

## **Collaborations through the Dialogues in International Cooperation in Education -Formulating University-Policy-Practice-Partnership**

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This study is a case study of international cooperation in education through the dialogues, which was created through the collaboration of four main parties: Japanese universities, local universities, policy sectors, and teachers in the field of primary and secondary educational development in Indonesia, Bangladesh, Vietnam, the Republic of South Africa, and Ethiopia. Throughout the discussion which focused on the dialogue processes in the four countries, the study described as follows.

What became clear from the dialogue process between South Africa and Bangladesh was the importance of resolving the discrepancy between what the other party wants through dialogue and the project content that we are trying to provide. The Indonesian case study showed that if counterparts have clear objectives, the dialogue time can be used to begin sharing such awareness, and once awareness is shared, it is easier to form partnerships in the true sense of the word, with the collaborators overlooking the transition of the project from a third-party perspective and making comments that reaffirm the original objectives. The case study of Vietnam suggested the importance of recognizing that ownership lies with both the collaborator and the collaborator when trying to in-depth dialogue, and to talk open-hearted with each other. The Ethiopian case study suggested that it is important to have money issues, which are usually difficult to talk about, resolved through a process of dialogue.

In conclusion, it was suggested that one principle can be derived for international cooperation in educational practice. It was that "if the cooperating side and the beneficiary side engage in dialogue on an equal footing, formulate educational practices appropriate to the field, and the cooperating side provides continuous care, the internal efficiency of the educational field can be improved".