

# Higher Education in Japan



Higher Education Bureau,  
Ministry of Education, Culture, Sports,  
Science and Technology

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# Introduction

In the age of knowledge-based society and ongoing globalization, higher education institutions have been asked to play increasingly important roles.

Under such circumstances, Japanese higher education has been highly appreciated. Excellent and diverse education and research activities have been promoted under the well-balanced coordination with the establishment approval system and the quality assurance and accreditation system, which is still continually reviewed for more efficient system.

In Japan, academic freedom has been respected as the Constitution of Japan stipulates that every citizen shall be entitled to equal opportunities to receive education in accordance with concerned laws and according to his or her ability.

Also, it should be emphasized that the Fundamental Law of Education stipulates that the independence, autonomy and the merits of education and research by higher education institutions shall be respected. This principle of self-governance has been assured by Japanese Supreme Court decision.

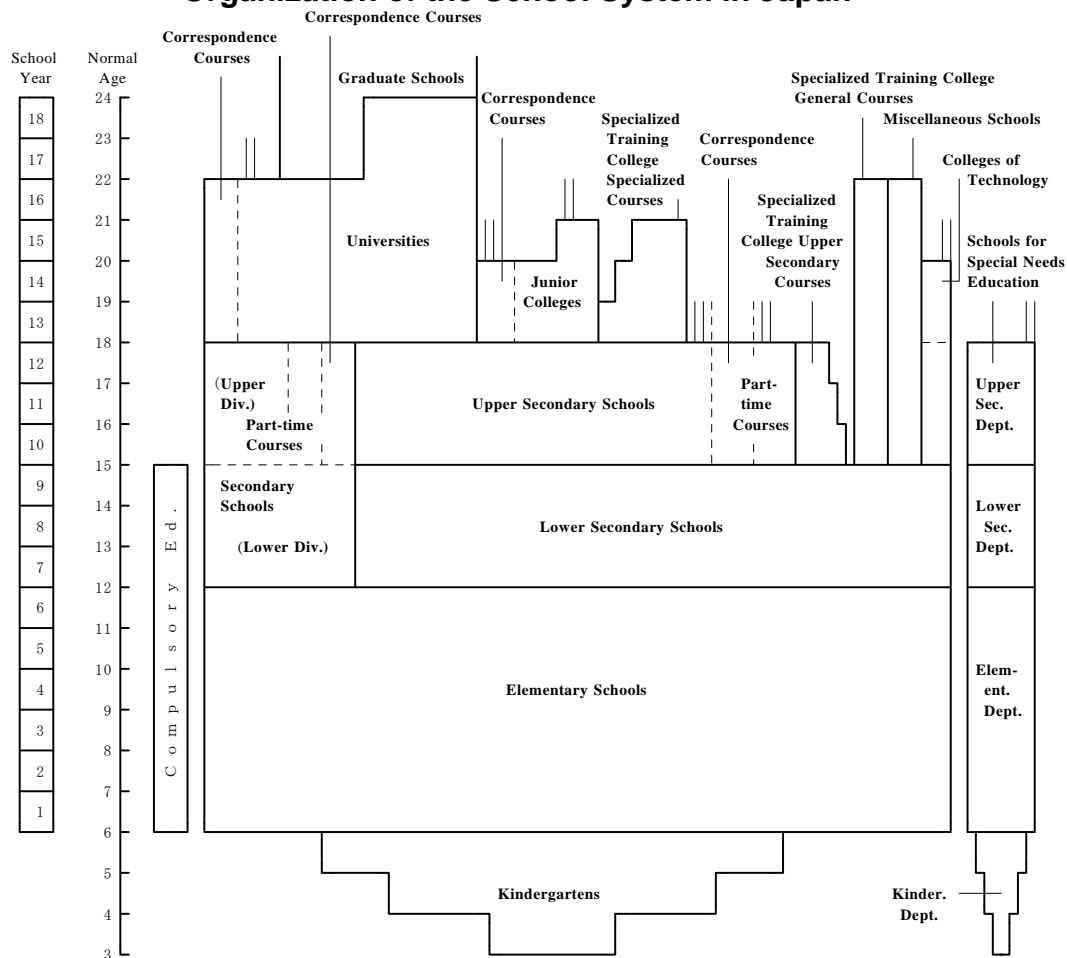
This pamphlet aims to deliver current situation and some issues surrounding Japanese higher education, and we hope that the readers find the information contained here useful, especially for those in charge of higher education policies, as well as prospective students and professors considering coming to Japan.

# 1. Current circumstances surrounding Japanese higher education

## (1) School system

In Japan, higher education starts upon completion of a total of 12 years of primary education (6 years in elementary school) and secondary education (three years respectively in both lower and upper secondary schools). Japanese higher education institutions include universities awarding bachelor's, master's, doctor's and professional degrees, junior colleges awarding associate's degree, and colleges and technology, where lower secondary school graduates are allowed to admit and receive practical and creative completion education throughout a five-year period, and offering specialized courses of specialized training colleges (specialized schools) aiming to develop professional or practical abilities or to foster culture.

### Organization of the School System in Japan



○ Academic degrees awarded by higher education institutions and the standard periods required to obtain such degrees

University	Bachelor's degree	Four years
Graduate school	Master's degree	Two years
	Doctor's degree	Five years
	Professional degree	Two years
Junior college	Associate's degree	Two or three years

※Of undergraduate courses, the standard period of those of medicine, dental surgery, pharmacy to nurture pharmacists, and veterinary science is six years, while the standard period of doctoral courses based on such undergraduate courses is four years.

○ Degrees awarded by higher education institutions and standard periods required to obtain such degrees

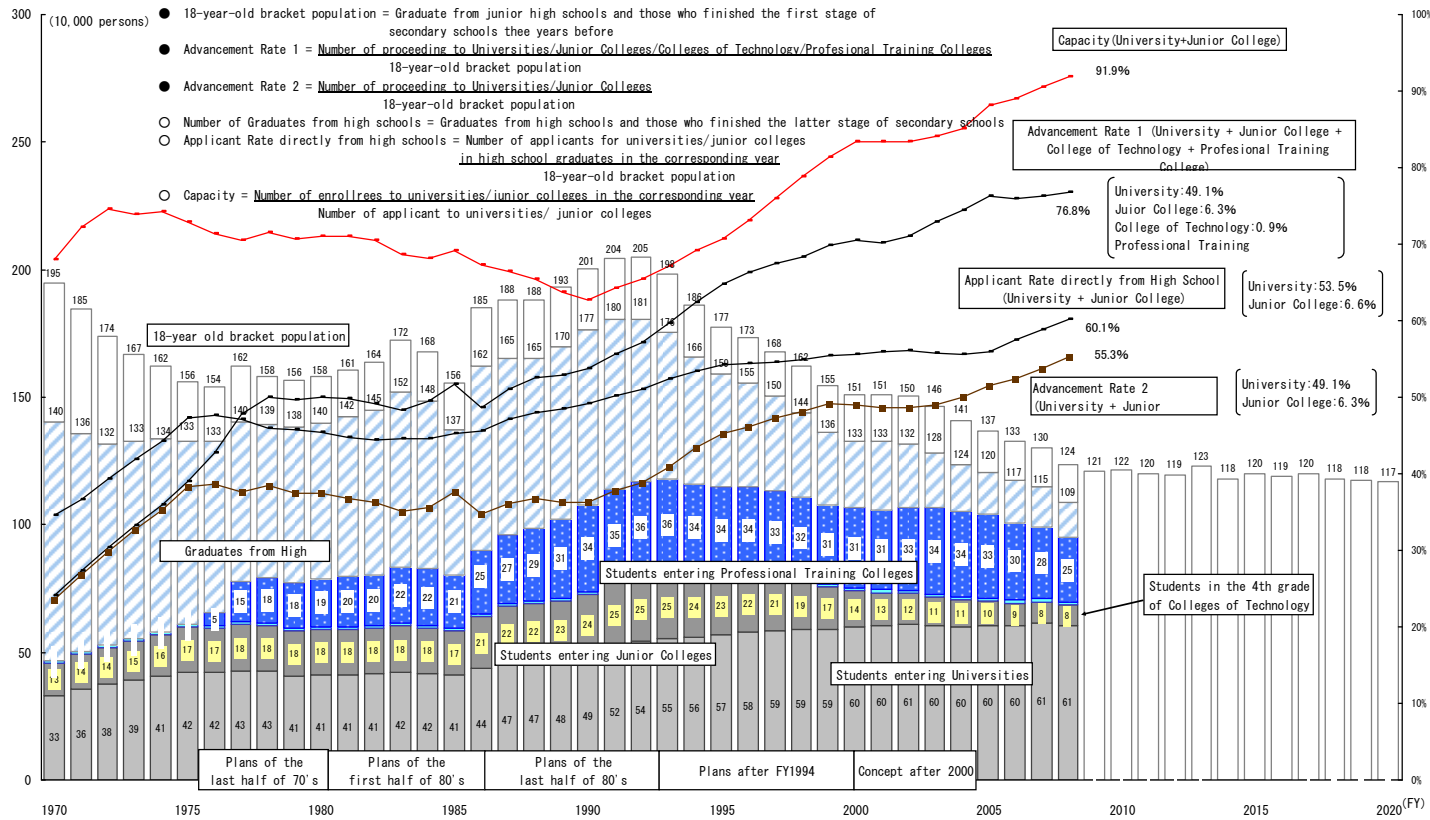
College of technology	Associate's degree	Five years
Specialized school	Specialist's degree	Two or three years
	High-level specialist's degree	Four years

※Degrees of specialist and high-level specialist shall be given to graduates of specialized schools that can meet certain standards designated by the Minister of Education, Culture, Sports, Science and Technology.

## (2) Percentage of students enrolling in higher education institutions

In Japan, if the percentage of 18-year-old population bracket students enrolling in universities and junior colleges has steadily increasing since the Second World War to exceed 50% as of now. If the percentages of students enrolling in colleges of technology and specialized schools are added, the total percentage exceeds 70%. In this situation, it is assumed that Japan has already entered the stage of universal access to higher education.

### ○ Change in advancement rate in Japan



Reference: School Basic Survey FY2008

### (3) Establishment type and number of higher education institutions

- In Japan, universities are divided into the following three categories by founder: national universities originally established by the Japanese Government (currently established by national university corporations), public universities established by local public entities or public university corporations, and private universities established by educational corporations.
- Both national government and local governments are members of the public sector. However, while a national government represents the nation itself and is managed under the single national rule, local governments are responsible for certain areas and provide basic services for people living there.
- As for the system of school corporations, the system aims to assign a specific corporation status to any specific individual or organization attempting to manage a regular school to render the management body of such individual or organizations. Corporations shall prevent school management from being exploited for the arbitrariness, interests and personal gain of a select few, and shall possess the assets required for education, such as school premises and buildings, in order to provide stable and continuous school education to enrich and improve their educational conditions.
- National universities, which have been established in all local prefectures as organizations targeting the improvement and well-balanced development of Japanese higher education and academic research, have played important roles as local research centers etc. In addition, national universities have been reorganized as corporations since 2004, aiming to improve each university's independence and autonomy to enhance education and research activities.
- Public universities, which have been established and managed by local public entities or public university corporations, have also played important roles in providing higher education opportunities to local people and as intellectual and cultural centers in the local community.
- Private universities have accounted for about 80% of all universities and have had about 80% of all university students on their registers. Each private university has promoted its own unique education and research activities based on the spiritual legacy of its foundation. They have played important roles both qualitatively and quantitatively, and have greatly contributed to the development of Japanese higher education.

#### ○ Number of universities

(As of May 1, 2008)

Category	Total	University				Specialized training colleges (with specialized courses)
			Of those on the left, : Universities with graduate schools	Junior colleges	Colleges of technology	
Total	1,201	752	598	385	64	2,968
National	141	86	85	0	55	11
Public	105	75	65	24	6	202
Private	955	591	448	361	3	2,755

Source: AY2008 List of Universities (excluding those having suspended student recruitment.)

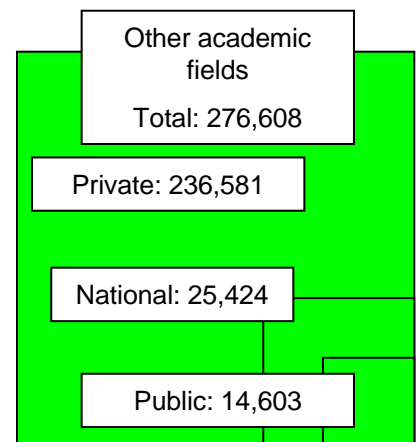
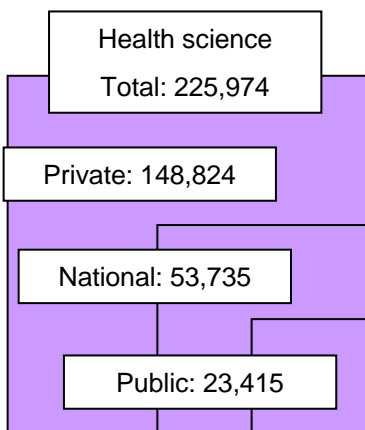
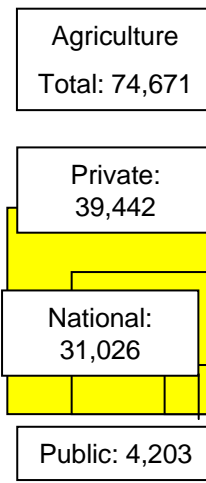
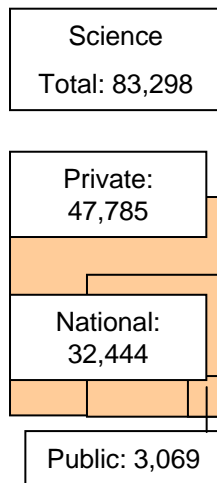
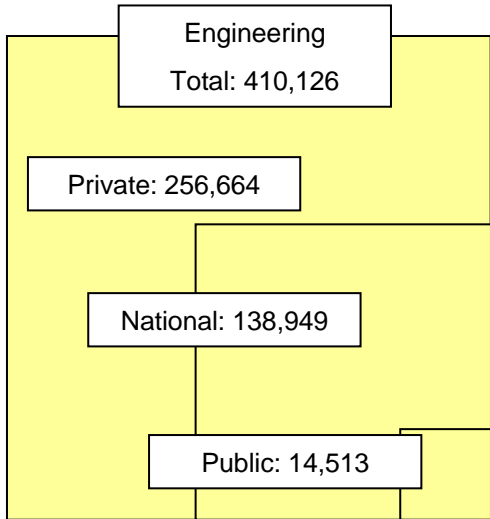
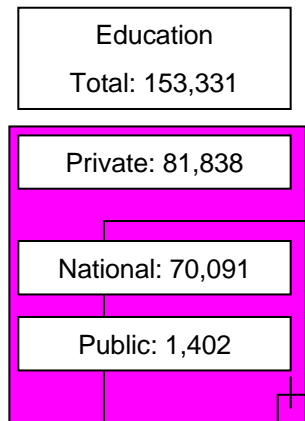
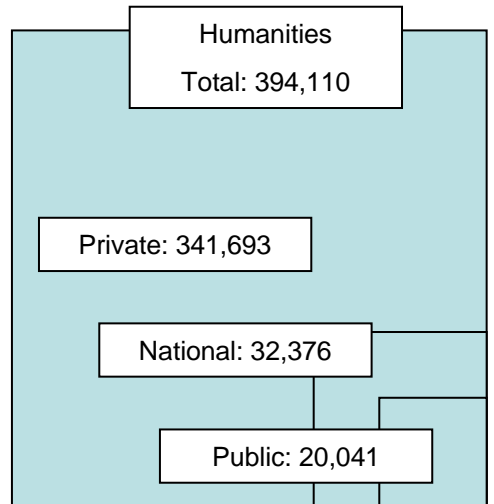
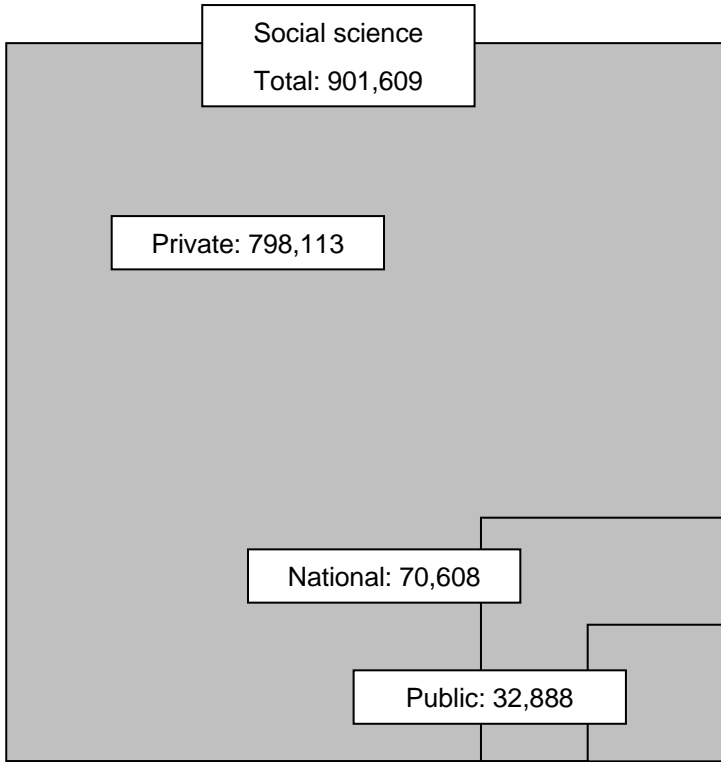
#### ○ Number of students

(As of May 1, 2008)

Category	Total	Graduate school	Subtotal				Correspondence education	Specialized training colleges (specialized course)
				Universities (Undergraduate)	Junior colleges (Regular course)	Higher technical colleges (Fourth and fifth years)		
Total	3,147,700	262,686	2,707,878	2,520,593	166,448	21,863	210,642	582,864
National	627,678	153,813	473,865	454,653	9	19,363		586
Public	140,617	14,704	125,912	114,128	10,125	1,653		26,912
Private	2,379,405	94,169	2,108,101	1,951,812	156,314	847	210,642	555,366

Source: FY2008 School Basic Survey (excluding students of "major course," "special course" and "other courses".)

# Student enrollment by major (FY2008)



Prepared based on the FY2008 Quick Report of "School Basic Survey" conducted by the Ministry of Education, Culture, Sports, Science and Technology.

## (4) Incorporation of national and public universities

### <Incorporation of national universities>

In Japan, all national universities, previously part of the Ministry, have been reorganized as corporations since 2004.

This incorporation of national universities aims to improve their independence and autonomy in order to revitalize education and research activities and thus make universities more unique and attractive.

Such reorganization has enabled each national university to become independent from national frameworks in terms of personnel affairs, budgetary matters, etc. and manage itself under its own responsibility and at its own discretion under the leadership of the president.

### <Incorporation of public universities>

Since 2004, the reorganization of public universities as corporations also has become an option for local public entities. Following the system designed for national university corporations, the public university corporation system has allowed any local public entity to organize and manage corporations at its own discretion.

### <Management system of national university corporation>

• Any national university corporation shall establish the management system, with the president installed in the center, by establishing the Board of Directors comprising the president and trustees and the deliberative bodies for management and education and taking other necessary actions, and shall invite persons outside the campus as one of the Management Council (※) members in order to get them directly involved in management.

(※) Management Council: A body deliberating for the management for a national university corporation

• Each national university corporation is to prepare a mid-term plan based on the mid-term goals for the six-year period as laid out by the Minister of Education, Culture, Sports, Science and Technology and independently promote its education and research activities in accordance with such plan. Here, efforts have been made to establish corporation between the national higher education policy and universities' independence and autonomy, as observed in French higher education agreement policy.

• Upon completion of any mid-term plan and each academic year plan, the results accomplished by each corporation shall be evaluated by the National University Corporation Evaluation Committee.

### <Personnel affairs in national universities>

• The staff of any national university corporation shall be appointed by the president. However, as for the employment of teaching staff, many universities have adopted a method where each department selects prospective candidates and the president formally approves the department's decision to appoint such candidates as professors.

# (5) Development of private universities

Among Japanese higher education institutions, private universities, which have accounted for the majority, both in terms of the numbers of institutions and the number of students, have played major roles.

In Japan, private universities, which have had about 80% of all university students on their registers, have played important roles both qualitatively and quantitatively and have greatly contributed to the development of Japanese education. The promotion of private universities is thus important for developing school education. The Japanese Government has deemed the promotion of private universities as one of its important policy issues and has adopted various kinds of promotion measures.

To be specific, aiming to maintain and improve education and research conditions and reduce schooling-related financial burdens on students as well as to improve the soundness of management, measures including the following have been implemented to further enrich our promotion efforts:

- ① Subsidies for operating costs (personnel expenses for the teaching and clerical staff, education and research expenses, etc.) and facilities maintenance costs.
- ② Loans provided by The Promotion and Mutual Aid Corporation for Private Schools of Japan ※.
- ③ Preferential tax treatment
- ④ Support for the managerial improvement of educational corporations

※ A special corporation that grants subsidies, lends money and provides other services to private universities and that manages the mutual aid system for staff at private schools.

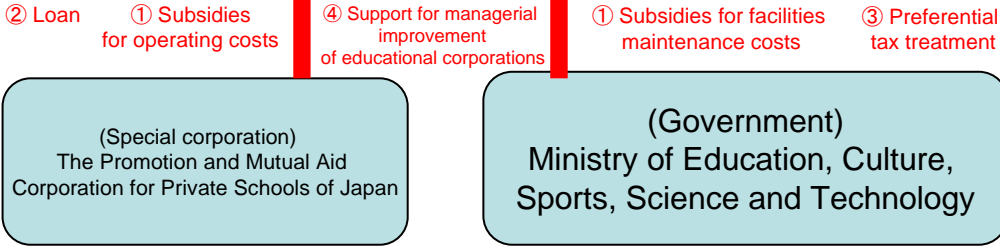
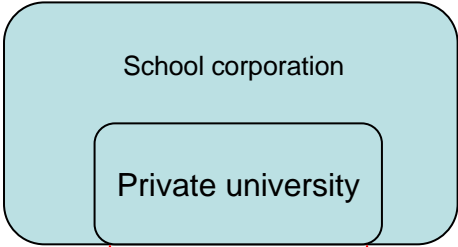
It has been expected that each private university will maintain and further strengthen its management base through its own efforts and actively provide information concerning its education and research activities and its financial condition, making itself more unique and attractive so that it can meet people's demands.

○ Change in subsidy for the operating costs of private universities etc.

Unit: 100 million yen

FY	1970	1975	1980	1985	1989	1993	1998	2003	2006	2007	2008	2009
Amount of subsidy	132	1,007	2,605	2,438.5	2,486.5	2,655.5	2,950.5	3,197.5	3,312.5	3,312.5	3,248.7	3,217.8

○ Corporation between private universities and MEXT



# 2. Main issues surrounding university education

Amid the rapidly changing circumstances at home and abroad surrounding universities, expectations and demands towards universities, such as the development of human resources that are rich in culture and have deeply specialized knowledge and contributions to solution of various kinds of social issues, have become big and diverse.

Each university has made efforts to clarify its own originality and characteristics based on its educational principle, aiming to qualitatively maintain and improve its educational activities. However, on the other hand, under such circumstances as the increased percentage of students enrolling in universities, the diversified students' needs, the decrease in the population aged 18 and the progress of universities' cross-border education activities, it has become necessary to reexamine not only measures taken by each university but also what the entire higher education system should be.

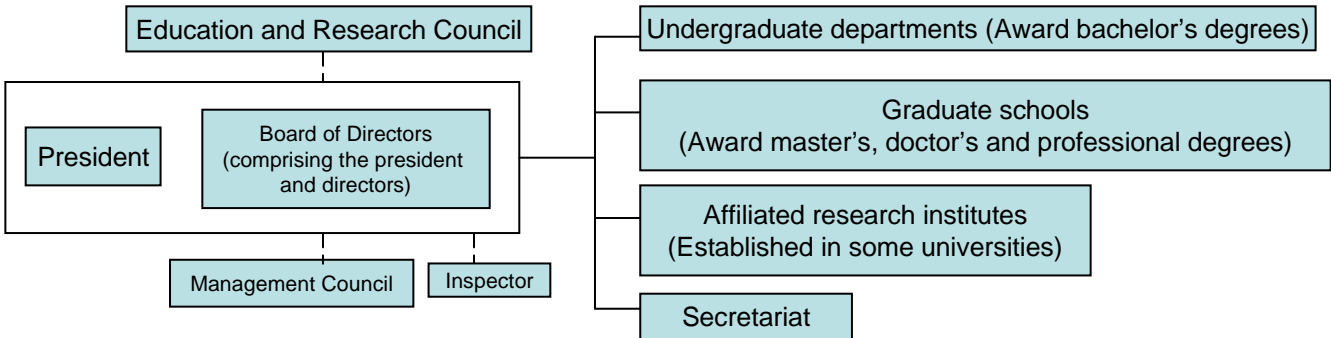
Under such circumstances, the Ministry of Education, Culture, Sports, Science and Technology has made the following efforts to support universities' own education activities.

- guaranteeing the quality of higher education through the establishment approval system and the quality assurance and accreditation system
- enhancing the quality of undergraduate and graduate school courses
- improving international competitiveness

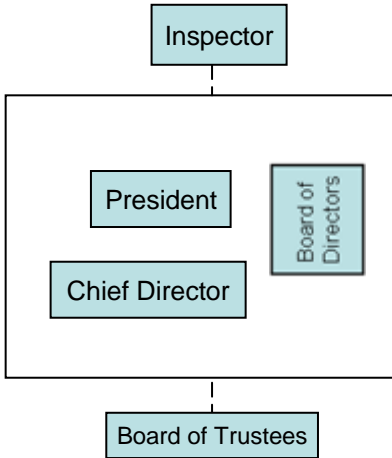
**Figure**

## Organization of University in Japan

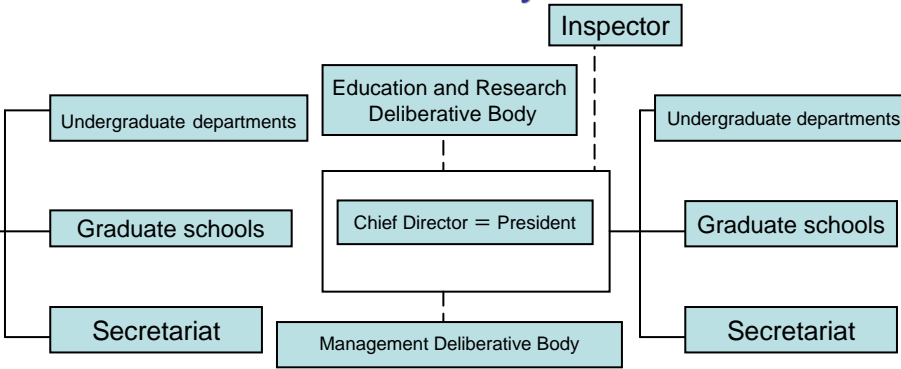
### National university



### Private university



### Public university



### 3. System in order to realize quality assurance

With the aim of further improving the standard and international competitiveness of Japanese higher education institutions' education and research, efforts to ensure and improve the quality of higher education have been promoted. In specific terms, the establishment approval system and the quality assurance and accreditation system have been combined to build a system whereby any higher education institution can be encouraged to actively improve its quality while respecting its own initiative.

#### (1) Establishment approval system

To assure the quality that can meet global demands and protect students' benefit, the approval by the Minister of Education, Culture, Sports, Science and Technology is required in order to establish university. Upon approval, the Council for University Establishment and School Corporation comprising experts shall conduct an inspection under the minimal standards for university establishment of the University Establishment Standards.

Since 2004, only prior notification to the Minister shall be required to change the organizational structure such as in the case where the types and areas of academic degrees awarded by the university are not changed upon the establishment of faculties.

【Change in numbers of approvals and notifications of establishment of universities, junior colleges and graduate schools】

Established in	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009
Approval	291	277	196	127	126	110	87	78
University establishments	17	15	17	14	10	10	10	11
Junior college establishments	3	0	2	1	2	2	1	4
Graduate school establishment	13	25	20	19	12	11	9	8
Notification	1	1	276	265	356	243	258	228
Total of approvals and notifications of establishment	292	278	472	392	482	353	345	306

•The above numbers are based on the numbers of organizations established. (The number of notifications in FY2009 is the number as of the end of November, 2008.)

•The numbers of university, junior college and graduate school establishments are included in the total of approvals.

#### Checkpoints for inspection upon university establishment

##### [ Purposes and objectives of establishment ]

- Whether the goal for university education is clear, and whether that goal is sufficiently planned with considering the prospect of recruiting students and the expectation shared by the neighbors

##### [ Curriculum ]

- Whether the subjects required to accomplish the purposes and objectives of the establishment have been provided and the curriculum has been systematically organized.
- Whether teaching methods (lectures, seminars, experimentation etc.) are appropriate to accomplish the purposes and objectives of establishment.

##### [ Faculty ]

- Whether the faculty required to accomplish the purposes and objectives of establishment have been sufficiently assigned.
- Whether full-time teachers have been assigned to subjects deemed priority areas from an educational perspective.

##### [ Names (Names of universities etc, names of academic degrees, etc), facilities and equipment, self-evaluation, FD and other matters ]

- Whether facilities and equipment, including school buildings, have met standards and verification that none of them are hampering education and research.

※ For universities to be established by school corporations, as well as the above points, financial plans etc. are also to be inspected.

## (2)Quality assurance and accreditation system

### ○ Mandatory self-evaluation

Since 1991, all universities have been required to make sincere efforts to implement self-evaluation. Since 1999, the implementation of self-evaluation has become mandatory. Since 2004, this mandate has been clearly stipulated by law.

All universities shall evaluate the states of their respective education and research activities, organizational management and facilities and equipment, and publish the results of such evaluation.

### ○ Quality assurance and accreditation system

In this system, introduced in 2004, quality assurance and accreditation associations are to be certified by the Minister of Education, Culture, Sports, Science and Technology. Universities are regularly checked in accordance with the self-provided standards and the results of such process is to be published for the society. Through such process, universities can be granted quality assurance and accreditation openly and encouraged to improve themselves based on such results.

### **【Numbers of universities and graduate law schools checked by certified bodies (FY2004 to FY2007)】**

	National	Public	Private	Total
University	51 (61%)	31 (49%)	301 (56%)	383 (56%)
Graduate law school	20 (87%)	2 (100%)	46 (94%)	68 (92%)

### ○ Organizations conducting institutional quality assurance and accreditation of universities

Japan University Accreditation Association, National Institution for Academic Degrees and University Evaluation, Japan Institution for Higher Education Evaluation

### ○ Organizations conducting subject quality assurance and accreditation of professional graduate schools

**【Graduate law school】** Japan Law Foundation, National Institution for Academic Degrees and University Evaluation, Japan University Accreditation Association

**【Management】** NPO ABEST21, Japan University Accreditation Association

**【Finance】** NPO Japanese Institute of International Accounting Education

**【Midwifery】** NPO Japan Institute of Midwifery Evaluation

### (3) Autonomous quality assurance activities

To ensure the quality of higher education, the most important key is for universities themselves to address such assurance independently and autonomously.

To this end, universities are obliged to implement self-evaluation. In addition, universities shall also address the following issues:

- Making information for educational and research purposes open.
- Clarifying the teaching contents, plans and the standards for performance assessment in school.
- Giving the teaching staff training (faculty development) or research opportunities required to improve teaching.

Not only have individual universities internally addressed such assurance but academic field or university associations have also striven to independently guarantee certain educational contents and levels. For example, the Accreditation System for Engineering Education operated by the JABEE (Japan Accreditation Board for Engineering Education), whereby programs in engineering education are examined and accredited, can be cited as an example.

On the other hand, in recent years, several universities have mutually collaborated in their educational activities, and their consortium has been formulated. To this end, it is necessary to create a system where the quality of such collaborative education can be secured. Educational activities in such a university consortium will serve as the impetus for adopting new quality assurance approaches.

#### ○ Project of JABEE

JABEE (Japan Accreditation Board for Engineering Education) has been established as a body to conduct quality assurance and accredit the science and engineering technology faculties etc. of Japanese domestic universities etc, aiming to accomplish the following goals: 1. Improve engineering education, 2. Guarantee the international reference of engineering education and 3. Realize the mutual accreditation of engineering-related licenses with foreign organizations.

For engineering education programs of the education provided by four-year-term science and engineering technology faculties (including that provided by higher technical colleges and junior colleges with two-year-term major courses), JABEE has examined universities' self-evaluation reports and has had its examination team, comprising those involved in the business world and others, implement practical examinations. Moreover, since FY2007, JABEE has added engineering education programs provided in master courses for quality assurance and accreditation.

Check points to be examined include educational purposes, educational results, the current status analysis of educational results, the admission policy, educational methods such as the curriculum, educational systems, educational environments including facilities and maintenance and methods to improve education, such as the self-evaluation system.

## 4. Enhancement and Functional Differentiation of University Education

### (1) Enhancing undergraduate education

In December 2008, the Central Council for Education submitted a report titled “Towards the enhancement of undergraduate education,” aiming to create internationally competitive undergraduate education, with which, while fully demonstrating its independence and autonomy, university can improve the quality of its educational content to meet society’s expectations.

This report includes the following recommendations, such as that, in order to improve the quality of education, the basic policy such as “Policy for awarding academic degrees,” “Policy for curriculum” and “Policy for acceptance of admitted students” should be clarified in order to improve its educational abilities.

#### 【 Policies to be clarified in every university】

##### **Policy for awarding academic degrees**

- To clarify the policy for awarding academic degrees and education and research purposes.

##### **Policy for curriculum**

- To work out systematic educational content and instruction.
- To secure students’ learning activity and appropriately evaluate their performances.

##### **Policy for acceptance of admitted students**

- To clarify the criteria for selecting students
- To conduct admission process properly, especially in the case of recommendation

#### 【Competencies to be acquired through bachelor’s abilities】

The above report describes the competencies to be acquired through bachelor’s degree —Reference guideline for learning results common among bachelor courses—” It is recommended that university clarify its policy for awarding academic degrees based on each item in such reference guidelines.

<example>

##### 1. Knowledge/Understanding

In addition to systematic understanding of the basic knowledge of a specific field of major, understanding of many and different cultures and understanding of human culture, society and nature

##### 2. General-purpose skills

Skills required for intellectual activities as well as professional and social life.

Communication skills, numerical competence, information-technology literacy, logical thinking and problem solving skills

##### 3. Comprehensive learning and its application

The ability, with which a person can comprehensively utilize the knowledge, skills, behaviors and other experience acquired to date to successfully apply such experience to solving new issues

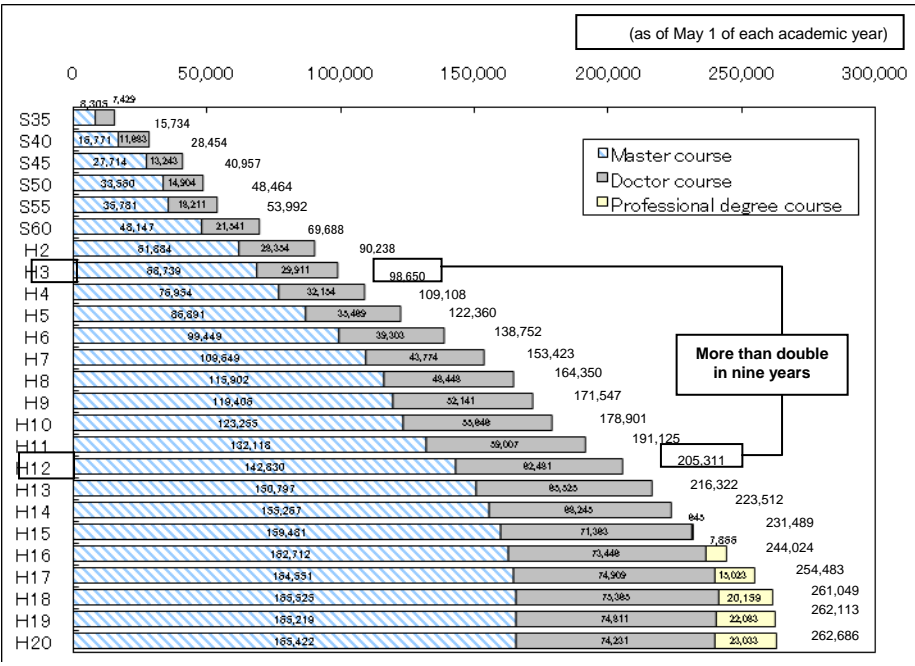
## (2) Realization of Graduate Education as "Schools"

In an effort to improve Japanese international competitiveness, graduate schools have been expected to develop not only researchers, etc. but also highly specialized human resources having wide viewpoints and capable of demonstrating their abilities in diverse areas, including businesses and administrative organization.

Aiming to ensure systematic education activities in graduate schools, the Ministry of Education, Culture, Sports, Science and Technology has developed the infrastructures, including the development of teaching staff and equipment for graduate schools (in 1974), the establishment of independent academic units of graduate schools (in 1974), the establishment of graduate universities (in 1976) and making the clarification and disclosure of purposes for human resources development mandatory (in 2007).

In promoting graduate education, it is important to clarify educational purposes, enrich coursework that can meet international standards, conduct strict performance evaluation, and ensure appropriate research instructions. The Ministry of Education, Culture, Sports, Science and Technology supports good practices in graduate school education.

**Change in the numbers of graduate school students**



- Major changes in the Japanese graduate school system**
- 1947 Establishment of the School Education Law**
    - Basic provisions of the graduate school system
  - 1953 Establishment of regulations on academic degrees**
    - Foundation of a newly established academic degree system
  - 1974 Establishment of standards to establish graduate school**
    - Development of the teaching staff and equipment peculiar to graduate school
    - Establishment of independent academic units
  - 1976 Partly revision of the School Education Law**
    - Establishment of graduate universities
  - 1991 University Council submitted a report entitled "Concerning quantitative development of graduate schools."**
    - It was recommended that the number of graduate students be roughly doubled by 2000.
  - 2007 Partly revision of standards to establish graduate school**
    - Clarification and disclosure of human resource development purposes has become obligatory.

### (3) Considering reorganization of the university system and its education centered on “academic degree program”

“Academic degree programs” can be tentatively expressed as educational programs systematically designed for granting specific competencies according to the majoring field and the level of degree.

While in Japan, the existing system focus on organizations such as undergraduate and graduate schools, academic degree program will help achieve public quality assurance and universities’ independent and autonomous quality assurance, and the deliberation for introducing this program is currently under discussion.

Possible reorganization of the existing university system into another focusing on academic degree programs aims to create a system whereby the internal control functions of higher education can be strengthened through each university’s efforts to clarify its educational purposes and systematically develop its curriculum, which enables universities to internally and adequately assure the quality of their education.

#### ○ Envisioned effects of academic degree programs

- The type, name, targeted academic field, etc. of any academic degree can be reorganized into those that have international reference as certifications of knowledge and abilities.
  - Educational purposes can be clarified as abilities that should be accomplished to obtain the academic degree of the academic degree program. (Policy for awarding academic degrees)
  - The curriculum can be systematically reorganized as the educational content required to accomplish the educational purposes of the academic degree program. (Policy for establishing curriculum etc.)
  - Policy for selection of admitting students can be developed to accept students who are allowed to take the curriculum of the academic degree program. (Policy for acceptance of admitted students)
- It is anticipated that the implementation of the above matters can help create a system where universities’ internal control functions can be strengthened and universities can internally and adequately assure their quality.

### (4) Introducing the system for sharing facilities and materials with researchers around the country

The system for sharing facilities and materials with researchers is a system whereby researchers all over Japan can share large-sized research equipment and materials and data possessed by universities for such collaborative research activities, through which the intelligence of such researchers can be concentrated across universities to promote the entire Japanese academic research effectively and efficiently.

So far, this system has been shared by 48 research institutes (including the Institute for Cosmic Ray Research of the University of Tokyo having “Super Kamiokande”) of 19 national universities and 16 research institutes (including the National Astronomical Observatory of Japan with a Subaru Telescope) of 4 Inter-University Research Institute Corporations and has annually accepted a total of about 30,000 researchers to carry out about 5,000 common use and collaborative research activities.

## 5. Internationalization of universities

### (1) Introducing classes in English

Amid ongoing globalization, in order to develop an educational environment where Japanese people can acquire the necessary English skills and also international students can feel at ease to study in Japan, it is very important for Japanese universities to conduct not a few lessons in English or to develop courses where students can obtain academic degrees by taking only lessons conducted in English.

In Japan, many universities have already established classes taught in English. Also, there are several undergraduate courses where students can graduate by taking only lessons conducted in English, and there are 50 or more graduate schools where students can graduate by taking only lessons conducted in English. Of course, such universities still also provide substantial Japanese-language education courses.

### (2) Framework of the “300,000 International Students Plan”

International student exchange may not only help maintain and improve the international competitiveness, and enhance intellectual contribution through, but also can deepen mutual understanding and friendships with other countries to contribute to global stability and peace. Considering this, the Japanese Government has striven to date to accept international students and send Japanese students overseas.

As for the acceptance of international students, based on the “Plan to accept 100,000 international students”, which was agreed in 1983, comprehensive measures focusing on the development of an acceptance environment were implemented, and, in 2003, the number of international students reached the target number of 100,000. As of May 1, 2008, the total of international students was 123,829.

In July, 2008, in order to make Japan more open-minded in order to maintain and develop our society, the Ministry of Education, Culture, Sports, Science and Technology and other ministries and agencies concerned settled upon the Framework of the “300,000 International Students Plan”, which sets the longer-term goal of accepting 300,000 international students by 2020. This plan includes making efforts in systematically implementing measures, from before entering into Japan to helping search for jobs after graduation.

#### ○ “Outline of measures for “300,000 International Students Plan”

##### **1. To invite international students to study in Japan**

~Motivation for studying in Japan and expansion of the one-stop service~

- To actively provide information about studying in Japan.
- To strengthen the consultative function for students willing to study in Japan.
- To enrich overseas Japanese language education and other measures.

##### **2. To improve entrances including entrance examination and admission to university and Japan**

~To facilitate studying in Japan~

- To strengthen universities' abilities to provide information
- To promote admission before students' arrival in Japan.
- To promote the settlement of various procedures before students' arrival in Japan.
- To have universities strictly manage their registrations and simplify immigration inspection etc. and other measures.

##### **3. To promote the globalization of universities etc.**

~To make universities more attractive~

- To predominantly develop Universities as centers for Internationalization (30).
- To increase courses conducted only in English.
- To promote double degree programs, short-term overseas study programs and others.
- To strengthen specialized organizational systems including universities etc. and other measures.

##### **4. To create an acceptance environment**

~Efforts to create an environment where students can feel at ease to concentrate on their study.

- To make it possible to provide students with accommodation for a year or less after their arrival in Japan.
- To improve and utilize the Japanese government scholarship student system etc.
- To support and promote exchange activities with local communities, businesses, etc.
- To enrich Japanese language education in Japan.
- To give livelihood support to international students etc. and other measures.

##### **5. To promote the social acceptance of students after graduation/completion.**

~Globalization of the Japanese society~

- Industry, government and academia cooperate to support students in seeking jobs or starting enterprises.
- To consider clarification of the visa status and reworking of students' permitted period of residence.
- To enrich follow-up activities after students return to their own countries and other measures.

### (3) Developing 30 Universities as centers for internationalization (Global 30)

In order to strengthen the international competitiveness of Japanese higher education and to offer attractive and high-quality education for international students, it is very vital to develop universities as centers for internationalization, in which many international students and professors are welcome and enjoy high-quality education and research.

To this end, the Ministry of Education, Culture, Sports, Science and Technology is implementing the project of "Global 30" in which 30 universities out of all universities in Japan are to be selected and strive to accomplish specific goals through intensive support. In FY 2009, the following 13 universities are selected as the centers.

- |                          |                         |
|--------------------------|-------------------------|
| -Tohoku University       | -Keio University        |
| -University of Tsukuba   | -Sophia University      |
| -The University of Tokyo | -Meiji University       |
| -Nagoya University       | -Waseda University      |
| -Kyoto University        | -Doshisha University    |
| -Osaka University        | -Ritsumeikan University |
| -Kyusyu University       |                         |

#### ○ Developing 30 universities as centers for internationalization (Global 30)

##### Designation of universities as centers for internationalization

Select universities as centers among those having provided high quality education and research according to their respective functions and created an environment where international students can feel at ease to study in Japan.

##### Details of implementation

###### **【Creation of a system where lessons etc. can be conducted in English】**

- To develop a system where students can obtain academic degrees in English. (Including the development of English teaching materials and implementation of training courses for Japanese teaching staff)
- To invite teachers conducting lessons of major subjects in English from the public, including foreign nationals. To assign foreign teachers on condition that their tenures be fixed in advance.

###### **【To create an environment required to accept foreign students】**

- To hire special staff supporting international students in their lives and in job seeking and for supplementary education.
- To adopt and implement a system for admissions in September.

###### **【To promote strategic international cooperation】**

- To establish one-stop service centers to accept international students overseas.
- To expand exchange student programs under inter-university exchange agreements.

To be designated as university as centers for internationalization that can provide international students with attractive levels of education and research, universities should intensively make efforts such as:

- To assign foreign teachers.
- To develop English teaching materials.
- To assign the support staff to accept international students.
- To establish overseas centers. (Assignment of the support staff, establishment of local offices, etc.)

## 6. Current state and issues of public expenditure in universities

### (1) Types of funding to universities

In Japan, existing funding for universities is mainly divided into the following three types: funding for basic expenses, competitive funds for individual teachers' research activities and financial assistance to students.

In addition, efforts to increase the funding based on competition among all universities including national, public and private are intensified. This kind of development of a systematic funding structure allowing universities to specialize their functions and promote their reform is the advantage of funding strategy in Japan.

#### 【 Current Situation and Trend of University Funding 】

##### **A Basic expenditures**

- Management Expenses Grants for National University Corporations  
Y1,169.5 billion (▲11.8billion)
- Facilities Maintenance Grants for National University Corporations  
Y83.4 billion (8.7 billion)
- Subsidies to private universities  
Y321.8 billion (▲ 3.1billion)

##### **C Competitive funds for faculty's individual research activities**

- Grants-in-Aid for Academic Research  
Y197 billion (3.8 billion)
- JST Project for Promotion of Strategic Creative Research  
Y39.3 billion (0.6 billion)  
(Estimated from actual allocation achievement)

##### **E Financial support for students**

- Japan Student Services Organization Loan Program  
Program Expense Y947.5 billion (46.2 billion)
- Support Program for International Students  
Y43.4 billion (▲3.8 billion)

##### **B Intermediate between A and C**

- ◇ Support for education in national, public, and private universities Y70.5 billion (2.5 billion)
- Global COE Program, etc. Y34.2 billion
- Program to Support Reform of Graduate School Education Y5.7 billion
- Project for Promotion of University Education and Student Support Y11.0 billion
- Support Program for Strategic University Cooperation Y6.0 billion
- Internationalization of Universities: Establishment of "Global 30" Core Universities Y4.1 billion
- Regional Medical Care etc. Y5.5 billion
- Program for Practical Human Resources Development through University-Industry Cooperation Y3.8 billion
  
- ◇ Indirect cost of Grants-in-Aid for Academic Research Y35.3 billion (5.7 billion)

##### **D Intermediate between ABC and E**

- JSPS Research Fellowship for Young Scientists Y16.3 billion (0.5 billion)
- Expenditure for Teaching Assistant and Research Assistant included in A,B,C  
(Estimate of FY2005 Y10.7 billion)

Note: Budget for Higher Education in FY2009 ( ) compared with the previous fiscal year

## (2) Continuous support for education and research activities

The following grants-in-aid have been given to Japanese universities as basic expenditure to support the organizations serving as education and research infrastructures, including expenditures to secure the necessary human resources and those to develop a necessary environment for education and research.

- "Management expense grants for national university corporations" to cover the expenses required to ensure that each national university continuously and stably conducts its education and research activities in accordance with its mid-term goals and plans.
- "Facilities maintenance grants for national university corporations" with which national universities can renovate and enlarge their facilities
- In light of the importance of private universities etc, which have accounted for about 80% of all Japanese higher education institutions and have promoted their unique education and research activities based on their respective spiritual legacies of foundation, " Subsidies to private universities" aim to maintain and improve the education and research resources of private universities to reduce students' financial burdens for their schooling, and enhance the sound management of educational corporations.

These budgets, despite the adverse financial climate, shall be provided as specified under the government's annual expenditure reform so that universities can maintain the quality of their education and research and continue to conduct excellent education and research activities.

Moreover, in addition to basic expenditures, efforts to increase competitive funds such as "Grants-in-aid for academic research" giving financial assistance to creative and pioneering research shall also be made. "Grants-in-aid for academic research expenses" aiming to develop academic research based on researcher's creative ideas from basics to applications in every field from humanities and social science to natural science are given based on peer-reviewing.

### (3) Supporting internationally competitive projects COE (Center of Excellence)/ GP (Good Practice) projects

The Ministry of Education, Culture, Sports, Science and Technology has implemented the “Global COE Program” to support leading national, public and private universities as acclaimed Center of Excellence in their research and education projects. Another project, the “University Education and Student Support Promotion Project” supports effective efforts to improve the quality of education.

In addition, the Ministry has also implemented programs supporting efforts to develop highly skilled professionals in high social demand including legal professionals, community medicine specialists, IT specialists etc. and programs supporting efforts to create an environment to accept foreign students.

#### Funding Support

Budget for FY2009 Y 70.5 billion

##### Support for University Education

###### ○ Support for Quality Assurance of University Education

- Project for Promotion of University Education and Student Support
- Support Program for Strategic University Cooperation
- Program for Training Leading IT Specialist
- Program for Practical Human Resources Development through University-Industry Cooperation
- Program for Training Highly Specialized Professional at Professional Graduate Schools etc.
- Student Support Program for New Social Needs

###### ○ Establishment of Center for research and education and Enhancement of Graduate Education

- Global COE Program
- Program for Promotion of Systematic Graduate Education

##### Enhancement of Physicians Support and Enhancement of University Hospital sustaining Local Medical Service

- Project for Medical Environmental Improvement in Perinatal Stage
- Program for Training Highly Specialized Medical Professional in Cooperation in University Hospital
- Plan for Nurse Staff Career System
- Human Resource Development Plan for Cancer

##### “300,000 International Students Plan” and Internationalization of Japanese Universities

- Internationalization of Universities: Establishment of “Global 30” Core Universities

## (4) Student financial support

To secure opportunities to receive higher education both at home and abroad, it is important to enrich scholarships and financial assistance for international students. To this end, the following assistance have been made:

### 【 Scholarships 】

From the perspective of reducing the burden of educational expenses, to enable willing and competent students etc. to become financially independent and feel at ease in their schooling and, from the viewpoints of equal educational opportunities and human resources development, to support students etc. having difficulties in their schooling for financial reasons, interest-free or interest-bearing scholarship loans have been given to such students etc. in accordance with the loan standards for academic abilities and household finance.

### ○ Scholarship Program of the Japan Student Services Organization for Japanese students

Category			Interest-free scholarship	Interest-bearing scholarship
Loan amount (Annual amount)	University	National and public	(For students living away from home) ¥612,000 or ¥360,000	Students choose one of the amounts of ¥30,000, ¥50,000, ¥80,000, ¥100,000 and ¥120,000 as their monthly loan amounts. (If a student borrows ¥50,000 each month) ¥50,000 × 12 months=¥600,000
		Private	(For students living away from home) ¥768,000 or ¥360,000	
	Graduate school	Master course	¥1,056,000 or ¥600,000	Students choose one of the amounts of ¥50,000, ¥80,000, ¥100,000, ¥130,000 and ¥150,000 as their monthly loan amounts. (If a student borrows ¥80,000 each month) ¥80,000 × 12 months=¥960,000
		Doctor course	¥1,464,000 or ¥960,000	
Loan rate	University		9.3%	24.1%
	Graduate school	Master course	19.9%	17.4%
		Doctor course	49.7%	2.0%

\* The above data are extracted from the FY2009 budget bill.

### ○ Scholarships etc. for international students

In Japan, where living costs are reportedly higher than those elsewhere, it is important to create an environment where international students can be financially stable to concentrate on studying. To this end, the Ministry of Education, Culture, Sports, Science and Technology has striven to create an environment to accept the Japanese government scholarship student and has given self financed international students financial assistance such as tuition reductions and exemptions. In addition, the Japan Student Services Organization has given self financed international students financial assistance (Grants for expenses to encourage learning) and implemented a program to support short-term overseas study programs (the Student Exchange Support Program).

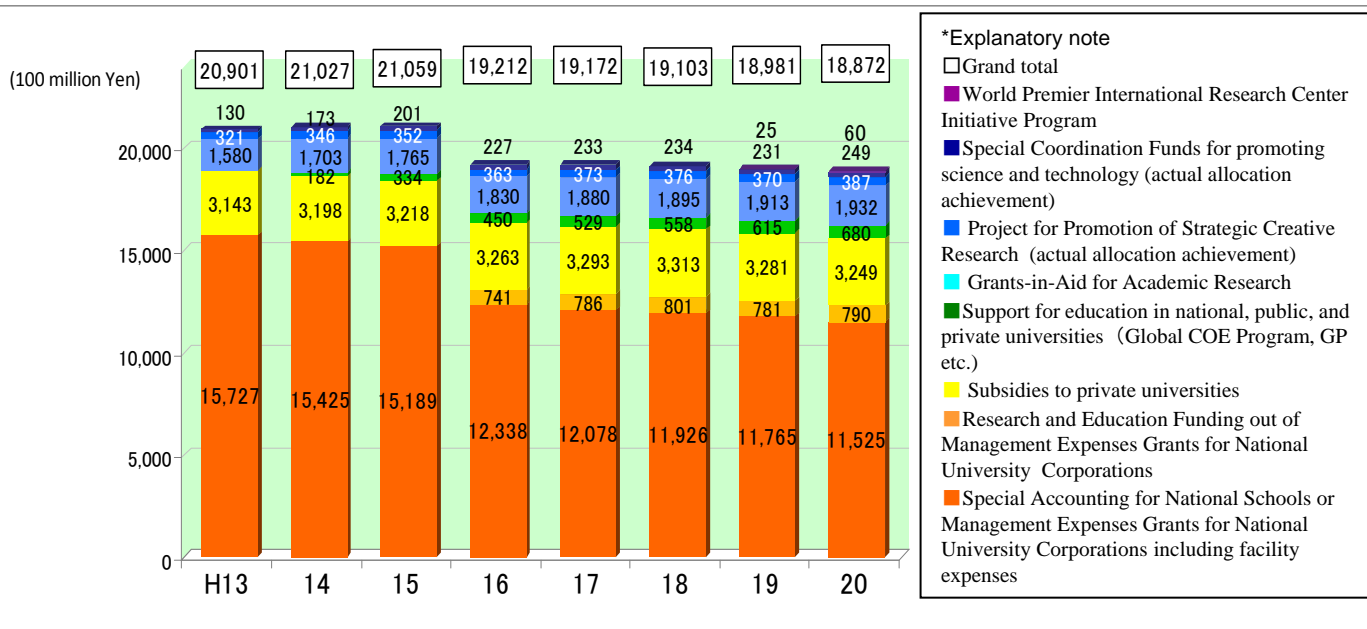
Scholarships etc.	Outline
Japanese Government scholarship student system	<p>【Quota】 12,305 persons</p> <p>【Unit amount of scholarship (Monthly amount)】 Doctor: ¥155,000, Master: ¥154,000, Research student: ¥152,000, Undergraduate: ¥125,000 (Amounts are subject to change, depending on area.)</p> <p>【Tuition】 Not collected</p> <p>【Travel expenses】 Supplied</p>
Scholarship program for self financed international students etc.	<p>【Quota】 12,470 persons (including grants for students of Japanese language educational institutions)</p> <p>【Unit amount of scholarship (Monthly amount)】 Graduate school: ¥65,000, Undergraduate courses: ¥48,000</p>
Financial assistance for educational corporations taking tuition reduction and exemption measures	<p>【Quota】 14,734 persons</p> <p>【Amount of assistance】 If educational corporations that have established private universities (including graduate schools) or junior colleges have taken tuition reduction and exemption measures, financial assistance equivalent to up to 30% of tuition fees is given to such corporations.</p>
Student Exchange Support Program (to support short-term overseas study programs)	<p>【Quota】 1,800 persons</p> <p>【Unit amount of scholarship (Monthly amount)】 ¥80,000</p> <p>【Relocation allowance】 ¥80,000</p>

※Quotas are based on the FY2009 budget bill.

## (5) Recent trend in major financial support

Faced with adverse financial conditions, the Japanese government has found it difficult to drastically expand financial support to universities, but, has continued to strive to give universities sufficient support under the Basic Plan for Promoting Education.

Moreover, competitive funds, for which national, public and private universities can strive to acquire in a competitive environment, have steadily increased, despite the aforementioned financial problems. As for financial support to universities, the ratio of competitive or prioritized resource allocation has also increased, and thereby universities can compete each other to improve their education and research activities.



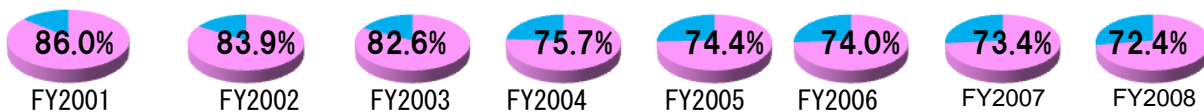
(Note 1)

In accordance with general accounting practices under the National School Special Accounting guidelines, as targeted organizations are National Technical College; Center for National University Finance; and the National Institution for Academic Degrees and University Evaluation; expenses before FY2007 cannot simply be compared to “Management Expense Grants for National University Corporations” since FY2004.

(Note 2)

The amounts for “Special Coordination Funds for Promoting Science and Technology” and the “Project for Promotion of Strategic Creative Research” for FY2007 are estimated based on the actual allocation achievement of the previous fiscal year.

### <Rate of Basic Expenditures and Competitive and Prioritized Resources Allocation>



\* Explanatory note

Basic expenditures Competitive and prioritized resources allocation

## 7. Education from a Mid-to Long-term Perspective- Deliberation bills for the Central Council for Education(Sep.11, 2008) -

The expectations and demands for universities are becoming larger and diversified when the environment surrounding Japan is rapidly changing and overall social structure is facing drastic change. With the uplift of university enrollment rate and diversification of students' needs, the decreasing number of population under age 18, and the progress of cross border university education, all these current conditions require reviewing university education system as a whole, not merely responses by individual universities.

As such, in order to assure the quality of university education in Japan, as well as to improve social trust, it is necessary to consider how mid-to long-term university education should be in the future. An inquiry was made to the Central Council for Education was on its advice for the mid-to long-term perspective of university education

### Items for Consultation

- (1) Future of University system and its Education Responding to Diverse Needs of Society and Students
  - 1) University education responding to diverse needs of society and students
  - 2) Reconstruction of university system and its education which centers on "degree programs" to realize university education that is responsive to diverse needs
  - 3) Human resource development in the fields where social demands are particularly high
  - 4) Quality assurance system to realize university education responsive to diverse needs
  - 5) Measures to support students in taking courses, in order to realize university education that is responsive to diverse needs
- (2) Future of University Education in the Progress of the Globalization
  - 1) Measures to improve the international competitiveness of universities
  - 2) Introduction of international viewpoints in university quality assurance and accreditation, and response to university quality assurance and accreditation activities at the global level
  - 3) Facilitation of improvement in international mobility of students and faculty within the Asian and other regions
- (3) Overall Picture of Universities in Japan within its Depopulating Society
  - 1) Perspectives for the sound development of university system as a whole within a depopulating society
  - 2) Facilitation of functional differentiation of universities and establishment of networks among universities
  - 3) Perspectives for university policy in response to human research development needs on both national and regional level



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