

## Shonan Fujisawa Gakkai Research Result

Applicant's Name	DO TUAN ANH	Affiliation /Academic year	Faculty of Environment Information Studies, 2 <sup>nd</sup> year
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Name of the activity	Workshop: Japan's education – destination for Vietnamese high-qualified human resources		
Result	<p>According to the latest JASSO's statistics of Number of International Students for Fiscal Year 2015, there are roughly 39,000 Vietnamese students studying in Japan, occupying the second highest percentage of the number of international students in this country (1). However, only more than half of them, around 20,000 students are currently attending higher education institutions and training colleges, and the remaining fifty percent is students at Japanese language institutes. Compared to that number of China, a country contributes the most to the number of international students with nearly 80% in higher educational school and Thailand, another Southeast Asian nations with 82% advancing to college, the Vietnamese percentage is much lower. Those differences arise the questions on hidden reasons of this tendency and what factors hinder Vietnamese students get advanced into Japanese colleges? Whether Vietnamese human resources meet the standard and requirement of Japan's schools and universities, and whether Japanese higher educational system is appealing enough to international students from Vietnam?</p> <p>With the purpose of clarifying those wonders, on the day 15<sup>th</sup> and 18<sup>th</sup> of February, the workshops: Japan's education – destination for Vietnamese high-qualified human resources were organized in Ho Chi Minh City and Hanoi, Vietnam respectively. The events attracted in total more than 80 students coming from top school such as Foreign Trade University, and Hanoi and HCMC University of Science and Technology, Hanoi-Amsterdam High School for the Gifted as well as invited guest speakers who are currently students and alumni from notable Japanese universities like Keio University and Kyushu University, MEXT scholarship holders, and representatives of Japanese companies. Through intensive 3 hours of presentations, open and panel discussion in each event, participants had chances to exchange their opinion, thinking and expectation at Japanese education, as well as answered the questions on current and future chances and challenges for Vietnamese resources to enter high-quality schools in Japan, and introduced G30 universities to students.</p> <p>As of the result deduced from a survey of 80 participants joining the workshop and more than 120 answers recorded online, study abroad in Japan is expected to be more and more attractive to Vietnamese because of three principal reasons: open immigration policy, career development after graduation and stable and good quality of life. The research also witnessed an unexpected result when 34 out of 53 students (roughly 64%) having a background in social science and business showing their interest and keen in working and studying further in the fields related to engineering and information technology. In addition, when it comes to school choices, engineering-backgrounded students paid much attention to practical aspects such as school's facility and support for international students, while students majored in business referred to location, ranking and future career.</p> <p>The workshop also pointed out the fact that among thousands of Vietnamese people undergoing higher education in Japan, most of them are attending Professional Training College (Senmon Gakko) and the number of people being able to advance into national university is still humble. Responding to this current situation, guest speakers, company's representatives and participants had an open and criticized</p>		

discussion on the topic of why Japanese university have not attracted many Vietnamese students in referral with its potential and can be summarized in the following main points.

Firstly, there is a lack of methodical orientation in providing information on Japanese university's program and admission to Vietnamese students. While many Japanese language institutes and human resources centers focus on educating their students Japanese skill, they do not pay much attention to prepare them knowledge, skills and information to enter college or integrate smoothly into college life. Information, both on the Internet and provided by school and company, usually implies acquiring adequate Japanese language skill as the principal way to attend courses at university and have not address sufficient information on other university's programs and policies, such as undergraduate program in English. Meanwhile, efforts of organizations and individuals to promote awareness of Japanese university among Vietnamese resources are still scattered, unprompted, and small-scaled and should have been unified.

Secondly, brand identity of the school and overseas promotion have not been strong enough. Events and current public information stop at the introductory level of Japanese education and university, but have not taken advantage of surplus value such as detailed evaluation on the strength and uniqueness of different schools and campuses.

Finally, in a long-term process, scholarship and grant are expected to be more available and diversified to attract excellent students but suffer from financial problems.

Beyond the scope of an ordinary exchange activities with college students in Hanoi and Ho Chi Minh City, our workshop's organizers also paid a visit to and consulted various Japanese employers experienced in foreign human resources problem, especially with Vietnamese people. Moreover, as part of the research on high-quality foreign human resources in Japan, we also stopped by Duy Tan University, one of the biggest university in the Central of Vietnam and had a discussion with local students on the topic of chances for gifted students from the countryside of Vietnam going and exchanging study abroad. We have proposed to hold another workshop focusing on gifted Vietnamese students in Japan and are under market research to expand the events to Danang, apart from two main hubs in Hanoi and Ho Chi Minh City.

Reference:

- (1) Japan Student Services Organization. (2015). *International Students in Japan 2015*. Retrieved from [http://www.jasso.go.jp/en/about/statistics/intl\\_student/\\_icsFiles/afieldfile/2016/04/20/data15\\_brief\\_e.pdf](http://www.jasso.go.jp/en/about/statistics/intl_student/_icsFiles/afieldfile/2016/04/20/data15_brief_e.pdf)