

**ACADEMIC RELATIONS  
BETWEEN THE EU AND  
JAPAN; CURRENT STATUS  
AND FUTURE PROSPECTS**

LUCIA MONTANARI and HANA UMEZAWA

September 2014

EIAS BRIEFING PAPER 2014 | 05

*By Lucia Montanari and Hana Umezawa<sup>1</sup>*

## Abstract

Academic relations and education exchanges between the EU and Japan have initially been encouraged by the former, followed by an intensified effort in recent years by the latter. Such a gap stems mainly from the differences in the demands from the labour markets of the two parties. While the European labour market typically appreciates the experience and knowledge gained through studying abroad, the Japanese one does not necessarily reward academic mobility and higher degrees obtained outside the country. Faced with this discrepancy between the EU and Japan regarding their perceptions of the benefits of academic mobility, what kind of frameworks have been set up by the EU thus far with the purpose of enhancing academic cooperation with Japan?

What are the most important milestones in the process of establishing academic relations between the EU and Japan? How does Japan deal with the internationalisation of higher education? What can the two partners expect from their future cooperation?

This paper aims to investigate the current state of academic relations and education exchanges between the EU and Japan, highlighting some of the most important aspects of this partnership, and deeply reflect on the prospects of further developing academic relations between the two partners in the near future.

This paper expresses the views of the authors and not the views of the European Institute for Asian Studies.

---

<sup>1</sup> Lucia Montanari is a Junior Researcher, and Hana Umezawa is an Associate at the European Institute for Asian Studies

## **Table of Contents**

List of abbreviations and acronyms .....	I
1. Introduction .....	1
2. The internationalisation of Japanese higher education.....	2
3. The European framework .....	5
3.1 Engagement by EU Officials.....	5
3.2 The Lisbon Treaty's guidelines – How the EU can foster the internationalisation of the academic system .....	6
4. Academic relations between the EU and Japan: fundamental steps.....	7
5. Conclusion: challenges and future prospects.....	12
References.....	14
Annexes .....	17

## **List of abbreviations and acronyms**

AUSMIP – R&DaR: Architecture and Urbanism Student Mobility International Program

EDC: European Documentation Centres

EF: Education First

EU: European Union

FP7: 7<sup>th</sup> Framework Programme for Research and Technological Development

ICI-ECP: Industrialised Countries Instrument – Education Cooperation Programme

IGM: Interdisciplinary Global Mechanical Engineering Education

INTERFACES: International Exchange Programme for Advanced Students in Natural Sciences

JEUPISTE: Japan-EU Partnership in Innovation, Science and Technology

METI: Ministry of Economy, Trade and Industry

NCP: National Contact Point

OECD: Organisation for the Economic Cooperation and Development

TFUE: Treaty on the Functioning of the European Union

WWII: Second World War

## 1. Introduction

Among the different issues that this paper will address, the internationalisation of Japanese higher education is one of utmost importance. To fully understand this concept, it is necessary to briefly recall two fundamental notions: the one of globalisation and the one of internationalisation itself.

While often seen as a feature mostly belonging to the world of economics, globalisation can be understood in a broader sense as a “process by which national and regional economies, societies, and cultures have become integrated through the global network of trade, communication, immigration and transportation”.<sup>2</sup> In this time of globalisation, another meaning can be found in having a broad-minded approach that appreciates the richness of establishing as many links as possible with various cultures. For example between different academic communities around the globe, it is enormously beneficial not only for one’s academic achievement, but also for one’s personal development. As Laure Batut – a member of the Workers’ Group of the European Economic and Social Committee – highlighted in the conference held in Brussels on 10 March 2014<sup>3</sup>, the international dimension of studies is much more important than the national one, considering the relevance of experiencing diverse ways of learning, exchanging different ideas, and learning new languages.<sup>4</sup>

It is in this context that the notion of internationalisation can be useful in analysing the academic and educational exchanges between the EU and Japan. In Japanese, the term *kokusai-ka* suggests the idea of “changing something about ourselves due to international influences”.<sup>5</sup> In the field of education, this notion is used to refer to the increase of academic and student exchanges between countries around the world, and the consequent changes that these experiences can entail within each domestic environment (such as the standardisation of the credit system at the university level and the introduction of courses in English).

This paper will investigate how the notion of internationalisation and the issues associated with it have been developing over time in the field of higher education and academia in Europe and Japan.

Concerning methodology, a wide range of documents and articles have been consulted. Moreover, a small group of ten Japanese students benefitting from an exchange programme in Europe has been interviewed, in order to add more relevance to the research.

While the EU and Japan have a long-standing cooperation in the area of academic exchanges, such relation has come to a transitional phase as Japan and its society have been undergoing a transformation process in the face of a deepening effect of globalisation. After joining the United Nations in 1956, Japan progressively strengthened its relationship with the Western world. Some of the projects specifically dealing with academic relations

---

<sup>2</sup> Financial Times Lexicon, retrieved from <http://lexicon.ft.com/term?term=globalisation> .

<sup>3</sup> “Globalisation of higher education from the perspective of EU-Japan collaboration”, 10 March 2014, European Commission, Brussels.

<sup>4</sup> Batut, L. (2014). *Globalisation of higher education*. Presentation delivered on 10 March at the conference “Globalisation of higher education from the perspective of EU-Japan collaboration” in Brussels, retrieved from [http://www.eu-japan.eu/sites/eu-japan.eu/files/1\\_3-Batut\\_revised.pdf](http://www.eu-japan.eu/sites/eu-japan.eu/files/1_3-Batut_revised.pdf).

<sup>5</sup> Horie, M. (2002). The internationalization of higher education in Japan in the 1990s: a reconsideration, *Higher Education*, Vol. 43, No. 1, Japan: Reform and Change in the 21st Century, pp. 65-84; p.65. See also Lincicome, M. (1993). Nationalism, Internationalization, and the Dilemma of Educational Reform in Japan, *Comparative Education Review*, Vol. 37, No. 2, pp. 123-151.

between Japan and the EU started to be implemented from the early 1960s onwards, with the creation of the first *European Info* and Depository Libraries in Japan.<sup>6</sup>

After more than five decades of such communication and cooperation in the area of education, this paper aims to provide an overall picture of the current status of the relationship by analysing the very nature of this connection. The EU's approaches in further enhancing its academic relations and educational exchanges with Japan is carefully analysed. Meanwhile, this paper will also assess the progress the two parties have made so far. After overviewing the process of internationalisation of education in Japan, this paper will turn to the European framework within which initiatives, projects and programmes concerning higher education are designed by the institutions for the purpose of internationalisation. It will then analyse the relations between the two parties in the area of higher education, focusing on the fundamental steps taken over the years with the intent of intensifying academic cooperation.

Concluding remarks include some of the challenges they face and the prospects for overcoming such difficulties so that they can make the most out of their enhanced cooperation.

## **2. The internationalisation of Japanese higher education**

The concept of internationalisation in education is rooted in the 17<sup>th</sup> century, when this word mostly referred to the mobility of students and scholars within European boundaries. Such mobility has become more and more common ever since, expanding to the global scale after the Second World War (WWII). The deepening of globalisation and the challenges it has brought about have enhanced the internationalisation of education as well, such as internationalisation of curricula (i.e. including international and intercultural elements in programmes and courses) and consortia of universities. Internationalisation has become one of the prominent characteristics of higher educational systems by now.<sup>7</sup> This is particularly true with reference to the European education system, and to a lesser extent to the Japanese one.

Japan has welcomed foreign students especially from the 1980s onwards, allowing them to appreciate academic experiences in its universities.<sup>8</sup> The number of overseas students quintupled by the 1990s. During the same period of time, the number of Japanese students studying abroad, including in Europe, also increased. Among the EU member states, the UK has always been the most preferred country of destination, making it the only European country to appear in the top five of the list of partners for inter-university exchange agreements.<sup>9</sup> From a global perspective, the United States ranks second, following China.<sup>10</sup> Interestingly, it seems that Japanese policy-makers' efforts in the educational exchanges have been focused more on the enhancement of the number of incoming students to

---

<sup>6</sup> These structures provide access to all official publications of the European Union (the Official Journal, Treaties, annual report, etc.), and to information material on EU policies, see <http://www.euinjapan.jp/en/network/eui/>.

<sup>7</sup> Huang, F. (2007). Internationalisation of Higher Education in the Era of Globalisation: What have been its Implications in China and Japan?, *Higher education management and policy*, Journal of the programme on institutional management in higher education, Volume 19 n.1, pp.47-61.

<sup>8</sup> See the attached table in Annex 2.

<sup>9</sup> The UK is ranked as the fifth country after China, the US, South Korea and Taiwan. See Semba, H. (2014). *Globalization of higher education in Japan*. Presentation delivered on 10 March at the conference "Globalisation of higher education from the perspective of EU-Japan collaboration" in Brussels, retrieved from [http://www.eu-japan.eu/sites/eu-japan.eu/files/1\\_1-Semba.pdf](http://www.eu-japan.eu/sites/eu-japan.eu/files/1_1-Semba.pdf).

<sup>10</sup> Semba, *Globalization of higher education in Japan*.

Japanese educational institutions, rather than that of outgoing students from Japan.<sup>11</sup> While the Japanese government has been providing generous financial and logistical support to the large number of foreign students and researchers going to Japan, it does not provide the same level of support to Japanese students and researchers who wish to study or do their research abroad.<sup>12</sup> This is arguably the reflection of the needs of the Japanese labour market, where graduating from the top universities in Japan has been traditionally highly regarded. As Ulrich Teichler asserts: "Large Japanese companies which are most likely to ensure the ideal of lifelong employment and which promise other benefits tend to prefer graduates from the most prestigious universities and to take the reputation of the institution into account more than the competence the students actually reach".<sup>13</sup>

Many of the above-mentioned features of the Japanese labour market have been changing significantly during the last two decades of recession in the country. Permanent employment, which used to be one of the main features of the country's labour market has become much less common in recent years as the recession deepens. The priority treatment given to the graduates of top universities has become less obvious than it used to be. This has naturally necessitated the country and its labour market to considerably adjust their systems and the underlying considerations to suit the new environment. This is inevitably a lengthy process, as the required change is a fundamental one. In the meantime, the persistence of such a situation generally does not encourage Japanese students to study abroad, as this might mean missing out on better employment opportunities compared to the students who graduate from Japanese universities. This is further emphasised by the fact that corporations have the habit of recruiting seniors before their graduation.<sup>14</sup> Therefore, travelling and studying abroad is rarely rewarded by the domestic labour market. In addition, the long-standing recession in the country does not help boosting the students' enthusiasm to study abroad either, largely due to the increasingly tight financial situation of their own families.<sup>15</sup> Thus, the combination of the companies' employment policy and the seriousness of the country's overall financial situation is making it difficult to enhance Japanese students' mobility. Nevertheless, this does not mean that the students do not see the benefit of studying abroad, both from cultural and academic points of view.<sup>16</sup> The expanding of global interdependence is contributing to further enhancing the country's appreciation of foreign cultures and awareness of the importance of internationalisation, not only in the education field, but also in a wider social context. This is starting to be consequently reflected in the employment policies of companies. In recent years companies have started to recruit not only Japanese graduates from foreign universities but also foreign nationals, in order to adjust to the demand arising from globalisation. According to the research carried out by DISCO, a private consultancy company in Japan, around one third of the companies said that they are willing to recruit graduates from foreign universities and foreign nationals as of 2013, compared to 18 percent in 2011.<sup>17</sup> However, it

---

<sup>11</sup> Huang, *Internationalisation of Higher Education in the Era of Globalisation: What have been its Implications in China and Japan?*, pp.47-61.

<sup>12</sup> The independent administrative institution called Japan Student Services Organisation (JASSO), which is established under the Ministry of Education, Culture, Sports, Science and Technology (Monbukagakusho) has started providing several student loans (with or without interests, depending on the types of the "scholarship") to Japanese students since 2004. While such financial support is labelled as "scholarship" by JASSO, it is a loan in reality, hence the students need to pay it back on the completion of study.

<sup>13</sup> Teichler, U. (1997). Higher education in Japan: A view from outside, *Higher Education* 34: 275-298, 275; p.288.

<sup>14</sup> Huang, *Internationalisation of Higher Education in the Era of Globalisation: What have been its Implications in China and Japan?*, p.7.

<sup>15</sup> See the table in Annex 1, which shows the decrease of Japanese students especially from 2005 onwards.

<sup>16</sup> This information has been acquired through interviews with Japanese students.

<sup>17</sup> DISCO Inc. (2012). Annual survey of industries' recruitment policies, retrieved from [http://www.disc.co.jp/uploads/2012/03/saiyo\\_2012feb\\_DISCO\\_attach.pdf](http://www.disc.co.jp/uploads/2012/03/saiyo_2012feb_DISCO_attach.pdf) (Available only in Japanese).

seems that Japan will need some more time to engage in a deeper process of internationalisation of its educational and societal systems.

In terms of the internationalisation of education in Japan, the role played by private universities has been significant. Despite the fact that there has been a decrease in the amount of government subsidies towards both national and private universities since the late 1990s due to the effect of the recession<sup>18</sup>, private universities have maintained their efforts in stimulating and fostering the internationalisation of Japanese higher education, both by exporting their educational programmes abroad and accepting incoming international students. In order to further facilitate the intake of overseas students, many private institutions admit students twice a year. As the academic year in Japan typically begins in April, the problem of 'bad timing' seems to be one of the major obstacles for European students wishing to study in Japan. Some private universities therefore decided to admit students also in autumn.<sup>19</sup> The enhancement of tuition in English is another measure private universities have taken for the sake of the promotion of academic exchanges. This is in fact beneficial for Japanese students as well, as English is not as widely spoken as in other developed countries. For example, according to the EF English Proficiency Index, countries such as Norway, the Netherlands and Denmark would present the highest index of English proficiency (very high) among a list of forty-four surveyed countries. Japan would instead present a moderate proficiency index.<sup>20</sup>

This is the case among academics as well, especially in the area of humanities and social sciences, where publications are still mainly in Japanese. However, in the field of natural sciences, the use of English is much more common, thus increasing Japan's attractiveness for overseas students specialising in this field. While the lack of language proficiency among students and academics does not necessarily equal to poor levels of academic achievements (for instance, the Organisation for the Economic Cooperation and Development (OECD) education report ranked Japan as one of the highest achieving countries when it comes to pupils' performances in core academic subjects)<sup>21</sup>, it is undeniable that Japan has still a long way to go in terms of internationalisation, so that it can effectively tackle the new challenges that will be brought about by the intensification of globalisation.<sup>22</sup> As a matter of fact, some concrete steps forward have been recently taken through Prime Minister Shinzo Abe's political programme concerning education. The current government has been trying to encourage the use of English in both private and national universities, and the teaching of the English language is being encouraged since the very first years of elementary school.<sup>23</sup> Moreover, the Japanese government has declared its willingness to prioritise the promotion of Japanese culture abroad. In order to realise this policy objective, the enhancement of English language skills among the general public and especially among academics is crucial. In 2011 the Japanese government also launched a programme called "Global 30", which is aimed at enhancing the intake of foreign students into Japanese universities by increasing the number of institutions where degrees can be obtained solely in English. Among the

<sup>18</sup> Yoshii, M. (2014). *The globalisation of education and the university reforms in Japan*. Presentation delivered on 10 March at the conference "Globalisation of higher education from the perspective of EU-Japan collaboration" in Brussels, retrieved from [http://www.eu-japan.eu/sites/eu-japan.eu/files/2\\_2-Yoshii\\_revised.pdf](http://www.eu-japan.eu/sites/eu-japan.eu/files/2_2-Yoshii_revised.pdf).

<sup>19</sup> This information has been acquired through interviews with Japanese students.

Interestingly, this system was initially introduced more for the sake of convenience of students returning to Japan after living and studying abroad accompanying their parents' work overseas.

<sup>20</sup> EF EPI English Proficiency Index. (2007-2009), p.5, retrieved from [http://www.ef.com/sitecore/\\_/\\_/~/media/efcom/epi/pdf/EF-EPI-2011.pdf](http://www.ef.com/sitecore/_/_/~/media/efcom/epi/pdf/EF-EPI-2011.pdf).

<sup>21</sup> OECD, (2012). PISA 2012 Results in Focus: What 15-year-olds know and what they can do with what they know, retrieved from <http://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf>.

<sup>22</sup> *Ibid.*

<sup>23</sup> The Cabinet Office of Japan, (2013). The future direction of university education (The third proposal of National Commission on Educational Reform), (「これからの大学教育の在り方について」(第三次提言)(平成25年5月28日)), retrieved from <http://www.kantei.go.jp/jp/headline/kyouikusaiei2013.html#kyo7> (available only in Japanese).

nation's top universities, 13 are currently taking part in the programme, with generous scholarships available to overseas students.<sup>24</sup>

Furthermore, in an endeavour to enhance internationalisation, the government has committed to provide more scholarships and to encourage government-industry-academia joint efforts.<sup>25</sup>

### 3. The European framework

#### *3.1 Engagement by EU Officials*

From the European point of view, significant steps have been taken since the early 1990s, and EU representatives have not missed the opportunity to remind the public about the importance of an internationalised academic world.

In the press conference held in Brussels on 25 March 2013, the EU Commissioner for Home Affairs, Cecilia Malmström, delivered a speech entitled "Making the EU more attractive for foreign students and researchers". The Commissioner highlighted that "[i]t is in the EU's own interest to increase its appeal for foreign students and researchers and as a world centre for excellence. More exchange students and international scholars will lead to economic growth, spur innovation and lead to more jobs in the long run".<sup>26</sup> She talked about a proposal that "will allow non-EU nationals to acquire skills and knowledge and contribute to Europe's competitiveness. In addition, this training period in Europe will encourage the inflow and outflow of talented individuals and support cooperation with third countries".<sup>27</sup> From the perspective of Japanese students who have chosen to study in Europe, it is not only the high quality of the education that attracts them, but also the fact that European countries are considered by young Japanese students as desirable destinations. At the same time, there seems to be a widespread perception among them that European universities should be doing more to promote themselves outside of Europe, by actively distributing overall information about their programmes and the benefits they can offer to foreign students including any financial assistance available to them.<sup>28</sup>

During a conference held in Vilnius on 5 September 2013, Androulla Vassiliou, the Commissioner for Education, Culture, Multilingualism and Youth delivered a speech on "Why European universities need to think global". As Commissioner Malmström had done a few months earlier, Commissioner Vassiliou also highlighted the importance of education for the health of economy, society and individuals: "Internationalisation is our best response to globalisation [...] because the skills and knowledge acquired in international education are the same skills that graduates need to succeed in the global economy [...] The EU needs to attract more talent from around the world and the internationalisation of European universities requires cooperation with the new higher education hubs that are emerging in Asia, in Latin America and around the world".<sup>29</sup> In the eyes of Japanese students the

---

<sup>24</sup> To know more about the ministry of education's Global 30 Programme, see <http://www.uni.international.mext.go.jp/global30/>.

<sup>25</sup> The Cabinet Office of Japan, (2013).

<sup>26</sup> Malmström, C. (2013). Making the EU more attractive for foreign students and researchers. Speech delivered at the press conference on 25 March in Brussels, retrieved from [http://europa.eu/rapid/press-release\\_SPEECH-13-257\\_en.htm](http://europa.eu/rapid/press-release_SPEECH-13-257_en.htm).

<sup>27</sup> Ibid.

<sup>28</sup> This information has been acquired through an interview with Japanese students.

<sup>29</sup> Vassiliou, A. (2013). European Higher Education in the World. Speech delivered on 5 September in Vilnius, retrieved from [http://europa.eu/rapid/press-release\\_SPEECH-13-678\\_en.htm](http://europa.eu/rapid/press-release_SPEECH-13-678_en.htm).

authors interviewed, internationalisation is seen as a response to globalisation for different reasons. For example, mobility is expected to enhance the employability in general, because an international background and strong language skills can represent a big asset in the global job market.<sup>30</sup> Moreover, the enhancement of internationalisation would strongly encourage Japanese academics to reach out to a broader audience. This would help them to become far more competitive at a global level.<sup>31</sup> Commissioner Vassiliou also mentioned the relevance of European programmes such as Erasmus, which has strengthened the EU's global outreach and supported non-EU countries in developing their own capacities.

It seems that at the European level the political leaders and their representatives are well aware of the EU countries' "education needs" in facing the challenges risen by globalisation. The Erasmus+ programme appears to be the most important step that can help the process of network-building concerning educational institutions, and can increase the global mobility of students and researchers. Erasmus+ is a brand new initiative of the European Commission. The programme aims at promoting three main policy objectives: mobility of individuals, cooperation for innovation and exchange of good practices, support for policy reforms. These actions are mainly meant to improve the level of key competences and skills and to enhance the cooperation between the world of education, training and the labour market.

### *3.2 The Lisbon Treaty's guidelines – How the EU can foster the internationalisation of the academic system*

While Japan is trying to make efforts to foster its capability to integrate its educational system in a globalised world, the EU is well prepared to play its cards within the internationalised academic and education systems.

Articles 165 and 166 of the Lisbon Treaty focus on education and training. The former asserts that "the Union action shall be aimed at encouraging mobility of students and teachers [...], promoting cooperation between educational establishments, encouraging the development of distance education [...], foster cooperation with third countries and the competent international organizations in the field of education".<sup>32</sup> Moreover, the latter insists on the facilitation of the access to vocational training and encouraging instructors' and trainees' mobility.

The Treaty establishes the fundamental theoretical bases that serve as a preliminary input to the Commission's work on the subject. In addition to the Lisbon Treaty, which entered into force in 2009, there are other previous treaties that deal with this topic. Article 150 of the "Consolidation version of the treaty establishing the European Community" of 1957 already considered the issue of education and training, and at the time it included also some references to the creation of a link between the training and firms.<sup>33</sup> Later on, in Title VIII of the Treaty of Maastricht of 1992, this reference was eliminated in articles 126 and 127<sup>34</sup>, which were then reconfirmed in the revision of the Treaty on the Functioning of the

---

<sup>30</sup> This information has been acquired through interviews with Japanese students.

<sup>31</sup> *Ibid.*

<sup>32</sup> *Lisbon Treaty*, signed on 13 December 2007, entered into force on 1 December 2009, retrieved from [http://www.eudemocrats.org/eud/uploads/downloads/Consolidated\\_LISBON\\_TREATY\\_3.pdf](http://www.eudemocrats.org/eud/uploads/downloads/Consolidated_LISBON_TREATY_3.pdf).

<sup>33</sup> *Consolidation version of the treaty establishing the European Community* (25 March 1957), retrieved from [http://eurlex.europa.eu/en/treaties/dat/12002E/htm/C\\_2002325EN.003301.html#anArt150](http://eurlex.europa.eu/en/treaties/dat/12002E/htm/C_2002325EN.003301.html#anArt150).

<sup>34</sup> *Maastricht Treaty*, signed on 7 February 1992, entered into force on 1 November 1993, retrieved from <http://www.eurotreaties.com/maastrichtec.pdf>.

European Union (TFUE) of 2008.<sup>35</sup> While some slight modifications have been made every time the Treaty was amended, the articles have always remained the same in their fundamental structure and meaning.

Besides the treaties, the role of European Institutions such as the Council of the European Union should be also taken into account. For instance, in 2009 the Council presented some conclusions on a "Strategic framework for European cooperation in education and training". The conclusions especially emphasised that Europe's aim to deliver "high levels of sustainable, knowledge-based growth and jobs"<sup>36</sup> and to promote "personal fulfilment, social cohesion and active citizenship"<sup>37</sup> has to be supported by significant investment in education and training systems. The Council has also agreed that supporting the development of education and training systems should be the primary goal of European cooperation until 2020. To become a "world-leading knowledge economy"<sup>38</sup>, Europe has to provide excellent and attractive education, training and research opportunities among its Member States, who have to "acknowledge the importance of openness to the world at large as a prerequisite for the global development and prosperity".<sup>39</sup> The most important message sent by the Council is the crucial importance attached to education and training in relation to economic development and growth, and the purpose of bringing a worldwide perspective on education and training issues.

#### 4. Academic relations between the EU and Japan: fundamental steps

The sign of the willingness to build a cultural relationship between the EU and Japan was initially witnessed in 1963, when both Europe and Japan were still in the process of rebuilding their countries and developing their economies. The European Commission started to found European Info(s)<sup>40</sup> and Depository Libraries all over the world to disseminate the body of its official publications. In Japan, nineteen EU Info(s) and one Library were established.<sup>41</sup>

Later, in 1991, the "Joint Declaration on Relations Between the European Community and its Member States and Japan" mentioned the need to develop "academic, cultural and youth exchange programmes aiming to increase knowledge and improve understanding between their respective peoples".<sup>42</sup> In the early 1990s, these words began to be put into practice.

It was in the year 1996 that the first measure programme concerning academic relations and education exchanges between the EU and Japan was launched. The European Commission and the Japanese Ministry of Economy, Trade and Industry (METI) reached an agreement with the purpose of stimulating industrial cooperation and improving mutual understanding between Japan and the European Union. This agreement established the framework of the *Vulcanus Programme* that since 1997, the year of its official launch, represents the main channel of educational exchange between the EU and Japan. The

---

<sup>35</sup> Revision of TFUE (2008), retrieved from <http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:115:0047:0199:EN;PDF>.

<sup>36</sup> *Strategic framework for European cooperation in education and training* (2009), retrieved from <http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:EN;PDF>.

<sup>37</sup> Ibid.

<sup>38</sup> Ibid.

<sup>39</sup> Ibid.

<sup>40</sup> The *EU Info(s)* are ex-European Documentation Centres (EDC); these bodies were created by the European Commission to spread EU publications for the purposes of research and education.

<sup>41</sup> *EU Institute in Japan* (2004), retrieved from <http://www.euinjapan.jp/en/network/eui/>.

<sup>42</sup> *Joint declaration on relations between the European Union and its member states and Japan* (1991), retrieved from [http://eeas.europa.eu/japan/docs/joint\\_pol\\_decl\\_en.pdf](http://eeas.europa.eu/japan/docs/joint_pol_decl_en.pdf).

*Vulcanus Programme* aims first of all to encourage EU companies to host skilled Japanese students in order to help them in the development of their business with Japan; second, it encourages the instructing of future Japanese executives about Europe's business culture, economic structure and institutions, so as to enable them to help their future employers in their business relations with Europe.<sup>43</sup> During the conference held in Brussels on 10 March 2014 at European Economic and Social Committee, a Japanese student being hosted in a French enterprise shared the outputs of his experience with the audience. Responding to the question from the audience as to why European enterprises welcome Japanese interns, he highlighted the importance of having teams of employees with various cultural backgrounds. In his opinion, having diverse ways of addressing many of the challenges they face can easily converge into a brand new approach. That is to say that diversity can serve as a boost to the promotion of innovative ideas.<sup>44</sup>

The *Vulcanus Programme* also offers possibilities for European students to be hosted in Japanese companies: *Vulcanus in Japan* is a one-year internship programme for European engineers and science students. As *Vulcanus Programme* Manager, Margherita Rosada, reported a few months ago, the initiative has so far been successful: the level of satisfaction of the students concerning the relevance of the work placement with the trainees' academic background is nearly 70 per cent, while it goes beyond 90 per cent considering the trainees' satisfaction with their work placement in general.<sup>45</sup>

In 2001, a concrete step forward on the path of EU-Japan collaboration was taken. The *Action Plan for EU and Japan Cooperation* was signed to regulate relations between the two partners in various issue areas, during a period of time up to 2011. Concerning the field of education, the *Action Plan* envisaged the organisation of regular round-table dialogue to exchange views and knowledge on education policies, and also the willingness to encourage further development of "lifelong learning" for vocational training. It encouraged mutual cooperation between the EU and Japan in the field of education, "focusing on higher education and aiming at facilitating reflection and cross fertilization on education policy and provision".<sup>46</sup> With regard to the academic world, it aimed also to create networks at all levels of academic life: schools, universities, research institutes. Moreover, it has promoted an easier mobility of teachers, administrators and students, with particular regard to the exchange of students. For this reason, it encouraged the comparison of the respective EU and Japanese systems of study credits.<sup>47</sup> Aiming at the expansion of the exchange of researchers as well, the *Action Plan* also promoted some interesting initiatives such as the possible extension of European professorial chairs to Japan and the possibility of inviting Japanese researchers to study at European institutes.<sup>48</sup> Furthermore, the *Plan* encouraged "twinning" between individual schools in Japan and Europe and the creation of some "centres of excellence", aiming at the promotion of intellectual exchange in specific areas, such as foreign and security policy or European affairs, especially integration.<sup>49</sup>

---

<sup>43</sup> *Vulcanus programme* (1996), retrieved from <http://www.eu-japan.eu/vulcanus-japan-0> :<http://www.eu-japan.eu/vulcanus-japan-0>.

<sup>44</sup> Hiraoka, M. (2014). *La vie en diversité*. Presentation delivered on 10 March at the conference "Globalisation of higher education from the perspective of EU-Japan collaboration" in Brussels, retrieved from [http://www.eu-japan.eu/sites/eu-japan.eu/files/3\\_2-Hiraoka\\_WEB\\_revised.pdf](http://www.eu-japan.eu/sites/eu-japan.eu/files/3_2-Hiraoka_WEB_revised.pdf).

<sup>45</sup> Rosada, M. (2014). *Vulcanus in Europe*. Presentation delivered on 10 March at the conference "Globalisation of higher education from the perspective of EU-Japan collaboration" in Brussels, [http://www.eu-japan.eu/sites/eu-japan.eu/files/3\\_1-Rosada\\_revised.pdf](http://www.eu-japan.eu/sites/eu-japan.eu/files/3_1-Rosada_revised.pdf).

<sup>46</sup> *Action Plan for EU and Japan cooperation* (2001), retrieved from [http://eeas.europa.eu/japan/docs/actionplan2001\\_en.pdf](http://eeas.europa.eu/japan/docs/actionplan2001_en.pdf), pp. 15, 21-22.

<sup>47</sup> Ibid.

<sup>48</sup> Ibid.

<sup>49</sup> Ibid.

The *Action Plan* has also given particular attention to the visa issue, with the aim of progressively extending the working holidays visa scheme for young Europeans visiting Japan and *vice versa*. More impulse was also envisaged for personnel exchanges, "including the dispatch of young Japanese diplomats to the Collège d'Europe in Brugge and of young European diplomats to the Japanese Ministry of Foreign Affairs".<sup>50</sup> The *Action Plan* has been a strong impulse to the increase and the improvement of educational and academic exchanges between the EU and Japan.

It has been now 12 years since the European Commission's initial support to bilateral cooperation in higher education in co-operation with JASSO (Japan Student Service Organisation). The year 2002 witnessed the first phase of EU-Japan bilateral cooperation in higher education. Six years later, the European Commission and the Partner Countries launched the *ICI-ECP* (Industrialised Countries Instrument – Education Cooperation Programme), the first multi-country call for proposals resulting in the selection of several joint projects, two of which involving Japan. Ever since the launch of the Programme, these projects have been promoting structured exchanges of students and universities among other things. They have welcomed the participation of higher education institutions from both the EU and Japan. Participating institutions are required to define frameworks for student mobility by envisaging at least one full academic year of students exchange programme, with the full recognition of the grades obtained during the period of studying abroad by the students' home institutions.<sup>51</sup>

In 2004, the first EU Institute in Japan was established with the support of four Japanese universities.<sup>52</sup> The aim of this new structure is to enhance academic relations between Europe and Japan, focusing on the educational exchange but also the promotion of cooperation in the research of various fields of studies, such as economics, political science, environmental science, and medicine. In order to strengthen the links between European and Japanese universities, a number of initiatives have been introduced, such as guest lectures by professors invited from Europe, scholarships for Japanese students wishing to study in Europe, promotion of EU studies at Japanese universities through the creation of EU-related courses, joint research and academic exchanges.

One year later, another important initiative was launched to foster the EU-Japan relationship, aiming at enhancing "face to face contacts as well as educational and cultural exchanges"<sup>53</sup>, as was described by the Commissioner for External Relations and European Neighbourhood Policy Benita Ferrero-Waldner. The project *EU-Japan Year of People-to-People Exchanges* was launched in 2005 by the then Japanese Prime Minister Jun-ichiro Koizumi and EU leaders to enhance contacts between their people. This major project was aimed at enhancing the increase of cultural exchanges between the two parties with a long-term view on the promotion of people-to-people exchanges. Alongside academic and cultural bodies from both parties, a wide range of actors, such as civil society organisations, regional and local authorities, business, sports organisations and individual citizens, were encouraged to participate in the various activities and programmes.<sup>54</sup> Foundations and private organisations were encouraged to finance the projects during this special year.

---

<sup>50</sup> *Action Plan for EU and Japan cooperation* (2001)

<sup>51</sup> *ICI-ECP* (2008), retrieved from <http://www.euinjapan.jp/en/programme/academic/>.

<sup>52</sup> Hitotsubashi University, International Christian University, Tokyo University of Foreign Studies and Tsuda College, retrieved from <http://www.euinjapan.jp/en/network/euij/>.

<sup>53</sup> European Commission. (2005). "2005: EU-Japan Year of People to People Exchanges", retrieved from [http://europa.eu/rapid/press-release\\_IP-05-77\\_en.htm?locale=en](http://europa.eu/rapid/press-release_IP-05-77_en.htm?locale=en).

<sup>54</sup> European External Action Service. (2005). "EU-Japan: Furthering People to People Exchanges", retrieved from [http://eeas.europa.eu/japan/ptp/index\\_en.htm](http://eeas.europa.eu/japan/ptp/index_en.htm).

Furthermore, the EU enlargement in 2004 provided a new opportunity for promoting exchange between Japan and the newly acceded countries.<sup>55</sup>

Prime Minister Koizumi's words in this occasion indicated his willingness to progressively foster EU-Japan collaboration in the years to come: "I am confident that the ties between Japan and the EU nurtured through the year will serve as a basis for further strengthening the Japan-EU partnership".<sup>56</sup>

In the following year, the *Japan-EU Research Centre* was founded at the University of Leuven in cooperation with Kansai University in Osaka.<sup>57</sup> The Centre is located in Belgium, the heart of Europe, and its aim is to promote Japanese culture in the region. It also has other partner universities in the UK, Germany, Italy, Switzerland, France, Belgium, Spain, Sweden and Denmark.<sup>58</sup> From 2008 onwards, one of the main activities conducted in Leuven by this Centre has been the *Japan Week*, which consists in a series of cultural and educational events. Workshops and international symposiums are organised as well, with a number of activities such as lectures and photo exhibitions.<sup>59</sup>

In March 2007, the *EU School Project* was launched. Within the framework of this initiative, European Union ambassadors and diplomats visited thousands of higher education institutions across Japan, with the aim of lighting up the interest of Japanese students for European institutions and Member States. The visitors held conferences and delivered speeches about Europe, illustrating European history, culture and challenges to Japanese students. They also gave presentations on the relationship between the EU and Japan, stressing on the positive impacts of their partnership from a worldwide perspective, in particular on challenging issues such as protection of the environment and development aid.<sup>60</sup>

In 2008 and 2009, the EU and Japan created four partnerships focusing on higher education and training, benefiting from the financial support provided by the European Commission and the Japanese government. The four partnerships include: *IGM – Interdisciplinary Global Mechanical Engineering Education*; *INTERFACES – International Exchange Programme for Advanced Students in Natural Sciences EU-Japan*; *European Japanese Exchange Project in Nuclear Disciplines*; *AUSMIP – R&DaR Architecture and Urbanism Student Mobility International Program*.<sup>61</sup> These projects are targeted to students of the following four disciplines: mechanical engineering, natural sciences, nuclear disciplines and architecture. The partnerships include mobility of both European and Japanese students who have the opportunity to be hosted in several universities and institutions. The projects focus on the cultural and educational exchanges, aiming to enhance research and innovation. European

<sup>55</sup> European External Action Service. (2005). "EU-Japan: Furthering People to People Exchanges"

<sup>56</sup> Ministry of Foreign Affairs of Japan. (2005). "Message for the 2005 EU-Japan Year", retrieved from <http://www.mofa.go.jp/region/europe/eu/report/speech.html>.

<sup>57</sup> *Japan-EU research centre* (2006), retrieved from [http://www.kansai-u.ac.jp/English/international/japan\\_eu.html](http://www.kansai-u.ac.jp/English/international/japan_eu.html), <http://japanesestudies.arts.kuleuven.be/nl/japan-eu-research-center>.

<sup>58</sup> In the UK: University of Birmingham, SOAS University of London, The University of Manchester, Loughborough University, Aston University; in Germany: University of Göttingen, University of Cologne, University of Konstanz, University of Erlangen-Nuremberg, Dresden University of Technology; in Switzerland: University of Zurich; in France: University of Paris III-Sorbonne Nouvelle, Paris Diderot University, Catholic University of the West, ESCEM; in Belgium: University of Leuven; in Spain: University of Santiago de Compostela; in Italy: Sapienza University of Rome; in Sweden: Linnaeus University, Linköping University; in Denmark: Roskilde University.

<sup>59</sup> For more information about Japan Week, see <http://japanologie.arts.kuleuven.be/en/november-2013-fourth-japan-week>. The most recent one took place in November 2013.

<sup>60</sup> *EU School Project* (2007), retrieved from <http://www.euinjapan.jp/en/culture/school/>.

<sup>61</sup> EU-Japan partnerships (2008-2009), retrieved from <https://maps.google.com/maps/ms?ie=UTF8&oe=UTF8&mmsa=0&msid=210311428494818073911.00048a2754d0e1ba8184d>.

and Japanese students thus have the opportunity to experience diversity regarding their methods of working and studying.<sup>62</sup>

Some other important programmes and projects have been designed especially to support exchanging researchers. *EURAXESS Researchers in motion* is a joint initiative of the EU Commission and of 40 European countries participating in the EU's Framework Programme for Research. It was designed in 2007 to support both European and foreign researchers wishing to pursue their careers in Europe. In particular, *EURAXESS Links* represents an opportunity for European researchers to network outside the EU, and for foreign ones to collaborate with their colleagues in Europe. *EURAXESS Links* was established in North America in 2006. In June 2008, it started to be active in Japan as well. Fellowships and jobs opportunities are offered both to Japanese and European researchers who wish to collaborate at an international level. Researchers are provided with information, support services and access to the job market.<sup>63</sup>

Also in 2007, the 7<sup>th</sup> Framework Programme for Research and Technological Development (FP7) was established, lasting until 2013. Countries from all over the world were welcomed to engage in this programme, whose objectives were: "to support European competitiveness in selected fields through strategic partnerships with third countries, and initiatives that encourage the best third-country scientists to work in and with Europe; to address specific problems that either have a global character or are commonly faced by third countries, on the basis of mutual interest and mutual benefit".<sup>64</sup> Japanese universities and companies were among the participants.

From 2010 to 2012, the *J-Bilat* programme was active, with the objective to develop and enhance the EU-Japan partnerships in science, technology and innovation.<sup>65</sup> *J-Bilat* aimed at promoting further participation of Japanese researchers in FP7 projects.<sup>66</sup>

In 2011, the EU Commission decided to gather all the research funds (among which FP7) under a new common framework: *Horizon 2020*. This new initiative will be in place from 2014 to 2020. Japan has shown its interest in this new framework, for example through the organisation, in collaboration with the EU, of informative seminars about the topic. Moreover, the EU strongly encourages the participation of Japan in *Horizon 2020*. This framework could be a boost to further cooperation between European and Japanese researchers, especially in the field of science and technology<sup>67</sup>.

In 2013, the EU-Japan Centre for Industrial Cooperation was nominated as the first National Contact Point (NCP) in Japan for FP7 and *Horizon 2020*. Within this framework, a new project, the *Japan-EU Partnership in Innovation, Science and Technology (JEUPISTE)* was launched.<sup>68</sup> It is scheduled to last until 2016, and it aims at the enhancement of EU-Japan research cooperation in science and technology "through supports to policy dialogues, deployment of bilateral information services, organisation of networking events focusing on

---

<sup>62</sup> To read about the experience of a Japanese student, see Hiraoka, *La vie en diversité*.

<sup>63</sup> *EURAXESS Researchers in motion* (2007), retrieved from <http://ec.europa.eu/euraxess/#>.

<sup>64</sup> 7<sup>th</sup> Framework Programme for Research and Technological Development (FP7) (2007), retrieved from [http://ec.europa.eu/research/fp7/understanding/fp7inbrief/what-is\\_en.html](http://ec.europa.eu/research/fp7/understanding/fp7inbrief/what-is_en.html).

<sup>65</sup> *J-Bilat* (2010), retrieved from [http://www.jeupiste.eu/system/files/2013-12-06-pm/6-JEUPISTE\\_launch\\_2013-12-06-TI\\_1v1\\_public\\_s.pdf](http://www.jeupiste.eu/system/files/2013-12-06-pm/6-JEUPISTE_launch_2013-12-06_TI_1v1_public_s.pdf).

<sup>66</sup> *J-Bilat* (2010), retrieved from <http://www.j-bilat.eu/index.php?content=j-bilat-en>.

<sup>67</sup> *Horizon 2020* (2011), retrieved from <http://www.eurotechnology.com/2014/04/14/horizon-2020/>, <http://www.eu-japan.eu/seminar-training-course-horizon-2020>.

<sup>68</sup> *JEUPISTE* (2013), retrieved from [http://www.jeupiste.eu/system/files/2013-12-06-pm/6-JEUPISTE\\_launch\\_2013-12-06-TI\\_1v1\\_public\\_s.pdf](http://www.jeupiste.eu/system/files/2013-12-06-pm/6-JEUPISTE_launch_2013-12-06_TI_1v1_public_s.pdf).

specific technologies and/or societal challenges, operation of help desk services and contribution to the development of human resources for collaborative projects.”<sup>69</sup>

## 5. Conclusion: challenges and future prospects

This paper has highlighted that academic relations between the EU and Japan reached their highest peak in the early 2000s with the launch of several projects and partnerships that are still ongoing. However, Europe and Japan should take more steps within the process of promoting relationships, if they are aiming for a higher level of integration and closer collaboration within the academic framework. Brian Toll, Policy Officer at the Directorate General Education and Culture responsible for Erasmus Mundus in Japan, Korea, South and East Asia, highlighted the fact that nowadays students have different needs and expectations from education compared to those of the past decades. The skills that are now required by employers are more and more specialised, and thus students strongly feel the need to learn relevant skills and gain the necessary knowledge that can be beneficial for their future career and take the full advantage of higher education for that purpose. This is why the EU has been working on a project named *Education and Training 2020*. Its main purpose is to make universities all around the world converge on a large scale, allowing them to share ambitions, as well as encouraging them to agree on more concrete aspects such as the standardisation of programme qualifications.<sup>70</sup> As the Counsellor of the Mission of Japan to the EU, Hideshi Semba, highlighted in the same occasion, the idea is that of achieving a real “ecosystem of universities”.<sup>71</sup>

On the one hand, considering the progress that has been made in the past years and the positive attitudes Japanese academics hold towards Europe<sup>72</sup>, the latter could hope for the progressive establishment of an even closer partnership and strengthened academic relations with Japan. On the other hand, the fact that academic mobility is not necessarily encouraged by the logic of the internal labour market of Japan, has clearly not motivated the country to make further efforts in the direction of strengthening relations with other countries in the field of education. While the Japanese labour market has been gradually adjusting to the reality of the global economy, up to two thirds of the companies are still reluctant about the recruitment of graduates from universities outside of Japan. This can make Japanese students hesitant about the prospects of studying abroad. While this aspect could act as an obstacle for both students and universities in enhancing academic mobility, the current government of Japan seems to be making efforts for the further internationalisation of education in the near future through various measures, as the paper has highlighted.

While Japan and its society are going through a transitional phase due to the dual effects of globalisation and the long-standing recession, the industries are indeed gradually becoming more open to internationalisation and they employ students of various experiences and backgrounds and encourage the use of English in the workplace as a common language among employees.<sup>73</sup> Under these circumstances, the link between the academic world and

<sup>69</sup> JEUPISTE (2013), retrieved from <http://jeupiste.eu/>.

<sup>70</sup> Toll, B. (2014). *Education, the EU and Japan; an overview*. Presentation delivered on 10 March at the conference “Globalisation of higher education from the perspective of EU-Japan collaboration” in Brussels, retrieved from [http://www.eu-japan.eu/sites/eu-japan.eu/files/1\\_2-Toll\\_revised.pdf](http://www.eu-japan.eu/sites/eu-japan.eu/files/1_2-Toll_revised.pdf).

<sup>71</sup> Semba, Globalisation of higher education in Japan.

<sup>72</sup> For instance, in the conference of 10 March, Professor Yoshii talked about the introduction of a new “EU studies” programme at Kobe University from April 2014. See Yoshii, *The globalisation of education and the university reforms in Japan*.

<sup>73</sup> Examples of such companies include: Sharp, Rakuten, First Retailing, Hitachi, Asahi Beer, to name a few.

industry might prove to serve as a valuable asset in the process of internationalisation of higher education. Undoubtedly, a closer academic relationship between the EU and Japan would be easier to build up if the Japanese government, industries, and the academic world would further cooperate with each other to enhance the overall internationalisation of the country, as was suggested in the proposal of the National Commission on Educational Reform. At the same time, the proposal also suggested that further promotion of Japanese culture would be beneficial to the country and foreign students coming to Japan, in that it could promote the study of humanities and social sciences in Japan, which so far remains quite extraneous to the phenomenon of internationalisation.

There is definitely room for improvement on the side of the European Union as well. While a growing number of universities in Europe are offering courses in English in order to increase academic mobility, this initiative should be further enhanced to attract Japanese students to various institutions. Such initiative could be beneficial for EU students as well, especially in those countries where the English proficiency is lagging behind.<sup>74</sup> Furthermore, Europe's effort to carry out its commitment to the educational cooperation could be hampered by the lack of scholarships available to foreign students. According to several Japanese students the authors interviewed, one of the major obstacles for students who are hoping to come to Europe to study is the lack of financial support, combined with relatively high cost of living, compared to other parts of the world. The EU could try to better allocate its resources in the field of education and to invest more in exchange programmes with third countries.

Last but not least, the EU should make further efforts to enhance its people's understanding about the Union's activities. While the Union's Erasmus programme has been successful in terms of delivering the right message and information about its policy to the people, hence increasing their academic mobility to a certain extent, the lack of easy access to relevant information often causes some reservation among citizens. This has arguably driven a large part of the population to have confidence only in their domestic educational systems and their own cultures, despite the existence of beneficial education exchange programmes across and beyond Europe. The EU should therefore further strive to raise the level of the transparency of its decision-making process and of other activities it is involved in. This way, its citizens could take full advantage of the numerous opportunities offered by the European Union.

As for the cooperative efforts by the two partners, more innovative and ambitious actions should be taken in order to strengthen their academic relations and increase the number of exchange students on both sides. The 22nd EU-Japan Summit Joint Press Statement of 7 May 2014, for instance, stated that "[w]e have decided to mutually support our respective events to promote student exchanges between the EU and Japan, such as the European Higher Education Fair held in Japan in May and the Study in Japan Fairs, including those being held in London and Paris in November 2014".<sup>75</sup> Events of this kind, which proved to be highly successful<sup>76</sup>, could be more present in the agenda of European and Japanese authorities on the subject.

---

<sup>74</sup> Special Eurobarometer 386 (2012). "Europeans and their languages", retrieved from [http://ec.europa.eu/public\\_opinion/archives/ebs/ebs\\_386\\_en.pdf](http://ec.europa.eu/public_opinion/archives/ebs/ebs_386_en.pdf).

<sup>75</sup> 22nd EU-Japan Summit Joint Press Statement (2014), retrieved from <http://www.euinjapan.jp/en/media/news/news2014/20140507/210016/>.

<sup>76</sup> 欧州留学フェア2014 過去最高の来場者を記録 (2014), retrieved from <http://www.euinjapan.jp/media/news/news2014/20140523/160643/>.

## References

Horie, M. (2002). The internationalization of higher education in Japan in the 1990s: a reconsideration, *Higher Education*, Vol. 43, No. 1, Japan: Reform and Change in the 21st Century, pp. 65-84.

Huang, F. (2007). Internationalisation of Higher Education in the Era of Globalisation: What have been its Implications in China and Japan?, *Higher education management and policy*, Journal of the programme on institutional management in higher education, Volume 19 n.1, pp.47-61.

Lincicome, M. (1993). Nationalism, Internationalization, and the Dilemma of Educational Reform in Japan, *Comparative Education Review*, Vol. 37, No. 2, pp. 123-151.

Teichler, U. (1997). Higher education in Japan: A view from outside, *Higher Education* 34: 275-298, 275.

### **Online sources:**

*7<sup>th</sup> Framework Programme for Research and Technological Development (FP7)* (2007), retrieved from [http://ec.europa.eu/research/fp7/understanding/fp7inbrief/what-is\\_en.html](http://ec.europa.eu/research/fp7/understanding/fp7inbrief/what-is_en.html)

*22nd EU-Japan Summit Joint Press Statement* (2014), retrieved from <http://www.euinjapan.jp/en/media/news/news2014/20140507/210016/>

*Action Plan for EU and Japan Cooperation* (2001), retrieved from [http://eeas.europa.eu/japan/docs/actionplan2001\\_en.pdf](http://eeas.europa.eu/japan/docs/actionplan2001_en.pdf) , pp. 15, 21-22

Batut L. (2014). *Globalisation of higher education*. Presentation delivered on 10 March at the conference "Globalisation of higher education from the perspective of EU-Japan collaboration" in Brussels, retrieved from [http://www.eu-japan.eu/sites/eu-japan.eu/files/1\\_3-Batut\\_revised.pdf](http://www.eu-japan.eu/sites/eu-japan.eu/files/1_3-Batut_revised.pdf)

DISCO Inc. (2012). Annual survey of industries' recruitment policies, retrieved from [http://www.disc.co.jp/uploads/2012/03/saiyo\\_2012feb\\_DISCO\\_attach.pdf](http://www.disc.co.jp/uploads/2012/03/saiyo_2012feb_DISCO_attach.pdf) (Available only in Japanese)

EF EPI English Proficiency Index. (2007-2009), retrieved from <http://www.ef.com/sitecore/~/media/efcom/epi/pdf/EF-EPI-2011.pdf>

*EU Institute in Japan* (2004), retrieved from <http://www.euinjapan.jp/en/network/euij/>

*EU-Japan partnerships* (2008-2009), retrieved from <https://maps.google.com/maps/ms?ie=UTF8&oe=UTF8&msa=0&msid=210311428494818073911.00048a2754d0e1ba8184d>

*EU School Project* (2007), retrieved from <http://www.euinjapan.jp/en/culture/school/>

*EURAXESS Researchers in motion* (2007), retrieved from <http://ec.europa.eu/euraxess/#>

European External Action Service. (2005). "EU-Japan: Furthering People to People Exchanges", retrieved from [http://eeas.europa.eu/japan/ptp/index\\_en.htm](http://eeas.europa.eu/japan/ptp/index_en.htm)

*EU Info* (1963), retrieved from <http://www.euinjapan.jp/en/network/eui/>  
European Commission. (2005). "2005: EU-Japan Year of People to People Exchanges", retrieved from [http://europa.eu/rapid/press-release\\_IP-05-77\\_en.htm?locale=en](http://europa.eu/rapid/press-release_IP-05-77_en.htm?locale=en)

Financial Times Lexicon, retrieved from <http://lexicon.ft.com/term?term=globalisation>  
*Global 30 Programme* (2009), retrieved from <http://www.uni.international.mext.go.jp/global30/>

Hiraoka, M. (2014). *La vie en diversité*. Presentation delivered on 10 March at the conference "Globalisation of higher education from the perspective of EU-Japan collaboration" in Brussels, retrieved from [http://www.eu-japan.eu/sites/eu-japan.eu/files/3\\_2-Hiraoka\\_WEB\\_revised.pdf](http://www.eu-japan.eu/sites/eu-japan.eu/files/3_2-Hiraoka_WEB_revised.pdf)

*Horizon 2020* (2011), retrieved from <http://www.eurotechnology.com/2014/04/14/horizon-2020/>, <http://www.eu-japan.eu/seminar-training-course-horizon-2020>

*ICI-ECP* (2008), retrieved from <http://www.euinjapan.jp/en/programme/academic/>

J-Bilat (2010), retrieved from <http://www.j-bilat.eu/index.php?content=j-bilat-en>

Japan-EU research centre (2006), retrieved from [http://www.kansai-u.ac.jp/English/international/japan\\_eu.html](http://www.kansai-u.ac.jp/English/international/japan_eu.html),  
<http://japanesestudies.arts.kuleuven.be/nl/japan-eu-research-center>

*JEUPISTE* (2013), retrieved from [http://www.jeupiste.eu/system/files/2013-12-06-pm/6-JEUPISTE\\_launch\\_2013-12-06\\_TI\\_1v1\\_public\\_s.pdf](http://www.jeupiste.eu/system/files/2013-12-06-pm/6-JEUPISTE_launch_2013-12-06_TI_1v1_public_s.pdf)

*Joint Declaration on Relations Between the European Community and its Member States and Japan* (1991), retrieved from [http://eeas.europa.eu/japan/docs/joint\\_pol\\_decl\\_en.pdf](http://eeas.europa.eu/japan/docs/joint_pol_decl_en.pdf)

Lisbon Treaty, signed on 13 December 2007, entered into force on 1 December 2009, retrieved from [http://www.eudemocrats.org/eud/uploads/downloads/Consolidated\\_LISBON\\_TREATY\\_3.pdf](http://www.eudemocrats.org/eud/uploads/downloads/Consolidated_LISBON_TREATY_3.pdf)

Maastricht Treaty signed on 7 February 1992, entered into force on 1 November 1993, retrieved from <http://www.eurotreaties.com/maastrichtec.pdf>

Malmstrom, C. (2013). Making the EU more attractive for foreign students and researchers. Speech delivered at the press conference on 25 March in Brussels, retrieved from [http://europa.eu/rapid/press-release\\_SPEECH-13-257\\_en.htm](http://europa.eu/rapid/press-release_SPEECH-13-257_en.htm)

Ministry of Foreign Affairs of Japan, (2005). "Message for the 2005 EU-Japan Year", retrieved from <http://www.mofa.go.jp/region/europe/eu/report/speech.html>

*Consolidation version of the treaty establishing the European Community* (25 March 1957), retrieved from [http://eurlex.europa.eu/en/treaties/dat/12002E/htm/C\\_2002325EN.003301.html#anArt150](http://eurlex.europa.eu/en/treaties/dat/12002E/htm/C_2002325EN.003301.html#anArt150)

OECD, (2012). PISA 2012 Results in Focus: What 15-year-olds know and what they can do with what they know, retrieved from <http://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf>

*Revision of TFUE* (2008), retrieved from <http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:115:0047:0199:EN;PDF>

Rosada, M. (2014). *Vulcanus in Europe*. Presentation delivered on 10 March at the conference "Globalisation of higher education from the perspective of EU-Japan collaboration" in Brussels, [http://www.eu-japan.eu/sites/eu-japan.eu/files/3\\_1-Rosada\\_revised.pdf](http://www.eu-japan.eu/sites/eu-japan.eu/files/3_1-Rosada_revised.pdf)

Semba, H. (2014). *Globalization of higher education in Japan*. Presentation delivered on 10 March at the conference "Globalisation of higher education from the perspective of EU-Japan collaboration" in Brussels, retrieved from [http://www.eu-japan.eu/sites/eu-japan.eu/files/1\\_1-Semba.pdf](http://www.eu-japan.eu/sites/eu-japan.eu/files/1_1-Semba.pdf)

Special Eurobarometer 386 (2012), "Europeans and their languages", retrieved from [http://ec.europa.eu/public\\_opinion/archives/ebs/ebs\\_386\\_en.pdf](http://ec.europa.eu/public_opinion/archives/ebs/ebs_386_en.pdf)

*Strategic framework for European cooperation in education and training* (2009), retrieved from <http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:EN:PDF>

The Cabinet Office of Japan, (2013). The future direction of university education (The third proposal of National Commission on Educational Reform), (「これからの大学教育の在り方について」(第三次提言)(平成25年5月28日)), retrieved from <http://www.kantei.go.jp/jp/headline/kyouikusaisei2013.html#kyo7>

Toll, B. (2014). *Education, the EU and Japan; an overview*. Presentation delivered on 10 March at the conference "Globalisation of higher education from the perspective of EU-Japan collaboration" in Brussels, retrieved from [http://www.eu-japan.eu/sites/eu-japan.eu/files/1\\_2-Toll\\_revised.pdf](http://www.eu-japan.eu/sites/eu-japan.eu/files/1_2-Toll_revised.pdf)

Vassiliou, A. (2013). European Higher Education in the World. Speech delivered on 5 September in Vilnius, retrieved from [http://europa.eu/rapid/press-release\\_SPEECH-13-678\\_en.htm](http://europa.eu/rapid/press-release_SPEECH-13-678_en.htm)

*Vulcanus programme* (1996), retrieved from <http://www.eu-japan.eu/vulcanus-japan-0> : [http://www.eu-japan.eu/sites/eu-japan.eu/files/3\\_1-Rosada\\_revised.pdf](http://www.eu-japan.eu/sites/eu-japan.eu/files/3_1-Rosada_revised.pdf)

Yoshii, M. (2014). *The globalisation of education and the university reforms in Japan*. Presentation delivered on 10 March at the conference "Globalisation of higher education from the perspective of EU-Japan collaboration" in Brussels, retrieved from [http://www.eu-japan.eu/sites/eu-japan.eu/files/2\\_2-Yoshii\\_revised.pdf](http://www.eu-japan.eu/sites/eu-japan.eu/files/2_2-Yoshii_revised.pdf)

欧州留学フェア2014 過去最高の来場者を記録, (2014), retrieved from <http://www.euinjapan.jp/media/news/news2014/20140523/160643/>

**Annexes**

Annex 1.

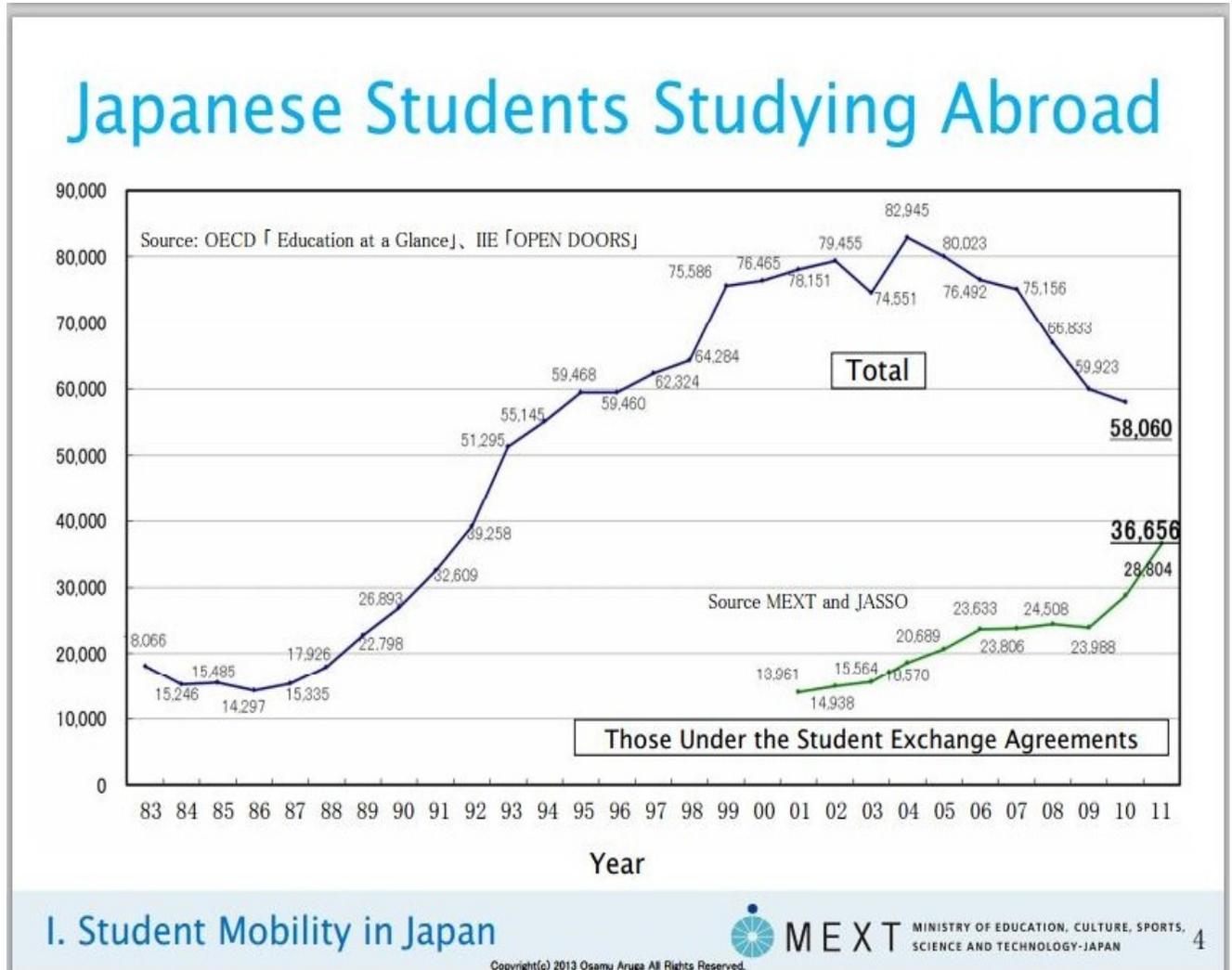
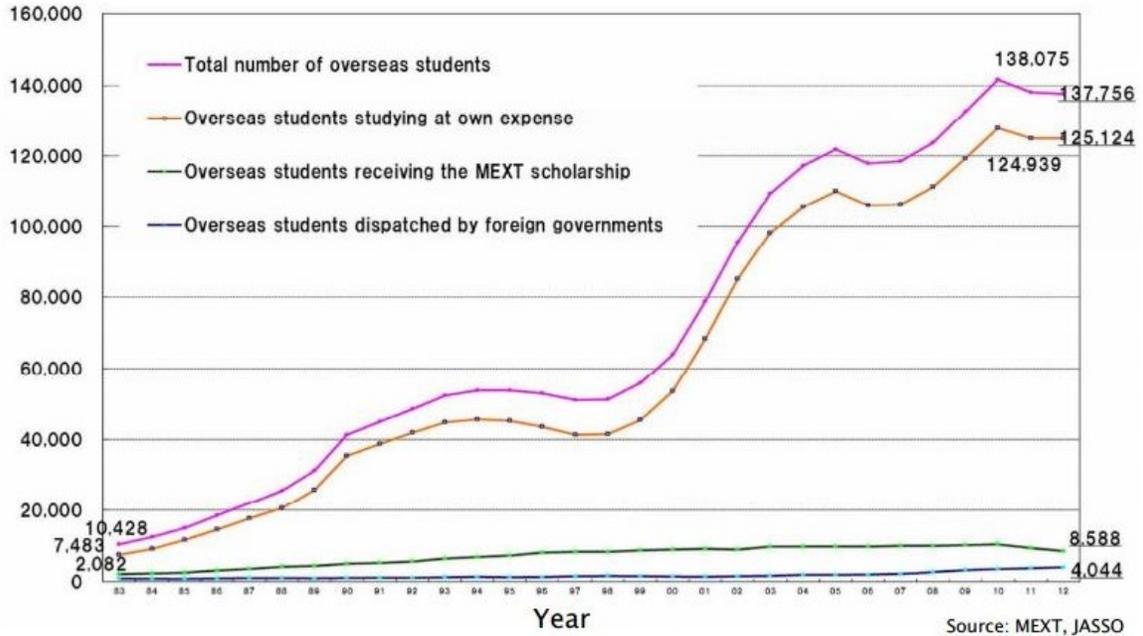


Table 1. Japanese students studying abroad from 1983 to 2011.

Cited in Aruga, O. (2013). *Globalization of Higher Education in Japan: Unprecedented Change*. Presentation delivered on 29 May at NAFSA 2013 Annual Convention, retrieved from <http://www.jafsa.org/archives/002/201306/NAFSA2013%E6%9C%89%E8%B3%80%E6%B0%8F%E7%99%BA%E8%A1%A8%E5%8E%9F%E7%A8%BF.pdf> (accessed on 5 August 2014).

Annex 2.

# International Students in Japan



## I. Student Mobility in Japan

Table 2. International students coming to Japan, from 1983 to 2012.

Cited in Aruga, Globalization of Higher Education in Japan: Unprecedented Change.



**COPYRIGHT © EUROPEAN INSTITUTE FOR ASIAN STUDIES – EIAS asbl**

**ISSN 2294-7828**

Rue de la Loi 67, Brussels

Tel: +32 (0)2230 8122

E-mail: [eias@eias.org](mailto:eias@eias.org)

Web: [www.eias.org](http://www.eias.org)