pointed out for a long time. This probably has lasted even in the era of practically “open admission of universities” of late. University entrance exams must be altered fundamentally so that no junior or senior high school students will feel hesitant about going overseas to study or work for fears of not being able to pass university entrance exams.

\* Promote the development and dissemination of a standardized method that shows how to evaluate and convert the scores of TOEFL, TOEIC and other language skill tests for the purpose of general entrance exams. [MEXT]

\* Have faculties and staffs of university, senior high school and others to jointly develop an entrance exam that tests the four foreign language skills of “reading,” “writing,” “listening,” and “speaking” in a balanced manner. [MEXT]

\* From the viewpoint of properly evaluating the foreign language communication skills of candidates for admission, encourage admissions offices to use tests such as TOEFL and TOEIC. [MEXT]

\* Promote further the admission quotas reserved for individuals who have studied abroad

as an international student or returnees, as they take university entrance exams. [MEXT]

## (2) Establishing Higher Education System Adjusting to the this Age of Globalization and, Promoting Internationalization of Higher Education

- Universities must improve and enhance the curricula and system of their education so that they are in line with this age of globalization, and develop the education that is attractive both for Japanese and foreign students. Further, Japan's higher education must be expanded internationally, and the designing of educational and career paths in a varying and flexible manner through the use of early admissions and graduation should be encouraged.

\* Encourage universities to establish clear goals for developing global human resources in line with their own set of missions and roles. [MEXT]

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\* Encourage universities to disclose students' TOEFL and TOEIC scores, to offer unique and challenging curricula (e.g., classes taught in English, requiring overseas studies) and class methods (e.g., small-group education, composition of faculty), and to promote September entrance and the semester system. [MEXT]

\* While making selective financial assistance, vigorously promote reforms by universities to successfully achieved globalization through such means as placing value on overseas experience, adopting unique and effective methods of entrance exams, and making consideration for ways to earn credits and approval for completion. [MEXT]

\* Offer information, etc. related to internships in international organizations and others. [MOFA, MEXT]

\* Promote the development and dissemination of a standardized method that shows how to evaluate and convert the scores of TOEFL/TOEIC/other language skill tests and overseas experience to earn credit and approval of completion. [MEXT]

\* Cultivate advanced level human resources who can play an active role in the global arena through graduate schools (doctoral program and professional degree program) and specialized undergrad courses. [MOFA, MEXT]

\* Work out measures to promote effective and efficient global human resources development offered at undergraduate departments and graduate schools in humanities and social sciences. [MEXT]

\* Enhance opportunities for joint research with advanced and developing countries in which young researchers can participate, and at the same time, develop a system for aptly evaluating such experiences at the time of hiring or promotion in Japanese research institutes. [MEXT]

\* Implement policies to facilitate Japan's top universities so that they may move up in various international university rankings with regards to their research and education. [MEXT]

\* Design, develop and disseminate indexes related to globalization of universities that can be used internationally and enabling comparisons. [MEXT]

\* Deliberate on systems for promoting early admissions to and early graduation from universities and graduate schools, as well as early graduation from senior high schools. (Make possible such flexible academic paths as: two years in high school, followed by a year spent abroad, followed by four years of college; two years of high school, followed by five years of college (including a year spent abroad); or three years of high school, followed by a year abroad, followed by three years in college) (repeat of above). [MEXT]

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### (3) Strategic Promotion of Student Exchanges

- To promote the development of global human resources who possess (4) and (5) level skills, the number of individuals with overseas study experience for a year or more must be increased to 80,000. Add the approximately 30,000 persons who currently have gained overseas experience before age 18 to this, and the goal is to reach 110,000 persons (which is equivalent to approximately 10% of the total number of those who belong to this age group). While encouraging Japanese students to study abroad, a system for accepting international students to Japan, must be facilitated in order to strategically promote student exchange.

#### (a) Encouraging Japanese Students to Study Abroad

\* By preparing an environment that encourages university students to study abroad, increase the number of individuals with overseas experience of a year or more to 80,000. Add the 30,000, which is the target number of those who have gained overseas study or work experience by the age of 18, and the ultimate goal is 110,000 (which is equivalent to approximately 10% of the total number of those who belong to the same age group). [MEXT]

\* Organize relevant institutions for sharing information and other purposes, and provide recruitment support to domestic and other Japanese origin companies (including effective provision of information to Japanese students on study abroad programs, life support in abroad, and employment after returning to Japan). [MOFA, MEXT, MHLW, METI]

\* Develop a system for providing accommodation and living expenses assistance to students, young researchers and employed persons during the period of their experience abroad. (including setting up a scholarship program through industrial-academic partnership) [MEXT, METI]

## (b) Promoting Students from Overseas to Study in Japan

\* Actively publicize and provide information to entice international students to study in Japan (e.g., maintain a multilingual website on information about coming to Japan as an international student, recruit, select, and offer advice about the Japanese government scholarship program at overseas diplomatic missions). [MOFA, MEXT]

\* Work to recruit international students in mid-to-long-term. (Disseminate Japanese language overseas, send out employment-related information via overseas diplomatic missions to Japanese companies, and promote network opportunities and internships at Japanese companies for international students, etc.) [MOFA, MEXT, METI]

- In order to attract highly competent international students and young researchers, systematize relevant institutions (including sharing of information) and develop institutions that are on a par with top universities in Europe and in the US. [MOFA, MEXT, METI]

\* Promote globalization of Japanese students by recruiting highly competent international students. [MEXT, METI]

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\* Develop a network of relevant organizations for sharing information and other purposes. Enhance the provision of information and training to international students before they come to study in Japan, and ensure that they maintain contacts (“bonds”) with Japan and are provided with follow-ups after they return to their home countries. [MOFA, MEXT]

\* Implement measures to prevent international students from fleeing from Japan due to the Great East Japan Earthquake (simplify immigration clearance procedures for international students who left Japan without receiving a reentry permit, vigorously send out information, etc.). [MOJ, MOFA, MEXT]

\* Implement strategic campaigns to attract international students from countries whose tendency to avoid Japan appears to be significant after the Earthquake. [MOFA, MEXT]

## (c) Clarifying Strategy for Recruiting International Students, etc.

\* Clarify Strategy for Recruiting International Students by countries and regions, and make strategically use of such international events as university presidents’ meetings and others. [MOFA, MEXT]

\* Promote international students exchange in a flexible and strategic manner, including those from neighboring Asian countries, African and Middle Eastern countries, and developing countries, while focusing on regional strategies and industrial fields that are expected to grow in the future. [MOFA, MEXT]

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### 5. Various socioeconomic issues (e.g., Improving recruitment activities)

- It should be the corporations which hire students that are feeling seriously the need to cultivate and utilize global human resources the most and will directly benefit if the economy is revitalized over the mid-to-long term. It is expected that enhanced efforts that goes beyond those of the past will be put into action including improve and enhance e recruiting activities and cultivate and utilize global human resources after they have been hired.

#### (1) Improving and Enhancing Recruitment Activities

- The recruiting activities of corporations are starting earlier and taking place longer each year. No advantages can be found in doing so, as it has led to the hollowing out of junior and senior year (/ third and fourth year) education which is considered the core of university education, and it has made it more difficult for students to develop into “excellent” human resources by thoroughly immersing themselves into their academic studies. To prevent students from passing up opportunities to study abroad due to their concern over future employment, recruiting activities must be fundamentally improved and enhanced as one of the main goals itself (along with university entrance exams) toward global human resources development.

#### (a) Correcting the Disadvantages Caused by Having Gone Overseas

\* Disseminate and promote such practices as “treating those who have graduated less than three years ago as new graduates,” “year-round recruiting,” and “Gap Year.” [MEXT, MHLW, METI]

\* Set the timing for job-hunting activities so that students may fully pursue academic work. (Modify the existing practice of early start and prolonged period of job hunting.) [MEXT, MHLW, METI]

\* Encourage business owners by using guidelines to offer employment opportunities to young people appropriately (e.g., treating those who have graduated less than three years ago as new graduates). Furthermore, prepare “job supporters” who can offer detailed job-placement assistance. [MHLW]

#### (b) Preparing an Environment that Makes it Easier for Students to Go Abroad

\* Clarify the fact that the type of human resources that corporations are seeking has already been changing in line with the changes of the times. Also, actively notice the type of human resources in need to students, universities and senior high schools, as well as parents and guardians. (This effort should also include integrating the recruiting policies of corporate leaders with that of human resources department heads.) [MEXT, METI]

\* Call on economic organizations to work toward active employment of individuals with experience of having studied abroad (e.g., modify the timing for recruiting/job-placement activities, state such principles in ethics charters, etc., and notify all member corporations of such changes) and collect good practices. [MOFA, MEXT, MHLW, METI]

\* In line with “Employment that Places Emphasis on International Tasks” stipulated under Article 8 and others of the Basic Act on Reform of National Public Service System, a new classification of “politics and international affairs” is added to the examination for integrated track (university graduate level examination) starting with the employment examination given in FY2012, as the system of examination has been revised in order to retain a more diversified human resources. Moreover, consideration is given in the selection and employment processes so that candidates with overseas experiences are not placed at a disadvantage. Further, actively inform students, universities, senior high schools as well as parent and guardians of such reforms. [NPA, MIC, MEXT]

\* Deliberations will be held on clarifying that the viewpoint of global human resources development is to be included as part of the abilities and skills required in the employment and promotion of public servants. [NPA, MIC]

\* Ministries (e.g., MOFA, MEXT, MHLW, METI) will disclose such information as the ratio of hired personnel with overseas experience and status with regard to mid-career recruitment. Further, efforts will be made to maintain proper awareness of linguistic skills, such as TOEFL, TOEIC, and STEP scores, which is one of the qualifications required of future national public servants. [MOFA, MEXT, MHLW, METI, etc.]

## (2) Development and Utilization of Global Human Resources after Recruitment

- Corporations and research institutions are expected to promote the development and utilization of global human resources starting with defining the career paths of their employees and others. Moreover, from the viewpoint of continuously cultivating a critical mass of global human resources, it is necessary for our economy and society as a whole to create a support system to this end.

\* Promote the efforts within corporations, research institutions and other organizations toward advancing the development and utilization of global human resources. (Collect and disclose good practices, etc.) [MEXT, METI]

### (Examples)

- Clarify career paths through systems of recruitment and promotion; develop proper working environments.
- Encouraging overseas experiences of young corporate employees who will play a role in promoting global strategies.
- Disclose the number and ratio of corporate employees who possess overseas experience, by job rank.

- Develop a human resource management system that aptly considers researchers' overseas experiences and international evaluation at the time of their recruitment or promotion at universities or public research institutions.

\* Examine measures that promote opportunities for jointly held training and overseas training to employees at small-to-medium-size businesses and others. [MHLW, METI]

\* Regarding public servants, in order to actively contribute to the international community and in particular due to the need to retain administrative officers who possess advanced specialized skills and knowledge, a program for obtaining a doctoral degree has been newly added to the new long-term overseas research fellowship program that formerly was designed for obtaining a master's degree. (Dispatch of such candidates will start in fiscal year 2012.) [NPA]

\* Information such as the multifaceted career paths of global human resources at various ministries (e.g., MOFA, MEXT, MHLW, METI) will be disclosed (indicating that conventional concept of "domestically oriented career vs. internationally oriented career" is already a thing of the past). [MOFA, MEXT, MHLW, METI, etc.]

\* Develop a system for providing accommodation and living expenses assistance to students, young researchers and employed persons while they are overseas (including establishing a scholarship system through industrial-academic partnership) (as mentioned earlier). [MEXT, METI]

\* Develop and build, by utilizing NPOs who will nurture the "new public commons," a "Boot camp center for global human resources (provisional name)" which will serve as a central facility shared through a network of government, academic and private sectors, whose activities will include calling for donations through donation tax system which is to be revised under the FY2011 Taxation System Reform. [MOFA, MEXT, METI]

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### **6. Other Relevant Key Issues**

- Other key issues related to the cultivation and utilization of global human resources include enhancement of vocational education and training, promotion of international volunteer activities, and creating opportunities for offering recognitions and continuous dialogue between businesses and universities.

#### **(1) Enhancement of Vocational Education and Training that Responds to Globalization**

\* Promote to develop and provide menus for global human resources training designed for senior high schools, universities, and specialized training colleges. [MEXT]

\* Promote global human resources development through vocational training. [MHLW]

\* Strategically dispatch overseas, through cooperation by relevant institutions, emerging artists, athletes, and other promising individuals who are expected to thrive in their respective sectors as the proud (future) “faces” of Japan’s soft power. By doing so, continuously cultivate highly creative young human resources, work toward increasing Japan’s intellectual and cultural presence, and promote interactions within Japan’s overall economy and society. [MOFA, MEXT]

## (2) Promotion of International Volunteer Activities

\* Promote the dispatch of volunteers by the Japan International Cooperation Agency (JICA), in which the Japan Overseas Cooperation Volunteers (JOCV) plays a central role. [MOFA]

\* From the viewpoint of promoting the participation in JICA’s volunteer programs in which JOCV plays a central role, deliberate, through the participation of various sectors including NGOs and business circles, on measures to support such volunteers (particularly women) to effectively use their overseas experience in various fields in society after returning to Japan. [MOFA, MEXT, METI]

## (3) Developing Environment for Global Human Resources Development

\* With cooperation of the both parties, university-related personnel and organization will give recognition to the corporations that are actively committed to hiring and utilizing global human resources, and corporation-related personnel and organizations will give recognition to the universities, senior high schools, etc. which are actively committed to cultivating global human resources. [MEXT, METI]

\* Set up opportunities (forums, round-table meetings, etc.) for businesses and academic personnel to hold continuous dialogues for developing global human resources. [MEXT, METI]

## **P.20**

### In Conclusion

- Regarding the issue of global human resources development, the Government had held a grave concern even before the Great East Japan Earthquake took place, and had been making preparations to set up a council to work on this issue. However, the work had temporarily been suspended to respond to the great disaster. With regard to Japan’s road to recovery from this unprecedented disaster, the Great East Japan Earthquake Reconstruction Design Council will soon compile a proposal.

- This interim report is the fruit of intense deliberations which were held by using accumulated information and activities of relevant ministries, based on the decision to set up this council made by the Council on the Realization of the New Growth Strategy, as

global human resources development is seen as one of the key issues that needs to be tackled by the Government as a whole.

- The core of the issues addressed in this interim report resides in the goal for Japan's society as a whole to create a positive growth cycle to give a boost to the young generation by having stakeholders from senior high school, university, and corporations, as well as parents and guardians to all work together at once on concrete improvement measures, including the promotion of senior high school students to study abroad, improvement of university entrance exams, and improvement of recruiting activities. In other words, global human resources development must be tackled in a continuous manner not by sole government officials, but as a form of social movement led by all the stakeholders such as university related personnel and organizations, company related personnel and business groups.

- In this sense, there is great significance in "setting up opportunities (forums, round-table meetings, etc.) for business and academia personnel to hold continuous dialogues," as proposed at the end of this report. This proposal is considered as one of great urgency which must be undertaken in a concrete manner immediately following the compilation of this interim report.

- This council will continue to hold further deliberations on the issue while following up on the proposals presented in the interim report in the future.

## References

Holding of the Council on Promotion of Human Resource for Globalization  
Development

19 May 2011

Decision by the Council on the Realization of the New Growth Strategy

Based on the “Holding of the Council on the Realization of the New Growth Strategy” (7 September 2010, Cabinet decision), the “Council on Promotion of Human Resource for Globalization Development” (hereinafter referred to as “Council” ) was held to promote various measures, especially those for the increase of Japanese individuals going abroad to study, through business-academia cooperation, with the goal of developing global human resources who will drive Japan toward growth and of developing a system which will allow such human resources to be utilized effectively.

2. Members of this council are as follows:

Chairman: Chief Cabinet Secretary

Members: Minister of Foreign Affairs, Minister of Education, Culture, Sports, Science and Technology, Minister of Health Labour and Welfare, Minister of Trade, Economy and Industry, and Minister of State for National Policy.

3. The Chairman, in the case that he deems necessary, can request relevant ministers and other relevant personnel to attend a meeting.

4. General affairs related to this council are to be process at the Cabinet Secretariat, with the help of the Ministry of Education, Culture, Sports, Science and Technology (MEXT).

Members of the Council on Promotion of Human Resource for Globalization  
Development

Chairman: Yukio Edano, Chief Cabinet Secretary

Members:

Koichiro Gemba, Minister of State for National Policy

Takeaki Matsumoto, Minister of Foreign Affairs

Yoshiaki Takaki, Minister of Education, Culture, Sports, Science and  
Technology

Ritsuo Hosokawa, Minister of Health Labour and Welfare

Banri Kaieda, Minister of Trade, Economy and Industry

Holding of the Council Board on Promotion of Human Resource for Globalization Developmentg

26 May 2011

Decision by the Council on Promotion of Human Resource for Globalization Development

1. The Council Board on Promotion of Human Resource for Globalization Development (hereinafter referred to as “Council Board” ) was held to advise the Council on Promotion of Human Resource for Globalization Development, with the goal to develop global human resources to drive forth Japan’ s future growth and to establish a system for taking advantage of such human resources, and to hold deliberations on the various measures for the realization of such goals.

2. Members of the Council Board are as follows:

Chairman: Deputy Minister of Education, Culture, Sports, Science and Technology or the special adviser to the Prime Minister, as appointed by the council chairman.

Members: Deputy ministers or parliamentary secretaries of the Cabinet Office, Ministry of Foreign Affairs, Ministry of Health Labour and Welfare, and Ministry of Trade, Economy and Industry, as appointed by the chairman.

3. The Chairman, in the case that he deems necessary, can request relevant personnel from related ministers and others to attend the meeting.

4. General affairs related to this meeting are to be process at the Cabinet Secretariat, with the help of MEXT.

Members of the Global Human Resources Development Board Meeting

Chairman: Goshi Hosono, Special Adviser to the Prime Minister

Chairman: Kan Suzuki, Senior Vice Minister of Education, Culture, Sports,  
Science and Technology

Members:

Tatsuo Hirano, Deputy Senior Vice Minister of Cabinet Secretary, Senior  
Vice-Minister of Cabinet Office for National Policy

Chiaki Takahashi, State Secretary for Foreign Affairs

Masao Kobayashi, Parliamentary Secretary for Health, Labour and Welfare

Past Meetings of the Council on Promotion of Human Resource for  
Globalization Development

Thursday, May 26

First Council on Promotion of Human Resource for Globalization  
Development

Operation of the meetings, deliberations and implementation of relevant  
measures, etc.

Thursday, June 2

First Council Board on Promotion of Human Resource for Globalization  
Development

Sharing and exchanging of opinions by knowledgeable persons

- Akashi Yasushi (Chairman, International House of Japan)
- Mineo Nakajima (President and Chair of the Board of Trustees, Akita  
International University)

Wednesday, June 8

Second Council Board on Promotion of Human Resource for Globalization  
Development Meeting

Sharing and exchanging of opinions by knowledgeable persons

- Shohei Utsuda (Chairman of the Board of Directors, Mitsui Co., Ltd.)

Thursday, June 16

Third Council Board on Promotion of Human Resource for Globalization  
Development

Exchange of opinions

Wednesday, June 22

Second Council on Promotion of Human Resource for Globalization  
Development

Deliberation and decision on compiling an interim report