

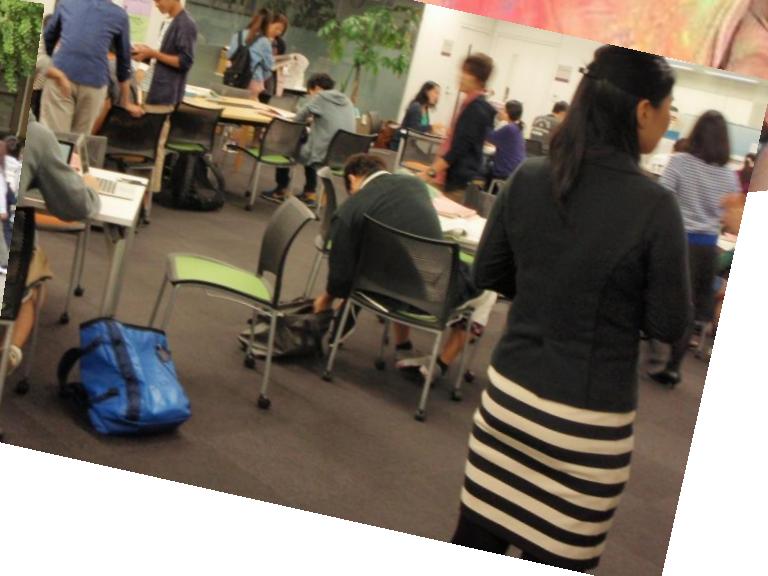


2014 MEXT Exchange Officer Program Summary

Maria Fleming

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Japan – Australia Education relationship: The human connections

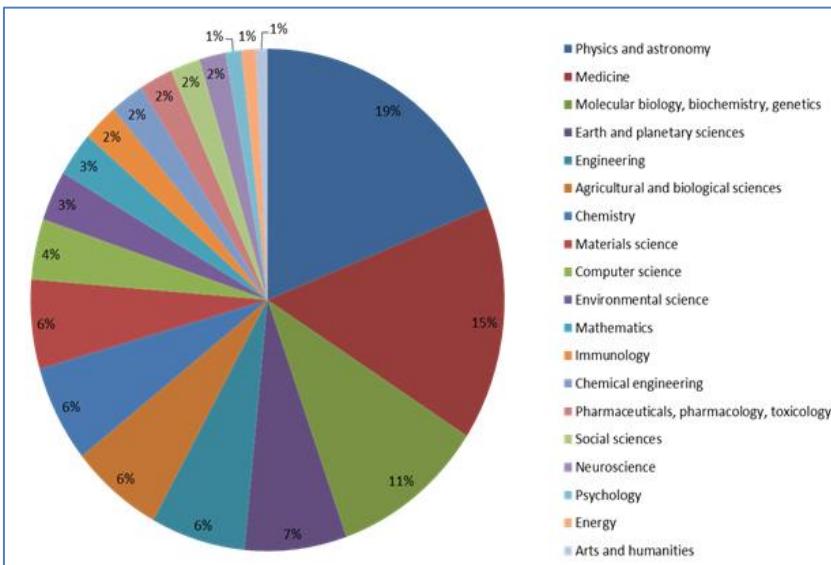


Project objectives

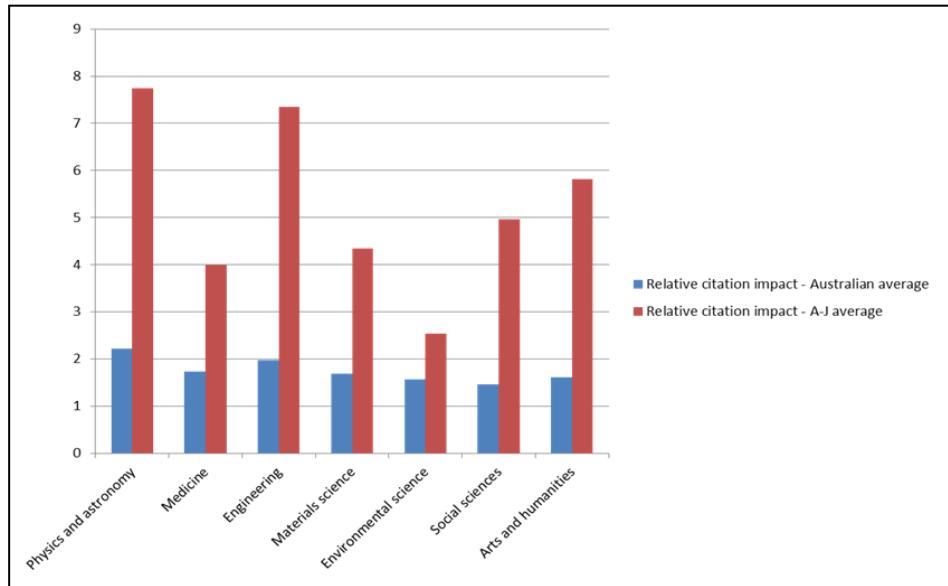
- The long term benefits to Japan from sending students to study in Australia and undertake research collaboration with Australia
- Japanese Government internationalisation objectives:
 - improve Japan's international economic competitiveness
 - develop 'global talent',
 - create new knowledge,
 - engender creativity and innovation,
 - enable people to 'fulfill responsibilities to society' and
 - enable people to have the 'means for living a better life'.
 - *Source: MEXT*
- Project aims to measure how well Australian education delivers against these objectives from student perspective

Co-publishing papers and citation impact

Aust-Japan co-publication by field of research (2012)



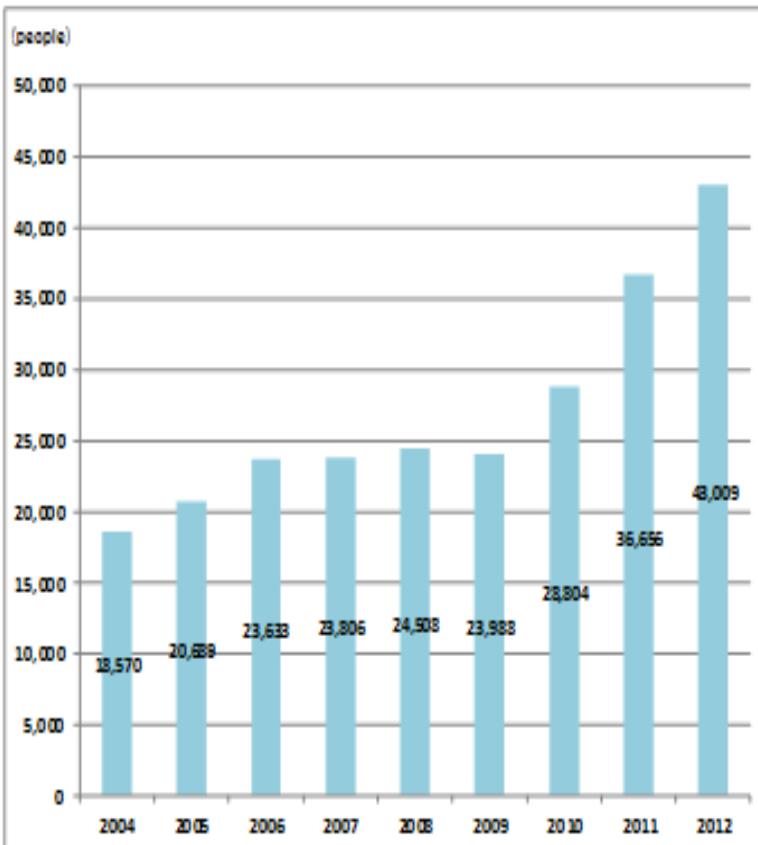
Aust-Japan collaboration citation impact



- Australia and Japan share a mutual research interests in fields such as medical and health sciences, physical sciences, biological sciences, earth sciences and engineering.
- Over the last 10 years co-authored papers have doubled to reach over 1500 in 2012
- Citation impact increases significantly with international collaboration.
- Increased citation impact has a flow on effect for many areas of international education for example it adds to university rankings.

University agreements

Japanese students studying abroad under inter-university exchange agreements at universities.
: Overview



(Source: MEXT 2014)

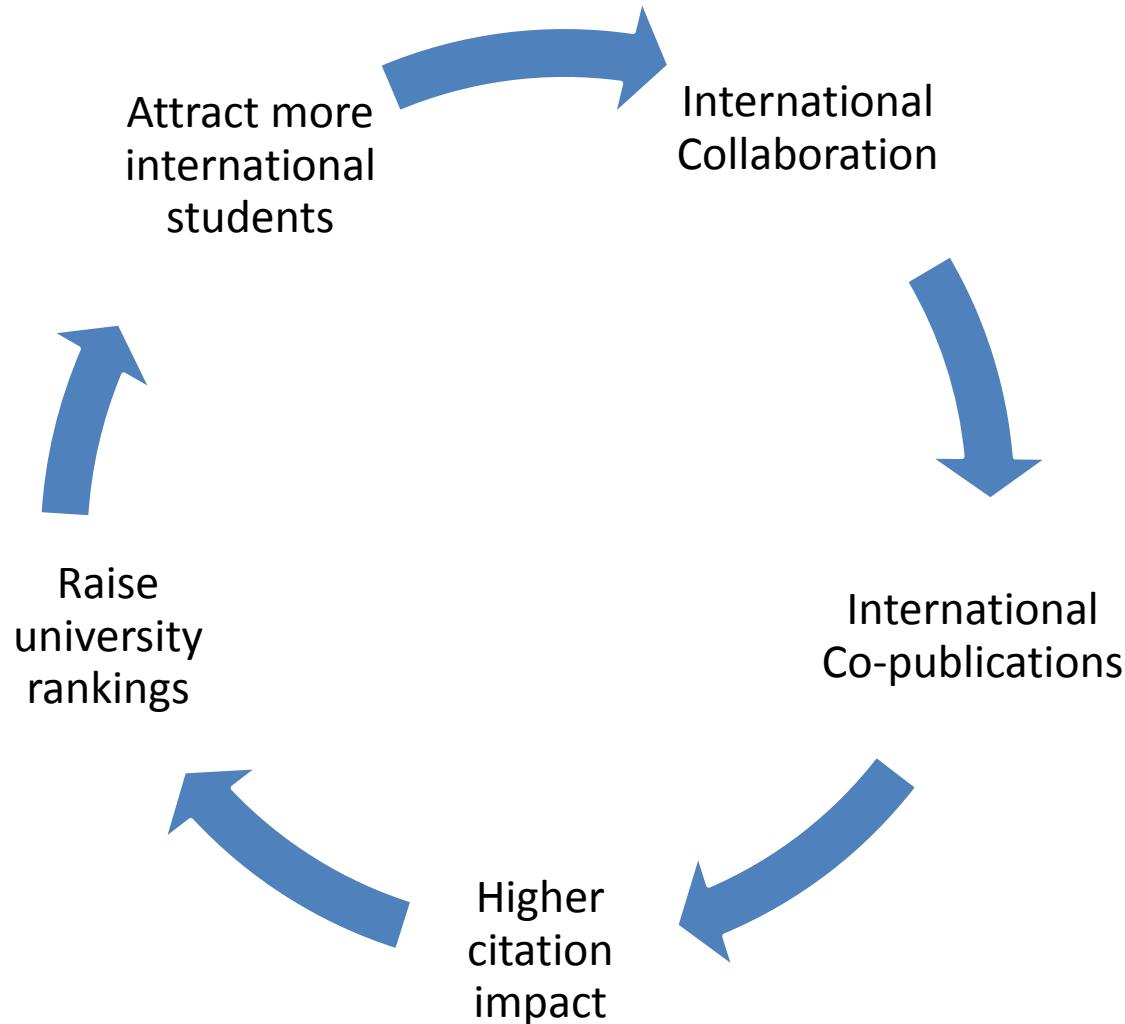
Exchange agreement trends

	National	Public	Private	Total
FY 2007	5,407	519	6,914	12,840
FY 2009	7,463	729	8,979	17,171
FY 2011	7,847	1,000	10,225	19,102

(Source: MEXT 2014)

Students numbers increase where university agreements exist going against overall downward trend

Collaboration benefits



Survey and interviews

2014年日豪国際教育アンケート調査の御協力のお願い

About your reasons for choosing Australia

In this section we want to understand why you choose to study in Australia. Please answer all questions.

14. オーストラリア留学を決めるに当たり、以下の内容の重要性について、「全く重要でない」、「適度に重要」、「とても重要」の中からそれぞれ1つ選択してください。 (Please indicate how important the following statements were in your decision to study in Australia. Please choose one answer for each row. Choose one for each row.)

	全く重要でない (Not important)	適度に重要 (Moderately important)	重要 (Important)	とても重要 (Very important)
それまでの自分の考え方を変えるようなことを実践する機会が欲しかった。(I wanted the chance to do something that would challenge my way of thinking.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
留学期間中 又は留学終了後にオーストラリアで働きたかった。(I wanted to work in Australia during or after studying.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
財政的な支援を受けられる大学に留学したかった。(I wanted to study at a university where I received financial support.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
良い会社に就職する可能性を増やしたかった。(I wanted to improve my chances of getting a good job.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
安全な国に住みたかった。(I wanted to live in a country that is safe.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
異文化を経験し、新しい人々と出会いたかった。(I wanted to experience other cultures and meet new people.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
教育の質が国際的に評価されている大学で勉強したかった。(I wanted to study at a university with an international reputation for quality.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
英語力を伸ばすとともに、英語圏で勉強したかった。(I wanted to improve my English and study in an English speaking country.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
自分の研究や仕事に関連する専門スキルを高めたかった。(I wanted to develop specialized skills or qualifications related to my studies or career.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
単位互換が可能な大学に留学したかった。(I wanted to study at a university that would not require extra time in Japan to complete my degree.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
その他重要な理由があれば、英語で記入してください。(Other - please specify)				

2014年日豪国際教育アンケート調査の御協力のお願い

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Wakako Kondo likes this.

What have you been up to?

2014年日豪国際教育アンケート調査の御協力のお願い November 10

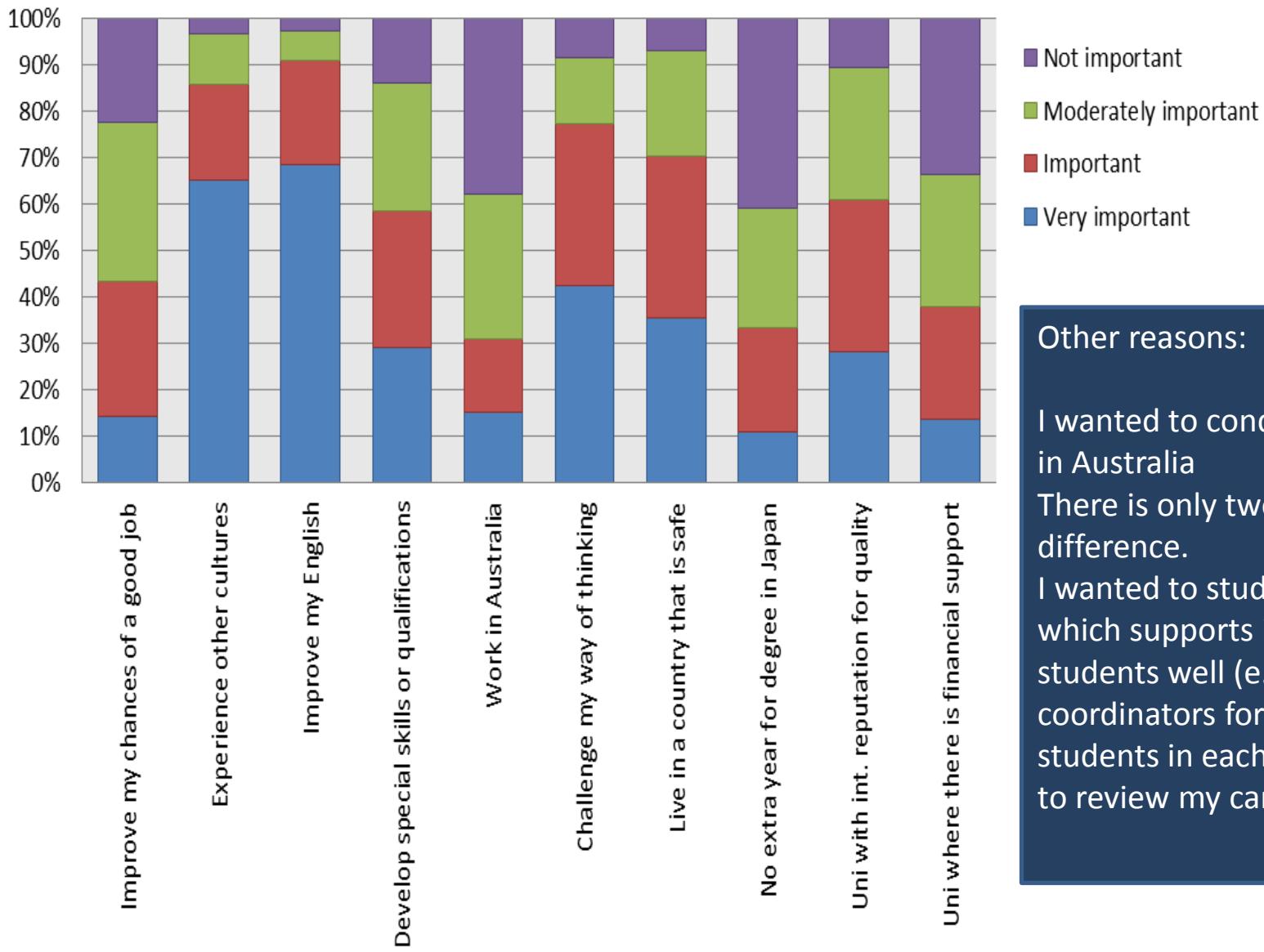
This survey is now closed! Thank you for your support. I will post results to this page in the next few weeks.

18 people reached Boost Post Like Comment Share Promote Page

2014年日豪国際教育アンケート調査の御協力のお願い 現在オーストラリア政府が行っている「オーストラリア留学における長期的な効果について」の調査研究の一環で実施します Like Page 306 people like this page Promote Page

- Survey - 298 survey respondents
- Interviews - 22 students, 8 researchers, many administrators
- Case studies – 26 case studies
- Government - MEXT overviews of internationalization and study abroad policies and programs

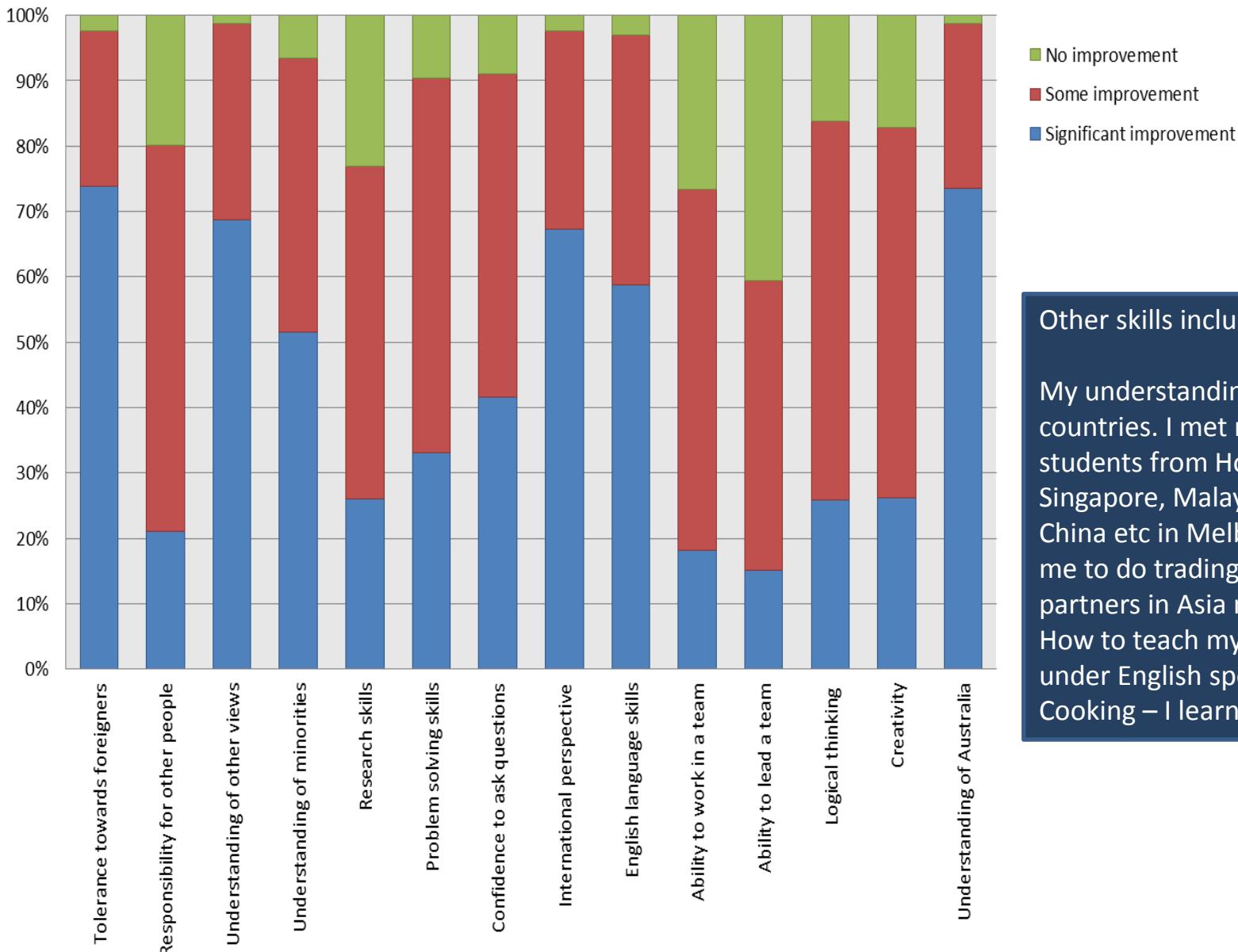
Importance - decision to study in Australia



Other reasons:

I wanted to conduct my research in Australia
There is only two-hour time difference.
I wanted to study at a university which supports international students well (e.g. having coordinators for international students in each faculty).
to review my career

Skills improvement after studying in Australia

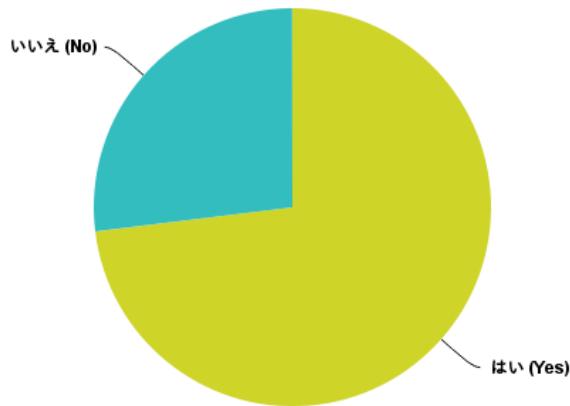


Other skills included:

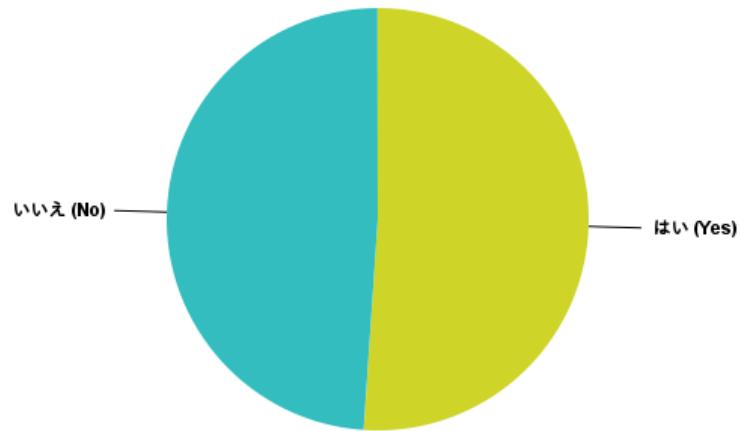
My understanding of Asian countries. I met many international students from Hong Kong, Singapore, Malaysia, Indonesia, China etc in Melbourne. It helps me to do trading with our business partners in Asia now.
How to teach my mother tongue under English speaking country.
Cooking – I learned to cook

Credit recognition as a perceived barrier

Credit awarded
by Australian institute



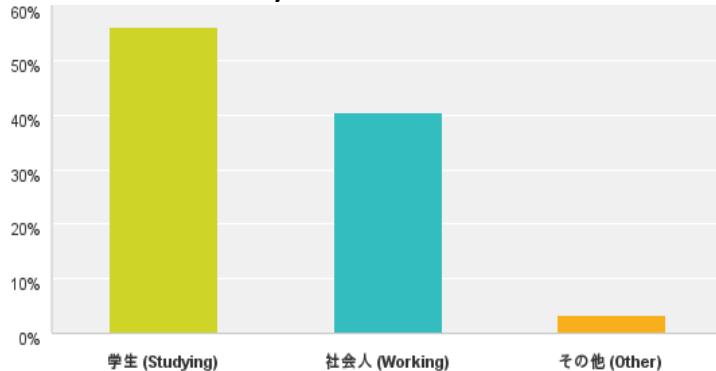
Credit accepted by
Japanese institute



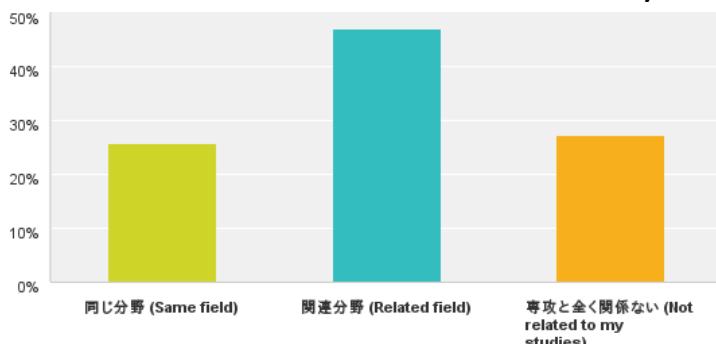
"The credit system could be improved as I don't think it is rewarding enough. For example I've got 16 credits in Australia and it was transferred as 16 credits here but that isn't enough to pass the year. I needed more credits to pass the year even though I had studied a year." Takuro Hatori, interview subject.

Study and work after Australia

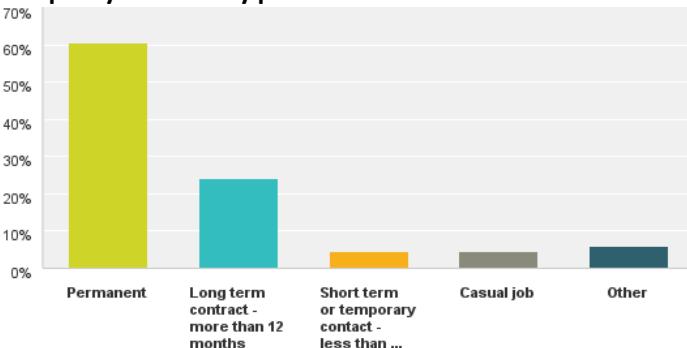
Where are they now?



Relation of work to the field of study



Employment type



Job titles

Business Dev Manager	Senior Analyst
Teacher	Account Executive
Strategic sourcing officer	Translator
Buyer (product development of consumer proucts)	Part-time aged carer
Associate Director	President
Customer service consultant	Application Developer
Translator	Digital marketing manager
Director (in Australia and USA)	Education Services Manager
General Manager in Japan	Assistant kids sports activity
Principle researcher	Receptionist
Credit Control Collector	Architect
Translation coordinator	Managing Director
Program Coordinator	MYP Music teacher
Project manager	Consultant
Director of Chiropractic Clinic	Legal Counsel
Organizational operation	Lecturer
Finance manager	Assistant professor
Project coodinator	Associate professor
Office worker	
Student exchange department	
Aerospace Engineer	
Business Development	
Counter manager	

Positive results

- Over 95% of respondents said their experience in Australia had influenced their interest in global issues and local issues
- 90% said that their experience in Australia had influenced their decisions about their future studies
- 79% said their experience in Australia had influenced their knowledge creation and knowledge sharing activities
- 72% said their experience in Australia had influenced their creative and innovation activities
- 73% of respondents who are working are doing so in a field related to or the same as what they studied. Most are working in private companies and are either permanent or have long term contracts with professional job titles.

Face to face interviews - students



“I chose Australia as I knew it had a very good connection with Asian industry. I knew that lots of Asian students study there and there is a strong focus on Asia. I wanted an environment where I could develop a network of Australian and Asian industry friends and contacts as well.” MBA



“My study experiences and life experiences in Australia have changed me so much and given me a new direction to follow in Japan. I started lecturing in English and working with students to promote study abroad. I love my work and I can use all of my qualifications and experiences.” BA teaching, MA Ed



“Even now I cannot have such an outstanding experience of studying philosophy in such an exciting place. The experience changed my life completely. Thanks to that I am here doing my dream job.” PhD

Themes emerging - students

- Quality – overwhelming endorsement and at times surprise at the quality of Australian institutes
- Increased confidence – major benefit for younger students interviewed
- Safety – important in preferring Australia
- Asia – friendly and Asia-focussed
- Better understanding of Japan in global context
- Credit transfer & qualifications recognition
- English language environment
- Career and study - influential to direction and success
- Promote career fairs for Japanese students in Australia
- For many thinking about studying overseas start in high school

Face to face interviews - researchers



"I have come to be convinced that unless you spend at least a couple of years abroad in an English speaking circumstance you never become comfortable to write, listen and speak English at a level sufficient for conducting serious academic debate in English. I am determined to send as many of my students abroad as I can to offer them that type of opportunity. In the future I would like to send my students regularly to Australia for them to have that exposure." JMOOC collaboration



"My target is to bring the chemical energy produced in foreign sunbelts to Japan. So I think which country is the best for Japan? And one of the main countries that come to mind is Australia. Australia and Japan have had a good relationship for a long time, so we can work with Australians to develop the technology and if we succeed in the production of solar fuels in Australia we can import solar fuel from Australia." Solar technology roadmap collaboration

Themes emerging - researchers

- Quality of researchers and institutes in Australia overwhelmingly endorsed
- Researchers state collaborations result in productive partnerships
- Australian researcher ‘Asia friendly’ attitudes frequently noted
- Small time difference unlike USA or Europe is important
- Complimentary research areas encourage innovation
- Researchers stated that they encourage their students to consider study in Australia
- Personal relationships are key to successful collaborations

Results

- The results show that studying in Australia delivers long term benefits to Japanese students such as increasing skills relevant to developing ‘global talent’, creating new knowledge, engendering creativity and innovation, supporting people to ‘fulfill responsibilities to society’ and enabling people to have the ‘means for living a better life’.

Specific findings

- Improving qualifications recognition and credit transfers for studies undertaken in Australia will also address barriers to Japanese students studying in Australia
- Increasing the options for students in English language requirements for university entrance will encourage more students to consider Australia at earlier stages in their study cycle
- Supporting institution to institution linkages and more specifically a ‘bottom-up’ approach is one way to address an overall decline in student numbers
- Supporting researcher international collaboration will also support international education

Thank you

- Case studies available on request
- Contact: maria.fleming@education.gov.au