

Rhetoric vs. reality: Deconstructing ‘internationalization’ PR strategies in Japanese universities

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Abstract: *Since 2014 when Japan’s Ministry of Education, Culture, Sports, Science and Technology launched the “Top Global University Project”, a number of top-tier government-funded universities have made leaps and bounds to boost the internationalization of Japanese universities. While the primary objective was to foster the internationalization of Japanese universities by 2023, behind this was the intention to secure foreign talent, handle the aging population problem, and foster Japanese students’ global competence in order to make Japan more competitive. Now, nearly a decade has elapsed, and the project is nearing its close. Is there a discrepancy between the reality and the current rhetoric surrounding internationalization? To address this question, this paper reveals and critiques the current rhetorical trends surrounding internationalization in higher education in Japan. Through a discourse analysis of official messages from chairs of either ‘international’ or ‘global’ studies related departments at both private and public tertiary universities across Japan, this study illuminates the current hurdles higher education institutions in Japan are facing regarding internationalization, and questions whether the relentless push for intercultural competence is a face-saving slogan or a legitimate goal. The findings of this study may provide insight into the gap between practice and pure PR tactics in higher education in Japan.*

Keywords: *internationalization; marketing; discourse analysis; higher education*

1. Introduction

The era of digital intelligence, characterized by digital technology, artificial intelligence, Internet of Everything, and human-machine collaboration, is rushing forward. A new generation of digital intelligence technologies such as ChatGPT, Sora, and humanoid robots are accelerating their iterative evolution. The development of these technologies is profoundly changing the way of human social production and work and life (Xu Pingli, 2024). The development of these technologies has profoundly changed the social production and working life style of human beings. Meanwhile, it has driven the intelligent transformation and change of the industrial chain, industrial chain, economic chain and education chain. Education, as an important way to cultivate future talents with unlimited potential, must synchronize with economic development. High education should focus on cultivating top innovative talents with value as priority, ability as important and knowledge as foundation through digital transformation. Of course, education should continue to promote the innovative development of itself while promoting the development of new productivity and digital economy (Yang Xianmin, et al. 2024). The integration of science and education is one of the means to cultivate outstanding innovative talents in the new era. It can effectively promote the in-depth integration of education, industry and scientific research. It also can promote the transformation and application of scientific and technological achievements in the process of talent cultivation. Universities can integrate and optimize educational resources, improve the efficiency and quality of education via integration of science and education. It is of great significance to realize the synergistic development of science and technology, education and talents, enhance the comprehensive competitiveness of the country and realize the goal of sustainable development (Dun Shuai, et al. 2022).

Introduction

Although impacted by the collapse of the bubble economy, the 2008 crisis, and the COVID-19 pandemic, the flow of international students, for the most part, has been growing exponentially. Aware of its aging population and growing lack of human resources, from at least the late 1990s, Japan started heavily investing in attracting international students and for a while, it worked. As a response to this, Japanese policy makers have tried to take measures to ease the process of hiring foreign nationals amid a declining population and the globalization of business. Likewise, Japan has also welcomed an influx of inbound students to both compensate for the lack of domestic students, and to foster the growth of a sustainable labor force. It is in this context that the discourse of '*guroobaru-ka*' (globalization) started to gain momentum in policymaking, mainstream media, and popular discourse since the early 2000s and especially from the 2010s. In 2014 when Japan's Ministry of Education (MEXT) launched the "Top Global University Project". Since then, a number of government-funded universities have made leaps and bounds to boost the internationalization of Japanese universities. While the main objective was to foster the internationalization of Japanese universities by 2023, there was arguably also the intention to secure foreign talent, handle the aging population problem, and foster Japanese students' global competence in order to make Japan more competitive. Now, nearly a decade has elapsed, and the project is nearing its close. Is there a discrepancy between the reality and the current rhetoric surrounding internationalization?

To address this question, this paper reveals and critiques the current rhetorical trends surrounding internationalization in higher education in Japan. Through a discourse analysis of official messages from chairs of either ‘international’ or ‘global’ studies-related departments at both private and public universities across Japan, this study illuminates the current hurdles higher education institutions in Japan are facing regarding internationalization, and questions whether the relentless push for intercultural competence is a face-saving slogan or a legitimate goal. The findings of this study may provide insight into the gap between practice and promotional efforts in higher education in Japan.

Background

General context

Although one might be tempted to assume that *guroobaru-ka* is a direct translation of globalization or internationalization, *guroobaru-ka* has a nuanced meaning in higher education discourse in Japan. Thus, what is *guroobaru-ka* and why is there a need for it? At least in higher education discourse, *guroobaru-ka* more or less refers to or is associated with MEXT’s highly-promoted Global 30 education policies. The government’s original flagship initiative launched in 2009 was the Global 30 program—which aimed to recruit 30 x 10,000 (300,000) foreign students to study at Japan’s 13 leading institutions. It also aimed at significantly increasing the number of courses in English and international students, seeking to add an international layer onto the core of Japanese-language higher education (Ishikawa, 2011, p.199). Then, a new, follow-on policy initiative, the Super Global program, was announced in 2013. This program aimed to increase educational mobility, foreign-student recruitment and research linkages for 30 Japanese institutions. However, underpinning these changes, the major objective for Japan is to essentially train cohorts of Japanese and foreign students for deployment in Japanese-funded enterprises within Asia (Okubo, 2023). Needless to say, the Japan Business Federation (*Keidanren*) and large Japanese enterprises have clearly expressed interest in creating a Japan-friendly globalized workforce (Taylor, 2015). Small and medium-sized domestic enterprises that now find themselves either internationally exposed or looking to go abroad need students with these skills. The particular emphasis on attracting more inbound students was also reinforced on MEXT’s “Global 30” Japanese page or English page. In fact, upon loading the “Global 30” English webpage, the first thing one noticed was the distinct focus on inbound students. “The Global 30 Project to Invite 300, 000 International Students to Japan” appeared in the banner on the English page, while “Come to Study in Japan” appeared on the Japanese page (MEXT, 2015). This seems rather ironic given that part of internationalization involves a process of negotiation and a willingness to not only accept inbound students, but to also encourage the pursuit of outbound students.

In order to understand how this situation came to be, it is significant to consider Japan’s socio-economic situation in the last three decades and the major factors influencing the trend. According to Yonezawa Akiyoshi in his work on global human resources in Japan, after the collapse of the bubble economy in the 1980s, Japanese industries, the research and development community, and society felt the necessity to attract talented human resources from Asia and all over the world and foster them so as to bridge Japanese labor and business customs with those of other countries. (Yonezawa, 2014, p. 41). In other words, it would not an exaggeration to suggest that major corporations were scrambling

to ensure Japan's economic survival. One could argue that it is not unlike when Japan opened its borders to trade at the end of the Edo period after years of isolationism. It was not something particularly desirable by the general populace (let alone within their control)—it was simply a strategic means of survival and economic growth, and it had to be done. Assuming that these claims accurately describe MEXT's current push for global human resources in Japan, and taking into consideration the ever-depreciating value of the yen since 2023, one might infer that the overall sentiment in Japan is that rather than encouraging Japanese students to undertake costly study abroad programs, it is more cost-efficient and easier to attract talented Japanese-speaking students from abroad and integrate them into Japanese companies. Essentially, greater efforts have been made to promote inbound rather than outbound students, and it seems like the main objective was and still is to bring all things *guroobaru* to Japan and encourage passive internationalization rather than to make Japanese more global on a socio-cultural and institutional level. However, what are the reasons for this, and why is Japan invested in internationalization in general?

Factors contributing to Japan's need for foreign labor and consumers

Much like other countries struggling to remain economically competitive, efforts to expand businesses overseas and internationalize are simply a matter of attracting human resources to ensure economic survival. The need for a robust younger workforce to support the aging population is also a major contributing factor. Scholars and critics have indicated that since Japan's population has become highly urbanized, family sizes have decreased, and birth rates have fallen below replacement level, the population and labor force are facing "impending absolute declines" (Douglass & Roberts, 2015, pp.6-7). Thus, due to this increasing economic and welfare burden on the current working population to support the rapidly aging population, there is greater demand for labor and the need to create more opportunities for workers from abroad to come to Japan (Douglass & Roberts, 2015, pp.6-7).

Thus, with the aging population and the low birth rate, there are not only fewer human resources, but also fewer consumers. To survive, Japan basically needs more people. For economic sustainability, the industry needs foreign laborers, and it needs to stimulate more domestic and global consumption. However, unlike other OECD countries like Germany, which actively accept asylum seekers to enter to address the labor shortage, Japan fosters the growth of select educated, skilled or trained human resources to fill the positions in sectors that need them the most—and this is how MEXT's initiative to attract "global human resources" has become a survival strategy for Japan. Needless to say, not only is attracting foreign student-consumers and fostering the growth of skilled human resources one of MEXT's key objectives, but equipping young Japanese nationals with the skills to adapt to (and survive) in this harsh economic environment has also become critical. As president of Sophia University, Terumichi Yoshiaki suggested, it is necessary for students to "be able to communicate with people in the international arena with sufficient linguistic abilities and an understanding of different cultures and religions, things that had not been included in the traditional curriculum of each faculty" (Japan Times, 2016). Furthermore, he added that the Global 30 Project "was a turning point for Japanese universities to take a serious approach to globalization for their survival" (Japan Times, 2016). Indeed, the operative word here is 'survival'.

Thus, one could argue that *guroobaruka* is more or less a strategy for survival and a set

of policies which Gen Zs in Japan have been somewhat forced to swallow and respond to positively—and it is in this very context, that I believe it is critical to deconstruct this *guroobaruka* rhetoric in higher education PR and also consider how the media is presenting the supposed reality of the situation. In doing so, we can determine whether there is a discrepancy between the rhetoric and reality of internationalization initiatives in Japanese higher education. But what does this *guroobaruka* discourse in higher education institutions look like, and what is the reality of the situation?

Aims and methodology

Taking into account the aforementioned context and concerns regarding internationalization in Japanese universities, the research question of this study is as follows: Is there a discrepancy between the rhetoric (in the tertiary sector) surrounding internationalization in Japan and reality (as reported by media outlets)? In order to address this question, this research involved a discourse analysis of 32 official messages from chairs of either ‘international’ or ‘global studies’ related departments at both private and public universities nationwide sourced from official university websites. 24 were sources from private universities and 8 were sourced from public universities. Part of this is due to the fact that there is a large concentration of ‘global studies’ faculties in Tokyo (as the economic hub and capital of Japan), as well as a large ratio of private universities (due to the trend of expanding courses and faculties to attract a diverse range of students). The following table shows the locations of the universities from which the data was sourced. To provide a representative sample of universities nationwide, the author ensured that universities spanning from the northeastern regions through the southwestern regions of Japan were selected. For a detailed list of the names of the universities, refer to Appendix 1.

Table 1. Sources of University Websites (Source: Author)

Prefecture	No. of universities
Tokyo	12
Hyogo	3
Aichi	2
Kyoto	2
Miyagi	2
Akita	1
Fukui	1
Gunma	1
Hiroshima	1
Kagoshima	1
Kanagawa	1
Nagasaki	1
Nara	1
Niigata	1

Oita	1
Shizuoka	1

Frequency of nouns and verbs

When further examining the frequency of nouns and verbs (refer to Figure 2), there seems to be less mention of globalization and human resources and more about education, studying, learning, and the world and society at large. Consider, for example, the verbs ‘study’ and ‘think’ in the verb tally. Furthermore, in the noun tally, ‘student’ and ‘education’ were ranked higher than ‘global’. Also, given that ‘international’ was only slightly more frequent than ‘student’, one cannot assume that the corpus largely concerns *guroobaruka* rhetoric. Needless to say, these lexical items are isolated, thus it is essential to see them in context to get a bigger picture of the underlying trends and messages.

Figure 2. Noun and verb frequency (Source: Author)

Noun		Score	Frequency	Verb		Score	Frequency
世界	world	33.66	64	できる	can	4.20	58
社会	society	82.09	55	学ぶ	study	62.82	44
国際	international	128.54	42	いく	go	3.52	43
学生	student	41.28	41	考える	think	1.25	21
学部	faculty	124.61	36	目指す	aim for	8.98	20
課題	task	29.98	36	つける	apply/gain	1.44	19
教育	education	61.07	34	求める	demand	3.65	13
科目	subject	87.64	31	進む	proceed/go forth	3.32	13
地域	area	38.17	31	生きる	live	1.15	13
学び	study	120.31	30	持つ	possess/have	0.49	13
文化	culture	44.60	30	もつ	possess/have	1.88	12
領域	region	76.29	29	思う	think	0.08	12
グローバル	global	106.76	28	越える	overcome/exceed/pass	5.52	11
知識		25.30	28	育てる		3.85	11

Frequency of adjectives

When then considering the top five most frequent adjectives in Figure 3 (namely, ‘high’, ‘new’, ‘wide range’ and ‘wide’), it certainly evokes images of new challenges, diversity and great heights, depths, and ranges. There is a distinct spatial quality that projects a kind of great, wide world full of challenges that is new and unfamiliar. Perhaps even a world to explore and potentially conquer as young employees in an increasingly competitive business climate.

Figure 3. Adjective frequency (Source: Author)

adjectives	score	frequency
高い high	0.71	11
新しい new	0.82	10
幅広い wide range	6.75	6
広い wide	1.28	6
深い deep	0.77	6
大きい big	0.27	5
ほしい desirable	0.08	5
強い strong	0.07	4
近い close	0.11	3
よい good	0.02	3

Collocation findings

Nevertheless, and as noted prior, making simple inferences about a text by seeing lexical items or words out of context is problematic. For that reason, taking common word linkage or pairings (referred to as collocations) into account gives us greater insight into the crux of the discourse in a text. As evidenced in

Figure 4, ‘develop’ + ‘human resources’ sits at the very top of the list, appearing eight times within the corpus. This is followed by ‘world’ + ‘stage’; ‘problems’ + ‘solve’; ‘student’ + ‘everyone’ (all students); and ‘knowledge’ + ‘perspectives’. Thus, when interpreting these findings, it is not unreasonable to suggest that they exude a need for students (or in the context of global business expansion, ‘corporate assets’) to solve problems in wider society with their knowledge and new perspectives. Naturally, interpretations can be positive in the sense that these messages are encouraging students or giving them hope or confidence. On the other hand, the tone could be considered somewhat overwhelming. That is, there appears to be a lot of weight on young people’s shoulders to perform, to step up and to ultimately bear the brunt of the situation the retired or retiring population is now relatively free or exempt from.

Figure 4. Collocation findings (Source: Author)

collocations		score	frequency
人材 - 育成	develop human resources	3.60	8
系列 - 系列	series -series	4.29	5
世界 - 舞台	the world (as a stage)	2.50	4
課題 - 解決	solve problems	1.82	4
学生 - 皆さん	all students	1.43	4
知識 - 視点	knowledge - perspectives	1.00	4

Co-occurrence findings

In a similar fashion to the collocation findings, the co-occurrence cluster in Figure 5 seems to reinforce the same kind of discourse regarding developing human resources rather than gaining and pursuing knowledge. For instance, the almost seamless linkage of ‘aim’, nurture’, ‘human resources’, ‘society’, ‘task’, and ‘world’ signifies an emphasis placed on students contributing to society and solving pressing world problems rather than focusing on knowledge acquisition or scholarly pursuits. While this may also be considered an encouraging message of hope for Gen Z students, an extreme interpretation of this message sees the university as a breeding ground for anonymous assets to Japanese corporations responsible for keeping the economy, and ultimately the country afloat. Thus, are these messages laden with images of doom, gloom, and burdens, or are they genuinely positive messages of hope?

Sentiment analysis findings

To determine whether the tone of the corpus was more or less positive, or encouraging, or simply conveying the gravity of the current socio-economic problems that Japan faces, a sentiment analysis was performed. Considering the prevailing discourse about challenges, problem-solving and getting out into the big, wide world, it was assumed the tone or sentiment of the text would be quite aggressive or assertive sounding. However,

upon performing the sentiment analysis, the results, as illustrated in Figure 6, were somewhat different. Although the corpus was largely neutral, the ratio of positive text to negative text was slightly higher, and the overall emotional tone of the corpus leaned most towards ‘joy’. Given that these university websites and the deans’ messages are directed to prospective students, they are basically a means of marketing and gaining clients (in other words, new students). This may account for the hopeful, encouraging and positive tone, which arguably promises the younger generation success, prosperity, and a bright future.

Figure 5. Co-occurrence findings (Source: Author)

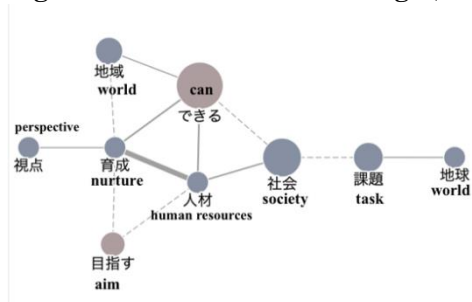
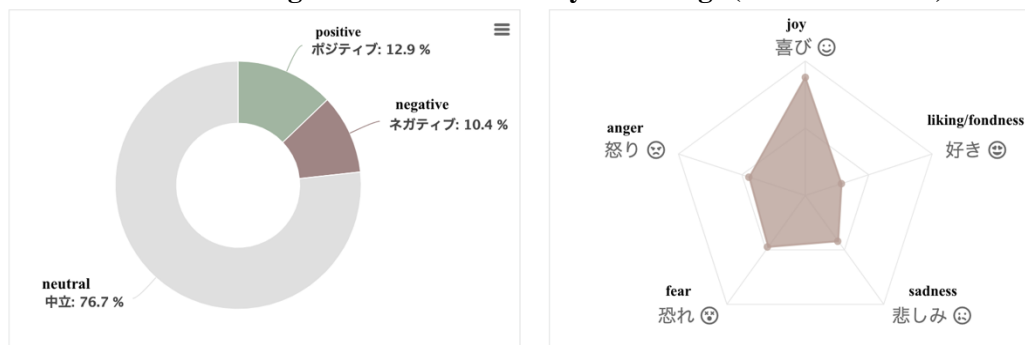


Figure 6. Sentiment analysis findings (Source: Author)



While the discourse analysis provides some insight into the *guroobaruka* rhetoric in higher education public relations efforts, such messages have a clear audience and purpose. That is, to encourage prospective students to embrace challenges, to be proactive and make positive contributions to society. In that sense, such messages need to be promotional, positive, and ultimately inspire hope. However, what is the reality of the situation of Gen Z in terms of employment, welfare, and their future quality of life? To gain further insight into these matters, media reports about the internationalization of higher education were also taken into account.

Media discourse on the internationalization of higher education and employment

To gain insight into the reality of efforts to bolster the internationalization of Japanese universities, several media reports regarding the matter were also considered. Not only domestic, but a few international media reports seem to sound alarms about Japan’s failure

to adequately internationalize its tertiary institutions and the unattractive employment prospects for both domestic and international students. Common themes include Japan's brain drain situation, its dwindling university rankings, and its failure to attract highly skilled professionals. Take, for example, a sample of headlines and leads from the following reports about Japan's struggle to attract global talent featured in major domestic newspapers such as *Nikkei Asia* and *The Mainichi* (Figure 7).

Figure 7. Sample of headlines (Sources: Nikkei Asia, 2020; Nikkei Asia, 2020; The Mainichi, 2022)



Similarly, there has also been a recent rise in media discourse surrounding not only the lack of talent coming to Japan but also the phenomenon of young Japanese leaving Japan for opportunities abroad (see Table 2). This not only suggests that there are perhaps some economic factors driving Japan's Gen Z to seek opportunities abroad, but it also indicates that perhaps the lack of internationalization at the corporate and institutional level is arguably posing some problems for foreign talent.

Table 2. Sources of media reports

News source and date	Title/Headline	Translation
Nikkei Asia (Japan) (Dec.22, 2020)	Japan losing global talent race, Suga economic adviser warns	
Asia Times (International) (Dec.31, 2021)	Japan pays a high price as it goes down market	
Nikkei Asia (Japan) (Jan.3, 2022)	Japan misses foreign talent as companies seek strong linguists	
Nikkei Asia (Japan) (Jan.22, 2022)	Japan weighs longer stays for world's elite college graduates	
Japan Times (Japan) (Jun.22, 2022)	Will a ¥10 trillion fund be the savior of Japan's universities?	
Nikkei Asia (Japan) (Jun.22, 2022)	Now admitting: Japan aims to regain 300,000 foreign students	
Deutsche Welle (International) (Aug.12, 2022)	Japanese universities losing battle with foreign rivals	
Nippon.com (Japan) (Aug.16, 2022)	Restarting International Study in Japan in the Post-COVID Era	
Nikkei Asia (Japan) (Nov.5, 2022)	Without internationalization, Japanese higher education is sinking	
The Mainichi (Japan)	Japan ranks 41st in attracting talent in 2022:	

(Dec.31, 2022)	Swiss Survey	
NHK (Feb. 1, 2023)	安いニッポンから海外出稼ぎへ”～稼げる国を目指す若者たち～	“Escaping from cheap Japan to work abroad” - <i>Young people have their eyes on countries where they can earn more</i>
Nikkei Asia (March 6, 2023)	Japanese workers become migrants seeking better pay overseas	
Nikkei Asia (May 3, 2023)	Young Japanese seek way out of country, hit on working holidays - <i>COVID era, weak yen and Japan's rigid work culture turn off nation's youth</i>	
Yahoo! Japan News (Jul. 31, 2023)	なぜ今、若い女性が日本を捨てて海外に行くのか...高齢化が進み年金依存の生活者が増える日本の悲しき末路	Why young women are now abandoning Japan and going abroad... <i>The sad end of Japan's aging population and increasing dependence on pension funds</i>
Toyo Keizai (Nov. 4, 2023)	9割の親世代が驚愕 「これが令和のワーホリか！」最低時給 2000 円、カフェのバイトで月 40 万円...	90% of parents are shocked and wondering, “Is this the working holiday of the Reiwa Period?” <i>Minimum wage is 2,000 yen per hour, 400,000 yen per month working part-time at a cafe...</i>
Nikkei (November 11, 2023)	円安でも「海外経験」ワーキングホリデー参加者が急増	Despite the weak yen, the number of working holiday makers is rapidly increasing in order to gain experience overseas

Considering that major media outlets thrive on the principle that “bad news is good news”, the bias and prevalence of rather pessimistic articles concerning Japan’s brain drain and hurdles in internationalizing higher education institutions are understandable. And while media reports do not paint an accurate picture of the situation in Japan, they nevertheless reveal current trends or topics of concern. That is, the issues with Japan’s efforts to internationalize its institutions and boost its global competitiveness are perhaps legitimate concerns.

Conclusion

The aim of this study was to examine the rhetoric in Japanese university PR messages regarding internationalization, and to question whether the relentless push for internationalization reflected the current reality of Japan’s corporate and tertiary internationalization initiatives. Through a discourse analysis of official messages from chairs of either ‘international’ or ‘global’ studies-related departments at both private and public tertiary universities nationwide, this study revealed a discrepancy between the rhetoric of internationalization and media reports concerning the matter. Simply put, media discourse regarding the matter tended to be negative, while the university website PR messages were overwhelmingly positive. In addition, the study demonstrated that

global studies public relations discourse on Japanese university websites tended to emphasize developing human resources over the pursuit of knowledge, which is in line with Japan's current situation—a desperate need to secure labor due to its aging population, lack of human resources, brain drain, and declining competitiveness. Thus, the aforementioned prevalence of negative discourse in media reports cannot simply be dismissed as clickbait strategies. Nevertheless, despite these ongoing reports concerning Japan's demographic crisis and its struggle to secure foreign talent and foster intercultural competence, the need to inspire today's youth and provide messages of hope is crucial. Although critics might dismiss universities' positive promotional messages as pure marketing strategies, they serve the purpose of marketing. That is, to generate interest, desire, and action—and that is perhaps exactly what Japan's Gen Zs need.

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Appendix 1 – Dean’s Message Source URLS

University	Dean’s Message URL
Akita International University - Global Studies Program	https://web.aiu.ac.jp/undergraduate/curriculum/gs/
Chuo University - Faculty of Global Management	https://www.chuo-u.ac.jp/academics/faculties/globalmanagement/professor/
Doshisha University - Research Faculty of Global Studies	https://global-studies.doshisha.ac.jp/overview/message.html
Gunma Prefectural Women's University - Faculty of International Communication	https://www.gpwu.ac.jp/dep-pos/dep/int/message-kokukomi/
Hiroshima University - Department of Integrated Global Studies	https://www.hiroshima-u.ac.jp/hu_new/
Hosei university - Faculty of Intercultural Communication	https://www.hosei.ac.jp/kokusai/shokai/message/?auth=9abbb458a78210eb174f4bdd385bcf54
International University of Kagoshima - Faculty of Intercultural Studies	https://www.iuk.ac.jp/gakubu/intercultural/
Japan Women's University - Department of Transcultural Studies	https://www.jwu.ac.jp/unv/academics/transcultural_studies/index.html
Juntendo University - Faculty of International Liberal Arts	https://www.juntendo.ac.jp/academics/faculty/ila/about/dean/
Kansai University of International Studies	https://www.kuins.ac.jp/admission/english/index.html
Kobe University - Global Human Sciences	https://www.fgh.kobe-u.ac.jp/ja/node/2
Kwansei Gakuin University - School of International Studies	https://www.kwansei.ac.jp/s_is/philosophy/dean/
Kyoto Sangyo University - Faculty of International Studies	https://www.kyoto-su.ac.jp/faculty/ir/message.html
Meiji Gakuin University - Faculty of International Studies	https://fis.meijigakuin.ac.jp/about/
Meijo University - Faculty of Foreign Studies	https://www.meijo-u.ac.jp/academics/foreign/message.html
Musashino University	https://www.musashino-u.ac.jp/academics/faculty/global_studies/global_communication/
Nagasaki International University - Department of International Tourism	https://www1.niu.ac.jp/course/international-tourism/message/
Nagoya University of Foreign Studies - Department of Liberal Arts and Global Studies	https://lg.nufs.ac.jp/about/message/
Niigata University of International and Information Studies	https://www.nuis.ac.jp/department/
Oita Prefectural College of Arts and Culture - Department of Global Studies	https://www.oita-pjc.ac.jp/gakka/kokusai
Sendai Shirayuri Women's College - Department of Global Studies	https://sendai-shirayuri.ac.jp/faculty-menu/globalstudies/
Shizuoka University - Faculty of Global Interdisciplinary Science and Innovation	https://www.gkk.shizuoka.ac.jp/outline/mesage/
Sophia University	https://dept.sophia.ac.jp/fgs/about-message
Tama University	https://www.tama.ac.jp/faculty/sgs/message.html