

Internationalization of Higher Education Policy in Japan: The Role of International Student Mobility

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As a country of Asia, Japan is developed both economically and in terms of education. Japan's higher education standards have received acceptance and appreciation worldwide. Currently, 10.4 percent of international students are studying in Japan. International students show a keen interest in having a degree in Japan because of its most advanced education and latest technology. They get a positive environment of education, a friendly culture, lower tuition fees than in Europe and America, and diverse weather. Under the MEXT Scholarship Program of the Japanese Government established in 1954, about 65,000 students have been selected from 160 countries till now. The Japanese government took a vision of escalating the number of their overseas pupils up to one lakh forty thousand in 2008. Surprisingly, this number has reached more than three lakh international students in 2020. However, this research tries to demonstrate why more than 10% of international students select Japan for higher education. In addition to discussing the facilities of Japan's higher education, the article includes a comparative discussion of Japan's scholarships with other government scholarships worldwide.

Keywords: higher education policy, academic exchange, policy debates, internalization, recent trends, international student mobility, global context, globalized world

INTRODUCTION

Japan is a country with 377,708 km² and 127 million, consisting of four large and nearly 7,000 small islands. Approximately 80% of the country's land is not suitable for agriculture, and the ground is covered with mountainous or dense forests. There is intensive planting in small areas, and the highest number of rice grains is grown here. Japan purchases essential food items such as wheat from outside with the primary raw materials such as oil, coal, iron ore, cotton, and wool (Braudel, 2001). There are frequent earthquakes in the country, and it is frequently affected by the threats coming from the surrounding seas and oceans. Besides, in the 1940s of the Second World War, Japan has lost many of its development opportunities. Despite these adverse conditions, Japan has developed because of its human resources and highly qualified

education system. It is an exemplary country designed at an extraordinary pace and created miracles (Abe, 1998). The most remarkable aspect of Japan's development is undoubtedly education, most evident from the development dynamics. The Japanese education system, which contains unique development examples, has been one of the world's most widely studied educational systems in Comparative Education.

GENERAL OVERVIEWS OF THE JAPANESE EDUCATION SYSTEM

Chinese philosophy and literature have historically heavily influenced the Japanese education system. This effect is significant from the 6th century onwards; Chinese works more influenced it into Japanese. Besides, Buddhism and Confucian beliefs played an essential role in the cultural shaping of Japanese society. These religious beliefs had a significant impact on the Japanese's respectful, non-profit, hierarchical, and harmonious social relations and the importance of Virtue. In this respect, the history of Japanese education is rooted in the understanding of Confucius and the ethical understanding of the teaching of Buddhism (Niizeki, 2005). The development of Japanese culture in the Pre-Modernization period has significant traces of Chinese culture and literature. In the sixth century, Buddhism came to Japan, and the Chinese writing system began to influence Japanese literature. Besides this, The Confucian religion also influenced Japan. Thus, there has been an interaction between Japanese and Chinese philosophy and literature.

On the other hand, it is seen that Samurai attaches great importance to education. The sources also mention that Confucius' ideas are memorized (MEXT, 2004). The first training practices carried out under the 17-point regulations of Prince Shotoku, considered the first regulation on social law in Japan, were aimed at training civil servants for the state. The children of high-level civil servants were given nine years of education at 13-15. An education based on Chinese classics and Confucianist teaching was given. Between the 12th and 16th centuries, there was a period of civil wars and turmoil. During this period, the training was designed to train more fighters (Erdogan, 1998).

The Meiji period was from 1868-to 1912 when the first examples of modern educational system applications were seen. In this period, priority was given to establishing the current education system. In 1872, the Education Act was officially promulgated, and the legal regulations, education budget, and information-based units were implemented following a systematic approach. The way of pre-service master training has also been legislated. At the beginning of the Meiji period, priority was given to primary education, as enrollment was less than 30%. During the Meiji Period, education was centralized. In this period, the teaching programs are more based on moral values and strengthen the sense of social loyalty and commitment, individual obedience, and group understanding (IFIC & JICA, 2004).

The Group understanding, discipline, high levels of loyalty, and commitment to values, which are referred to as the social characters of the Japanese, were strengthened through education, especially during this period. These approaches, which can be considered an investment in social capital, continued in the following periods and provided Japanese social efforts to have significant consequences. Since the 1900s, the enrolment rate for primary education had exceeded 80%. In addition to awareness-raising campaigns and social projects to increase this rate, compulsory education has been provided in the Free, and classroom repetition was abolished. As a result of such measures, necessary studies have been made on the quality phenomenon in education by investing in qualitative improvements such as the learning process, educational subject-matter as well as instructing procedures with the expansion of primary education and increasing the rate of schooling (IFIC & JICA, 2004).

In the post-war period (1945-1969), which concentrated upon the restructuring of the learning method, radical reforms in the education system were carried out within the framework of approaches such as "democratization of education" and "equal opportunities." A decree and related laws strengthened the democratization of education in 1947. On the issue of equal opportunities in education, several measures have been implemented, including arrangements for lunches and health services at school. Those who live in disadvantaged areas cannot attend school due to financial problems (IFIC & JICA, 2004). As a result of these measures, the schooling rate has reached 100%, and studies would increase education quality (MEXT, 2004). However, the demand for education continued to proliferate during this period. Therefore, in

addition to official public schools, the education service provided by institutions and private institutions affiliated with local governments has also been given emphasis. State and local governments have established vocational schools to meet qualified personnel, especially for developing the Japanese industry. Those who finished primary school can go to this school. In the 20th century, they played an essential role in the progression of Japan (Türkoğlu, 1998). The main emphasis in this period has been on the processing of traditional Japanese values and universal values.

The Japanese education system consists of universal and traditional Japanese values in this period. Through the arrangements made, the plan was tried to be based on the creativity of everyone, lifelong learning, and providing a higher level of education during the rapid economic growth. The aim is to create the pleasure of life for students, to enable students to work and think for themselves, to encourage the development of entrepreneurial and well-equipped young people who will contribute to society and prepare the grown people for life with increasing awareness as members of an international community (Niizeki, 2005).

The Japanese Education Law, which forms the basis for today's education system, was enacted in 1947. This law has made significant changes in the new education system listed under five headings (IFIC & JICA, 2004).

1. Formal education is divided into 6-3-3-4-2/1-4 levels, and equal opportunities and convenience in education are ensured legally.
2. Obligatory education is constructed as nine years with six years of primary school (a school for young children, usually the first six grades) and three years of secondary school.
3. The key to integrity and phasing has been adopted in education.
4. The principle of conducting education through local governments and managing it by introducing training boards within regional administrations has been accepted.
5. With the reforming of the institute process, the basis of the remaining process was placed, which would prepare for a gradual and higher education and make its continuation possible. One of the most critical studies after these radical transformations was conducted in 1998. In this study, the issues related to the quality of adapting to the age of information and technology are emphasized. In this context, the three main principles are as follows; studies have been carried out to focus on individual qualifications in education, to adopt lifelong learning understanding, and to adopt a structure and experience that is sensitive to change and innovation in line with global and universal values (IFIC & JICA, 2004).

Japan allocates 12.7% of its total budget to education. The Ministry of Education budget is a resource for studies in many areas, including improving education, science, technology, sports, culture, educational opportunities, staff expenses, subsidizing Foundation schools, and scholarship programs. (MEXT, 2004). Half of the budget allocated to education is spent on primary education. The priority in Japanese education is to ensure that primary education is maintained to provide equal opportunities and opportunities throughout the country regarding quality and quantity (Muta, 2000).

HISTORICAL DEVELOPMENT AND INTERNATIONAL STUDENT STATISTICS

Japan admitted more than 135,000 Chinese students to short-term programs between 1900 and 1937. However, until 1945 no international students were admitted to the higher education system, which was limited even to the people of its own country. After World War II, 800 pupils of Japanese were transmitted to higher studies in the USA, and mobility began in Japanese upper education. In 1954, the Japanese Education Ministry launched a scholarship for foreign pupils. In that year, twenty-three students were awarded scholarships. In this period, the scholarships were low, housing and education programs were inadequate, so scholarship students acted to increase the scholarships. In 1971, the number of foreign pupils and the figure for scholarships increased. In the mid-1980s, more than 10,000 students from 100 countries benefited from the scholarship. According to statistics, the number of ministry scholarship students increased from 2345 to 4118 between 1984 and 1988 (Chandler, 1989, p. 43-44). When Japan announced its international student target in 1984 as reaching 100,000 international pupils in 2000, the figure of

international pupils in the country was 12,000. 4 years later, this number has doubled to 25,000 (Yonezawa, 2009, p. 206-208)—according to the Global 30 plan, announced by the Fukuda government in January 2008, purposes to make the figure of foreign pupils three hundred thousand by 2020 (Fatih, K, 2014, p. 50).

Japan has made progress in attracting international students to its universities to rise to a leading position. Japanese universities are mainly students from neighbouring states like China, South Korea, and Taiwan. Table 3 shows the states that sent the most pupils to Japan according to 2011 data. Again, according to this year’s data, the most preferred areas for international students were social sciences, humanities, and engineering, respectively (JASSO, 2013).

TABLE 1
NUMBER OF FOREIGN STUDENTS IN JAPAN

The Figure of Foreign Students in Japan by Years	
Year	Total Students
1993	52,405
1994	53,787
1995	53,847
1996	52,921
1997	51,047
1998	51,298
1999	55,755
2000	64,011
2001	78,812
2002	95,550
2003	109,508
2004	117,302
2005	121,812
2006	117,927
2007	118,498
2008	123,829
2009	132,72
2010	141,774
2011	138,075
2012	137,756
2013	171,808
2014	184,155
2015	208,379
2016	239,287
2017	267,042
2018	298,980
Source: (JASSO, as of May 1, 2018)	

It shows the result achieved by Japan in fulfilling its international student numerical goals.

TABLE 2
THE FIGURE OF INBOUND FOREIGN PUPILS BY HOME REGION (AS OF MAY 1, 2018)

Continent	Figure & Percentage
Europe	10,115(3.4%)
	[1,115 (11.8)]
The Middle East	1,457 (0.5%)
	[331(3.5%)]
Asia	279,250 (93.4%)
	[6,322(67.1%)]
Africa	2,380(0.8%)
	[729(7.7%)]
North America	3,415(1.1%)
	[170(1.8%)]
Latin America	1,546(0.5%)
	[633(6.7%)]
Oceania	809(0.3%)
	[123(1.3%)]
Others	8(0.0%)
Total	298,980 Pupils
The figure in brackets shows the numeral government scholarship pupils of Japanese (9,423 students in total)	
Source: Anniversary Audit of Foreign Pupils in Japan by JASSO	

TABLE 3
THE FIGURE OF INBOUND FOREIGN PUPILS BY COUNTRY/ TERRITORY

Apex Sending Countries	
States/ Territory	The figure of Foreign Pupils
China	114,950
Vietnam	72,354
Nepal	24,331
Republic of Korea	17,012
Taiwan	9,524
Sri Lanka	8,329,
Indonesia,	6,277
Myanmar	5,928
Thailand	3,962
Malaysia	3,640
Others	32,673
Total	298,980
Source: (JASSO, as of May 1, 2018)	

POLICY AND PROMOTE TO INTERNATIONAL STUDENT EXCHANGE

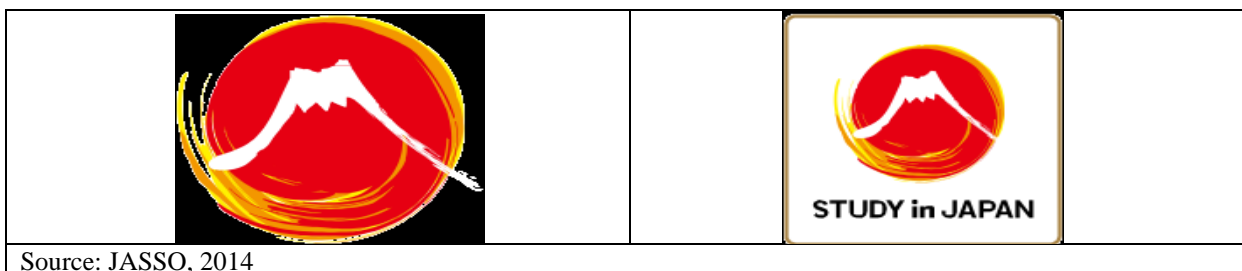
Japan has been conducting an extensive publicity campaign to promote its upper education methods and institutions. The “Study in Japan” brand and logo (Figure: 1) was produced to inspire foreign pupils to

choose Japan and to create the country's national brand. The logo consists of the sun and Mount Fuji and represents youth and strength. Through the Study in Japan brand, Japanese culture, Japanese embassies, cultural offices, and higher educational institutions are introduced to the universe through their website. The "Study in Japan internet website, which was established by the Japanese Ministry of Foreign Affairs, which serves at <http://www.studyjapan.go.jp/en/>, address/ service provider via Study in Japan" by JASSO and managed the internet site, "Gateway to Study in Japan named" <http://www.g-studyinjapan.jasso.go.jp/en/>, English education service internet site and the "Global 30" was introduced under the name <http://www.uni.international.mext.go.jp/> site application guidance from international students in many aspects of life in Japan (Fatih, K, 2014, p. 52).

Responsibility for managing scholarship programs for international students has been given to the Japan Student Services Organization (JASSO), which is established under the Ministry of Education, Sports, Culture, Science, and Technology (MEXT). The institution financially supports Japanese students abroad and international students in Japan. In this context, 133 billion yen was allocated by an organization in 2013. The Green Wing in the JASSO logo represents the orange colour. In contrast, the hand-shaped orange part represents Jasso, supporting youth (JASSO, 2013).

Participation in international fairs is essential in the promotion. Having offices in Indonesia, Malaysia, S. Korea, and Thailand, JASSO organized fairs and seminars in 19 cities abroad, including these countries (JASSO, 2013). Branches are being established to cooperate with universities in various countries and promote education in Japan (JASSO, 2010).

**FIGURE 1
JAPAN STUDY LOGO**



**FIGURE 2
THE JASSO LOGO**



Support and Subsidies for Universities Expenditures for Perusing in Japan

To foster an economically durable situation for foreign pupils to study, the Japan Student Services Organization gives the following monetary help:

- Monbukagakusho graduates Scholarship for Privately-Payed up foreign pupils[FY2019 budget: ¥3,647 million/7,800 pupils]: Flourishing the strategic acknowledgement of talented foreign pupils and contributing to the internationalization of higher educational institutions in Japan, the Monbukagakusho graduate scholarship is awarded to international students in the

higher education council in Japan, both superior in performance and character and difficulties in pursuing their higher studies for monetary causes.

Name of Programs	Per Month Scholarship
Undergraduate level	¥48,000
Japanese language educational institution	¥30,000

- Giving stipends to the Government of Japanese (MEXT) Scholarship Pupils [FY2019 budget (Monbukagakusho budget) ¥18,545 million/11,276 students]: For the students of the Japanese Government (MEXT) scholarship, Jasso conducts screening for selection and granting (scholarship money) payment services.

Name of Programs	Monthly Stipend
Undergraduate/ College of Technology/ Specialized training College Pupils	¥117,0000
Pupils of Japanese Studies	¥117,000
Ph.D. Course	¥145,000
Post-Graduate/ Professional Degree Course	¥144,000
Non-degree Pupils	¥143,000
Teaching Expert Students	¥143,000
Juvenile Leader's Project (YLP) Pupils	¥242,0000
Extra scholarship for denominated areas (except for Young Leader's Program)	
Source: (JASSO, as of May 1, 2018)	

- Pupils Interchange Aid project: Stipend for concise-period study in Japan [FY2019 budget: ¥ Thousand and six hundred million/Five-thousand pupils]: This stipend is bestowed to foreign pupils studying at higher education institutions in Japan for a concise term of 8 days to 1 year under the pupils' interchange contracts. The scholarship committee gives a scholarship of ¥80,000 per month.
- Providing scholarships to pupils under Japan-Korea combined Government Stipend Project for the foreign pupils in Engineering and Science Departments: There is a jointly Japan-Korea Government Stipend Project for foreign pupils in the Engineering and Science Departments, Ministry of Education in Korea, MEXT together select qualified students and gives scholarships to eligible Korean students. The scholarship committee provides a stipend of ¥117,000 every month. There is an extra scholarship for designated fields.

Aid for International Pupils Accommodation

Japan Student Services Organization handles projects to assure those foreign pupils studying in Japan can look without concerns about accommodation.

- ❖ Management of Hyogo International House and Tokyo International Exchange Center (TIEC): JASSO for international students provides high-quality living environments: there is a Tokyo international Exchange centre (Located in Aomi, Koto-Ku, Tokyo) with 792 accommodations (628 single and 164 couple/family); the Hyogo International House (located in Wakinohama-Cho, Chuo-ku, Kobe-shi, Hyogo) where it has 195 accommodations (157 single and 38 couple/family). They also serve as centres of international exchange.
- ❖ Support for Universities Renting Accommodation for Foreign Students: Financial aid is bestowed to educational institutions to provide accommodation to privately funded international students who are recipients of Monbukagakusho honour scholarships or other students ¥180,000 per single stay or ¥1130,000 per family stay. Besides, JASSO supports the

required expenses (up to ¥120,000 per household) for international students staying in general homes.

Follow-Up Services

JASSO offers various types of support to international students who return home after studying in Japan or find a job in Japan.

- Follow-Up Research Scholarship: Foreign pupils currently active in the education sector, higher research is summoned to universities in Japan for concise-period combined research with germane academics.
- Follow Up the Research Conduct: To give academic support and advice, the Japan Student Services Organization sends research instructors to look over former foreign pupils who return to their native states and are currently studying or research institutions.
- Profession Aid for Foreign Pupils: Japan Student Services Organization provides news on service and employment functions for foreign pupils searching for work in Japan. About 64.6% of international students combed for jobs in Japan in 2017.
- Alumni Enews in Japan (E-Mail Newsletter for Foreign Pupils): With the help of this e-mail newsletter, which distributes as a section between international students and Japan who finished up their studies, Japan Student Services Organization give a diversity of news and tidings.

HIGHLIGHTS IN POLICY IMPLEMENTATION

In the 1980s, the state realized Japan's efforts to internationalize higher education in the direction of its goal to rise to a commanding place in territory and the world. During these years, many American universities have been invited to open branches. Japan's output in these years is essential. It also shows that the Western weight in higher education has shifted to the east in parallel with economic developments (Fatih, K, 2014, p. 53).

This result, which we can also look at as a strategy, was not regarded as the assimilation or westernization of the Japanese people but as a sharing and internationalization of knowledge. The belief that Japan can become a leader in education and research by industrializing its higher education strategy, its economic strength through its exports, the demand of countries indebted to Japan in trade according to a rumour, its desire to change its image in surrounding states like Korea and China, where it has been an enemy for many years. It was compelling that the Japanese language wanted the region to be an effective language (Chandler, 1989).

The strategic plan "100 thousand in 2000", announced in 1984, was made with the object of both progressing the characteristic of education, deepening understanding, and friendship among the peoples of the country. Accordingly, Japanese preparatory education and monthly scholarships were provided to the students. This plan contributed to the increase in students for ten years, but the lack of infrastructure faced many students. This plan went bankrupt in 1996. The economically troubled period also affected higher education. Universities have experienced difficulties due to the reduction of government support (Yonezawa, 2009).

In 2000, a series of regulations aimed at attracting more international students by facilitating visa procedures and finding part-time jobs for international students (Gürüz, 2011, p. 268). Improvements in academic autonomy and quality have been made possible by the state's acceptance of higher education councils in Japan since 2004 for quality assurance. Among these organizations, the NIAD-UE² and the JUAA³ are full members of the INQAA⁴ (Yonezawa, 2009, p. 208-209). The Global 30 Plan, which the Fukuda Government promulgated in January 2008, promises solutions for visa procedures, support for Japanese language education, and post-graduation job opportunities to increase the number of international students to 300 thousand in 2020 (Yonezawa, 2009, p. 206-208).

With the Global 30 Plan, 30 national universities have been selected as core varsities for the internationalization of the learning process in Japan. By creating attractive universities providing English education with this plan,

1. To increase international coordination among universities by increasing student mobility and quality of curricula, encouraging short-term education and summer schools,
2. To increase research and education levels by employing foreign teachers in particular departments,
3. It is aimed to increase international student admission by encouraging admission to universities in September.
4. In addition, to create an environment where students can concentrate on education,
5. Universities, other educational institutions, and related organizations should be in coordination with the students for accommodation opportunities,
6. To make use of the facilities of the Japanese government scholarship, if necessary, for the students who come with their opportunity or country scholarship,
7. Establishment of local units consisting of companies and associations for international students,
8. Solving students' language problems by developing Japanese language education through universities and language schools,
9. It is aimed to do what is necessary to encourage the studies on financial aid and guidance to students and their families.
10. Within the scope of the promotion of universities, industry, and government, the adoption of foreign pupils studying in Japan to the Japanese community afterward finished their graduation,
11. Establishing organizations for the employment of graduates in universities and educational institutions,
12. To ensure the graduates to job opportunities by the state-industry and university.
13. Ensuring the entrance of graduates to companies in cooperation with companies,
14. Clarification of the issues of increasing the duration of stay given for work opportunities and research after graduation and the flexibility of the procedures related to the residence status,
15. It aims to organize meetings and various activities to continue the ties between the graduates and their relationship with Japan (Japan Student Exchange Office, 2010).

However, Japan has not achieved the success it wanted in reaching its target of 300,000 students. However, efforts to raise the figure of pupils, especially in its region, continue to increase. It is striving to raise the numeral of English language education programs to allure pupils from its territory and other countries. Many students come from China. Chinese students constitute 63% of international students as of March 2013 (Australian Education International, 2013). Besides, international students pay the same tuition fees as Japanese students. Although this may seem disadvantageous to some countries, this gap appears to be closing with low housing fees, Japanese government scholarship support, and part-time work opportunities (Australian Education International, 2013).

Although English articles are published in science and engineering at Japanese universities, most of the courses and daily speeches are in Japanese, even at the best universities. Tokyo and Nagoya universities, one of the best universities, prepare comparative studies and reports with other top universities globally, primarily written in Japanese. It also focuses on improving the characteristic of education to assemble universal values. However, it is not easy to establish and define universal values for non-English predication states (Yonezawa, 2009, p. 210). However, legal arrangements remain. The Japanese government decided to aid five approved higher research organizations and requested that the official speech of the higher research organization be English in 2007. (Fatih, K, 2014, p. 56). The impact of Japan's activities, such as intercollegiate cooperation and the exchange of academics and students in promoting higher education, is undeniable. The implemented policies promote dual-degree lessons at institutions, universities in neighbouring countries, and the USA and encourage university networks, especially in science and Technology (Yonezawa, 2009).

Internationalization has been a significant priority for Japan, which has autonomous universities. Efforts to raise the numeral of programs given in English and attempts to push the start of the academic calendar to the autumn indicate this. Although the branches and campuses of other country universities are sufficiently developed, few institutions are recognized in the country. It is preferred by Japanese citizens to

learn overseas and study in the branches of public universities in Japan. However, several schools are starting to offer double diplomas with partner universities. It is expected that integrated programs are expected to be implemented soon (Fatih, K, 2014, p. 57). While South Korea and China continue to be the country's academic partner and the most significant number of students in the territory, cooperation with the USA and the UK has always been attractive for Japan (British Council, 2013).

One of the country's primary policy documents, 2008 economic and Financial Reform: a sub-heading of the central policies, a country that meets the world in harmony with the environment for growth', also describes the concept of Japan to increase the recruitment of efficient extraneous employees and its plan towards the internationalization of the upper learning system (Yonezawa, 2009, p. 209). In recent years, Japan seems to have lost some interest as a centre of higher education because countries with previously imported education no longer began exporting education and regional competition. According to the 2013 data, the top 50 and 100 universities have only one university and three universities in the top 200. This is the lack of regulation, innovation, and bureaucratic tradition in institutions (Fatih, K, 2014, p. 57).

CONCLUSION

Japan is a country that was reborn after the destruction of World War II and became one of the most significant economies and technology giants in the world. At present, Japan is an attractive place for higher education. Students from neighbouring countries prefer higher education institutions (Fatih, K, 2014, p. 49). With a quarter of the earth's patents in return for its universities and technology, it ranks third in total investment (Australian Education International, 2013). Japan ranked 25th in the Global Innovation Index. Japan, which is still a robust scientific research centre in its region, is trying to renew by sending graduate students abroad if it loses its power (British Council, 2013). It is thought that Japan's recent tsunami disaster will harm the country's industry and therefore the economy and that the vital hazards caused by the tragedy affecting the nuclear power plants will reduce the flow of students from the region and abroad to the country, and the decline in the number of students may continue for some time (Fatih, K, 2014, p. 58). The higher education system of Japan is not ranked at the top of the worldwide scale. However, the best universities in the country can be ranked among the picked institutions and universities on the earth. This is because of their active research performance in science and their solid background in engineering. Japan has achieved an important place in the world's high-ranking education market today, with stable and coordinated efforts by governments to achieve the same goal (Fatih, K, 2014, p. 49). Japan is preferred by international students from different regions, especially students in Asia.

ENDNOTES

1. One to Six Years= Primary School, Three Years= Secondary School, Three Years= Higher Secondary School, Four Years= Bachelors, Two/One (Two or One) Years= Master's, Four Years= Ph.D. education levels.
2. National Institution for Academic Degrees and University Evaluation
3. Japan University Accreditation Association
4. International Network for Quality Assurance Agencies

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