

## **Special issue on ‘Internationalising Japanese education’**

Submission deadline: September 15, 2017

‘Internationalisation’ is a slogan that is often heard in public debate over education in Japan – but seldom clearly defined. It has recently been associated with initiatives such as the ‘super-global universities’ programme (in English, the ‘Top Global University Project’), the drive to establish ‘super-global high schools’, or moves to expand the teaching of English at primary school level – with the aim of nurturing ‘global talent’. But the focus on English and on collaboration with ‘outstanding European and American universities’ bears no relation to what has been termed the ‘internal internationalisation’ of Japanese society (Tsuneyoshi 2011), primarily involving communities of Asian rather than Western heritage. Nor does it address the challenge of engaging constructively with Japan’s closest neighbours in Asia – in particular, China and Korea.

For this special issue, we therefore aim to solicit papers that examine critically the discourse, practice and experience of ‘internationalisation’ in Japanese education. Themes or issues that such papers may address include the definition and aims of ‘internationalisation’ (or related concepts) advanced by different actors in different contexts. Has ‘internationalisation’ been understood as primarily outward-directed, involving improved communication between a reified and essentialised ‘Japan’ and the rest of the world ‘out there’? Or has it involved efforts to engage with Japan’s internal diversity, thereby transforming consciousness of what it means to be ‘Japanese’? How and why have different groups or individuals adopted different understandings of ‘internationalisation’, and attempted to implement them – at various levels of the education system? When it comes to engagement and exchange with foreign societies and institutions, which regions have been targeted, and why? And how has internationalization been experienced by different groups or stakeholders – students, teachers, administrators or others?

We welcome contributions from any relevant disciplinary perspective.

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