

A Study of the Greater Bay Area and the Tokyo Metropolitan Area in Internationalising Higher Education

Introduction

With a vision to compete with the San Francisco Bay Area, the New York Metropolitan Area, and the Tokyo Metropolitan Area (also known as the Greater Tokyo Area), China is determined to develop the Greater Bay Area that includes 9 mainland cities and 2 Special Administration Regions.

The Tokyo Metropolitan Area consists of Tokyo and 3 prefectures: Saitama, Chiba, and Kanagawa. According to the OECD, the Tokyo Metropolitan Area accounts for 74% of Japan's GDP. From 2000 to 2014, Tokyo alone has generated 37% of Japan's GDP (OECD, 2018). Tokyo has also become the world's largest metropolitan economy in 2017 (Florida, 2017).

While the knowledge-based economy has been the backbone of the Tokyo Metropolitan Area, where speed, connectivity, innovation, knowledge and information have determined its success, the overconcentration of industries in Tokyo and its relatively less international higher education system also demand attention (Otsuki, Kobayashi, & Komatsu, 2020).

Despite there has been a prolonged development in internationalising the Japanese higher education, such as the 'Global 30' initiative, and the establishment of overseas higher education institutions, the lack of "internationalisation" can be seen in the socio-economic context of Japan (Mizuno, 2020).

Therefore, the newly established Greater Bay Area can draw on the experiences of the Tokyo Metropolitan Area. Furthermore, the role of global cities can also be further explored.

Research Questions

1. How global cities can play a role in the internationalization of higher education in bay area economies?
2. How the Greater Bay Area can draw on the experiences of the Tokyo Metropolitan Area?

Summary of Selected Seminars

Three seminars have come across higher education from different perspectives, and they have inspired the design of this research.

The seminar of the Internationalising higher education in the Greater Bay Area: Challenges and Opportunities emphasised on the differences between the two systems in 'One Country, Two Systems' (Chan, 2021). The reading discussed the challenges of internationalisation in Hong Kong's higher education (Yu, & Wright, 2017).

The seminar of the Writing up a Convincing Story: The Charm of Qualitative Research introduced the metaphor of storytelling in doing qualitative research (Du, 2021). The reading has also discussed academic autonomy in China (Du, 2018).

The seminar of Inside the world of middle-class Hong Kong transnational property investors: '5980 miles to my second home' mentioned the relationship of housing and schooling (Ho, 2021).

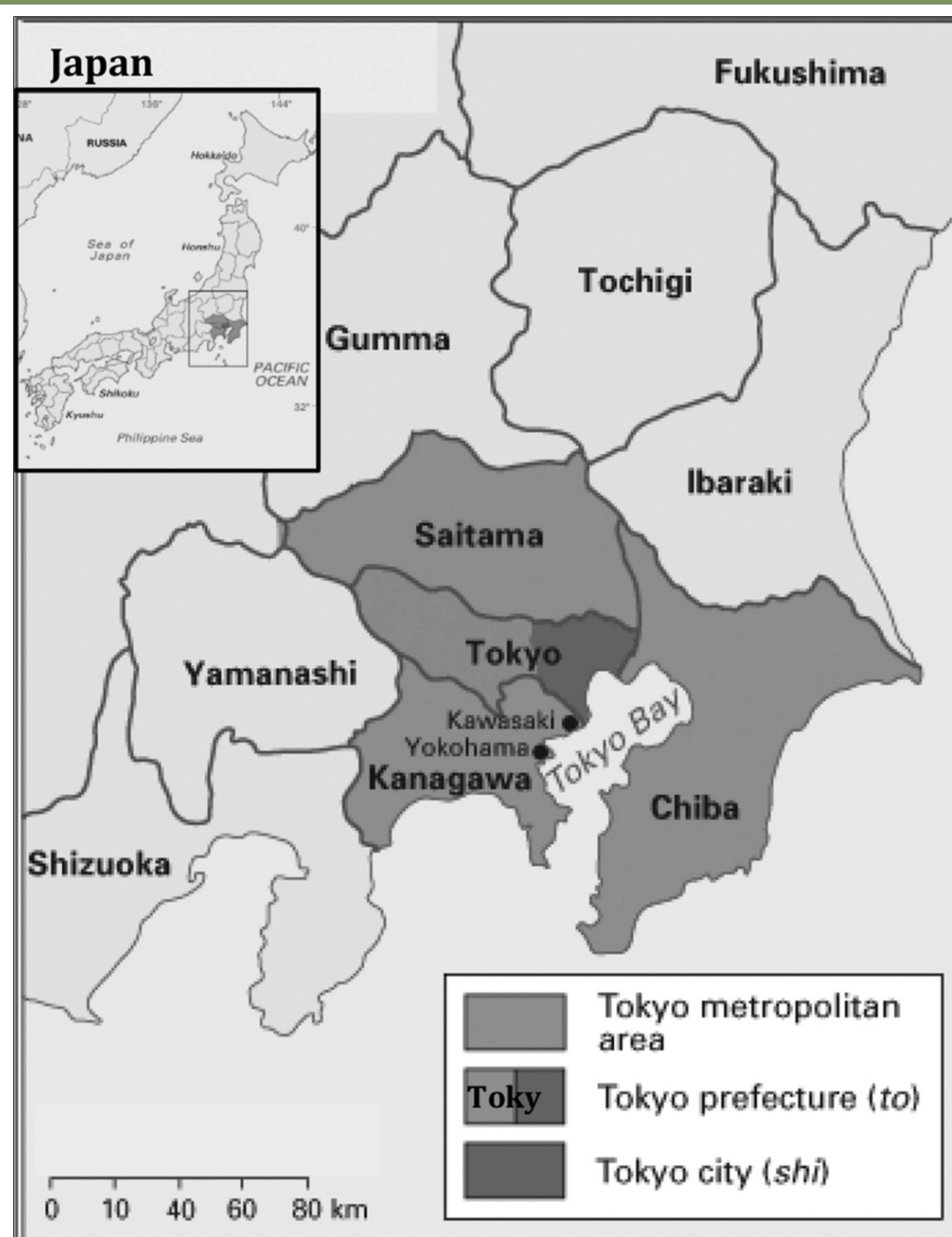


Figure 1. Tokyo and the Tokyo Metropolitan Area.

Source: "Response to urban challenges by global cities within developmental states: The case of Tokyo and Seoul" by Khan, S., Khan, M., & An, S. K., 2019, p. 376.



Figure 2. The Greater Bay Area.

Source: South China Morning Post.

Degree of Difficulty in Employment in Japan

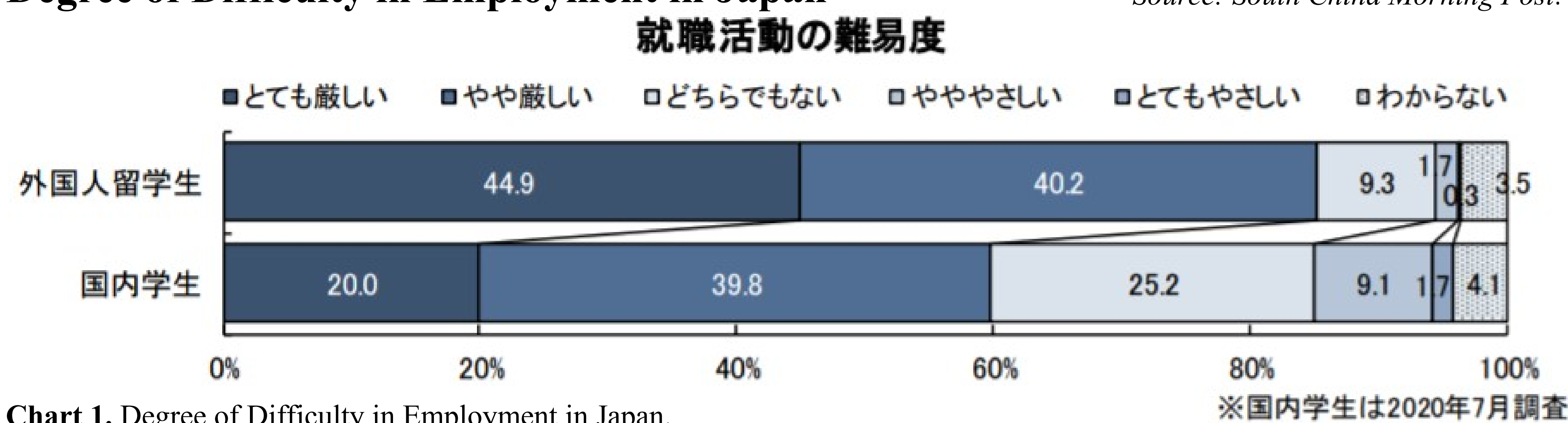


Chart 1. Degree of Difficulty in Employment in Japan.

Source: 2020 Report from DISCO Inc., https://www.disc.co.jp/wp/wp-content/uploads/2020/08/fs_2020-08_chosa.pdf

Policy Implications

Under the 'Global 30' initiative, the Japanese government aims to promote internationalisation and attract international students. There are 13 core universities have joined the project, and they are developing English taught degree programmes. However, it is a policy at the national level, not only for the Tokyo Metropolitan Area.

Policies such as the Chinese Government Scholarship Programme, the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions have created incentive for more students to study in the mainland. The strategy for internationalisation in higher education is still being developed in the Greater Bay Area.

The Outline Development Plan for the Guangdong-Hong Kong-Macao Greater Bay Area has proposed different roles for cities. As a regional education hub with world-class universities, Hong Kong is set to play an important role in the internationalisation of higher education in the Greater Bay Area.

The National Spatial Strategies has also proposed different roles for different cities, industries are overconcentrated in Tokyo.

Methods and Theories

Methods: Document review and policy analysis on bay area economy and higher education policies in Japan and China regarding internationalisation.

Theories: Behaviouralism, City Branding Theory and Human Capital Theory.

Conclusions

The role of cities and higher education have been considered as the key elements in Bay Area Economies. Since bay area economies are consists of cities with different characters and functions, global cities can assist the internationalisation and the branding of the bay area. China can draw on the experience of Japan.

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