

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



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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

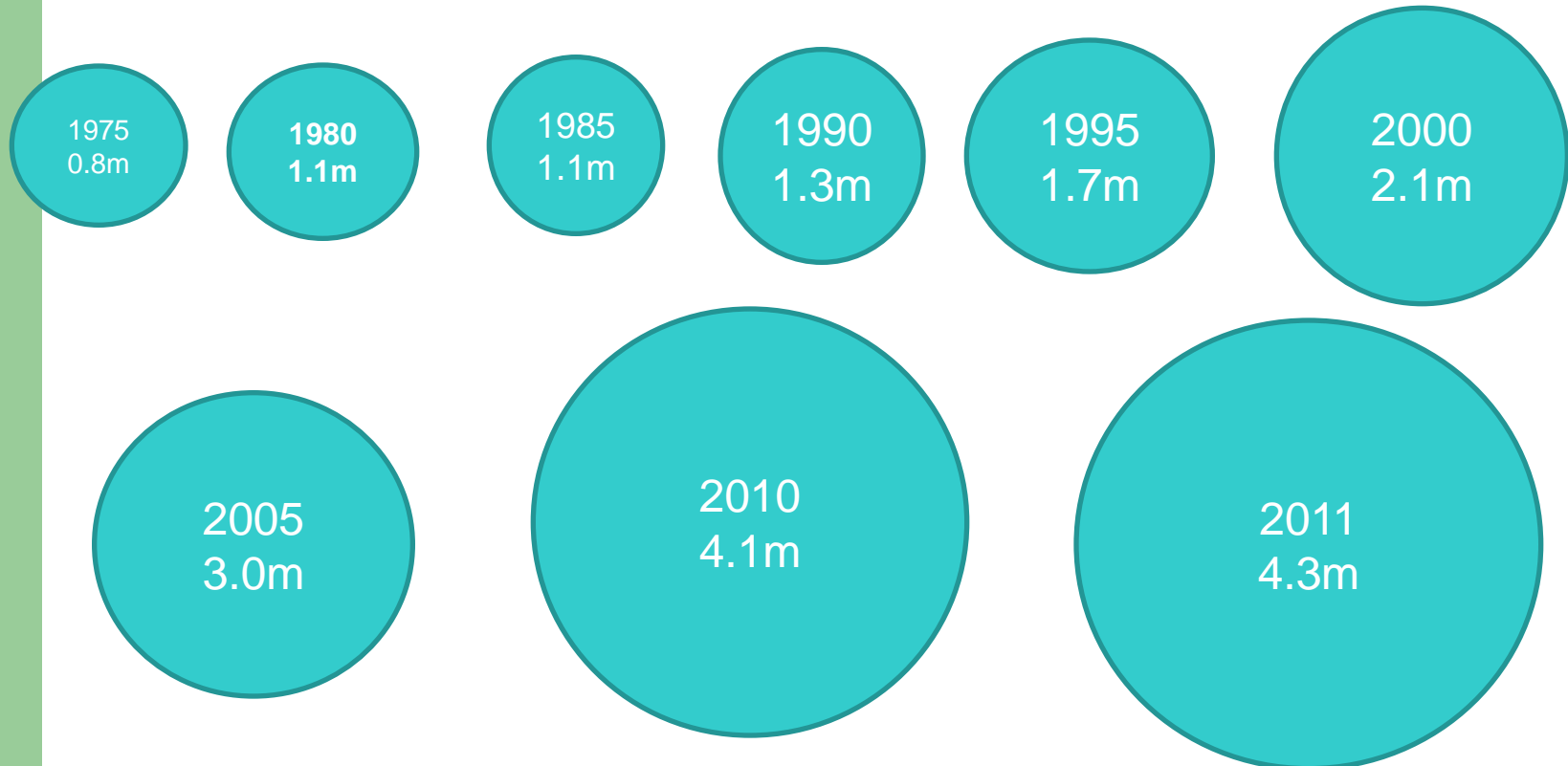


**Early Age of Foreign Professors: 1870's
Japanization of Higher Education**

**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



4 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)

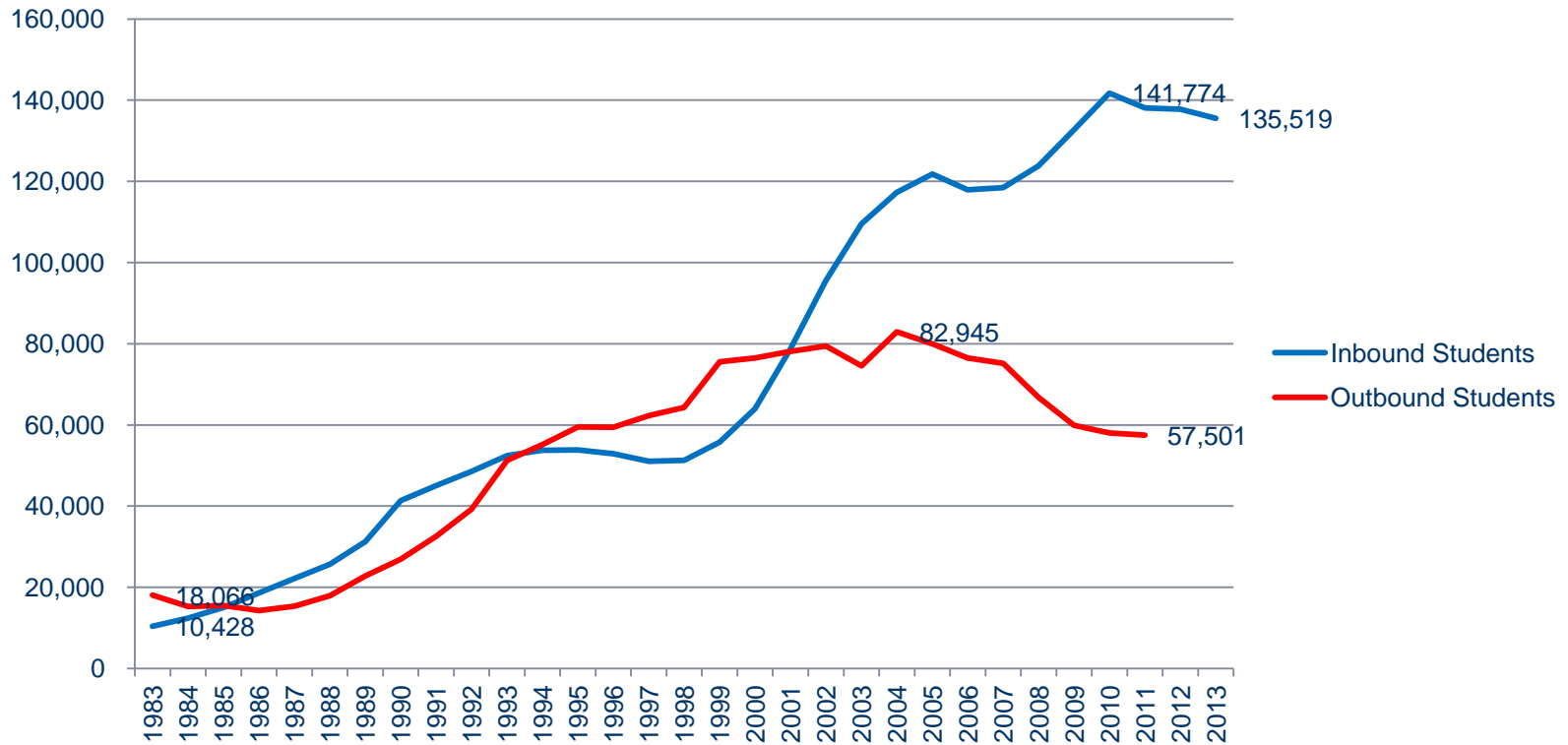
Shorter than 3 months 29,953(2011)

Total 33,210



60,000 (2020)

2. Trend of Student Mobility in Japan



Number of International Students in Japan by Nationality (As of May 1, 2013)

Country/Region	N. of Students
China	81,884(60.4%)
Republic of Korea	15,304(11.3%)
Vietnam	6,290(4.6%)
Taiwan	4,719(3.5%)
Nepal	3,188(2.4%)
Indonesia	2,410(1.8%)
Thailand	2,383(1.8%)
Malaysia	2,293(1.7%)
U.S.A.	2,083(1.5%)
Myanmar	1,193(0.9%)
Others	13,772(10.2%)
Total	135,519(100.0%)

Number of International Students by Institutional Type (As of May 1, 2013)

Graduate school	39,567 (29.2%)
Undergraduate	67,437 (49.8%)
Junior college	1,438 (1.1%)
College of technology	464 (0.3%)
Professional training college	24,586 (18.1%)
University preparatory course	2,027 (1.5%)
Total	135,519 (100.0%)



Number of International Students in Japan by Major Field (As of May 1, 2013)



Major field	Number of students
Humanities	28,605 (21.1%)
Social science	52,333 (38.6%)
Science	2,279 (1.7%)
Engineering	23,242 (17.2%)
Agriculture	2,973 (2.2%)
Health care	3,097 (2.3%)
Home economics	2,759 (2.0%)
Education	3,143 (2.3%)
Arts	4,776 (3.5%)
Others	12,312 (9.1%)
Total	135,519 (100.0%)

Data: from MEXT, Japan

Number of Japanese Students Overseas by Country/Region (Year 2011)

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



Data: Japanese Exchange Students Abroad



Number of Japanese Exchange Students Abroad by Institutional Type (Fiscal year 2012)

Institutional Type	Total
Graduate school	1,611(3.7%)
Undergraduate / Junior college	22,519(52.4%)
Language center in university	17,375(40.4%)
Professional training college	142(0.3%)
Language school	207(0.5%)
Others / Unidentified	1,155(2.7%)
Total	43,009(100.0%)

Data: Japanese Exchange Students Abroad

Number of Japanese Exchange Students Abroad by Major Field (Fiscal year 2012)

Major field	Total
Humanities	28,413(66.1%)
Social science	4,362(10.1%)
Science	438(1.0%)
Engineering	2,031(4.7%)
Agriculture	979(2.3%)
Health care	2,002(4.7%)
Home economics	29(0.1%)
Education	675(1.6%)
Arts	195(0.4%)
Others / Unidentified	3,885(9.0%)
Total	43,009(100.0%)

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.

New in 2014

3) Top Global University Project

Enhancement of Japanese Universities' International Competiveness
¥ 7.7 billion for 30 projects

2) Go Global Japan

Internationalization & Outbound
¥ 2.2 billion for 42 projects



(2014 Planned Budget)



4) Promotion of Student Exchanges

Outbound
¥ 8.6 billion

Inbound
¥ 26.9 billion

1) Re-Inventing Japan Project

Internationalization of Educational & Collaborative Programs

CAMPUS ASIA

Trilateral partnership with China and Korea
¥ 800 million for 16 projects

ICI-ECP

AIMS
Student Exchange under G to G Collaboration
¥ 300 million for 13 projects

U.S.A and EU

Collaborative Programs
¥ 600 million for 12 projects

New in 2014

Russia, India etc.

Collaborative Programs
¥ 300 million for 6 projects

ASEAN

Collaborative Programs
¥ 700 million for 17 projects



MEXT

MINISTRY OF EDUCATION,
CULTURE, SPORTS,
SCIENCE AND TECHNOLOGY-JAPAN

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 counter parts 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		2012
Region	Campus Asia (China, Korea)	USA, Europe	ASEAN
Applied	103	80	71
Selected	13	12	14

	2013		2014
Region	AIMS	ICI-ECP	Russia, India
Applied	34	5	31(17+14)
Selected	11	2	6 expected

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

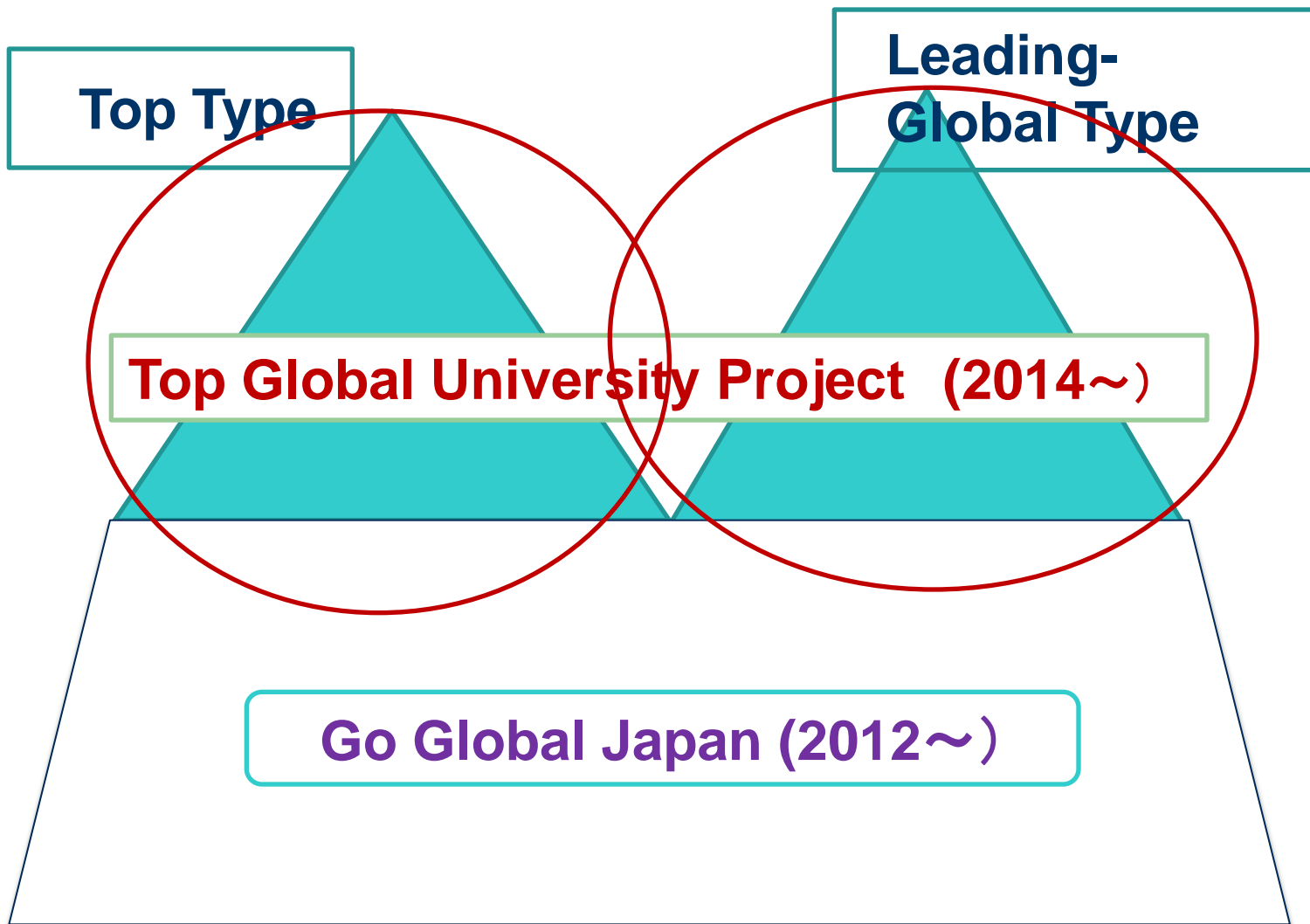
Target

10 universities for Top Type

20 universities for Leading-Global Type

Length of project: 10 years at most

Top Global University Project

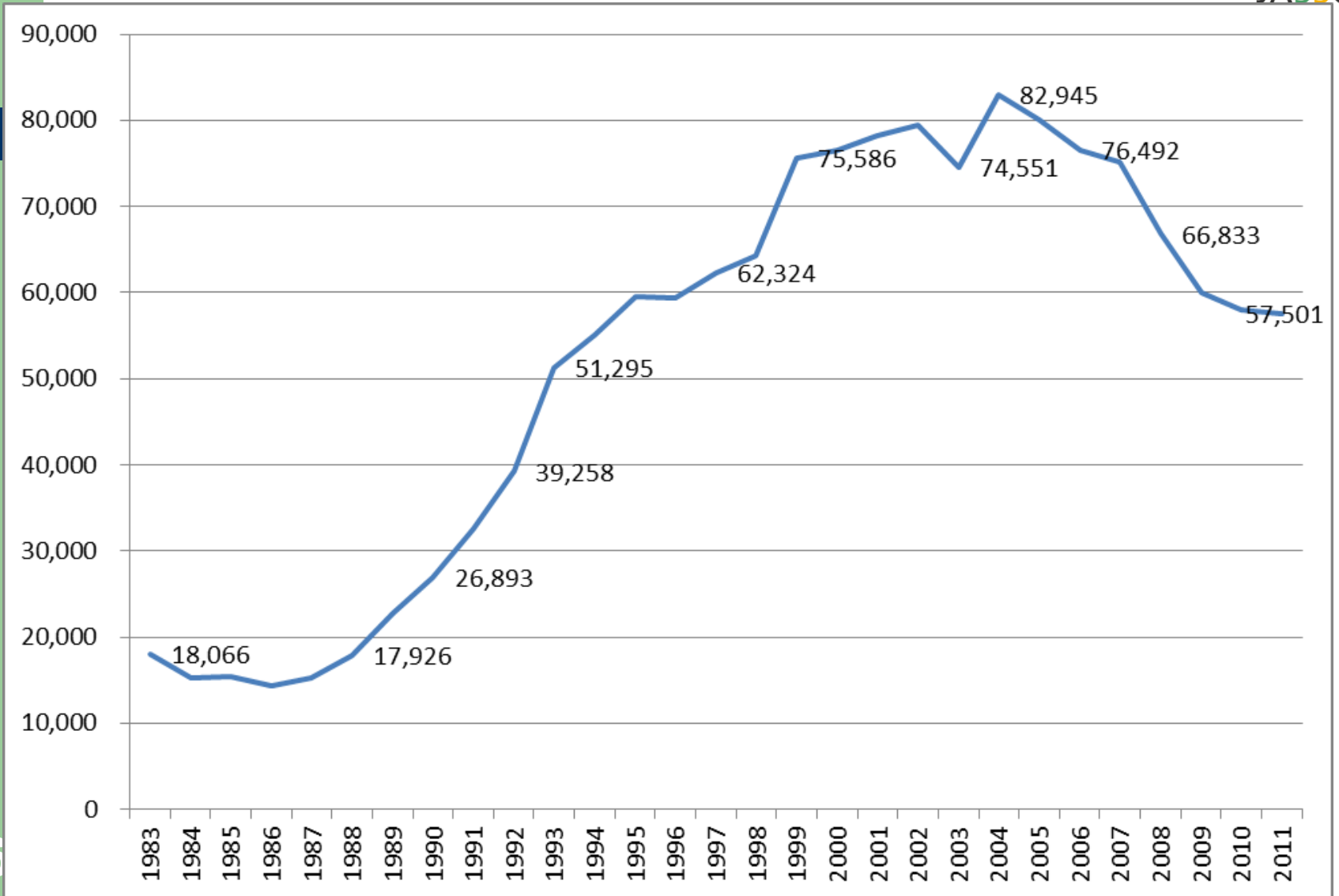


4. Factors preventing Japanese Students to study in overseas countries

Number of Japanese students studying abroad (1983-2011)



JASSO



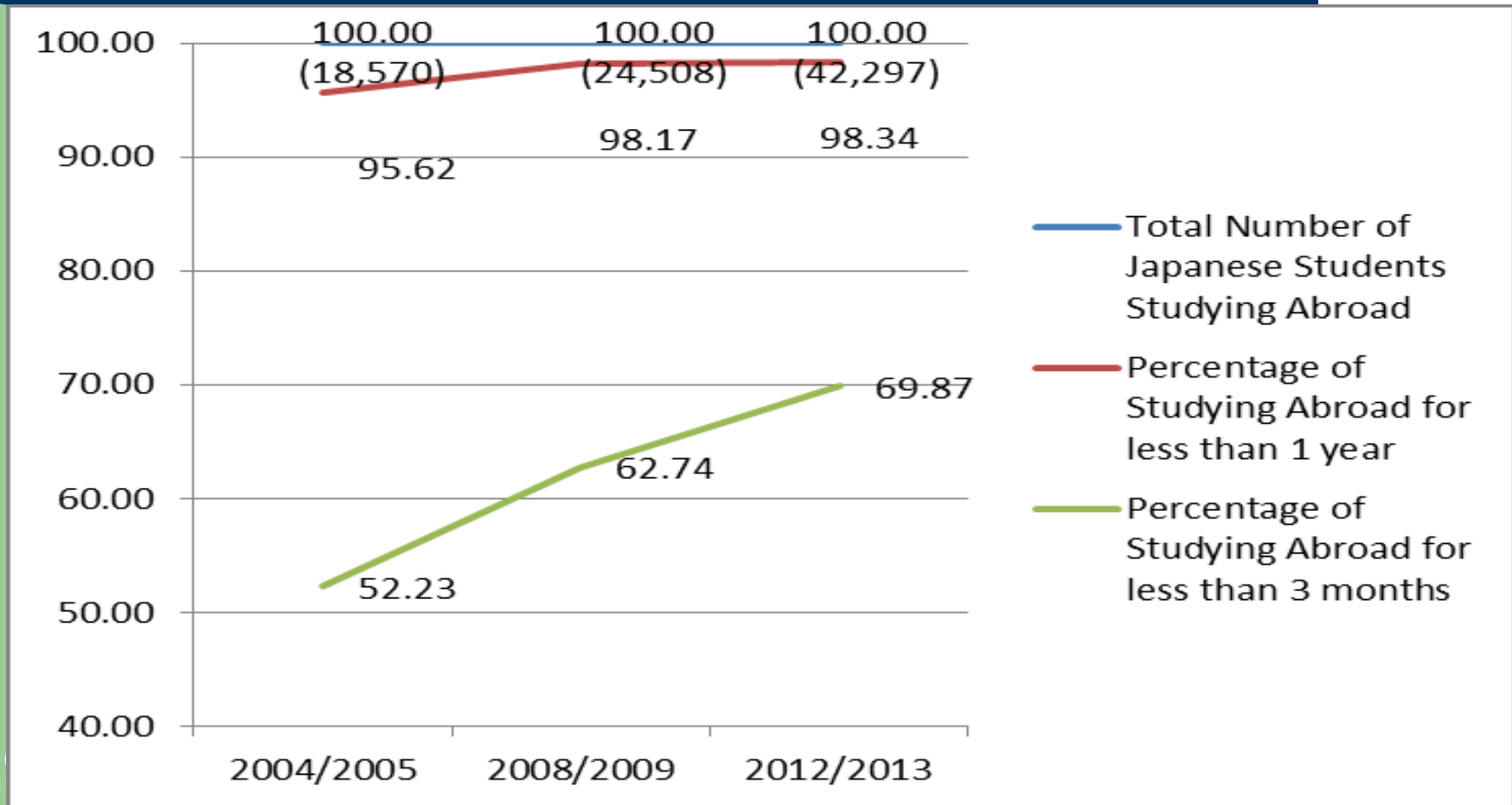
Comparison of Number of Students Studying in U.S.A.: China, Korea, Taiwan and Japan



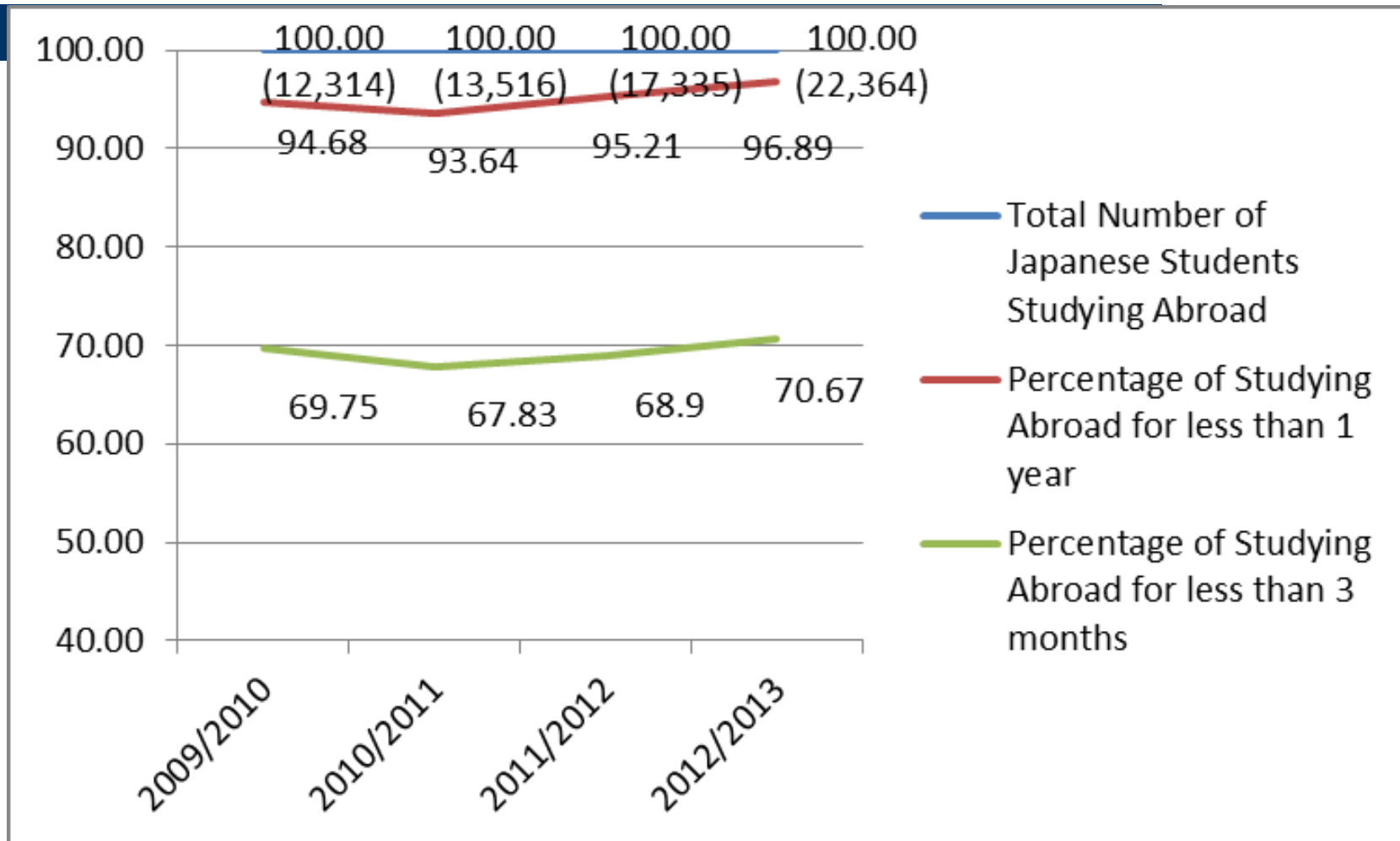
Country/Region	2011/12	2012/13
China	194,029	235,597
Korea	72,295	70,627
Taiwan	23,250	21,867
Japan	19,966	19,568

Source: Open Doors Data
International Students: All Places of Origin

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



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 18years old
1992 :2,050,000 → 2013 :1,230,000 (40%↓)
- ② Decrease in household income (per year)
1994: 6,642,000YEN→ 2012: 5,372,000YEN
- 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

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

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

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

World Trend of Basic Ideas on International Student Exchange

Affirming Academic Values in Internationalization of Higher Education: A Call for Action by IAU



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.

World Trend of Basic Ideas on International Student Exchange



Affirming Academic Values in Internationalization of Higher Education: A Call for Action by IAU

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.

World Trend of Basic Ideas on International Student Exchange

Affirming Academic Values in Internationalization of Higher Education: A Call for Action by IAU



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.**

World Trend of Basic Ideas on International Student Exchange



Affirming Academic Values in Internationalization of Higher Education: A Call for Action by IAU

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.

World Trend of Basic Ideas on International Student Exchange



Affirming Academic Values in Internationalization of Higher Education: A Call for Action by IAU

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.**

World Trend of Basic Ideas on International Student Exchange



International Student Mobility Charter by EAIE

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**

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

- 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 1st, 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.

Programs of JASSO for Inbound mobility



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

Programs of JASSO for Inbound mobility



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

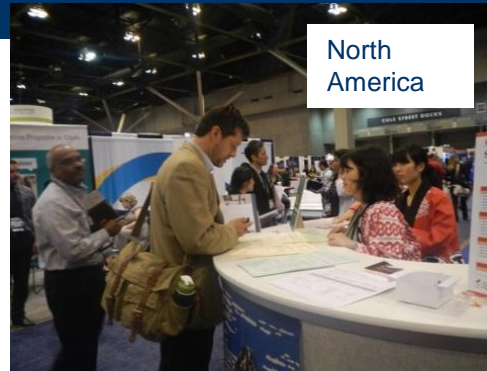
Japan Education Fairs

Inter-University Exchange Promotion Programs

International Education Fairs



Korea



North America



China



Indonesia



Europe



Malaysia

Thank you for your kind attention!