NATIONAL AUTONOMOUS UNIVERSITY OF MEXICO
UNIVERSITY PROGRAM OF STUDIES ON ASIA AND AFRICA

"WORKING PAPER 12"

The mobility of international students as the first link in the migration of talents in Japan

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Working Paper PUEAA No. 12. The mobility of international students as the first link in the migration of talents in Japan

DOI https://doi.org/10.22201/pueaa.010r.2022

Publication Date March 2022

Programa Universitario de Estudios sobre Asia y África

Calle de Filosofía y Letras 88

04360, Copilco Universidad

Coyoacán, Ciudad de México

This issue was edited by María del Carmen Uribe Rangel. Cover design and illustration: Yussef A. Galicia Galicia. Editorial support: Lesly Abigail Olivares Quintana and María Fernanda Ortiz Castañeda.

Made in Mexico / Hecho en México

The mobility of international students as the first link in the migration of talents in Japan

Alejandro Méndez

Resumen

En la actual era de la economía basada en el conocimiento, la movilidad del capital intelectual a través de los estudiantes internacionales es muy significativa. Las políticas de inmigración establecen instrumentos de organización y gestión de los recursos humanos para atraer a trabajadores cualificados y estudiantes internacionales en un contexto de competitividad global. Actualmente, los países asiáticos han cobrado relevancia en la captación de recursos humanos. En Japón, el principal componente que influye en la dinámica de los flujos migratorios internacionales es el mercado laboral transnacional de recursos humanos cualificados, así como los mecanismos que lo conforman. El objetivo de este trabajo es describir los factores socioeconómicos que conforman, impulsan y contextualizan la movilidad de los trabajadores cualificados.

Abstract

In the current era of the knowledge-based economy, the mobility of intellectual capital through international students is very significant. Immigration policies establish instruments for the organization and management of human resources to attract qualified workers and international students in a context of global competitiveness. Currently, Asian countries have gained relevance in attracting human resources. In Japan, the main component influencing the dynamics of international migration flows is the transnational labor market for skilled human resources, as well as the mechanisms that shape it. The aim of this paper is to describe the socioeconomic factors that shape, drive and contextualize the mobility of skilled workers.

The mobility of international students[1]

In the second half of the twentieth century, the outstanding mobility pattern of international students was defined within the framework of the needs of the transnational labor market that responded naturally to the dynamics of globalization. The incorporation of higher education, as an economic agent, into the market was the driving force behind the increase in student mobility. This led to the emergence of education governance to create mechanisms for organizing and integrating global education systems. Supranational bodies such as the OECD play a role important in the configuration of the mobility scenarios of university students. The change from the training of international students for the local development of the country of origin, to the student being a workforce for the capitalist development of the receiving country, marked a new paradigm in the training of human resources in capitalist development.

In methodological terms, the mobility of international students adheres to the concept of talent migration that includes, on the one hand, highly qualified workers with master's or doctorate degrees obtained at a prestigious university. On the other hand, foreign entrepreneurs who invest and develop productive processes in the countries of destination. In the current era of the knowledge-based economy, the mobility of intellectual capital through the migration of talents is very significant. In particular, the mobility of international students is the subject of recent attention to the migration policies of nation-states, which focus on establishing the recruitment and retention mechanisms of young postgraduate students.

The presence of international students has been a constant in the history of youth mobility in the world. Schematically, the national governments of origin favored student mobility, with the purpose of obtaining training in a foreign university so that at the end of their studies, they will return to the countries of origin, and thus apply the knowledge acquired abroad. With this, the countries of origin would benefit from international students. This type of mobility is recognized as a model of educational assistance (Tan, 2018).

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[1] Information collected during the sabbatical stay in Japan with the support of the General Directorate of Academic Personnel Affairs, UNAM. September to December 2016.

At the beginning of the 21st century, the new model of talent recruitment was consolidated, which aims to attract international students to train them in a specific field of knowledge, with the acquisition of the language and culture of the host country. All this, with the aim of opening the door to the transition from international student to worker through the instrumentation of migratory policies of attraction to incorporate the recent graduates of postgraduate studies. This recruitment model has been implemented in multiple countries as a mechanism to attract qualified human resources.

Recently, the OECD published the first edition of the talent accrual indicators –highly qualified workers, international students and entrepreneurs– of the countries that make up this organization. The variables that were observed for the construction of the indicator were: quality of opportunities; income and taxes; future perspectives; family atmosphere; skills environment; inclusivity; and quality of life. As a result, in the category of international students, it is observed that the top five countries are: Switzerland, Norway, Germany, Finland and the United States. Other countries that have a large number of international students are Canada, Australia, New Zealand and the United Kingdom (OECD, 2019).

Student mobility became a link in the phenomenon of international immigration. This phenomenon can be identified as educational migration, which privileges the immigration process based on educational credentials. From this angle, the analysis of students as immigrants lies in the distinction of students, residents and citizens. As students, they have rights, obligations, problems and expectations in training societies. As migrants, they have processes of adaptation and integration to the host society. In the transit of international students to labor residents and citizens, it is estimated that they acquire the status of a citizen after 16 years of entering the United States (Hawthorne, 2014, p. 6). In Canada, the Canadian Experience Class is implemented to facilitate the retention of international students in the year 2008.

The OECD, promoter of the impulse of international education, turned it into an export market, which is clearly seen in Australia, which offered the market a high-quality education in the fields of IT, engineering, nursing and dentists and accounting. In the migration process of international students, eminently commercial behavior patterns of private educational institutions have been observed, as in the case of Australia. The students generated close to $ A18 billion per year between 2001 and 2009 Education became the third most important industry (Hawthorne, 2014, p. 6).

Students are subject to a two-step migration process: first as students and then as permanent residents. These two steps are part of the transnational migration system, which contributes to the circulation of work in the context of the global knowledge economy. This transit from student to permanent resident is based on the fact that they are young, with the language skills of the host country, with educational credentials, with significant acculturation and with job training.

Recent studies have established the multiple barriers faced by qualified migrants in integration into the target society when it is not the mother tongue, in the case of Australia (Sardana *et al.*, 2016). Migrants face discrimination in order to obtain a desired job, usually, they get low wages and dissatisfaction at work, mainly due to accreditation and recognition of studies. They accept jobs inferior to their qualification form. They are a relevant human capital for national development in productivity for knowledge and skills and global competitiveness.

Under the idea that international students are potential human capital resources, national governments have designed strategies to attract future qualified workers. The student migration system is considered as the ad hoc way to enter the international labor market. In the global context, China and India are the main sources of international students.

The international opening of universities is a sign of the globalization of education. Traditionally, European and United States universities were the main training centers for international students. Currently, Asian countries have become relevant in the recruitment of human resources. For example, the opening of universities in Japan and China was recently recorded.

At the dawn of the 21st century, there is a tendency towards the internationalization of the higher education system in Asia, which fosters a flow of students and academics. In China, in particular, reforms have been issued for the internationalization of higher education institutions, which include departments, schools, faculties and research institutes. The universities of China receive students of master's, doctorate, postdoctoral fellows, lecturer, assistant professor, associate professor, or professor. In addition, collaboration links have been established with doctoral projects with universities in Great Britain.

The Chinese Ministry of Education and the European Commission, through the Erasmus Mundus program, since 2004, have selected more than 2,008 Chinese students and 320 academics to participate in programs. The Sciences and Technology Fellowship program has supported the exchange between European and Chinese students and scholars. Regarding the mobility of the EU to China in 2009, there were more than 22,600 students from the EU, mainly from the United Kingdom, Germany and France (Pérez, 2016, p. 53).

It is considered that international education is the way to obtain a solid formation to be inserted in the highly competitive international labor market, either in the country of destination or origin. It is evident that mobility bridles an added value to the student.

At the moment, the world's academic life is governed by the idea of academic capitalism that leads to greater global mobility of international students, in search of a highly-qualified formation. This is considered essential to be competitive in the global labor market. Academic capitalism has led universities to implement competitive education programs, among them, the group of OECD countries that received 73% of international students enrolled in 2015, the universities of the United States, the United Kingdom, Germany, France, Canada and Japan. They are universities that acquire the trait of attracting international students. In this academic capitalism, the "source" countries manage the mobility of students through scholarships, and some universities promote academic exchange.

The mobility of international students brings benefits to universities, through fees, lodging expenses, goods and services, with which, education and domestic students are financed.

Student mobility is a relevant channel of labor migration since, in principle, students have the idea of inserting themselves in the international labor market. Universities are a key piece in the qualified migration flow. The universities of some countries focus on training qualified human resources for the global labor market, not for the local labor market, which is crystallized in transnational companies, as in the case of the United Kingdom. In a recent study (Moskal, 2016), the difficulty of obtaining work in the United Kingdom by postgraduate students from China, Indonesia and Thailand is exposed. The United States, the United Kingdom, France and Germany are characterized by uncertainty in

obtaining the permanent residence of their international students. On the other hand, other universities, such as those in Japan, Australia and Canada, form students who can obtain permanent residency and insert themselves in local labor markets.

Recently, transnational companies have participated in academic capitalism and have created a global space for university education. International student mobility has been made more complex by postgraduate studies shared by different universities, as is the case of the Erasmus World programs of the European Union.

Migration and study policies in Japan

Due to the insular character of Japan, it is possible to establish entry controls for people. The employment of foreigners is controlled by a restrictive vision. For an employer to hire a foreign employee requires the document, which shows that in the Japanese population, there is no one who can occupy that position. With the acquaintance of the residency, so is the permission to work under diverse modalities.

In Japan, migration mechanisms have been designed and implemented to promote the transition of international university student into the working life of large, medium and small companies, as well as into university life. Under the perspective of the economy based on knowledge and globalization, the recruitment policies of international students at the level of higher education have been accentuated with the aim of recruiting competent and educated talents in the local environment, commonly referred to as foreign talents, to ensure that they remain in Japan.

In 2007, recruitment policies were undertaken through the Asian Gateway Initiative. In 2008, a plan was launched for 300,000 international students to enter the labor market at the end of their studies, it is considered that apart from the knowledge acquired in the Japanese university, it includes the command of the Japanese language, with the understanding of culture, and with international experience. All this aims to strengthen the internationalization of Japan (Tan, 2018).

Japan's migration policy creates job opportunities as an element of attraction for international students. The participation of government, industry and universities in the Asian Human Resources Fund shows interest in demanding international students to work in Japan. It should be noted that the studies on student recruitment are in their initial phase, both in the expectations between Japanese companies and international students.

For its part, Japan Student Services Organization (JASSO) publishes annually the guide to obtain work for international students, it is a guide to find work in Japan. One figure that illustrates the rate of transition from student to worker is the change of student to work visa, which has tripled from 2002 to 2012, from 3,209 cases to 10,969 according to the Immigration Bureau, Ministry of justice, 2013.

The process of transition from university to work is unique in its practices, has particularities that the student requires, for example, one year before finishing studies, future workers are recruited through the system called: shinsotsu-ikkatsu-saiyo. At that time, the competition is for entering a company, not for a position in the job. The evaluation criteria applied by the companies are the cooperation attitude, the age group, the Japanese language proficiency and the results of the aptitude tests.

The fiscal year in Japan starts every April 1. This fact marks the economy, and in particular, we highlight the labor market in the aspect of the recruitment of workers. In the case of university students, future professionals participate in a unique contracting model. The worker recruitment scheme starts every year in March when the registration of candidates for employment in the websites of companies is opened. Employers offer online information corresponding to the recruitment process. Companies also carry out, in specific places, the presentation of their objectives and missions. Subsequently, the pre-selection test is carried out in the Test Centers. Three interviews are conducted, usually the candidates are presented with formal black dresses in order not to distinguish between them. One of the interviews consists of the development of a discussion group. Another interview is coordinated by the heads of the company. It also includes an interview with the managers of the companies. Finally, in October, the companies publish the list of accepted candidates, who in April will begin to work in a training phase.

Thus, on the first of October, all companies provide proof of acceptance to approved applicants. At that time, the accepted does not know in what position is hired, but only that it is accepted. The acceptance will be presented and will begin its work on April 1, according to the new fiscal year, in the position and place indicated. As can be seen, the process of hiring qualified human resources by large companies is regulated and lasts 13 months. Any professional who aspires to work in large companies must stick to this calendar. This hiring modality has a direct impact on the life of higher education institutions. In the first place, almost all of the students get their degree in time to compete in the recruitment process, and two, the higher education institutions are organized within this hiring system. Therefore, for international migrants outside this mechanism, it is very difficult to insert in this gear of recruitment. That is why the international migration of talent rests on the training system of universities. The space of postgraduate studies in universities is the place ad doc to join the Japanese labor market

Another mechanism used for the recruitment of workers is internships. Students obtain training in companies and gain work experience. For several months students work in companies without being part of the company workforce.

Higher education institutions in Japan

Under the perspective of the economy based on knowledge and globalization, the recruitment policies of international students at the level of higher education have been accentuated with the objective of recruiting competent and educated talents in the local environment, commonly called foreign talents. It has moved from a model of assistance to developing countries, a model of ensuring that foreign talent remains in Japan. In 2008, "A Plan for 300,000 exchange students" was launched with the purpose that after graduation they enter work. Language management and understanding of culture, contribute to the internationalization of Japan.

In the universities, there is clarity about the formative role of working students, it is counted in the universities with social learning space (Fujishima, 2015). For Japanese companies, learning is important for the development of human capital within the new graduate employee training programs, thereby improving employee retention.

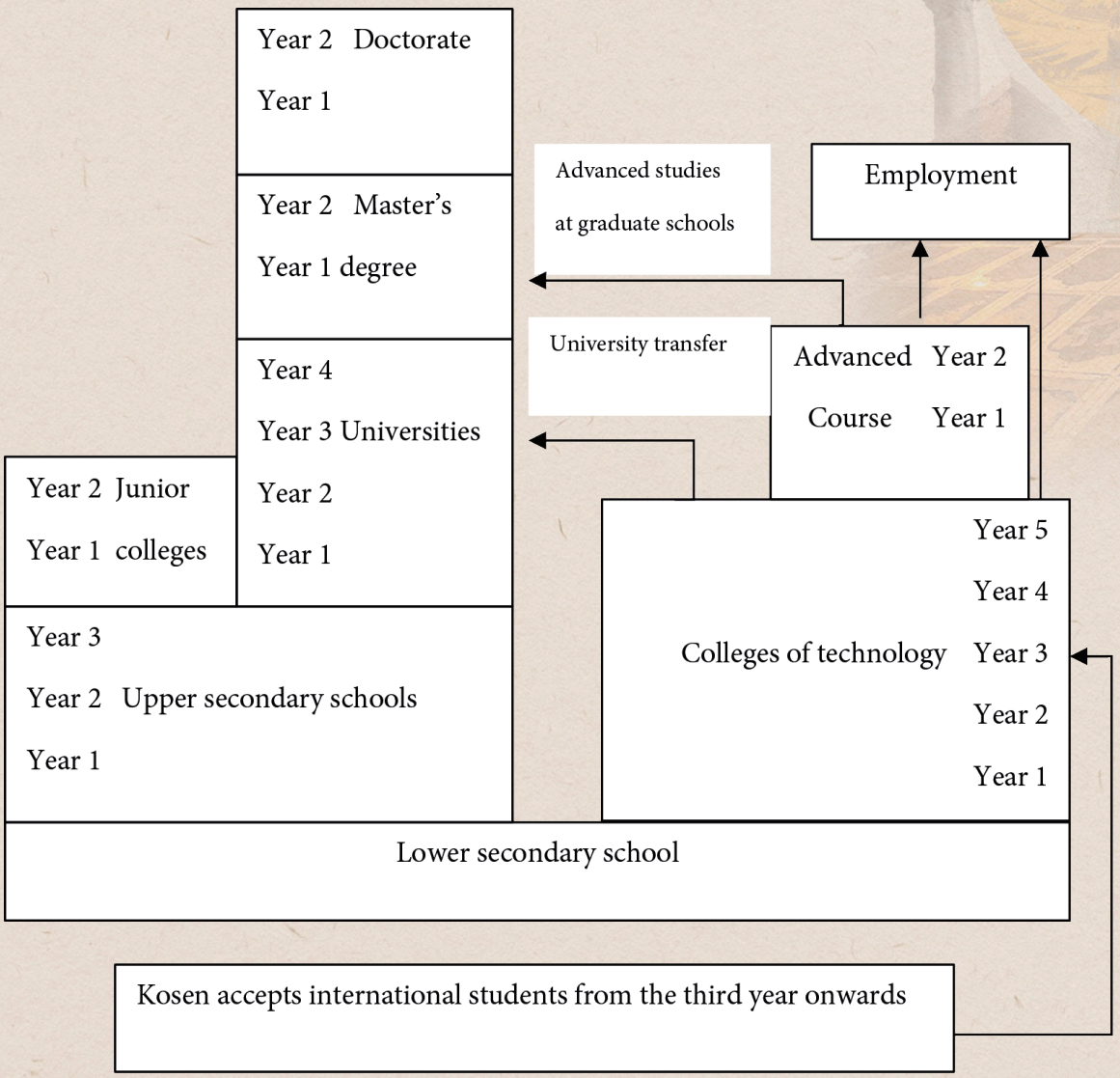
Two notable features of the Japanese employment system are the seasonally scheduled hiring of new graduates and the company's commitment to training programs for new graduate employees before and after their official hiring. Today, large and medium-sized Japanese companies make offers to candidates almost a year before their graduation from college or university.

It is common for companies to also offer various training programs, including online courses for potential new graduate employees. These programs are called "pre-entry training," and are provided exclusively for those students who are due to be officially hired the following fiscal year. In addition to Japanese companies, a number of foreign companies in Japan and some Korean companies provide pre-entry training programs that use e-learning (Usugarmi, 2008).

The Japanese education system

From a historical point of view, the migratory process has provided a range of causes and forms of displacement. At present, with globalization, the phenomenon of the mobility of the qualified population is inscribed in informed life projects, which considers education as the first link in the long chain of migratory events. Thus, the first link, in the migration of qualified human resources, is to study in the Japanese education system, which consists of various levels and categories: high secondary, technology colleges, junior colleges, university, masters and doctorate, as It is shown in diagram 1. An element of attraction for foreign students is the flexibility of the education system. Mobility between the various groups and levels of study offers an adaptation of the student's academic interests. The Japanese education system consists of the following elements:

Diagram 1. Education System in Japan



Source: Own elaboration.

The Ministry of Education, Culture, Sport, Science and Technology (MEXT) was commissioned to conduct surveys on the Japanese education system until 2003. After that function was acquired by the Japan Student Services Organization (JASSO), which was established in 2004. Each year they present the result of an annual survey of international students in Japan.

JASSO reports a significant increase in the number of international students at the various levels of study. The number of foreign students in Japan has risen to 208,379 in 2015. In 2014, there were 184,155, in 2013, 168,145, and in 2012 students 161,848. Of the 208 thousand international students in 2015, 152 thousand are in higher education institutions (IES). Of these, 11,000 are enrolled in short-term educational programs, which means that they are in programs for less than six months under College Student visa status. 55.8% of the students are men and 44.2% are women.

As of 2011, according to the unification of visas, the total number of students includes Japanese language institutes.

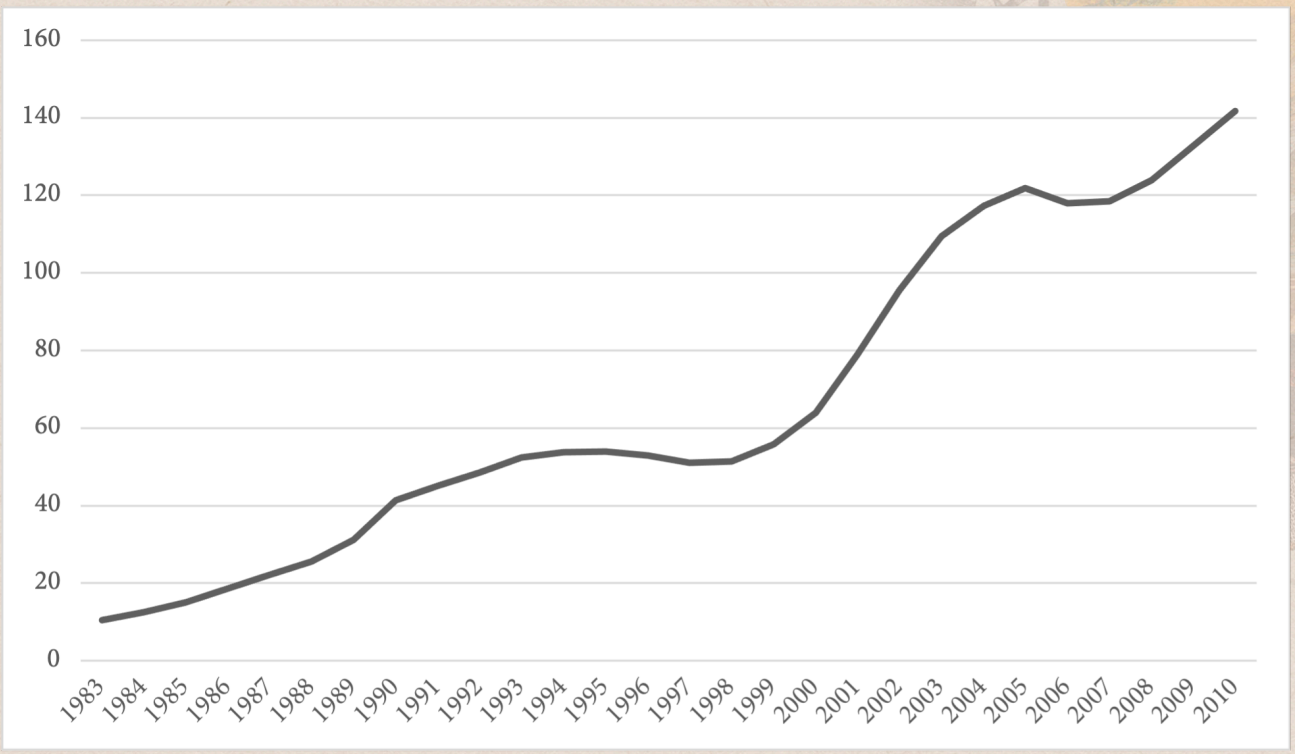
Table 1. International students by type of institution in Japan, 2011-2015

	Total	Higher education institutions	University: undergraduate degrees, university college, technology college	Postgraduate	Japanese language institutes	Specialized training schools	Preparation courses for university
2011	163697	138075	71244	39749	25622	25463	1619
2012	161848	137756	71361	39641	25167	24092	1587
2013	168145	135519	69339	39567	32626	24586	2027
2014	184155	139185	67782	39979	44970	29277	2197
2015	208379	152062	69405	41396	56317	38654	2607

Source: Own elaboration with data of Japan Student Services Organization (JASSO) (2016), International Students in Japan 2016, Graph No. 2 of Trends in number of international students by institutional Type.

Before 2011, the data was recorded in different ways, however it can be seen in graph number 1 that the trend of growth in the number of foreign students has been notable since the 1980s. The diversity of educational options for international students is wide.

Graph 1. International students in higher institution in Japan (Thousands)



Source: Own elaboration with data of Japan Student Services Organization (JASSO) (2016), International Students in Japan 2016.

Now, what groups are distinguished among foreign students in Japan? First of all, there are the scholars of the Japanese government, which are defined as young people studying in Japan under the program of scholarships of the Japanese government (MEXT) established in 1954 and another scholarship program of the Japanese government. Secondly, there are the scholarships of foreign governments, they are scholarships obtained by the sponsorship of the country of origin, or, by the funds of Japanese aid for the Development of Human Resources (JDS, for its acronym in English), as well as the joint scholarship with the government of Korea.

Third, there are short-term international students. They are students from a foreign country that is receiving education in Japan for a period of one year or less. The purpose of the student is not necessarily to obtain a degree but to meet the requirements to enter a Japanese university, or to experience Japanese culture, or to master the Japanese language.

The Refugee Recognition and Immigration Control Act (promulgated on July 5, 2009) establishes that a foreign student with residence status through a College Student visa is enrolled in one of the seven types of educational institutions: a) Japanese universities, b) graduate schools, c) junior college, d) college of technology, e) professional training colleges, f) college entrance preparation courses, and finally, g) Japanese language teaching institutes.

It should be noted that higher education begins after having completed 12 years of education (6 years in elementary education. Elementary school and 3 years in Lower secondary school and 3 years in upper secondary school. There are five types of higher education:

1. Universities
2. Graduate schools
3. Junior colleges
4. Technology colleges
5. Professional training colleges (post-secondary specialized training courses.

University studies are oriented to learn the scientific principles and theoretical research. The duration of the university programs is 4 years, with the exception of the medical, dental, pharmacy and veterinary programs, which are of 6 years.

Master's studies last for 2 years, enter Japanese graduate students, students who have completed 16 years of study abroad, or students who have completed 16 years of school education in educational institutions in Japan and those who have participated in undergraduate programs abroad. Students who have completed the post-secondary course in specialized colleges (specialized training colleges). Also, students who are at least 22 years old and have been evaluated by the Graduate School.

Regarding doctoral studies, the cycle is open to students with a Japanese master's degree or students with a degree from the Japanese professional graduate school, as well as to students who have obtained a foreign degree equivalent to a master's degree or a Graduate professional school degree. Students of the graduate programs abroad recognized by Japan. Students who have graduated from universities and have participated in the research study

at universities or research centers (including foreign universities and research centers) for more than 2 years, and are recognized as having an equivalent academic competence to people with a Master's degree from the Graduate School. Finally, the students who certify the aptitude test carried out by the Graduate School, and who are 24 years old.

The doctoral programs in medicine, dentistry, pharmacy and veterinary medicine are open to students who have completed the Japanese degree program (6 years) in medicine, dentistry, pharmacy and veterinary medicine. Students with a Japanese master's degree or students with a Japanese professional graduate school degree. Students who have completed 18 years of study abroad program. Students who have equivalent academic skills and who accredits the entrance exam individual fitness carried out by the Graduate School and have reached 24 years of age.

The education of Junior College is oriented to the acquisition of practical skills. The duration is two years, however, in the areas of medical technology and nursing, it is three years.

Technology colleges (Kosen) offer five-year programs starting in high school. They are recognized as part of higher education institutions and can choose to enter the university. Kosen prepares world-class experts with the latest technology, focuses on the process in laboratories, on the application of advanced theoretical knowledge. It attends the industrial field and the navy. He has two years of advanced courses. Equivalent to the degree through the accreditation of an exam. International students are accepted from the third year.

The professional training colleges (Senmongakkou) serve students who have completed secondary school. These schools are classified as higher education institutions. The duration is from 2 to 4 years. Their programs serve the know-how, technology and useful skills to obtain a job. Schools specialize in certain fields such as health care, technology, culture, nutrition, fashion, well-being. You get a certificate for example of web animator, film director, producer, game maker, interior designer, systems engineer and others.

The preparation program for university admission are courses that have been designated by MEXT for students from countries where the number of years required for the completion of secondary education is less than 12 years. Upon completion of this course, students are allowed to enter the Japanese university through an entrance exam.

Finally, the Japanese language teaching institutes have a current cost of 150 thousand yen per class of 50 minutes for two weeks.

Japan has 8 regions, each of which is made up of prefectures. Each of them has an educational infrastructure for foreign students. The distribution of international students occurs in all regions. Naturally, they are concentrated in the prefecture of Kando, the account includes the megalopolis of Tokyo. While there is a concentration in the city of Tokyo, the presence of foreign students in all regions of Japan is also notable.

Table 2. Number of foreign students per region in Japan, 2014-2015

Region	2015	2014
Hokkaido	2974	2755
Tohoku	5050	4328
Kanto	114778	97057
Chubu	17947	16990
Kinki	34491	31135
Chugoku	7881	7230
Shikoku	1578	1424
Kyushu	23680	23236
Total	208379	184155

Source: Japan Student Services Organization (JASSO) (2016), International Students in Japan 2016, Table No. 8.

The Japanese education system has become a node of centrality in the Asia region. Strong mobility flows to Japan from neighboring countries have formed. The main flow of international students in the higher education system is China. At a considerable distance, from the point of view of volume, is Vietnam, as shown in table 3.

Table 3. International Students in Higher Education Institutions

Country/region	Number of students	
	2015	2014
China	74,921	77,792
Vietnam	20,131	11,174
Republic of Korea	13,397	13940
Nepal	8,691	5,291
Taiwan	5,610	4971
Indonesia	2995	2705
Thailand	2904	2676
Malaysia	2,460	2361
U.S.A	2223	1975
Myanmar	1,652	1280
Others	17,078	15020
Total	152,062	139185

Source: Japan Student Services Organization (JASSO) (2016), International Students in Japan 2016.

The international student attraction model takes into account the quality of the university and scholarships. The important thing for students is prestigious universities, as talented students are attracted to recognized universities. International students are located in various universities, both private and public. First of all, Waseda University is located in Shinjuku in Tokyo, as shown in table 4.

Table 4. Number of foreign students per university in Japan

University	Type	2015	2014
Waseda University	Private	4603	4306
The University of Tokyo	National	2990	2798
Japan University of Economics	Private	2835	3035
Ritsumeikan Asia Pacific University	Private	2649	2379
Kyushu University	National	2097	1972
Osaka University	National	2094	2012
University of Tsukuba	National	2062	1889
Kyoto University	National	1814	1725
Tohoku University	National	1661	1532
Nagoya University	National	1613	1668
Rissumeikan University	Private	1587	1440
Hokkaido University	National	1570	1456
Keio University	Private	1418	1303
Tokyo University of Social Welfare	Private	1403	596
Doshisha University	Private	1338	1273
Tokyo Institute of technology	National	1223	1224
Meiji University	Private	1180	1095
Nihon University	Private	1178	1188
Kobe University	National	1152	1096
Hiroshima University	National	1110	1059
Osaka Sangyo University	Private	1091	1155
Takushoku University	Private	1041	1031
Sophia University	Private	1034	914
Josai International University	Privada	989	907
Yokohama National University	National	830	843
Chuo University	Private	829	817
Meikai University	Private	787	870
Chiva University	National	786	819
Tokyo International University	Private	760	695
Nihon Wellness Sports University	Private	743	200
		46467	43297

Source: Japan Student Services Organization (JASSO) (2016), International Students in Japan 2016.

One of the factors attracting international students is the universe of public and private organizations that offer scholarships to study at various levels: from secondary schools to tertiary education. In a special way, the scholarships are granted to high school students, technology colleges, Professional Training colleges, university programs, Japanese Language Teaching Institutes, junior colleges, bachelor's and master's and doctoral programs.

The offer of scholarships to foreign students in Japan is diverse both in its nature and in its scope. The Ministry of Education, Culture, Sports, Science and Technology of the Japanese Government (MEXT) has coordinated and supported the approach of foreign students. Currently, the procedure for applying for a scholarship is carried out at embassies or consulates of the Japanese government or at the international offices of Japanese universities. The MEXT has several scholarship programs such as Young Leaders, Research Students, Bachelor's degrees, Technology Colleges, Specialized Training College, Japanese Studies. The amounts of the scholarships amount to 242 thousand yen (2,200 dollars), per month for young leaders, 145 thousand for doctorates (1,325USD), 143 thousand (1,320 USD.) For masters.

Universities in Japan offer various postgraduate programs. The engineering discipline is widely recognized in its different areas: electronics, electrical, automotive, etc. The field of knowledge of the humanities is relevant depending on the historical and cultural aspects of Japan. The main areas of study are, according to table number 5, humanities, social sciences and engineering.

Table 5. International students by field of study

			%	
Field	**2015**	**2014**	**2015**	**2014**
Humanities	94094	76912	45.2%	41.8%
Social science	55075	51507	26.4%	28.0%
Sciences	2693	2434	1.3%	1.3%
Engineering	24665	23566	11.8%	12.8%
Farming	3387	3096	1.6%	1.7%
Health Care	3368	3168	1.6%	1.7%
Domestic economy	3378	2679	1.6%	1.5%
Education	3150	3118	1.5%	1.7%
Arts	5575	5074	2.7%	2.8%
Others	12994	12601	6.2%	6.8%
Total	208379	184155	100.0%	100.0%

Source: Own elaboration with data of Japan Student Services Organization (JASSO) (2016), International Students in Japan 2016, Table 7.

The position of post-doctorate is open in the national research centers financed by the government, the laboratories and institutes of the universities and the research and innovation laboratories of the big business corporations of Japan. The openings are open to international students with a doctorate level. The salaries offered vary depending on the research center, for example, the postdoctoral salary in The National Astronomical Observatory of Japan2, NAO, is 350 thousand yen per month, that is, 3,400 dollars; in National Institute of Information and Communications Technology, NICT, is 430 thousand yen ($ 4,200) 3, in National Institute of Advanced Industrial Science and Technology, AIST, 470 thousand yen (4,500 USD) 4. Generally, postdocs have a duration of two years.

Finally, the participation of international students in the Japanese language teaching institutes is observed. In general terms, international students require an acceptable level of Japanese language proficiency to later enter higher education institutions. Due to the character of the Japanese language, there is a strong flow of international students to learn the Japanese language. Thus, students have access to the Japanese language teaching institutes first, a place to later enter higher education institutions. Table 6 highlights the population of China.

Table 6. International Students Japanese language institutes

Country/region	Number of students	
	2015	2014
China	19,190	16,607
Vietnam	18,851	15,265
Nepal	7,559	5,157
Republic of Korea	1,882	1837
Taiwan	1,704	1260
Sri Lanka	1,112	510
Myanmar	1,103	655
Thailand	622	574
Indonesia	605	483
Mongolia	493	326
Others	3,296	2296
Total	56,317	44970

Source: Japan Student Services Organization (JASSO) (2016), International Students in Japan 2016.

2 National Astronomical Observatory of Japan (NAOJ). (2016), Available: http://www.nao.ac.jp (Accessed October 10, 2016).

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Conclusion

1) Japan is a center of attraction in the region of qualified human resources, both as international students and as highly-qualified workers. The presence of China, Korea and Vietnam stands out. International students arrive as a quality training strategy and because there is a flow of migration from their countries throughout history that has managed to establish strong social networks in Japan.

2) In the case of international students, the route of student migration towards obtaining permanent residence is not yet observed. In addition, the insertion of international graduates is faced with the functioning system of hiring employees, which has its rhythm in established times and forms, which are expressed in a recruitment dynamic.

3) The educational system is open at different levels for foreigners, from technology colleges to universities, where the courses are taught in Japanese. Currently, some courses are taught in English.

4) The immigration pattern closes the doors to unqualified migration. Low-skilled jobs will continue to be carried out by the local population. The Japanese economic model, in general, is not supported by wage competition down, except in some productive processes. To this end, the mobility of the Nikkei community is considered, based on the competence of Japanese companies in the world.

5) In the context of globalization, Japan has implemented a policy of opening up to the foreign population as a step towards internationalization.

6) The need to master the Japanese language is clearly recognized in the immigration pattern.

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