

EDUCATION EXCHANGE REVIEW COMMITTEE (ERC) FINAL REPORT 2020



**CULCON
Education Exchange Review Committee(ERC)
Final Report 2020**

**教育交流レビュー委員会 (ERC)
最終報告書 2020**

Published by the Japan CULCON Secretariat
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**The United States - Japan Conference on Cultural and Educational Interchange (CULCON)
日米文化教育交流会議**

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Foreword

We are delighted to publish this report on student mobility between Japan and the United States since 2012 as co-chairs of the Educational Exchange Review Committee (ERC). The ERC was established by the U.S.-Japan Conference on Cultural and Educational Interchange (CULCON) in 2014. This is the ERC's final report, produced after six years of research, data analysis, and consultations with stakeholders. Midterm reports were produced in the interim, but this is the first report we are publishing in each country.

We would like to thank both governments and the representatives of academic institutions and private sector businesses from both countries who contributed to the common effort to achieve CULCON's goal of doubling student mobility between the two countries. In the report we examine the full range of student mobility statistics produced by stakeholders in each country. While the way these organizations count students traveling to the partner country for study abroad differ and show more progress in some areas than others, the ERC sees the overall trend as positive.

While the pandemic of COVID-19 gravely affected international student mobility across the world in 2020, we are hopeful that the positive trends described in this ERC report will serve as a baseline on which to build in our common effort to encourage further international student mobility among the next generation, and that this growth in student exchange will promote and strengthen our bilateral relationship in the coming decades.

December, 2020



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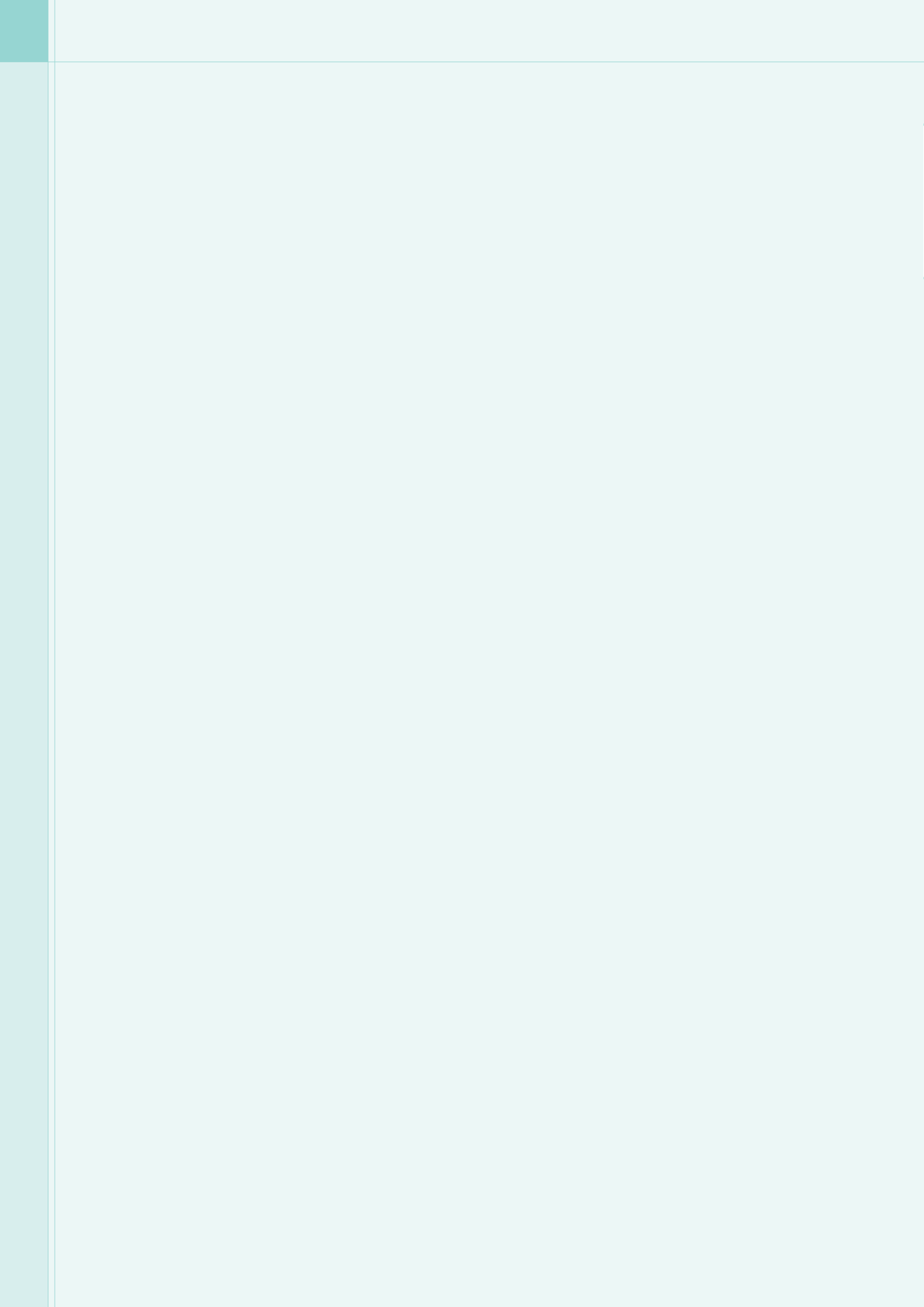


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1. Executive Summary

The U.S.-Japan Conference on Cultural and Educational Interchange (CULCON) serves to strengthen the vital cultural, educational and intellectual foundations of the U.S.-Japan relationship, and to enhance connections between U.S. and Japan leaders in those fields. The CULCON panelists acknowledge the vital role people-to-people exchanges play in strengthening all aspects of the bilateral relationship, from security and trade to culture and education, and reaffirmed that exchanges are one of the key pillars of the U.S.-Japan partnership. Precipitated by a sharp decline in the number of Japanese students choosing study in the U.S. during the previous ten years, CULCON established the Education Task Force (ETF) in 2012; and charged it with examining the quantity and quality of student exchanges. The Task Force also studied ways in which the U.S. and Japanese governments, private sectors and academic institutions were promoting and increasing exchange. An additional catalyst was that although the number of U.S. students in Japan had doubled during that same period, the number of U.S. students travelling to Japan was still a relatively small number, especially commensurate with the importance of the U.S.-Japan relationship.

The ETF identified student mobility as a priority issue and in May 2013, 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 ETF Report and Recommendations were delivered to Japanese Prime Minister Abe Shinzo and U.S. Under Secretary of State for Public Diplomacy and Public Af-

fairs Tara D. Sonenshine, these goals were endorsed during the April 2014 U.S.-Japan Summit Meeting and incorporated into the 'Leaders Statement on U.S.-Japan Bilateral Exchanges' as an annex to the "U.S.-Japan Joint Statement: Shaping the Future of the Asia-Pacific and Beyond". In November 2014, CULCON established the Educational Exchange Review Committee (ERC) to undertake the periodic review of the implementation of the ETF Recommendations.

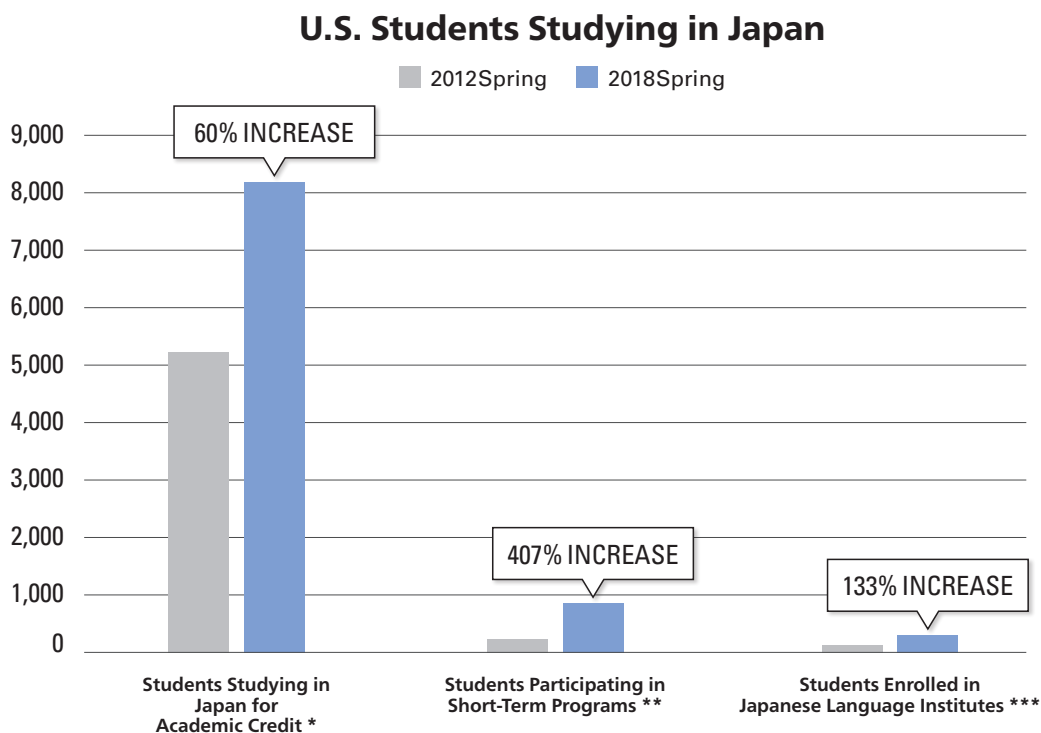
Since 2014, the Educational Exchange Review Committee (ERC) has mounted a major effort to monitor and report on progress toward goals set by CULCON that would boost student mobility between Japan and the United States. In response to the ETF Recommendations, the governments, academia and nonprofit organizations in both the United States and Japan have launched ambitious and innovative initiatives to increase the number of students going in each direction and to improve the value and long-term impact of their experiences. CULCON directed the ERC to continue its monitoring efforts from 2012 until 2020, when it would officially conclude its work. This report is the ERC's Final Report.

(1) Student Mobility By The Numbers ¹

The total number of U.S. students studying in Japan for credit grew by 60%, and by 407% for short-term program participating students according to the Institute for International Education (IIE)'s Open Doors report (those students may not necessarily be enrolled at Japanese universities) since 2012 Spring to 2018 Spring. The positive trend is also confirmed by Japan Students Services Organization (JASSO) data, which show that the total number of U.S. students studying at Japanese universities and Japanese language institutes in Japan increased by 31% from 2012 Spring to 2019 Spring, and students enrolled in Japanese language institutes grew by 133%.

The total number of Japanese students for credit studying in U.S. increased by 65%, and by 95%

for students studying in the U.S. for a year or more since 2012 Spring according to JASSO. In particular, the number of students participating in short-term programs (including intensive English language programs) almost tripled, growing by 178% according to Open Doors. The long-term decline in the total number of Japanese students studying in the U.S. for academic degrees since 2005 has not reversed, but the curve has flattened (See Appendix Graph 4). The following graphs summarize these trends:



* Not necessarily enrolled in Japanese universities; Source: IIE/OD (1-1 in Appendices: Data Grid)

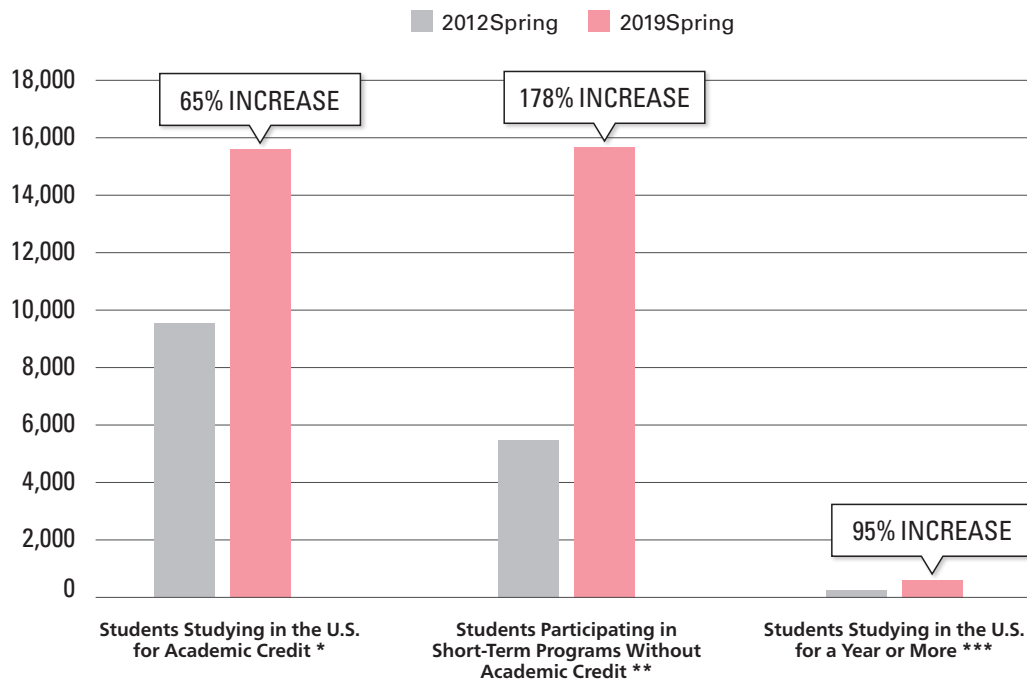
** No data for 2013 Spring and 2018 Spring Source: IIE/OD (1-2 in Appendices Data Grid)

*** Source: JASSO (2-4 in Appendices Data Grid)

¹ For this report's data analysis, it is important to note that the Institute of International Education (IIE) and Japan Students Services Organization (JASSO), which collect data on study abroad for the United States and Japan, employ different data sources (IIE gathers data from U.S. universities and JASSO from Japanese universities, as described in detail below) and different definitions for their terminology. Data from "Education at a Glance: OECD Indicators," published by the Organization for Economic Co-

operation and Development (OECD), has also been used for this analysis.

Japanese Students Studying in the United States



* Academic credits approved by Japanese universities; Source: JASSO (4-a in Appendices: Data Grid)
 ** Including intensive English language programs; Source: IIE/OD (3-8 in Appendices Data Grid)
 *** Based on agreements such as partnerships between universities; Source: JASSO (2 in Appendices Graph)

U.S.-Japan Mobility: Comparison of Trends



(2) Positive Trends

Using the 2012/2018-19 Spring metrics with both countries' students for credit, it is not likely there will be any doubling by the time 2020 data is available. However, there are compelling reasons for optimism. First, large societal or "paradigm" shifts have influenced student mobility during the review period. These shifts have resulted in exponential growth of short-term programming, including internships and other experiences that develop global competencies with a direct application to career pathways, which were not originally included in the 2012 data. Second, the seeds sown by major efforts in both countries to provide access to students who may have been previously overlooked, use technology in innovative ways to enhance the international experience; and provide additional resources, including financial, logistical and cultural, while beginning to show results, will come into full fruition in the years to come.

(3) Paradigm Shifts

Since the ETF conducted its review in 2013, Japan and the United States have experienced major societal shifts. The permeation of information and communication technology into all aspects of economy and society has drastically changed not only the way industries and employment work, but also the way people communicate and form public opinions, as well as political behavior. While globalization accelerates, its opposition has developed and economic disparity has increased, leading to a rise of populism. Another important change in the international landscape is the rise of China in the global community. Finally, the COVID-19 pandemic has had a profound impact on U.S. and Japanese society, although it is difficult to anticipate its long-term effects.

These discontinuous changes, or "paradigm shifts," have several implications for international student mobility: 1) both universities and students seem to understand more than ever the importance of

study abroad, with the goal of creating a cohort of "global citizens" capable of meeting the challenges of a global era; 2) students now have a more diverse range of choices in international mobility in type of programming, including summer programs, intensive language programs, faculty-led study tours, and internships; and 3) the behavior and expectations of students have changed significantly compared to the 1990s, as there is now more pressure to find work following completion of degrees, and technology allows a level of communication that eliminates some of the distance, and thus, independence, of the student experience.

(4) Sowing the Seeds

Major efforts in both countries are beginning to show positive results and increases in the quantity and quality of student mobility are expected to come into fruition in the years to come. Among the many extraordinary efforts, several stand out: The Ministry of Education, Culture, Sports, Science and Technology (MEXT), in cooperation with private enterprises, launched the "TOBITATE! Ryugaku JAPAN" initiative (Leap for Tomorrow! Study Abroad from Japan), which offers grants to students going abroad. As of January 22, 2020, 246 private firms, organizations and individuals have donated approximately ¥11.8 billion to this initiative.² Initiatives by non-government entities, including those sponsored by the Yanai Tadashi Foundation, have also provided scholarships to students enrolling in American universities. Also effective have been Japanese government-sponsored scholarships for students enrolled in exchange programs and degree programs at partner universities abroad. These efforts have more than doubled both the number of eligible students as well as the level of funding between 2012 and 2016.

In an effort to attract highly-qualified foreign students to Japan more strategically, the Japanese government launched Global 30, which provides an international focus and instruction conducted in English on Japanese campuses. The Government

² "What is Tobitate?" <https://tobitate.mext.go.jp/about/>

of Japan also established The Okinawa Institute of Science and Technology Graduate University (OIST) as a new, experimental institution with English as its official language. More than half of the faculty and student body are non-Japanese.

MEXT is focusing its efforts on strengthening students' communication skills in reforming its English language instruction with a multi-pronged approach. In FY2020, MEXT implemented new elementary school curricula to provide more effective foreign language instruction in elementary schools throughout the country. The JET Programme has an important role to play in improving communication skills by utilizing JET-ALTs (Assistanat Language Teachers). Reforms in Japan's university entrance exams are also putting increasing emphasis on English language speaking skills. These changes will encourage preparation that focus more on practical communication skills.

Although the demand for Japanese language education in the United States remains robust, there is an acute need for a new generation of Japanese language teachers. Stakeholders in both countries, including the American Association of Teachers of Japanese, JET alumni groups, and the Japan Foundation are collaborating to provide incentives for Japanese and Americans to consider a career in Japanese language education.

Stakeholders in the United States, including the Department of State and the Japan-U.S. Friendship Commission (JUSFC), among others, are also expanding their efforts to boost student mobility. These organizations are instituting a number of new policies and funding programs to enable U.S. students to study in Japan. New non-degree opportunities such as internships or volunteer programs are attracting students, providing a platform to enrich their career paths and giving them skills to be more globally competitive. It will be several years before clear quantitative results are available for some of the new programs; however, these efforts are sowing the seeds for a future increase in student mobility. A direct result of the ETF recommendations, the TeamUp campaign promoted partnerships between

U.S. and Japanese universities as a way of providing access to students who may have been previously overlooked. This U.S. Embassy-funded initiative targeted students at Historically Black Colleges and Universities (HBCU's), first generation college students and minority majority universities.

Collaborative Online International Learning (COIL) is a virtual exchange program that utilizes videoconferencing and other online tools to promote international study. While COIL is a relatively new pedagogical innovation, its growth in the United States and Japan and other countries has been exponential. With an almost complete halt to travel during the global pandemic, virtual communication and experiences are being offered at unprecedented rates. The ERC expects one impact of the pandemic will be a huge and lasting change in how technology and mobility intersect. Although ERC considers virtual exchange to be innovative and potentially impactful, it is not a substitute for an in-person experience in another country.

Internships and a focus on post-study abroad employment has been an important focus of CULCON's work in boosting student mobility. Compared with the United States' long history of internships, Japan has relatively few sections in its universities that coordinate internships. In addition, the Japanese companies that plan and carry out internships are, compared with their counterparts in the United States, under-developed. Even among companies that host internships, the duration is short—a week or even less—and the expectations of the internships in Japan are different compared to the longer-term internships in U.S. companies. Nonetheless, Japanese stakeholders have in recent years acknowledged the importance of gaining work experience, and accordingly have embarked on a number of initiatives, including efforts to prioritize the hiring of students with international experience as well as international students.

U.S. efforts to encourage American-style internships in Japan have seen some success, including those from members of the American Chamber of Commerce Japan (ACCJ). A JUSFC initiative, Nichibei-

Connect, a clearinghouse for U.S.-Japan related employment opportunities, aims to bridge the divide between university and employment.

The emphasis on increasing flexibility in academic calendars in Japan is another effort that is making it possible to increase U.S.-Japan mobility.

CULCON's focus is primarily higher education, but the ERC recognizes that a high school experience abroad can motivate further study abroad at the university level. Thus, the increase in International Baccalaureate programs, in particular, in both countries are welcome as they would produce more future students who may go abroad to study.

(5) Challenges

After its lengthy and comprehensive examination of efforts to promote student mobility between Japan and the United States, the ERC has identified the largest remaining challenges as: 1) the lack of financial resources; and 2) the continuing need to make U.S.-Japan study abroad attractive to students. It is also important to note that the COVID-19 pandemic has had a profound impact on U.S. and Japanese society. Although it is difficult to anticipate the pandemic's long-term effects on student mobility, the short-term impact has been extraordinary.

The ERC recommends all U.S. and Japanese stakeholders work together to ensure that universities and students have sufficient financial resources to support the growing levels of student mobility. Both governments and private foundations are providing scholarships to offset the costs of travel, living expenses, tuition, and program fees for individual students, although the demand far outstrips the availability of funds. The ERC also encourages investment in academic institutions themselves to develop infrastructure to accommodate incoming international students, prepare relevant courses and programs, build dormitories, and establish counseling services for international students.

Today, an increasing number of Japanese students choose to study in English-speaking countries or academic institutions with programs taught in En-

glish in Asian and European countries rather than the United States. The higher cost of studying in the United States contributes to this, as well as increased exchange among Japan and Asian neighbors and European countries. The ranking of U.S. students in Japan declined from 9th in 2017 to 13th in 2019, even as the number of students studying Japanese language in the United States has grown relative to other languages in recent years. As discussed, there has been significant growth in short-term student mobility in both directions, and ERC encourages leveraging this success by motivating those students to participate in more immersive study abroad programs (for a semester or year) or degree-seeking programs. Japanese and U.S. public, private and academic sectors need to continue collaborative efforts to appeal to the target students in both countries.

(6) Conclusion

The sharp drop in the number of Japanese students studying in the United States was a main impetus to create the ETF, which later led to the establishment of the ERC. For CULCON, the threat was clear that a drop in the number of next generation of the stewards of the U.S.-Japan relationship could threaten the quality of collaboration across all sectors of society.

Universities around the world are endeavoring to develop global citizens and encouraging their students to gain international experience. As a result, students today have a wide range of choices for their international experiences, and the interests of students have become more diverse. Some of the short-term mobility programs may not be as academically rigorous as full-year study abroad programs or degree-seeking programs, but they are nevertheless important and valuable. These programs may catalyze students to seek longer-term academic programs abroad, which, in turn, provide greater long-term impact in developing global competencies.

Thanks to the efforts of the governments, academic institutions, and private sectors of both countries, student mobility between the United States and

Japan has increased steadily since 2012. All positive efforts point towards CULCON's ultimate goal of creating a next generation that will continue to nurture and expand the U.S.-Japan relationship. CULCON, however, recognizes that the work is far from completed and encourages the continuation of support to these efforts to increase more diversified student mobility opportunities by stakeholders in both countries.

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

For this report's data analysis, it is important to note that the Institute of International Education (IIE) and Japan Students Services Organization (JASSO), which collect data on study abroad for the United States and Japan, use different data sources (IIE gathers data from U.S. universities and JASSO from Japanese universities, as described in detail below) and different definitions for their terminology. Data from "Education at a Glance: OECD Indicators," published by the Organization for Economic Cooperation and Development (OECD), has also been used for this analysis.

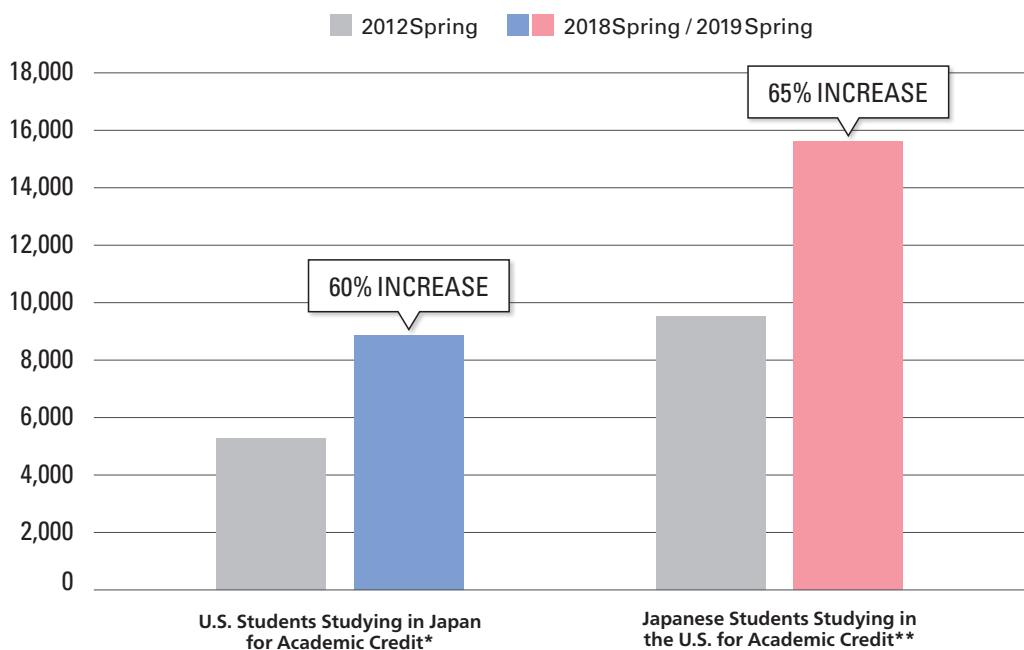
The analysis uses IIE's Open Doors Data ("OD Data"), JASSO's Data ("JASSO Data"), and OECD's Data. However, the OD and JASSO data are collected on different dates, making them essentially different. Thus, these figures are analyzed separately and

not directly compared. Described below are the data collection methods used by the United States and Japan, as well as trends in the number of students traveling to and from both countries.

Using "Spring 2012" as a baseline for the goal of doubling student mobility (this report will refer to the numbers in "Appendices: Data Grids and Graphs" using the notation "Spring," followed by the cited year), the progress made by both countries is clear. While the ERC Interim Report 2018 pointed out that "the number of degree-seeking student mobility in each other's country remained at the same level," the number of "academic credit-seeking students" have increased more than 60% in both directions since 2012.

Key Figures in Student Mobility between the U.S. and Japan (I)

U.S.-Japan Study Abroad for Academic Credit



* Not necessarily enrolled in Japanese universities; Source: IIE/OD (1-1 in Appendices: Data Grid)

** Academic credits approved by Japanese universities; Source: JASSO (4-a in Appendices: Data Grid)

(1) Data Collection on U.S. Students in Japan

The OD Data is collected annually from U.S. universities. The figures here include U.S. students studying in Japan who receive academic credits from their home institutions, students participating in U.S. faculty-led academic programs that are based in universities or other institutions in Japan, as well as students taking part in internship programs and volunteer activities that are arranged through their home campuses. Accordingly, it does not include those studying in Japan without being enrolled in U.S. universities.

The JASSO Data is collected through organizations that include Japanese higher education institutions and Japanese language institutes. They include³: (1) non-Japanese students with student visas, who are enrolled in Japanese universities; graduate schools; junior colleges; vocational schools (or schools for specialized training); (2) Japanese educational institutions that have preparatory courses for entering Japanese universities; and Japanese language institutes; and (3) international students enrolled in short-term programs, who are not necessarily pursuing an academic degree in Japan and not intending to stay a full year, but are instead pursuing research or transferable credits, coming to experience a different culture, or looking to acquire practical language skills. U.S. students whose visa status changed through marriage to a Japanese national, for example, are not included.

(2) Data Collection on Japanese Students in the United States

IIE's OD Data, collected from U.S. universities, tallies the number of international students officially enrolled in U.S. universities with non-immigrant temporary visas. These include: (1) students pursuing degrees or certificate programs at U.S. universities; (2) non-degree short-term international students; and (3) students engaged in Optional Practical Training (OPT). OPT is a form of training received off-campus and generally entails a private firm offer-

ing salaried employment to a student whose studies relate to the company's work. In only rare instances are students who are not officially enrolled reported by the host university to IIE. Hence, the OD- Data excludes the majority of those not officially enrolled in universities or residing in the United States through means other than temporary visas.

The JASSO Data is collected through organizations that include Japanese universities, and tallies the number of students at Japanese university who study at U.S. universities and other institutions. They include: (1) students who study at partner U.S. institutions based on exchange agreements; and (2) students who study at U.S. institutions without exchange agreements (this includes short-term programs arranged by university departments, some of which are for credit, or short-term language or academic programs administered by private companies). Accordingly, students studying in the United States who are not with institutions affiliated with Japanese universities, are excluded. Since 2013, surveys have also included students enrolled at technical colleges and vocational or specialized training schools.

(3) U.S. Students in Japan

According to the JASSO publication "Result on an Annual Survey of International Students in Japan 2019,"⁴ the total number of international students in Japan was 312,214 (as of May 1, 2019). Broken down by country of origin, 93.6% of these students came from Asian countries. Three thousand came from the United States, which comprises 1.0% of the total, and like the year before, ranks 13th in terms of country and region. However, compared with "Spring 2012" (2,289 students)⁵, the baseline number used in the ERC report, it shows an increase of 31.1%. For "international students on short-term programs," the 1,748 students from the United States are 9.3% of the total, third after the number of students from China and Korea. It is worth noting there were 156 U.S. students enrolled in Japanese language institutes in 2012, with 363⁶, or more than double that number, by 2019.

³ https://www.studyinjapan.go.jp/en/_mt/2020/08/date2019z_e.pdf

⁴ https://www.studyinjapan.go.jp/en/_mt/2020/08/date2019z_e.pdf

⁵ The total of 3) and 4) in Appendices: Data Grid

⁶ Appendices: Data Grid 4)

The OECD has also been collecting data on education throughout the world. According to “Education at a Glance: 2019 Edition,” in 2017, the percentage of international students among all students in Japan was low (4%, compared to the OECD average of 6%). Nonetheless, among non-English speaking countries in the OECD, Japan boasted the fourth highest percentage of international students, behind Russia, Germany, and France.⁷ This is believed to be because of the multiple measures implemented by MEXT and others, including expanding the number of courses conducted in English, as well as supporting international students in their Japanese language studies and job searches.

Amid projections that Japan’s population of 18-year-olds will fall by 30% by the year 2040, one of the Japanese government’s priorities is to attract more international students. Among international students, the ERC believes it is important for Japan to increase the number of students from the United States, a country whose population is three times that of Japan, to maintain the diversity and stability of its universities and colleges. The ERC is hopeful about an increase in U.S. students because student interest in studying in Japan, including learning Japanese, continues to grow.

Among U.S. students going abroad, more are choosing to go to Japan. According to the OD Data, U.S. students studying abroad numbered 341,751 in 2017/18, an increase of 2.7%.⁸ Fifty-five percent went to Europe, with the most popular destinations being the United Kingdom, Italy, Spain, France, Germany, and Ireland. China followed in seventh place and Japan was tenth. Nevertheless, while the number of students who traveled to England, Germany, and China decreased from the previous year, the number of students who traveled to Japan increased by 12.4%. Among the top 10 destination countries, only Japan saw a double-digit increase.

The number of U.S. students going to Japan fell dramatically after 2010 when there were 6,166 . This is partially because programs for international students were canceled across the country after the Great East Japan Earthquake in March 2011. Howev-

er, the number of students for academic credit recovered afterwards, and is showing a strong resurgence. The “Spring 2018” figure reached 8,467¹⁰, a 12.4% increase from the previous year, and a 60% increase from “Spring 2012.” This was also the highest number ever recorded by OD Data.

One growing trend among U.S. students studying abroad is their participation in internships and volunteer activities, which do not provide academic credits. Reliable data on this form of study abroad is limited, however. According to OD Data compiled from 300 universities across the United States, close to 500 students participated in activities without academic credit. Since few universities in the U.S. keep data on such activities, it is probable that the number of students participating in such exchanges is far greater than reported.

(4) Japanese Students in the United States

According to the OD Data released in November 2019, the number of international students studying in the United States increased slightly (0.05%) to 1,095,299 from the year before. This marked the fourth consecutive year of increases and accounted for 5.5% of the country’s entire population of students. This overall increase in the numbers could be attributable to an increase in STEM students, whose OPT term of stay was extended in 2016 from 17 to 24 months.¹¹ More concerning is that the number of newly registered students decreased by 11% to 269,383 from 300,743 in FY 2015.

According to the OD Data, the number of Japanese students officially enrolled in U.S. universities dropped sharply from FY 2003 to FY 2012. During subsequent years, the pace of the decrease slowed, but the most recent data of “Spring 2019” (18,105¹² students) shows a 3.5% decline from the previous year. Conversely, the number of Japanese students enrolled in U.S. non-credit programs and intensive English courses was 5,502 in “Spring 2012” but by “Spring 2019” it almost tripled to 15,305. According to statistics compiled in 2016 by MEXT from surveys by OECD, IIE, UNESCO and others, Japanese

7 OECD. “Education at a Glance: OECD Indicators” (2019 Edition). “Country Notes” p.2.
8 Open Doors 2019 Fast Facts.

<https://www.iie.org/Research-and-Insights/Open-Doors/Fact-Sheets-and-Infographics/Fast-Facts>
9 Appendices: Graph 5

10 Appendices: Data Grid 1-1

11 In this report, the fields included in STEM are: chemistry, engineering, computer sciences, information sciences, social sciences (anthropology, economics, psychology,

sociology), mathematical sciences, life sciences, geology, physics, astrology, as well as fields such as the study of STEM education and learning. OPT stands for “Optional Practical Training,” which provides temporary employment at a company after studying in the United States for a year or more.

12 The total of 6) and 7) in Appendices: Data Grid.

students studying abroad numbered 55,969 in 2016 (an increase of 1,293 from the previous year), and the United States was the number one destination (18,780, or a third of all Japanese students abroad). This was followed by China (13,595 students) and Taiwan (7,548 students).¹³

JASSO Data tracking students studying in the United States as reported by Japanese universities, shows steady increases. The number of Japanese students in the United States through exchange agreements with partner universities grew 43.6%, from 8,602 in “Spring 2012” to 12,350 in “Spring 2019.” The number of Japanese students studying in the United States at academic institutions without student exchange agreements grew 105% from 3,678 to 7,541. Combined, these two categories showed a 62% increase from 12,280 to 19,891.

The FY 2018 survey indicates that the majority, or 10,080, of these students studied the humanities, followed by students in the social sciences at 2,102. Students who studied science and engineering totaled 3,531.¹⁴

It is noteworthy that before “Spring 2012,” the baseline for this report, student mobility was plummeting. However, as the above data illustrates, since 2012 there has been considerable progress in increasing the number of Japanese students studying in the United States. One of the biggest increases has been in short-term experiences (summer programs, language training, internships, volunteer activities, etc.). Because these types of exchanges can motivate students to consider taking part in longer international experiences later, on, the ERC encourages these short-term experiences.

According to a FY 2018 survey on student exchange agreements and the survey on students visiting the United States through other means, the United States remains the top destination for study abroad from Japan. However, there has been an increase in the number of students opting to study in other English-speaking countries (Australia and Canada, which are ranked second and third in the surveys).¹⁵

It is worth highlighting that the number of Japanese students spending one or more year abroad is

increasing when students participate in university partnerships. However, it is clear that more students will continue to participate in short-term programs or those without academic credit, rather than traditional study abroad programs of one year or more. This is true of both Japanese students in the United States and U.S. students in Japan, and the following key figures illustrate some of those examples.

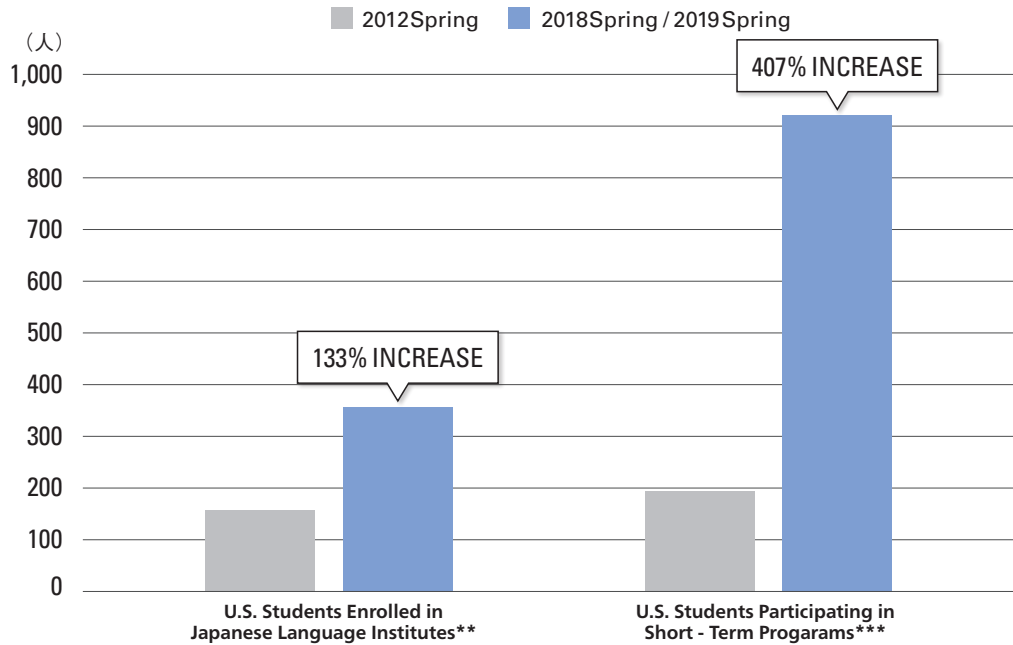
¹³ https://www.mext.go.jp/a_menu/koutou/ryugaku/1412692.htm (Japanese only)

¹⁴ Science and engineering fields here include; science, engineering, agriculture (veterinary medicine), agriculture (fields other than veterinary medicine), health (medicine and dentistry), and health (fields other than medicine and dentistry).

¹⁵ https://www.jasso.go.jp/about/statistics/intl_student_s/2019.html

Key Figures in Student Mobility between the U.S. and Japan (II)

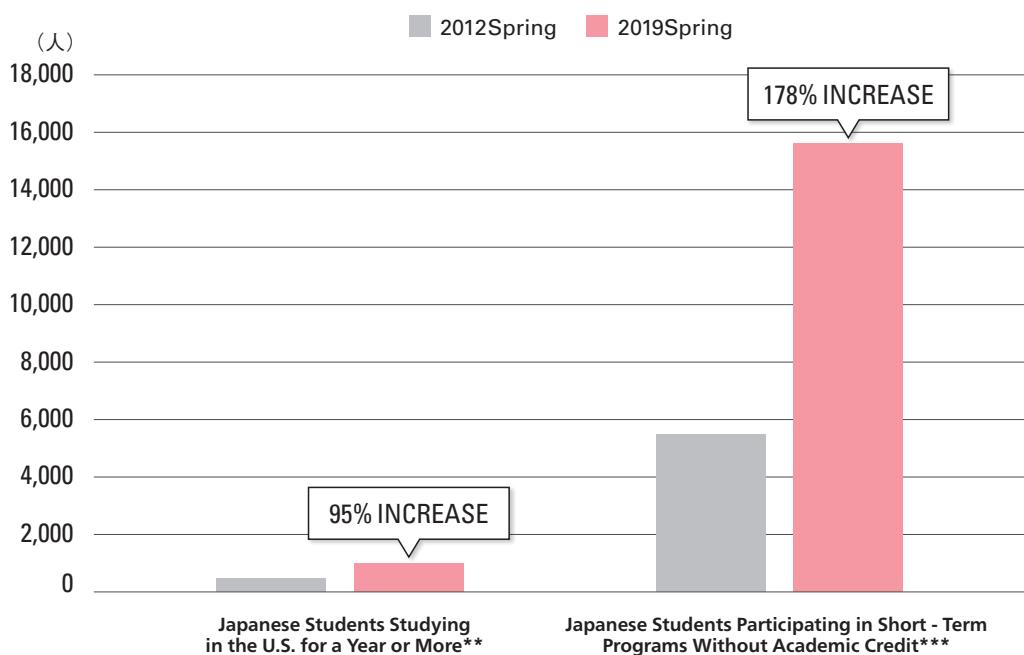
U.S. Students in Japan for Language Study and Short-term Study



** Source: JASSO (2-4 in Appendices Data)

*** No data for 2012 and 2019; Source: IIE/OD (1-2 in Appendices Data)

Japanese Students in the U.S. for Long-term and Short-term Study



** Based on agreements such as partnerships between universities; Source: JASSO (2 in Appendices Graph)

*** Including intensive English language programs; Source: IIE/OD (3-8 in Appendices Data)

3. Efforts to Promote Student Mobility

The main impetus to create the ETF (which later led to the establishment of the ERC) was the sharp drop, beginning in FY 2003, in the number of Japanese students studying in the United States. For CULCON, the threat was clear that a drop in the number of the next generation of the stewards of the U.S.-Japan relationship could threaten the quality of

collaboration across all sectors of society. From this perspective, the ERC reviewed the following innovative initiatives being implemented in both countries by governments, universities, private sector and not-for-profit organizations, among others.

3-1. Efforts to Promote Student Mobility from the United States to Japan (Japan←U.S.)

(1) Initiatives at Japanese Higher Education Institutions to Accept International Students

The Japanese government announced a plan to accept 300,000 international students by 2020. Understanding that the current global pandemic is dramatically disrupting many of these programs, the plan was designed to strategically attract international students by strengthening the global competitiveness of education and research at Japanese higher education institutions.¹⁶ In concrete terms, it is promoting the acceptance of high-achieving international students through the following measures:

- ✓ Consistent collaborative support, from recruiting prospective students to follow-up after students return to their home countries;
- ✓ Helping to build comprehensive educational programs (including Japanese language education, career training, and mid- and long-term internships) at every university, so that international students may find employment in Japan; and

- ✓ Strengthening scholarships that would help attract outstanding international students.

The Okinawa Institute of Science and Technology Graduate University (OIST) was established in 2011 as a new, experimental institution funded mostly by the Japanese government. More than half of the faculty and student body is non-Japanese, and its official language is English. Its Ph.D. program can be completed in five years. In November 2019, the OIST Foundation was launched in the United States with the aim of fostering U.S.-Japan relations through science and technology. The education offered at OIST is a starting point for a new form of U.S.-Japan technological relationship, and shows promise as a new type of student mobility.¹⁷

(2) Global 30 (G30)

In the five years from FY 2009 to FY 2013, MEXT implemented a program at 13 universities called “Global 30” (G30). This project focused on globalization at universities, offering a comprehensive system where universities and

¹⁶ Ministry of Education, Culture, Sports, Science and Technology, “The Plan to Welcome 300,000 International Students,” an outline released on July 29, 2008 by MEXT and other agencies.

¹⁷ https://www.mext.go.jp/a_menu/koutou/ryugaku/_icsFiles/afieldfile/2019/09/18/1420758_001.pdf

¹⁷ <https://www.oist.jp/ja>

companies formed a network to share educational materials and results, and provided support for the strategic recruitment of top international students. Supported by this project, Waseda University, for example, facilitated the intake of international students by establishing an office to administer entrance exams for international students, building new dormitories for them, and establishing a center to strengthen their academic skills.

As a whole, the project increased the number of international students from 6.8% at the beginning of the project in FY 2009 to 8.7% by its end in FY 2013. It also resulted in the establishment of 156 new degree programs in Japanese universities that are taught entirely in English.

(3) Outreach by the Government of Japan

In April 2019, JASSO, with the cooperation of MEXT and the Ministry of Foreign Affairs (MOFA), established a comprehensive website promoting study abroad in Japan, “Study in Japan.”¹⁸ The website includes examples of career paths and features individuals who have studied in Japan as role models.

(4) Initiatives by the U.S. Department of State

The U.S. Department of State’s “USA Study Abroad” branch administers three programs that have contributed to the increase in U.S. students studying in Japan. The Benjamin A. Gilman International Scholarship Program provided scholarships for 190 U.S. undergraduate students with financial need

to study or intern in Japan in 2018/19, including 19 Critical Need Language Enhancement Awards for the study of Japanese, making Japan the year’s top destination in the region and the fourth most popular destination in the world for Gilman Scholars. The Critical Language Scholarship Program sent 26 U.S. graduate and undergraduate students to Japan to study Japanese in summer 2019. The Capacity Building Program for U.S. Study Abroad awarded funding to Pacific University in 2019 to develop study abroad programming in Japan. The State Department’s website (<https://studyabroad.state.gov>) highlights for U.S. audiences opportunities for U.S. citizens to participate in Japanese government programs and initiatives, including the MEXT Scholarship Program. The website also lists many other U.S.-funded programs, such as the National Security Education Program’s Boren Fellowships and the U.S.-Japan Fulbright Program.

(5) Initiatives by Japanese Consulates and Embassy in the United States

Through its diplomatic offices in the United States, MOFA disseminates information on study in Japan to U.S. students in a variety of ways. These include school visits, booths at Japan-related events, responding to inquiries by telephone or emails, and posting information on their respective websites. In FY 2018, information sessions were held at 95 high schools and universities across the United States, which were attended by approximately 57,000 individuals.

3-2. Efforts to Promote Student Mobility from Japan to the U.S. (Japan→U.S.)

(1) University Initiatives to Increase Student Mobility

As stated in the previous chapter, the number of Jap-

anese students studying in the United States under student exchange agreements with partner universities increased by about 44%, from 8,602 in “Spring 2012” to 12,350 in “Spring 2019.” This is due, in

¹⁸ <https://www.studyinjapan.go.jp/en/>

part, to each university's efforts to globalize. Those efforts include: (1) "Top Global University Project," designed to support the creation of "super global universities" supported by MEXT programming for ten years since 2014; (2) "Go Global Japan," a program that fosters global leaders with the skills to develop the economy and society; and (3) "Inter-University Exchange Project," which strengthens universities' efforts to expand throughout the world. (The first item, (1) "Top Global University Project," will be discussed in detail in Section 3-3 below)

The Japanese government has supported these efforts by instituting scholarship programs for Japanese students seeking degrees at international universities. They also support Japanese students enrolled in short-term programs facilitated through university partnerships and other agreements at international higher education institutions. In FY 2012, there were approximately 9,000 students receiving government funds, and in FY 2016, that number had grown 2.6 times to 23,000. The total spent on these scholarships also more than doubled, from approximately ¥3.1 billion to ¥6.8 billion in the same time period.¹⁹ In FY 2017, JASSO established a scholarship for students seeking a bachelor's degree abroad. This scholarship provides a monthly payment of ¥59,000-¥118,000 (depending on the region) plus tuition. Up to \$10,000 is allocated for tuition costs, and cases exceeding that amount are sometimes allowed, but capped at ¥2.5 million. No limits are set on family income at the time of application, but the family's income is sometimes considered during the selection process. In FY 2018, there were 45 scholarship recipients, 20 of whom went to U.S. universities including Swarthmore, Harvard, and Middlebury, among others.²⁰

(2) Creating a Pipeline: Expanding Opportunities for High School Students to Study Abroad

ERC's focus is primarily on higher education, but recognizes that a high school experience abroad can motivate further study abroad at the university level. MEXT offers a program to support high school

students who participate in study abroad programs sponsored by local governments, schools, companies, and others. This project supports about 1,500 high school students each year, and in FY 2018, facilitated 123 high school students' study in the United States. In FY 2015, the "Tobitate! Ryugaku JAPAN" program began a high school version, and in FY 2018, 171 Japanese high school students studied in the United States through it. These scholarships covered study periods ranging from 14 days to one year.²¹ Since demand from high school students is expected to increase in the future, it is the ERC's hope that more scholarships will be offered to this demographic.

Other recent trends include private high schools converting to quarter systems to allow students' participation in short-term study abroad programs, as well as an increase in schools that offer accredited International Baccalaureate (IB) degrees. Schools in Japan that are accredited with IB—whose mission is "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect"—have more than doubled in the past five years, and now total 155 (as of March, 2020).²² The graduates of these IB programs are likely candidates to study abroad in the future. Other schools, such as the renowned Kaisei Junior and Senior High School, are not IB-accredited, but are beginning to send graduates directly to U.S. universities, indicating a possible increase in the pipeline.²³ Another noteworthy trend is that there are now 20 new integrated junior and senior high schools that are either IB-accredited or IB candidates.²⁴

(3) An Innovative Initiative via Public-Private Partnerships: TOBITATE! Ryugaku JAPAN

On June 14, 2013, the Japanese cabinet formalized the "TOBITATE! Ryugaku JAPAN Ambassador Program" as the third arrow in the quiver of the Abenomics initiative "Japan is Back!" The public-private partnership was implemented to cultivate global competencies in students. It aimed to send 10,000

19 <https://tobitate.mext.go.jp/about/case/>

20 http://www.jasso.go.jp/ryugaku/study_a/scholarship/gakubu/index.html

21 <https://tobitate.mext.go.jp/news/detail.html?id=154>

22 <https://ibconsortium.mext.go.jp/>

23 https://kaiseigakuen.jp/wp-content/uploads/2017/07/shinro30_5.pdf

24 <https://istimes.net/articles/753>

Japanese students abroad between 2013 and 2020, and collected close to ¥11.8 billion, donated by 246 private enterprises, organizations, and individuals. The public, private and academic sectors coordinated to support students through practical programs in which the study abroad experience included internships and fieldwork. In order to improve the quality of the study abroad experience and clarify the aim of it, these programs offer training before, during, and after the study abroad experience, and created a cohort of Japanese students with a high quality international experience.

The program is financed entirely with private funds. University students receive ¥1.5 million for a nine-month period, and high school students receive grants of ¥500,000 for one month. Up to the present, approximately 8,000 students have participated in the program and have contributed to fostering younger students' passion for studying abroad.²⁵

(4) Non-Governmental Initiatives: New Scholarships

New scholarships for students seeking bachelor's degrees from international universities after graduating from Japanese high schools are described above. It is also important to recognize scholarship programs established by private companies. Examples of these initiatives are available in Appendix: Reference 2.

(5) Broadening Outreach

The details of programs offered through "TOBITATE! Ryugaku JAPAN" have already been discussed above in Section 3-2. (3), but its outreach activities are also noteworthy. A website called "Ryugaku Daizukan (A Big Picture Book of Studying Abroad)" is operated by students who design their own study abroad programs based on their individual goals. It is a database of the personal experiences of over 1,400 students who have studied abroad with a target audience of those who are considering studying abroad.²⁶ The "TOBITATE!" website also includes a feature called "TOBITATE! Channel," which streams

interviews with prominent leaders and other students who have studied abroad.²⁷ Students who study abroad through TOBITATE! are required to become "Evangerisuto" (similar to goodwill ambassadors) who promote studying abroad. For example, some students work with local businesses to hold information sessions, which provide various resources to students who hope to have similar experiences. Outreach activities for high school students include information sessions that show study abroad as an option and demonstrate how to remove potential obstacles.

The ERC hopes that these opportunities allow students to envision academic pathways where study abroad connects the various stages of education. For example, a high school student who participates in the U.S.-Japan Council's TOMODACHI Initiative and spends two weeks in the United States, could enter college and receive a full-year scholarship to study in the United States through "TOBITATE! Ryugaku JAPAN," and upon returning to Japan, go back to the United States to pursue graduate studies through a Fulbright scholarship.

(6) Initiatives by the U.S. Consulates and Embassy in Japan

"A Broader View" is a U.S. Embassy Tokyo project designed to inspire young Japanese people to study in the United States by highlighting the stories of prominent and inspirational Japanese people who have experience studying in the United States. The website currently includes interviews with more than 63 Japanese role models, including Prime Minister Abe Shinzo, Nobel Laureate Omura Satoshi, Rakuten CEO Mikitani Hiroshi, TV personality Sekine Mari, and jazz artist Uehara Hitomi. In addition to hosting the videos, the website offers information and resources to help prospective students study in the United States.

²⁵ <https://tobitate.mext.go.jp/about/>

²⁶ https://tobitate.mext.go.jp/zukan/?_ga=2.237512834.364265140.1578475413-1258983705.1567494256

²⁷ <https://tobitate.mext.go.jp/about/tobitate-channel/index.html>

3-3. Efforts to Promote Mutual Student Mobility Between the U.S. and Japan (Japan ⇔ U.S.)

Since the 1970s, when student exchange systems began to appear in Japanese and U.S. higher education institutions, agreements between partner institutions in both countries have flourished. But a paradigm shift has allowed new opportunities for the two countries to collaborate on student mobility, including programs targeting new types of students, as well as those using innovative technologies.

Even for exchanges based on the model of university partnerships, there are numerous examples of innovative solutions to issues such as unequal numbers of prospective students due to requirements based on “equal tuition exemptions.”

(1) TeamUp

Following the release of the CULCON Education Task Force report and recommendations in 2013, the U.S. Embassy Tokyo launched the TeamUp Campaign, which is implemented by the U.S.-Japan Bridging Foundation.²⁸ This was in response to the need to promote active, mutually beneficial partnerships between U.S. and Japanese universities, and extend the range of institutions included. The campaign’s goal is 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 both countries. It has the following major components:

- ✓ TeamUp RoadMap: a comprehensive online resource on creating and expanding partnerships;
- ✓ TeamedUp Familiarization Tour: an opportunity for U.S. institutions, especially those that have limited access to U.S.-Japan mobility, to travel to Japan to meet potential Japanese partners;

- ✓ TeamUp Micro-Grants: an opportunity for U.S. institutions to design an individualized program to travel to Japan to meet potential Japanese partners;
- ✓ TeamUp Innovations Initiative: an opportunity to support and educate stakeholders about innovations in student mobility, such as virtual/in-person hybrid exchange; and
- ✓ TeamUp Awareness Drive: convening influential stakeholders, speaking at key conferences, and hosting networking opportunities.

TeamUp also initiated a collaboration with Sister Cities International, in which two grants were competitively awarded to small and medium-size sister city pairs to enhance their university partnerships.

(2) “Top Global University Project”

MEXT launched the “Top Global University Project” in FY 2014 to reform and globalize Japanese universities, improve the international compatibility and competitiveness of higher education in Japan, and develop the infrastructure for cultivating global competencies in future employees²⁹. Ten years of financial support was pledged for 37 universities (of which 13 are Type A institutions, vying to compete in the world’s top 100, and the other 24 Type B). The overall goal is to improve the structure and organizational culture of universities to be more compatible on a global scale. Measures include: increasing foreign faculty and administrative members and classes taught in foreign languages; improving the foreign language skills of administrative staff; developing degree-seeking courses taught only in foreign languages, including English; and strengthening coordination with overseas universities, increasing

²⁸ <https://teamup-usjapan.org/about/>
²⁹ <https://tgu.mext.go.jp/en/index.html>

the number of both international students accepted and Japanese students sent abroad.³⁰

(3) 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 with partner universities abroad. This was done, in part, to enable universities to create high-quality joint degree programs that would attract top international students, as well as motivate top Japanese students to study overseas.³¹

Joint degree programs can provide a high-quality academic opportunity with added value, offering more advanced, innovative, and attractive resources. Such degrees also deepen the ties between the partner institutions.

In June 2017, an international coherent curriculum was approved for the first time between U.S. and Japanese universities. This was for the joint degree program, launched in FY 2018 and called “JDP,” between American University’s School of International Service and Ritsumeikan University’s College of International Relations. JDP students study for two years at Ritsumeikan University and two years at American University, and earn a joint degree³². The ERC encourages further developments like this between Japanese and U.S. universities.

(4) Short-Term Study at Japanese Universities

Many universities in Japan have teamed up with their U.S. counterparts to develop summer programs that give American and Japanese students the opportunity to live and study together as well as gain academic credit. Among these are Princeton University and the University of Tokyo as well as UC Berkeley and Meiji University. Other Japanese universities offer summer programs for credit, such as an intensive Japanese language program at Shiga Prefectural University, and an automotive engineering program at Nagoya University, which utilizes local industry resources.

One example is Shiga Prefectural University, which offers a six-week summer intensive program for eight credits, enabling international students to learn Japanese, experience Japanese culture, and interact with Shiga University students.³³ The U.S. State Department sends students every year to participate in this program. Upon successful completion, students earn the State Department’s Critical Language Scholarship (CLS), whose credits received over eight weeks are equal to a year’s worth of study during a normal academic year.³⁴

Another unique example is a six-week, three-credit course offered by Nagoya University’s automotive engineering department, which utilizes local industry resources. Since establishing its G30 (Global 30) international program, Nagoya University has increased its English language courses and welcomed more students from partner institutions, including those from the U.S.³⁵

(5) University Mobility in Asia and the Pacific (UMAP)

Founded in 1991, UMAP is a voluntary association of government and non-governmental representatives of the higher education (university) sector in Asia and the Pacific Rim. It seeks to enhance cooperation among higher education institutions and increase mobility of university students and staff. Similar to the European Erasmus system, UMAP has three primary programs:³⁶

- ☑ Program A is a multilateral exchange program in which participating UMAP member universities/institutions send and receive two students per semester and waive their tuition.
- ☑ Program B is a bilateral student exchange made between any two UMAP members that wish to exchange more than two students.
- ☑ Program C is a short-term (one to eight weeks) exchange program between UMAP members that usually takes place between

30 Examples include: To increase the number of foreign instructors and other staff, Hokkaido University amended its hiring guidelines and made it a policy to always recruit teachers from around the world. To strengthen the foreign language skills of its administrative staff, the Tokyo University of Foreign Studies provided practical training on topics such as technical terminology that might appear in contracts written in English—and as a result, the staff’s capability in administration work in English and other languages improved.

31 Japanese and foreign universities draw up a shared curriculum (International Partner-

ship Curriculum), and those who complete the program are awarded a degree with credits earned at both institutions, as well as a diploma that lists the names of both schools.

32 http://www.ritsumeikai.ac.jp/ir/eng/jdp/4year_plan/

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

34 <https://clscholarship.org/languages/japanese/2017/hikone-japan>

35 <https://www.engg.nagoya-u.ac.jp/en/nusip/index.html>

36 <http://umap.org/programs/>

July and September.

Participating universities/institutions are encouraged to use the UMAP Credit Transfer Scheme (UCTS) to transfer credits earned abroad to students' home institutions. This is similar to the system widely used among European universities. Japan is a well-established member of UMAP, with more than 100 participating universities. The current Secretariat has been housed at Toyo University since January 2016. The U.S. has recently joined UMAP, but currently has only two participating institutions. This system offers potential for an increase in U.S.-Japan mobility.

(6) STEM Education in a New Era

In the ERC midterm report that was submitted at the 2018 CULCON, the U.S. members presented its world-class STEM education as an important reason the United States is attractive as a study abroad destination, and the Japanese members discussed recent developments in fostering STEM talent in both the public and private sectors. This current report will discuss developments since then and other details in Appendix: Reference 1.

The ERC is aware that liberal arts, such as arts and culture, design, and philosophy, are now being re-evaluated as factors that are crucial to the sustainable development of technology. With the goal of making a super smart "Society 5.0" a reality, the Government of Japan aims to use technology to solve problems, even while continuing to focus on human capabilities.³⁷ This will affect future employment, which is a factor for students considering studying abroad. Instead of skills that may be replaced by AI in the near future, it will be important for study abroad to include cultivating non-cognitive abilities. Both Japanese and U.S. CULCON members advocate for careful consideration of resource allocation (both in personnel and budget) as important for the liberal arts as well as for STEM fields.

(7) Collaborative Online International Learning (COIL) or Virtual Exchange

Collaborative Online International Learning (COIL) is a virtual exchange program that uses videoconferencing and other online tools to promote international study. COIL courses bring together students and teachers in one or more countries to engage in coursework with fellow students in other countries. By participating in such courses, students can deepen their understanding of partner countries, heighten their ability to adapt to other cultures, and prepare themselves for in-person study abroad programs. Although CULCON considers virtual exchange as innovative and potentially impactful, it is not a substitute for an in-person experience in another country.

While COIL is a relatively new pedagogical innovation, its growth in the United States and Japan and other countries has been exponential. According to a nationwide survey that the American Council on Education (ACE) conducted in 2016, a third of U.S. universities now integrate online technology into international learning. For further details, please see Appendix: Reference 2.

With an almost complete halt to travel during the COVID-19 pandemic, virtual communication and experiences are being offered at unprecedented rates. The ERC expects one impact of the pandemic to be a huge and lasting change in how technology and mobility intersect.

(8) Kizuna Across Cultures (KAC)

Kizuna Across Cultures (KAC) was established in the United States in 2012 as a virtual exchange program, and has had more than 10,000 student participants. While KAC is primarily a digital interface program, in 2017, with donations from the U.S. government and Sasakawa Peace Foundation USA, as well as support from The Japan Foundation Center for Global Partnership (CGP), KAC held its first in-person "Global Classmate Summit." The summit was held again in 2018 and 2019. Six students each

³⁷ https://www8.cao.go.jp/cstp/society5_0/index.html

from the U.S. and Japan were chosen from among participants in the previous year's KAC virtual program. During the week-long summit, these students engaged in several activities in Washington, D.C. Upon returning to their hometowns, participants visited each of their schools and communities to promote the program. Their testimonials as summit participants were shared with nearly 10,000 young people. This is a prime example of program that includes face-to-face interaction as an essential component of virtual study abroad.³⁸

(9) Japan-U.S. Friendship Commission

An independent U.S government agency established in 1974, the Japan-U.S. Friendship Commission (JUSFC) continues to be an important resource for promoting student mobility. In recent years, JUSFC has increased awards to Japan Studies and innovative programs, including faculty-led summer and semester programs to institutions such as Kapiolani Community College, Moravian College and Elizabethtown University, as well as the Association of American State Colleges and Universities (AASCU). These programs have significantly increased U.S.-Japan student mobility, especially among non-traditional students, students at public and private universities, and those among underserved populations.

(10) Flexibility in Academic Calendars

Since MEXT revised its laws and regulations in 2007 and 2013 to allow for more flexibility in academic calendars, several of Japan's major universities, including Keio, the University of Tokyo and Waseda, have revised their calendars. The majority of universities in Japan follow a two-semester system, but the semesters do not correspond to the calendar used in most other parts of the world, including the United States. The change in regulations in FY2013 made it possible for universities to implement a quarter system, which can facilitate the globalization of universities and provide a more diverse academic experience. The new schedule affords the following

advantages: (1) because universities can match the timing of breaks and vacations with schools overseas, both students and faculty can take advantage of opportunities for international experiences; (2) holding classes multiple times per week allows for more focused study, increasing educational effectiveness; (3) it is possible to take a two-month leave of absence during only one term, which allows participation in volunteering and other activities. For those universities in Japan that have implemented the quarter system, student mobility rates have risen.³⁹ Over 100 universities have sought innovative approaches, providing three-, four-, or even six-term schedules, or dividing a two-semester system with breaks in each semester. For example, University of Tsukuba has implemented a "six-module, two-semester system," in which each module is five weeks, and three modules equal one semester. With this schedule, combining summer vacation with a break during the spring module clears three months for study abroad. In 2016, Chiba University introduced a six-term academic year, building upon a quarter system, and providing the option to take classes during what was previously their summer and spring breaks. With their calendar now closer to what is used by schools overseas, the window of opportunities for international students to study at Chiba University increased from two to six.⁴⁰

More universities are welcoming international students by allowing them to begin their study in months other than April. In 2011, 243 colleges accepted 1,974 students into undergraduate departments at times other than April, and in 2017, 254 schools accepted a total of 2,794 students. At the research level, in 2011, 275 schools accepted 5,613 students, and in 2017, 325 schools accepted 8,323 students⁴¹.

These modifications have made it easier for Japanese students to study in the United States during their summer break. Conversely, U.S. students whose first semester is from August to December and second semester is from January to May, find it difficult to study in Japan for one semester. If they follow the calendar at Japanese universities, they may return

³⁸ <https://kacultures.org/progress>

³⁹ <https://japanuniversityrankings.jp/topics/00068/index.html>

⁴⁰ The beginning of first semesters vary according to country: February in Australia; March in Korea; April in India; June in Thailand; August in Singapore; September in the U.S., and so forth.

⁴¹ https://www.mext.go.jp/content/20200428-mxt_daigakuc03-000006853_1.pdf Page.25

home in the middle of the semester at their home universities and must wait several months for the next semester to begin.

The ERC encourages U.S. and Japanese universities that have partner institutions to take a more flexible approach. This includes implementing a system in which international students can adjust their test dates and return to their home university before the beginning of the next term, or take their final exams at their home universities.

4. English Language Education Reform in Japan

Acquiring practical English skills is one of the biggest challenges in Japanese education. According to a FY2017 survey (results were announced in 2019) of senior high schools and other institutions on the state of international exchange, 71% of students who hoped to study abroad cited “a desire to improve language ability” as motivation, and 47.6% of students who expressed no desire to study abroad cited “the language barrier” as the deterrent. Thus, one of the most important components of expanding mobility between Japan and the United States is improving practical English skills. To this end, the Japanese government has implemented the following measures:

(1) English Language Education in Elementary, Junior and Senior High Schools

MEXT’s new curriculum guidelines focus on communication skills as the most important competence. With the school year beginning in April 2020, elementary schools are implementing new curriculum guidelines. MEXT’s goal is to ensure that substantive foreign language education begins in the elementary school grades at all of the nation’s schools.

The Japan Exchange and Teaching (JET) Programme and its Assistant Language Teachers (ALT), which employs native speakers of English or other languages to support Japanese teachers teaching foreign languages, are crucial in the new MEXT framework. The JET Programme is implemented by the Government of Japan, including the Ministry of Internal Affairs and Communications (MIC), MOFA, and MEXT with the cooperation of the Council of Local Authorities on International Relations (CLAIR). JET was established in 1987 through the cooperation

of four countries, including the United States. It has enriched foreign language education and contributed to international exchange at the local level, as well as globalization at the regional level. Thus far, approximately 70,000 JET participants have worked in Japan, among them 45,000 from North America (the United States and Canada). Currently, JET participants are being accepted in 1,000 local governments, including 45 prefectures and 18 cities with populations that exceed 500,000. The total number of participants in FY 2019 was 5,234, and over half of them (2,958) were ALTs from the United States. CLAIR conducts career fairs for JET participants who wish to find other employment in Japan after their JET tenure is over.⁴² The independently run JET Alumni Association (JETAA) recently celebrated its 30th anniversary and has 52 chapters throughout the world. JET alumni returning to the United States have the choice of participating in one of 19 local chapters and/or USJETAA, the national organization in Washington, D.C.⁴³ The ERC is encouraged that USJETAA has been actively working to promote English language teaching in Japan and Japanese language teaching in the United States as a career option for JET alumni.

(2) University Entrance Exams Placing Greater Emphasis on Communication Skills

To appropriately assess the foreign language communication skills of university applicants, MEXT recommends the use of results of examinations such as EIKEN (Test in Practical English Proficiency) or TOEFL (Test of English as a Foreign Language). This was included in admissions guidelines that MEXT sent to all universities in May 2015.

⁴² <https://job-haku.com/afterjet/en/>

⁴³ <https://usjetaa.org/chapters/>

According to data made available in December 2019, there were a total of 786 universities in Japan.⁴⁴ As of January 2020, according to a survey conducted by the Japanese Language Proficiency Test Association (which administers EIKEN), 389 universities utilized EIKEN or other tests as part of their admissions procedures.⁴⁵

Private sector English proficiency tests were to be implemented as part of university entrance exams by April 2020, but in November, 2019, the Minister of MEXT postponed this deadline, and instead established a “Conference to Investigate the State of University Entrance Exams” to study how the four skills in English proficiency (reading, writing, listening, and speaking) can be evaluated through common entrance exams or individual exams at each university.

(3) Courses Taught in English at Higher Education Institutions

English language skill and confidence using the language are essential to promote study abroad. At the universities selected to implement MEXT’s “Top Global University Project,” described above, the number of courses conducted in foreign languages has almost doubled from 21,948 in FY 2014 (when the project began) to 43,871 in FY 2018. MEXT is aiming for a total of 55,298 such courses by the year 2023. Foreign language courses that count towards degrees numbered 680 on May 1, 2014, and grew approximately 1.6 times to 1,058 by May 1, 2019. MEXT aims to increase this number to 1,226 by the year 2023.⁴⁶

Japanese universities that provide degrees through classes conducted in English are increasing. In 2017, this number had grown to 63 departments at 37 universities. This includes the 13 universities that took part in G30,⁴⁷ such as the University of Tokyo, whose College of Arts and Sciences offers PEAK (Program in English at Komaba)⁴⁸.

Recently, more Japanese universities are offering innovative curricula that teach English language skills specifically as preparation for study abroad. A

great number of Japanese universities offer courses in the skills necessary to take classes conducted in English, particularly in writing and presentation. There are also some Japanese universities that adopt content-based models, emulating foreign language teaching methods in the United States. In addition to the usual skills of reading, writing, listening, and speaking, the curricula includes skills such as negotiation, presentation, and coordination/facilitation.

44 https://www.mext.go.jp/content/20191220-mxt_chousa01-000003400_1.pdf

45 <https://search.eiken.or.jp/qualification/exam/?p=university>

46 <https://tgu.mext.go.jp/goal/index.html>

47 https://www.mext.go.jp/component/a_menu/education/detail/_icsFiles/afiel/file/2017/03/30/1383779_01.pdf

48 https://www.mext.go.jp/content/20200428-mxt_daigakuc03-000006853_1.pdf Page 48

5. New Developments in Japanese Language Education in the United States

In the immediate postwar period, the study of Japanese language in the United States was limited to a small number of students on a few college campuses, but student interest in the language grew rapidly in the 1970s, aided by funding for both programs and students from sources on both sides of the Pacific. As documented in the triennial survey conducted since 1958 by the Modern Language Association (MLA), enrollments at colleges and universities have increased, from 844 students in 1958 to 68,810 in 2016.

At the pre-college level, major growth in Japanese language study began in 1980, and has continued to show a mostly upward trend since then. But there have been ups and downs, reflecting the more volatile environment of K-12 education in the United States. Many programs in high schools (and earlier levels) are struggling; student interest in Japanese culture and language continues to be high, but institutional and administrative barriers to all foreign language programs are growing. At the pre-college level, decisions on funding and curriculum are made at a local level; support and funding for foreign language education are unstable in many local school districts, and this instability can result in program closures, budget cuts, and a general lack of support.

As mentioned earlier, the decrease of Japanese language teachers in the United States is something that CULCON has been concerned about since the beginning of the 2000s. CULCON established JLEC in 2015, about the same time this decrease was announced as part of The Japan Foundation's survey on Japanese Language Institutes Abroad. In the survey conducted in FY 2018, preliminary results indicate that Japanese language teachers have increased. Nevertheless, some trends seem harmful to the field. As older Japanese language teachers retire and budgets in foreign language education shrink, some full-time posts at educational institutions have been cut, replaced by multiple part-time teachers.

On the optimistic front, initiatives such as aid programs by The Japan Foundation have held at bay the downsizing or elimination of Japanese-language programs. The MLA survey in 2016 showed that, amid a general decline in the study of all foreign languages in the United States, Japanese is one of two languages of which the number of students is increasing.⁴⁹ This demonstrates that U.S. students' desire to study Japanese remains strong.

A several-pronged approach is being used to increase the number of Japanese language teachers. One is to train young teachers from Japan to teach in the United States. Two existing programs are J-LEAP, supported by The Japan Foundation⁵⁰ and the ALLEX Teacher Training Program⁵¹. Both programs give intensive training in pedagogy and the school culture of the United States, after which the trainees are sent to U.S. high schools or colleges to work with U.S. teachers in team-teaching arrangements. These programs have been successful, but because the trainees are only able to receive visas to work in the United States for two years, after which they must return to Japan, they are only short-term solutions.

Another approach is training more native English-speaking teachers to teach at the high school level. The JET Programme is a key source of momentum for this movement; JET alumni are often attracted to teaching Japanese by their experiences teaching in Japan and learning Japanese. For these teachers, advanced-level language instruction is often needed, but there are no legal barriers for them to take up careers as teachers in U.S. public schools.

49 <https://www.mla.org/content/download/110154/2406932/2016-Enrollments-Final-Report.pdf>
50 <https://www.jflalc.org/jle-j-leap>
51 <https://www.allex.org>

(1) The Japan Foundation's Survey on Japanese Language Education Abroad (2018 Survey)

The Japan Foundation's Survey on Japanese Language Education Abroad is conducted to determine the state of Japanese language education at institutions abroad.⁵² It looks at the number of schools offering Japanese language courses, their locations, the number of students and instructors, as well as the objectives and challenges in studying Japanese. According to figures reported in the latest survey conducted in 2018, 77,323 instructors at 18,661 institutions in 142 countries and regions (a record number) offered Japanese language education to 3,851,774 students. The United States ranked fifth for the number of educational institutions (following Korea, Indonesia, China, and Australia), showing a 1.1% drop from the previous survey conducted in 2015. The United States ranked sixth for the number of instructors (after China, Korea, Vietnam, Indonesia, and Taiwan) with 4,021, marking an increase of 127 (3.3%) compared to the previous survey. The number of Japanese language learners in the United States ranked eighth (following China, Indonesia, Korea, Australia, Thailand, Vietnam, and Taiwan) at 166,905, down 2.4% from the previous survey.

(2) New Laws

In June 2019, the "Law to Promote Japanese Language Education," which was drafted by a bipartisan group of Japanese diet members belonging to the National League for Promotion of Japanese Language Education, was announced and implemented.⁵³ The policies formalized by this law include not only the expansion of Japanese language education opportunities for non-Japanese speakers living in Japan, but also those for Japanese language learners overseas, including the United States. By implementing the law's policies comprehensively and effectively, the law aims to achieve a vital and inclusive society that respects diverse cultures, promotes exchange between Japan and other countries, and

helps maintain and develop friendly relations.

In tangible terms, Article 18 of the law states that the expanded opportunities for Japanese language learners abroad include: support for Japanese language instruction in various regions, training for Japanese language instructors, the development and provision of teaching materials, support for Japanese Language Institutes, and support for those who wish to learn Japanese or study in Japan. Article 19, which discusses support for children of Japanese ancestry who live abroad, includes those who were raised in a Japanese speaking household or "inherited (Keisho)" the Japanese language because of a Japanese parent. Through Article 27, the Government of Japan has established a "Conference to Promote Japanese Language Education" and those above basic principles became formally announced on June 23, 2020 in order to further promote the Japanese language education overseas.

(3) Informal Discussions on Japanese Language Education by the Embassy of Japan in the United States of America

In October 2018, the Embassy of Japan established a "Japanese Language Roundtable" to exchange information and views with Japanese language education professionals in the D.C. region. The Embassy understood that expanding and enhancing Japanese language education in the United States would help increase Japan supporters and experts, and ultimately strengthen the foundation of U.S.-Japan relations. By June 2020, the group had met seven times. Hearing directly from teachers who are on the front line of education, these informal gatherings addressed some of the themes CULCON had been discussing, including the urgent need to cultivate the next generation of Japanese language teachers. The ERC is hopeful these discussions will lead to concrete measures implemented by both governments and, in turn, raise the morale of the current teaching community.

⁵² https://www.jpf.go.jp/j/project/japanese/survey/result/dl/survey2018/Report_all_e.pdf
⁵³ https://www.bunka.go.jp/seisaku/bunka_gyosei/shokan_horei/other/suishin_houritsu/1418260.html

6. Internships

(1) 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.⁵⁴

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.

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. They also provide opportunities 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.

Compared with America's long history of internships, Japan has relatively few sections in its universities that coordinate internships, and the Japanese companies that plan and carry out internships are, compared with their counterparts in the United States, under-developed. Furthermore, even among companies that host internships, the duration is short—a week or even less—and compared with U.S. companies that offer longer internships, outcomes are less clear.

That said, Japanese stakeholders have in recent years acknowledged the importance of gaining work experience, and accordingly have embarked on a number of initiatives. At present, many companies in Japan have an internship system for Japanese university students, and these give a positive influence on society's awareness that such work experience is part of a university student's life and relates to a student's future employment (to be discussed later in section 7.1). Economic entities in Japan recognize the value of hiring students with experience studying abroad as well as international students.

On April 1, 2019, the Keizai Doyukai (Japan Association of Corporate Executives) established as a general corporation "The Keizai Doyukai Council to Promote Internships." Linking companies, universities and colleges of technology, the system organiz-

⁵⁴ 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.naceweb.org/job-market/internships/the-impact-of-undergraduate-internships-on-post-graduate-outcomes-for-the-liberal-arts/

es 26 member companies and 18 universities to offer four weeks of study in the regular curriculum for credit.⁵⁵

In addition, the Keidanren (Japan Business Federation) is instituting a “Keidanren Tourism Internship” to nurture top level personnel to ensure the future of the tourism industry as a pillar of the Japanese government’s growth strategy. To this end, 13 firms participate, providing classroom learning and 10 days of working experience for both undergraduate and graduate students at institutions such as Rikkyo University and Tokyo Metropolitan University.⁵⁶ By coordinating internships between businesses and universities, programs such as these have the potential to prosper and grow, and the ERC anticipates that they will greatly contribute to the promotion of student mobility between the United States and Japan.

(2) Corporate-Supported Internship Programs in Japan

In 2016, the American Chamber of Commerce in Japan (ACCJ) and the Keizai Doyukai established a new program to promote domestic internships tailored to the needs of Japanese students. The ACCJ established a portal on its website where ACCJ member firms are able to offer internships specifically targeted to Japanese students returning from an exchange program in America.⁵⁷

The first goal of this program is to support CULCON’s aim of doubling student mobility between the United States and Japan, but ACCJ member firms use this portal for added value to advertise and recruit participants for internship programs at their own companies.

In the first year that ACCJ began its program, 13 member firms participated, including many well-known companies active in Japan such as AIG, Amway, and Merck. Reflecting the high level of student interest in this internship opportunity, ACCJ’s portal drew considerable traffic, its assembly site becoming the most widely accessed page. In one three-month period, the portal had attracted over

700 unique visitors. It has been two years since the project started operating, and with the growing number of member firms using the portal, ACCJ aims to strengthen the portal activities by more widely advertising its internship opportunities to Japanese and U.S. university communities.

One example of a direct outcome of the ACCJ portal is Amway Japan’s internship program, which was initiated in 2017 in support of ACCJ’s goal to encourage more young Japanese to pursue a global education. In partnership with ACCJ and the U.S. Embassy, Amway Japan also hosted an annual half-day seminar on global careers, attended by approximately fifty summer interns working in global companies in Tokyo. Since 2017, Amway has expanded the program from 2 to 6-7 interns annually, recruited both through the Portal and in person at the Boston Career Forum. Amway has also broadened its goals for the program to include recruitment for post-graduation employment with the company. 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), 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 Internship Program is available to participants in the school’s Asian Studies Program. The program provides international students with the opportunity to work in both a business

⁵⁵ <https://www.doyukai-internship.or.jp/>

⁵⁶ http://www.keidanren.or.jp/journal/times/2019/12/19_07.html

⁵⁷ <https://www.accj.or.jp/accj-internship-portal.html>

firm and an educational institution, in internships running generally from two weeks to two months. In its most recent year of operation in 2019, 14 educational institutions and 22 employers participated in the program. Japanese companies in the finance and manufacturing industries were represented, such as Sumitomo Mitsui Banking Corporation and Komatsu Ltd. Schools at elementary, junior high and high school levels participated. In its last year of operation, more than 50 students participated in internships that the university arranged at these Japanese schools and businesses.

In the last five years, the program has hosted over 220 internships for international students at the Kansai Gaidai University. After graduating from their home universities, some of these students have returned to Japan and begun employment, in part due to their experiences in the internship program..⁵⁸

(3) Innovative Internship Programs for Japanese Students in the United States

In FY 2015, MOFA implemented “Japan Internship for the Development of Young Leaders (IDYL), an internship program for Japanese students, graduate students, and researchers at U.S. institutions, including think tanks and congressional offices. As of FY 2019, 139 students (including graduate students) and 13 researchers have participated in the IDYL program. The program’s aim is to develop a next generation of U.S.-Japan specialists by offering the opportunity to develop a broad network of contacts in addition to the skills necessary to work in the United States. One student was especially thankful for support from her home institution, Showa Women’s University, which gave her credit, thus enabling her to complete her studies on time. This support from the university side is a best practice that the ERC hopes others will replicate so that more students will participate in these programs.

⁵⁸ <https://www.kansai-gaidai.ac.jp/asp/academics/kgjp/program/>

7. Career Paths: Where Study Abroad and Employment Intersect

(1) The Relationship between Studying Abroad and Employment in Japan

Japanese employers have long organized their process of recruiting college graduates in an intensive and condensed period each academic year. If a student misses this window of opportunity because study abroad periods overlap with the recruiting season, it can limit his or her career opportunities. CULCON has thus devoted efforts to ensuring the college calendars and study abroad program dates do not conflict with recruiting periods. There has also been a great deal of discussion about whether Japanese companies value applicants who have studied abroad. However, according to a survey conducted by the Keidanren in March 2015 (“Questionnaire on Initiatives for the Cultivation and Utilization of Global Talent”), businesses highest priority is universities “encouraging Japanese students to study abroad.”

On April 22, 2019, at “Joint Conference of Industry and Academia on the Future of Japanese Universities and Hiring,” the Keidanren issued an “Interim Report and Joint Proposal.” The biggest issue of concern was not the hiring schedule of businesses, but rather, how mid- and long-term hiring practices and university education could be improved in order to cultivate talent who can play an active role in international society and lead Japan’s future. To prepare for Society 5.0, which the Government of Japan sees as the ideal society of the future, all university students must acquire not only specialized knowledge, but also the basic components of information science and a broad education that transcends the division of humanities and science.

Companies expressed regret that they had not con-

veyed clearly to society and universities what concrete skills and experiences they look for in potential employees. They indicated that the conventional system of hiring new graduates en masse and providing lifetime employment was clearly nearing its end. In other words, as the talent that companies seek becomes more diverse, it is necessary to re-examine hiring practices. An evident shift is that students no longer “join a company” (becoming a staff member), but instead “find a job” (working only for that specific job). Based on this awareness, the Keidanren’s joint conference has formed teams that include “The Subcommittee to Cultivate Human Resources for Society 5.0” and “The Subcommittee on Forms of Internships and Future Hiring Practices,” in which they propose to be more proactive about hiring international students and Japanese individuals who have studied abroad. They also mentioned their desire to employ more graduate students as their global activities expand. The Conference concluded the joint proposal by expressing their hope that, as universities, students, businesses, the country, local governments, educators, and society as a whole widely share this awareness, they can foster talent that will sustain Japan into the future. Following this meeting, Executive Chairman of Keidanren Nakanishi Hiroshi announced that member companies have reached an agreement with universities to begin hiring throughout the year, ending the conventional practice of mass hiring in the spring.⁵⁹

(2) Nichibe Connect

In 2019, JUSFC launched “www.nichibeconnect.com” (#NichiBeiConnect), an exciting website for Americans and Japanese who have lived, worked or

⁵⁹ <https://www.nikkei.com/article/DGXMZ044016780R20C19A4MM0000/>

studied in one another's country, with free resources to build pathways for professional development and remain engaged with Japan and the United States. The website houses updated, searchable information about jobs, internships, scholarships, and fellowships related to U.S.-Japan relations. Users register as opportunity seekers or as contributors. The purpose of the resource is to help clarify and build career paths for someone interested in some aspect of the U.S.-Japan relationship. This program is the result of discussions of the CULCON Next Generation Task Force.

8. Future Themes and New Developments

(1) Trends in Studying Abroad: Toward Shorter Terms at Younger Ages

In 2012, when the Educational Task Force (ETF) that preceded the Educational Exchange Review Committee (ERC) was inaugurated, there was a sense of crisis in the face of a sharp, 10-year decline in the number of Japanese students in the United States and U.S. students in Japan. Economic conditions, including the collapse of Japan's bubble economy and the recession in the United States, dealt a clear blow to student mobility. However, CULCON instead treated the stagnation as an opportunity, and it agreed to review student mobility in terms of both quality and quantity. While highlighting a number of priorities, CULCON has monitored changes in detail, and has continued to promote the development and growth of student mobility.

During the ETF's work, "study abroad" was defined as degree-seeking studies of at least a year. Since then, due to various paradigm shifts, opportunities to study abroad have diversified. This includes programs where faculty members from home universities accompany students abroad, foreign language study courses, and internships (regardless of whether universities have any partnership agreements). Beginning in 2013, IIE has included in its data visits to Japan for volunteer activities that do not result in any academic credit. With this change, in addition to study abroad programs lasting a year or more (including those that offer credit), the ERC recognized the importance of short-term studies of a semester or less, as well as summer intensive courses that offer no credit⁶⁰ and agreed they should be included in its review, which was expanded from "study abroad" to "student mobility." Since one of CULCON's mis-

sions is to cultivate the next generation of stewards of the U.S.-Japan relationship, the ERC recognizes the need to broaden its scope to a wider range of participants.

Along with shorter periods of study abroad, another trend is that students who have an interest in or participate in exchange programs have become younger. One contributing factor may be Japan's "TOBITATE! Ryugaku JAPAN," an innovative public-private partnership that began to provide study abroad scholarships for high school students in FY 2015. The interaction of Japanese and American high school students may lead to further participation in exchange programs at the university level. CULCON considers this trend good news.

(2) Sowing the Seeds for "Doubling by 2020"

As of August 2020, when this report was prepared, CULCON's proposal to double the number of students studying abroad has not yet been achieved. However, through the various social changes stated earlier, CULCON is confident that interest in the United States and the English language have not decreased among Japanese youth, and American youth's interest in Japan and the Japanese language have continued to grow.

In order to increase the number of U.S. students who wish to study in Japan, the most strategic efforts should be various initiatives that support Japanese language education, and increase the number of Japanese language learners throughout the United States. This includes encouraging the Japanese-Language Proficiency Test (JLPT), which The Japan Foundation currently conducts with AATJ. Massive Open Online Courses (MOOC), which

⁶⁰The Japan side is gathering this data from visas requested by not only universities and graduate schools, but also junior colleges, technical junior colleges, and Japanese language institutes.

provides university classes online, have been growing rapidly, especially in the United States.⁶¹ This also proves very useful in promoting international exchange. The University of Tokyo's "Studying at Japanese Universities,"⁶² made available through Coursera, has received high praise from international students as a guide to studying at Japanese universities. Waseda University is planning to enhance the selection of Japanese language courses it provides through edX.⁶³ The ERC sees the value of MOOC to be used as a platform, among others, to show the world the high level of research and education at Japanese universities, including language education. These types of technological innovations can support new measures in education, which are now needed more than ever in the face of the COVID-19 pandemic.

Many Japanese political leaders have studied in the United States, which illustrates the importance of studying in the United States in people-to-people exchange between the two countries. Among current cabinet members, six have studied in the United States, including Prime Minister Abe, who attended the University of Southern California. More than fifty diet members have also studied in the United States, and a significant number of heads of local governments did so as well.⁶⁴ If participants in global experiences such as sister city exchanges were added to this list, the level of political leadership with U.S. experience is noteworthy. There are leaders with an even deeper exposure to the United States, who understand the importance of bilateral relations, and especially the U.S.-Japan alliance. ERC encourages leaders who have studied in each other's countries to occupy important positions in government and other places of influence.

In each of the sections discussed above, this report has laid out tangible steps and proposals to further increase exchange between the United States and Japan. Among them are measures which, up until now, would have been very difficult to implement in Japan, including: teaching English in elementary schools, offering courses taught in English at Japanese universities, and an announcement from

economic groups to prioritize hiring global talent who have studied abroad. These changes should help motivate Japanese people to study abroad.

(3) Challenges

After its lengthy and comprehensive examination of efforts to promote student mobility between Japan and the United States, the ERC has identified the largest remaining challenges as: 1) the lack of financial resources; and 2) the continuing need to make U.S.-Japan study abroad attractive to students. It is also important to note that the COVID-19 pandemic has had a profound impact on U.S. and Japanese society. Although it is difficult to anticipate the pandemic's long-term effects on student mobility, without a doubt, the short-term impact has been extraordinary.

The first challenge is ensuring that universities and students have sufficient financial resources to support the growing levels of student mobility. Academic institutions need to develop infrastructure to accommodate those students, preparing relevant courses and programs, building dormitories, or setting up counseling services for international students. Those are especially challenging and costly for Japanese universities, where most of the academic programs/courses and administrative systems are based on the Japanese language. Although government expenditure for academic institutions are being scrutinized in both countries⁶⁵, financial support for universities should be sustained and expanded so that they can invest in international student mobility. The ERC also recommends all U.S. and Japanese stakeholders work together to ensure that universities and students have sufficient financial resources to support the growing levels of student mobility since the demand for scholarships far outstrips the availability of funds in both countries.

The second challenge is to sustain and grow the level of interest American and Japanese students have in studying abroad on the other side of the Pacific. Today, an increasing number of Japanese students choose to study in English-speaking countries or

61 As of 2019, Coursera is said to be used by 47 million people, and edX by close to 20 million people (according to the Wikipedia articles of each).

62 <https://www.coursera.org/learn/study-in-japan>

63 <https://www.edx.org/course/steps-in-japanese-for-beginners1-part3-2>

64 Young, Joseph (U.S. Chargé d'Affaires ad interim to Japan). Op-ed in Asahi Shimbun, December 5, 2019.

65 OECD. "Education at a Glance: OECD Indicators" (2019 Edition). TableC2.3, p.288

academic institutions with programs taught in English in Asian and European countries rather than the United States. The higher cost of studying in the United States contributes to this as well as increased exchange among Japanese and Asian neighbors and European countries. Similarly, the ranking of U.S. students in Japan declined from 9th in 2017 to 13th in 2019, even as the number of students studying the Japanese language in the United States has grown relative to other languages in recent years. As discussed, there has been significant growth in short-term student mobility in both directions, and ERC encourages leveraging this success by motivating those students to participate in more immersive study abroad programs (for a semester or year) or degree-seeking programs. Japanese and American public, private and academic sectors need to continue collaborative efforts to appeal to the target students in both countries.

Although there are good reasons for Japanese students to diversify their study abroad destinations, a possible contributing factor to this trend is the rising relative cost of study abroad in the United States. U.S. institutions sometimes require international students to pay “fees” for student activities, university transit, student health, and other student services, on top of the tuition they pay to their home institutions.⁶⁶ The fact that Japanese universities have been growing their number of exchange partners in Europe and Asia, where universities do not charge these fees, at a faster rate than they have grown the number of US partnerships suggests that this difference in fees may be a factor that is affecting Japanese students’ choice of study abroad destination.⁶⁷ Since the growth in fees may be discouraging Japanese students from studying in the United States, the ERC flags the need to provide extra resources to address these added expenses, while encouraging all stakeholders to develop creative solutions.

66 Some American universities instruct international students to buy the “basic insurance package” offered on campus, even if students already have health insurance (covering all accidents, illnesses, and more) through their home universities.
67 The number of university partnership for student exchanges increased from 19,102 in 2012 to 41,626 in 2018 (118%) between Japan and the foreign countries, while the

agreements between Japan and the U.S. showed less increase from 2,662 to 4,526 by 70%. Likewise, the number of exchanges students based on these university partnerships between Japan and the foreign countries increased from 53,991 to 115,146 (128%), while that of between Japan and the U.S. was from 12,286 to 19,891 (62% increase). See Appendices Graph 1

9. Conclusion

The sharp drop in the number of Japanese students studying in the United States was a main impetus to create the ETF, which later led to the establishment of the ERC. For CULCON, the threat was clear that a drop in the number of next generation of the stewards of the U.S.-Japan relationship could threaten the quality of collaboration across all sectors of society.

Thanks to the efforts of the governments, academic institutions, and private sectors of both countries, student mobility between the United States and Japan has increased steadily since 2012.

The total number of U.S. students studying in Japan for credit grew by 60% according to OD Data (those students may not necessarily be enrolled at Japanese universities). The positive trend is also confirmed by JASSO data, which show that the total number of U.S. students studying at Japanese universities and Japanese Language Institutes in Japan increased by 31%⁶⁸.

The total number of Japanese students studying in U.S. increased by 65% according to JASSO. In particular, the number of students participating in short-term programs (including intensive English language programs) almost tripled, growing by 178% according to OD Data. The long-term decline in the total number of Japanese students studying in the U.S. since 2005 has not reversed, but the curve has flattened⁶⁹.

According to OD Data, Japan is ranked 8th, following Vietnam and Taiwan, in the number of students studying in the United States. The number of Japanese students accounts for 1.7% of all international students in United States, which is approximately 1/20 of Chinese students and 1/3 of Korean students. U.S. students account for only 1.0% of all

international students studying in Japan, which puts the U.S. ranking at 13th according to JASSO Data. Those statistics demonstrate that there is room to grow student mobility in both directions and the ERC encourages stakeholders in the United States and Japan to continue to focus on bilateral student mobility to solidify the relationship between the two countries.

The statistics demonstrate a positive trend, even though the total number of students fell short of CULCON's goal of doubling the student mobility between the two countries by 2020. The ERC is especially encouraged by robust growth in short-term student mobility such as summer programs, intensive language programs, study abroad programs, faculty-led academic programs, and internships. Universities around the world are developing global citizens and encouraging their students to gain international experience. As a result, students today have a wide range of choices for their international experiences, and the interests of students have become more diverse. Some of the short-term mobility programs may not be as academically rigorous as full-year study abroad programs or degree-seeking programs/courses, but they are nevertheless important and valuable. These programs catalyze students to seek longer-term academic programs abroad, which, in turn, provide greater long-term impact in developing global competencies.

All positive efforts point towards CULCON's ultimate goal of creating a next generation that will continue to nurture and expand the U.S.-Japan relationship. CULCON, however, recognizes that the work is far from completed and strongly encourages the continuation and expansion of these efforts to increase student mobility opportunities by stake-

⁶⁸ Appendices Graph 3
⁶⁹ Appendices Graph 4

holders in both countries.

Although this report primarily focused on our mission to follow up on the goal of bilateral student mobility in quantitative measures, ERC recognizes that the quality of experiences is immensely important. Indeed, international experiences (including short-term experiences) are ideal for developing competencies for reconciling tensions and dilemmas and for taking responsibility, two of the three transformative competencies identified in the OECD report. International experiences also nurture social and emotional skills, such as empathy and respect for others, which are emphasized by the same report as becoming essential as classrooms and workplaces become more diverse. Those aspects of personal growth are likely to be greater in longer term programs that place the onus on students to navigate in a foreign social and higher education setting, than in short-term programs with defined contents or faculty-led programs that provide scripted experiences, escorting students to all or most of their destinations.

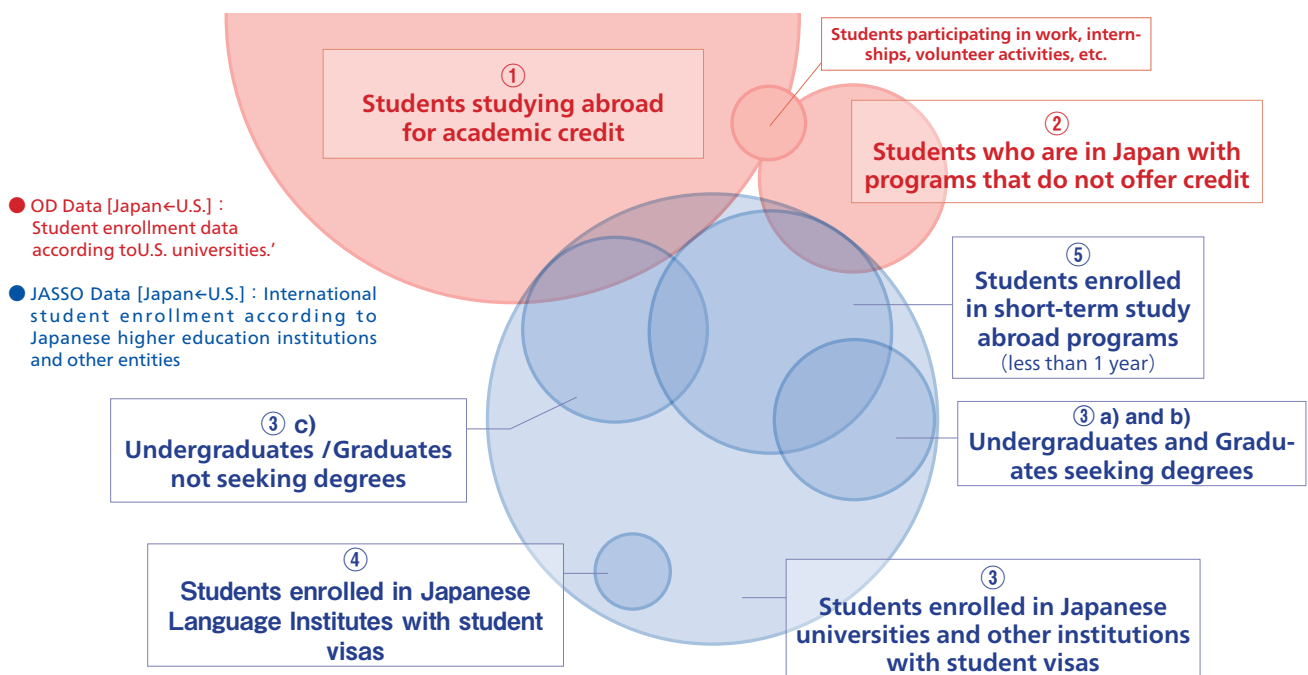
For this reason, ERC emphasizes the importance of bilateral student mobility with ownership by students themselves who will lead the future bilateral relationship. CULCON's mission is to elevate and strengthen the vital cultural and educational foundations of the U.S.-Japan relationship. The binational advisory panel works to ensure that the best of new ideas for cultural, education and intellectual activity and exchange are implemented as operational programs. The ERC has advanced the mission and encourages JASSO and IIE/Open Doors to continue tracking student mobility experiences by type and length to understand the current status. The ERC also encourages CULCON and its stakeholders to continue to support various student mobility programs, including those for younger students, between the two countries.

10. Appendices

- (1) Data Grids and Graphs**
- (2) Reference**
- (3) ERC Member List and CULCON Member List**
- (4) Glossary of Acronyms**

(1) Data Grids and Graphs

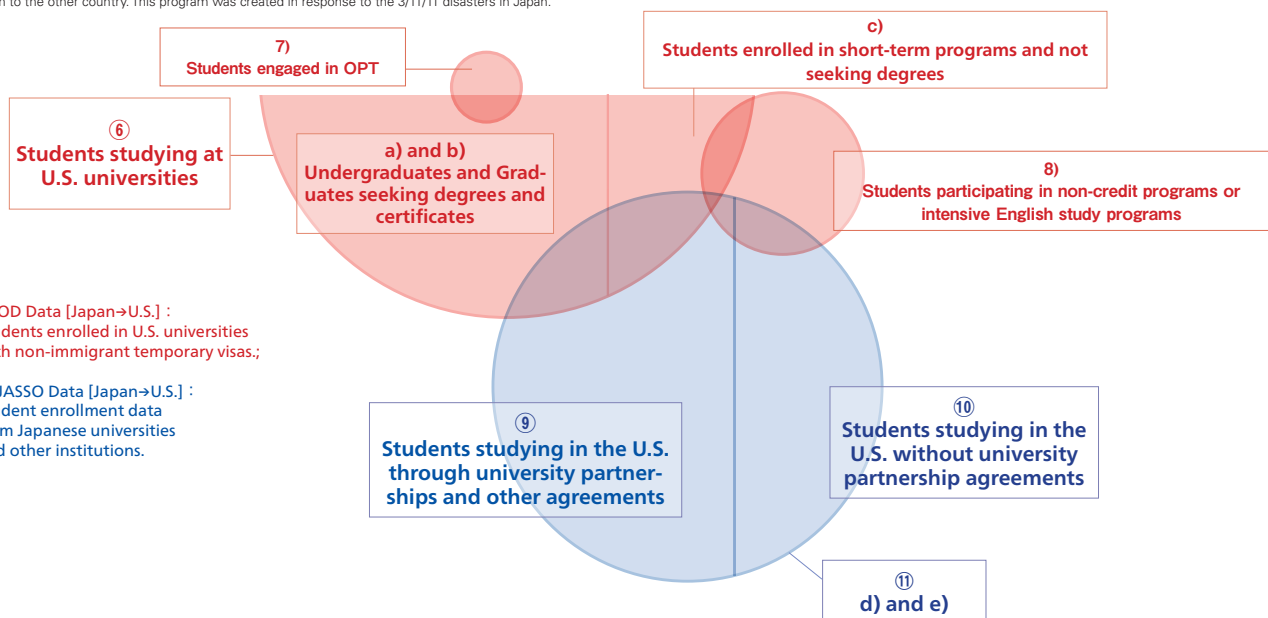
U.S. Students in Japan		Baseline number								Change (from Baseline)	Percent Change (from Baseline)
		Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019		
1 OD Data (Student enrollment data according to U.S. universities)	① Students studying abroad for academic credit (Not necessarily enrolled in Japanese universities) (From the previous fall to summer that year)	5,283	5,758	5,978	6,053	7,145	7,531	8,467	n/a	3,184	60%
	② Students who are in Japan with programs that do not offer credit (Work, internships, volunteer abroad etc.,) (From the previous fall to summer that year)	n/a	182	597	459	508	860	922	n/a	740	407%
2 JASSO Data (International student enrollment according to Japanese higher education institutions and other entities)	③ Students enrolled in Japanese universities and other institutions with student visas (As of May 1st that year)	2,133	2,083	1,975	2,223	2,428	2,516	2,596	2,637	504	24%
	a) Undergraduates seeking-degrees	294	317	291	315	379	453	432	473	179	61%
	b) Graduates/post-grads seeking degrees	260	270	292	298	329	343	325	344	84	32%
	c) Undergraduates /Graduates not seeking degrees	1,098	1,080	972	1,164	1,240	1,265	1,364	1,360	262	24%
	④ Students enrolled in Japanese Language Institutes with student visas (As of May 1st that year)	156	192	177	200	220	270	336	363	207	133%
	⑤ Students enrolled in short-term study abroad programs with student visas (not necessarily seeking degrees) (As of May 1st)	1,409	1,480	1,313	1,532	1,641	1,698	1,780	1,748	339	24%
⑥	Students of short-term study tours without student visas (less than 6 months; no credit received) (From April 1 the previous year to March 31 that year)	739	1,264	1,137	1,187	1,711	1,778	1,771	2,001	1,262	171%



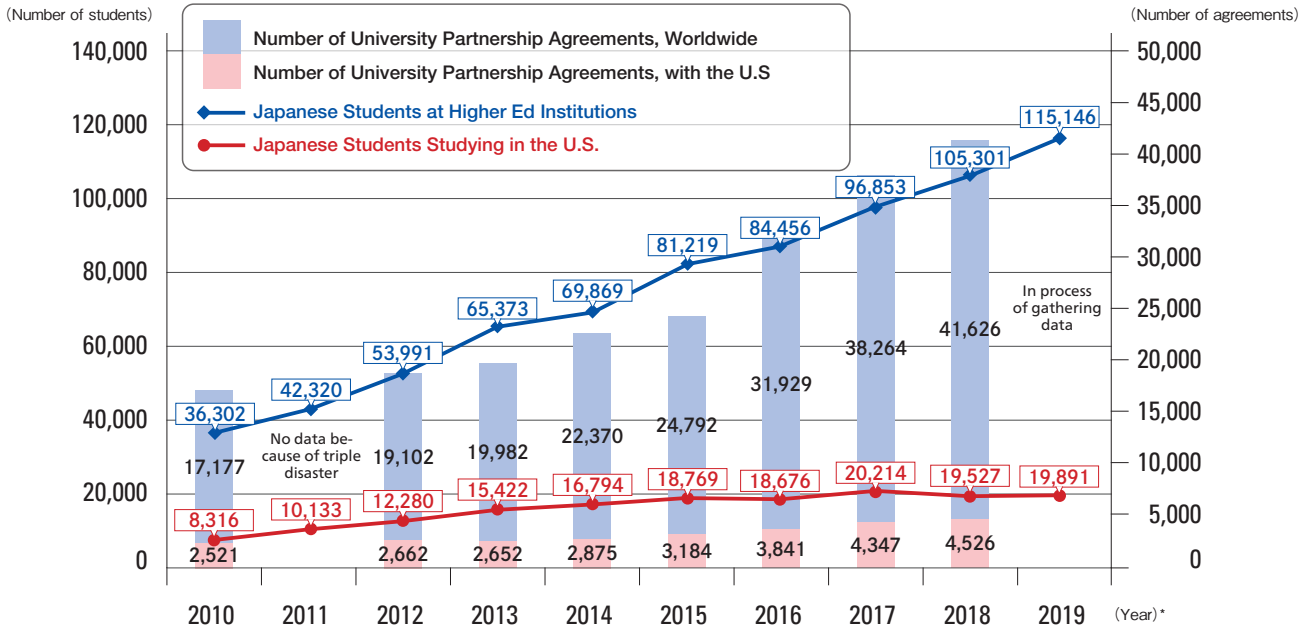
Note: The above figures are based on the general rules and do not exclude exceptions.

Japanese Students in the U.S.		Baseline number								Change (from Baseline)	Percent Change (from Baseline)
Type of academic experience abroad		Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019		
3 OD Data (Students enrolled in U.S. universities with non-immigrant temporary visas)	Students studying at U.S. universities (From the previous fall to summer that year)	18,373	17,938	17,876	17,779	17,644	17,333	17,252	16,589	-1,784	-10%
	a) Undergraduates seeking degrees and certificates	9,359	9,126	9,155	8,877	9,285	9,095	9,190	9,001	-358	-4%
	b) Graduates/post-grads seeking degrees and certificates	4,403	3,944	3,562	3,290	3,125	2,967	2,918	2,875	-1528	-35%
	c) Students enrolled in short-term programs and not seeking degrees	4,611	4,868	5,159	5,612	5,234	5,271	5,144	4,713	102	2%
	Students engaged in Optional Practical Training (OPT) (From the previous fall to summer that year)	1,593	1,630	1,458	1,285	1,416	1,447	1,501	1,516	-77	-5%
	Students participating in non-credit programs or intensive English study programs (From January to December the previous year)	5,502	10,047	11,258	10,977	12,576	13,511	12,607	15,305	9,803	178%
	Short term experience TOMODACHI*	835	460	1,060	1,198	1,081	1,073	1,038	830	n/a	n/a
4 JASSO Data (Student enrollment data from Japanese universities and other institutions)	Students studying in the U.S. through university partnerships and other agreements (From April 1 the previous year to March 31 that year)	8,602	10,355	11,005	12,434	12,383	13,140	12,683	12,350	3,748	44%
	Students studying in the U.S. without university partnership agreements (From April 1 the previous year to March 31 that year)	3,678	5,067	5,789	6,335	6,293	7,074	6,844	7,541	3,863	105%
	Total of ⑨+⑩ (which is also the total of d) + e)	12,280	15,422	16,794	18,769	18,676	20,214	19,527	19,891	7,611	62%
	d) Students studying abroad for academic credit approved by Japanese universities (From April 1 the previous year to March 31 that year)	9,471	11,727	12,744	14,859	14,369	15,836	15,188	15,643	6,172	65%
	e) Students studying abroad with programs for which academic credit is not approved by Japanese universities (From April 1 the previous year to March 31 that year)	2,809	3,695	4,050	3,910	4,307	4,378	4,339	4,248	1,439	51%

*TOMODACHI: At present, there are no aggregate numbers available for short-term experience 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.

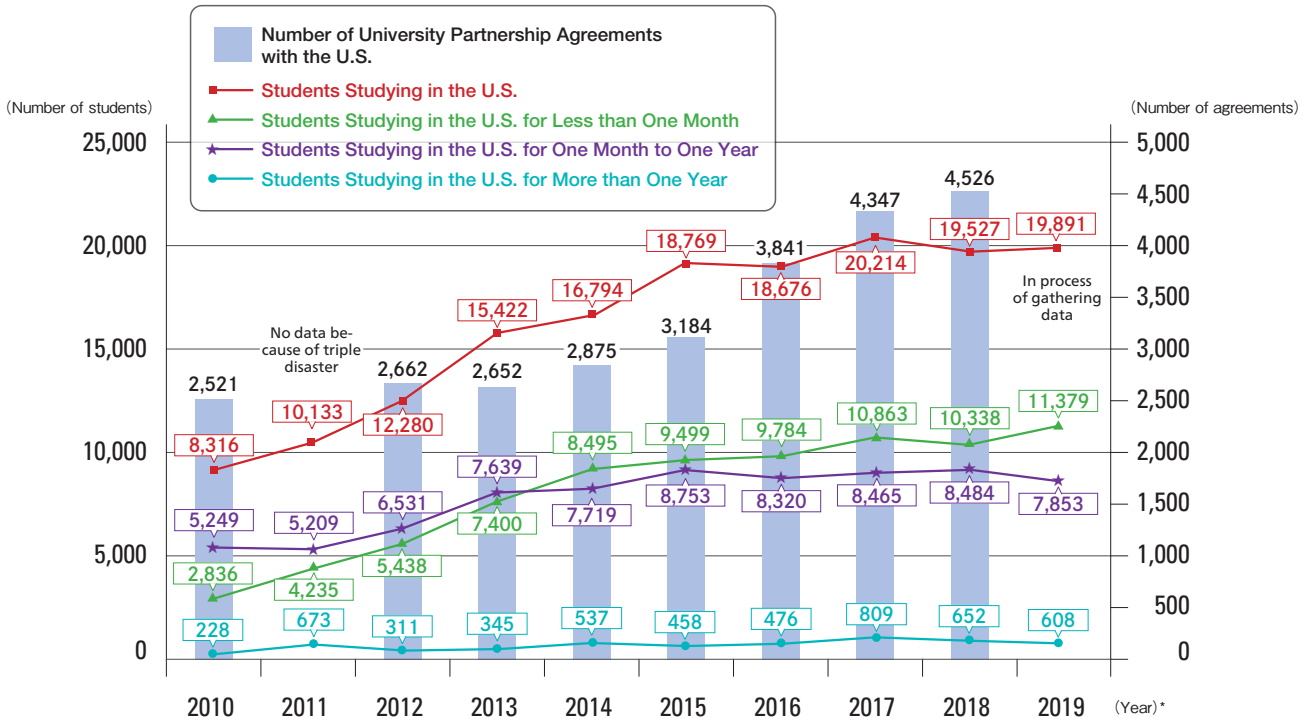


1. Japanese Exchange Students at Postsecondary Institutions



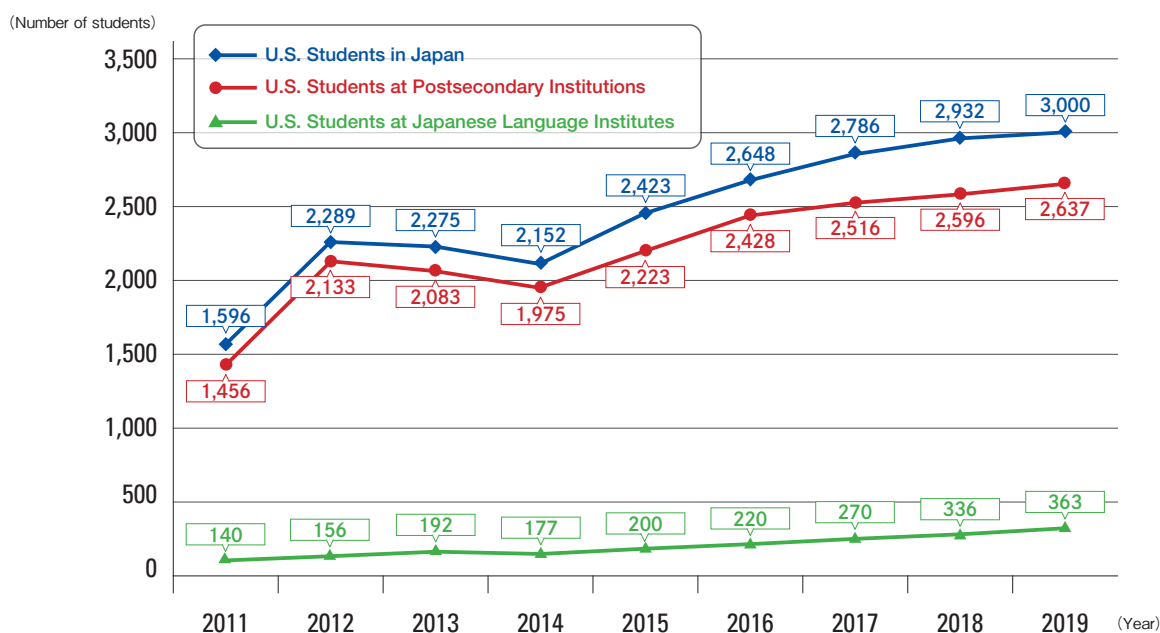
Source : MEXT "Survey on inter-university exchange agreements with overseas universities," JASSO, "Study on Japanese students studying abroad through agreements"
 * The year is from April to March of the previous fiscal year.

2. Japanese Students at U.S. Postsecondary Institutions



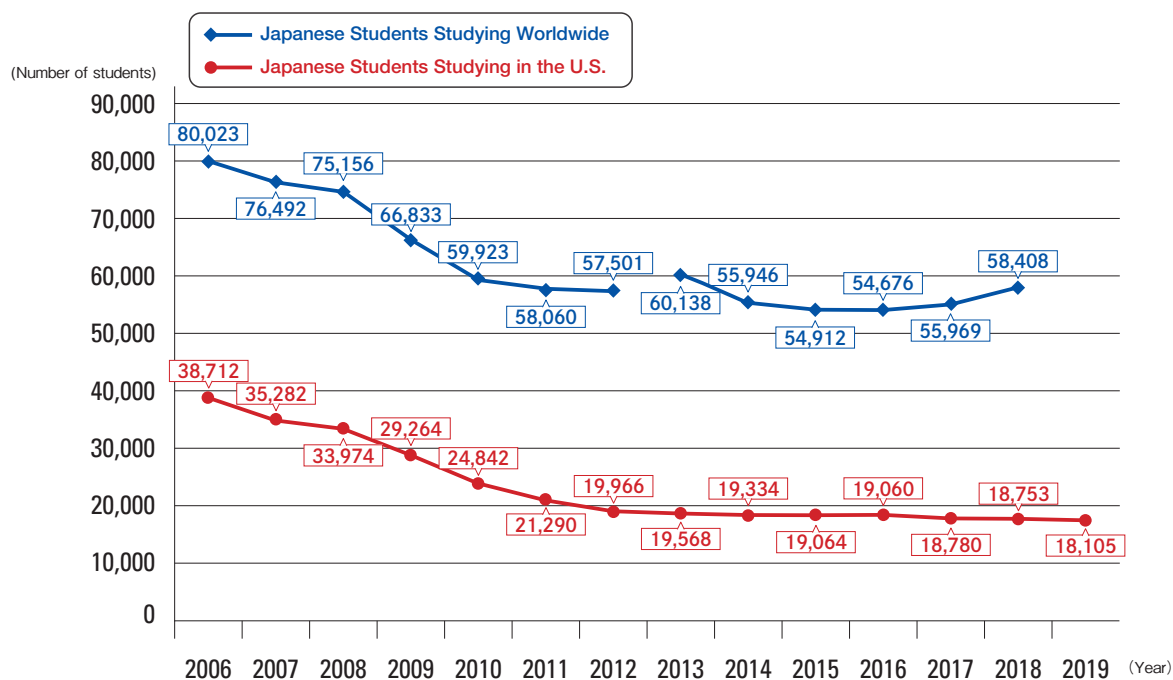
Source : MEXT "Survey on inter-university exchange agreements with overseas universities and overseas bases," JASSO "Study on Japanese students studying abroad based on agreements"
 * The year is from April to March of the previous fiscal year.

3. U.S. Students in Japan (Jasso)



Source : JASSO, "Survey of foreign student enrollment status" Data is taken on May 1 of each year

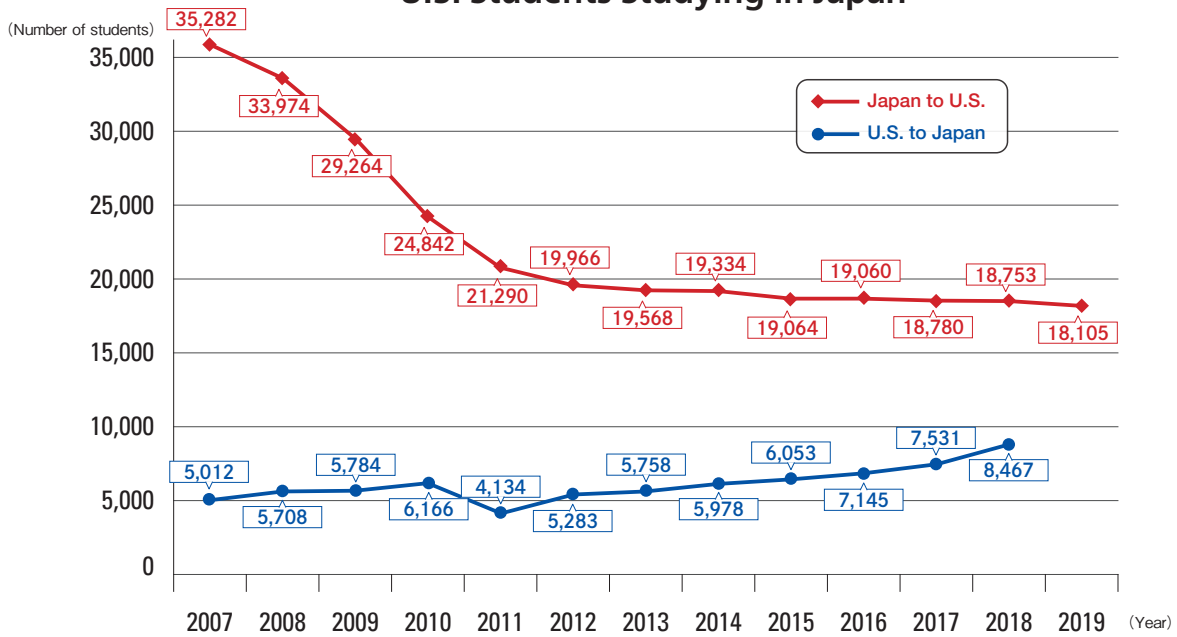
4. Japanese Students Studying Worldwide and in the United States



Source : Japanese Students Studying Worldwide: OECD "Education at a Glance," UNESCO, IIE "Open Doors," China Education Ministry, Taiwan Education Ministry. The break between 2012 and 2013 is due to the change of gathering data in OECD and UNESCO. After 2013 the number shows students who migrated from another countries for the purpose of studying abroad and enrolled in the higher education institutions.

Source : Japanese Students Studying in the U.S.: IIE "Open Doors"

5. Japanese Students Studying in the United States/ U.S. Students Studying in Japan



Source : IIE, "Open Doors"

(2) Reference

(1) Initiatives by Non-Government Entities: New Scholarship Programs

The Yanai Tadashi Foundation established a four-year scholarship to sponsor 20 Japanese students at 30 of America's top liberal arts colleges. Every year, students receive a maximum of \$70,000 each. As of 2019, a total of 62 students have received the scholarship.⁷⁰

HLAB is a for-profit company that was created in 2011 by Japanese students studying at Harvard University. It conducts a week-long summer program in Japan for Japanese high school students, so that they are better prepared to study at U.S. universities. HLAB has a relationship with the Yanai Tadashi Foundation scholarship mentioned above. In addition, inspired by the way U.S. liberal arts colleges foster global talent through their dormitories, HLAB manages its own dormitory in Japan. Please see HLAB's website for more details: <https://h-lab.co>. Scholarships for short-term study abroad are also being established. The U.S.-Japan Council (USJC), a U.S.-based nonprofit organization, established a grant to sponsor student exchange between the U.S. and Japan. This was based on a 10 million dollar endowment from Toshizo Watanabe (Chairman, the Toshizo Watanabe Foundation). USJC recruits, selects, and supports scholarship recipients, who are then considered to be participants of the TOMODACHI Initiative, a program USJC administers to foster future leaders who contribute to U.S.-Japan relations. Recipients of this scholarship study at an institution of their choice for a semester or a year (grants have a maximum amount of \$25,000).⁷¹ Receiving funds from the United States-Japan Foundation, the S&R Foundation and the Washington, D.C. Chapter of the Kyoto University Alumni Network support the Kingfisher Global Leadership Program. This two-week program supports graduate and undergraduate students at Kyoto University who aim to build a global career. It enables them to study at international organizations and visit various institutions, businesses, and foundations in Washington, D.C.⁷²

An innovative program by a private bank provides an example of a unique perspective. Mitsubishi Tokyo UFJ Bank worked with Kokugakuin University to establish a scholarship fund for Japanese students studying abroad. It invests profits from dollar-denominated deposits. Since the principal stays untouched while the interest income of the fund is dispersed in dollars, there is no loss resulting from fluctuations in foreign exchange rates. While interest rates remain very low in Japan, this method allows universities to diversify the way they manage their funds and ultimately increase students going abroad.⁷³

(2) STEM Education in a New Era

The Government of Japan is focusing on workforce development in order to strengthen the quality and ensure the quantity of talent in science and technology. To effectively nurture innovative talent in particular, the government is aiming to strategically foster personnel by asking the private and public sectors, as well as academia, to list fields that need people, as well as the roles and responsibilities that are in demand. MEXT has designated schools that offer advanced education programs in science and mathematics as "Super Science High Schools (SSH)" and continue to support them.

SSTEM education at institutions of higher education have also expanded globally. For example, at the select universities referred to as "Top Global University Project," talented minds in STEM are being trained to not only gain excellent technical expertise but also become global leaders. Sophia University is actively working to establish degree programs where mathematics, science, and engineering are taught in English. Sophia is preparing to welcome more international students to its graduate program in Global Environmental Studies, as well as its undergraduate Green Science and Green Engineering programs. The following are further examples in Japan. The University of Aizu, which was established in 1993 as the nation's first university specializing in computer science, created an internship program in

⁷⁰ <https://www.yanaitadashi-foundation.or.jp/scholarship/>

⁷¹ <https://www.usjapan-council.org/watanabe-scholarship/>

⁷² <https://sandrfoundation.org/programs/kingfisher-global-leadership-program>

⁷³ Nikkei Shimbun. "Supporting Study Abroad Through Foreign Currency Accounts." January 31, 2018.

Silicon Valley. This offers students the opportunity to confer with Silicon Valley engineers and develop their own systems.⁷⁴

Meanwhile, Tohoku University has forged close ties with prominent foreign universities, creating programs that facilitate international collaboration with graduate schools at the cutting edge of research. This includes the University of Chicago (spintronics), Penn State University and the University of Hawaii (environmental and earth science), Case Western Reserve University (data science), the University of California, Berkeley (astrophysics), and the Massachusetts Institute of Technology (MIT; engineering). Through these programs, Tohoku University aims to nurture talented people with world class vision and research capability, who can also create new knowledge, be innovative, and take on global problems.

As mentioned previously, the establishment of the OIST Foundation in the U.S. is expected to create a new type of academic exchange between the U.S. and Japan. At institutions such as Kyoto University and Tohoku University, OIST has also opened summer programs focusing on biology or robotics engineering, and is accepting undergraduate students from abroad. These programs offer the opportunity to not only study cutting-edge science and engineering but also conduct experiments in research laboratories, and are popular among U.S. students.

A summer program entitled “East-Asia Pacific Summer Institute” (EAPSI) is especially noteworthy as a successful example of collaboration between the U.S. and Japan. This is a joint effort by the U.S. National Science Foundation (NSF) and the Japan Society for the Promotion of Science (JSPS). In this program, young Ph.D. students or post-doc scholars from the United States spend two months in the summer to learn about Japanese culture and research systems, as well as work under scholars and researchers at Japanese universities and other institutions. Since 1990, 1,787 students have participated in this program. Due to circumstances at the NSF, the program is on pause since 2018, but the JSPS plans to independently select up to 10 American graduate students to participate in the program in 2020.

A scientific perspective is indispensable in solving the complex problems of modern society. It is all the more important to have an education that blends science and the humanities. In the U.S., the concept of STEAM, which adds the arts (A) to traditional STEM fields, is becoming more popular. At discussions with the CULCON Next Generation Task Force, Sports was added to the mix to produce STEAMS (STEM + Arts + Sports). As Artificial Intelligence (AI) and the Internet of Things (IoT) develop further and we head toward the era of Society 5.0, both the United States and Japan should consider what sort of curricula we should devise for students who are digital natives.

(3) Collaborative Online International Learning (COIL)

The U.S. Embassy in Tokyo, ACE, and MEXT are collaborating to develop a multi-year initiative that uses COIL to connect students in Japan and the U.S. The U.S. Embassy has provided a multi-year grant to ACE to serve as a “platform” for this initiative. ACE provides expertise and assistance to select U.S. higher education institutions, and works with Kansai University, its counterpart that builds the platform on the Japan side.

Through its “Inter University Exchange Project” (mentioned previously), MEXT has provided financial support for five years beginning in FY 2018. This supports Japanese “universities that use COIL education with U.S. partner universities and build cooperative programs that include mutual credit recognition and grades assessment.”⁷⁵

In-person exchanges by students will be a formal component of some of the COIL partnerships with ACE. But part of the appeal of COIL programs is the potential to bring the U.S.-Japan partnership to historically underserved students.

Combining COIL with existing exchange programs is expected to give rise to first-rate international education programs between partner universities in Japan and U.S., ensuring the quality of factors that include credit recognition and grade assessment.

⁷⁴ <https://www.u-aizu.ac.jp/sgu/info/event/post.html>

⁷⁵ https://www.mext.go.jp/a_menu/koutou/kaikaku/sekaitenkai/1408256.htm

This project would provide international education opportunities to more students, and promote U.S.-Japan interuniversity exchanges as well as the globalization of universities.

For example, one of the universities selected on the Japan side, Nanzan University, conducts student exchange programs with eight U.S. partner universities. By December 2019, two years since it began the COIL program, Nanzan had already exceeded its goal for the third year, using COIL in 25 subjects to reach more than 700 students in Japan and the United States. Linking COIL classes with study abroad, the university is also sending Japanese students abroad and receiving international students (as of December 2019, about 150 students participated in the program).

Additionally, Sophia University, Ochanomizu University, and the University of Shizuoka have formed a coalition to jointly launch what is called “Collaborative Online International Learning Programs toward Human Security and Multicultural Coexistence.” Based on remote learning and exchange projects that use COIL, the coalition works with 10 U.S. institutions, including Boston College and Seattle University. International students at two universities in Tokyo participate in internships through businesses and organizations in Shizuoka (facilitated by the University of Shizuoka), advancing international exchange at the local level, and linking business with academia in new ways.

TeamUp, the aforementioned public-private partnership that promotes collaboration between educational institutions in Japan and the U.S., is also building partnerships through COIL. TeamUp is focusing its efforts on hybrid models that include an in-person component. Participating students work on projects together virtually, and have the chance to work face-to-face before, during, or after the project.

(3) ERC Member List and CULCON Member List

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Dr. Egawa Masako
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Professor, Graduate School of Commerce and Management, Hitotsubashi University; Japan CULCON Panelist

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Chairperson, NPO Research Institute for Japanese Language Education

Ms. Hasegawa Tomoko

Director, Education & CSR Bureau, Keidanren (Japan Business Federation)

Mr. Miyamoto Takuto

Director, Office for International Cooperation, International Affairs Division, Minister's Secretariat, Ministry of Education, Culture, Sports, Science and Technology (MEXT)

Dr. Kawase Kazuhiro

Director, Cultural Affairs and Overseas Public Relations Division Minister's Secretariat, Ministry of Foreign Affairs (MOFA)

Mr. Ota Takafumi

Director, Information Service Division, Student Exchange Department, Japan Student Services Organization (JASSO)

UNITED STATES

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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)

Mr. Anthony Koliha

Director, Office of Global Education Programs, Educational and Cultural Affairs Bureau, U.S. Department of State

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Mr. David Sneider

Partner, Simpson Thacher & Bartlett LLP; U.S. CULCON

Ms. Susan Schmidt

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President, Chiba Institute of Science; Japan CULCON Panelist

U.S. **Ms. Margot Carrington**

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Mr. Okawara Akio President/CEO, Japan Center for Inter-
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Dr. Shimatani Hiroyuki Executive Director, Kyushu National
Museum

Ms. Tsuka Hiroko Acting Executive Director, Center for
Global Partnership / Managing Direc-
tor The Japan Foundation

Mr. Mimura Akio Chairman, the Japan Chamber of
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Mr. Sato Teiichi Former Ambassador to United Nations
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Mr. Makihara Minoru Senior Corporate Advisor and Former
Chairman, Mitsubishi Corporation;

(4) Glossary of Acronyms

AATJ	American Association of Teachers of Japanese
ACCJ	The American Chamber of Commerce in Japan
ACE	American Council on Education
AI	Artificial Intelligence
AIG	American International Group, Inc.
ALT	Assistant Language Teacher
CGP	The Japan Foundation Center for Global Partnership
CLAIR	Council of Local Authorities on International Relations
CLS	Critical Language Scholarship Program
COIL	Collaborative Online International Learning
CULCON	U.S.-Japan Conference on Cultural and Educational Interchange
EAPSI	East Asia and Pacific Summer Institute
EIKEN	Test in Practical English Proficiency
ERC	Educational Exchange Review Committee
ETF	Education Task Force
G30	Global 30
IB	International Baccalaureate
IDYL	Japan Internship for the Development of Young Leaders
IIE	Institute of International Education
IoT	Internet of Things
JASSO	Japan Student Services Organization
JDP	Joint Degree Program
JET	Japan Exchange and Teaching Programme
JETAA	JET Alumni Association
JET-ALT	JET- Assistant Language Teacher
JLEC	Japanese Language Education Committee
JSPS	Japan Society for the Promotion of Science
KAC	Kizuna Across Cultures
MEXT	Ministry of Education, Culture, Sports, Science & Technology in Japan
MIT	Massachusetts Institute of Technology

MLA	Modern Language Association
MOFA	Ministry of Foreign Affairs of Japan
MOOC	Massive Open Online Courses
NACE	National Association of Colleges and Employers
NSF	U.S. National Science Foundation
OD	Open Doors
OECD	Organization for Economic Cooperation and Development
OIST	Okinawa Institute of Science and Technology Graduate University
OPT	Optional Practical Training
PEAK	Program in English at Komaba
SGU	Top Global University Project
SSH	Super Science High Schools
STEAM	STEM + Art
STEAMS	STEM + Art + Sports
STEM	Science, Technology, Engineering and Math
TOEFL	Test of English as a Foreign Language
UNESCO	United Nations Educational, Scientific and Cultural Organization
USJBF	The US-Japan Bridging Foundation
USJC	The US-Japan Council
USJETAA	United States Japan Exchange & Teaching Programme Alumni Association