



グローバル人材育成教育学会

THE JAPAN ASSOCIATION FOR GLOBAL COMPETENCY EDUCATION

URL <https://www.j-agce.org>

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【会長挨拶】

Accommodating Technological Advancement in the Education Sector- Challenges for Global Human Resource Development in Japan

Ananda Kumara, President, JAGCE

COVID-19 pandemic created a huge damage to the world. Not only the people lost their lives, but many economic activities including those in the education sector were severely affected. Nevertheless, when we look at what happened during the past three years, it may not be unreasonable to say that, in addition to the severe negative effects on the society, the pandemic also created a good opportunity for further innovations in the respective economic categories.

Instead of the physical mode of study practices, online or hybrid mode has become a popular practice in the education sector now. Discussions

and meetings in the remote mode have been adopted by the business and government organizations as well. In the context of the JAGCE which is an academic association focusing on educating the youth to play a leading role in the global society, such changes have paved a new path for improving the global competence of the youth.

If COVID-19 did not occur, the Japanese youth would have been moving throughout the world actively. Some recent developments during and after the COVID-19, however, have created new challenges to Japan in the aspect of global human resources development. The remote or online education system, which spread throughout the world has provided a good opportunity for the youth in the developing countries nowadays. While regional disparity of education is a burning issue in the developing countries over their counterparts in the advanced countries, when remote or online education is integrated in a proper manner, the tendency to reduce the disparity of education among regions within the developing countries is expected to be high in the future. In addition, the youth in these countries can now use remote education mechanism to access quality education services of the advanced countries as well.

Even though the Japanese universities have been reluctant to offer courses to students outside Japan in the online mode, countries like the UK,

USA, Canada and Australia have been extending their academic services to the students in other countries in that manner.

Regretfully, when compared to other advanced countries, Japan has not been considered as a country for higher studies, or a country to develop their carrier in the professional fields by the youth in other countries. Among the many problems, lack of preparedness to accept foreign students or foreign professionals seems to be remained as an area for further improvement.

Sri Lanka provides some important hints to Japan to reconsider how Japan should try to keep or improve the competitiveness over the other advanced countries. In 2022, Sri Lanka was known to the world as a bankrupted country. Many people lost their jobs. At the same time, since the possibility to enter national universities is very limited due to the capacity issue, a great majority of the students who can't enter the free education system in the government sector have no choice except trying to enroll to universities in other countries or to enter private institutes which a quite expensive. Nevertheless, the demand for such private institutes within the country or enrolling to universities in other countries has been on increase.

Many private institutes provide an opportunity to obtain a degree from a famous foreign university in an advanced country. The majority of the study work, if not all, is conducted in Sri Lanka. Transferring to an affiliated university in an advanced country also is not a difficult task.

Now there are many Sri Lankan people who are working for foreign companies on the online mode. Their salaries are known to be of high standard when compared to the local salaries.

Those who work for such jobs in Japan are very rare for the time being.

In case of Japanese universities, transfer system or direct entrance to a university is quite difficult for students from a country like Sri Lanka. The so-called "subcontracting" degree programs to other countries is not done by the Japanese universities. Don't you think that this new trend will appear as a challenge to Japan in some form if not properly responded?

In one hand, Japanese universities and other academic institutions have been facing a great risk for survival due to the rapid decrease of the young population. On the other hand, Japan has been struggling to secure skilled labor even from other countries to fill the resource gap.

What are the lessons to be learned due to such changes in the other countries? Is it not advisable to explore how Japan can absorb skilled youth from other countries by adopting similar strategies such as online education as practiced by other advanced countries? One may not deny that the language issue has created many obstacles in the above context in Japan so far, and needs to be further improved. In addition, weak responsiveness of the Japanese youth to the cultural diversity also has become an obstacle in the above context. Therefore, with the availability of remote and online study tools, is it not advisable to incorporate such tools for creating better opportunities for the Japanese youth to interact with the foreign countries?

Smooth interaction between and among the Japanese and foreign counterparts is a mandatory requirement for strengthening the trust among both parties, thereby improving the international competitiveness of the rapidly globalizing society.

As an academic association which focuses on improving global competencies of the youth, JAGCE is in the right place to promote such new tools to restructure education system to fit better with the changing practices in the world.

【理事会報告】

理事会では、原則として毎月1回、メールによる審議を行っています。

1. 2023年4月度定例理事会

議案1 2022年度事業報告、2022年度決算報告が承認されました。

議案2 設立10周年記念事業名称

昨年度の定例理事会において JTA22 (JAGCE 10th Anniversary 2022) ということで、ご承認頂きましたが、結果的に対面で、2023年度の2024年2月開催となり、「22」の部分について再検討となりました。審議の結果、実行委員会に一任することとなりました。

議案3 設立10周年記念大会プログラム

審議の結果、招待講演、講演、シンポジウムのみとすることになりました。

2. 2023年5月度定例理事会

議案1 2023年度事業案、2023年度予算案が承認されました。

議案2 新規入会申請5件(正会員5名)が承認されました。

議案3 JTA23 大会テーマ

実行委員会より提案された「持続可能な未来とグローバル人材育成」が承認されました。

【編集委員会報告】

学会誌第11巻第2号の投稿期間は7月1日から7月31日となっています。多くの会員の投稿をお待ちしています。

【全国大会開催のお知らせ】

「学会設立10周年記念大会」(JTA23)として、2023年度全国大会を下記の期日、会場で開催します。大会プログラム、参加要領等は追ってご案内致します。

開催期日：2024年2月24日(土)・25日(日)

[24日(土)] 記念大会・シンポジウム

[25日(日)] 祝賀会(式典・会食・四重奏ミニコンサート等予定)

会場：

[記念大会] 明治大学駿河台キャンパス(千代田神田駿河台)

[祝賀会] 帝国ホテル東京(千代田区内幸町)

大会テーマ：「持続可能な未来とグローバル人材育成」(仮題)

【支部大会開催のお知らせ】

1. 第9回北海道支部大会

日時：2023年7月29日(土) 13:30-16:30

会場：北海道情報大学 eDC タワー3階 HIU サロン(旧多目的室) + オンライン

大会テーマ：ポストコロナのグローバル人材育成のあり方

*詳しくはHPをご覧ください。

2. 中部・関西 合同支部大会(第7回中部支部大会/第8回 関西支部大会)

日時：2023年9月1日(金) 13:00 ~ 17:15

会場：松本大学(長野県松本市新村 2095-1)

*詳しくはHPをご覧ください。

3. 第7回中国四国支部大会

日時：2023年10月7日(土) 13:00-17:05

会場：叡啓大学(広島県広島市中区鞆町1-5)

大会テーマ：グローバル人材育成の成果と今後の課題

*詳しくはHPをご覧ください。

【会員数・会費納入数報告】

2023年6月17日現在

◆正会員 69名 (34.5万円)

進捗：69/212 = 32.5%

◆学生会員 0名 (0円)

進捗：0/7 = 0%

◆大学会員 1大学 (1万円)

進捗：1/1 = 100%

◆賛助会員 15社 (45万円)

進捗：15/17 = 88.2%

合計 80.5万円

進捗：85件/237件 (35.9%)

【年会費納入のお願い】

2023年度の年会費を6月末までに納入いただけますようお願いいたします。

【会費】

正会員 5,000円、

学生会員 1,000円、

大学会員10,000円、

賛助会員30,000円

【振込先】

ゆうちょ銀行

口座記号番号：01700-0-126765

加入者名：グローバル人材育成教育学会

ゆうちょ銀行以外の金融機関から振込の場合

銀行名：ゆうちょ銀行(金融機関コード9900)

店名：一七九(イチナナキュウ)店

預金種目：当座預金 口座番号：0126765

【文責】アーナンダ クマーラ

【編集】番田清美