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Japan's New Growth Strategy: Internationalisation of Japanese Universities

Japan's New Growth Strategy: Internationalisation of Japanese Universities.

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LIST OF ACRONYMS

AEI	-	Australian Education International
AIMR	-	Advanced Institute for Materials Research
ALESS	-	Active Learning of English for Science Students
ARWU	-	Academic Rankings of World Universities
ASEAN	-	Association of Southeast Asian Nations
BRIC	-	Brazil, Russia, India and China
DIISRTE	-	Department of Industry, Innovation, Science, Research and Tertiary Education
ELICOS	-	English Language Intensive Courses for Overseas Students
FY	-	Fiscal Year
GIFT	-	Globalised Independent Future Talents
IELTS	-	International English Language Testing System
ISSA	-	International Students Strategy for Australia
JANU	-	Japan Association of National Universities
JASSO	-	Japan Student Services Organization
MEXT	-	Ministry of Education, Culture, Sports, Science and Technology
MOU	-	Memorandum of Understanding
NIAD-UE	-	National Institution for Academic Degrees and University Evaluation
NOOSR	-	National Office of Overseas Skills Recognition
OECD	-	Organisation for Economic Cooperation and Development
RU11	-	Research Universities 11
UA	-	Universities Australia
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation

ABSTRACT

Japan and Australia have a long history of collaboration in education, although in recent years both countries have been turning their focus towards other partners in the region. Japan has a rapidly ageing population and an economy that has experienced two decades of deflation. Partly in response to these demographic and economic pressures, Japan is looking to internationalise its universities, both sending more Japanese students overseas for an international experience and attracting more international students into Japanese universities. This research report, based on three months spent in Japan under a formal officer exchange between the Department of Industry, Innovation, Science, Research and Tertiary Education and the Ministry of Education, Culture, Sports, Science and Technology, looks at some of the current policies for the internationalisation of Japan's universities, and explores some of the opportunities that these policies present for closer cooperation and collaboration with Australia. For Australian universities looking to expand their international focus and try new engagement strategies, developments in Japan present opportunities to deepen their engagement with some of the best universities in the region, and through them with their partner universities in other countries.

EXECUTIVE SUMMARY

Japan and Australia have a long history of collaboration in education, and the education departments in the two countries, MEXT and DIISRTE, have held an officer exchange program since 1996. The two departments also signed a memorandum of cooperation in 2007, and hold high level policy talks biannually to advance the education relationship. Australia is the only country that Japan has an officer exchange with and holds talk on education, and international education with, giving us a unique opportunity to share information and approaches.

While Australia and Japan have a history of collaboration, in recent years both partners have been turning their focus towards other countries.

This report, based on new policy directions in Japan and including research interviews conducted in 2012 by DIICCSRTE under AN officer exchange program with MEXT, outlines current policies for the internationalisation of Japan's universities, and explores some of the opportunities that these policies present for closer cooperation and collaboration with Australia.

New Growth Strategy

Japan has a rapidly ageing population, and a low birth rate. More than half of Japanese students finishing secondary school go on to university, and Japanese Ministry projections forecast that Japan's population will fall by almost a third by 2060. Despite this declining population, the number of universities in Japan continues to increase, with 22 new universities established between 2008 and 2010.

Alongside Japan's declining population, Japan's economy has experienced two decades of deflation, and the effects of the Great East Japan earthquake in 2011.

Partly as a response to the declining population and stagnant economy, the Japanese government has developed a "New Growth Strategy", which amongst other things aims to increase the number of international students studying in Japan and to send more Japanese students overseas, to help develop what Japanese industry calls "global-minded human resources". Under this strategy, Japan aims to receive 300,000 international students each year, and send 300,000 Japanese students overseas for an international education experience each year.

In 2009, the Japanese government developed a program called the Global 30 project, which was designed to promote the globalization of Japanese universities by "encouraging high-quality inter-university exchanges and increasing the acceptance of highly-skilled international students and foreign teachers". Under the Global 30 project, funding was allocated to 13 universities.

These 13 universities received funding to develop degree programs conducted entirely in English, to improve international student services, to develop double degree programs with foreign universities and to establish "One-stop Overseas Offices" for common use in advancing the internationalization of Japan's higher education sector. Offices were established in Russia, Tunisia, Uzbekistan, Vietnam, Egypt and Germany, and two offices

were established in India. The spread of offices reflects in part an attempt to diversify source markets for international students, and to establish education cooperation with emerging countries.

This year, the Japanese government has established a new program called the Global 30 Plus program; it aims to develop the English language capability of staff and students in Japanese universities and to help encourage more students to study overseas. Under this program, eleven universities have received funding to develop the capacity of the entire university, and a further thirty one universities have received funding to develop the capacity of one or two faculties.

As well, the government has a program called the Re-inventing Japan Project, which aims to support the development of exchange programs and cooperative education programs with foreign universities, and to implement mutual credit recognition and grade evaluation through a global quality-assured framework. The Re-inventing Japan Project has a strong emphasis on Asia, with cooperative educational programs being developed specifically between Japan, China and Korea under a “Campus Asia” stream, as well as projects focusing on exchange with ASEAN countries.

The Japanese government has a large number of very generous scholarships in place to help increase the number of international students choosing Japan as a destination, and universities charge relatively low fees for international students. The vast majority of international students studying in Japan currently do so through courses taught in Japanese – the expansion of undergraduate and postgraduate courses taught in English and low fees is likely to lead to a substantial increase in international students studying in Japan, particularly from a number of Australia’s key source countries like China.

More than 90% of all international students studying in Japan come from Asia, with China and Korea alone accounting for three quarters of all international students. The opening up of offices under the Global 30 project, along with the development of courses taught entirely in English, is likely to lead to an increasing diversity in source countries, although the vast majority of students are likely to continue to come from Asia.

Challenges

Japanese universities face challenges in increasing the number of international students choosing to study in Japan. These are not unique to Japan, and Australian universities also face some of these challenges.

One challenge relates to assessing foreign qualifications. As universities diversify their student source countries, they receive applications from a growing number of countries, each of which has their own, distinctive, education system. Administrative staff need to develop systems and processes to assess foreign educational qualifications. In the absence of a government organisation like the National Office of Overseas Skills Recognition (AEI’s NOOSR), individual staff in different universities have to develop their own understanding of foreign qualifications and make comparative assessments. During this study, a number of universities expressed interest in how Australian universities assess foreign qualifications, and the role played by NOOSR.

A second challenge relates to credit transfer. Different universities have different credit transfer arrangements, and sometimes arrangements differ across faculties within a single university. Many Japanese students spoken to as part of the research project received little or no credit for the studies that they did overseas, and quite a few students were unaware

before they returned to Japan whether or not they would receive any credit for their international studies. Most Australian students interviewed for the project had clear credit transfer arrangements in place, with most expecting to get full credit for the studies they were doing in Japan.

A third challenge, common to Australian universities, is supporting social interaction. International students studying in Japan, like those studying in Australia, do so in part to interact with local students and the local culture. With programs increasingly being taught in English, Japanese universities face a particular challenge in getting international students from English speaking programs to interact with Japanese students studying in Japanese language courses. Japanese universities were interested in some of the strategies that Australian universities employ to encourage closer interaction between domestic and international students.

A fourth challenge for Japan is encouraging Japanese students to undertake an international experience. There are a number of barriers that universities face in encouraging Japanese students to study overseas, including conflicts with the timing for job search, a perceived lack of English language ability, and concerns about moving away from home. An increasing number of students are undertaking short-term courses and English language courses as a way of overcoming some of these barriers, with many developing confidence through these short courses to undertake longer courses of study overseas.

A fifth challenge for universities relates to funding. A number of universities are benefitting from Japanese government funding under programs like the Global 30 project and the new Global 30 Plus project, and international student numbers coming to Japan are being boosted through generous scholarship systems and low fees. These programs will not continue to be funded indefinitely, and it is unclear whether the existing scholarship program can be extended to support the growing number of international students that Japan is targeting. As programs end, universities will need to develop alternative sources of revenue to support their international activities.

While these challenges are very familiar to most Australian institutions engaged in international education, they reflect the comparatively early stages of implementation of international education in Japan. It shows where those Australian institutions who have Japanese partners, or who are looking to engage more closely, could look to for future collaboration. Japan also has as a focus in international education the development of two-way student exchange opportunities, and in doing so Japan will look to its most active international education partners – the United States, United Kingdom, China and the Republic of Korea.

Strategies to support international students

Japanese universities are developing a number of different strategies to support the growing number of international students.

Some universities are establishing accommodation specifically for international students, while others are developing mixed housing to accommodate international and Japanese students together, to encourage interaction.

A number of universities assign individual tutors to all international students, providing them with assistance with a range of different issues, including getting settled in to accommodation, complying with immigration requirements and dealing with university and government red tape.

Like Australian universities, Japanese universities run different activities to try to foster interaction between foreign and domestic students, including clubs (or circles), welcome parties and social events. Universities also provide support to international students to find jobs both while students are studying, and on completion of their studies.

While many of the strategies being employed are relatively straightforward, Japanese universities are looking at the experiences of other countries, and some are employing foreign administrative staff to help support the internationalisation of their student offices.

Again, there are opportunities for Australian universities to share their experiences with their Japanese partners, which could lead to more two way exchange of students and improved support services for both Japanese and Australian universities.

Common strengths and engagement

There is strong mutual interest at the school level between Japan and Australia. Each year, more than 60,000 Japanese students visit Australia to study or learn English, and some 6,000 Australian students visit Japan on school or university visits. All Japanese students learn English from elementary school, and Japanese is the most common language taught in Australian schools. Many of the Japanese students interviewed had visited Australia at least once before studying there at university level, and many of the Australian students in Japan had visited Japan previously through school programs.

As well as this strong interest at a school level, both Japan and Australia share high quality university systems. Five of Australia's universities were ranked in the top 100 in this year's Academic Rankings of World Universities, as were four of Japan's. Nineteen Australian and 21 Japanese universities were ranked in the top 500.

Japan and Australia share similar strengths in research, and similar national research priorities around sustainable environment, health and new technologies. Japan has been awarded 19 Nobel prizes, and Australia has 13 Nobel laureates. Sharing similar time zones makes communication easy, creating opportunities for use of information communication technology for giving guest lectures from eminent speakers.

Australian universities have more than 400 memorandums of understanding (MOUs) with Japanese universities, although only around one in five of these MOUs are with the universities receiving substantial internationalisation funding from the Japanese government. Public research organisations, such as CSIRO, also have close links with many similar science and research organisations in Japan.

Despite these strong school links and common strengths, and the strong academic research links between Australia and Japan, there is relatively limited student exchange at a university level. The number of Australian students studying in Japan is small, and the number of Japanese students studying in Australia is decreasing for all sectors apart from ELICOS (although there has been growth in commencements in 2012 for all sectors other than higher education).

Part of this limited exchange may be due to a lack of information about opportunities, with Japanese universities unaware of Australia's strengths and interests, and Australian universities unaware of how to obtain information on Japanese strategies and funding programs.

Opportunities

Japan's push to internationalise its higher education sector creates a number of opportunities for Australian universities to reinvigorate and strengthen their cooperation with world class Japanese universities. It also has the potential to build stronger regional links given Japan's partnering with universities in China, Korea and the ASEAN region. The over-subscribed Prime-Minister's Education Assistance Program for Japan shows that there already exists considerable goodwill and links between Australian and Japanese universities, and those with an interest to work with their Japanese partners would be able to position for more partnership, student exchange and academic collaboration into the future.

Australian universities are already engaged in substantial research activity with Japanese universities, and there are opportunities to turn this research strength and engagement into closer engagement at a faculty and student exchange level.

Japanese universities are developing a number of double degree programs with foreign universities, and there is mutual interest in developing joint degrees, although joint degrees are not currently possible under existing Japanese legislation.

Australian students studying in Japan interviewed for this research project enjoyed their experience, although some expressed concerns about the level of the courses that they were studying, providing feedback that the academic program was less challenging than in Australian courses.

As high quality courses are developed and taught entirely in English, this will also create opportunities for more Australian students to undertake part of their studies overseas, particularly in some of the areas of strength that Japanese universities are world class in, like engineering, chemistry and physics.

For Australian universities looking to expand their international focus and try new engagement strategies, recent policy developments in Japan present opportunities to deepen their engagement with some of the best universities in the region, and through them with their partner universities in other countries.

Progressing the relationship

The Australian and Japanese governments have recently held high level policy discussions, with genuine interest in learning from each other's internationalisation experiences.

Australian Education International (AEI) is working both through our Post in Tokyo and through our broad policy engagement to deepen the education relationship between our two countries. That internationalisation was the theme of the most recent discussions held between the two governments in Tokyo in September 2012 demonstrates the level of interest to work more closely.

As two of the most highly developed higher education systems in the region, Australia and Japan have a key role to play in developing quality assurance and qualification recognition schemes, and in working to progress other elements of the systems and frameworks that support the development of high quality education systems in the region. Australia and Japan have been active in developing and implementing the Regional Convention on the Recognition of Qualifications in Higher Education (known as the Tokyo Convention). This is serving to highlight Australia's expertise in this area, our regional leadership, and increases

recognition of the quality of Australia's three year bachelor degree in a country which tends to place greater value on a four year undergraduate qualification.

These efforts to collaborate in policy development are important if we are to encourage greater student exchange and academic cooperation in the longer term, but there is also ample scope for AEI to work with those institutions who are interested in developing new relationships in Japan, and to foster institutional-level activity that will help expand overall bilateral collaboration.

One of the ways AEI is supporting this is in working with both Universities Australia and their counterpart, the Japan Association of National Universities, to develop a new MOU to encourage cooperation between universities and boost exchange.

AEI Japan would like to hear views of individual institutions on what else would contribute to increased collaboration between Australian and Japanese institutions.

SECTION 1. INTRODUCTION

“I thought it was necessary for me to acquire the ability to play an active part in the world in the future. Through the lectures that I had taken [in Japan]... I had realised that I had to turn my eyes to not only Japan but also the world.” [Japanese student who had studied in Australia]

Demographic factors

Like many developed nations, Japan has a rapidly ageing population, with a low birth rate. This has led to an oversupply of university places in Japan’s 778 universities¹, with a large and growing proportion of Japanese students entering university each year. In 1990, 54 per cent of students who completed lower secondary school went on to higher education, with 36 per cent going on to a university or junior college. By 2010, 80 per cent of completing students went on to higher education, with 57 per cent going to university or junior college².

Despite the projections of a falling school age population, the number of universities in Japan continues to grow, increasing by 22 between 2008 and 2010. The growth has been in local (prefectural and city universities) and private universities – the number of national universities has fallen from a high of 99 in 2000 to 86 in 2010³.

Reports from Japan’s Ministry of Health, Labour and Welfare suggest that by 2060, Japan’s population will have fallen by almost a third to 87 million people. An estimated 40 per cent of the population will be at retirement age, up from the current 20 per cent⁴. One consequence of this ageing population is that Japan is looking to attract international students, in part to utilize excess university places and to potentially develop a Japanese educated migrant workforce to help meet future labour demands.

At the same time that the proportion of Japanese students entering universities is at an all-time high, there has been a decline in the number of Japanese students interested in studying overseas, with a perception that Japanese students are not interested in an international education, seeing no need to gain international experience or an understanding of foreign cultures, and thinking it easier to stay in Japan⁵.

¹ In 2010, Japan had 86 national, 95 local and 597 private universities – more information on the makeup of Japan’s universities is provided in Appendix A.

² In contrast, the Australian Government has a goal that by 2025, 40 per cent of all 25-34 year olds will have a qualification at bachelor level or higher (DEEWR 2009)

³ MEXT 2011.

⁴ BBC 2012

⁵ For example, see Tanikawa, M 2012, Burgess, C 2011, Daily Yomiuri Online 2012a and Carpenter, W 2012

Industry push

Japan's substantial private sector is an additional driver behind contemporary university reform, long being critical of Japanese universities and having had a less than cordial relationship with the university sector over some decades.⁶ With Japan's economy having suffered from two decades of deflation, and more recently from effects of the Great East Japan Earthquake of March 2011⁷, there has been a strong push from industry to develop "global-minded human resources" to help Japanese firms to compete successfully in a globalised society. One of the buzzwords in Japan is Global Jinzai, or talents, with both business and government expecting that universities will develop students who have language proficiency, communication skills, leadership and creativity⁸.

In a symposium held at Meiji University in June 2012, a representative from Japan's Keidanren (Japan Business Federation) stated that given that Japan was competing against the BRIC nations (Brazil, Russia, India and China) and other countries in Asia:

"Japan needs to foster and retain global-minded human resources who can play an active role in global business, and who can drive innovation not bound by stereo-typed notions".

A Keidanren survey of Japanese corporations in 2011 found that in addition to the basic skills required for business people, some of the key skills that industry wanted from its "global-minded human resources" were⁹:

- The ability to meet challenges
- The ability to respond to radical changes in global business
- The ability to think independently free from stereo-typed notions
- Communication skills in foreign languages
- A broad mind able to appreciate different cultures and values

The survey found that companies expected universities to focus on the following to deliver global-minded human resources development (in order of importance)¹⁰:

- Curricula in which major subjects are taught in a foreign language

Box 1. Doshisha University

Doshisha University is a large private university, with more than 25,000 undergraduate and 2,000 graduate student enrolments, including 847 international students in 2011. Established in 1875 as the Doshisha Academy, Doshisha University has three campuses, all located in the Kyoto Prefecture. Doshisha University has three pillars to its educational activities: Christian principles, liberalism and internationalism.

Doshisha University is a member of the Global 30 project. Under this project, the university has established an undergraduate Liberal Arts Program and graduate Global MBA, American Studies/Global Society Studies and International Science and Technology degree programs conducted entirely in English. Doshisha University has six MOUs with Australian universities.

⁶ Amano, p. 694

⁷ Nishimura, K 2011

⁸ Ashizawa, S 2012

⁹ Keidanren 2011

¹⁰ ibid

- Curricula in which students learn about global business firsthand from global business leaders
- Curricula in which students discuss how Japan and Japanese are viewed by the world, by learning Japanese history and culture
- Student exchange and dual degree programs with overseas universities

Globally focused Japanese businesses are starting to look at ways to change their recruitment cycle to attract more global talent and encourage Japanese students to undertake an initial study experience. Some 30 per cent of Keidanren members now recruit throughout the year, and there is a trend towards more flexible recruitment models. Some businesses have also made English the language of communication in their Japanese offices, to encourage a more global mindset¹¹, with many firms using English standardised language proficiency scores as a prerequisite for promotion¹². Two Japanese firms well-known for innovative business practices, the Internet services company, *Rakuten*, and the clothing retailer, *Fast Retailing*, have generated significant media attention through the introduction of English in their workplaces.

Private companies are also working with the government to establish a privately funded scholarship for Japanese students to study abroad. This fund, called the Globalised Independent Future Talents (GIFT) fund, will provide scholarships worth ¥1 million each to 1,000 students studying overseas. Students participating in the GIFT program will be able to take part in foreign internships, and will be provided with job search assistance and advice on their return to Japan¹³.

Government policies to internationalise Japanese universities

Education reforms in 2004 granted Japanese national universities greater autonomy, and encouraged competition in the domestic university sector. Some universities have responded to this competition by developing an increasing focus on international student recruitment and interest in study abroad programs, to differentiate themselves and provide a competitive edge.

In 2008, the then Prime Minister announced that Japan would aim to host 300,000 international students by 2020 (in 2009, Japan had

¹¹ DISCO 2012

¹² Austrade 2011

¹³ Daily Yomiuri Online 2012b

Box 2. Hitotsubashi University

Hitotsubashi University is a small, national university, with around 4,400 undergraduate and 2,000 graduate student enrolments, including around 580 international students. Established in 1875 as the Commercial Training School, Hitotsubashi University specialises in the humanities and social sciences, and has three campuses, located in and around Tokyo.

Hitotsubashi University has established a Global Initiatives Headquarter to help its continued internationalisation. Hitotsubashi University aims to raise their international student proportion to 15 percent of their student body, and send around one-third of their annual undergraduate intake offshore each year. Hitotsubashi University has four MOUs with Australian universities.

approximately 120,000 – making it the eighth largest provider of international education, while Australia had over 490,000 – making it the third largest provider)¹⁴.

Under the Japanese government's *New Growth Strategy*¹⁵, implemented in June 2010, a number of additional goals were added, including dispatching 300,000 Japanese students overseas by 2020, and increasing the number of internationally top ranking universities¹⁶.

To facilitate this expansion, the Japanese government outlined a range of measures to support the Japanese international education sector. There are two main program themes to help the internationalisation of Japanese universities and the promotion of student exchanges (more information on these themes is provided in Appendix B). A major element of the Global 30 project is an emphasis on developing undergraduate and postgraduate courses taught entirely in English, as a way of encouraging more international students to study in Japan.

Japan is making a concentrated push towards developing markets and cooperation with East and South East Asia, involving many of Australia's traditional markets. Japan will have advantages in developing international education links in the region in terms of price (Japanese university fees for international students are currently significantly lower than those in Australia and other English speaking countries) and location, which is likely to lead to growth in international education numbers¹⁷.

Box 3. Hokkaido University

Hokkaido University is a large, national university, one of the seven former Imperial Universities, and has around 11,700 undergraduate and 6,500 graduate students, including 1,340 international students. Hokkaido University was ranked in the top 150 global universities in the 2012 Academic Rankings of World Universities, and one of its professors, Dr Akira Suzuki, received the Nobel Prize in Chemistry in 2010.

Established in 1876 as the Sapporo Agricultural College, Hokkaido University has two campuses, in Sapporo and Hakodate. Hokkaido University is a member of the Research Universities 11 and has two MOUs with Australian universities.

One result of this focus on Asia is that the vast majority of international students studying in Japan are Asian. In 2011, more than 90 per cent of international students were from Asia, with more than three quarters coming from either China or South Korea¹⁸, studying courses largely taught in Japanese.

¹⁴ Internal MEXT statistics show that in 2011, there were 138,075 foreign students accepted by Japan. MEXT briefings have indicated that MEXT is looking to broaden the definition of international students to help meet the target of 300,000.

¹⁵ <http://www.mext.go.jp/english/highered/1303571.htm>

¹⁶ Although there is a goal to increase the number of internationally top ranking universities, no one ranking system has been specified, and this target remains unclear.

¹⁷ Recent research has shown that quality of education, tuition costs and living costs are the most important factors influencing where potential students choose to study – see Lawson, C 2011

¹⁸ Information on international students, including Australian students, studying in Japan is available in Appendix C

This emphasis on Asia is leading to concerns about how 'globalised' Japan's education system is becoming. As the pro vice president for international affairs at Ritsumeikan Asia Pacific University said in a seminar on studying abroad in Japan:

*"I think it's important for all of us who work in Japan to be mindful that the goal is to be global, not just to be more Asian."*¹⁹

The development of a wide range of undergraduate and postgraduate courses taught entirely in English is likely to lead to even more students, particularly from China and Korea, coming to Japan to study. It will also create opportunities for non-Japanese speaking students from Europe, the United States of America and Australia to study in Japan.

¹⁹ Matsumoto, M 2011

SECTION 2. METHODOLOGY

The research for this project was conducted under the 2012 Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE) – Ministry of Education, Culture, Sports, Science and Technology (MEXT) officer exchange, which involved a three month placement in Japan between June and August 2012, working alongside officials from the International Affairs Division of MEXT. The scope of the research was developed through close cooperation between Australian Education International (AEI - the international education arm of DIISRTE), the Australian Embassy in Tokyo and the International Affairs Division of MEXT.

Before taking up the placement in MEXT, meetings were held in Australia with the University of New South Wales, the University of Sydney, the University of Queensland, Queensland University of Technology, the International Education and Training Unit of Trade and Investment Queensland, and Universities Australia (UA), the peak body for Australia's universities. These meetings provided some perspectives on the education relationship with Japan from an Australian point of view.

During the three month placement in Japan, in-depth briefings were received from the International Affairs Division and the Higher Education Bureau of MEXT, and from the Advisor to MEXT, Dr Tsutomu Kimura. Briefings were also received from the Japan Society for Promotion of Science (JSPS), the Japan Association of National Universities (JANU), the National Institution for Academic Degrees and University Evaluation (NIAD-UE), and the Japan Student Services Organization (JASSO).

Meetings were also held with the Western Australian International Trade and Investment Office, the Victorian Government Business Office and the Queensland Government Trade and Investment Office in Tokyo, and a study abroad fair at Keio University and symposiums at Meiji University and the United Nations University were attended as part of the research program.

As the main part of the project, meetings and interviews were held with 19 universities across Japan, including the 13 universities in the Global 30 program, the two universities in the Research Universities 11 (RU11²⁰) that are not in the Global

Box 4. Kansai Gaidai University

Kansai Gaidai University is a large, private undergraduate focused university with approximately 10,000 undergraduate and 45 graduate students, and 700 international students enrolled in its Asian Studies Program. The university specialises in language related programs, including English, Spanish and Japanese.

Established in 1945 as the Tanimoto English School, Kansai Gaidai University has two campuses, located in Hirakata City near Osaka. More than 1,400 Japanese students participate in university sponsored study abroad programs each year. Kansai Gaidai University has fifteen MOUs with Australian universities.

²⁰ The RU11 is a consortium of eleven of Japan's leading research universities: <http://www.ru11.jp/>

30 program, and four other universities with links to Australia. A meeting was also held with the Consortium of Universities in Kyoto (a consortium bringing together fifty universities from the Kyoto region²¹). An official from the AEI office in the Australian Embassy attended most of these university meetings to help facilitate ongoing links, and MEXT officials attended some of these meetings.

The table below lists the universities visited under the project, including their location and their type (national, private or local).

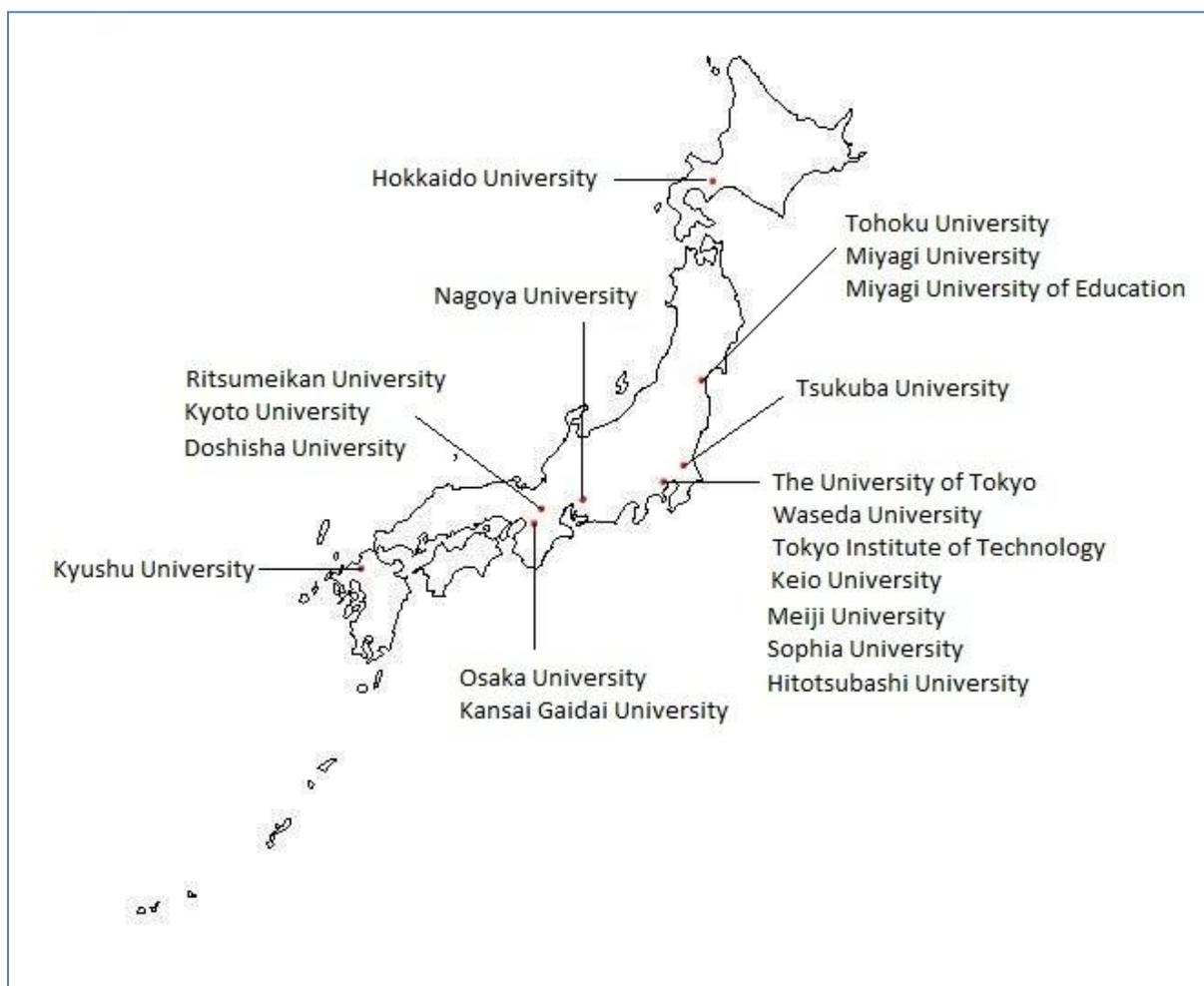
Table 1: Universities visited under the research project

University	Location	Type
<i>Global 30 universities</i>		
Doshisha	Kyoto	Private
Keio	Tokyo	Private
Kyoto	Kyoto	National
Kyushu	Fukuoka	National
Meiji	Tokyo	Private
Nagoya	Nagoya	National
Osaka	Osaka	National
Ritsumeikan	Kyoto	Private
Sophia	Tokyo	Private
Tohoku	Miyagi	National
Tokyo	Tokyo	National
Tsukuba	Tsukuba	National
Waseda	Tokyo	Private
<i>RU11 universities (not in the Global 30)</i>		
Hokkaido	Sapporo	National
Tokyo Institute of Technology	Tokyo	National
<i>Other universities</i>		
Hitotsubashi	Tokyo	National
Kansai Gaidai	Osaka	Private
Miyagi University of Education	Sendai	National
Miyagi	Sendai	Local

Brief information on each of these universities, along with a research centre located at Tohoku University and a language program located at the University of Tokyo, is provided in boxes throughout the text of this report. Further information is available from each university's website, or through the AEI office in the Australian Embassy in Japan.

²¹ See http://www.consortium.or.jp/contents_detail.php?co=kak&frmId=368 for more details on the Consortium.

Figure 1: Location of universities visited under the research project



For most of the meetings with Japanese universities, a presentation on Australia's higher education and international education sector was delivered to staff (and sometimes students), and interviews were held with academics, international office staff, vice-presidents and presidents.

Discussions were also held with more than forty students, including Japanese students who had studied abroad in Australia or another country as part of their Japanese degree, and international students who were currently attending the Japanese universities on either an exchange or full degree basis.

SECTION 3. AUSTRALIA'S EDUCATION RELATIONSHIP WITH JAPAN

Australia and Japan, while very different countries in terms of land size and population, share a number of similarities and have a long history of collaboration in education.

While Australia's population of 22 million is only approximately one sixth the size of Japan's population of 127 million, the number of university students studying in Australia is proportionally much higher, with Australia's university system approximately 40 per cent of the size of Japan's university system. This reflects in part the younger age profile of Australia, and the large number of international students studying in Australia.

In 2010, Australia had around 1.2 million university students, including 226,000 international students, studying in its 40 universities and approximately 150 higher education institutions. At the same time, Japan had 2.9 million university students, including 141,000 international students, studying in its 778 universities.

Research strengths and interests

Both countries have strong universities that rank highly in international rankings, with 19 (or half) of Australia's universities and 21 of Japan's universities ranked among the top 500 universities in the 2012 Academic Ranking of World Universities (ARWU). Five of Australia's and four of Japan's universities were ranked in the top 100 universities in the world in the 2012 ARWU²². Information on Japanese and Australian rankings under the 2012 ARWU is provided at Appendices D and E.

Box 5. Keio University

Keio University is the oldest private university in Japan, with almost 29,000 undergraduate and 5,000 graduate enrolments, including 1,128 international students in 2011. Established as a school for Dutch studies in 1858, Keio University is a comprehensive university and has six major campuses in and around Tokyo. Keio University is ranked in the top 400 global universities in the 2012 Academic Rankings of World Universities.

Keio University is a member of the Global 30 project. Under the Global 30 project, the university has developed a number of new degree programs delivered in English, including a double master's degree in economics with Sciences-Po in France, a System Design and Management Course and a Global Information and Communication Technology and Governance Academic Program. Keio University has also developed five new double degree programs with overseas institutions. The university is a member of the Research Universities 11 and has five MOUs with Australian universities.

²² <http://www.shanghairanking.com/ARWU2012.html>

Australia and Japan share similar strengths in research, and similar national research priorities. Japan has 19 Nobel laureates²³ and thirteen Nobel prizes have been awarded to Australians, most of which were for science or medicine.

There are clear synergies and overlap between the five visions for Japan identified in Japan's 4th Science and Technology Basic Plan (2011-2015) and Australia's four national research priorities (for more information on the visions and research priorities, see Appendix F).

Government and peak body cooperation

MEXT and DIISRTE (and DIISRTE's education predecessors) have a long history of close cooperation, with an officer exchange program between MEXT and DIISRTE dating back to 1996²⁴ and high level policy dialogues taking place biannually under the auspices of the 2007 Memorandum of Cooperation in Education²⁵ between MEXT and DIISRTE's predecessor, the Department of Education, Science and Training.

UA and its counterpart JANU have a longstanding although not particularly active relationship. With the support of DIISRTE, UA and JANU are currently negotiating a new Memorandum of Understanding (MOU), to revitalise the relationship between the university peak bodies in the two countries.

JANU has noted that some Japanese universities are behind Australian universities in terms of internationalisation, and that it is important for Japanese universities to have more international exchange with Australia and Europe.

Box 6. Kyoto University

Kyoto University is the second oldest university in Japan, a national university and one of the seven former Imperial Universities. Kyoto University has around 13,500 undergraduate and 9,300 graduate students, including 1,563 international students. Kyoto University is ranked the 26th best university in the 2012 Academic Rankings of World Universities, and one of its professors, Professor Shinya Yamanaka, received the 2012 Nobel Prize for Medicine.

Founded in 1897 as the Kyoto Imperial University, Kyoto University has three campuses, all located in the Kyoto Prefecture. Kyoto University is a member of the Global 30 project. Under this project, the university has established a "Global 30" overseas office in Hanoi, Vietnam. Kyoto University is a member of the Research Universities 11, and has five MOUs with Australian universities.

²³ <http://www.kyoto-u.ac.jp/en/profile/intro/honor/nobel.htm/>

²⁴ This report was written based on research conducted under the 2012 DIISRTE-MEXT officer exchange.

²⁵ https://www.aei.gov.au/About-AEI/Government-Relations/Bilateral-Relationships/Documents/Japan_mou_pdf.pdf

Student exchange and university cooperation

Although the number of Japanese students studying in Australia has fallen in recent years (Japan is now the 19th largest source of international higher education students in Australia, and the 11th largest when English language, schools and vocational students on student visas are included²⁶), Japan is still one of the most important education partners for Australia, with strong research and university to university linkages.

The number of Japanese students studying English in Australia increased in 2011 (the only increase among Australia's ten largest source countries), driven by an increase in working holiday visas. Japan is Australia's third largest source country for English language, with more than half (56 percent) of its students studying on tourist visas²⁷. More information on trends in Japanese student visa and language student numbers is provided in Appendix G. Australia is also a very significant destination for school tours and excursions, with large numbers of Japanese school students visiting Australia each year on short term programs.

For Australian students studying overseas for twelve months or longer, Japan is the fifth most popular country, behind only the United States of America, New Zealand, the United Kingdom and Germany²⁸.

Australian universities have 411 MOUs with Japanese universities²⁹, with the oldest dating back to 1980. This makes Japan the fourth most important country for Australian universities in terms of MOUs, behind China, the United States of America and Germany. Although this is significant for Australia, advice from MEXT shows that in 2009, Japanese universities had 3,373 MOUs with Chinese universities and 2,534 MOUs with universities from the United States of America.

Box 7. Kyushu University

Kyushu University is a large national university and one of the seven former Imperial Universities, with a student body of 12,000 undergraduate and 7,000 postgraduate students including 1,995 international students in 2011. Kyushu University is ranked among the top 200 global universities in the 2012 Academic Rankings of World Universities.

Established in 1903 as the Fukuoka Medical College, Kyushu University has six campuses, located in Fukuoka and Beppu. Kyushu University is a member of the Global 30 project. Under this project, the university has established a "Global 30" overseas office in Cairo, Egypt. The university has also developed English language undergraduate programs in agriculture and engineering, and 49 international graduate programs. Kyushu University is a member of the Research Universities 11, and has four MOUs with Australian universities.

²⁶ Annual 2011 data, derived from AEI international student, June 2012 basic pivot table

²⁷ English Australia 2012

²⁸ AEI 2011

²⁹ UA 2012

There is interest in collaboration between Australian and Japanese universities, which has seen more relationships formalised over the last decade, both through university level MOUs and through researcher to researcher and faculty to faculty links. Universities are also looking at the currency and value of MOUs that they have signed in the past, to ensure that they still meet the strategic goals of the institutions.

Of the active MOUs between Australian and Japanese universities, few (only around one in five) are with the universities that are the focus of Japanese policy engagement and funding aimed at achieving higher levels of internationalisation (particularly those in the Global 30 program). This suggests that Australian universities could strengthen bilateral engagement with Japan through formalising institution-level links with those universities associated with government-driven internationalisation initiatives, such as Global 30 program, as a first step. A summary of Australian MOUs with the universities visited for this research is provided as Appendix H.

There may be a role for UA and JANU to play in helping Australian and Japanese universities to develop more strategically focused and targeted MOUs, to complement the research strengths of universities in each country.

Future directions

While Australia is a valuable strategic partner for Japan in terms of research strengths, current research and development cooperation and strong economic linkages, Japan is placing a strategic emphasis on its location in Asia. Japan is developing linkages and cooperative education programs with China and Korea and supporting university exchanges with ASEAN countries, including many of Australia's key source countries for international students. Funding has been provided to universities under the Global 30 project to open offices in a number of mainly developing countries as a way to open and promote new and developing markets for Japan's international education sector.

Australian universities have the opportunity to work strategically with their Japanese partners to strengthen their relationships, rather than be seen just as competitors. Partnerships with Australian universities will help Japanese universities to become more truly globalised, and will have benefits for Australian universities.

Box 8. Meiji University

Meiji University is a large, private university with more than 30,000 undergraduate and nearly 3,000 postgraduate students, including 1,126 international students in 2011. Established in 1881 as the Meiji Law School, Meiji University has four campuses, all in and around Tokyo.

Meiji University is a member of the Global 30 project and under this project has established English language graduate level courses in public policy, business administration, Japanese studies, mathematical sciences and architecture. Meiji University also hosts a number of international symposiums on international education related matters. The university has five MOUs with Australian universities.

As Japanese universities increase their engagement with China and Korea through the Campus Asia program, this presents opportunities for Australian universities partnered with Japanese universities to collaborate with Chinese and Korean universities as well.

SECTION 4. CHALLENGES AND IMPEDIMENTS TO INTERNATIONALISATION

While Japan has a number of advantages in developing its international education system (in terms of price, location and now developing programs taught in English), Japan faces a number of challenges and impediments to its plans to increase both the number of international students studying in Japan and the number of Japanese students studying overseas. These are not unique to Japan, and Australian universities face some of these challenges.

In 2007, JANU conducted a survey of 87 national universities to identify some of the more common impediments to increasing the numbers of Japanese students choosing to study abroad. The findings of this survey are shown below.

Table 2: Impediments to Japanese students studying abroad³⁰

Employment	Worries about having to stay in university for an extra year on return to Japan	68%
Financial matters	Financial problems	48%
Structure	Difficulty to get recognition of credit on return to Japan	37%
	Shortage of faculty staff who can advise about studying abroad	26%
	Problems with university structures for supporting students to study abroad	24%
	Lack of information about foreign universities in which Japanese students can study	10%
	Understanding of family	8%
	Understanding of academic supervisor	3%
	Others	31%

The main impediment identified was one relating to employment, while financial matters were also commonly nominated. Less common were so called structural problems. A number of these impediments, and other impediments raised during the research for this report, are explored below.

³⁰ Taken from a MEXT briefing, based on research conducted by JANU in January 2007

Recognition of qualifications

Universities find it difficult and administratively burdensome to try to determine the status of different foreign qualifications proffered by prospective international students. Assessments of qualifications are conducted on a case by case basis by individual staff in universities, sometimes sharing or utilising information from other universities, but lacking a formal impartial organization able to assist them with information. This is a situation that is likely to be exacerbated, at least in the short term, as universities targeting growth in international student numbers receive applications from a greater range of countries, each with their own qualifications systems and frameworks.

A number of universities expressed difficulties with assessing foreign qualifications, and showed interest in the information provided by the Australian Government's National Office of Overseas Skills Recognition (NOOSR). NOOSR is Australia's recognized coordinating authority on recognition of overseas qualifications, which provides information on the education systems and educational levels of overseas qualifications from approximately 120 countries to facilitate the recognition of foreign qualifications in Australia, and provides information about the Australian education system to promote the recognition of Australian qualifications in other countries.

Recognition of qualifications remains an issue for Australian students with three year undergraduate qualifications, which are not recognized by most Japanese universities, despite moves within Japan to allow early entry into Japanese universities in exceptional circumstances³¹ and moves to allow Japanese students to graduate within four years³².

The Economist Intelligence Unit conducted a study for the British Council looking at measuring and benchmarking the internationalisation of education across eleven countries. This study ranked Australia first in terms of quality assurance and degree recognition, while ranking Japan equal ninth, suggesting that improvements could be made in Japan's university system across these areas..³³

Issues relating to the recognition of foreign qualifications are a major impediment to internationalisation, both for international students wanting to have their foreign qualifications recognized by Japanese universities as a pathway into undergraduate

Box 9. Miyagi University

Miyagi University is a small, public prefectural government university combining schools of nursing, project design and food, agricultural and environmental sciences. Miyagi University has about 430 undergraduate and 30 graduate students, including 42 international students in 2012. Miyagi University is situated in the area affected by the 2011 Great East Japan Earthquake.

Established in 1997, Miyagi University has two campuses, both in the Miyagi prefecture. Miyagi University has one MOU with an Australian university.

³¹ Daily Yomiuri 2012c

³² A University of Tokyo representative noted these moves towards early entry and graduation in a forum at Meiji University in June 2012.

³³ EIU 2010

or postgraduate study, and for Japanese students wanting to study overseas and then bring their foreign qualifications back to Japanese universities. Prospective international students may think twice about studying in Japan if they find it difficult to receive credit for their earlier studies, and Japanese students may be discouraged from studying overseas if their qualifications are not recognized when they return to Japan.

It should be noted that Japan is making developments on qualifications recognition, particularly through the UNESCO Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education (and the Tokyo Convention held in November 2011).

Credit transfer

Credit transfer is another issue that is a challenge for internationalisation. Students choosing to undertake part of their education overseas through a formal university exchange or study abroad program are making a potentially significant investment in time and money, sometimes with little or no idea whether their studies overseas will be formally recognized when they return to their home institution.

Discussions with Japanese students who studied abroad and international students currently studying in Japan revealed a large range of uncertainty and variability in credit transfer arrangements.

In some cases, Japanese students studying overseas got no credit for their international studies when they returned to their Japanese university, even when the studies were done with a partner university and were relevant to their studies. In other cases, international and Japanese students knew before they went overseas that they would get partial or full credit for their study overseas, subject to satisfactorily passing their courses (international students studying in Japan were more likely to be doing so knowing that they would get full or partial credit). For many Japanese students, they were unsure how much if any credit they would get, and were waiting to have their studies assessed by their faculty.

Many Japanese students took on a heavy study load in their first couple of years, to compensate for the potential or known lack of credits from studying overseas, to ensure that they would not have to do another year of study in Japan to make up for the time they spent abroad.

Box 10. Miyagi University of Education

Miyagi University of Education is a small, national university, with around 1,800 students including approximately 100 international students in 2011. Miyagi University of Education is situated in the area affected by the 2011 Great East Japan Earthquake.

Established in 1873, Miyagi University of Education has one campus, located in Sendai. Miyagi University of Education has one MOU with an Australian university.

Different universities in both Japan and Australia look at credit transfer in different ways. Some universities recognize credit by looking at the regulatory and quality assurance systems of other countries (so credit would be offered for any formal study with a university quality assured by that country's quality assurance agency); some offer credit for any study done with a partner university; and many offer credit on a case by case basis, with the final decision resting on individual faculties.

A recent article in The Nikkei shows that some universities are looking to make it easier for Japanese students to receive credit of their overseas studies, by allowing a greater proportion of credits to be transferred across a wider range of courses, including elective units outside of core courses³⁴.

Quality of education

Japanese and non-Japanese academics, as well as international students undertaking degree course in English, have raised the issue of overall education quality within the Japanese system.

Similar issues have been raised in Japanese media³⁵, and in formal presentations. In a presentation, entitled "Quality Access in Japanese Higher Education and Its Challenges" delivered at a 2008 OECD conference, the Vice-President for International Collaboration and Education of Keio University identified some of the challenges for Japan to be "the declining international status of Japanese higher education", and the "low quality and internationally less than competitive university teaching"³⁶. One Japanese professor speaking in a public forum described their undergraduate study experience in a top Japanese university as being a "four year holiday", stating that they found it relatively simple to coast through their university education once they had got through the difficult entrance exam.

Box 11. Nagoya University

Nagoya University is a medium sized, national university, with around 9,800 undergraduate and 6,200 postgraduate students including 1,291 international students in 2011. Nagoya University was ranked the 96th best global university in the 2012 Academic Rankings of World Universities.

Established in 1871, Nagoya University has one campus, in Nagoya. Nagoya University is a member of the Global 30 project. Under this project, the university has established a "Global 30" overseas office in Tashkent, Uzbekistan. Nagoya University has also developed undergraduate degree programs taught in English in the fields of science and humanities, and international programs for postgraduate students in sciences and humanities.

Nagoya University is a member of the Research Universities 11, and has five MOUs with Australian universities.

³⁴ The Nikkei 2012

³⁵ See for example Burgess, C 2011 and Takehiko, K 2012. Takehiko also has a fascinating analysis of the nexus between concerns about quality and the changing work environment in Japan.

³⁶ Sakamoto, T 2008

Some international students raised concerns about the academic level of the English language programs that they were enrolled in. Many of the native English speaking students, whether from the United States of America, Europe or Australia, provided feedback that the academic level of the programs was too easy and basic for native English speaking students. Students stated that programs were taught by teachers who had English as a second or third language, to classes often targeted at international students for whom English was a second or third language.

Steps by Japan to formally commit to and implement strong quality assurance programs will help Japan to develop its international education sector. Students are more likely to choose to study in Japan if they are confident of the level and quality of education that they will receive, and international partner universities will be more likely to encourage their students to choose Japan as a study destination.

Programs like the Global 30 Plus project should also help with the development of high quality English language courses, focusing on developing the English language skills and international training of Japanese faculty members.

Box 12. Osaka University

Osaka University is a large sized, national university and one of the seven former Imperial Universities, with 15,700 undergraduate and 8,000 postgraduate students, including 1,315 international students in 2011. Osaka University was ranked the 83rd best global university in the 2012 Academic Rankings of World Universities.

With academic traditions dating back to 1724, Osaka University has three campuses, all in the Osaka prefecture. Osaka University is a member of the Global 30 project and under this project has established an International College to operate and administrate undergraduate programs taught in English. The university has developed a chemistry-biology combined major program and a human sciences undergraduate program, and at the graduate level has developed an international physics course and a special integrated science course.

Osaka University is a member of the Research Universities 11, and has four MOUs with Australian universities.

Social interaction

One of the major reasons why international students choose to study overseas is the opportunity to interact and engage with students and people from the hosting country. Interacting with domestic students enables international students to make local friends, and to learn about the culture and customs of their host country. International students studying in Australia and other countries have identified the area of social interaction as an area where there is scope for improvement. DIISRTE has recently released a report looking at some of the innovative ways that Australian institutions are looking to provide more opportunities for interaction between Australian and international students³⁷.

³⁷ Lawson, C 2012

International students studying in traditional English speaking destinations like the United States of America, the United Kingdom or Australia traditionally study courses taught in English, alongside English speaking local students. The situation in countries like Japan, where increasingly courses targeted at international students are being developed and taught in English, is quite different: the vast majority of students in these classes are international, and as a number of international students noted during focus groups, there are limited opportunities for engagement between Japanese and international students.

Some universities are making efforts to encourage more of their Japanese students to participate in the courses developed and taught in English, and universities are making efforts to encourage social interaction between Japanese and international students. This is important, as research has shown that encouraging domestic students to interact with international students helps to provide domestic students with some form of international experience as well as helping international students achieve the interaction that they desire³⁸.

Australian universities, with their large proportions of international students and their long history of providing support to international students, are well placed to assist their Japanese partner universities in developing programs and providing support to encourage more interaction and engagement between Japanese and international students.

Funding of international education

Funding to support the internationalisation of education is another challenge that Japan faces. A number of universities participating in the Global 30 program raised concerns about what would happen once funding under the five year Global 30 program ceases.

Box 13. Ritsumeikan University

Ritsumeikan University is a large, private university with nearly 32,000 undergraduate and 6,000 postgraduate enrolments, including 1,253 international students in 2011.

Dating back to 1869, Ritsumeikan University has three campuses, located in Kyoto and Shiga prefecture. Ritsumeikan University is a member of the Global 30 project. Under this project, the university has established a “Global 30” overseas office in New Delhi, India.

Ritsumeikan University has established a number of English-taught degree programs, including a global studies major and a program in policy science at the undergraduate level, and doctoral programs for innovation and technology management and policy science.

Ritsumeikan University has eleven MOUs with Australian universities.

³⁸ ibid

Developing courses taught in English and hiring faculty and administrative staff who can teach and work in English is expensive, as is providing support to a growing number of international students from a growing range of countries – particularly support in the form of subsidized accommodation.

As noted above, the process of assessing qualifications from prospective students from a diverse range of countries is also administratively burdensome, particularly in the absence of a centralised body like Australia's NOOSR.

Some universities in Japan are developing internationalisation training programs for staff and faculty from around Japan, as part of the Global 30 project (such programs are often offered at no charge, being covered by project funding). Once funding for the Global 30 project ceases, universities may be able to develop and offer these training programs to other universities on a fee-paying basis, providing an additional revenue stream for funding internationalisation.

Box 14. Sophia University

Sophia University is a medium sized, private Catholic university with approximately 10,500 undergraduate and 1,500 postgraduate enrolments, including 380 international students in 2011.

Founded in 1913, Sophia University has one campus, in Yotsuya in Tokyo. A member of the Global 30 project, Sophia University has developed English based degree programs in green science and green engineering at the undergraduate level and environmental studies at the postgraduate level.

Sophia University has eight MOUs with Australian universities.

Double degree and joint degree programs

One of the features of the Global 30 program has been the development of a number of double degree programs between Japanese and foreign universities. While universities have developed a number of such programs, they appear to have had relatively limited success in attracting Japanese students, with the large majority of participating students coming from overseas – comparatively few Japanese students have elected to participate in these double degree programs.

In the Spring 2012 edition of the *Journal of International Education and Leadership*, Professor Carpenter from the University of Tokushima (a national university located in the Tokushima prefecture) estimated that since 2006 the ratio of participants in double degree programs at his university was roughly 19:1 in favour of international students. Of the three Japanese students who had participated in the double degree program, two dropped out, with only one completing the program. Professor Carpenter states that “the vast majority of Japanese students are not interested in study-abroad, international education type programs”³⁹. This apparent indifference is discussed in more detail below.

³⁹ Carpenter, W 2012

While some universities expressed interest in developing double degree programs with Australian universities, one university noted in discussions that some planned double degree programs with Australian universities had been dropped due to MEXT regulations on the maximum number of credits that could be obtained from foreign institutions.

Both Japanese and Australian universities are interested in developing joint degrees (particularly at the doctoral level), but each university that mentioned this noted that joint degrees cannot be developed under the current Japanese higher education regulatory framework.

Indifference towards international education

One of the biggest challenges that Japan appears to face in internationalising its education system is that of indifference. This indifference towards international education from many Japanese students is perhaps reflected in the comparatively low numbers of Japanese students participating in an international education experience.

Despite the government's New Growth Strategy goal to send 300,000 Japanese students overseas annually by 2020, the number of Japanese students incorporating an overseas study experience into their education remains low at many universities. For example, *The New York Times* reports that at the University of Tokyo, only 0.4 percent (53 undergraduates) of the university's student body went on exchange in 2011, while 0.45 percent (133) of Keio University's undergraduate students participated in 2010⁴⁰. At the University of Tohoku, less than 50 (or 0.25 percent) of Japanese students participate in exchange programs in 2011.

Box 15. University of Tokyo

The University of Tokyo (known as Todai) is a large, national university and one of the seven former Imperial Universities, with 14,000 undergraduate and 13,600 postgraduate students, including 2,818 international students in 2011. The University of Tokyo was ranked the 20th best global university (and number one in the Asia Pacific region) in the 2012 Academic Rankings of World Universities.

Founded in 1877, the University of Tokyo has three main campuses in the Tokyo area. The University of Tokyo is a member of the Global 30 project and under this project has established a "Global 30" overseas office in Bangalore, India. The university has more than 30 graduate and two undergraduate degree programs conducted in English.

The University of Tokyo is a member of the Research Universities 11, and has ten MOUs with Australian universities.

⁴⁰ Tanikawa, M 2012

The number of Japanese students studying overseas has dropped every year since 2004, with the number of Japanese students studying overseas in 2010 (59,923) nearly 30 percent lower than in 2004 (82,945)⁴¹. The decline in Japanese students has been most apparent in the United States of America, falling by 50 percent between 2004 and 2010⁴², although the number of Japanese students doing full degree programs in Australia has also fallen by 45 percent between 2005 and 2011⁴³.

While the total number of Japanese students studying overseas has been declining, the number of students studying abroad based on student exchange programs and the like has been increasing, from 13,961 in 2001 to a high of 24,508 in 2008 (the number in 2009, the most recent available, dropped slightly to 23,988)^{44,45}. This suggests that there is still some interest in Japan in shorter term study abroad, even if this doesn't translate into longer term or full degree study abroad as has happened in the past. A meeting with JASSO cited growth in student loans and scholarship applications focused on short term study at the expense of longer term study.

As well as an indifference towards international education from perhaps a sizeable minority of Japanese students, there is also indifference towards internationalisation from some administrative staff and faculty. A number of senior officials in universities and MEXT noted struggles that they had faced in various roles in trying to implement changes to internationalise courses, faculties and universities, and similar struggles have been reported in media articles⁴⁶.

Box 16. Tohoku University

Tohoku University is a large, national university and one of the seven former Imperial universities, with around 11,000 undergraduate and 7,300 postgraduate students, including 1,498 international students in 2011. Tohoku University was ranked among the top 150 global universities in the 2012 Academic Rankings of World Universities. Tohoku University is situated in the area affected by the 2011 Great East Japan Earthquake.

Founded in 1907, Tohoku University has five campuses, all located in Sendai city. Tohoku University is a member of the Global 30 project and under this project has established a "Global 30" overseas office in Moscow, Russia. Tohoku University has three undergraduate degree programs taught in English, in the fields of molecular chemistry, mechanical and aerospace engineering and marine biology. The university also has 13 postgraduate courses taught in English.

Tohoku University is a member of the Research Universities 11 (information on one of Tohoku University's major research centres is provided in Box 1), and the university has five MOUs with Australian universities.

⁴¹ From internal MEXT briefing

⁴² MEXT has set up a taskforce to find out why the number of Japanese students electing to study in the United States of America has decreased so dramatically.

⁴³ AEI international student data, June 2012 basic pivot table

⁴⁴ From internal MEXT briefing, using data sourced from MEXT (2001-2003) and a JASSO study (2004-2009)

⁴⁵ Due to the different data sources used by MEXT to compile the information on Japanese students studying overseas, there is likely to be some overlap between the numbers (i.e. some of the student exchange numbers will be included in the total number of Japanese students studying overseas).

⁴⁶ See, for example, Tanikawa, M 2012

This indifference towards internationalisation among university administrative staff and faculty is perhaps reflected in the seemingly inward looking nature of many Japanese universities. Despite the *New Growth Strategy* goal of increasing the number of internationally ranked universities, most of the universities visited for this project talked about benchmarking themselves against other Japanese universities rather than against other international universities of similar size and composition.

This is in stark contrast to the approach taken by Taiwanese universities participating in a similar program, where universities tended to benchmark themselves against international competitors or universities that they aspired to or wanted to emulate⁴⁷.

While international rankings were acknowledged by Japanese universities (along with problems of inherent English language bias), many universities were more focused on their institutional ranking within Japan, and on the rankings popular with Japanese students, rather than those likely to be used by international students (and international faculty).

Finally, Japan's recruitment cycle and the inwardly focused nature of many traditional Japanese firms and businesses are also likely to contribute to the indifference towards internationalisation and international education. The timing of recruitment in Japan's economy acts against internationalisation, as Japanese students start their job hunting in the autumn of their third year, at the time when they could otherwise engage in student exchange or study abroad.

Box 17. Tokyo Institute of Technology

Tokyo Institute of Technology is a medium sized, national university with around 4,900 undergraduate and 5,200 postgraduate students including 1,252 international students in 2011. The university is ranked among the top 150 global universities in the 2012 Academic Rankings of World Universities.

Founded in 1881 as the Tokyo Vocational School, Tokyo Institute of Technology has three campuses, around the Tokyo area.

Tokyo Institute of Technology is a member of the Research Universities 11, and the university has two MOUs with Australian universities.

In addition, as one commentator notes,

[S]upposed four-year universities are allowing many students to graduate with just three years of education under their belts. This is because most students are busy looking for a job from the second half of their third year, leaving them no time to attend classes⁴⁸.

The inwardly focused nature of some traditional businesses sends a message to Japanese students that an international experience is not valued by employers. Meanwhile it has been observed that Japanese industry has traditionally never had the expectation that universities were producing a well-trained specialist workforce, undertaking this responsibility themselves following recruitment.⁴⁹

⁴⁷ Lawson, C 2008

⁴⁸ Takehiko, K 2012

⁴⁹ Amano, p. 695

As one journalist noted recently,

*Unless the Japanese business world and society as a whole are willing to hire people who have studied abroad (whether citizens of Japan or some other country), there will be little incentive for young people to go overseas*⁵⁰

Keidanren is working with the Japanese universities selected under the Global 30 project, implementing scholarships to support Japanese students studying abroad and foreign students studying in Japan who major in business, economics and law⁵¹. Keidanren is also holding job fairs and career forums for returning Japanese students who, as a result of studying abroad, missed the standard job hunting schedule in Japan.

An article in the Times Higher Education noted that

*Counter-intuitively, Japanese students believe that studying abroad is likely to adversely affect their careers*⁵²

The role of industry organizations like Keidanren is important here, in promoting their desire for globally educated students. Some universities already invite industry representatives to participate in their study abroad fairs in addition to their career fairs, so that Japanese students are made aware from early in their university education that employers value and want students with international experience.

Some Japanese firms are also changing their recruitment cycles, making them more flexible to help encourage and attract internationally educated graduates, and the promotion of recruitment fairs like Keidanren's ones will also help encourage Japanese students to study abroad.

As one international officer noted during an interview,

I am working now at international affairs division in [a national university] as an administrator. If I did not go abroad for study, I doubt if I could get this position.

Box 18. University of Tsukuba

The University of Tsukuba is a large, national university, with around 10,000 undergraduate and 6,800 postgraduate students, including 1,944 international students. The University of Tsukuba is ranked among the top 200 global universities in the 2012 Academic Rankings of World Universities.

Founded in 1872 as the Normal School, University of Tsukuba has a campus in Tsukuba and a campus in Tokyo. The University of Tsukuba is a member of the Global 30 project and under this project has established a "Global 30" overseas office in Tunis, Tunisia. The university has developed a number of degrees taught entirely in English, including three undergraduate programs in life and environmental science, international social science and medical science, and 24 graduate level courses.

The University of Tsukuba is a member of the Research Universities 11, and has eight MOUs with Australian universities.

⁵⁰ Takayuki, Y 2012

⁵¹ Keidanren 2010

⁵² Grove, J 2012

English language ability

Another challenge for internationalising Japan's universities and encouraging more Japanese students to study offshore is the English language ability of many Japanese students. While from 2011 all Japanese students learn English from elementary school level⁵³, the focus on grammar, reading and writing means that many Japanese students find it difficult to converse confidently in English (according to one report, only 20 percent of English teachers at public high schools taught oral communication in their English language instruction⁵⁴).

Some Australian universities commented that it can be difficult to find enough Japanese students with appropriate levels of English to be able to participate successfully in Australian classes, and that this was a major barrier to increased student exchange. In a number of Australian universities, the number of Australian students able to participate in study exchanges with Japanese universities had to be restricted, to keep the exchange numbers reciprocal.

Many Japanese universities mentioned that they were looking to form partnerships with foreign universities that were willing to accept Japanese students with lower English language entry requirements than Australian universities (some institutions in the United States of America will accept students into degree level programs with IELTS at 5.0 or lower⁵⁵).

Some institutions are looking to provide intensive English language training to students with good English language skills, and provide support for these students to undertake study overseas⁵⁶. Others have developed structured programs like the University of Tokyo's ALESS program (see Box 20).

Box 19. Waseda University

Waseda University is a large, private university, with around 43,600 undergraduate and 9,600 postgraduate students, including 3,727 international students in 2011. Waseda University is ranked among the top 400 global universities in the 2012 Academic Rankings of World Universities.

Founded in 1882, Waseda University has seven campuses, with four in Tokyo, two in Saitama and one in Fukuoka. Waseda University is a member of the Global 30 project and under this project has established a "Global 30" overseas office in Bonn, Germany. Waseda University has a range of English-based degree programs across five undergraduate and eight graduate schools, including programs in political science and economics, fundamental science and engineering, advanced science and engineering, and creative science and engineering.

Waseda University is a member of the Research Universities 11, and has eleven MOUs with Australian universities.

⁵³ McCurry, J 2011

⁵⁴ *ibid*

⁵⁵ http://www.ielts.org/pdf/usa_recognition_list.pdf

⁵⁶ Daily Yomiuri Online 2012d

The changes to English language training in Japan (such as the recent change introducing English language training into elementary schools) will gradually help to improve the English language ability of Japanese students, as will some of the initiatives being planned under the Global 30 Plus project, although this will take time.

Lack of information and awareness about study opportunities

Another challenge for internationalisation, particularly between Japanese and Australian universities, is a lack of information and awareness about study and research opportunities in each country.

While MEXT has a number of major programs to support the exchange of international and Japanese students (summarized in Appendix B), details of these programs are not always known by Australian universities. Likewise, while the Australian government and Australian universities have initiatives and funding to support Australian students and researchers to go abroad and international students and researchers to come to Australia, Japanese universities are often unaware of details of these programs.

More regular and systematic exchange of information between MEXT and the Australian Embassy in Tokyo and between DIISRTE and the Japanese Embassy in Canberra on opportunities for collaboration and cooperation between Japan and Australia would help to overcome this lack of information and awareness, as might the development of a Japan-specific study guide like the recently developed AEI guide encouraging Australian students to study in Thailand⁵⁷.

Box 20. The University of Tokyo's ALESS program

One of the programs that the University of Tokyo has developed to help internationalise its students and curriculum is the Active Learning of English for Science Students (ALESS) program. This innovative program is compulsory for all first year science students at the University, and involves students designing, conducting, writing up and presenting a small scientific study in an English speaking environment. Students write their paper in academic English, helping them to develop their understanding of scientific communication in English.

The University of Tokyo is introducing a similar program for their social science / literature students in 2013, which will see every undergraduate student undertaking a compulsory program helping them to write and communicate in academic English.

⁵⁷ AEI 2012

Academic calendar

Japan's academic calendar is often seen as a barrier to internationalisation, as it conflicts with academic calendars in the northern hemisphere, noticeably that of the United States of America. Japanese students choosing to study abroad find that there can be major gaps between the end of one academic calendar and the start of another.

The academic calendar as it stands is not much of a barrier to studying in Australia (or for Australian students to study in Japan), due to the reasonably close alignment of the respective academic years.

There is discussion underway in Japan, led by the University of Tokyo, to adopt a fall start to the academic calendar. Such a change would align Japan's academic calendar closely to that of the United States of America, making exchange between those two countries easier. This could be done through introducing a gap of six months between the end of high school and the start of university in Japan, potentially creating opportunities for Japanese students to undertake study abroad or language training (including in Australia) before they start their formal university studies.

Box 21. Advanced Institute for Materials Research

The Advanced Institute for Materials Research (AIMR) is a research centre hosted by Tohoku University in Sendai. AIMR was established in 2007 under the MEXT World Premier International Research Centre Initiative, and integrates Material Science, Physics, Chemistry, Engineering and Mathematics disciplines to create a New Materials Science. The objectives of research in AIMR are to:

- Elucidate fundamental principles lying behind functional manifestation common to different kinds of materials
- To build a basis for "predicting" new functions and new materials based on the newly-established principles
- To create Green Materials to contribute to "Energy Harvesting", "Energy Saving" and "Environmental Clean-up"

AIMR is part of a global network with 15 partner institutions, including three overseas satellites combining with AIMR to build a Joint Laboratory. These satellites include one hosted by the University of Cambridge (including the Grenoble Institute of Technology, Chemnitz University of Technology and University College London), one hosted by the University of California, Santa Barbara (including the University of Wisconsin-Madison, University of Massachusetts Amherst, University of California, Los Angeles, John Hopkins University, Texas A&M University and Harvard University), and one hosted by the Institute of Chemistry, Chinese Academy of Sciences (including Tsinghua University, Hong Kong University of Science and Technology and the University of Tokyo).

SECTION 5. JAPANESE UNIVERSITY STRATEGIES

Japanese universities (including those participating in the Global 30 program as well as other internationally focused universities) have developed a number of strategies to help globalise their institutions. While there are some common strategies, the implementation varies from university to university, and there are many examples of good practice that could be implemented by other Japanese universities.

Universities in the Global 30 project have opened up eight offices in seven different countries as a way of promoting Japanese universities, encouraging cooperative activities and increasing inbound international student numbers. Universities use these offices to hold student recruitment fairs and seminars in both traditional and emerging markets.

Japanese universities are also establishing centres for international education and support offices for international students, and working to internationalise their staff by hiring foreign faculty and providing workshops and training lecturers on how to work with international students.

One of the major strategies being used to attract international students to Japan is the development of undergraduate and postgraduate courses taught entirely in English. The level and quality of these courses appears to vary from university to university, with some international students providing feedback that the academic program was less challenging than in their own countries.

Where high quality English medium courses can be developed in Japan, however, there is likely to be interest from Australian students, particularly in some of the areas of strength that Japanese universities are world class in, such as engineering, chemistry and physics.

Some universities are looking to encourage Japanese students to participate in these English language courses, as a way of providing opportunities for closer interaction with international students and internationalising the education experience of Japanese students.

Universities are also actively trying to encourage their students to study overseas, providing scholarships and funding, and holding study abroad fairs with invited participants from foreign institutions and embassies⁵⁸. These study abroad fairs tend to be organised and involve participants from a single Japanese university, making it difficult for foreign institutions and embassies to attend more than a few such events.

A number of universities are establishing accommodation specifically for international students, while others are developing mixed housing to accommodate international and Japanese students together, to encourage interaction.

⁵⁸ One such student fair, held at Keio University, was attended as part of the research for this report.

Universities are also making efforts to create more English friendly campuses, erecting English (and sometimes Chinese) signs on campus, as well as creating English (and again, sometimes Chinese) versions of university websites.

Several universities assign individual tutors to all international students, providing them with assistance with a range of different issues, including getting settled in to accommodation, complying with immigration requirements and dealing with university and government red tape. Some of these tutors play a role similar to that played by Australian students acting as “buddies” to international students in Australian institutions⁵⁹.

Like Australian universities, Japanese universities run different activities to try to foster interaction between foreign and domestic students, including clubs (or circles in Japan), welcome parties and social events. Universities also provide support to international students to find jobs both while students are studying, and on completion of their studies.

While many of the strategies being employed by universities are relatively straightforward, Japanese universities are also looking at the experiences of other countries and some are employing foreign administrative staff to help support the internationalisation of their student offices.

Again, there are opportunities for Australian universities to share their experiences with their Japanese partners, which could lead to more two way exchange of students and improved support services for both Japanese and Australian universities.

⁵⁹ Lawson, C 2012

SECTION 6. OPPORTUNITIES AND SYNERGIES.

Each year, more than 60,000 Japanese students visit Australia to study or learn English, and some 6,000 Australian students visit Japan on school or university visits⁶⁰. These visits stimulate interest in further study in each country, and create a pool of willing, interested potential university exchange students.

All Japanese students now learn English from elementary school, and Japanese is the most common language taught in Australian schools⁶¹. Many of the Japanese students interviewed had visited Australia at least once before studying there at university level, and many of the Australian students in Japan had visited Japan previously through school programs.

Japan's reasonably close geographic and time-zone location to Australia, and similar academic calendars mean there are opportunities for more student exchange between the two countries. Developments in Japan both to increase the English language competency of Japanese students and to develop strong courses taught in English will lead to more opportunities for exchange, at a time when both Japan and Australia are looking to increase the numbers of their students that study overseas. Encouraging student mobility will lead to stronger research collaboration over time. Sharing similar time zones makes communication easy, creating opportunities for use of information communication technology for giving guest lectures from eminent speakers.

The world class research institutions and similar national research priorities in each country also create opportunities for strong synergies for research cooperation and collaboration. Australian universities are already engaged in substantial research activity with Japanese universities, and there are opportunities to turn this research strength and engagement into closer engagement at a faculty and student exchange level.

Despite these strong school links and common strengths, and the strong academic research links between Australia and Japan, there is relatively limited student exchange at a university level. The number of Australian students studying in Japan is small, and the number of Japanese students studying in Australia is decreasing for all sectors apart from ELICOS (although encouragingly AEI data for 2012 shows growth in commencements for all sectors other than higher education).

⁶⁰ <http://www.pm.gov.au/press-office/address-50th-anniversary-australia-japan-foundation-joint-business-conference>

⁶¹ *ibid*

Australia's universities only have a relatively small number of MOUs with the Global 30 and Research Universities 11 universities, which means that Australian universities are missing out on opportunities to engage with some of Japan's leading research and flagship universities.

Japan's push to internationalise its higher education sector creates a number of opportunities for Australian universities to reinvigorate and strengthen their cooperation with world class Japanese universities. It also has the potential to build stronger regional links given Japan's partnering with universities in China, Korea and the ASEAN region. The over-subscribed Prime-Minister's Education Assistance Program for Japan shows that there already exists considerable goodwill and links between Australian and Japanese universities, and those with an interest to work with their Japanese partners would be able to position for more partnership, student exchange and academic collaboration into the future.

For Australian universities looking to expand their international focus and try new engagement strategies, developments in Japan present opportunities to deepen their engagement with some of the best universities in the region, and through them with their partner universities in other countries.

SECTION 7. PROGRESSING THE RELATIONSHIP

The Japanese and Australian governments play an important role in supporting the deepening and broadening of education cooperation between the two countries. They assist Australian and Japanese universities by providing and promoting information on funding opportunities, and through their embassies, represent and promote their research and educational strengths in-country to encourage awareness.

AEI is working both through the post in Tokyo and through our broad policy engagement to deepen the education relationship between Japan and Australia. That internationalisation was the theme of the most recent discussions held between the two governments in Tokyo in September 2012 demonstrates the level of interest in working more closely.

As two of the most highly developed higher education systems in the region, Australia and Japan have a key role to play in developing quality assurance and qualification recognition schemes, and in working to progress other elements of the systems and frameworks that support the development of high quality education systems in the region.

Australia and Japan have been active in developing and implementing the Regional Convention on the Recognition of Qualifications in Higher Education (the Tokyo Convention). This is serving to highlight Australia's expertise in this area and our regional leadership, and increases recognition of the quality of Australia's three year bachelor degree in a country that has sought to place greater value on a four year undergraduate qualification.

These efforts to collaborate in policy are important if we are to encourage greater student exchange and academic collaboration in the longer term, but there is also ample scope for AEI to work with those institutions that are interested in developing new relationships in Japan, and to foster existing institutional activity that aims to expand collaboration.

One of the ways that AEI is supporting this is by working with both UA and their counterpart JANU to develop a new MOU to encourage cooperation between universities and boost exchange. UA and JANU also have important roles to play, in representing their constituents and promoting the opportunities and benefits of increased collaboration.

The AEI office, which was closely involved in this research, would welcome the views of individual institutions on strategies that would contribute to increased collaboration between Australian and Japanese institutions.

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APPENDIX A: COMPOSITION OF ENROLMENTS IN JAPANESE UNIVERSITIES

Table 3: Enrolments in Japanese universities by field of study and type of university – international and Japanese⁶²

	Private	National	Local	Total
Social science	776,009	69,261	34,102	879,372
Humanities	333,046	31,366	20,767	385,179
Pedagogy	103,478	67,446	2,053	172,977
Engineering	243,460	135,957	15,730	395,147
Science	46,556	31,588	2,824	80,968
Agriculture	40,891	30,560	4,319	75,770
Health Science	188,957	55,790	26,039	270,786
Other academic fields	261,983	28,866	18,668	309,517
All fields	1,994,380	450,834	124,502	2,569,716

Note: data relates to FY 2011

Of the 778 universities in Japan in 2010, 11 percent were national, 12 percent were local and 77 percent were private. National universities tend to be larger than other universities, averaging 5,242 enrolments in 2011. Private universities averaged 3,340 enrolments and local universities were the smallest, averaging 1,310 enrolments each.

With 18 percent of all enrolments, national universities in Japan are relatively focused on agriculture, pedagogy, science and engineering (34 percent of all engineering enrolments were with national universities, and engineering made up 30 percent of all national university enrolments).

Local universities are relatively focused on health science enrolments. Despite having only 5 percent of total enrolments, in 2011 10 percent of all health science enrolments were with local universities, and health science made up 21 percent of all enrolments in local universities.

⁶² Information provided by MEXT, taken from the FY2011 Quick Report of “School Basic Survey” conducted by MEXT.

APPENDIX B: JAPANESE GOVERNMENT FUNDING INITIATIVES SUPPORTING INTERNATIONALISATION

Internationalisation of universities

Global 30 project (core universities for internationalisation)

In 2009, the Japanese government developed a program called the Global 30 project, providing funding to 30 Japanese universities to enhance the capability of institutions to welcome more international students. The Global 30 project was designed to promote the globalisation of Japanese universities by “encouraging high-quality inter-university exchanges and increasing the acceptance of highly-skilled international students and foreign teachers”⁶³. The 30 participating universities were meant to form a core of universities that would help lead the internationalisation of other Japanese universities

As a result of budgetary constraints, funding was allocated to 13 universities under the Global 30 project. These 13 universities receive funding to introduce degree programs conducted entirely in English, to improve international student services, to develop double degree programs with universities in other countries and to establish “One-Stop Overseas Offices” for common use in advancing the internationalisation of Japan’s higher education sector (offices have been established in Russia, Tunisia, Uzbekistan, Vietnam, Egypt, Germany and two in India).

The 13 universities are a mix of private and national universities, and nine of the 13 are members of the Research Universities 11, a consortium of 11 of Japan’s leading research universities. Together, these 13 universities have established 33 new courses taught in English at the undergraduate level, and 124 new courses taught in English at postgraduate level.

⁶³ MEXT 2010

As shown in Table 1, the 13 universities in the Global 30 project are the universities of:

- Doshisha
- Keio,
- Kyoto,
- Kyushu,
- Meiji,
- Nagoya,
- Osaka,
- Ritsumeikan,
- Sophia,
- Tohoku,
- Tokyo,
- Tsukuba, and
- Waseda,

In 2011, the 13 universities had a total of 21,429 international students, ranging from 847 at Doshisha through to 3,727 at Waseda. The total number of international students among these 13 universities is targeted to increase from 16,000 in 2008 to 50,000 or more by 2020⁶⁴.

In FY2012, the 13 universities participating in the Global 30 project received a total of ¥2.6 billion.

Global 30 Plus (promotion of Global Human Resources Development)

The Global 30 Plus project is designed to enhance universities' efforts to encourage Japanese students to study abroad, to overcome a tendency among Japanese youth to be inward looking. Forty two universities have been selected to participate in this project, with eleven universities receiving between ¥140 million and ¥270 million each annually and 31 universities receiving ¥120 million each annually, over five years⁶⁵.

This project aims to help to cultivate and promote global readiness and awareness, promote the educational ability and awareness of Japanese faculty members globally, improve organizational systems for student services to promote study abroad, and develop a comprehensive approach to improve the foreign language skills of Japanese students from entry through to graduation.

Funding under the Global 30 Plus is available for universities to undertake projects such as developing consistent, standardized scores (grade point averages) and course numbering (e.g. Econ100, Econ200) to help credit transfer and ensure international compatibility, providing English language training for staff and faculty, and providing travel expenses for staff and faculty to undertake international training and participate in international conferences.

⁶⁴ MEXT 2010

⁶⁵ <https://www.aei.gov.au/News/Latest-News/Pages/Article-October-Policy-Update-Japan.aspx>

Eleven universities will develop comprehensive programs across their institutions, while 31 universities will focus on single disciplines or faculties.

The eleven universities receiving funding for comprehensive programs are:

Akita International University	Kwansei Gakuin University
Chiba University	Ochanomizu University
Chuo University	Ritsumeikan Asia Pacific University
Doshisha University	Tohoku University
Hokkaido University	Waseda University
International Christian University	

The 31 universities receiving funding at the faculty level are:

Aichi Prefectural University	Ritsumeikan University
Aichi University	Saitama University
Asia University	Shibaura Institute of Technology
Fukui University	Showa Women's University
Hitotsubashi University	Soka University
Hosei University	Sophia University
Kanda University of International Studies	The University of Kitakyushu
Kobe University	Tsukuba University
Kyorin University	Tokyo Institute of Technology
Kyoto Sangyo University	Tokyo Medical and Dental University
Kyushu University	Tokyo University of Marine Science and Technology
Maebashi Kyoai Gakuen College	Tottori University
Meiji University	Toyo University
Musashino Art University	Yamaguchi Prefectural University
Nagasaki University	Yamaguchi University
Niigata University	

Re-inventing Japan

The Re-inventing Japan project aims to support the development of exchange programs and cooperative education programs with overseas universities, and to implement mutual credit recognition and grade evaluation through a global quality-assured framework. In FY2012, funding of ¥2.7 billion has been allocated to the Re-inventing Japan project under three streams.

Under the “Campus Asia” stream, six projects selected in 2010 get ¥70 million each in 2012, and a further twelve projects selected in 2011 get ¥60 million each. These five year projects implement a cooperative educational program between Japan, China and Korea and are designed to strengthen linkages with and between these countries.

Under the “Support for Creation of Collaborative Education with US and Other Universities” stream, 12 projects each get ¥60 million in 2012. These five year projects are designed to develop cooperative education programs with universities in

the US and elsewhere, using new styles of learning such as fostering a common basis of liberal arts education, development of cooperative professional education through e-learning, and expansion of double degree programs.

Under the newly formed “Support for the Forming of Inter-University Exchange with ASEAN Countries”, ten projects will each get ¥70 million in 2012. These projects are designed to help lead to the development of a common framework for quality assurance across ASEAN countries, and to make the educational content of courses more transparent across countries with different higher education systems.

Promoting bilateral student exchanges

Information provision and overseas support

The Japanese government has allocated ¥500 million to provide comprehensive information and support, ranging from motivating students in other countries to make the initial decision to study in Japan, though to providing assistance and support with job hunting after graduation to enable foreign students to get jobs with Japanese affiliated companies. This funding is designed to raise awareness of Japan as a study destination, and help students throughout the life cycle of their time in Japan.

Scholarships for Japanese students

In FY2012, MEXT has allocated ¥1.7 billion for 2,280 students undertaking short term (three months to one year) study based on student exchange agreements between universities. Under these scholarships, students receive a monthly stipend of ¥80,000.

A further ¥400 million is allocated for 200 students undertaking longer term study aimed at acquiring a degree from an overseas university. Students receive monthly stipends ranging from ¥89,000 to ¥148,000 as well as having their tuition fees covered in full.

A total of ¥1.0 billion is also available for 6,300 students to study overseas through a student exchange agreement for less than three months, with students receiving a monthly stipend of ¥80,000.

In total, the Japanese government is providing ¥3.1 billion in FY 2012 for scholarships for overseas study by Japanese students.

Scholarships for international students

In FY 2012, the Japanese government has allocated ¥30.4 billion in funding for 10,775 Japanese government scholarships to international students, and honours scholarships for 10,632 privately financed international students.

Student loans

In addition to these scholarships, the Japan Student Services Organization (JASSO) provides interest bearing school loans worth ¥3.9 billion to 5,094 Japanese students to undertake study abroad.

APPENDIX C: INTERNATIONAL STUDENTS STUDYING IN JAPAN

Note: all data in this appendix relates to FY 2011

Table 4: International enrolments in Japanese institutions by country⁶⁶

Country	Students	Proportion
China	87,533	63.4%
Korea	17,640	12.8%
Taiwan	4,571	3.3%
Vietnam	4,033	2.9%
Malaysia	2,417	1.8%
Thailand	2,396	1.7%
Indonesia	2,162	1.6%
Nepal	2,016	1.5%
United States of America	1,456	1.1%
Bangladesh	1,322	1.0%
Mongolia	1,170	0.8%
Myanmar	1,118	0.8%
Sri Lanka	737	0.5%
India	573	0.4%
Australia	231	0.2%
Others	8,700	6.3%
Total	138,075	100.0%

Table 5: International enrolments in Japanese institutions by field of education⁶⁷

Major Field	Students	Proportion
Humanities	27,873	20.2%
Social science	55,732	40.4%
Science	2,123	1.5%
Engineering	23,320	16.9%
Agriculture	3,196	2.3%
Health care	3,003	2.2%
Home economics	2,684	1.9%
Education	3,277	2.4%
Arts	4,491	3.3%
Others	12,376	9.0%
Total	138,075	100.0%

⁶⁶ http://www.jasso.go.jp/statistics/intl_student/data11_e.html#no4

⁶⁷ http://www.jasso.go.jp/statistics/intl_student/data11_e.html#no7

Table 6: Enrolments by Australian degree students in Japanese institutions by field of education⁶⁸

	Doctoral	Master's	Undergraduate	Junior College	Special Training College	Total
Science	3	2	0	0	0	5
Engineering	4	5	1	0	0	10
Education	0	1	0	0	0	1
Humanities/ arts	3	3	10	1	13	30
Social Science/ business/law	6	15	15	0	0	36
Agriculture	1	0	0	0	0	1
Health/ welfare	1	0	0	0	0	1
Services	0	0	0	0	1	1
Other	3	3	5	0	1	12
Total	21	29	31	1	15	97

Table 7: Enrolments by Australian non-degree students in Japanese institutions by field of education⁶⁹

	Graduate	Undergraduate	Total
Science	0	1	1
Engineering	2	6	8
Education	0	6	6
Humanities/ arts	9	80	89
Social Science/ business/law	2	15	17
Agriculture	0	0	0
Health/ welfare	1	0	1
Services	0	0	0
Other	3	9	12
Total	17	117	134

⁶⁸ Information provided by JASSO

⁶⁹ Information provided by JASSO

APPENDIX D: JAPANESE UNIVERSITY RANKINGS IN 2012 ARWU⁷⁰

Country Rank	Institution	World Rank
1	The University of Tokyo	20
2	Kyoto University	26
3	Osaka University	83
4	Nagoya University	96
5-7	Hokkaido University	101-150
5-7	Tohoku University	101-150
5-7	Tokyo Institute of Technology	101-150
8-9	Kyushu University	151-200
8-9	University of Tsukuba	151-200
10-16	Hiroshima University	301-400
10-16	Kanazawa University	301-400
10-16	Keio University	301-400

⁷⁰ <http://www.shanghairanking.com/Country2012Main.jsp?param=Japan>

10-16	Kobe University	301-400
10-16	Okayama University	301-400
10-16	Tokyo Medical and Dental University	301-400
10-16	Waseda University	301-400
17-21	Chiba University	401-500
17-21	Nagasaki University	401-500
17-21	Nara Institute of Science and Technology	401-500
17-21	Niigata University	401-500
17-21	The University of Tokushima	401-500

APPENDIX E: AUSTRALIAN UNIVERSITY RANKINGS IN 2012 ARWU⁷¹

Country Rank	Institution	World Rank
1	University of Melbourne	57
2	The Australian National University	64
3	The University of Queensland	90
4	University of Sydney	93
5	The University of Western Australia	96
6-7	Monash University	101-150
6-7	University of New South Wales	101-150
8-9	Macquarie University	201-300
8-9	The University of Adelaide	201-300
10-16	Flinders University	301-400
10-16	Griffith University	301-400
10-16	James Cook University	301-400

⁷¹ <http://www.shanghairanking.com/Country2012Main.jsp?param=Australia>

10-16	Swinburne University of Technology	301-400
10-16	University of Newcastle	301-400
10-16	University of Tasmania	301-400
10-16	University of Wollongong	301-400
17-19	Curtin University of Technology	401-500
17-19	La Trobe University	401-500
17-19	University of Technology, Sydney	401-500

APPENDIX F: RESEARCH PRIORITIES AND INTERESTS

Australia and Japan share a number of common areas of interest in terms of national research priorities and visions, creating opportunities for research cooperation and collaboration.

The five visions identified for Japan in the 4th Science and Technology Basic Plan⁷² are:

1. A country that achieves sustainable growth for years to come
2. A country that realizes an affluent high-quality life for the people
3. A country that possesses S&T as the foundation for national survival
4. A country that takes the initiative in solving global issues
5. A country that continues to create "knowledge" assets and fosters S&T as a culture

These match closely with the four national research priorities for Australia⁷³:

1. An environmentally sustainable Australia
2. Promoting and maintaining good health
3. Frontier technologies for building and transforming Australian industries
4. Safeguarding Australia.

⁷² <http://www8.cao.go.jp/cstp/english/basic/4th-BasicPolicy.pdf>

⁷³ <http://www.innovation.gov.au/Research/Pages/RefreshingtheNationalResearchPriorities.aspx>

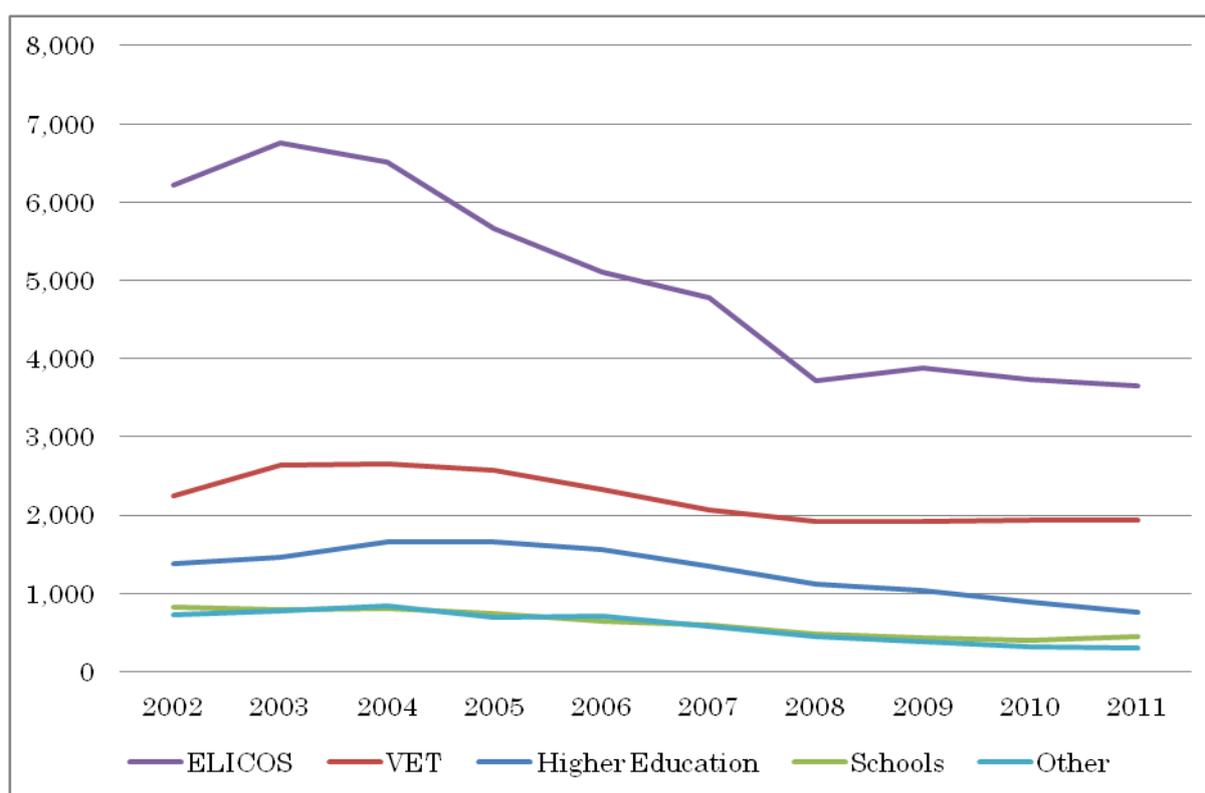
APPENDIX G: JAPANESE STUDENTS STUDYING IN AUSTRALIA

Table 8: Annual commencements by Japanese students by sector⁷⁴

Sector	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Higher Education	1,377	1,455	1,665	1,663	1,552	1,354	1,114	1,031	893	761
VET	2,251	2,643	2,655	2,572	2,328	2,073	1,920	1,917	1,936	1,930
Schools	816	787	813	742	649	594	483	434	397	452
ELICOS	6,214	6,751	6,510	5,655	5,109	4,776	3,722	3,880	3,734	3,647
Other	719	773	839	697	705	571	450	375	315	306

Table 6 shows the number of commencements by sector for Japanese students between 2002 and 2011. The numbers are also shown graphically below in Figure 2.

Figure 2: Annual commencements by sector from Japan



According to the latest English Australia statistics, Japan was the third largest ELICOS source country in 2011, after China and South Korea. Of the top ten source countries in 2011, Japan was the only one to see an increase in enrolments, up 1 per cent.

⁷⁴ Numbers extracted from AEI YTD August 2012 pivot table

More than half of Japan’s ELICOS students visited Australia on tourist visas, with only 19 per cent visiting on a student visa (the average for all nations was 54 per cent on a student visa). Most of the growth in Japan’s ELICOS numbers has come from growth in working holiday visas, which comprised 21 per cent of ELICOS enrolments.

Figure 3: Japanese ELICOS enrolments by visa type

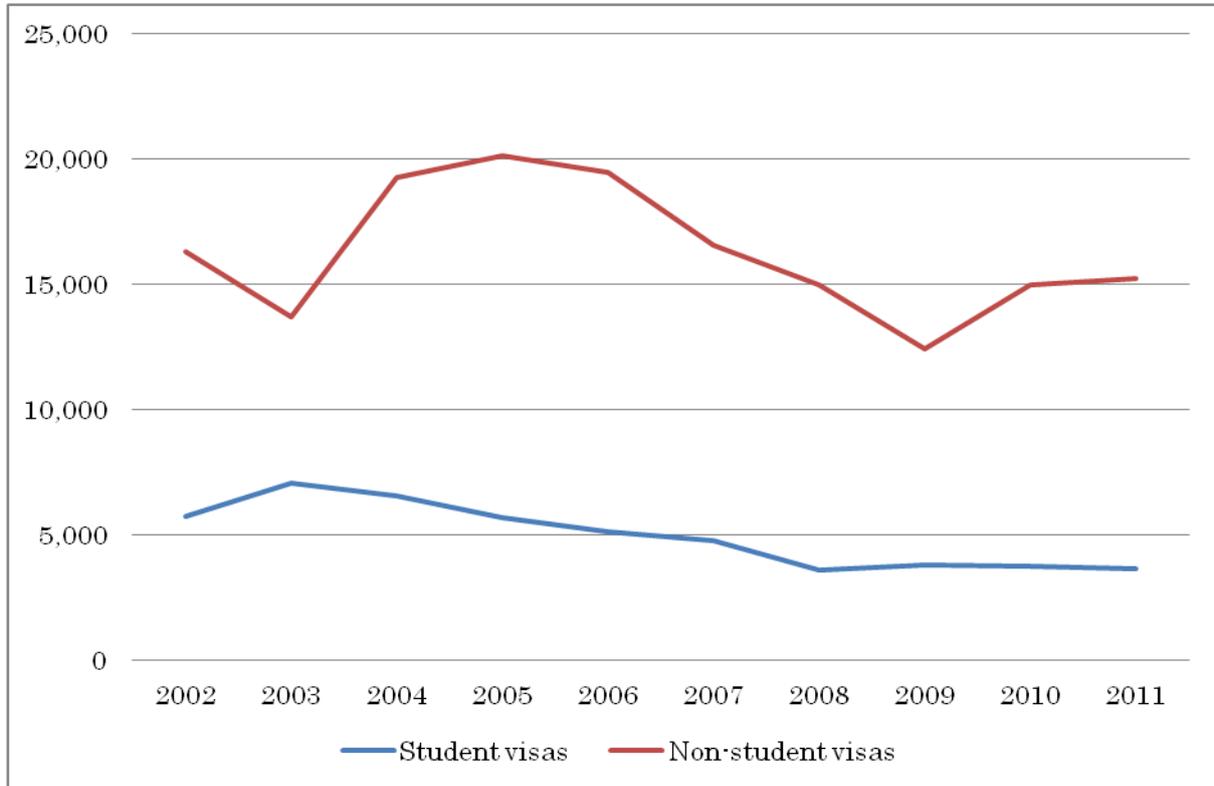


Figure 3 shows the number of Japanese students enrolled in English language courses in Australia by visa type between 2002 and 2011, showing the recent growth in non-student visa enrolments⁷⁵.

⁷⁵ Data sourced from the English Australia Surveys of major ELICOS regional markets, from 2002 through to 2011.

APPENDIX H: AUSTRALIAN UNIVERSITY MOUS WITH SELECTED JAPANESE UNIVERSITIES

Table 9: Australian university MOUs with selected Japanese universities⁷⁶

University	MOUs	Involving Student Exchange	Involving Study Abroad Programs	Involving Staff Exchange	Involving Academic / Research Collaboration	Oldest MOU	Newest MOU
Doshisha	6	4	3	2	4	1997	2011
Hitotsubashi	4	4	0	3	4	1991	2009
<i>Hokkaido</i>	2	1	1	2	2	2005	2008
Kansai Gaidai	15	15	2	4	4	1980	2011
<i>Keio</i>	5	4	0	4	5	1981	2006
<i>Kyoto</i>	5	4	1	3	4	1981	2009
<i>Kyushu</i>	4	2	0	3	4	1993	2006
Meiji	5	5	1	4	5	2005	2012
Miyagi University	1	0	0	1	1	2007	2007
Miyagi University of Education	1	1	0	1	0	2000	2000
<i>Nagoya</i>	5	4	0	2	4	1988	2006
<i>Osaka</i>	4	4	1	3	4	1995	1998
Ritsumeikan	11	7	2	8	9	1990	2010
Sophia	8	8	1	5	5	1995	2011
<i>University of Tokyo</i>	10	4	1	3	9	1995	2012
<i>Tohoku</i>	5	2	0	3	5	1992	2008
<i>Tokyo Institute of Technology</i>	2	2	0	2	2	1994	1998
<i>Tsukuba</i>	8	7	0	4	7	1996	2009
<i>Waseda</i>	11	8	2	6	9	1985	2008

Note: Universities in bold are members of the Global 30, universities in italics are members of the Research Universities 11

⁷⁶ UA 2012