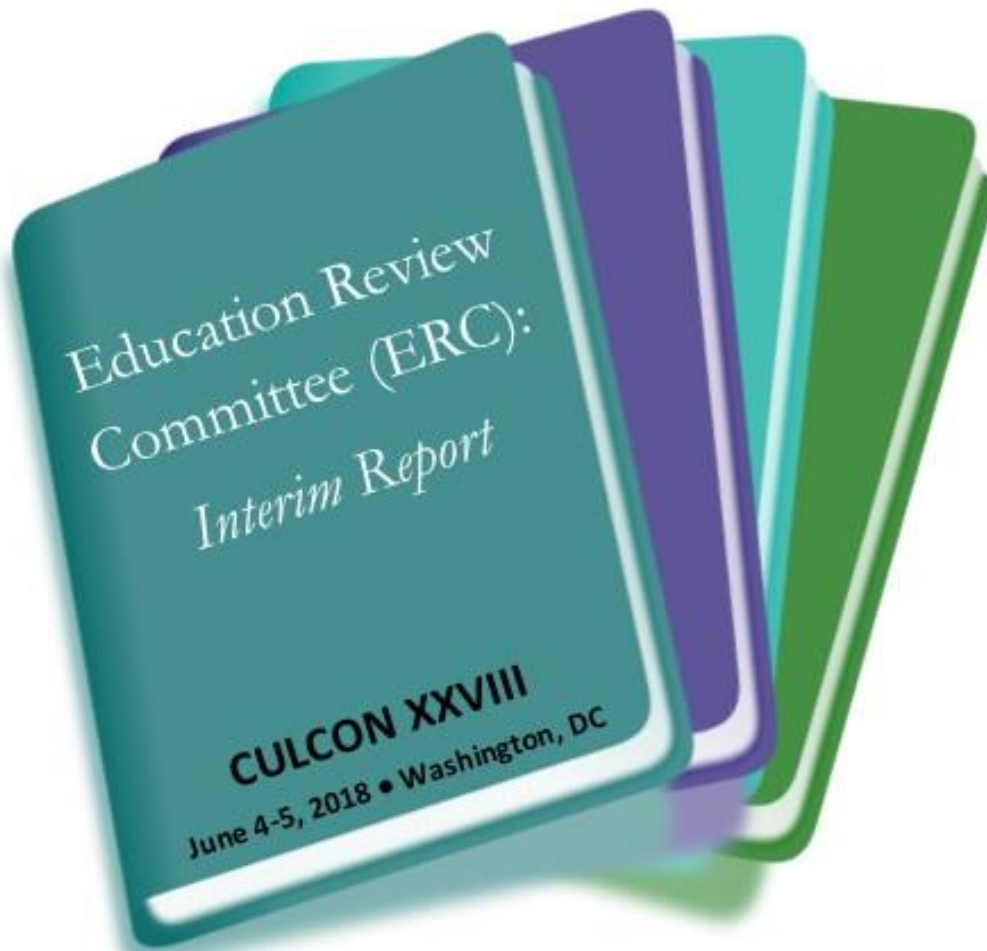


日米文化  
教育交流  
会議

# CULCON

United States ~ Japan Conference  
on Cultural & Educational Interchange  
*Ideas & Opportunities for Public/Private Partnerships*



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## 1. Executive Summary

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The U.S.-Japan Conference on Cultural and Educational Interchange (CULCON) serves to strengthen the vital cultural and educational foundations of the U.S.-Japan relationship, and to enhance connections between U.S. and Japan leaders in those fields. CULCON established the Education Task Force (ETF) in 2012 and charged it with examining the quantity and quality of student exchanges and studying ways in which the U.S. and Japanese governments, private sectors and academic institutions were taking to promote and increase exchange. ETF identified the issues and set priorities and in May 2013, the ETF issued a Report and Recommendations, including the recommendation to **double the number of U.S. and Japanese students studying in each other's country by 2020**. After the release of the ETF Report and Recommendations, CULCON established the Educational Exchange Review Committee (ERC) to undertake the periodic review of the implementation of the ETF Recommendations.

The Educational Exchange Review Committee (ERC) has mounted a major effort to monitor and report on progress toward goals set by CULCON that would deepen the intellectual exchange between Japan and the United States. Foremost among these has been the goal of doubling the number of U.S. and Japanese students studying in each other's country by 2020. In both the U.S. and Japan, the governments and universities have launched various initiatives to enhance student mobility, and we have observed steady growth of short-term student mobility in both directions during the past few years, while the number of degree-seeking students studying in each other's country remained at the same level. While we may not be able to reach the ambitious target of doubling the number of U.S. and Japanese students by 2020, the trend is in the right direction and innovations are broadening access to students who may have been previously overlooked.

A big change is that many Japanese students today have understood the value of international experiences and are keen to study abroad. In order to overcome the biggest impediments, namely lack of financial resources and poor English language ability, the Japanese government has launched a number of programs to provide scholarship for students and to improve the English language education at primary and secondary schools. For the latter, English language education reform is underway focusing on 4 skills including speaking and listening, and use of standard tests such as TOEFL and IELTS for entrance examination for universities has grown. . It has been recently announced which certified language qualifications and proficiency examination are to be utilized for the university entrance exams including TOEFL and EIKEN and it represents an important step forward.

U.S. stakeholders have also expanded current efforts and initiated an impressive range of new efforts to encourage U.S. students to study in Japan. The exciting new opportunities mean a broader range of U.S. students has access to experiences that develop global competencies with a direct application to career pathways.

The ERC recommends continuation of those efforts as well as develop new innovative programs to encourage further student mobility. Our challenges include: (1) competition from other countries for study abroad destination, (2) lack of financial resources used for student mobility (at both government and university levels), and (3) lack of understanding of the importance of the U.S.-Japan relationship in some U.S. universities.

JASSO data shows the increase in the overall number of Japanese students studying abroad and the number of students studying in the United States, led by short-term stays. The ERC notes,

however, the OD data shows that there is evidence of some, but not significant, progress. This may be, partly because today many universities in Europe and Australia provide similar opportunities for study in English that attract a large number of students. Similarly, U.S. students interested in Asia find more programs in China, as compared to Japan, in which the language of instruction is English. Both the U.S. and Japanese governments can greatly enhance their competitiveness through encouraging the development of programs that provide attractive opportunities for study in English.

Lack of financial resources used for student mobility is a serious problem because higher education institutions in both countries are suffering from reduced public support and increased scrutiny for high fees in case of the U.S.. The ERC recommends continuation of efforts on various fronts, including developing innovative programs utilizing technology and soliciting support from the private sector.

In spite of these challenges, the ERC is encouraged by progress to date. Some of the new programs and policies being implemented on both sides can take up to several years to show significant results. In other words, even if the student mobility numbers are not showing immediate increase, the seeds for significant future growth are being sown.

In addition, the specific kinds of student exchange being counted can be misleading. The ERC is seeing an exponential growth of short-term programs, such as faculty-led, internships and community service-based programs that are not necessarily being captured by IIE and JASSO data.

The ERC continues to hone its analysis and believes a significantly larger population of students are traveling to the other country for less-traditional study abroad experience. These experiences develop global competencies with a direct application to career pathways.

**The ERC will continue to monitor and refine both progress and challenges in reaching for the goal of doubling the number of students studying in each other's country with the understanding that this is creating a next generation that will continue to nurture and expand the U.S.-Japan relationship.**

## 2. Background

### CULCON

The U.S.-Japan Conference on Cultural and Educational Interchange (CULCON) serves to strengthen the vital cultural and educational foundations of the U.S.-Japan relationship, and to enhance connections between U.S. and Japan leaders in those fields.

Established in 1961 to build stronger people-to-people ties between our two countries, CULCON has convened stakeholders in the U.S.-Japan relationship to encourage deeper cooperation in solving shared policy challenges, to develop better business practices, and to deepen the connections between civil society in the United States and Japan.

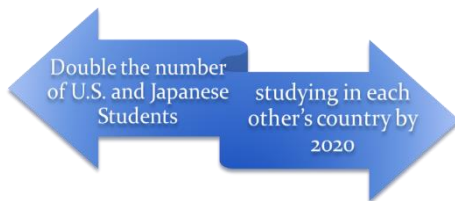
CULCON panelists are leading experts on Japan and the United States from the private sector, from academia and the arts and from both governments. They meet regularly to identify an issue of importance, examine it in-depth, raise awareness of the issue, make recommendations, and then seek an appropriate organization capable of implementing the recommendations that will have the most impact in an innovative way.

### Education Task Force (ETF)

During its April 2012 plenary session, CULCON established the Education Task Force (ETF) and charged it with examining trends in educational exchange between the two countries. The panelists were especially concerned about the sharp decrease in the number of Japanese students choosing to study in the U.S. over the past decade. The ETF focused on examining the importance of increasing the quantity and quality of student exchanges to the U.S.-Japan relationship, and studying ways in which the U.S. and Japanese governments, private sectors and academic institutions are taking to promote it.



The ETF identified the issues and set priorities, and made the **recommendation to double the number of U.S. and Japanese students studying in each other's country by 2020**. In May 2013, the ETF issued a Report and Recommendations and presented it to Prime Minister Abe and Undersecretary of State Sonenshine.



### Educational Exchange Review Committee (ERC)

After the release of the ETF Report and Recommendations, CULCON established the Educational Exchange Review Committee (ERC) to undertake the periodic review of the implementation of the ETF Recommendations. Since then, there have been significant developments.

The ERC presented an in-depth Report to the binational CULCON plenary session in June 2016 of its analysis of progress so far and its assessment of what needed to be done in order to achieve its goal. In light of the evidence presented, binational CULCON agreed the ERC should continue its work of monitoring progress on each of the Recommendations. The ERC agreed it should meet annually to review progress on each of the 37 Recommendations and adjust strategies for achieving its goal by 2020.

### 3. U.S.-Japan Student Mobility: Summary of Current Data

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While the U.S. and Japanese agencies responsible for data collection, Institute of International Education (IIE) and Japan Student Services Organization (JASSO), collect data from different sources (U.S. and Japanese universities, etc., respectively), and use some different definitions (see Data Grids in Appendix 2), both sides agree that considerable progress has been made since Prime Minister Abe and President Obama announced in 2013 a shared goal of doubling by 2020 the number of students studying in each other's country.

Using spring 2012 as the baseline for this goal, it is clear that progress has been made on both sides. In the analysis below, we should note that IIE's Open Doors (OD) data and JASSO data are fundamentally different and there is inevitable overlap between them; those numbers should be analyzed independently and cannot be aggregated. Here are the rough explanations about how they collect data.

#### 1) US Students in Japan

The OD data, collected annually from U.S. campuses, reports on U.S. students who received academic credit at home for work done in Japan, including direct enrollment in Japanese universities, U.S. faculty-led academic programs, which may or may not be based at Japanese universities, as well as internship programs arranged through home U.S. universities.

JASSO data, which is collected through Japanese higher education institutions and Japanese language institutions, include: (a) non-Japanese students who were admitted to and enrolled at those institutions to seek degrees with "Student Visa" and (b) the exchange students who study at those institutions with "Student Visa."

#### 2) Japanese Students in U.S.

The OD data collected by IIE from U.S. host campuses includes international students on non-immigrant temporary visas formally enrolled at U.S. universities, namely (a) students pursuing degrees or certificate programs at U.S. universities, and (b) non-degree short-term students, as well as (c) students engaged in optional practical training (OPT). OPT is a form of training outside the classroom, sometimes with private sector firms and often paid, that directly relates to an international student's program of study. Exchange students who are not officially registered are sometimes, but not always, reported to Open Doors by the U.S. host campus.

JASSO data, which is collected through Japanese universities, count the number of students at host institutions who study at U.S. universities. They include: (a) students who study at their partner U.S. institutions based on exchange agreements, (b) students who study in the United States without exchange agreements (they include short-term language and academic programs arranged by private agents, and short term arrangements organized by faculty members; some of which are for credit)

#### A. U.S. Students in Japan

The ratio of exchange students between Japan and the United States is 10 to 1 despite the fact that the population ratio is 1 to 3. According to the JASSO 'Survey on the acceptance of international students' 299,742 international students enrolled in Japanese institution from April 1, 2016 ~March 31, 2017, an increase of 13% from previous year, while the increase from the United States was only 7.5%, to a total of 4,612, whose share is 1.5 %. Accordingly, there is still room to expand the number of U.S. exchange students to Japan.

IIE's Open Doors data collected from U.S. campuses show the numbers of U.S. students studying in Japan for credit at their home institutions has risen 35% from 2012 to 2016, to 7,145 (See Line 3 in Data Grid). This exceeds the prior peak of 6,166 U.S. students studying in Japan in 2009-10. In the intervening years, numbers declined sharply with the closing of programs in Japan after the Great East Japan Earthquakes and Tsunami of March 2011. This strong rebound of student mobility since then suggests that the goal of doubling of Americans studying in Japan in 2020 is achievable, as long as current trends continue. Another growth sector for American students in Japan is in non-credit learning opportunities such as internships and community service, although good data on that sector is limited. Open Doors data from 300 U.S. campuses in 2016 included over 500 students participating in such non-credit activities. Because few U.S. campuses are able to capture data on non-credit experiences abroad, there is likely much more non-credit activity that is unreported.

Data collected by JASSO on U.S. students enrolled in Japanese universities shows a decline of 7% from 2012 to 2014, but an increase by 9% to 2,428 in 2016, and up again by 4% over the previous year to 2,516 in 2017. (See Line 1) The number of American students on short-term study tours increased by 141% (up from 739 in 2012 to 1,778 in 2017) (See Line 5), and the number of U.S. students enrolled in Japanese language institutes also rose by 73% (up from 156 in 2012 to 270 in 2017) (See Line 2). While data collection in the United States and Japan may differ, there is mutual agreement that numbers of American students in Japan are increasing, especially in short-term for-credit programs, often led by U.S. faculty, who may not be based at a Japanese university.

## **B. Japanese Students in the United States**

According to research by OECD, IIE, UNESCO and others, 54,676 Japanese students went abroad for study in 2014. The United States was the number one receiving country for those students, or one third of the total who went abroad. In second place, over 14,000 Japanese exchange students studied in China. There is evidence of some, but not significant, progress in the numbers of Japanese students studying in the United States. According to Open Doors, the very steep rates of decline in 2008 to 2012 have leveled off, with the most recent enrollment data from 2016-17 showing 17,333 students, down less than 1% from the prior year. (See Line 7). Modest growth was seen in the number of Japanese coming to the United States for non-degree programs (See Line 7-c); and enrollment in Intensive English Programs more than doubled from 2012 to 2017, up from 5,502 to 13,511 (See Line 8).

JASSO's data, which tracks students going to the United States as reported by Japanese universities, also shows some positive growth, with numbers of students studying in the United States through MOU agreements with partner universities up by 52%, from 8,602 in 2012 to 13,085 in 2017 (See Line 15). The data also indicates the numbers of students studying in the United States without MOU agreements with partner universities is up by 92%, from 3,678 to 7,074 (See Line 16). The combined data from both categories show an increase of 64%, from 12,280 to 20,159 (See Line 12).

In terms of academic fields, the latest research shows that the vast majority of exchange students (11,018) are in the humanities, followed by the social sciences (2,029).

Regarding the period of stay, short-term stays (2 weeks~1 month) represent the highest figure at 6,211. The total number of students studying less than one year totaled 19,273. Even though the number of students studying more than one year is smaller, it has increased by 160% from 311 in 2012 to 809 in 2017, showing an increase of 70% compared to the previous year. Although we need to keep in mind the reality of steep declines that preceded

the 2012 “baseline” figure of this report, this evidence suggests some positive signs towards achieving the goal of doubling the numbers from Japan to the United States since 2012.

Data suggests short-term stays in the United States are increasing. Although the academic contents of short-term programs (from summer school, language study programs, to internship and community service) vary widely, students who participate in short-term programs often feel less hesitant to engage in semester or year-long study abroad programs in the future. Therefore, it is worthwhile to encourage and monitor those short-term mobility programs.

#### **4. Efforts to Encourage Student Mobility**

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##### **A. New Initiatives and Innovations**

Several initiatives and innovations are resulting in an increase in opportunity for U.S. and Japanese students to access an international experience. In both Japan and the United States, ERC has promoted programs that target institutions and populations that have been under-served in student mobility, including community colleges, minority-serving institutions, women’s colleges and state colleges and universities (U.S. only), among others. By targeting new populations and taking advantage of technological innovations, an increasing number of students have access to international exchange opportunities. This section briefly describes several initiatives by both governments and the not-for-profit sector that have the potential for greatly increasing student mobility over the near and long term.

##### **1. Collaborative On-line International Learning (COIL)**

Collaborative On-line International Learning (COIL), or its generic term, virtual exchange, is an approach that uses videoconferencing and other forms of on-line collaboration to advance international learning. COIL courses bring together students and teachers in one or more countries to engage collectively in coursework with fellow students in other countries. COIL courses help students increase their understanding of the partner country, sharpen their cultural competency skills, and become better prepared for in-person education exchange.

While COIL is a relatively new pedagogical innovation, its growth in the United States and other countries – including Japan – has been exponential. In a national survey conducted in 2016, the American Council on Education (ACE) determined that one-third of U.S. colleges and universities now integrate online technology into the delivery of international learning.

The U.S. Embassy in Tokyo, ACE, and MEXT are collaborating to develop a multi-year initiative to use COIL to connect students in Japan and the United States. The U.S. Embassy has provided a multi-year grant to ACE to serve as a “platform” for this initiative, providing expertise and assistance to selected U.S. higher education institutions and working with a similar platform in Japan, to be designated by MEXT.

MEXT will provide five years of financial support to establish international education programs, including credit recognition and grades assessment, through the use of COIL education with U.S. partner universities through the “Inter-University Exchange Project.”

While in-person exchanges will be a formal component of several of the COIL partnerships under the collaboration with ACE, part of the appeal of COIL programs is the potential to bring the U.S.-Japan partnership to historically under-served student audiences.



Combining COIL technology with existing exchange programs is expected to create a leading international education program that includes credit recognition and evaluation with quality assurance between partner universities in Japan and United States. This project will provide more opportunities for international education for students, and promote Japan-U.S. inter-university exchanges as well as the internationalization of universities.

TeamUp, a public/private initiative described below to promote educational partnerships between Japan and the United States, is also pursuing COIL partnerships. TeamUp is focusing its efforts on hybrid models that include an in-person component; in which participating students work on projects together via virtual means, and then have a chance to continue their work face-to-face in both countries before, during or after the course.

## **2. EducationUSA Initiatives**

EducationUSA advisers at the U.S. Embassy in Tokyo have started conducting “cohort advising,” working with a dedicated group of Japanese students throughout the process of applying to a U.S. higher education institution. Advisers are piloting this project with students from a high school in Niigata. The U.S. Embassy is also working with the Office of the Under Secretary for Public Diplomacy and Public Affairs to design a monitoring system that will allow monitoring and measuring of ongoing shifts in attitudes toward various barriers to study abroad among participants in EducationUSA programming. More EducationUSA activities are described on page 14.

## **3. TeamUp**

Following the release of the CULCON Education Task Force report and recommendations in 2013, U.S. Embassy Tokyo highlighted the recommendation to promote active and mutually beneficial partnerships between U.S. and Japanese universities, and extend the range of institutions included, as an area of focus that needed immediate attention.

In 2014, the U.S. Embassy Tokyo awarded a grant to the U.S.-Japan Bridging Foundation to implement a campaign to increase the number of U.S. and Japanese undergraduate students studying in each other’s country by expanding agreements among institutions of higher learning in the United States and Japan.

TeamUp’s major components include:

- TeamUp RoadMap: a comprehensive online resource on creating and expanding partnerships;
- TeamedUp Familiarization Tour: an opportunity for representatives of U.S. institutions, especially those that have not engaged in U.S.-Japan mobility, to travel to Japan to meet potential Japanese partners;
- TeamUp Micro-Grants: an opportunity for representatives of U.S. institutions to design an individualized program to travel to Japan to meet potential Japanese partners;
- TeamUp Awareness Drive: convening influential stakeholders, speaking at key conferences and hosting networking opportunities.

Now in its fourth year, TeamUp has conducted an assessment of the campaign's impact and confirms several positive ways the TeamUp campaign has impacted stakeholders (A full report is available in the appendix section):

- 60% of respondents reported a **positive attitudinal change** toward the feasibility of U.S.-Japan partnerships as a result of their engagement with TeamUp;
- 33% of universities represented by respondents were able to **form 25 total new partnerships**, a **54% increase** in total U.S.-Japan partnerships reported by all respondents;
- 29% of universities were able to **enhance or strengthen prior partnerships** as a result of engagement with TeamUp;
- 67% of respondents were able to **create new programs to open more pathways** for students to access U.S.-Japan exchange opportunities;
- **Interest in U.S.-Japan exchange remains at a high level:** 87% of respondents expressed a desire to continue increasing outbound student mobility, and 73% of respondents indicated an interest in increasing inbound enrollment of Japanese students; and
- TeamUp is helping participants **successfully navigate common challenges** to partnering with Japanese institutions: 90% of respondents reported encountering challenges in the partnerships process, and 80% of respondents indicated that they were able to utilize strategies to overcome these challenges.

*“Our mere association with TeamUp enhances our credibility... and it instills hope that we can be a player in this field... By being connected to TeamUp, we feel that we're part of a network that will always keep us in the loop on things.”*

- 2016 Familiarization Tour participant and guest speaker at 2017 TeamUp panel at NAFSA

#### 4. Kizuna Across Cultures (KAC)

Kizuna Across Cultures (KAC) is a virtual exchange program established in the United States in 2012, which has connected nearly 6,500 high school students in the United States and Japan. Although KAC programs are virtual, in 2017 KAC initiated a “Global Classmates Summit” with grants from the U.S. Embassy Tokyo, Sasakawa U.S.A. and Japan Foundation Center for Global Partnership (CGP). For the summit, six students from each country were selected through a competitive process from previous KAC virtual programs for an intensive week of activities in Washington, DC. This is a promising example of inserting an in-person component into a virtual exchange.

#### 5. Joint Degree Programs

In 2014, MEXT partially revised articles of the Standards for the Establishment of Universities to allow Japanese universities to confer joint degrees in partnership with an international counterpart. This is an academic program jointly organized through International Cooperative Curricula, whereby a student is able to obtain a degree from both partner universities.

The Joint Degree scheme is significant in that it potentially enables universities to offer more advanced, innovative, or attractive, academic programs than it could offer on its own. Quality and value-added learning opportunities may lead to a more globally-minded workforce for universities, governments, companies and local communities. In June 2017, the first Joint Degree Program between a Japanese and U.S. university was approved, the “American University-Ritsumeikan University International Cooperation Department.” MEXT expects the number of similar partnerships to grow.

## **6. New Support for Study Abroad**

The Bank of Tokyo-Mitsubishi UFJ has created a new system to allow universities to support students studying abroad. The program allocates investment gains on U.S. dollar savings accounts to a scholarship fund established by Kokugakuin University. As the interest from the fund is paid in dollars from the start, the available funds do not fluctuate according to the exchange rate. In this way, the ongoing low interest rates in Japan are pushing the diversification in university operational strategies and an increase in exchange students.

## **B. School Calendar, Innovative Solutions and Summer Programs**

### **1. Status of Efforts to Align Japanese School Calendar with that of the United States**

A number of leading universities in Japan changed their academic calendar in recent years to facilitate student mobility. The University of Tokyo, which explored the possibility of autumn enrollment in 2011-2014, implemented the four-term system in 2015. Instead of two semesters, now its academic year consists of four terms of about two months each. Faculties and schools are encouraged not to offer required courses in June-July term so that students may participate in summer schools overseas during those months. They may also go overseas for an extended period by combining the June-July term and the summer vacation. Approximately 50 other universities, including Hitotsubashi, Keio, Kyushu, Nagoya, Osaka, Ritsumeikan Asia Pacific, Tsuda, Tohoku, Tokyo Institute of Technology, and Waseda adopted the same calendar.

Because ASEAN universities recently adopted autumn enrollment, it may be worthwhile for Japanese universities to re-consider autumn enrollment in the future. Currently, most countries sending and receiving students to and from Japan, including the United States, Europe, China and ASEAN, start their academic year in September.

While these changes have created improved opportunities for Japanese students to study in the United States during the summer, the four-term system continues to make it challenging for American students coming from universities with August-December and January-May semesters to study abroad in Japan as exchange students for a single semester. One option is to study abroad in the “spring” from April to August, but that leaves American visiting students unoccupied for several months. Alternatively, they can study abroad in the “fall” from September to February, with exams conflicting with the start of spring term back at many American universities. Until the Japanese academic year shifts to the fall, Japanese partners may need to develop flexible exam schedules for foreign students to allow fall students to return to the United States in time for spring classes at their home institutions., and to take their final Japanese exams back on the home campus – a solution which has worked successfully for Americans studying in

Spain (one of the top three study abroad destinations for U.S. students) and other countries where the fall semester extends beyond December.

## **2. Innovative Solutions**

One of the challenges of convincing American students to go abroad lies in the “fear of missing out” (FOMO) on campus life back home. The University of Virginia developed a novel program that invites incoming students—before they have even arrived—to commit to study abroad in the fall of their sophomore year as part of a special track through the general education track. The creation of a cohort of students on the same study abroad track also seems to reduce FOMO. This program grew the number of students studying in Japan on an exchange with Hitotsubashi University from 0 to 4 in one year, and now Hitotsubashi students are studying at UVA, hosted by the friends they made in Tokyo, who are now back in Charlottesville. A total of 32 students in the program studied abroad in the fall of 2017.

Some university partners have developed an innovative solution to the challenge of one-to-one tuition waiver agreements that become out of balance. The challenge arises when more Japanese students want to study in the United States for a full academic year than their American counterparts, who generally lack the command of Japanese necessary for direct enrollment in a Japanese university. Typically with these partnerships, once the number flowing from Japan to the United States reaches a maximum imbalance of (typically) three, no more can go until one or more Americans go to study in Japan. The innovative solution is to make a formula part of the exchange agreement that calculates three American students studying in Japan for the summer session as equal to one Japanese student studying in the United States for an academic year. Since American students are more likely to sign up for summer programs, often focused on language study, this allows the exchanges to maintain a better flow of students back and forth.

## **3. Promoting Summer Programs at Japanese Universities**

Many Japanese universities work with U.S. counterparts to develop summer programs for students from both universities to engage in discussion and learning together. For example, the scholars of University of Tokyo and Princeton University jointly organized a 6-week summer program in Tokyo, “War, Memory and Identity,” in which Princeton and University of Tokyo students were exposed to various viewpoints (including Chinese views) and took field trips to Hiroshima, Kamakura, Yasukuni Shrine, museums and secondary schools. Meiji University arranged a partnership agreement with University of California Berkeley whereby Meiji students enroll in 6-12 week summer sessions offered for Berkeley as well as international students.

The University of Shiga Prefecture hosts the Summer Intensive Japanese Language and Culture Program that provides a 6 weeks session with 8 credit hours, where the attendees can learn Japanese language, experience Japanese arts and culture together with interactions with local Japanese students. The U.S. Department of State's Critical Language Scholarship (CLS) annually offers American students participation in this program, where students cover the equivalent of a one-year course at a U.S. institution during the summer program.

<http://www.clscholarship.org/languages/japanese/2017/hikone-japan>

<http://www.usp.ac.jp/english/kouryu/summer/>

Nagoya University has implemented many classes taught in English, including summer programs, since the establishment of G30 (Global 30) International Program, which offers a full degree program taught entirely in English. Most of the courses taught in English are open to exchange students from international partner universities, expanding opportunities for international students not able to matriculate in Japanese. This has resulted in an increase in the number of international students, including from the United States.

## C. STEM

### 1. STEM in the United States

In a recent survey conducted in Japan by the U.S. Department of State, the fact that the United States has the world's best science and engineering programs was cited by respondents as among the most compelling reasons to study in America. This has translated into a "global attractor" of the most talented students and professionals from around the world studying at U.S. higher education institutions.

Unfortunately, due to the emphasis on national competitiveness and STEM workforce participation in U.S. industry, there has been relatively little importance placed on international STEM education cooperation, particularly government-to-government programs. However, relative U.S. strengths in encouraging and supporting women in STEM fields have translated into international cooperation in STEM education for women, as highlighted by reports by the NASEM Committee on Women in Science, Engineering and Medicine, and NGOs such as Make What's Next and Girls Who Code.

Proposals for international collaboration in higher education need to recognize the importance in the United States of STEM education for workforce development, the need for innovative models of STEM education, priorities for addressing gaps in student/workforce diversity and student readiness for STEM workforce participation. The current U.S. higher education environment has a strong focus on the value of STEM (at both the 2-year and 4-year levels) to specifically address U.S. economic interests. Proposals and programs that make use of potential Japanese resources, including interfaces with industries, local project-based and problem-solving opportunities for students and faculty, and other public-private partnerships, are much more likely to engage those U.S. interests for a wide range of public and private U.S. universities.

One area of STEM-focused exchange that has shown good results is the joint National Science Foundation (NSF)/Japan Society for the Promotion of Science (JSPS) "Summer Program," also known as the "East Asia and Pacific Summer Institute (EAPSI)." The Summer Program provides opportunities for young pre- and post-doctoral researchers from the United States to receive an orientation on Japanese culture and research systems and to pursue research under the guidance of host researchers at Japanese universities and research institutes over a period of two months during the summer. Since 1990, a total of 1,766 students have participated in this program in Japan. Due to funding issues, the NSF/EAPSI program is currently suspended, but JSPS intends to recruit 10 U.S. graduate students directly to participate in 2018.

Many educational institutions in the United States follow guidelines established by the U.S. National Science Foundation (NSF), which takes a wide interpretation of STEM to include: chemistry, engineering, computer science and information science, social sciences (anthropology, economics, psychology, and sociology), mathematical sciences, life

sciences, geology, physics and astronomy, and research on STEM education and learning. There are some very practical implications of this wide definition. In 2012, U.S. Immigration and Customs Enforcement, managed under the Department of Homeland Security (DHS), announced a policy to expand the range of STEM-designated degree programs for which extension would be allowed for qualified persons for Optional Practical Training (OPT), and in 2016, the extension period was extended from 17 to 24 months.

FIRST (For Inspiration and Recognition of Science and Technology) was founded in 1992 by Dean Kamen, who had invented a number of biomedical devices, and wanted to create a hands-on, project-based learning activity that could give students an experience equivalent to a major sporting competition, but in the STEM fields. From an original 28 teams in a high school gym in 1992, over 460,000 K-12 students participated globally in 2016-17, with over 65,000 participants at the 2016-17 "FIRST Championships" (see <https://www.firstinspires.org/about/at-a-glance>). Of note, of over 52,000 FIRST teams, there were only two teams from Tokyo, and none from other locations in Japan.

## 2. STEM in Japan

MEXT is promoting the qualitative and quantitative global workforce development in the fields of science and technology, with an emphasis on developing innovative individuals. MEXT's initiatives recognize the respective roles and responsibilities of industry, academia, and government, as well as the specific needs of various fields and sectors.

MEXT designates and supports high schools that implement advanced science education by designating them "Super Science High Schools." Under the Japan International Cooperation Center's (JICE) Youth-Exchange Project with Asia-Oceania and North America, also referred to as the Kizuna Project, MEXT invited schools from the United States with advanced science curricula to the Super Science High School Students Fair in 2014, 2016, and 2017. In addition, MEXT promotes interaction and collaboration such as the exchange of students between Super Science High Schools and U.S. schools, as well as joint research projects, among others.

MEXT is promoting the internationalization of, and international cooperation through various initiatives, including the Top Global University Project. These initiatives demonstrate that talented individuals trained in science and technology gain not only expertise in their specialties, but also develop a global mindset and leadership skills. For example, Aizu University was established in 1993 as the first university specializing in Computer Science and Engineering in Japan. The university has developed a 2-week internship program in collaboration with Silicon Valley companies in the United States that enables students to develop systems through discussions with Silicon Valley engineers. Top Global Universities are actively establishing new courses taught in English at graduate school in STEM fields. For example, Sophia University is energetically attracting more international STEM students to its new Graduate School of Global Environmental Studies (<http://www.genv.sophia.ac.jp/english/academics/index.html>), and Faculty of Science and Technology, Green Science and Engineering Division. (<http://www.st.sophia.ac.jp/english/graduate-studies/igp.html>).

There are other exciting examples of Top Global Universities initiatives focused on STEM and designed to foster the creation of new knowledge and innovation and to develop the talent necessary to confront the world's most challenging issues. Tohoku University, in close cooperation with leading overseas universities in various fields, has

established joint advanced international graduate programs, with a focus on top-level research capabilities, global competencies, and a robust international experience. To date, Tohoku University has partnered with the University of Chicago in the field of Spintronics (an emerging field of nanoscale electronics involving the detection and manipulation of the intrinsic spin of an electron for solid state devices and other electronics), the University of Hawaii and Pennsylvania State University in the fields of Environmental and Earth Sciences, Case Western Reserve University in Data Science, and the University of California-Berkeley and the Massachusetts Institute of Technology (MIT) in Physics for the Universe, among many others.

In Japan, students often make a choice to focus on science or liberal arts in high school. However, there is a growing recognition that a scientific outlook is essential for solving the complex issues of modern society, and the importance of education that mixes science and the liberal arts is rising. In the United States, a concept that adds art to STEM, labeled as STEM + Art = STEAM, is gaining general acceptance. Furthermore, as advancements are made in the areas of AI and IoT, the educational system will need to provide curriculum appropriate to the digital native students of these times.

There are also developments in the private sector to support the training of science and engineering personnel. For example, the Masason Foundation was established in December 2016 to provide funding for new technology domains such as AI, as well as support research and organizations contributing to future innovations. The organization provides an environment to discover new values and technologies and opportunities to interact with others with aspirations to become leaders in emerging fields. It is directed by Masayoshi Son (founder of SoftBank), with Shinya Yamanaka (director of the Center for iPS Cell Research and Application, Kyoto University) as assistant director, Makoto Gonokami (President, University of Tokyo) as chairman, and Yoshiharu Habu (lifetime holder of seven shogi titles) as trustee (<http://masason-foundation.org/about/>)

## **D. Additional Efforts to Encourage Student Mobility**

### **1. A Broader View**

“A Broader View” is a U.S. Embassy Tokyo project designed to inspire young Japanese to study abroad in the United States by highlighting the stories of prominent and inspirational Japanese people who have a U.S. study experience. The website currently includes interviews with more than 63 Japanese role models, including Prime Minister Abe, Nobel Laureate Satoshi Omura, Rakuten CEO Hiroshi Mikitani, TV personality Mari Sekine, and jazz artist Hiromi Uehara. In addition to hosting the videos, the “A Broader View” website offers information and resources to better enable prospective students to pursue a course of study in the United States. The website also provides a new way for students to connect directly with EducationUSA advisers to discuss their specific study abroad goals.

### **2. EducationUSA Initiatives**

Nearly 2,500 individuals attended five U.S. study abroad fairs hosted by the U.S. Embassy and U.S. consulates nationwide in Japan in September 2017, indicating continued strong interest in study in the United States among Japanese young people and their parents. In opening remarks at the Tokyo fair, U.S. Ambassador William Hagerty joined two young Japanese pop stars with U.S. study experience to welcome attendees. Representatives of 91 U.S. colleges and universities interacted with nearly 1,800 students at the Tokyo fair

alone. College recruiters noticed a significant increase in students seriously focused on study abroad, and an interest in graduate school programs, even among high school students.

Nearly 4,000 individuals visited the U.S. Embassy “Study in America!” booth at the second annual Tokyo Comic-Con in December 2017. Visitors were given information on studying in the United States, and many enjoyed the American Center Japan’s virtual reality machine, which allowed students, gamers, and other tech-savvy youth to virtually explore U.S. cities and college campuses.

According to the 2017 Open Doors Report, 7,145 U.S. college and university students studied abroad for credit in Japan in academic year 2015/16, a nearly 20 percent increase from 2014/15. The U.S. Department of State’s USA Study Abroad branch administers three programs that contributed to this rise in U.S. students to Japan: the Benjamin A. Gilman International Scholarship Program provided scholarships for 271 U.S. undergraduate students with financial need to study or intern in Japan in 2016/17, making Japan the year’s top destination of Gilman Scholars; the Critical Language Scholarship Program sent 23 U.S. graduate and undergraduate students to Japan to study Japanese in summer 2017; and the Study Abroad Capacity Building grants program awarded funding to Shepherd University and Purdue University to develop study abroad partnerships with the Osaka University of Commerce and Osaka University respectively.

The State Department’s <https://studyabroad.state.gov> website also amplifies to U.S. audiences opportunities for U.S. citizens to participate in Japanese government programs and initiatives, including the MEXT Scholarship Program, the Japan Aerospace Exploration Agency International Top Young Fellowship, the Japan Exchange and Teaching (JET) Program, programs offered by JASSO and JSPS, and the U.S.-Japan Fulbright Program. The website also lists many other U.S. funded programs such as the National Security Education Program’s Boren Fellowships, Freeman-ASIA and U.S.-Japan Bridging Foundation’ Bridging Scholars.

### **3. Japanese Government Initiatives**

The Japanese Embassy and Consulates-General in the United States have provided U.S. students with information about studying in Japan. Their efforts include visiting schools, running a booth at Japan-related events, responding to inquiries by email and phone and posting information on their websites. In FY 2016, they organized 48 briefing sessions at universities, high schools and event sites throughout the United States, reaching out to approximately 2,000 participants.

The Ministry of Foreign Affairs’ website, “Study in Japan, Comprehensive Guide” also provides information on studying in Japan. It received more than 4.1 million page views in FY 2016, with an increase of 0.5 million page views over the previous fiscal year.

<http://www.studyjapan.go.jp/en/index.html>

### **4. New Scholarships**

There are new public and private sector scholarships for Japanese students who wish to obtain bachelor’s degrees abroad. For example, the Yanai Tadashi Foundation created the Landmark Scholarship for Japan’s Tomorrow, which awards scholarships totaling US\$70,000 per year for up to four years to 20 Japanese students aiming to enter one of



the top 30 liberal arts schools in the United States; 37 students received this scholarship last year. The foundation outsourced the design of the scholarship program and the selection of candidates to HLAB (<http://h-lab.co/scholarship>).

JASSO established a grant-type scholarship program in 2017 for students studying abroad to obtain bachelor's degrees. The scholarship provides tuition and a monthly stipend of ¥88,000-118,000 (depending on the region). The scholarship covers up to US\$10,000 in tuition, with the possibility for additional funds if tuition exceeds that amount, but with a maximum limit of ¥2.5 million. There is no restriction on family income at the time of application, but the income of the family earner may be considered as a factor during the selection of candidates. 45 students received this scholarship in FY 2017 and 20 among them went to U.S. universities such as Swarthmore College, Harvard University, and Middlebury College.

([http://www.jasso.go.jp/ryugaku/study\\_a/scholarship/gakubu/index.html](http://www.jasso.go.jp/ryugaku/study_a/scholarship/gakubu/index.html))

There are also new short-term scholarships. The U.S.-Japan Council established an exchange scholarship program for exchange between the United States and Japan using the US\$10 million donated by Toshizo Watanabe, Chairman of the Watanabe Foundation. Watanabe himself received a scholarship when he was an exchange student, and felt a need to pay it forward. The U.S.-Japan Council collects candidate applications, selects candidates, provides student support and helps students who will become future leaders contributing to Japan-U.S. relations join the TOMODACHI generation. The scholarship provides selected applicants funds for their chosen overseas exchange program for one semester or one year up to the total cost (but with a maximum amount of US\$25,000). The first year of the program, 2016, covered Japanese exchange students to the United States, while support for U.S. exchange students to Japan began the following year. 21 students (18 undergraduates, 3 graduates) received this scholarship in 2017-18, and the average amount of funding was US\$18,082. ([http://ja.usjapanCouncil.org/watanabe\\_scholarship](http://ja.usjapanCouncil.org/watanabe_scholarship))

On the U.S. side, the U.S. State Department's Gilman International Scholarships support several hundred financially-needy American undergraduates each year to study in Japan, and the program has recently revised its guidelines so that community college students can receive funding for short-term summer study. This will help increase the diversity of American students able to study in Japan. Private funding for study in Japan has also been expanded with the renewal of the Freeman Awards for Study in Asia (Freeman-ASIA), which provide U.S. undergraduates funding for a summer, semester or year of study in East or Southeast Asia. Japan is the most popular destination for Freeman-ASIA awardees going abroad for a semester or academic year.

Dr. Sachiko Kuno (Doctor of Engineering and graduate of the Kyoto University Graduate School of Engineering) of the S&R Foundation, together with and the Washington, D.C. Kyoto University Alumni Chapter, support the Kingfisher Global Leadership Program with Kyoto University, a short-term exchange program in the United States. This is a training program for Kyoto University Graduate School students or faculty who wish to work internationally in the future. Participants visit various institutions, local companies, and foundations in Washington D.C. to hear lectures and engage in discussions, attend leadership workshops, and study practical English language skills. The aim is to cultivate multi-faceted career development from a global perspective, and deepen understanding of the necessary competencies and leadership skills required in a global knowledge-based society.

## 5. Broadening Outreach

MEXT, JASSO and MOFA are working together with other relevant ministries to integrate their official websites on studying in Japan and launch a consolidated and more attractive website. They plan to launch the website by the end of FY 2018.

Finding a role model close by can provide motivation for youth to study abroad. The TOBITATE program seeks students who can set their own goals to design their studies abroad. The program provides video interviews via the “TOBITATE! Channel” with famous individuals (such as Masayoshi Son and Ryohei Suzuki) and former exchange students about their experiences studying abroad. TOBITATE scholars also serve as advocates for studying abroad after they return from their own overseas experiences.

TOBITATE students are required to advocate for study abroad programs upon their return as “Evangelists.” For example, students plan and hold information sessions, hosted at local area companies, where they share their study abroad experiences with other students interested in study abroad. In addition, they hold briefing sessions for high school students to increase the likelihood that these students will study abroad in the future by discussing study abroad options, and addressing predictable fears and misconceptions.

It would be beneficial to develop and disseminate information on real-world career pathway models for Japanese students involving studying abroad. For example, this vertical link might include applying for a Fulbright Scholarship to attend graduate school in the United States after returning from studying at a U.S. university for one year on a TOBITATE scholarship.

## 6. Overseas Exchange Support for High School Students

Studying abroad during high school can have a major impact on the design of a student’s life. Studying abroad before entering university, even for a short period, can provide an advantage when later studying abroad during university. While there had not previously been many scholarship programs for high school students, the TOBITATE program began a course for high school students in 2015. While there were 514 applicants the first year, that number increased four-fold the second year to 2,058. The hope is that the number of scholarships for high school students will increase.

Some private high schools changed their academic calendar to a quarter system in order to promote students’ participation in short-term programs overseas.

## 5. Challenges/Areas of Further Interest

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### A. U.S. Fees

In spite of the established practices of student exchange MOUs (Memorandum of Understanding) where an equal number of students are exchanged through a tuition waiver system, some U.S. universities require special fees when admitting students from Japanese partner institutions. Those fees can present an obstacle for Japanese universities sending their students to American partner institutions.

### B. Access to Groups Under-represented in Study Abroad

An ongoing challenge is providing access to study abroad opportunities to under-represented students. This includes students with disabilities, ethnic minorities, economically challenged

students, STEM majors, male students in both countries who tend not to pursue study abroad, and other under-represented populations.

### C. Accommodating the Needs of U.S. Students Who Have Not Studied Japanese

Increased efforts to meet the long-standing challenge of accommodating international students with no prior Japanese language training are proving fruitful. With the increase of courses taught in English, Japanese universities admit a larger number of exchange and short-term students from overseas including students who have not studied Japanese before. Some universities are increasing the number of introductory Japanese language courses for such students at no extra fee (within exchange programs). The Japan Foundation, NHK (Japan's public broadcasting organization) and some universities offer introductory courses (including e-learning courses) on Japanese through internet and radio. One of those courses is offered in 17 instructional languages.

## 6. Internships

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### A. Overview

In the United States, internships have long played a central role in the education of undergraduate university students. As a recent study by the National Association of Colleges and Employers (NACE) Center for Career Development and Talent Acquisition observed:

High-quality internship experiences are increasingly understood to be an integral part of an excellent undergraduate education. Prominent educational organizations advocate for internships as a pathway to career success for undergraduate students, and a body of research documents the positive relationship between college internship experiences and student preparation for career success.<sup>1</sup>

NACE connects more than 8,100 U.S. college career services professionals at nearly 2,000 colleges and universities nationwide, more than 3,100 university relations and recruiting professionals, and the businesses that serve this community. As part of its mission to be the leading source of information on the employment of the college educated, NACE conducts periodic surveys of internships and conducts other research and advocacy in support of the promotion of student internships in the United States.

In a 2008 study, NACE found that 50 percent of graduating students in the United States had held some kind of internship during their college career, up from 17 percent shown in a 1992 study by Northwestern University.<sup>2</sup> More recently, NACE observed that “[m]ore students are pursuing experiential learning, particularly internships, more colleges and universities are promoting student engagement in experiential learning such as internships, and a greater number and variety of employers are offering these experiences in the form of internships.”<sup>3</sup>

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<sup>1</sup> Townsley, E., Lierman, L., Watermill, J. and Rousseau, D. (2017) *The Impact of Undergraduate Internships on Post-Graduate Outcomes for Liberal Arts*. Retrieved from [www.nacweb.org/job-market/internships/the-impact-of-undergraduate-internships-on-post-graduate-outcomes-for-the-liberal-arts/](http://www.nacweb.org/job-market/internships/the-impact-of-undergraduate-internships-on-post-graduate-outcomes-for-the-liberal-arts/)

<sup>2</sup> Gardner, P. (2010). *The Debate Over Unpaid College Internships*. Intern Bridge, Inc. Retrieved from [www.ceri.mus.edu/wp-content/uploads/2010/01/Intern-Bridge-Unpaid-College-Internship-Report-FINAL.pdf](http://www.ceri.mus.edu/wp-content/uploads/2010/01/Intern-Bridge-Unpaid-College-Internship-Report-FINAL.pdf)

<sup>3</sup> National Association of Colleges and Employers (2011). *Position Statement: U.S. Internships*. Retrieved from [www.nacweb.org/advocacy/position-statements/united-states-internships.aspx](http://www.nacweb.org/advocacy/position-statements/united-states-internships.aspx)

Student internships in the United States take various forms, but generally seek to integrate knowledge and theory learned in the classroom with practical application and skills development in a professional setting, providing opportunities both to students to gain valuable applied experience and make connections with potential employers and to employers to guide and evaluate talent. Because of the long history of student internships in the United States and their widespread adoption by educational institutions and employers, there exist well-established criteria for these programs. The program developed by Temple University discussed below is representative of a successful internship program organized by a U.S. educational institution with the cooperation of employers.

In Japan, student internships are still in a nascent stage. As observed by the Keizai Doyukai in its recent report on promoting internships in Japan, student internship programs historically have had a number of challenges:

- Few universities in Japan have established organizational structures to promote internships;
- The systems within employers to plan and implement internships have not been well developed;
- While many companies have introduced “internships,” they are predominantly very short in length, a week or less, and insufficient to provide the kind of experiential learning that is critical to a successful internship; and
- Employers have mainly targeted third-year and graduate students, which has limited the number of interested participants.<sup>4</sup>

As discussed below, institutions such as the American Chamber of Commerce in Japan (ACCJ) and Keizai Doyukai are working to introduce to Japan internships that provide to students and employers the kind of learning and recruiting opportunities found in U.S. programs.

## **B. Internship Programs in Japan for International Students**

Temple University Japan Campus and the Asian Studies Program at Kansai Gaidai University have well-established student internship programs as part of their curricula for international students studying at their institutions in Japan. These programs have the support of a large number of employers in Japan, primarily non-Japanese companies, but also some Japanese companies, and have been a vital tool to enhance the study in Japan by American and other international students.

The Temple University Internship Program is an academic internship course offered for credit to students in a number of departments at the university. All of the approximate 250 international business majors at Temple University are required to complete an internship during their tenure at the school. The university also offers students throughout the school the opportunity to do internships on a non-credit basis. Approximately 80 companies participate as employers in the Temple University program.

The Kansai Gaidai University Internship Program is available to participants in the school’s Asian Studies Program. The program provides students with the opportunity to work in both

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<sup>4</sup> Keizai Doyukai (2016). 2014 年度提言の実践活動による”望ましい枠組み”のインターンシップ実現に向けた活動報告.

a business firm and an educational institution, in internships running generally from two weeks to two months. In its most recent summer program, more than 50 students participated in internships arranged through the university.

### **C. Internship Programs in Japan Sponsored by Business Organizations**

In 2016, both the ACCJ and Keizai Doyukai launched new programs to promote internships for Japanese students in Japan.

The ACCJ established a portal on its organization website, through which member companies of the ACCJ can offer internships to Japanese students returning from study abroad in the United States. The primary goal of the program is to support CULCON's goal of doubling student exchange between the United States and Japan, but ACCJ member companies participating in the portal are using it as an additional outlet to publicize and solicit participation in their internship programs.

In the first year of the ACCJ program, 13 member companies participated, including a number of prominent companies active in Japan such as AIG, Amway and Merck. The ACCJ portal has attracted a great deal of attention, becoming one of the most frequently visited webpages on the site, reflecting the high level of interest of students in internship opportunities. In one recent three-month period, there were over 700 unique visitors to the portal. In the second year of operation, the ACCJ is seeking to augment the activities of the portal by increasing the number of members utilizing the portal and publicizing more widely in the Japanese and U.S. university communities the availability of internships with member companies.

Keizai Doyukai established its internship program in 2016, after its Educational Reform Committee identified a need to promote greater cooperation between business firms and universities to create meaningful internship opportunities for university students. Keizai Doyukai outlined a "Model Framework" for internships consisting of the following key elements:

- establishment of a support system at participating universities;
- program development with the participation by the universities;
- the practice of problem-based learning through the participation of educators;
- promotion of credit internships;
- lengthening the time of internships to one month or longer;
- increase student participation and contribute to student learning by encouraging early participation by first and second-year students; and
- encouragement of paid internships.

In its first year of operation, 11 educational institutions and 17 employers participated, offering internships to approximately 70 students. In 2017, the second year of the program, participation increased to 13 educational institutions, 23 employers and approximately 120 students.

The ACCJ and Keizai Doyukai are seeking to cooperate to further promote student internships in Japan. The two organizations are planning a joint conference at which they will gather educators and employers to learn about best practices for internship programs at

universities and companies, and the potential benefits of establishing such programs. The joint conference is a first step in a broader theme of fostering global human resources to promote the competitiveness of both global Japanese corporations doing business in Japan and abroad and U.S. corporations doing business in Japan. The conference will be the first joint event held by the ACCJ and Keizai Doyukai, two of the leading business advocacy groups in Japan.

In FY 2015, the Ministry of Foreign Affairs of Japan initiated the program to support Japanese University students, graduate students and researchers to work in the US organizations including the government offices and think tanks. By the end of FY 2016, 110 university students and 12 researchers were sent to the United States in this program. It is expected that, through this program, many participants will build a wide range of personal connections in the United States and will play leading roles in Japan-U.S. relations.

Keidanren established its internship program, “Keidanren Tourism Internship,” in cooperation with a variety of companies and universities in order to respond to the urgent needs to nurture the next generation in the field of tourism industry, which is regarded as one of the pillar of Growth Strategy of the Government of Japan. Through this program, students learn how broad and diverse companies are involved in the tourism industry. At the end of the presentation session, the students evaluate their objectives versus achievements, and receive credit for the program. Universities and companies evaluate the results of this program, and revise it accordingly. The number of past participants are: ① Rikkyo University (juniors of College of Tourism): FY 2013 24, FY 2014 23, FY 2015 21, FY 2016 23, FY 2017 23; and ②Tokyo Metropolitan University (juniors of Faculty and 1st year of Graduate School of Urban Environmental Science) FY 2014 12, FY 2015 10, FY 2016 4, FY 2017 9.

## **7. English Language Education Reform in Japan**

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### **A. Revision of National Curriculum Standards**

MEXT has emphasized communication abilities as a target competency to be developed by English education in the new national curriculum standards. Specifically, to establish a coherent English curriculum, the national curriculum standards for primary schools aim first to familiarize students with English by “Listening” and “Speaking” activities to motivate them to begin learning English (ages 9~10) in their middle grades. After that, “Reading” and “Writing” activities are started in their upper grades (ages 11~12). The national curriculum standards for junior high schools focus on interactive activities, including discussions for expressing opinions and emotions. In addition, the standards stipulate that teachers conduct foreign language classes mainly in the target foreign language. Consideration is also underway to introduce a comprehension curriculum of “Listening,” “Reading,” “Spoken Interaction,” “Spoken Production,” and “Writing” in the high school national curriculum standards to develop students’ overall communication abilities.

### **B. Revamping of University Entrance Examinations to Focus on Communication Abilities**

In May 2015, MEXT notified universities to utilize qualifications and results of examinations such as Eiken (English proficiency exam) and TOEFL for their entrance examination in order to assess more accurately the four language communication skills – listening, speaking, reading, and writing. MEXT has organized briefings for entrance exam administrators to demonstrate how to best utilize such proficiency exam results in the selection of applicants.

271 universities (36.3% of the total number) utilized proficiency examinations (e.g., TOEFL) in FY 2015.

In addition, MEXT announced the “Common College Entrance Exam Implementation Policy,” which stipulates directives for entrance examinations that will be launched in FY 2020. The implementation policy stipulates that the new entrance examination should utilize certified English language qualifications and proficiency examination results to determine whether the examinee has achieved the required level. A new curriculum for high schools will be implemented from 2022. It has been recently announced which certified language qualifications and proficiency examination are to be utilized for the university entrance exams including TOEFL and EIKEN and it represents an important step forward.

### **C. Courses and programs conducted in English**

The number of classes conducted in a foreign language is increasing steadily at the universities selected to implement Top Global University Project, up from 27,086 classes in FY 2015 to 32,846 classes in FY 2016, an increase of 21%. The number of courses allowing students to graduate by taking classes conducted only in a foreign language is up to 873 courses (as of May 1, 2017) from 769 courses (as of May 1, 2016), an increase of 14%.

### **D. Innovation in Curricula to Teach Academic Skills in English as Preparation for Study Abroad**

Many Japanese universities now offer courses to teach academic skills in English (especially writing and presentation skills) as preparation for study abroad. For example, Hitotsubashi University has six such courses. Also, there is an increase in universities adopting a content-based model for English language education in Japan. For example, there are universities that have established revolutionary new curricula that add negotiating, presentation, coordination, and facilitation skills to the traditional skills reading writing, listening, and speaking.

### **E. Further advancement in English language education at educational institutions**

Faced with a declining birthrate in Japan, some Japanese educational institutions are making progress in the areas of globalization and English language education. In one example, Junior and Senior High Schools of Kogakuin University in Tokyo run a practical global 21st century educational program. As the program orients students towards solving the problems faced by society, the school proactively engages in initiatives for English language education, such as establishing hybrid international classes with the aim of fostering student entry into one of the top 200 ranked universities in the world. Middle school Vice Principal Kazuya Takahashi was selected as an Asian educator among the top 10 finalists of the Global Teacher Prize, considered to be the Nobel Prize for education, and is involved in English language education at the middle and high school levels. International society has praised his example of cultivating a global perspective by going beyond basic reading, writing, listening, and speaking to holding classes that consider solving the issues of international society using English (including the use of ICT, applying to the space elevator contest, and student participation in the environmental conservation community in Indonesia).

## **8. Intersection of Employment and Student Mobility**

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### **A. The Impact of Study Abroad on the Development of Global Talent**

Findings from surveys of employers and study abroad alumni in Japan and the United States indicate a growing awareness of the benefits of study abroad to the development of the skills that global companies in the 21<sup>st</sup> century are seeking in new employees.

In Japan, Keidanren conducted a Survey on the Development of Global Talents among 463 corporations, the results of which were published in March 2015. The Survey found that among the issues to be tackled in promoting global management, the most important were “the pace of global training at headquarters cannot keep up with the speed of globalization of business” and “shortage of global talents at overseas core positions.” The most important skills or attributes corporations looked for when hiring global talent were a “broad mind to appreciate foreign cultures and values,” “ability to meet challenges, not bound by stereotype notions” and “communication skills in foreign languages.” As a natural extension of this assessment of critical skills and attributes, the Survey also found that corporations emphasized study abroad as the most important (highest scoring) “initiative corporations expect Japanese universities to take for nurturing global-minded human resources.” Out of 463 respondents, 307 cited the encouragement of Japanese students to study abroad as initiative Japanese universities should take. The second highest scoring answer for the same question was initiatives to expand the hosting of foreign exchange students.

In the United States, surveys sponsored by the Institute of International Education (IIE) also show the contribution to student career prospects of study abroad experiences. In October 2017, IIE published its report “Gaining an Employment Edge: The Impact of Study Abroad on 21<sup>st</sup> Century Skills & Career Prospects in the United States”.<sup>5</sup> This national study surveyed a broad sample of over 4,500 alumni of U.S. higher education institutions who had participated in study abroad between 1999 and 2017. Among the key findings of the study were the following:

- Study abroad has an overall positive impact on the development of a wide range of 21<sup>st</sup> century job skills. A majority of survey respondents reported positive skill gains from studying abroad in 14 of the 15 skills surveyed, spanning cognitive, intrapersonal, and interpersonal domains.
- Study abroad expands career possibilities. The survey results suggest that studying abroad had unintended benefits in terms of not only developing skills and shifting attitudes, but also opening career pathways and opportunities that had been either previously unknown or simply unconsidered.
- The skills gained through study abroad have a long-term impact on career progression and promotion. More than half of the survey respondents reported that they believe their study abroad experience contributed to a job offer at some point.

An earlier study sponsored by IIE, the German Academic Exchange Service, the British Council and the Australian Education Office, “An Exploration of the Demand for Study Overseas from American Students and Employers,”<sup>6</sup> interviewed 100 HR directors at

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<sup>5</sup> Farrugia, C. and Sanger, J. (2017). *Gaining an Employment Edge: The Impact of Study Abroad on 21<sup>st</sup> Century Skills & Career Prospects in the United States*. Retrieved from [www.iie.org/Research-and-Insights/Publications/Gaining-an-Employment-Edge---The-Impact-of-Study-Abroad](http://www.iie.org/Research-and-Insights/Publications/Gaining-an-Employment-Edge---The-Impact-of-Study-Abroad)

<sup>6</sup> Thompson, J.W. *An Exploration of the Demand for Study Overseas from American students and Employers*. Retrieved from [www.iie.org/Research-and-Insights/Publications/Demand-for-Study-Overseas-from-American-Students-and-Employers](http://www.iie.org/Research-and-Insights/Publications/Demand-for-Study-Overseas-from-American-Students-and-Employers)



employers in the United States to assess whether employers viewed study abroad as beneficial. The findings showed that employers' most important selection criterion in recruiting a candidate is interpersonal skills, and when questioned, employers believe that these skills are likely to be strong in a candidate who has had a study abroad experience. For example, 98% of respondents stated that candidates with international study experience are likely to possess cross-cultural communication skills, and 81% stated that such candidates are likely to possess leadership skills.

While surveys that focus on the contribution of study abroad to the skills that U.S. employers are seeking are positive, other survey data suggests further efforts are needed to promote to U.S. employers the benefits of study abroad. In its recent "Job Outlook 2018," the National Association of Colleges and Employers (NACE) asked 201 employers which attributes they seek on students' resumes and how they value those attributes.<sup>7</sup> Only 4.3% of respondents stated fluency in a foreign language was a key resume attribute, and study abroad was assessed as having "not much influence" on the employers' employment decision. These responses from HR professionals at U.S. employers may also indicate a gap between the attitude of HR professionals and of senior executives, who are more likely to value positively the contribution of international study experience to long-term career success at a global corporation.

## **B. The Job Recruitment Calendar in Japan**

In recent years, the business community in Japan has sought to reform the hiring process of new university graduates as a means to promote study abroad. As discussed below, Keidanren has been leading the effort to implement these reforms.

### **1. Review of the Period for Recruitment and Selection of New Graduates**

In Japan, there is a deeply entrenched employment practice of hiring new university graduates *en masse*, and over 90% (at least more than 300,000 people) of university students desiring employment are hired in April of each year, irrespective of business conditions. In 1997, Keidanren established the "Corporate Ethics Charter on Recruitment and Selection" to call for orderly corporate behavior regarding recruitment and selection for new university graduates, including respecting the academic term and providing equal employment opportunities, and has revised the Charter as needed.

In its "Japan Revitalization Strategy" (approved by the Cabinet in June 2013; the third arrow in Abenomics), the Japanese government called on the business community to substantially delay the start of recruitment and selection process to prepare an environment in which students could focus more on their schoolwork, and to increase students studying overseas. In light of this request, the Keidanren revised the "Ethics Charter" in September 2013 and changed the title to "Guideline on Recruitment and Selection." Specifically, the Guideline stipulated that (1) public relations activities, including company information sessions, start on March 1 or later of the year prior to graduation or completion, and (2) selections, including interviews and testing, start on August 1 or later of the year prior to graduation or completion. These rules were applied to the students who entered companies from April 2016.

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<sup>7</sup> National Association of Colleges and Employers (2017). Job Outlook 2018. Retrieved from [www.naceweb.org/about-us/press/2017/the-key-attributes-employers-look-for-on-students-resumes/](http://www.naceweb.org/about-us/press/2017/the-key-attributes-employers-look-for-on-students-resumes/)

Subsequently, the Guidelines have been revised, and for the students who enter companies from April 2017 and April 2018, (1) public relations activities, including company information sessions, start on March 1 or later of the year prior to graduation or completion, and (2) selections, including interviews and testing, start on June 1 or later of the year prior to graduation or completion. Keidanren has tentatively proposed that for students who will enter companies from April 2019, the same schedule will be maintained (so the same schedule will be maintained for three consecutive years).

## **2. Consideration for Students with Overseas Studies Experiences**

“The Guideline for the Appropriate Approach by Employers to Secure Youth Employment Opportunities,” revised by the Government of Japan in November 2010, requests businesses to treat all applicants who graduated within the past three years as new graduates for hiring purposes.

Keidanren's Guideline requests that its member companies make efforts to provide diverse recruitment and selection opportunities, including year-round hiring and consideration for students studying overseas, and for the students graduating from universities with different academic calendars.

## **3. Internships**

As for internships conducted before the starting date of public relations activities, including company information sessions, in order to enable companies to introduce flexible and diversified internship programs, the minimum required number of days for internships has been abolished in the Guidance document of the Keidanren Guidelines. In addition, based on the fundamental objective of internships, the Guidance also stipulates that companies should not implement one-day internships that are directly linked to their recruiting public relations and selection activities, as these have little educational benefit.

Finally, according to the Keidanren survey on the recruitment of new graduates in 2017 (published on November 27, 2017), 42% of respondents, the highest number to date, responded that in the medium to long run "Keidanren's Guidelines should be maintained, but the stipulation as to the starting date of public relations activities and recruitment and selection should be abolished."

## **9. Opportunities**

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As we approach the target date for doubling two-way student mobility by 2020, it will be essential to take advantage of the “Olympic effect,” which has the potential to boost flows going in both directions.

Japanese universities should be able to motivate more students to go to the United States to improve their English language skills, because students will be able to put these skills to work interacting with the surge in international visitors to Japan during and after the 2020 Olympics and Paralympic Games.

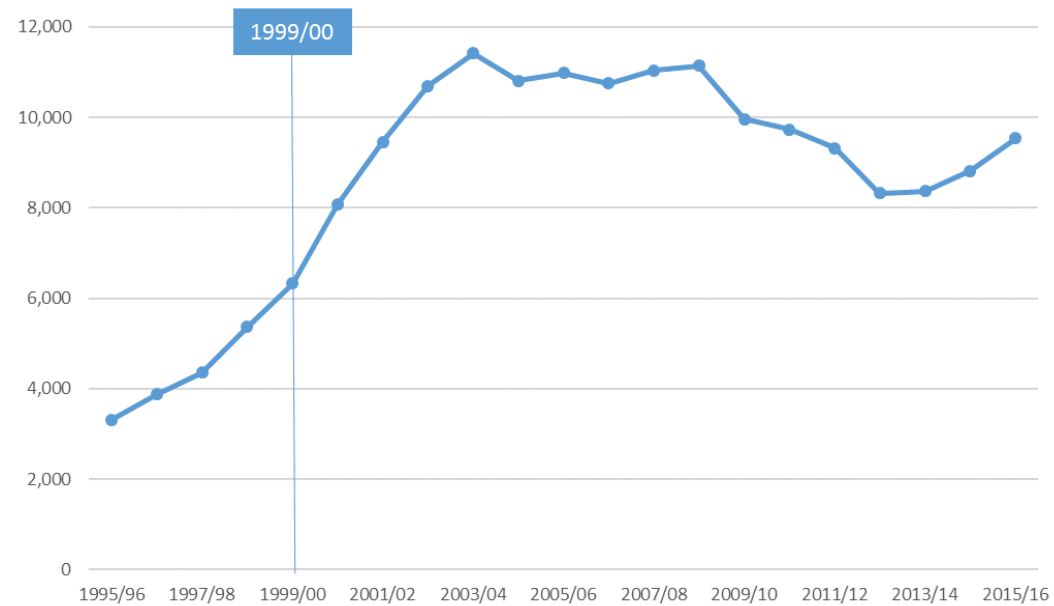
American universities, meanwhile, should make a special push to encourage their students to travel to Japan in Spring 2020 (and stay for the Games), Summer 2020 (overlapping with the Games) and Fall 2020 (and arrive early for the Games). Australia, Greece, and China all saw significant growth in American students studying abroad in and after the year in which they held their Summer Games (see charts below).

CULCON may wish to host a special event in Japan in Spring or Summer 2020, inviting American students who are studying abroad at the time to interact with Japanese officials who are in the final stages of preparing for the Games.

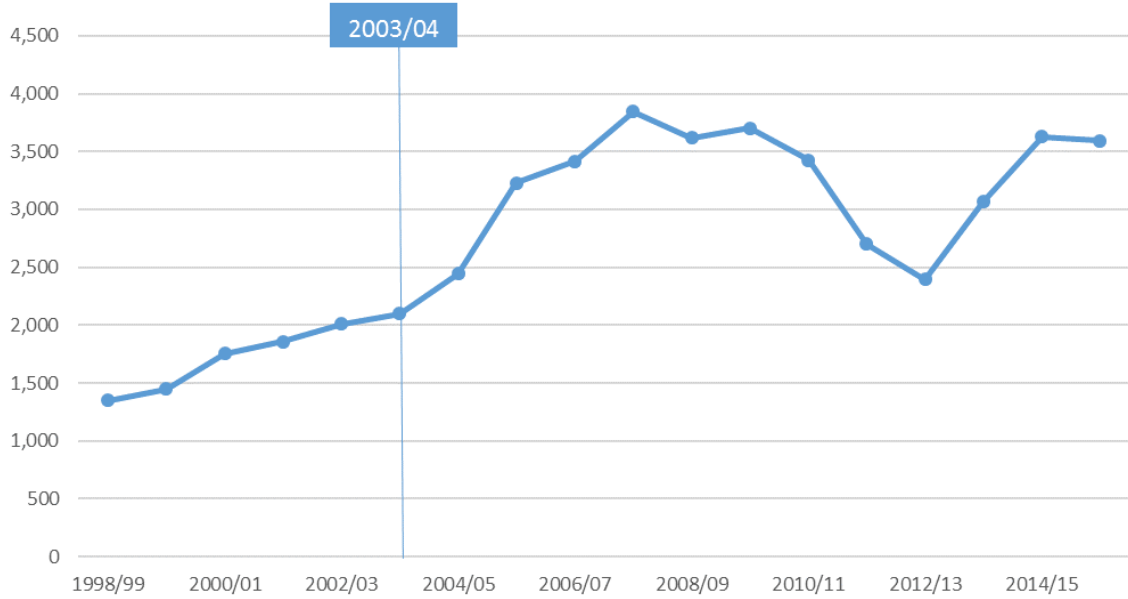
Below are three graphs, showing the growth in U.S. students pursuing short-term study (for credit back home) in Australia, Greece and China, before and after each country hosted the summer Olympics and Paralympic Games. As evidenced in the three tables/trend lines, the number of U.S. students increased markedly in the years immediately following the Summer Olympics, but also returned back to prior levels after a few years, later rebounding. Data on Brazil as a post-Olympic host is not included here because the Zika virus there during and following the Olympics precluded most U.S. campuses from sending any students into this health risk.

The possible impact for Japan would be an anticipated strong increase after the Games is broadcast on U.S. TV, perhaps even doubling the baseline number from 2012. But that number could decline again unless proactive steps are taken to sustain the U.S. interest - as was done in Australia, Greece and China through strategic outreach to U.S. campuses and students with scholarships and partnership programs.

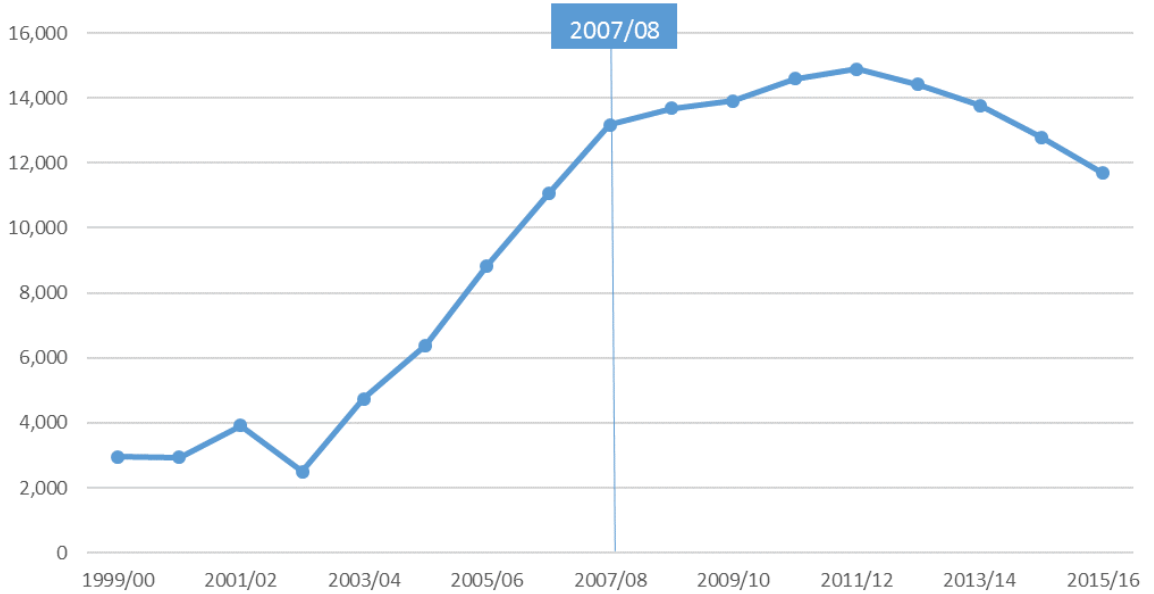
**U.S. Study Abroad in Australia before and after the 2000 Sydney Olympics and Paralympic Games**



**U.S. Study Abroad in Greece before and after the 2004 Athens Olympics and Paralympic Games**



**U.S. Study Abroad in China before and after the 2008 Beijing Olympics and Paralympic Games**



**10. Rollout of ERC Results in 2020**

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**A. Outreach**

As 2020 approaches, the ERC will develop a series of outreach events in Japan and the United States to highlight the efforts and impact in boosting student mobility in both directions. Through myriad programs, such as symposia, social media campaigns and printed materials, CULCON will engage its stakeholders, including representatives of both governments, academic institutions, and private sector organizations, to discuss their role in increasing student mobility.

### **B. ERC Final Report/Timing**

CULCON agreed the ERC should continue monitoring progress on the ETF recommendations until 2020. The ERC will present its final report to CULCON at its 2020 plenary session, which should take place no later than May 2020, in consideration of the Olympics schedule. In addition to a status update on the goal of doubling student mobility in both directions, the report will contain an assessment of the efforts and impact of ERC-related efforts. The report will also include recommendations for what efforts should be continued past the official end of the ERC's work.

## **11. Conclusion**

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The Educational Exchange Review Committee (ERC) has mounted a major effort since 2012 to monitor and report on progress toward goals set by CULCON that would deepen the intellectual exchange between Japan and the United States. Foremost among these has been the goal of doubling the number of U.S. and Japanese students studying in each other's country by 2020. In both the U.S. and Japan, the governments and universities have launched various initiatives to enhance student mobility, and we have observed steady growth of short-term student mobility in both directions during the past few years, while the number of degree-seeking students studying in each other's country remained at the same level. While we may not be able to reach the ambitious target of doubling the number of U.S. and Japanese students by 2020, the trend is in the right direction and innovations are broadening access to students who may have been previously overlooked.

A big change is that many Japanese students today have understood the value of international experiences and are keen to study abroad. In order to overcome the biggest impediments, namely lack of financial resources and poor English language ability, the Japanese government has launched a number of programs to provide scholarship for students and to improve the English language education at primary and secondary schools. For the latter, English language education reform is underway focusing on 4 skills including speaking and listening, and use of standard tests such as TOEFL and IELTS for entrance examination for universities has grown. It has been recently announced which certified language qualifications and proficiency examination are to be utilized for the university entrance exams including TOEFL and EIKEN and it represents an important step forward.

U.S. stakeholders have also expanded current efforts and initiated an impressive range of new efforts to encourage U.S. students to study in Japan. The exciting new opportunities mean a broader range of U.S. students has access to experiences that develop global competencies with a direct application to career pathways.

We should continue those efforts as well as develop new innovative programs to encourage further student mobility. Our challenges include: (1) competition from other countries for study abroad destination, (2) lack of financial resources used for student mobility (at both government and university levels), and (3) lack of understanding of the importance of the U.S.-Japan relationship in some U.S. universities.

JASSO data shows the increase in the overall number of Japanese students studying abroad and the number of students studying in the United States, led by short-term stays. We should note, however, the OD data shows that there is evidence of some, but not significant, progress. This may be, partly because today many universities in Europe and Australia provide similar opportunities for study in English that attract a large number of students. Similarly, U.S. students interested in Asia find more programs in China, as compared to Japan, in which the language of instruction is English. Both the U.S. and Japanese governments can greatly enhance their competitiveness through encouraging the development of programs that provide attractive opportunities for study in English.

Lack of financial resources used for student mobility is a serious problem because higher education institutions in both countries are suffering from reduced public support and increased scrutiny for high fees in case of the U.S.. We should continue our efforts on various fronts including developing innovative programs utilizing technology and soliciting support from the private sector.

In spite of these challenges, the ERC is encouraged by progress to date. Some of the new programs and policies being implemented on both sides can take up to several years to show significant results. In other words, even if the student mobility numbers are not showing immediate increase, the seeds for significant future growth are being sown.

In addition, the specific kinds of student exchange being counted can be misleading. The ERC is seeing an exponential growth of short-term programs, such as faculty-led, internships and community service-based programs that are not necessarily being captured by IIE and JASSO data. The ERC continues to hone its analysis and believes a significantly larger population of students are traveling to the other country for less-traditional study abroad experience. These experiences develop global competencies with a direct application to career pathways..

The ERC will continue to monitor and refine both progress and challenges in reaching for the goal of doubling the number of students studying in each other's country with the understanding that this is creating a next generation that will continue to nurture and expand the U.S.-Japan relationship.

## 12. Appendices

### A. Glossary of Acronyms

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Acronym	
ACCJ	The American Chamber of Commerce in Japan
ACE	The American Council on Education
AI	Artificial Intelligence
ASEAN	Association of Southeast Asia Nations
CHEA	Council for Higher Education Accreditation
CGP	The Japan Foundation Center for Global Partnership
CLS	The U.S. Department of State's Critical Language Scholarship
COIL	Collaborative On-line International Learning
CULCON	U.S.-Japan Conference on Cultural and Educational Interchange
DHS	The Department of Homeland Security
EAPSI	East Asia and Pacific Summer Institute
ECA	Bureau of Education and Cultural Affairs, U.S. Department of States
EIKEN	Test in Practical English Proficiency
ERC	Educational Exchange Review Committee
ETF	Education Task Force
FIRST	For Inspiration and Recognition of Science and Technology
FOMO	Fear of Missing Out
FY	Fiscal Year
HR	Human Resources
ICT	Information and Communication Technology
IELTS	International English Language Testing System
IIE	Institute of International Education
IoT	Internet of Things
ISEP	International Student Exchange Programs
JASSO	Japan Student Services Organization
JET Programme	Japan Exchange and Teaching Programme
JSPS	Japan Society for the Promotion of Science
JUAA	Japan University Accreditation Association
JUSTE	Japan-U.S. Training and Exchange Program for English Language

	Teachers
KAC	Kizuna Across Cultures
MEXT	Ministry of Education, Culture, Sports, Science & Technology in Japan
MIT	Massachusetts Institute of Technology
MOFA	Ministry of Foreign Affairs
MOU	Memorandum of understanding
NACE	The National Association of Colleges and Employers
NAFSA	Association of International Educators
NASEM	The National Academies of Sciences, Engineering and Medicine
NGO	Non-Government Organization
NHK	Japan's public broadcasting organization
NIAD-QE	National Institution for Academic Degrees and Quality Enhancement of Higher Education
NSF	National Science Foundation
OD	Open Doors
OECD	Organization for Economic Cooperation and Development
OPT	Optional Practical Training
SEVIS	Student Exchange Visitor Information System
STEAM	STEM + Art
STEM	Science, Technology, Education, and Math
TOEFL	Test of English as a Foreign Language
UVA	University of Virginia



## B. Recommendations of 2013 CULCON Education Task Force Report

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### A. ACTION FOR JAPAN

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- 1) Recognizing the government's important role in exchanges, issue a strong statement endorsing the importance of international experience for nurturing global citizens.
- 2) Recognizing that English language instruction in Japanese schools is in need of reform, adopt major steps to improve it:
  - a) Increase the emphasis on communication skills in English language training.
  - b) Employ an international standardized English test such as TOEFL and IELTS as part of the entrance exams for the universities.
  - c) Expand the JET Programme to include experts in English-language teaching and other specialists.
  - d) Develop a role for JET alumni in English-language instruction and other subjects.
- 3) Advance the process of internationalizing universities in Japan.
  - a) Change the academic calendar to facilitate a wide variety of exchanges to make it more possible for Japanese students to study abroad in the summer and then re-enroll in their home institution in the fall and for American students to study in Japan.
  - b) Encourage a liberal arts education for better training of global citizens.
  - c) Expand the number of courses/programs in English at Japanese universities.
- 4) Seek a business-wide agreement through the good offices of major business groups in Japan to reform the hiring process of new graduates.
  - a) Encourage companies to postpone active recruitment of students until later in their undergraduate careers, allowing time for study abroad.
  - b) Value overseas experience and English proficiency in the hiring process.
- 5) Expand private sector scholarships for Japanese students to study abroad.
- 6) Expand International Baccalaureate programs.

### B. ACTION FOR THE U.S.

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- 1) Recognizing the government's important role in exchanges, take steps to facilitate study abroad by Japanese students.
  - a) Demystify the student visa process.
  - b) Improve the quality and accessibility of information on U.S. study programs (application process, costs, financial aid, and admissions requirements), and increase student awareness of the wide variety of U.S. educational institutions.
  - c) Expand the number and use of university fairs and virtual university fairs for specific target audiences (i.e., semester or year-abroad programs, by field of study, by type of program).
  - d) Expand EducationUSA's visibility and activities in Japan and publicize more widely U.S. programs such as Fulbright and other scholarship and exchange programs.

- 2) Encourage U.S. universities to develop and promote non-degree programs featuring English-language, practical business, and other training along with degree/exchange programs, and make students more aware of how to gain provisional acceptance to degree programs (e.g., Bridge and/or Pathway programs).
- 3) Recognizing that Japanese subsidiaries of U.S. firms have a role to play in promoting study abroad by Japanese students, seek their cooperation in efforts to reform the process of recruiting new graduates from Japanese universities.
- 4) Expand private sector support for U.S.-Japan exchange programs including internships and public-private partnerships such as the TOMODACHI Initiative.
- 5) Enhance efforts to promote the hiring and training of global talent in the United States.
- 6) Encourage the continuation and enhancement of a “reverse JET” program organized by the U.S. side that would invite Japanese youth to contribute to Japanese language education in the U.S.

### **C. ACTION FOR THE UNITED STATES AND JAPAN JOINTLY**

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- 1) Encourage government-to-government strategic dialogue on educational exchange and include the issue in the agenda of a future bilateral summit.
- 2) Expand study abroad opportunities for high school and university students
- 3) Enhance and increase government-funded grants for study abroad, including short-term study scholarships for high school and/or university students.
- 4) Encourage U.S. and Japanese campuses to improve their infrastructure for accepting international students.
- 5) Actively reach out to students and study abroad advisers and provide them with information about programs and scholarships.
- 6) Promote regional studies and intellectual exchanges to deepen mutual understanding and encourage study abroad.
- 7) Assign merit to high school experience abroad in the Japanese and American university admissions process.
- 8) Expand funds and local support for the study and teaching of the Japanese language in the U.S. by various means.
- 9) Expand “JUSTE” (Japan-U.S. Training and Exchange Program for English Language Teachers), a program to bring English-language teachers from Japan to U.S. campuses, and other programs with similar goals
- 10) Increase opportunities for non-matriculating students to enroll in semester- or year-long programs through consortia (such as ISEP).
- 11) Encourage grassroots exchanges and early exposure to each other’s culture as additional tools to give incentives for study abroad.
- 12) Encourage the relevant professional groups to improve transfer of credit for U.S.-Japan study abroad students (such as CHEA, JUAA and NIAD-QE).

- 13) Support and raise the visibility of the alumni activities of Japanese and Americans who studied abroad and encourage alumni groups to actively recruit students for the institution they attended.
- 14) Expand institutional linkages among the two countries' relevant professional and higher education organizations.
- 15) Promote active and mutually beneficial partnerships between American universities and Japanese universities, and extend the range of institutions included.
- 16) Encourage key exchange organizations such as the Institute of International Education (IIE) and Japan Student Services Organization (JASSO) to expand cooperation in research, data collection and sharing of best practices, including in methods of data collection to capture non-credit/short-term service learning.
- 17) Establish metrics and measures to assess progress toward reaching the goal of increasing U.S.-Japan student exchanges and annually share information on both sides.

C. CULCON Educational Exchange Review Committee Members as of June 17, 2016

<b>JAPAN:</b>	
Dr. Masako Egawa Co-chair	Professor, Graduate School of Commerce and Management, Hitotsubashi University; Japan CULCON Panelist
Mr. Isao Kiso Advisor	President, Chiba Institute of Science; Japan CULCON Panelist
Mrs Tomoko Hasegawa	Director, Education & CSR Bureau, Keidanren (Japan Business Federation)
Mr. Daichi Harada	Director, Office for International Cooperation, International Affairs Division, Minister's Secretariat, Ministry of Education, Culture, Sports, Science and Technology (MEXT)
Mr. Hiroyuki Yamaya	Director, Cultural Affairs and Overseas Public Relations Division Minister's Secretariat, Ministry of Foreign Affairs (MOFA)
Mr. Itsuro Tsutsumi	Director, Information Service Division, Student Exchange Department, Japan Student Services Organization (JASSO)
<b>UNITED STATES:</b>	
Dr. Len Schoppa, Jr. Co-chair	Director, Woodrow Wilson Department of Politics, The University of Virginia; U.S. CULCON Panelist
Ms. Peggy Blumenthal	Senior Counselor to the President, Institute of International Education (IIE)
Ms. Margot Carrington	Minister Counselor for Public Affairs, U.S. Embassy Tokyo
Mr. Anthony Koliha	Director, Office of Global Education Programs, Educational and Cultural Affairs Bureau, U.S. Department of State
Dr. Susan Pharr	Edwin O. Reischauer Professor of Japan Politics, Harvard University; former ETF and U.S. CULCON Panel
Mr. David Sneider	Partner, Simpson Thacher & Bartlett LLP; U.S. CULCON Panelist

## D. CULCON ERC Meeting Summary 6-17

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The CULCON Education Review Committee convened on June 12, 2017 in Tokyo. The ERC is a follow-on activity of CULCON's Education Task Force (ETF), which issued a Report and Recommendations in 2013 to double student mobility between Japan and the U.S. by 2020. That goal was subsequently adopted by the highest levels of both governments.

The ERC is charged with monitoring and measuring progress towards the ETF goal. At the June 12, 2017 meeting, the ERC reviewed current data on student mobility. It also received updates on developments, programs and activities inspired by the ETF recommendations, including reform of English language education in Japan, internships, the TeamUp campaign to cultivate educational partnerships, innovations in exchange programs and virtual exchange, and other public and private sector efforts to boost student mobility.

The ERC also began a conversation about how and when to present its results to the public in 2020 and agreed it would be addressed in the Interim Report.

The ERC will present an Interim Report to the CULCON plenary session in Spring 2018 in the United States. At the June, 2017 meeting, the ERC discussed the structure of the report and identified individuals who would draft various sections of it. An outline and specific assignments follow:

### Interim Report of the CULCON Education Review Committee to CULCON XXVIII (2018)

#### Outline and Assignments

#### 1. Background

[Responsible for Initial Draft: Japan CULCON Secretariat, U.S. CULCON Secretariat]

#### 2. Executive Summary

[Responsible for Initial Draft: Japan CULCON Secretariat, U.S. CULCON Secretariat]

#### 3. Student Exchange Between Japan and the United States [notes: summary of the current data, including number of visa issuances by U.S. Embassy Japan: "According to CONS, the latest stats do not show a decline (or rather, a sharp one; there has been a multi-year decline in student visa applications overall), but we won't know more until after the summer, since students only now are starting to get their visas in advance of joining university in the fall. Jan 1 to April 10, 2017: 4,531; Jan 1 to April 10, 2016: 4,760; Jan 1 to April 10, 2015: 4,814; Jan 1 to April 10, 2014: 5,038"]

[Responsible for Initial Draft: Peggy Blumenthal, MEXT (with data from JASSO)]

#### 4. Efforts to Encourage Student Mobility

- a. **New Initiatives and Innovations** [notes: including virtual exchange/COIL and virtual exchange with in-person component; progress of TeamUp campaign; other Department of State, and U.S. Embassy initiatives to promote innovations in partnerships; and MEXT's "joint-degree programs"]

[Responsible for Initial Draft: U.S. CULCON Secretariat (with input from U.S. Department of State), MEXT]

- b. **School Calendar** [notes: status of efforts to align Japanese school calendar with those of the U.S.; innovative solutions such as Hitotsubashi/UVA exchange and one

more example (institutions other than co-chairs' institutions); promoting development of summer programs at Japanese universities for U.S. students, even though calendars don't align]

[Responsible for Initial Draft: Masako Egawa, Len Schoppa]

- c. **STEM-focused programs** [notes: progress on increasing accessibility for STEM students and promoting STEM-focused programs]

[Responsible for Initial Draft: MEXT, U.S. Department of State (with input from Japan Desk's former Jefferson Fellow)]

- d. **Additional Efforts to Encourage Student Mobility** [notes: new activities such as A Broader View; EducationUSA fairs; anything MEXT would like to add about programs not discussed yet in the Interim Report); the use of consortia such as ISEP as an alternative to one-to-one agreements]

[Responsible for Initial Draft: U.S. Department of State (with ECA providing update on efforts to increase outbound and U.S. students)]

5. **Challenges/Areas of Further Interest** [notes: U.S. fees; expanding access to groups under-represented in study abroad, groups including U.S. minorities, students with disabilities, STEM majors, and male students in both countries who tend not to pursue study abroad; accommodating U.S. students who have no Japanese language upon arrival in Japan; need for greater dissemination of JASSO and other information on programs designed for U.S. students; gender imbalance as "an area of interest that requires further investigation"]

[Responsible for Initial Draft: Masako Egawa, U.S. CULCON Secretariat]

6. **Internships** [notes: overview of difference between U.S. and Japanese internships; ACCJ internship portal and "best practices" paper; Kansai Gaidai and Temple University internship programs; ACCJ/Keizai Doyukai internship training collaboration; MOFA's IDYL program]

[Responsible for Initial Draft: David Sneider, U.S. CULCON Secretariat, MOFA (which will provide information about their IDYL internship program)]

7. **English Language Education Reform in Japan** [notes: update on various MEXT programs; change on university entrance exams becoming more communication-oriented; number and kinds of programs taught in English at Japanese universities; innovation in programs to teach academic skills in English as preparation for study abroad]

[Responsible for Initial Draft: MEXT, Masako Egawa]

8. **Intersection of Employment and Student Mobility** [notes: data from polls on attitudes of employers in U.S. and Japan on the value of candidates with international experience; disconnect between attitudes of top-level and HR-level professionals; update on job recruitment calendar in Japan; IIE's tentative survey on benefits to employers of international experience; EIKEN's tentative survey of parents and teachers on attitudes toward study abroad]

[Responsible for Initial Draft: Keidanren, David Sneider, Peggy Blumenthal]

9. **Opportunities** [notes: what are opportunities to maximize the "Olympic bump" of increased interest in Japan and promote Japan as a U.S. study abroad destination?]

[Responsible for Initial Draft: Len Schoppa]

## 10. Rollout of ERC Results in 2020

- a. **Events** [notes: develop a series of events in both countries to celebrate efforts and impacts; for example, a symposium to invite stakeholders to talk about what their role has been in increasing student mobility; social media campaign; have events targeting academic community (at NAFSA?), corporate community; include students in rollout plans, include an update on ERC activities at Next Generation Task Force meeting in October, 2017]

[Responsible for Initial Draft: Japan CULCON Secretariat, U.S. CULCON Secretariat in consultation with Masako Egawa, Len Schoppa]

- b. **ERC Final Report/Timing** [notes: present ERC final report at CULCON 2020 plenary session, which should take place in April or May 2020, but no later than May; report should contain recommendations for what efforts should be continued past the official end of the ERC's work]

[Responsible for Initial Draft: Masako Egawa, Len Schoppa]

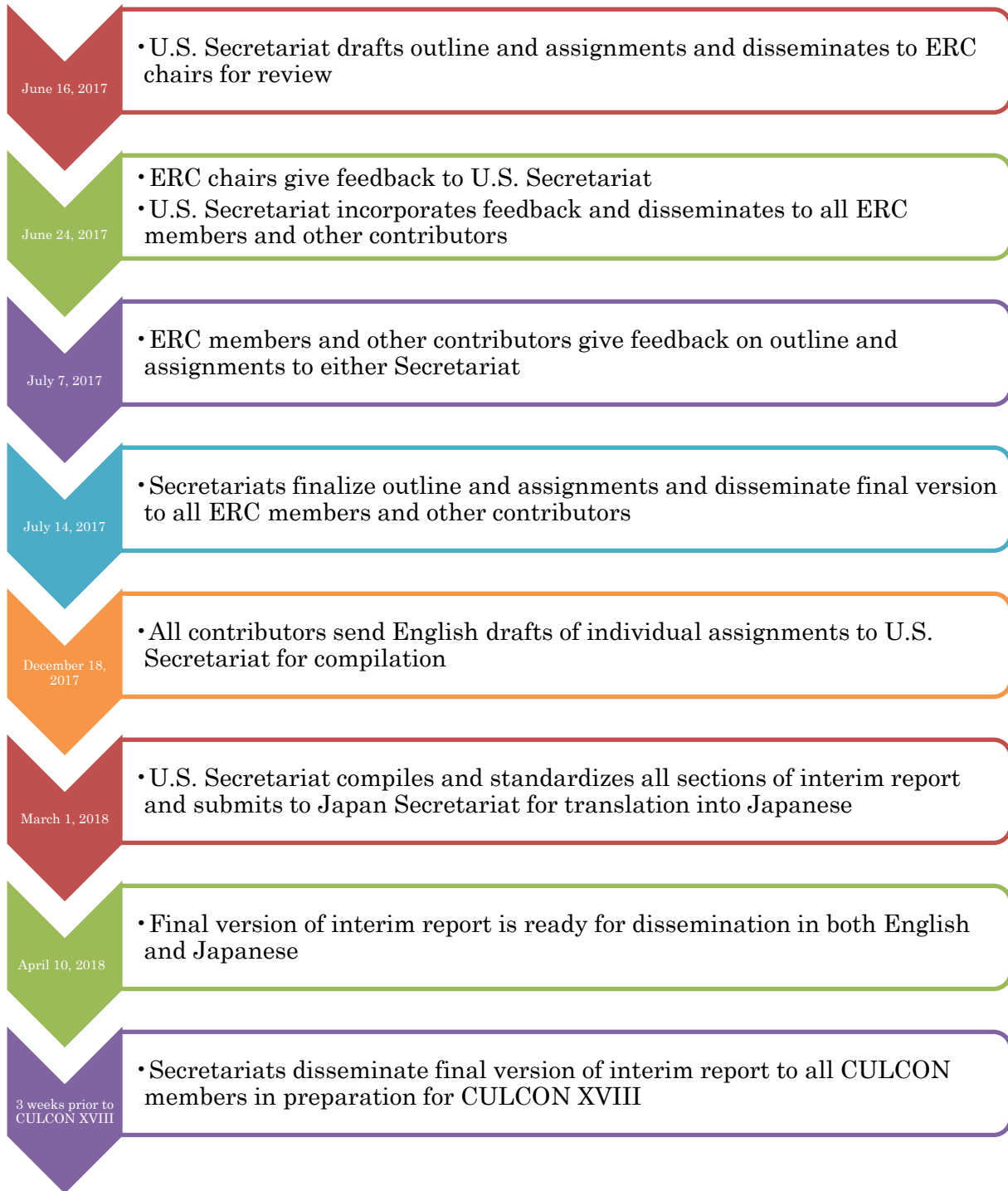
## 11. Conclusion

[Responsible for Initial Draft: Masako Egawa, Len Schoppa, Susan Pharf]

12. **Appendix** [notes: this will include any supporting material too lengthy to include in the body of the report or supplementary material of interest, as well as the updated data grids from IIE and JASSO.]

[Responsible for Initial Draft: Japan CULCON Secretariat, U.S. CULCON Secretariat]

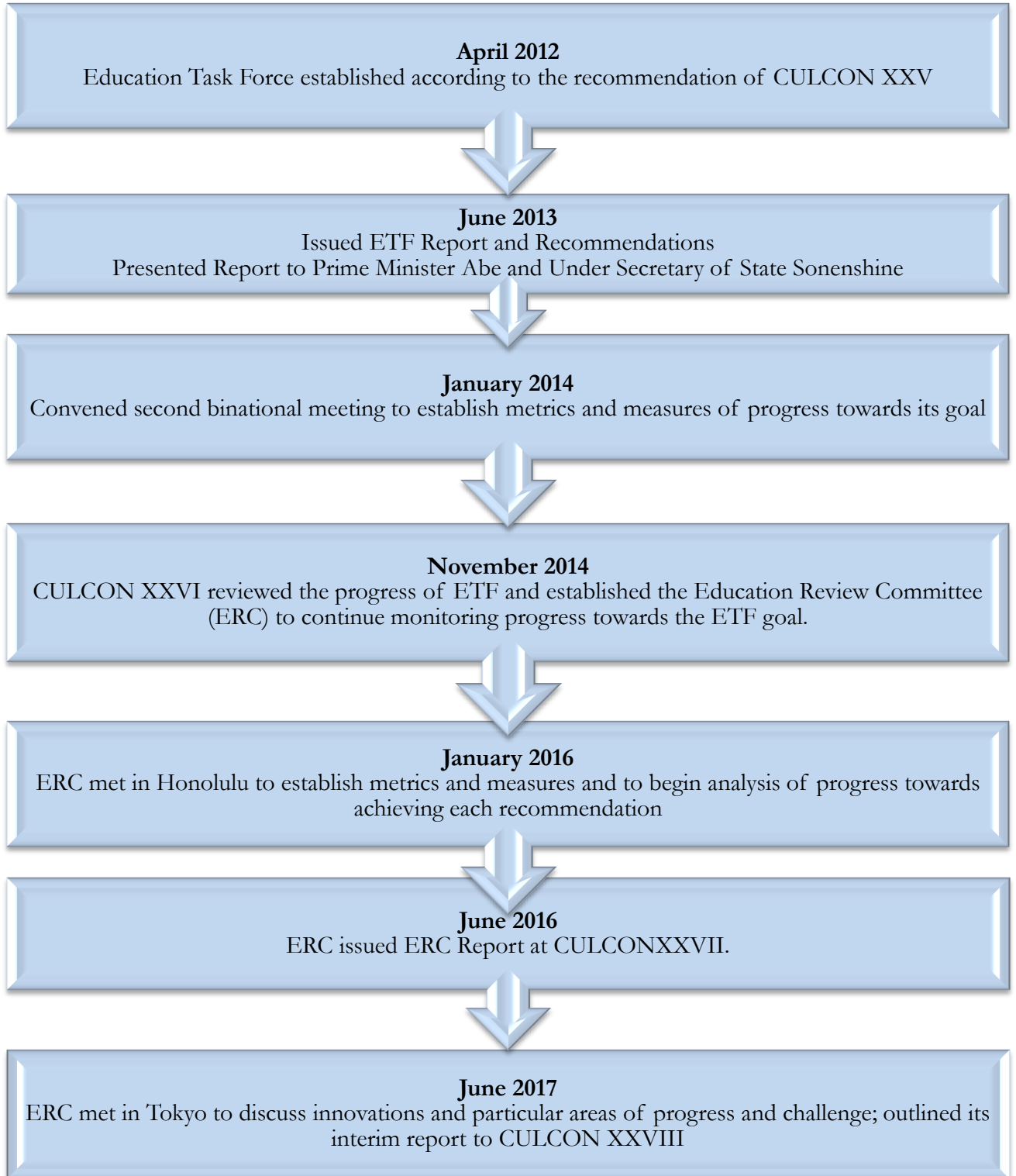
Timeline for Completion of ERC Interim Report to CULCON XVIII:





E. ETF/ERC Timeline

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U.S. Students in Japan		Baseline number								
<i>Type of experience abroad</i>		<i>Spring 2012</i>	<i>Spring 2013</i>	<i>Spring 2014</i>	<i>Spring 2015</i>	<i>Spring 2016</i>	<i>Spring 2017</i>	<i>Change (from Baseline)</i>	<i>Percent Change (from Baseline)</i>	
<b>1.)</b>	Enrollments in host universities (JASSO Data)	2,133	2,083	1,975	2,223	2,428	2,516	383	18%	
	a) Undergraduates	294	317	291	315	379	453	159	54%	
	b) Graduates/post-grads	260	270	292	298	329	343	83	32%	
	c) Non-degree study	1,098	1,079	972	1,164	1,240	1,265	167	15%	
<b>2.)</b>	Intensive language study in Japanese Language Institute (JASSO Data)	156	192	177	200	220	270	114	73%	
<b>3.)</b>	Study abroad for academic credit (OD data: students not necessarily enrolled in Japanese universities)***	5,283	5,758	5,978	6,053	7,145		1,095	35%	
<b>4.)</b>	Study abroad non-credit (work, internships and volunteer abroad) –OD survey of 300+ U.S. campuses	<i>Unknown</i>	182	597	459	508		326	179%	
<b>5.)</b>	Short-term study tours without student visa, enrollment in host higher educational institutes (no credit received (often led by home campus faculty member) (JASSO Data )	739	1,264	1,137	1,187	1,711	1,778	1,039	141%	
<b>6.)</b>	Short-term experience**: TOMODACHI	n/a	197	282				85	43%	

Japanese Students in the U.S.		Baseline number								
<i>Type of academic experience abroad</i>		<i>Spring 2012</i>	<i>Spring 2013</i>	<i>Spring 2014</i>	<i>Spring 2015</i>	<i>Spring 2016</i>	<i>Spring 2017</i>	<i>Change (from Baseline)</i>	<i>Percent Change (from Baseline)</i>	
<b>7.)</b>	Enrollments in host universities (OD data*)****	18,373	17,938	17,876	17,779	17,644	17,333	-1,040	-6%	
	a) Undergraduates	9,359	9,126	9,155	8,877	9,285	9,095	-264	-3%	
	b) Graduates/post-grads	4,403	3,944	3,562	3,290	3,125	2,967	-1,436	-33%	
	c) Non-degree study	4,611	4,868	5,159	5,612	5,234	5,271	660	14%	
<b>8.)</b>	Intensive language study	5,502	10,047	11,258	10,977	12,576	13,511	8,009	146%	
<b>9.)</b>	Work experience related to study (OPT*)****	1,593	1,630	1,458	1,285	1,416	1,447	-146	-9%	
<b>10.)</b>	Study abroad for academic credit approved by the Japanese university (enrolled in university) (JASSO Data)	9,471	11,727	12,744	14,859	14,369	15,786	6,315	67%	
<b>11.)</b>	Study abroad which the credit is not approved by the Japanese university (JASSO Data)	2,809	3,695	4,050	3,910	4,307	4,373	1,564	56%	
<b>12.)</b>	Total of 10. and 11. as well as total of 15. and 16. (JASSO Data:)	12,280	15,422	16,794	18,769**	18,676	20,159	7,879	64%	
<b>13.)</b>	Professors conducting teaching/research abroad for a semester or 1-2 years (Open Doors data)	4,783	5,014	4,705	4,511	4,478	4,361	-422	-9%	

14.)	Secondary students abroad (OD data, based on SEVIS and other sources)	<i>Unknown</i>	1,959	2,092	2,020	2,033		74	4%
15.)	Students study abroad through MOU agreements with partner universities	8,602	10,355	11,005	12,434	12,383	13,085	4,483	52%
16.)	Students study abroad without MOU agreements with partner universities.	3,678	5,067	5,789	6,335	6,293	7,074	3,396	92%
17)	Short-term experience**: TOMODACHI	835	460	1,060				226	27%

#1) and 2): as of May 1 of each year

#5), 10), 11), 12), 15), and 16): Data refer to the period from April 1 of the previous year to March 31 of the stated year.

#3), 4), 6), 7), 9), 13), and 14): Data refer to the period from fall of the previous year through summer of the stated year.

#8): Data refer to the period from January of the previous year through December of the same year.

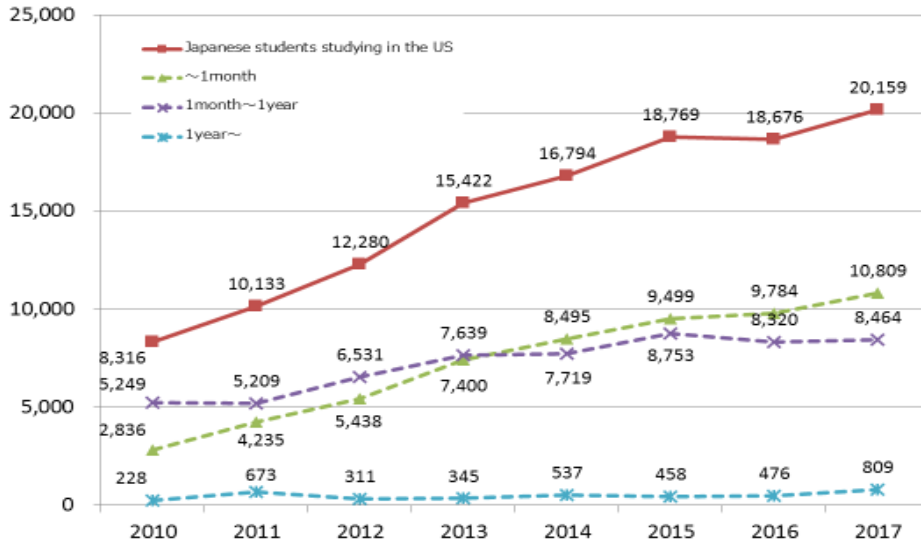
\*\*At present, there are no aggregate numbers available for short-term experiences in either direction. We include TOMODACHI here as an example of a short-term program that is successfully introducing Japanese and U.S. youth to the other country. This program was created in response to the 3/11/11 disasters in Japan.

\*\*\*According to Open Doors data from U.S. campuses, the total number of American tertiary education students in Japan peaked in 2009-10 with 6,166, dropping after the March 2011 triple disaster in Japan, which closed many programs for U.S. students in Japan; the numbers fully rebounded in 2015 and reached a new high of 7,145 by 2016.

\*\*\*\*The total number of Japanese tertiary education students in the U.S. (plus those in OPT) was 18,760 in Spring 2017 according to IIE's Open Doors. The total number of Japanese tertiary education students in the U.S. at its peak in 1997-98 was 47,072 per OD.

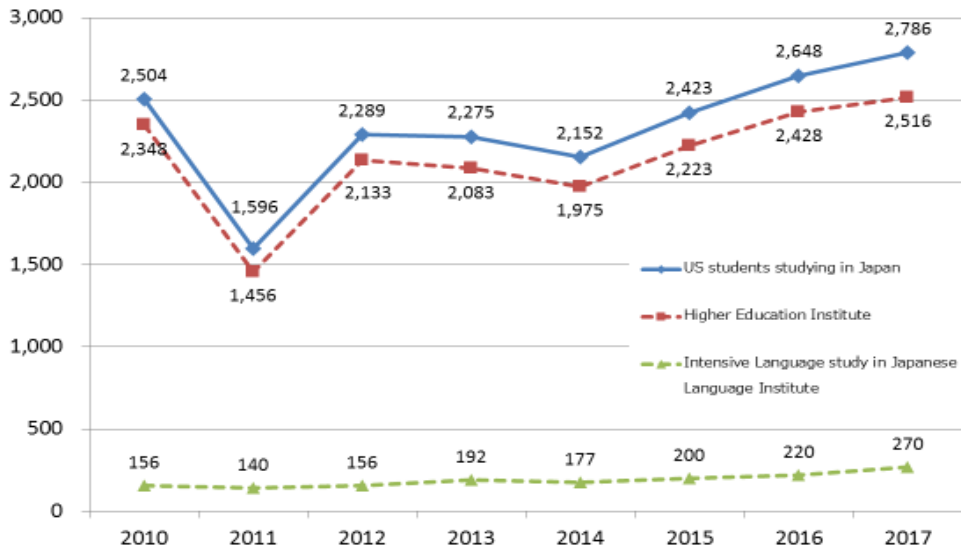
G.Graphs on Student Mobility

### Japanese Students Studying in the US



Note: Data refer to a period from April 1 of previous year to March 31 of the indicated year.  
Source: Japan Student Services Organization(JASSO)

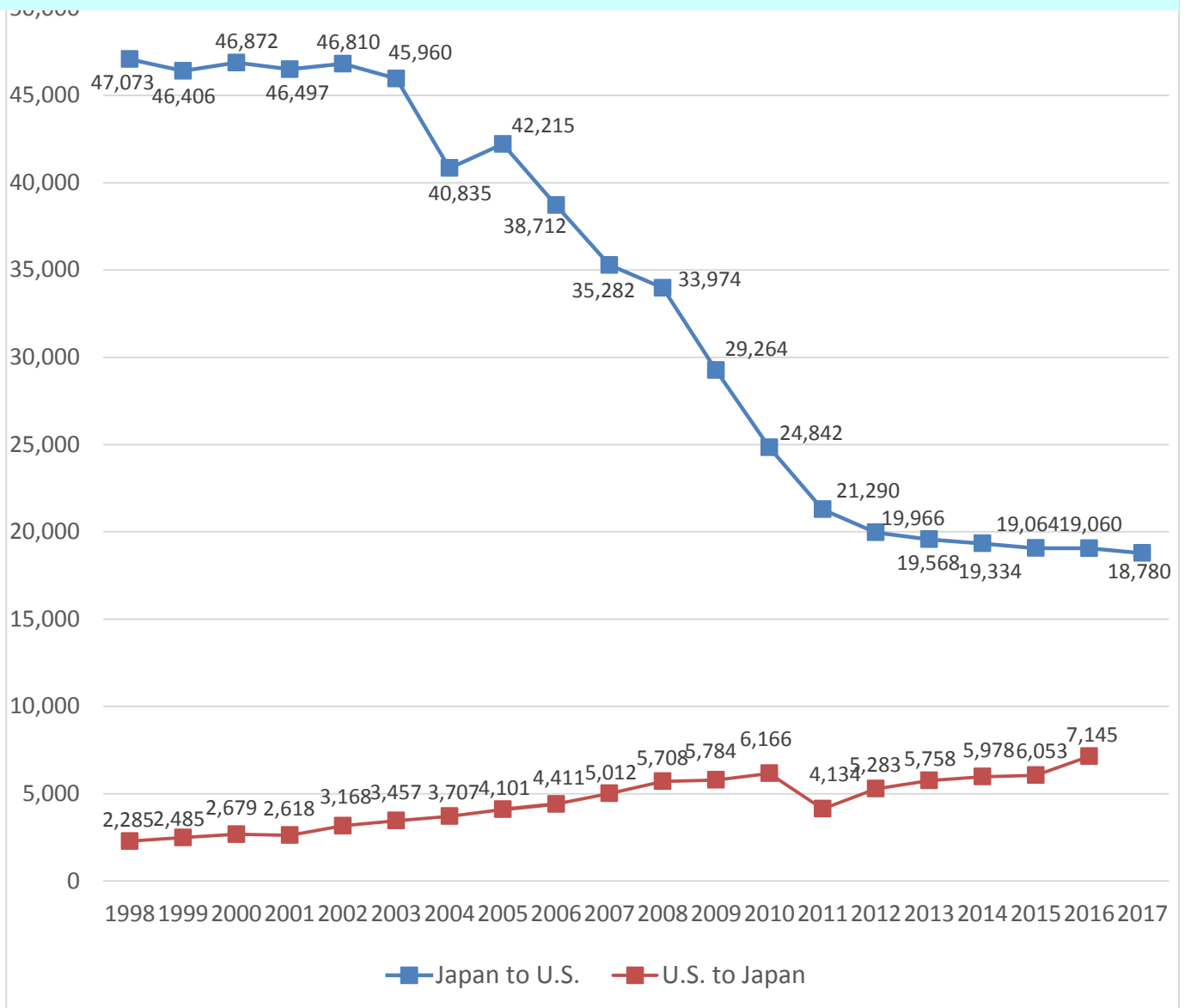
### US Students Studying in Japan



Note: As of May 1 in each year  
Source: Japan Student Services Organization (JASSO)

Numbers of Japanese Students Studying in the U.S. / Numbers of U.S. Students Studying in Japan

Source: Institute of International Education (IIE), "Open Doors" Data



Note: Data refer to the period from fall of the previous year through summer of the indicated year.

## H. CULCON Member List

<b>U.S. Panel:</b>		<b>Japan Panel:</b>	
<b>Chair:</b>		<b>Chair:</b>	
Harry A. Hill	Outside Director and Member of the Board, New Business Development, Oaklawn Marketing, Inc	Ryozo Kato	Former Ambassador to the United States
<b>Vice Chair:</b>		<b>Vice Chair :</b>	
Sheila Smith	Senior Fellow for Japan Studies Council on Foreign Relations (CFR)	Fumiaki Kubo	Professor, Graduate Schools for Law and Politics, University of Tokyo President, Japanese Association for American Studies
<b>Panelists:</b>		<b>Panelists:</b>	
Edward Lincoln	Adjunct Professor of Japanese Economy, Columbia University, Professorial Lecturer, George Washington University	Akio Mimura	Chairman, the Japan Chamber of Commerce and Industry Senior Advisor/Honorary Chairman, Nippon Steel & Sumitomo Metal Corporation
Patricia Maclachlan	Associate Professor of Government and Asian Studies, University of Texas	Isao Kiso	President, Chiba Institute of Science
Deanna Marcum	Managing Director, Ithaka	Naoyuki Agawa	Distinguished Visiting Professor, Doshisha University
Anne Nishimura Morse	William & Helen Pounds Sr. Curator of Japanese Art, Museum of Fine Arts, Boston	Masako Egawa	Professor, Graduate School of Commerce and Management, Hitotsubashi University
T. J. Pempel	Professor of Political Science, University of California, Berkeley	Akio Okawara	President/CEO, Japan Center for International Exchange
Leonard J. Schoppa, Jr.	Director, Woodrow Wilson Department of Politics, University of Virginia	Junichi Chano	Executive Director, Center for Global Partnership, The Japan Foundation
David A. Sneider	Partner at Simpson Thacher & Bartlett LLP in the Firm's Corporate Department	Hiroyuki Shimatani	Executive Director, Kyushu National Museum
<b>Ex-Officio Members:</b>		<b>Ex-Officio Members:</b>	
Susan A. Thornton	Acting Assistant Secretary for East Asian and Pacific Affairs, U.S. Department of State	Kazuhiro Suzuki	Director-General, North American Affairs Bureau, Ministry of Foreign Affairs
Marie Royce	Assistant Secretary for Educational and Cultural Affairs, U.S. Department of State	Manabu Miyagawa	Director-General for Cultural Affairs, Ministry of Foreign Affairs
Frank Brogan	Assistant Secretary for Post-Secondary Education, U.S. Department of Education	Kazuaki Kawabata	Director-General for International Affairs, Ministry of Education, Culture, Sports, Science, and Technology
<b>Honorary Member:</b>		<b>Advisors:</b>	
Caroline Kennedy	Former Ambassador to Japan	Yutaka Aso	Chairman, Aso Corporation and Aso Cement Co., Ltd.
		Minoru Makihara	Senior Corporate Advisor and Former; Chairman, Mitsubishi Corporation; Former Vice Chairman Japan Business Federation
		Teiichi Sato	Former Ambassador to United Nations Educational, Scientific and Cultural Organization(UNESCO)








## I. Team Up Impact Report- Summary

### TeamUp Impact Study

*TeamUp conducted a formative process evaluation to assess the impact of the TeamUp Campaign on U.S.-Japan partnerships, specifically impact on partnership creation, student access to U.S.-Japan exchange opportunities; and U.S.-Japan student mobility.*






#### Key Findings: Impact

Study analysis confirms several positive ways the TeamUp campaign has impacted stakeholders:

-  60% of respondents reported a **positive attitudinal change** toward the feasibility of U.S.-Japan partnerships as a result of their engagement with TeamUp;
-  33% of universities represented by respondents were able to **form 25 total new partnerships**, a **54% increase** in total U.S.-Japan partnerships reported by all respondents;
-  29% of universities were able to **enhance or strengthen prior partnerships** as a result of engagement with TeamUp;
-  71% of participants prefer to focus on **deepening partnerships created through TeamUp**, rather than forming additional new partnerships, so as to ensure the success and sustainability of these partnerships;
-  67% of respondents were able to **create new programs to open more pathways** for students to access U.S.-Japan exchange opportunities;
-  **Interest in U.S.-Japan exchange remains at a high level:** 87% of respondents expressed a desire to continue increasing outbound student mobility, and 73% of respondents indicated an interest in increasing inbound enrollment of Japanese students;
-  TeamUp is helping participants **successfully navigate common challenges** to partnering with Japanese institutions: 93% of respondents reported encountering challenges in the partnerships process, and 80% of respondents indicated that they were able to utilize strategies to overcome these challenges.

#### Key Findings: Recommendations

Based on analysis of TeamUp participants' feedback, USJBF recommends the following next steps for the campaign:

-  **Create a concierge service** – Designate a specialist with expertise in U.S.-Japan higher education partnerships to offer personalized guidance to U.S. and Japanese universities seeking introductions to potential partners.
-  **Leverage participant experience** – Utilize the expertise of universities in the West Coast region that have demonstrated a long-history of partnering with Japanese institutions.
-  **Increase participant interaction through follow up activities**, such as webinars and teleconferences with past participants and key stakeholders to check in, provide mentorship, and to facilitate networking and idea-sharing on strategies and best practices for navigating common challenges to U.S.-Japan partnerships.
-  **Increase access points for inbound Japanese and outbound minority American students** by addressing specific concerns and barriers.
-  **Promote innovations in virtual exchange** (also known as COIL - Cooperative Online International Learning) that provides opportunities to greatly enhance the efficacy of short-term programs.









For more information about TeamUp, or to read the full report, please see the TeamUp Roadmap:  
<http://teamup-usjapan.org/>





## TeamUp Overview

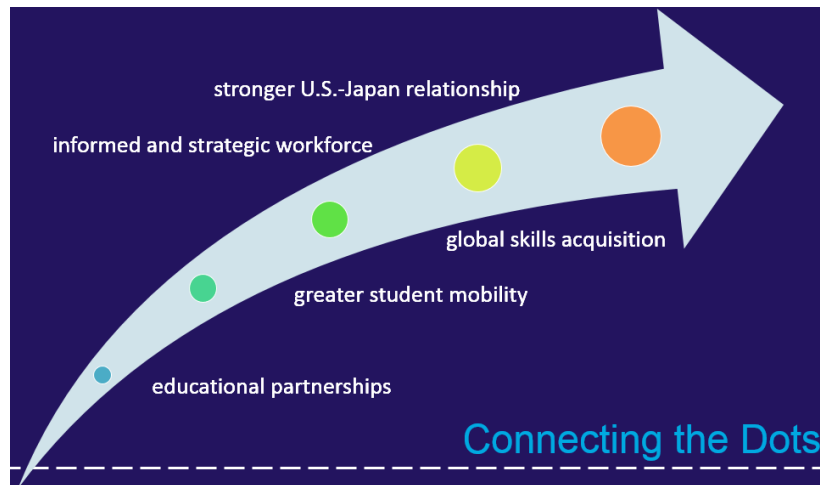
TeamUp is a campaign to increase student mobility by expanding innovative agreements between U.S. and Japanese universities.

TeamUp's goals are to:

-  Strengthen the U.S.-Japan relationship;
-  Help reach the CULCON goal of doubling U.S.-Japan student mobility by 2020;
-  Build a globally talented workforce;
-  Cultivate new, innovative U.S.-Japan educational partnerships;
-  Expand the pool of students and institutions engaged in U.S.-Japan mobility; and
-  Create a diverse next generation of stewards of the U.S.-Japan relationship.

TeamUp's major components include:

-  **TeamUp RoadMap:** a comprehensive online resource on creating and expanding partnerships;
-  **TeamedUp Familiarization Tour:** an opportunity for representatives of U.S. institutions, especially those that have not engaged in U.S.-Japan mobility, to travel to Japan to meet potential Japanese partners;
-  **TeamUp Micro-Grants:** an opportunity for representatives of U.S. institutions to design an individualized program to travel to Japan to meet potential Japanese partners;
-  **TeamUp Awareness Drive:** convening influential stakeholders, speaking at key conferences and hosting networking opportunities.



TeamUp is inspired by CULCON, implemented by the U.S.-Japan Bridging Foundation and supported by the U.S. Embassy Tokyo.

For more information about TeamUp, please see the TeamUp RoadMap: <http://teamup-usjapan.org/>