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Nonprofit Education in Japan: Trace of Expansion and New Directions

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Abstract

In response to the rapid growth of the nonprofit sector, universities in Japan have increasingly recognized nonprofits as an important arena to include in their curricula. This paper reports on the current status of nonprofit education in Japan through analyses of three data sets: institutions, courses and faculty. The paper finds that over 25 percent of universities in Japan today offer at least one nonprofit course. Economics, management, and global/international studies are the top three departments or majors in which these courses are offered. We identified 411 courses taught by 328 faculty. Over half of these courses provide an overview of the nonprofit sector in comparison to the public and private sectors. We also find that while academics comprise more than half of the faculty, a good number of practitioners and pracademics are also engaged in teaching nonprofit courses.

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The nonprofit sector in Japan has expanded rapidly in the past three decades (Amenomori, 1993; 1997a; 1997b; Yamamoto, 1998; Yamauchi et al., 1999; Osborne, 2003). More and more students are interested in doing internships or taking jobs in the nonprofit sector (Akiba, 2005; Urasaka, 2017). Some nonprofits practitioners are returning to graduate schools to enhance their skills and to broaden their perspectives (Kansai NPO Alliance, 2004). As the sector rises to the fore of the society, research on nonprofits in Japan has also expanded in a wide range of academic disciplines (Okada *et al*., 2017).

In response to these emerging trends, universities in Japan have increasingly recognized nonprofits as an important curricular component. It was in the 1990s and early 2000s when universities in Japan increasingly began offering nonprofit-related courses. Osaka School of International Public Policy at Osaka University was the first university to begin offering courses on nonprofits in 1994. This was followed by Rikkyo University in 2002, Ryukoku University and Waseda University in 2003. While there were only 34 courses on nonprofits in 1999, the number increased to 60 in 2000 (Japan NPO Research Association, 2001; Yamauchi and Ishikawa, 2001) and further to 203 in 2006 (Yamauchi *et al*., 2007). In a study with a narrower focus, Tanaka and Osawa (2012) found that 36 public policy schools offered at least one graduate-level nonprofit course in 2011. More recently, Nakao and Nishide (2020) focused specifically on social

entrepreneurship and identified 457 courses taught in universities across the country.

Building on these prior efforts, this paper aims to provide the current census of nonprofit education curriculum and programming offered in universities in Japan. How many higher education institutions in Japan today offer courses directly on nonprofits? In what academic disciplines are these courses offered? What aspects of the nonprofit sector are being taught in these courses? Who teaches courses on nonprofits? Through analyses of course syllabi whose primary focus is on nonprofits, we examine these questions and highlight the characteristics of nonprofit education in Japan.

By doing so, we intend to provide data for further comparative analysis across multiple countries and to enhance our knowledge of nonprofit education. This paper joins the rich set of literature that has documented the status of nonprofit education around the world (Mirabella *et al*., 2007), including the United States (Mirabella *et al.*, 2019), Australia and New Zealand (Malcolm *et al*., 2015), China (Zhang and Guo, 2015), and the European countries (Casey, 2017; Ketola, 2015; Murdock *et al.*, 2013; Pospíšilovál, 2012).

The paper proceeds in four sections. First, we discuss the methods taken and describe the process of data collection and analysis. Second, results of the analyses are presented in three levels: institutions, courses, and faculty. Third, we discuss features found in nonprofit education in Japan

today. Where appropriate, the findings are compared against what had been reported in the past to trace the development of nonprofit education in Japan over time. We also make reference to nonprofit curriculum found within other East Asian countries presented in this special issue. The paper concludes with a discussion of limitations and future research agendas.

Method

To identify nonprofit courses offered in universities in Japan, we first drew on the website of Ministry of Education, Culture, Sports, Science and Technology that maintains a comprehensive list of universities that existed in Japan. Here we found a total of 790 institutions as of July 31, 2019, comprised of 86 national universities, 93 public universities run by local governments, and 611 private universities. Targeting all 790 institutions, between May and November 2019, four research assistants conducted keyword searches for universities that provided access to its online syllabus system using the following three keywords: "nonprofit (*hieiri* in Japanese language)," "NPO," and "NGO." Because we found no degree program specifically focused on nonprofits in Japan and because the number of programs with nonprofit concentrations is extremely limited, we use individual courses as our primary unit of analysis.

Courses touch on nonprofit issues in different degrees. Some take nonprofit issues as its

primary focus while others spend a week or two on nonprofit issues. In this paper, we focus on the former and analyze courses whose course title included one or more of the three keywords above. To supplement information unavailable online, the authors sought additional information from researchers and practitioners in the nonprofit sector using the listserv of Japan NPO Research Association (JANPORA) in June and July 2020. At the end of the process, we developed an original dataset of 411 courses whose primary focus is on the nonprofit sector.

For each course, the following information was collected: name of the institution, location of the institution, course title, course level (undergraduate/graduate), number of credits given for completing the course, department or major of students to which the course is offered, faculty name, whether the faculty is employed full-time by the institution or adjunct, and course objectives.

To explore what is being taught in detail, content analysis of course descriptions was conducted with application of the curricular model proposed by Wish and Mirabella (1998) as well as Mirabella and Wish (2001). As presented in Table 1, seven major categories around nonprofit education were developed based on the graduate programs in nonprofit management in the United States. Broadly speaking, the categories may be classified into three groups (Wish and Mirabella, 1998, pp.103-107).” The first group sheds light on the relationship between the nonprofit organizations and their external environment. Topics include: “philanthropy and the third sector,”

"advocacy, public policy, and community organizing" and "fundraising, marketing, and public relations." The second group focuses on internal management of nonprofit organizations and includes topics such as "nonprofit management skills," "financial management, finance, and accounting" and "human resource management." Finally, the third group spans the boundary between internal and external management of nonprofit organizations. Topics in this group includes "strategic planning," "legal aspects of philanthropy" as well as "social entrepreneurship".

These courses were taught by 328 individual faculty. To further understand who teaches the nonprofit courses in Japan, we conducted an online search of the faculty with his or her name to see whether they were an academic, a practitioner in a nonprofit sector, or a pracademic who has worked or works in both sectors. To identify the career paths of individual faculty, we examined personal websites of the faculty, university website introducing the faculty, personalized Researchmap website (an information infrastructure for researchers that the National Institute of Informatics launched for academics in Japan in 2009), or a nonprofit website introducing the faculty.

Table 1

Seven Categories of Nonprofit Management Education

	Category	Topics and Issues
External	Philanthropy and the third sector	● History of philanthropy and the nonprofit sector ● Activities, scope, and methods of third-sector organizations distinctions between third-sector organizations and their public- and private-sector counterparts ● Motives and values behind philanthropic behavior
	Advocacy, public policy, and community organizing	● Examination of nonprofit organizations' rights and responsibilities in the governmental process with emphasis on the fundamental obligation to inform and influence political decisions ● Community organizing and planning ● Principles of citizen empowerment ● Performing needs assessments ● Collaboration and partnerships ● Organizing citizens for action
	Fundraising, marketing, and public relations	● Fundraising and development ● Proposal writing ● Planned giving ● Capital campaigns ● Investments ● Annual and membership campaigns ● Marketing and public relations
Internal	Nonprofit management skills	● Overview of the principal management functions in the nonprofit organization ● Organization theory and behavior ● Communications ● Program development and evaluation ● Managing information systems ● Ethics
	Financial management, finance, and accounting	● Budgeting ● Resource allocation ● Financial management ● Accounting
	Human resource management	● Managing human resources ● Volunteer management ● Board and trustee relationships ● Leadership
External - Internal	Boundary-spanning courses	● Strategic planning ● Legal issues ● Entrepreneurship

Source: Wish and Mirabella (1998) pp.106-107, also Mirabella and Wish (2001) p.37.

Results

The results are presented in three levels. First, we focus on the level of institutions, exploring to what extent universities in Japan are offering nonprofit courses in their curricula. Second, we focus on the level of courses, exploring disciplines in which the courses are offered as well as the content being taught. Third, we focus on the level of faculty, exploring whether they are academics, practitioners, or pracademics.

Level of Institution – Where it is being taught

Among the 790 universities that exist in Japan, 204 higher education institutions offered at least one course directly on nonprofit issues. This means that a little more than a quarter of all universities in Japan offer at least one course directly on nonprofits. Among the 204 institutions, 24 were national, 27 were public, and 153 were private. This accounts for 27.9% of all national universities, 29.0% of all public universities, and 25.0% of all private universities. Some universities were more active in offering more nonprofit courses than others: Hosei University offering 16 courses, Kinki University offering 14 courses, and Ryukoku University offering 12 courses.

Looking at the geographical location of the universities offering nonprofit courses, more

than half were concentrated in regions with the two largest cities in Japan: 75 universities in Kanto region where Tokyo is located and 38 universities in Kansai where Osaka is located. As shown in Figure 1, the rest are scattered across the country.

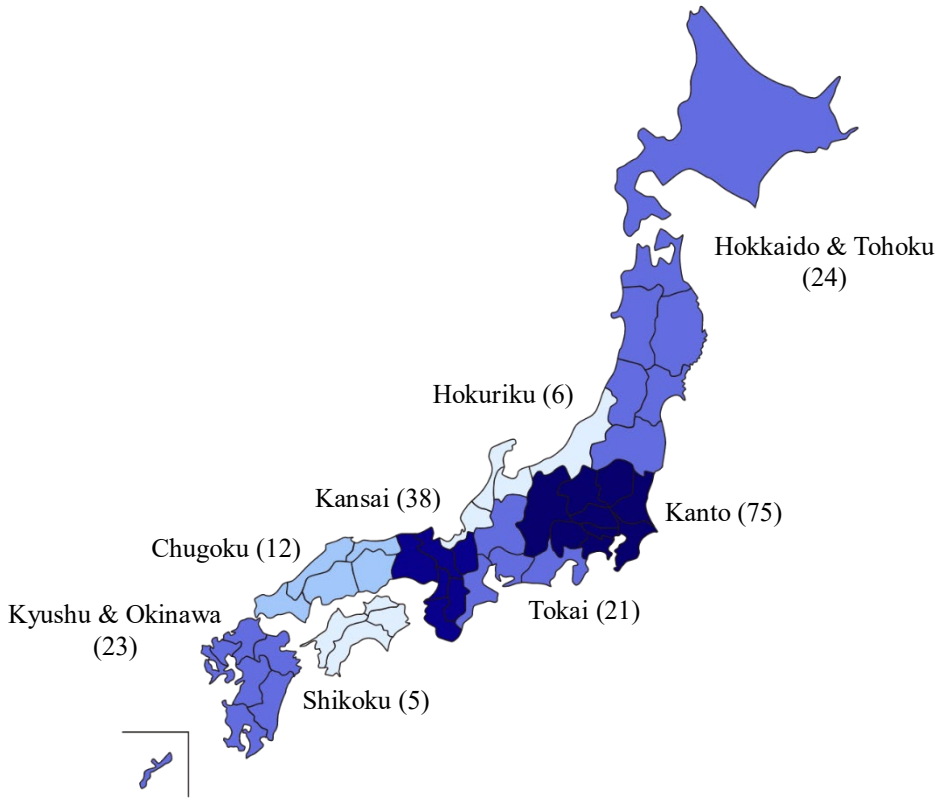

Figure 1. **Universities Offering Nonprofit Courses by Regions (number of institutions)**

Level of Courses – What is being taught

Among the 411 nonprofit courses, 82% were undergraduate (338 courses), and 18% were graduate level (75 courses). Enrolled students will earn mostly two credits for successfully completing the course (381 courses) with a few exceptions of 4 credits (13 courses) and 1 credit

(13 courses). The number of credits was unidentified for four courses.

As Figure 2 shows, about 60% of these courses were taught exclusively by one full-time faculty member and 32% exclusively by one adjunct faculty member. The remaining courses were taught by multiple faculty members, where in some cases it included a mix of full-time and adjunct faculty.

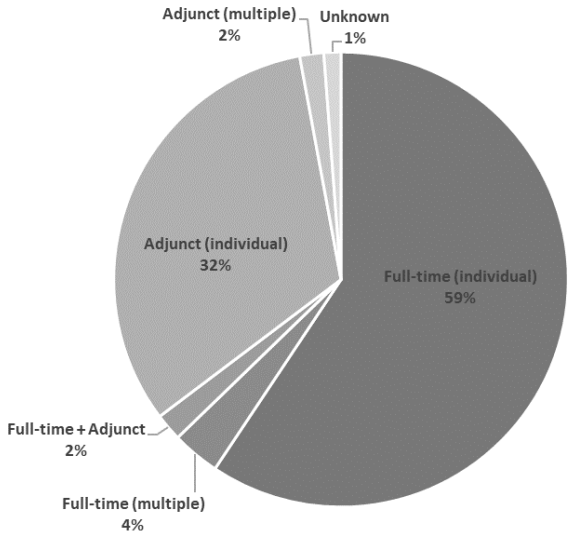

Figure 2. Faculty arrangements of nonprofit courses.

Figure 3 summarizes the departments or majors of students through which these nonprofits courses are offered. It is quite clear that nonprofit courses are offered in a wide range of disciplines. We found that 14.4% (59 courses) are offered to students majoring in economics and 13.9% (57 courses) in management. This was followed by global or international studies,

liberal arts and general education, and public policy.

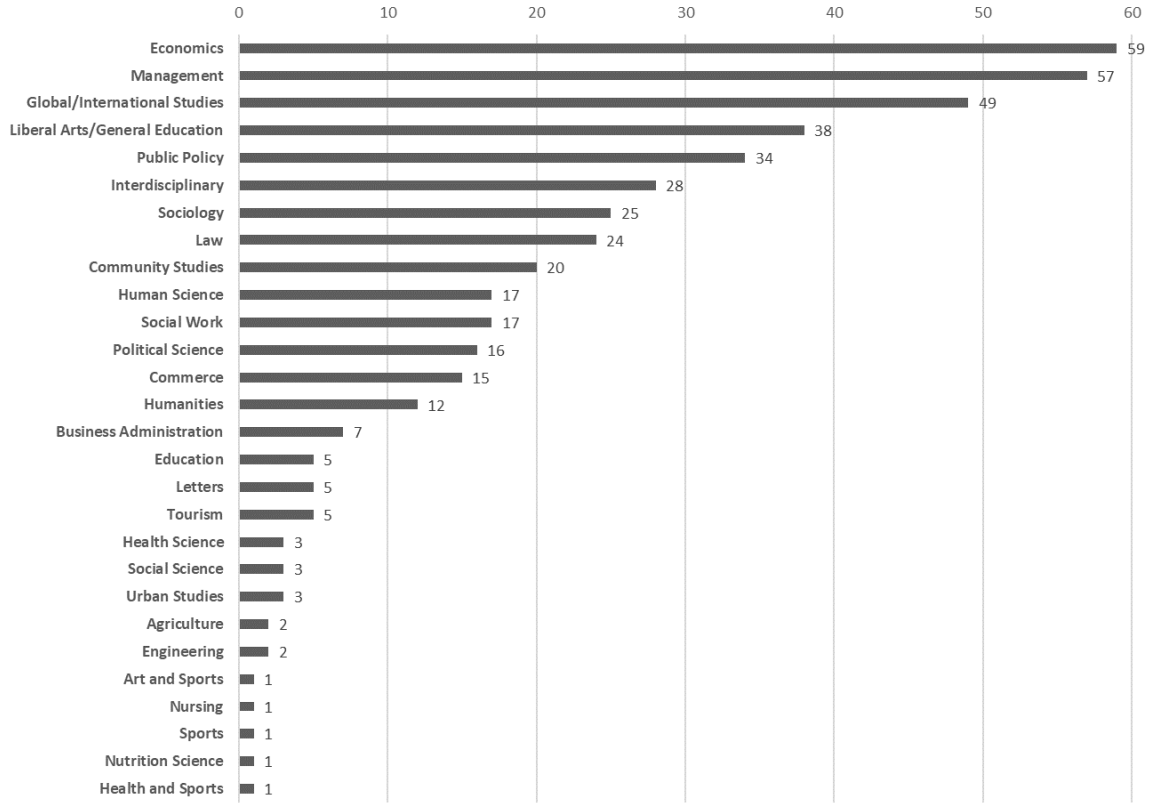

Figure 3. Departments/majors where nonprofit courses are offered.

What contents are being taught in these nonprofit courses? Applying the seven categories of Mirabella and Wish (2001), we conducted a content analysis of course descriptions. Table 2 summarizes the results. Interestingly, we found multiple courses that covered more than one of the seven categories. We counted such cases for all applicable categories.

Two-hundred sixty-four courses fell under the category of "philanthropy and the third sector" that focus on describing the activities and scope of nonprofits as well as characteristics of

the sector in comparison to public and private sector. Some courses emphasized the history of the nonprofit sector in Japan, while others took a comparative perspective and introduced the status of the sector in the United States or in the United Kingdom. Among these "philanthropy and the third sector" courses, 31 spent the first half or about two-thirds of the semester on this, and devoted the remaining weeks to have students establish an imaginary nonprofit that works on the cause of their choice to provide a touch of necessary management skills. Other nineteen courses combined "philanthropy and the third sector" with components of "boundary-spanning courses," mostly introducing social entrepreneurship or social enterprise as emerging forms of third-sector organizations.

There were 14 courses that fell under "advocacy, public policy, and community organizing." Most of these courses emphasized the "community organizing" aspect of this category. Fifty eight courses focused on "nonprofit management skills" and 23 courses were explicitly focused on "financial management, finance, and accounting." There was an extremely small number of courses that focused on "fundraising, marketing, and public relations" as well as "human resource management." Of the 32 "boundary-spanning courses," 26 were combined with other categories. Only six courses were exclusively on "boundary-spanning" where three focused on strategic planning, two on legal issues, and one on entrepreneurship.

Table 2

Contents Being Taught in Nonprofit Courses

Categories	# of courses
Philanthropy and the third sector	264
Advocacy, public policy, and community organizing	14
Fundraising, marketing, and public relations	6
Nonprofit management skills	58
Financial management, finance, and accounting	23
Human resource management	4
Boundary-spanning courses	32
Others - Seminar/Thesis/Dissertation	8
Others - Internship	8
Unknown	3

Note: Courses that covered more than one of these categories were counted multiple times for applicable categories.

Level of Faculty - Who's teaching

The education, orientation and specific approach of the faculty member teaching the course has a considerable impact on what will be taught in these nonprofit classes. Given the interdisciplinary and practice-orientated nature of nonprofit studies, what is covered, for example, in "Introduction to the Nonprofit Sector" may vary greatly by who is teaching the course. While academics bring in a theoretical understanding of the sector to class, depending on what academic disciplines they were trained in, the theories they present may vary. Nonprofit practitioners are more likely to bring applied skills that help students understand how things work on-site, but

depending on what they specialize in – e.g., community organizing, advocacy, fundraising, or accounting – the focus of the class may differ. Pracademics may bring an important perspective to bridge academia and practice.

We identified 328 individuals as the faculty of 411 nonprofit courses. Among them, 54% were academics with full affiliation to a higher education institution in Japan. 21% were practitioners with full affiliation to an organization in the nonprofit sector and teaching as an adjunct at a university, while 23% were pracademics who had moved across the sector in their career path or who hold full-time equivalent positions in both the academic and nonprofit sector.

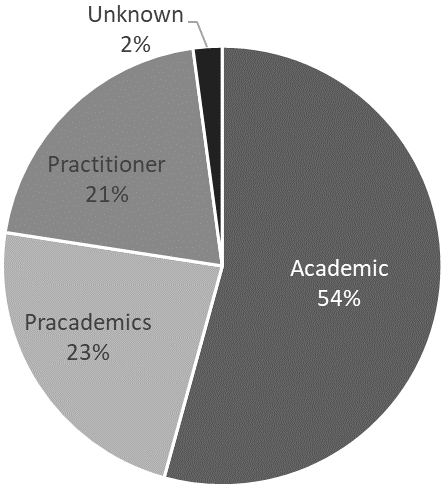

Figure 4. Faculty characteristics.

Looking at the academic disciplines of these faculty's highest degree, we found

management as the most popular discipline (see Figure 5). Interestingly, this was followed by global/international studies, community studies, and sociology. Economics, the most popular department or a major in which nonprofits where offered, only came in fourth with 4.6% of the faculty trained in this field (15 faculty).

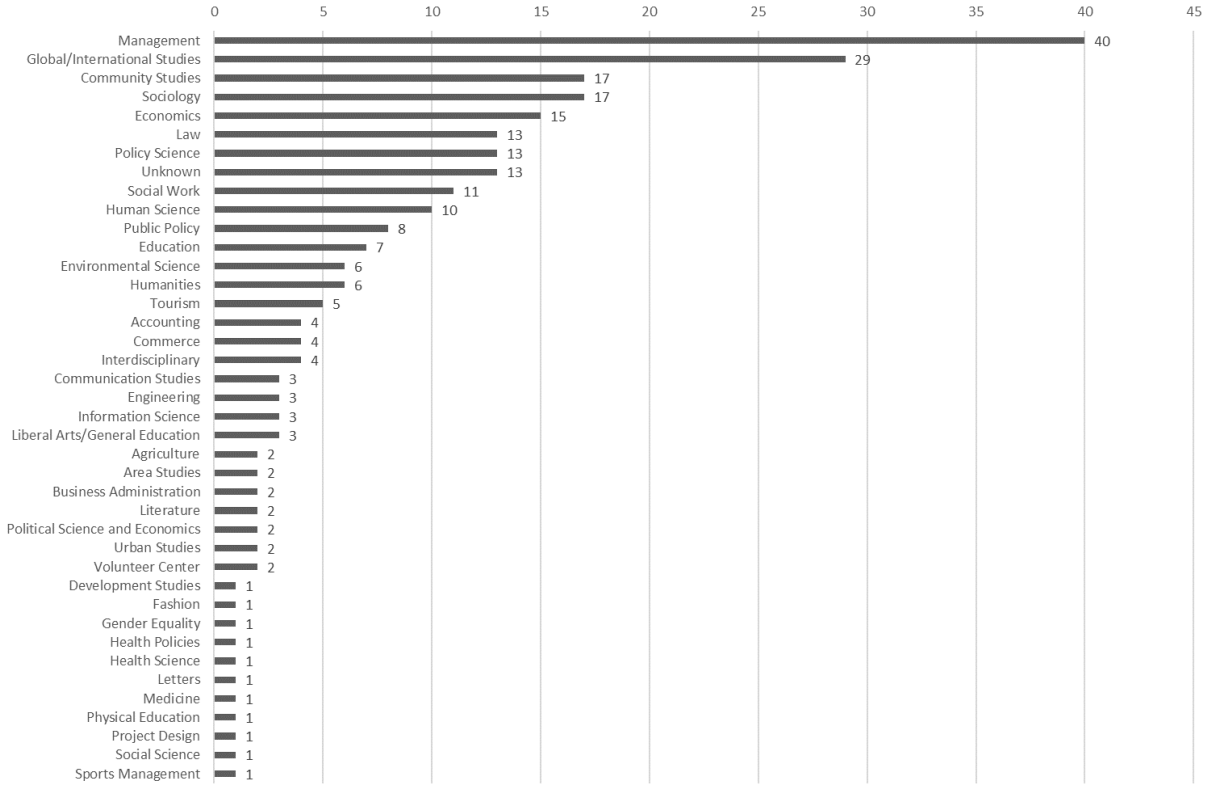

Figure 5. Academic disciplines of faculty's higher degree.

Given that academic training in nonprofit studies was not available in Japan until about twenty years ago, one would imagine that some faculty may have chosen to be trained abroad. Interestingly, no overseas experience was identified for 75% of the faculty (245 individuals). Many

received their academic training or accumulated practical experience in Japan. Thirteen percent had obtained postgraduate degrees outside Japan (43 individuals), but among them, only four had studied in a program directly on nonprofit management or voluntary sector organizations. Ten percent had gone abroad as a visiting scholar (32 individuals). Others had studied abroad as an undergraduate (three individuals), went through an internship outside Japan (one individual), held a job abroad (two individuals) or participated in an international forum as an observer (one individual).

Delving into the career path of the 76 pracademics in Figure 6, we found that 37 had moved from the nonprofit sector to universities. Sixteen are double-jobbers holding positions in a university as well as nonprofit organizations. Another sixteen had moved from the public sector to universities. The variety of career paths reveal the diversity of instructors who teach nonprofit courses.

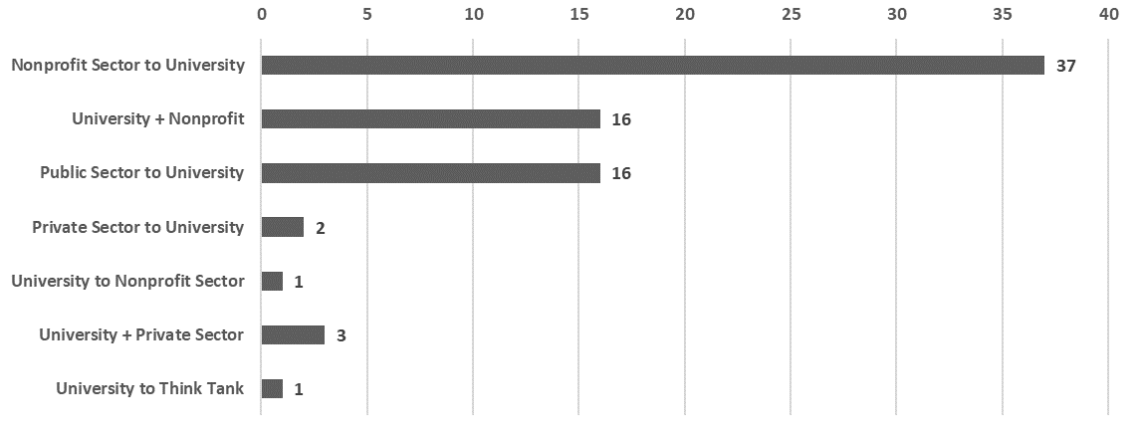

Figure 6. Career paths of pracademics teaching nonprofit courses.

Discussions

Findings on the case of Japan present a view that differs quite a bit from what has been reported in the context of other countries.

Institutions

While over 25% of all universities in Japan today offer one or more courses that directly focus on nonprofits, unlike the case of the United States (Mirabella and Wish, 2001), South Korea (Kim and Jeong, 2021), or Taiwan (Liu, forthcoming), there is no degree program explicitly on nonprofits. In recent years, some institutions have begun offering a concentration in nonprofits, but the number is extremely limited. For example, Hosei University, a private university in Tokyo, established the Institute for Solidarity-based Society in 2015. The institute was established in cooperation with the Japanese Trade Union Confederation (RENGO) and Japan Labor Culture Foundation and started to offer a master's degree program. Based on political science and public policy, enrolled students take courses focused on labor unions, cooperatives, and nonprofits. What we observe from the analyses in this paper is that while universities in Japan are increasingly recognizing nonprofits as an important arena to include in their curricula, the topic remains at the level of courses and has not made it up fully to the level of concentrations, majors, or degree

programs.

Courses

Eighty-two percent of the nonprofit courses we identified were at undergraduate level. This is a strikingly different picture when compared to the United States where programs have developed faster at the graduate level and rather slower for undergraduate programs (Brunt *et al.*, 2020). One explanation might be found in the history of how the nonprofit sectors developed in the two countries. The American nonprofit sector grew rapidly during the second half of the twentieth century, producing large professionally staffed organizations with large government contracts (O'Neill, 2005). This gave rise to the need for professional education for the nonprofit sector. Even at the undergraduate level, American Humanics, Inc. has promoted a competency-based approach in nonprofit management education (Ashcraft, 2001). In Japan, on the other hand, the sector began to grow rapidly in the 1990s with many organizations remaining as donation and volunteer-based organizations (Okada *et al*., 2017). Such environment would not call for a specialized, professional education at the graduate level. Japan and the United States appear to be going through a reverse trend, where undergraduate-focused Japan is looking towards more professionalized graduate programs as discussed above, and graduate-focused United States

turning more attention to nonprofit education at undergraduate level (O'Neill, 2007).

Departments or majors in which the nonprofit courses are offered in Japan may be quite different from other contexts. In the context of the United States, Dolch et al. (2007) reported that in 2006, arts and sciences was the most popular home to nonprofit management programs with three or more courses (p.30S). More recently, Brunt *et al.* (2020) reported that undergraduate nonprofit education programs were found in continuing education (28%), business (20%), arts and sciences (12%), social work (12%), public administration (11%), and other school or college (17%). For Japan, the top three disciplinary approaches observed in nonprofit courses in 2000 were management, sociology, and economics (Japan NPO Research Association, 2001). In 2006, it was sociology, policy studies, and management (Yamauchi *et al*., 2007). In our 2019/2020 study, we found that economics, management, and global/international studies were the top three academic disciplines of students to which nonprofit courses were offered.

To speculate, one could argue that economics and management are among the disciplines that often exist as an independent department in most universities in Japan, along with law, letters, nursing, education, and engineering. As such, it might be easier for the university administration or an interested faculty to find a room to offer a nonprofit course in these departments commonly found in universities across Japan. Given the unique trend of the disciplinary home of nonprofit

courses found in our study, we suggest this is an area for additional exploration.

Content taught in nonprofit courses also showed a different picture. In Japan, there was much focus on "philanthropy and the third sector" which introduces activities and scope of the nonprofit sector as well as the sector differences compare to public and private sectors. This was followed by "financial management, finance, and accounting" and "nonprofit management skills." There are striking differences from the case of the United States where "internal management skills" and "fundraising, marketing, and public relations" were prominent (Mirabella and Wish, 2001). Findings on Japan are also different from South Korea where there was much emphasis placed on "advocacy, public policy, and community organization" and "nonprofit management skills" (Kim and Jeong, 2021). The Taiwanese case had several "boundary-spanning" courses looking at social entrepreneurship and social innovation (Liu, forthcoming).

In Japan, nonprofit courses offered in universities seem to be confined in describing the scope of the nonprofit sector and its differences from the governmental or for-profit sector. The number of nonprofit accounting courses was a surprising finding. Accounting may be a field where one can easily capture the need to tailor the methods to the nonprofit sector. Furthermore, an increasing number of nonprofit practitioners and pracademics coming into universities (see the next section) might have contributed to the number of nonprofit courses teaching "nonprofit

management skills."

It is also interesting to note that what we found in the Japanese case did not seem to go beyond the seven categories of Wish and Mirabella (1998) and Mirabella and Wish (2001), with the exception of few courses that combined multiple categories into one course. This might have to do with a unique trend in Japan where 82% of nonprofit courses were offered at undergraduate level, emphasizing more introductory-level courses that attempt to touch on multiple faces of nonprofit organizations than concentrating on specialized aspects. In the context of the United States, Burlingame (2009) called for the need to emphasize such courses in general and liberal arts in order to prepare leaders in the nonprofit and philanthropic world.

Faculty

The faculty member assigned to teach the nonprofit course often determines what will be taught in the classroom. In describing the situation of nonprofit graduate management programs in the United States, Irvin (2003) highlighted reliance on adjunct faculty, particularly on self-employed consultants who bring in a different set of knowledge and skills than active nonprofit practitioners. In the case of graduate-level courses in Japan, one of the concerns in the early 2000s was the reliance on two to three academics in each department or school, who offer introductory

courses - mostly theoretical - that describe the necessity of the nonprofit society in the wider society (Atoda, 2004). In 2000, 75.3% of 67 nonprofit courses were taught by the academics (Japan NPO Research Association, 2001), and in 2006, the figure had increased to 87.5% of 69 courses (Yamauchi *et al*., 2007). Although the overwhelming majority of courses were historically taught by academics, practitioners also staff these courses, increasingly *nonprofit* practitioners. For example, in 2000, 19.5% of nonprofit courses were taught by those from the governmental sector and 2.6% from the nonprofit sector. In 2006, the former diminished almost to zero and nonprofit practitioners were brought in to teach 17.4% of the nonprofit courses.

The landscape appears to have changed to some extent in the late 2010s. While full-time academics do continue to teach most of the nonprofit courses, more and more practitioners are being brought into the classroom. Some of them are pracademics who have made a career change from the nonprofit sector to the academic world; others are full-time nonprofit practitioners teaching as adjuncts. There was no clear observation of consultants coming in to teach courses in the data collected for this study. Diversity of faculty teaching nonprofit courses presumably enriches its educational impact. Academics teaching nonprofit courses ensure development of scholarly understanding of the nonprofit sector in Japan, while practitioners bring in an applied focus into the classroom. Pracademics, with their wide range of career paths, enrich what is being

taught and discussed in nonprofit courses, presenting students the diverse career paths that lie ahead of them. This trend of increasing pracademics and practitioners in universities in Japan is supported by the governmental policy to increase faculty with practical experience. In 2019, as part of the effort to realize free tuition for higher education in Japan, the government announced that they would require institutions within this initiative to offer courses taught by faculty with practical experience for at least ten percent of credits that students are to earn for graduation (Ministry of Education, Culture, Sports, Science and Technology, 2019).

It is also interesting to note that majority of the faculty were trained within Japan. Only 25% of the faculty had some sort of overseas experience. While some faculty had obtained their postgraduate degrees abroad, their academic training was in disciplines not necessarily linked to the nonprofit sector. Of the four faculty who were trained specifically in nonprofit-related programs, two were trained in the United States and two in the United Kingdom. While one might expect their academic training abroad has considerable influence on their curriculum designs, the impact appears to remain quite small. Faculty may not be a channel through which nonprofit education from the West advanced into universities in Japan.

Conclusion

This paper presented a trace of apparent expansion of nonprofit education in Japan in recent

decades. Where there used to be only 60 courses in 2000 (Japan NPO Research Association, 2001), there are at least 411 courses that directly take on nonprofits as their primary focus today and are being taught in over a quarter of all universities in Japan. Many of these courses remain to provide an overview of what nonprofits do and to describe the characteristics of the sector in comparison to public and private sectors. There are courses that delve into more specifics, such as community organizing, accounting, and entrepreneurship. Faculty teaching these courses are also diverse, composed of academics, practitioners, and pracademics that bridge across multiple sectors.

There are many other aspects of nonprofit education that we were not able to delve into in this paper. For example, a style of pedagogy merits attention. Are courses lecture-based? Do they employ case studies, group works, and/or project-based learning? To what extent do nonprofit courses in Japan employ fieldwork, service learning, and or community engagement? Recent work on nonprofit studies have shown the effectiveness of wide range of teaching methods from experiential learning (Carpenter, 2014), collaborative learning (Frye and McCarron, 2020), service learning (Keyes and Jang, 2020), to internship (Strickland and Walsh, 2013). In our analysis of the Japanese case, we found eight internship courses. We also found four courses that included a fieldwork component, either visiting a nonprofit, volunteering at a nonprofit, or developing a program for an actual or fictional nonprofit. This small percentage of teaching styles outside the

classroom echoes what Nakao and Nishide (2020) found on social entrepreneurship education in Japan, where fieldwork was employed only by 19.3% of courses under study. Future inquiries might explore factors that facilitate or hinder the teaching about nonprofits in Japan from stepping outside the classroom.

Going online is another aspect of teaching that we now need to take into consideration as the world faces the COVID-19 pandemic. In our dataset, there was only one course offered online from the outset (undergraduate course in social work department). Other courses assumed face-to-face education. However, given the outbreak of COVID-19, many universities in Japan shifted their courses online. According to the Ministry of Education, Culture, Sports, Science and Technology (2020), 90.0% of higher education institutions in Japan went fully online as of May 20 (when Japan was hit with the first wave of the novel coronavirus). The percentage dropped to 60.1% on July 1, but 23.8% went hybrid, combining online and face-to-face teaching. Because remote or online teaching was outside the scope of almost all nonprofit courses, and few faculties in Japan were familiar with teaching online, ways to effectively pivot to online instruction are urgent issue that must be addressed.

Our methodological approach has limitations that may have impacted our findings. Nonprofit courses captured in this paper are only those whose title includes *nonprofit*, *NPO*, or

NGO. Obviously, there are courses that primarily focus on nonprofit issues, even though they do not explicitly use these terminologies in course titles. Furthermore, there may be courses that use similar but different terminologies such as *voluntary sector*, *third sector*, or *civil society*. We should also be concerned about courses whose primary focus may not necessarily be on nonprofits but spend a week or two and touch on nonprofit issues. As the next step of this study, we are already collecting syllabi and information about these courses that fell out of the scope of this paper. While we are still in the middle of the process, the list is already longer than 4000 courses. This implies that in addition to an expansion of courses that directly take on the issue of nonprofits, the topic is permeating into courses of multiple disciplines, including education, community studies, social work, arts, and sports. Future studies will show that nonprofit education is permeating many different facets of university education in Japan.

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