

students but also offers them scholarships based on merit. India has yet to set up such a centrally coordinated agency. The impact of this initiative is that 10 percent of globally mobile students are now studying in China. China has even been successful in attracting Indian students, with the Indian student population in China growing from 8,145 in 2008 to 16,694 in 2015. Interestingly, 80 percent of these students are pursuing undergraduate, English-medium medical degrees. In comparison, data provided by the All India Survey for Higher Education (AISHE) of the Indian ministry of human resource development reveals a total of only 185 Chinese students studying in India during 2015–2016. The majority of these students study commerce, management, computer science, and other sciences. This imbalance clearly shows that, within Asia, China is a more attractive education hub. To attract international students

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**The mobility of both inbound and outbound students has become an important dimension of internationalization programs.**

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(and provide international quality education to its own students), China has encouraged four accredited American HEIs to set up a base in China. India's policy toward foreign education providers wishing to establish campuses in India has been very restrictive. As a result, not a single foreign institution has been attracted to set up a campus on Indian soil.

#### CONCLUSION

Both India and China have very large and comparable higher education infrastructures. In a globalized world, both have the potential to attract a large number of international students from other parts of the world—both developed and developing. China has recognized the importance of undertaking reforms to internationalize its higher education. As mentioned above, seven of its universities are now ranked among the top 200 worldwide, it attracts 10 times more international students than India, and it is also ensuring that a significant portion of its own student population is exposed to education abroad. India has made no such efforts. As a result, Chinese students studying abroad outnumber Indian students and enter the global employment market with an advantage. China has opened its doors to quality foreign university campuses attracting foreign as well as local students. Unless India takes very aggressive measures to reform its higher education system, it will lose

the race to China as Asia's most attractive education hub. Higher education is a means for economic development. The ministry of human resource development and the ministry of commerce in India must join efforts to develop a new plan to ensure economic development through higher education. ■

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## “Super-Short-Term” Study Abroad in Japan: A Dramatic Increase

YUKIKO SHIMMI AND HIROSHI OTA

*Yukiko Shimmi is assistant professor at the Graduate School of Law and the Center for Global Education, Hitotsubashi University, Tokyo, Japan. E-mail: yshimmi@gmail.com. Hiroshi Ota is professor at the Center for Global Education, Hitotsubashi University, Japan. E-mail: h.ota@r.hit-u.ac.jp.*

Since the mid-2000s, Japanese students have reportedly been developing an “inward-looking” attitude (some likely reasons are discussed in an article by Shimmi in *IHE*, issue 66, 2012). In recent times, there has been a dramatic increase of students participating in “super-short-term” study-abroad programs, lasting from one week up to one month. According to the Japan Student Service Organization (JASSO), the number of Japanese students who participated in such super-short-term programs more than tripled between 2009 and 2016, increasing from 16,873 to 60,145. This reflects a growing global trend among college students, especially in developed countries. This article discusses the background of this trend in Japan as well as emerging challenges.

#### THE JAPANESE GOVERNMENT'S NEW POLICIES ON STUDYING ABROAD

During the postwar period, the central focus of the Japanese government's internationalization policy was on attracting international students to come and study in Japan. However, with the decline, from the late 2000s, of the number of Japanese students studying abroad, the government (under the Abe administration) started prioritizing the promotion of outbound mobility in order to foster a globally-minded workforce for Japanese companies. Until that point, studying abroad had been mainly considered as a private choice, and governmental support for Japanese students to study abroad had been limited. In its effort to promote study

abroad, the government increased scholarships available for individual students and provided competitive funds for universities to develop support systems in order to broaden the range of study abroad options.

With respect to scholarships, in 2008, the government increased the budget for JASSO study-abroad scholarships for students enrolled at Japanese universities. Currently, this scholarship can be granted to students who participate in one of their university's study abroad programs with a duration of eight days to one year. The number of recipients dramatically increased from 627 in 2008 to 22,000 in 2017. In addition, in 2014, the government established another scholarship program called "*Tobitate!*" ("Leap for To-

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morrow!") Young Ambassador Program (A Public-Private Partnership Encouraging Students Study Abroad), with funding from both the government and private companies. "*Tobitate*" scholarships are intended for students who study abroad for periods varying from 28 days to two years. By 2017, about 3,000 university students had studied abroad with "*Tobitate*" scholarships.

With respect to competitive funds for universities, since 2011, the Inter-University Exchange Project has provided funds for two-way exchanges between Japan and regions that are specified each year. Through this scheme, by 2017 the number of Japanese students who had studied abroad reached 14,712, while the number of international students who had studied in Japan reached 15,289. In addition, from 2012 to 2016, the Go Global Japan Project provided funds to 42 universities to develop study abroad programs for students to acquire competencies for the new global society. The aim of recipient universities was to send 58,500 students abroad through this project. Other programs—such as the Top Global University Program, started in 2014—also aim to stimulate Japanese students to study abroad.

#### UNEXPECTED CONSEQUENCES AND CHALLENGES

Although these scholarships and grants were not meant for this in particular, universities specifically increased opportunities for super-short-term programs abroad, because, for

a number of reasons, they appear to be more accessible for Japanese students. First, the short duration of the program prevents time conflicts with other activities, such as looking for jobs at Japanese companies, typically conducted during a certain period in the year; preparing for national qualification examinations; and participating in club activities. Second, super-short-term programs tend to require lower participation fees than longer programs. Third, super-short-term programs that focus on foreign language learning at the basic level are popular among Japanese students because many students do not have sufficient foreign language skills to participate in longer exchange programs, during which they are required to take courses at partner universities together with local students.

The recent government support has been effective in increasing the number of students studying abroad for at least super-short-term programs; in comparison, the number of participants in longer-term programs has not increased as much. Moreover, although participating in short-term study-abroad programs can be a step for "inward-looking" students toward becoming more open to other cultures, super-short-term study abroad programs are considered too short to enhance the students' foreign language and cross-cultural competencies, compared to longer-term programs. Similar observations have been made in the United States and other countries.

#### NURTURING "OUTWARD-LOOKING" STUDENTS

In order to leverage the current increase in the numbers of super-short-term study-abroad participants, it is crucial to provide opportunities for students to continue developing their global competencies after returning home. As an example, encouraging students to participate in longer programs could be a possibility, but efforts are necessary to reduce existing obstacles, by providing adequate scholarships, solving issues related to companies' hiring systems, and developing mechanisms to allow students to easily transfer credits earned abroad. Opportunities for international exchange on home campuses should be increased both in curricular activities, e.g., with English-taught courses, and extracurricular activities, e.g., language exchanges, tutoring, peer-support, and buddy systems.

In addition, in order to respond to the current skepticism about the effect of super-short-term study-abroad programs, it is important to conduct assessments to measure the impact of the programs as well as the students' learning outcomes, and to continue improve the quality of these super-short-term programs. Collecting and assessing evidence on the value of the short-term study-abroad experience to develop global competencies is necessary to build support. These recently developed super-short-term programs are meant mainly for students with a basic level

in a foreign language; more advanced programs, requiring high foreign language and cross-cultural skills (such as project-based learning with local students in a host country) can be an additional option for students to continue developing their competencies. Developing an environment for students to utilize and build on their experiences during super-short-term study abroad programs will be key to making this new trend an opportunity to nurture future “outward-looking” graduates. ■

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## Pathway Colleges: A New Institutional Form in Canada

DALE M. MCCARTNEY AND AMY SCOTT METCALFE

*Dale M. McCartney is a PhD candidate and Amy Scott Metcalfe is associate professor in higher education at the Department of Educational Studies, University of British Columbia, Canada. E-mails: dale.mccartney@alumni.ubc.ca and amy.metcalfe@ubc.ca.*

International undergraduate students represent an important source of tuition revenue for many higher education systems, especially in the context of declining support from austerity-focused governments. In an effort to increase international undergraduate recruitment, Canadian universities are creating partnerships with or directly hosting “pathway colleges.” Pathway colleges are semiautonomous or privately operated institutions that have transfer agreements with partner universities to offer enrollment pathways for international students who lack the academic or linguistic credentials to allow direct entry to undergraduate degree programs at the university level. Whereas pathway colleges exist in other countries, the format is relatively new in Canada, where they have gone largely unexamined to this point. What little has been written on the topic has drawn attention to the colleges’ reliance on part-time instructors, their potential to increase “corporatization” of the academy, and the possibility that some international students might be misled by the marketing materials regarding the likelihood of transfer to an established Canadian university. Considering these concerns, we call for increased attention to the policies and practices of pathway colleges. Drawing on Canadian data, we offer a brief typology of these institutions, identify some possible concerns about their impact on public higher education systems, and suggest some directions for future research.

To better understand this phenomenon, we studied the 96 institutions that belong to Universities Canada, a

national advocacy organization for the sector. The pathway college relationship is becoming commonplace among public Canadian universities: our research revealed that 69 of the 96 institutions, or 72 percent of Canadian universities, had an affiliation with at least one pathway college. As pathway colleges are a new institutional model in Canada, there are significant variations in the form they take. Our research revealed three useful axes of comparison that give a sense of the general shape of the pathway college phenomenon in Canada: ownership, curriculum, and the transfer mechanism.

### OWNERSHIP

We noted two forms of ownership within Canadian pathway colleges: private partnerships or colleges owned by public host institutions. Of the 69 universities that have an affiliation with a pathway program, 22 (32 percent) of them have affiliations with pathway colleges that are private, for-profit institutions. These private pathway colleges are usually owned by large international educational companies, such as Navitas or Study Group, and operate separately from the partner university. These privately owned pathway colleges promise academic or linguistic “upgrading,” and explicitly advertise access to the partner institutions as part of their recruiting materials. The remaining pathway colleges (68 percent) are owned by the host institutions. These hosted pathway colleges are demarcated from the partner institution, however, with their own admissions criteria, and with students attending most or all of their classes separate from the rest of the student body.

### CURRICULUM

Pathway colleges in Canada are also usefully differentiated based on their curriculum. Of the 69 pathway colleges in our sample, 44 (64 percent) offer a mixed academic and linguistic program of study. In some cases, the academic element of these programs represents a year or more of a four-year undergraduate degree, while in others it is a small number of courses. These mixed academic–language programs promise additional assistance to students who need to upgrade their linguistic or academic performance for entry to the partner institution. A smaller number of pathway colleges, 25 (36 percent), offer language-only or English for Academic Purposes (EAP) programs. In these cases, students are offered English (or in Francophone regions, French) language upgrading programs that promise to prepare them for the linguistic requirements of the partner institution. Pathway colleges that are owned and operated by a public university are slightly more likely to be EAP programs (38 percent) than those run by corporate partners (of which 32 percent are EAP programs), but mixed programs are more common in both cases.