## Index

Acculturation of international	Carbon Neutral ESG Sharing Forum
students, 97	(2030), 62
Agenda for Sustainable Development	Cascading crises, 15
(2030), 77	Center for Gender and Development
American University of Iraq,	Studies (CGDS), 29, 33,
Sulaimani (AUIS), 27–29,	36, 38
35–36, 39	Central government of South Korea, 59
organisational affiliates of, 33-35	Chung-Ang University, 62
American-style liberal arts	Citation analysis, 85, 99
universities, 26	Citizenship education, 110–111, 115
American-style university model,	Climate change, 13
26, 28	disasters, 16
Anthroecological change, 127	Cluster analysis, 81, 92
APP, 35	Co-authorship analysis, 89
Approaches to learning skills	Co-creation skills, 134
(ATL skills), 117	Collaboration trends in migration
AUIS Center for Archaeology	studies in education, 85–91
and Cultural Heritage	Collective identity, 113
(CACHE), 38	Colonisation, 119
AUIS Entrepreneurship and	Communication challenges, 35–36
Innovation Centre (AEIC),	Communicative action to address
33, 35	gap in educating for global
Average citation per year (ACPY), 85	citizenship, Habermas'
	theory of, 112–115
Benadir regional administration,	Communicative reality, 112
46–47	Community betterment, individual
Bibliometric analysis, 75	and personal efforts for, 38
Bibliometric methodology, 79–80	Community mobilization, 48
Biophysical subsystem, 127	Conflict-affected environment, school
Brain drain phenomenon, 76	leadership in, 48–50
Brain gain, 76, 97	Connectedness, 134
BREXIT referendum (2016), 14	COVID-19
Brundtland Report of the United	and impact on higher education
Nations, 77	institutions in South
	Korea, 61
Capability approach, 4	pandemic, 11, 143
Capital accumulation in education	Creeping crises, 10–11
mobility, 97–98	Crises, 5, 10–12, 49, 141

education in International	characteristics of migration studies
sustainable development	in, 82–85
in ever-existing context of,	collaboration trends in migration
15–16	studies in, 85–91
glocalisation and, 12–14	conceptual structure of migration
around world and impact on	studies in, 91–93
sustainable development,	for global citizenship,
14–15	110–112, 117
Crisis, 10, 12, 58	institutions, 61
Critical thinking skills, 26, 28,	in international sustainable
30, 35	development in ever-
Crucial capital, 97	existing context of crises,
Cuban missile crisis (1962), 12	15–16
Cultural adaptation in higher	migration in, 75–76
education, 97	sector, 130
Culture, 113	for sustainability, 129–132
Curriculum model, 136	Education for sustainable development
	(ESD), 4, 59, 61
Data collection, 50	Education Sector Strategic Plan
Data sorting, 50	(ESSP), 46, 49
Descriptive indicators, 82	Educational migration, 78
Digital education, 16	for sustainable development, 77–78
Disability, 33	Educational mobility, regional
Disadvantaged students, 63	dynamics and neo-
Disaster, 10–11	nationalism in, 95–96
Disclosure of ESG information by	Educational research, 75
universities, 64	Educational systems, 76
Discourse of international student	Educators, 131
mobility, 94–95	Ego-identity, 113
Dissemination of ESG information	Ekskäret Foundation, 132
by universities, 64	Emergency, 10–12
Diversity, 31, 84, 94	Employability, 78, 89, 97
Dual-level impact, 31	Enormity, 52
Dynamic relationship, 93	Environment, society, and
	governance (ESG), 59
Earth Hacks, 136	committees, 62
Earthquake, 12	disclosure and dissemination
East Africa, 5, 13, 15	of ESG information by
Economic crises, 5	universities, 64
Economic crisis, 14–15	management of universities, 63
Ecosystems, 132	operation of ESG committee and
Education, 3-4, 16, 93, 141	efforts to spread ESG
capital accumulation in education	culture, 63
mobility, 97–98	University Cluster, 64
	•

University Cluster Agreement	historical background, 60–61
Ceremony and Forum	in post-conflict settings, 30
(2023), 64	regional cooperations between
European debt crisis, The, 14	universities and local
European Union (EU), 13	government, 65
Exclusion criteria, 79	SDGs and ESG management,
Exploratory factor analysis, 82	61–64
Emploratory ractor unarysis, 62	in South Korea, 60
Forced migration, 76	systems, 26, 30
Torced inigration, 70	Higher education institutions (HEIs),
Global citizenship, 4	30, 58, 94, 99, 142
education, 110–112	Human capital development, 95
Habermas' theory of	
communicative action to	Human capital model, 94
	Human systems, 129
address gap in educating	and nature of crises,
for, 112–115	127–128
Global contexts, 5	Hurricane, 12
Global crises, 143	
positive reaction to, 129	Incheon Port Corporation, 65
Global South, 131	Incheon Transportation
Global world, 143	Corporation, 65
Globalization, 18, 128	Incheon University LINC 3.0
Glocal community, 144	Project Group, 65
Glocalisation, 5, 10, 15	Inclusion criteria, 79
and crises, 12–14	Inconsistent strategies, 36–37
Glocalism concept, 143	Individual engagement and
• •	development, 31
'Habermas' assertion, 120	Industrialisation, 58
'Habermas' theory of communicative	Inner development goals (IDG), 126,
action, 110, 116, 120–121	132–137, 144
to address gap in educating for	development, 133
global citizenship, 112–115	framework, 134–135
Habermasian theory, 120	humans, systems and nature of
Hackathons, 136	crises, 127–128
Headteachers, 50, 53	SDGs and education for
in private schools, 48	sustainability, 129–132
Higher education	Innovation, 128
change in participation and	*
perception, 65–67	Institute of Regional and
	International Studies
context, 58	(IRIS), 29, 33
COVID-19 and impact on higher	Institutional Review Board, The, 33
education institutions in	Intercultural competence, 134
South Korea, 61	International Baccalaureate
cultural adaptation and	Diploma Programmes
internationalisation in, 97	(IBDP), 116

International Baccalaureate Middle Leadership Years Programmes conceptualising, 47-48 (IBMYP), 116-117 development, 49 International Baccalaureate Learning lifeworlds, 143 Liberal arts curriculum, 26, 28 Organisation (IBO), 111 International Baccalaureate Primary Liberal values, Kurdish community's Years Programmes hesitancy to accept, 38 Lifelong learning, 74, 77–78 (IBPYP), 116 Limited funding, 37 International development, 5 International educational mobility, 97 Local contexts, 5 International migration, 75, 98 Local government, regional cooperations between International Organization for Migration (IOM), 74 universities and, 65 International schools, 111 International student mobility, 95 Macro-scale destinations, 138 Marginalised communities, 36 discourse and politics of, 94-95 Metropolitan Landfill Management factors shaping, 96–97 International students, 78 Corporation, 65 Microcategorisation approach, 83 motivational factors for, 98 Migration, 74–75, 93 International study, trans/national academic mobilities and, 95 analysis of identified data sources, 80 - 82International sustainable capital accumulation in education development, 5, 16, 141 education in international mobility, 97-98 characteristics of migration studies sustainable development in education, 82-85 in ever-existing context of crises, 15-16 collaboration trends in migration studies in education, 85-91 Internationalisation in higher conceptual considerations and education, 97 literature review, 75 Japanese Colonial Period, 60 conceptual structure of migration studies in education. Jeonju-University ESG Agreement, 65 91 - 93Kangwon National University, 66 cultural adaptation and Konkuk University, 62 internationalisation in Korea University's Social higher education, 97 Contribution Centre, 63 discourse and politics of Korean higher education international student institutions, 63 mobility, 94-95 Korean sustainable development goals in education, 75–76 (K-SDGs), 61 educational migration for Korean War, 60 sustainable development, Kurdish community's hesitancy to 77 - 78accept liberal values, 38 factors shaping international Kurdish/Arab community, 37 student mobility, 96–97

identification of scholarly	Participants, 53
sources, 79	Personal identity, 113
implications and future directions, 99	Place, Problem, and Project method (P3L method), 59
methodological considerations, 78	
motivational factors for	Policy landscape of Somali Private
	Education System
international students, 98 regional dynamics and neo-	Benadir regional administration, 46–47
nationalism in educational	conceptualising leadership, 47–48
mobility, 95–96	findings, 50–52
research design, 78	methodology, 50
results, 82	recommendations, 53
trans/national academic mobilities	school leadership in conflict-
and international study, 95	affected environment,
Military conflicts, 27	48–50
Militia group, 52	Political crises, 5
Millennium development goals	Political socialization, 30
(MDGs), 77	Politics of international student
Ministry of Education (MoE), 58–59	mobility, 94–95
in South Korea, 60	Population decline, 67
Ministry of Trade, Industry and	Positive feedback loops, 128
Energy (MTIE), 64	Post-2015 migration crises in Europe,
Mixed-methods approach, 116	15
Multi-faceted-complex-crisis, 137	Post–conflict society, 26–27
Multidimensional crises, 13	Presidential Committee on Ageing
	Society and Population
National academic mobilities and	Policy (PCASPP), 58
international study, 95	Private schools in Mogadishu, 48
National school systems, 111	Problem based learning (PBL), 59
Natural disasters, 5	Programme for International Student
Neo-nationalism in educational	Assessment (PISA), 89
mobility, 95–96	Push–pull theory of international
Neo-racism, 95	students, 98
New Division, The, 132	,
Non-governmental organisations	Qualitative analysis, 32
(NGOs), 29, 50	Qualitative data, 116
	Quality education, 15, 142
Onyx's conceptualisation of	
impact, 31	Reflexive thematic analysis, 117
Onyx's model of social impact, 31	Refugee education, 89
Organisation for Economic	Regional cooperations between
Co-operation and	universities and local
Development (OECD), 76,	government, 65
112	Regional dynamics, 96
Organisational affiliates of AUIS, 33–35	in educational mobility, 95-96

D 1 I	Ci1i1 120
Regional Innovation Scheme project	Socio-ecological systems, 128
(RIS project), 59, 66	Socio-metabolic subsystem, 127
Regular crises, 10	Somali private schools, 46
Research questions (RQs), 78	Somalia, 6, 46
Resilience, 128	education system, 53
Russia-Ukraine war, 10	Somalia-related studies, 49
	South Korea, 58
Scholarly collaborations, 85	higher education in, 60–67
School cultures, 113	Spiritual competency, 52
School leadership	Staff faced repercussions, 52
in conflict-affected environment,	Student self-directedness and
48–50	independence, 117–118
in Somalia, 142	impact of lifeworld on, 117
School-age population, 59	Students Club Research Projects, 66
Self-determination theory, 144	Supply chain management (SCM), 62
Self-efficacy concept, 65	Sustainability, 95
Self-replicating phenomenon, 114	education for, 129–132
Self-sustaining phenomenon, 114	issues, 136
Semi-structured interviews, 32	sustainability-orientated
Seoul National University, 64	response, 128
Social capital, 66–67, 76, 97	Sustainable development, 59, 75, 131
Social cohesion, 28, 77	educational migration for, 77–78
Social impact of American Liberal	recent crises around world and
Arts University	impact on, 14–15
AUIS, 28–29	Sustainable development goals
communication challenges, 35–36	(SDGs), 5, 15, 59, 74, 110,
conceptual framework, 31–32	126, 136, 142 (see also
findings, 35	Inner development goals
individual and personal efforts for	(IDG))
community betterment, 38	and education for sustainability,
Kurdish community's hesitancy to	129–132
accept liberal values, 38–39	management, 61–64
limited funding, 37	Swedish organizations, 132
literature review, 29–30	
methodology, 32–33	System colonization, withstanding
	threat of, 118–120
organisational affiliates of AUIS,	T 1 (1 : 1 + 24 25
33–35	Takween (business accelerator), 34, 37
unclear institutional vision and	Teacher–student communicative
inconsistent strategies,	action
36–37	education for global citizenship,
Social justice, 87, 89, 94	110–112
Social role of universities, 29–30	Habermas' theory of
Social-ecological resilience, 128	communicative action to
Socially responsible investing (SRI), 63	address gap in educating,
Society, 113	112–115

impact of lifeworld on student self-directedness and independence, 117 methodology, 115-117 student self-directedness and independence, 117–118 withstanding threat of system colonization, 118–120 Thematic data analysis, 33 Theorisation, 4 Total citation (TC), 85 Trans/national academic mobilities and international study, 95 Transdisciplinary approach, 127 Trumpism, 5 29k Foundation, the, 132

UNAI KOREA, 65
Unclear institutional vision, 36–37
UNESCO Institute for Lifelong
Learning (UIL), 77
UNICEF, 50
Unintended impacts, 27
United Nations (UN), 77
Agenda (2030), 77
Millennium Summit, 77
United Nations Development
Programme (UNDP), 77
Human Development Report, 4

United Nations Educational,
Scientific and Cultural
Organization (UNESCO),
50, 75
University, 31, 58
disclosure and dissemination of
ESG information by, 64
regional cooperations between
local government and, 65
social role of, 29–30
University of Michigan, The, 31

Validity claims, 113
Volatile, uncertain, complex and ambiguous world (VUCA world), 120

Web of Science (WOS), 75, 83
Western, Educated, Industrialised,
Rich and Democratic
countries (WEIRD
countries), 142
World Bank, 50
World Commission on Environment
and Development
(WCED), 77
World War II (WWII), 5

Yonsei University, 64