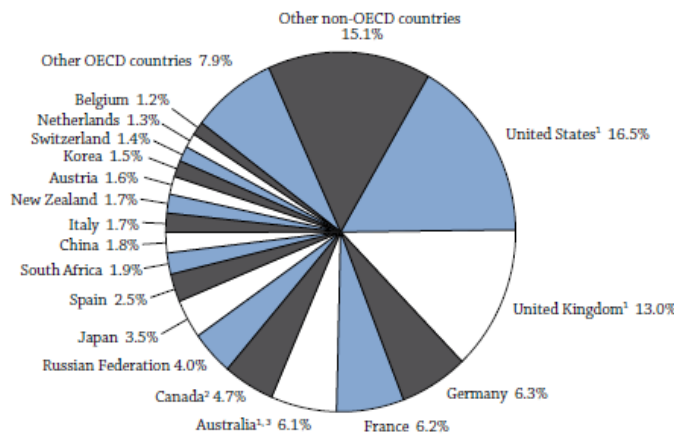




I. Global Trend for Studying Abroad

Many individuals from all parts of the world are seeking opportunities to study abroad and more and more institutions are encouraging their students to have an experience of studying abroad. At the same time, many institutions are making efforts to accommodate foreign students' needs. Top destinations are U.S., U.K., Germany, France, Australia, and Canada, which receive more than 50% of all foreign students worldwide.

Figure 1: Percentage of foreign students in each country of destination, Source: OECD, p. 307
Percentage of foreign tertiary students reported to the OECD who are enrolled in each country of destination



The language of instruction has a strong influence on the country where a student chooses to study. It is clear that close to 50% of all internationally mobile students choose to study in the countries where English is spoken and used in instruction.

II. Students to the U.S.

Figure 2: Place of origin of international students in the U.S., Source: IIE Open Doors (2014).

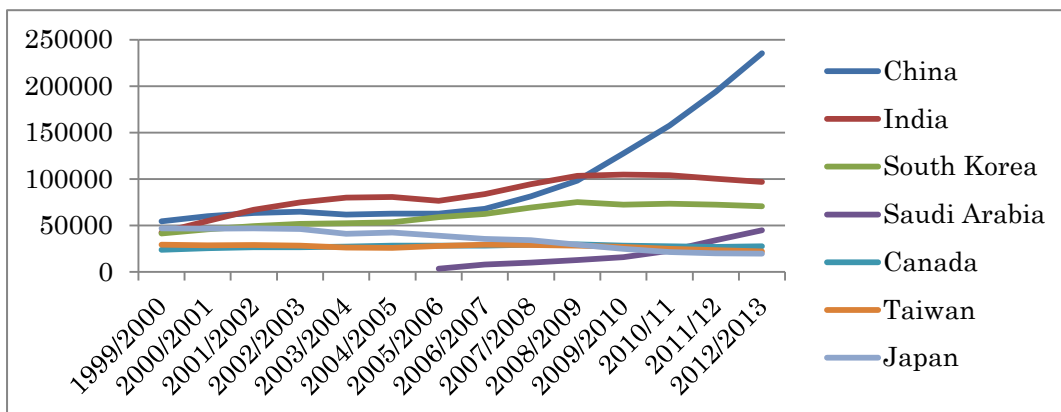


Figure 2 shows the percentage of origin of international students who study in the U. S. The number from China hugely increasing, but the numbers from India (↘4%) and South Korea (↘2%)

declining. Students from Taiwan (↘6%) and Japan (↘2%—a lower rate of decline than in previous years) also declined.

Figure 3 illustrates the change of the numbers of international students studying in the U.S. from 7 leading countries over the past decade.

Figure 3: Number of students studying in the U.S. (Compiled based on Open Doors Data)



The numbers of students coming to study in the U.S. from most countries showed a steady increase until Lehman Shock in 2009 and they slightly decreased afterwards. The numbers of students from China and Saudi Arabia have dramatically increased, even after 2009, due to its booming economy and governmental support.

There are many factors that influence the students to decide where to study: cost, language, geographic proximity, similarity of education systems, visa application process, job opportunity upon completion of their studies, etc.

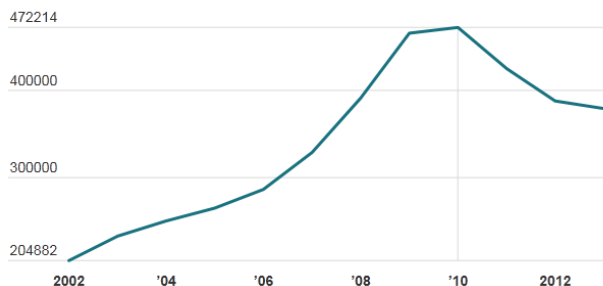
III. Students to Australia

Australia has historically attracted immigrants and foreign students alike. The number of international students in Australia has almost tripled during the first decade of the 21st century. However, it took a downturn and is showing a steady decline as Figure 4 shows.

Figure 4: International Students in Australia, Source: Sydney Morning Herald, August 13, 2013.

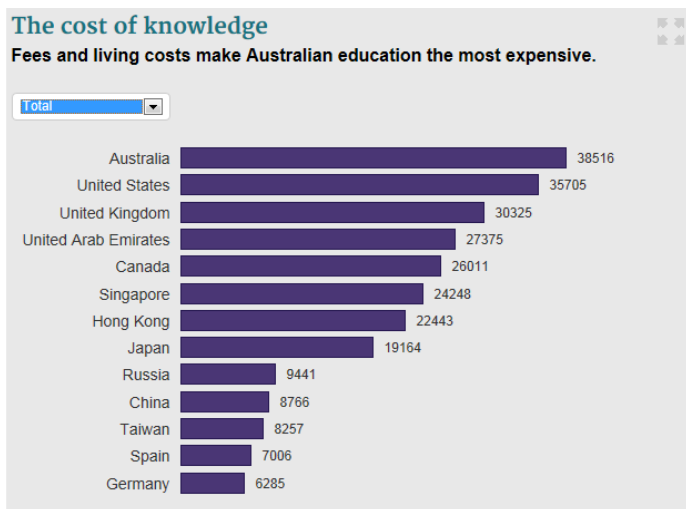
International students in Australia

The total number of international students enrolled to study in Australia, using year-to-date June figures.



Creagh attributes the reason of decline to the following: 1) stricter visa regulations, 2) the rise of the Australian dollar and 3) a series of attacks on Indian students. Cost alone is a huge obstacle. Let's take a look at Figure 5. Due to strong Australian dollar, Australia has become the most expensive country to pursue a higher degree.

Figure 5: Annual fees and cost of living (in US dollars), Source: Sydney Morning Herald, August 13, 2013.



IV. Japanese Students

IV-1. Fewer JPN students go abroad today?

Figure 6 (compiled by the author based on the data by Ministry of Education, Culture, Sports, Science and Technology¹) shows the number of Japanese students who study abroad in the past 30 years or so. The number of Japanese students studying overseas peaked in 2004 and has decreased since then.

Figure 6: Number of Japanese students studying abroad (Compiled based on the data by MEXT)

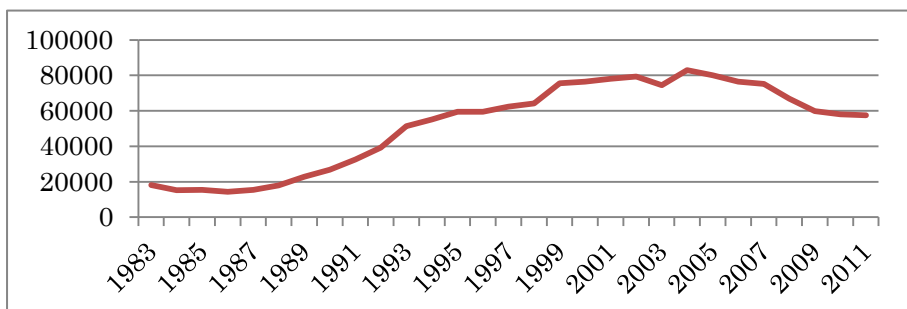


Figure 7 shows the number of Japanese students who go study in the U.S. and in other countries. The number of Japanese students who go study abroad decreased over the past few years, but the decline is very distinct only in the case of students who choose to go study in the U.S. It shows that

¹ MEXT, hereafter.

the number of Japanese students in the U.S. became less than half compared to a decade ago (46,872 in 2000 and 19,966 in 2011).

Figure 7: Number of Japanese students abroad in the U.S. and elsewhere



The number of Japanese students who choose to go study elsewhere more or less remained the same even after 2004.

Moreover, Iizaki claims that the number of Japanese students who go study overseas has not declined when we consider the declining number of young population (See Table 1).

Table 1: Young Population and Japanese students abroad. (calculated based on Population Estimates)

	1990	1995	2000	2005	2008	2009	2010	2011
Japanese students abroad	26893	59468	76464	80023	66833	59923	58060	57501
Population aged 18-29 (thousands)	20863	22290	21235	18378	17275	16886	15863	15578
Percentage of students abroad	0.13%	0.27%	0.36%	0.43%	0.387%	0.359%	0.366%	0.369%

Figure 8: Number of Japanese students who participate in study abroad programs.

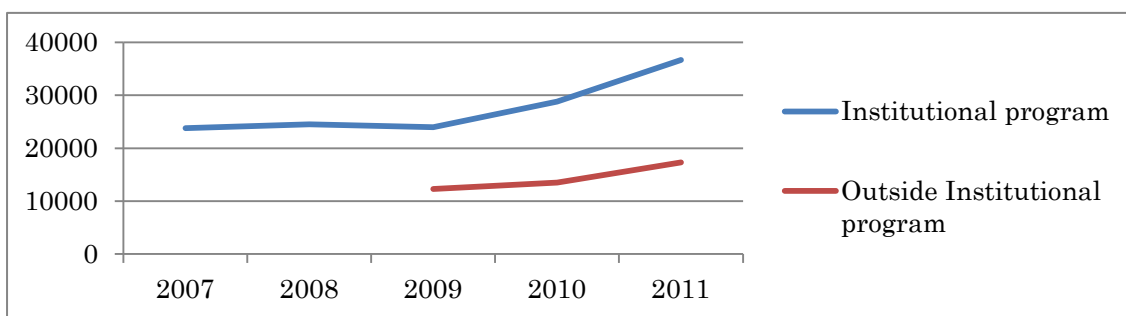


Figure 8 by JASSO indicates that the number of students who go study abroad from Japan has turned around and is on the rise in the last three years. It shows that the leading destinations for Japanese students are U.S. (28.4%), China (13.6%), Canada (12.3%), UK (11.3%), Korea (11.1%), Australia (10.8%), Germany (4.6%), France (4.5%), and New Zealand (3.3%). 65-70 % of Japanese

go to English speaking countries, and 5-10 % to China, Korea, Germany, and France, where the languages of use are second foreign languages taught at the university level in Japan.

IV-2. Why JPN students do not go overseas? Any support system?

For Japanese students, the job factor seems very influential. In Japan, many college students start job hunting while they are in their junior year, which is traditionally considered "the year abroad" in many parts of the world. Many Japanese students, however, opt for grabbing the job hunting opportunity, rather than studying abroad.

Various sectors of the government (e.g., MEXT, METI², JSPS³) and their affiliated organizations (JASSO) have launched new programs: establishing new scholarships to send and receive students to and from overseas, making English a requirement at elementary schools, etc. MEXT's projects to promote study abroad programs as well as receiving a large number of foreign students⁴ and to support institutions that endeavor to become top global universities⁵ are indispensable parts of this globalization movement.

Curiously, Japanese HS students have very keen interest in foreign countries, but they have the lowest interest in studying abroad. Some of their reasons to shy away from studying abroad are "comfortable life in Japan", "language barrier", "worries to live alone overseas", and "hassle." (A survey on life and study abroad...)

Data by JASSO verifies this trend and it says that the goals of about 50% of Japanese students abroad is to master the language (p. 23). Even for those who go for a degree, most Japanese enter undergraduate programs. Central Council for Education, a part of MEXT, reports the breakdown of Japanese students in the U.S. as follows: 63% undergraduates (UG) and 20% graduates (G). On the other hand, China students are 15% UG and 71% G, India also 15% UG and 71% G, and the South Korea 45% UG and 38% G. This fact may reduce Japan's presence in global competition.

V. What students acquired by studying abroad

Japanese students list the following as what they have acquired by studying abroad, in response to Q94 (Report on the follow-up, by JASSO):

1. Broadened horizon (54.0%)
2. Language proficiency (33.1%)
3. Cross-cultural awareness (31.8%)
4. Friends (29.3%)
5. Values, way of thinking (24.0%)
6. Confidence (23.8%)
7. Communication skills (16.0%)

² Ministry of Economy, Trade, and Industry

³ Japan Society for the Promotion of Science

⁴ Global 30 project (2009). Intended to invite 300,000 foreign students to 13 institutions in Japan by 2020.

⁵ Top Global University Project (2014), <http://www.jsps.go.jp/j-sgu/download.html>

- 8. Energetic personality (13.2%)
- 9. Flexibility (11.9%)
- 10. Autonomy (8.0%)

Kinki University students after short-term programs (3-4 weeks) list the following:

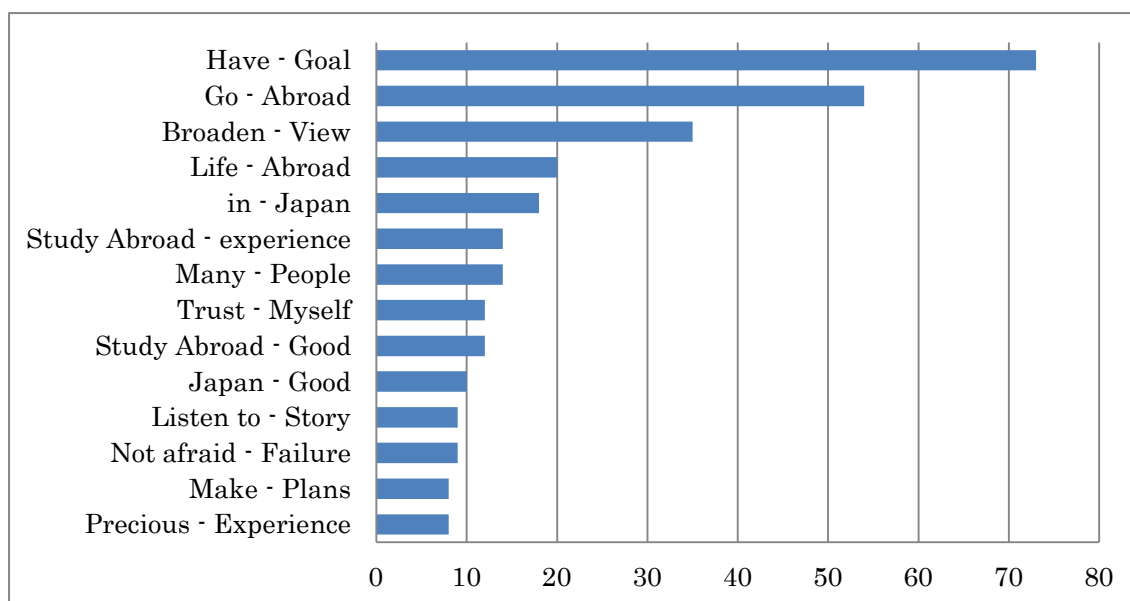
- 1. Language skills, listening ability, communication skills
- 2. Motivation to study the language more
- 3. Cross-cultural awareness
- 4. Broadened view

Thus, even in a short-term program, students gain broadened view, cross-cultural awareness, and energetic personality even through a short-term study, but they feel their gain in language skills is limited.

VI. Analysis of Descriptive Data

Free descriptive data of both 'post short-term study abroad reports' by Kinki University (Kinki Report hereafter) and answer to 'advice for those who will study abroad' by JASSO (JASSO Data hereafter) are analyzed using Text Mining Studio 4.0.

Figure 9 : Frequent phrases (Analysis of JASSO Data)



VII. Summary

Data analysis of Kinki Report and JASSO Data has revealed the following:

- A. Things to do before studying abroad
 - (1) to make long-term / carefully thought-out plans
 - (2) to set up a clear goal even if improving language proficiency is the priority
 - (3) to listen to those who have returned from studying abroad
 - (4) to prepare as much as you can, including vocabulary learning

B. Things to do while studying abroad

- (1) to challenge things positively without worrying about making mistakes
- (2) to interact with locals and students from other countries
- (3) to behave autonomously
- (4) to pay attention to health

C. Things NOT to do during study abroad

- (1) to use too much mother tongue with peers
- (2) to stay alone all the time

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Thank you for your participation. Any comments are welcome at yomura@kindai.ac.jp