Student Mobility and Role of JASSO - New Policies and Challenges -

The 14th APSSA International Conference 2014
on August 8, 2014
at Doshisha University, Imadegawa Campus

Hideki Yonekawa
Vice President
Japan Student Services Organization (JASSO)
http://www.jasso.go.jp/index_e.html
AGENDA

1. Introduction - World Trend
2. Trend of Student Mobility in Japan
3. Policies on Student Mobility & Globalization of Higher Education Institutes in Japan
4. Factors preventing Japanese Students to study in overseas countries
5. A New Trend of Student Mobility and Internationalization of Higher Education
6. JASSO and its role
Internationalization of Japanese Higher Education in the early stage

Early Age of Foreign Professors: 1870’s
Japanization of Higher Education

Foreign Students in the Early Stage:
1883 at Keio University
Chinese Students after the Sino-Japan War(1893-4)

Over 10,000 International Students in Japan in 1906
Rapid Expansion of International Student Mobility in the World

Source: OECD and UNESCO Institute for Statistics
Rapid Expansion of International Student Mobility in the World

Number of International Students World Over
Estimated by IDP Education Australia
2 million (2003) ➔ 7.6 million (2025)

Inbound
Number of International Students in Japan
109,508 (2003) ➔ 320,000 (2025)
(Masahiro Yokota, 2007)

300,000 (Government, 2020)
Rapid Expansion of International Student Mobility in the World

**Outbound**

Number of Japanese University Students to go Overseas
57,501 (2011) ➔ 120,000 (2020)

Number of Japanese High School Students to go Overseas
- Longer than 3 months: 3,257 (2011)
- Shorter than 3 months: 29,953 (2011)

Total: 33,210

60,000 (2020)
2. Trend of Student Mobility in Japan

![Graph showing the trend of student mobility in Japan from 1983 to 2013. The graph compares inbound and outbound students. The numbers on the y-axis range from 0 to 160,000. The x-axis represents the years from 1983 to 2013. The graph shows a steady increase in both inbound and outbound students, with a peak in 2011 at 141,774 inbound students and 82,945 outbound students. By 2013, the numbers had decreased to 135,519 inbound students and 57,501 outbound students.](image-url)
### Number of International Students in Japan by Nationality (As of May 1, 2013)

<table>
<thead>
<tr>
<th>Country/Region</th>
<th>N. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>81,884 (60.4%)</td>
</tr>
<tr>
<td>Republic of Korea</td>
<td>15,304 (11.3%)</td>
</tr>
<tr>
<td>Vietnam</td>
<td>6,290 (4.6%)</td>
</tr>
<tr>
<td>Taiwan</td>
<td>4,719 (3.5%)</td>
</tr>
<tr>
<td>Nepal</td>
<td>3,188 (2.4%)</td>
</tr>
<tr>
<td>Indonesia</td>
<td>2,410 (1.8%)</td>
</tr>
<tr>
<td>Thailand</td>
<td>2,383 (1.8%)</td>
</tr>
<tr>
<td>Malaysia</td>
<td>2,293 (1.7%)</td>
</tr>
<tr>
<td>U.S.A.</td>
<td>2,083 (1.5%)</td>
</tr>
<tr>
<td>Myanmar</td>
<td>1,193 (0.9%)</td>
</tr>
<tr>
<td>Others</td>
<td>13,772 (10.2%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>135,519 (100.0%)</strong></td>
</tr>
</tbody>
</table>
## Number of International Students by Institutional Type (As of May 1, 2013)

<table>
<thead>
<tr>
<th>Institutional Type</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate school</td>
<td>39,567</td>
<td>29.2%</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>67,437</td>
<td>49.8%</td>
</tr>
<tr>
<td>Junior college</td>
<td>1,438</td>
<td>1.1%</td>
</tr>
<tr>
<td>College of technology</td>
<td>464</td>
<td>0.3%</td>
</tr>
<tr>
<td>Professional training college</td>
<td>24,586</td>
<td>18.1%</td>
</tr>
<tr>
<td>University preparatory course</td>
<td>2,027</td>
<td>1.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>135,519</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>
### Number of International Students in Japan by Major Field (As of May 1, 2013)

<table>
<thead>
<tr>
<th>Major field</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>28,605 (21.1%)</td>
</tr>
<tr>
<td>Social science</td>
<td>52,333 (38.6%)</td>
</tr>
<tr>
<td>Science</td>
<td>2,279 (1.7%)</td>
</tr>
<tr>
<td>Engineering</td>
<td>23,242 (17.2%)</td>
</tr>
<tr>
<td>Agriculture</td>
<td>2,973 (2.2%)</td>
</tr>
<tr>
<td>Health care</td>
<td>3,097 (2.3%)</td>
</tr>
<tr>
<td>Home economics</td>
<td>2,759 (2.0%)</td>
</tr>
<tr>
<td>Education</td>
<td>3,143 (2.3%)</td>
</tr>
<tr>
<td>Arts</td>
<td>4,776 (3.5%)</td>
</tr>
<tr>
<td>Others</td>
<td>12,312 (9.1%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>135,519 (100.0%)</strong></td>
</tr>
</tbody>
</table>
## Number of Japanese Students Overseas by Country/Region (Year 2011)

<table>
<thead>
<tr>
<th>Country/Region</th>
<th>N. of Japanese Students Overseas</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S.A.</td>
<td>19,966 (34.7%)</td>
</tr>
<tr>
<td>China</td>
<td>17,961 (31.2%)</td>
</tr>
<tr>
<td>U.K.</td>
<td>3,705 (6.4%)</td>
</tr>
<tr>
<td>Taiwan</td>
<td>2,861 (5.0%)</td>
</tr>
<tr>
<td>Australia</td>
<td>2,117 (3.7%)</td>
</tr>
<tr>
<td>Germany</td>
<td>1,867 (3.2%)</td>
</tr>
<tr>
<td>Canada</td>
<td>1,851 (3.2%)</td>
</tr>
<tr>
<td>France</td>
<td>1,685 (2.9%)</td>
</tr>
<tr>
<td>Republic of Korea</td>
<td>1,190 (2.1%)</td>
</tr>
<tr>
<td>New Zealand</td>
<td>1,061 (1.8%)</td>
</tr>
<tr>
<td>Others</td>
<td>3,237 (5.6%)</td>
</tr>
<tr>
<td>Total</td>
<td>57,501 (100.0%)</td>
</tr>
</tbody>
</table>

Data: from MEXT, Japan
### Number of Japanese Exchange Students Abroad by Institutional Type (Fiscal year 2012)

<table>
<thead>
<tr>
<th>Institutional Type</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate school</td>
<td>1,611(3.7%)</td>
</tr>
<tr>
<td>Undergraduate / Junior college</td>
<td>22,519(52.4%)</td>
</tr>
<tr>
<td>Language center in university</td>
<td>17,375(40.4%)</td>
</tr>
<tr>
<td>Professional training college</td>
<td>142(0.3%)</td>
</tr>
<tr>
<td>Language school</td>
<td>207(0.5%)</td>
</tr>
<tr>
<td>Others / Unidentified</td>
<td>1,155(2.7%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>43,009(100.0%)</strong></td>
</tr>
</tbody>
</table>
Number of Japanese Exchange Students Abroad by Major Field (Fiscal year 2012)

<table>
<thead>
<tr>
<th>Major field</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>28,413(66.1%)</td>
</tr>
<tr>
<td>Social science</td>
<td>4,362(10.1%)</td>
</tr>
<tr>
<td>Science</td>
<td>438(1.0%)</td>
</tr>
<tr>
<td>Engineering</td>
<td>2,031(4.7%)</td>
</tr>
<tr>
<td>Agriculture</td>
<td>979(2.3%)</td>
</tr>
<tr>
<td>Health care</td>
<td>2,002(4.7%)</td>
</tr>
<tr>
<td>Home economics</td>
<td>29(0.1%)</td>
</tr>
<tr>
<td>Education</td>
<td>675(1.6%)</td>
</tr>
<tr>
<td>Arts</td>
<td>195(0.4%)</td>
</tr>
<tr>
<td>Others / Unidentified</td>
<td>3,885(9.0%)</td>
</tr>
<tr>
<td>Total</td>
<td>43,009(100.0%)</td>
</tr>
</tbody>
</table>
3. Policies on Student Mobility & Globalization of Higher Education Institutes in Japan

1983～
100,000 International Students Plan (-2000)

2008 300,000 International Students Plan (-2020)
2009 “Global 30” project
2011 Re-Inventing Japan
2012 Go Global Japan (Project for Promotion of Global Human Development)
2014 Top Global University Project
300,000 International Student Plan

Aims

- To increase international student number to 300,000 by around 2020
- To support to improve international competitiveness of HEIs by acquiring excellent international students
- To induce students through development of one-stop service in overseas
- To support financially universities’ effort for internationalization
Global 30 Project (Project for Establishing University Network for Internationalization (2009-2013FY))

Aims:

- To internationalize Japanese universities by promoting acceptance of superior international faculties and students
- To support to universities offering degree programs in English and facilitate international student-friendly environment

Contents:

- 13 core universities for internationalization were selected to be funded
- Over 30 undergraduate programs and over 120 graduate programs were newly introduced
On-Going MEXT Policies for Internationalization of H.E.

1) Re-Inventing Japan Project
   Internationalization of Educational & Collaborative Programs

   - CAMPUS ASIA
     Trilateral partnership with China and Korea
     \700 million for 17 projects

   - U.S.A and EU
     Collaborative Programs
     \600 million for 12 projects

   - ASEAN
     Collaborative Programs
     \700 million for 17 projects

2) Go Global Japan
   Internationalization & Outbound
   \7.7 billion for 30 projects

   - 2.2 billion
     for 42 projects

3) Top Global University Project
   Enhancement of Japanese Universities’ International Competitiveness
   \7.7 billion for 30 projects

4) Promotion of Student Exchanges

   Outbound
   \8.6 billion

   Inbound
   \26.9 billion

   - Russia, India etc.
     Collaborative Programs
     \300 million for 6 projects

New in 2014

(2014 Planned Budget)
Re-Inventing Japan Project (2011-)

Aim:
- To support exchange programs between universities including mutual credit recognition and grade evaluation in such countries as Asia and US conducted by common framework.

Length of Project:
5 years at most
Re-Inventing Japan Project (2011-)

Types of Project

**Campus Asia**
- Trilateral partnership with China and Korea
- 10 programs
  - Inbound: 1,030 students
  - Outbound: 1,145 students

**ASEAN**
- Collaborative Programs
  - 17 programs
    - Inbound: 3,415 students
    - Outbound: 2,882 students

**ICI-ECP**
- Student Exchange under G to G Collaboration
  - 2 programs

**U.S.A. and EU**
- Collaborative Programs
  - 12 programs
    - Inbound: 2,029 students
    - Outbound: 1,922 students

**AIMS**
- Student Exchange under G to G Collaboration
  - 7 programs

**Russia and India**
- Collaborative Programs
  - *New in 2014*
Re-Inventing Japan Project (2011-)

Targets

(1) “Campus Asia” program, a mutual credit recognition, grade evaluation and degree granting scheme by a common framework among Japan, China and Korea, 2011

(2) US and European counterparts for liberal arts education, professional education with double degree programs, 2011

(3) ASEAN regions in 2012

(4) ASEAN regions participating in AIMS program by SEAMEO-RIHED in 2013

(5) ICI-ECP 2013- (EU and Japan)

(6) Russia and India in 2014
## Selection Result for Re-Inventing Japan Project

### 2011

<table>
<thead>
<tr>
<th>Region</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Asia (China, Korea)</td>
<td>103</td>
<td>80</td>
</tr>
<tr>
<td>USA, Europe</td>
<td>80</td>
<td>71</td>
</tr>
<tr>
<td>ASEAN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Selected</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

### 2013

<table>
<thead>
<tr>
<th>Region</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIMS</td>
<td>34</td>
<td>5</td>
</tr>
<tr>
<td>ICI-ECP</td>
<td>5</td>
<td>31(17+14)</td>
</tr>
<tr>
<td>Russia, India</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>34</td>
<td>5</td>
</tr>
<tr>
<td>Selected</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 expected</td>
</tr>
</tbody>
</table>
Go Global Japan
(Project for Promotion of Global Human Development)

Aims:

- To support universities’ efforts to develop human resources who can positively challenge in the global fields.
- Provision of intensive language training courses, provision of information on studying abroad and faculty development to meet international standard and so on are supported.
- 42 universities were selected in 2012 (11 for University-wide type, 31 for faculty/school-specific type).

Length of Project: 5 years at most
Top Global University Project (2014-)

Aims:

・To achieve structural change to form global universities and open up a new scenery of higher education in the world
・To stimulate cooperation with world top universities
・To foster innovative approaches for global competitiveness

Target

10 universities for Top Type
20 universities for Leading-Global Type

Length of project: 10 years at most
Top Global University Project

Top Type

Leading-Global Type

Top Global University Project (2014~)

Go Global Japan (2012~)
4. Factors preventing Japanese Students to study in overseas countries
Number of Japanese students studying abroad (1983-2011)
## Comparison of Number of Students Studying in U.S.A.: China, Korea, Taiwan and Japan

<table>
<thead>
<tr>
<th>Country/Region</th>
<th>2011/12</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>194,029</td>
<td>235,597</td>
</tr>
<tr>
<td>Korea</td>
<td>72,295</td>
<td>70,627</td>
</tr>
<tr>
<td>Taiwan</td>
<td>23,250</td>
<td>21,867</td>
</tr>
<tr>
<td>Japan</td>
<td>19,966</td>
<td>19,568</td>
</tr>
</tbody>
</table>

*Source: Open Doors Data International Students: All Places of Origin*
Outbound Mobility

Number of Japanese students studying abroad (1987-2011)
Outbound Mobility

Percent of Short-term Study Abroad of Japanese Students under Inter-university Agreement

- Total Number of Japanese Students Studying Abroad:
  - 2004/2005: 100.00 (18,570)
  - 2008/2009: 100.00 (24,508)
  - 2012/2013: 100.00 (42,297)

- Percentage of Studying Abroad for less than 1 year:
  - 2004/2005: 52.23
  - 2008/2009: 62.74
  - 2012/2013: 69.87

- Percentage of Studying Abroad for less than 3 months:
  - 2004/2005: 95.62
  - 2008/2009: 98.17
  - 2012/2013: 98.34
Percent of Short-term Study Abroad of Japanese Students not under Inter-university Agreement
Factors behind shrinking out-bound student mobility

1. Social factor
2. Psychological factor
3. University factor
Obstacles: What makes Japanese students not to choose study abroad?

1. Social factor
   ① Decrease in population of 18 years old
      1992: 2,050,000 → 2013: 1,230,000 (40% ↓)

   ② Decrease in household income (per year)
      1994: 6,642,000 YEN → 2012: 5,372,000 YEN

   ③ Studying abroad period usually overlaps the job hunting season (last semester of the 3rd to 4th academic year). Students face the risk of not able to finding a job by studying abroad.
Obstacles: What makes Japanese students not to choose study abroad?

2. Psychological factor

① The youth culture of looking inward
   - Show less interests for traveling or studying abroad
   - Stay away from activities with friends
   - Spend more time for smartphone, PC and SNS

② Lesser interest for the foreign countries
   Concerns over security and convenience in studying abroad may prevent them to adventure
Obstacles: What makes Japanese students not to choose study abroad?

3. University factor

① Difficulty of Transferring credits obtained from host university
② Lack of academic and administrative staff to take care and give advice for students studying abroad
③ Lack of information from host university
④ Gap of terms between home university and host university
⑤ Lack of integration of education at home university and host university
Promotion of Studying Abroad

120,000 outbound Japanese students Plan

Aims:

- To give financial support to double the number of university students studying overseas by 2020
- To support Japanese students wishing to study abroad in a new scheme of scholarship
Promotion of Studying Abroad
New Policies to promote studying abroad

1. Increase of MEXT Budget for Studying Abroad
   (1) Doubling Scholarship For Short-term Study Abroad
       10,000 students (2013) → 20,000 students (2014)
   (2) Increase of Scholarship For Long-term Study Abroad
       200 students (2013) → 250 students (2014)
   (3) Promotion of Study Abroad in High School Level
       300 students for long-term study abroad
       1,300 students for short-term study abroad

2. TOBITATE! Young Ambassador Program
   (Japan Public-Private Partnership Student Study Abroad Program)
TOBITATE! Young Ambassador Program (Japan Public-Private Partnership Student Study Abroad Program)

Aim:
To nurture youngsters to play an active role in the world

Platform: “Global Human Resource Community”
- private sector, public sector and student organizations involved
- financial support
- provision of information and advice
- provision of chance to communicate between member corporations and students

Length: 3 months to 1 year

Application: Students are required to make study plan in the destination countries by themselves
Courses to be selected
(1) Natural Sciences, Interdisciplinary Human Resource Course
(2) Developing Countries Course
(3) Top Global University Course
(4) Diverse Human Resource Course

Besides ordinary studying at a university, activities like volunteer work or internship can be accepted.

Selection Result in 2014 FY: 323 out of 1,700 applicants were selected.

1500 applicants will be selected from 2015 FY.
5. A New Trend of Student Mobility and Internationalization of Higher Education

(1) Transformation of Study Abroad
   a. Advanced Knowledge Seeking Type
   b. Degree Seeking Type
   c. Program based Study Abroad

(Reference: Motohisa Kaneko “A New Stage of Study Abroad” IDE No.558, February/March, 2014)
Recent Trend of International Student Exchange

Collaboration of International Education Organizations

IAU (International Association of Universities, 国際大学協会) ユネスコ

Major Players

EAIE (European Association for International Education)
IIE (Institute of International Education) Oldest Organization
British Council established in 1934
Campus France
DAAD (German Academic Exchange Service)
IEAA (International Education Association of Australia)
IAU (International Association of Universities)
NIEA (National Indian Education Association)
IEASA (The International Education Association of South Africa)
AIEA (Association of International Education Administrators) SD & PD
JASSO (Japan Student Services Organization)

Others
World Trend of Basic Ideas on International Student Exchange

Three Important Documents on International Education

(1) Affirming Academic Values in Internationalization of Higher Education: A Call for Action, April 2012 by IAU

(2) ‘The International Student Mobility Charter’ September 2012 by EAIE (European Association for International Education)

(3) Nelson Mandela Bay Global Dialogue Declaration on the Future of Internationalization of Higher Education
Port Elizabeth, South Africa, 17 January 2014
Internationalization - An evolving concept

The goals of internationalization are continuously evolving, ranging from educating global citizens, building capacity for research, to generating income from international student tuition fees and the quest to enhance institutional prestige. New forms of internationalization such as branch campuses abroad, distance learning programs with a global reach, international educational hubs and networks now complement traditional initiatives such as student and staff mobility, curriculum change and international institutional linkages for teaching and research. New institutional players, in particular new private sector providers, have entered the scene.
Although the risk of brain drain remains a serious concern in some parts of the world, some countries are using international student mobility to expand their higher education capacity and capabilities. Governments and institutions are creating formal links with academic talent with their own Diasporas to promote brain circulation. And although uneven global flows of talent will remain an issue of consequence, in the long run, some of its worst impacts can be attenuated as a wider array of nations develop capacity and opportunity at home. Higher education internationalization can play a major role in developing such capacities and opportunities broadly throughout the world.
At the same time, the new world of higher education is characterized by competition for prestige, talent and resources on both national and global scales. National and international rankings are driving some universities to prioritize policies and practices that help them rise in the rankings. At many institutions, internationalization is now part of a strategy to enhance prestige, global competitiveness and revenue. As higher education has in some respects become a global ‘industry’, so has internationalization of higher education become, in some quarters, a competition in which commercial and other interests sometimes overshadow higher education’s fundamental academic mission and values. Competition is in danger of displacing collaboration as the foundation for internationalization.
Possible adverse consequences of internationalization

The growth of transnational programs and creation of branch campuses raises a number of questions including how these enhance the educational capacity of host nations over the long-term, and how able they are to deliver on the promise of an education comparable to that delivered by the sponsoring institution in its home country. A foreign educational presence, with its perceived prestige, has the potential to disadvantage local higher education institutions striving to respond to national needs. Some host nations experience difficulty regulating the presence, activity and quality of foreign programs.
The prevailing context for higher education internationalization described in this document requires all institutions to revisit and affirm internationalization’s underlying values, principles and goals, including but not limited to: intercultural learning; inter-institutional cooperation; mutual benefit; solidarity; mutual respect; and fair partnership. Internationalization also requires an active, concerted effort to ensure that institutional practices and programs successfully balance academic, financial, prestige and other goals. It requires institutions everywhere to act as responsible global citizens, committed to help shape a global system of higher education that values academic integrity, quality, equitable access, and reciprocity.
Consequently, it should be in the interest of any country to facilitate mobility in higher education. This implies that every country and higher education institution needs to recognize the complexity of mobility and have a framework of support for both incoming and outgoing students.

At the same time there is a need to secure international students’ rights and welfare. In some countries and communities, international students have suffered from discrimination on grounds of race, religion and culture, gender and have been confronted with circumstances on and off campuses, which pose a threat to their safety, dignity and security.
World Trend of Basic Ideas on International Student Exchange

International Student Mobility Charter by EAIE

Contents of Endorsement, Support and Promotion called on Governments, Educational Institutions, and International Agencies and Associations of International Education

1. Equity of treatment
2. Inter-cultural competences (of faculty and staff)
3. Integration of international students
4. Opportunity to complete studies
5. Portability and continuity of funding
Contents of Endorsement, Support and Promotion called on Governments, Educational Institutions, and International Agencies and Associations of International Education

6. Student status
7. Visas and formal requirements
8. Information
9. Student rights support
10. Quality assurance
World Trend of Basic Ideas on International Student Exchange

Summary of World Trend

1. Multiplicity of Internationalization should be noticed
2. Academic Values in Internationalization should be affirmed
3. Adverse Consequence of internationalization should be noticed
4. Both host countries and home counties should obtain harvest from internationalization
5. Equity of Treatment for International students should be secured

Paradigm Shift is Occurring in International Education!!
6. JASSO and its role

About JASSO

Date of Establishment: April 1\textsuperscript{st}, 2004

Program Profile:

1. Scholarship Loan Programs for Japanese Students

2. Support Programs for International Students including Information Provision on Studying in Japan, EJU (Examination for Japanese University Admission for International Students), Scholarships, Housing, and Support Programs for Japanese Students going to study abroad including Information Provision, Scholarship and so on.

3. Student Support Programs
   including training programs for university staff, provision of information on education for students with disabilities and information on career education for university students.
1. Provision of information
   - website, guidebooks & education fairs abroad
2. EJU (Examination for Japanese University Admission for International students) 2 times/year
3. Scholarships
   (1) Monbukagakusho Honors Scholarship for Privately Financed International Students, about 11,000 students in 2013
   (2) Scholarship for Student Exchange Support Program, 5,900 students in 2013
4. Housing Support
(1) Six international student housings in Japan run by JASSO
(2) Subsidies for universities leasing accommodation of private apartments for international students

5. Follow-up Programs
(1) “Follow-up Research Fellowships” for returned international students to come to Japan again to get advice from the former academic advisers in Japan
(2) “Follow-up Research Guidance” for former academic advisers to visit their students to give research guidance
Japan Education Fairs, Japan Education Seminars

- Japan Education Fairs
- Inter-University Exchange Promotion Programs
- International Education Fairs

Korea
North America
China
Indonesia
Europe
Malaysia
Thank you for your kind attention!