

Can the E-JUST Project by Japanese ODA Work as Knowledge Diplomacy in International Relations?

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Abstract

This paper examines if Egypt-Japan University of Science and Technology (E-JUST) can work as knowledge diplomacy in International Relations (IR). E-JUST is an international joint university funded with Japan's Official Development Assistance (ODA). Jane Knight defines a role of contemporary international higher education, research and innovation (IHERI) such as international joint universities as knowledge diplomacy as it develops relations between/among countries. The idea of knowledge diplomacy has begun to receive more attention from scholars and professionals in the context of the significantly changing landscape of both IHERI and IR. This paper illustrates how E-JUST is operationalized in line with the five elements forming the concept of knowledge diplomacy which are introduced by Knight. The analysis of E-JUST reveals advantages and disadvantages of the institution working as knowledge diplomacy using ODA: the advantages are relatively quick achievements with a secured budget and experienced diplomacy and, the disadvantages are limitation of its impact on IR and lack of active involvement of IHERI authority and institutions.

Keywords: international higher education, knowledge diplomacy, international joint university, E-JUST, ODA

1. Introduction

In this interconnected and knowledge society, both international higher education and IR have been changing significantly.¹ In this setting, the new role of international higher education which is to build collaborative relationships with other countries has begun to receive more attention from scholars and professionals in both fields of international higher education and IR.² Jane Knight introduces this role of contemporary IHERI as knowledge diplomacy in IR in her book *Knowledge Diplomacy in International Relations and Higher Education*.³ She lists international joint universities around the world as forms of contemporary IHERI.⁴ An example of these is E-JUST which was funded with an ODA project by the Ministry of Foreign Affairs of Japan (MOFA) through the Japan International Cooperation Agency

¹ Knight, Jane. "Knowledge Diplomacy Can Play Key Role in This Troubled Era." University World News, 29 Apr. 2023, www.universityworldnews.com/post.php?story=20230425154744243.

² Gore, Tim OBE. "Knowledge Diplomacy Project." University of London, www.london.ac.uk/institute-in-paris/research/knowledge-diplomacy-project. Accessed 26 Aug. 2023.

³ Knight, Jane. "Knowledge Diplomacy in International Relations and Higher Education." Springer eBooks, 2022, <https://doi.org/10.1007/978-3-031-14977-1>.

⁴ Knight, Jane, and Simpson, Diane. "The Growth of International Joint Universities Around the World." *The Handbook of International Higher Education*, edited by Darla K. Deardorff et al., 2nd edition, Taylor and Francis, 2023.

(JICA).⁵

This paper will examine the impact of E-JUST based on the concept of knowledge diplomacy. In doing so, the value of E-JUST as an instrument for knowledge diplomacy in IR will be revealed. This is the first paper to analyze E-JUST as an instrument for knowledge diplomacy. The paper is divided into four parts. First, Knight's idea of knowledge diplomacy will be introduced to clarify its definition and characteristics. Next, the five foundational elements which form the concept of knowledge diplomacy will be explained to analyze E-JUST in the following sections. Then, E-JUST will be analyzed based on the five elements. Also, the impact of E-JUST on IR between Egypt and Japan will be explored. Finally, this paper will discuss and conclude how E-JUST works as a tool for knowledge diplomacy in IR.

2. Knight's Idea, Knowledge Diplomacy in International Relations

This section explains briefly the primary idea of the book described above. In so doing, I would like to submit a definition of knowledge diplomacy, a critical term for the discussion developed in this article.

Knight defines a role of contemporary IHERI such as international joint universities, international research networks, international education hubs and so on as knowledge diplomacy since it develops cooperative relationships between/among countries. The idea of knowledge diplomacy has begun to receive more attention from scholars and professionals in the context of the significantly changing landscapes of both IHERI and IR.⁶ Also, in this interconnected society, global challenges such as climate change, food security, refugees and so on are at the same time national, regional and local challenges and therefore collaborations between/among countries are necessary to solve the challenges.⁷

Knight explains some features of knowledge diplomacy. First, she recognizes knowledge diplomacy as a two-way process. IHERI can build and enhance IR and vice versa. For example, while universities work with governments and international organizations so that they can create more active environments for internationalization, governments and international organizations implement new policies, settle agreements and develop new activities with the intention to develop further education, research and innovation based on cooperation between/among related countries and actors.⁸

Secondly, the author points out that knowledge diplomacy is neither neutral nor normative.⁹ Knowledge diplomacy can lead to both positive and negative consequences, while the intention of it is to enhance the trust relationships between/among related countries and develop IHERI as well. Moreover, insecure and strained states' relationships can have a negative impact on the development of IHERI and vice versa.¹⁰

Lastly, she mentions importantly the differences between using IHERI in a knowledge diplomacy

⁵ Knight, Jane. "Knowledge Diplomacy in International Relations and Higher Education." Springer eBooks, 2022, <https://doi.org/10.1007/978-3-031-14977-1>, p41

⁶ *Ibid.*, pp. 39-49

⁷ *Ibid.*, p. 1

⁸ *Ibid.*, p. 108

⁹ *Ibid.*, p. 109

¹⁰ *Ibid.*

approach and using it in a soft power approach.¹¹ Many scholars recognize the contemporary role of IHERI in IR as a soft power tool and understand that higher education can be used to obtain competitiveness in the international world especially in the fields of science and technology because of the desire for hegemony.¹² This trend can be seen both between developed states, and between developed and developing states.¹³ Some scholars see this trend as neo-colonization especially between developing-developed nations.¹⁴ Knight, however, points out that a soft power approach and a knowledge diplomacy approach are different in their intentions, purposes, principles, values, modes and approaches, even though their actors, partners, activities and instruments are similar.¹⁵ In both approaches, the IHERI actors are governments, universities, NGOs, research institutions, private sectors, thinktanks, industry and so on.¹⁶ IHERI is used in a knowledge diplomacy approach based on principles and values such as reciprocity, mutuality, cooperation common ground and partnership, whereas it is used in a soft power approach based on principles and values of domination and competition.¹⁷ These differences lead to the horizontal and collaborative philosophies in a knowledge diplomacy approach and to the vertical and top down philosophies in a soft power approach.¹⁸ As for the modes and approaches, although negotiation, communication, mediation, collaboration and dialogue are used in a knowledge diplomacy approach in order to find common ground, attraction and persuasion and agenda setting are used in a soft power approach in order to reach compliance and cooption.¹⁹ To understand the role of the contemporary IHERI in IR, it is important to pay more attention to these differences precisely.

3. The Foundational Elements of Knowledge Diplomacy Framework

Knight introduces the five foundational elements of knowledge diplomacy framework as analytical tools to deepen the understanding of what the role of contemporary IHERI is in building and developing relations between/among countries focusing on global issues in her book.²⁰ These elements will be used to analyze the framework of the E-JUST program as knowledge diplomacy in the following section.

The five elements are (1) intentions, purposes and rationales; (2) actors and partners; (3) principles and values; (4) modes and approaches of operation; and (5) activities and instruments.²¹

First, the intentions, purposes and rationales of IHERI in a knowledge diplomacy approach are to build and enhance the relations between/among countries and to assist in challenging global issues and advancing peace and prosperity through IHERI, and to develop IHERI by enhancing relations between/

¹¹ Ibid., p. 110

¹² Ibid., p. 114

¹³ Ibid.

¹⁴ Ibid.

¹⁵ Ibid., pp. 114–117

¹⁶ Ibid.

¹⁷ Ibid.

¹⁸ Ibid.

¹⁹ Ibid.

²⁰ Ibid., pp. 104–107

²¹ Ibid.

among countries.²² In knowledge diplomacy approaches, each actor has different intentions, self-interests, needs, priorities and resources in spite of their common concerns.²³ As these differences need to be respected and strengths and opportunities of each partner needs to be optimized, partners should reach common ground as well.²⁴ This can be done only through a horizontal and collaborative relationship.²⁵

Secondly, concerning actors and partners, in addition to major players like higher education institutions and government departments and agencies, different types of actors such as intergovernmental agencies and NGOs related to IHERI, research centers, think tanks, centers of excellence, research networks, foundations, innovation centers, experts and private sector-multinational corporations are involved in knowledge diplomacy.²⁶ Some scholars believe that diplomacy can be done only by state actors.²⁷ In the reality of contemporary diplomacy, however, a broad type of non-state actors play important roles collectively to challenge global issues in this interconnected world.²⁸ Knowledge diplomacy involves a broad range of actors and partners at national, regional and international level working jointly in bilateral and multilateral settings with the view to building and strengthening relationships between/among countries as well as sharing knowledge to tackle common issues at global, regional and national levels.²⁹ This point differentiates knowledge diplomacy from the internationalization of higher education.³⁰ The internationalization of higher education aims to integrate international aspects into the fundamental activities of higher education institutions and systems.³¹ When higher education internationalization includes partnerships across borders, it can result in building and developing relationships with the related countries, but a geopolitical outcome is not the main purpose but an important secondary product.³²

Then, principles and values of reciprocity, mutuality, cooperation serve as the foundation of knowledge diplomacy.³³ This does not mean that all actors receive the same benefit exactly with the other based on the values of reciprocity and mutuality but it means working together to reach common interests while respecting each actor's different needs and priorities.³⁴ This does not necessarily mean, however, that a knowledge diplomacy approach is neutral and normative.³⁵

Furthermore, negotiation, communication and compromise are taken as modes and approaches, as

²² Ibid., p. 105

²³ Ibid., p. 104

²⁴ Ibid.

²⁵ Ibid.

²⁶ Ibid., p. 105

²⁷ Ibid.

²⁸ Ibid., pp. 105–106

²⁹ Ibid., p. 106

³⁰ Ibid.

³¹ Ibid.

³² Ibid.

³³ Ibid.

³⁴ Ibid.

³⁵ Ibid.

knowledge diplomacy is based on horizontal relationships between/among countries.³⁶ All actors manage to reach common ground as well as meeting individual countries' self-interests.³⁷

Lastly, in knowledge diplomacy, the following activities are included in activities and instruments: international joint universities, student/scholar exchanges, joint research networks, regional universities, education/knowledge hubs, scholarships, ODA projects, and twinning and joint degree programs.³⁸ It should be emphasized again that IHERI and knowledge diplomacy are not the same due to their intentions and purposes.³⁹

4. Egypt-Japan University of Science and Technology

As stated in the preceding section, there are five fundamental elements to framework knowledge diplomacy. This section will explore E-JUST based on them to analyze if it can be a tool for knowledge diplomacy.

4.1. Intentions, Purposes and Rationales

E-JUST was jointly established by the Egyptian and Japanese governments to meet Egypt's urgent and serious need for human resources development in science and engineering fields, which is crucial for the country's development and prosperity.⁴⁰ In Egypt, tuition fees at national universities has been free of charge since 1952.⁴¹ This led to a mass production of national universities and deterioration in their quality.⁴² Also, the salary of faculty members is lower and most of the faculty members have side businesses, and consequently they cannot devote themselves to academic research enough.⁴³ Moreover, a brain drain to western countries is also an issue.⁴⁴ In addition to these, since the 9/11 terrorist attacks, studying abroad from Arab states, especially in science and technology fields has been subjected to public criticism in the west.⁴⁵ While the number of young people studying abroad was decreasing, the Egyptian government with serious concern over the development of the country and its role as a leader among Arab nations suggested the establishment of a science and technology university in order to dynamize academic exchanges between Arab nations and Japan at the second Japan-Arab Dialogue Forum in March 2004.⁴⁶ Then, the Egyptian government officially appealed to Japanese government for

³⁶ Ibid., p. 107

³⁷ Ibid.

³⁸ Ibid., p. 105

³⁹ Ibid., p. 107

⁴⁰ 岡野 貴誠. 科学技術大学をエジプトに: 砂漠の地で始まる大学造り, 紡がれる人々の「物語」. 佐伯コミュニケーションズ, p. 15

⁴¹ 鈴木 正昭. “エジプト日本科学技術大学の設立: 6年間の足跡とこれから.” 留学交流, 独立行政法人日本学生支援機構, Oct. 2015, pp. 10–17., p. 11

⁴² Ibid.

⁴³ Ibid.

⁴⁴ Ibid.

⁴⁵ 岡野 貴誠. 科学技術大学をエジプトに: 砂漠の地で始まる大学造り, 紡がれる人々の「物語」. 佐伯コミュニケーションズ, p. 15

⁴⁶ Ibid.

cooperation in the establishment of E-JUST in August 2005.⁴⁷

E-JUST was established based on the concepts such as a first class university intending to serve Egypt, the Middle East and African regions, a role model for other universities in the future, a research university adopting Japanese research and education styles like lab-based education, practical implementation, problem-solving approaches, and extraordinary programs including academic-industry cooperation, interdisciplinary research, and information communications technology based on learning with Japanese universities.⁴⁸ The university also listed the following as a mission: to encourage academic collaborations with Japanese universities by becoming a role model of universities adopting Japanese education and research approaches; to obtain a high status internationally and accreditation from both local and international accrediting organizations; to produce graduates who will actively serve local and regional communities; and to establish and enhance business, technical and commercial relationships with Japanese corporations, organizations and their counterparts in Egypt and neighboring regions.⁴⁹

4.2. Actors

E-JUST involves a diverse group of state and non-state actors representing different sectors and disciplines who take part in different aspects of its establishment, running and education and research activities. Since the foundation of E-JUST, Japan has been supporting E-JUST with various sectors including the Japanese government (MOFA, Ministry of Education, Culture, Sports, Science and Technology (MEXT) and Ministry of Economy, Trade and Industry (METI),⁵⁰ universities, enterprises and related organizations, centered on JICA.⁵¹ As for the establishment, the government of Egypt mainly bore the expenses for personnel and construction of the campus, and the government of Japan provided support for education and research by dispatching academic personnel, and a consulting service for the management and installation support of the research and education equipment through JICA's technical cooperation project and grant aid.⁵² As for the governance, Board of Trustees (BOT), a supreme decision-making entity of E-JUST, consists of equal numbers of representatives of related authorities, academic institutions and industry from both countries.⁵³ Then, as for the education and research activities, the Japanese Supporting Universities Consortium (JSUC) currently including thirteen universities, which are convened by the Japanese government, assist E-JUST by dispatching one hundred faculty members per year.⁵⁴ E-JUST's doctoral students have the opportunity to study and conduct research at Japanese partner universities for six to nine months with the collaborative support of the Ministry of Higher

⁴⁷ Ibid., pp. 15–16

⁴⁸ Egypt-Japan University of Science and Technology. www.ejust.edu.eg. Accessed 8 Aug. 2023.

⁴⁹ Ibid.

⁵⁰ 独立行政法人国際協力機構（JICA）人間開発部高等・技術教育課. “エジプト日本科学技術大学” 文部科学省, www.mext.go.jp/b_menu/shingi/chousa/kokusai/010/shiryou/_icsFiles/afieldfile/2011/11/08/1312142_05_3.pdf.

⁵¹ Egypt-Japan University of Science and Technology. www.ejust.edu.eg. Accessed 8 Aug. 2023.

⁵² 鈴木 正昭. “エジプト日本科学技術大学の設立：6年間の足跡とこれから.” 留学交流, 独立行政法人日本学生支援機構, Oct. 2015, pp. 10–17., p. 11

⁵³ Egypt-Japan University of Science and Technology. www.ejust.edu.eg. Accessed 8 Aug. 2023.

⁵⁴ JICA E-JUST Project Information. sites.google.com/ejust.edu.eg/jica-ejust-project/home. Accessed 16 Aug. 2023.

Education (MOHE) in Egypt and JSUC.⁵⁵ Moreover, there are scholarships for E-JUST students including international students from African countries, provided by JICA, Japanese enterprises, MOHE and Tokyo International Conference on African Development (TICAD).⁵⁶ E-JUST also conducts research and industry collaboration through Joint/Commissioned research with fourteen companies from both Egypt and Japan, Memorandum of Understanding (MoU)/Non-disclosure Agreement (NDA) with twenty-nine companies including three Japanese ones and Internship with twenty Egyptian and Japanese companies.⁵⁷ In addition, Japanese language teachers and a member of Japan Overseas Cooperation Volunteers are dispatched by Japan Foundation⁵⁸ and JICA respectively to assist Japanese language classes and extracurricular activities at E-JUST.⁵⁹

4.3. Principles/Values

E-JUST was founded, established and managed collaboratively by both Egypt and Japan. Therefore, cooperation, collaboration and partnership are key principles in this initiative. Two facts are important: one of them is the bilateral agreement on E-JUST in May 2009,⁶⁰ which clearly shows that Egypt and Japan equally have an ownership of the university; the other is BOT which consists of the same number of representatives from both countries and shows their horizontal relationships on the E-JUST project.⁶¹ These enable the recipient of ODA, Egypt and the donor, Japan to incorporate each demands fairly into operating E-JUST.

Success of the E-JUST project will meet Egypt's serious need of human resources development in science and technology fields as described in 4.1. For the Japanese government, it means cooperation with Egypt, located in a geopolitically crucial place, and contributions to the internationalization of higher education in Japan, increasing the opportunity for Japanese universities to promote academic exchanges with Arab and African countries.⁶² On top of this, if E-JUST can be a center of excellence in Africa and Middle East, Japan's presence will be higher not only in Egypt but also in Africa and Middle East, developing business, academic and political aspects.

4.4. Modes and Approaches

Throughout the planning, founding, development and operationalization stages of E-JUST, decisions were made by consultation, dialogue, negotiation, collaboration and discussion between actors from both Egypt and Japan.

⁵⁵ Ibid.

⁵⁶ Ibid.

⁵⁷ Ibid.

⁵⁸ Egypt-Japan University of Science and Technology. www.ejust.edu.eg. Accessed 8 Aug. 2023.

⁵⁹ JICA E-JUST Project Information. sites.google.com/ejust.edu.eg/jica-ejust-project/home. Accessed 16 Aug. 2023.

⁶⁰ Egypt-Japan University of Science and Technology. www.ejust.edu.eg. Accessed 8 Aug. 2023.

⁶¹ Ibid.

⁶² 独立行政法人国際協力機構（JICA）人間開発部高等・技術教育課. “エジプト日本科学技術大学” 文部科学省, www.mext.go.jp/b_menu/shingi/chousa/kokusai/010/shiryou/_icsFiles/afieldfile/2011/11/08/1312142_05_3.pdf.

In the first place, for example, the idea of establishing a joint university between two nations itself was one that came up while exchanging opinions at an informal meeting, the second Japan-Arab Dialogue Forum, whose purpose was to deepen dialogues between Arab countries and Japan.⁶³

Also, at the planning stages, the E-JUST Establishment Preparatory Committee which consists of seven experts was established on the Egypt's side and the members of the committee and Japanese universities' experts cooperatively created a search report on E-JUST's appropriateness, reality and academic significance through repeated consultations.⁶⁴ JICA is not an academic institution but an agency to contribute to development of the counterparts' society and economy by providing bilateral aids in the form of technical cooperation, Japanese ODA loans and grant aid.⁶⁵ The cooperation from Japanese Supporting Universities (JSU) is also key in this project.⁶⁶ Unlike JICA's general ODA projects, JICA and JSU worked together with their counterparts from the project formation stage in the E-JUST project.⁶⁷

Besides, at the preparatory stage, the executive committee responsible for the actual establishment was launched under the direction of the minister of MOHE and the committee members worked together with Japanese experts from JSU on listing the required equipment, curriculum development and planning faculty recruitment.⁶⁸ In fact, a joint selection committee including experts from both Egyptian and Japanese universities was newly launched and selected the twelve academic members from 456 applicants.⁶⁹

Moreover, at the operationalization stage, there was BOT including ten Egyptian and ten Japanese members as described above.⁷⁰ It is the highest-decision making body of E-JUST which has rights to appoint the president, the budget, and the establishment of new departments.⁷¹ BOT consisting of representatives from two countries has played important roles to maintain the horizontal relationship and a win-win approach.

4.5. Activities

Key activities of E-JUST are academic programs based on Japanese-style engineering education, students and scholarly exchanges, collaborative publishing, joint research with academia and private sectors, partnerships with private companies for student's internships with research related activities, and other activities such as scholarships, recruiting international students, organizing joint workshops and

⁶³ 岡野 貴誠. 科学技術大学をエジプトに：砂漠の地で始まる大学造り，紡がれる人々の「物語」. 佐伯コミュニケーションズ., p. 11

⁶⁴ Ibid., pp. 25–27

⁶⁵ "ODA and JICA." JICA, www.jica.go.jp/english/about/basic/oda/index.html. Accessed 15 Aug. 2023.

⁶⁶ 岡野 貴誠. 科学技術大学をエジプトに：砂漠の地で始まる大学造り，紡がれる人々の「物語」. 佐伯コミュニケーションズ., p. 16

⁶⁷ Ibid., p. 28

⁶⁸ Ibid., p. 45

⁶⁹ Ibid., pp. 45–50

⁷⁰ Egypt-Japan University of Science and Technology. www.ejust.edu.eg. Accessed 8 Aug. 2023.

⁷¹ JICA E-JUST Project Information. sites.google.com/ejust.edu.eg/jica-ejust-project/home. Accessed 16 Aug. 2023.

seminars, signing academic exchange agreements with foreign universities, creating foundation for an academic hub and introducing Japanese language and culture.

For example, in terms of education activities, Japanese faculty who are key factors for the Japanese-style engineering education are regularly dispatched from JSU to E-JUST for up to four months to assist E-JUST's faculty members in curriculum development and in conducting Japanese-style education.⁷² It is not possible for any JSU to dispatch faculty to E-JUST for a middle to long period because of the shortage of budget and manpower.⁷³ JICA contracts with JSU to send faculty members to E-JUST by paying compensation for the personnel expenses so that the contract can enable JSU to hire and send faculty specifically for the E-JUST project.⁷⁴ During the first quarter of the 2023 Japanese academic year, five faculty from JSU visited the faculty of Engineering (FoE) of E-JUST.⁷⁵ Also, two joint remote lectures were offered by faculty members from JSU at the faculty of International Business and Humanities (FIBH) and Liberal Arts and Culture Center (LACC).⁷⁶ As mentioned in 4.2, Ph.D. students have the opportunity to study and conduct research at one of JSU with scholarships.⁷⁷ Currently twenty-six students are studying at JSU.⁷⁸ Those who are familiar with Japanese-style education and culture will be expected to go back to their home country as faculty members and connect their students with Japan. As for student exchanges, there are both inbound and outbound study tours between E-JUST and JSU. For example, in February 2023, ten FIBH doctoral course students led by one faculty member visited one of the JSU to learn data science in business with the support from Japan Science and Technology Agency (JST).⁷⁹ As a part of Japan-Africa Triangle Education Program supported by MEXT,⁸⁰ a group including ten students and four faculty from Hiroshima University (Japan), two students and two faculty from University of Malawi and University of Zambia respectively joined a lecture and a workshop held by E-JUST's faculty members at E-JUST.⁸¹ Besides, administrative staff exchanges are conducted to improve the management of E-JUST.⁸²

In terms of research and industry collaboration, as described in 4.2, many projects with private sectors from both countries are being conducted.⁸³

In terms of networking activities, for example, E-JUST has signed Memoranda of Understanding on academic exchanges with fifty-seven domestic and international universities including twenty Japanese

⁷² 岡野 貴誠. 科学技術大学をエジプトに: 砂漠の地で始まる大学造り, 紡がれる人々の「物語」. 佐伯コミュニケーションズ., p. 34

⁷³ Ibid., p. 33

⁷⁴ Ibid., p.34

⁷⁵ JICA E-JUST Project Information. sites.google.com/ejust.edu.eg/jica-ejust-project/home. Accessed 16 Aug. 2023.

⁷⁶ Ibid.

⁷⁷ Egypt-Japan University of Science and Technology. www.ejust.edu.eg. Accessed 8 Aug. 2023.

⁷⁸ JICA E-JUST Project Information. sites.google.com/ejust.edu.eg/jica-ejust-project/home. Accessed 16 Aug. 2023.

⁷⁹ NUCB Business School. mba.nucba.ac.jp/about/reason. Accessed 16 Aug. 2023.

⁸⁰ Japan-Africa Triangle Education Program. Hiroshima University, triangle-africa.hiroshima-u.ac.jp/en. Accessed 16 Aug. 2023.

⁸¹ JICA E-JUST Project Information. sites.google.com/ejust.edu.eg/jica-ejust-project/home. Accessed 16 Aug. 2023.

⁸² Ibid.

⁸³ Ibid.

universities as of June 2023. Also, 150 international students from African countries currently study at E-JUST.⁸⁴ Besides, the governments of Egypt and Japan have been attempting to boost E-JUST into a first level academic hub in Africa by a variety of approaches. For example, the TICAD7 Scholarship has been collaboratively provided to 150 African students who study on master courses at E-JUST by the governments of Egypt and Japan from 2020 to 2022, aiming to develop science and technology human resources in Africa and contribute to build the networking in this field in the future.⁸⁵ In 2023, TICAD8 was created following TICAD7, which focuses on Ph.D. students from African countries at E-JUST.⁸⁶ President El-Sisi and Prime Minister Kishida agreed to deepen their relationship by elevating their relations to a “Strategic Partnership” at the summit meeting on April 30, 2023.⁸⁷ President El-Sisi also expressed his gratitude for Japan’s support for Africa through TICAD and conveyed his intention for Japan to continuously provide assistance together in development of Africa⁸⁸ and they confirmed the implementation of TICAD8.⁸⁹ In addition, as a part of the effort to be an academic hub in Africa, E-JUST has been promoting collaboration with Jomo Kenyatta University of Agriculture and Technology (JKUAT) and the Pan African University Institute for Basic Science, Technology and Innovation (PAUSTI) located at JKUAT, which have been supported by the Japanese government.⁹⁰ JKUAT, Sophia University (Japan) and FIBH have held joint seminars from 2022.⁹¹ Also, the E-JUST delegates including the president visited JKUAT and PAUSTI, and agreed to enhance the collaboration in order for E-JUST to be an academic hub in Africa and connect African countries with Japan.⁹² Moreover, the delegates visited the African Development Bank (AfDB) and discussed the scholarship programs for E-JUST students provided by the bank.⁹³

In addition, a variety of workshops and classes about Japanese language and culture are offered at E-JUST.

5. Impact and Outcome of E-JUST

The preceding section illustrates that E-JUST is operationalized in line with the framework of knowledge diplomacy defined by Knight. So, how has E-JUST had an impact on the bilateral relationship between Egypt and Japan?

⁸⁴ Ibid.

⁸⁵ JICA “TICAD7 Scholar’s Achievement.” JICA, www.jica.go.jp/Resource/project/egypt/010/news/20220607.html. Accessed 16 Aug. 2023.

⁸⁶ JICA E-JUST Project Information. sites.google.com/ejust.edu.eg/jica-ejust-project/home. Accessed 16 Aug. 2023.

⁸⁷ Ministry of Foreign Affairs of Japan. “Japan-Egypt Relations.” Ministry of Foreign Affairs of Japan, www.mofa.go.jp/me_a/me1/eg/page1e_000647.html. Accessed 16 Aug. 2023.

⁸⁸ Ibid.

⁸⁹ JICA E-JUST Project Information. sites.google.com/ejust.edu.eg/jica-ejust-project/home. Accessed 16 Aug. 2023.

⁹⁰ JICA. “AFRICA-ai- JAPAN African Union Project - African Innovation - JKUAT AND PAUSTI Network Project (Phase 2).” ODA Visualization, www.jica.go.jp/oda/project/1900469/index.html. Accessed 17 Aug. 2023.

⁹¹ JICA E-JUST Project Information. sites.google.com/ejust.edu.eg/jica-ejust-project/home. Accessed 16 Aug. 2023.

⁹² Ibid.

⁹³ Ibid.

This section focuses on the impact of E-JUST on Egypt and Japan analyzed from its establishment to the present based on student mobility and research achievement. It might not be appropriate to measure the effect of IHERI in numbers, or it might be too early to measure it. Besides, Knight mentions that analyzing outcomes does not matter for understanding the concept of knowledge diplomacy as it can have a negative impact despite its positive purpose.⁹⁴ Taking its outcome into account, however, will reveal the actual purpose and needs of projects and benefits for related countries. In order to understand how the five elements proposed by Knight are operationalized in depth in the E-JUST project and the concept of knowledge diplomacy, this section demonstrates several impacts of the E-JUST project.

First, in terms of student mobility, Suzuki says that student mobility in the past was limited to a one-way direction from E-JUST to JSU.⁹⁵ The situation remains unchanged in general. In fact, according to a survey by Japan Student Services Organization (JASSO), while the number of inbound international students from Egypt to Japan in general increased from 320 in 2008 to 382 in 2019,⁹⁶ the number of outbound international students was not clear as it is too few to categorize. It can only be said that it was not more than twenty-one in 2008 and 116 in 2019, which are the total numbers of Japanese students who studied in the African region.⁹⁷ Gradually, however, the number of outbound students seems to be increasing. Four students had/have been studying at E-JUST as an exchange student for one semester since 2021.⁹⁸ Also, approximately twenty students from JSU took part in the summer program, which was suspended during the years of the COVID19 pandemic, but was held by E-JUST in 2023. Besides, several study groups are currently planning to visit E-JUST for short-term exchanges and joint workshops in 2023.⁹⁹

Secondly, in terms of research, E-JUST ranked 11th in the Times Higher Education, Arab University Ranking 2021 and second in Egypt.¹⁰⁰ This outcome can have positive effects on Egypt and the African and Middle East regions as higher university rankings bring universities worldwide reputation and enable them to attract attention from both academia and industry.¹⁰¹ The universities in higher rankings gain competitiveness in education and economic fields internationally.¹⁰²

In this paper, the analysis of E-JUST based on the foundational five elements required for implementing knowledge diplomacy illustrates how E-JUST works as knowledge diplomacy in IR and

⁹⁴ Knight, Jane. "Knowledge Diplomacy in International Relations and Higher Education." Springer eBooks, 2022, https://doi.org/10.1007/978-3-031-14977-1_, pp. 109–110

⁹⁵ 鈴木 正昭. "エジプト日本科学技術大学の設立：6年間の足跡とこれから." 留学交流, 独立行政法人日本学生支援機構, Oct. 2015, pp. 10–17., p. 16-17

⁹⁶ Study in Japan. Japan Student Services Organization, www.studyinjapan.go.jp/ja. Accessed 22 Aug. 2023.

⁹⁷ Ibid.

⁹⁸ Okano, Takasei. E-mail to Rotter Yoshiko. 21 Aug. 2023.

⁹⁹ Ibid.

¹⁰⁰ JICA E-JUST Project Information. sites.google.com/ejust.edu.eg/jica-ejust-project/home. Accessed 16 Aug. 2023.

¹⁰¹ Knight, Jane. *Higher Education in Turmoil: The Changing World of Internationalization*. 2008, brill.com/view/title/37092?language=en, p. 28

¹⁰² Erkkilä, Tero. "Global University Rankings: Challenges for European Higher Education." Palgrave Macmillan eBooks, 2013, ci.nii.ac.jp/ncid/BB14101506.

how these elements are operationalized in the project. The five elements were operationalized in E-JUST exactly in the way which Knight describes. In order to maintain peace and prosperity in the African and Middle Eastern regions (common ground), the Egyptian and Japanese governments are enhancing their relations by collaboratively establishing E-JUST (IHERI) with the expectation that E-JUST would serve Egypt's need of human resource development in science and technology fields (Egypt's rationale), and would enable Japanese industry and academia to interact with Egypt's regional industry and academia (Japan's rationale). Through the whole process of the establishment, management and academic activities, decisions are made by BOT (consultation, dialogue, negotiation, collaboration and discussion) and activities such as student/faculty exchanges, scholarships, partnerships with foreign universities, collaborative research projects, internships for E-JUST students with local industry, and cultural and language programs (IHERI activities) have been implemented (negotiation, collaboration, partnerships, exchange) by the government departments, agencies, universities, industry, international organizations, NGOs in both countries (state and non-state actors).

6. Conclusion

Although Knight points out knowledge diplomacy as a two-way process, the one-way directing IHERI towards IR has not functioned yet in E-JUST because of the Japanese side's insufficient governance and actual rationales of the actors. As section 5 shows, E-JUST could meet Egypt's needs and rationales in both the short and long term by its success. Contrarily, the E-JUST project seems unlikely to have a positive impact especially on Japanese academia as the number of outbound students shows. As far as the current situation is concerned, it cannot be said that a win-win approach has been taken nor that the relationship between the two countries is horizontal and collaborative in the project. This is attributed to top-down governance among the Japanese actors and lack of the actual rationales in academia. The E-JUST project has been led by MOFA and JICA as an ODA project. Despite the fact that MEXT and JSU are the members of the All-Japan support system for E-JUST, neither MEXT nor Japanese universities are main players in the E-JUST project. Therefore, the actual rationales and needs of Japanese universities might not have been considered enough at the planning stage. This can be understood from the fact that JICA had to make a contract with JSU to enable them to hire faculty members to be sent to E-JUST. This is also one of the causes preventing student exchanges with E-JUST from spreading to whole campus.

Since knowledge diplomacy using ODA is usually led by foreign affairs authorities like the E-JUST project, the purpose of knowledge diplomacy, which is to strengthen relations between countries, can be achieved relatively quickly with a secured budget and experienced diplomatic means. It will also be possible to expand the project's influence to third countries or entire regions relatively smoothly just as in the case of E-JUST. On the other hand, unless IHERI authorities and institutions, which are essential for knowledge diplomacy, become important actors, the needs and rationales cannot be met with the targeted country. Then, the impact of knowledge diplomacy in IR might be limited.

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