

2010 Hachinohe University ASEAN Student Matriculation Feasibility Report

Barry Grossman¹⁾ and Gregory Anthony²⁾

Abstract :

This report presents information concerning various facets of the ASEAN student community : research data on international exchange students in Japan, opinions and interests of ASEAN academic institutions, as well as a description of the short-term study program that Hachinohe University has been offering. The paper will close with a brief commentary on the relevance of this information to the future marketability of short term study programs at HU.

Hachinohe University and other local institutes of higher education all offer an array of programs that are of possible interest to students in ASEAN member countries. The Japanese systems of business management, health care, nursing, early childhood education, and sports training offered at Hachinohe University and Hachinohe Junior College (HU and HJC are both part of Kosei Gakuin Educational Corporation) are all potentially marketable. Additionally, the study of Japanese language and culture in an immersive environment is also a highly sought-after program which could be offered to students from ASEAN countries. With the recent success of short-term student exchange pilot programs in the spring of 2008 and 2009, and with specific stated interest on the part of the visiting school in the continuation of this program, it is apparent that HU should continue to offer this as well as a more varied range of study programs. In this way, HU can attract even more international students. Such programs would be particularly appealing to students from ASEAN nations by allowing them to further expand the scope of their education, thereby advancing international cooperation and understanding as well as increasing the chances of advanced career opportunities in Japan and in their home countries.

Part 1 : The ASEAN student market

Statistics show that there is an increase in the number of foreign students that are attracted to Japan for work opportunities after their studies. These figures indicate there is a growing need for programs at Japanese universities to help students learn the Japanese language, experience Japanese culture first-hand, as well as receive some training in their respective fields of interest. According to studies by the Japan External Trade Organization (JETRO), trends show that more and more foreign students are stay-

¹⁾ Business Department, Hachinohe University

²⁾ Business Department, Hachinohe University

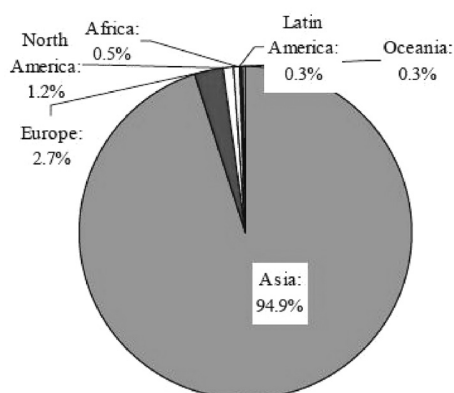
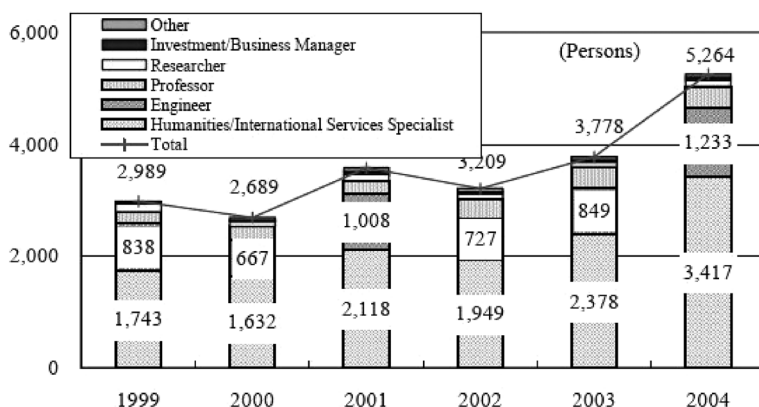


Figure 1 : Origin of International Students in Japan Who Change to Work Visa
Source : JETRO http://www.jetro.go.jp/en/reports/market/pdf/2005_46_u.pdf



Source: Figs.1, 2, Ministry of Justice

Figure 2 : Japanese Work Visas Obtained by Foreign Students

Source : JETRO http://www.jetro.go.jp/en/reports/market/pdf/2005_46_u.pdf

ing in Japan after graduation to work (Figures 1 and 2). One major factor that has helped promote this movement is that the Japanese government has recently relaxed visa regulations so that foreign students who graduate are now granted an additional 180 day visa extension for the purpose of job hunting.

Additionally, the figures from JETRO show that the vast majority of all students that stay in Japan for work are from Asia, confirming that currently the ASEAN market is indeed the largest. The JETRO report speculates that it is much easier for foreign students already in Japan to enter the workforce as many of them can already speak Japanese and they also have a better understanding of Japanese business customs, many of which are more common among Asian nations as opposed to Western ones (JETRO, 2005).

Japan's falling birthrate and aging population also advance a situation that is arguably more receptive to more foreigners entering the workforce in Japan. JETRO's report is also optimistic of this fact and hopes in particular that this will lead to the development of new businesses in Japan that will help create

Table 1 : Number of Short-term International Students by Nationality

(Unit : person)

Country/region	Number of students		% of total		Country/region	Number of students		% of total	
China	3,577	(2,636)	31.0%	(27.0)	Italy	76	(68)	0.7%	(0.7)
Republic of Korea	1,952	(1,849)	16.9%	(19.0)	Russia	71	(79)	0.6%	(0.8)
U.S.A.	1,683	(1,447)	14.6%	(14.8)	Spain	60	(47)	0.5%	(0.5)
Taiwan	729	(595)	6.3%	(6.1)	Philippines	52	(36)	0.5%	(0.4)
France	412	(359)	3.6%	(3.7)	Norway	52	(43)	0.5%	(0.4)
Germany	313	(350)	2.7%	(3.6)	Singapore	49	(38)	0.4%	(0.4)
Thailand	295	(272)	2.6%	(2.8)	Poland	49	(49)	0.4%	(0.5)
United Kingdom	256	(212)	2.2%	(2.2)	Mexico	44	(43)	0.4%	(0.4)
Australia	219	(229)	1.9%	(2.3)	Austria	44	(29)	0.4%	(0.3)
Canada	180	(137)	1.6%	(1.4)	Brazil	43	(38)	0.4%	(0.4)
Indonesia	154	(134)	1.3%	(1.4)	Malaysia	42	(37)	0.4%	(0.4)
Vietnam	129	(112)	1.1%	(1.1)	Switzerland	38	(37)	0.3%	(0.4)
Sweden	121	(114)	1.0%	(1.2)	New Zealand	36	(35)	0.3%	(0.4)
Netherlands	94	(69)	0.8%	(0.7)	Myanmar	33	(39)	0.3%	(0.4)
Mongolia	93	(47)	0.8%	(0.5)	Others	574	(508)	5.0%	(5.2)
Finland	76	(68)	0.7%	(0.7)	Total	11,546	(9,756)	100.0%	(100.0)

() indicates figures as of May 1, 2008

source : Jasso http://www.jasso.go.jp/statistics/intl_student/data09_e.html

new jobs and help curb recent economic downtrends.

The Japan Student Services Organization (JASSO) reports increases in both the number of ‘college student’ visas for international students as well as for ‘short-term’ international students. ‘Short-term’ students study at a Japanese university for a year or less, with the goals of experiencing Japanese culture or studying the Japanese language. A recent study by JASSO shows an 18.35% increase in the number of short-term international students between 2008 and 2009. It is also quite relevant that 61.64% of these students are from Asian nations (JASSO, 2009).

These patterns also seem to be the standard in Aomori prefecture. Studies by the Aomori Prefectural Exchange Student Exchange Promotion Organization show that as of May 2010, of the 626 international students at Aomori Universities, 582 of these students are from Asian nations, with 87 being from ASEAN member countries (青森県留学生交流推進協議会だより 19 号, 2010 年). Only 13 of these students are located in Hachinohe city.

As can be seen from the data above, there is a nation-wide market for short-term international study programs aimed at ASEAN universities. We can see that there is also an interest in foreign students studying in Aomori prefecture. That so few of the total international students studying in Aomori pre-

lecture are located in or near Hachinohe presents a unique opportunity for Hachinohe University to help expand the viability of this market locally by developing its own short-term exchange programs.

Part 2 : ASEAN Institutions Interested in Short-Term Programs

Before looking into any programs that might be of interest to students from ASEAN countries, we must identify these countries. The ASEAN countries include ; Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Phillipines, Singapore, Thailand, and Vietnam. The following data from the Japan Student Services Organization (JASSO) shows aspects of ASEAN students studying in Japan as of 2009. (Please refer to Appendix A for charts, tables and graphs.) As of May 2009, there was a 7.2% year on year increase in total numbers of international students to 132,720 students, with an increase of 6.2% for colleges and universities. Out of the five major host countries, only two of these are in the ASEAN community making up 25.9% of the international student population within the top five countries. Out of the total number of international students, 122,464 (92.3%) are from Asian countries, approximately 11,547 from the ASEAN community representing roughly 9.4% of the population. Looking at short-term educational programs, the ASEAN student community represents over 6% of the total 11,546 students.

When looking at the type of institution attended, private universities top the list with 40%, or 53,107 of the total 132,720 students who attended various public graduate schools, universities, public and private technical and junior colleges as well as various types of prep schools. In the area of study, over 40% (53,497) study social science (including business) and health care. How many of these come from the ASEAN-member population is unclear at the present time. This was our motivation for the research in the following section.

In order to collect data about the interests and opinions of short-term study programs in Hachinohe from ASEAN-member institutes of higher learning, the authors created and distributed a questionnaire. Initially, the questionnaire included only questions related to the target institution's interest in our own proposed programs. However, we decided to include a number of initial questions that ask the target institutions about the programs that they themselves offer for potential Japanese students from Hachinohe to visit their school. In our conception, this also provides us with data on what types of comparable short-term exchange programs are offered by ASEAN-member institutions for future exchange opportunities for HU students.

During the process of questionnaire format deliberation, it was decided that rather than mailing paper surveys, an online survey would be more practical and efficient in terms of distribution and response collection, particularly given the large number of target institutions spread over many countries. We evaluated many different options for online survey services. At first, we considered multilingual survey services such as offered by Cvent, QuestionPro, and Opinio. Although most of these multilingual services allow for the questionnaire to be accessed in almost any language, the translation of the questionnaire needed to be done manually by the submitters, which would have required translators for each of the varied languages represented in the ASEAN community. We decided against this option for a number of reasons ; expense, time required for multiple translations, the inability to double-check the accu-

racy of the translations ourselves, and additional need for translation of open-ended text question responses from completed questionnaires. Along with these complications as well as understanding that English is predominantly the international language of communication used within the ASEAN community, particularly at institutions of higher learning, we finally decided to stay with an English-language questionnaire format. We decided on the services of QuestionPro.com, as their technical options seemed more complete. We also felt this internationally respected company name would help put responders online privacy and security concerns at ease.

The next step was to compile a list of target ASEAN registered institutes of higher learning to which we would send our questionnaire. Using the internet for our research, we first filtered out universities and colleges of technology, computer science, medicine, dentistry, agriculture and forestry, religion and theology, industry and other 'hard science' universities. The reasoning behind this approach was that any short-term study programs that HU or HJC could currently offer would not contain courses in the above fields. Our final ASEAN institution target list included 439 institutes of higher learning represented in Vietnam, Thailand, Cambodia, Indonesia, Myanmar, Malaysia, Philippines, and Singapore. However, as the questionnaire was to be distributed and completed online, any institution without an e-mail address was omitted from the survey distribution. Arguably, any institution that doesn't have the means to communicate via e-mail would not be a viable candidate for participating on short-term study programs to Hachinohe, as this form of communication would be essential to organizing the details of such programs. After filtering, the final list of target schools sent the online survey was 276.

Before mailing out the questionnaire links to the target schools, we initiated a test run to colleagues within Japan, collecting their feedback on the questionnaire, and made modifications where needed. Once we were confident in the structure and user-friendliness of our online survey, we sent the initial invitation for our revised survey to the 276 ASEAN target institutions on February 10, 2009. At first, 29 survey invitations bounced back, the result of duplicate or inactive e-mail addresses or spam mail filters on the target universities mail servers. According to the QuestionPro.com data collection information none of the target schools looked at or started the questionnaire. After 3 weeks and collecting no responses, we sent a questionnaire invitation reminder to the 258 remaining target institutions on March 2, 2009. This reminder invite elicited 11 of the institutions to complete the survey. Still hoping for a few more responses, we waited 2 more weeks and sent a third and final questionnaire reminder invitation to the remaining 237 valid mail addresses on March 17, 2009. Of this final reminder, one new institution completed the survey. Our final statistics show that 72 subjects viewed the survey and that 39 started the survey ; however, only 12 fully completed the questionnaire.

Although the questionnaire elicited a relatively low response rate, the data we did gather from the responders is insightful. Of the 12 responders that fully completed the questionnaire, five were from Thailand, three from Singapore, two from the Philippines, one from Indonesia, and one from Vietnam. Furthermore, that such a large number of responders started the questionnaire yet dropped out before its completion means that we have additional responses for some of the questions.

Data from the questionnaire responses is quite interesting and we will report some of the relevant responses here. When asked reasons why their students may be interested in studying in Japan, 67.75% felt that 'economic opportunities in Japan' were important, while 66.67% felt that 'economic opportunities

at home were important'. Educational advancement was also highly ranked, with 86.67% feeling study in Japan was important. Although these results suggest that study in Japan is seen as increasing economic opportunities in either Japan or the student's home country, that such a high percent recognize that economic opportunities within Japan are a viable option corresponds to the JETRO and JASSO data on the increase of Asian students' interest in finding work in Japan.

When asked specifics about how interested their students would be in certain aspects of studying in Japan, 'travelling and sightseeing around Japan' was the highest ranked, with 73.33% being very interested. This is followed by 'experiencing Japanese culture' (53.33% very interested), 'attending classes at a Japanese university' (40% very interested), and 'learning the Japanese language' (37.50% very interested). We can see from these figures that although emphasis is placed on each aspect of studying in Japan, for a short-term study program, interest in traveling within Japan and experiencing the culture are more heavily weighted than attending classes or learning the language.

When asked how many students may be interested in joining a short-term study program in Japan, 56.25% responded with 'less than 10', while 31.25% responded between 11-20. The ideal length for such a short-term study program received equal scores, between 1-2 weeks and between 3-4 weeks (37.50% each). Overwhelmingly, the ideal time of year for such a program was marked as either April or May (17.02% each), followed next by June and July (10.64% each).

When asked at what maximum cost their students would be able to join an 8-week study program in Japan (price including program cost, food, and local transportation, NOT including airfare), 50% responded less than \$1,000 USD, with 25% responding less than \$2,000 USD. These responses may be interpreted that ideal short-term exchange programs would be for smaller groups of students (less than 10), for anywhere between 1-4 weeks. Since responders were asked to evaluate costs based on an 8-week program, we can interpret costs for a 4-week program to represent half of that figure, placing the desired maximum cost of a 4-week program at \$500 USD (not including airfare). As April and May correlate to the beginning of the Japanese academic year, this is an ideal time to accept short-term students from overseas, as they may participate in the traditional university entrance ceremonies, orientation, and the HU annual freshman student excursion. Because classes are just beginning, it is arguably easier for overseas students to acclimate to the classroom as well. Maximum program cost, however, may be an issue. Particularly given the relatively remote location of Hachinohe and the additional travel expenses required to get here, as well as the high cost of living in Japan (lodging, food) compared to costs in these other Asian nations, keeping the cost to a minimum would be essential for prospective short-term students.

Responders were also asked what specialized subjects their students may be most interested in studying in Japan: the choices given were business, human health sciences, nursing, early childhood education, design, and engineering. Results can be seen in Table 2 below. The results show that survey responders feel that business, engineering, and design courses would hold the most interest for their students. While HU and HJC offer the majority of these classes, prospective students interested in engineering courses may be able to make special arrangements with a nearby university of technology. It is also interesting to see nursing classes in the lowest rank here, as well as engineering ranking high, although this statistic, as well as the ranking of the other classes, can all be attributed to the types of

Table 2 : Prospective Short-Term Student Interest in Specialized Subjects According to Survey Responses

Rank	Subject	Projected Student Interest
1	Business	93.33%
2	Engineering	91.67%
3	Design	84.62%
4	Human Health Sciences	41.67%
5	Early Childhood	30.77%
6	Nursing	25%

schools that were asked to respond to the survey.

Survey responders were asked what factors may be worrisome to their students in regards to studying in Japan. The choices were : cost, understanding the Japanese language, eating Japanese food / dietary restrictions, and travelling internationally. Of these factors, cost was the major concern, rated at 'very worrisome' by 75% of responders. This was followed by 'understanding the Japanese language' as 'very worrisome' by 40% of responders. Food and international travel appeared not to be major concerns for responders. A number of free comments on the survey show that cost is one of the largest obstacles to overseas students joining study programs in Japan. Many responders note the large disparity between the standard and costs of living in Japan as opposed to their own countries, and a few responders inquired about the possibility of scholarships and financial assistance.

Although the data we were able to secure through this questionnaire does provide some insight into what type of short-term programs HU could develop, a higher response rate would have allowed for more statistically conclusive results. There are multiple factors that may have attributed to the relative low response rate to our online questionnaire. The first obstacle was that our questionnaire would have needed to have been viewed by a recipient : e-mail and spam filters both at the network server level and individual computer level could have prevented our questionnaire request from even reaching human eyes. The next obstacle could have been the questionnaire reaching or being forwarded to an individual with an interest in overseas study programs. It is very likely in many cases that although our questionnaire was seen by someone, that person saw no value in taking the time to respond, or they did not know to whom to forward such a questionnaire, hence our request mail was deleted. Even if the mail was forwarded to an appropriate member of the target institution's staff, if, at any point along the path of the invitation mail, the contents were not understood due to the language being English, this would also likely result in the deletion of the mail. If our mail was successful in reaching an appropriate member of the target institution's staff who was able to understand English, unless that individual or institution was interested in short-term exchange programs, it is unlikely that the recipient would have taken the time to complete the survey. Following this same logic, although the total response rate was relatively low, we can assume that the few responses that we did receive were from institutions where there is an actual interest in developing and participating in such short-term exchange programs.

Part 3 : Hachinohe University ASEAN Student Short-term Pilot Program

In the springs of 2009 and 2010, HU launched its short-term Japanese language and culture pilot program for two Thai students interested in studying in Hachinohe. The goal was to promote the learning of Japanese language and culture in Japan for ASEAN member countries as well as create exposure for HU within the ASEAN community. Students could gain experience in the Japanese language and culture within the context of the society while maintaining a safety net through the HU International Relations Committee, administration, and student body of HU. The length of the program was 10 weeks, from the first of April until the middle of June. This coincided with the Thailand summer vacation as well as the beginning of the new academic year here in Japan. In 2009, one of the married faculty members offered his home as a home-stay accommodation (renumerated). In 2010, the renumerated home-stay accommodations were changed to involve more of the Hachinohe city and student body community. The first half of the program was spent with a home-stay family listed under the Hachinohe City International Relations Committee while the last half of the program was spent at the home of an HU student who was a member of the One World Circle (an international relations club of HU.) Both home-stay options had benefits. The first, longer home-stay allowed a deeper bond to form between host family and exchange student, and any worries or questions could be addressed almost immediately by the faculty member-host-father. On the other hand, the split home-stay arrangement allowed for a more diversified experience of Japanese culture, both as a younger member of a household (as in the Hachinohe City host family situation) and as a similar age member (the HU student home). Both home-stay options were highly praised by the students themselves as well as the Thai faculty in charge of the students.

The academic program consisted of one Japanese class daily taught voluntarily by the HU International Relations Committee faculty members. One Japanese language textbook was chosen (Japanese for Busy People) and the teachers were assigned to teach one chapter per session, rotating days of the week with the student. So, for example, a particular teacher would teach on Mondays, a different teacher on Tuesdays, and so on. Besides lessening the teaching load on each volunteer teacher, (and not having sufficient funds for a dedicated part-time faculty member), this turned out to be a surprisingly interesting situation for the exchange student. Even with the same textbook, teaching styles varied greatly by teacher, and this exposed the student to many experiences of learning Japanese. At other times during the school day, students from the university's One World Circle, (explained above), were asked to act as a chaperone for the exchange student, accompanying them to various classes and lunch throughout the day. Because the program was not in itself meant as a study in a specialized subject, the IEC (International Relations Committee) decided to allow the One World Circle students to choose by themselves which host students and which visitation classes would be chosen at particular times. This proved beneficial for both the exchange student as well as the HU students. First and foremost, it allowed the HU students to take responsibility and pride in a unique and truly international experience, which they all reported as positive. Secondly, it allowed the exchange student to interact with many different students in a variety of classes with a variety of teachers, so that not only language but cultural differences within Japanese society could also be observed. Furthermore, it lessened the burden of time

and concentration for any one student in particular, thereby creating a more relaxed and enjoyable atmosphere for all students involved.

Toward the end of the program, the exchange students were required to give a presentation in Japanese to the school. The topic was open, but both students chose to introduce their country, culture, hometown and school. They both gave Powerpoint presentations in front of a voluntary audience from HU students, faculty and staff. Although both exchange students were noticeably nervous, they carried on courageously. The point was clearly made beforehand that Japanese level nor grammar were being graded or evaluated, but that curiosity about another culture as well as a true cross-cultural exchange of information was the goal and the reward in itself. Both authors here wish to applaud the efforts of both students again for their courage and sense of goodwill during those presentations and the question-answer periods that followed.

The day after each presentation there was a closing ceremony. A small group of associated faculty, students, and staff gathered to award a Program Completion Certificate to the students. Many hands were shaken, pictures taken, and a reception following the ceremony was time for goodbyes with warm words of encouragement for the future.

Part 4 : Conclusions

From this study, it can be seen that there is a potential market for short-term study programs at Hachinohe University. Additionally, the continued participation of Thai students in our pilot program in 2009 and 2010 shows an immediate need for us to further develop and establish this into an official program. With the practical experiences we have gained from the participation of students in our pilot program over the past two years, and with the continuing interest from the visiting university in sending more students to HU, we are currently in an ideal position to make these programs official and market them to other ASEAN students.

Although our survey data is ultimately limited by the small number of responders that completed the survey, from the data that we have procured, we are still able to make cautious assumptions about how to develop short-term programs that would appeal to ASEAN-member universities. Survey results suggest an ideal program would be 2-4 weeks in length and offered during April or May. An ideal program would also offer prospective students a choice of optional curricula that they may participate in ; particularly, but not limited to, classes in business, nursing, and engineering. In order to offer students such options, agreements with HJC and a neighboring university of technology would need to be made.

The more challenging aspect of such a short-term program will be offering a program that is of minimal cost to the participants, yet offers opportunities for them to travel and sightsee within Japan. As lodging will undoubtedly be a major expense for such students studying in Hachinohe, perhaps homestay arrangements with local families would be an ideal solution, as opposed to staying alone in an apartment or hotel-type accommodations. Not only would this help reduce students' lodging costs, but hopefully also offer the student opportunities to sightsee and travel with their host family, as well as offer visiting students the chance to experience Japanese culture firsthand. Short-term housing where mul-

multiple students share the expenses could also be an affordable alternative. Finally, scholarship and financial assistance possibilities for prospective short-term students should be researched to help further entice overseas students to participate in what would otherwise be an economically prohibitive program.

Although it can be argued that the current global and local economic climates are not ideal for international students to travel and study in Japan, it can also be said that the current economic situation can be a strong motivator for overseas students expanding their search for educational and economic opportunities outside of their own countries. Participating in such short-term study programs here in Hachinohe could introduce students to exciting new opportunities that may not be possible in their home countries. As the research statistics from JASSO and JETRO show, despite the world-wide economic downtrend of recent years, there is a continuing increase in foreign students coming to Japan.

In closing, the authors want to thank Hachinohe University for the 2009 Special Research Funds to make this program and its far-reaching educational benefits possible. We would also like to thank Far Eastern University in Chiang Mai, Thailand, for their willingness and faith in HU to educate and keep safe their valuable students. Much appreciation is also given to the Hachinohe City International Relations committee for all their help and effort in connecting us with a marvelous home-stay choice. Finally, a warm and gracious thank you to all of the students, faculty, and administration at HU who supported, directly or indirectly, the efforts of this program.

Appendix A

Tables and Graphs Related to International Students in Japan

International Students in Japan 2009

Total : 132,720 international students in Japan as of May 1, 2009, 7.2% up from last year.

Number of International Students by Institutional Type

Graduate school	35,405	(8.4% up)
University (undergraduate)/Junior college/ College of technology	67,108	(6.2% up)
Professional training college	27,914	(8.4% up)
University preparatory course	2,293	(2.6% up)

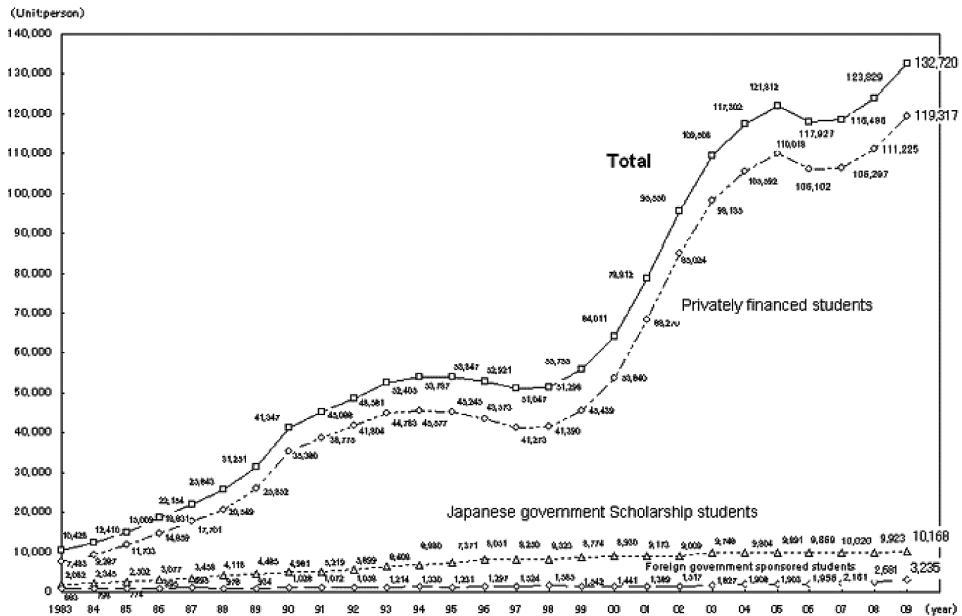
Five Major Regions of Origin

China	79,082	(8.7% up)
Republic of Korea	19,605	(3.9% up)
Taiwan	5,332	(4.9% up)
Vietnam	3,199	(11.3% up)
Malaysia	2,395	(5.5% up)

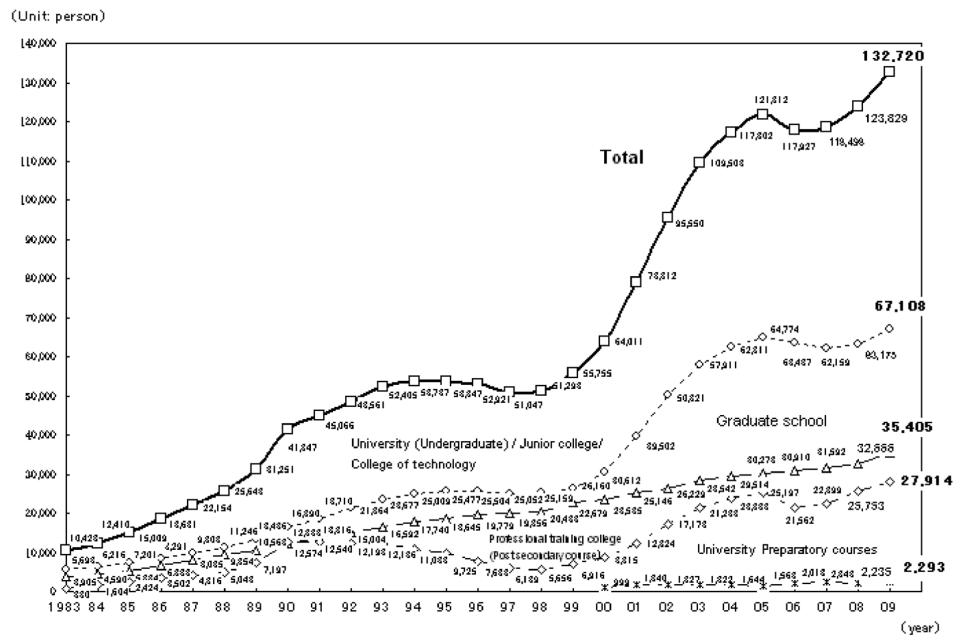
Note 1 : “International student” on this statistics is defined as a student from a foreign country who is receiving education at any Japanese university, graduate school, junior college, college of technology, professional training college, or university preparatory courses, and who resides in Japan with “college student” visa status, as defined in Annexed Table 1 of the Immigration Control and Refugee Recognition Act.

Note 2 : “Short-term international student” in these statistics is defined as a student from a foreign country who is receiving education in Japan for a period of one year or less. The purpose of a student is not necessarily to obtain a degree but rather to study at Japanese university, to experience a different culture, or to master Japanese language.

1. Trends in Number of International Students by Source of Funds



2. Trends in Number of International Students by Institution Type



*Note: “University preparatory courses” are designated by MEXT for students with school education of less than 12 years in foreign countries. Those who completed these courses are qualified to enter Japanese Universities.

3. Number of Short-term International Students by Nationality (Unit : person)

Country/region	Number of students		% of total		Country/region	Number of students		% of total	
China	3,577	(2,636)	31.0%	(27.0)	Italy	76	(68)	0.7%	(0.7)
Republic of Korea	1,952	(1,849)	16.9%	(19.0)	Russia	71	(79)	0.6%	(0.8)
U.S.A.	1,683	(1,447)	14.6%	(14.8)	Spain	60	(47)	0.5%	(0.5)
Taiwan	729	(595)	6.3%	(6.1)	Philippines	52	(36)	0.5%	(0.4)
France	412	(359)	3.6%	(3.7)	Norway	52	(43)	0.5%	(0.4)
Germany	313	(350)	2.7%	(3.6)	Singapore	49	(38)	0.4%	(0.4)
Thailand	295	(272)	2.6%	(2.8)	Poland	49	(49)	0.4%	(0.5)
United Kingdom	256	(212)	2.2%	(2.2)	Mexico	44	(43)	0.4%	(0.4)
Australia	219	(229)	1.9%	(2.3)	Austria	44	(29)	0.4%	(0.3)
Canada	180	(137)	1.6%	(1.4)	Brazil	43	(38)	0.4%	(0.4)
Indonesia	154	(134)	1.3%	(1.4)	Malaysia	42	(37)	0.4%	(0.4)
Vietnam	129	(112)	1.1%	(1.1)	Switzerland	38	(37)	0.3%	(0.4)
Sweden	121	(114)	1.0%	(1.2)	New Zealand	36	(35)	0.3%	(0.4)
Netherlands	94	(69)	0.8%	(0.7)	Myanmar	33	(39)	0.3%	(0.4)
Mongolia	93	(47)	0.8%	(0.5)	Others	574	(508)	5.0%	(5.2)
Finland	76	(68)	0.7%	(0.7)	Total	11,546	(9,756)	100.0%	(100.0)

() indicates figures as of May 1, 2008

4. Number of International Students by Major Field (Unit : person)

Major field	Number of students		% of total	
Humanities	32,954	(29,189)	24.8%	(23.6)
Social science	50,620	(48,259)	38.1%	(39.0)
Science	1,694	(1,526)	1.3%	(1.2)
Engineering	20,713	(19,511)	15.6%	(15.8)
Agriculture	2,934	(2,887)	2.2%	(2.3)
Health care	2,877	(2,768)	2.2%	(2.2)
Home economics	2,898	(2,772)	2.2%	(2.2)
Education	3,045	(2,981)	2.3%	(2.4)
Arts	4,130	(4,006)	3.1%	(3.2)
Others	10,855	(9,930)	8.2%	(8.0)
Total	132,720	(123,829)	100.0%	(100.0)

() indicates figures as of May 1, 2008

5. Number of International Students by Region and Prefecture of Japan (Unit : person)

Region	Num. of students	% of total	Prefecture	Number of students		Region	Num. of students	% of total	Prefecture	Number of students	
Hokkaido	2,173 (1,900)	1.6% (1.5)	Hokkaido	2,173	(1,900)	Kinki	23,085 (21,848)	17.4% (17.6)	Mie	885	(793)
									Shiga	432	(371)
									Kyoto	5,377	(4,994)
									Osaka	10,576	(10,289)
									Hyogo	4,240	(4,017)
									Nara	1,304	(1,102)
Tohoku	4,040 (3,481)	3.0% (2.8)	Aomori	730	(523)				Wakayama	271	(282)
			Iwate	450	(396)	Chugoku	6,472 (5,302)	4.9% (4.3)	Tottori	188	(186)
			Miyagi	1,945	(1,814)				Shimane	231	(213)
			Akita	297	(227)				Okayama	2,535	(1,982)
			Yamagata	222	(212)				Hiroshima	2,301	(2,091)
			Fukushima	396	(309)				Yamaguchi	1,217	(830)
Kanto	65,008 (61,949)	49.0% (50.0)	Ibaraki	2,519	(2,320)	Shikoku	1,392 (1,336)	1.0% (1.1)	Tokushima	334	(361)
			Tochigi	1,126	(1,071)				Kagawa	366	(349)
			Gunma	1,464	(1,172)				Ehime	531	(475)
			Saitama	5,951	(5,444)				Kochi	161	(151)
			Chiba	5,790	(5,566)	Kyushu	15,674 (14,235)	11.8% (11.5)	Fukuoka	7,578	(6,613)
			Tokyo	43,775	(42,371)				Saga	406	(398)
			Kanagawa	4,383	(4,005)				Nagasaki	1,655	(1,418)
Chubu	14,876 (13,778)	11.2% (11.1)	Niigata	1,394	(1,197)				Kumamoto	793	(743)
			Toyama	599	(585)				Oita	4,147	(3,965)
			Ishikawa	1,576	(1,421)				Miyazaki	148	(122)
			Fukui	340	(329)				Kagoshima	413	(434)
			Yamanashi	785	(692)				Okinawa	534	(542)
			Nagano	618	(570)	Total		132,720 (123,829)		100.0% (100.0)	
			Gifu	1,450	(1,373)						
			Shizuoka	1,643	(1,480)						
			Aichi	6,471	(6,131)						

() indicates figures as of May 1, 2008

REFERENCES

- 1) All tables in Appendix A are from the following source : http://www.jasso.go.jp/statistics/intl_student/data09_e.html
- 2) http://www.jetro.go.jp/en/reports/market/pdf/2005_46_u.pdf
- 3) http://www.jetro.org/documents/focus/JETRO_Focus_Dec2006.pdf
- 4) http://www.jasso.go.jp/exchange/eneews_news_h22_e.html#no21
- 5) 青森県留学生交流推進協議会だより 19 号 (June 2010)