高等教育と持続可能な開発目標の展開と課題

－Higher Education and the SDGs－

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１．Introduction

Education is a central foundation in creating future citizens with the knowledge and skills to contribute to societies. With the backdrop of globalization, higher education is increasingly becoming a focal point within the education sector. In particular, the global knowledge economy places further importance of higher education institutions to cultivate future citizens and workers with specialized knowledge and skills. Moreover, the adaptation of the Sustainable Development Goals (SDGs) by all United Nation Member States in 2015 signals a new era of the global governance of education to "end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030". Higher education, in particular, has the potential to contribute to the SDGs because of its vital role in societies to educate the next generation of citizens and produce research to address global issues.

The aim of this research is to examine current progress of the higher education sector in contributing to the SDGs. To do so, the research project is guided by an overarching research question: How does higher education contribute to the Sustainable Development Goals? The study used a comprehensive literature review to understand the possibilities and constraints of current realities and practices related to higher education in achieving the SDGs. In particular, the study focuses on the role and potential of the internationalization of higher education. By systematically examining current higher education practices, the study aims to understand the internationalization of higher education in the SDGs.

２．Internationalization of Higher Education

Internationalization has long been a prominent feature of higher education. Students have crossed national borders in pursuit of knowledge. Researchers have visited universities outside of their home countries to share knowledge and collaborate with local researchers. Internationalization is often defined as the "internationalization at the national/sector/

institutional levels is the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels" (Knight, 2004, p. 21). The influence of historical practices of internationalization are clear in how internationalization is envisioned and emphasized: a focus on international student mobility and international research collaboration. However, internationalization in its current form is, in fact, not monolithic. Internationalization now has multiple forms due to globalization, demographic changes, and technological advances.

In Knight's commonly cited definition, internationalization can largely be understood by its abroad and at-home feature. The abroad pillow goes beyond the mobility of people, for example students and faculty, to include the mobility of providers and programs. On the other hand, the at-home pillar focuses on how the home institution becomes internationalized. For example, integration of international students in campus culture and life, inclusion of courses focused on the countries, cultures, and languages outside of the institution's home country, and inclusion of international faculty in teaching positions. Comprehensive internationalization, first used by NAFSA, the term comprehensive internationalization, said to be coined by NAFSA, attempts to capture the full nature of the internationalization of higher education:

> Comprehensive Internationalization is a **commitment**, confirmed through **action**, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional **ethos and values** and touches the **entire higher education enterprise**. It is essential that it is embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an **institutional imperative**, not just a desirable possibility. Comprehensive internationalization not only impacts all of campus life but the institution's external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it. (Hudzik, 2011, p. 1)

3．Methodology

The aim of this study is to understand the connection between higher education and the SDGs through conducting a comprehensive literature review. There are three main parts. The first part of the study focuses on understanding how the higher education sector contributes to the SDGs. To achieve this, the comprehensive literature review aimed to collect published literature

in SCOPUS related to the research scope. The research scope included literature related to higher education, internationalization, and sustainable development. The research grant provided financial assistance to hire two research assistants to assist in the literature collection process. Data collection focused on journal articles indexed in SCOPUS. A total of 299 journal articles were identified. Data analysis included close readings to make connections between and among the data.

The second part of the study used the findings from part one to focus on how the higher education sector and institutions themselves might contribute to the SDGs. The third part of the study synthesized the data collected in part one and two to understand the possibilities and constraints of higher education to contribute to achieving the SDGs. The three parts of the study contributed to the overall research aim to identify, evaluate, and synthesize existing research to create a framework to understand higher education in the SDGs.

4．Findings

Within the global development agenda envisioned by the Sustainable Development Goals, the higher education indeed provides a crucial foundation and plays many roles in achieving the targets (Asada, Nazeer-Ikeda, and Kartika, 2022). Indeed, the internationalization of higher education has the potential to contribute to the SDGs. SDG 4 Target 7 is particularly relevant to internationalization:

> Target 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. (United Nations, 2022)

In short, SDG 4 Target 7 calls for education to provide the knowledge and skills for all learners to promote a culture of peace and non-violence, global citizenship, appreciation of cultural diversity, and of culture's contribution to sustainable development. In turn, the internationalization of higher education has the potential to contribute to this target through supporting students' academic and personal growth through international, intercultural, and global learning opportunities. In other words, internationalization provides students opportunities to understand the wider world and their place within it (Asada, 2020, 2021). The findings

identified two trends of internationalization of higher education for SDG 4.7: changes in internationalization and the evolution of internationalization typologies.

First, the influences of technology and demographic changes is witnessed within the evolution of internationalization since 2015. For instance, the expansion of digital learning spaces has been accelerated by COVID-19 as universities and students sought new ways for international exchange in the sudden stop of traditional physical mobility. In addition, internationalization has returned to its roots of peace and mutual understand considering the need of international cooperation required for global issues. Lastly, critical approaches to internationalization highlight the increasing visibility of the demand to address inclusion, diversity, and equity within internationalization to address its elitist history and expand access to quality learning experiences to all learners. These changes in how internationalization is understood shows the potential for systematic transformer to provide access to all learners to allow them to gain new understandings of themselves, others, and the world.

Second, the manifestation of internationalization is not stagnant and evolves over time based on contextual realities. In literature, internationalization is being re-visited to (re)imagine its form and purpose to meet student, higher education, and societial needs. Figure 1 provides an outline of the evolving typologies of the internationalization of higher education. The analysis of the listed emerging understandings of internationalization showcases the movement towards conceptualizing internationalization to promote access to all learners.

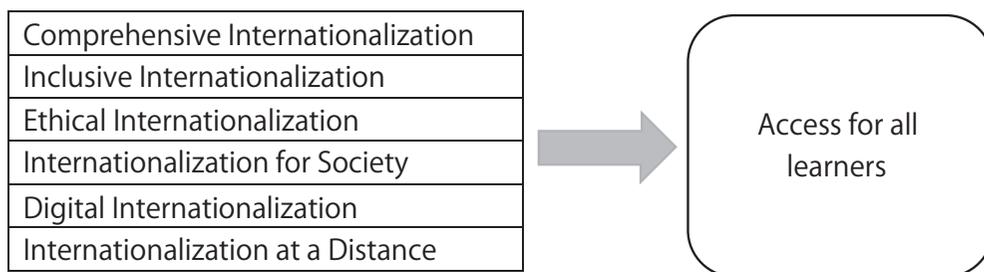| Comprehensive Internationalization |
| Inclusive Internationalization |
| Ethical Internationalization |
| Internationalization for Society |
| Digital Internationalization |
| Internationalization at a Distance |

→ Access for all learners

Figure 1. Evolving Typologies of Internationalization

The prominence of new types (comprehensive internationalization, inclusive internationalization, ethical internationalization, and internationalization for society) highlights the focus on internationalization's role for society needs. Second, the inclusion of new types of internationalization that go beyond the at-home and abroad pillars to include internationalization at a distance and digital internationalization showcase the growing importance of recognizing non-physical mobility in internationalization. In short, by re-positioning internationalization's role for society and use of technology, the evolving typologies demonstrate the potential of internationalization to provide access to all learners to quality internationalized higher education learning experiences.

When examining internationcalzation of higher education role of SDG 4.7, the main actor is the student as the goal is to provide education for all learners. Therefore, figure 2 illustrates a conceptual model for internationalization and SDG 4.7 with the students at the center. Students are the central actor, as their experiences in higher education conbritubute to their personal
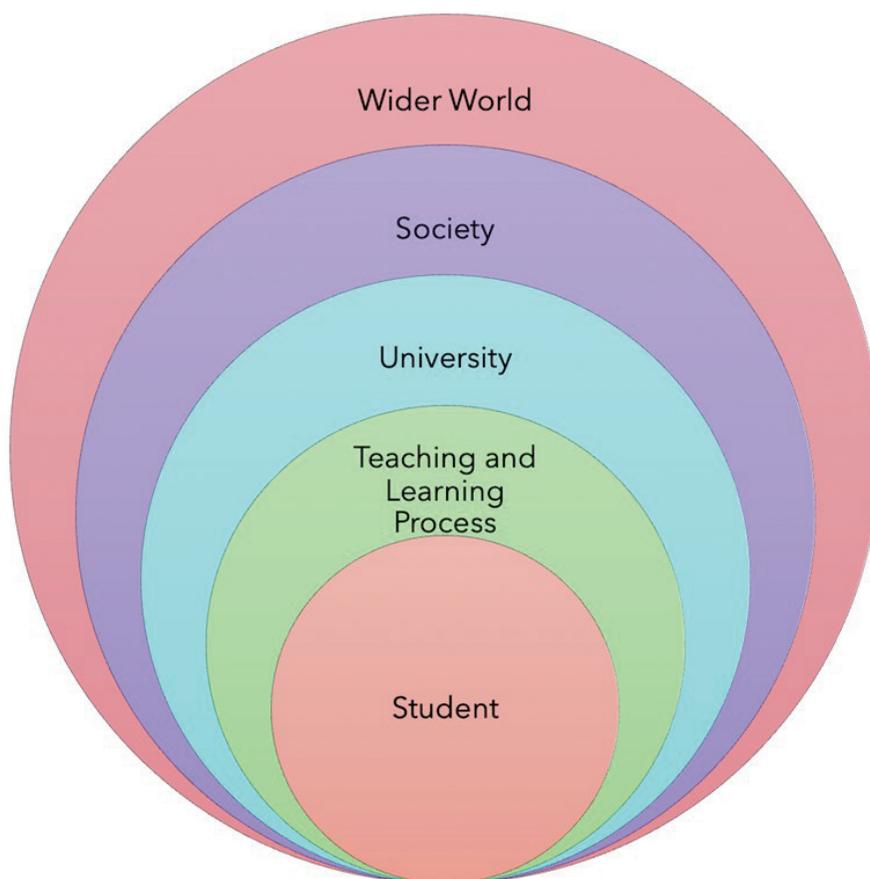

Figure 2. A Conceptual Model for Internationalization and SDG 4.7

development and subsequent understandings and lived experiences throughout their lifepaths. International experiences through various learning spaces (at-home, abroad, digital, mixed) and learning mediums (informal, formal, mixed) allow students to gain new perspectives about themselves as a human being, their home country, and the wider world.

In addition, the model represents a humanistic understanding of education. The SDGs are moving education from an utilitarian to humanistic perspectives of education. In particular, SDG 4.7 emphasizes the humanistic nature of educating all learners as citizens of the world with understanding and respect for cultural diversity and peace. Based on the proposed model in figure 2, the individual student outcomes stemming from internationalization of higher education contribute to the intended outcomes as listed in SDG 4.7. Factors, such as inclusion, policies, digitalisation, and access to internationalisation further facilitate educating all learners, which in turn leads to social outcomes.

5．Limitations and Implications

The paper provides opportunities to update our understandings of internationalisation. While a comprehensive literature was conducted, further collection of literature from non-English databases is needed to gain a full understanding of the many ways internationalization is conceptualized and practiced. By new additions of research based around local contexts and needs, the model can be further elaborated upon to (re)align theory and practices informed by international trends. Future research should examine the role of university staff in the teaching and learning process with attention paid on the challenges of creating a safe and brave space, for both learners and educators, for the learning process towards SDG 4.7.

6．Conclusion

Indeed, the internationalization of higher education (IHE) has the potential to contribute to the SDGs, in particular SDG 4 Target 7. The internationalization of higher education supports students' academic and personal growth through international, intercultural, and global learning opportunities. Internationalization has progressed beyond the historical dominance of physical international student mobility to diverse forms that transverse physical and digital spaces inside and outside the classroom. Innovation, the return to the roots of mutual understanding and peace, and expansion of digital international learning spaces accelerated by COVID-19 provides insights into the realties and possibilities of internationalization for SDG 4.7 and IHE. Research revealed that an updated framework that reflects current realities is needed to better

understand the internationalization of higher education in achieving SDG 4.7. The findings provide a solid foundation for future research that aims to propose a new framework building upon previous internationalization conceptualizations, such as Knight's work, by incorporating recent themes of comprehensive internationalization, internationalization for society, inclusive internationalization, and internationalization at a distance. By doing so, the study hopes to guide future research and insights in understanding if and how the internationalization of higher education is moving towards leaving no one behind and contributing to SDG 4.7.

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要旨

本論文では、持続可能な開発目標における高等教育の国際化の役割について検討することを目的とする。特に、SDG４目標７の「平和と非暴力の文化、地球市民、文化の多様性の認識、持続可能な開発に対する文化の貢献」を推進していくために、すべての学習者に知識と技能をもたらす高等教育を求めている点に着目している。包括的な文献調査によると、国際化は、国際的、異文化的、グローバルな学習機会を通じて、学生の学問的・個人的な成長を支援することが明らかになった。また、近年の国際化の進展は、その根拠を相互理解と平和に向け、社会における重要性を再認識している。新しい類型である遠隔地における国際化やデジタル国際化は、学内と海外という伝統的な二元論を超えた様々な形態の国際化の重要性により一層強固なものとなっている。この多様な国際化の根拠と類型化の変化は、国際化が全ての学習者のSDG4.7に貢献する可能性を示唆している。