How will study abroad and student exchange evolve during and after COVID-19?

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Japan’s Policies and Trends on Study Abroad
In Japan, studying abroad used to...

- be a personal choice with limited government support.
- mean
  - studying in the US
  - for a long time
  - for a degree

- Studying foreign languages abroad was developed by private universities and agents.
Government Policy and Initiatives on Internationalization

Japan Revitalization Strategy 2014 (Growth Strategy)

• Increase the number of int’l students studying in Japan from 135,000 in 2013 to 300,000 by 2020
  – Global 30 Project (2009-2014)
  – Inter-University Exchange Project (from 2011 onwards)

• Increase the number of Japanese students studying abroad from 60,000 in 2010 to 120,000 by 2020
  – Inter-University Exchange Project (from 2011 onwards)

• Situate 10 Japanese universities among the top 100 in world university rankings within 10 years (by 2024)
  – Top Global University Project (2014-2024)
Background of Policy Trend

• Increasing the need for a “globally minded/competent workforce”, not “global citizens”
  – Japanese students with study abroad experience and English language proficiency
  – International students studying in Japan

• Rationales
  – Revitalize Japanese economy (economic-driven policy)
  – Globalizing economy and emerging markets in Asia: To support the business expansion and growth outside Japan, esp. in Asia, companies needs a globally minded/competent workforce
<table>
<thead>
<tr>
<th>Government’s Policy Initiatives for Internationalizing Japanese Higher Education with Numerical Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2  Global 30 (Inbound mobility)</td>
</tr>
<tr>
<td>3  Japan Revitalization Strategy (Doubling the number of study abroad students)</td>
</tr>
<tr>
<td>4  Inter-University Exchange Project (Two-way mobility)</td>
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<tr>
<td></td>
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<tr>
<td>5  Go Global Japan (Outbound mobility)</td>
</tr>
<tr>
<td>6  Top Global University Project (Comprehensive internationalization)</td>
</tr>
</tbody>
</table>

MEXT’s Scholarship Budgets for Japanese Study Abroad Students

A new system to promote students to study abroad introduced

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td># of long-term (more than 1 yr.)</td>
<td>50</td>
<td>412</td>
</tr>
<tr>
<td># of short-term (less than 1 yr.)</td>
<td>740</td>
<td>20,000</td>
</tr>
</tbody>
</table>

Source: MEXT (2020a)
MEXT’s International Programs for Universities

**Top Global University Project**
Enhancing International Competitiveness of Japanese Universities
¥4.0 billion for 37 projects

**Inter-University Exchange Project**
Internationalization of Educational & Collaborative Programs ¥1.7 billion

- **Russia, India etc.**
  Collaborative Programs
  ¥448 million for 9 programs and **11 NEW programs (2017~)**

- **Latin America & the Caribbean, Turkey**
  Collaborative Programs
  ¥195 million for 11 programs

- **Asia**
  Collaborative Programs
  ¥519 million for 25 programs

- **USA**
  Collaborative Programs using *COIL*-style education
  About ¥270 million
  (*COIL: Collaborative Online International Learning*)

**Support for universities**

**Support for students**

**Promotion of Student Exchanges**

- Outbound
  ¥8.1 billion

- Inbound
  ¥26 billion

MEXT Study Abroad Scholarships

♦ **Young Ambassador Program-** *Tobitate!: Leap for Tomorrow*
  • Public-private partnership initiative for study abroad scholarships
  • Private sector’s contribution: Aim to collect 20B. yen (US$183M.)
  • Goal is to support 10,000 study abroad students including high school students by 2020
  • # of awarded scholarships for HE students: 5,630 in total since 2014
  • # of awarded scholarships for HS students: 2,685 in total since 2015

♦ **Japan Revitalization Strategy (2013)**
  • Double # of high school study abroad students to 60,000 by 2020
Downward Trend: Host Countries’ Data Compiled by MEXT
Number of Japanese Study Abroad Students

Source: MEXT (2020, April 22) Japanese Study Abroad Students; Compiled data from IIE's Open Doors, OECD’s Education at a Glance, UNESCO Institute for Statistics, and other governments’ data (host countries’ data)
### MEXT Compiled Data: Numbers of Japanese Study Abroad Students by Destination (2017)

<table>
<thead>
<tr>
<th>Destination</th>
<th># of Japanese Students</th>
<th>Destination</th>
<th># of Japanese Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. United States</td>
<td>18,753 (-23,462)</td>
<td>7. France</td>
<td>1,649 (-688)</td>
</tr>
<tr>
<td>2. China</td>
<td>14,717 (-4,343)</td>
<td>8. Canada</td>
<td>1,665 (-85)</td>
</tr>
<tr>
<td>3. Taiwan</td>
<td>8,413 (+6,534)</td>
<td>9. South Korea</td>
<td>1,455 (+541)</td>
</tr>
<tr>
<td>4. United Kingdom</td>
<td>2,846 (-3,549)</td>
<td>10. Brazil</td>
<td>1,111 (n/a)</td>
</tr>
<tr>
<td>5. Germany</td>
<td>1,816 (-731)</td>
<td>Others</td>
<td>3,739 (+1,062)</td>
</tr>
<tr>
<td>6. Australia</td>
<td>2,244 (-928)</td>
<td>Total</td>
<td>58,408 (-24,537)</td>
</tr>
</tbody>
</table>

Note: [ ] Increase or decrease from 2004 (the peak of the study-abroad number) to 2017
Source: MEXT (2020, April 22) *Japanese Study Abroad Students*; Compiled data from IIE’s Open Doors, OECD’s Education at a Glance, UNESCO Institute for Statistics, and other governments’ data (host countries’ data)
Upward Trend: JASSO Data collected from Japanese HEIs

Numbers of Non-degree Japanese Students Studying Abroad by Duration

Source: JASSO (2020a) Japanese Study Abroad Students (enrolled at HEIs in Japan): Japanese HEIs’ data
### JASSO Collected Data: Numbers of Non-degree Japanese Students Studying Abroad by Destination

<table>
<thead>
<tr>
<th>Destination</th>
<th>2013</th>
<th>2018 (share)</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>United States</strong></td>
<td>16,794</td>
<td>19,891 (17.2%)</td>
<td>18.4%</td>
</tr>
<tr>
<td><strong>Australia</strong></td>
<td>6,392</td>
<td>10,038 (8.7%)</td>
<td>57.0%</td>
</tr>
<tr>
<td><strong>Canada</strong></td>
<td>6,614</td>
<td>10,035 (8.7%)</td>
<td>51.7%</td>
</tr>
<tr>
<td><strong>China</strong></td>
<td>4,022</td>
<td>7,980 (6.9%)</td>
<td>98.4%</td>
</tr>
<tr>
<td><strong>South Korea</strong></td>
<td>5,211</td>
<td>8,143 (7.1%)</td>
<td>56.3%</td>
</tr>
<tr>
<td><strong>United Kingdom</strong></td>
<td>6,519</td>
<td>6,538 (5.7%)</td>
<td>0.3%</td>
</tr>
<tr>
<td><strong>Taiwan</strong></td>
<td>2,080</td>
<td>5,932 (5.2%)</td>
<td>185.2%</td>
</tr>
<tr>
<td><strong>Thailand</strong></td>
<td>2,249</td>
<td>5,479 (4.8%)</td>
<td>143.6%</td>
</tr>
<tr>
<td><strong>Philippines</strong></td>
<td>n/a</td>
<td>4,502 (3.9%)</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Germany</strong></td>
<td>2,408</td>
<td>3,387 (2.9%)</td>
<td>40.7%</td>
</tr>
<tr>
<td><strong>Others</strong></td>
<td>15,271</td>
<td>33,221 (28.9%)</td>
<td>117.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>69,869</td>
<td>115,146</td>
<td>64.8%</td>
</tr>
</tbody>
</table>

Source: JASSO (2020a) *Japanese Study Abroad Students* (enrolled at HEIs in Japan)
Shifting from “Long-term Study Abroad for a degree” to “Short-term Study Abroad for credits”

Source: IIE (2019) Open Doors
JASSO (2020a) Japanese Study Abroad Students (enrolled at HEIs in Japan)
Upward Trend: IIE Data

Japanese Students Enrolled at Intensive English Programs in the US

<table>
<thead>
<tr>
<th>Year</th>
<th>Japanese students enrolled at Intensive English Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>13,039</td>
</tr>
<tr>
<td>2018</td>
<td>12,305</td>
</tr>
<tr>
<td>2017</td>
<td>12,607</td>
</tr>
<tr>
<td>2016</td>
<td>13,511</td>
</tr>
<tr>
<td>2015</td>
<td>12,576</td>
</tr>
<tr>
<td>2014</td>
<td>10,977</td>
</tr>
<tr>
<td>2013</td>
<td>11,258</td>
</tr>
<tr>
<td>2012</td>
<td>10,047</td>
</tr>
</tbody>
</table>

Source: IIE (2019) Open Doors
Increasing numbers of Japanese are going abroad to study, but SA is getting “shorter, closer, and cheaper.”

The duration of study abroad is becoming shorter, shifting from “SA for a degree” to “SA for credits.”

Short-term study abroad:
- Diversifying study abroad destinations, i.e., Asian countries
- Diversifying programs, e.g., internship, volunteer work, and service learning
- Diversifying participants, e.g., HS school students and business people

Language (English) study: Still the most popular purpose of SA

Japanese universities are increasing the numbers of short-term study abroad programs and participants. The government financially supports such efforts (scholarships and program development costs).
“A study abroad period of **six months or more** is necessary in order to develop various skills including language ability, intercultural understanding, and the ability to accept a diversity of values.”

“A mismatch between the increase in study abroad by university students and corporate needs for the employment”

Return on investment (accountability to the public)

Source: Ministry of Internal Affairs and Communications (2017) *Policy Evaluation of the Promotion of Global Human Resources Development*
How can universities encourage students to aim for the heights of success after their first, short-term study abroad experiences?

Universities should set out a SA roadmap including the stratification of SA programs and progression routes with other int’l learning opportunities (relating to future careers or further study).
Issues in Study Abroad (SA): Quality

What should universities do to improve the quality of SA while expanding SA quantitively?

• Shifting from SA as a stand-alone programs to the integral part of the curriculum, “education abroad”.

• Attention to the learning of each individual student, leading to the development of “learning abroad,” made up of diverse SA programs including volunteer work, service learning, and internships overseas.

• Assessments of the learning outcomes of study abroad and of the impacts on students’ lives and careers (employability) are becoming crucial.
The government emphasizes the learning outcomes of short-term SA programs as the accountability for their funding schemes: EBPM (Evidence-Based Policy Making)

Companies should give employees with study abroad experience more opportunities to use the skills acquired overseas: Job-based employment

Deguchi (2020) points out two problems of the hiring process

1. Simultaneous (periodic) recruiting of new graduates (once a year)
2. Looking at only five things about applicants, (1) the admission level of the university, (2) obedience, (3) patience, (4) cooperativeness, and (5) compliant
Determine the learning outcomes first, and then think about the education and learning methods.

Companions do not intend to hire students who stand out with their appearance and unique character. They are checking to see if you are well-groomed and dressed based on social common sense. There is no need to dress yourself up with expensive items. Be sure to dress neatly, and speak so clearly as to give a better impression to the other party.

Favorable Job Hunting Styles

★ Hair style
Long hair should be not preferable. Be careful not to have any sleepy-mussed or untyed hair, or any hair that can be untied.
★ Face
Be clean shaven. Extremely thin eyebrows are not preferable. Pay attention to your teeth and smile.
★ Glasses
Avoid colorful and loud frames. Watch out for dirty lenses.
★ Cologne
It is better not to wear any cologne.
★ Nails
Be sure to trim your nails short and wash them to remove any dirt.
★ Shirt
Wine or the basic color. Be sure to choose a shirt that fits you around the collar and sleeves. Pay attention when wearing a colored or patterned T-shirt or dark underwear, because they may be seen through a white shirt. Watch out for a dirty color and clumps. You should wear a clean, washed shirt.
★ Accessories
Do not wear any accessories.
★ Tie
Avoid flashy ties.
★ Suit
Dark blue, gray, or black are the basic colors. Choose a solid or finely striped tie. Ordinarily, wear your tie with a single knot, not a double knot.
★ Trousers
Trousers with a standard width and single-fold hem are preferable. Be sure to iron them to make creases. Your belt and shoes should match.
★ Shoes
You should choose simple and comfortable black shoes. Be sure to choose those that do not move on the floor, and polish your shoes properly.
★ Socks
White socks and sneaker socks are taboo. Choose socks that are the same color as your suit, or that are black or dark blue.
★ Watch
You should avoid wearing a flashy watch. You should not use your mobile phone to check the time during the interview or test.
★ Briefcase
A black or brown briefcase is mainstream. A lightweight bag for A4 size documents is convenient. Be sure to avoid backpacks and casual bags.

“Companies do not intend to hire students who stand out with their appearance and unique character. They are checking to see if you are well-groomed and dressed based on social common sense. There is no need to dress yourself up with expensive items.”
Study Abroad and Student Exchange during and after COVID-19
• Pre-existing problems have become more apparent than before by the COVID-19 crisis.
  ✓ Int’l student mobility is still the main focus of policy and practice of int’l education: for a limited number of students
  ✓ Increasing carbon emissions generated by student air travel

• How can int’l educators cope with this situation and adapt to the “New Normal” with COVID-19?
Issues in SA Caused by COVID-19 Crisis

- Canceled SA programs:
  - ✔ 44 universities that have compulsory SA have been heavily affected in Japan.

- SA alternatives
  - Virtual Mobility (virtual SA, virtual student exchange)
  - Virtual Exchange
  - COIL: Collaborative Online International Learning
  - Blended/Hybrid Learning: Face-to-face and online instruction
Problems in SA Caused by COVID-19 Crisis in Japan

• Very little experience with online (distance) education including lifelong learning, focusing on face-to-face and on-campus teaching.

• The implementation and quality of int’l online teaching and learning as the emergency response.

• Growing inequalities among universities regarding resources, e.g., HR to respond to the crisis.
Information Highway Roadblock in Japan

1. The tendency to prioritize administrative regulation over effective implementation.
2. A focus on precedent that can block innovation or reform.
3. A regulatory focus that emphasizes a rather static perspective of technology.
4. A general lack of IT personnel skilled in educational technology applications that might support implementation in pedagogy and research (Bachnik 2003: 8–9).

No fundamental change in approach at most universities in the ensuing years.

Paper (kami) = God (kami) in Japanese
The expected proper direction for internationalization of HEI after the end of COVID-19

The need for reshaping “internationalization”? ~

<table>
<thead>
<tr>
<th>Change to the program combining online interaction and actual study abroad so called “Blended program”</th>
<th>43</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place more emphasis on the quality of learning rather than quantity, in the respect of sending Japanese students.</td>
<td>26</td>
</tr>
<tr>
<td>Place more emphasis on the quality of learning rather than quantity, in the respect of acceptance of international students.</td>
<td>25</td>
</tr>
<tr>
<td>Can not say anything yet and it depends on global prevalence of COVID-19</td>
<td>17</td>
</tr>
<tr>
<td>Rather than increasing the number of partner universities, acquiring good students and faculty in the existing partnerships</td>
<td>15</td>
</tr>
<tr>
<td>Consider handling of COVID-19 at partner institution and country as for selection of partners</td>
<td>13</td>
</tr>
<tr>
<td>Aim for Quantitative Expansion in sending Japanese students.</td>
<td>7</td>
</tr>
<tr>
<td>Shift policy to more focus on online interaction</td>
<td>6</td>
</tr>
<tr>
<td>Aim for Quantitative Expansion in acceptance of international students.</td>
<td>5</td>
</tr>
<tr>
<td>Others</td>
<td>9</td>
</tr>
</tbody>
</table>

Source: MEXT (2020b)

More than 80% of Japanese universities aim to change to “Blended program”

- Pursue both quality and quantity
- Collaborative learning using ICT with the host institution.
- Online exchange is planned, but the medium/long term plan is still under consideration.
With the experience with COVID-19, how do you perceive this phenomenon & how do you think we shall to prepare for its risks?

★ Expanding opportunities for educational exchanges via online and resetting the value of "study abroad" = local learning. Considering the quality assurance of education and research.

★ Development of flexible curricula, including credit transfer, certificate programs, JD and DD through online classes.

★ Further expansion of regions and length for study abroad in order to maintain and strengthen the exchange program.

★ Development of a high-security recruiting system with international standards in order to implement online recruitment, entrance examinations and tuition payment.

★ Building networks to share the latest information and good practices of each in order for risk management and quick decision making.

★ The upskilling of the faculty and staff to deal with unpredictable situations, and the strengthening of cooperation among academic/non-academic staff.

Source: MEXT (2020b)
Reshaping/Remodeling Internationalization?

✓ Education: Hybrid of Online and F2F
  ■ Can ONLINE be an alternative of F2F? Supplement? New departure?
  ■ The need to clarify QA and learning outcomes of the hybrid program
  ■ What Hybrid mean to international education? How can U assure the advantage and best part of study abroad via online/hybrid?

✓ Need to redefine “Study Abroad”?
  ■ “remote/online/virtual SA”, etc... in the context of Society 5.0
  ■ What is the distinctive value of SA?

✓ Student Services with/after COVID-19
  ■ Risk management, especially for health at campus and in programs
  ■ Learning opportunity for students with disabilities/financial difficulties
  ■ How does international campus look with/after COVID-19?

✓ Changes in Future Concept: more and more to consider...
  ■ Financial models, recruitment of international students, housings, international partnerships for risk dispersion, domestic partnerships for resource sharing, etc.

Source: MEXT (2020b)
Emerging Practices of Int’l Education

• Online/Virtual study abroad and student exchange
  – Tohoku University: Be Global project including Tohoku University Japanese Program Online
  – Kwansei Gakuin University: Online International Education Programs

• Lecture exchange or cross listing courses among partner universities
  – Tsukuba University: Course Jukebox

• Consortium-based program:
  – UMAP Exchange Online by UMAP (University Mobility in Asia and the Pacific)
  – UMAP-COIL Joint Program (summer program)
  – APRU (Association of Pacific Rim Universities) Virtual Exchange Program
  – AEARU (Association of East Asian Research Universities) Global Learning Initiatives Program

• COIL initiated by Kansai University’s IIGE including VE/COIL lab (U.S. Japan) with ACE (American Council on Education).
Inter-University Exchange Project
Supporting exchanges with US universities using COIL-style education

Support inter-university exchanges between Japan and US based on the Collaborative Online International Learning (COIL) method in cooperation with the American Council on Education (ACE).

**Project scheme**
- Development for COIL-type leading programs
- Management/operational to share programs
- Student exchanges in collaboration with COIL

**Education method**
- Practice language online and continue upgrading before and after studying abroad.
- Understand cultural differences and approaches.
- Conducted according to various class aims, sizes.

**Expected outcomes**
- Collaboration regardless of their location.
- Cross-cultural adaptability.
- Continuous networks of the partner country.
- Synergistic effects that will multiply and continue the outcomes of overseas study.
- Capabilities and qualities in global era.
- Internationalization of entire university.
- FD through activities.

**Selected projects:** 10
- Chiba U, U of Tokyo, Tokyo U of Foreign Studies (in collaboration with International Christian U), Tokyo U of Fine Arts, Kagoshima U, U of the Ryukyus, Osaka City U, Sophia U (in collaboration with Ochanomizu U, U of Shizuoka), Nanzan U, Kansai U

**No. of exchange students (2018)**
- Dispatched: 214, Received: 217
  (subsidy period: 2018-2022, FY 2020 budget: 2.0 million US$)

Source: MEXT (2020b)
Challenges of Virtual Student Exchange

- **VM**: Shift from the expansion approach to the concentration approach with strategic partners.
- **VE/COIL**: Take time to build the trust with an instructor overseas, shifting from the institutional level approach to the faculty (course) level approach.
- **VM & VE**: Can expand the range of participants, but there is a language barrier (English proficiency of Japanese).
- **Time zone differences**
- **Differences in academic calendars and LMSs**
Challenges of Virtual Student Exchange

• Resource and capacity building, e.g., professional staff of ICT and Int’l Education.

• A core of int’l education shifts from int’l student mobility to internationalization at home and internationalization of curriculum.

• Revisit the meaning of SA, recognize the significance of SA, and redefine SA.
Why do students need to go abroad to learn?

• “... the international experience of not only being abroad but **being integrating into daily life** while studying abroad in the host country.”

• “It is the experience of living and adjusting to a new language and culture that raise the <participants’> **comparative awareness** of the world through the lens of the host country while nurturing self-discover and development of personal values and attitudes” (Asada, 2019).
Future Scenarios (Prospects)

1. Will there be a decline in experience-oriented (process-oriented) short-term SA?

2. Will demand for long-term (learning outcome-oriented) SA increase?
   - Esp. Collaborative Programs between universities: Double Degree, Joint Degree, and Twinning Programs

3. Will short-term SA become long-term learning, combined with blended/hybrid learning (before and after SA)?

4. Will short-term SA focus on more experience-oriented, such as internships, volunteer work, service learning, fieldwork, rather than language and academic study in a classroom?
5. To what extent is cross-cultural learning possible through online and on-campus education without mobility?

6. Can online education be a sufficient alternative for acquiring cognitive skills through SA? What about non-cognitive skills?

7. Will the expansion of online inter-university collaboration make int’l education without mobility more common?
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- University of Tsukuba. (n.d.). Course Jukebox. [https://cj.tsukuba.ac.jp/](https://cj.tsukuba.ac.jp/)
Thank you for your attention.

“Be a smart risk-taker!”

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