

日本の大学のグローバル化：
ヨーロッパから学ぶべきことはあるか
?GLOBALISING JAPANESE UNIVERSITIES: CAN
ANYTHING BE LEARNED FROM EUROPE?

George Olcott

日本経済調査協議会

2012年6月7日

自己紹介/Self introduction

職歴/Work experience: 航空会社, 石油会社, 金融機関 Airlines (CX), Oil trading (Shell), Investment banking (SGW/UBS)

学歴/Academic: オックスフォード大学、INSEAD (MBA), ケンブリッジ大学 (Ph.D.) Oxford University (BA), INSEAD (MBA), Cambridge University (Ph.D.)

博士論文/Thesis title: “The impact of foreign ownership and control on Japanese organisations” (2005)

現職/Current work: 東京大学先端科学技術研究センター, 特任教授 Tokyo University, RCAST Project Professor

社外取締役/Non Executive Director (日本板硝子/Nippon Sheet Glass、NKSJホールディングズ/NKSJ Holdings)

顧問/Advisor (JR 東海/Central Japan Railway)

理事/Trustee (昭和女子/Showa Women's University)

本日のテーマ / Today's theme

- 日本企業にとって国際競争が熾烈化 / Global competition has intensified greatly for Japanese companies
- 日本企業は組織のグローバル化を迫られている / Japanese firms need to globalise their organisations
- これは国際競争力を発揮する「人材」像について考え方の再構築を意味 / This means reconceptualising the idea of “human resources” to create globally competitive management
- 「オールジャパン」では限界に来ている / “All Japan” has reached its limits
- 教育の分野から、変革を始める必要あり / Reform needs to start with education

大学にとって意味するもの / Implications for universities

- 日本の子供達は、日本にどっぷりの環境で成長し、教育を受ける / Japanese children grow up and are educated in an entirely Japanese environment
- このことは多くの恩恵をもたらす一方で、異文化や異言語に触れる機会を逃している / This has many benefits but they have almost no exposure to other cultures and languages
- 日本の学校は、交換留学などをより積極的に追求し、英語教育をさらに重点化していく必要がある (グローバル人材 = 英語力) / Japanese schools need to pursue exchange initiatives more aggressively, a *much* greater emphasis on language instruction
- 大学は、英語でのコンテンツを提供するべく、トップクラスの外国人学生や外国人の教職員を誘致する必要あり / Universities need to attract top quality foreign students and faculty members to deliver *content*
- これを達成するため、大学インフラの徹底的な再検証が必要 / University infrastructure needs to be completely overhauled to achieve this



大学にとって意味するもの(続き) / Implications for universities (contd.)

- 大学経営方針は抜本的に変更を求められている / University management philosophy needs to change fundamentally
- 経営資源は必須(特に財政面) / Resources will be required (particularly financial).
- 日本の産業界は大学改革のプロセスに深く関わり合う必要あり(財政支援、共同研究、採用プロセスの見直し) / Japanese industry needs to become heavily involved in the process of university reform (financial aid, joint research, reforming recruitment process)
- 変革には痛みを伴い、相当な抵抗が予想される。強いリーダーシップが不可欠 / Change will be painful, strong leadership is necessary
- 他のアジア諸国(特に中国、韓国)も同様の問題にいずれ直面する / Other Asian countries (particularly China and Korea) will face the same problems
- 日本ならできる! / Japan can succeed

What is a 'community'? 共同体とは？

Kunio Odaka (尾高邦雄) (1950)

- Without community, there is no society (共同体を欠けば、社会ではない)
- Community is spiritual cohesiveness, a sense of inner accord transmitted by similarity and proximity (共同とは類似および近接によって媒介された内面的な一致であり、精神的な結束である)
- The Community is a cooperative body, based on group consciousness which springs from a sense of harmony and mutually binding ties (共同とは、相互融和と相互拘束を内容とする集団所属の意識に基づいた、協力の組織である)

会社共同体とは？

- 2種類の人的資源：
 - 共同体の中核になるメンバー
(日本人、男性、大学新卒の新入社員)
 - その他 (女性、中途採用、外国人を含む)
- 社長・執行役員はほとんどインサイダー
→ 全てのステークホルダーに対する責任感
(特にCore Members に対して)
- 人事戦略が企業戦略を左右する
- 他のステークホルダーの存在(特にOB)は組織
変革の制約になる



外国人取締役(2001)

	2001
上場会社	2510
役員数	39158
1社あたり	15.6
外国人取締役数	232
1社あたり	0.09
何社に一人?	1/11

外国人取締役(2001-2011)

	2001	2011
上場会社	2510	3672
役員数	39158	41642
1社あたり	15.6	11.3
外国人取締役数	232	247
1社あたり	0.09	0.07
何社に一人?	1/11	1/15



英国上位10社のCEOの国籍

BHP Billiton	Marius Kloppers	South Africa
Royal Dutch Shell	Peter Voser	Switzerland
HSBC	Stuart Gulliver	UK
Vodafone	Vittorio Colao	Italy
BP	Bob Dudley	US
RTZ	Tom Albanese	US
Glaxo SmithKlein	Andrew Witty	UK
Unilever	Paul Polman	Netherlands
BAT	Nicandro Durante	Brazil/Italy
BG Group	Frank Chapman	UK



RCAST



% of International Students/Faculty

Graduates	20%
Faculty	4%

“It is to lead research that transverses industry-academia-government collaboration through cross-cutting research activities centred on on-campus research, while promoting internationalization based on human interaction. This means, in dealing with ever-changing social challenges, RCAST is working agilely to become a keystone institution by structuring a research system that transcends constraints between industry, academia and government and those imposed by national borders, while naturally implementing true internationalization on an individual level.” Yoshiaki Nakano, Director General



University of Tokyo

% of International Students

Undergraduates	241/14,123	1.7%
Masters	877/6,790	12.9%
Ph.D.	1,388/6,218	22.3%
Total postgrad	2,265/19,858	11.4%

“I believe that through the creation of knowledge, through education and through close association with society, now more than ever is the time in which the University of Tokyo must fulfill its public responsibility towards the future of Japan and of the world.” Junichi Hamada, President



University of Tokyo

% of International Faculty

Professors	26/1,320	1.9%
Assoc. Professors	54/914	5.9%
Lecturers	30/238	12.6%
Research Assocs.	64/1,346	4.6%
Total	174/3,818	4.6%



Caltech (USA)

% of International Students/Faculty

Undergraduates	11%
Graduates	39%
Faculty	39%

“The mission of the California Institute of Technology is to expand human knowledge and benefit society through research integrated with education. We investigate the most challenging, fundamental problems in science and technology in a singularly collegial, interdisciplinary atmosphere, while educating outstanding students to become creative members of society.”

Mission Statement

MIT (USA)



% of International Students/Faculty

Undergraduates	9%
Graduates	38%
Faculty	17%

“I believe the world has never needed MIT as much as it does now.” Susan Hockfield, President

Cambridge (UK)



% of International Students/Faculty

Undergraduates	15%
Graduates	50%
Faculty	30%

“The mission of the University of Cambridge is to contribute to society through the pursuit of education, learning, and research at the highest international levels of excellence.” Mission Statement

London School of Economics (UK)



% of International Students/Faculty

Undergraduates	49%
Graduates	86%
Faculty	45%

"The core business of LSE is world-class research and outstanding teaching. I will do everything I can to ensure this very special institution remains in the first rank of the world's universities." Judith Rees, Director

École Polytechnique (France)



% of International Students/Faculty

Masters students	20%
PhD students	35%
Faculty	18%

“The École Polytechnique is undergoing a major transformation to become more competitive on a world scale.” Marion Guillou, Chairwoman of the Board

Masters programmes taught in English at École Polytechnique

Master of Applied Mathematics

M2 [Master's Programs in Numerical Analysis and PDE's](#)

Master of Chemistry

M2 [Molecular Chemistry](#)

Masters of Economics

M1 [Quantitative Economics and Finance](#)

M2 [Economic Analysis and Policy](#)

M2 [Economics of Markets and Organizations](#)

Master [Economics and Public Policy](#)

Masters of Mechanics & environmental sciences

M2 [Fluid Mechanics](#)

M2 [Solid Mechanics \(M4S specialty\)](#)

M2 [Materials and Engineering Science \(MMS specialty\)](#)

M2 [Materials Science for Sustainable Construction](#)

M2 [Water, Air, Pollution & Energy at local & regional scales \(OACOS\)](#)

Master of Physics

M1 [Physics for Optics and Nanosciences](#)

M2 [Quantum Devices](#)

M2 [Fusion Sciences](#)

M2 [Nanosciences \(International track\)](#)

M1 [High Energy Physics \(in English at ETHZ only\)](#)

M2 [High Energy Physics](#)

Master of Science for Energy

M2 [Renewable Energy Science & Technology](#)

M2 [Nuclear Energy](#)



Seoul National University

% of International Students

Undergraduates	844/16,626	5.1%
Masters	999/8,321	12.0%
Ph.D.	643/3,071	20.9%
Total postgrad	1,642/11,391	14.4%
Full time international faculty		
	242/2911	8.3%

“SNU is now ready to take on the role of leading the world in “academic value creation”
by transforming Korean values into universal values” Oh Yeon-Cheon, President

Summary % foreign grads and faculty

	RCAST	UTokyo	CalTech	MIT	Cambridge	LSE	EPolitechnique	Seoul NU
Graduates	20	11	39	38	50	86	27	14
Faculty	4	5	39	17	30	45	18	8

ボロニャ宣言 1999/Bologna Declaration 1999

- ヨーロッパ29カ国が署名 / Signed by 29 European countries
 - 大学教育における国際競争力についての明確な共通認識 / An explicit recognition of global competition in university education
- 競争力を強化するため / To improve competitiveness:
- 学位基準の共通フレームワークの構築(学位の互換性) / Create a common framework of standards (degree compatibility)
 - 国境を超えた人材流動の増進 / Increase cross-border mobility
 - 質的保証 / Quality assurance



Politecnico di Milano

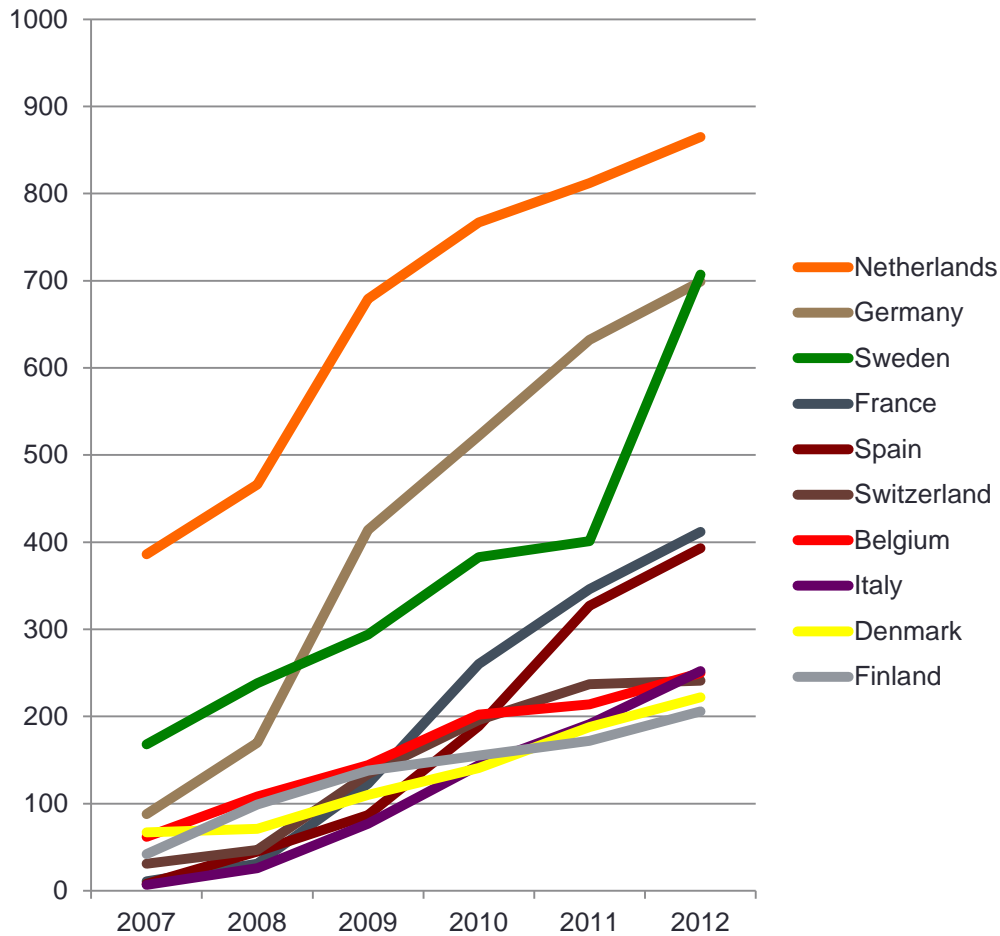
- 1868創立, 建築、デザイン、エンジニアリングにフォーカスしたイタリアでトップクラスの工科大学 / Founded in 1868, a leading Italian technical university focusing on architecture, design and engineering
- 学生数:25,000人、現在大学院コースの30%で英語による授業 / 25,000 students, currently 30% of graduate coursework in English
- 外国人学生: 学部 5%, 修士課程 10%, 博士課程 18% / International students: BSC 5%, MSC 10%, Ph.D. 18%
- 2014年までに全ての修士課程、博士課程の授業を英語化 / Switch all teaching of masters/Ph.D. to English by 2014
- 教職員への英語教育に重点投資するとともに、外国人の教職員を採用予定(目標15%) / Will invest heavily in English instruction to faculty and recruit international faculty (target 15%)



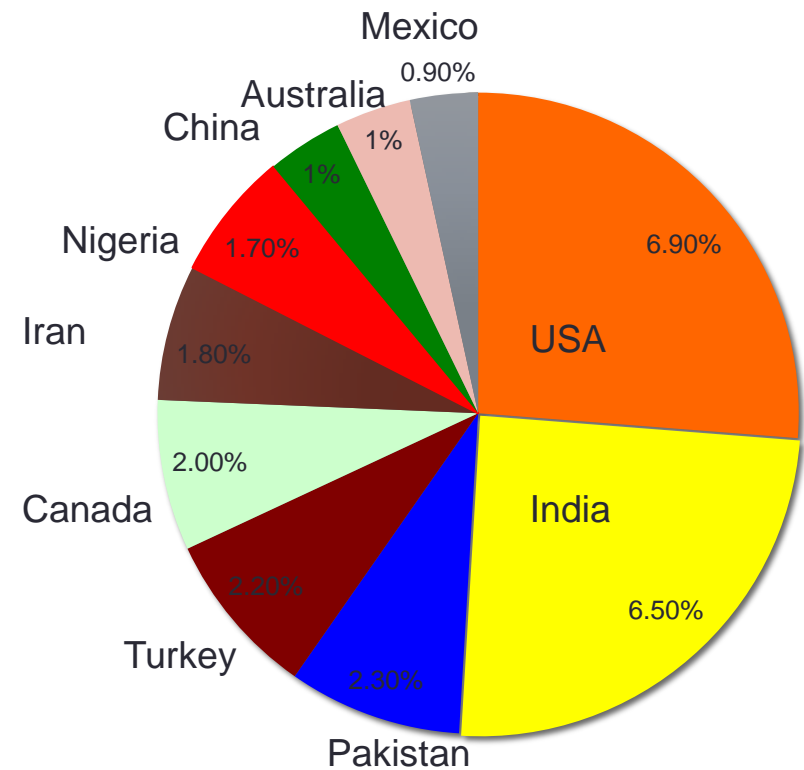
Politecnico di Milano (contd.)

- これは、2003年に設立された外国人学生向けの英語授業のコースを評価する中で生まれたもの／Result is a process of careful evaluation of English taught courses established in 2003 for foreign students
- 授業の質はイタリア語でのコースと同等であった／Quality remained equal with courses taught in Italian
- 「もし我々がイタリア語だけを話し、イタリア語だけで教え続けていれば、我々は世界の学問から取り残されるリスクがあった...英語で教えるということは、海外から学生を集め、またわが国の学生に国際社会で活躍するための重要なツールを与える良い手段だと思う」 Della Torre教授（建築修復学）
- “There is a risk to us that if we stay speaking only in Italian and teaching only in Italian, we will be separated from global scholarship...We think that teaching in English is a good way to attract students and to give our students important tools to do work in a globalized world.” Prof. Della Torre (Architectural Restoration)

Masters courses taught in English by EU universities (excl. UK/Ire) Source of hits on MastersPortal 2010-11 (ex-EU)



All of Europe: 2007: 1028
2012: 5564



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Subdiscipline **Search**

Find & compare 18,699 Masters in Europe!

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Universities in the spotlight



International Business Academy

Denmark, Master's Programmes: 3

The higher education department of The International Business Academy evolved from the merging of a number of smaller schools over the past 100 years. The...

[More information](#)



Savonia University of Applied Sciences

Finland, Master's Programmes: 1

Savonia University of Applied Sciences is one the largest and most versatile Universities of Applied Sciences in Finland. Our organization of experts educates...

[More information](#)



Alma Graduate School / University of Bologna

Italy, Master's Programmes: 7

Alma Graduate School is among the most important schools of management in Europe and surely one of the most innovative ones in Italy. Interdisciplinarity, ...

[More information](#)



University Campus Suffolk

United Kingdom, Master's Programmes: 19

University Campus Suffolk (UCS) opened in 2007 and is among one of the newest higher education

Gateway to study in Japan

News

- ▶ Japan Alumni eNews(Vol.37)(May-10)
- ▶ 2012 Japan Education Fairs(Mar-12)
- ▶ Disaster Information - Great East Japan Earthquake...(Jul-11)

Fascinating Study in Japan

- High Quality Educational Institutions
- So many different Places to Study
- Well-developed Scholarship System
- Fascinating Culture
- Message from International Students



Quick Guide for Study in Japan

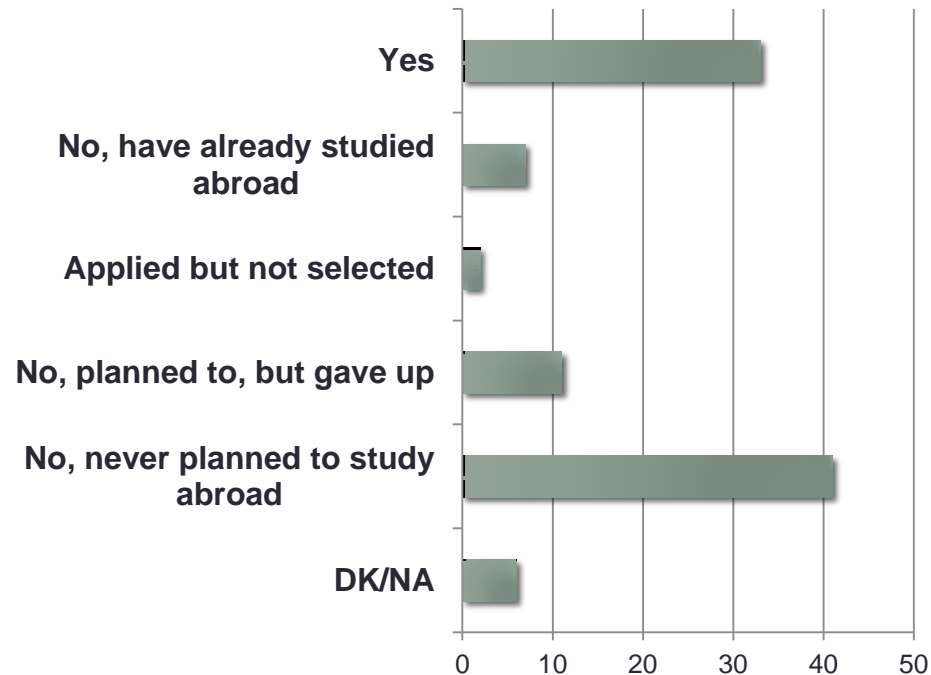
- Sources of Information
- Type of Study
- Enrolling in a Japanese Language Institution
- Short-term Study Programs/Exchange Study Programs
- Study Programs in English
- Scholarships
- Immigration Procedures
- Examination for Japanese University Admission for International Students(EJU)
- Japanese Language Proficiency Test(JLPT)
- Japanese Education in



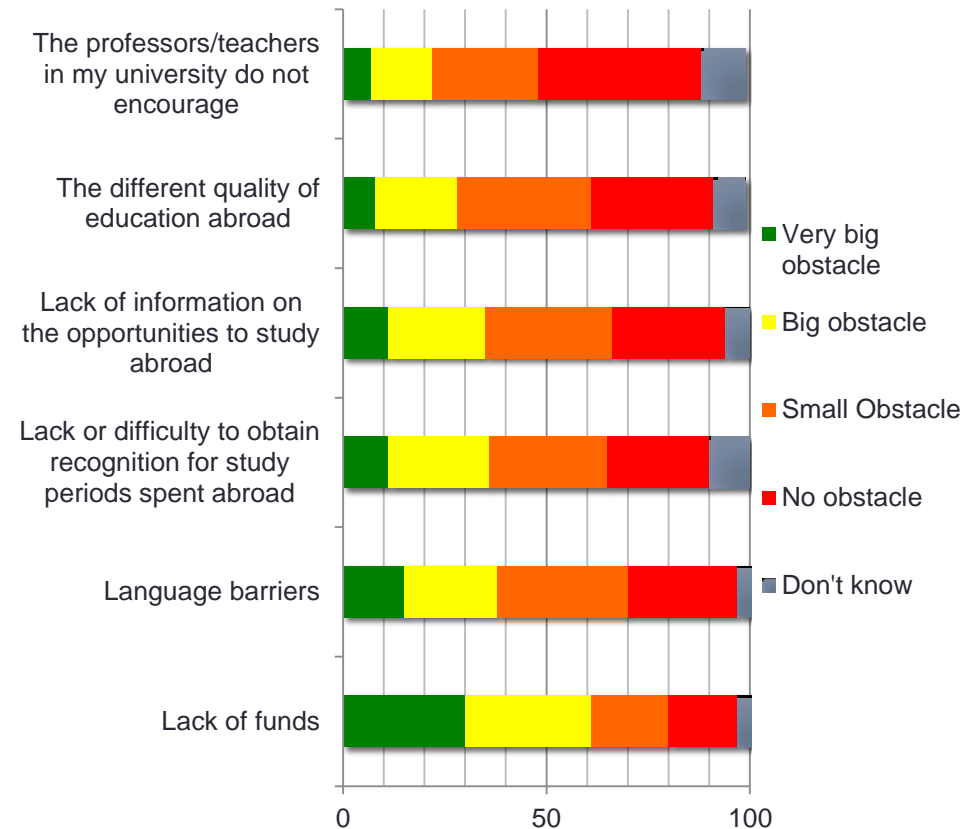
- ▶ For Prospective Students
 - ▶ Knowing the Flow
 - ▶ Knowing the School
 - ▶ Knowing Life in Japan
 - ▶ Knowing More
 - ▶ Links
- ▶ For International Students in Japan
 - ▶ Status of Residence
 - ▶ Scholarships
 - ▶ Part-time Work
 - ▶ Life
 - ▶ Further Study
 - ▶ Employment
 - ▶ Japanese Culture Experience
 - ▶ Links
- ▶ For Former International Students
 - ▶ Network
 - ▶ Scholarship/Subsidy/Invitation
 - ▶ Japanese Understanding
 - ▶ Promotion
- ▶ For Student Advisers
 - ▶ Outline of the Student Exchange System
 - ▶ Acceptance of International Students
 - ▶ Immigration/Status of Residence/Registration
 - ▶ Life Support
 - ▶ Scholarships
 - ▶ Further Study Support

Studying abroad

Are you planning to study abroad?



Obstacles to study abroad



Degrees in English: Japanese G30

	Bachelors	Masters	Doctoral	Total degrees
東北	3	10	9	22
筑波	3	17	5	25
東京	2	19	16	37
名古屋	5	9	8	22
京都	1	11	9	21
大阪	2	6	6	14
九州	5	31	27	63
慶応	1	6	4	11
上智	4	3	2	9
明治	1	2	1	4
早稲田	6	15	6	27
同志社	1	5	4	10
立命館	1	6	6	13
合計	35	140	103	278

ヨーロッパ(英国、アイルランドを除く)	714	5564	714	6992
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Sources: jasso.go.jp, mastersportal.eu

Degrees in English: Japanese universities

Sources: jasso.go.jp, mastersportal.eu

	Universities	Bachelors	Masters	Doctoral	Total degrees
Humanities	7	4	4	2	10
Social Science	24	5	29	22	56
Education	3		4		4
Natural science	15	2	13	18	33
Engineering	30	1	26	40	67
Agriculture	11		9	11	20
Medicine/health science	10		4	14	18
Home science	2		4	1	5
Comprehensive science	9	4	5	6	15
Total	111	16	98	114	228

European universities (excl. UK/Ire)		714	5564	714	6992
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PICK UP

Entrance Examination Information
Entrance examination schedule and application Guideline for year 2012 admission is here.

Request for brochure (Japanese site)

Summer Program 2012
July 23 - August 3 2012

Study Abroad For Incoming Students

Students' Voice

From Germany
ROLF PETER STEINMANN
I not only take classes in the field of 3DCG, which I love, but I am also studying by myself through watching videos.

From Nepal
Shiva Tandukar
What I am putting the most effort into is 3D computer graphics. For instance, I chose a 3DCG production course as my seminar.

Guest Speakers

Film Director Naoto Kumazawa
Comic "Kimi ni Todoke" made the greatest hit in Japan and this comic become a live-action movie based on "Kimi ni Todoke". We invited Film Director Mr Naoto Kumazawa to have a special lecture and he talked about the rule of how to make a hit movie and know-how to create the movie.

NEWS

27/09/2010
Digital Hollywood University Ms Miho Ohashi awarded grand prix for tumbler design contest at "Carry Your Style"

Pixar Senior Scientist Mr. Michael Kass
Pixar produces lots of hit CG animation in the world. This time, we invited Senior Scientist Mr. Michael Kass to lecture us the latest CG technique and enchantment of the Pixar.

SEARCH

サイトコンセプト

「京都精華大学国際マンガ研究センター」はマンガとその周辺に関する研究機関です。また、これまでの研究蓄積とネットワークを活用したシンクタンク事業も展開しています。このウェブサイトでは、京都国際マンガミュージアムを主な拠点として、当センターがコンテンツ制作を担当した展示や講演などのイベントについて報告すると同時に、マンガ研究に関する国際的なセンターとしての活動情報を国内外に発信していきます。

— SITE CONCEPT

The Kyoto Seika University International Manga Research Center (imrc) conducts research on manga (Japanese comics) and its environments. It is also developing a Think Tank that utilizes previous research results and networks. This website reports on exhibitions, lectures, and events mainly held at the Kyoto International Manga Museum and produced by imrc, while disseminating information about imrc's activities with respect to international manga/comics research in Japan as well as overseas.

第4回 国際学術会議
The Fourth International Scholarly Conference

「マンガ・ワールドズ」サブカルチャー、日本、ジャパノロジー
"Manga Worlds" Subcultures, Japan, Japanology

June 1, 2, and 3, 2012
2012年6月1日(金)、2日(土)、3日(日)

各種研究事業報告 — RESEARCH REPORTS

- 講演会・研究会報告 LECTURES & CONFERENCES
- 展覧会報告 EXHIBITIONS
- ワークショップ報告 WORKSHOP REPORTS
- その他のイベント報告 OTHERS

There are many fields where Japan should have competitive advantage. A large number of new departments have been established.

20% of Digital Hollywood Univ. students are foreign and they aim to increase to 50%

No English language courses exist.

In the UK, however...

18 UK Universities offering Animation

Kingston University
 University of Bournemouth
 University of Derby
 London Metropolitan University
 West London College
 University of Sunderland
 University of Ulster
 Sheffield Hallam University
 University of Glamorgan
 University of Abertay Dundee
 Leeds Metropolitan University
 University of Northumbria
 University of Huddersfield
 Thames Valley University
 University of the West of England
 University of East London
 University of Salford
 University of Dundee

Howest Alumni

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Howest

Mission Statement

Bachelors and Masters

Course offer in English

6 international semesters

Non-Erasmus study in English

Digital arts and entertainment

Summer school: Creative Prototyping Skills Training

Higher education in Belgium

Contact

Application

International Projects

Partners

'Practical information package for incoming students'

Press

Academic Calendar 2011-2012

Laptop Project

Howest Foundation

Howest » English » Course offer in English » Digital arts and entertainment

Bachelor Digital Arts and Entertainment (full degree program)

Delen via: [f](#) [t](#) [g+](#) [e](#) [p](#) [+](#) Meer...

DAE goes international

Howest's first full BA degree programme entirely taught in English to a group of international and local students. How to get in the team of International DAE?

- [Read more about DAE goes international](#)
- [Visit www.digitalartsandentertainment.com](#)

結論／Conclusions

- 日本は速やかに教育制度を国際化すべき／Japan must rapidly globalise its educational system
- これは以下を通じて、日本にプラスをもたらす／This will benefit Japan by
 - 異文化の学生との交流が可能／Enabling Japanese to interact with students from different culture
 - 日本人・外国人を問わず、より競争力のある人材を日本企業に送り込むことが可能／Providing more competitive human resources for Japanese recruiters, both Japanese and non-Japanese
 - 長期的な「日本ファン」が誕生／Creating long-term “fans of Japan”
 - 国際競争に触れ、日本人教職員が質的に向上／Improving the quality of Japanese faculty by introducing global competition
 - 人口減少(少子化)に直面する大学の収益が改善／Providing revenue for universities faced with declining population
 - 主要産業におけるグローバル・スタンダードの獲得・保持(例: アニメ、ゲームソフト)／Enabling Japan to set or maintain the global standard in key industries (e.g. manga, game software)

Appendices

学校のない自由な週数: 日本とイギリスの比較／

Number of “free weeks” holiday UK vs. Japan

学年の終りから次の学年の始まりまでの休暇／Between end of one, and beginning of next academic year,

- 日本では3週間／Japanese have 3 weeks holiday
- イギリスでは8週間／UK have 8 weeks
- 12年間の初中等教育を通じてみると...／Over 12 year primary/secondary education,
- 日本では36週間／Japanese have 36 weeks
- イギリスでは96週間／UK has 96 weeks
- ギャップ・イヤーと合わせると、イギリスでは158週間／With gap year, UK has 158 weeks
- この期間が重要。学生生活の中で唯一試験のプレッシャーなく、自分自身について考え、行動することができる／This time is important as it is the only period in a child’s school career where he/she can think and act for himself/herself without pressure of examinations

ログイン

ユーザー名

ログインする

このサイトについて

ネチケット
Awards

NEW!教室から世界へ

一緒にホームページ

資料室 (ワークシート)

ご登録

登録前のFAQ



このサイトについて

「ジャパンイギリスライブ!」は、イギリスと日本の子どもたちの交流を支援するために作られた教育サイトです。このサイトは二ヶ国語（日本語・英語）対応です。日本語で入力された文章は、英国日本協会によって英語に翻訳されます。

言葉の壁を取りのぞくことで、自分の言いたいことを英語でどうやって表現したらいいのかという点でつまずくことなく、メッセージの内容自体に意識を集中させることが出来ます。

また文章だけではなく、写真や動画、音声ファイルも送ることが出来ますので、生き生きとした交流が行えます。

この交流活動への参加は無料です。「ジャパンイギリスライブ!」は、外国の子供たちから自分のメッセージに対する返事をもらう喜び、外国の全く違う考え方や生活の様子を直接見聞き出来る場を提供しています。これからも一人でも多くの生徒さんたちに、この画期的なサイトを使っていただけたらと思っています。

お問い合わせはこちらまで: education@japansociety.org.uk

Japan-UK Live! is an educational web-based tool to enable daily interaction between UK and Japanese schools who work in partnership. It is funded by the Japan Society and many Japanese corporations (e.g. Central Japan Railway, Mitsubishi Corporation)

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今日の瀬加小

子どもたちの生活をご覧ください。こちらからどうぞ

本校のある市川町は、兵庫県の中央部よりやや南部に位置し、神崎郡の中央部を占めています。町の中央部を市川が貫き、それに沿って、JR播但線、国道312号線、播但連絡自動車道が走っています。

校区は、この市川町の東部に位置し、北は神河町、東は多可郡、南は加西市に隣接しています。播磨富士で知られる標高939mの笠形山に源を発し、北から南西に流れる岡部川の流域約10Kmに、4地区、合計19の集落が散在している自然環境に恵まれたすばらしい校区です。本校は校区の中央よりやや南の上瀬加地区にあります。

ガイドライン

アクセス

国際交流

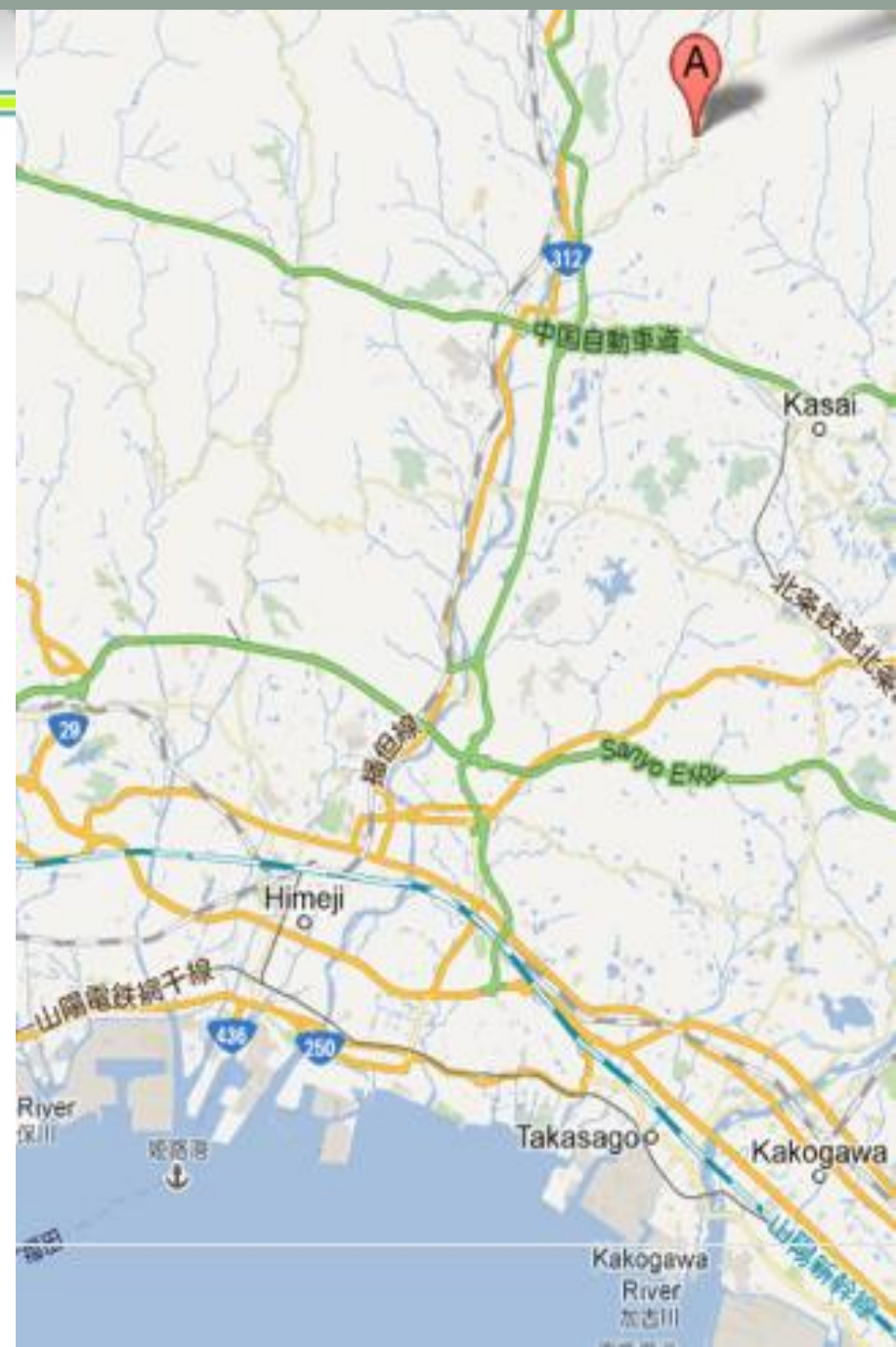
行事予定

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交流掲示板





国際交流学習

瀬加小学校は、海外の小学校と交流活動をすすめています。アメリカ合衆国ポートタウンゼント市にあるブルーヘロン小学校、そして、イギリス ディボンにあるモンクリープライマリースクール、同じイギリスのニューキャッスルにあるチョップウェルプライマリースクールです。交流にはインターネットを利用し、メールの交換や写真の交換を通して身近な生活を発信し合い、コミュニケーションを深めることを目標にしています。このページから交流の様子を発信したいと思います。

この交流活動には多くの方のご支援をいただいております。イギリスとの交流活動には、[The Japan Society](#)のご支援を、そしてアメリカとの交流活動には、[市川町国際交流協会](#)のご支援をいただいております。

交流活動の様子



平成20年度の交流活動

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UK

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Recently in *Japan* Category

Where did it begin?

By
J.Scott
on January 12, 2012 7:36 AM | [Permalink](#) | [Comments \(0\)](#)

Ronniichiwa to the world!

Welcome to Chopwell Primary School and Seka Elementary School's shared webpage. We have been partners for a number of years now and before this we were linked to Amaji Elementary School, also in Japan. Some of our very lucky pupils have actually been to Japan. At night in Japan the lights are magical and look beautiful from above.



Manasseh Nixon, Ewan McEvilly & Evan Parker



For further details on this unique partnership, please follow the link to the Japan UK Live website. This is an important part of our successful friendship as emails are translated for us before they appear on our screens. This means we can read what our friends have written and we can read theirs!

Perfect...

Thank you Japan UK Live.

<http://www.japanuklive.org/>

[A Jaunt to Japan](#)

By

J.Scott

on January 12, 2012 7:27 AM | [Permalink](#) | [Comments \(0\)](#)



February Half Term 2011

10 children and 4 staff from Chopwell Primary School went on a life changing adventure to Japan. As soon as we arrived we were so excited we could not express our happiness at being in Japan. However we were so tired as our journey had been long. IT WAS

EXHAUSTING!!!

Kieran Snaith

Click on the link to look at photographs from our Japanese adventure.

<http://www.chopwellprimary.org/japan/2011/02/>

We were immediately concerned for our friends in Japan and sad for their loss following the huge tsunami. We were glued to the news and could not believe the devastation we were seeing. Both children and parents in our school community were keen to show our support and we began to raise money for the Tohoku Appeal.

Our thoughts and prayers were with the people of Japan.



Reduce, Reuse,
Recycle...

By
J.Scott



on January 11, 2012 8:59 PM | [Permalink](#) | [Comments](#)
(0)

Following Seka Elementary School's lead in participating in activities linked to Reduce, Reuse and Recycle, Chopwell Primary School planned one of their Creative Curriculum Units around this theme.



The challenge was on and classes were competitive! The brief was that each class needed to create goods to be sold at the Summer Fair to raise money for the Tohoku Appeal. However, all of the goods had to be made by reusing/recycling, therefore reducing the need for new materials.



2011年02月24日 13:44

Everyone from Chopwell primary school, welcome to Ichikawa town♪ チョップウェル小学校のみんな、市川町へようこそ♪



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 <p>Multi Activity Gap Years:</p> <ul style="list-style-type: none"> Teaching English (10) Conservation (9) Community 	 <p>Sports Gap Years:</p> <ul style="list-style-type: none"> Equestrian (2) Multi Sports (1) Rugby (1) Football (1) 	

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There are few places in the world as breathtaking as Thailand. So when the chance to explore is combined with the opportunity to work alongside Thai...

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Gap years are taken by 10-20% of the UK students who go to university


It has spawned an entire industry of support companies that help students plan their year

Many students use the year just to go travelling but many others work, do charity work or go on expeditions


It is seen as, and sometimes criticised for being, an elite activity

This site from the Foreign Office of the UK shows the UK government also takes it seriously...

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Gap year


Gap year travelling is a trip of a lifetime. We hope you will find useful advice and information in this section to make sure your gap year is the best it can be.



From top tips on [insurance](#) and [money](#) to advice on [staying healthy](#) and getting the right [visa](#), you will find all you need to know to plan the safest and most enjoyable gap year travel.

Gap year planning



So you've decided to plan the




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Owen Henry, 19, of Waterford, Va., graduated from high school last year. Now he's working on the Lady Maryland, a tall ship, as a deck hand during his gap year in Baltimore. He'll enroll this fall at Oberlin College.

By Mike Buscher for USA TODAY

'Gap year' before college gives grads valuable life experience

Updated 6/18/2008 10:27 PM | Comments 57 | Recommend 28



Enlarge
By Mike Buscher for USA TODAY

Owen Henry teaches fourth-graders from Krieger Schechter Day School in Pikesville, Md., how to read a map.

By G. Jeffrey MacDonald, Special for USA TODAY

Worn-out high school seniors are getting fresh encouragement from a range of sources to take a break — a "gap year" — before plunging into college. But to be beneficial, it needs to involve more than rest and relaxation.

This spring, high schools in seven metropolitan areas hosted their first gap-year fairs to acquaint students with options for spending a year away from the academic treadmill. Earlier in the year, Princeton University announced plans to formalize a "bridge year" program for admitted students to do service work abroad before enrolling.

Meanwhile, gap-year consultants have ramped up efforts to serve what they see as a market ripe for growth.

COLLEGE BLOG: More trends in higher education

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American students are also starting to take gap years

- Elite universities have long recommended them
- Seen as producing more mature students, better prepared for independent college life
- The Harvard Dean of Admissions wrote an article entitled:

Time Out or Burn Out for the Next Generation

in which he wrote

"...Perhaps the best way of all to get the full benefit of a "time-off" is to **postpone entrance to college for a year**. For nearly **forty years**, **Harvard has recommended this option**, indeed proposing it in the letter of admission. Normally a total of about fifty to seventy students defer college until the next year..."

BRIDGE YEAR PROGRAM



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Program Overview

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Welcome to Princeton's Bridge Year Program

The Bridge Year Program allows a select number of Princeton students to delay the start of their freshman year in order to engage in nine months of University-sponsored service at one of four international locations. In addition to supporting community-based initiatives at each program site, Bridge Year aims to provide participants with greater international perspective and intercultural skills, an opportunity for personal growth and reflection, and a deeper appreciation of service in both a local and international context.

For more information about Bridge Year read the [program overviews](#) and periodic [updates from the field](#). If you have specific questions, please feel free to contact us at byp@princeton.edu.

Visit Bridge Year on 



To hear more about the Bridge Year experience of Shaina Watrous (India 2009-10), click [here](#).