



AATJ Webinar

米国における日本語教育を巡る政府の動向について

April 28, 2024

Presenters: 金城太一、在アメリカ合衆国日本国大使館参事官
マーシャルともこ、バージニア大学、MAATJ2022-2023年度会長

Facilitator: 齋藤-アボット佳子、カリフォルニア州立大学モンテレイ校
AATJ Professional Development Director



AATJ Membership

Membership registration: <https://www.aatj.org/membership> (January 1 - December 31)

- Quarterly newsletter, semiannual journal
- Member rate for two annual conferences (ACTFL, AAS)
- Professional development programs
- Japanese National Honor Society (high school or college level)
- National Japanese Exam
- Membership in a regional or state Japanese language educators' association
- Teacher Awards
- Special Interest Groups

ICJLE 2024 – 早期登録割引 4月30日まで



August 1-3, 2024

Madison, WI, USA

<https://web.cvent.com/event/ebf085e5-afea-4752-9bd6-4c7b1e60ccc0/summary>





AATJ Teacher Awards



- Awards are given annually in two categories:
 - K-12 Level Teacher Award
 - Community College/College and University Level Teacher Award
- Nomination Deadline: June 30, 2024
- Eligibility:
 - Candidates must have three years' teaching experience at the level for which they are nominated.
 - Candidates must hold a current membership in AATJ.
 - Nominators may be anyone familiar with the nominee's teaching (e.g., a colleague, administrator, parent, or student).
 - Nominators who are teachers of Japanese (language, literature, culture, etc.) must be current members of AATJ. No current AATJ board member is eligible to receive one of these awards.
- Information: <https://www.aatj.org/prodev-awards>

Cheng & Tsui Professional Development Grants



Cheng & Tsui Publishers, the sponsor of the grant, will award **\$500** to the grant recipient(s).

Applicants for the Cheng & Tsui Professional Development grants should submit the following to AATJ:

1. An [application](#) describing how they would use the grant;
2. The amount of subsidy requested and a proposed budget (included on the application form);
3. A current Curriculum Vitae.

Applicants must be current members of AATJ. Recipients are also asked to write a brief report after attending the event for which they were awarded money, summarizing their experience and what they learned.

<https://www.aatj.org/prodev-cheng-and-tsui/>

Applications will be evaluated by a panel of reviewers selected by the American Association of Teachers of Japanese and who have no professional or personal connections with applicants.

The application form and CV should be sent via e-mail attachment to aatj@aatj.org by **September 1**.



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要旨: 昨年5月に日米両政府間で署名された「教育における協力覚書」を踏まえ、昨年10月に第1回日米教育ハイレベル政策対話が開催された。この中で中部大西洋岸日本語教師会(MAATJ)が実施した調査結果を示しつつ日本語教師不足を巡る課題を提起した。その後、共同文書がまとめられ、米国での日本語教育の支援策について取り組みを強化することとした。本講演で一連の動向について共有し、日本語教師不足の解決策について先生方と議論を深めたい。

Abstract: Based on the "Memorandum of Cooperation in Education" signed between the U.S. and Japanese governments last May, the first U.S.-Japan High-Level Policy Dialogue on Education was held in October 2023. At this dialogue, the Embassy of Japan presented the results of a survey conducted by the Mid-Atlantic Association of Teachers of Japanese and raised issues surrounding the shortage of Japanese language teachers. Included in the joint statement that was compiled was the decision to strengthen efforts to support Japanese language education in the U.S. In this presentation, we would like to share the latest developments and deepen the discussion with teachers on realizing solutions to the shortage of Japanese language teachers.



本日の流れ

- Mid-Atlantic Association of Teachers of Japanese (MAATJ)
日本語教師高齢化に関する
アンケート調査結果報告
- 質疑応答
- ワシントンDC日本大使館
第一回日米教育ハイレベル政策
対話に関する報告
その後の政府の動向
- 質疑応答

MAATJのアンケート調査

<https://www.maatj.org/survey-results>



MAATJの活動例(DMVエリア)

日本語教育懇談会(大使館主催)The Japanese Language Education Roundtable

2020年～2022年のタスクフォースとそのプロダクト

(1) **Business Taskforce:** 2 surveys – Japanese companies in the DMV area and working professionals who have learned the Japanese language and culture

(2) **Japanese Education Taskforce:** The Guides w/videos on how to become Japanese teachers in K-12 in DC, MD, VA →インフォメーションセッション継続



日本語教師の高齢化と次世代の人材不足について

目的: 日本語教師の高齢化の現状を把握し、高齢化による次世代の日本語教師
人材不足の可能性が高いことを実証する

調査実施期間: 2023年10月17日～10月24日

対象者: AATJ会員の日本語教師

調査方法: AATJが全米26ある地方日本語教師会に調査協力をメールで依頼

回答者: 305名



アンケート回答者合計 305名

回答者の学校レベル：

K-12（幼稚園・小中高）	114名	37.4%
コミュニティーカレッジ、大学	168名	55.1%
日本語学校、補習校	10名	3.3%
その他	13名	4.3%



回答者の日本語教師としての経験年数

5年未満 27名 8.9%
6～10年 54名 17.7%
11～15年 51名 16.7%
16～20年 46名 15.1%
21～25年 56名 18.4%
26～30年 32名 10.5%
31～35年 25名 8.2%
35年以上 14名 4.6%



半減？

回答者の年齢

30歳未満 (8名) 2.6%
30～35歳 (19名) 6.2%
36～40歳 (19名) 6.2%
41～45歳 (37名) 12.1%
46～50歳 (57名) 18.7%
51～55歳 (63名) 20.7%
56～60歳 (44名) 14.4%
61～65歳 (35名) 11.5%
66～70歳 (12名) 3.9%
71歳以上 (11名) 3.6%



5～10年で
退職年齢



結論

- ① 現役の日本語教師で最も多い年代は46歳から55歳
- ② ここ10年のうちに退職年齢(65歳)になる割合は回答者の4割近い
→ その教員の後任が見つからない場合やそのポジションが廃止された場合、日本語教師不足の問題は更に深刻化する
- ③ 日本語教師としての経験年数が6年から10年の教員は17.7%に対して5年未満の教員はその約半分の8.9%しかない
→ 過去5年間で日本語教師になった教師数が半減したことを示唆



日本語教育の教師に係る課題(自由解答)

最も多かったコメント: 給料の低さ

- ・K-16全体で課題等されるが特にK-12は深刻
- ・他の(外国語)教師より低い
- ・待遇の悪さや負担の多さ

教師不足の問題の原因・改善に向けての対策

- ・資格や免許を取得するのが困難、多大な時間が必要
- ・勤労を許可されるビザ取得も困難
- ・日本語教師育成プログラムやカリキュラムの不足
- ・退職後のポジションが廃止される傾向にある
- ・学生数の低下
- ・予算削減によるプログラム閉鎖・縮小

危機感を訴える
声が多かった



JOB LISTING

求人情報

国際交流基金ロサンゼルス

Job Listings



JAPAN FOUNDATION
LOS ANGELES



www.jflac.org/jle-jobs

全米日本語教育学会

Job Listings



www.aatj.org/

Complete Guide to Becoming a Japanese Teacher

Why Teach Japanese?



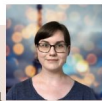
RAVEN SHOWALTER

Japanese Teacher at
Mary Baldwin University

”

My favorite thing about teaching Japanese is being able to share my passion and love for Japanese culture with my students.

”



CYNTHIA RINEHART

Japanese Teacher at
Great Falls Elementary School

”

My favorite part of my job is getting to watch my students' minds open up about other cultures. Language is what connects us to each other and there is nothing more valuable than that!

”

Contact Us

MAATJ

🔍 <http://maatj.weebly.com/>

Higher Ed Questions

Tomoko Hoogenboom

✉️ tmkhgnbm@umbc.edu

K-12 Level Questions

Noriko Otsuka

✉️ NLVANKEUREN@fcps.edu

日本語教師になろう!



Guide to Becoming a Japanese Teacher in DC, MD, VA



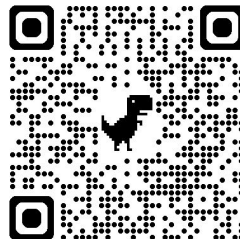
Mid Atlantic Association of Teachers of Japanese

中部大西洋岸日本語教師会



<https://www.maatj.org/jroundtable>

Mid-Atlantic Association of Teachers of Japanese





AATJ Japanese Programs S.O.S.



寄稿者 AATJ PRESIDENT ANN JORDAN SENSEI 日付 AUGUST 2021

CURRENT CHALLENGES IN JAPANESE LANGUAGE EDUCATION

Maintaining healthy programs and retaining and recruiting teachers has been a concern for the past several years, and not just in Japanese language education. According to data gathered by the U.S. government, teachers' unions, numerous education policy think tanks, and media outlets, the need for teachers is now far exceeding the supply. In Japanese, we have seen the teacher shortage coming for a while, with retirements increasing at the same time the pool of new teachers to replace them has become smaller and smaller. Recent job postings have gone unfilled for long periods of time, placing survival of long-standing Japanese programs in danger.

This situation was already worrisome, but the challenges of the pandemic have led many Japanese teachers to retire earlier than they planned. It has also created financial burdens for schools that have led some schools, both K-12 and college, to begin reducing or phasing out Japanese language programs or to consider doing so in the future.

WHAT CAN WE DO? S.O.S!

To address these challenges effectively, **advocacy and support must begin early with pro-active measures for ALL programs.** By the time a teacher has sent the SOS distress call to AATJ and JFLA, a program may have passed the point of no return. But by approaching the problem in a more holistic way and rethinking what we mean by "SOS", we can save more programs. So what do we mean by that?

S IS FOR (PRO-ACTIVE) STRATEGIES

You may be a dedicated, skilled teacher, but if no one outside of your classroom knows that, your program may not survive through tough times. **Quality is important, but so is marketing.** Japanese is almost always a choice, and your program needs to be good...better than the other choices. So always be thinking of how to share good news. Don't wait until you're in trouble. In addition to kuchikomi, there are some things you have to consider as part of the regular job of a Japanese teacher such as maintaining a high profile so that people know about the great things going on in your program. Notice, I didn't say "classroom". Your Japanese program is more than your classroom (virtual or in-person). It is all of the experiences that students gain from taking Japanese from you. It's also very important to be involved outside of Japanese, so that not only is your program vital to the school, but so are YOU!

HOW TO MAINTAIN A HIGH PROFILE (JUST A FEW EXAMPLES)

- Publish a newsletter and make sure to share it w/parents, community, school administrators
- Create a website for your program (or have a student do it) and keep it updated
- Social media (Instagram, etc.) account for your Nihongo Program
- Be involved outside of your program
- Maintain communication with senpai of your program
- Toot your program's horn! About cultural events, activities, exchanges, JNHS, etc.
- Bring the community in, take the program out to the community



OF EVIDENCE

ne, make sure that you're **collecting evidence.** That can be as simple as evidence such as complimentary emails, news articles, school bulletins, and photos of class activities and events, into a google folder. **How and when the program started should go into the folder.** If you are now is the time to start finding out. All of this evidence is very helpful **you need a support letter from JFLA or AATJ.** We can write a much stronger letter if we can cite specific details of your program.

- Program history
- Enrollment data
- Student/parent surveys
- Program accolades
- Media mentions
- Photos
- Involvement in JNHS



OR (PRO-ACTIVE) RETIREMENT STRATEGIES

retirements in your near future (5 or fewer years away), start planning now. It's really important to be involved in finding your replacement so that the program you lovingly built can continue to thrive. Use of local AATJ affiliate colleagues, JET alum, former students, and others. You're now not only a marketing specialist, you'll have to become an HR director. When I knew that I would be retiring "in a year before I had made a final decision, I tapped into my own local network of Japanese teachers and that I was thinking of retiring. The program the next teacher would inherit was strong, with a high salary and appealing enough to attract interest. If you are isolated and without a local network, ignoring affiliates.



S FOR OPPORTUNITIES

opportunities, recognize them, value, and nurture them. All teachers of Japanese have heard their students say **Japanese is like being in a family.** This may be true to some extent or college as well. Because a high school Japanese teacher only has one, maybe two teachers at a school, **replacing something almost impossible in any other language-learning and growing together with the same group of the same teacher throughout all four years.** No IR or JFLA ensure the value of this, but it's HUGE. And it is filling a **real need that is so critical for young people, and you.** Remember that **you are not only building your program with your students and they with each other, but you are also building relationships.**

DON'T MISS OPPORTUNITIES TO:

- Build relationships with parents, community, fellow teachers, so that they become invested in the Nihongo program family
- Involve students/JNHS/Japan club members in building & promoting the Nihongo program brand
- Make your program accessible to ALL LEARNERS!
- Take advantage of JFLA grants, events, other opportunities and share this info with site/district admin
- Be the best teacher you can be by participating in ongoing professional development to keep your teaching engaging and current.



Contact local affiliate

Affiliate officers can contact AATJ/JFLA to ask for letters of support

AATJ will ask for more info, names of key people

Affiliate/AATJ/JFLA coordinate efforts (letter to admin, school board, etc)

Support Flowchart

goals that eyes of a national organization are watching closely to mobilize, pull other sources of support together quickly (affiliate, JFLA, local/state language teachers organizations, JNHS, etc

OTHER SOURCES OF SUPPORT LETTERS

your local AATJ affiliate, local and state language teachers associations, HS Officers, students, supportive parents, community partners

you found this helpful. In future issues, we plan to feature SOS strategies aimed at college programs. (This one was a bit more!)

IS ALSO FOR SUPPORT

important to recognize warning signs, to know whom and how to call for help. Some warning signs include:

end of decline in enrollment
reduction of sections, even when interest and enrollment seem strong
offering a Japanese 1 class, even temporarily



if these happen, or if something doesn't seem right, **be vocal. Ask questions, find out what's going on.** Is funding an issue? Ask about applying for a JFLA program support grant. Be sure to give your local affiliate a heads up, so they can be ready to defend.

important stage is where having the backing of organizations like AATJ and JFLA matter. When teachers begin noticing signs of trouble, some are hesitant to speak out or ask for help. They may feel embarrassed or that the problem isn't really "bad enough". The sooner you contact us, the sooner we can help you to act strategically and pro-actively.

from AATJ and JFLA to your administration signals to the decision makers that **the eyes of a national organization are on their local Japanese program.** It helps shift their thinking about the program as being small and specialized to one part of a larger entity. It also makes it a little more difficult to operate in secret.



<https://www.aatj.org/advocacy/>

在アメリカ合衆国日本国大使館 からの報告

日本語教育を巡る政府の動向

2023年 5月 日米間の教育における協力覚書

2023年10月 日米教育ハイレベル政策対話

2023年12月 同政策対話共同声明発表

2024年 4月 日米首脳共同声明

日本専門家のための教育文化交流機会創出のための協力覚書

日米間の教育における協力覚書

- 2023年 5月 G7広島サミットに合わせ、永岡文部科学大臣(当時)とアントニー・ブリンケン国務長官が教育協力に関する覚書に署名。
- 文部科学省と国務省の間の初となる覚書で、本覚書に基づき、両国の中等教育、高等教育及び研究分野における協力活動を強化するとともに、両省の政策対話を定期的を開催することを明記。



日米教育ハイレベル政策対話(2023年10月)

ワシントンDCにおいて開催された第1回ハイレベル政策対話では、

- (1) 高校から学部までの学生交流、
- (2) 教職員交流、
- (3) 大学院の学生交流、
- (4) 大学間・産学間連携、

について日米の近年の政策・取組の紹介・
意見交換を実施



MAATJとの連携による緊急調査



Mid-Atlantic Association of Teachers of Japanese

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日本の水際措置が米国の教育機関に及ぼす影響に関する緊急調査

日本の外国人入国制限のため、日本に留学できない状況が長期化しています。今後もこのような状況が続くと、日米間の教育・文化交流に深刻な影響が出てくるのが懸念されます。そこで、中部大西洋岸日本語教師会（Mid-Atlantic Association of Teachers of Japanese, MAATJ）が、米国の日本語教育関係者を対象に、日本へ留学できない状況が米国の大学や他の教育機関にどのような影響を及ぼしているかについて緊急調査を行いました。本レポートは米国の日本語教員が影響をどう捉えているかをまとめたものです。

調査概要

目的：日本の水際措置が米国と日本の大学等教育機関に及ぼす影響を明らかにする

機関：中部大西洋岸日本語教師会（Mid-Atlantic Association of Teachers of Japanese, MAATJ）

調査票：Google Formで作成

対象者：米国の日本語教師と日本語教育関係者

方法：MAATJ, AATJ (American Association of Teachers of Japanese), その他日本語教育関係者・団体にメール、ニュースレター等で協力を依頼

期間：2022年2月9日（水）より2月18日（金）まで

有効回答：75校より83名の回答（1校より複数回答可）[全集計結果](#)

日米教育ハイレベル政策対話共同声明(2023年12月)

In the year to come, the officials confirmed to:

- Continue efforts to promote student exchange through implementing ongoing programs such as the Inter-University exchange project and scholarships;
- Expand exchange opportunities in STEM fields, specifically through JUSEC scholarships for Japanese Fulbright participants;
- Increase opportunities for Japanese students to explore study abroad options through student fairs to take place in Japan;
- Launch the first courses under a pilot English Language Specialist program with Kumamoto University to support the university's new workforce development curriculum for semiconductors;
- Cooperate on ways to support Japanese language study in the United States by strengthening pathways for Japanese teachers, including maximizing exchange opportunities at the K-12 level, mapping transferability of Japanese teaching licenses to the U.S., prioritizing Japanese as a critical language, and expanding various successful programs, such as J-LEAP, Fulbright Teaching Assistant Program, and calling for the expansion of private initiatives such as ALLEX; and
- Reaffirm the importance of cooperation on pursuing increased exchanges for K-12 Japanese language teaching in the United States, including enhanced opportunities for Japanese language teachers to build on their knowledge and skillsets via practical experience in the United States.

関係する報道



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関連報道記事



米国で日本語教育を後押し 両政府合意、国際人材強化へ [Kyodo 12.15.23](#)

米の日本語教員、人材不足の懸念 中高年多く若手の確保課題 [Kyodo 12.15.23](#)

Japan, U.S. craft measures to step up cooperation in education [Kyodo 12.15.23](#)



日本語教師不足を「緩和」へ 日米両政府が合意文書で最終調整 [FNNプライムオンライン 12.21.23](#)

日本語教師不足を解決 アメリカで日本人教員免許所持者に要件“緩和”へ [FNNプライムオンライン 12.21.23](#)

日米首脳共同声明「未来のためのグローバル・パートナー」 (2024年4月)

人と人とのつながりの強化

広島で開催された G7 首脳会合の際に両国間で署名された教育分野における協力覚書に基づき、我々は本日、アップル社、ブラックロック財団、渡邊利三財団、その他の設立資金提供者からの支援を受けて、日米関係の未来を「描く(map)」日米の高校生及び大学生のため、米日カウンシルが運営する新しい1,200万ドルの「ミネタ・アンバサダー・プログラム(MAP)」教育交流基金を通じて、学生の流動性を高めることにコミットすることを発表する。この観点から、我々はまた、日本学生支援機構を通じて日本人学生への奨学金を拡充する日本の新たなイニシアティブを歓迎する。

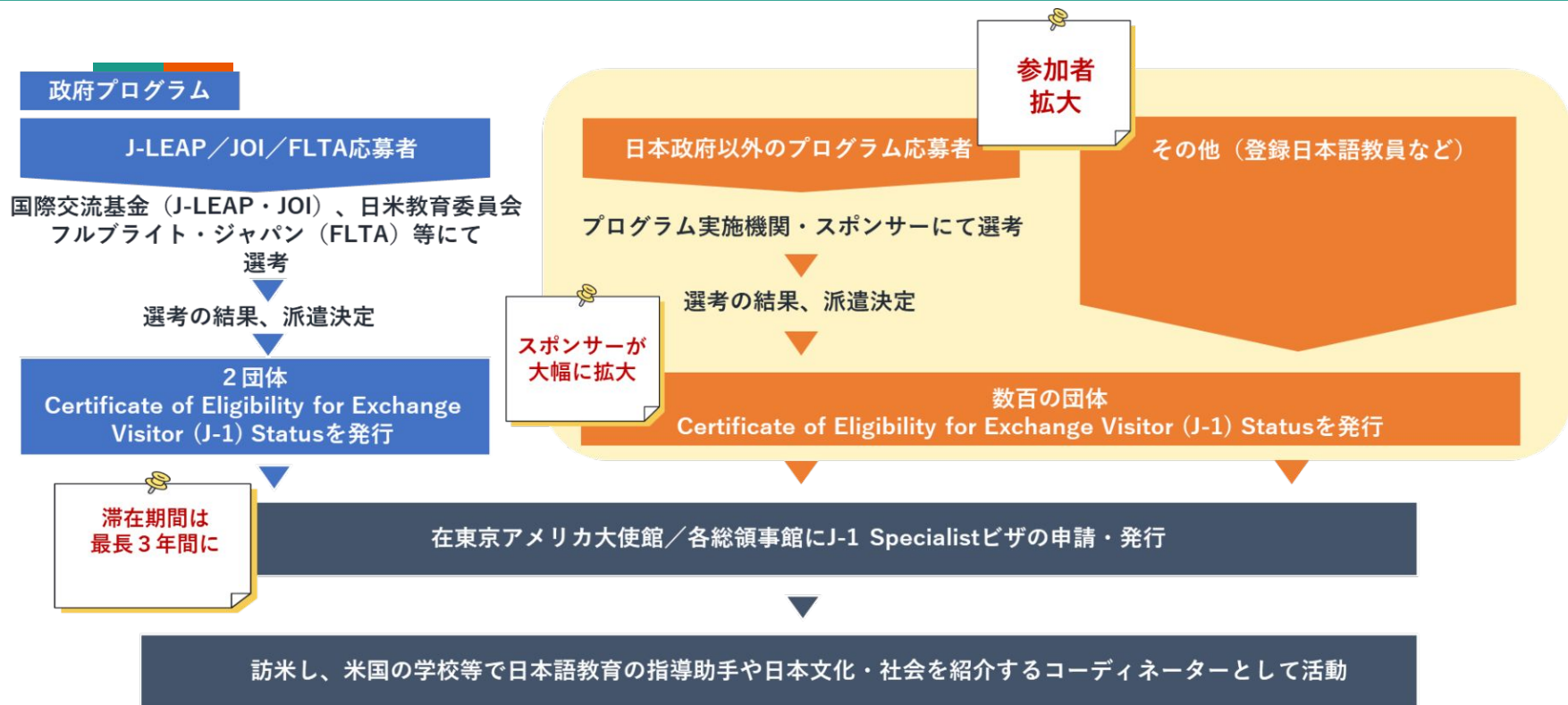
(略)我々は、長期的な関係を発展させる上での、特に対面による語学学習の重要性を認識し、日本からの交流訪問者が米国で日本語及び日本文化の専門知識を共有する機会を増やすための新たな協力覚書を発表するとともに、米国若手日本語教員(J-LEAP)派遣事業拡大のための取組を歓迎する。

日本専門家のための教育文化交流機会創出のための 協力覚書(2024年4月)

- ・4月10日、大使館と国務省との間で、「日本外務省・文部科学省及びアメリカ合衆国国務省の間の日本専門家のための教育・文化交流機会創出のための協力覚書」に署名。
- ・日本語指導助手の米国の教育現場における研修機会を提供する団体の拡大を目指し、また事業参加者の滞在期間を最長で3年に延長。
- ・この覚書を契機として、米国の学校で日本語指導助手として活動する若者が増加し、その中から米国において教員資格を取得し、日本語教師としてのキャリアを選択する者が増えることが期待。

https://www.mofa.go.jp/mofaj/press/release/pressit_000001_00599.html

覚書の概要



本覚書によりJ-1 Specialistビザが
活用できることを明確化

本覚書により政府以外のプログラム参加者も
J-1 Specialistビザ活用が可能

本覚書により直接スポンサーに申請する
個人もJ-1 Specialistビザ活用が可能

関連する報道

日本語教育、米で裾野拡大 教員の移住支援で日米合意

フォローする

2024年2月29日 11:00 [会員限定記事]

保存



米ウェルズリー大で日本語を教える講師の堤菜央さん（2月、マサチューセッツ州）

【ロサンゼルス=羽鳥大介】米国での日本語教育強化に向け、日米両政府は日本人教員の米国移住を後押しする。今秋にも日本語を教える資格を得やすい州の情報を公開する。日本語教育は知日派を増やして両国関係を円滑にする役割を草の根から担ってきた。教員が高齢化し先細りする懸念が強まっており、若手教員の確保を急ぐ。

文科科学省と米国務省が2023年10月、教育分野での包括的な協力強化で合意し、日本語教育の充実が盛り込まれた。米国が重要と位置づける言語の中でも日本語を優先的に扱い、米国移住を希望する日本人教員への情報提供を進めることを確認した。

文科省などによると、米国の学校で教えるには資格が必要で、日本の教員免許だけでなく、現地の大学で教育学分野の学位が必要になる。州別教員などの条件は州によって異なる。

米国で先細る日本語教育 講師の応募減、対策へ日米連携

2024年3月20日 19:26 [会員限定記事]



米ウェルズリー大で日本語を教える堤さん（中）（2月、マサチューセッツ州）

米国で日本語教育が先細りの危機を迎えている。日本から若手講師らを派遣していた財団は4少。米国にある教育機関も3年間で14%減り、教員の高齢化も進む。知日派を増やす車の根がこれまで両国関係の円滑化に寄与してきた。日米両政府は日本人教員の移住後押しなどを通じ急ぐ。

「この映画は怖いと思います」「ちょっと怖いと思います」。米ボストン近郊にある名門女子大のウェルズリー大で2月、講師の堤菜央さん（27）が学生8人に日本語の会話を教えていた。

日本語指導助手の渡米後押し 日米、ビザ要件緩和へ覚書

フォローする

2024年4月12日 5:00 (2024年4月12日 10:19更新)

保存



日米両政府は日本語や日本文化の専門家の交流を増やす協力覚書を交わしたと発表した。米国の学校で日本語を教える指導助手のビザ（査証）取得要件を緩和し、渡米を後押しする。米移住を望む日本人教員への情報提供も始める。米国での日本語教育を強化して知日派を増やし、高度人材の留学拡大などにつなげる。

覚書は10日の日米首脳会談に合わせて交わした。米国の学校が開く日本語講座で教員を補佐する「日本語指導助手」の派遣プログラムを持つ団体を増やし、参加者にビザを出す。有効期間は最長3年にする。

これまで指導助手向けのビザは対象が主に国際交流基金の派遣プログラム参加者に限られ、有効期間も1年だった。条件緩和で日本語や日本文化に関する知識を持つ人材が渡米しやすくなる。

外務省によると、2023年度に国際交流基金のプログラムに参加し米国で日本語指導助手になったのは16人だった。

派遣先は政府機関や中等教育機関などを想定する。米国の教育システムを視察して日本の教育機関に外国語の効果的な教え方を提言することも見込む。覚書は2年ごとの

今後の方向性

- 日本語教師会の先生方との緊密な連携
- 全米各公館の日本語教育担当間の連携強化
- 第2回日米教育ハイレベル政策対話に向けて残された課題についての
整理・調整
- 日本語学習者の裾野を広げるための取組の検討・実施

日本留学関係の情報

Embassy of Japan in the United States of America
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Japanese Language Resources

Study Abroad in Japan

Scholarships

The following list of scholarships is an informational resource only. For details about a particular program, please contact the sponsoring organization.

- Japanese Government Scholarships
 - Awarded Government (MEXT) Scholarship Program for U.S. Citizens
 - Honors Scholarships for Privately Financed International Students
 - Student Exchange Student Program (Scholarships for Short-term Study in Japan)
 - Japan Society for the Promotion of Science (JSPS) Postdoctoral Fellowships for Research in Japan
- Japanese Private Foundation Scholarships
 - List of Scholarships, Including Those Offered by Private Foundations
- U.S. Government Scholarships
 - Boren-A Gilman International Scholarships Program
 - Boren Awards
 - Critical Language Scholarships (CLS) Program
 - Fulbright U.S. Student Program
- U.S. Non-Profit Scholarships
 - List of Non-Profit Scholarships and Exchange Organizations (OIA/DOE)

Universities and Study Progra

The Japan Student Services Organization offers searchable databases of schools and study options to find the best fit.

- Universities Search Tool
- Short-Term Programs Search Tool
- University Degree Courses Offered in English

6 STEPS to Studying in Japan After High School

- 1. GATHER INFORMATION**
Check the necessary language skills and required costs.
- 2. CHOOSE A SCHOOL**
Request school information and application forms. Confirm admission requirements and examinations.
- 3. TAKE A TEST**
Take the required test (JLPT, TOEFL, IELTS, SAT, IB, etc.)
- 4. APPLY ONLINE**
Upload necessary documents to each university's website. Confirmation is required as each university has its own application method.
- 5. COMPLETE ENROLLMENT PROCESS**
Receive permission to enroll. Pay tuition fees.
- 6. PREPARE FOR DEPARTURE**
Apply for visa. Purchase flight and insurance.

*These application methods interviews and entrance exams after passing the document screening, so please check the website of each university.

Study in JAPAN

This site is a government approved information site for studying in Japan operated by the Japan Student Services Organization in cooperation with the Ministry of Education, Culture, Sports, Science and Technology and the Ministry of Foreign Affairs. [and More](#)

Custom Search Search Text Size Mobile Large Language English CONTACT

Why study in Japan?

- Planning studies in Japan
- Life in Japan
- Job & career in Japan
- Network
- Other

Menu by type of user

- For those who wish to study in Japan
- For those studying in Japan
- For those who finished studying in Japan

Find Schools

Search schools

EJU Japan Alumni

2023.8.21 Support Measures for Ukrainian Stud

2023.6.16 Notice of "College Guidance Fairs for

2023.5.16 Notice of TFC Career Forum 2023 (June, 2023 to March, 2024) [Participants Wanted]

2023.5.0 Updated information about "Study in Japan Online Seminar"

短期プログラムの検索サイト

The screenshot shows the 'Study in JAPAN' website interface. At the top, there is a navigation bar with a search box, text size options (Middle, Large), a language dropdown (English), and a CONTACT button. The main content area is titled 'Search by short-term program' and includes a disclaimer: 'This system can search for short-term (less than a year) non-degree programs conducted by Japanese universities, that are not based on exchange agreements with overseas educational institutions. Please be aware that this system doesn't include all the schools in Japan, although keeping updated with the respective schools' cooperation. For latest information, please contact each school directly.'

Search filters include:

- School name:
- Registered program:
 - Undergraduate
 - Graduate
 - Preparatory Japanese language courses for international students
 - Junior college
 - Other
- Form of conduct:
 - In-person *includes a hybrid program
 - Online only *able to complete the program without in-person meeting(s)

On the left sidebar, there are menu items: 'Why study in Japan?', 'Planning studies in Japan', 'Life in Japan', 'Job & career in Japan', 'Network', and 'Other'. A 'Promotion video' link is at the bottom left.



国費留学制度 (MEXT Scholarship)

Scholarship types

- Research
- Undergraduate
- Japanese studies

Covered expenses

- tuition
- air fare
- monthly stipend

Monthly stipend amount

- **Research: ¥143,000 – ¥148,000**
- **Undergraduate/Japanese Studies: ¥117,000 – ¥120,000**

Application start time

- **January (Japanese studies)**
- **April (Research/Undergraduate)**



2025
MEXT
Research Students
Scholarship
Application Deadline: May 24, 2024



2025
MEXT
Undergraduate Students
Scholarship

Application Deadline: June 7, 2024



Q&A

Please complete this feedback form: <https://forms.gle/RuKFiQqBbixVxQF49>



本日のウェビナーへのご参加、ご清聴ありがとうございました。