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Higher Education in Japan

– Incorporation of national universities and the development of private universities -



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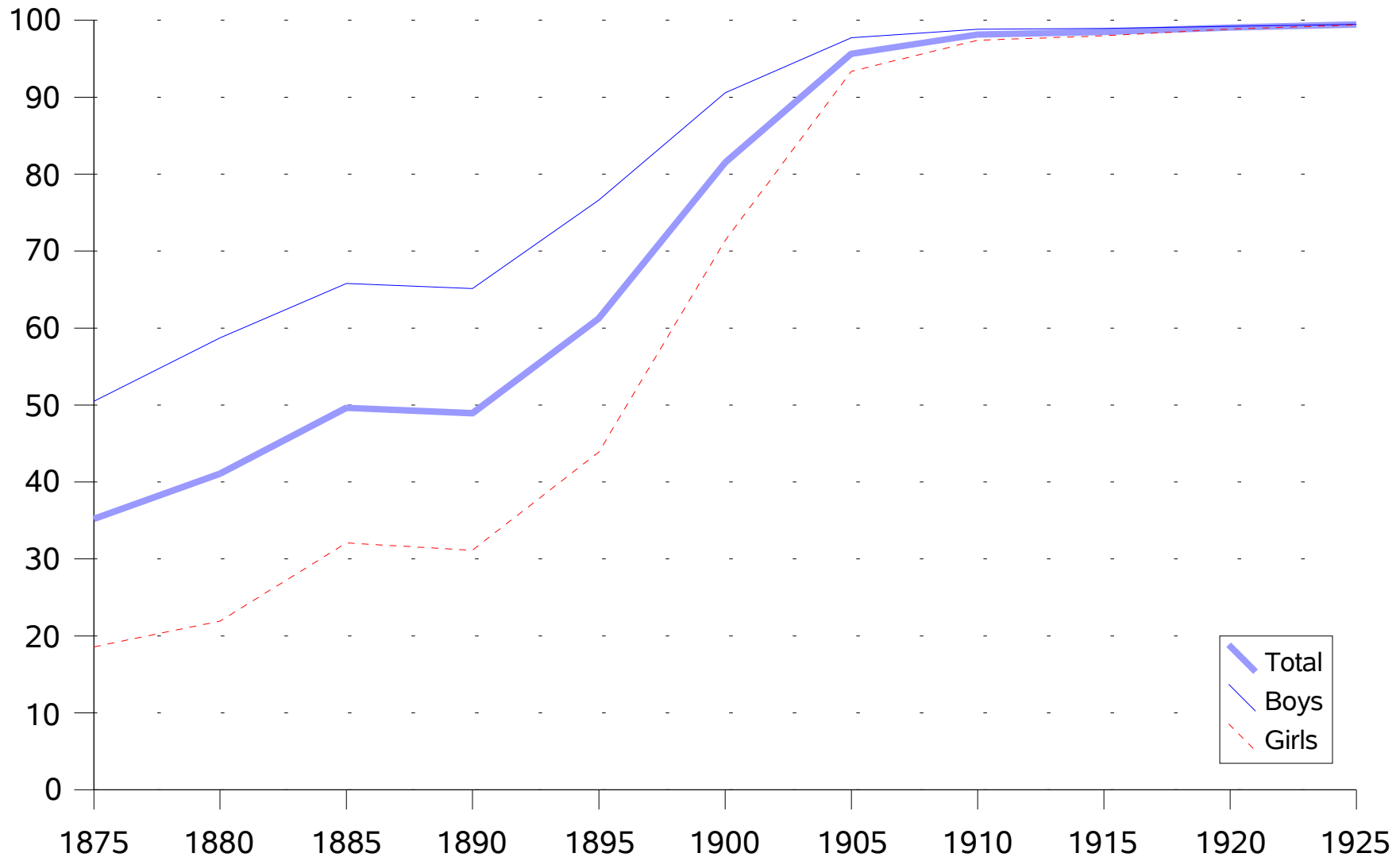
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I Education system in Japan

- Introduction of a modern education system after the Meiji Restoration (1868) - Education System Order (*Gakusei*) in 1872
- Generalisation of elementary education at the beginning of the 20th century

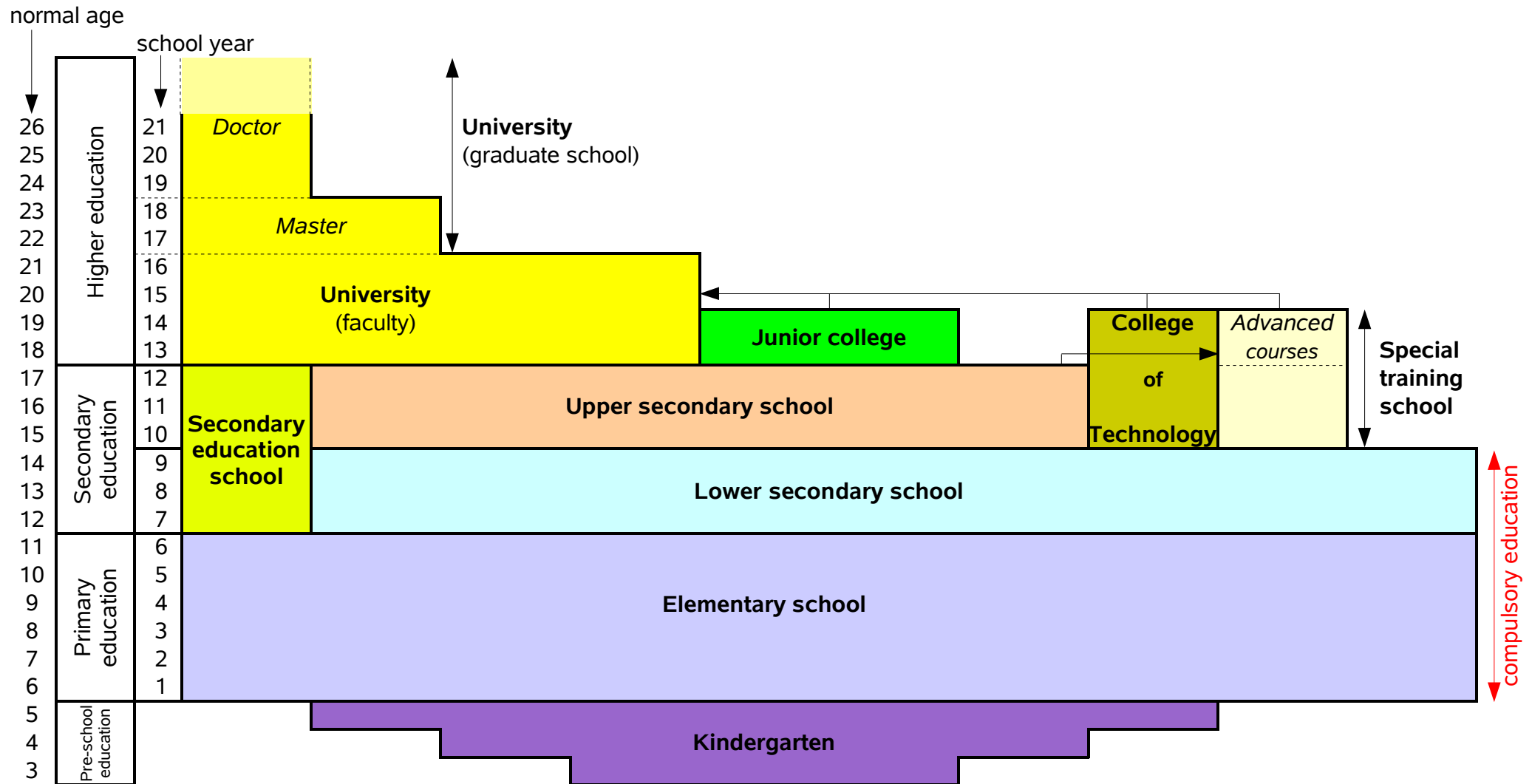
Percentage of children in full time elementary education between 1875 and 1925



After World War II

- Entire revision under the occupation
- Nine-year compulsory education
- Unified into a single track system
 - universities being open to every graduate of an upper-secondary school
 - abolition of distinction among higher education institutions

Organisation of the present school system



Number of schools, students and teachers as of 1st May 2004

	<i>Number of schools</i> (private)	<i>Number of students</i> (private)	<i>Number of teachers*</i> (private)
Kindergarten	14,061 (8,363)	1,753,396 (1,390,001)	109,853 (83,789)
Elementary school	23,420 (187)	7,200,929 (69,300)	414,887 (3,480)
Lower secondary school	11,102 (709)	3,663,512 (236,006)	249,801 (12,840)
Upper secondary school	5,429 (1,329)	3,719,048 (569,454)	255,629 (60,107)
Secondary education school	18 (9)	6,051 (3,355)	470 (247)
Special education schools (for handicapped children)	999 (12)	98,796 (815)	62,255 (259)

* full-time only

	<i>Number of schools</i> (private)	<i>Number of students</i> (private)	<i>Number of teachers*</i> (private)
College of technology	63 (3)	58,681 (2,296)	4,474 (158)
Junior college	508 (451)	233,749 (214,264)	12,740 (11,082)
University	709 (542)	2,809,323 (2,062,065)	158,756 (86,683)
Special training school	3,443 (3,228)	791,540 (761,735)	40,675 (37,902)

* full-time only

Cost of education

- Free compulsory education
 - very few private institutions
- Upper secondary education
 - cheap public education
 - expensive private education
- Higher education
 - 3/4 students enrolled in private institutions
 - expensive (public institutions as well to lesser degree)

Curriculum

- Primary and secondary schools
 - Curriculum determined by the Government
 - Textbooks edited by private publishers based on the national curriculum, then authorised by the Government
- Higher education institutions
 - At their discretion

A very good performance in primary and secondary education

- Ranking in the OECD's PISA 2000
 - first group for mathematics and science
 - second group for reading
- PISA 2003
 - still in the same groups as the PISA 2000
 - Japan slightly lowered its ranking by country.

PISA 2000: Top 10

	Reading	Mathematics	Science
1	Finland	Japan	South Korea
2	Canada	South Korea	Japan
3	New Zealand	New Zealand	Finland
4	Australia	Finland	UK
5	Ireland	Australia	Canada
6	South Korea	Canada	New Zealand
7	UK	Switzerland	Australia
8	Japan	UK	Austria
9	Sweden	Belgium	Ireland
10	Austria	France	Sweden

PISA 2003 : Top 10 and Japan

Reading	Mathematics	Problem-solving
1 Finland	Finland	South Korea
2 South Korea	Japan	Hong Kong
3 Canada	Hong Kong	Finland
4 Australia	South Korea	Japan
5 Lichtenstein	Lichtenstein	New Zealand
6 New Zealand	Australia	Macao
7 Ireland	Macao	Australia
8 Sweden	Holland	Lichtenstein
9 Holland	Czech Republic	Canada
10 Hong Kong	New Zealand	Belgium

14 Japan

II Higher education in Japan

Foundation of modern higher education institutions

- Establishment of the University of Tokyo (later Imperial University, then Tokyo Imperial University) by the government in 1887
- Other imperial universities in major cities

- Characteristics of these institutions
 - Governmental institutions
 - Organised on the German model
 - Bureaucratic system with quasi-autonomous academic units (faculties)

- Integration of the German model and the Japanese system
 - faculties of engineering and agriculture, generally classed in a polytechnic system in Europe
- cf. In the 1990s in the world
 - integration of polytechnics into university system (UK, Australia, etc.)

- Other institutions
 - Governmental institutions other than imperial universities
 - Local public institutions
 - Private institutions
- University Order in 1918
 - acknowledgement of the university status to non-governmental institutions

Number of higher education institutions as of 1943

	<i>Universities</i> [imperial universities]	<i>Specialised Schools</i>	<i>Total</i>
Governmental (national)	19 [7]	58	77
Local public	2	24	26
Private	28	134	162
Total	49 [7]	216	275

Characteristics of pre-war higher education

- Well-organised bureaucratic administration system in governmental institutions
- Coexistence of the three sectors of higher education institutions – governmental (national), local public and private
- Absolute priority to the national institutions, especially the imperial universities

After the war (as of 1949)

- 70 national universities without difference in legal status among them
- 17 local public universities
- 81 private universities
- Junior colleges (regarded as provisional)

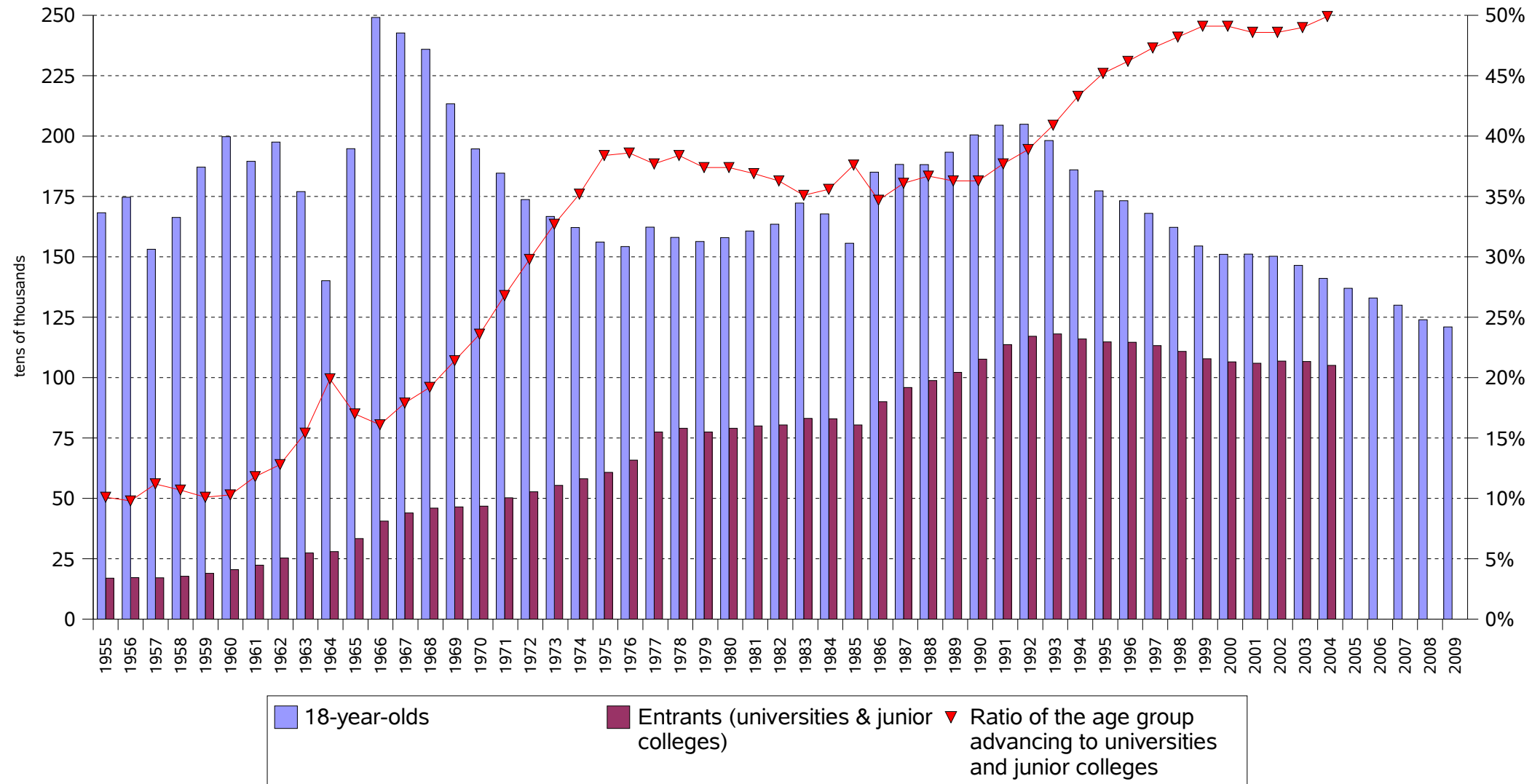
University education after the war

- Introduction of the American model
- Two layers of undergraduate education
 - general education
 - two-year specialised education
- School of liberal arts

The planned expansion of higher education after 1975

- A decade plan for higher education from 1976 to 1986
- Creation of special training schools (advanced courses) as non-university institutions

Trends in 18-year-old population and access to higher education



III Incorporation of national universities

1. The University Council and deregulation in higher education

- Towards the universal phase (M. Trow)
 - Over 50% in 1987 (non-university sector included)
- Decade plan was over in 1986
- Establishment of the University Council in 1987
 - academic and non-academic members
 - comprehensive study on higher education

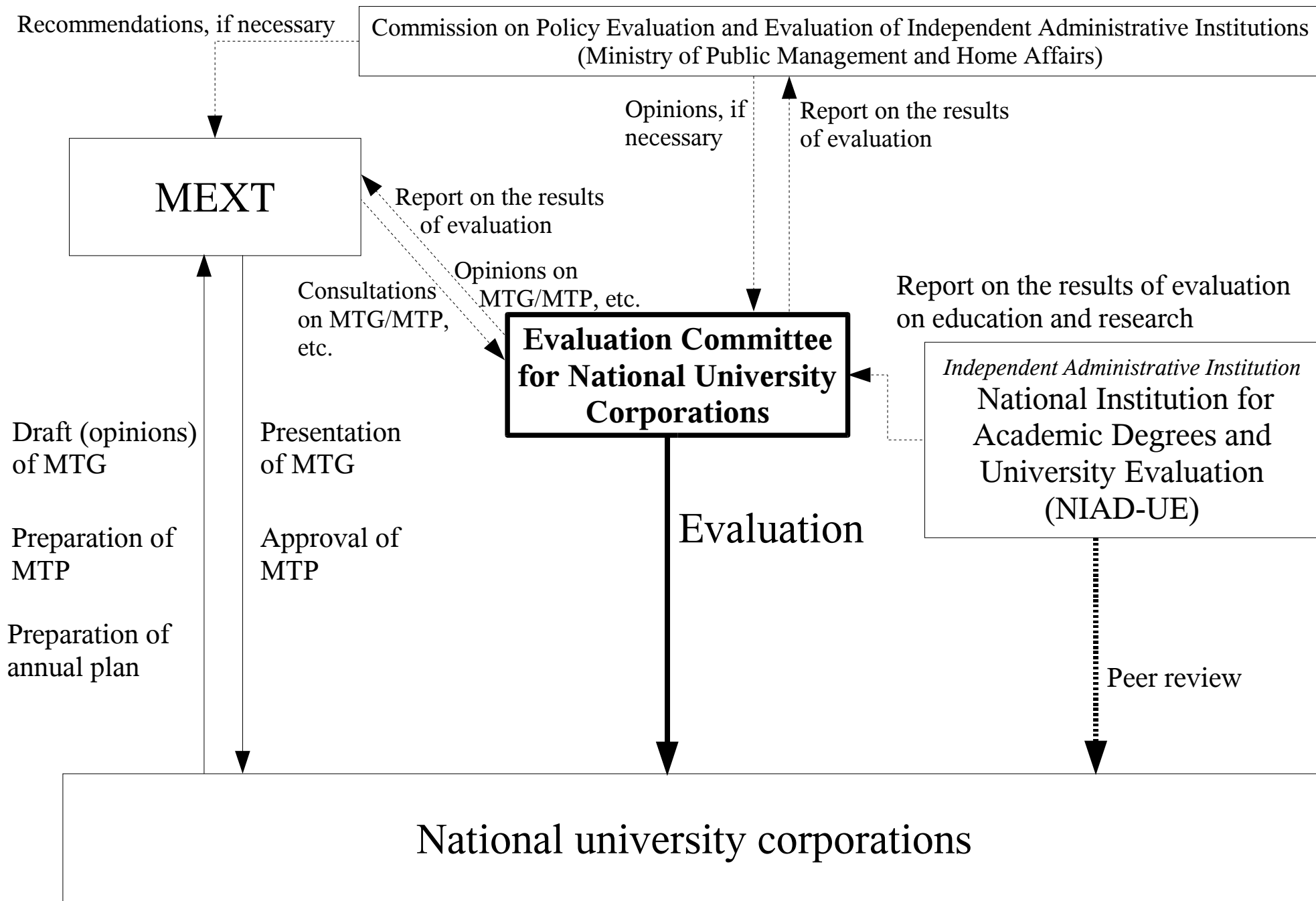
- Abolition of subject areas in 1991
 - structure curricula reflecting their own educational ideals and objectives
 - no definition of subject areas, such as general education and specialised education
 - no requirement on obtaining a certain number of credits in each subject area (acquisition of a minimum total number of credits only)

1998 Report *A Vision for the University of the 21st Century and Future Reform Measures : Distinctive Universities in a Competitive Environment*

- Improve the quality of education and research with the purpose of nurturing the ability to investigate issues;
- Secure university **autonomy** by making the educational and research system structure more flexible;
- Establish university administration and management with **responsible decision-making** and implementation; and
- **Individualise** universities and continuously improve their education and research by establishing multiple evaluation systems.

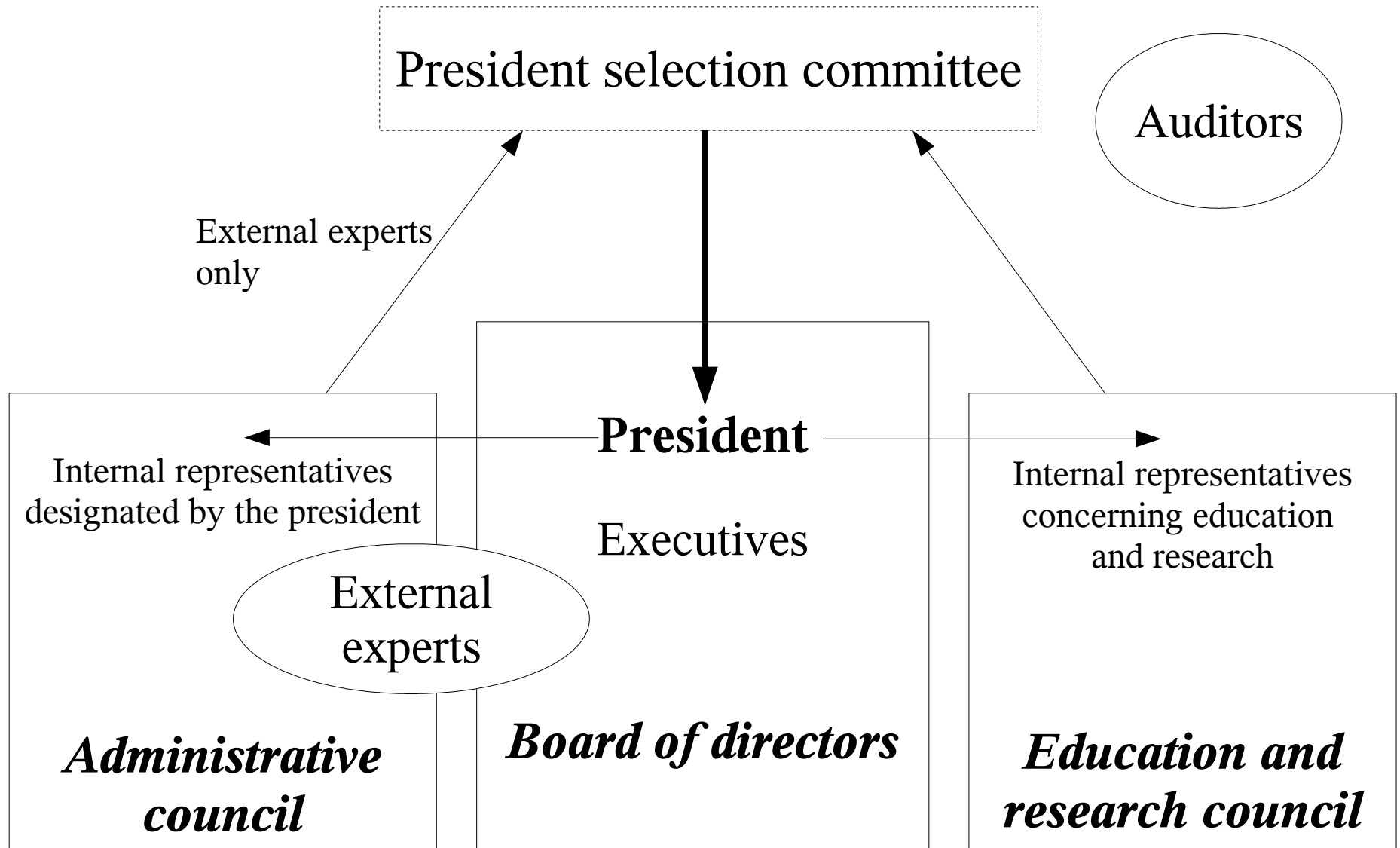
2. Incorporation of national universities in 2004

- Change in the status of the governmental institutions
- Legal personality and more autonomy
- Non-public servant status for staff
- Participation of external people in university administration



MTG: medium-term goals MTP: medium-term plan

National University Corporation



After incorporation - what has happened and problems

- Finance
- Governance
- Evaluation

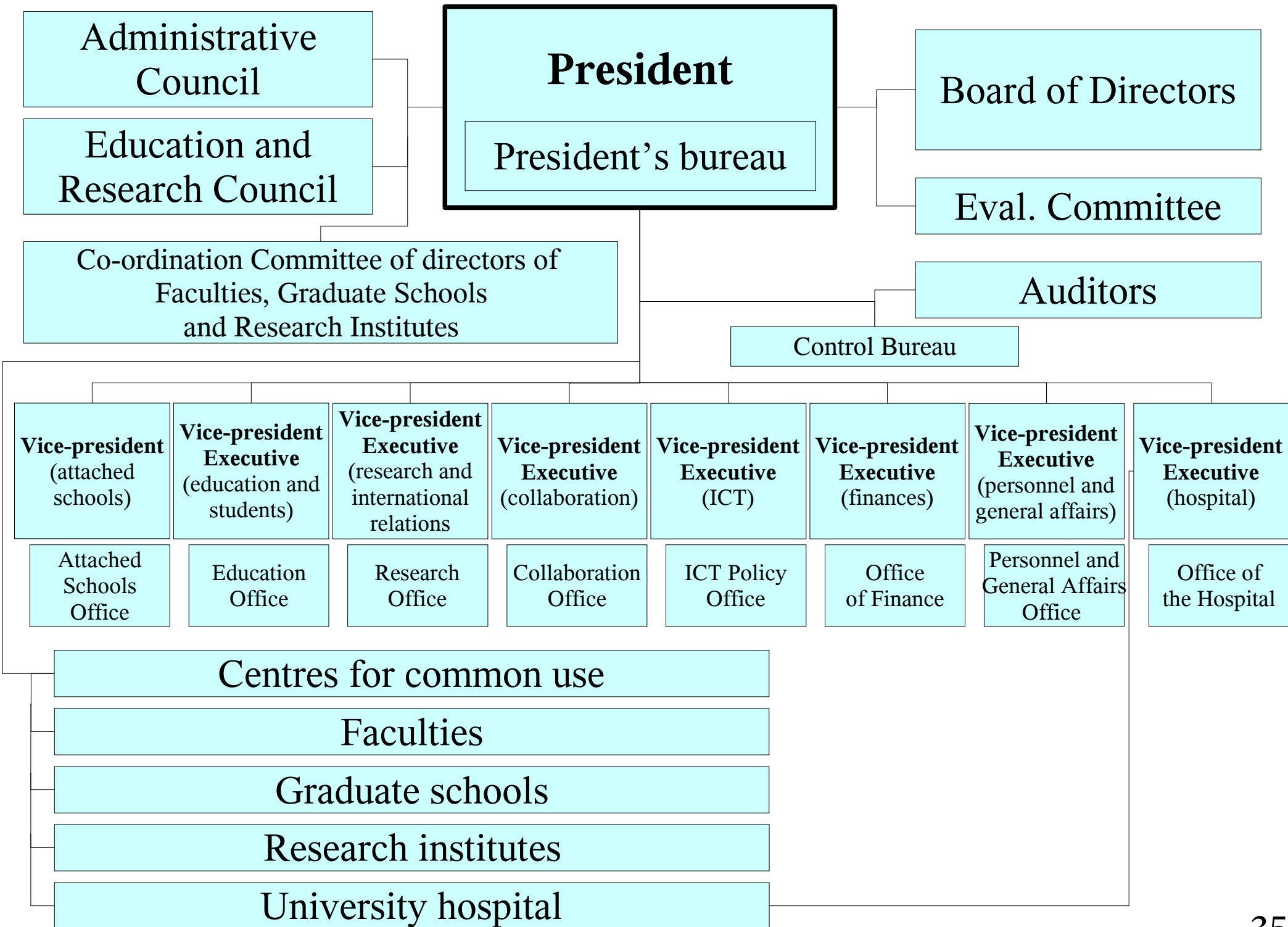
(1) Financial stability of national universities

- Operational grant to be diminished from FY2005
- Rise of standards of fees set by the MEXT
 - revision of fees up to each university
- Difficulty in finding other sources

- Cost of the increased autonomy
 - Confrontation with student and staff unions
 - Pressure from the community
- Different fees among national universities?
- Very precarious situation of national universities

(2) Improvement of the university governance

- Efforts for dissolution of the "dual structure"
- Construction of an administrative structure centring on the president



- Leadership of the president
- Wide (and positive) participation of constituent members
- Development of non-academic staff

(3) The evaluation

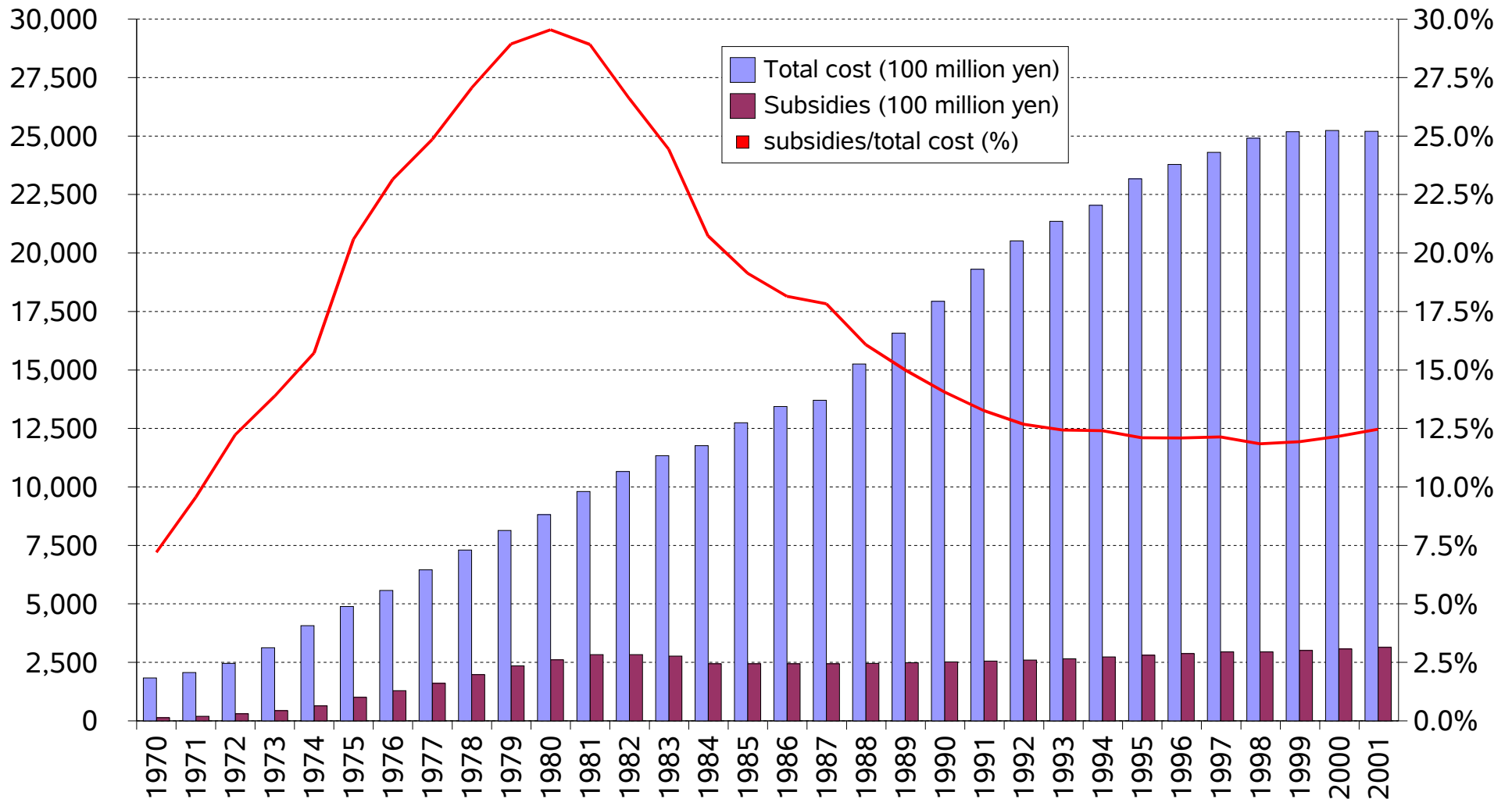
- Underdeveloped evaluation methods
- Time consuming

IV The development of private universities

1. Public financing to private institutions

- Expansion of private institutions instead of public institutions
- Private School Promotion Subsidy Law in 1975

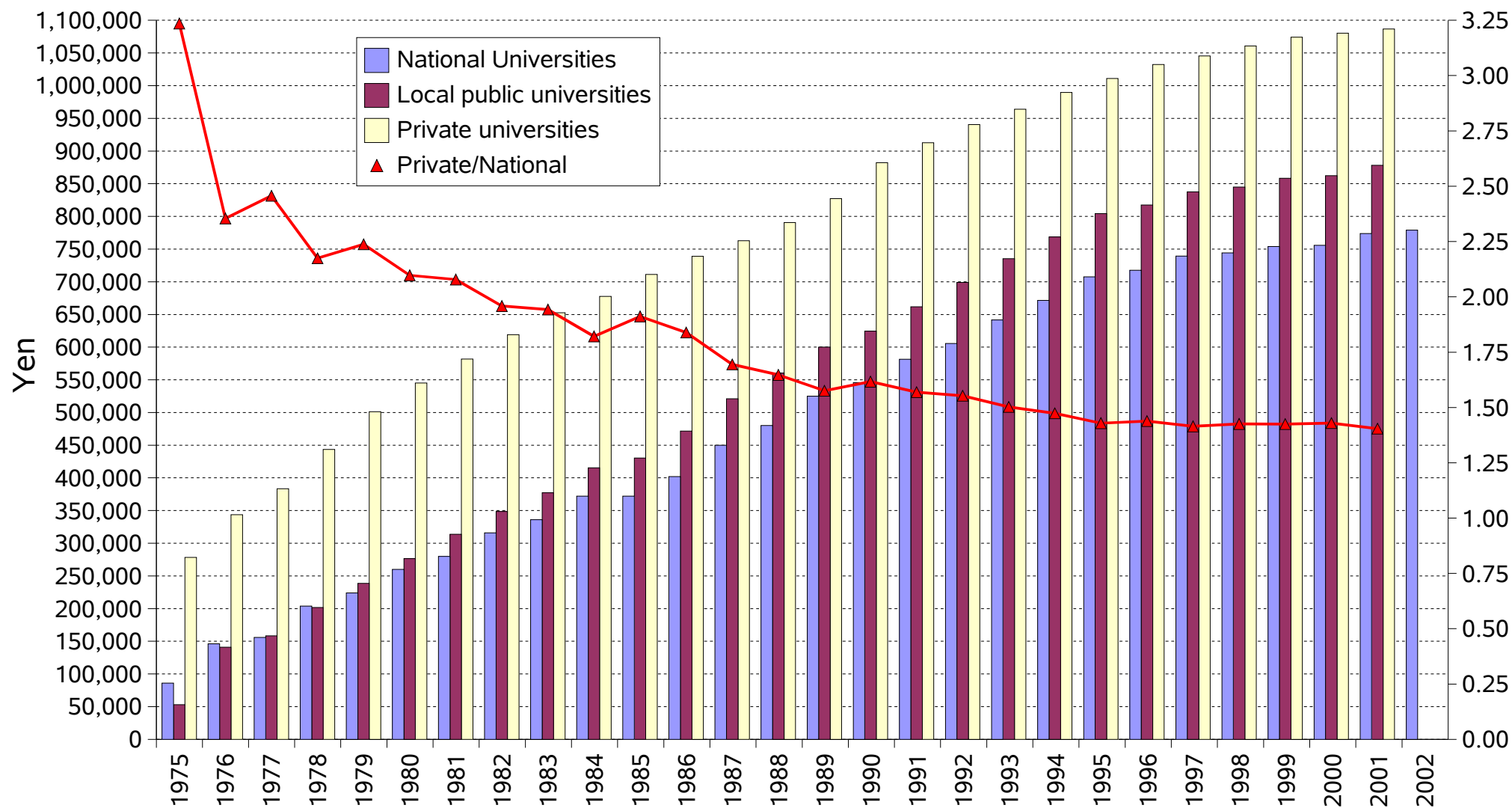
Current expenditures of private HE institutions and Government subsidies



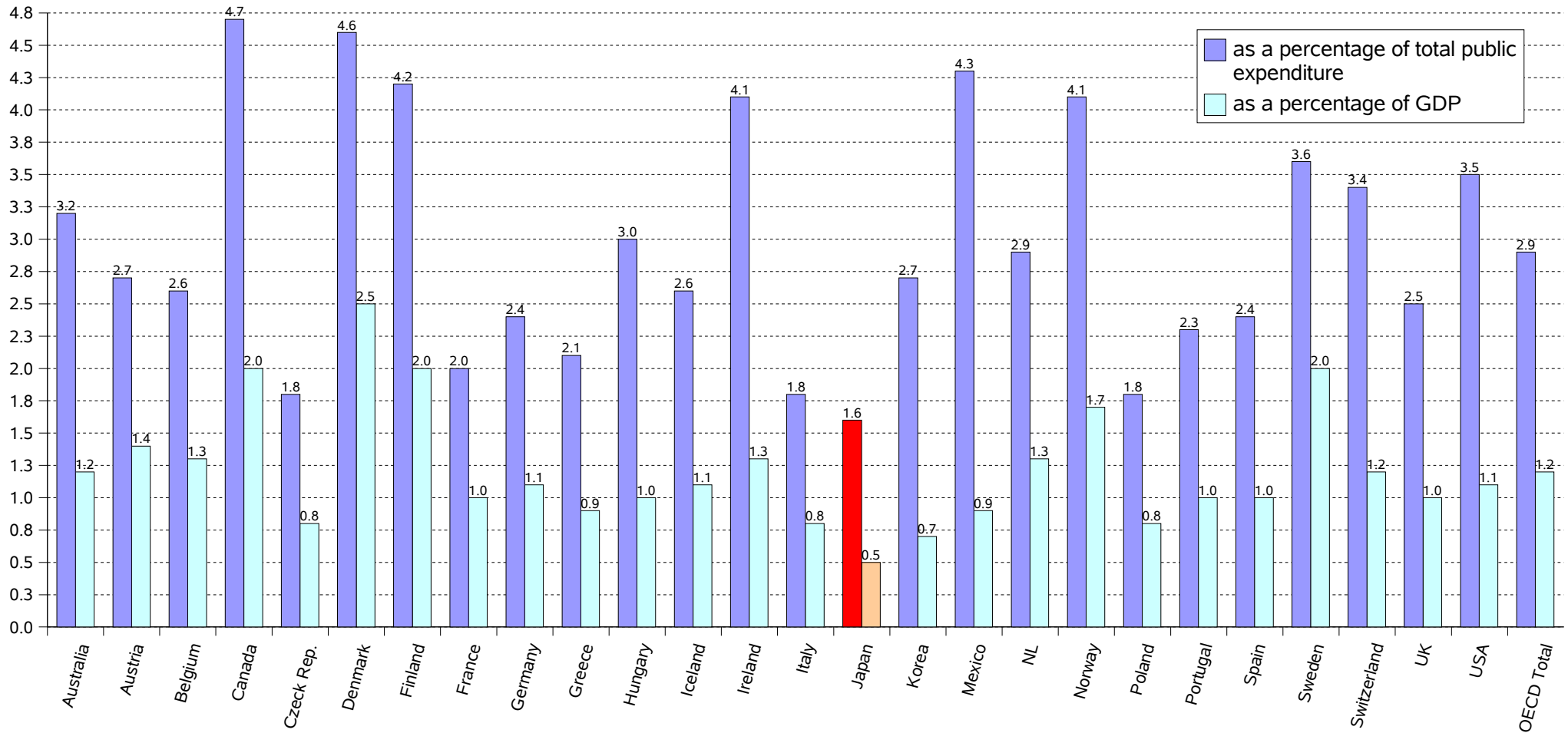
2. Public and private universities in direct competition

- Governmental funds to HE institutions in the FY2003
 - 97 national institutions and others : 1,525,606 million yen
 - 989 private universities and junior colleges : 321,750 million yen

The first year tuition fees (entrance fees included) by sector and the ratio of tuition fees of private universities to those of national universities



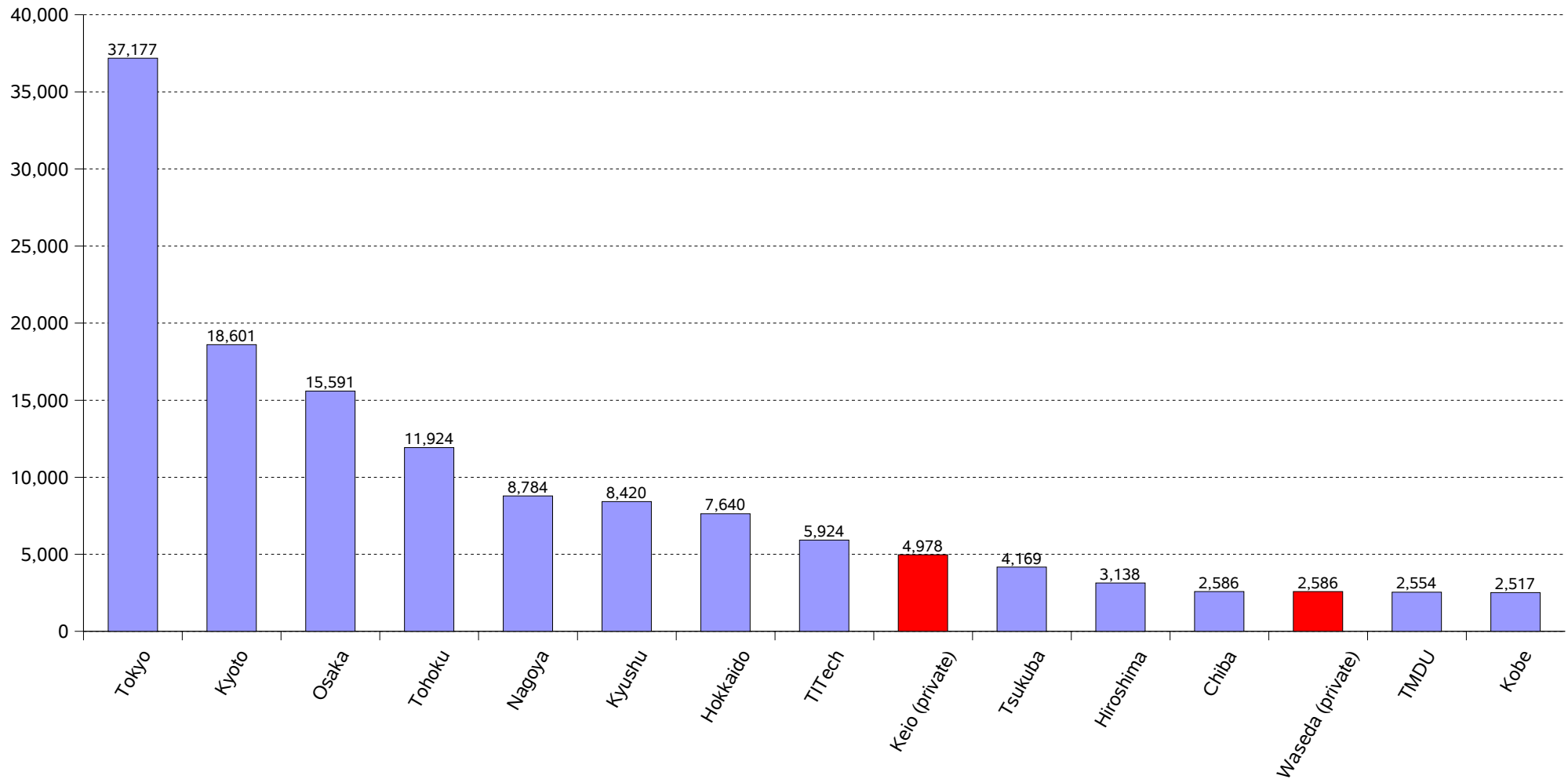
Public expenditure on higher education (2000) in OECD countries



Increase in competitive funds open to public and private institutions

- Competitive funds open indifferently to public and private institutions

Top 15 universities ranked by the amount of competitive research funds awarded by the Government (million yen)



For-profit universities

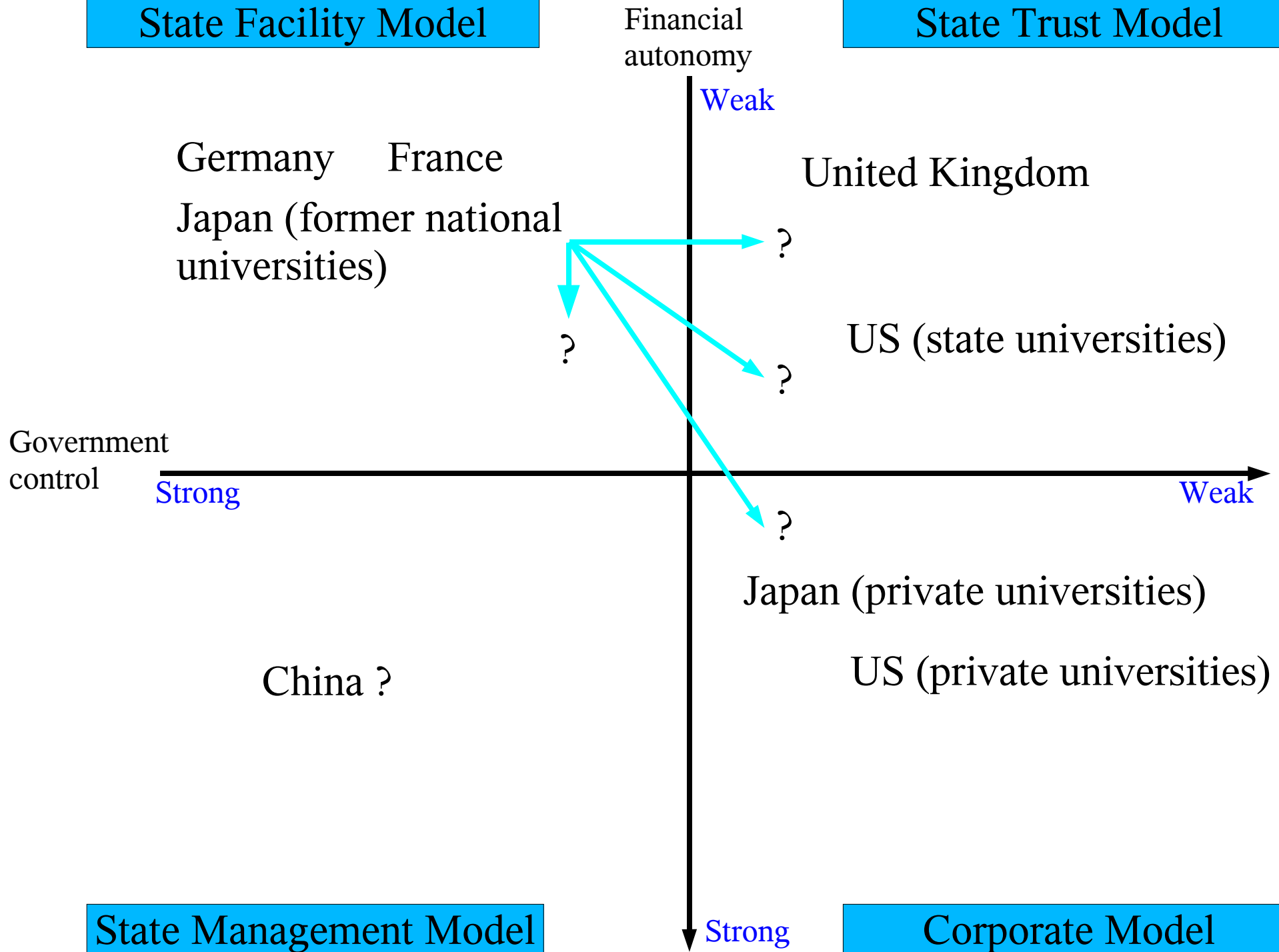
- For-profit universities in *Special Zones for Structural Reform* on experimental basis from 2004

V Where are national universities going?

- Continuous discussions on the privatisation of national universities
 - Prime Minister Koizumi at the Diet
 - Opposition party's policy
 - Newspapers' questionnaire etc.
- Where are national universities going?

State Facility Model

State Trust Model



- Increasingly blurred distinction between public and private sectors
 - increased autonomy for national universities
 - declining governmental support for national universities
 - competitive funds open to every sector
 - institutional evaluation (accreditation) for all universities every seven years

VI What is the future of Japanese higher education?

- Closing distance between the public and private sectors
- National universities will survive, at least for the time being.
 - political
 - administrative

- Functional differentiation being more important.
- Difficult institutional evaluation.

- The Government should be more supportive.
 - rather than controls or evaluations
 - *paraeducational activities or services*