

関西学院大学 研究成果報告

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関西学院大学 学長殿

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以下のとおり、報告いたします。

研究制度	☒ 特別研究期間 ☐ 自由研究期間 ☐ 大学共同研究 ☐ 個人特別研究費 ☐ 博士研究員 ※国際共同研究交通費補助については別様式にて作成してください。
研究課題	Globalizing Education in Japan: Trends, Developments and Impact (as part of the Japan Transnational Education and Career Panel Study (JTEPS): International Student Mobility and its Consequences)
研究実施場所	University of Zurich, Switzerland
研究期間	2025年09月20 ～ 2026年03月31日（ 6ヶ月）

◆ 研究成果概要 （2,500字程度）

上記研究課題に即して実施したことを具体的に記述してください。

Introduction

During my special research period I conducted research on the topic of Globalization of Education in Japan. This topic is part of the Japan Transnational Education and Career Panel Study (JTEPS): International Student Mobility and its Consequences, a funded project based at the University of Zurich in Switzerland. The goal of the JTEPS project is to contribute to an understanding of current Japan in Japanese studies and to advance the field of international student mobility (ISM) in educational sociology. Accompanying this project, I edited a book with the title “Internationalization of Education in Japan – Policies, Practices and Impact” together with a colleague at the University of Zurich.

This edited volume presents new insights into Japan’s internationalization of education. It sheds light on the national efforts to create global human resources (gurobaru jinzai) by bringing together contributions from diverse disciplines that analyze policy discourse, institutional practices, mobility infrastructures, and individual life-course trajectories. Drawing on the concept of transnational human capital and a macro–micro–macro framework, the book offers a comprehensive analysis of the internationalization of education in Japan, examining how global mobility reshapes education, labor markets, and

social inequality. In the following I will outline the structure of the book and briefly summarize its findings.

Structure of the Book

The volume is structured into six thematic parts that examine the internationalization of education in Japan from complementary perspectives: policy discourse, institutional practices, mobility infrastructures, individual experiences and inequalities, labor market outcomes, and broader societal impacts. Together, the chapters demonstrate that educational internationalization is not a single policy process but a multi-layered transformation involving ideological debates, institutional mediation, transnational mobility regimes, and uneven individual outcomes.

After an introductory overview on the internationalization of education in Japan, the first part (Policy Discourse) explores the ideological and curricular foundations of educational internationalization in Japan. Although policies promoting *kokusaika* and the development of *gurobaru jinzai* frame internationalization as a response to globalization and demographic change, the contributions in this section reveal persistent tensions between global openness and enduring national narratives.

The second part (Internationalization in Practice) shifts the focus from discourse to institutional implementation. The chapters illustrate how universities operationalise internationalization policies and how students themselves interpret these initiatives.

The third part (Education Migration and Mobility) examines the infrastructures and intermediaries that shape transnational educational mobility into Japan. Moving beyond universities, the chapters highlight how educational institutions and private actors structure migration pathways.

Part four (Individual Experiences, Gender and Inequalities) foregrounds the lived experiences of internationally mobile individuals and highlights the social inequalities embedded in internationalization processes.

Part five (Labor Market Outcomes) connects educational internationalization to labor market integration and long-term societal consequences, and finally part six raises important sociological questions about the distribution of opportunities and rewards from international educational mobility. The volume concludes with a brief synthesis of the findings across chapters and reflects on the future trajectory of educational internationalization in Japan.

Findings

Taken together, the contributions provide four broader insights into the dynamics of educational internationalization in Japan. First, internationalization emerges as an institutionally embedded process rather than a purely policy-driven project. While state initiatives play an important role in promoting global engagement, their outcomes depend fundamentally on how institutions structure access to mobility and opportunities for skill formation.

Second, the volume demonstrates that the formation and conversion of transnational human capital is institutionally contingent. International mobility does not automatically translate into educational or labor market advantages; instead, its value depends on how competencies are recognized within specific institutional contexts.

Third, internationalization produces uneven opportunities and new forms of stratification. Access to mobility remains socially selective, and the growing importance of international experience may reinforce existing social and gender inequalities by creating new arenas of status competition.

Fourth, the Japanese case reflects the tensions of pursuing internationalization as a latecomer strategy. Efforts to globalize education operate within institutional frameworks originally designed for nationally bounded systems, leading to structural mismatches and unintended consequences.

Editing Process

The creation of this edited volume started with a call for papers on international student mobility, labor market migration, and internationalization policies in Japan. After reviewing the submitted contributions, we prepared a preliminary book proposal for Routledge, which included a table of contents with the planned contributions, summaries for each chapter, an overview with a brief synopsis explaining why the book is important and what gap it fills, as well as information about the authors and other relevant information. Upon acceptance by Routledge, we started to work on the contributions together with the authors by reviewing their submissions, giving feedback on revisions, and editing their chapters according to the Routledge submission guidelines. We also wrote the introduction and conclusion chapters and worked together on the structure of the book and the theoretical framework.

The editing process for this volume included a lot of personal communication and coordination with my colleague at Zurich University, which would not have been possible without the special research period. It also gave me the opportunity to connect with other researchers abroad and gave me the opportunity to further expand my research cooperation with Zurich University.

Conclusion

This volume underscores a central insight: increasing the number of internationally mobile students does not, in itself, constitute effective internationalization. While Japan has expanded both outbound and inbound mobility, these quantitative gains have not consistently translated into the meaningful formation and utilization of transnational human capital (THC). Without institutional environments that recognize and integrate internationally acquired competencies, mobility risks remain a symbolic rather than a transformative resource.

Thanks to the time I could spend at Zurich University on bringing together these insights and findings of contributions from diverse disciplines, we were able to submit the completed book on March 31, 2026 to Routledge and organize a symposium on the internationalization of education in Japan at Keio University in Tokyo upon my return, where we presented the book's findings.

以 上

提出期限：研究期間終了後2ヶ月以内

※個人特別研究費：研究費支給年度終了後2ヶ月以内 博士研究員：期間終了まで

提出先：研究推進社会連携機構（NUC）

※特別研究期間、自由研究期間の報告は所属長、博士研究員は研究科委員長を経て提出してください。

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