Japan Forum for Internationalization of Universities
"Building a Network of 'Strategic Partnerships' to
Strengthen International Competitiveness among
Japanese Universities" Project

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

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
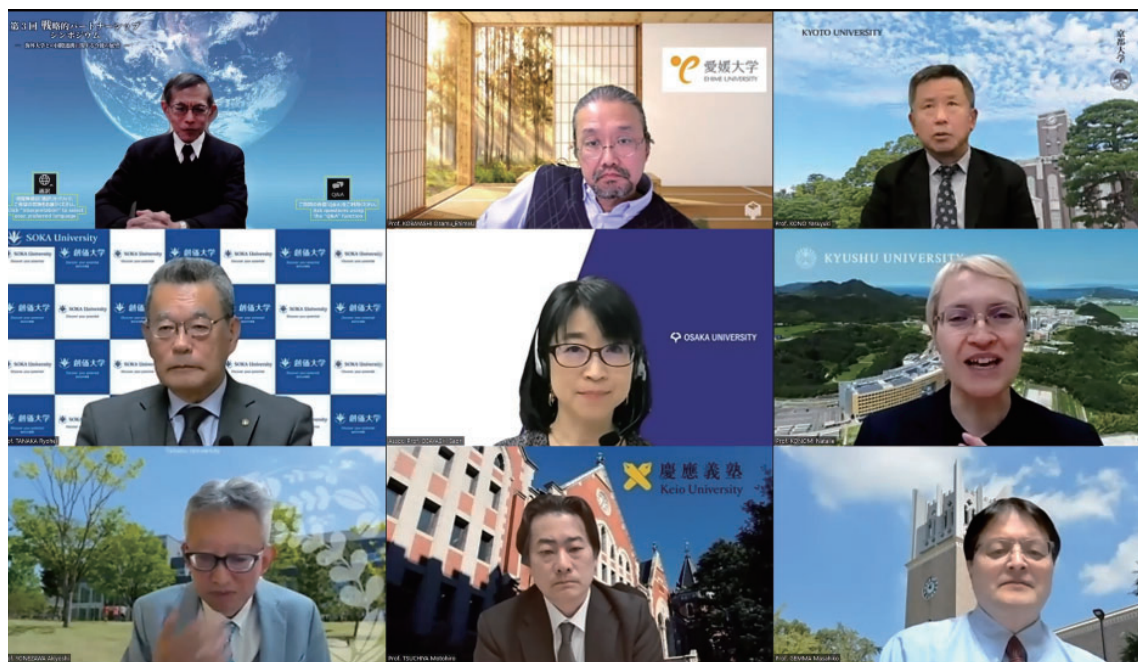
QA Session

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, Rector, Maputo Pedagogical University	

Panel Discussion by the membership universities

Prof. Dr. WATANABE Satoshi, Special Advisor to the President, Deputy Director of the International Strategy and Planning Office, The University of Tokyo	**Prof. KOBAYASHI Osamu,** Asia Africa Center, Institute for International Relations, Ehime University	**Prof. KONO Yasuyuki,** Vice-President for International Strategy, Kyoto University
Prof. TANAKA Ryohei, Vice President, Soka University	**Assoc. Prof. OBAYASHI Saori,** Center for Global Initiatives, Osaka University	**Prof. KONOMI Natalie,** Vice President, Professor / Manager, GlobalStrategies Office, Kyushu University
Prof. YONEZAWA Akiyoshi, Professor, Vice Director, International StrategyOffice, Tohoku University	**Prof. TSUCHIYA Motohiro,** Vice-President for Global Engagement, Keio University	**Prof. GEMMA Masahiko,** Vice President for International Affairs, Waseda University

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

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Contents

東京大学 THE UNIVERSITY OF TOKYO

大学の国際化促進フォーラム
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

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、幹事校の東京大学と8大学が連携協力して、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の課題やグッド・プラクティス等を共有し横展開をしていくことで、我が国の高等教育の国際通用性・競争力向上を図ります。

スーパーグローバル大学創成支援(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年間の活動において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

渡邉　聡	東京大学 教授・総長特任補佐、国際戦略企画室副室長
米澤　彰純	東北大学 教授、国際戦略室副室長
土屋　大洋	慶應義塾 常任 理事
弦間　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 准教授
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 ナタリー	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://us06web.zoom.us/webinar/register/WN_lLyvyQhlTXWACWaEzvi-Ow

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、
愛媛大学、早稲田大学、慶應義塾大学、創価大学

主催
東京大学

THE UNIVERSITY OF TOKYO

Japan Forum for Internationalization of Universities
"Building a Network of 'Strategic Partnerships' to Strengthen International Competitiveness among Japanese Universities" Project

Strategic Partnership Symposium

-Future prospects for international cooperation of Japanese universities with overseas universities-

Date: Tuesday, 19 December, 2023
Time: 17:30-20:00 (JST)

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.

17:30-17:35
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Waseda University

18:10-18:40
Guest Lecture 2
Prof. Jorge FERRÃO, Rector, Maputo Pedagogical University

18:40-18:55 **Q&A Session**

18:55-19:00 **Break**

19:00-19:55
Panel Discussion by the membership universities

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● Prof. KOBAYASHI Osamu, Asia Africa Center, Institute for International Relations, Ehime University
● Prof. KONOMI Natalie, Vice President, Professor / Manager, Global Strategies Office, Kyushu University

19:55-20:00
Closing Remarks
Prof. UEKI Toshiya, Executive Vice President, Tohoku University

Registration URL
Please register via the following link.
https://us06web.zoom.us/webinar/register/WN_lLyvyQhlTXWACWaEzvi-0w

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

Dec. 19th 2023
The 3rd Strategic Partnership Symposium
-Future prospects for international cooperation of Japanese universities with overseas universities-
Online@the University of Tokyo

International Partnerships of Higher Education and the Multi-layered Global Governance Frameworks

WASEDA UNIVERSITY

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

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WASEDA UNIVERSITY

Internationalization of higher education

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)

GLOBALIZATION

CATALYST   REACTOR   AGENT

INTERNATIONALIZATION

AT HOME   ABROAD / CROSSBORDER

- curriculum/ teaching /learning
- open access education
- domestic students / faculty
- international student / scholars
- extracurricular activity
- research

Mobility of
- people
- programs
- providers
- projects / services
- policy

(Knight, 2012)
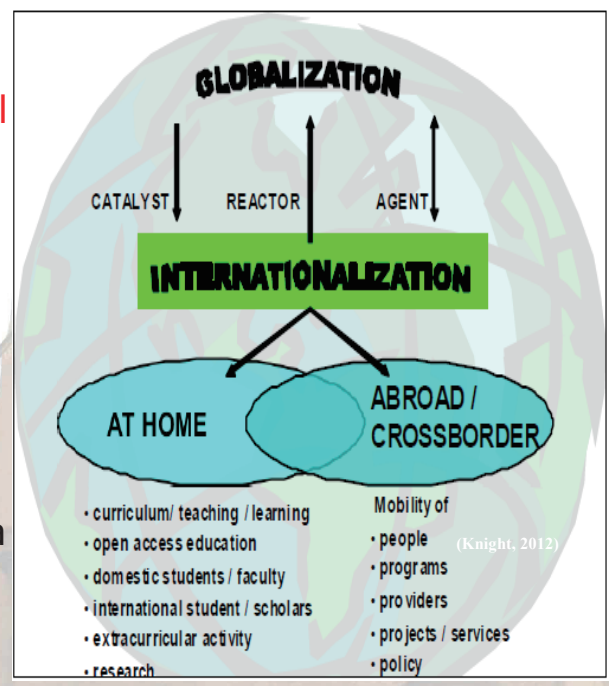
- Rapid increase in international student mobility
- International mobility of faculty and staff, hiring of foreign researchers and faculty with international experiences
- Increase in the number of inter-university agreements
- Development of International Joint/Double Degree Programs
- Increase in 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

3

Forms of internationalization prioritized by East Asian leading universities

WASEDA UNIVERSITY

Activeness of cross-border activities in East Asia

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

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.

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Rationales driving internationalization of HE

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

Source: Knight (2005).

Expected outcomes of internationalization prioritized by East Asian leading universities

Significance of expected outcomes for overall cross-border activities in East Asia

Rank	Past		Present		Future	
	Expected outcome	Mean	Expected outcome	Mean	Expected outcome	Mean
1	To improve the quality of education (A-I)	2.59	To improve international visibility and reputation of your university (P-I)	3.23	To improve international visibility and reputation of your university (P-I)	3.78
2	To promote national culture and values (P-N)	2.54	To improve the quality of education (A-I)	3.19	To improve the quality of education (A-I)	3.78
3	To achieve research excellence (A-I)	2.39	To achieve research excellence (A-I)	3.17	To achieve research excellence (A-I)	3.78
4	To improve international visibility and reputation of your university (P-I)	2.39	To promote intercultural/ international awareness and understanding (A-N)	3.13	To promote intercultural/ international awareness and understanding (A-N)	3.75
5	To promote intercultural/ international awareness and understanding (A-N)	2.38	To promote national culture and values (P-N)	3.09	To promote national culture and values (P-N)	3.68
6	To meet the demands of your national economy (E-N)	2.36	To meet the demands of your national economy (E-N)	3.01	To promote regional collaboration and identity of Asia (P-R)	3.63
7	To promote regional collaboration and identity of Asia (P-R)	2.24	To promote regional collaboration and identity of Asia (P-R)	2.93	To meet the demands of your national economy (E-N)	3.53
8	To generate revenue for your own institution (E-I)	1.94	To meet the demands of global economy (E-G)	2.69	To generate revenue for your own institution (E-I)	3.39
9	To meet the demands of Asian regional economy (E-R)	1.89	To generate revenue for your own institution (E-I)	2.68	To meet the demands of Asian regional economy (E-R)	3.34
10	To meet the demands of global economy (E-G)	1.87	To promote global citizenship (P-G)	2.63	To meet the demands of global economy (E-G)	3.31
11	To promote global citizenship (P-G)	1.85	To meet the demands of Asian regional economy (E-R)	2.62	To promote global citizenship (P-G)	3.29

Source: JICA Survey.

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

6

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.

7

Changing University Models with Internationalization

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

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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**

9

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.

（Commission on Global Governance 1995, Weiss and Thakur 2010, Weiss 2011, Sinclair 2012, etc.)

- Education, which used to be discussed and conducted by individual nation states, is also a subject of global and regional governance today.

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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.

11

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 Universtare Internationale de Paris (1925) 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.

12

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

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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 paves 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)

14

To what extent do you feel that your awareness of the following increased as a result of your study abroad [study in Japan]?

	People with study abroad experience (4,489)				People without study abroad experience (1,298)			
	Strongly agree	Tend to agree	Relatively disagree	Strongly disagree	Strongly agree	Tend to agree	Relatively disagree	Strongly disagree
Greater awareness of being Japanese	41.9	45.0	10.4	2.7	3.2	23.0	49.2	24.6
Greater awareness of being Asian	20.4	42.1	30.5	7.0	1.2	13.0	52.1	33.7
Greater awareness of being a global citizen	15.8	35.2	36.5	12.5	1.5	12.7	50.4	35.4
Greater interest in diplomacy/international relations	30.8	53.5	12.9	2.8	3.0	19.0	47.2	30.8
Greater awareness of coexisting with people who have diverse values/cultural backgrounds	36.2	48.0	13.0	2.8	5.6	24.9	42.4	27.0
Greater awareness of taking risks/taking on challenges	24.6	48.4	22.7	4.3	4.2	25.6	45.6	24.7
Greater interest in political/social issues	22.2	48.4	23.9	5.6	4.7	23.4	44.0	27.9
Greater awareness of peace	21.6	46.9	25.5	5.9	3.0	19.0	48.2	29.8
Became able to withhold value judgments and think about the reasons for a situation	19.8	48.7	26.9	4.6	6.0	29.0	41.6	23.4
Greater religious tolerance	21.7	45.1	25.9	7.4	3.2	16.3	45.7	34.9
Greater awareness of taking on work in the household, regardless of gender	19.6	41.9	30.2	8.2	5.0	20.4	47.3	27.3
Greater awareness of global issues such as the environment, poverty etc.	16.9	42.8	32.7	7.6	3.2	20.0	47.2	29.6
Greater awareness of gender equality in society	16.5	40.3	34.5	8.6	4.2	24.3	45.1	26.3
Greater self-efficacy (awareness of the ability to do the things one should do)	21.0	53.3	21.8	3.9	5.2	35.0	40.8	19.1
Greater self-esteem (self-confidence)	21.5	50.2	24.1	4.2	4.7	32.0	42.4	20.9
Greater feeling of usefulness (awareness that one is needed by society)	14.5	46.0	33.3	6.2	3.5	29.4	45.8	21.4

■ Strongly agree　■ Tend to agree　■ Relatively disagree　■ Strongly disagree

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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)

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Historical Foundation of Global Governance of Higher Education
- Education for Development
- The Organisation for Economic Co-operation and Development – (OECD)

OECD Conference on Economic growth and Investment in Education, Brookings Institution, Washington, October 1961

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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 (%).

Per capita income level	Private			Social		
	Primary	Secondary	Higher	Primary	Secondary	Higher
Low	25.4	18.7	26.8	22.1	18.1	13.2
Middle	24.5	17.7	20.2	17.1	12.8	11.4
High	28.4	13.2	12.8	15.8	10.3	9.7
Average	25.4	15.1	15.8	17.5	11.8	10.5

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.

- Source: "Returns to investment in education: a decennial review of the global literature" by George Psacharopoulos and Harry Anthony Patrinos, *Education Economics*,26(5)2018

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

Priorities and Strategies: A World Bank Review (1995)
http://documents1.worldbank.org/curated/en/117381468331890337/pdf/multi-page.pdf

"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.

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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.

http://portal.unesco.org/en/ev.php-URL_ID=29008&URL_DO=DO_TOPIC&URL_SECTION=201.html

20

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

21

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.
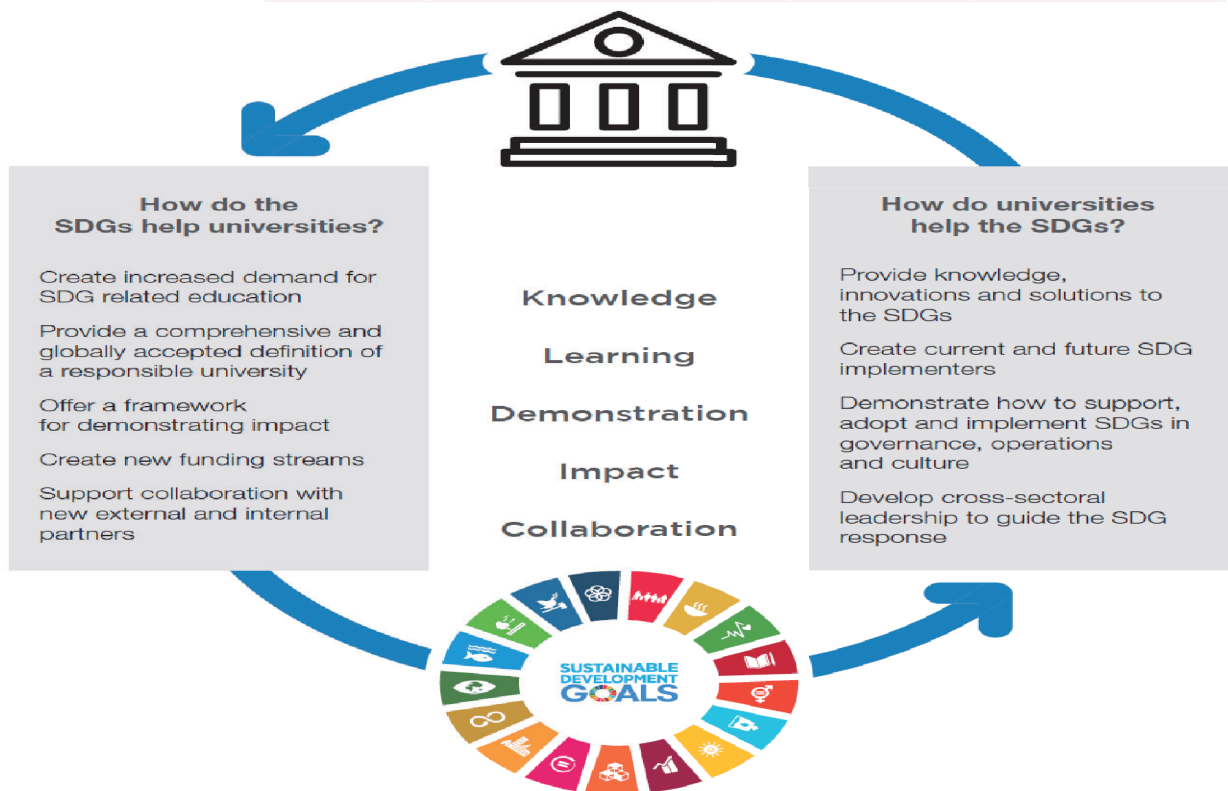
22

- 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)

23

SDGs and universities (SDSN Australia and Pacific (2017) p.9)

WASEDA UNIVERSITY

How do the SDGs help universities?

- Create increased demand for SDG related education
- Provide a comprehensive and globally accepted definition of a responsible university
- Offer a framework for demonstrating impact
- Create new funding streams
- Support collaboration with new external and internal partners

Knowledge

Learning

Demonstration

Impact

Collaboration

How do universities help the SDGs?

- Provide knowledge, innovations and solutions to the SDGs
- Create current and future SDG implementers
- Demonstrate how to support, adopt and implement SDGs in governance, operations and culture
- Develop cross-sectoral leadership to guide the SDG response

- 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

25

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.
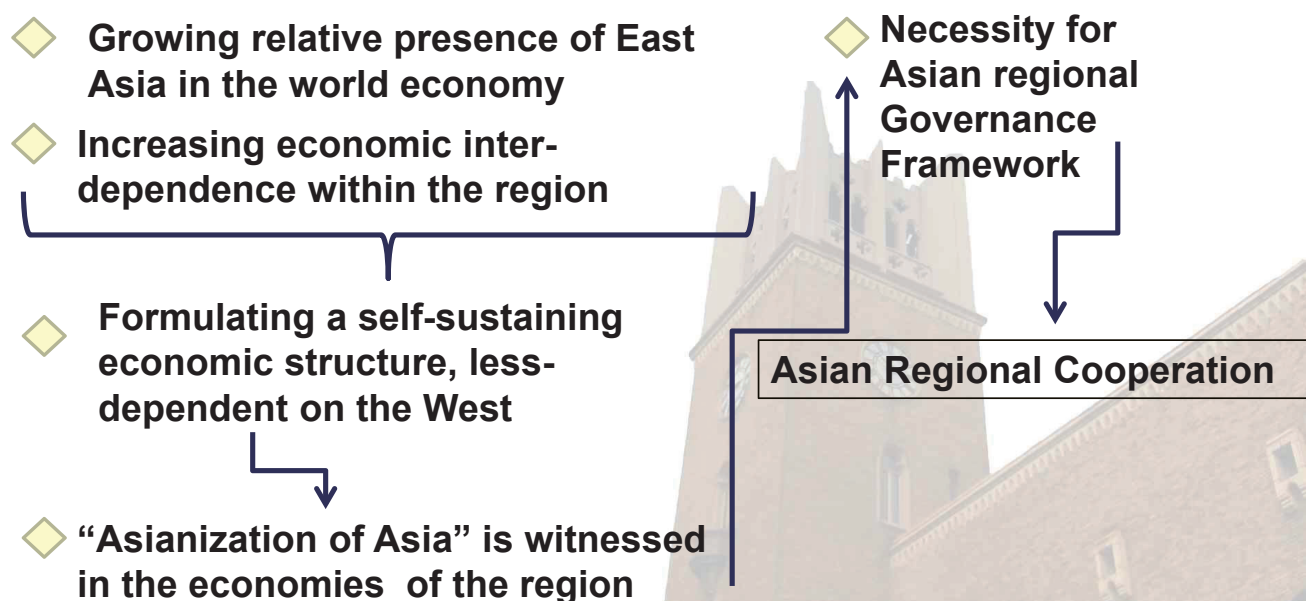- 5. to utilize SDGs standards and directions in university administration and strategic management.

26

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

27

27

Background of Policy Discussion on Asian Regional Cooperation

◇ **Growing relative presence of East Asia in the world economy**

◇ **Increasing economic inter-dependence within the region**

◇ **Necessity for Asian regional Governance Framework**

◇ **Formulating a self-sustaining economic structure, less-dependent on the West**

Asian Regional Cooperation

◇ **"Asianization of Asia" is witnessed in the economies of the region**

28

28

28

Inbound Mobile Students

to Three Western Countries

	1998	2008	2018	2018/1998
US	430786	624474	987314	2. 29
France	130952*	243436	229623	1. 75
UK	209554	341791	452079	2. 16
Total	771292	1209701	1669016	2. 16

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

29

Inbound Mobile Students to Three Asian Countries

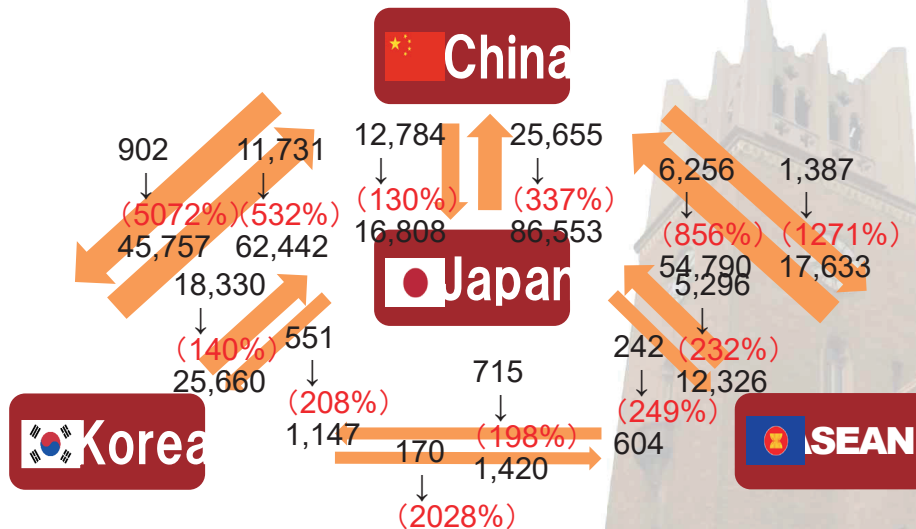|	1998	2008	2018	2018/1998
China	10000*	51038	178271	17. 82
Korea	2538	40322	84749	33. 39
Japan	55751	141599	182748	3. 28
Total	68289	232959	445768	6. 53

Source: UNESCO Institute of Statistics (2021)
       * Estimated by the author

30

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

China

Japan

Korea

ASEAN

902 ↓ （5072%） 45,757

11,731 ↓ （532%） 62,442

12,784 ↓ （130%） 16,808

25,655 ↓ （337%） 86,553

6,256 ↓ （856%） 54,790

1,387 ↓ （1271%） 17,633

18,330 ↓ （140%） 25,660

551 ↓ （208%） 1,147

715 ↓ （198%） 1,420

5,296 ↓ （232%） 12,326

242 ↓ （249%） 604

170 ↓ （2028%） 3,449

⊕ *Source*: UNESCO Statistical Yearbook & UNESCO Global Education Digest
⊕ *Note*: Numbers in parenthesis indicate the percentage growth

31

WASEDA UNIVERSITY

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

Rank	Region	%
1	East Asia	34.0
2	West Europe	31.3
3	North America	20.2
4	Oceania and Pacific	11.4

32

Degree of activity of overall cross-border activities' partner regions for <u>Southeast Asia</u>

Rank	Past		Present		Future	
	Partner regions	Mean	Partner regions	Mean	Partner regions	Mean
1	Southeast Asia	2.22 **	Southeast Asia	2.88 ***	Southeast Asia	3.72 **
2	Western Europe	1.97	Northeast Asia	2.57	Northeast Asia	3.56
3	Northeast Asia	1.83	Western Europe	2.54 **	Western Europe	3.43 ***
4	North America	1.66	North America	2.26	North America	3.14
5	Oceania and Pacific	1.50 ***	Oceania and Pacific	2.11 ***	Oceania and Pacific	3.08 ***
6	Central and Eastern Europe	1.03	South and West Asia	1.55 *	South and West Asia	2.54
7	South and West Asia	1.01 ***	Central and Eastern Europe	1.38	Central and Eastern Europe	2.47
8	Central Asia	0.67	Arab States	1.13	Central Asia	2.26
9	Arab States	0.61	Central Asia	1.13	Arab States	2.14
10	Sub-Sahara Africa	0.49	Sub-Sahara Africa	0.97	Sub-Sahara Africa	1.93
11	Latin America and Caribbean	0.38	Latin America and Caribbean	0.82	Latin America and Caribbean	1.86

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 stastiscally 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.

33

Degree of activity of overall cross-border activities' partner regions for <u>Northeast Asia</u>

Rank	Past		Present		Future	
	Partner regions	Mean	Partner regions	Mean	Partner regions	Mean
1	North America	2.74	North America	3.18	North America	3.75
2	Southeast Asia	2.56	Southeast Asia	3.10	Southeast Asia	3.63
3	Northeast Asia	2.49	Northeast Asia	3.07	Northeast Asia	3.61
4	Western Europe	2.33 **	Western Europe	2.98 ***	Western Europe	3.59 **
5	Oceania and Pacific	1.98 ***	Oceania and Pacific	2.49 ***	Oceania and Pacific	3.29 ***
6	South and West Asia	1.48 *	South and West Asia	1.98	South and West Asia	2.80
7	Central and Eastern Europe	1.20	Central and Eastern Europe	1.80	Central and Eastern Europe	2.73 *
8	Central Asia	1.08	Central Asia	1.75 *	Central Asia	2.45
9	Latin America and Caribbean	0.92	Arab States	1.45	Arab States	2.33
10	Arab States	0.77	Latin America and Caribbean	1.45 ***	Latin America and Caribbean	2.28 ***
11	Sub-Sahara Africa	0.54	Sub-Sahara Africa	1.00	Sub-Sahara Africa	1.82

SOURCE. — JICA Survey.

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

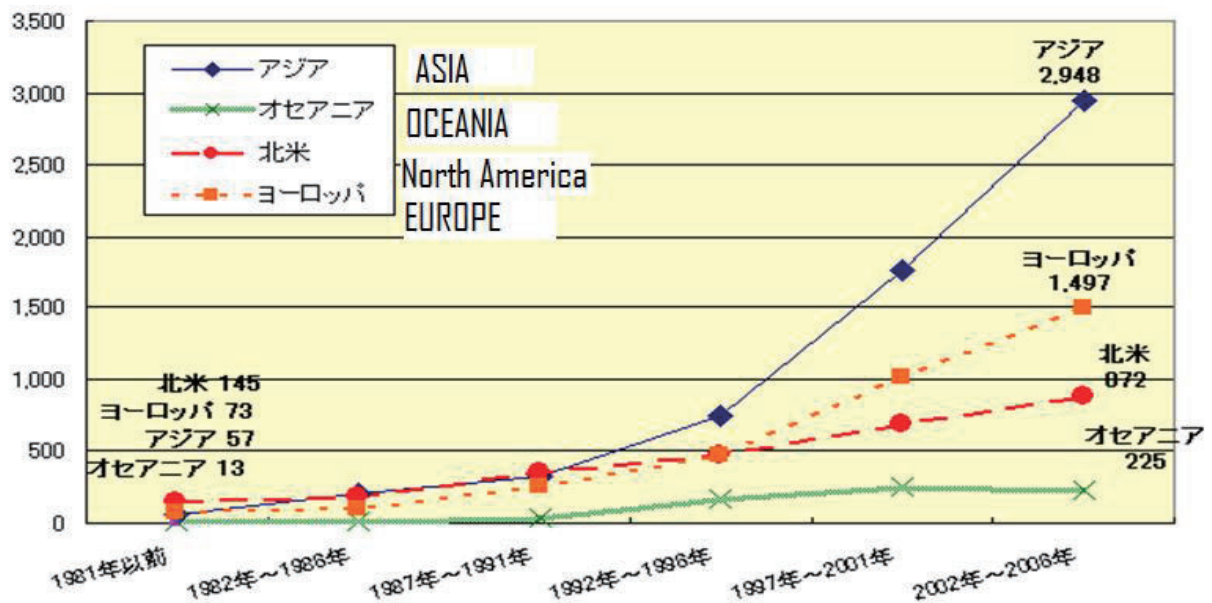The time differences (present and future) in means are stastiscally significant (p<.01).

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***p<.01 in *T*-test of differences in means between a partner region and one immediately below in the ranking list.

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Growing number of inter-university linkages within Asia for Japanese universities

凡例:
- アジア / ASIA
- オセアニア / OCEANIA
- 北米 / North America
- ヨーロッパ / EUROPE

アジア 2,948
ヨーロッパ 1,497
北米 872
オセアニア 225

北米 145
ヨーロッパ 73
アジア 57
オセアニア 13

横軸: 1981年以前 / 1982年～1986年 / 1987年～1991年 / 1992年～1996年 / 1997年～2001年 / 2002年～2006年

出典：文部科学省・「大学等間交流協定締結状況調査の結果について」
（平成19年9月19日発表）

35

Inter-university agreements of Japanese Universities

	Country	2012	2015	2020
1	China	3,871	5,607	7,447
2	US	2,652	3,640	4,526
3	South Korea	2,228	3,154	3,969
4	Taiwan	1,001	1,893	2,691
5	UK	895		
5	Thailand		1,441	1,983

**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
(文部科学省平成24年・27年・令和2年調査 MEXT 2012, 2015, 2020）**

36

Branch Offices Abroad of Japanese Universities by Regions
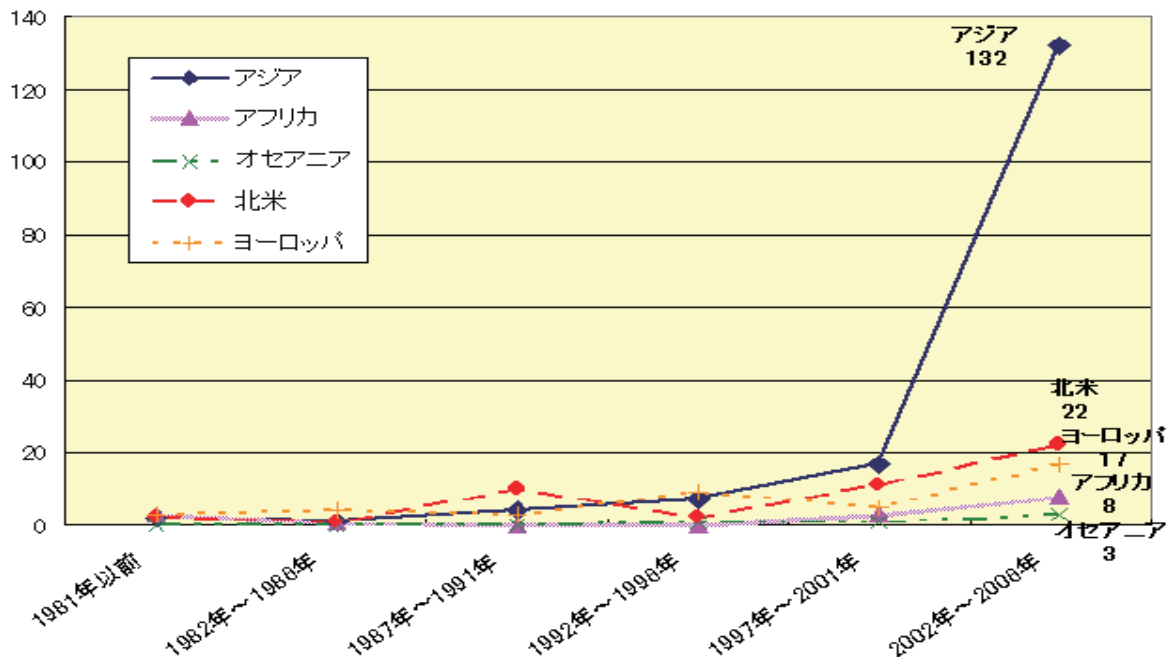
出典:文部科学省・海外拠点の設置に関する状況調査」(平成19年9月19日発表)

Branch Offices Abroad of Japanese Universities (2020)

	Country	Number of Branches
1	China	150
2	Thailand	70
3	Vietnam	56
4	USA	54
5	Indonesia	40

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
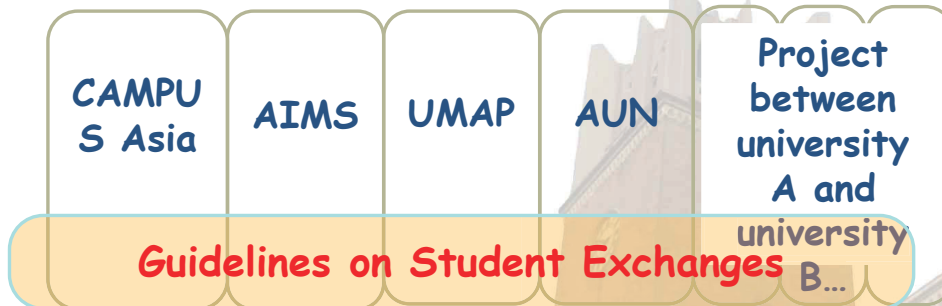
39

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.

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External Quality Assurance

Provide basic framework for student exchanges

**ASEAN+3 Guidelines
on Student Exchanges and Mobility**

CAMPUS Asia	AIMS	UMAP	AUN	Project between university A and university B...

Guidelines on Student Exchanges

MEXT MINISTRY OF EDUCATION, CULTURE, SPORTS, SCIENCE AND TECHNOLOGY-JAPAN

41

WASEDA UNIVERSITY

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.

42

42

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.
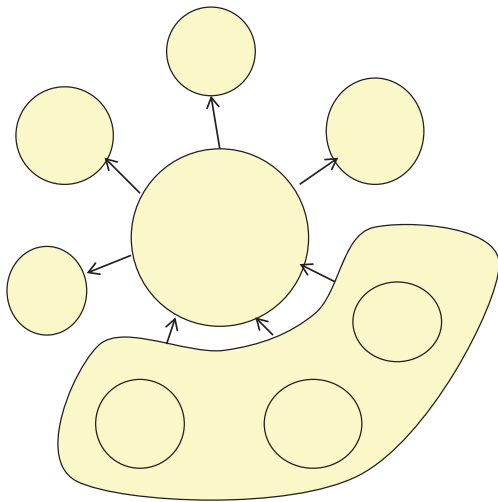
43 **43**
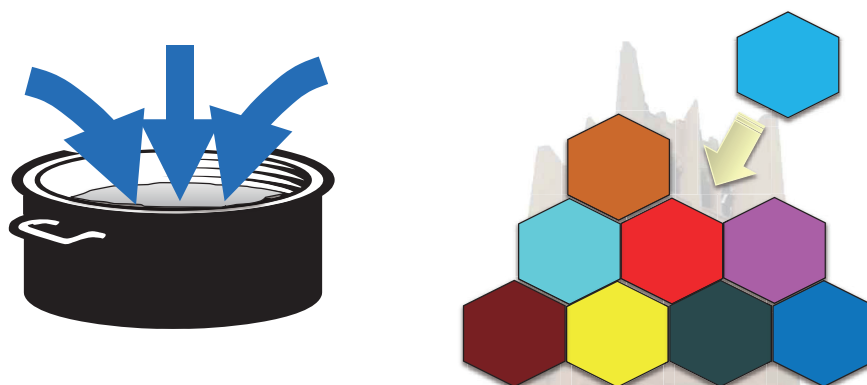
"Mosaic" type cooperation rather than "Melting Pot." Embracing diversity and connectivity.

44 **44**

·Altbach proposed a center-periphery concept to describe the international knowledge and higher education systems from the standpoint of dependency theory and neo-colonialism. (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?

45

45

- 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.

However, the Flying Geese form may be applicable to illustrate the current development of Asian higher education regionalization.
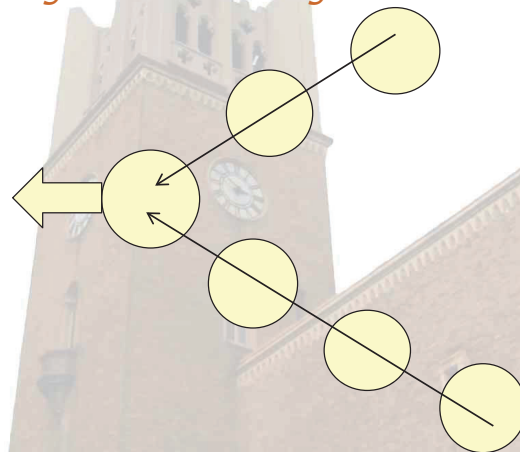
46

46

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)

47

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.

48

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

49   **49**

Thank you!

50

Geopolitics and Cooperation between Universities – Mozambique and Japan

Prof. Jorge Ferrão
Presidente of the Pedagogical University of Maputo since 2017
Professor of Ecosystem Management
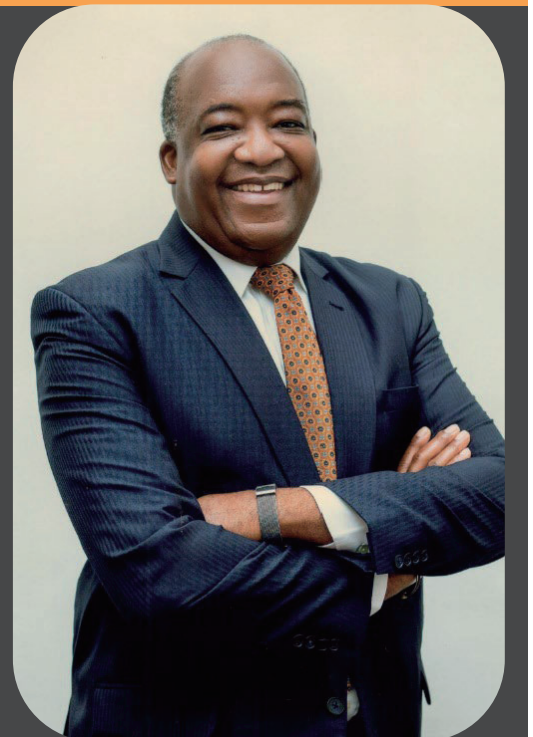
UP-MAPUTO (2019-2023)

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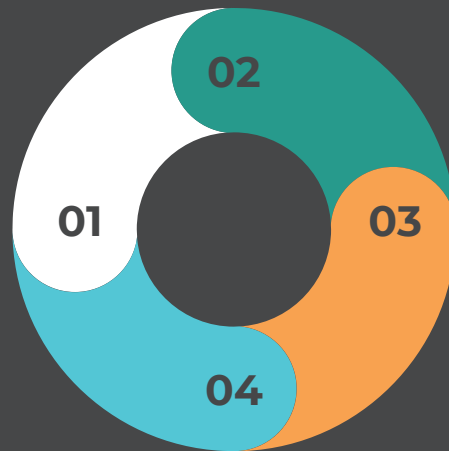
Administrative staff of about 352 with 60% women and 40% men

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

01

02

03

04

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

01

04

02
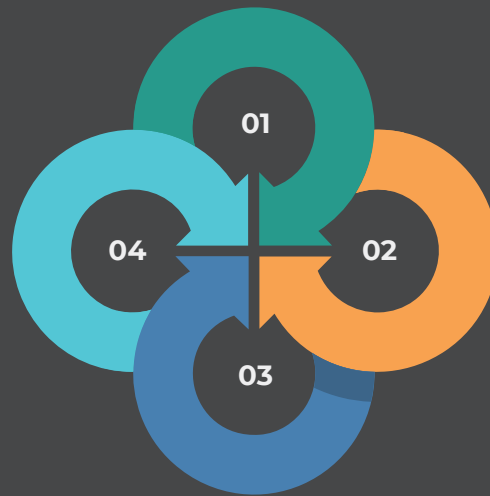
EHIME UNIVERSITY

HOKKAIDO UNIVERSITY

03

UP-Maputo Partnership with Japan

Mozambican women's month celebrations

Ambassador Hajime KIMURA's Courtesy Visit

Screening of the award-winning Japanese comedy film "Thermae Romae" -
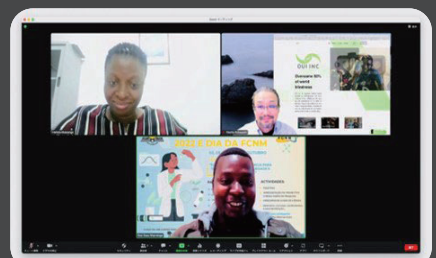
Online meeting with Prof. Osamu KOBAYASHI - Ehime University

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

The 3rd Strategic Partnership Symposium

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

The 3rd Strategic Partnership Symposium

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)

The 3rd Strategic Partnership Symposium

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

愛媛大学 EHIME UNIVERSITY

Ehime Univ. · Kagawa Univ. · Kochi Univ. · SUIJI Consortium · UGM · IPB · UNHAS

Japan — Indonesia
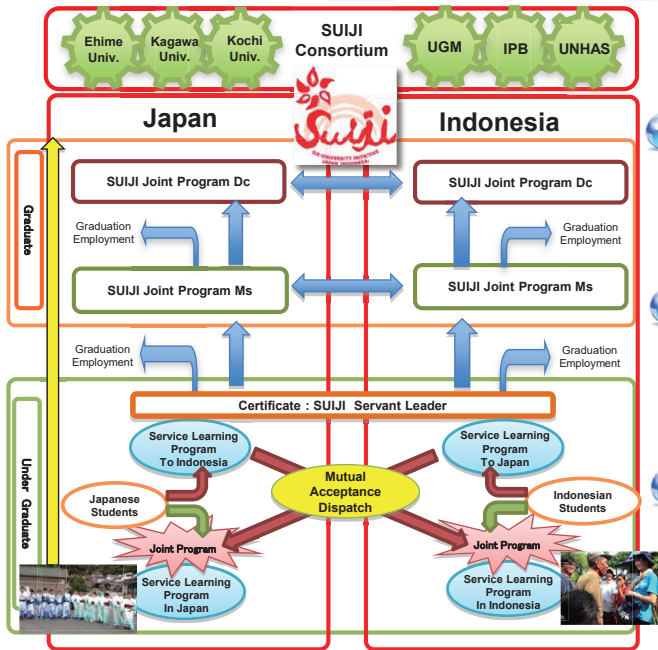
| | | Re-Inventing Japan Project | | | | Self funded + JASSO | | | |

JP-Doctor

		2012	2013	2014	2015	2016	2017	2018	2019	2022	2023	Total
Acceptance	Plan			6	9	12	3	3	3	-	3	39
	Actual					3	1	1	1	0	3	9
Dispatch	Plan			3	3	3	1	1	1	-	-	12
	Actual					0	0	0	0	-	-	0

JP-Master

		2012	2013	2014	2015	2016	2017	2018	2019	2022	2023	Total
Acceptance	Plan	9	9	12	12	14	9	6	9	-	9	80
	Actual	5	6	12	12	14	9	8	10	-	9	85
Dispatch	Plan	6	6	7	10	14	3	2	3	-	-	51
	Actual	2	8	5	3	3	1	0	1	-	-	23

SLP

		2012	2013	2014	2015	2016	2017	2018	2019	2022	2023	Total
Acceptance	Plan	19	28	37	40	43	39	28	28	24	24	310
	Actual	14	33	39	40	39	38	45	40	24	24	336
Dispatch	Plan	25	45	59	67	80	40	28	28	28	28	428
	Actual	0	58	48	58	61	51	36	39	27	-	378

Mutual Academic Exchange Between UniLurio & Ehime Univ.

愛媛大学 EHIME UNIVERSITY

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

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
スマホでいつでもどこでも眼科診療

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

University College London
University of Manchester

University of Groningen
European Center for Academic Initiatives
Delft University of Technology

University of Göttingen
Bielefeld University

Karlsruhe Institute of Technology

University of Strasburg

ASEAN Center for Academic Initiatives

Shanghai JiaoTong University

North American Center for Academic Initiatives

East Asian Center for Academic Initiatives

University of British Columbia

University of California, Davis

University of California, San Diego

The University of Melbourne

Monash University

Ageing
Environment
Smart city
AI + Education

Global health
Regenerative medicine
Immunology

Global Knowledge Partners

Inter-University Partner Institutions

Inter-Faculty Partner Institutions

Towards a dynamic and sustainable partnership with shared objectives

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

1

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**

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

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

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
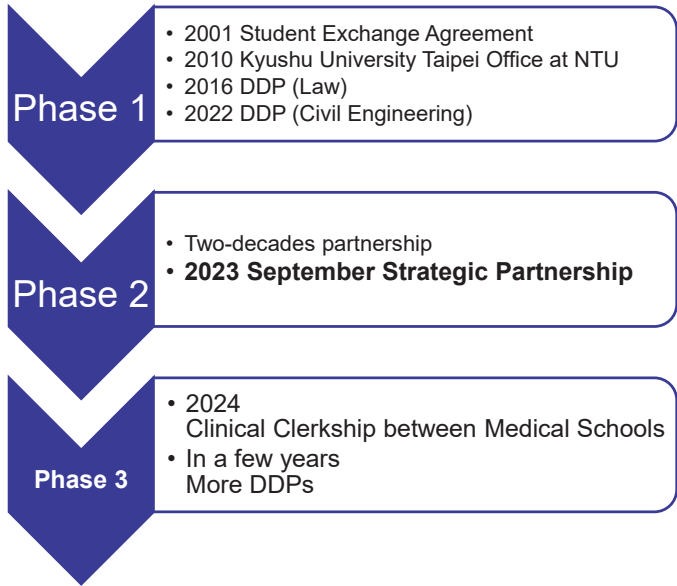
Thank you

Prof. Natalie Konomi

Vice President

konomi.natalie.909@m.kyushu-u.ac.jp

九州大学
KYUSHU UNIVERSITY

Kyoto University's Strategic Partnerships

Université de Bordeaux, France (2019–)

Universität Hamburg, Germany (2020–)

University of Vienna, Austria (2019–)

National Taiwan University, Taiwan (2020–)

University of Zurich, Switzerland (2020–)

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.

KYOTO UNIVERSITY

Multi-layered Communication

Management

Headquarters (Administration)

Faculties, Departments

Researchers, Students

University strategies and policies

Formal and informal information sharing on various initiatives at both universities

Education cooperation and student exchange programs

Research exchange
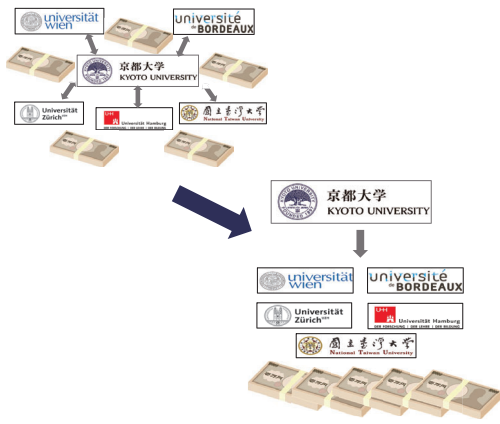
Kyoto University

Strategic Partner
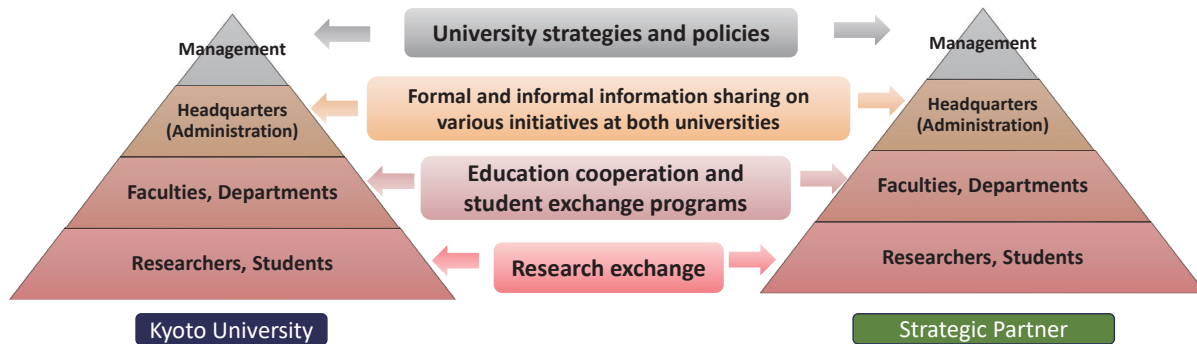
- o **A key feature of the strategic partnerships is multi-layered communication.**
- o **The exchange of diverse information takes place at different institutional levels, facilitating a comprehensive mutual understanding of both institutions, and creating opportunities for the development of new activities beyond the SP activities.**

KYOTO UNIVERSITY

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 ☞ Aim 2 *(promote interdisciplinarity)*

🌍 Planetary Health

Science in the Age of Challenges
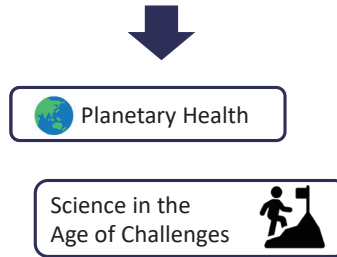
❑From a "bilateral partner" to "regional hub" ☞ Aim 3 *(expand institutional relationships)*
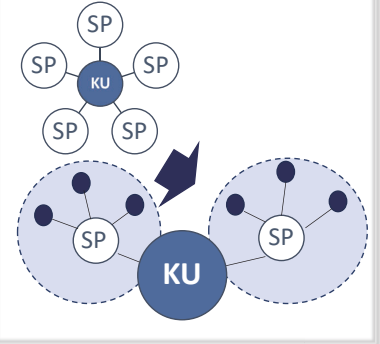
KYOTO UNIVERSITY

Partnership with Consortiums

Keio University's Strategic Partnerships

Keio University
Tokyo, Japan

TOP GLOBAL UNIVERSITY PROJECT Keio Global Initiatives Longevity. Security. Creativity

Professor Motohiro Tsuchiya
Vice-President for Global Engagement
19 December, 2023

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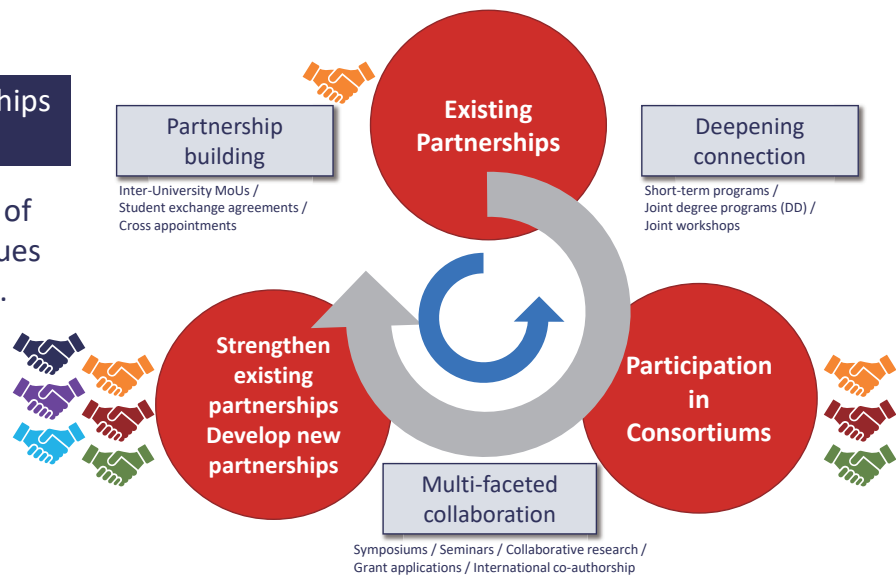
Partnership building
Inter-University MoUs / Student exchange agreements / Cross appointments

Existing Partnerships

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

Strengthen existing partnerships Develop new partnerships

Participation in Consortiums

Multi-faceted collaboration
Symposiums / Seminars / Collaborative research / Grant applications / International co-authorship

Keio University
Tokyo, Japan

TOP GLOBAL UNIVERSITY PROJECT Keio Global Initiatives
Longevity. Security. Creativity

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

Keio University
Tokyo, Japan

TOP GLOBAL UNIVERSITY PROJECT Keio Global Initiatives
Longevity, Security, Creativity

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

Keio University
Tokyo, Japan

TOP GLOBAL UNIVERSITY PROJECT Keio Global Initiatives
Longevity, Security, Creativity

Areas of Focus: Initiatives in Southeast Asia through ASAIHL*
[SOKA University]

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**

ASAIHL Conference in March 2018

→ **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

ASAIHL Conference in June 2023

Areas of Focus: Initiatives in Southeast Asia through ASAIHL
[SOKA University]

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

Opening of the liaison office at the Thammasat University campus (June 2016)

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

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

Workshop by the Center for Malaysian Studies at SOKA University (October 2023)

＊Juntendo University will host the upcoming ASAIHL Conference in June 2024 in Tokyo

Global Engagement and Strategic Partnerships at Universities

Akiyoshi Yonezawa, Tohoku University

Digital transformation, College (un)bound

Change in talent and resource opportunities

International (partnership) strategy

Global Engagement

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

1

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

Ethical principles test
- Risk and benefits
- Exploitation
- Standard of education

**Top down and grassroots initiatives
Resource, capacity development, sustainability
"One size fits all" doesn't work!**

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

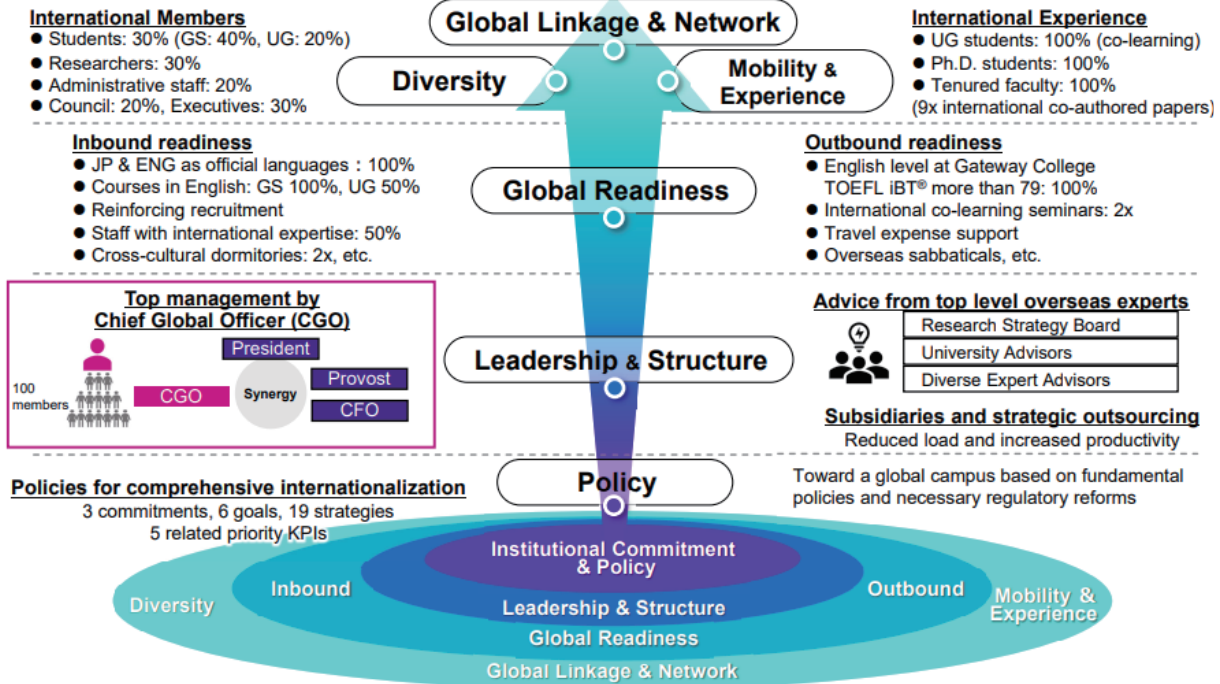(Sutton, Egginton & Favela, in Deardolf et.al. 2012)

2

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 (19), international joint labs (2), AIMR satellites (2), strategic international partners (4), consortia (5), exchange agreements (246), early career exchange (39), etc.

Global Linkage & Network

Diversity **Mobility & Experience**

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

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

Global Readiness

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

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

Leadership & Structure

**Top management by
Chief Global Officer (CGO)**

100 members | CGO | Synergy | President / Provost / CFO

Advice from top level overseas experts

| Research Strategy Board |
| University Advisors |
| Diverse Expert Advisors |

Subsidiaries and strategic outsourcing
Reduced load and increased productivity

Policy

Policies for comprehensive internationalization
3 commitments, 6 goals, 19 strategies
5 related priority KPIs

Toward a global campus based on fundamental policies and necessary regulatory reforms

Institutional Commitment & Policy

Leadership & Structure

Global Readiness

Global Linkage & Network

Diversity   Inbound   Outbound   Mobility & Experience

3

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

Note

English   Japanese