Internationalization of doctoral education: Case studies of China and Japan

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Objective

This study is to present what changes have occurred in the internationalization of doctoral education in both China and Japan since the 1990s based on national statistics and relevant findings from national surveys of doctoral students in the two countries.
Changing concept of internationalization of doctoral education

Since the late 1980s

Internationalization of Doctoral Education

Traditional
- Mobility of students and academics
- Importation and exportation of educational ideas, models, and curriculum, etc.

Transnational or cross border
- Online teaching
- Academic programs
- Branch campus
- Investment on HE by foreign company

Terminology

Source: Huang, 2018
“Excellence is a concept that can be applied to all types of institutions and subject disciplines. It defines a goal to be achieved and can be recognised in terms of the value and worth of institutional practice… The overall intention would be to raise the level of institutional performance beyond the threshold standards set for the minimum requirements of common practice in academic quality and standards.” (ENQA, 2014)

Similarly to internationalization, it has the greatest relevance and value and can be applied to reflect the diversity between China and Japan.
National policies of China

• **The 985 Project in 1998**
  
  39 universities were selected by the government to become world-class universities.

• **The One Belt & One Road Initiative in 2014**
  
  Facilitating cultural exchange and integration and to enhance mutual understanding and trust of member nations.

• **The Double World-Class Project in 2017**

  This project includes building world-class universities with Chinese characteristics and Chinese first-class disciplines at a global level. Similarly to the 985 project, it aims for China to have 42 world-class universities and approximately 456 world-class disciplines in 95 universities by mid-century.

  However, the prime goal of the projects is not only limited to the development of world-class universities and disciplines, but to the improvement of the overall level of Chinese higher education through internationalization.
Numbers of jointly-operated independent campuses in China have increased to 7 by 2017
Changes in numbers of doctoral students in China

Unit: 10,000 persons

Source: MoE of China (2018)
Changes in numbers of international doctoral students in China  

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>896</td>
</tr>
<tr>
<td>2013</td>
<td>9,774</td>
</tr>
</tbody>
</table>

Unit: person

Changes in proportions of international doctoral students of the total doctoral students in China

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>2%</td>
</tr>
<tr>
<td>2013</td>
<td>3%</td>
</tr>
</tbody>
</table>

Source: MoE of China (2018)
International doctoral students in China by region of origin as of 2015

Source: China Scholarship Council (2017)
National policies of Japan

• “Twenty-First Century Centers of Excellence (21COE)” in 2002,
• “Global 30 Program” in 2008
• “Top Global University Project” in 2014.
• “Designated National University Project” in 2017
Goals of Hiroshima University by 2024

To be ranked among the top 100

Forming excellent research bases
Providing internationally-recognized academic programs
Establishing educational systems with high mobility
Attracting global talents

SCI論文数
大学院学生数
日本人留学経験者数
留学生数

卓越した研究力
5,400報

大学院が充実・強化
8,000人

高い国際流動性
1,835人

留学生の割合が20%
3,600人

卓越した資金力
270億円

高度人材輩出
1,100件

授業の50%が外国語
3,357件

教員の53%が外国人等
901人

外部資金
927億円
博士学位授与数
376件
 FOREIGN LANGUAGE
Changes in numbers of international students in Japan by institutional type

Source: JASSO (2018)
Changes in numbers of international doctoral students in Japan

Source: JASSO (2015) and other sources
Proportions of international students of total students in Japan by education levels as of 2014

Source: JASSO (2015) and other sources
Changes in proportion of international doctoral students of total doctoral students in Japan

Source: MEXT (2017)
Top 10 number of international students in Japan by nationality as of 2017

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Others</td>
<td>28,076</td>
</tr>
<tr>
<td>Malaysia</td>
<td>2,945</td>
</tr>
<tr>
<td>Thailand</td>
<td>3,985</td>
</tr>
<tr>
<td>Myanmar</td>
<td>4,816</td>
</tr>
<tr>
<td>Indonesia</td>
<td>5,495</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>6,607</td>
</tr>
<tr>
<td>Taiwan</td>
<td>8,947</td>
</tr>
<tr>
<td>Republic of Korea</td>
<td>15,740</td>
</tr>
<tr>
<td>Nepal</td>
<td>21,500</td>
</tr>
<tr>
<td>Vietnam</td>
<td>61,671</td>
</tr>
<tr>
<td>China</td>
<td>107,260</td>
</tr>
</tbody>
</table>

Source: JASSO (2015) and other sources
Dispatching domestic doctoral students abroad in China

Since 2006 the China Scholarship Council has continued to fund and send out graduate students, most of them being doctoral students, to go abroad for further study and doing research.

For example, according to the statistics of Chinese Scholarship Council, since 2007, the Chinese government has dispatched 49,628 doctoral candidates to foreign countries, especially the USA, the UK, and other European countries based on public funding. Among which, 19,359 of them were sent to pursue doctoral degrees abroad while the reminding doctoral candidates were jointly trained students in collaboration with partner universities abroad.
Changes in numbers of outbound Japanese students

(出典) ユネスコ統計局, OECD（Education at a Glance), IIE（OPEN DOORS）
My program strongly emphasizes students' research performance in international peer-review journals

According to the surveys of doctoral students in both Japan and China based on a similar questionnaire in 2018, a vast majority of doctoral students believed that their doctoral program strongly emphasizes students’ research performance in international peer-review journals. This is especially true in the case of China.
Summary

The rapid expansion of doctoral education in the two countries and the request for further internationalization of HE, and enhancing international competitiveness of national HE could be considered as main factors affecting the internationalization of doctoral education.

Apparently, the efforts in facilitating the internationalization of doctoral education in China and Japan have been made by various means such as accepting inwards international students and sending out domestic doctoral students abroad, as well as emphasizing the incorporation of international perspective and content into doctoral programs.

The doctoral education of the two countries have become regional hubs.
Thank you