3rd Strategic Partnership Symposium

Future prospects for international cooperation of Japanese universities with overseas universities

Tuesday, 19 December, 2023 The University of Tokyo
Opening Comments

Prof. Dr. HAYASHI Kaori,
Executive Vice President,
Director of the International Strategy and Planning Office,
The University of Tokyo

Opening Address

Mr. KOBAYASHI Yosuke,
Director, International Affairs Division,
Higher Education Bureau, Ministry of Education, Culture, Sports, Science and Technology – Japan

Guest Lecture 1

Prof. KURODA Kazuo,
Professor, Graduate School of Asia-Pacific Studies,
Waseda University
Guest Lecture 2

Prof. Jorge FERRÃO,
Rector, Maputo Pedagogical University

QA Session

Prof. Dr. WATANABE Satoshi,
Special Advisor to the President, Deputy Director of the International Strategy and Planning Office, The University of Tokyo

Prof. KURODA Kazuo,
Professor, Graduate School of Asia-Pacific Studies, Waseda University

Prof. Jorge FERRÃO,
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Panel Discussion by the membership universities

<table>
<thead>
<tr>
<th>Prof. Dr. WATANABE Satoshi, Special Advisor to the President, Deputy Director of the International Strategy and Planning Office, The University of Tokyo</th>
</tr>
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<tr>
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<tr>
<td>Prof. KONO Yasuyuki, Vice-President for International Strategy, Kyoto University</td>
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<td>Prof. TANAKA Ryohei, Vice President, Soka University</td>
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<td>Prof. YONEZAWA Akiyoshi, Professor, Vice Director, International StrategyOffice, Tohoku University</td>
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<tr>
<td>Prof. GEMMA Masahiko, Vice President for International Affairs, Waseda University</td>
</tr>
</tbody>
</table>

Closing Remarks

Prof. UEKI Toshiya, Executive Vice President, Tohoku University
3rd Strategic Partnership Symposium

海外大学との国際連携に関する今後の展望

Future prospects for international cooperation of Japanese universities with overseas universities

Contents

07 Program
10 Guest Lecture 1 Waseda University
35 Guest Lecture 2 Maputo Pedagogical University
39 Panel Discussion by the membership universities
42 The University of Tokyo
46 Ehime University
47 Osaka University
48 Kyushu University
50 Kyoto University
52 Keio University
54 Soka University
55 Tohoku University
57 Waseda University
第3回戦略的パートナーシップ
シンポジウム
—— 海外大学との国際連携に関する今後の展望 ——

2023年12月19日（火）17:30-20:00
オンライン形式（Zoomウェビナー）（英語もしくは日本語（日英の同時通訳あり））

2021年度に「大学の国際化促進フォーラム」事業として採択された国際競争力強化に向けた「戦略的パートナーシップ」のネットワーク構築プロジェクトが開始しました。本プロジェクトは、QS等の大学と大学間を連携協力して、各大学が実施している戦略的パートナーシッププロジェクトに関する議論や、グッド・プラクティス等を共有して横展開を広げていくことで、我が国の高等教育の国際通用性・競争力向上を図ります。スーパーローラル大学創成支援（SGU）事業最終年度の開催となる今回のシンポジウムでは、本プロジェクトの3年間の活動におけるこれまで展開されてきた戦略的パートナーシッププロジェクトについての議論を踏まえ、我が国の大学と海外大学との国際連携に関する今後の展望について考える契機とします。

17:30-17:35
開会挨拶
林 香里 東京大学 理事・副学長、国際戦略企画室長

17:35-17:40
来賓挨拶：文科省
小林 洋介 文部科学省 高等教育局 参事官（国際担当）

17:40-18:10
国内ゲスト講演
黒田 一雄 早稲田大学 大学院アジア太平洋研究科 教授

18:10-18:40
海外ゲスト講演
Prof. Jorge FERRÃO, Rector, Maputo Pedagogical University

18:40-18:55
質疑応答

18:55-19:00
休憩

19:00-19:55
連携大学ディスカッション

渡辺 睦 東京大学 教授・経済学系研究科教授
米澤 彰純 東京大学 教授、国際戦略企画室副室長
土屋 大洋 慶應義塾大学 副学長
弦問 正彦 早稲田大学 理事
田中 亮平 創価大学 副学長
河野 泰之 京都大学 副学長
大林 小織 大阪大学 グローバルイニシアティブ機構 副教授
小林 修 愛媛大学 アジア・アフリカ交流センター センター長、教授
許斐 ナギリ 九州大学 国際戦略企画室 副理事、教授

19:55-20:00
閉会挨拶 植木 俊哉 東北大学 理事

要事前登録
下記URLより参加登録手続きをお願いいたします。
https://acifevent.com/us/webinar/register/WWI55y95f7WAcCaEix6-Cw

プロジェクト参加大学
東京大学、東北大学、京都大学、大阪大学、九州大学、東北大学
愛媛大学、早稲田大学、慶應義塾大学、創価大学

主催
The University of Tokyo proposed the "Building a Network of Strategic Partnerships to Strengthen International Competitiveness among Japanese Universities" as a project for the Japan Forum for Internationalization of Universities and plan to widely disseminate information by sharing the challenges and good practices with other universities through the enhancement of horizontal cooperation. Through this project, the universities plan to enhance the recognition of Strategic Partnerships and the international presence of the universities of Japan.

This 3rd Strategic Partnership Symposium, which will be held on the final year of the MEXT’s Top Global University Japan Project, will provide an opportunity to contemplate on future prospects for international cooperation of Japanese universities with overseas universities, based on the discussions on the strategic partnership projects that have been generated so far in the three years of the project's activities.

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Q&A Session

18:55-19:00
Break

19:00-19:55
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Prof. UEKI Toshiya, Executive Vice President, Tohoku University

Registration URL
Please register via the following link.
https://us06web.zoom.us/webinar/register/WN_lLyvyQhlTXWACWwEzvi-Ow

Membership Universities
The University of Tokyo, Tohoku University, Kyoto University, Osaka University, Kyushu University, Ehime University, Waseda University, Keio University, Soka University

Organized by The University of Tokyo
Guest Lectures
International Partnerships of Higher Education and the Multi-layered Global Governance Frameworks

Kazuo Kuroda, Ph.D. （黑田一雄）
Professor
Graduate School of Asia-Pacific Studies, Waseda University
Visiting Research Fellow
JICA Ogata Sadako Research Institute for Peace and Development

Internationalization of HE

“Integration of international, intercultural or global dimensions into the goals, functions and delivery of education as a means to improve or achieve academic objectives of the institution or socio-cultural, economic, or political goals of the country” (Knight, 2015)

Regionalization of HE

“Process of building closer collaboration and alignment among higher education actors and systems within a defined area or framework called a region” (Knight, 2008)
Internationalization of Higher Education
Discussed at the 2009 UNESCO World Conference on Higher Education

- Rapid increase in international student mobility
- International mobility of faculty and staff, hiring of foreign researchers and faculty with international experiences
- Increase in the number of inter-university agreements
- Development of International Joint/Double Degree Programs
- Increase in establishment of overseas campuses
- Activation of international joint research
- Internationalization of educational content and curriculum
- English-use and multilingualization of educational contents
- Participation in international networks and alliances
- Harmonization of international higher education systems and quality assurance systems
- Rise of regional frameworks
- Cross-border provision of higher education through ICT

⇒ Rapid expansion with the COVID19 Disaster
    → Internationalization abroad, Internationalization at home

Forms of internationalization prioritized by East Asian leading universities

### Activeness of cross-border activities in East Asia

<table>
<thead>
<tr>
<th>Rank</th>
<th>Past Cross-border activity</th>
<th>Mean</th>
<th>Present Cross-border activity</th>
<th>Mean</th>
<th>Future Cross-border activity</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Outgoing mobility opportunities for faculty members (F)</td>
<td>2.36</td>
<td>International/ cross-border institutional agreement (I)</td>
<td>3.08</td>
<td>International/ cross-border institutional agreement (I)</td>
<td>3.75</td>
</tr>
<tr>
<td>2</td>
<td>International/ cross-border institutional agreement (I)</td>
<td>2.29</td>
<td>Outgoing mobility opportunities for faculty members (F)</td>
<td>2.98</td>
<td>Outgoing mobility opportunities for faculty members (F)</td>
<td>3.74</td>
</tr>
<tr>
<td>3</td>
<td>Cross-border research collaboration (F)</td>
<td>2.06</td>
<td>Outgoing mobility opportunities for students (S)</td>
<td>2.78</td>
<td>Outgoing mobility opportunities for students (S)</td>
<td>3.68</td>
</tr>
<tr>
<td>4</td>
<td>Acceptance of foreign students (S)</td>
<td>1.91</td>
<td>Acceptance of foreign students (S)</td>
<td>2.77</td>
<td>Acceptance of foreign students (S)</td>
<td>3.65</td>
</tr>
<tr>
<td>5</td>
<td>Outgoing mobility opportunities for students (S)</td>
<td>1.85</td>
<td>Cross-border research collaboration (F)</td>
<td>2.74</td>
<td>Cross-border research collaboration (F)</td>
<td>3.64</td>
</tr>
<tr>
<td>6</td>
<td>Recruitment of full-time foreign faculty members (F)</td>
<td>1.47</td>
<td>Recruitment of full-time foreign faculty members (F)</td>
<td>2.06</td>
<td>Cross-border collaborative degree programs (I)</td>
<td>3.09</td>
</tr>
<tr>
<td>7</td>
<td>Cross-border collaborative degree programs (I)</td>
<td>1.10</td>
<td>Cross-border collaborative degree programs (I)</td>
<td>1.87</td>
<td>Recruitment of full-time foreign faculty members (F)</td>
<td>3.04</td>
</tr>
<tr>
<td>8</td>
<td>Use of ICT for cross-border distance education (I)</td>
<td>1.10</td>
<td>Use of ICT for cross-border distance education (I)</td>
<td>1.80</td>
<td>Use of ICT for cross-border distance education (I)</td>
<td>2.95</td>
</tr>
</tbody>
</table>

Source: JICA Survey.
Note: "Highly active": 3 = "fairly active": 2 = "moderately active": 1 = "slightly active": 0 = "not active": (I) = institution; (F) = faculty; (S) = student. The mean for both "cross-border collaborative degree programs" and "use of ICT for cross-border distance education" is 1.104348.
Rationales driving internationalization of HE

<table>
<thead>
<tr>
<th>Rationales</th>
<th>Existing Rationales</th>
<th>Of Emerging Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social/cultural</td>
<td>National cultural identity</td>
<td>National level</td>
</tr>
<tr>
<td></td>
<td>Intercultural understanding</td>
<td>Human resources development</td>
</tr>
<tr>
<td></td>
<td>Citizenship development</td>
<td>Strategic alliances</td>
</tr>
<tr>
<td></td>
<td>Social and community development</td>
<td>Income generation/commercial trade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nation building/institution building</td>
</tr>
<tr>
<td>Political</td>
<td>Foreign policy</td>
<td>Social/cultural development and mutual understanding</td>
</tr>
<tr>
<td></td>
<td>National security</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technical assistance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peace and mutual understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>National identity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Regional identity</td>
<td></td>
</tr>
<tr>
<td>Economic</td>
<td>Economic growth and competitiveness</td>
<td>Institutional Level</td>
</tr>
<tr>
<td></td>
<td>Labor market</td>
<td>International branding and profile</td>
</tr>
<tr>
<td></td>
<td>Financial incentives</td>
<td>Quality enhancement/international standards</td>
</tr>
<tr>
<td>Academic</td>
<td>Extension of academic horizon</td>
<td>Income generation</td>
</tr>
<tr>
<td></td>
<td>Institution building</td>
<td>Student and staff development</td>
</tr>
<tr>
<td></td>
<td>Profile and status</td>
<td>Strategic alliances</td>
</tr>
<tr>
<td></td>
<td>Enhancement of quality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>International academic standards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>International dimension to research and teaching</td>
<td></td>
</tr>
</tbody>
</table>

Source: Knight (2005).

Expected outcomes of internationalization prioritized by East Asian leading universities

<table>
<thead>
<tr>
<th>Rank</th>
<th>Past Expected outcome</th>
<th>Mean</th>
<th>Present Expected outcome</th>
<th>Mean</th>
<th>Future Expected outcome</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To improve the quality of education (A-I)</td>
<td>2.59</td>
<td>To improve international visibility and reputation of your university (P-I)</td>
<td>3.23</td>
<td>To improve international visibility and reputation of your university (P-I)</td>
<td>3.78</td>
</tr>
<tr>
<td>2</td>
<td>To promote national culture and values (P-N)</td>
<td>2.54</td>
<td>To improve the quality of education (A-I)</td>
<td>3.19</td>
<td>To improve the quality of education (A-I)</td>
<td>3.78</td>
</tr>
<tr>
<td>3</td>
<td>To achieve research excellence (A-I)</td>
<td>2.39</td>
<td>To achieve research excellence (A-I)</td>
<td>3.17</td>
<td>To achieve research excellence (A-I)</td>
<td>3.78</td>
</tr>
<tr>
<td>4</td>
<td>To improve international visibility and reputation of your university (P-I)</td>
<td>2.39</td>
<td>To promote intercultural/ international awareness and understanding (A-N)</td>
<td>3.13</td>
<td>To promote intercultural/ international awareness and understanding (A-N)</td>
<td>3.75</td>
</tr>
<tr>
<td>5</td>
<td>To promote intercultural/ international awareness and understanding (A-N)</td>
<td>2.38</td>
<td>To promote national culture and values (P-N)</td>
<td>3.09</td>
<td>To promote national culture and values (P-N)</td>
<td>3.68</td>
</tr>
<tr>
<td>6</td>
<td>To meet the demands of your national economy (E-N)</td>
<td>2.36</td>
<td>To meet the demands of your national economy (E-N)</td>
<td>3.01</td>
<td>To promote regional collaboration and identity of Asia (P-R)</td>
<td>3.63</td>
</tr>
<tr>
<td>7</td>
<td>To promote regional collaboration and identity of Asia (P-R)</td>
<td>2.24</td>
<td>To promote regional collaboration and identity of Asia (P-R)</td>
<td>2.93</td>
<td>To meet the demands of your national economy (E-N)</td>
<td>3.63</td>
</tr>
<tr>
<td>8</td>
<td>To generate revenue for your own institution (E-I)</td>
<td>1.94</td>
<td>To meet the demands of global economy (E-G)</td>
<td>2.69</td>
<td>To generate revenue for your own institution (E-I)</td>
<td>3.39</td>
</tr>
<tr>
<td>9</td>
<td>To meet the demands of Asian regional economy (E-R)</td>
<td>1.89</td>
<td>To generate revenue for your own institution (E-I)</td>
<td>2.68</td>
<td>To meet the demands of Asian regional economy (E-R)</td>
<td>3.34</td>
</tr>
<tr>
<td>10</td>
<td>To meet the demands of global economy (E-G)</td>
<td>1.87</td>
<td>To generate revenue for your own institution (E-I)</td>
<td>2.63</td>
<td>To meet the demands of global economy (E-G)</td>
<td>3.31</td>
</tr>
<tr>
<td>11</td>
<td>To promote global citizenship (P-G)</td>
<td>1.85</td>
<td>To meet the demands of Asian regional economy (E-R)</td>
<td>2.62</td>
<td>To promote global citizenship (P-G)</td>
<td>3.29</td>
</tr>
</tbody>
</table>

Source: JICA Survey.

Note: 4 = "Highly significant"; 3 = "fairly significant"; 2 = "moderately significant"; 1 = "slightly significant"; 0 = "not significant"; (A) = academic; (P) = political; (E) = economic; (G) = global; (R) = regional; (N) = national; (I) = institutional.
Changing University Models with Internationalization

Cosmopolitan University Model
- University should be “universe.” — University as universal intellectual community
- Based on history of cosmopolitan nature of European traditional universities with Latin language as a single instruction language.
  → It was natural for these universities to be “international”.

Nation-state University Model
- Universities for national integration and national policy target
- University of Berlin, Tokyo Imperial University
- Most modern universities in Asia, Africa and Latin America were also assigned to contribute to nationally set target of development and modernization.
  → Positive to send students abroad and invite foreign professors but small considerations on hosting foreign students.

Cosmopolitan Nation-state University Model
- Nation-state universities steadily realized the importance of international relations as modern nations become stable.
- Internationalization of universities is recognized as an effective strategy to promote research and quality of education.
  → Most relevant model of current leading universities in the world.

(International Joint University Model)
- Universities that prioritize bilateral/regional/global identity and dimensions in their education and research.
- Universities that prioritize international cooperation and knowledge diplomacy
- Universities established by bilateral cooperation — VJU, EJUST, etc.
- Universities for regional integration — College of Europe, European University Institute, South Asia University, University of the South Pacific, etc.
- Universities for global cooperation — UNU
  → Innovative form of international university
Changing University Models with Internationalization

Global University Model

- Explosive expansion of international movement of people and rapid development of information and communication technology have created a global international higher education market - international student mobility, increase in international joint education programs, MOOCs, etc.
- “Multiversity” (Cantwell, Marginson & Smolentseva 2018)
- Increased importance of international collaboration in academic research
- Intensifying competition among universities across national borders - World University Rankings create an international pseudo-market
- **Universities around the world compete with each other and cooperate with each other at the same time.**
- **Orientation toward solving global issues**

Why “Global” and “Regional” Governance?

- With socioeconomic globalization, many issues cross national borders. It has become impossible for single nations to fully recognize these cross-border issues, find solutions and seek appropriate directions by implementing their policies alone. → Global governance is emerging.
- “Global governance” is the joint efforts of the international community, composed of states, international organizations, markets, civil society and other actors, to address these cross-border issues by recognizing and solving them and finding new directions.
- Education, which used to be discussed and conducted by individual nation states, is also a subject of global and regional governance today.
Types of means of global and regional governance in education

1. **Legal Approach**: Formulating principles through international laws, conventions and charters. e.g. Regional Convention on the Recognition of Qualifications of Higher Education in Asia and the Pacific (2011)

2. **Concept Approach**: Developing and proposing new internationally influential concepts. e.g. UNESCO and World Bank, *Higher Education in Developing Countries* (2000)

3. **Agreement Approach**: Building consensus on the goals of international policies through policy dialogues at international conferences and multilateral fora and by formulating frameworks for policy and financial cooperation. e.g. World Conferences on Higher Education.

4. **Indicator Approach**: Establishing international indicators and standards and conducting monitoring. e.g. QS, TIMES Global University Rankings

5. **Network Approach**: Formulating international network of educational institutions and providers for strategic alliance and quality assurance. ex. IAU, AUN, APRU, e.g.

Historical Foundation of Global Governance of Higher Education

- **Education for Peace**

- League of Nations - International Committee on Intellectual Cooperation (1922)
- International Bureau of Education - International Conference on Public Education (1934)
- Cité Universitaire Internationale de Paris (1925) [https://www.ciup.fr/en/](https://www.ciup.fr/en/)
- UNESCO Constitution (1945)

That since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed; .......

That the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfill in a spirit of mutual assistance and concern;

...........and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.
Education for Peace

"International educational exchange is the most significant current project designed to continue the process of humanizing mankind to the point, we would hope, that men can learn to live in peace—eventually even to cooperate in constructive activities rather than compete in a mindless contest of mutual destruction....We must try to expand the boundaries of human wisdom, empathy and perception, and there is no way of doing that except through education." [From remarks on the occasion of the thirtieth anniversary of the Fulbright Program, 1976]

the Goals of Student Exchange. Committee on Educational Interchange Policy, Institute of International Education. 1955, New York

Liberalism and Constructivism

IR is not only about states and states relations, but about transnational relations (pluralism).

Karl Deutsch: “Inter-connecting activities helps create common values and identities among people from different state and paved the way for peace.”

James Rosenau: IRs have been supplemented by relations among private individuals, groups, and society, referred to as mobius-web of global governance.

“(T)he fundamental structures of international politics are social rather than strictly material. This leads to social constructivists to argue that changes in the nature of social interaction between states can bring a fundamental shift towards greater international security.” Kenneth Waltz, Theory of International Politics (McGraw-Hill Higher Education, 1979)
To what extent do you feel that your awareness of the following increased as a result of your study abroad [study in Japan]?

<table>
<thead>
<tr>
<th>People with study abroad experience (4,489)</th>
<th>People without study abroad experience (1,296)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater awareness of being Japanese</td>
<td>41.9%</td>
</tr>
<tr>
<td>Greater awareness of being Asian</td>
<td>20.4%</td>
</tr>
<tr>
<td>Greater awareness of being a global citizen</td>
<td>15.5%</td>
</tr>
<tr>
<td>Greater interest in diplomacy/international relations</td>
<td>38%</td>
</tr>
<tr>
<td>Greater awareness of coexisting with people who have diverse values/cultural backgrounds</td>
<td>38%</td>
</tr>
<tr>
<td>Greater awareness of taking risks/taking on challenges</td>
<td>24.9%</td>
</tr>
<tr>
<td>Greater interest in political/social issues</td>
<td>22.2%</td>
</tr>
<tr>
<td>Greater awareness of peace</td>
<td>21.6%</td>
</tr>
<tr>
<td>Became able to withhold value judgments and think about the reasons for a situation</td>
<td>18.8%</td>
</tr>
<tr>
<td>Greater religious tolerance</td>
<td>16.5%</td>
</tr>
<tr>
<td>Greater awareness of taking on work in the household, regardless of gender</td>
<td>11.9%</td>
</tr>
<tr>
<td>Greater awareness of global issues such as the environment, poverty etc</td>
<td>16.7%</td>
</tr>
<tr>
<td>Greater awareness of gender equality in society</td>
<td>16.2%</td>
</tr>
<tr>
<td>Greater self-efficacy (awareness of the ability to do the things one should do)</td>
<td>21.0%</td>
</tr>
<tr>
<td>Greater self-esteem (self-confidence)</td>
<td>21.5%</td>
</tr>
<tr>
<td>Greater feeling of usefulness (awareness that one is needed by society)</td>
<td>14.5%</td>
</tr>
</tbody>
</table>

- Strongly agree
- Tend to agree
- Relatively disagree
- Strongly disagree

Historical Foundation of Global Governance of Higher Education - Education as a Human Right, Education and Equality

“(UNESCO) instituting collaboration among the nations to advance the ideal of equality of educational opportunity without regard to race, sex or any distinctions, economic or social’
- Article 1, Legal Instruments: UNESCO Constitution (1945)

“Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit”.
- Article 26, Universal Declaration of Human Rights (Adopted by UN General Assembly in 1948)
Historical Foundation of Global Governance of Higher Education
- Education for Development
- The Organisation for Economic Co-operation and Development – (OECD)


**Education for Development**

- Higher education in low income countries get high private and social rates of return.
- Modernization theory regards study abroad and IHE as important inputs for modernization and societal development.

**Table 4. Returns by income and educational level (%)**

<table>
<thead>
<tr>
<th>Per capita income level</th>
<th>Private</th>
<th></th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary</td>
<td>Secondary</td>
<td>Higher</td>
</tr>
<tr>
<td>Low</td>
<td>25.4</td>
<td>18.7</td>
<td>26.8</td>
</tr>
<tr>
<td>Middle</td>
<td>24.5</td>
<td>17.7</td>
<td>20.2</td>
</tr>
<tr>
<td>High</td>
<td>28.4</td>
<td>13.2</td>
<td>12.8</td>
</tr>
<tr>
<td>Average</td>
<td>25.4</td>
<td>15.1</td>
<td>15.8</td>
</tr>
</tbody>
</table>

Note: The ‘high’ private return to primary education in high-income countries is due to an outlier 1959 estimate of 65% for Puerto Rico, a country classified as high-income under our current-per-capita income classification system.

Historical Foundation of Global Governance of Higher Education - Education for Development


“All agree that the single most important key to development and to poverty alleviation is education.” – A Proposal for Comprehensive Development Framework, 1999

- Based on academic and empirical evidences from studies on Economics of Education (Growth Accounting, Rates of Return Analysis)
- UNESCO and World Bank, Higher Education in Developing Countries (1999)
- Emerging Discussion on “Higher Education for Knowledge Economy” and “Brain Circulation (Sharing)” in the 2000’s.

Historical Foundation of Global Governance of Higher Education - Education for Sustainability

UN Decade of Education for Sustainable Development (ESD) 2005-14
Proposed at the Johannesburg Summit (2002)

...to integrate the values inherent in sustainable development into all aspects of learning in order to encourage changes in behaviour that allow for a more sustainable and just society for all. This involves learning the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation.

How do SDGs regard Higher Education?

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

How do SDGs regard Internationalization of Higher Education?

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development
4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.
4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.
Higher Education is not only a part of SDG4, but also play an important role for the achievement of all 17 SDGs.

“SDGs are complex issues and require HEIs to undertake interdisciplinary and transdisciplinary action, fostering of epistemic dialogue and diverse ways of knowing, stronger presence in society through engagement with other actors” (UNESCO, 2022)
1. Research
   Promote knowledge creation and innovation that contributes to the achievement of the SDGs

2. Education
   Develop human resources that contribute to the achievement of the SDGs

3. University administration
   Application of SDG principles to organizational governance

4. Social cooperation
   Platform of various actors for the promotion of the SDGs
   Role as a facilitator and partner

The SDGs framework can be used for HEI

1. to demonstrate the social impact of universities to governments, funders, local communities, and the international community.

2. to systematically understand society's needs for education and research to solve problems.

3. to expand access to public and private funding for problem solving.

4. to take initiative in the formation of internal and external networks/platforms for problem solving.

5. to utilize SDGs standards and directions in university administration and strategic management.
Historical Development of the Multilayered Structure of Asian Regional Cooperation Frameworks

- ASEAN started in 1967 ➔ ASEAN Community in 2015
- SAARC started in 1985
- APEC started in 1989
- ASEAN+3 Meeting started in 1997
- “East Asian Summit” started in 2005 by ASEAN+7 (10 ASEAN, China, South Korea, Japan with Australia, New Zealand and India)
- CKJ Trilateral Summit started in 2008
- Belt and Road Initiative launched in 2013
- Trans-Pacific Partnership (TPP) launched in 2018
- Regional Comprehensive Economic Partnership (RCEP) launched in 2020
- Indo-Pacific Economic Framework (IPEF) launched in 2022

Background of Policy Discussion on Asian Regional Cooperation

- Growing relative presence of East Asia in the world economy
- Increasing economic interdependence within the region
- Formulating a self-sustaining economic structure, less dependent on the West
- “Asianization of Asia” is witnessed in the economies of the region
- Necessity for Asian regional Governance Framework

Asian Regional Cooperation
## Inbound Mobile Students to Three Western Countries

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>US</td>
<td>430786</td>
<td>624474</td>
<td>987314</td>
<td>2.29</td>
</tr>
<tr>
<td>France</td>
<td>130952*</td>
<td>243436</td>
<td>229623</td>
<td>1.75</td>
</tr>
<tr>
<td>UK</td>
<td>209554</td>
<td>341791</td>
<td>452079</td>
<td>2.16</td>
</tr>
<tr>
<td>Total</td>
<td>771292</td>
<td>1209701</td>
<td>1669016</td>
<td>2.16</td>
</tr>
</tbody>
</table>

Source: UNESCO Institute of Statistics (2021)  
* Figure in 1999

## Inbound Mobile Students to Three Asian Countries

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>10000*</td>
<td>51038</td>
<td>178271</td>
<td>17.82</td>
</tr>
<tr>
<td>Korea</td>
<td>2538</td>
<td>40322</td>
<td>84749</td>
<td>33.39</td>
</tr>
<tr>
<td>Japan</td>
<td>55751</td>
<td>141599</td>
<td>182748</td>
<td>3.28</td>
</tr>
<tr>
<td>Total</td>
<td>68289</td>
<td>232959</td>
<td>445768</td>
<td>6.53</td>
</tr>
</tbody>
</table>

Source: UNESCO Institute of Statistics (2021)  
* Estimated by the author
Out of total 1,500,000 international students from East Asia and the Pacific, 880,000 went to East Asia and the Pacific, 560,000 went to North America and 340,000 went to Europe in 2018 (UIS 2021).

Mobile students in East Asia: * 1999 or circa ⇒ 2010 or circa

---

Regions of partner universities for East Asian cross border collaborative degree programs
(from JICA RI Survey in 2010  n=1,041)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Region</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>East Asia</td>
<td>34.0</td>
</tr>
<tr>
<td>2</td>
<td>West Europe</td>
<td>31.3</td>
</tr>
<tr>
<td>3</td>
<td>North America</td>
<td>20.2</td>
</tr>
<tr>
<td>4</td>
<td>Oceania and Pacific</td>
<td>11.4</td>
</tr>
</tbody>
</table>

* Source: UNESCO Statistical Yearbook & UNESCO Global Education Digest
* Note: Numbers in parenthesis indicate the percentage growth
### Degree of activity of overall cross-border activities' partner regions for Southeast Asia

<table>
<thead>
<tr>
<th>Rank</th>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Partner regions</td>
<td>Mean</td>
<td>Partner regions</td>
</tr>
<tr>
<td>1</td>
<td>Southeast Asia</td>
<td>2.22 **</td>
<td>Southeast Asia</td>
</tr>
<tr>
<td>2</td>
<td>Western Europe</td>
<td>1.97</td>
<td>Northeast Asia</td>
</tr>
<tr>
<td>3</td>
<td>Northeast Asia</td>
<td>1.83</td>
<td>Western Europe</td>
</tr>
<tr>
<td>4</td>
<td>North America</td>
<td>1.66</td>
<td>North America</td>
</tr>
<tr>
<td>5</td>
<td>Oceania and Pacific</td>
<td>1.50 ***</td>
<td>Oceania and Pacific</td>
</tr>
<tr>
<td>6</td>
<td>Central and Eastern Europe</td>
<td>1.03</td>
<td>South and West Asia</td>
</tr>
<tr>
<td>7</td>
<td>South and West Asia</td>
<td>1.01 ***</td>
<td>Central and Eastern Europe</td>
</tr>
<tr>
<td>8</td>
<td>Central Asia</td>
<td>0.67</td>
<td>Arab States</td>
</tr>
<tr>
<td>9</td>
<td>Arab States</td>
<td>0.61</td>
<td>Central Asia</td>
</tr>
<tr>
<td>10</td>
<td>Sub-Sahara Africa</td>
<td>0.49</td>
<td>Sub-Sahara Africa</td>
</tr>
<tr>
<td>11</td>
<td>Latin America and Caribbean</td>
<td>0.38</td>
<td>Latin America and Caribbean</td>
</tr>
</tbody>
</table>

**SOURCE.** — JICA Survey.

**NOTE.** — 4 = 'Highly active'; 3 = 'fairly active'; 2 = 'moderately active'; 1 = 'slightly active'; 0 = 'not active'.

The time differences (present and future) in means are statistically significant (p<.01). *p<.1 in T-test of differences in means between a partner region and one immediately below in the ranking list. **p<.05 in T-test of differences in means between a partner region and one immediately below in the ranking list. ***p<.01 in T-test of differences in means between a partner region and one immediately below in the ranking list.

### Degree of activity of overall cross-border activities' partner regions for Northeast Asia

<table>
<thead>
<tr>
<th>Rank</th>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Partner regions</td>
<td>Mean</td>
<td>Partner regions</td>
</tr>
<tr>
<td>1</td>
<td>North America</td>
<td>2.74</td>
<td>North America</td>
</tr>
<tr>
<td>2</td>
<td>Southeast Asia</td>
<td>2.56</td>
<td>Southeast Asia</td>
</tr>
<tr>
<td>3</td>
<td>Northeast Asia</td>
<td>2.49</td>
<td>Northeast Asia</td>
</tr>
<tr>
<td>4</td>
<td>Western Europe</td>
<td>2.33 **</td>
<td>Western Europe</td>
</tr>
<tr>
<td>5</td>
<td>Oceania and Pacific</td>
<td>1.98 ***</td>
<td>Oceania and Pacific</td>
</tr>
<tr>
<td>6</td>
<td>South and West Asia</td>
<td>1.48 *</td>
<td>South and West Asia</td>
</tr>
<tr>
<td>7</td>
<td>Central and Eastern Europe</td>
<td>1.20</td>
<td>Central and Eastern Europe</td>
</tr>
<tr>
<td>8</td>
<td>Central Asia</td>
<td>1.08</td>
<td>Central Asia</td>
</tr>
<tr>
<td>9</td>
<td>Latin America and Caribbean</td>
<td>0.92</td>
<td>Latin America and Caribbean</td>
</tr>
<tr>
<td>10</td>
<td>Arab States</td>
<td>0.77</td>
<td>Arab States</td>
</tr>
<tr>
<td>11</td>
<td>Sub-Sahara Africa</td>
<td>0.54</td>
<td>Sub-Sahara Africa</td>
</tr>
</tbody>
</table>

**SOURCE.** — JICA Survey.

**NOTE.** — 4 = 'Highly active'; 3 = 'fairly active'; 2 = 'moderately active'; 1 = 'slightly active'; 0 = 'not active'.

The time differences (present and future) in means are statistically significant (p<.01). *p<.1 in T-test of differences in means between a partner region and one immediately below in the ranking list. **p<.05 in T-test of differences in means between a partner region and one immediately below in the ranking list. ***p<.01 in T-test of differences in means between a partner region and one immediately below in the ranking list.
Growing number of inter-university linkages within Asia for Japanese universities

<table>
<thead>
<tr>
<th>Country</th>
<th>2012</th>
<th>2015</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 China</td>
<td>3,871</td>
<td>5,607</td>
<td>7,447</td>
</tr>
<tr>
<td>2 US</td>
<td>2,652</td>
<td>3,640</td>
<td>4,526</td>
</tr>
<tr>
<td>3 South Korea</td>
<td>2,228</td>
<td>3,154</td>
<td>3,969</td>
</tr>
<tr>
<td>4 Taiwan</td>
<td>1,001</td>
<td>1,893</td>
<td>2,691</td>
</tr>
<tr>
<td>5 UK</td>
<td>895</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Thailand</td>
<td>1,441</td>
<td>1,983</td>
<td></td>
</tr>
</tbody>
</table>
### Branch Offices Abroad of Japanese Universities (2020)

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of Branches</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>China</td>
</tr>
<tr>
<td>2</td>
<td>Thailand</td>
</tr>
<tr>
<td>3</td>
<td>Vietnam</td>
</tr>
<tr>
<td>4</td>
<td>USA</td>
</tr>
<tr>
<td>5</td>
<td>Indonesia</td>
</tr>
</tbody>
</table>

出典：文部科学省・海外拠点の設置に関する状況調査（平成19年9月19日発表）

海外の大学との大学間交流協定、海外における拠点に関する調査結果
（文部科学省令和2年調査、MEXT2020）
De facto of international higher education in Asia

- Growing presence of Asian countries as hosts of international students.
- Growing number of students move from Asia to Asia
- Possible Growing number of inter-university partnership and international collaborative degree programs within Asia
- East Asian universities perceive East Asia as the most active partner regions for their internationalization.

“Asianization of Asia” is also confirmed in international higher education

Necessity to discuss Asian Regional Governance from the perspective of international higher education

Emerging Regional Frameworks of Higher Education

Recent Moves

- ASEAN + 3 Higher Education Policy Dialogue was started in 2009
- SEAMEO/RIHED Malaysia-Indonesia-Thailand (M-I-T) Student Mobility Pilot Project was initiated in 2009 → ASEAN International Mobility for Students (AIMS) Programme → Japan joined AIMS in 2013. Korea joined AIMS in 2016.
- CAMPUS Asia (Collective Action for the Mobility Program of University Students) was started among China, Korea and Japan in 2011
- Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education was adopted in 2011
- ASEAN+3 University Network was formulated in 2012
- ASEAN+3 Working Group on Mobility of Higher Education and Ensuring Quality Assurance of Higher Education was launched in 2013.
- Asian Universities Alliance (AUA) was established in 2017
- University Consortium of 21st Century Maritime Silk Road was established in 2018

⇒ Multi-layered higher education collaborative frameworks are being formulated in Asia.
Searching for guiding principles of Asian regional framework of higher education – peace approach

The Kuala Lumpur Declaration
First East Asian Summit (in 2005)

- **Article 6** – We will enhance people-to-people exchange aimed at developing a "we" feeling.
- **Article 7** – We will encourage the sharing of ideas through greater interaction between students, academicians, researchers, artists, media, and youths among countries in East Asia.
- **Article 8** – We will conduct regular exchange of intellectuals, members of think tanks, religious personalities and scholars, which will benefit East Asia and the world through deeper knowledge and understanding so as to fight intolerance and improve understanding among cultures and civilizations.
Searching for guiding principles of Asian regional framework of higher education – development approach

20th APEC ECONOMIC LEADERS' Declaration (2012) ANNEX D

PROMOTING CROSS-BORDER EDUCATION COOPERATION

Facilitating the flow of students, researchers and education providers, and reducing the transaction costs involved provides opportunities for a significant expansion of cross border education services to the benefit of all economies. Increasing cross-border student flows will strengthen regional ties, build people to people exchanges, and promote economic development through knowledge and skills transfer. High quality cross-border education equips students with the 21st century competencies they need for their full participation in a globalized and knowledge based society.

“Mosaic” type cooperation rather than “Melting Pot.”
Embracing diversity and connectivity.
Altbach proposed a center-periphery concept to describe the international knowledge and higher education systems from the standpoint of dependency theory and neocolonialism. (Altbach and Selbaratnam 1989, Altbach 1998, Altbach 2004).

However, as higher education in Asia dynamically undergoes qualitative and quantitative development, the structural relation between Western and Asian higher education systems cannot convincingly be described as "center-periphery".

Regionalization as a counterforce for Center-Periphery Structure of Higher Education?

Regionalization as a stepping stone for Globalization of Higher Education?

However, the Flying Geese form may be applicable to illustrate the current development of Asian higher education regionalization.

Cummings presented "J-Model" to explain education and human resources development oriented strategy shared throughout Asia putting Japan as leading country for other Asian countries. (Cummings 1997)

This does not explain the current (and even past) educational connectivity of Asia properly as Japan’s educational influence was overestimated.
New Theoretical Modeling of International Higher Education in Asia

The Flying Geese model highlights the increasing interconnectedness of education systems, not in terms of exploitation by a ‘hegemonic center’ but rather, as an interconnected network of knowledge producers and consumers. With each sequential step in development, we find opportunities for refining educational products and services leading to their export forward and backward. In contrast to dependency theory, therefore—which argues that an evolving series of relationships (including study abroad) materialize between a center and a periphery with the outcome that the periphery is limited or excluded from re-exporting its products (knowledge or otherwise) backward into the center—the Flying Geese model captures the exchanges between countries at the national, regional and global levels, leaving open the possibility of ‘reverse export’. As such, the Flying Geese model creates room for theoretical modelling that captures both forward and reverse exchanges in the regionalization of higher education and autonomous development of higher education in Asia. (Kuroda and Passarelli 2009, Kuroda K., Sugimura M., Yuto Kitamura Y. & Sarah A. 2018)

How international partnerships of higher education will be transformed in the Post-Corona World?

We need to protect and promote the multi-layered structure of the regional and institutional partnerships of higher education so that we can incorporate the regional diversity and dynamism with our higher education systems.

In the long term, the international diplomatic relations may affect on the general status of IHE and patterns of student mobility. However, we need to reaffirm the importance and meanings of historical missions of IHE for peace and socio-economic sustainable development of the region and the world.
3C Concepts for Internationalization

 Universities around the world compete with each other and cooperate with each other at the same time. The goal of such international competition and cooperation is to contribute to the good of the world.

 Competitiveness - Internationally competitive individuals and universities
 Cooperation - Individuals and universities that can cooperate and collaborate internationally in a global environment
 Contribution - Individuals and universities that can contribute to the global society from an international perspective in the midst of globalization

Thank you!
Geopolitics and Cooperation between Universities – Mozambique and Japan

Prof. Jorge Ferrão
Presidente of the Pedagogical University of Maputo since 2017
Professor of Ecosystem Management
With slightly over 17,000 students, 92% undergraduate, 6% Master and 2% Ph.D.

Academic staff of about 409 faculty staff with 121 Ph.Ds, 203 Masters and 85 graduate.

Administrative staff of about 352 with 60% women and 40% men

We offer day and night-shift courses, as well as Distance Learning

UP-MAPUTO (2019-2023)

Major Goals:

01 Teacher Training for the Mozambican Education System.

02 Train education professionals in other major areas, except medicine.
Formal Partnership with Japanese Universities

- NARUTO UNIVERSITY OF EDUCATION
- HIROSHIMA UNIVERSITY
- EHIME UNIVERSITY
- HOKKAIDO UNIVERSITY

UP-Maputo Partnership with Japan

- Mozambican women’s month celebrations
- Screening of the award-winning Japanese comedy film “Thermae Romae”
- Online meeting with Prof. Daisuke KUBAYASHI - Ehime University
- Ambassador Hajime KIMURA’s Courtesy Visit
Main areas of cooperation with Japanese institutions

- Collaboration involves STEM and primary education at UP-M, with staff and student exchanges between both institutions.

- UP-Maputo received sports equipment from Naruto University of Education and music instruments from the Association of International Music Exchange for Children.

- UP-M and the Japanese embassy collaborate on symposia, cultural events, and hosting scholarship exams at UP-M premises. They also jointly plan and operate research activities.

Geopolitics and Universities – the case of Mozambique and Japan

- How have universities, traditionally spaces of critical thought and expression, find themselves silenced or, in some cases, choosing silence when we need to cooperate?
Universities' Commitment to Global Engagement and Community Responsiveness

The 2020 *Magna Charta Universitatum* emphasizes that universities must recognize their responsibility to actively address the world’s aspirations and challenges, as well as the needs of the communities they serve.

Universities in Society:

- Universities are not *isolated entities*; they are integral to the communities they serve;

- While not every university needs to address every global challenge, each should define a set of *societal responsibilities*;

- Silence can *erode public trust* and diminish the perceived *relevance of the university* in addressing pressing societal issues.

- Therefore *university collaboration* becomes a key strategy in addressing *global challenges* and societal responsibilities.
Thank you!
Panel Discussion by the membership universities
ACTIVITY REPORT:

«BUILDING A NETWORK OF “STRATEGIC PARTNERSHIPS” TO STRENGTHEN INTERNATIONAL COMPETITIVENESS AMONG JAPANESE UNIVERSITIES» PROJECT

JAPAN FORUM FOR INTERNATIONALIZATION OF UNIVERSITIES (JFIU)

The 3rd Strategic Partnership Symposium

2023.12.19
The University of Tokyo

ACTIVITIES (1)

- Questionnaire survey on strategic partnerships (November 2021)
  - Survey target: JFIU member universities (including universities adopted to SGU or IUEP)
  - Outcomes:
    - Grasping the current activities at Japanese universities related to strategic partnerships
    - Identifying the expectations for the strategic partnerships from Japanese universities that have not yet started the initiative

- Project meetings (held bi-monthly)
  - Shared the good practices and challenges related to strategic partnerships among the 9 project member universities
  - Exchanged views on strategic partnerships from multiple perspectives
ACTIVITIES (2): STRATEGIC PARTNERSHIP SYMPOSIA

- The 1st Strategic Partnership Symposium (3 March 2022, online)
  - Theme: Strategic Partnerships to Strengthen International Competitiveness under the Corona Pandemic
  - 2 Keynote lectures by domestic/international guests and 6 strategic partnership showcase examples

- The 2nd Strategic Partnership Symposium (15 March 2023, online)
  - Theme: How to deepen the partnership in various aspects
  - 2 Keynote lectures and a panel discussion by domestic/international guests followed by 3 strategic partnership showcase examples

- Outcomes
  - Deepened understanding of strategic partnerships through lectures and discussions from various perspectives
  - Disseminated good practices of Japanese universities on strategic partnerships

ACTIVITIES (3): STRATEGIC PARTNERSHIP WORKSHOP

- Held online on 9 September 2023

- Scopes:
  1. To share the examples of strategic partnership activities to Japanese universities that have not yet started the initiatives
  2. To respond to questions and consultations from such universities concerning strategic partnerships

- Outcome:
  - Dense discussions and exchanges of information (among 9 project member universities and other 10 universities)
PROJECT OUTCOMES

- Deepened understanding of strategic partnerships: various approaches
  - Top-down / Bottom-up
  - Wide-ranging exchanges / Focusing specific topics
  - 1-to-1 / 1-to-many / Many-to-many partnerships (e.g. university alliances)

- Sharing information and opinions
  - Good practices
  - Staffing, assessment, funding, etc.
  - Relevant bibliographic materials on strategic partnerships

The 3rd Strategic Partnership Symposium
STRATEGIC PARTNERSHIP UNIVERSITIES

“Strategic partnerships are expansive, mutually beneficial, and special relationships with a limited number of overseas universities that go beyond the usual academic exchange agreements by taking advantage of the strengths of UTokyo and each strategic partner university.”

Establish & maintain
2023.

Interdisciplinary and university-wide exchanges
2017.

Aim to establish strategic partnership
2014.

Sustainable university-wide relationships

9 Primary Strategic Partnership Univs.
7 Prospective Strategic Partners

Identify & connect projects of different & diverse departments
65 projects with 26 overseas univs.

The University of Tokyo

Strategic partnerships at UTokyo have strengthened the relationship between the partner universities and UTokyo

✓ Strategic partnership agreements/MOUs with 8 partner universities
✓ Enhanced the mobility of faculty, administrative staff and students
✓ Many symposia/workshops with partner universities
  ■ Facilitated interdisciplinary activities
  ■ Received more support/collaborations from industry, governments etc.
✓ Launched new join education/exchange programs, including those utilizing online
✓ Strengthened and expanded networks with partner univs., industry, etc.

NEXT STAGE

UTokyo will continue to stimulate research and education based on the relationship we have established so far and the results of our activities.

The University of Tokyo
MEXT Re-Inventing Japan Project 2012 “Support for the Formation of Collaborative Programs with ASEAN Universities”

Six-University Coordinated Service Learning Program in Rural Communities in Japan and Indonesia

[Diagram showing collaboration between universities in Japan and Indonesia]

**JP-Doctor**
- **Acceptance**
  - Plan: 6, 9, 12, 3, 3, 3, - 3, 9
  - Actual: 3, 1, 1, 1, 0, 3, 9
- **Dispatch**
  - Plan: 3, 3, 3, 1, 1, 1, - 1, 2
  - Actual: 0, 0, 0, 0, - 0

**JP-Master**
- **Acceptance**
  - Plan: 9, 9, 12, 12, 14, 9, 6, 9, - 9, 80
  - Actual: 5, 6, 12, 12, 14, 9, 8, 10, 0, 9, 85
- **Dispatch**
  - Plan: 6, 6, 7, 10, 14, 3, 2, 3, - 5, 51
  - Actual: 2, 8, 5, 3, 3, 1, 0, 1, - 23

**SLP**
- **Acceptance**
  - Plan: 9, 9, 12, 12, 14, 9, 6, 9, - 9, 80
  - Actual: 5, 6, 12, 12, 14, 9, 8, 10, 0, 9, 85
- **Dispatch**
  - Plan: 66, 71, 0, 1, 4, 323, - 5, 1
  - Actual: 28, 5, 3, 310, - 2, 3

Re-Inventing Japan Project Self-funded + JASSO

Graduation and Employment

**AMED Project**
(Japan Agency for Medical Research and Development)
World’s First Medical Device with Anterior Segment Diagnostic AI - Eradicating Blindness Around the World with Japanese Medical Devices

Smart Eye Camera
https://ouiinc.jp

[Japanese text: Mutual Academic Exchange Between UniLurio & Ehime Univ.
2014 Four-Parties MOU Signed between Lurio University, Ministry of Education of Mozambique, Ehime University and JICA]

2014 Ehime University Satellite Office at UNILURIO

2014 Ehime University Satellite Office at UNILURIO

2012 Ehime University Welcomes Prime Minister Xi

2011 Ehime University Welcomes Prime Minister Lee

2008 Ehime University Welcomes Prime Minister Abe

2008 Ehime University’s First Visit to Lurio

2008 MOU Signed between Lurio University and Ehime University

2008 Starting the Joint/Exchange at EUD

2008 Ehime University Welcomes President Khasy and Minister Ali

2008 Ehime University Welcomes Prime Minister Xi

Academic exchange and recruiting supporting students

2014 Four-Parties MOU Signed between Lurio University, Ministry of Education of Mozambique, Ehime University and JICA

2014 Ehime University Satellite Office at UMWLURIO

Short Term Dispatch | Short Term Acceptance | Long Term Dispatch | Long Term Acceptance
---|---|---|---
Student | 14 | 5 | 2
Faculty Staff | 32 | 27 | 12

https://ouiinc.jp
Osaka University’s Strategic Partnership Initiatives

Global Knowledge Partners

Common objectives: Strategic promotion of distinguished large-scale research with common interest of partner institution

Osaka University’s Strategic Partnership Initiatives

Track records (up to Nov. 2023)

- Number of participants - - - 1,699
  (events, sessions, researchers exchange etc.)
- Research projects - - - - - 57
- Co-authored papers - - - - - 116

engagement
diversity
opportunities
dimensions

Special lecture by UCL President & Provost
Dr. Michael Spence  3 October 2023
Unleashing Synergies: Elevating our Strategic Partnerships into a New Era of Joint Growth
Natalie Konomi, Vice President, Kyushu University
Tuesday, 19 December 2023

Strategic Partner Case 1

Phase 1
• 2010 WPI-I2CNER
• Decade partnership

Phase 2
• August 2019 Strategic Partnership
• 2020 WPI Academy

Phase 3
• 2021 Kyushu-Illinois Strategic Partnership Colloquia Series
• 2022-2023 Joint Fund

Chancellor Robert J. Jones from the University of Illinois Urbana-Champaign leading a dynamic 2-day delegation to our Ito and Hospital Campus on September 4-5, 2023
Strategic Partner Case 2

Phase 1
- 2001 Student Exchange Agreement
- 2010 Kyushu University Taipei Office at NTU
- 2016 DDP (Law)
- 2022 DDP (Civil Engineering)

Phase 2
- Two-decades partnership
- 2023 September Strategic Partnership

Phase 3
- 2024 Clinical Clerkship between Medical Schools
- In a few years
  More DDPs

Celebrating a Milestone: On September 25, 2023, Kyushu University and National Taiwan University joined forces, officially signing a strategic partnership agreement.

Thank you

Prof. Natalie Konomi
Vice President
konomi.natalie.909@m.kyushu-u.ac.jp
Kyoto University’s Strategic Partnerships

Aims of KU’s Strategic Partnerships

1. Promote collaborative research, foster young researchers, and enhance the knowledge of university staff.
2. Provide a wide range of international and interdisciplinary opportunities to explore new research areas and topics.
3. Form a platform to expand institutional relationships from bilateral to multilateral.

A key feature of the strategic partnerships is multi-layered communication.

- The exchange of diverse information takes place at different institutional levels, facilitating a comprehensive mutual understanding of both institutions, and creating opportunities for the development of new activities beyond the SP activities.
New developments in the second phase

- Unified recruitment of projects for funding, enabling flexible use of budget and administrative efficiency

- Establishment of focus themes to characterize the strategic partnership activities (promote interdisciplinarity)

- From a “bilateral partner” to “regional hub” Aim 3 (expand institutional relationships)

Aim 3 (expand institutional relationships)

Establishment of focus themes to characterize the strategic partnership activities (promote interdisciplinarity)

Unified recruitment of projects for funding, enabling flexible use of budget and administrative efficiency

Science in the Age of Challenges

Planetary Health

KYOTO UNIVERSITY
Partnership with Consortiums is One Method

What is strategic partnerships with consortiums?

Collaborating with groups of universities that share values and similar characteristics.

Continuations of preexisting partnerships and the results of built-up exchange are the foundations of consortium partnerships.

Partnership building
Inter-University MoUs / Student exchange agreements / Cross appointments

Deepening connection
Short-term programs / Joint degree programs (DD) / Joint workshops

Participation in Consortiums
Symposiums / Seminars / Collaborative research / Grant applications / International co-authorship

Existing Partnerships
Strengthen existing partnerships / Develop new partnerships

Multi-faceted collaboration
Advantages and Characteristics

Consortium partnerships allow for:
- A bigger impact than a single university is capable of
- The sharing of values with a global consortium of universities
- Joint involvement in common local issues (e.g. gender issues)
- Opportunities to strengthen relationships and create new alliances among member universities

Long-term partnerships with partner universities allow for:
- Concrete proposals based on long-standing relationships of trust
- Top-down decision-making

Partnerships with foreign embassies and related organizations allow for:
- New opportunities that arise from a given country’s higher education and science and technology policy needs

Challenges and Perspectives

Challenges
- Maintaining foundations: Keeping up relationships and communication with existing partners
- Passive, transitory, or difficult to sustain partnerships: Lack of leaders among researchers and inadequate support systems for leaders (particularly in collaborative research)

Perspectives
- Utilizing foundations effectively (over 300 agreements): Evaluation and prioritization of existing partnerships
- Strategy: Clarification of objectives for each partnership
- Sustainable structure: Human resources, structure, and budget
1. **Initiatives**

- The University considered “Southeast Asia” as
  - a rapidly developing region (population, economic development, etc.)
  - an optimal environment for developing global leaders
    (countries with diverse cultures, religions, histories)

  and joined the ASAIHL community in 1983

- Expanded overseas partners to all ASEAN countries
  
  ASEAN partner schools increased from 1 to 33 (as of Nov. 2023) after joining

- SOKA University President became a board member and contributed to its development.
  Appointed as the ASAIHL President in 2020.

  In 2018 and 2023, the ASAIHL Conference was hosted at SOKA University campus

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2. **Achievements and Foresights**

- Development of educational & research exchanges with Southeast Asian universities

  **1. Thammasat University (Thailand)**
  - Established a liaison office at Thammasat University
  - Holds joint seminars regularly

  **2. Establishment of the Center for Malaysian Studies**
  - Promotes joint research projects with Universiti Malaya and Universiti Kebangsaan Malaysia

- Playing an important role in various ASAIHL activities
  **1. Online program for the member universities (e-Asia)**
  **2. Master’s double degree program (DYNMEID)**

- A strong network with ASAIHL board members (university leaders)
  - active sharing of information between universities
  - ensured implementation of exchange programs

*Juntendo University will host the upcoming ASAIHL Conference in June 2024 in Tokyo*
Global Engagement and Strategic Partnerships at Universities

Akiyoshi Yonezawa, Tohoku University

International (partnership) strategy

Global Engagement

Digital transformation, College (un)bound

Change in talent and resource opportunities

Expansion of global & regional dimensions

Organizational Reforms: Management, governance & accountability

Global engagement (Helms & Rumbley in Rumbley et al. 2014)
• Commitment to meaningful relationships with partners in other parts of the world.
• A movement beyond the mechanics of carrying out more traditional campus-based international activities
• Dedication to a deeper and more prolonged commitment to international partnerships for mutual benefit

Institutional Partnership Strategy

• Making an inventory of existing affiliations
• Establishing a partnership approval process articulating overall partnership goals and strategies
• Spreading a culture of partnership
• Developing policies procedures and organizational structures for managing Partnerships
• Providing financial and other support
• Thoughtful practices for initiating partnerships
• Well-crafted MOUs and Implementation Plans
• Thoughtful practices for sustaining partnership
• Procedures and benchmarks for reviewing, revisiting and terminating partnerships

The value of international partnership in realizing global engagement

• Making a good institutional match, based on mission, strengths, community connections, and partnership goals
• Devoting time to building and sustaining the relationship, communicating frequently, dealing with disagreement, and maintaining trust through fairness, integrity, and the honoring of commitments
• Operating on the basis of shared decision-making, reciprocity, mutual benefit, and collaborative determination of goals and projects
• Clarifying what is to be provided by each side in a transparent manner that also addresses possible in- equalities of resources and imbalances in exchanges
• Spreading activities across multiple arenas, engaging multiple constituencies, and building a large network of supporters
• Flexibility, adaptability, and openness to change
• Engaging relevant decision-makers and supporting the partnership through an overall institutional partnership strategy

(Sutton, Egginton & Favela, in Deardolf et al. 2012)

Top down and grassroots initiatives

Resource, capacity development, sustainability

“One size fits all” doesn’t work!
Comprehensive Internationalization

Executive officer for comprehensive internationalization (CGO)
Transformation to a globally oriented, internationally responsive organization

Expanding networks of International Joint Graduate Schools, alumni associations, overseas offices (3), liaison offices (10), international joint labs (2), AMR satellites (2), strategic international partners (4), consortia (5), exchange agreements (246), early career exchange (99), etc.

International Members
- Students: 30% (GS: 40%, UG: 20%)
- Researchers: 30%
- Administrative staff: 20%
- Council: 20%, Executive: 30%

Inbound readiness
- JP & ENG as official languages: 100%
- Courses in English: GS 100%, UG 80%
- Reinforcing recruitment
- Staff with international expertise: 50%
- Cross-cultural dormitories: 2x, etc.

Global Linkage & Network

Global Readiness

Diversity

Mobility & Experience

International Experience
- UG students: 100% (co-learning)
- Ph.D. students: 100%
- Tenured faculty: 100%
- 9x international co-authored papers

Outbound readiness
- English level at Gateway College
- TOEFL IBT® more than 79: 100%
- International co-learning seminars: 2x
- Travel expense support
- Overseas sabbaticals, etc.

Advice from top-level overseas experts
- Research Strategy Board
- University Advisors
- Diverse Expert Advisors

Subsidiaries and strategic outsourcing
- Reduced load and increased productivity
- Toward a global campus based on fundamental policies and necessary regulatory reforms

Policies for comprehensive internationalization
3 commitments, 6 goals, 10 strategies
6 related priority KPIs

Leadership & Structure

Institutional Commitment & Policy

Diversity

Global Linkage & Network

Outbound

Mobility & Experience

Inbound
Overseas Offices and Strategic Partnerships

◆ University of Bonn
  - 1960: University-wide institutional level agreement signed
  - 1990-2016: Waseda European Center at University of Bonn
  - 2017: Waseda Day at Bonn
    Strategic partnership agreement signed to enhance researchers/staff mobility
    Exchange of office spaces for visiting faculty members

◆ Université libre de Bruxelles
  - 1996: University-wide institutional level agreement signed
  - 2010: Privileged partnership agreement signed
    Designated by ULB for high level of scientific and pedagogic collaboration
  - 2016: Establishment of Waseda Brussels Office (WBO)

Strategic Partnerships in the Future

• Today we have over 500 university-wide agreements with overseas institutions.
• Vision 150, our long-term strategic plan, lists development of strategic partnerships with leading universities in research activities as a major goal
• Waseda’s SGU initiatives have also helped us build useful networks with key partners in individual areas with unique strengths
• Strategic partnership functions as a framework for us to more effectively utilize our available resources and develop relationships more tactically with essential partners for global engagement with social impacts
3rd Strategic Partnership Symposium

海外大学との国際連携に関する今後の展望
Future prospects for international cooperation of Japanese universities with overseas universities

Japan Forum for Internationalization of Universities
“Building a Network of ‘Strategic Partnerships’ to Strengthen International Competitiveness among Japanese Universities” Project

Compiled and Published by:
The University of Tokyo

Strategic Partnerships Project Websites:
English: https://www.u-tokyo.ac.jp/en/academics/sp-uni.html
Japanese: https://www.u-tokyo.ac.jp/ja/intl-activities/exchange/sp-uni.html

Tuesday, 19 December, 2023 The University of Tokyo