

# Japanese Education System and Japanese Qualifications

The Japanese Education System for Higher Education

NOKUT

February 28, 2018

MORI Rie (NIAD-QE)

# Agenda

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- History of HE in Japan
- Current status of HE in Japan
- Some Predicaments

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# History of HE in Japan

# History of HE in Japan

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1868	Japan Meiji Restoration
1877	The University of Tokyo is established
1879	The University of Tokyo starts to confer Bachelors of Law, Science, Art, Medicine and Pharmaceutical Science
1886	The University of Tokyo is renamed the Imperial University
1887	The Imperial University starts to confer Bachelors of Engineering
1890	The Imperial University absorbs the Tokyo School of Agriculture and Forestry
1897	The Imperial University is re-renamed Tokyo Imperial University
1945	Japan surrenders and WWII end

# History of HE in Japan (cont.)

- |      |   |
|------|---|
| 1947 | School Education Law is enacted as the prime legal foundation of Japanese school system today<br><br>(Accordingly,) Imperial University system is abolished and Tokyo Imperial University is re-re-named the University of Tokyo, along with other former Imperial Universities (7 of 9)<br><br>JUAA is established as a 3rd party accreditation body under the U.S. occupation: first accreditation body in Japan (and Asia) |
| 1950 | Junior college system (2-3 year program for associate degrees) is introduced as a <i>temporary</i> measure  |
| 1956 | The Guidelines for University Establishment are adapted as the prime legal foundation of Japanese school system today   |
| 1961 | System of college of technology is introduced   |
| 1979 | Common first-stage exam for national/local public university-admission starts (ends 1989)   |

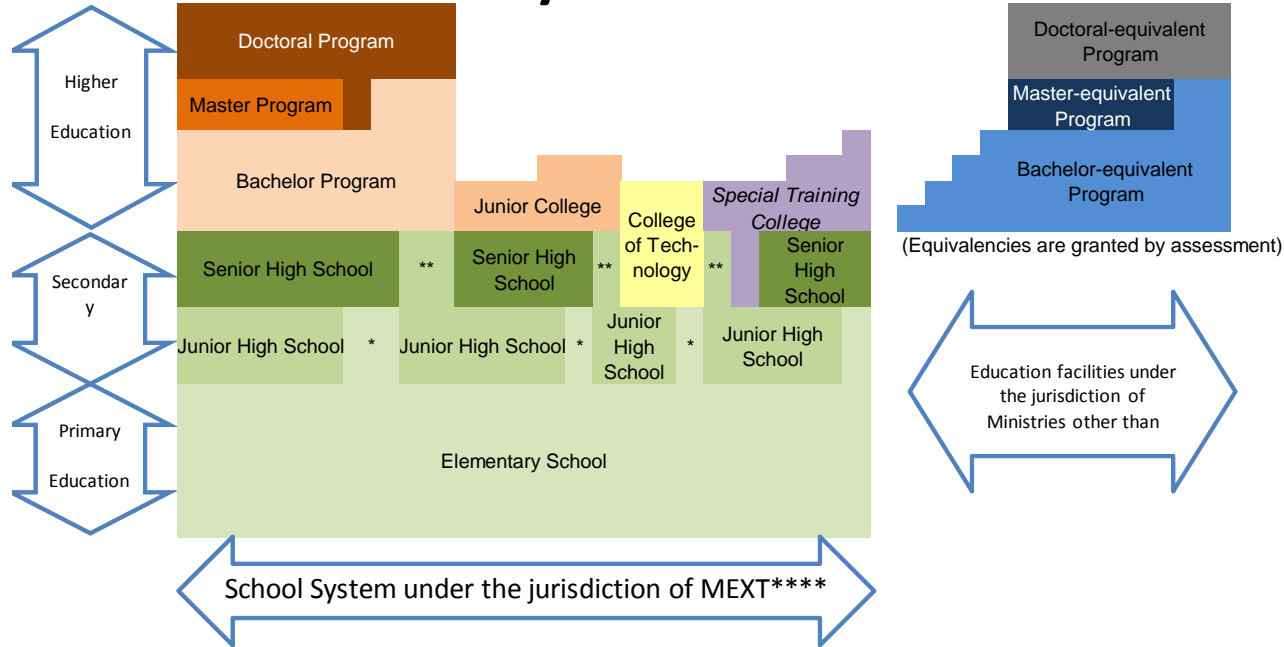
# History of HE in Japan (cont.)

- |      |  |
|------|--|
| 1991 | The Guidelines for University Establishment are amended to become more flexible<br>--General education requirement is widely decentralized<br>--Bachelor is deemed to be an academic degree                            |
| 1999 | School Education Law is amended to enable graduates of special training colleges that met requirements to transfer to universities   |
| 2004 | Certified Evaluation and Accreditation system is introduced<br>All national universities are incorporated as National University Corporations (but they essentially keep their status as national-public universities) |
| 2010 | The last two national public junior colleges are closed (becoming 4-year universities)   |
| 2013 | New governmental fund allowance system based on evaluation on improvements in management is introduced at private universities   |
| 2016 | New governmental fund allowance system based on evaluation on improvements in management is introduced at national public universities   |



# Current Status of HE in Japan

# Where are HEIs Located in overall School System?



Schools defined by Article 1 of the School Education Law

*Schools defined by articles other than Article 1 of the School Education Law*

\* Compulsory Education Schools provide Elementary and Junior High School curricula successively.

\*\* Secondary Education Schools provide Junior and Senior High School curricula successively.

\*\*\* MEXT: Ministry of Education, Culture, Sports, Science and Technology

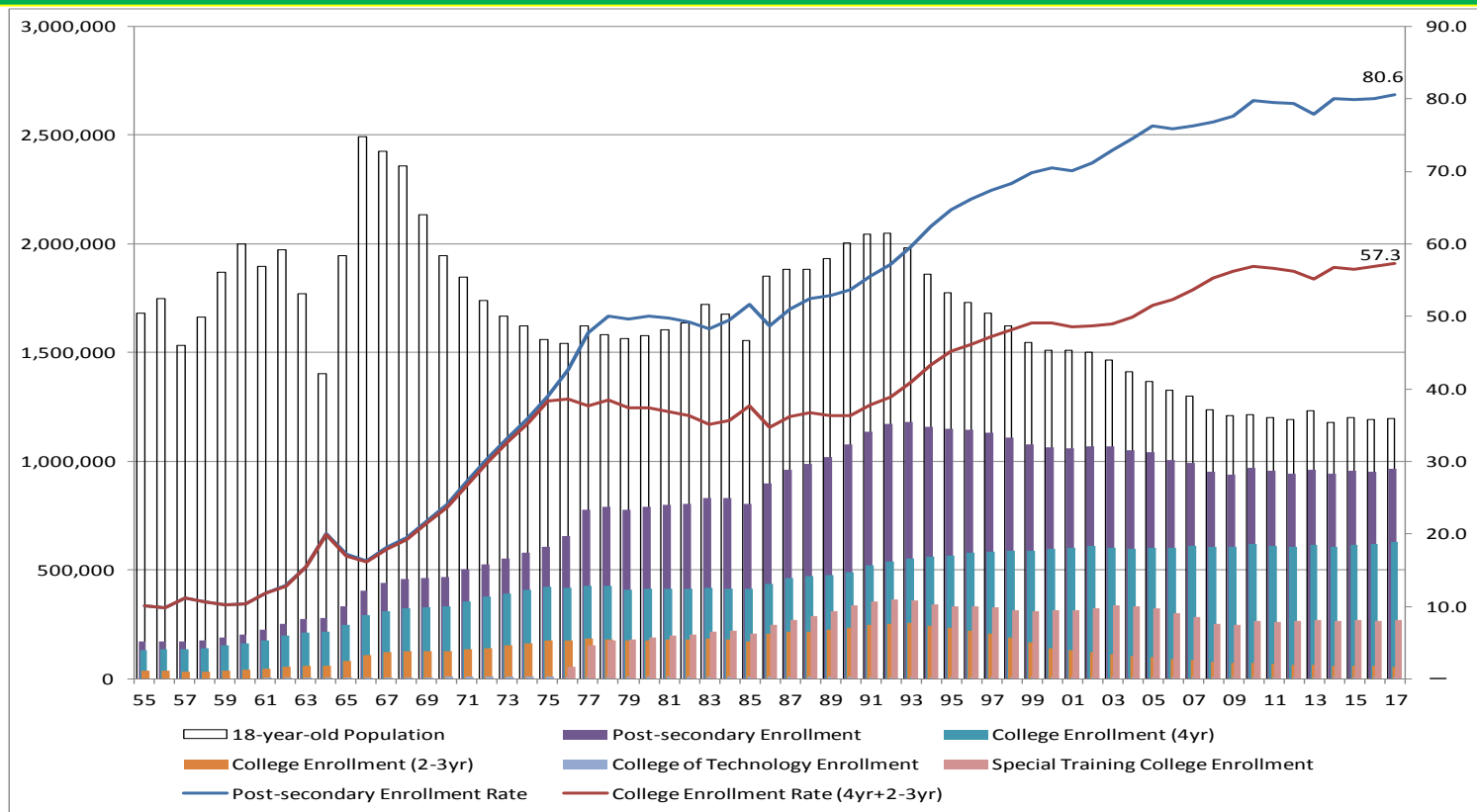


# Variety of HEIs in Japan

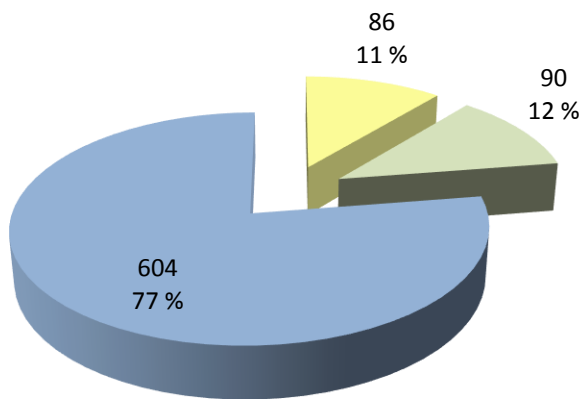
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- HEIs defined by Article 1 of the School Education Law and qualifications available
  - University (大学): Bachelor, Master and Doctoral Degrees (学士, 修士 and 博士)
    - Junior College (短期大学): Associate Degree (短期大学士)
  - College of Technology (高等専門学校): Associate Degree (準学士)
- HEIs defined by Articles other than Article 1 of the School Education Law
  - Special Training College (専修学校専門課程 a.k.a. 専門学校): Diploma and Advanced Diploma (専門士 and 高度専門士)

# Trends in Demographics and Higher Education Enrollment Rates

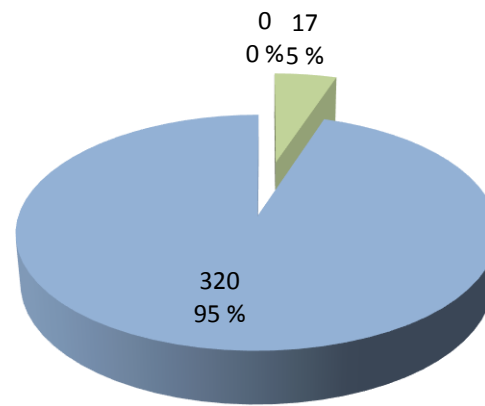


# Shares of Institutions as of May 2017



■ National Public ■ Local Public ■ Private

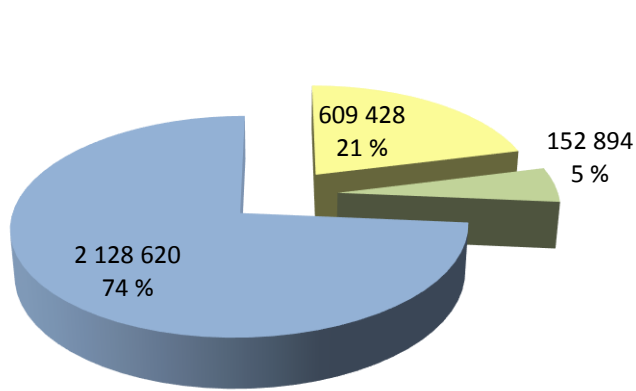
University



■ Local Public ■ Private

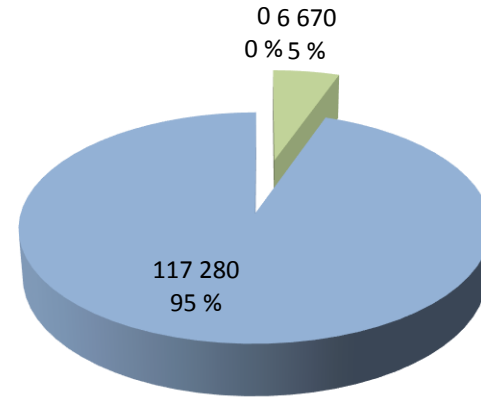
Junior college

# Shares of Students as of May 2017



■ National Public ■ Local Public ■ Private

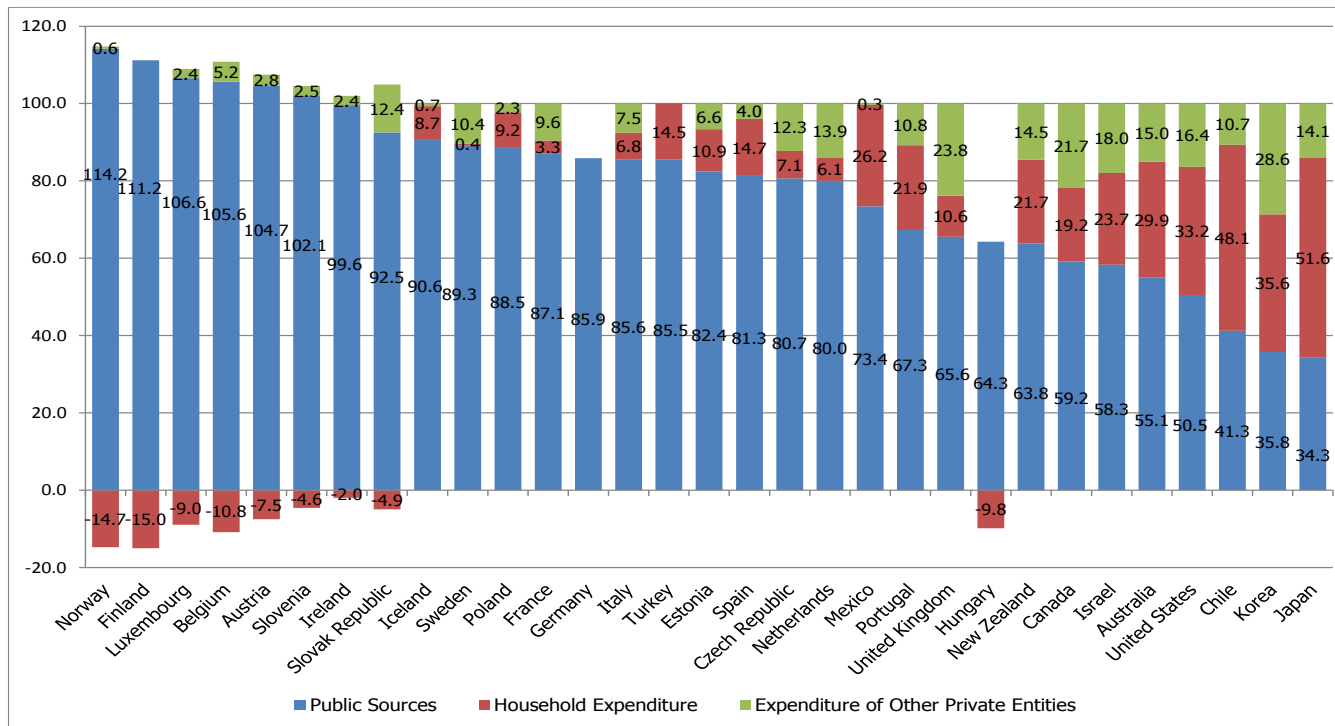
University



■ Local Public ■ Private

Junior college

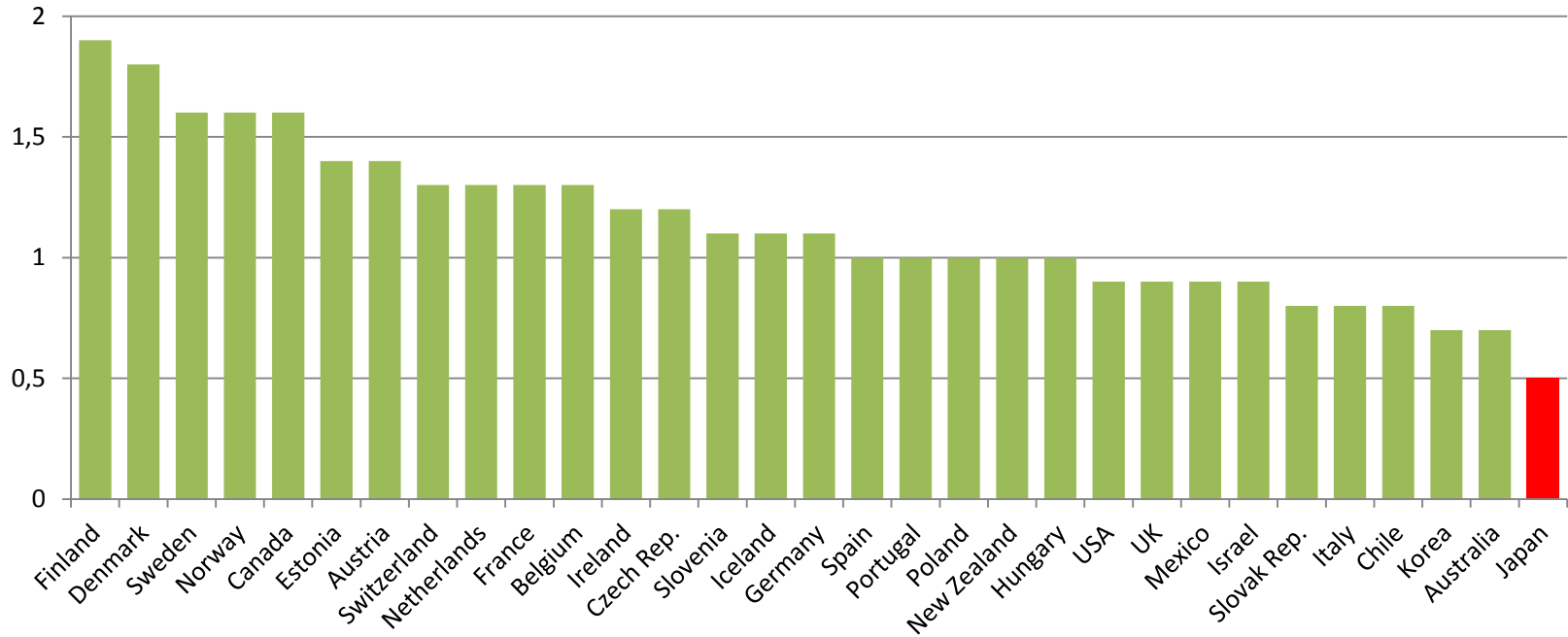
# Shares of Public and Private Expenditures on Higher Education



Source: OECD  
(2015)

Note: The OECD data shows shares of private expenditure which will be subsidized. In this figure, those shares of subsidized private expenditures are, hypothetically, added to the public expenditures and, subsequently, subtracted from the household expenditures.

# Public Expenditure on HEIs as a Percentage of GDP (2011)



Source: OECD (2014) *Education at a Glance*

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## Some Predicaments

# Who can enroll universities?

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- The Ordinance for Enforcement of the School Education Law prescribes that those who have
  - Completed secondary education in Japan or equivalent
  - Completed **school education** for 12 years or more outside of Japan
  - Completed college preparatory course designated by MEXT after being educated in a country where primary and secondary education lasts for less than 12 years
  - Completed school education outside of Japan that lasts for less than 12 and designated by MEXT to be equivalent to high school in Japan -> [List of overseas schools designated by MEXT](#)
  - Acquired a qualification such as an International Baccalaureate or Abitur and are aged at least 18
  - [etc](#) are eligible to apply for undergraduate enrollment.

\*Each HEI is responsible for the final word on admission.



# Which Overseas Schools are Legitimate?

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- In the footnote for Ordinance for Enforcement of the School Education Law, it is prescribed that completing **legitimate** school education for 12 years or more outside of Japan makes you eligible to apply for HE enrollment.
- The footnote recommends consulting with the appropriate diplomatic establishment in Japan to confirm the legitimacy of schools.
- There's no integrated information providing system in Japan about international academic qualifications at this point in time.
  - Japan ratified the [Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education](#), an Asia-Pacific version of the Lisbon Recognition Convention, in January 2018.
  - Now what?! NIAD-QE has been studying need for an NIC in Japan.

# Political Agendas

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- Selection of HEIs for financial support by the government based on evaluation
- Integration of various kind of quality assurance processes
- Promotion of internal QA
- Internationalization through governmental initiative
  - Supporting cross-border mobility of students
- Free tuition for eligible students? (tbd)
- Promotion of life-long learning

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Thank you!

Questions and comments:  
rmori@niad.ac.jp

# Japanese Accreditation and Quality Assurance System

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# Agenda

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- QA Systems Today
- Closer Governance by National Government
- Some Concluding Points



## QA Systems Today

# National Government: The Prime Regulator

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- Licensure of all kinds of universities is responsibility of the national government.
- In 2004, the Certified Evaluation and Accreditation (CEA) system was introduced (when “new public management” or third-party evaluation were *booming*).
  - Licensure: the national government
  - Accreditation: CEA bodies certified by the national government
    - QA agencies don’t take memberships.
    - Hopping is possible.
    - Multiple institutional accreditation for an institution is possible, as well.
      - [Sample 1](#)
      - [Sample 2](#)

# CEA Bodies (I)

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- Institutional QA Agencies for Bachelor+ Degree-Awarding HEIs
  - Japan University Accreditation Association (JUAA)
    - Established in 1947
  - National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE)
    - Established in 1991 as NIAD
    - Reorganized in 2000 into NIAD-UE
    - Reorganized in 2016 into NIAD-QE
  - Japan Institute for Higher Education Evaluation (JIHEE)
    - Established in 2004



# CEA Bodies (II)

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- Institutional QA Agencies for Associate Degree-Awarding HEIs
  - Japan Association for College Accreditation (JACA) [evaluates junior colleges]
  - JUAA [evaluates junior colleges]
  - JIHEE [evaluates junior colleges]
  - NIAD-QE [evaluates colleges of technology]

# CEA Bodies (III)

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- QA Agencies for professional graduate schools\*
  - 12 agencies including JUAA, NIAD-QE and JIHEE evaluate professional graduate schools in 12 specific disciplines

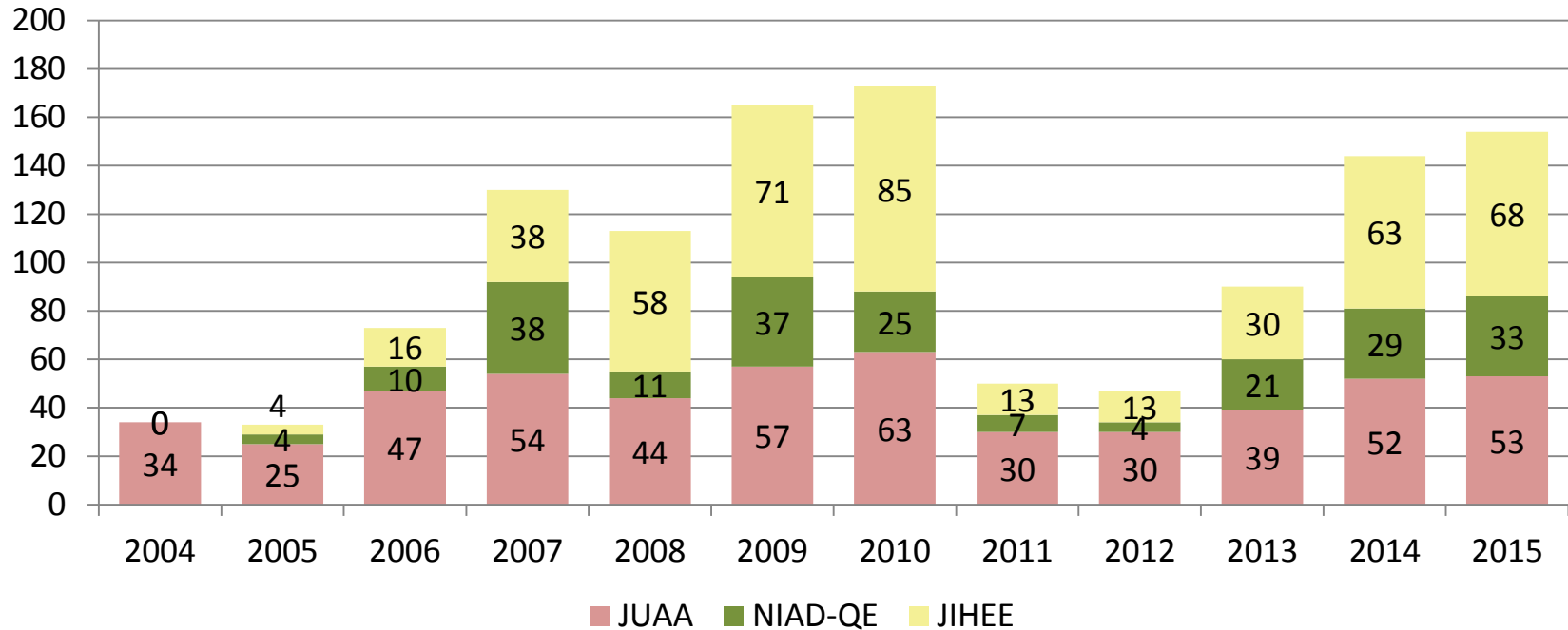
\*professional graduate schools: specially established graduate programs that lead to master-level degrees with stronger emphasis on profession-oriented education

# CEA Bodies Network

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- Institutional and Professional CEAs cooperate to establish Japan Network of Certified Evaluation and Accreditation Agencies (JNCEAA)
- JNCESS functions as an umbrella organization for CEA bodies.
  - List of accredited HEIs is available on its website:  
<https://jnceaa.jp/english-1-home-english-top-page/>

# 4-year Institutions Went through Accreditation Process by CEA Bodies



# Any Negative Results?

## JUAA

- Pass
- Pass with remarks
- Probation
- Fail

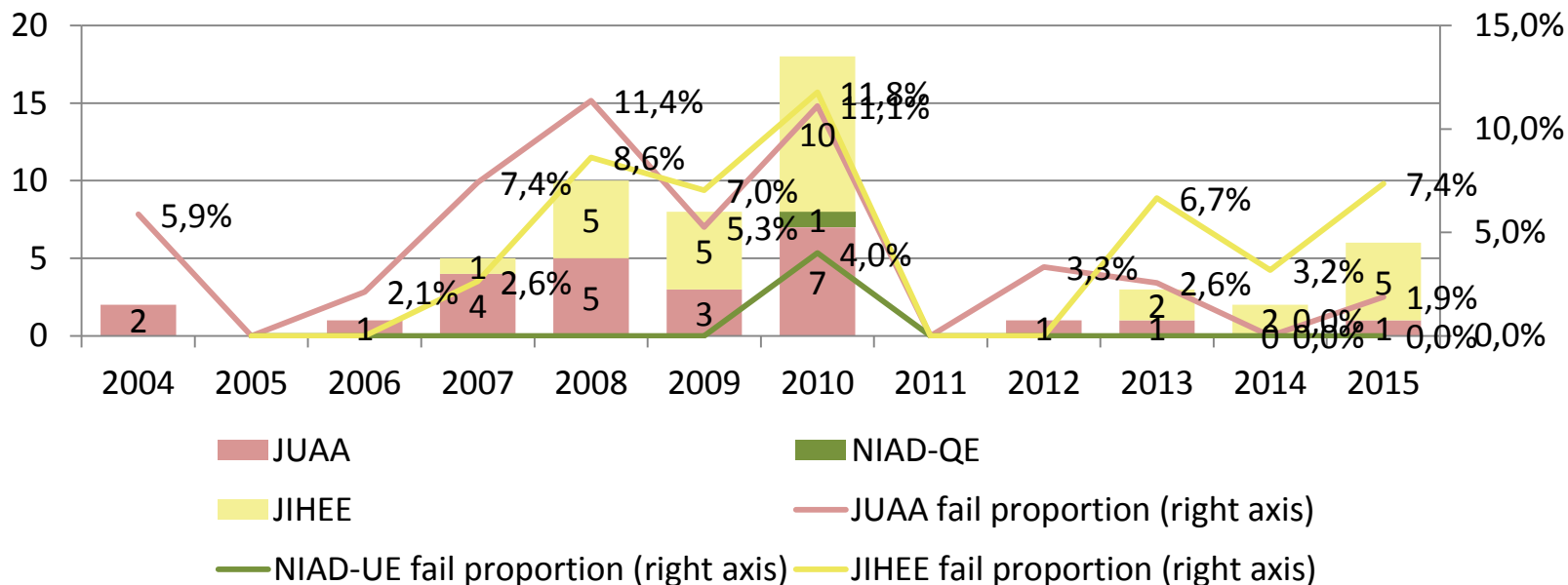
## NIAD-QE

- Pass
- Fail

## JIHEE

- Pass
- Probation
- Fail

# Institutions with Negative Remarks in CEA



This figure shows numbers of institutions that failed in receiving full accreditation, including ones received limited accreditation.

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- Closer Governance by National Government

# New Strategy for Governmental Allowance

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- Started in FY 2016.
  - Classification of national universities:
    - Focal Point I : National universities that emphasis contribution to local community by training people and solving vernacular problems with ambition to act nationally and internationally in selected fields.
    - Focal Point II: National universities with particular strength in major fields that focus more on international or national level of education and research rather than those on local level.
    - Focal Point III: National universities with world-class excellence in education, research and social application of those.
  - Re-allocation of governmental allowance based on evaluation of strategy plans proposed by national universities with “reflection rate.”
    - It’s about only 1% at most of original amount of allowance... but matters a lot.

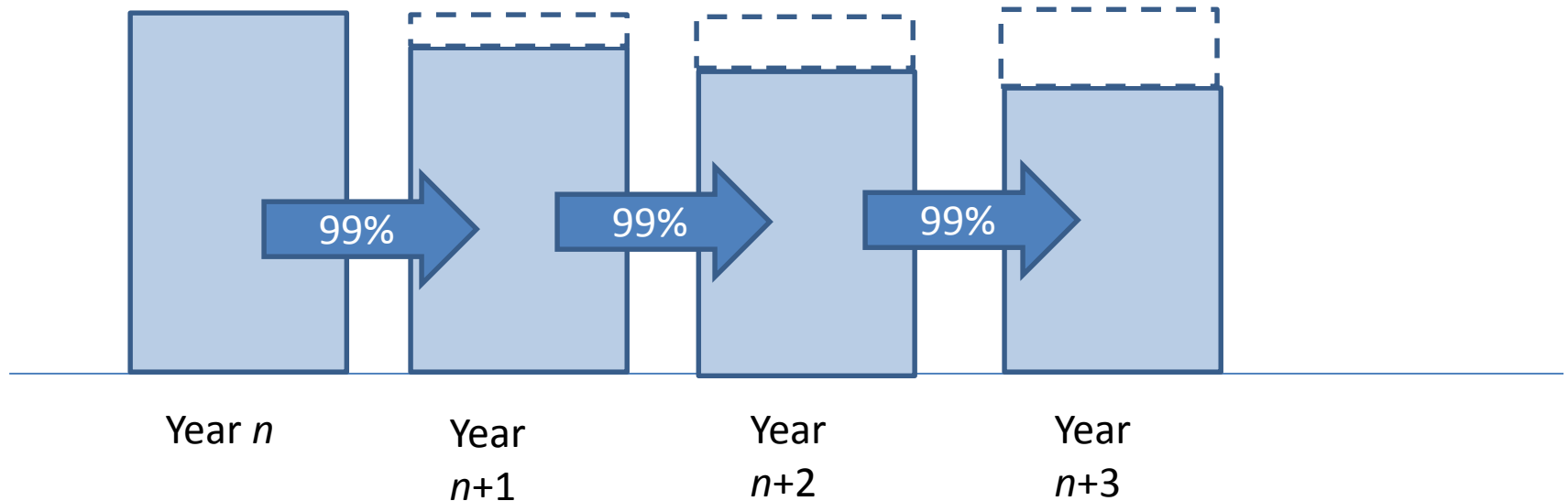


# Matrix of National Universities Guided by the National Gov.

Reflection Rate (%)	Focal Point I (55)	Focal Point II (15)	Focal Point III (16)
110-120	Otaru Uni. of Commerce, Obihiro Uni. of Agriculture & Vet. Med., Iwate Uni., Utsunomiya Uni., Nagaoka Uni. of Tech., Mie Uni., Kyoto Inst. of Tech., Nara Uni. of Edu., Wakayama Uni.	Tokyo Uni. of the Arts	Kyoto Uni., Kobe Uni., Kyushu Uni.
100-110	Hokkaido Uni. of Edu., Hirosaki Uni., Yamagata Uni., Saitama Uni., Yokohama National Uni., Niigata Uni., Hamamatsu Uni. School of Medicine, Nagoya Inst. of Technology, Toyohashi Uni. of Tech., Shiga Uni., Hyogo Uni. of Teacher Edu., Kochi Uni., Kumamoto Uni., Oita Uni., Uni. of Miyazaki	Tokyo Medical & Dental Uni., Tokyo Gakugei Uni., Tokyo Uni. of Marine Sci. & Tech., The Uni. of Electro-Communications, National Graduate Inst. for Policy Studies, The Graduate Uni. for Advanced Studies, Nara Inst. of Sci. & Tech.	Hokkaido Uni., Tohoku Uni., Tsukuba Uni., The Uni. of Tokyo, Hitotsubashi Uni., Nagoya Uni., Osaka Uni.
90-100	Muroran Inst. of Tech., Kitami Inst. of Tech., Miyagi Uni. of Edu., Akita Uni., Ibaraki Uni., Joetsu Uni. of Edu., Uni. of Toyama., Uni. of Fukui, Yamagata Uni., Shinshu Uni., Gifu Uni., Shizuoka Uni., Aichi Uni. of Edu., Shiga Uni. of Medical Sci., Osaka Kyoiku Uni., Tottori Uni., Shimane Uni., Yamaguchi Uni., Tokushima Uni., Kagawa Uni., Ehime Uni., Uni. of Teacher Edu in Fukuoka, Saga Uni., Nagasaki Uni., Uni. of the Ryukyus	Tokyo Uni. of Foreign Studies, Ochanomizu Uni., Nara Women's Uni., Kyushu Inst. of Tech., Nat'l Inst. of Fitness & Sports in Kanoya, Japan Advanced Inst. of Sci. & Tech	Chiba Uni., Tokyo Uni. of Agriculture & Tech., Tokyo Inst. of Tech., Okayama Uni., Hiroshima Uni.
70-90	Fukushima Uni., Gunma Uni., Naruto Uni. of Edu., Kagoshima Uni., Kyoto Uni. Of Edu.	Asahikawa Med. Uni. declined to take part in this program.] Tokai Uni. of Med.	Kanagawa Uni.

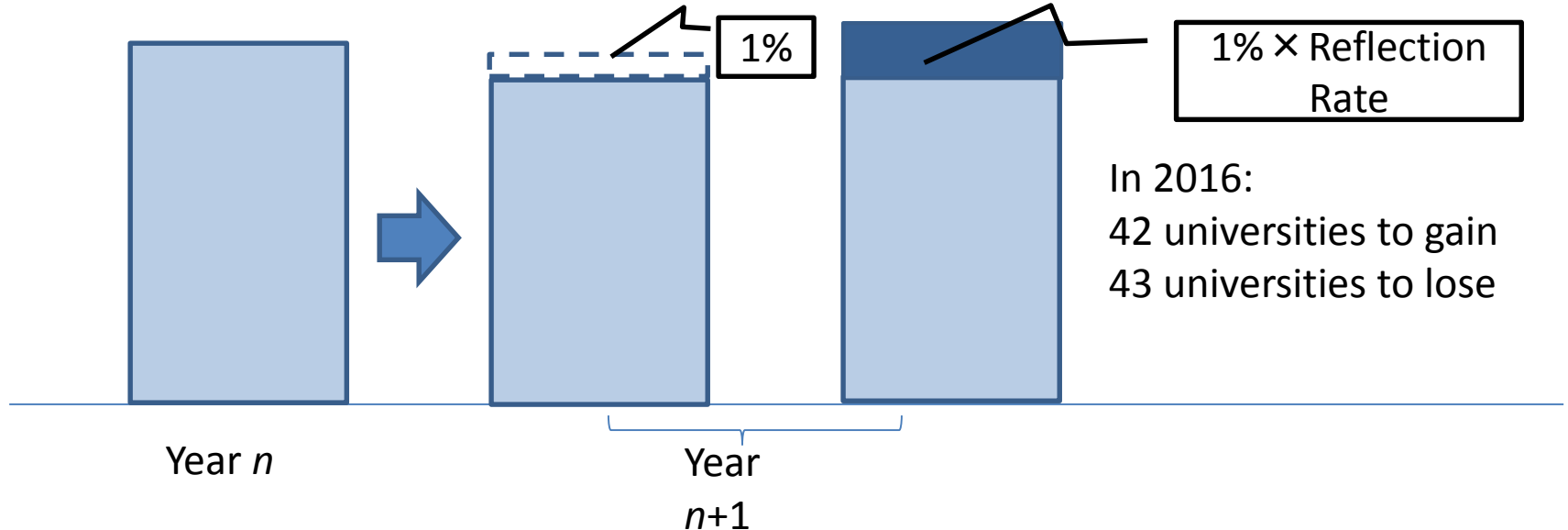
# Reflection Rate?

Original strategy for budget cut for national universities introduced in 2004: cutting by 1% each year, no question asked.



# Reflection Rate?

New strategy for budget allowance for national universities introduced in 2016: with incentive for reconstruction.



# Some Concluding Points

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- Accreditation system has been for more than a decade in Japan.
- Structure of QA policy sustains strong influence of the licensing body: national government.
- “Internal quality assurance” has been discussed for years.
- Next possible step: program accreditation in more disciplines?

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Thank you!

Questions and comments:  
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# Promoting Lifelong Learning: Degree Awarding by NIAD-QE

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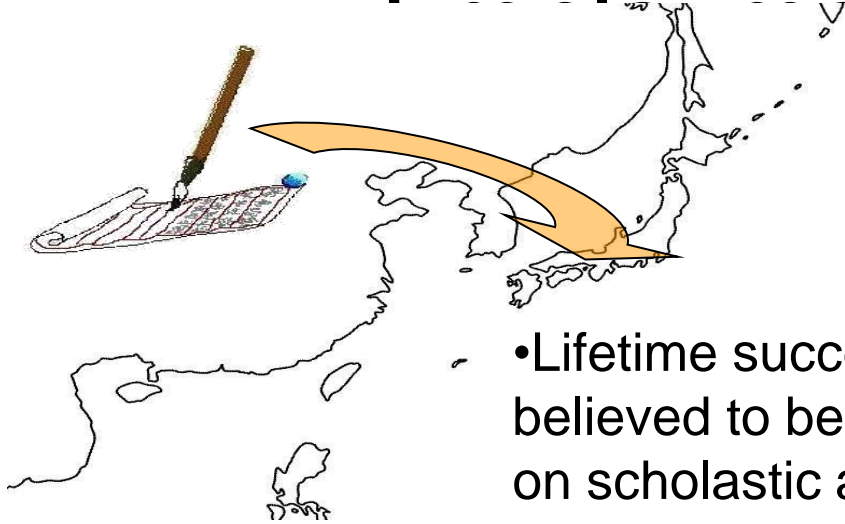
- The Credential Society
- Innovations
- NIAD-QE Today

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# The Credential Society: How to Undermine its Impact



# Impact of Chinese Imperial Examination and Lifetime

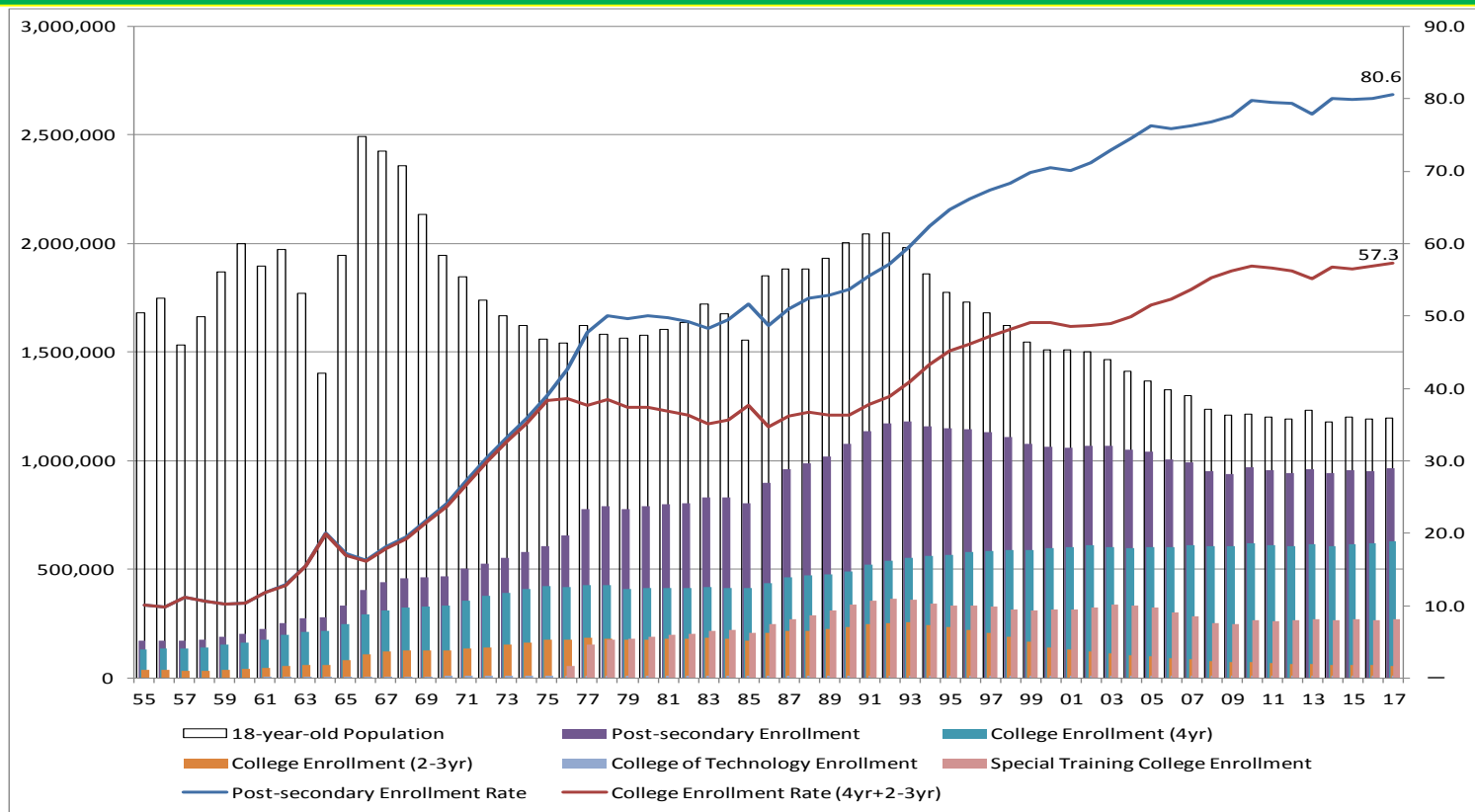


- Lifetime success (or failure) has been believed to be determined by examinations on scholastic ability.
- Lifetime employment is secured for graduates of selective HEIs.
- There have been “fierce competition” among prospective students for top HEIs. <sup>4</sup>

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# Innovations: At the Entrance and the Exit

# Trends in Demographics and Higher Education Enrollment Rates



# Quicker Introduction of National Standardized Entrance Exam, 1979.

- Entrance examinations are conducted by individual HEIs (schools/departments).
- Standardized Test for admission was introduced in 1979 for national universities.
- “Standardized Test” + examination prepared by individual institutions/schools/departments

Too much pressure for  
younger generation?

# Slower Development in Alternative Degree Awarding

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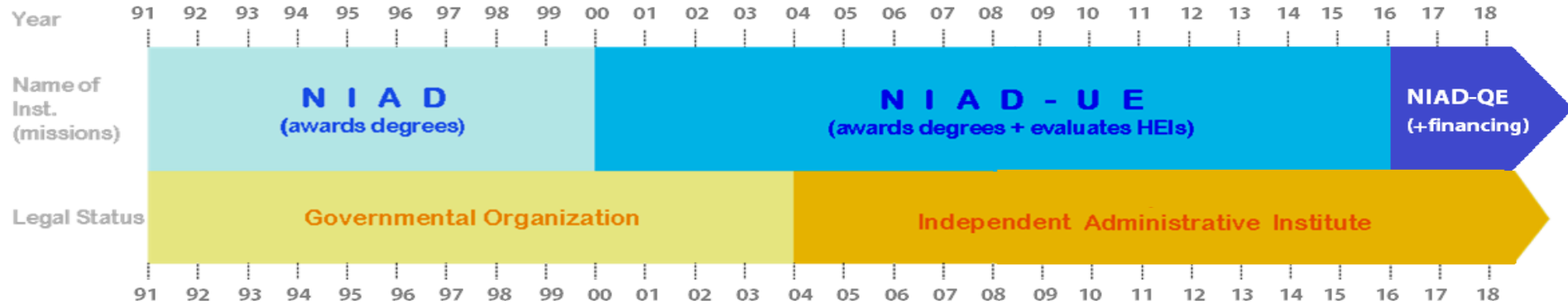
- 1970s Discussion on the creation of the system of credit-matriculation-for-degrees started
- 1986.4 Establishment of degree-awarding organization other than colleges/universities is recommended by Interim Council for Educational Reform
- 1989.1 Establishment of the Organization is recommended by the Committee for Graduate and Undergraduate Education of the University Council
- 1990.6 The Preparation Committee for the Organization/ Location of the Preparatory Office for it are establishes
- 1991.2 The University Council publishes a Report with recommendation of establishment of the Organization
- 1991.7 National Inst. for Academic Degrees: NIAD is founded
- 1992.3 NIAD awards degrees for the first time

# After the Establishment of NIAD

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- 1998.10 The University Council publishes a Report with a proposal of establishment of a third-party organization for university evaluation
- 1999.4 The preparatory office and preparatory committee for founding a national organization for university evaluation are located in NIAD
- 2000.2 The preparatory committee reports the frameworks of the new organization for university evaluation
- 2000.4 NIAD is reorganized to NIAD-UE as a new entity not only for its original mission of degree-awarding but also for new one of university evaluation
- 2004.4 NIAD-UE becomes an Independent Administrative Institute
- 2016.4 NIAD-UE is reorganized to NIAD-QE with an additional mission of financing HEIs

# Timeline



Foundation: 1991

Reorganization: 2000

Change of Legal status: 2004

Re-reorganization (Merging with National Finance Center): 2016

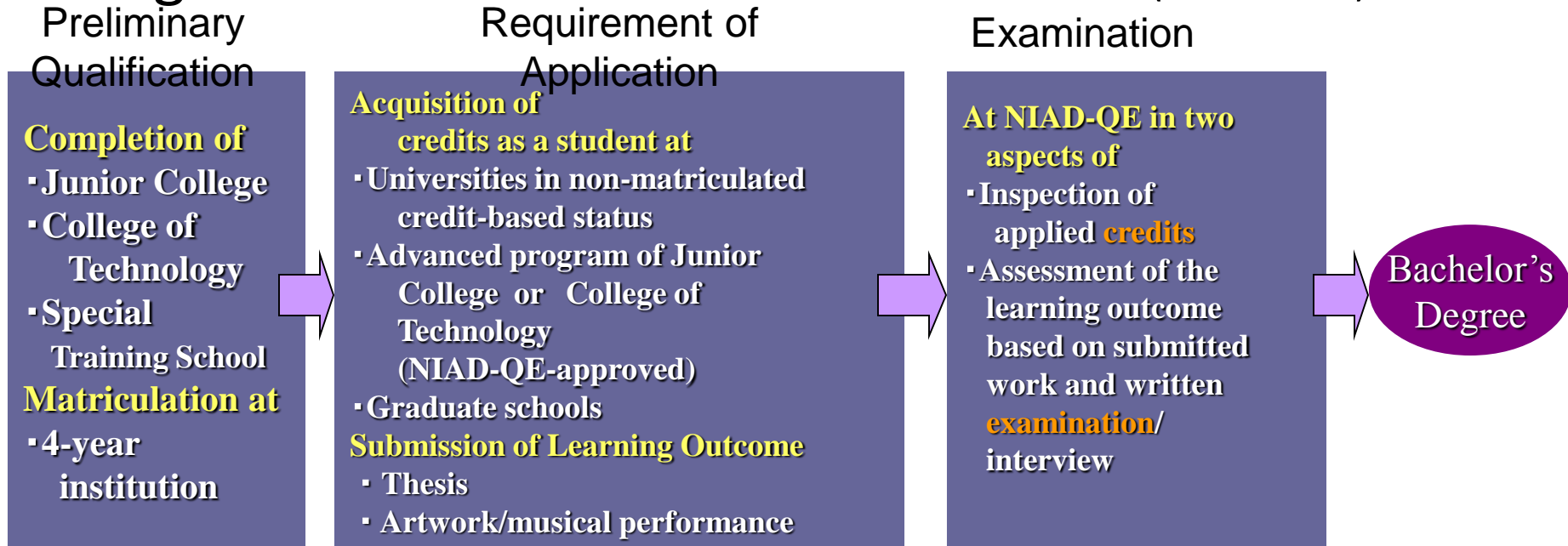
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## Degree Awarding by NIAD-QE

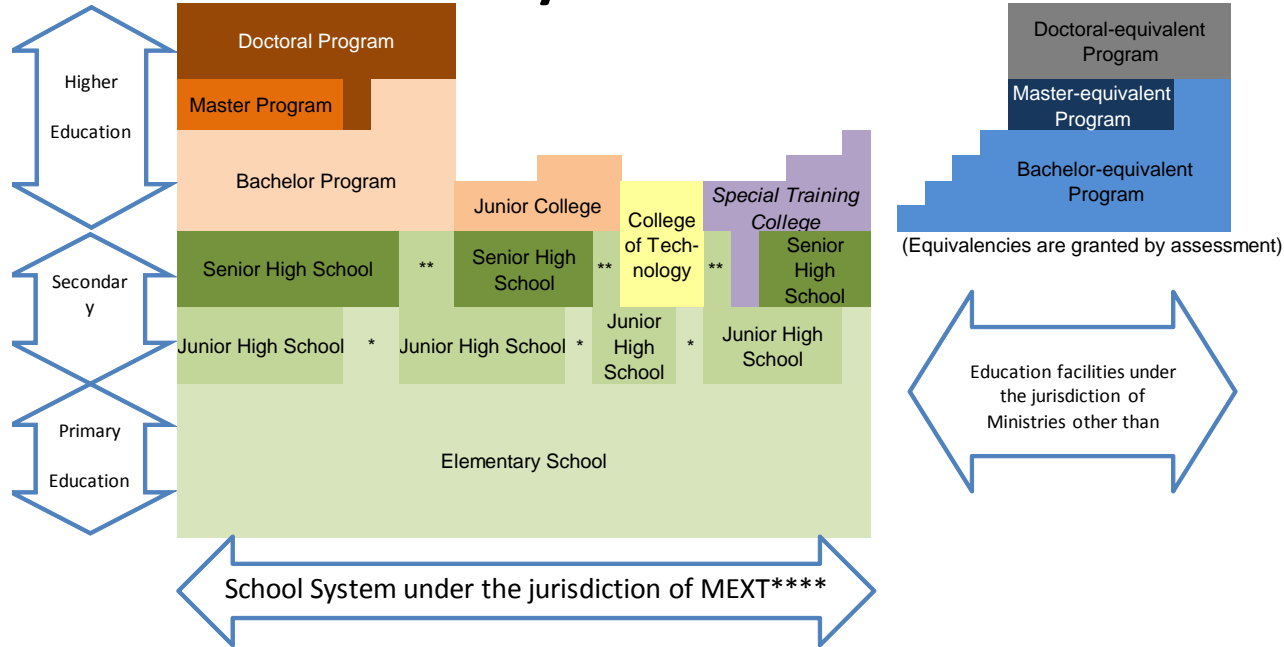


# Process of Degree Awarding (Scheme I)

## Degrees based on credit accumulation (Bachelor's)



# Where are HEIs Located in overall School System?



Schools defined by Article 1 of the School Education Law

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\*\*\* MEXT: Ministry of Education, Culture, Sports, Science and Technology

# The System of Advanced Program

- Advanced programs of

- Junior Colleges

	School Age	(Typical Age)
Advanced Program	16	(22)
	15	(21)
Junior College	14	(20)
	13	(19)

- Colleges of Technology

Advanced Program	16	(22)
	15	(21)
	14	(20)
College of Technology	13	(19)
	12	(18)
	11	(17)
	10	(16)

# Paper and Pencil Exams

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# Examination

ID 1	ID 2	Field/Major	Applicant
999	1152099	Psychology	DOE, M. Janet

Q1. In your *report of learning outcome*, the limit and the possibility of adaptation of B. F. Skinner's theory of learning to mankind have been discussed. In that regard...

# Interview Exams (Art and Music)

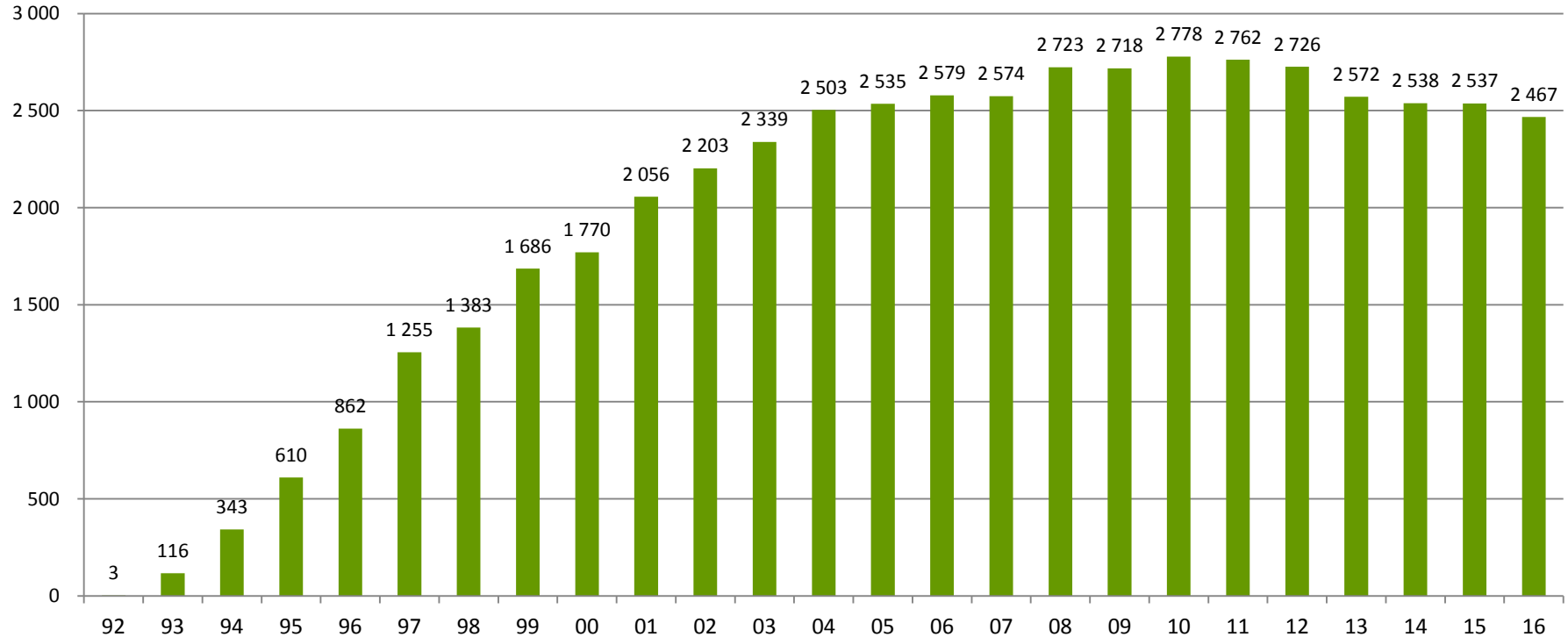


# Exams are Individualized!

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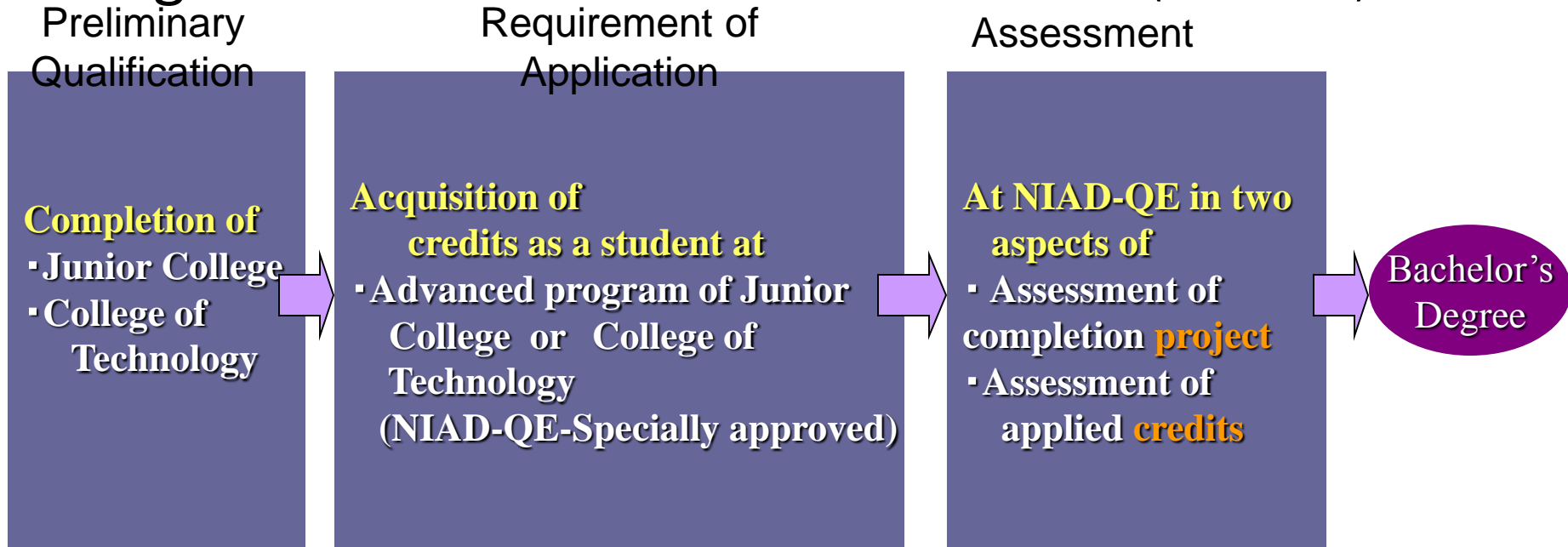
# Degrees Awarded in the Scheme I





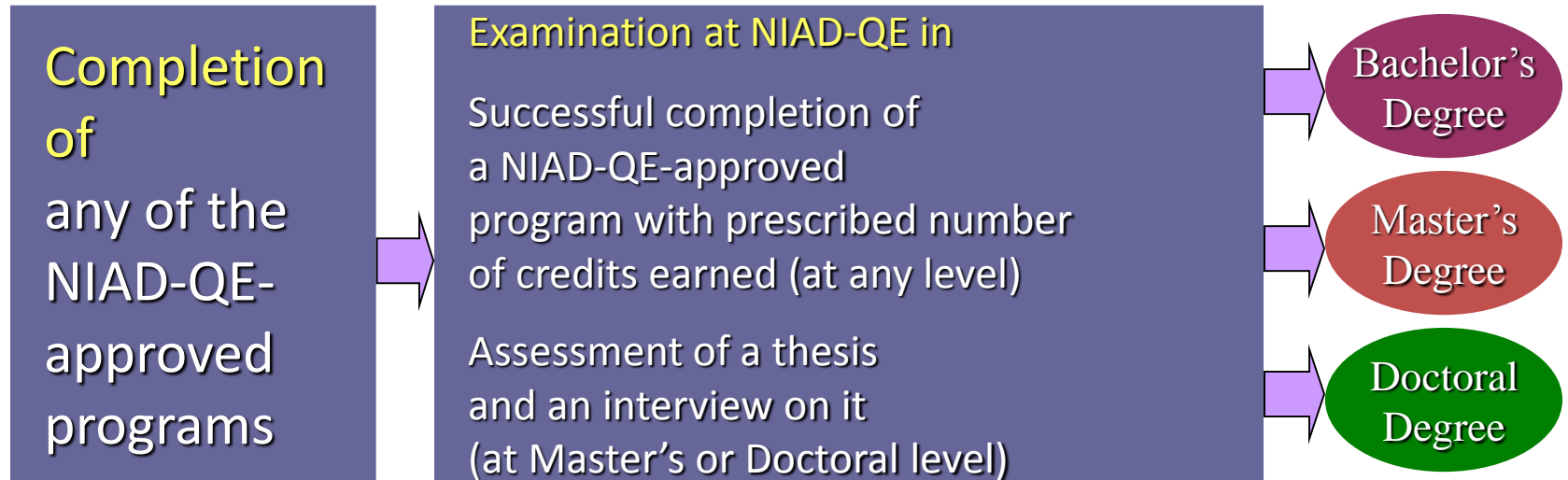
# Process of Degree Awarding (Scheme Ib)

## Degrees based on credit accumulation (Bachelor's)

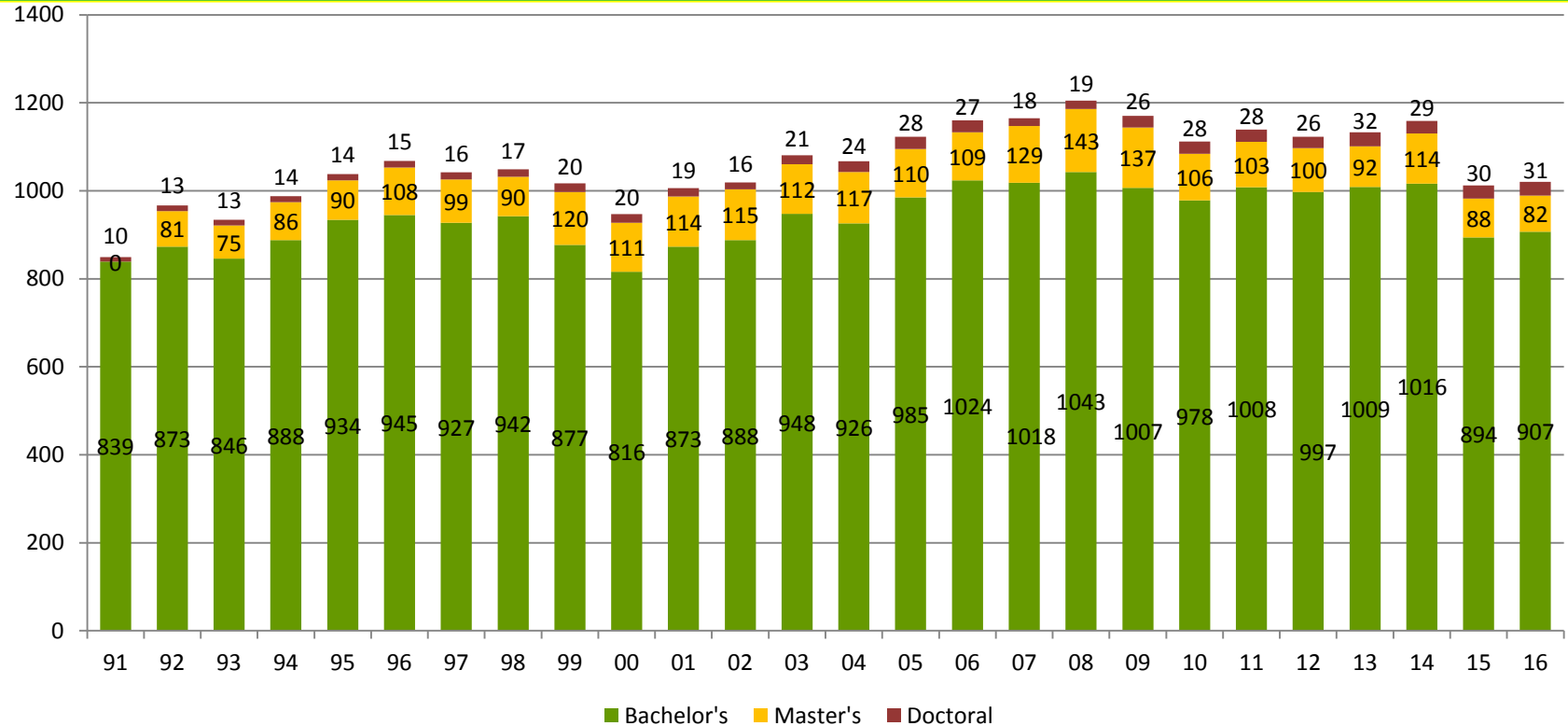


# Process of Degree Awarding (Scheme II)

- Degrees based on NIAD-QE-approved program operated under the jurisdiction of ministries other than Ministry of Education  
(Bachelor's, Master's, Doctoral)



# Degrees Awarded in the Scheme II



# Idea of a huge virtual university for life-long learning

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- NIAD-QE does...
  - Promote life-long learning at higher education level by providing opportunities to earn degree for learners who are not university students.
  - Widen learners' opportunities in earning credits by recognizing advanced programs of junior colleges/colleges of technology.
  - Appoint some 350 university faculty members nationwide to assure the equivalence of the quality of degrees.

# Idea of a huge virtual university for life-long learning

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- NIAD-QE does not...
  - Give any courses of study/credits themselves.
  - Convert life experience into credits.
  - Directly assess learners' competency in order to award degrees (competency must be represented in the style of *credits* earned at other higher education institutions).

# Idea of a huge virtual university for life-long learning

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- After all, NIAD-QE has been...
  - A provider of degrees based on credits.
  - Additionally, requiring learners to pass examinations to assure their up-to-date knowledge in different major fields.
  - Putting prime importance on quality and accessibility.

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Thank you!

Questions and comments:  
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