International Education and Employability: Strategies, Innovative Approaches and Lessons from Japan

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1. Introduction
2. The Impact of Study Abroad on Employability
   - Clear Evidence among International Graduates
   - Not So Clear Evidence among Exchange Students and Short-Term/Micro-Study Abroad Participants
3. Strategies, Innovations in Micro Study Abroad: Lessons from Kwansei Gakuin University (KGU), Japan
Evidence of Impacts

Needs for Analysis according to types of study abroad programs

1. Long-Term/Degree Seeking Study Abroad
2. Exchange Programs (One semester to one year long study abroad programs)
3. Short-Term/Micro Study Abroad
Strong Evidence among Graduates with Overseas Degrees

1. Many returnees have competitive edge in employment in the home countries.
2. Even more international graduates are employed in the host countries.
3. Business, the Government, and other stakeholders find great benefits in employing bi/multi-lingual human resources with cross cultural competencies for the growth and globalization of their economy and business.
4. As a result, the Australian, Canadian, New Zealand and other governments give extra merit points to immigration applicants with higher education degrees in their countries.
5. Even in a country such as Japan which has not instituted an immigration system, many international graduates find jobs in the host country. Host governments give them special incentives.
1. Between 1978 and 2005, globally more than 939,000 Chinese students went to study abroad. Of them, only 233,000 returned home, meaning that study abroad enhanced their employability; and that many chose to stay and work overseas. (Shao, 2008; and www.sina.com.cn, Jan. 4, 2007)

2. In Japan, almost 30,000 Chinese graduates found employment between 1991 and 2005, i.e., approximately 70% of those who studied in Japan.

3. Some have found jobs in the third country rather than the home or host country after graduation. Thus, all these figures support the strong evidence that degree-seeking long-term study abroad highly and effectively enhance employability. How about short-term programs?
The Impact of Exchange and Micro Study Abroad Programs: Strategies, Innovations and Research at Kwansei Gakuin University, Japan
Internationalisation is one of the major mid-term goals of KGU whose mission is "Mastery for Service." Among our unique international programs are:

1. Scholarships for UNHCR nominated students
2. Scholarships for HIV-related orphans from Africa
3. Five months long UN Youth Volunteers (one of the three universities in the world which have formal agreement with UN) at various destinations globally (program open to students from other Japanese universities) e.g., Ukraine
4. Five months long international volunteer programs with support of the Japanese Ministry of Foreign Affairs and Japan International Cooperation Agency
Kwansei Gakuin (KG) is:
one of the most prestigious private institutions in Japan;
founded by Rev. Walter Lambuth, an American Southern Methodist missionary and medical doctor, in 1889; and is located in Western Japan between Osaka and Kobe; and has 7 campuses with more than 210,000 alumni network globally

KG was more international when founded as all the programs were taught in English. Today we have Contemporary Japan Program, a BA in International Studies, MBA Program and M.Sc. & Ph.D. in Sciences taught in English.
Introducing Kwansei Gakuin University (KGU)

-One of Top Global Private Universities in Japan
-One of the happiest universities rated by students among some 800 universities in Japan.
-One of the highest job placement rates among major universities in Japan
-1st or 2nd most media covered university in June, 2018
KGU is a comprehensive university with some 25,000 students, comprising 11 undergraduate schools (Theology, Humanities, Sociology, Law and Politics, Economics, Business Administration, Welfare Studies, International Studies, Education, Policy Studies, and Science and Technology), as well as 13 graduate schools.
International, hands-on, experiential and active learning is a major tool for the realization of KGU’s mission, “Mastery for Service.” Internationalization is almost both the major means and goal and student mobility is very important.
Innovative Receiving Programs at KGU

- 3 scholarships/year for UNHCR nominated students
- 2 scholarships/year for HIV-related Orphans from Uganda
- MBAs conducted in English supported by sending governments
- English degrees in BA (IS), MBA, M.Sc. & Ph.D. (in Science)
- One semester/year study abroad: Japanese Language Track and Contemporary Japan Track
- Cross Cultural College jointly run by KGU, Mt. Alison University, Queen’s University and University of Toronto (open to our exchange students from Australia and other countries).
- Short-term intensive Japanese language program with Nihongo Japanese partners
- East Asian Studies Joint Summer School with Southern Methodist University and Trinity University, TX.
KGU’s Exchange and Double Degree Programs

KGU has:
More than 1,243 degree seeking international students;
More than 230 exchange partners; and
More than 350 exchange students, one third each from Asia, Europe and ‘North America & English Speaking Countries such as Australia.

KGU plans to send more than 2,500 students to our partners and to receive 1,500 students from them by 2023. (1,570 and 1,243 respectively in 2017)

KGU has Double degree programs with Australian, British, Canadian, Chinese, and French Universities.
Impact of Exchange Programs with 230 partners

Research Objectives and Design

What experience do participants in exchange programs evaluate? What factors help them achieve their goals and high satisfaction? What else do they gain? (Any impact on their employability?)

An Online Quantitative Analysis of 50 Japanese and 226 non-Japanese Exchange Students with follow-up Interviews
Online Survey Findings for Exchange Programs

1. The more interaction exchange students have with local students and community, the happier, the more positive and the more satisfied they are about their experiences.
2. Language barriers are not as important as socialization and inclusion in the host country in achieving their goals and high satisfaction.
3. Non-Japanese students in Japan tend to have more interactions with other non-Japanese students.
4. Most Japanese exchange students overseas have relatively high interactions with local students.
1. Study abroad transforms them, widening their perspectives, and enhancing their self-management competencies and problem-solving skills as well as cross-cultural competencies and literacy including their own.

2. More than 90% of students interviewed believe that their study abroad experience highly increase employability back home and the rest, slightly. No students interviewed agree with the proposition that study abroad has little or no impact on their employability.

3. Long-term Actual examples are many including many of my students and myself.
In addition to regular study abroad programs (exchange and language studies study abroad programs), KGU has many renovations including:

-Five months long (16 credits) UN Youth Volunteers (one of the three universities in the world which have formal agreement with UN) at various destinations globally (program open to students from other Japanese universities)

-Five months long international (16 credits) volunteer programs with support of the Japanese Ministry of Foreign Affairs and Japan International Cooperation Agency which offer financial support to our programs and students.

-Short-term global internships in Australia, Canada, Vietnam, U.S., Malaysia, …

-Indian, Thailand, Turkish and Indonesian Interactive Seminars
Short-Term/Micro Study Abroad

- **Language plus, Field Studies, Internships and other experiential learning programs in more than 20 countries in Spring/Summer/Autumn/Winter**

Asian Studies Summer School at KGU

- **Internships** in US., Malaysia, Japan, Australia, Vietnam

Short-Term Language Programs in Spain, Germany, Korea, China, Taiwan, Thailand, Australia, U.S., Canada, U.N. Seminar in NYC…

- **Integrated, Interactive and Intensive Short-Term Programs (including Virtual Study Abroad):** Cross Cultural College Program at KGU and the University of Toronto, Japan-Turkey/Japan-Indonesia Intercultural Seminar, Faculty-led Field Studies in India, Thailand, Poland, Uganda, etc.
Short-Term Programs are Often

Less Expensive
Less Time Consuming

But often in isolation and with less interaction with the host community and people.

Kwansei Gakuin University (KGU) has attempted to reduce such major shortcomings.
Short-Term Student Mobility

Many of them are “Integrated, Interactive Short-Term Programs” including many language-study abroad and at KGU (日本語パートナー); Faculty-led programs in India, the Philippines, Taiwan, China, Thailand, Poland & Uganda Programs or students-led Japan-Turkey/Japan-Indonesia Intercultural Seminar, etc. but Cross-Cultural College outstands in this respect.
Welcome to Cross Cultural College
Starting Puzzle

“What sort of person will be able to contribute to the sustainable development and growth of a global society in the 2011 post great disaster era?” It started USD3,000,000 grant from the Government of Japan.
CCC aims to educate students to become world citizens and leaders who can contribute to the growth and sustainability of a globalizing world with cross-cultural understanding and communication skills. Its graduates will have higher employability as CCC was conceived based on an analysis of the needs of globalizing business.
Cross-Cultural College: Canada-Japan Collaborative Program for Educating World Citizens as Future Leaders

After an analysis of needs of more than 70 global companies, CCC has been established to enhance:
1. *The ability to perceive and solve problems effectively;*
2. *The ability to work in a multicultural environment without cultural bias;* and
3. *The ability to communicate cross culturally through increased confidence and determination to act effectively in a multicultural environment, based on practical experience of working on actual business issues with people from other cultures. How do we do this?*
Japan is BIG

- Japan
- Korea
- Canada
- Rest of the World

Japan:
- $1T

Korea:
- 1%

Canada:
- 2%

Rest of the World:
- 7%

Currency:
- $1T
- $128Bn
- $228Bn

bioScene
Cross-Cultural College: Canada-Japan Collaborative Program for Educating World Citizens as Future Leaders

CCC does so in a unique way that:
1. Students stay in the same accommodation and experience a 24-7 cultural exchange; and
2. Students are provided with a practically-oriented and business-related task which allows them to acquire cross-cultural skills and international team building competencies.
CCC’s Emphasis on student mobility and teamwork provides opportunities:
1. To develop international networks, and
2. To nurture active young people to become world citizens and leaders with cross-cultural skills and international team building competencies.
Kwansei Gakuin University

A Leader in Global Education

- 110 Years Old Exchange with Canada
- Center for Canadian Studies supported by the Government of Canada
- More than 20 Canadian Partners
- Over KGU 400 Students in Canada
- Canada Office at Univ. of Toronto
- Visiting Professorship Scheme

Division of Labor in Canada

Open access to students from other universities

No. 1 in Liberal Arts

University of Toronto

Comprehensive Research Univ.

Mt. Alison University

Queen’s University

Strong in SS and Humanities

Joint Seminar: Mt. A & Queen’s
Internship: U of T
Career Seminar: U of T
Two Major Programs

Cross-Cultural College

Its aim is to educate world citizens of the future, with the multicultural understanding and communication skills demanded in today’s global society

Only for KGU Students

MDS* Program
- 3 Options (Intl Business/ Administration/Area Studies)
- Study abroad required
- English Proficiency

* Multidisciplinary Studies

All University Students

Certificate Program
- In English
- Multiculturalism, I.R. courses required
- Live & Study Together

16 Credits Minimum

CPs Issued by CCC
CCC Objectives

Objectives

To cultivate human resources who will help to turn Canada and Japan into societies with the creativity and vitality to enable sustainable long-term growth and development.

To educate future leaders who have:

- Intellectual Curiosity;
- Intercultural Communication Skills;
- Practical, Logical Thinking; and
- Problem Identification & Solving Capability

Intercultural literacy, esp. that of its new frontier, Asia; and capability to understand and act globally

They are developed based on the needs of 70 leading corp.

Enhanced by collaborative learning

Agreement among 4 Partners

- Objectives of CCC
- Joint Mgt System – Unified Standards
- Contribution of Each Institution and Division and Specialization

Course Offerings & Syllabus;
Hours / Credit;
Evaluation Method & Contents;
and Grading & Assessment
→ For All Core Courses

Certificate Program
Collaborative Education:
CCC Certificate Program

CP Core Courses

Active Learning Supported by

Global Career Seminar:
The same number of students from both countries are grouped into research teams which analyze the issues presented by business and other organizations and find solutions. (10 Online and/or Interactive Pre-sessions and an intensive 10 day joint study in Japan or Canada.)

Global Internship:
A paired internship in organizations based in Japan or Canada for 10 days after an introductory session followed by oral presentations.

Joint Seminar:
Pre-session via e-Learning→2 weeks in C & J. The same number of participants from C & J live and study together as international teams.

Toyota Motors, Earnest & Young, Manulife, Panasonic, The Canadian Embassy, WHO, etc.

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<th>CCC Student Mobility (CP)</th>
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<tr>
<td><strong>Canada→Japan</strong></td>
</tr>
<tr>
<td>‘12 40人</td>
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<tr>
<td><strong>Japan→Canada</strong></td>
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<td>‘12 10人</td>
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CCC Student Mobility: Canada & Japan

In Japan

Asian Studies Summer School

Global Internship J & C, Career Seminars (J), Joint Seminars J & C

In Japan and Canada

Global Career Seminar in Canada; Intro to Multicultural Workshop

Exchange of Students and Faculty + E-Learning (Recorded and On-Time Sessions) → Integrated, Interactive Mobility

45 Students /Year
Some Benefits of Cross Cultural College

Students who cannot afford money /time can participate:
They can experience authentic, integrated, interactive ‘study abroad’ program in intercultural settings. They can complete the CP program, even without going to a foreign country.
They can live and study together, sharing a room, 24 hours a day in a virtual study abroad.
Some Suggestion

- Mixed group study course consisting of online & joint sessions with living and studying together as in CCC Joint Seminars/Global Career Seminars/Internships at home and abroad.
- Mixed housing and interactive programs for domestic and international students.
Future Mobility: Success Factors

- Research based program development
- An Understanding of Transnational Impact of ISM among all stakeholders including students based on an analysis;
- The Mobilization of Resources (Manpower, Capital, Know-how and Infrastructure)
- Critically-minded, risk takers

Finding 1. Japanese competencies are not obstacles to the success and satisfaction of study abroad experience in Japan: the more interactions students have with local students, the higher the level of their satisfaction and quality of their experience.

Finding 2. Students in regular exchange programs and faculty-led programs often experience the host country in isolation and with less interaction with local people and community (Ex. Semester-at-Sea)

We should reduce major shortcomings through research innovations.
References


On CCC, see:
• http://ccc-canada.jp/english/index.html
• http://www.youtube.com/watch?v=0OsLF5WMcOE

On KGU, see:
• http://global.kwansei.ac.jp/index.html
• http://www.youtube.com/watch?v=t-DERafsov
Further References

- On CCC
- On KGU
  - http://global.kwansei.ac.jp/index.html
  - http://www.youtube.com/watch?v=t-DERafsow
Thank you for your attention!