

(資料：ISAN シンポジウム講演録)

## シンポジウム「留学生の役割と日本社会への貢献」

主催：新潟大学留学生会

2002年11月15日（金）

於：新潟大学留学生センター会議室

### プログラム

- |           |  |
|-----------|--|
| 2：00      | オープニング   |
| 2：01－2：05 | 開会挨拶 新潟大学副学長（国際関係）教授 坂東 武彦   |
| 2：06－2：11 | 歓迎の辞 新潟大学留学生センター 教授 阿波村 稔  |
| 2：12－2：14 | 講師紹介   |
| 2：15－3：00 | 講演：「社会・文化交流における留学生の役割」<br>講師：ルース・B・ディラオ<br>文化担当官、フィリピン大使館              |
| 3：01－3：16 | 上記講演に関するオープン・フォーラム   |
| 3：17－3：27 | 休憩   |
| 3：28－3：30 | 講師紹介   |
| 3：31－4：26 | 講演：「留学生の役割と責任に関する日本の立場」<br>講師：浜野マサヒロ<br>理事長：アジア・シード（アジア経済発展の為の科学・教育機構） |
| 4：27－4：53 | 上記講演に関するオープン・フォーラム   |
| 4：54－4：59 | 閉会の挨拶 新潟大学留学生会会長 ジェニファー・M・マナロ  |
| 5：00      | レセプション（カフェテリア1にて）  |

全体進行

アムジャド・ハッサン ヘニー・セティワン

# SYMPOSIUM ON THE ROLE AND CONTRIBUTION OF FOREIGN STUDENTS TO THE JAPANESE SOCIETY

Organized by International Students Association of Niigata University (ISAN)

November 15, 2002

Conference Hall, International Student Center,

Niigata University

## Programme

- 1 : 00 – 1 : 45      Registration
- 2 : 00                      Opening Program
- 2 : 01 – 2 : 05      Opening Remarks ... Prof. Takehiko Bando  
*Vice President for Research and International Relations  
Niigata University*
- 2 : 06 – 2 : 11      Welcome Address ... Prof. Minoru Awamura  
*International Student Center, Advisor to ISAN*
- 2 : 12 – 2 : 14      Introduction of the First Speaker
- 2 : 15 – 3 : 00      Topic : *Role of Foreign Students and Their Respective Countries in  
Promoting Socio-Cultural Exchange*  
Speaker : *Mrs. Ruth B. Dilao Third Secretary, Vice Consul/Cultural Officer  
at the Philippine Embassy, Tokyo*
- 3 : 01 – 3 : 16      Open Forum for the First Discussion
- 3 : 17 – 3 : 27      Break
- 3 : 28 – 3 : 30      Introduction of the Second Speaker
- 3 : 31 – 4 : 26      Topic : *Japan Perspective on The Role and Responsibilities of Foreign  
Students*  
Speaker : *Mr. Masahiro Hamano Director General and Managing Director, ASIA-SEED, (Asia-  
Science and Education for Economic Development Institute), Head Office, Tokyo*
- 4 : 27 – 4 : 53      Open Forum for the Second Discussion
- 4 : 54 – 4 : 59      Closing Remarks : Jennifer Magno Manalo President of ISAN
- 5 : 00                      Reception                      (*Cafeteria 1*)  
Amjad Hassan and Henny Setiawan  
*Masters of Ceremonies*

## THE ROLE OF FOREIGN STUDENTS IN THE PROMOTION OF SOCIO-CULTURAL EXCHANGES

SPEECH OF THIRD SECRETARY AND VICE CONSUL RUTH B. DILAO AT A  
SYMPOSIUM HELD IN NIIGATA UNIVERSITY ON 15 NOVEMBER 2002

### I. INTRODUCTION

WHILE GLOBALIZATION TRANSCENDS GEOGRAPHICAL BARRIERS AND HAS ADVANCED EXCHANGES IN THE INTERNATIONAL COMMUNITY, A VARIETY OF PROBLEMS BASED ON ETHNIC AND CULTURAL DIFFERENCES HAVE REPLACED IDEOLOGICAL CONFRONTATION AND BECAME EVEN MORE PREVALENT. THIS HIGHLIGHTS THE FACT THAT IN THE REAL WORLD OF GEOPOLITICS, IT IS THE PEOPLE TO PEOPLE EXCHANGES THAT SERVE AS A BASIC FOUNDATION FOR CLOSER FUNCTIONAL COOPERATION BETWEEN PEOPLES OF DIVERSE CULTURES. IT IS THEREFORE IMPERATIVE TO RECOGNIZE ETHNIC AND CULTURAL DIVERSITY AND TO UNDERSTAND AND RESPECT THIS DIVERSITY IN ORDER TO PROMOTE TRUST, AND TO BUILD A GENUINE FRIENDLY RELATIONS AMONG NATIONS.

THE IMPORTANCE OF RECOGNIZING AND RESPECTING CULTURAL DIVERSITY AND THE NEED TO DIALOGUE WAS REAFFIRMED AT THE UNITED NATIONS WHEN IT DESIGNATED 2000 AS THE INTERNATIONAL YEAR FOR THE CULTURE OF PEACE AND 2001 AS THE UN YEAR OF THE DIALOGUE AMONG CIVILIZATIONS.

JAPAN, RECOGNIZING THIS NEED, IS ACTIVELY DEVELOPING BILATERAL AND MULTILATERAL INTERNATIONAL EXCHANGES THROUGH VARIOUS PROGRAMS SUCH AS THE INTRODUCTION OF JAPANESE CULTURE ABROAD, INTRODUCTION OF FOREIGN CULTURE IN JAPAN, AND PERSONNEL EXCHANGES THAT INCLUDES INTELLECTUAL DIALOGUE.

JAPAN'S POLICIES ON THE PROMOTION OF SOCIAL, CULTURAL, AND EDUCATIONAL EXCHANGES

THE JAPANESE GOVERNMENT'S POLICY ON EDUCATIONAL AND CULTURAL EXCHANGES IS CLEARLY OUTLINED IN ITS OBJECTIVE TO PROMOTE STUDENT EXCHANGES.

REALIZING THE IMPORTANCE OF PROMOTING MUTUAL UNDERSTANDING BASED ON TRUST AND OF ADVANCING HUMAN RESOURCES DEVELOPMENT

AND FOSTERING EDUCATION AND RESEARCH BOTH IN JAPAN AND OTHER COUNTRIES TO PROMOTE INTERNATIONALIZATION, THE JAPANESE GOVERNMENT ACTIVELY SUPPORTS INTERNATIONAL EXCHANGES, AND THE ACCEPTANCE OF FOREIGN STUDENTS IN JAPAN.

THE FOREIGN STUDENTS IN JAPAN ARE EXPECTED TO PLAY AN IMPORTANT ROLE IN STRENGTHENING FRIENDLY RELATIONS BETWEEN THEIR RESPECTIVE COUNTRIES AND JAPAN ONCE THEY RETURN TO THEIR HOME COUNTRIES. THE PROMOTION OF STUDENT EXCHANGE IS THEREFORE REGARDED BY JAPAN AS ONE OF ITS MOST IMPORTANT NATIONAL POLICIES TOWARDS THE PROMOTION OF CULTURAL EXCHANGES. IN VIEW OF THIS, THE GOVERNMENT HAS ESTABLISHED VARIOUS COMPREHENSIVE PROGRAMS AIMED AT ACHIEVING THIS GOAL OF PROMOTING EXCHANGES THROUGH THE FOREIGN STUDENTS STUDYING IN JAPAN. THESE ARE : 1) THE DECLARATION CONCERNING THE FOREIGN STUDENT POLICY TOWARD THE 21<sup>ST</sup> CENTURY IN 1983, 2) THE DEVELOPMENT OF FOREIGN STUDENT POLICY TOWARDS THE 21<sup>ST</sup> CENTURY IN 1984, 3) AND THE PLAN TO ACCEPT 100,000 FOREIGN STUDENTS BY THE BEGINNING OF THE 21<sup>ST</sup> CENTURY.

IN VIEW OF THE MINISTRY OF EDUCATION, CULTURE, SCIENCE AND TECHNOLOGY'S (MEXT) AIMS TO ACHIEVE THE GOAL OF RECEIVING 100,000 FOREIGN STUDENTS WITHIN THE NEXT TEN YEARS, IT IS WORKING TOWARDS THE ESTABLISHMENT OF A FRAMEWORK FOR RECEIVING FOREIGN STUDENTS. THE FRAMEWORK WOULD INCLUDE 1) ENRICHING AID TO INTERNATIONAL STUDENTS ; 2) IMPROVING THE ADMISSION SYSTEM TO JAPANESE UNIVERSITIES ; AND 3) IMPROVING THE UNIVERSITY EDUCATION BY SUCH MEASURES AS PROMOTING SPECIAL PROGRAMS FOR INTERNATIONAL STUDENTS.

STATISTICS SHOW THAT AS OF MAY 2001, THE TOTAL NUMBER OF FOREIGN STUDENTS IN JAPAN IS 78,812. OF THIS, 62,991 OR 79.9% COME FROM KOREA, CHINA, AND TAIWAN WHILE 9,731 (12.3%) COME FROM THE REST OF ASIA OF WHICH, 6,030 COME FROM SOUTHEAST ASIAN COUNTRIES NAMELY INDONESIA, MALAYSIA, THE PHILIPPINES, AND THAILAND. THIS MEANS THAT JAPAN STILL FALLS SHORT BY 20% IN ITS PLANNED NUMBER OF FOREIGN STUDENTS IN JAPAN IN THE EARLY 21<sup>ST</sup> CENTURY.

IN ORDER TO FURTHER EXCHANGES AT VARIOUS LEVELS, THE JAPANESE GOVERNMENT HAS LIKEWISE INSTITUTED THE FOLLOWING PROGRAMS :

EXPANSION OF JAPANESE GOVERNMENT SCHOLARSHIP ;

YOUNG LEADERS PROGRAM ;

IMPROVING THE ENVIRONMENT AND INSTITUTION FOR ACCEPTING FOREIGN STUDENTS ;

IMPLEMENTATION OF "GRANT AID FOR SCHOLARSHIP PROGRAM AND EXCHANGE STUDENT LOANS ;

JAPAN EXCHANGE PROGRAM FOR ASEAN HIGH SCHOOL STUDENTS ;

(HIGH SCHOOL STUDENTS EXCHANGE PROGRAM FOR JAPAN AND ASEAN ;

SHORT TERM EXCHANGE PROGRAM FOR ASEAN HIGH SCHOOL STUDENTS ;

LONG TERM EXCHANGE PROGRAM FOR ASEAN HIGH SCHOOL STUDENTS FINANCING) ; AND

EXAMINATION FOR JAPANESE UNIVERSITY ADMISSION FOR INTERNATIONAL STUDENTS.

LEARNING A LANGUAGE IS BELIEVED TO BE AN EFFECTIVE MEANS TO DEEPEN UNDERSTANDING OF ANOTHER CULTURE. IN VIEW OF THIS, JAPAN IS MAKING EFFORTS TO PROMOTE JAPANESE LANGUAGE EDUCATION OVERSEAS IN A VARIETY OF WAYS LIKE THE DISPATCH OF JAPANESE LANGUAGE SPECIALISTS TO CONDUCT TRAINING PROGRAMS OVERSEAS FOR LANGUAGE EDUCATION, AND BY DONATING JAPANESE TEXTBOOKS TO FOREIGN COUNTRIES. ACCORDING TO A SURVEY CONDUCTED IN 1998, OVER TWO MILLION INDIVIDUALS ABROAD HAVE STUDIED JAPANESE LANGUAGE.

TO INCREASE INTERNATIONAL UNDERSTANDING AMONG THE YOUNG JAPANESE, MEXT DISPATCHES ELEMENTARY AND LOWER SECONDARY SCHOOL TEACHERS AND SOCIAL EDUCATION INSTRUCTORS OVERSEAS AND AT THE SAME TIME ACCEPTS FOREIGN TEACHERS TO JAPAN FOR EXPOSURE TO JAPANESE CULTURE OR TO TEACH IN ELEMENTARY AND HIGH SCHOOLS AS LANGUAGE ASSISTANT TEACHERS. IN ADDITION, THE JAPANESE GOVERNMENT HAS TAKEN THE FOLLOWING STEPS TO EXPAND INTERNATIONAL EXCHANGES :

HEIGHTENING INTEREST IN OTHER CULTURES THROUGH NATIONAL EXCHANGE

TO FURTHER INCREASE THE NUMBER OF FOREIGN TRAVELERS TO JAPAN, MEASURES ARE BEING TAKEN i) TO PROMOTE TOURISM BASED ON THE WELCOME 21 (AN INITIATIVE DESIGNED TO DOUBLE THE NUMBER OF OVERSEAS VISITORS TO JAPAN) ; AND ii) TO IMPLEMENT THE LAW FOR THE PROMOTION OF INTERNATIONAL TOURISM THROUGH THE DIVERSIFICATION OF AREAS VISITED BY FOREIGN TOURISTS. THESE MEASURES ARE EXPECTED TO DOUBLE THE NUMBER OF FOREIGN TRAVELERS TO JAPAN BY 2005.

## RESPECT FOR CULTURAL DIVERSITY

GLOBALIZATION AND THE RAPID SPREAD OF THE USE OF INTERNET HAS INCREASED THE USE OF THE ENGLISH LANGUAGE IN THE INTERNATIONAL COMMUNITY. IT HAS BEEN POINTED OUT THAT WHILE GLOBALIZATION HAS NARROWED CULTURAL DIFFERENCES THROUGH INCREASED UNDERSTANDING AND ACCEPTANCE OF THESE DIFFERENCES, A DYNAMIC COEXISTENCE BETWEEN DIFFERENT CULTURES IS INDISPENSABLE AS A BASIS ON WHICH EACH CULTURE CAN DEVELOP. AS PART OF THIS TREND, THE ASEAN MULTICULTURAL MISSION COMPRISED OF THE JAPANESE GOVERNMENT, ASEAN GOVERNMENT, AND 20 REPRESENTATIVES FROM THE PRIVATE SECTOR WAS FORMED IN 1997. THE MISSION MAKES REGULAR VISITS TO PARTICIPATING COUNTRIES AND HOLDS ACTIVE DISCUSSIONS ON MATTERS OF MUTUAL CONCERN.

JAPAN AND ASEAN MEMBER NATIONS SHARE AN AWARENESS OF THE DANGER OF LOSING TANGIBLE AND INTANGIBLE CULTURAL HERITAGE BROUGHT ABOUT IN PART BY MODERNIZATION AND THE RAPID PROGRESS OF GLOBALIZATION. IN ORDER TO PROMOTE SUSTAINABLE DEVELOPMENT OF THE RICHNESS OF THESE ASIAN CULTURES, IT IS IMPORTANT TO FURTHER MUTUAL UNDERSTANDING AMONG PEOPLES OF DIFFERENT NATIONALITIES AND TO CULTIVATE COMMON VALUES WHILE AT THE SAME TIME MAINTAIN RESPECT FOR CULTURAL DIVERSITY.

## EXPANSION OF INTERNATIONAL EXCHANGE THROUGH CULTURE AND THE ARTS

IN ADDITION TO BILATERAL CULTURAL EXCHANGES BASED ON THE INDIVIDUAL COUNTRY'S CHARACTERISTIC AND RELATIONS WITH JAPAN, THE IMPORTANCE OF CULTURAL EXCHANGES THROUGH A MULTILATERAL FRAMEWORK THAT GOES BEYOND TRADITIONAL FRAMEWORKS IS ALSO CONSIDERED TO BE OF INCREASING IMPORTANCE.

RECOGNIZING THAT JAPAN HAS ATTAINED A HIGH LEVEL OF RESEARCH, CONSERVATION, AND RESTORATION TECHNIQUES FOR CULTURAL PROPERTIES PROTECTION, THERE IS AN INCREASING DEMAND FROM MANY ASIAN COUNTRIES FOR COOPERATION ON THE PROTECTION OF CULTURAL PROPERTIES. INTEREST AMONG DEVELOPING COUNTRIES IS INCREASING NOT ONLY IN PROJECTS THAT WOULD BRING ABOUT ECONOMIC DEVELOPMENT BUT ALSO IN PROJECTS THAT WOULD RESULT IN THE PRESERVATION AND PROMOTION OF CULTURE. JAPAN HAS BEEN ACTIVELY SUPPORTING ASEAN

BY UNDERTAKING REGIONAL PROJECTS, ESTABLISHING FUND FOR CULTURAL EXCHANGES, AND HOLDING REGULAR CONFERENCES BETWEEN JAPAN AND ASEAN FOREIGN MINISTERS.

INCREASE IN THE STUDY OF JAPANESE LANGUAGE IN JAPAN AND ABROAD

THE CONFERENCE FOR INTERNATIONAL EDUCATIONAL COOPERATION, REPORTED THAT IN ORDER TO PROMOTE SUCCESSFUL EDUCATIONAL COOPERATION THERE ARE MANY FACTORS THAT HAVE YET TO BE CONSIDERED. THESE ARE : i) ORGANIZING SYSTEMS OF IMPLEMENTATION IN UNIVERSITIES AND THE LIKE, ii) DEVELOPMENT ASSISTANCE, iii) TRAINING OF PERSONNEL, AND iv) PROMOTING AWARENESS OF EDUCATIONAL COOPERATION AMONG EDUCATIONAL COMMUNITIES. THE REPORT ALSO SUGGESTED TO THE THEN MONBUSHO FOR MORE CONCRETE MEASURES FOR EDUCATIONAL COOPERATION, AND FOR EDUCATIONAL ORGANIZATION, AND OTHER ORGANIZATIONS FOR THE IMPLEMENTATION OF ODA TO UNDERSTAND THE SIGNIFICANCE OF INTERNATIONAL EDUCATIONAL COOPERATION.

MEXT EMBARKS ON TRAINING, AND SECURING THE NECESSARY HUMAN RESOURCES TO PROVIDE ASSISTANCE, AND SUPPORT FOR HUMAN RESOURCES DEVELOPMENT PROGRAMS IN DEVELOPING COUNTRIES IN COLLABORATION WITH NATIONAL UNIVERSITIES AND OTHER EDUCATIONAL AND RESEARCH INSTITUTIONS. THERE IS THE NEED TO CONTINUE THE COOPERATION FOR SEVERAL YEARS TOWARDS SUCH NATION-BUILDING EFFORTS.

THE ROLES OF FOREIGN STUDENTS TOWARDS THE PROMOTION OF SOCIO-CULTURAL EXCHANGES

HAVING OUTLINED AND DISCUSSED AT LENGTH RELEVANT POINTS OF THE JAPANESE GOVERNMENT'S POLICIES IN THE PROMOTION OF SOCIAL, CULTURAL AND EDUCATIONAL EXCHANGES, AND THE CURRENT PROGRAMS DESIGNED TO IMPLEMENT THESE POLICIES, IT WOULD NOW BE EASIER TO EXAMINE THE ROLE OF FOREIGN STUDENTS IN JAPAN ON THE PROMOTION OF SOCIO-CULTURAL EXCHANGES.

IT WOULD PERHAPS EVEN BE EASIER IF THE FOREIGN STUDENTS UNDERSTAND THE VERY REASON OF THEIR BEING HERE IN JAPAN IN THE FIRST PLACE — STUDYING IN A LANGUAGE THAT IS COMPLETELY FOREIGN AND LIVING IN THE MIDST OF A CULTURE THAT IS COMPLETELY DIFFERENT FROM THEIR OWN. BUT WHATEVER THE REASON IS, AND WHATEVER THE

CONDITIONS ARE TO STUDY IN JAPAN, WHETHER ON PRIVATE EXPENSE OR GOVERNMENT-SPONSORED, THERE IS ALWAYS THE RESPONSIBILITY THAT GOES WITH BEING A STUDENT IN A FOREIGN COUNTRY.

MANY ASIAN COUNTRIES SEND THEIR NATIONALS TO JAPAN AS A MAJOR COMPONENT OF THEIR NATION-BUILDING EFFORTS. THE MALAYSIAN GOVERNMENT FOR INSTANCE HAS ADOPTED THE LOOK EAST POLICY IN FEBRUARY 1982 WITH THE SPECIFIC OBJECTIVE FOR ITS NATIONALS TO LEARN AND EMULATE JAPANESE AND KOREAN CORE VALUES TOWARDS WORK AND STUDY, AND TO ACQUIRE THE TECHNOLOGY NEEDED TO PROPEL ECONOMIC GROWTH IN MALAYSIA IN THE BELIEF THAT THESE RETURNING STUDENTS WOULD SERVE AS ENGINES OF NATIONAL DEVELOPMENT.

FOR THE REST OF MANY OTHER ASIAN COUNTRIES, SENDING THEIR NATIONALS AS STUDENTS TO JAPAN HOLDS GREAT PROMISE TO ITS NATION-BUILDING AND ECONOMIC DEVELOPMENT EFFORTS. BUT ASIDE FROM THE APPARENT PERSONAL REASONS OR NATIONAL GOVERNMENT'S MOTIVATION FOR SENDING STUDENTS TO STUDY IN JAPAN, THERE ARE A NUMBER OF THINGS THAT FOREIGN STUDENTS COULD DO TO CONTRIBUTE TOWARDS THE PROMOTION OF EDUCATIONAL, SOCIAL AND CULTURAL EXCHANGES BETWEEN THEIR COUNTRIES AND JAPAN AND OTHER THIRD COUNTRIES AS WELL.

THE FOREIGN STUDENTS IN JAPAN COULD HELP PROMOTE SOCIO-CULTURAL EXCHANGES IN MANY WAYS :

AS STUDENTS IN JAPAN, STUDENTS COULD APPRECIATE THE POSITIVE ROLE JAPAN HAS PLAYED IN THE INDUSTRIALIZATION OF SOUTHEAST ASIA.

IT IS UNDENIABLE THAT WHATEVER THE REASON BEHIND JAPAN'S GENEROSITY TOWARDS OTHER ASIAN COUNTRIES, JAPAN HAS PLAYED A MAJOR ROLE IN THE SOCIAL AND ECONOMIC DEVELOPMENT OF MOST OF THE DEVELOPING COUNTRIES IN ASIA THROUGH ITS ODA AND OTHER NGO INITIATED PROJECTS.

STUDENTS SHOULD ACT AS CATALYSTS FOR CHANGE IN YOUR RESPECTIVE COUNTRIES.

HAVING OBTAINED TRAINING IN JAPAN WHETHER IN THE TECHNOLOGICAL FIELD OR OTHERWISE, IT IS INCUMBENT AMONG RETURNING GRADUATES TO THEIR RESPECTIVE COUNTRIES TO SERVE AS CATALYSTS FOR CHANGE ESPECIALLY IN THEIR RESPECTIVE FIELDS OF SPECIALIZATION.



STUDENTS HAVE THE DUTY TO TAKE PART IN THE TASK OF PROMOTING PEACE AND UNDERSTANDING GAINED THROUGH CROSS-CULTURAL EXPERIENCE

HAVING EXPERIENCED DIFFERENT CULTURES THROUGH EXCHANGES WITH OTHER STUDENTS, MUCH IS EXPECTED FROM THE RETURNING GRADUATES TO PROMOTE UNDERSTANDING, ACCEPTANCE AND RESPECT OF THE DIVERSITY OF CULTURES.

STUDENTS SHOULD ENCOURAGE THE STRENGTHENING OF BONDS AMONG COUNTRIES IN THE WORLD TO ATTAIN COMMON REGIONAL OBJECTIVES

HAVING LIVED IN A FOREIGN COUNTRY AND GAINED A BETTER PERSPECTIVE OF INTERNATIONAL EVENTS, FOREIGN STUDENTS COULD ADVOCATE FOR THE ATTAINMENT OF REGIONAL OBJECTIVES FOR THE COMMON GOOD OF ALL THE PEOPLES IN THE REGION.

ADVOCATE FOR CLOSER COOPERATION BETWEEN ASIAN NEIGHBORS

HAVING THE OPPORTUNITY TO INTERACT WITH PEOPLES FROM DIFFERENT COUNTRIES IN THE REGION HOLDING OR WOULD BE HOLDING VARIOUS RESPONSIBLE POSITIONS IN THEIR RESPECTIVE GOVERNMENTS, STUDENTS HERE HAVE THE GREAT OPPORTUNITY TO NETWORK WITH FUTURE LEADERS IN THE REGION AND PROMOTE FOR CLOSER COOPERATION AMONG ASIAN PEOPLES.

BOOST EDUCATIONAL AND CULTURAL LINKS BETWEEN ASIAN COUNTRIES AND JAPAN

ASIAN COUNTRIES SHOULD NOT ONLY TRY TO INCREASE THEIR NUMBER OF STUDENTS IN JAPAN BUT ALSO TRY TO ENDEAVOR TO INCREASE THE NUMBER OF JAPANESE STUDENTS STUDY IN THEIR RESPECTIVE COUNTRIES. JAPANESE STUDENTS SHOULD BE ENCOURAGED TO STUDY IN ASIAN COUNTRIES. RETURNING STUDENTS, ESPECIALLY THOSE WHO ARE AFFILIATED WITH INSTITUTIONS OF HIGHER LEARNING SHOULD RECOMMEND TO THE AUTHORITIES OF LEARNING INSTITUTIONS TO WELCOME JAPANESE STUDENT EXCHANGES AT ALL LEVELS .

HARNESS THE LATEST ADVANCES IN COMMUNICATIONS AND INFORMATION TECHNOLOGY AS MEDIUMS FOR CROSS-CULTURAL EDUCATION AND TO BOOST BUSINESS CONTACTS BETWEEN EVEN OUR REMOTEST TOWNS THAT

HAVE BEEN LEFT BEHIND BY GLOBALIZATION

HAVING ACCESS TO THE LATEST IN COMMUNICATIONS AND INFORMATION TECHNOLOGY, STUDENTS SHOULD MAKE GOOD USE OF THIS MEDIUM TO REACH THOSE WHO WOULD NORMALLY BE LEFT OUT IN THE NATURAL COURSE OF DEVELOPMENT.

CONTRIBUTE DIRECTLY TO THE PUBLIC DEBATE IN FAVOR OF REGIONAL COOPERATION

WE MUST BE VIGILANT AGAINST ATTEMPTS TO NARROW THE NATIONAL VISION AGAINST FOREIGNERS AND TO CLOSE DOORS TO POSITIVE INFLUENCES FROM OUTSIDE OUR COUNTRIES.

#### IV. CONCLUSION

FOREIGN STUDENTS HAVE AN IMPORTANT ROLE TO PLAY IN THE PROMOTION OF SOCIO-CULTURAL EXCHANGES BETWEEN THEIR COUNTRIES AND JAPAN AND OTHER COUNTRIES IN THE INTERNATIONAL COMMUNITY. THEY NOT ONLY SERVE AS ENVOYS OF GOODWILL BUT MORE IMPORTANTLY AS AGENTS OF CHANGE. MOREOVER, THE STUDENTS' CROSS-CULTURAL EXPERIENCE PUT THEM IN A BETTER POSITION TO EXAMINE INTERNATIONAL ISSUES IN A REGIONAL PERSPECTIVE THEREBY CONTRIBUTING TO THE PROMOTION OF PEACE AND GOODWILL AMONG PEOPLES OF DIVERSE CULTURAL, RELIGIOUS, AND ETHNIC BACKGROUNDS.

THIS IS A CHALLENGE THAT EACH STUDENT MUST TAKE TO PROMOTE PEACEFUL COEXISTENCE OF PEOPLES OF DIVERSE CULTURAL AND ETHNIC BACKGROUNDS. IT IS MY FERVENT WISH THAT EACH ONE OF THE STUDENTS HERE TAKE THIS CHALLENGE WITH GREAT RESOLVE.

THE YEAR 2003 HAS BEEN DESIGNATED AS THE ASEAN-JAPAN EXCHANGE YEAR. A NUMBER OF CULTURAL, EDUCATIONAL, AND ECONOMIC PROGRAMS ARE NOW UNDER CONSIDERATION WITH THE OBJECTIVE TO FURTHER THE UNDERSTANDING AND COOPERATION AMONG ASEAN MEMBER COUNTRIES AND JAPAN. I HOPE YOU WILL TAKE THIS OPPORTUNITY TO PARTICIPATE AND CONTRIBUTE IN YOUR OWN LITTLE WAY TO MAKE THE ASEAN-JAPAN EXCHANGE YEAR A GREAT SUCCESS.

IN CLOSING, I WISH THE STUDENTS SUCCESS IN THEIR STUDIES AND MORE POWER TO FACE THE GREAT CHALLENGES AS CITIZENS OF THE INTERNATIONAL COMMUNITY.

## The Japan Perspective on the Roles and Responsibilities of Foreign Students

Masahiro Hamano, Director General of AsiaSEED

- 1 I would like to thank the International Students Association of Niigata University (ISAN) for the invitation to speak at the first symposium conducted by the ISAN.
- 2 The topic which I was asked to talk about is “The Japan Perspective on the Roles and Responsibilities of Foreign Students”. This means, I suppose, you are asking what is it that the Japanese people really expect the foreign students to do in Japanese society and that you have the intention to do that if it is reasonable.
- 3 I have never heard this kind of discussion of questioning foreign students’ roles and responsibilities to the Japanese society, while I have always heard about problems or weaknesses of Japanese society regarding acceptance of foreign students. I am happy to hear this kind of question from foreign students as one of the taxpayers of Japan.
- 4 In fact, the Japanese Government spent around 60,000 million yen last year exclusively for international student exchange programs and besides that, extended huge amount of yen loan to the projects of the same purpose, even though they are in very difficult financial conditions. The local governments and private bodies are also making similar efforts. Why? Because they think Foreign Students are important for Japan.
- 5 In my personal case, I used to be a CPA and a management consultant working with private companies. But after I engaged myself in the international student exchange projects, first in Indonesia then in Malaysia and other parts of Asia, I have decided to concentrate my activities only in the higher education level exchange, because I thought it is critical for Japan.
- 6 Perhaps, I will be able to answer your question by explaining the reasons why and how the Foreign Students are important for Japan.
- 7 According to the policy paper on international student exchange for the 21st century, MEXT has stated the reasons why they give high priority to the international student exchange as follows : It is critically significant for Japan because it will help Japan (1) to increase mutual understanding and deepen the friendship between Japan

and other countries; (2) to improve the Japan's intellectual influence to the international society; and (3) to accelerate internationalization of Japanese economic and social structure.

- 8 This is a very good summary of reasons, but some explanations on the background of the reasons are needed to understand. The environment surrounding Japan has definitely changed and the Japanese society is now under strong pressure to change to meet this environmental change. And what is important to know is that the foreign students in Japan will play a vital role in this change.
- 9 Japan has achieved great success on the post-war rehabilitation and high growth of the economy under the Cold War political structure and the American hegemony. At that time Japan was able to raise its competitiveness in Japanese own way and succeeded in the world market. But the end of the Cold War, the globalization of economy, the burst of the bubble economy, the East Asian economic miracle, the Asian economic crisis and the emergence of China power made the environmental situation surrounding Japan completely different.
- 10 The main feature of the new environment surrounding Japan is the strong movement toward Regionalism. There are active movements to move toward bilateral and multilateral FTAs. Even the idea of a regional economic community based on the ASEAN+3 is becoming more and more realistic. Businesses are already working out their strategy taking advantages of the coming AFTA and the future ASEAN+3 including strategic alliances with Asian enterprises.
- 11 In social aspect of the region, there used to be no regionalism based on identity among the Asians, contrary to the Western Europe. But since the mid-1980s the people, so called "Neo Middle Class", living in the big cities in East Asia, such as Seoul, Shanghai, Hong Kong, Bangkok, Kuala Lumpur, Singapore, Manila and Jakarta, have been sharing more and more commonality. They are mainly highly educated professionals, bilingual or trilingual speakers. They have lots of commonality with each other, compared to their older generations, in their way of living, consumption, bringing-up of children, fashion and education. This type of people is increasing as a mass in the region and formulating new identity of East Asia and will become a critical and determinant element of the region.
- 12 In this borderless and very interdependent world and in the time of regionalism, the

long-term survival and success of Japan will depend on (1) whether Japan can be a respected and trusted friend of those newly emerged Neo Middle Class people in Asia, and (2) whether Japan can be the place where those people love to stay and work in. In this sense, I think the Japanese society is now under strong pressure to change.

- 13 However, since the Japanese have lived in a homogeneous and close society for a long time historically, as you know, they are not good at working with people with different background, culture and values and the social system that does not suit the taste of those people.
- 14 My ultimate reason that I believe why the foreign students are important for Japan is right here, because they are the potential of those Neo Middle Class people living in Japan, knowing Japanese society and speaking Japanese. They will be highly educated professionals, bilingual or trilingual speaker, have lots of commonality with each other and they will determine the future of the region. If Japan failed to be a trusted friend of the foreign students, the long-term survival and success of Japan would be in danger. If Japan failed to become the place where the foreign students love to stay and work in, the long-term survival and success of Japan would be in danger too. The foreign students are the real test for Japanese society.
- 15 In this regard, their existence itself has a meaning. Their way of thinking, their way of behaviour and their way of speaking will give great influence to the society. One of the biggest expectations to foreign students is the effect on the young Japanese students. I have sent quite a number of Japanese university students to the school in Malaysia where we are running the twinning program between Japanese universities and Malaysian institution. It was amazing to find that only few weeks of intense intercultural experience in Malaysia can change their view of the world and strengthen their character. We can expect this kind of intercultural experience effect in Japan with close association with the foreign students.
- 16 Furthermore, the foreign students who already returned to their country will become a core of the international human network, if the relationships are well maintained. The accumulation of those international human networks will be a base of the East Asian regional community and a treasure for the survival of Japan.
- 17 These are the essence of the Japanese expectation to the foreign students and my

answer to your question. But to make our expectation sure, I have some personal requests to the foreign students.

- 18 First, please make Japanese friends as many as possible and some must be a close friend. When you have a chance, take them to your home countries. Those experiences will give them great opportunities to take another look at the world, Japan and themselves. I know making friends is easy for the young international students, e.g. undergraduate students, but really tough for old students. I experienced that in UK. When I studied in UK, I was already 39 years old. It is difficult to make real friend in overseas for old students. But please think this is your responsibility.
- 19 Second, please accept the job offers from the regional community as much as possible, such as speaking at the international understanding class in high schools and teaching your language at the elementary schools. Of course I know many of you are already volunteering in such occasions. But as MEXT started an action plan aiming at development of powerful Japanese with ability to cut their way in the new age, more foreign people will be requested to participate in the educational sites in the community. Your frank comments on Japanese society will become a motivation to change for them.
- 20 Third, please maintain the relationship with your friends after you return back to your home countries. Such human relations are not only important for Japan but also will be a treasure of you. I am not talking about Japanese friends only, but the relationship among the foreign students yourselves must also be maintained after you come back. Those human networks will cut your way in the new age. In order to maintain the relationship with Japan, I would like to suggest that you should master Japanese language up to certain level, if your Japanese is not good enough. My experience with many foreign students shows that students whose Japanese are very poor tend to cut their relationship with Japan. I regret that it causes a great loss to their long term future.
- 21 My final statement is to the university. I am happy to see many foreign students working actively here in Niigata including the graduate of Asia Youth Fellowship Program (AYF) in Malaysia which we are running there. I would like to express my gratitude to Niigata University for the hospitality of foreign students. But don't you think the number of foreign students in Japanese universities is still too small to expect them such a vital role which I mentioned earlier?

**The Japan Perspective  
on The Roles and Responsibilities of Foreign Students**

Masahiro Hamano  
Director General  
Asia SEED

**特定非営利活動法人**

**アジア科学教育経済発展機構 (Asia SEED)**

1984年 日本インドネシア科学技術フォーラム

Japan Indonesia Science and Technology Forum (JIF)

■1999年 特定非営利活動法人アジア科学教育経済発展機構

■Asia Science and Education for Economic Development Institute (Asia SEED)

■東京本部、ジャカルタ事務所、クアラルンプール事務所、バンコク事務所、ヤンゴン連絡事務所

■約2,700名の留学生・研修生

**Asia SEED ー代表的プロジェクト**

■Professional Human Resource Development Project (PHRDP) : Indonesia

■Higher Education Loan Fund Project (HELP) : Malaysia

■Asia Youth Fellowship Program (AYF) : Bangladesh, Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand and Vietnam

■Thailand-Japan Technology Transfer Project (TJTTP) : Thailand

■School on Internet Asia (Soi-ASIA) :

Myanmar, Indonesia, Laos, Malaysia,

**私に与えられたテーマ**

“The Japan Perspective on The Roles and Responsibilities of Foreign Students”

(日本から見た留学生の役割と責任)

留学生が日本の社会に対して何をすることを日本は期待しているか、という留学生からの質問

留学生が日本にとって重要な今日的理由

**留学生関連政府支出**

■非常に厳しい財政状況

■しかし昨年度、文部科学省・外務省あわせて600億円近い支出：国民の税金

■その外に留学生借款事業

■地方自治体、民間奨学金支援団体

⇒ 留学生は日本にとって重要 何故？

留学生事業：文部科学省の考える

日本にとっての重要性

平成11年「ポスト2000年の留学生政策」

- 相互理解の増進や友好関係の深化により安全保障と安定した国際関係の構築に大きな役割を果たす。
- 人的ネットワークが世界中に拡がることにより、国際社会に対する知的影響力を高めることができる。
- 我が国の諸制度や慣行の見直しなどをはじめ、国際化に対応するための経済・社会構造の改革に資する。

日本を取り巻く環境の決定的変化

- 日本は戦後復興、高度成長に成功  
(冷戦構造とアメリカのヘゲモニー)
- 日本独自の世界のなかで競争力向上できた
- 冷戦の終結、経済のグローバリゼーション、バブルの崩壊、東アジアの経済発展とその後の経済危機、中国の台頭
- 新しい環境

地域経済統合への動き

- 新しい環境の主要な特徴はボーダーレス経済・地域主義への強い動き
- 二国間・多国間自由貿易協定 (FTA)
- 日本アセアン経済連携、ASEAN+ 3 を基礎にした東アジア全体の地域経済統合
- ビジネス世界はこれらを与件とした戦略的提携などを推進

東アジアの新しいアイデンティティ

- 東アジアではアジア人としてのアイデンティティは希薄であった
- 1980年代半ば東アジア各国の大都市に新しい中産階級 (Neo Middle Class) が台頭
- 一世代前と比べお互いはるかに多くのものを共有
- この人たちの間で東アジアに新しいアイデンティティが形成されつつある
- 世界の人口の3分の1
- 21世紀の成長センター



## アジアの新中産階級 (Neo Middle Class)

- 高等教育を受けたプロフェッショナル中心
- バイリンガル、トリリンガル
- 生活スタイル・消費パターン・子供の育て方・ファッション・教育などに著しい共通性
- その子供たち世代：アジア・パワー・キッズ
  - ほぼ日本の若者と変わらない価値観・センス
  - 流行は渋谷とほとんど時差ゼロでシンクロ
- この新中産階級が新しいアジアの中心勢力

## 日本の長期的生き残りの決定要因

- アジアの新しい中産階級の人たちに信頼され尊敬される友人になれるかどうか
- アジアの新しい中産階級の人たちが喜んで働き・暮らす日本の社会制度を作れるかどうか

世界的人材獲得競争の時代の主要人材源  
地域の政治的・経済的主勢力

## 留学生が日本にとって重要な理由

- 留学生は、日本を知り、日本語を話し、日本に住む「アジアの新しい中産階級の人たち」そのもの、又はその予備軍
- 日本の長期的生き残りの試金石
- 日本の社会構造改革のための触媒
- 国際的人的ネットワークの核

## 日本の長期的生き残りの試金石

- 日本が留学生に信頼され尊敬される友人になれなければ日本の長期的生き残りが危うい
- 日本が留学生が喜んで働き・暮らす社会制度を作れなければ日本の長期的生き残りが危うい

日本の社会構造改革のための触媒

- 留学生の存在自体に意義
- 異なった考え方、異なった生き方
- 日本に居ながらにしての異文化体験
- 特に若い世代への影響
  - 異文化体験の教育的効果
- 国内の既得権益、セクショナリズム、先例主義を改革する触媒

## 国際的人的ネットワークの核

- 貴重な人材
- 留学生が帰国したあとの人間関係
- 重要な国際的人的ネットワーク
- こうした人的ネットワークの積み重ねが、アジアの地域的統合の基礎
- 日本が生き残っていくための最も重要な財産

### 留学生への私の願い (1)

- できるだけ多くの日本人の友人を作してほしい
- 親友と呼べるような友人を作してほしい
- 可能ならその友人をつれてあなたの国と一緒に旅行するような機会を作してほしい

### 留学生への私の願い (2)

- 地域社会が留学生に頼むさまざまな仕事を積極的に引き受けてほしい
- 文部科学省「人間力戦略ビジョン」新しい時代を切り開くたくましい日本人の育成
- 外国人教員
- 国際理解クラス
- 学校の英語教育

### 留学生への私の願い (3)

- 卒業してそれぞれの国に帰った後も、日本で知り合った人たちとの縁を大事にしてほしい
- そうした関係は日本にとって非常に大きな財産
- と同時に、あなたたちにとっても大きな宝
- 日本で知り合った留学生同士の関係も大きな宝

## 結 論：

- 世界の3分の1の人口、21世紀の成長センターの東アジアが地域経済統合へ向う
- そのアイデンティティーの主体であるアジアの新しい中産階級との関係は日本の生命線
- 日本の構造改革の方向はそこにある
- 留学生はアジアの新しい中産階級予備軍
- 留学生は改革の試金石・触媒、国際的人的ネットワークの核

山古志村 まぼろしのもち米『梅三郎』プロジェクト



田植 (2002. 5. 19)



稲刈り (2002. 9. 1)



餅つき (2003. 2. 1)

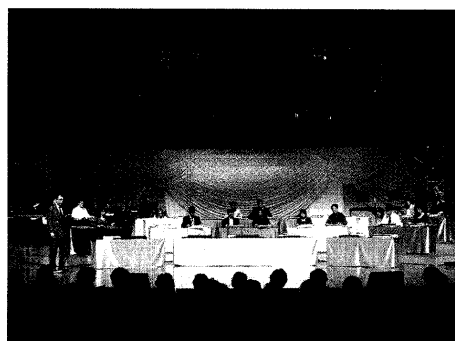


かまくら

“りゅうとぴあ”での琴リンピックへ参加



「16人の不思議な音楽家達」



大正琴で「荒城の月」の演奏  
(2002. 12. 1)