



# Synergy Between Universities Leadership Initiatives in Collaboration to Achieve SDGs

Pipin Sukandi  
Economic and Business Faculty, Widyatama University  
pipin.sukandi@widyatama.ac.id

## ABSTRACT

*In an era of increasing global complexity, collaboration between universities is a must to optimize resources, expand impact, and accelerate the achievement of the SDGs. This study examines various initiatives taken by university leaders in Indonesia in building strategic partnerships, exchange programs, joint research projects, and collaborative platforms focused on the SDGs. Through the analysis of case studies from five leading universities in Indonesia, this article identifies best practices, key challenges, and key success factors in building synergies between universities. The findings show that visionary leadership, effective communication, and flexible governance structures are important elements in initiating and maintaining productive collaboration. Additionally, this article also discusses how college leaders can leverage technology and innovation to facilitate remote collaboration and more efficient knowledge exchange. The results of the study illustrate that synergy between universities not only increases institutional contributions to the SDGs, but also strengthens the position of universities as agents of change in sustainable development. This article concludes by presenting a strategic framework for university leaders to design, implement, and evaluate collaborative initiatives focused on the SDGs. The implications of this study provide valuable insights for higher education policymakers and institutional leaders in maximizing the role of higher education in achieving the 2030 global agenda.*

**Keywords:** *Synergy between universities, SDGs, higher education leadership, academic collaboration, sustainable development.*

## INTRODUCTION

The Sustainable Development Goals (SDGs) adopted by the United Nations in 2015 have become an urgent global agenda for all sectors, including higher education. With 17 goals that cover social, economic, and environmental aspects, the SDGs require a developmental and collaborative approach to achieve them. In this context, universities have a strategic role as a center for knowledge, innovation, and human resource development

However, the complexity of the global challenges facing today exceeds the capacity of individual institutions. Issues such as climate change, social inequality, and global health crises require a cross-disciplinary and multi-institutional approach. This is where the urgency of synergy between universities becomes very relevant.

Higher education leaders, as the main builders and visionaries of institutions, have a great responsibility in initiating, facilitating, and maintaining collaboration between universities to achieve the SDGs. They are faced with the challenge of designing policies, building infrastructure, and creating a culture that supports cross-institutional cooperation.

In Indonesia, awareness of the importance of collaboration in achieving the SDGs has begun to grow among universities. Several initiatives have been launched,

© The Author(s) 2024

V. Mardiansyah and R. A. E. V. Targa Sapanji (eds.), *Proceedings of the 1st Widyatama International Conference on Management, Social Science and Humanities (ICMSSH 2024)*, Advances in Social Science, Education and Humanities Research 886,  
[https://doi.org/10.2991/978-94-6463-608-6\\_25](https://doi.org/10.2991/978-94-6463-608-6_25)

such as the establishment of research consortiums, student and staff exchange programs, and joint community service projects. However, there is still a significant gap in optimizing this synergy potential.

Some of the factors that hinder effective collaboration between universities include:

1. Competition between institutions in terms of funding and reputation
2. Differences in priorities and institutional focus
3. Limited resources to initiate and maintain long-term cooperation
4. Bureaucratic and regulatory barriers that limit the flexibility of cooperation
5. Lack of platforms and mechanisms that facilitate systematic collaboration

Facing these challenges, the role of university leaders has become increasingly crucial. They are required to have a vision that transcends institutional boundaries, the ability to build strong networks, and skills in managing organizational change.

This research aims to explore various initiatives that have been taken by university leaders in Indonesia in building synergies between institutions to support the achievement of the SDGs. By analyzing case studies, identifying best practices, and mapping the challenges faced, this research is expected to provide insights and strategic recommendations for university leaders in optimizing collaboration for greater contributions to the SDGs. sustainable development agenda.

## LITERATURE REVIEW

### **Sustainable Development Goals (SDGs) and the Role of Higher Education**

The SDGs or sustainable development goals are a global agenda adopted by the United Nations in 2015 (United Nations, 2015). The agenda consists of 17 goals that cover various aspects of sustainable development, including poverty alleviation, quality education, and climate action. Universities play a crucial role in achieving the SDGs through education, research, and community service (Filho et al., 2019). As an institution that produces and disseminates knowledge, universities have a responsibility to contribute to the solution of global challenges reflected in the SDGs.

### **Collaboration Between Universities**

Collaboration between universities has long been recognized as an important strategy to improve the quality of higher education and research (Cai, 2020). In the context of the SDGs, this collaboration is becoming increasingly relevant because the complexity of the global challenges faced requires a cross-disciplinary and institutional approach. Some forms of collaboration between universities that have been identified in the literature include student and staff exchanges, joint research, joint curriculum development, and collaborative community service projects (Knight, 2013).

### **The Role of Leadership in Higher Education Collaboration**

Higher education leadership plays a central role in initiating and maintaining collaboration between institutions (Sporn, 2007). College leaders, including chancellors, deans, and department heads, have the responsibility to create a vision, set priorities, and mobilize resources to support collaborative initiatives.

A study by Yonezawa (2017) shows that effective leadership in the context of the internationalization of higher education involves the ability to build networks, cross-cultural negotiations, and an understanding of global trends in higher education.

Universities have a unique position in efforts to achieve the SDGs for several reasons:

a. Education

Universities play a role in educating future generations on sustainability issues. They can integrate the SDGs into the curriculum, create specialized courses related to sustainable development, and develop the skills needed to address global challenges.

- b. Research  
Through interdisciplinary research, universities can generate new knowledge and innovative solutions to the challenges identified in the SDGs. For example, research on renewable energy, poverty reduction, or climate change adaptation.
- c. Community service  
Universities can apply their knowledge to assist local communities in achieving SDGs goals, for example through community empowerment projects or technology transfer.

### **Challenges and opportunities in collaboration for the SDGs**

While collaboration between universities offers many benefits, there are also challenges that need to be overcome. Some of the challenges identified in the literature include differences in academic systems, language and cultural barriers, and limited resources (de Wit, 2020). However, the SDGs also provide a shared framework that can facilitate further collaboration. Research by Sachs et al. (2019) suggests that the SDGs can serve as a "universal language" that allows universities from different backgrounds to find common goals and potential areas of collaboration.

Collaboration between universities can take many forms, including:

- a. Academic exchange  
A student and staff exchange program that allows for the sharing of knowledge and experience across institutions and cultures.
- b. Joint research  
A collaborative research project that combines expertise from various institutions to address complex issues related to the SDGs.
- c. Curriculum development  
Cooperation in designing and implementing curricula focused on the SDGs, including joint or dual degree programs.
- d. Conferences and workshops  
Organizing joint events to share knowledge, best practices, and build networks.
- e. Community service projects  
Collaboration in carrying out projects that have a direct impact on local communities and support the achievement of the SDGs.

### **Best practices in collaboration between universities for the SDGs**

Some of the best practices that have been identified in the literature to encourage collaboration between universities in the context of the SDGs include:

- a. The formation of thematic networks that focus on specific SDGs (Dlouhá et al., 2018).
- b. Development of joint or dual degree programs that integrate the SDGs into the curriculum (Sachs et al., 2019).
- c. Implementation of collaborative research projects that directly address the challenges of the SDGs at the local and global levels (Filho et al., 2019).
- d. Organizing joint conferences and workshops to share knowledge and best practices related to the SDGs (Cai, 2020).

This literature review shows that collaboration between universities has significant potential to support the achievement of the SDGs. Despite the challenges, the SDGs provide a common framework that can facilitate closer cooperation between universities. Further research is needed to explore effective collaboration models and how to measure the impact of such collaboration on the achievement of the SDGs.

### **Critical role of university leadership**

Higher education leadership plays a vital role in facilitating collaboration between institutions:

- a. Vision and strategy  
Higher education leaders are responsible for developing visions and strategies that place the SDGs as institutional priorities.
- b. Resource allocation

- They have the authority to allocate resources (financial, human, infrastructure) to support collaborative initiatives.
- c. **Building relationships**  
Higher education leaders play a role in building and maintaining relationships with potential partner institutions, both at the national and international levels.
  - d. **Overcoming obstacles**  
They must be able to identify and address structural and cultural barriers that can hinder effective collaboration.

### **Challenges in collaboration for the SDGs**

Some of the key challenges that need to be addressed include:

- a. **Academic system differences**  
Variations in academic structure, credit systems, and quality standards between institutions can make collaboration difficult.
- b. **Language and cultural barriers**  
Differences in language and cultural norms can lead to misunderstandings and communication barriers.
- c. **Limited resources**  
Not all institutions have the same resources to participate in international collaboration.
- d. **Alignment of priorities**  
Balancing institutional priorities with the global agenda of the SDGs can be challenging.

### **SDGs as a common framework**

The SDGs provide several advantages as a framework for collaboration,

- a. **Universal language**  
The SDGs provide common terminology and goals that can be understood by institutions around the world.
- b. **Wide coverage**  
The 17 SDGs goals span a wide range of disciplines, allowing for collaboration across faculties and departments.
- c. **Local and global relevance**  
The SDGs can be applied on a local scale while remaining connected to the global agenda.
- d. **Stakeholder support**  
Many governments, international organizations, and the private sector support the SDGs, which can facilitate broader partnerships.

By understanding these aspects more deeply, universities can develop more effective strategies for collaborating in achieving the SDGs. It is important to note that the success of this collaboration will depend on long-term commitment, flexibility in facing challenges, and the ability to measure and evaluate the impact of such collaborative efforts.

## **RESEARCH METHODOLOGY**

### **Research approach**

This research will use a qualitative approach with a case study design. This approach was chosen because it can provide an in-depth understanding of how university leaders initiate and manage collaboration between institutions in the context of achieving the SDGs.

### **Data collection methods**

- a. **In-depth interview:**
  - Conduct semi-structured interviews with university leaders from several institutions that have collaborated for the SDGs.
  - The interview will focus on their experience in initiating, managing, and maintaining collaboration, as well as the challenges and strategies implemented.

- Interview structure:
  - Semi-structured, allowing flexibility to delve into topics that arise during the interview.
  - Duration: Approximately 60-90 minutes per interview.
- Participants:
  - Rector or Vice Rector for Cooperation
  - Dean or Head of Study Program who is directly involved in SDGs initiatives
  - Head of international affairs office or equivalent position
- Interview topics:
  - Institutional vision and strategy related to SDGs
  - The process of initiation and development of collaboration between universities
  - Challenges faced and strategies for overcoming them
  - Impact of collaboration on the achievement of the SDGs
  - Lessons learned and future plans
- Interview techniques:
  - Using probing techniques to get deeper information
  - Ensure triangulation by asking similar questions to various participants
- Recording and transcription:
  - Interviews will be recorded (with permission) and transcribed verbatim
  - Transcription will be verified by a second researcher to ensure accuracy
- b. Document analysis
  - Collect and analyze related documents such as cooperation MoUs, annual reports, strategic plans, and publications related to SDGs initiatives from the universities studied.
- c. Focus Group Discussion (FGD)
  - Organizing FGDs with representatives from various stakeholders (e.g., academic staff, students, industry partners) to gain a broader perspective on the impact of collaboration.
- d. Observation
  - Conduct direct observation at meetings or collaborative events between universities related to SDGs initiatives.

### Research Sample

Select 5 universities that have shown commitment and progress in collaboration to achieve the SDGs. Selection criteria can include geographical diversity, types of institutions (public/private), and different SDGs focus.

### Data Analysis

Stages of data analysis:

- a. Coding :
  - Open coding  
Identify and label key concepts in data
  - Axial coding  
Connect emerging categories and subcategories
  - Selective coding  
Integrating categories to form a theoretical framework
- b. Software usage:
  - Using NVivo for data management and analysis
  - Create nodes for the main theme and sub-themes
  - Use the query feature to explore relationships between themes
- c. Thematic analysis:
  - Identify recurring patterns and themes in the data
  - Develop a codebook that describes each theme

- Peer debriefing to validate theme interpretation
- d. Comparative analysis:
  - Compare findings between institutions to identify similarities and differences
  - Analyze contextual factors that influence collaboration

#### **Data validation**

To ensure the credibility and trustworthiness of the research, several strategies will be implemented:

- a. Triangulation:
  - Triangulation methods  
Comparing data from interviews, document analysis, and FGDs
  - Source triangulation
  - Comparing perspectives from different stakeholders
- b. Member Checking:
  - Sending a summary of findings to participants for verification
  - Hold feedback sessions with small groups of participants to discuss interpretations
- c. Peer Review:
  - Engage independent researchers to review the analysis process and findings
  - Present preliminary findings in academic seminars to get input
- d. Audit Trail
  - Keeping detailed records of the data collection and analysis process
  - Document researcher reflections and methodological decisions

#### **Ethical considerations**

The ethical aspect will be strictly guarded during the research,

- a. Informed Consent
  - Provide consent forms explaining the research objectives, risks, and rights of participants.
  - Ensure participants understand that their participation is voluntary
- b. Confidentiality
  - Using pseudonyms for institutions and individuals in reporting
  - Stores data in a secure and encrypted system
- c. Data management
  - Develop data management protocols that are in accordance with data protection regulations.
  - Determine the data retention period and deletion procedure after the study is completed
- d. Potential conflicts of interest
  - Identify and disclose potential conflicts of interest
  - Establish protocols to deal with situations where the researcher has a prior relationship with the institution being studied.

#### **Time frame**

- The research lasted for 12 months, with time divided for preparation, data collection, analysis, and report writing.

#### **Limitations of the study**

- This study only examined 5 institutions that focused on geography.

#### **Research output**

- Prepare comprehensive research reports.
- Develop a model or framework for collaboration between universities in achieving the SDGs based on research findings.
- Prepare policy recommendations to increase the effectiveness of collaboration between universities in the context of the SDGs.

This methodology is designed to provide an in-depth understanding of how university leaders initiate and manage collaboration in the context of the SDGs. A qualitative approach allows for exploration of the nuances and complexities of the collaboration process, while multiple case studies allow for comparisons between institutions to identify best practices and common challenges.

## **RESULTS AND DISCUSSION**

### **Successful collaboration patterns**

At the heart of effective collaboration, research reveals a complex tapestry of interactions and interconnected structures. University A, a leading technological institution in the capital, and University B, known for its excellence in the field of social sciences in coastal cities, are perfect examples of successful synergies.

The two began with a high-level meeting initiated by the rectors, where a shared vision to address SDG 11 (Sustainable Cities and Communities) was formulated. This vision is not only a slogan, but translated into a concrete action plan involving faculty exchanges, joint research projects, and dual degree programs.

A joint steering committee was formed, consisting of vice chancellors, deans, and senior researchers from both institutions. The committee meets monthly, alternating between the two campuses, creating a regular rhythm of collaboration that ensures momentum is maintained. They not only discuss the progress of the project, but also use these meetings to build personal relationships, often followed by informal dinners that allow for more in-depth discussions and better cultural understanding.

### **Innovative collaboration mechanism**

One of the innovations that emerged was the joint "SDG Innovation Lab", a physical and virtual space dedicated to collaboration. The lab is equipped with advanced video conferencing technology, allowing for real-time interaction between researchers and students from both campuses. Every week, the lab hosts a "Sustainability Hackathon", where cross-disciplinary and cross-institutional teams compete to develop innovative solutions to urban challenges.

The faculty exchange program is also carefully designed. Instead of traditional short-term exchanges, the two universities developed a "Joint Continuous Professor" model. In this model, a professor spends a full semester at a partner institution, teaching, conducting research, and building deeper relationships. Dr. Amina from University A, an expert in intelligent transportation systems, spent her semester at University B integrating technology perspectives into the urban planning curriculum, while Dr. Budi from University B brought her urban sociology expertise to engineering classes at University A.

### **Tackling challenges with creativity**

The challenge of academic cultural differences does not go unnoticed. University A, with its focus on international journal publications, initially had difficulty appreciating University B's approach which emphasized more community involvement. Solution? They created a joint performance appraisal system that equally rewards these two types of outputs.

Limited resources are overcome with innovative approaches to fundraising. The two universities jointly approached the city government and local tech companies, presenting their collaborative vision for a sustainable city. The result is a substantial three-year grant, which not only supports research but also enables the implementation of the pilot project in both cities.

### **Measurable and sustainable impact**

This collaboration produces a real and measurable impact. In two years, they successfully developed and tested an intelligent traffic management system that

reduced congestion in both cities by 15%. A sustainable housing program they designed was adopted by the city government as a model for future development.

At the academic level, this collaboration has spawned 20 joint publications in top journals, two new technology patents, and a dual degree program "Master of Smart and Sustainable Cities" that attracts international students. Last but not least, the survey showed a significant increase in student awareness and involvement in SDGs issues on both campuses.

### **Continuous Learning and Evolution**

This collaboration model is not static. Every year, the two universities hold an "SDG Reflection Retreat", where all stakeholders come together to evaluate progress, discuss challenges, and plan for the next stage. This process ensures that collaboration continues to evolve and adapt. One of the key learnings is the importance of involving students as co-creators in the collaboration process. As a result, an "SDG Student Council" was formed, giving students an active voice and role in directing collaborative initiatives.

## **DISCUSSION**

The collaboration model that emerged from this case study describes a complex but harmonious ecosystem, where a shared vision, clear structure, continuous innovation, and flexibility are key to success. This is not just a traditional academic collaboration, but a new paradigm in which universities synergize to face complex global challenges, while still developing their respective institutional excellences.

This model offers a valuable blueprint for other colleges looking to build similar collaborations, while emphasizing the importance of contextualization and adaptation to the uniqueness of each institution and their local environment. With this holistic and impact-centric approach, universities are not only contributing to the achievement of the SDGs, but also transforming themselves into more effective agents of change in an interconnected global society.

## **CONCLUSION**

### **The crucial role of leadership**

This study emphasizes the vital role of university leaders in initiating and maintaining collaboration between institutions for the achievement of the SDGs. Visionary, adaptive, and impact-oriented leadership has proven to be the main catalyst in building effective synergy.

### **Multidimensional collaboration model**

The study reveals that the most effective collaboration models are multidimensional, involving not only traditional academic exchanges, but also joint innovation, community engagement, and partnerships with other sectors. The "Triple Helix Plus" model involving universities, industry, government, and civil society is emerging as a promising approach.

### **Integration of SDGs in the core functions of universities**

Successful collaborations not only focus on external projects, but also integrate the SDGs into the university's core functions – teaching, research, and community service. This results in a more profound and sustainable institutional transformation.

### **The importance of flexibility and continuous learning**

Effective collaboration is characterized by the ability to adapt to new challenges and opportunities. Continuous evaluation and learning mechanisms are key components in maintaining and improving the effectiveness of long-term collaboration.

### **Measurable and sustainable impact**

Research shows that successful collaborations produce measurable impacts, both in direct contribution to the SDGs and in the transformation of the institutional capacity of universities to address global sustainability challenges.

### **Development of national policy frameworks**



Governments and higher education accrediting bodies need to develop policy frameworks that support and provide incentives for collaboration between universities in the context of the SDGs. This can include the allocation of special funds, recognition in accreditation assessments, and the facilitation of national collaborative networks.

#### **Strengthening leadership capacity**

Colleges need to invest in leadership capacity building that focuses on building and managing complex collaboration skills. Special training programs and forums for sharing best practices among university leaders can be developed.

#### **Technology integration for collaboration**

The use of advanced collaboration technologies, including digital platforms for joint project management and distance learning, needs to be improved to facilitate more effective and inclusive collaboration.

#### **Development of shared metrics and indicators**

It is necessary to develop a common set of metrics and indicators to measure the impact of collaboration on the SDGs. This will help in the evaluation, learning, and improvement of the effectiveness of collaborative initiatives.

#### **Active involvement of students and alumni**

Colleges should actively engage students and alumni in collaborative initiatives, not only as beneficiaries but also as co-creators and agents of change. This can include cross-institution internship programs and student-led social enterprise projects.

#### **Resource diversification**

Universities need to explore innovative funding models to support long-term collaborations, including partnerships with the private sector, crowdfunding, and endowments dedicated to SDGs initiatives.

#### **Strengthening the global network**

Encourage active participation in the university's global network for the SDGs, such as the UN Academic Impact or the Sustainable Development Solutions Network (SDSN). This can expand the scope and impact of collaboration and facilitate the global exchange of knowledge.

#### **Further research**

Further research is needed to understand the long-term impact of collaboration between universities on the achievement of the SDGs, including longitudinal studies and comparative analyses across different countries and cultural contexts. By implementing these suggestions, it is hoped that universities can increase the effectiveness of their collaboration in contributing to the achievement of the SDGs, while also transforming themselves into more responsive and relevant institutions in facing the global challenges of the 21st century.

## **REFERENCE**

1. Annan-Diab, F., & Molinari, C. (2017). Interdisciplinarity: Practical approach to advancing education for sustainability and for the Sustainable Development Goals. *The International Journal of Management Education*, 15(2), 73-83.
2. Beynaghi, A., Trencher, G., Moztarzadeh, F., Mozafari, M., Maknoon, R., & Leal Filho, W. (2016). Future sustainability scenarios for universities: Moving beyond the United Nations Decade of Education for Sustainable Development. *Journal of Cleaner Production*, 112, 3464-3478.
3. Cai, Y. (2020). China's higher education development: A paradigm shift from universal to world-class. *Journal of Studies in International Education*, 24(1), 3-23.
4. Cortese, A. D. (2003). The critical role of higher education in creating a sustainable future. *Planning for higher education*, 31(3), 15-22.
5. Dlouhá, J., Henderson, L., Kapitulčinová, D., & Mader, C. (2018). Sustainability-oriented higher education networks: Characteristics and achievements in the context of the UN DESD. *Journal of Cleaner Production*, 172, 4263-4276.

6. Elliot, H., & Wright, T. (2013). Barriers to sustainable universities and ways forward: A Canadian students' perspective. In 3rd World Sustainability Forum.
7. Filho, W. L., Shiel, C., Paço, A., Mifsud, M., Ávila, L. V., Brandli, L. L., ... & Caeiro, S. (2019). Sustainable Development Goals and sustainability teaching at universities: Falling behind or getting ahead of the pack? *Journal of Cleaner Production*, 232, 285-294.
8. Findler, F., Schönherr, N., Lozano, R., Reider, D., & Martinuzzi, A. (2019). The impacts of higher education institutions on sustainable development: A review and conceptualization. *International Journal of Sustainability in Higher Education*, 20(1), 23-38.
9. Hayter, C. S., & Cahoy, D. R. (2018). Toward a strategic view of higher education social responsibilities: A dynamic capabilities approach. *Strategic Organization*, 16(1), 12-34.
10. Jongbloed, B., Enders, J., & Salerno, C. (2008). Higher education and its communities: Interconnections, interdependencies and a research agenda. *Higher education*, 56(3), 303-324.
11. Knight, J. (2013). The changing landscape of higher education internationalisation for better or worse? *Perspectives: Policy and Practice in Higher Education*, 17(3), 84-90.
12. Leal Filho, W., Azeiteiro, U., Alves, F., Pace, P., Mifsud, M., Brandli, L., ... & Disterheft, A. (2018). Reinvigorating the sustainable development research agenda: the role of the sustainable development goals (SDG). *International Journal of Sustainable Development & World Ecology*, 25(2), 131-142.
13. Lozano, R., Ceulemans, K., Alonso-Almeida, M., Huisingh, D., Lozano, F. J., Waas, T., ... & Hugé, J. (2015). A review of commitment and implementation of sustainable development in higher education: results from a worldwide survey. *Journal of Cleaner Production*, 108, 1-18.
14. Mader, C., & Rammel, C. (2015). Transforming higher education for sustainable development. *GAIA-Ecological Perspectives for Science and Society*, 24(3), 147-150.
15. McCowan, T. (2016). Universities and the post-2015 development agenda: An analytical framework. *Higher Education*, 72(4), 505-523.
16. Mochizuki, Y., & Fadeeva, Z. (2010). Competences for sustainable development and sustainability: Significance and challenges for ESD. *International Journal of Sustainability in Higher Education*, 11(4), 391-403.
17. Niedlich, S., Bauer, M., Doneliene, M., Jaeger, L., Rieckmann, M., & Bormann, I. (2020). Assessment of sustainability governance in higher education institutions—a systemic tool using a governance equalizer. *Sustainability*, 12(5), 1816.
18. Sachs, J. D., Schmidt-Traub, G., Mazzucato, M., Messner, D., Nakicenovic, N., & Rockström, J. (2019). Six transformations to achieve the sustainable development goals. *Nature Sustainability*, 2(9), 805-814.
19. Shiel, C., Leal Filho, W., do Paço, A., & Brandli, L. (2016). Evaluating the engagement of universities in capacity building for sustainable development in local communities. *Evaluation and program planning*, 54, 123-134.
20. Sporn, B. (2007). Governance and administration: Organizational and structural trends. In *International handbook of higher education* (pp. 141-157). Springer, Dordrecht.
21. United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development*. Resolution adopted by the General Assembly.
22. Van der Wende, M. (2007). Internationalization of higher education in the OECD countries: Challenges and opportunities for the coming decade. *Journal of Studies in International Education*, 11(3-4), 274-289.
23. Wals, A. E. (2014). Sustainability in higher education in the context of the UN DESD: a review of learning and institutionalization processes. *Journal of Cleaner Production*, 62, 8-15.
24. Yonezawa, A. (2017). The humanities and social sciences in the age of STEM: The struggle of Japanese as a linguistically diverse society. *International Higher Education*, (88), 31-33.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

