

CULCON Education Task Force Annual Report 2013-2014

“To ensure the future strength of the U.S.-Japan relationship, the two governments share the goal, established by the U.S.-Japan Conference on Cultural and Educational Interchange (CULCON), of doubling two-way student exchange by the year 2020.”

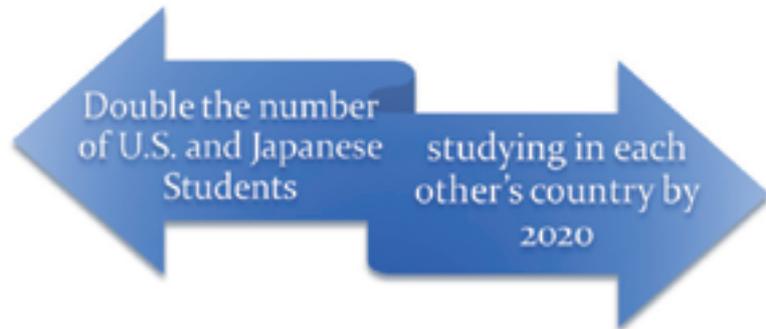
President Barack Obama and Prime Minister Shinzo Abe.

Annex to U.S.-Japan Joint Statement: Leaders Statement on U.S.-Japan Bilateral Exchanges, April 25, 2014

November 18, 2014

Executive Summary

The U.S.-Japan Conference on Cultural and Educational Interchange (CULCON), established in 1961, based on the agreement between President John F. Kennedy and Prime Minister Hayato Ikeda, is a public/private binational advisory panel to the U.S. and Japanese governments on cultural and educational issues.



Celebrating more than 50 years of activity, CULCON has addressed timely issues and responded with a range of creative solutions. Through CULCON, leaders in business, education and the arts from both nations worked with officials from the two governments to identify opportunities to expand the cultural and educational linkages between the United States and Japan.

The bedrock of the U.S.-Japan Alliance is the close bond between our people. For nurturing the bond, educational and cultural exchanges have played vital roles. Student exchanges help Japan and the United States to address the global challenges as partners with shared values, and to enhance the global competitiveness of both countries. However, despite the importance, the pace of exchanges between the two countries in the past decade has given cause for serious concern.

To jointly address the issues, in 2012, CULCON convened a binational Education Task Force (ETF) under the leadership of former Japanese Prime Minister Yasuo Fukuda and former U.S. Secretary Norman Mineta to examine trends in bilateral student exchanges and to make recommendations to leaders in both nations towards an ambitious goal: Double the Number of U.S. and Japanese Students Studying in Each Other's Country by 2020.

In 2013, the ETF issued its report and recommendations and presented them to Prime Minister Shinzo Abe and Under Secretary of State Tara Sonenshine. CULCON has worked hard to disseminate the Report broadly to stakeholders and to engage them in implementing the recommendations.

Since its release, the governments, academic institutions, and the private sector of both countries have taken concrete steps in addressing the ETF's recommendations in substantive ways, and the impact of their individual and collective actions has potential to significantly increase study abroad in both directions. This first Annual Report is an attempt to track and report on progress towards the ETF's goal.

On the Japanese side, the government has made tremendous investments in improving English language education, globalizing Japanese universities, youth exchange and encouraging the private sector in Japan to accommodate and encourage study abroad. Kakehashi Project, under which 4,600 Japanese and American youths are invited and deployed, is one of key successes. Through a new initiative, "Tobitate," the government and the business community are collaborating to assist young Japanese in studying abroad.

On the U.S. side, the government has broadened the activities of EducationUSA in Japan, made the visa process more transparent. The Department of State's Bureau of Educational and Cultural Affairs (ECA) has unveiled a new Study Abroad Unit and is encouraging U.S. universities to internationalize and strengthen their ties with partners in Japan. The U.S. Embassy in Tokyo has declared the implementation of ETF recommendations as part of its core mission. In addition, U.S. and Japanese businesses operating in Japan are working toward policies that would encourage study abroad.

CULCON agreed it would undertake a periodical review of the implementation of the ETF recommendations in order to track and analyze progress towards its 2020 goal.

Major Efforts and Initiatives

Since the release of the ETF's report and recommendations, there has been a great deal of activities in both countries that directly address specific recommendations.

Most notably, in the U.S.-Japan Joint Statement ANNEX issued at the Summit Meeting between Prime Minister Shinzo Abe and U.S. President Barak Obama in April this year, it is mentioned that "To ensure the future strength of the U.S.-Japan relationship, the two governments share the goal, established by the U.S.-Japan Conference on Cultural and Educational Interchange (CULCON), of doubling two-way student exchange by the year 2020".

On top of that, Prime Minister Abe described study abroad as essential in the globalizing effort of Japan and made its expansion an important part of the "third arrow" of Abenomics. The Ministry of Education, Culture, Sports, Science, and Technology (MEXT) has made a tremendous investment in improving English language education, globalizing Japanese universities, and encouraging the private sector in Japan to accommodate and encourage study abroad. The private sector has also responded not only by supporting the government's efforts, but also reviewing their own policies.

Furthermore, MEXT has expressed its support for the "Generation Study Abroad" initiative by the Institute of International Education (IIE) to double the number of American students studying overseas by 2019, and the Japan Student Services Organization (JASSO) joined the initiative in April 2014 as the implementing body in Japan.

JASSO invited Peggy Blumenthal, IIE Senior Councilor to the President to hold meetings on May 19, 2014 at JASSO, and on May 20 at MEXT to exchange views and confirm the cooperation between Japan and the U.S. on the data collection.

Below are some highlights of activities of the U.S. and Japan respectively address specific recommendations, including measurable impact, where it is possible to quantify.

Action for the U.S.

**U.S. Embassy Tokyo Video on Visa Process:
*Noriko's Visa Adventure at U.S. Embassy Tokyo***

(B.1.a)

U.S. Embassy Tokyo, released July 1, 2013

The ETF recommended demystifying the visa process.

In response, the Public Affairs Section and the Consular Section of the U.S. Embassy in Tokyo teamed up to create a new video that shows the visa interview process from beginning to end in an entertaining way. In “Noriko’s Visa Adventure at U.S. Embassy Tokyo,” a young woman named Noriko goes to the Embassy for a visa interview. The interview process is explained step-by-step by a new Embassy mascot for study abroad, a jelly bean named “Tom.” The target audience is Japanese students interested in applying for a U.S. student visa.

The impact of the video has been measurable:

- As of the publication of this report, this video has been viewed on YouTube over 41,000 times.
- In the past twelve months, the number of student visa applications has risen 16%.



Enhanced EducationUSA Initiatives

(B.1.b; B.1.c; B.1.d)

U.S. Department of State, 2013-2014

The ETF recommended increasing awareness of the wide variety of U.S. educational institutions in part by expanding EducationUSA’s visibility and activities in Japan.

EducationUSA is a network of hundreds of advising centers in 170 countries, where millions of international students each year find accurate, comprehensive, and current information about how to apply to accredited U.S. colleges and universities. The EducationUSA network is supported by the Department of State’s Bureau of Educational and Cultural Affairs (ECA). The Department of State partners with the Institute of International Education (IIE) to support EducationUSA activities in Japan, including six advising centers.

In response to ETF recommendations, EducationUSA has increased its activities in Japan, adding new centers in Nagoya and Okinawa, increasing the number and kind of university fairs and other activities:

EducationUSA Academy is a training program targeting high school administrators, teachers and career counselors and held in conjunction with America EXPO 2014. The workshop will be conducted in Japanese by EducationUSA Advisers. Attendees will learn about the U.S. Education

system, study abroad opportunities and support services provided by EducationUSA. The program will also provide the opportunity for attendees to network with each other and the visiting U.S. university representatives. The program will expand EducationUSA's reach to areas it does not ordinarily target.

The EducationUSA Forum is an annual gathering in Washington, D.C. in which 500 higher education institution representatives and 50 EducationUSA advisers from around the world, including Japan, attend.

Higher Education Institution News Quarterly is a publication that includes regular updates and information about educational advising around the world, international student recruitment opportunities, and announcements about Department of State programs and grant opportunities to increase internationalization efforts on U.S. campuses.

University Fairs are a way for U.S. colleges and universities to share their programs and educational opportunities with potential Japanese students and study abroad advisors. In addition to their traditional fairs, EducationUSA launched a Law Conference in 2013 and 2014, to promote legal studies in the U.S. and an LGBT virtual fair to promote LGBT friendly institutions. EducationUSA is also organizing a College Fair in Okinawa in September 2014. The first of its kind in Okinawa, the fair will focus on promoting community colleges and commemorate the 10th anniversary of the American Corner and opening of the new EducationUSA center.

EducationUSA English Camp in Tohoku was a free one week English camp in 2013 for kids 5-12 in the city of Ofunato, led by Arkansas Tech University staff and faculty. About 100 kids participated. ATU established ties with the community and will return summer 2014 to offer another free camp in the city of Rikuzentakata, which will be open to children from the surrounding area. This camp was highlighted in a recent NHK documentary about 3-11.

EducationUSA Workshop is a partnership with NAFSA, MEXT and JAFSA to host a one day workshop for Japanese University representatives from all over Japan, who learned best practices on institutional outreach and establishing partnerships with U.S. institutions.

The impact of the EducationUSA efforts has been measurable:

- The number of students EducationUSA has advised in Japan since the Recommendations were released (July 2013 to Feb 2014) is 2,751. This number includes individual appointments, phone, email group sessions and walk-ins.
- The number of outreach attendees is 17,492. This number includes education fairs, local and U.S. university visits, Embassy/Consulate events, public locations and conferences and seminars.

Expanding “Reverse JET” and Foreign Language Teaching Assistant Program

(B.6)

U.S. Department of State, 2013-2014

The ETF recommended that the United States encourage the continuation and enhancement of a “reverse JET” program that would invite Japanese youth to contribute to Japanese language education in the United States.

The Foreign Language Teaching Assistant Program (FLTA) brings recent graduates of English teaching programs in home countries to teach their native languages at U.S. institutions, while taking courses on English, teaching, or U.S. studies. They are also expected to participate in some type of cultural outreach on campus or in their host communities. The FLTA program is part of the Fulbright Foreign Student Program and brings approximately 400 foreign participants to the United States each year from 50 countries. Japan was added as an FLTA country in 2007.

Japanese Fulbright FLTAs have increased, resulting in an international experience for more young Japanese teachers as well as a greater impact on more knowledge of Japan and Japanese language among U.S. students, hopefully leading to an increased desire to study in Japan.

- 2011-2012 academic year = 6
- 2012-2013 academic year = 10
- 2013-2014 academic year = 11

Outreach to Study Abroad Advisors

(C.5)

U.S. Department of State, Bureau of Education and Cultural Affairs

Japan-U.S. Friendship Commission in collaboration with the American Association of Teachers of Japanese and the Institute of International Education in collaboration with JASSO and MEXT

The ETF recommended that both countries reach out to study abroad advisors and provide them with information about programs and scholarships. On the U.S. side, outside of the activities of EducationUSA, the **Department of State's Bureau of Education and Cultural Affairs (ECA)** supports international academic exchanges, provides students and study abroad advisors with information on study abroad opportunities, and helps identify sources of funding, in particular, alerting study abroad advisors to scholarship opportunities, including:

Fulbright Program: Fulbright is the flagship international educational exchange program sponsored by the U.S. government and is designed to increase mutual understanding between the people of the United States and the people of other countries.

Benjamin A. Gilman International Scholarship Program: The Gilman Program offers grants for U.S. citizen undergraduate students of limited financial means to pursue academic studies or credit-bearing, career-oriented internships abroad. The Gilman Program encourages students to choose non-traditional study and intern destinations. ECA engages a large network of U.S. college and university study abroad advisors to promote study abroad generally, as well as the Gilman Program in particular. In academic year 2012-2013, 259 U.S. undergraduates participated on Gilman scholarship programs in Japan.

Critical Language Scholarship Program: The Critical Language Scholarship Program offers fully-funded summer language institutes for U.S. university students. ECA engages a large network of U.S. college, university, and community college study abroad and academic advisers to promote this program. ECA also works through alumni networks and professional language associations to recruit participants. Thanks in part to robust ECA outreach, the number of applications for the 29 available Japanese Critical Language Scholarships in Japanese rose 20 percent between 2013 and 2014.

American Association of Teachers of Japanese Bridging Project for Study Abroad: The **Japan-U.S. Friendship Commission supports the American Association of Teachers of Japanese Bridging Project for Study Abroad**, which answers students' and advisors' questions about exchange programs and other types of study in Japan, information on college and university programs on both sides of the Pacific, and links to other sources of help and information. The Bridging Project actively reaches out to study abroad advisors about this valuable resource for their students.

Generation Study Abroad (GSA): The **Institute of International Education (IIE)** launched Generation Study Abroad, with a goal of doubling within five years the number of American students pursuing educational opportunities abroad. Japan agreed to join as a GSA host country partner (along with seven other host countries), reflecting its commitment to the CULCON goals of doubling the numbers of U.S. students in Japan and Japanese students in the U.S. As part of the GSA initiative, IIE will be disseminating to all its U.S. campus partners a link to JASSO's comprehensive online information about courses in Japan taught in English, as well as Japanese scholarships for study in Japan. Over 180 U.S. colleges and universities joined GSA in its first month, pledging to double their own study abroad numbers through specific action items; IIE is aiming to enlist at least 500 campuses. Six higher education associations also pledged to help promote study abroad more vigorously through their membership activities. For details, go to www.generationstudyabroad.org.

U.S. Alumni Engagement

(C.13)

U.S. Department of State, Bureau of Education and Cultural Affairs (ECA) 2013-2014
U.S.-Japan Bridging Foundation with support from Center for Global Partnership (CGP), the Japan Foundation

The ETF recommended supporting activities of alumni who have studied abroad in both countries.

The U.S.-Japan Bridging Foundation received funds from the Center for Global Partnership (CGP) to establish a national association of Japan Exchange and Teaching (JET) alumni chapters across the U.S. By strengthening the JET network, the project hopes to connect next generation leaders, including many of those who come to JET after a study abroad experience. In addition, ECA established a new USA Regional Alumni Coordinator within the Alumni Affairs Division in December 2013. This position is responsible for developing innovative programming to engage and support the U.S. citizen alumni of various ECA exchange programs, including those in Japan.

Position Paper on Recruitment Policy Changes

(B.3)

American Chamber of Commerce Japan, 2014

The ETF recommended Japanese subsidiaries of U.S. firms should reform recruitment policies to encourage potential Japanese employees to study abroad.

In response to this, the American Chamber of Commerce in Japan (ACCJ) has issued a call to action to the global business community in Japan, and particularly ACCJ member companies, to reform the new graduate hiring processes to enable and encourage Japanese undergraduates to study abroad. In its position paper, the ACCJ echoes ETF recommendations by urging companies to:

- Postpone the recruitment of students until August of their senior years, allowing time for study abroad;
- Value overseas experience and foreign-language proficiency in the hiring process; and
- Adopt more flexible hiring systems such as year-round recruitment.

The position paper was released in April, 2014.

Faculty Seminar in Japan

(C.15)

American Association of State Colleges and Universities (AASCU) in collaboration with Japan-U.S. Friendship Commission, Summer 2014

The ETF recommended promoting mutually beneficial partnerships between U.S. and Japanese universities.

In response, the American Association of State Colleges and Universities (AASCU) established a new ten-day faculty seminar to three universities in Japan for ten alumni of its Japan Studies

Institute (JSI). (The two week JSI residential program, hosted on the campus of San Diego State University, is multidisciplinary in approach and introduces 20 faculty to a comprehensive range of teaching and learning resources related to the study of Japan. Participants, taught by scholars, business leaders, artists and journalists, are encouraged to develop strategies for incorporating Japanese studies into undergraduate courses on their home campuses.)

The stated goal of the new Faculty Seminar in Japan is to “increase student and faculty exchanges between the U.S. and Japan by building sustainable academic linkages between AASCU public comprehensive colleges and universities in the U.S. and public/private higher education institutions in Japan.” The first seminar traveled to Japan in Summer, 2014.

TeamUp: *Cultivating Institutional Partnerships and Increasing Student Mobility between Japan and the U.S.*

(C.15)

U.S. CULCON and U.S. Department of State

In response to ETF Recommendation C.15, U.S. CULCON and the U.S. Department of State are partnering to design and implement a CULCON-inspired campaign to increase the number of American and Japanese undergraduate students in each other's country by expanding active agreements among American and Japanese institutions of higher education. Over a twelve month period, TeamUp will take a holistic approach to developing partnerships that are relevant, active and mutually beneficial. The anticipated outcome is more undergraduate and graduate students studying in each other's country. The campaign consists of three components:

- **Convene:** Invite college and university presidents to attend a meeting hosted by Ambassador Caroline Kennedy to learn about and endorse the importance of establishing active and innovative agreements that will promote study abroad opportunities with partner institutions;
- **Network:** Provide opportunities for administrators and faculty of the same institutions that participate in the convening events to meet each other to assess compatibility for establishing agreements;
- **Inform:** Provide information and guidance on innovative and best practices to establish successful inter-university agreements through an original *how-to guide* called a ToolKit. The ToolKit will be produced in both a website and hard copy format. The ToolKit will include up-to-date research and resources on the importance of study abroad, challenges to creating successful partnerships and the differences between the U.S. and Japanese education systems. It will include step-by-step recommendations on finding suitable partner institutions, negotiating relevant and innovative agreements to best serve all stakeholders, and maintaining and growing partnerships with the goal of increasing student mobility. The ToolKit will be authored by a binational team of four experts in creating, maintaining and growing U.S.-Japan institutional partnerships.

Action for Japan

Ever since Prime Minister Shinzo Abe took office in December 2012, the Abe administration has put as high priority as revitalization of the Japanese economy to education rebuilding. He set up a Council in his office to develop bold outline of education rebuilding reform. The Council consists of prominent figures from education, business and academia. To develop human resources who can play an active role in the globalized society is a focal issue from the economic policy viewpoint, as well. The internationalization of Japanese universities and the promotion of student exchanges are key measures to realize this aim.

Publicity activities for study abroad

“TOBITATE!” Leap for Tomorrow! Study abroad campaign

(A.1)

Ministry of Education, Culture, Sports, Science and Technology

In order to promote studying abroad for Japanese people, it is important for youth to find value in studying abroad, where lack thereof is seen as another barrier to exchange in addition to the problems of finance, job hunting, support the development of university systems, school administrative preparedness, and concerns over language skills.

To that end, MEXT began a campaign entitled “TOBITATE!” Leap for Tomorrow! Study abroad campaign in October 2013 as an initiative to cultivate the motivation for studying abroad among youth. It fosters motivation not only among students desiring to study abroad, but parental guardians and educators as well.

To date, the following types of events have been carried out in cooperation with the private sector to cultivate the motivation for overseas exchange studies.

- (1) Phase 1 (October 29, 2013): Announcement of the “TOBITATE!” Leap for Tomorrow! Study abroad campaign logo and catch phrase.
- (2) Phase 2 (November 4, 2013): TAKE OFF event was hosted at Haneda Airport where presentation members from the IOC Session were invited to pass the baton to the youth expected to become key personnel in 2020.
- (3) Phase 3 (December 15, 2013): A song in support of overseas exchange studies entitled “TOBITATE! Fortune Cookie” was announced at an event hosted in collaboration with the “Go Global Japan Expo” (an event to widely introduce to society initiatives by the government and universities for global human resource development).
- (4) Phase 4 (March 28, 2014): A Talk Live event was held entitled “TOBITATE!”



Leap for Tomorrow! Study abroad campaign - Let's Study Abroad! Talk Live” with cooperation from the U.S. Embassy in Tokyo featuring Minister of Education, Culture, Sports, Science and Technology Hakubun Shimomura and U.S. Ambassador Caroline Kennedy.

At the same time, a special section was established within the MEXT website to enable students wishing to study abroad to gain information on the topic. The website provides messages of support and accounts of experience studying abroad from over 100 individuals from the financial and academic world, and allows the searching of overseas exchange data.

Further, a video to promote studying abroad was produced, a short program on studying abroad was broadcast, and a music video was produced with the participation of nearly 900 people consisting of students from 47 Japanese universities as well as employees of MEXT and JASSO. Thus, by proactively sending the message that there is a need for global personnel with overseas exchange experience not only in the government, but in private companies as well, it is possible to eliminate the barriers to studying abroad and enable students to see the value in doing so.

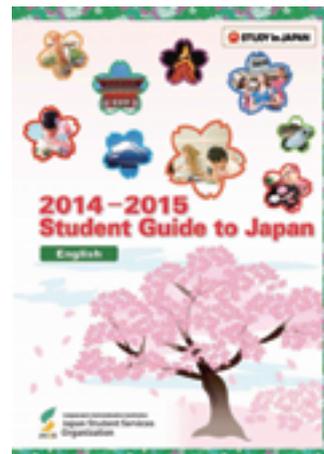
Providing data on studying abroad

(C.5)

Ministry of Education, Culture, Sports, Science and Technology

JASSO publishes a pamphlet called “Student Guide to Japan” in multiple languages, put on their website, and distributes them for free to those who are interested in studying in Japan. JASSO provides basic information on studying in Japan on their website and updates it regularly, which includes a list of university courses that offered in English. Moreover, Japanese university information can be searched and viewed in English.

In order to provide current status of internationalization in Japanese higher education and promote inter-university exchange programs, MEXT and JASSO participated in the NAFSA Annual conference held in San Diego in the U.S. from May 27 through May 30, 2014. At the Annual Conference, JASSO cooperated with JAFSA and led 43 Japanese universities to promote foreign exchange studies in Japan, including Japan-U.S. education exchange activities, such as the promotion of exchange agreements between universities, at the “Study in Japan” booth. Further, MEXT participated as a presenter in the special session to announce the current state of higher education in Japan. To provide information on study abroad for Japanese people, JASSO held study abroad seminar in four major cities in Japan. Further, JASSO participated in the study abroad fairs hosted by other organizations such as Eiken Foundation. JASSO also provides basic information on studying abroad including scholarships and updates this information regularly. A search engine for overseas scholarships was released on their website in March 2014.



Ministry of Foreign Affairs

MOFA has directed the Embassy and Consulates-General in the U.S. to reach out to U.S. students more actively to provide them with information on study abroad in Japan by the means of school visits, information booths in Japan-related events, and their websites. In FY2013, more than 50 briefing sessions and information booths were set up by the Consulates-General across the U.S. Their efforts include providing information at the events to promote and follow up other programs such as the JET programme and the KAKEHASHI project.

Initiatives in elementary and secondary education

Strengthening English language education in elementary and secondary level

(A.2)

Ministry of Education, Culture, Sports, Science and Technology

MEXT announced its “English Education Reform Plan corresponding to Globalization” in December of last year to move forward with the systematic reform of English language education throughout elementary to lower/secondary school. This plan calls for moving up the starting period for Foreign Language Activities classes from 5th year to 3rd year and implementing English language education as “subject” for 5th and 6th year of elementary students. Further, with regard to the way classes are implemented, an emphasis is placed on improving communication abilities and working to make the goals and contents more sophisticated, such as carrying out classes in middle schools in English as a rule, and including presentation and discussion in high schools as much as possible.

In September 2014, an expert council presented their report to move the plan forward. The council was engaged in discussions with a view to revising the Course of Study. Specific initiatives include training for instructors with an emphasis on improving communication ability, the promotion of the use of outside personnel, and support for communities engaged in forward-thinking initiatives, which are being carried out to make English language education stronger and more sophisticated.

Use of the JET Programme

(A.2.c)

Ministry of Education, Culture, Sports, Science and Technology

To date, the total number of participants in the JET (The Japan Exchange and Teaching) programme has reached approximately 61,000 people from 63 countries, and these participants have each contributed to the advancement of “internationalization from within” for Japan.

The role of JET-ALT participants in Japan’s foreign language education has been great, a fact seen by the growing familiarity among Japanese children for the English language and foreign cultures.

This academic year, there are 4,476 participants in the JET programme, among which 2,457 are from the U.S. Of those, 2,364 are engaged in providing language instruction as ALTs at elementary, and lower/secondary schools throughout Japan.

In order to further promote these activities in the future, MEXT is

promoting expanded training that will aim to increase the specialization of JET-ALTs. Beginning in FY 2014, the “Program to Train English Language Promotional Leaders in Cooperation with Outside Specialist Organizations” will be open up to participation by ALTs in addition to Japanese English language teachers to train ALTs to play a central role in the region. ALTs that participate in the training will be put to use on the national level, such as being assigned to serve as instructors for the orientation that immediately follows the arrival of new JET-ALTs in Japan. This training will be continued next fiscal year, and efforts will be made to increase the number of participants so that they may serve as trainers involved in training ALTs in local communities throughout Japan.



Expanded introduction of the International Baccalaureate (IB)

(A.6)

Ministry of Education, Culture, Sports, Science and Technology

The International Baccalaureate (IB) is an effective educational program for the cultivation of personnel who have mastered globally relevant skills which include problem identification and solving abilities, communication abilities, and global mindness in addition to language ability. Among the programs provided by the IB, a diploma program (IBDP) for youths aged between 16 and 19, provides an opportunity to obtain an internationally recognized qualification for entry to university (the IB diploma). The IBDP is expected to widen the range of available routes for students to include proceeding directly to overseas universities after graduating high schools, in addition to domestic universities. Further, it is thought that the IB learning experience can be leveraged in numerous ways by students who attend domestic universities when they take it upon themselves to study abroad.

The Japanese government has set a goal to greatly increase the number of IB authorized schools to 200 by 2018 in order to expand the introduction of the program at schools in Japan, particularly high schools (there are currently 33 schools [19 authorized schools and 14 candidate schools] as of November 2014).

To achieve the goal, MEXT has been cooperating with the International Baccalaureate Organization since FY 2013 to develop a program allowing a part of the IBDP courses to be provided in Japanese in addition to English. It is expected that this will allow high schools interested in becoming IB schools to more easily make use of excellent Japanese teachers when introducing the IBDP. In addition to this, several initiatives aimed for expanding the program are being carried out, including the enhancement of IB educators' training, and promoting the use of IB scores for university entrance exams.

Interest in the IB has been growing in Japan in recent years, and in addition to private schools, there is a growing movement toward the consideration of introducing the program in municipalities with public schools as well.

Super Global High School (SGH)

(A.2.a)

Ministry of Education, Culture, Sports, Science and Technology

In light of the rapid acceleration of globalization, MEXT began a new “Super Global High School (SGH)” program (with a FY 2014 budget of 806 million yen) to cultivate global leaders who will play an active role on the international stage in the future, helping them to acquire international qualities, such as communication ability and problem solving abilities, in addition to an interest in the issues of society and a deep level of refinement. Specifically, 56 schools that are engaged in developing personnel who can identify and solve the global problems of society, or those able to work in global business through cooperation between universities, companies,



and international organizations, have been given the SGH designation. Further, in consideration of the fact that many other high schools are beginning to tackle the training of global personnel, 54 schools were selected as “SGH Associate” schools for a total of 110 schools in the “SGH Community” of schools that are developing, or putting into practice, high quality curriculums.

Promotion of studying abroad at high school level

(C.2)

Ministry of Education, Culture, Sports, Science and Technology

The “Second Basic Plan for the Promotion of Education” which gained Cabinet approval on June 14, 2013, calls for a doubling of the number of Japanese overseas exchange students by 2020 (from 30,000 to 60,000 high school students). MEXT promotes overseas exchange for high school students to begin training children at the elementary and secondary educational level to become global personnel with an international viewpoint.

(1) “Promotion of studying abroad for high school students”

Support for high school students studying abroad for a portion of the fees incurred thereof via prefectural governments (the budget for FY 2014 is 222 million yen, a 100 million yen increase over the previous year).

(2) “Project to Form a Foundation for Global Human Resource Development”

This project supports efforts by private overseas exchange organizations to bring foreign high school students learning the Japanese language overseas to Japan for short periods, in addition to supporting prefectural governments that provide opportunities for those with experience studying or working abroad to be dispatched to schools to give lectures on their experiences or host fairs on studying abroad (with a FY 2014 budget of 69 million yen).



Initiatives in higher education

Top Global University Project

(A.3)

Ministry of Education, Culture, Sports, Science and Technology

Under “Top Global University Project”, which aims to enhance international compatibility and competitiveness of higher education in Japan, MEXT provides prioritized support for world-class universities and innovative universities leading internationalization of Japanese society. This project began in FY 2014, and will provide financial support for a period of 10 years. 13 universities were selected that have the potential to be ranked in top 100 in world university rankings, and 24 universities that lead internationalization of Japanese society were selected. It is expected that this project will accelerate thorough efforts for international compatibility and competitiveness of Japanese higher education.

Go Global Japan

(A.3)(C.2)

Ministry of Education, Culture, Sports, Science and Technology

“Go Global Japan” project aims at fostering global human resources development to lead the development of economy and society in world stage. MEXT supports universities that work on development of its educational systems to thoroughly strengthen the students’ capability in globalized society. The project began in 2012 and will continue financial support to the selected 42 universities for five years. The selected universities have developed an environment to promote study abroad of Japanese students, by establishing exchange programs with credit acquisition, etc. Under the project, the number of Japanese students experienced studying abroad is expected to reach approximately 16,000 by 2016.

Re-Inventing Japan Project

(A.3)(C.2)

Ministry of Education, Culture, Sports, Science and Technology

Under “Re-inventing Japan Project”, MEXT provides support for universities which develop and carry out mutual student exchange programs with foreign universities, and these programs include credit transferring and/or double degree programs with quality assurance.

Under the project, seven Japanese universities have been selected that develop and implement such exchange programs with American universities in various academic fields, including engineering, business, etc. The project began in 2011 and will continue financial support for five years. So far, the programs with American universities have achieved approximately 150 students exchange in 2011, 300 students in 2012, 400 students in 2013, and the total number of exchanged students is expected to reach about 1,800 by 2015.

Global 30

(A.3)(C.4)

Ministry of Education, Culture, Sports, Science and Technology

Under “Global 30” project, MEXT provided selected 13 universities with support for establishing international environment to promote the acceptance of excellent international students. The project was carried out for five years from FY 2009 to FY 2013, and achieved the following results. (All figures are totals of the 13 universities)

- (1) Number of degree programs conducted in English only: 0 undergraduate program and 7 graduate programs in FY 2009, increased to 33 undergraduate programs and 123 graduate programs at the end of FY 2013.
- (2) Number of international students: 23,083 in 2008, → increased to 32,188 in 2013.

While support from MEXT ended in FY 2013, activities under “Global 30” project are being continued at those universities on their own, with leveraging the international familiarity of the project. Specifically, the universities are continuing and expanding their existing initiatives, such as degree programs conducted in English only, the employment of foreign faculty, promoting the acceptance of international students, and Japan education fairs overseas.



Other initiatives including efforts regarding entrance exams

(C.7,10,12,14,15)

Ministry of Education, Culture, Sports, Science and Technology

For appropriate consideration of applicant's study abroad experience and the other diverse background in admission process, MEXT encourages universities to conduct the entrance examinations with multifaceted and comprehensive evaluation, by issuing such notice to all the universities in Japan every year.

In addition, to promote further expansion of student exchange, MEXT has reformed its system in 2014, and enable Japanese universities to establish joint degree programs with foreign universities.

Scholarships for overseas exchange students

The creation and expansion of scholarships for exchange students

(A.5)(C.2)(C.3)

Ministry of Education, Culture, Sports, Science and Technology

The economic burden for studying in the U.S. is considerable, including expensive tuition and airline costs. For that reason, both the "Japan Revitalization Strategy" and the "Second Basic Plan for the Promotion of Education" which received Cabinet approval in June 2013, call for the establishment of a new system for the public and private sector to cooperate to reduce the economic burden for exchange students.

In light of this, MEXT doubled the number of students eligible for scholarship support for studying abroad in their budget for FY2014 over the previous year (an increase from 10,200 to 20,250 university and other students). Among those, there are 5,647 exchange students studying in the U.S. in FY2014. The Budget request for FY2015 has been increased to 25,300 people.

At the same time, the "TOBITATE! Young Ambassador Program" was established in FY2014 as a new public and private sector joint support program for overseas exchange using private funding. In addition to providing scholarships, this program focuses support for the cultivation of the qualities and capabilities required in the real world by using private information and support to carry out pre- and post-training before and after studying abroad, and overseas internships. The first round of 323 students was selected for studying abroad



The "TOBITATE!" Send Off Party (July.27.2014)

under the program in July 2014. Among those, 84 will study in the U.S., making it the largest group. These students have been scheduled to begin their studies abroad starting at the end of August of the same year after completing their pre-training. Further, in October 2014, the solicitation for the second round of students was conducted for studying abroad from April 2015.

Expanding the Exchange Scholarship Program

(A.5)

KEIDANREN (Japan Business Federation)

(1) The Keidanren Scholarship Program to Nurture Global Talents

1. A new scholarship was established by the Keidanren Ishizaka Memorial Foundation, managed in cooperation with the Keidanren, in December 2012 to promote overseas exchange studies for university students from the standpoint of cultivating and supporting personnel to lead the future global business activities of Japanese companies. Companies serving as Keidanren board of directors were requested to participate in funding (at 1 million yen per company per year). There were 36 contributing companies in FY 2012, 37 in FY 2013, and 38 have tentatively offered donations for FY 2014.
2. The scholarships are offered at the designated universities that are aggressive in internationalization. The number of students selected in FY 2012 was 34, with 36 each in FY 2013 and FY 2014. Each student is supplied with a scholarship of 1 million yen.
3. In addition to hosting a “pre-departure orientation” that allows the scholarship awardees to discuss issues of their mutual interests before beginning the exchange studies, the awardees can also receive information on their campus lives and their future careers via SNS during their exchange studies.

(2) A scholarship program for high school students (United World Colleges (UWC) Japan National Committee)

1. Keidanren serves as the Japan National Committee of United World Colleges (UWC), an international educational organization that carries out curriculum based on the International Baccalaureate (IB) where selected high school students from 145 countries throughout the world attend two year programs at residential colleges (high schools) in 14 countries, including the U.S. (New Mexico).
2. To date, a total of 519 high school students have been enrolled at UWC schools throughout the world with scholarships supplied from funding donated by the 55 member companies of the UWC Japan National Committee. A total of 18 students were enrolled in FY 2014, among which 3 high school students received scholarships to attend UWC-USA in the U.S. Many of the UWC graduates continue on to attend university in the U.S. and Europe.

(3) Cooperation for establishment of “Global Human Resource Development Community”

1. The Keidanren signed on in support of the memorandum of intent calling for an overseas exchange support program through public and private cooperation, and on participation in the “Global Human Resource Development Community.” A letter expressing agreement with the memorandum for the “Global Human Resource Development Community” was submitted under the name of then Vice Chairman

Takashi Kawamura and Chairman of the Committee on Education and Human Resources Development in February 2014.

2. Vice Chairman Hiroaki Nakanishi, Chairman of the Committee on Education and Human Resources Development, became a committee member (assistant chairman) of the “Global Human Resource Development Community General Assembly” in July 2014.
3. Administrative Vice Minister of Education, Culture, Sports, Science and Technology, Shinichi Yamanaka called for support via the official Keidanren periodical (of November 7, 2013) and via the Committee on Education and Human Resources Development (on December 26, 2013).

Activities contributing to educational exchange

(A.4)

KEIDANREN (Japan Business Federation)

(1) The “Keidanren Global Career Meeting,” a job for students with overseas study experiences

1. In light of the fact that “the difficulty of finding employment after overseas exchange” was given as one of the main reasons that students are indecisive regarding overseas exchange, the “Keidanren Global Career Meeting,” a joint employment orientation and interview meeting, was held for 4th year university students and 2nd year graduate course students returning from overseas exchange programs, and for official foreign exchange students studying in Japan.
2. Keidanren Global Career Meetings held to date
 - Date: August 4, 2012, July 31, 2013, and July 18, 2014.
 - Place: Keidanren Kaikan
 - Exhibiting companies: 34 Keidanren member companies in 2012, 30 companies in 2013, and 30 companies in 2014.
 - Participating students: 280 (in 2012), 227 (in 2013), 258 (in 2014)
 - Informal selections: 20 people selected informally by 12 exhibiting companies (2013) (3 persons were informally selected for the 2012 Keidanren Global Human Resource Development Scholarship)

(2) The Keidanren Model Curriculum for Global Human Resource Development (Sophia University, Tokyo Institute of Technology)

1. Keidanren, in cooperation with Sophia University, has launched a model curriculum in FY 2012, in response to the requests from the Japanese corporate sector to motivate Japanese students to work in global business in the future. In the model curriculum, representatives of Keidanren member corporations working in the field of global business will serve as instructors to give lectures on the principles and current state of global business, and issues being faced.
2. Furthermore, lectures on global business will be held on a pilot basis at the Tokyo Institute of Technology as part of career training for engineering personnel starting in the fall of FY 2014.

Reforming the hiring process of new graduates

(A.4.a,b)

KEIDANREN (Japan Business Federation)

(1) Review of the period for recruitment and selection of new graduates

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

In its “Japan Revitalization Strategy” (approved by the Cabinet in June 2013), the Japanese government called on the business community to substantially delay the start of recruitment and selection process to prepare an environment in which students could focus more on their schoolwork, and to increase students studying overseas. In light of this request, the Keidanren revised the “Ethics Charter” in September 2013 and changed the title into “Guideline on Recruitment and Selection.”

Specifically, the Guideline stipulates (1) the public relations including company information session start on March 1 or later of the year prior to graduation or completion, and (2) selections including interviews and testing start on August 1 or later of the year of graduation or completion. These rules will be applied to the students who will enter companies from April 2016.

Compared to the previous rules, public relations start three months later and selection starts four months later. However, the commencement for tentative agreement of employment contract doesn't change on October 1 or later of the year of graduation or completion, and it is feared that more graduates will not be able to find employment. Universities and stakeholders including government need to cooperate closer, such as the establishment of support system of job hunting to shift to the new rules smoothly. At the same time, there is a reaffirmation of the significance of career education including cultivating the students' view on employment. Companies make great efforts to give more opportunities including work experience through internships.

(2) An emphasis on experience studying overseas and English language capability as a requirement for recruitment and selection

“The Guideline for the Appropriate Approach by Employers to Secure Youth Employment Opportunities” revised by Government of Japan in November 2010, requests business to treat all applicants who graduated within the past three years as new graduates for hiring purposes. The Keidanren's Guideline request that its member companies make efforts to provide diverse recruitment and selection opportunities including year-round hiring and consideration for students studying overseas.

According to the Keidanren's survey, 28.4% of the companies made an effort to handle those with studying experience overseas flexibly, including responses such as “set selection opportunities other than the regular period,” “arrange recruitment opportunities as needed,” and “provide special recruitment opportunities.” The fact shows that business regards experience overseas and English language capability as important.

44.8% of the companies implement or plan to implement in the future the year-round hiring of

new graduates.

Support for alumni activities

Alumni activities

(C.13)

Ministry of Foreign Affairs

MOFA has directed the Embassy and Consulates-General in the U.S. to build close relationship with the former U.S. students who studied in Japan and support them to form local alumni associations. As of Sept. 2014, there is an alumni association “Amanogawa,” in the jurisdiction of the Consulate-General in Seattle. The association is introduced on the website, “*Study in Japan, Comprehensive Guide*” operated by MOFA and their activities include promotion of study abroad in Japan, especially MEXT Scholarships, and Japanese culture to U.S. youth in line with the Consulate’s activities.

Promoting bilateral intellectual exchange and Japanese studies

(C.6)

The Japan Foundation

(1) Promoting Japanese Studies in the United States

The Japan Foundation implements the following programs to promote Japanese studies in the U.S.

1. Institutional Project Support Program:

The Japan Foundation provides, as a rule, a three year grant for organizations which take a central role in Japanese studies. The grant covers the costs for the strengthening of the research foundation and those for human resource development. Grants were provided to 16 organizations in FY 2013, and 13 in FY 2014. Furthermore, from FY 2012, an additional small scale grant (with an upper limit of \$25,000) was begun. The grant does not call for matching funds on the part of the requesting organization, as is usually required, and funding is also provided flexibly for single year projects. 4 projects received such small scale grants in FY 2013.

2. Japanese Studies Fellowship:

This is a program to invite academics and researchers conducting research in Japan. The greatest number of fellows is selected from the U.S. A total of 145 people were selected globally in FY 2013, of which 29 were fellows from the U.S.

(2) Intellectual Exchange with the United States

The Japan Foundation Center for Global Partnership (CGP) carries out the following types of

intellectual exchange programs intended to enhance mutual understanding between Japan and the United States.

1. Development of a cadre of individuals who are knowledgeable about Japan and promotion of network-building
This program focuses on young to mid-career specialists who represent the next generation of American public intellectuals and who have an interest in Japan, as well as graduate students majoring in international relations. CGP invites these individuals to Japan, offering them opportunities to exchange ideas and to engage them in dialogue with Japanese policy experts. In FY 2013, two groups comprising a total of 19 people were invited to Japan.
2. Development of the future leaders in the field of U.S.-Japan exchange
CGP works in collaboration with the Social Science Research Council (SSRC) to offer the 'Abe Fellowship' and 'Abe Fellowship for Journalists', two programs that support American and Japanese academics/researchers and journalists who are conducting policy-relevant research. In FY2013, 12 researchers and 4 journalists were awarded fellowships. To date, the program has produced 361 fellows who are influential voices in the Japanese and U.S. policy fields.
3. Promotion of mutual understanding and closer U.S.-Japan relations (CGP grant programs)
CGP supports a variety of research and dialogue projects that help strengthen U.S.-Japan partnership through joint initiatives to address global issues. It also supports Japan-related policy research being conducted by leading U.S. think tanks. In FY 2013, a total of 34 intellectual exchange grants were awarded.

Expanding funds and support for the study and teaching of the Japanese language in the U.S.

(C.8)

Ministry of Foreign Affairs

Aiming to promote Japanese language study in the U.S., MOFA has been supporting the NATIONAL JAPAN BOWL, the Japanese language and culture competition for American high school students co-organized with the Japan-America Society of Washington DC, as well as many other Japanese speech contests for many years. According to the results of the questionnaires, more than 70% of the 2014 JAPAN BOWL participants are willing to study in Japan during their college years for either short or long term. MOFA will continue to make its efforts to further promote Japanese language education, which may foster motivation for American students to study in Japan.

The Japan Foundation

The Japanese Language Department at the Japan Foundation carries out the following programs to spread and promote Japanese language education in the U.S.

(1) Japanese-Language Education Assistants Program (J-LEAP)

In order to strengthen the support for Japanese language education in the U.S, the Japan Foundation started a program in FY 2011 to dispatch young Japanese-language teaching assistants (aged 35 or younger) who wish to work as assistant teachers in the U.S. with the intention of continuing their teaching career to primary and secondary educational institutions in the U.S. The duration of these dispatches is a maximum of two years. The number of assistants dispatched has been 15 during the first fiscal year in 2011, 10 during the second fiscal year in 2012, 11 during the third fiscal year in 2013, and 9 for the fourth fiscal year in 2014.

(2) Dispatching Abroad Program of Japanese-Language Education Interns to Overseas Partner Institutions

This program dispatches undergraduate and graduate student interns, who major in Japanese-language education, to overseas institutions with Japanese language teacher training courses through collaboration between those universities and institutions. A special quota for the U.S. was established at the beginning of FY 2011, and the number dispatched so far has been 37 interns in FY 2011, 32 in FY 2012, 47 in FY 2013, and 30 in FY 2014 (according to the plan for the beginning of that year).

(3) Publication of collection of research papers in collaboration with the American Association of Teachers of Japanese

A collection of research papers on the history and present state of Japanese-language education in the U.S. was compiled in collaboration with the American Association of Teachers of Japanese (AATJ), an organization which was founded in FY 2012. The collection is available from the websites of both the Japan Foundation and the AATJ.

(4) Invitations for groups of U.S. educational leaders

This program invites influential local leaders, including principals and superintendents of education, from primary and secondary schools that are considering the establishment of

Japanese language classes or the expansion thereof. In FY 2013, 14 people were invited for a visit of 10 days in July, while another 14 people were invited for a 9-day visit in June, FY 2014.

(5) JET Memorial Invitation Program for U.S. High School Students

This is a program to invite high school students learning Japanese language to visit Japan. The aim of the project is to foster Americans who can serve to help connect Japan and the U.S. in the future, while commemorating the achievements of the two assistant English teachers who lost their lives in the Great East Japan Earthquake, Ms. Taylor Anderson and Mr. Montgomery Dickson, who were in Japan under the JET program. In FY 2014, 32 students selected from the U.S. visited Japan for two weeks in July. The program began in FY 2011 and is planned to be continued for five years.

(6) Program for JF Nihongo Network Development

This program which was begun in FY 2007 supports the creation of a network of JF Japanese language organizations in order to carry out projects with spreading effect. There are currently 14 member organizations in the U.S. Nihongo-Network including the Japan Foundation Los Angeles office. In FY 2014, projects such as the grant program of Japan Foundation Los Angeles office, and a publication project for the International Conference on Practical Linguistics of Japanese run by San Francisco State University are planned under this framework.

(7) JF language courses

JF Japanese language classes are held for general learners at the Japan Foundation offices in New York and Los Angeles.

JUSTE(Japan-U.S. Training and Exchange Program for English Language Teachers)

(C.9)

Ministry of Foreign Affairs

Japanese Government has sent about 350 young English teachers in recent four years to the U.S. relevant universities in total for 6 months, aiming to improve and strengthen their teaching skills and English communication skills, while deepening the understanding of the U.S. through the exchange with the people and homestay under the “Japan-U.S. Training and Exchange Program for English Language Teachers (JUSTE)”. At the same time, MEXT has started the program for improving English teaching skills in cooperation with the other specialized educational institutions in 2013. They plan to achieve that objective by raising “English education promotion leaders” through domestic training, and share the outcomes obtained through the training program with the other teachers etc. . Teachers returned from JUSTE program will be expected to share their experiences of the training with other teachers and schools.

Grassroots exchange and early exposure to each other's culture

School programs and cultural events in the U.S.

(C.11)

Ministry of Foreign Affairs

As was discussed in the ETF Report, international experiences at an early age are also important for giving incentives for studying abroad. MOFA organizes through the Embassy and Consulates in the U.S., school programs as well as cultural events, in order that children and young people in the U.S. have opportunities to learn about Japan and Japanese culture. In FY 2013, such school programs reached out to almost 12,400 students all over the U.S.

Ministry of Foreign Affairs, The Japan Foundation

(1) “KAKEHASHI Project –The Bridge for Tomorrow- : Youth-Exchange Project with North America(U.S. portion)”

“KAKEHASHI Project” is a youth exchange program promoted by MOFA. The project has two primary objectives: 1) To promote interest in Japan, which will result in an increase in the number of foreign tourists visiting Japan; 2) To raise awareness of the Japan brand, including Japan's strength and attractiveness, e.g., “Cool Japan” and Japanese-style values. It is also expected to contribute to revitalizing and boosting Japan's economy. Through the exchanges of 4,600 youths between Japan and the U.S., the project aims to promote the deepening of mutual understanding among two countries. It will also help built a network among the future leaders who will take the initiative in advancing U.S.-Japan relations, while helping young people develop wider perspectives to encourage active roles at the global level.

(2) The Japan Outreach Initiative (JOI) program to deploy Japan-U.S. grassroots exchange coordinators

This is a project to dispatch coordinators for two years to promote exchange rooted in the local community for the purpose of deepening the interest and understanding in the U.S. at the grass roots level. The project is run jointly with the Laurasian Institution, a non-profit organization in the U.S. In FY 2013, 5 new and 9 continuing coordinators were dispatched and more than 93,000 people in the U.S. joined various events they helped to coordinate.

(3) Center for Global Partnership, New York (CGPNY) grant program

This program provides grants for community and grassroots exchange, promoting understanding of Japan in the educational domain, and for projects supporting the Japan-America Society in the U.S. In FY 2013, grants were provided for 21 community and grassroots exchange programs, 8 education related programs, and 11 Japan-America Society support programs.

Further Actions and Challenges

Following the release of the Recommendations, CULCON widely disseminated the Report and Recommendations to Japanese and U.S. stakeholders and encouraged their engagement and implementation.

The work of the ETF was completed with the release and wide dissemination of the Report and Recommendations. The next phase of the campaign is to engage and advise stakeholders in implementing the Recommendations and to monitor progress towards the ETF goal.

In order to continuously monitor and assess progresses being made, ETF follow-up committee recommends to establish the 2020 Educational Exchange Review Committee, which will engage and advise U.S. and Japanese stakeholders, including the governments, academic institutions, and the private sector of both countries. It will undertake a biannual review of the implementation of the ETF Recommendations, and will submit a report of its findings to the biennial CULCON plenary sessions. The Review Committee may also convene periodic symposia to highlight new and innovative efforts to promote student mobility between Japan and the United States.

Recognizing that broad people-to-people exchange between Japan and the United States has been a key pillar of our Alliance and that close ties and shared values between the people of the United States and the people of Japan form the foundation of the global partnership between our nations, CULCON will continue to pursue its mission of advancing intellectual and cultural exchanges between Japan and the United States, and will monitor progress with respect to the ETF recommendations.

Recommendations of 2013 CULCON Education Task Force Report

A. ACTION FOR JAPAN

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

B. ACTION FOR THE U.S.

- 1) Recognizing the government's important role in exchanges, take steps to facilitate study abroad by Japanese students.
 - a) Demystify the student visa process.
 - b) Improve the quality and accessibility of information on U.S. study programs (application process, costs, financial aid, and admissions requirements), and increase student awareness of the wide variety of U.S. educational institutions.
 - c) Expand the number and use of university fairs and virtual university fairs for specific target audiences (i.e., semester or year-abroad programs, by field of study, by type of program).
 - d) Expand EducationUSA's visibility and activities in Japan and publicize more widely U.S. programs such as Fulbright and other scholarship and exchange programs.
- 2) Encourage U.S. universities to develop and promote non-degree programs featuring English-language, practical business, and other training along with degree/exchange programs, and make students more aware of how to gain provisional acceptance to degree programs (e.g., Bridge and/or Pathway programs).
- 3) Recognizing that Japanese subsidiaries of U.S. firms have a role to play in promoting study abroad by Japanese students, seek their cooperation in efforts to reform the process of recruiting new graduates from Japanese universities.

- 4) Expand private sector support for U.S.-Japan exchange programs including internships and public-private partnerships such as the TOMODACHI Initiative.
- 5) Enhance efforts to promote the hiring and training of global talent in the United States.
- 6) Encourage the continuation and enhancement of a “reverse JET” program organized by the U.S. side that would invite Japanese youth to contribute to Japanese language education in the U.S.

C. ACTION FOR THE UNITED STATES AND JAPAN JOINTLY

- 1) Encourage government-to-government strategic dialogue on educational exchange and include the issue in the agenda of a future bilateral summit.
- 2) Expand study abroad opportunities for high school and university students
- 3) Enhance and increase government-funded grants for study abroad, including short-term study scholarships for high school and/or university students.
- 4) Encourage U.S. and Japanese campuses to improve their infrastructure for accepting international students.
- 5) Actively reach out to students and study abroad advisers and provide them with information about programs and scholarships.
- 6) Promote regional studies and intellectual exchanges to deepen mutual understanding and encourage study abroad.
- 7) Assign merit to high school experience abroad in the Japanese and American university admissions process.
- 8) Expand funds and local support for the study and teaching of the Japanese language in the U.S. by various means.
- 9) Expand “JUSTE” (Japan-U.S. Training and Exchange Program for English Language Teachers), a program to bring English-language teachers from Japan to U.S. campuses, and other programs with similar goals
- 10) Increase opportunities for non-matriculating students to enroll in semester- or year-long programs through consortia (such as ISEP).
- 11) Encourage grassroots exchanges and early exposure to each other’s culture as additional tools to give incentives for study abroad.
- 12) Encourage the relevant professional groups to improve transfer of credit for U.S.-Japan study abroad students (such as CHEA, JUAA and NIAD-EU).
- 13) Support and raise the visibility of the alumni activities of Japanese and Americans who studied abroad and encourage alumni groups to actively recruit students for the institution they attended.
- 14) Expand institutional linkages among the two countries’ relevant professional and higher education organizations.
- 15) Promote active and mutually beneficial partnerships between American universities and Japanese universities, and extend the range of institutions included.
- 16) Encourage key exchange organizations such as the Institute of International Education (IIE) and Japan Student Services Organization (JASSO) to expand cooperation in research, data collection and sharing of best practices, including in methods of data collection to capture non-credit/short-term service learning.
- 17) Establish metrics and measures to assess progress toward reaching the goal of increasing U.S.-Japan student exchanges and annually share information on both sides.

DATA GRID: U.S.
STUDENTS IN JAPAN

TYPE OF EXPERIENCE ABROAD	BASELINE NUMBER		GOAL <i>SPRING 2020</i>
	<i>SPRING 2012</i>	<i>SPRING 2013</i>	
1) Enrollments in host universities (JASSO Data)	2,133	2,083	
a) Undergraduates	294	317	
b) Graduates/post-grads	260	270	
c) Non-degree study	1,098	1,079	
2) Intensive language study in Japanese Language Institute (JASSO Data)	156	192	
3) Work experience related to study	Unknown	Unknown	
4) Study abroad for academic credit (OD data: students not necessarily enrolled in university) ¹	5,283	5,758	
5) Study abroad non-credit (service learning, internships, research)	Unknown	Unknown	
6) Exchange students not formally enrolled	Unknown	Unknown	
7) Short-term study tours without student visa, enrollment in host higher educational institutes (no credit received (often led by home campus faculty member) (JASSO Data)	739	1,264	
8) Professors teaching/doing research abroad (short-term: a semester or 1-2 years)	Unknown	Unknown	
9) University administrators on	Unknown	Unknown	

¹ “Spring 2012” column represents U.S. students studying abroad from fall 2011 through summer 2012, as reported in *Open Doors*. “Spring 2013” column represents U.S. students studying abroad from fall 2012 through summer 2013, as reported in *Open Doors*.

study tours

10) K-12 students and teachers
abroad

Unknown

Unknown

DATA GRID:
JAPANESE STUDENTS
IN THE U.S.

	TYPE OF ACADEMIC EXPERIENCE ABROAD	BASELINE NUMBER		GOAL <i>SPRING 2020</i>
		<i>SPRING 2012</i>	<i>SPRING 2013</i>	
1)	Enrollments in host universities (OD data)²	18,373	17,938	
	a) Undergraduates	9,359	9,126	
	b) Graduates/post-grads	4,403	3,944	
	c) Non-degree study	4,611	4,868	
2)	Intensive language study³	10,047 (Jan-Dec 2012)	Unknown	
3)	Work experience related to study (OPT)²	1,593	1,630	
4)	Study abroad for academic credit approved by the Japanese university (enrolled in university)			
	Obtained credit:	9,471	11,727	
	No credit:	2,809	3,695	
	Total: (JASSO Data)	12,280	15,422	
5)	Exchange students not formally enrolled	Unknown	Unknown	
6)	Short-term study tours (no credit received (often led by home campus faculty member)	Unknown	Unknown	

² “Spring 2012” column represents Japanese students studying in the U.S. in fall 2011, as reported in *Open Doors*. “Spring 2013” column represents Japanese students studying in the U.S. in fall 2012, as reported in *Open Doors*.

³ “Spring 2012” column represents Japanese students studying intensive English in the U.S. from January 2012 through December 2012, as reported in *Open Doors*. When available, “Spring 2013” column will represent Japanese students studying intensive English in the U.S. from January 2013 through December 2013, as reported in *Open Doors*.

7) Professors conducting teaching/research abroad for a semester or 1-2 years (Open Doors data)	4,783	5,014
8) University administrators on study tours	Unknown	Unknown
9) Secondary students abroad (Open Doors data) ⁴	Unknown	1,959 students (fall 2013).
10) Students study abroad through MOU agreements with partner universities	8,602	10,355
11) Students study abroad without MOU agreements with partner universities	3,678	5,067

⁴ Data was not available for “Spring 2012”. “Spring 2013” column represent Japanese students secondary students in the U.S. in October 2013, as reported by IIE.

Review Process Chart (Japan Panel Work Sheet)

Page guide	Program/ Initiatives	2014 Budget (mil.¥)	Details	DO		SEE
				Progress	Evaluation	
51	"TOBITATE", Leap for Tomorrow! Study abroad campaign	-	Promotes students to study abroad using, for example, media	held four public relations event, opened a campaign website which includes messages from more than 100 public figures.		
52	Providing data on studying abroad	-	Provides data by publicity, website, fair, etc	-		
53	Strengthening English language education in elementary and secondary level	573	Starts considering period for Foreign Language Activities classes from 5th year to 3rd year and implementation of English language education as "subject" for 5th and 6th year of elementary school	training for teachers for improving their communication ability, promotion of the use of outside personnel and support for communities engaged in forward-thinking initiatives, etc		
54	Use of the JET Programme	-	Use of JET-ALT	4,476 JET participants (including 2,457 from U.S.)		
55	Expanded introduction of the International Baccalaureate (IB)	72	Goal: the number of IB schools to 200 by 2018	33 schools(19 authorized schools and 14 candidate schools) as of November 2014		
55	Super Global High School (SGH)	806	Supports high schools being engaged in developing global human resources	56 schools as SGH and 54 schools as SGH Associate selected		
56	Promotion of studying abroad at high school level	291	Supports for studying abroad at high school level	support for short-term stay started (1,300 students)		
57	Top Global University Project	7,650	Provides prioritized support for univ. to press forward with university reform and comprehensive internationalization for 10 years	37 universities selected		
57	Go Global Japan	2,213	Supports univ. for 5 years to promote Japanese students study abroad	42 universities supported		
58	Re-Inventing Japan Project	2,768	Supports univ. for 5 years to promote educational cooperation with foreign univ.	60 universities supported		
58	Global 30	-	Supports 13 univ. for 5 years to promote acceptance of excellent international students	received international students: 23,083 in 2008 → 32,188 in 2013		
59	The creation and expansion of scholarships for exchange students	6,914	Double the number of students eligible for scholarship support for studying abroad at higher education level (FY2014: 20,250 students)	budget request for FY2015 increased to 25,300 students		
63	Website "Study in Japan, Comprehensive Guide"	-	"TOBITATE/Young Ambassador Program" within the framework of Japan Public-Private Partnership Student Study Abroad Program which sends students abroad using private funding	323 students selected (FY2014)		
63	Promotion of studying in Japan	-	Operates a website to provide information on studying in Japan	updated		
63	Support for Alumni activities (former students in Japan)	-	More active promotion at schools and related events in US	more than 50 briefing sessions and information booths across US (FY2013)		
65	Promotion of Japanese language study in the U.S.	-	Builds close relations with local alumni and support their activities	organized alumni networking events and cooperated with alumni for Japan-related events such as promotion of studying in Japan. The only alumni association in U.S., based in Seattle, actively supported the Consulate's activities and vice versa		
65	Promotion of Japanese language study in the U.S.	-	Coorganizes "NATIONAL JAPAN BOWL", the Japanese language and culture competition for high school students, as well as other Japanese speech contests.	Total of 239 high school students participated in JAPAN BOWL 2014, more than 25 Japanese speech contests in U.S. in FY 2013		

MEXT

MOFA

					DO	SEE
Page guide	Program/ Initiatives	2014 Budget (mil. ¥)	details	Progress	Evaluation	
MOFA	66 JUSTE (Japan-U.S. Training and Exchange Program for English Language Teachers) * MEXT also financed this program until 2013. (started in 2011)	150	Dispatches of young teachers to U.S. for promoting mutual understanding between Japan and U.S., and improving English teaching skill	349 young teachers participated		
	67 KAKEHASHI Project - The Bridge for Tomorrow-		Exchanges for 4,600 young people			
	67 School Programs and cultural events in the U.S.		Organized by Embassy and Consulates so that American youths may experience Japanese culture and deepen the understanding toward Japan.	In FY 2013, School Programs reached out to almost 12,400 students all over the U.S..		
Keidanren	61 Global Career Meeting	NA	A job fair for students with overseas study experiences	30 corporations/ 258 students participated for the 2014 meeting.		
	60 Model curriculum for Global Human Resource Development	NA	Curriculum being developed with Sophia University, and Tokyo Institute of Technology			
63	Keidanren Scholarship Program	36	38 students were selected for FY 2015			
	Institutional Project Support Program	162	Provides a range of comprehensive support for institutions to strengthen the basis of Japanese Studies in U.S..	20 grants (including 4 small-scale grants) in FY 2013		
64	Japanese Studies Fellowship	88	Provides opportunities for outstanding U.S. researchers of Japanese Studies to conduct research in Japan	29 fellows in FY 2013		
	Development of a cadre of individuals who are knowledgeable about Japan and promotion of network-building	11	Invites groups of American public intellectuals to strengthen U.S. - Japan Tie	2 groups (total of 19 people) in FY 2013		
65	Abe Fellowship / Abe Fellowship for Journalists	182	Fellowship for policy-relevant researchers (up to 12 months) and journalists (6 weeks)	12 researchers and 4 journalists in FY 2013 (total of 361 since FY 1991)		
	Center for Global Partnership (CGP) grant programs	203	Grants for U.S.-Japan research / dialogue projects	34 grants in FY 2013		
66	Japanese-Language Education Assistants Program (J-LEAP)	102	Dispatches Japanese language Teaching Assistants to the U.S. primary and secondary education institutions	total :45 teaching assistants since FY 2011		
	Dispatching Abroad Program of Japanese-Language Education Interns to Overseas Partner Institutions	10	Dispatches student interns who study Japanese-language education at Japanese institutions to U.S. universities	total :146 interns sent since FY 2011		
67	Publication of collection of research papers in collaboration with the American Association of Teachers of Japanese (AATJ)	NA	Publishes reports on Japanese-language education in U.S.	disclosed at JF web site http://www.jpf.go.jp/e/index.html		
	Invitation program of U.S. educational leaders to Japan	12	Invites groups of leaders of U.S. primary and secondary educational institutions to enhance Japanese-language education	2 groups (total of 28 people) in FY 2014		
67	JET Memorial Invitation Program for U.S. High School Students	16	Invites group of U.S. high school students to Japan to commemorate 2 JETs who lost their lives in 3.11 Earthquake and Tsunami	total:128 students invited since FY 2011		
	JF Nihongo Network Development / JF language courses	112	Supports Japanese-language institutions, operates Japanese-language model courses			
67	The Japan Outreach Initiative (JOI)	48	Grassroots program to dispatch coordinators for 2 years to introduce Japanese culture	dispatched 13 coordinators in FY 2013		
	Center for Global Partnership, New York (CGPNY) grant program	95	Grants for grassroots / educational / Japan-American Societies (JAS)	21 grants for community and grass roots exchange, 8 for education, 11 JAS support in		

※ There are other programs of private initiative (e.g. universities : change of academic calendar, adoption of TOEFL, etc., student exchange ;Center for Int'l Exchange : grassroot exchange etc.) which will be reflected on the future report.

Education Task Force Member

U.S. Task Force

Chair

Norman Mineta	Former United States Secretary of Transportation, Secretary of Commerce
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Task Force Members

Thierry Porté	U.S. CULCON Chair Managing Director, J.C. Flowers and Co., LLC
Sylvia Crowder	Acting Deputy Assistant Secretary for Postsecondary Education, U.S. Department of Education
Meghann Curtis	Deputy Assistant Secretary, Bureau of Educational and Cultural Affairs (ECA), U.S. Department of State
Mark Davidson	Minister-Counselor for Public Affairs, U.S. Embassy Tokyo
Charles D. Lake II	Chairman, Aflac Japan Chairman, The U.S.-Japan Business Council (USJBC)
Susan Pharr	Edwin O. Reischauer Professor of Japanese Politics, Harvard University
Susan Stevenson	Deputy Assistant Secretary, Bureau of East Asian and Pacific Affairs (EAP), U.S. Department of State

U.S. Experts

Peggy Blumenthal	Senior Counselor to the President, Institute of International Education
Rosie Edmond	Regional Director, Northeast Asia & the Pacific, EducationUSA
Arlene Jackson	Director of International Education, American Association of State Colleges and Universities (AASCU)
Patti McGill Peterson	Presidential Advisor, Internationalization and Global Engagement, American Council on Education (ACE)
Bruce Stronach	Dean, Temple University, Japan Campus

Japan Task Force

Honorary Chair

Yasuo Fukuda	Former Japanese Prime Minister
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Task Force Members

Minoru Makihara	Japan CULCON Chair Senior Corporate Advisor and Former Chairman, Mitsubishi Corporation
Yuichiro Anzai	Japan CULCON Panel President, Japan Society for the Promotion of Science
Ryozo Kato	Japan CULCON Panel Former Ambassador to the United States
Teiichi Sato	Japan CULCON Panel Former Vice Minister of Education, Culture, Sports, Science and Technology (MEXT), Former Ambassador to United Nations Educational, Scientific and Cultural Organization (UNESCO)
Shigeharu Kato	Japan CULCON Panel Director-General for International Affairs, Ministry of Education, Culture, Sports, Science, and Technology
Masayuki Shibata	Japan CULCON Panel (at the time) Director-General for Cultural Affairs, Ministry of Foreign Affairs (at the time)

As of November 18, 2014

CULCON Panelists

U.S. Panel:

Chair:

Harry A. Hill	CEO/President, Oaklawn Marketing, Inc
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Vice Chair:

Sheila Smith	Senior Fellow for Japan Studies, Council on Foreign Relations (CFR)
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Panelists:

Edward Lincoln	Professorial Lecturer, George Washington University
Patricia Maclachlan	Associate Professor of Government and Asian Studies, University of Texas
Deanna Marcum	Managing Director, Ithaca
Anne Nishimura Morse	William & Helen Pounds Sr. Curator of Japanese Art, Museum of Fine Arts, Boston

T. J. Pempel	Professor of Political Science, University of California, Berkeley
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Leonard J. Schoppa, Jr.	Director, Woodrow Wilson Department of Politics, University of Virginia
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David A. Sneider	Partner at Simpson Thacher & Bartlett LLP in the Firm's Corporate Department
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Ex-Officio Members:

Brenda Dann-Messier	Acting Assistant Secretary for Post-Secondary Education, U.S. Department of Education
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Daniel Russel	Assistant Secretary for East Asian and Pacific Affairs, U.S. Department of State
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Evan Ryan	Assistant Secretary for Educational and Cultural Affairs, U.S. Department of State
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Japan Panel:

Chair:

Minoru Makihara	Senior Corporate Advisor and Former Chairman, Mitsubishi Corporation
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Panelists:

Teiichi Sato	Former Vice Minister of Education, Culture, Sports, Science and Technology (MEXT), Former Ambassador to United Nations Educational, Scientific and Cultural Organization (UNESCO)
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Ryozo Kato	Former Ambassador to the United States
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Yuichiro Anzai	President, Japan Society for the Promotion of Science
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Fumiaki Kubo	Professor, Graduate Schools for Law and Politics, University of Tokyo
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Yoshio Nakamura	Special Adviser to Chairman, Nippon Keidanren (Japan Business Federation)
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Junichi Chano	Executive Director, Center for Global Partnership / Managing Director, Youth Exchange Bureau, The Japan Foundation
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Ex-Officio Members:

Koji Tomita	Director-General, the North American Affairs Bureau, Ministry of Foreign Affairs
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Jun Shimmi	Director-General for Cultural Affairs, Ministry of Foreign Affairs
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Shigeharu Kato	Director-General for International Affairs, Ministry of Education, Culture, Sports, Science, and Technology
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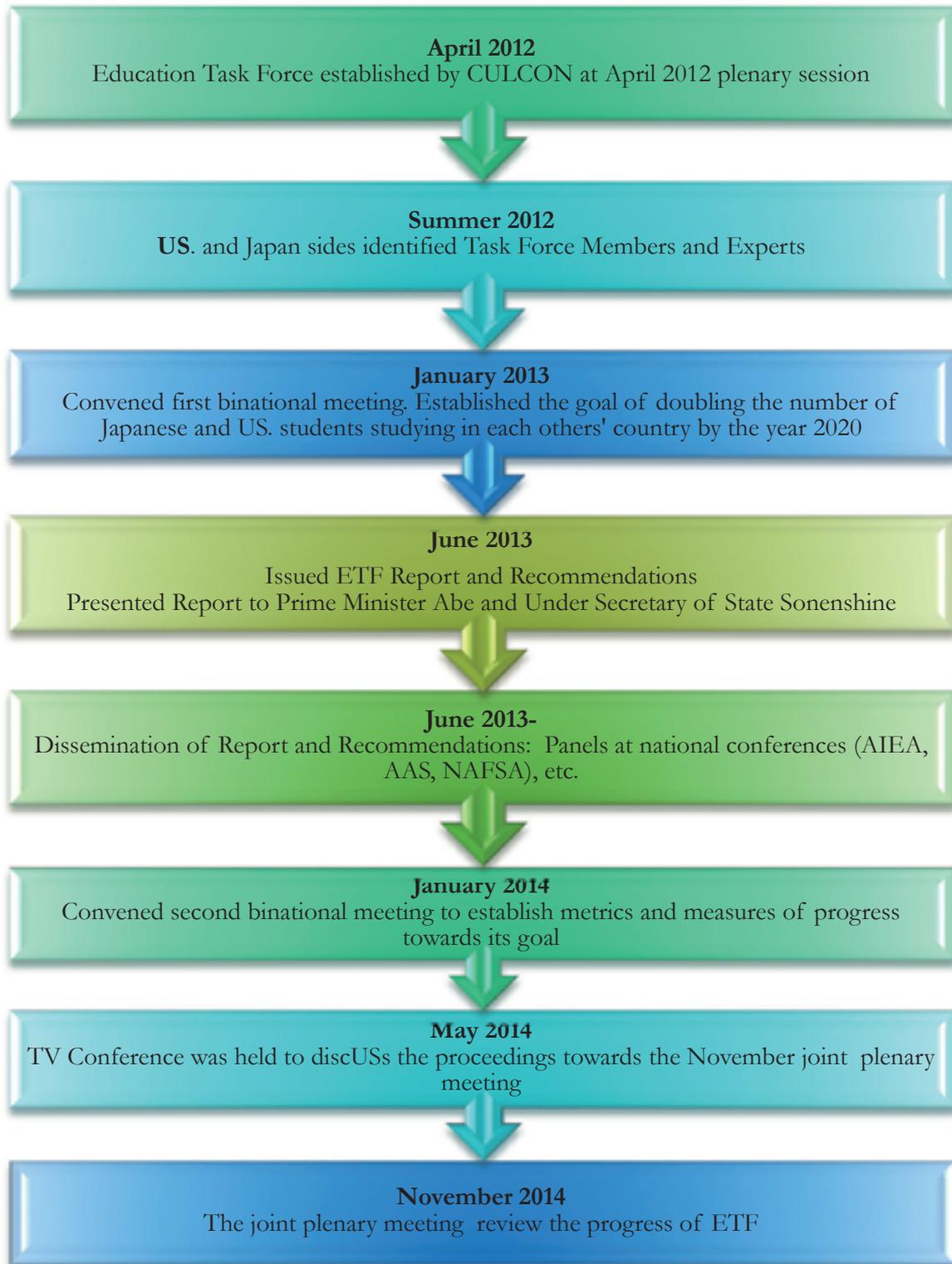
Masanori Aoyagi	Commissioner for Cultural Affairs, Agency for Cultural Affairs
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Advisor:

Yutaka Aso	President & CEO, Aso Corporation and Aso Cement Co., Ltd.
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APPENDICES:

ETF Timeline



Numbers of Students Studying Abroad

<Numbers of Japanese Students Studying in the U.S.>
 19,568 (2012years) [SOURCE:IIE「Open Doors」]



<Numbers of U.S. Students Studying in Japan>
 5,283 (2012years) [SOURCE:IIE「Open Doors」]

