

Integration of Global Citizenship Education into Curriculum: A case study of International Fieldwork

Ichiro Sugimoto¹

Introduction

In April 2014, the Faculty of International Liberal Arts (FILA) was established to foster global citizens with the "knowledge," "skills," "courage," and "compassion" to confront global challenges in a creative manner. To achieve the goal, FILA offers an English-medium liberal-arts education with coursework across the fields of humanities and social science. Furthermore, FILA offers several mainstream courses to foster global citizens through interaction with faculty and students from diverse cultural backgrounds and a required one-semester study abroad program.

This paper introduces a case study of global citizenship education (GCE) titled "international fieldwork I-II" which offers the fall semester of sophomore year and spring semester breaks before junior year. This course provides a broad, analytical survey that covers important topics in Malaysia. All students are assigned to prepare a group research project with issues related to Malaysia and Japan. During their stay in Malaysia for two weeks, students receive special lectures organised by professors and specialists. In addition, students were given chances to take part in a discussion/dialogue session with students at the University of Malaya. To share this group research's outcome, all students are requested to conduct a presentation to professors at local universities.

This paper firstly identifies the issues and challenges of integrating GCE into the curriculum. Subsequently, the growing importance of university internationalisation role and characteristics of FILA is explained. This paper introduces the International Fieldwork I-II program, providing the necessary information about FILA. It examines this short-term program is integrated with the curriculum and serves to enhance GCE. Finally, this paper offers the prospects for further development of this study abroad program.

Global Citizenship Education (GCE) in the University Curriculum

Defining the concept of GCE is a complex task. Suppose we were to interpret simply from the words, GCE can be regarded as the educational approach for nurturing students to be global citizens. However, it is impossible to reach a consensus to define what is "global citizens." This term face contradiction and challenges in connecting the terms "global" and "citizenship" based on nation-states. The combination of globalisation," "citizenship," and "education" generates an even more complex field. Each time we talk or write about GCE, we must take a particular approach to globalisation, citizenship, and education from a specific system to GCE (Sant Edda et al., 2018). This paper does not argue the definition of GCE but pays attention to the skills or competencies required to foster global citizens through undergraduate studies. For example, UNESCO (2015) defines the competencies of "global citizens" in terms of (1) knowledge and understanding of specific global issues and trends; (2)

¹ Ichiro SUGIMOTO, Professor, Faculty of International Liberal Arts, Soka University. ichiro@soka.ac.jp Author pursued his postgraduate studies at the University of Malaya and obtained M.A and PhD.

cognitive skills such as critical thinking and problem-solving; (3) non-cognitive skills such as empathy and openness and (4) behavioural capacities such as social engagement. In this respect, global citizenship is regarded as a “qualification.” This definition, however, has been heavily criticised. Biesta and Lawy (2006) stated that this definition fails in two unethical assumptions. Firstly, we assume that before “being educated,” students were not “global citizens.” Secondly, we consider that some people (e.g., Curriculum developers and researchers) have more rights to define what “global citizenship” means than others creating something like “first-class” and “second-class” global citizens. In its qualification dimension, global citizenship education can also be criticised as a neoliberal and competitive form of global citizenship (Sant Edda et al., 2018) . By acknowledging the criticisms, it is still possible to create consensus on the GCE competencies that are compatible with university higher education.

Global citizenship is not commonly found as a course title in the curriculum. Normally, three different approaches can be found in the curriculum, namely, (1) global citizenship as a cross-curricular theme, (2) global citizenship integrated into other subjects, or (3) global citizenship education as a subject in itself (Sant Edda et al., 2018). Out of these three approaches, GCE as a cross-curricular theme is often considered the most natural and coherent way of educating the citizenry. In contrast, if global citizenship education is integrated into other subjects, it seems likely that each subject specialist might make a more sophisticated contribution. This approach, however, has two major constraints. Firstly, students might perceive the global citizenship curriculum as fragmented unless teachers collaborate. Secondly, specialists can be more interested in the discipline’s contents than the narratives of GCE (Sant Edda et al.,2018). Some challenges could be overcome if GCE was delivered as a subject since this approach will be guaranteed to have in the context of allocated time.

GCE is not necessarily confine to only courses offered at one’s University. Study Abroad plays a vital role in nurturing a sense of global citizenship. Many universities have attempted to develop and implement schemes that integrate the subjects offered by the faculty /department with the content studied at the destination university and award credit for the learning experience and content. Despite the high costs involved in working with external institutions and the administrative procedures, the reasons for implementing Study Abroad are quite clear: it has a very effective impact on developing global citizens (Brewer et al, 2009).

The Japanese government and the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) have responded to the changing surrounding environment of Japan. MEXT has initiated a large-scale government project to promote the internationalisation of Japanese higher education and human resource development. Many Japanese universities and students have participated in these programs known as “Top Global University Project” and “Tobitate! Japan”. In September 2014, MEXT carried out the “Top Global University Project” to provide prioritised support to those universities leading the internationalisation of Japan’s education. Launching new programs to encourage and deepen interactions and partnerships and enhancing educational collaborations helps students develop the ability to act globally and accelerate globalisation initiatives (MEXT, 2014). Under the Top Global University Project, 13 universities were selected as Type A [Top Type] universities conducting world-leading education and research, and 24 were chosen as Type B [Global Traction Type] universities leading the globalisation of Japanese society. These 37 universities have been working hard on internationalisation and university reform. For faculty, the Percentage of

international full-time faculty staff who have received their degrees at a foreign university was treated as an important indicator. Furthermore, to quantify the flow of student mobility, the Percentage of international students, the Percentage of Japanese students who have experienced study abroad (credit earning), and the Percentage of Japanese students studying abroad under inter-university agreements were utilised.

In line with Top Global University Project, MEXT launched another unique campaign to promote study abroad known as “Tobitate! Study Abroad Japan” in 2013. This large-scale project is the first national project of MEXT based on a public-private partnership. Approximately 10,000 university and high school students are sent to various parts of the world with scholarships that do not require repayment based on donations from supporting companies and other sources. The project has several features that set it apart from previous study abroad programs, including scholarships, extensive pre-departure and post-study training sessions, and community buildings. However, the most important feature is that students create their study abroad plans. Furthermore, the program is not limited to academic study abroad to earn credits but also allows for various study abroad programs, including internships, volunteer activities, and other practical activities.

For this reason, a variety of programs are provided, such as the “Human Resources for Science, Complex and Fusion Courses,” “Emerging Countries Course,” “World Top-Level Universities, etc. Course,” “Human Resources for Diversity Course,” “Regional Human Resources Course,” and the “High School Student Course,” among others. Even though the project is centred on MEXT, academic achievement and English proficiency are not required for selection. Instead, the selection criteria include “passion,” “curiosity,” and “originality” (Funabashi,2019). These large-scale projects were implemented based on the belief that young Japanese should globalise” (Horie, 2014).

GCE in the Faculty of International Liberal Arts (FILA)

The idea of establishing an English medium program to foster global leaders already existed in the 1990s and was recorded in the Education Vision of Soka university. The preparations were underway to open a Faculty of Humanities (provisional name) in 2003 or 2004. However, the establishment of the Faculty was put on hold in 2001 due to the opening of the Law School (Soka Gaigaku, 2021). In the 2010 Grand Design, and the idea of establishing a new faculty was announced in January 2013. Finally, the Faculty of International Liberal Arts was established in April 2014. The establishment of the FILA at Soka University was positioned as an attempt to nurture creative individuals who will be active in the international society of the 21st century, based on internationalisation efforts and achievements promoted by the university.

FILA has redefined the image of ‘creative human beings’ as the philosophy guiding the educational and research activities of the University whole, particularly from an ‘international’ perspective, and has set ‘global citizens’ as the image of human resources to be cultivated. A working committee has defined a “global citizen” as a human resource with a wide knowledge of global issues” and a fundamental ability to “understand issues that transcend national borders and present creative solutions to these issues.” (Soka Daigaku, 2013).

The year of establishment of the School of International Liberal Studies coincided with Soka University’s selection for a Top Global University project led by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). As the first EMP School in Soka University,

FILA is a crucial milestone for the university. The University learnt from the Global above Human Resource Development Promotion Program by expanding opportunities for overseas study experience, expanding English language learning programs, promoting the use of English in undergraduate courses, expanding the support system for studying abroad, increasing the number of international students accepted, internationalising its teaching staff.

Unlike other faculties, FILA does not have any conventional structure in terms of class structure, sequences, and graduation requirements. In other words, the curriculum of this faculty was formulated to gain the knowledge and skills required to be a global citizen in four years of undergraduate studies. FILA identified the following four major curriculum policies. 1) Academic knowledge across the fields of Humanities and Social Sciences and the ability to conduct directed research. 2) Academic English proficiency and communication skills to employ globally. 3) Cross-cultural understanding, 4) Identifying issues and working towards solutions

In the Humanities and Social Sciences field, FILA offers a diversity of curriculum choices ranging from introductory-level courses to advanced-level courses focusing on enabling students to develop the ability to conduct directed research. FILA also provides courses on quantitative and qualitative research methodologies to help students develop analytical skills essential for understanding issues in the Liberal Arts.

For English language learning, the FILA curriculum offers intensive English classes, including studying abroad at overseas universities during years 1 and 2. This class schedule help students reach the required TOEFL-iBT 80 by Year 2. In addition, the FILA curriculum in Years 3 and 4 further enhances students' English proficiency to reach a level equivalent to a TOEFL-iBT 100. In the case of cross-cultural understanding, the FILA curriculum emphasises the acquisition of cross-cultural understanding competencies to nurture students' abilities to understand and accept diverse cultures through cultural studies, study abroad and a second foreign language. To gain the skill for tackling the issues, FILA offers introductory Seminar courses in Year 1 to Seminars I-IV in Years 3 and 4. The FILA curriculum provides ample opportunities for students to engage in learning activities that nurture the ability to identify problems and work towards solutions in small classes of seminars led by the diverse background of faculty members.

As stated above, one of the major characteristics of the FILA curriculum is the required study abroad program in the early stages of learning at this faculty. While other universities' EMPs offer study abroad from the third year, not for English language study but for taking courses using English, the Faculty of International Studies offers two forms of study abroad: language study after intensive English language study during the first two semesters of the first year, and undergraduate course study type of study abroad. The decision was made to offer these early. By satisfying the TOEFLiBT80 graduation requirement early, students can develop their English language skills and prepare for broad specialised studies in their third year and beyond.

FILA students can choose from various study destinations in five countries (USA, Canada, Australia, New Zealand, and the Philippines) and gain valuable experience through a study abroad semester. FILA's study abroad program is conducted in Semester 1, Year 2. By completing the program, a total of 16 credits are granted (P/F evaluation) as credits for FILA required course, Academic Foundations: Study Abroad (four credits, given in Year 2, Semester 1), as well as FILA required English Courses, namely English for Academic Purposes: Study Abroad I – III (four credits each in Year 2, Semester 1; a total of 12 credits).

Table 1: Study Abroad Program of the Faculty of International Liberal Arts

Country	Name of University	Program
[Australia] Brisbane	Griffith University	a. Study Abroad Program (SAP) (Program level: Undergraduate) b. DEP Prep Program (Program level: ESL)
[U.S.] Los Angeles	University of Southern California	Program level: ESL
[Canada] Vancouver	Simon Fraser University	Program level: ESL
[New Zealand] Auckland	University of Auckland	Program level: ESL
[The Philippines] Manila	Ateneo de Manila University	Study Abroad Program (SAP)

International Fieldwork

FILA conducted all faculty courses in English and required all students to join the Study Abroad program for one semester after completing freshman requirements. Having completed this one-semester study abroad program, students have been able to improve their English proficiency level and gain the skill of cross-cultural understanding. Based on this intensive training, FILA provides an optional two weeks intensive study abroad program called International Fieldwork I–II during spring semester break before junior year. The student utilises this optional study abroad experience to gain additional international experience in Asian countries.

Historically, as represented by the Look East Policy advocated by Malaysian Prime Minister Mahathir, it has been common for students from Asia to come to Japan to learn about Japan's advanced technology and social systems. These efforts were rational not only for Malaysia but also for Japan. The spread of dynamic industrialisation in Asian countries was the key determining factor for establishing the Japanese production system in the Asian region (Suehiro, 2008; Wong & Cheng, 2014). The smooth implementation of this process was also important for enhancing Japan's presence in the Asian region.

This structure, however, has encountered many challenges over this period. When Japan's production system played a central role, there was a dynamism in which Asian countries emulated Japan, as it was leading the pack. They eventually "caught up" with Japan by improving productivity and technological adaptation. However, the situation of "overtaking" Japan has not yet been realised. In some fields, the transition was precisely from catch-up to leap-frog. In other words, the "centrality" of Japan, which had played a leading role in the Asian region up to this point, began to waver significantly. Aside from Japan, the economies of Asian countries have grown. In turn, Japan's presence in Asia has continued to decline. Moreover, this situation is likely to continue in the future.

Furthermore, the Asian region has entered a new era of multipolarity. Economic integration through global value chains has involved exports mainly to markets outside the Asian area, such as Europe and the United States. Today, many Asian countries are highly competitive as a production base, but it has begun establishing a presence as a "consumer" and "investor" (Ito, 2017; Shiraishi, 2008). Amid these changes, the most dominant actors attempting to do business with domestic demand are not necessarily Japanese multinationals. In any country, the distribution sector, such as retail, is one of the most

difficult sectors for foreign capital to enter. In other words, Japan needs to seek new opportunities to join the global value chain organised and controlled by Asian companies (Goto, 2019 and 2021). This structural transition will require a shift in Japan's presence and must be chosen by Asia.

FILA selected Malaysia as the destination. This program will offer a broad, analytical survey of Malaysia. It comprehensively studies important topics in Malaysian politics, economy, and society today, focusing on issues, institutions, and trends. Based on a student's skill and experience over four semesters, the student will further improve primary competencies by utilising this international fieldwork. As presented in Table 2, FILA provides two credits courses entitled International Fieldwork I, in which this course offers a wide range of topics on Malaysia: history, economy, politics, government, ethnic relations, and national unity. Subsequently, all students are assigned to prepare a group research project involving a 5–6 member group research topics related to Malaysia and Japan. Group study was also conducted during the spring break before departure, and seniors who had experience in group projects through this international fieldwork provided guidance and shared their experiences on setting up a research theme and preparing for it. Japan students service organisational (JASSO) has provided financial grants for participating in this program.

Table 2: Course Contents of International Fieldwork I

	Contents		Contents
1	Guidance Session	9	Religions in Malaysia
2	History of Malaysia (1)	10	Issues and Challenges in Malaysia
3	History of Malaysia (2)	11	Group Research 1 / Quantitative Analysis
4	Economic Development of Malaysia (1)	12	Group Research 2 / Quantitative Analysis
5	Economic Development of Malaysia (2)	13	Group Research 3 / Qualitative Analysis
6	Political Transitions in Malaysia	14	Group Research 4 / Qualitative Analysis
7	Government in Malaysia	15	Group Research Presentation (1)
8	Ethnic Relations and National Unity		Review Session

Source: Created by Author.

During the two-week stay in Malaysia, as stated in Table 3, students receive special lectures from professors and specialists in respective universities, government agencies, NPO, and Japanese agencies. In addition to classes and activities, students were allowed to participate in a discussion/dialogue session with students at the Department of East Asian Studies, Faculty of Arts and Social Sciences, University of Malaya. The student utilises this chance to conduct questionnaires and check the validity of their group research activities. To share this program's outcome, all students are requested to conduct a presentation of the group research results to professors at local universities. Those who completed the group presentation will attain two credits. Interestingly, some students extended their research scope and won prizes at the international conference. This program is optional in the curriculum, but many students have applied for this program since Malaysia provides many new opportunities for students.

Table 3: Past Activities in the International Fieldwork in Malaysia, 2016–2020

University (Lecture by Professor)	Government Agency (Lecture)
University of Malaya (UM)	Economic Planning Unit (EPU), Prime Minister's Department
● Center for Civilization Dialogue (UMCCD)	NPO (Lecture and Activities)
● Center for Internship Training and Academic Enrichment (CITrA)	Islamic Relief Malaysia
● Academy of Islamic Studies	Japanese Agency (Lecture)
● Department of East Asian Studies, Faculty of Arts and Social Sciences	Japan External Trade Organization (JETRO)
● Faculty of Business and Economics	Japan International Cooperation Agency (JICA)
● Asia Europe Institute	International Agency (Lecture)
National University of Malaysia (UKM)	The World Bank in Malaysia
● Institute of Ethnic Studies (KITA)	Company (Lecture and Activity)
Multimedia University	Bank Islam
Nottingham University, Malaysia	AEON Malaysia
Open University of Malaysia	Cultural Center (Lecture and Activity)
Malaysia-Japan International Institute of Technology (MJIT)	Orang Asli: Mah Meri Cultural Village

Excursion
Malacca, Shah Alam Blue Mosque, National Mosque, Islamic Art Museum, Batu Caves, Putrajaya

Source: Created by Author.

A proposal for further enhancement

Collaborative research and networking

FILA proposes the formation of a research cluster that promotes collaborative research with researchers from the national universities of Malaysia in the humanities and social sciences field. As stated before, Malaysia offers various collaborative research projects that align with the grand design of Soka University 2021-2030². In the preliminary plan, faculty members of FILA and Malaysian counterparts will identify research clusters and conduct two-three years of joint research. In this initiative, four faculty members in the research cluster

² By utilizing internal and external human networks to create prioritized research themes that are distinctive and interdisciplinary, Soka University work to offer new values and improve own international standing. In addition, Soka University prepare an environment in which faculty engaged in creative research themes can commit themselves to research activities with the aim of increasing research achievements that can receive high acclaim internationally. Furthermore, these efforts will bring out students' maximum capabilities and support them so that they can play a role in these research achievements as authors of research papers. (Soka University, 2021)

will participate in the International Fieldwork I course in the autumn semester. The fieldwork will be expanded to a form in which a project to overcome social issues is continuously carried out under the instruction of four faculty members.

The research under this initiative will consist of (1) a history of political and economic relations between Malaysia and Japan and (2) Collaborative research projects on common social issues and SDGs-related topics shared by the two countries. The first initiative aims to publish a comprehensive research book on the relationship between the two countries for the 50th anniversary of the Look East Policy. In particular, it seeks to publish a research book on the position of Japan and Malaysia in the changing international environment, particularly in Asia, and how bilateral relations have changed.

Research on social issues and SDGs-related topics are, namely, 1) Estimation of economic ripple effects and preparation of an input-output table at the municipality level; 2) Comparative research on the formation and role of social capital in both Malaysia and Japan in the post-Covid period and policy proposals for solving social issues; 3) reconstruction of cultural industries in the post-Covid era (world heritage and urban regeneration, green marketing, Islamic consumerism, creative narratives of place and space, multiculturalism).

Measuring the effectiveness of these educational programs will also be a subject of research to see how students develop specific skills by promoting this type of student-engaged learning. To realise this concept, the faculty members will apply for large-scale competitive external funding from the Japan Society for the Promotion of Science (JSPS), the Research Centre Formation Programme, and also other possible grants. The research output will link the International Fieldwork research content to the Scopus Index Journal publication. The International Fieldwork project aims to improve the researchers' teaching skills and lead to research outputs for the assigned faculties.

Student learning

In the curriculum of FILA, students will receive intensive English training. Simultaneously, student study statistics to conduct quantitative data analysis and principles courses in the humanities and social sciences. Upon completing freshman, all students join the study abroad experience for one semester to foster cross-cultural understanding and English proficiency. Based on this accumulated knowledge and experiences, International Fieldwork I-II allows the opportunity to provide output. The experience of making a group presentation to the local university faculty at the end of the training day has been a valuable opportunity. It has also been an important chance for students to advance their studies in the 300-400 level undergraduate specialised courses and seminars from the third year onwards.

The fieldwork program also cultivates academic skills through academic training under the guidance of faculty members. Undergraduate students who participate in International Fieldwork I-II will involve in the various stages of research activities such as data collection, survey, data analysis, etc. Their academic contribution would be recorded as research collaborators or as co-authors of research papers. One of the goals is to train students who will go on to prominent postgraduate schools at home and abroad. The students will be introduced throughout the Freshman Seminar II, Study Abroad, Sophomore Seminar, and Seminar I-III to a level that will enable them to publish academic papers in the future (See Table 4). It will also make a concrete contribution to developing human resources by fostering the qualities of 'global citizens' that Soka University wants to pursue.

The roles of students and faculty members will be clearly defined in the preparation and submission of papers, and some projects may be ongoing projects that take two to three years to complete.

Table 4: International Fieldwork-Related Courses in the FILA Curriculum, AY2023) for Students who join Collaborative Research Activities.

	Seminars	English and CCU	Data Science	Humanities and Social Sciences
Freshman Spring	<ul style="list-style-type: none"> Freshman Seminar I 	<ul style="list-style-type: none"> EAP I AF I CCU 	<ul style="list-style-type: none"> Introduction to Data Science 	Level 100-200 Courses on History, Philosophy, Sociology, Politics, International Relations, Economics, and Business
Freshman Fall	<ul style="list-style-type: none"> Freshman Seminar II (SDGs-related topics) 	<ul style="list-style-type: none"> EAP II AF II 	<ul style="list-style-type: none"> Foundation of Data Science 	
Sophomore Spring	<ul style="list-style-type: none"> Study Abroad South California Univ. (USA), Simon Fraser Univ. (Canada), Griffith Univ. (Australia), Auckland Univ. (NZ), Ateneo De Manila Univ. (Philippines), MALAYSIA (new site) 			
Sophomore Fall	<ul style="list-style-type: none"> International Fieldwork I (Pre-departure) 	<ul style="list-style-type: none"> Academic Writing 	<ul style="list-style-type: none"> Sophomore Seminar (Data Science) 	Level 300-400 courses <ul style="list-style-type: none"> History, Culture, and Society: (8 subjects) Politics and International Relations (8 subjects) Economics & Business (8 subjects)
March	<ul style="list-style-type: none"> International Fieldwork II (On-site) 		<ul style="list-style-type: none"> Programming 	
Junior, Spring	<ul style="list-style-type: none"> Seminar I 			
Junior, Fall	<ul style="list-style-type: none"> Seminar II 			
Senior, Spring	<ul style="list-style-type: none"> Seminar II Senior Paper 			
Senior, Fall				

Source: Created by Author

Abbreviation

EAP: English for Academic Purposes / AF: Academic Foundation / CCU: Cross-Cultural Understanding

Conclusion

Japanese universities have attempted to integrate GCE into the higher education curriculum, in response to the rapid challenges brought by the latest globalized world trends . While GCE can be studied as an independent subject, it is more common to adopt the to be integrated in a collaborative and complementary manner among Japanese. For Soka University, the establishment of FILA has come to manifest the university education policy in fostering global citizenship education. Unlike other faculties, FILA has no strict order or set of rules for earning a bachelor's degree. With undergraduate courses in English, a wide range of humanities and social sciences studies, including cross-cultural competence, and the ability

to study abroad for a semester, FILA has excellent potential to set up ideas and implement GCE.

This paper introduces a case study of a short-term overseas fieldwork program in Malaysia, offered as an optional program during the fall semester of the second year and spring break. Since its independence, Malaysia has overcome many social and political obstacles as a complex multi-racial society. It has now become a significant player in the Southeast Asian region, providing various GCE learning opportunities for Japanese students. Moreover, intensive learning has played a substantial role in developing GC and students' career paths with pre-departure study and active input training.

In the new curriculum starting in 2023, FILA has increased an additional three faculty staff to lead the training of students in International Fieldwork. Joint research projects initiated by the faculty members of FILA and the national universities in Malaysia will form a focused research cluster, with plans to implement collaborative education and research in which students will participate in research at various stages. FILA also promotes a curriculum design that links first-year students' study of the SDGs, third-year students' seminars, and graduation theses. The EMP of FILA continues to play a pivotal role in developing GCE in line with Soka University's Grand Design.

Reference

Biesta, G. and Lawy, R. (2006). From teaching citizenship to learning democracy: overcoming individualism in research, policy and practice. *Cambridge Journal of Education*, 36(1), 63-79.

Brewer, Elizabeth, and Cunningham, Kiran (eds) (2009). *Integration Study Abroad into Curriculum, Theory, and Practice Across the Disciplines*. Virginia: Stylus Publishing, LLC.

Goto, Kenta, Endo Tamaki and Ito Asei (Edit.) (2021). *The Asian Economy-Contemporary Issues and Challenges*, New York: Routledge.

Goto, Kenta (2019). *Ajia Keizai towa nanika- yakudou no dainamizumu to Nihon no katurō* (What is Asian Economy The Dynamism of a Breakthrough and Japan's Path, Forward), Tokyo: Chuo Koron Shinsho.

Horie, Masahiko Japan looks to Malaysia Globalize Comment, New Straits Times, February 6, 2014, p.16

Ito, T. (2017). Growth convergence and the middle-income trap, *Asian Development Review*, 34(1),1-27.

MEXT (2014). Selection for the FY 2014 Top Global University Project.

Sant, Edda, Davies, Ian, Pashby, Karen and Shultz Lynette (2018). *Global Citizenship Education: A Critical Introduction to Key Concepts and Debates*, London: Bloomsbury Academic.

Shiraishi, Takashi (2008). Introduction: the Rise of Middle Classes in Southeast Asia. In

Soka Daigaku (2013). *Soka Daigaku Kokusaikyoyou Gakubu Kokusaikyoyougakka secchini shushi oyobi tokuni secchi wo hitsuyoutosuru riyuu* (Purpose and Reasons for Establishing the Department of International Liberal Arts in the Faculty of International Liberal Arts, of Soka University) Retrieved from https://www.soka.ac.jp/files/ja/20170528_160830.pdf

Soka Daigaku (2021). *Soka Daigaku 50nen no rekisi* (Soka University: 50 years of History) . Tokyo: Shokosha.

Soka University (2021). *Soka University Grand Design, 2021-2030*. Retrieved from <https://www.soka.ac.jp/sgd2030/en/index.html>

Suehiro, Akira (2008). *Catch-up Industrialization, The Trajectory, and Prospects of East Asian Economies*, Singapore: NUS Press.

UNESCO (2015). *Global citizenship education. Topics and Learning Objectives*. Paris: UNECSO

Wong, Chan-Yuan and Cheong, Kee-Cheok (2014). Diffusion of Catching-up Industrialization Strategies: The Dynamics of East Asia's Policy Learning Process, *Journal of Comparative Asian Development*, 13(3), 369-404.