# 2023 年度　総合文化研究所研究助成報告書

| 研究の種類<br>※該当する（）に<br>〇を付ける | ・共同研究（〇）　　　　・個人研究（　） | | |
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| 研究課題名 | 高等教育と SDG4.7: 多様な社会に貢献するインクルーシブ・リーダーシップ | | |
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| 研究実績の概要（1） |
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## 1. Introduction

As we move forward in the 21st century, the changing demographics of the world require education to equip students with the knowledge and skills to appropriately interact with various people that may be different than themselves. The global governance of education supports students from different countries to learn to understand one another to work and live together. This sentiment is reflected in the United Nation's Sustainable Development Goal Target 4.7 that calls upon education for all learners to promote a "culture of peace and non-violence" and the "appreciation of cultural diversity."

Putting diversity and inclusion into action is becoming increasingly important. Recognition is increasing of traditionally marginalized groups and the challenges they face in various parts of society. To prepare students to be active members of society in their personal and professional pathways, knowledge, and skills to act inclusively in a diverse society is an absolute necessity.

Accordingly, this study aims to understand the role of higher education in SDG 4.7 by exploring the research question: How can higher education foster future inclusive leaders for diverse societies? The study is comprised of a comprehensive literature review to understand the core concepts of diversity, inclusion, and leadership. By systematically collecting and analyzing literature to date, the study aims to create a theoretical framework of inclusive leadership for

diverse societies to be used to guide future research and implementation of inclusive leadership for diversity in university education.

## 2. Research Methodology

The aim of this study is to understand the connection between higher education and SDG 4.7 through conducting a comprehensive literature review. There are three main parts of the study. The first part of the study focuses on understanding the teaching and learning processes of diversity and inclusion in higher education. To achieve this, a comprehensive literature was conducted, aiming to collect theoretical, conceptual, and practical published literature source. The second part of the study focuses developing a theoretical framework to guide university education for developing inclusive leadership for diverse societies. To do so, the collected literature sources from part one were analyzed through close readings complemented with NVivo, a mixed-methods and qualitative data analysis software. The third part of the study synthesizes part one and two to propose possibilities for higher education's contributions to SDG 4.7 through fostering inclusive leadership for diverse societies.

## 3. Research Findings

The collected data is currently being analyzed. Research assistants, funded by the research grant, allowed for smooth data collection. The comprehensive literature review, conducted by a graduate student at another university, identified 215 journal articles indexed in SCOPUS related to the study. In addition, publicly available data from all-women universities in Japan was collected by several research assistants who, at the time, where undergraduate students in the Faculty of International Studies.

A portion of the research project was presented at the Comparative and International Education Society Regional Conference in California in October 2023. The paper focused on leadership education at all-women universities in Japan and explored how the learning process of students contributes to the global development agenda. The paper considered how the learning experiences of higher education students are influenced by three factors: the internationalization of higher education, SDG 4.7, and megatrends.

The preliminary findings found that all-women Japanese universities have a two-prong approach to promote leadership and women's participation in society. First, they continue to evolve with new departments and majors. With an increasing number of women pursuing careers, there has been a noticeable trend toward creating faculties related to the acquisition of job-related qualifications, such as faculties for business and information studies, architecture and design, or nursing and social welfare. Second, they are focusing on providing support and services to students during their studies and afterwards to promote their participate in society throughout their lives. Career service centers offer support and guidance during the job-hunting process to empower students to begin a career that aligns with their life plans. Meanwhile, lifelong learning centers provide a space for women to upskill and reskill throughout their lives, allowing them the flexibility to shift directions in their careers and personal lives as society and

the workplace evolves.

## 4. Future Plans
The collected literature and data will continue to be analyzed to understand the possibilities for higher education's contributions to SDG 4.7 through fostering inclusive leadership for diverse societies. Two papers are currently being written. The first paper addresses the main theme of the research by examining the intersection of higher education, internationalization, and global governance. The second paper zooms in to the case of all-women universities in Japan and considers their role in promoting women's education and leadership may lead to a more gender equal society.

研究発表(印刷中も含む)雑誌および図書

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