

France-Japan Joint Forum  
How to cope with ecological and digital transformations  
- Entrepreneurship and organizational creativity –

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Amphi Beretz, Nouveau Patio, Universite Strasbourg

# Creative Public Space Design for Sustainable Global Innovation - Finding a place for young people in the DX of "Global Entrepreneurial Mindset"

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A “distance learning” high school student approached me after the presentation of our department in an open campus lecture

He said to me “I can’t find my place in Japan”

I replied, “It’s too late to apply for overseas university, so come to my department and find out your place globally”

And he is now the first-year student of our department aiming to be a “Global Entrepreneur”

Nikkei Evening Edition Nov. 11, 2023, front page

「円安でも「海外」経験したい

Want to experience "overseas" even with a weak yen

- Nikkei Evening Edition (November 11, 2023)
- Working holiday also recovering
- Popularity of Australia, where salaries have doubled
- Domestic exchange facilities and dormitories are booming
- With photos of Young people interacting at a Global Village Yurakucho House event

### *Contradictory Fact*

International students, especially those from low-context cultures, often find it difficult to navigate the subtleties of high-context societies, while natives of high-context cultures might find overt explicitness redundant or even rude. Bridging this gap requires concerted efforts from both sides.

# Finding a place for young people in the DX of "Global Entrepreneurial Mindset"

- It has been seven years since we started Department of the Global Innovation Studies (GIONS) in 2017 for "Global Entrepreneurship" education.
- In which combining the entrepreneurial spirit to overcome failure and English power communication skills, which are still lacking in today's Japan.
- We also aim to expand the experience of COVID-19 to DX and GX-compatible entrepreneurship education.
- As "innovation cannot be done alone," we want to activate Japan's top-down drawn innovation and startup policy from the bottom up with digital experts and those interested in education.



# Finding a place for young people in the DX of "Global Entrepreneurial Mindset"

- Can Japan revive itself with the vision for future human resources and the ecosystem to support startups announced by METI and Keidanren in rapid succession last year?
- First, we discuss how these measures can impact Japan's economic future.
- Good ideas are indeed written down, but there is still a lack of ecosystem view for entrepreneurship to find value in them and realize and achieve them, and I believe that progress is still needed.

# To support startups announced by METI and Keidanren in rapid succession last year

- **1) Shifting Employment Systems:** METI's vision suggests a shift from the old Japanese employment system.
- **2) Reimagined Education:** METI's focus on education that "allows people to be absorbed in what they love" can be transformative.
- **3) Startup Breakthrough Vision:** Keidanren's vision indicates a strong push for startups, essential for a nation's economic rejuvenation.
- **4) Startup Support Policies:** METI's list of startup support policies, if implemented effectively, can provide the necessary infrastructure.
- **5) JETRO GSAP:** The Global Startup Acceleration Program by JETRO has several key advantages.

# Finding a place for young people in the DX of "Global Entrepreneurial Mindset"

- Following the proposal of Cohendet, P. and Simon, L. (2009), "Places, Spaces and the Dynamics of Creativity," We propose **Connecting large companies and startups' - middleground – as there lies a distinct gap between them.**
- The goal should be to create a **symbiotic ecosystem where both can thrive,** learn from each other, and contribute to Japan's economic future.
- In summary, while these measures show Japan's dedication to fostering an entrepreneurial mindset and reviving its economy, **their effectiveness will be determined by their implementation, societal reception, and continuous evolution in response to global shifts.**

# The DX of our “Travel Play Dialogue” Global Entrepreneurship Education Challenge - Finding Youth's Place in a Digital World

- Now, seven years after starting "Global Entrepreneurship" education, which combines the entrepreneurial spirit to overcome failure and power communication skills in English, both of which are in short supply in Japan, we would like to expand the experience of COVID-19 to DX-ready entrepreneurship education. I want to expand the program to DX-ready entrepreneurship education based on the experience of COVID-19. This is precisely where "innovation cannot be done alone," we would like to activate Japan's top-down drawn innovation and start-up policy from the bottom up with digital experts and those interested in education. Specifically, we aim to connect "people, places, and funds" across the development and supply of hybrid digital and actual platforms and content, where young people with the spirit of "independence" to "start their businesses" can grow.

# The collaborative history of Strasbourg and Toyo started from 1985 and to the future

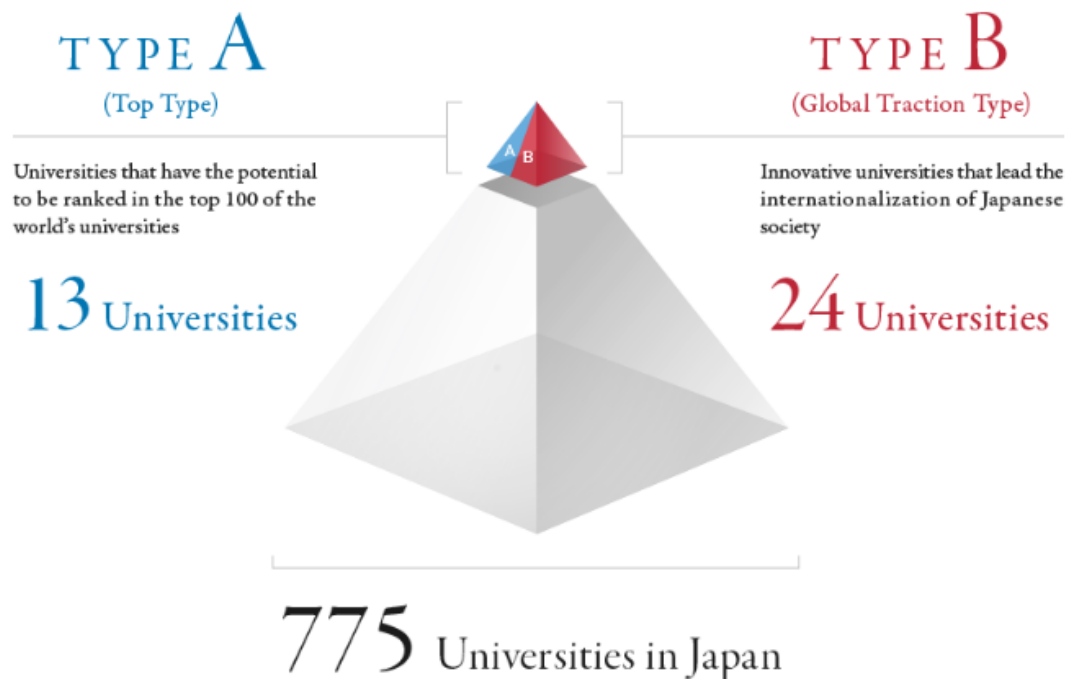
- After the **international exchange agreement between University of Strasbourg and Toyo University in 1985**, Patrick COHENDET and Patrick LLERENA came to Japan to study Japanese-style management which was worldwide popular at that time as the key for the success of the Japanese economy. But, now we are here to learn about the various successes in France. And new expansion of collaborative domain.
- **This year (2023) marks the 38th anniversary** since then, and the workshops and symposiums have been held alternately in Tokyo and Strasbourg up to the present. (See the record of symposiums held compiled at the time of the 30th anniversary.
- Our star-up challenge of GINOS Department is also an outcome of our long-lasting collaboration. **Patrick LLERENA informed me about the MOSAIC network franchised from HEC Montreal and University of Strasbourg when I was responsible of this department start-up** and visited Strasbourg for renewal of MOU, Rene CARRAZ and I designed and operated the initial model of **CREATOYO Global Creativity Week in Spring 2019 for the first edition**.
- Then, **it will be extended to Global Village Yurakucho-house from 2023 edition**. The space will be co-organization with the Yurakusho House just in front of the JR Yurakucho station provided by KidZania Japan founder.

# Top Global University Project

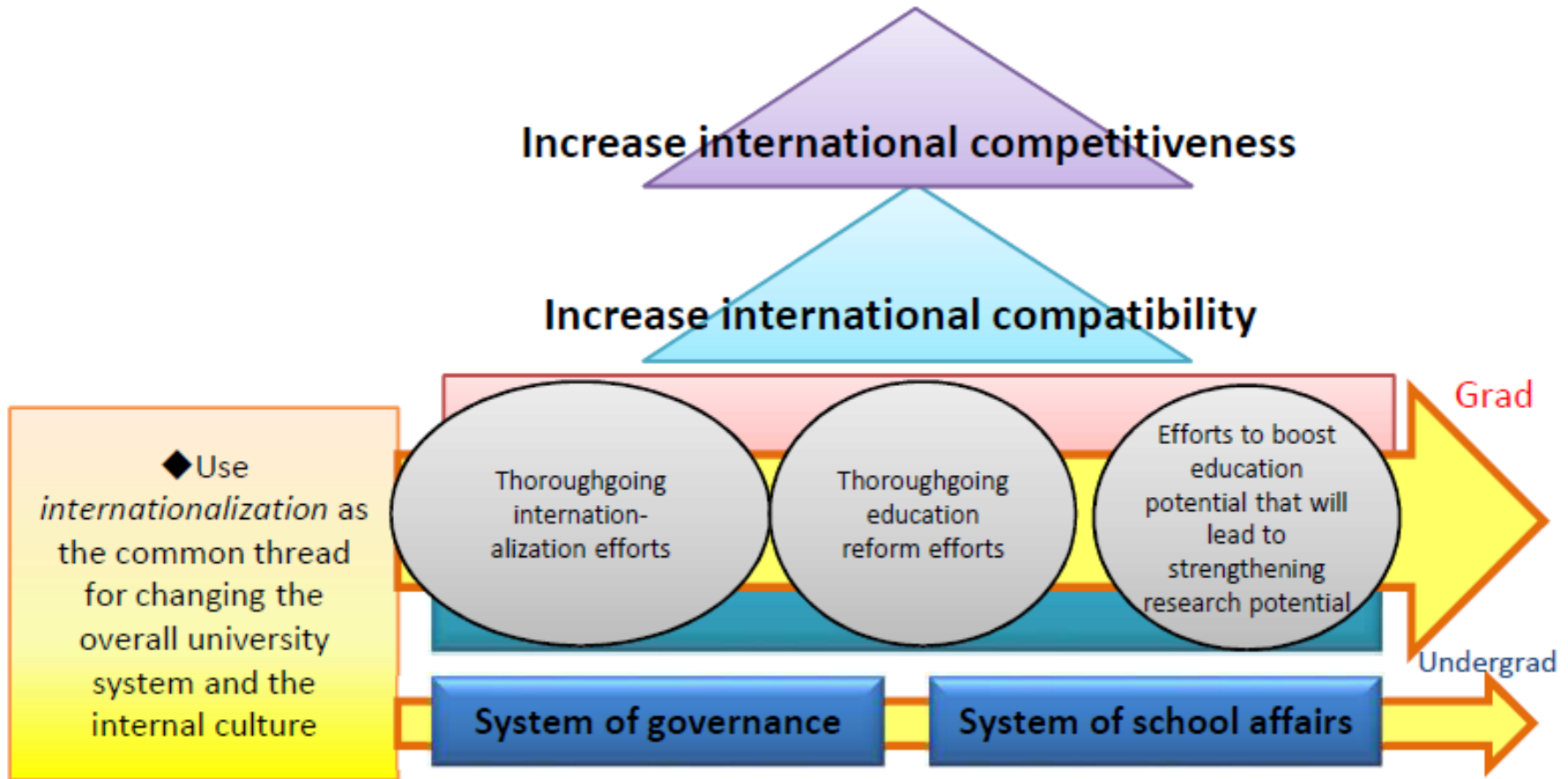
This project selects Top Global Universities from among Japanese universities that are driving internationalization and offers prioritized support for university reforms. Top Global Universities are categorized into Type A (Top Type) universities that conduct world-leading education and research; and Type B (Global Traction Type) universities that lead the internationalization of Japanese society.

## — Basic requirements for Top Global Universities —

- Increase the ratio of international students and faculty
- Set performance indicators and fully disclose information
- Increase the number of courses in English ...etc



# Top Global University Project (2014-2023)





# Goals set by the 37 universities selected for Top Global University Project

- **1. Internationalization**

- ① Percentage of **international full-time faculty staff** and **full-time faculty staff who have received their degrees at a foreign university**
- ② Percentage of **international students**
- ③ Percentage of **Japanese students** who have experienced **study abroad** (credit earning)
- ④ Percentage of **Japanese students** studying abroad under **inter-university agreements**
- ⑤ Percentage of **classes** conducted in **foreign languages**
- ⑥ Percentage of students enrolled in **degree programs in foreign languages**
- ⑦ Percentage of **students who meet foreign language standards**
- ⑧ Percentage of **syllabus translated in English**
- ⑨ Percentage of Japanese students who stay in **international dormitories**
- ⑩ **Flexible academic calendar**

# Goals set by the 37 universities selected for Top Global University Project

- **2. Governance**

- ① Percentage of **annual salary system**
- ② Percentage of **tenure track system**
- ③ **Upgrading of administrative staff**(percentage of administrative staff who meet foreign language standards)

- **3. Educational Reform**

- ① Percentage of **course numbering**
- ② Percentage of **use of external test such as TOEFL in entrance examination**
- ③ Percentage of **classes where evaluation by students is conducted**

## Image of desired human resources

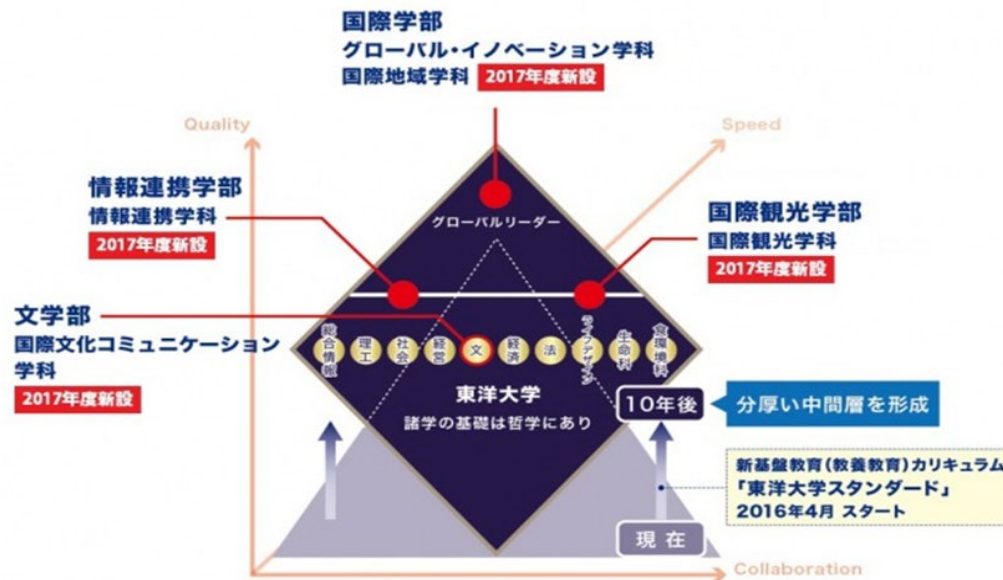
### New Elite

People who can play a leading role on the world stage

- "Japanability"
- "Ability to form world standards"
- "Innovation ability"

### 本学の構想「TOYO GLOBAL DIAMONDS」

10年後の東洋大学のあるべき姿



### Toyo Global Leaders

Toyo Global Leaders are human resources who are rooted in "on-site doctrines," can understand and respect different societies, cultures, and customs, identify the issues and solve the problems, as well as play a leading role in the core of the society.

Selected as a Ministry of Education, Culture, Sports, Science and Technology Super Global University Type B (Globalization Driving) As the flagship of Toyo SGU, the Department of Global Innovation is leading the achievement of the Toyo SGU Global Diamond, which aims to create innovative human resources based on interdisciplinary education, diverse communication, and active learning.



東洋大学

If you feel you do not belong amidst geopolitical risks, stagnant economic growth, the uncertainty of a declining and aging population, and the cramped conditions of superciliousness, precedent-setting, and competition with others, **your place is here.**

**When you listen to people who rise to the top and make success seem easy, you will always find one, sometimes two, significant similarities. **One is doing a great job. The other is that they let people do great work.****

**Gen Cruz, The Most Important Life Lesson from Tom Sawyer, Oct 23, 2017**



**東洋大学**

# All Japanese students study abroad and 100% in English classes

## Toyo University ranks 4th in the number of Japanese students sent abroad, playing GINOS as a central role in the expansion of international students

According to the results of a survey released by the Japan Student Services Organization in January 2019, the number of Japanese students who studied abroad in FY2017 surpassed 100,000, placing **Toyo University in fourth place as the university with the largest number of Japanese students sent abroad, following Waseda University in first place, Kyoto University in second, and Ritsumeikan University in third.**

In FY2018, 2,463 students from Toyo University participated in study and training abroad (a 115% increase over the previous year) and were sent to 97 countries and regions





**All Japanese students study abroad and 100% in English classes**  
**Toyo University ranks 4th in the number of Japanese students sent abroad, playing GINOS as a central role in the expansion of international students**

Furthermore, Toyo University is also promoting accepting international students and accepting 1,990 international students from 57 countries and regions in FY 2018. (From the Toyo University website) **The Department of Global Innovation is making a significant contribution as a flagship program in both dispatching and accepting international students by providing all Japanese students with a one-year study abroad program in principle and full-fledged classes in 100% English.**



# Japanese human capital formations and economic growth in comparison with U.S. in the high economic growth period.

Japanese human capital formations and economic growth

Imamura(1990) "Compositional Change of Labor Input and Economic Growth in Japan", Chicago: University of Chicago Press, 1990, pp. 349-384.

		Age Effect	Education Effect	Age x Education Effect	Total Quality Change
Japan	1960-66	0.79	0.37	-0.02	1.24
	1966-69	0.94	0.51	-0.16	2.18
	1969-73	1.23	0.35	0.21	1.85
	1973-79	1.12	0.35	0.18	1.60
U.S.	1959-63	-0.07	0.72	0.12	1.11
	1963-67	-0.22	0.85	0.03	0.57
	1967-71	-0.20	0.81	-0.01	0.84
	1971-74	-0.29	0.67	-0.07	0.30



# Implications for Revitalizing Japanese Innovation Human Resource Development from the findings of Innovation Ranking Index

- The Center for Global Innovation Studies of Toyo University has selected 58 indicators, including productivity per worker, the number of, and the number of technical experts in R&D to compare and verify the progress level of innovation of each country.
- These indicators have been selected as they are considered to be contributors to the growth of GDP per capita in the long term. A high correlation between the past growth rates and the rankings based on the index was found.
- And, these indicators have been grouped into five categories, International Harmonization, Market, Technology, Human Power, and Market Policy, and into 18 subcategories in order to be able to make categorical comparison from country to country.

## Comparison with other rankings

	Toyo University	IMD	WEF	Cornell/INSEAD/WIPO
1st	Singapore	Singapore	Singapore	Switzerland
2nd	Luxembourg	Hong Kong	United States	Sweden
3rd	Switzerland	United States	Hong Kong	United States
4th	New Zealand	Switzerland	Netherlands	Netherlands
5th	Iceland	UAE	Switzerland	United Kingdom
Japan	32nd	30th	6th	15th
United States	9th	3rd	2nd	3rd
China	15th	14th	28th	14th
Germany	20th	17th	7th	9th
Singapore	1st	1st	1st	8th

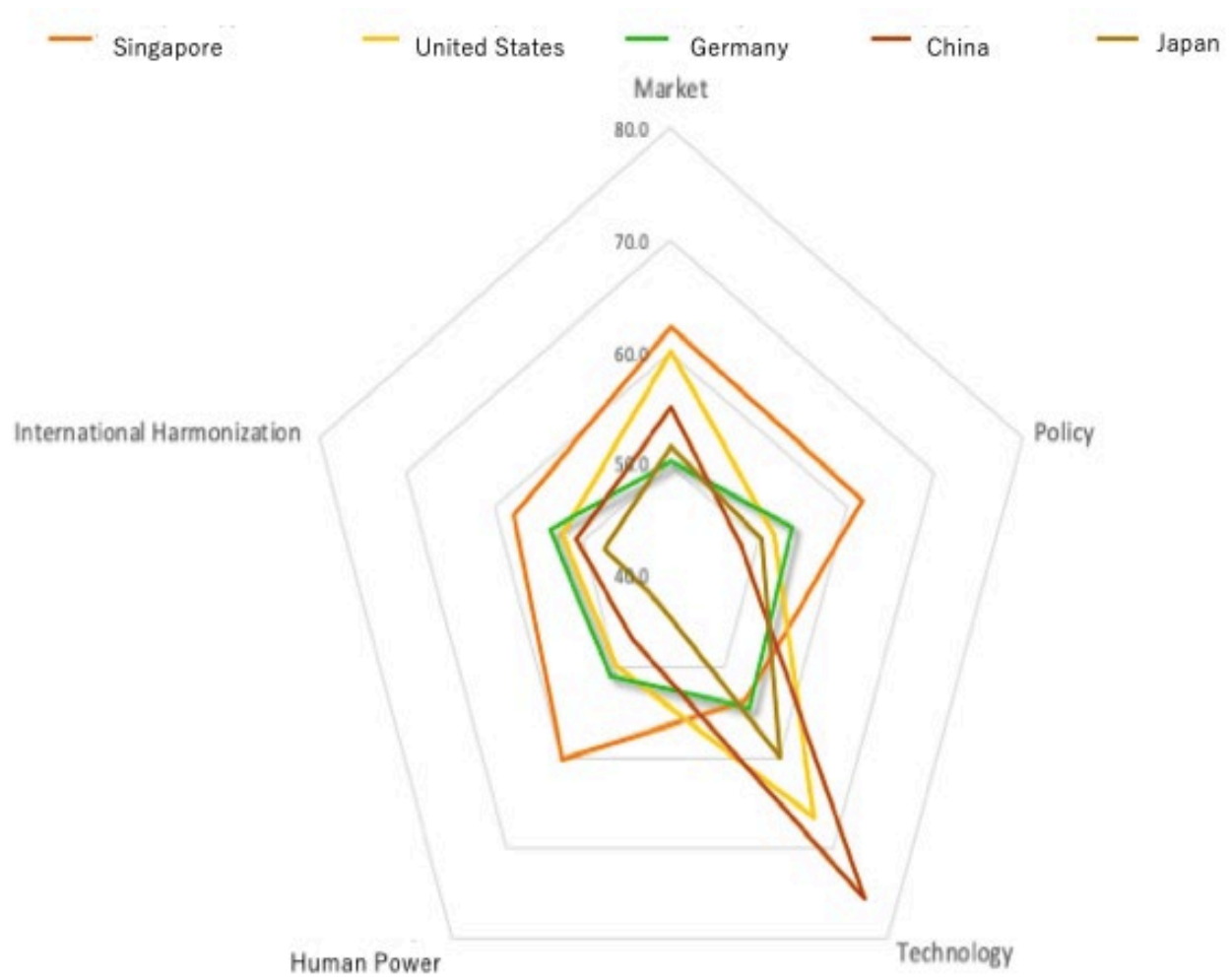
Cornell University, INSEAD and [WIPO\(2019\)](https://www.globalinnovationindex.org/userfiles/file/reportpdf/gii-full-report-2019.pdf), *Global Innovation Index 2019*, World Intellectual Property Organization, July 2019. <<https://www.globalinnovationindex.org/userfiles/file/reportpdf/gii-full-report-2019.pdf>>

[IMD\(2019\)](#), *IMD World Competitiveness Yearbook 2019*, Lausanne: IMD International, May 2019.

[WEF\(2019\)](#), *World Competitiveness Report 2019*, Geneva: World Economic Forum, Oct.2019. <[http://www3.weforum.org/docs/WEF\\_TheGlobalCompetitivenessReport2019.pdf](http://www3.weforum.org/docs/WEF_TheGlobalCompetitivenessReport2019.pdf)>

Human Value	人的関係資本 (Human Capital)	人口の若さ	生産年齢人口/若年・高齢人口	Population ages 15-64 (% of total)	%
		チャレンジ精神(個人)	学生の起業意向	share of students who want to work in their own business	アンケート
	教育 (Education)	高度人材	大学進学率	School enrollment, tertiary (% gross)	%
			知識労働者数割合	percentage of knowledge workers	%
		リカレント	25歳以上の高等教育参加率	Enrolment rate of 25 years old or older	%
		高等教育の質	世界大学ランキング技術系・工学系部門	World University Rankings 2019 by subject: engineering and technology	大学数/GDP
		学力	PISA 数学リテラシー・科学リテラシー	PISA performance in mathematics and science	Score
		外国語への対応	TOEFL iBT 平均スコア	Toefl iBT average score	Score
	所得格差 (Income Inequality)	所得格差	ジニ係数 (世界銀行予測)	Gini-Index	Index
			絶対的貧困率 (1日5.5\$)	Poverty Headcount Ratio(Poverty gap at \$5.50 a day (2011 PPP) (%))	%
	多様性 (Diversity)	外国人	外国人移民数 (対人口比)	International migrant stock (% of population)	%
			留学生数 (对学生比)	Total Inbound internationally mobile students in tertiary education	%
		性差	女性就業者比率	Labor force participation rate, female	%
			女性管理職割合 (管理職数に対する)	Female share of employment in managerial positions (%)	%
			女性国会議員割合	Percentage of female member of parliament	%
			LGBTの対する寛容度	Social Acceptance of gender diversity	アンケート
	スマートパワー (Smart Power)	コンテンツ創造力	クリエイティブ産業輸出額 (対GDP比)	Export of Creative Industry Product (per GDP)	Ratio of Export to GDP
			長編映画製作数 (対人口比)	Feature Film Production	本数/人口
		国際イベント力	国際会議開催件数 (対GDP比)	The number of international association meetings	Ratio of Meetings to GDP

Japan is far behind in its “Human power,” while Singapore keeps balanced high points (Toyo GIC Global Innovation Ranking)



# Decomposition of the background of Japanese poor human power for innovation 1

- (1) In terms of the breakdown of “Human capital”, Japan's scores for "youthfulness of the population (observed indicator: ratio of working-age population)" and "spirit of challenge (observed indicator: trends in student entrepreneurship)" are both quite low. The latter can be addressed through educational reform and will be an important issue for Japan in the years ahead.
- (2) In the "Diversity" category, Japan's score for "Acceptance of foreigners (immigrants and foreign students)" was considerably lower than Singapore, Germany, and the United States. The acceptance of foreign nationals is often called for in response to labor shortages, but also should be viewed from the perspective of accepting high-level human resources and diversifying society.

# Decomposition of the background of Japanese poor human power for innovation 2

- (3) The score for "education" was lower than the average of all countries. In the breakdown of sub-items, Japan scored above average in "basic academic ability (PISA, math literacy, science literacy)," but not enough in "recurrent education (participation rate in higher education among people aged 25 and over)" and "university ranking." In addition, Japan's score for "foreign language proficiency (TOEFLE- iBT)" is the lowest among the five countries in focus although Japan has been making various attempts to improve its English proficiency,

# Decomposition of the background of Japanese poor human power for innovation 3

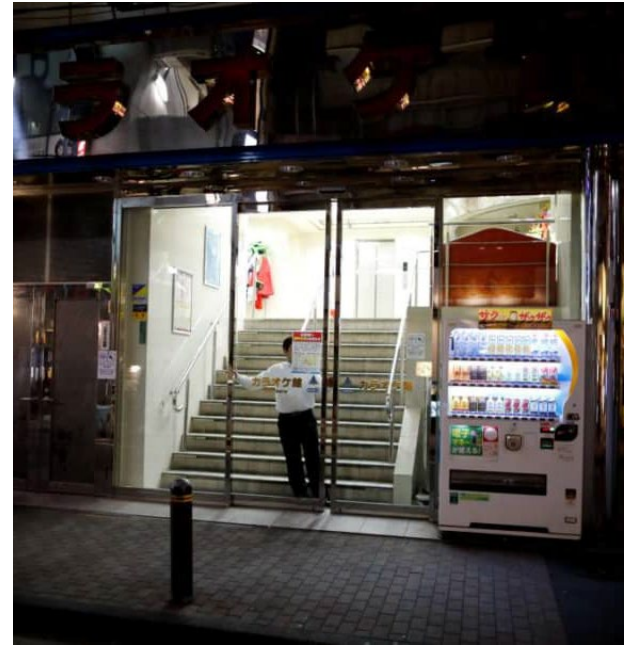
- (4) Looking at “Entrepreneurship (Venture capital investment, Corporate innovation capacity, Willingness of firms to adopt new technologies).” and “Investment Capability (Savings rate, Listed market capitalization, Change in number of listed companies),” are good, but “Startup (New business registration and Ease of starting a business),” is low, ranking only fourth among the five countries in focus.
- This is consistent with the low rate of business startups in Japan, which is often pointed out. This suggests that structural factors, such as the rigidity of the labor market and industrial structure, are at play in the lack of entrepreneurship, despite the fact that the level of investment capacity (ample funds) and entrepreneurship (as for business corporations), which are important factors for entrepreneurship, is not very low.



# Japanese Society under COVID-19

## No lockdown needed?

## Japan stores are shutting down voluntarily



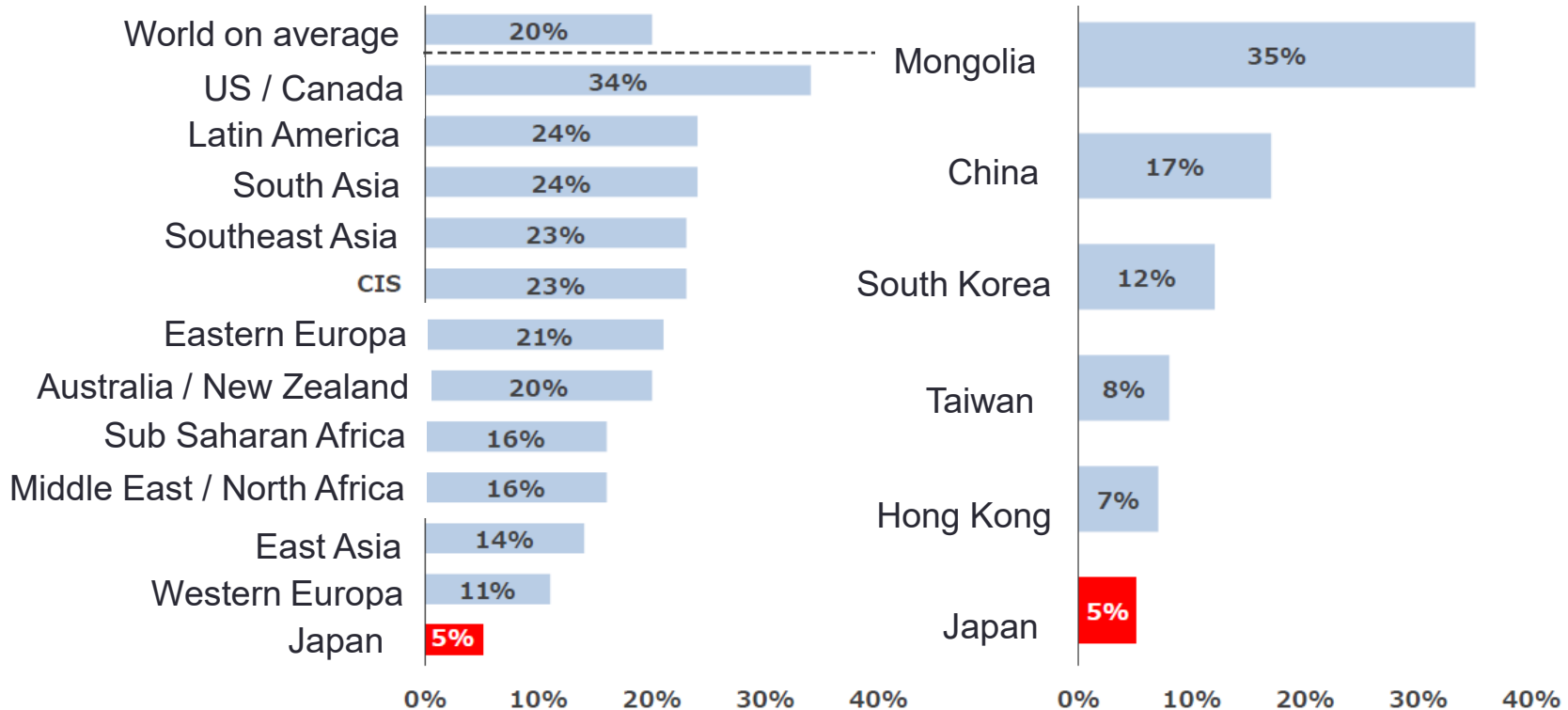
Japan's strategy for dealing with the virus has so far eschewed full-on lockdowns seen in other rich nations; **it has the lowest infection rate of the Group of Seven.** The country's authorities lack the power to enact even if a state of emergency is declared. **Instead,** the country has focused on encouraging people to avoid an overlap of what it calls "Three Cs" — crowded spaces with poor ventilation, crowded conditions with people and conversations in a short distance.





# Employee engagement in Japanese companies is among the lowest in the world.

International comparison of the employee engagement  
Left: World as a whole Right: East Asia

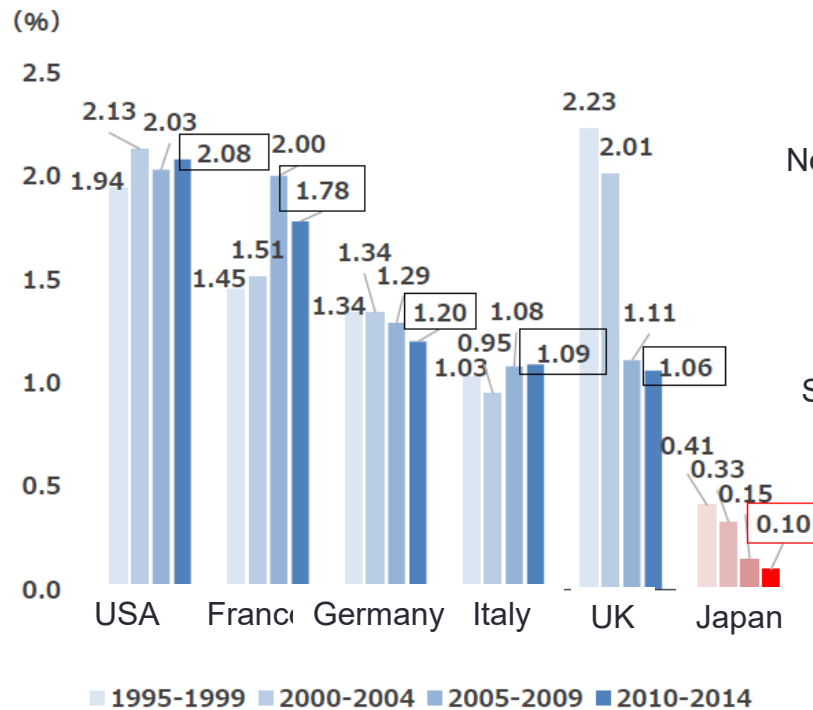


(注) 「エンゲージメント」は、人事領域においては、「個人と組織の成長の方向性が連動していて、互いに貢献し合える関係」といった意味で用いられる。

(出所) GALLUP "State of the Global Workplace 2021"を基に経済産業省が作成。

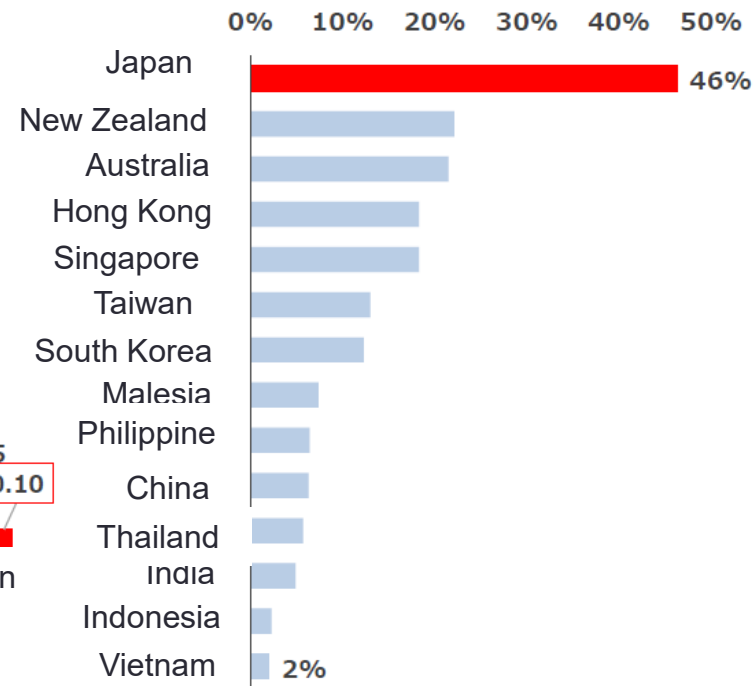
# Companies are not investing in people, and individuals are not learning

International comparison of human resource investments (other than OJT) (GDP %)



(出所) 学習院大学宮川努教授による推計(厚生労働省「平成30年版 労働経済の分析」に掲載)を基に経済産業省が作成。

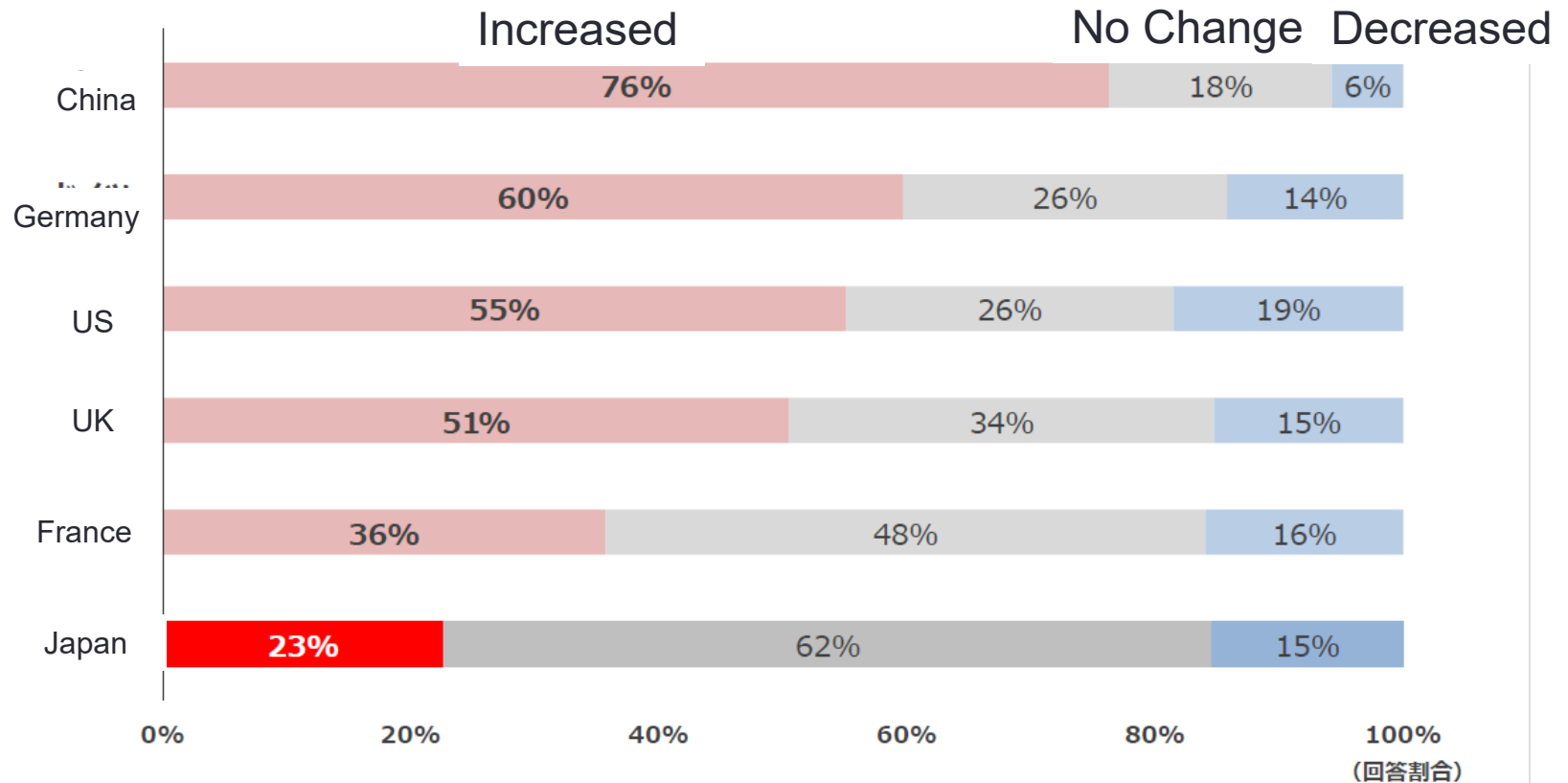
Percentage of those who have not engaged in outside learning/self-education



(出所) パーソル総合研究所「APAC就業実態・成長意識調査(2019年)」を基に経済産業省が作成。

The tendency is vital that "changing jobs does not lead to higher wages."

## International Comparison of Wage Changes Before and After Job Change

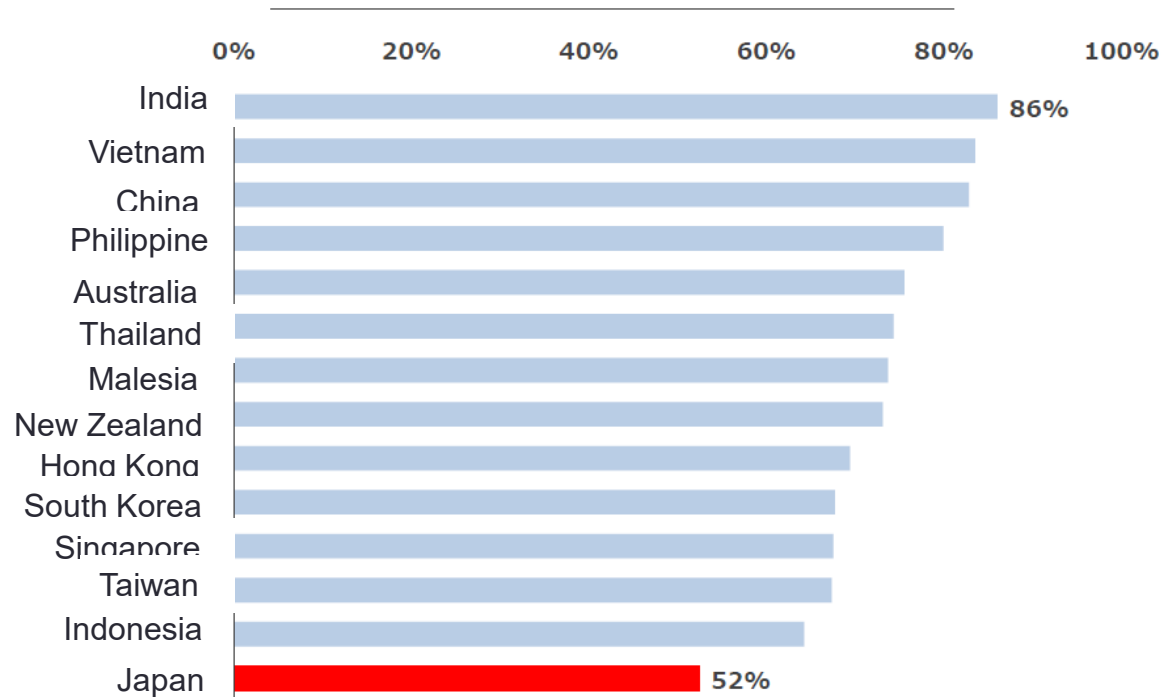


(注) 2014年に求職活動を行った者に対するアンケート調査。日本701人、米国750人、ドイツ726人、英国780人、フランス718人、中国2,386人が回答。

(出所) リクルートワークス研究所・BCG「求職トレンド調査2015」を基に経済産業省が作成。

## Few people want to "keep working at their current employer."

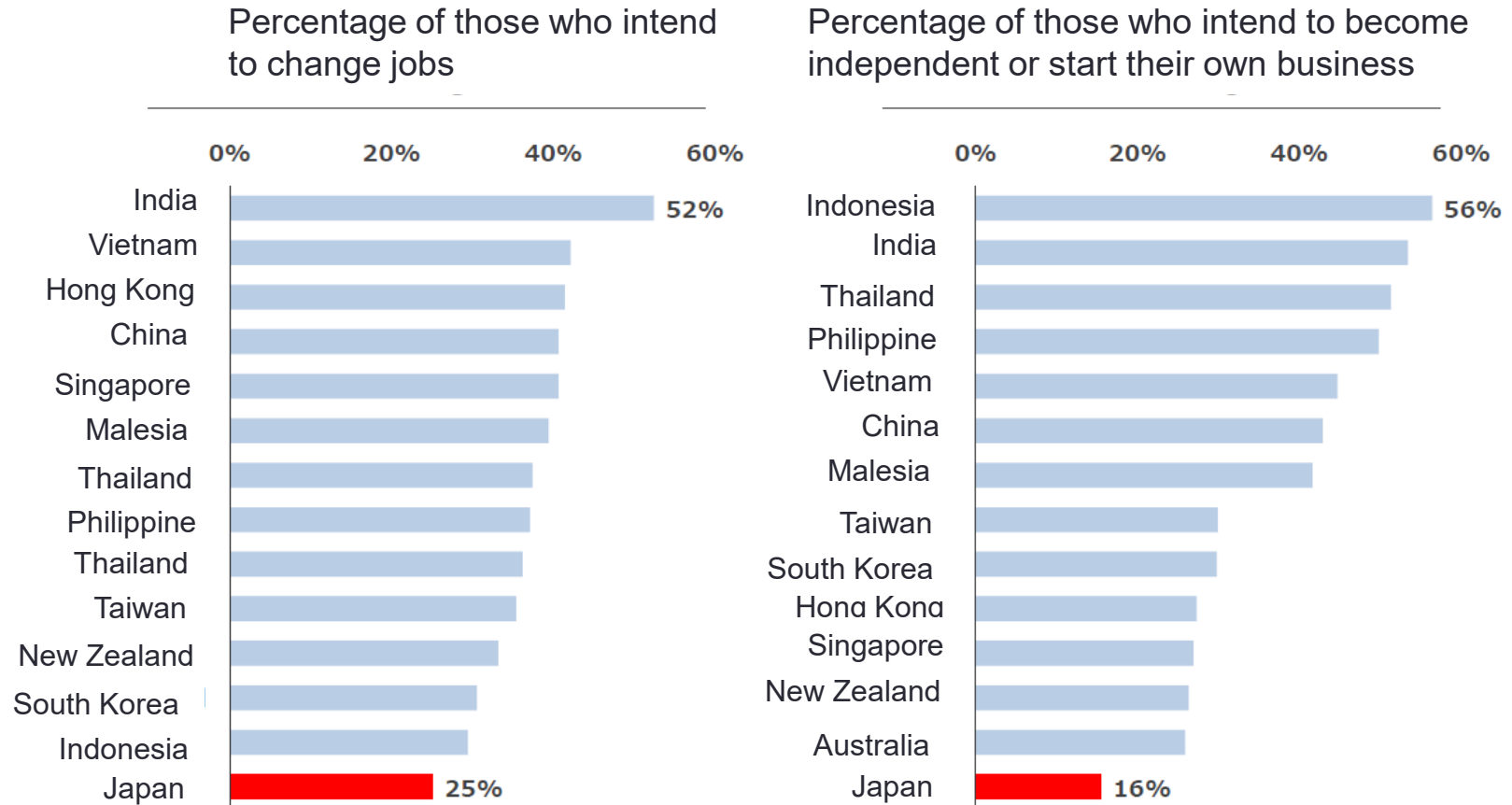
Percentage of those who would keep working at their current employer



(注) 対象地域は、中国、韓国、台湾、香港、日本、タイ、フィリピン、インドネシア、マレーシア、シンガポール、ベトナム、インド、オーストラリア、ニュージーランド（各国1,000サンプル）。  
調査対象は、20～69歳男女で、就業しており、対象国に3年以上在住している者。  
なお、日本は、別途実施した「働く1万人の就業・成長定点調査2019」から東京、大阪、愛知のデータを抽出して利用。

(出所) パーソル総合研究所「APAC就業実態・成長意識調査（2019年）」を基に経済産業省が作成。

## However, few people have the intention to "change jobs or start their own businesses."



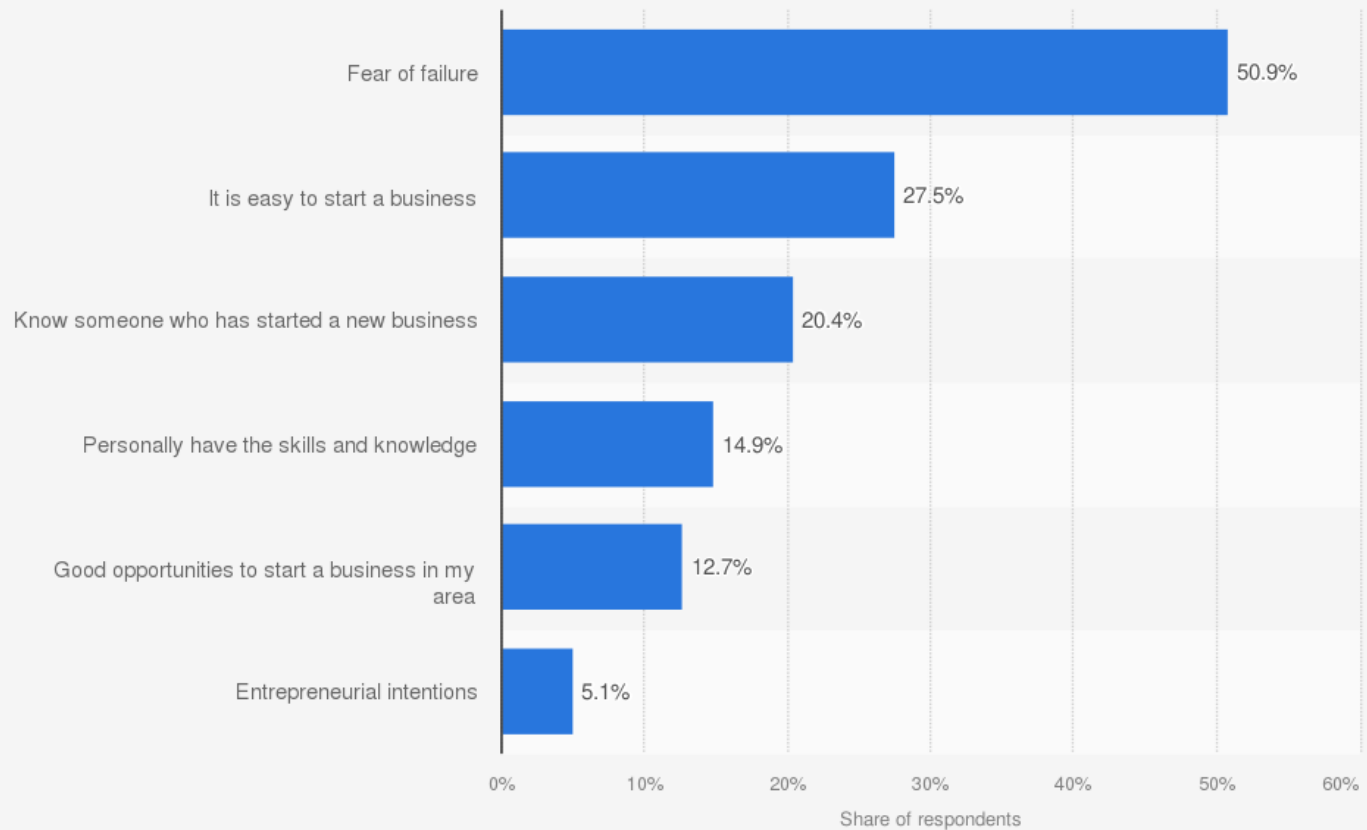
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(出所) パーソル総合研究所「APAC就業実態・成長意識調査（2019年）」を基に経済産業省が作成。



In a survey conducted in 2022, around 27.5 percent of respondents agreed that it is easy to start a business in Japan. In contrast, 50.9 percent of the respondents who saw good opportunities stated that fear of failure prevented them from starting a business.

### Attitudes and perceptions towards entrepreneurship in Japan in 2022



Source  
GEM  
© Statista 2023

Additional Information:  
Japan; 2022; 2,000+ adults; 18-64 years; based on 2022 GEM adult population survey; Questionnaire

# Japan needs challenging Global Entrepreneurship education

- Japan's human resource development system, which achieved high economic growth, performed extremely well in building human capital through long-term employment and internal human resource development modelled on that of large-scale corporations. Within the pyramidal internal labour market formed by internal promotion, the systematic job rotation formed skills with many company-specific elements. This is the so-called membership type employment system.

## 2 Types of Labor Market

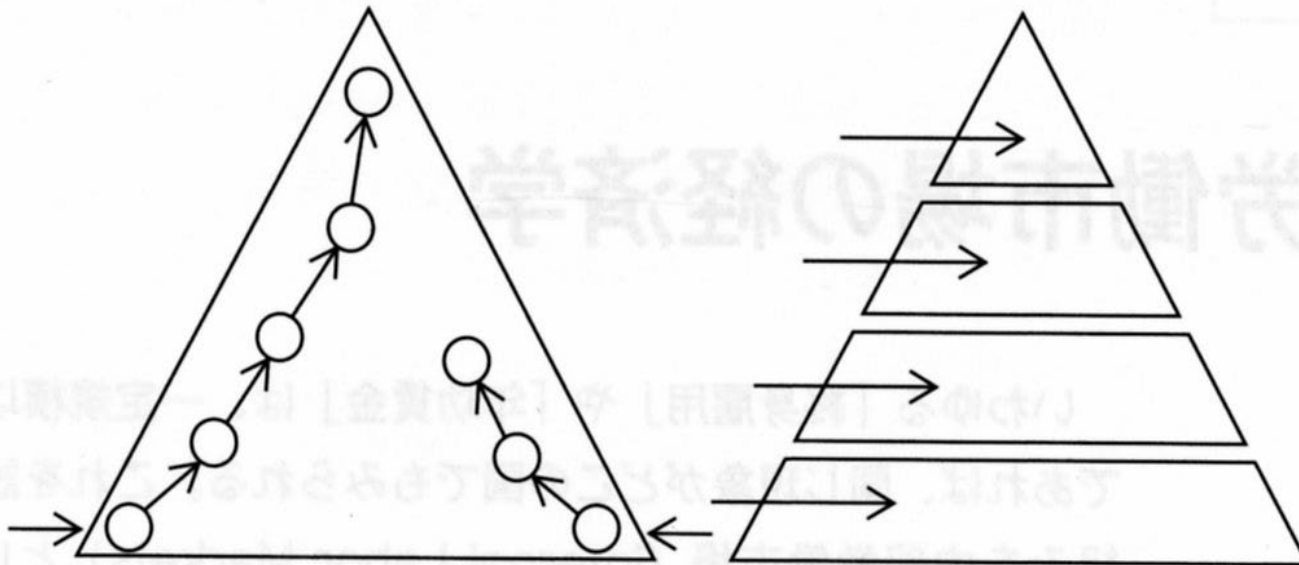
Internal Labor market and External Labor market

In ILM, Newly recruits start their carrier from the bottom of the job ladder hierarchy of Internal labor market accumulation firm specific skills

Two types of Labor Market

Internal Labor Market

External Labor Market

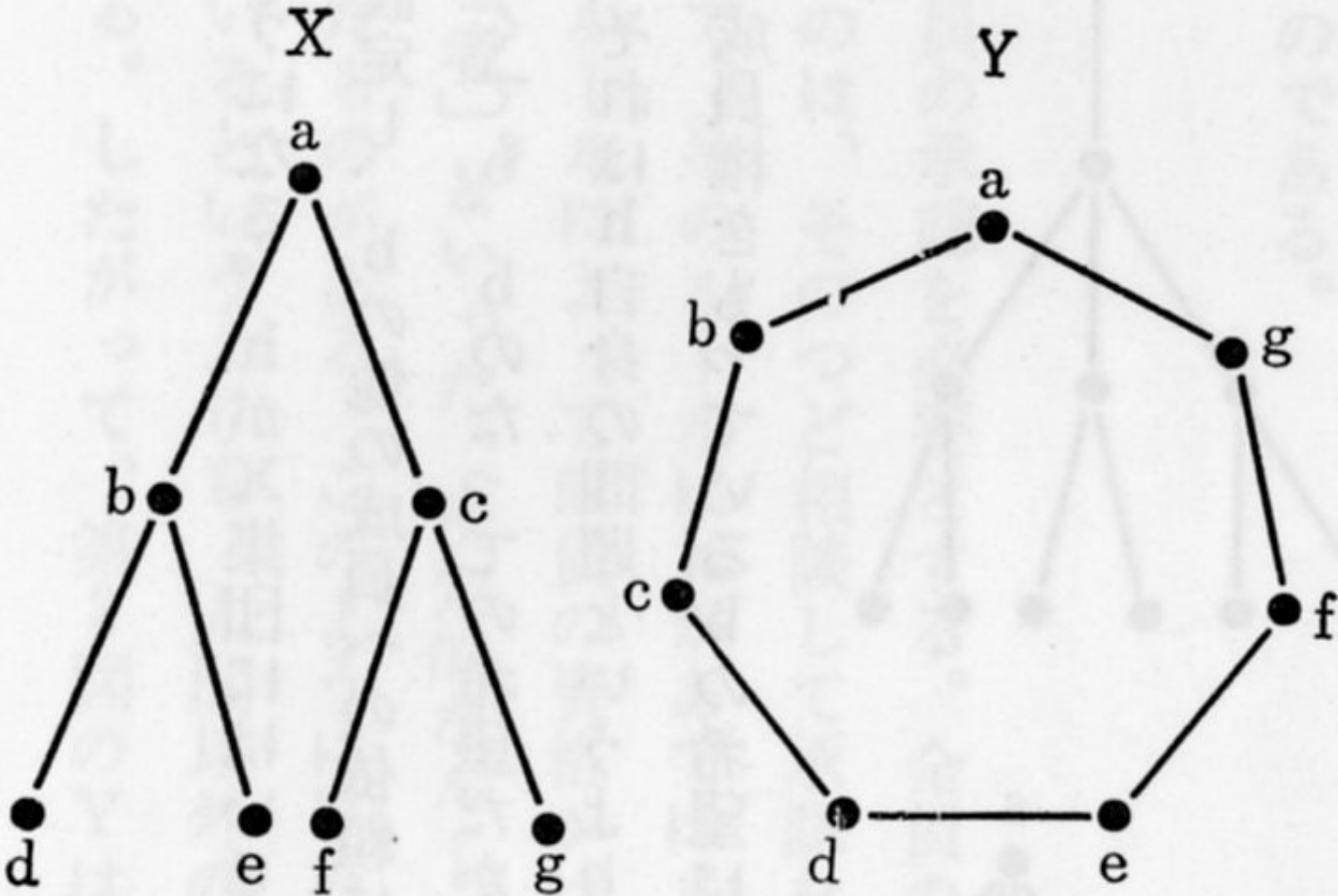


# Japan needs challenging Global Entrepreneurship education

- However, with the intensification of global competition and innovation, long-term human resource development plans are no longer able to provide the necessary human resources, and an increasing number of Japanese companies have recently declared that they cannot maintain lifetime employment and are **shifting from membership-based employment to job-based employment**.
- We were strongly attracted to the fact that HEC Montreal (MOSAIC), University of Strasbourg (CREASXB), Mondragon University (MTA) educates students to solve real-world problems by practicing business in a concrete way, and we immediately understood the need for education that aims to generate profits in the future, even though it only proposes practical solutions to problems at present.

European model of decision-making system with horizontal independent membership and Japanese vertical subgroup model

第 2 図

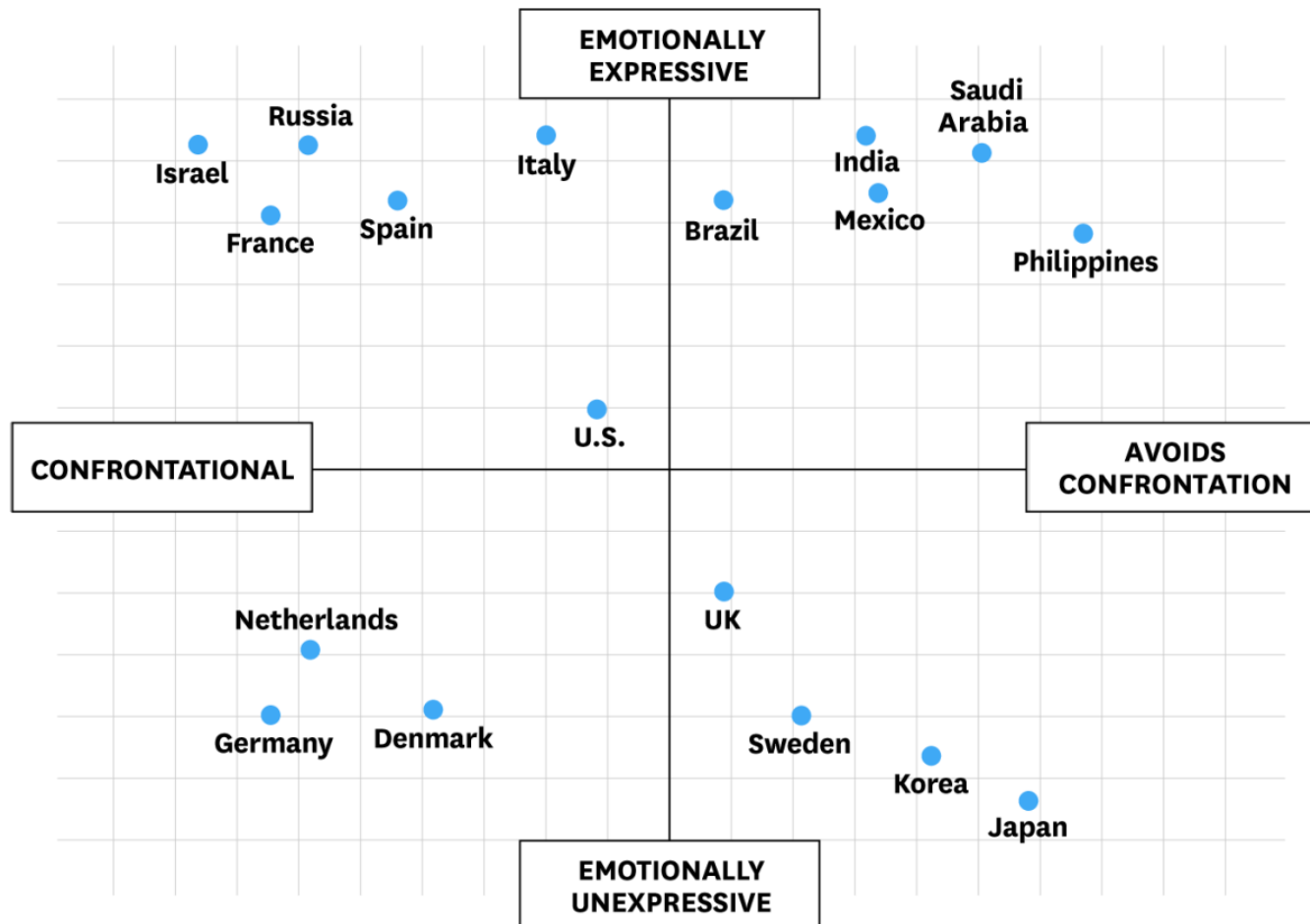


# Developing creative and innovative human resources with empathy and collaboration in the context of SDGs and DX in the global public space

- Transformation of public space based on face-to-face interaction
- Creativity gap between online and face-to-face, challenges of empathy and emotional exchange
- Brucks, M.S., Levav, J. Virtual communication curbs creative idea generation. Nature 605, 108–112 (2022). <https://doi.org/10.1038/s41586-022-04643-y>
- Online communication is about 20% less likely to produce creative ideas than face-to-face communication. Costs, however, are about 40% lower.
- Meyer, E. Getting to Si, Ja, Oui, Hai, and Da, Harvard Business Review (December 2015). <https://hbr.org/2015/12/getting-to-si-ja-oui-hai-and-da>
- How "confrontational" or how "emotionally expressive" are they?
- Israel and Latin Europe and Japan are the exact opposite on the coordinate axis, with the Japanese avoiding confrontation and lacking in emotional expression. This is a challenge for Japan's innovation human resource development.
- <https://hbr.org/2015/12/getting-to-si-ja-oui-hai-and-da>

## Preparing to Face Your Counterpart

The map below sorts nationalities according to how confrontational and emotionally expressive they are. Although negotiators often believe that the two characteristics go hand in hand, that's not always the case.



SOURCE ERIN MEYER  
FROM "GETTING TO SÍ, JA, OUI, HAI, AND DA," DECEMBER 2015

© HBR.ORG

<https://hbr.org/2015/12/getting-to-si-ja-oui-hai-and-da>



**Regarding securing human resources,  
what difficulties in particular have you  
encountered? (top 2 options)**



# Junior high school English speaking Average correct response rate 4.2% for some questions

- In the National Achievement Test, there were a total of five speaking questions in English for junior high school students, and the average percentage of correct answers was 4.2% for some of the questions.
- The first four questions were based on the scenario of guiding an international student at a zoo. The student was asked to listen to the other student's English and answer or ask questions in English within the response time.
- <https://www3.nhk.or.jp/news/html/20230731/k10014147941000.html>

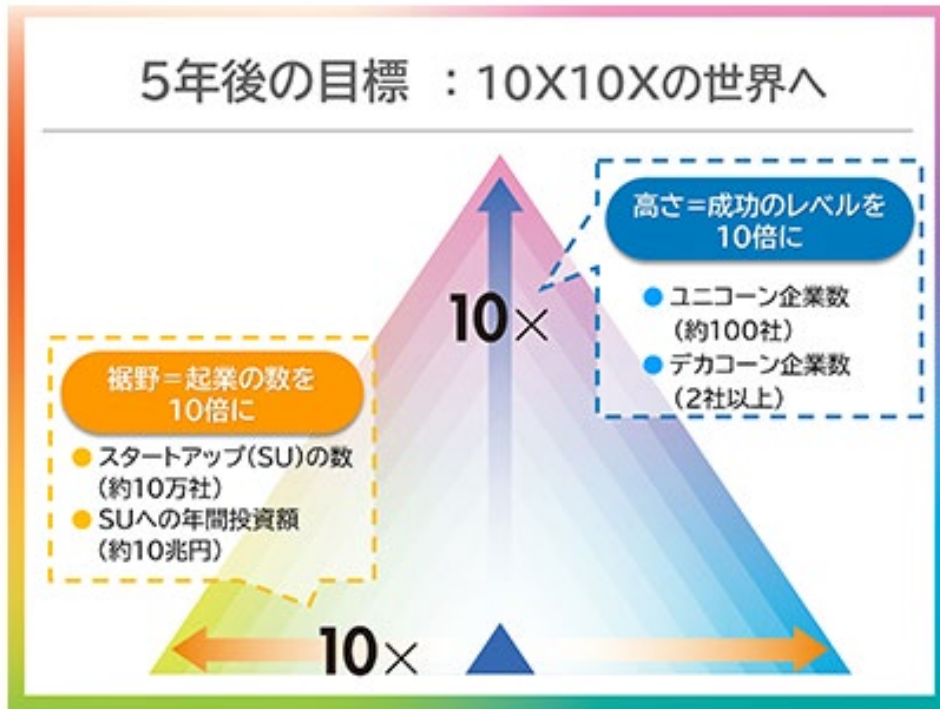
## Junior high school English speaking Average correct response rate 4.2% for some questions

- In the Final question, students listened to a presentation on an environmental issue and were asked to give their thoughts and reasons on the presentation.
- Specifically, a foreign student from New Zealand made the presentation that "plastic bags should be stopped being sold in stores in Japan," and the question required the student to express his/her opinion and reasons in English.

## A series of startup support and visions of future human resources in 2022 will solve the problem?

- Ministry of Economy, Trade and Industry: Looking to the future in 2030 and 2050, "a shift away from the old Japanese employment system" and "a shift to education that allows people to be absorbed in what they love! ~ "Vision for Human Resources of the Future" has been compiled~.  
<https://www.meti.go.jp/press/2022/05/20220531001/20220531001.html>
- Keidanren: Startup Breakthrough Vision  
[https://www.keidanren.or.jp/policy/2022/024\\_honbun.html](https://www.keidanren.or.jp/policy/2022/024_honbun.html)
- METI Startup Policies - List of startup support measures by the Ministry of Economy, Trade and Industry.  
<https://www.meti.go.jp/press/2022/06/20220621001/20220621001.html>

# Keidanren: Proposal "Startup Breakthrough Vision: Toward 10X10X"



[https://www.keidanren.or.jp/journal/times/2022/0317\\_01.html](https://www.keidanren.or.jp/journal/times/2022/0317_01.html)

5年後に起こすべき  
7つの変化 → 2027

- 世界最高水準のSUフレンドリーな制度**

制度的にはシリコンバレーに劣る部分はほぼなくなった。起業のしやすさ、SUの運営のしやすさ、SUへの投資のしやすさにおいて、世界最高水準を達成し、起業家はプロダクトと市場に向かう時間を最大化できている。
- 世界で勝負するSUが続出**

政府系ファンド、国内外の大手機関投資家から潤沢な資金がSUに投じられ、より深い死の谷を支える体制が整い、早期上場よりも大きい試合をすることが投資家からも推奨されるようになった。実際グローバル市場を制し時価総額1兆円を超えるSUも現れ始めている。
- 日本を世界有数のSU集積地に**

熱心な誘致活動も奏功し、今や東京が、アジアの起業家と欧米のVCや機関投資家の結節点として機能している。アジア展開拠点やR&D拠点を構えるグローバル企業も増え、SUへの人材の供給源ともなっている。シリコンバレーに匹敵する賑わいが実現し、そこに混ざる多数の日本人起業家の視野をグローバルマーケットへと開いている。
- 大学を核としたSUエコシステム**

世界でもトップレベルを誇る研究分野を有する大学に、海外からも研究者、資金が集まり、周辺に国内外の関連企業が集積するテックシティが地方を含め出現してきた。そこにはディープテックを目利きできるキャピタリストも集まり、研究者・学生の起業も盛んだ。
- 人材の流動化、優秀人材をSUエコシステムへ**

卒業時の起業やSU参加も当たり前になり、また大企業で勤務したのちに起業やSUに転職する人も珍しくなくなった。大企業も中途採用からの幹部登用を格段に増やし、とりわけSU経験者をハングリーに採用し、社内で輩出させている。
- 起業を楽しみ、身近に感じられる社会へ**

起業家との接点も増え、起業に人生を賭したリスクなどないことや、その魅力が広く一般に認識されている。起業やSU参加は、若者にとっても中高年にとっても、やれればできるし面白そうな「普通の選択肢」となった。
- SU振興を国の最重要課題に**

国のトップの明確なコミットメントのもと、強力な司令塔組織が整備され施策が一元的に実施されるようになった。官民を挙げた努力により5年で日本も様変わりしたといわれている。

# "Seven Changes to Enact in the Next Five Years"

- 1. World-Class Startup-Friendly Systems** Achieving a level comparable to Silicon Valley in terms of ease of starting and running startups and investing in them. Entrepreneurs should be able to focus more on product and market.
- 2. A Surge in Globally Competitive Startups** Startups receiving substantial funding from government funds and major institutional investors, both domestic and international, allowing them to overcome significant challenges and aim for larger goals than early IPOs.
- 3. Transforming Japan into a Major Startup Hub** Tokyo becoming a nexus for Asian entrepreneurs and Western venture capitalists and institutional investors, with an increase in global companies establishing their Asia expansion and R&D bases there.



# "Seven Changes to Enact in the Next Five Years"

**4. University-Centered Startup Ecosystems** Top-tier universities attracting researchers and funds from abroad and surrounding tech cities emerging, where deep-tech savvy capitalists gather and university research and student startups flourish.

**5. Fluidity in Talent, Channeling Top Talents to Startups** Entrepreneurship and startup participation becoming common post-graduation, and even experienced corporate professionals transitioning to startups is no longer rare.

**6. Entrepreneurship as an Enjoyable and Accessible Option** Increased interactions with entrepreneurs, dispelling the notion of high risk in entrepreneurship, making it an attractive and "normal" option for both the youth and older generations.

**7. Prioritizing Startup Promotion as a National Agenda** Under clear commitment from the country's top leadership, a robust command structure is established to implement policies in a unified manner, significantly transforming Japan in five years.

# METI Startup Policies - List of METI Startup Support Policies



	起業を目指す方!	シート	アーリー	ミドル	レイター	事業会社・投資家	研究機関・大学	自治体	
融資		1 新規創業支援資金 3 非自営雇用制度 4 創業支援型付担保貸付制度			2 マター・アップベンチャー向け融資貸付制度				
税制措置					5 特許取得研究開発助成金				
補助金		10 TCP 12 NEP	11 創業以上支援「甲」企業創設支援事業 13 STS	14 創設ベンチャー・ビジネス強化事業 15 SBR推進プログラム 16 PCA	9 創社株式売却促進M&A 7 オープンイノベーション推進助成 8 フラッグ投資		11 創業以上支援「甲」企業創設支援事業		
委託費									
懸賞金							17 衛星データ活用促進事業 18 NEO Supply Chain Data Challenge		
アクセラレーション イニキエーション 2Q22A					22 スタートアップチャンピオン奨励助成 24 年齢 Next Innovator 25 FASTA3 26 知財イノベーションプログラム (IPAS)	21 創業支援型付担保貸付制度			
知財					27 ベンチャー企業等の連携推進期間費・スモール期間費 28 知財イノベーションイニシアティブ IPAS 29 IPAS推進の手引き 30 オープンイノベーション促進イニシアティブ 23 知財イノベーションプログラム		28 知財イノベーションイニシアティブ IPAS 29 IPAS推進の手引き	29 IPAS推進の手引き	
指針 ガイドライン					31 創設ベンチャー・企業等の創設・育成に関するガイドライン 32 一歩先行型ベンチャー企業等の創設・育成に関するガイドライン 33 知的財産・知的財産イノベーション推進に関するガイドライン 34 オープンイノベーションのベストプラクティス 35 IPAS推進に関する知財イノベーションの取組 36 ベンチャー投資額の40%削減の取組 37 知財イノベーションイニシアティブ推進 38 知財イノベーションイニシアティブ推進に関するガイドライン 39 スタートアップの創業支援及びスタートアップへの出資に関する指針 40 「ベンチャー」投資手続・活用ガイドライン 41 大学によるベンチャー・企業等の創設・育成に関するガイドライン 42 大企業×スタートアップのM&A 調査報告書 43 ベンチャー・企業等の創設・育成に関するガイドライン 44 スタートアップの成長に向けた「チャンス」創出に関するガイドライン 45 知財イノベーションイニシアティブ推進に関する指針 46 特定研究開発推進支援事業 47 アンドによる海外投資誘引の取組		41 大学によるベンチャー・企業等の創設・育成に関するガイドライン 42 大企業×スタートアップのM&A 調査報告書 43 ベンチャー・企業等の創設・育成に関するガイドライン 44 スタートアップの成長に向けた「チャンス」創出に関するガイドライン 45 知財イノベーションイニシアティブ推進に関する指針 46 特定研究開発推進支援事業		
規制改革					48 サンドボックス制度 49 グリーンズ特許制度 50 新事業創出制度				
海外展開 協業支援					51 スタートアップ前向き輸出タラコイ 52 J-startup / J-startup Local 53 グローバルイノベーションハブ 54 上しJ-edge 55 日本スタートアップ大使 56 Japan Venture Award				
表彰					28 IP BASE AWARD (知財イノベーションイニシアティブ IP BASE)				
その他					57 起業家育成支援 59 スタートアップナビ 60 JICC 上場推進助成 61 Plus 62 NEDOQマッチ 63 福島のスタートアップ 64 競争力強化法に基づく創設支援 65 TePXXOT 支援事業 66 AIファブ推進拠点 67 標準化費用支援制度 68 大学の起業家育成 58 イノベーションプログラムの普及・促進事業 61 Plus 64 競争力強化法に基づく創設支援 66 AIファブ推進拠点 68 大学の起業家育成				

<https://www.meti.go.jp/press/2022/06/20220621001/20220621001.html>

# Building Human Resources and Networks for Startup Creation

1. **Human Resources and Network Building for Startups:** Japan's low corporate entry and exit rates compared to the US and Europe are addressed. Only 25% in Japan see starting a business as desirable, compared to 79% in China and 68% in the US. To address this, initiatives include improving the "awareness, culture, and climate" for entrepreneurship and coordinating various measures under the Minister in charge of Startups.
2. **Intellectual Property Strategy for Startups and Universities:** Plans include reviewing rules for handling non-exclusive licenses of patents co-owned by universities and companies, facilitating startup access to university-owned intellectual property, and strengthening support for overseas patent applications by universities. Enhancing databases and public-private cooperation is also a focus.
3. **Expanding Researcher Opportunities:** Efforts to bring Japanese researchers into international research circles include providing support for international joint research, especially involving young researchers. This includes funding and improving conditions for doctoral students, with a goal to triple the number of doctoral students receiving living expenses by 2025.

# Building Human Resources and Networks for Startup Creation

4. **Attracting Foreign Entrepreneurs and Investors:** Plans include expanding the Startup Visa program, simplifying residence status for overseas investors, facilitating foreign individuals' bank account openings, and developing living infrastructure for skilled global personnel.
5. **Supporting Repeated Entrepreneurial Attempts:** The Employment Insurance Act was amended to support entrepreneurs with unemployment benefits during their business startup phase. Further efforts will focus on publicizing this support system.
6. **Promoting Domestic Entrepreneurial Communities:** Aims to enhance support for those starting businesses, including improving university support for startups, and establishing incubators and accelerators. The role of mentors in supporting startups is emphasized.
7. **Specific Initiatives for Building Human Resources and Networks:** This includes expanding mentorship programs like the "MITOU Program" and collaborating with various organizations to increase the scale of nurturing young talents.

# Building Human Resources and Networks for Startup Creation

8. **International Outreach:** Plans to send young entrepreneurs to innovation hubs like Silicon Valley and establish entrepreneur development hubs overseas. This includes considering the establishment of MBA programs for fostering entrepreneurs in Japan at American universities.
9. **Fostering Entrepreneurship in Education:** Initiatives include support for startup creation at universities, enhancing entrepreneurial education for school students, and creating a fund for commercializing university research.
10. **Global Startup Campus Concept:** Aims to create a global startup campus combining international research and incubation functions in deep tech fields, fostering long-term relationships with top overseas universities, and enhancing the innovation capabilities of domestic companies through collaboration.

# JETRO Global Startup Acceleration Program (GSAP)

- Overseas expansion support program for domestic startups
- Four Features of GSAP
- 1. Programs by top-level U.S. accelerators in Silicon Valley and other regions ✕  
Connects you to local networks essential for global expansion, which are difficult to access in Japan
- 2. Unique program for Japanese startups aiming for global expansion
- 3. 6 different courses to choose from depending on your growth stage and field ✕  
Programs are offered by accelerators who are experts in their respective fields
- 4. Accelerate overseas expansion at once by achieving product-market fit (PMF) in your expanding regions.
- Significantly reduce the time and cost required for overseas expansion.
- Through online lectures, mentoring, and a pitch event (demo day) in the U.S., we will also support you in building connections with potential local customers, VC investors, etc., during this period.
- Participation is free of charge. Overseas travel expenses are to be borne by each company.
- 2023 GSAP Recruitment Acceleration Webinar  
<https://youtu.be/m7JHC3-DEGo?si=JCOvoO0RVJ9Keq-l>

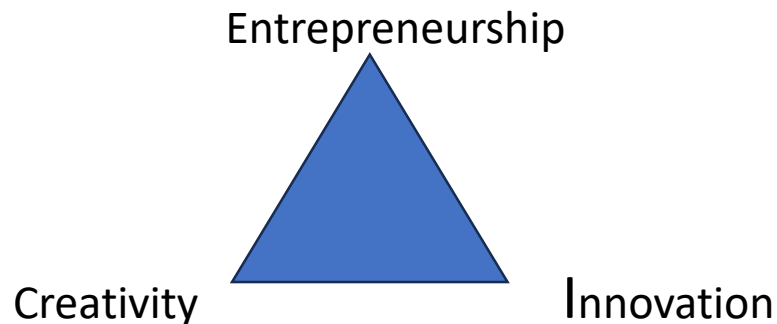
<https://www.jetro.go.jp/services/gsap.html>



# **Dream it** (Creativity), **Build it** (Innovation), **Drive it** (Entrepreneurship).

## Foundations of Modern Entrepreneurship

- **Main Points:**
- **Creativity, Innovation, & Entrepreneurship:** The three pillars of entrepreneurial success.
- **Interdependent & Essential:** Understanding how they relate is crucial for any budding entrepreneur.



If you feel you do not belong amidst geopolitical risks, stagnant economic growth, the uncertainty of a declining and aging population, and the cramped conditions of superciliousness, precedent-setting, and competition with others, **your place is here.**

When you listen to people who rise to the top and make success seem easy, you will always find one, sometimes two, significant similarities. **One is doing a great job. The other is that they let people do great work.**

Gen Cruz, The Most Important Life Lesson from Tom Sawyer, Oct 23, 2017

It is to acquire junior high school students who are good at baseball. **The goal was to get junior high school students good at baseball to enroll in Asakawa Gakuen because they felt they wanted to play baseball here, too. To achieve this, the players needed to enjoy themselves. Because when people see others having fun, they want to do the same.** This is one of the persuasive methods Fumino learned from "painting Tom Sawyer. 岩崎夏海 (2015)、 「もし高校野球の女子マネージャーがドラッカーの『イノベーションと企業家精神』を読んだら」、ダイヤモンド社



# This department's unique education, Travel Play Dialogue Project Studies, Why is it necessary to promote innovation in the future?

- Knowledge is not enough to be helpful in actual problem-solving situations.
- Also, others will not understand only one-sided communication skills, and without multilateral communication with collaborators, collaborative innovation cannot be achieved.
- Only by experiencing opportunities for real business, international problem-solving, and artistic and cultural exchanges will we be able to solve problems concretely and effectively.
- Can Japan revive itself with the vision for future human resources and support for startups announced by METI and Keidanren in rapid succession from the last year? Good ideas are indeed written down, but there is still a lack of entrepreneurship to find value in them and realize and achieve them, and I believe that progress is still needed.
- Above all, Japan is a vertical society. There is a shortage of people who can connect people and organizations horizontally across barriers, and Japanese society and companies are not yet prepared to accept such people. We must allow "outsiders, young people, and eccentrics" to work freely and actively in Japan.

# Can Travel Play Dialogue education bring innovation to human resource development in Japan? (1)

- GINOS also innovates in its approach to human resource development, providing students with various opportunities for "travel" from the time they enroll, in addition to the one-year study abroad program.
- For example, the "Entrepreneurship and Innovation Learning Journey" is a program where students visit countries and engage in dialogues to propose business models and policy proposals.
- The program is designed to visit countries and engage in dialogue to propose business models and policy proposals. There are many "Journey" options, we offer overseas training programs in Strasbourg, Florence, Mondragon, Bilbao, and other partner universities with vital innovation education programs to experience innovation firsthand.



## Can Travel Play Dialogue education bring innovation to human resource development in Japan? (2)

- We also collaborate with the innovative entrepreneurship education program at Mondragon University MTA to educate new innovative human resources. Innovation cannot be done alone.
- The basis of communication to realize new combinations requires communication skills to "convey" one's ideas to others and to "convey" the ideas of others as well. Still, the basis is an understanding of diverse contexts.
- We also offer an intensive course called "Communication Exercise using Acting Training," a practical exercise to enhance problem-solving creativity. Students develop skills that can be put into practice immediately after graduation by simulating various communication situations, from everyday life to global conflict resolution and international business.



# Can Travel Play Dialogue education bring innovation to human resource development in Japan? (3)

- GINOS has been very popular for its CREATOYO Global Creativity Week, held every spring, **inviting leading entrepreneurs and researchers from Japan and abroad, including Cirque du Soleil, as an opportunity to practice entrepreneurship through dialogue with various actors.**
- Students can then choose their knowledge system depending on whether they want to focus on “global business” or “global collaboration” and further develop their backgrounds in the “international regional studies area.

**GINOS will innovate in human resource development through Travel Play Dialogue = Global Entrepreneurship education.**

- We need to create innovation in education from GINOS. How can we overcome the crisis of Japan's future human resources? **GINOS' education is filled with various know-how to enable "strangers, youth, and eccentrics" to change, support, and play an active role in Japan.**



# (1) Travel: Entrepreneurship and Innovation Learning Journey in Collaboration with MTA

- We started our first Learning Journey to Basque and Florence in 2018 from February 23 to March 11 composed of below activities aiming at to develop the students' competence on Creativity, Socio economical values, Teamwork, Entrepreneurship mindset, and International business culture.
- The second Learning Journey (February–March 2019) took place in the Basque Country and Madrid, Spain. The nine students were divided into two teams using a personality test, and each team was given a challenge to solve.
- By limiting the number of students to nine, we were able to provide more guidance and communication, and each student was able to achieve significant results.





**JAPAN DREAMERS'  
Entrepreneurship and Innovation  
Learning Journey  
to Europe  
2018/2/23 - 3/12  
BASQUE COUNTRY AND FLORENCE**



**Department of Global Innovation Studies,  
Toyo University**





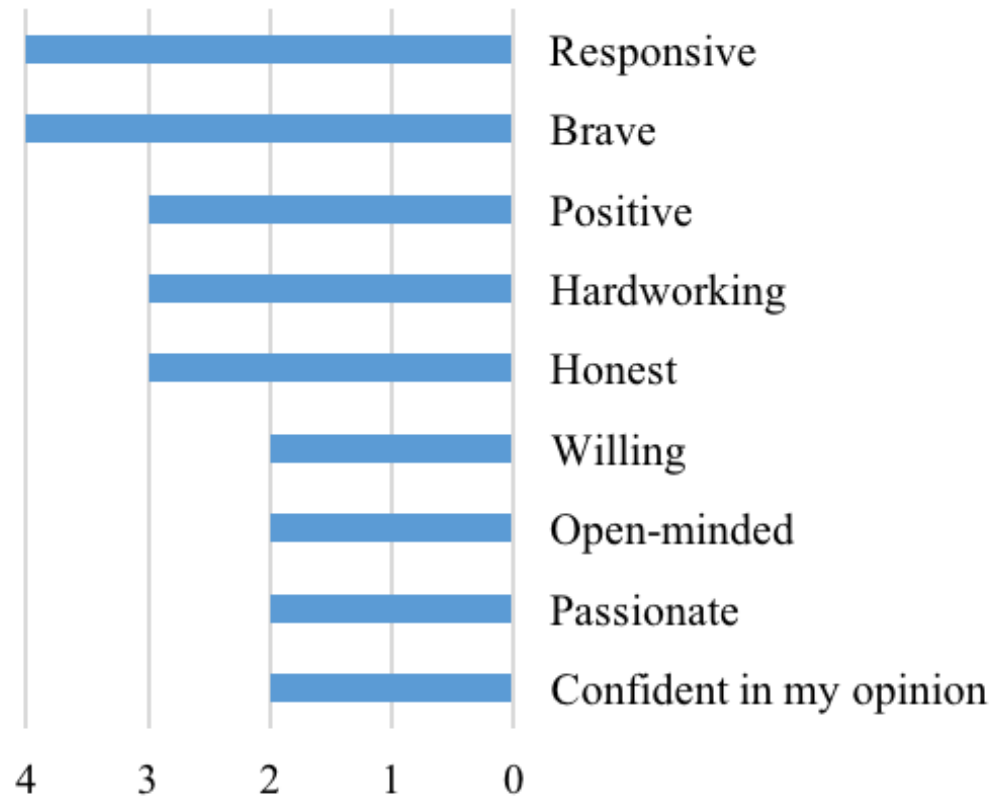








# Top 9 Developed Personalities



Source: Center for Global Innovation Studies (2018)

# Top 8 Developed Soft Skills



Source: Center for Global Innovation Studies (2018)

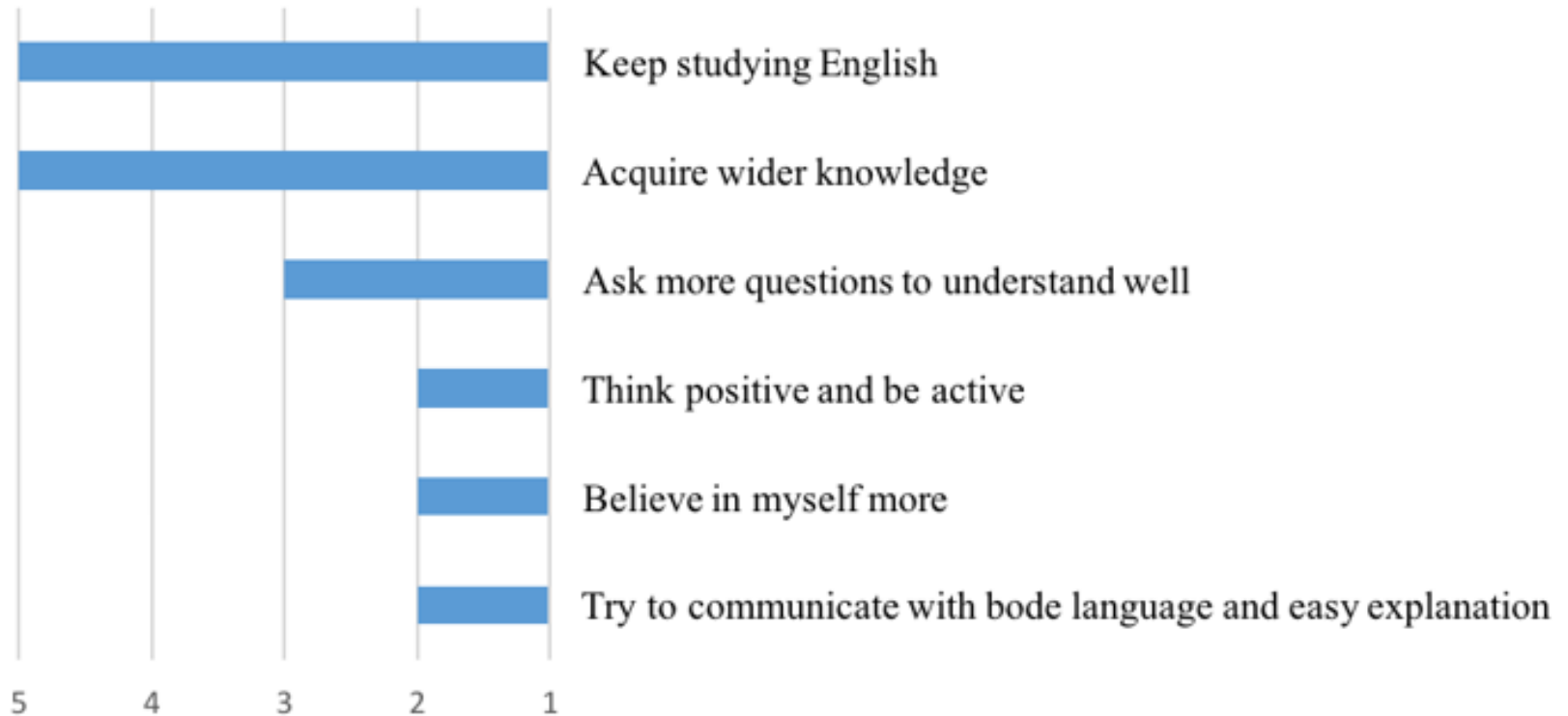
# Discovered Challenges



Source: Center for Global Innovation Studies (2018)



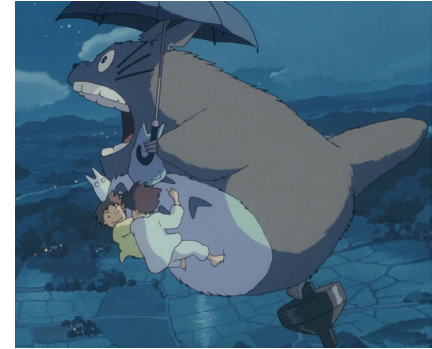
# Solution to the Challenges



Source: Center for Global Innovation Studies (2018)



## 2) Play: English Communication Exercise Using Acting Training Under the Instruction of Japanese Actress and Director in London



- “Play” is also a basis for our education. Newly enrolled students may not have a high English level yet, but we encourage them to be eager to communicate actively in English. Good communication entails ability to make themselves fully understood by others, and the foundation for communication skills is around their capability to Play and achieve an interactive understanding of diverse context.
- The Department of Global Innovation Invited Yuri Yamanaka, an actress working in the UK, for a theatre workshop entitled English Communication Exercise Using Acting Training. This class is organized by Hajime Imamura and conducted by You-Ri Yamanaka who has been working as an Actress, Voiceover Artist, Movement Director, and Acting Teacher in the UK, Europe, and Japan. It is a practical training that combines various vocalization methods and the expressive power of movements.
- She is the movement director in the creative team of “My Neighbour Totoro” by Royal Shakespeare Company since last year, and they got tremendous awards like Laurence Olivier or WhatsOnStage for 2022 – 2023 performances.

# COMMUNICATION EXERCISE USING ACTING TRAINING

## PRE WORKSHOP

### プレ・ ワークショップ

DATE:

June 29 (Thu) - July 1 (Sat)

TIME:

June 29 and 30: 18:15-21:25

July 1: 13:00-16:10

ROOM:

5B12 (Basement Building)

CAPACITY:

16 STUDENTS

If over 16, the essay will be considered  
in your application.

Participants of the Pre-Workshop will  
be able to attend the Main Workshop in  
February 2024. (Grade/s will be given)



REGISTRATION  
GOOGLE FORM

<https://forms.g/e/7wv2UrWfjACAzF256>  
Please submit a short essay stating why  
you would like to join this Preworkshop  
by 22nd June, 2023

A4, 1 page either in English or Japanese.



### CREATING YOUR OWN STORIES USING ACTING TRAINING!

演技訓練の手法  
を使って、  
自分の物語  
を作ろう!

### VOICE FROM STUDENTS

"Honestly, I'm really sad right now because  
it was the best class, I've ever had in my  
college life. The people inside this class  
made my life more meaningful,  
but not just the people but also the  
learnings that gained from this class  
changed me as a person."

"I see you again!! In all this class, I always  
laugh out loud, and I can be confident to  
speak English actively thanks to your  
acting class. And, I could  
make a new friend of  
international students."

"I cannot believe it was the final  
workshop. It was so fun, and learned  
the communication skills especially how  
to tell the words effectively. I also could  
make new friends and meet great  
teacher. I really appreciate for all.  
Thank you so much."

YOU-RI YAMANAKA  
Actress, Movement Director & Acting Teacher

Based in London, You-Ri Yamanaka has been working in the U.K.,  
Europe and Japan. She graduated from and teaches at London  
Academy of Music and Dramatic Art from which many leading  
actors graduated. She also teaches at BADA (British American  
Dramatic Academy), Rose Bruford, East 15 Acting School, New  
National Theatre Tokyo Drama Studio amongst others and leads  
many workshops across the U.K., Europe, Egypt and Japan.  
She has been movement directing "My Neighbour Totoro" 「とな  
りのトトロ」 for the Royal Shakespeare Company since last year.  
The production will return to London once again this coming  
Autumn.  
<https://www.rsc.org.uk/my-neighbour-totoro>

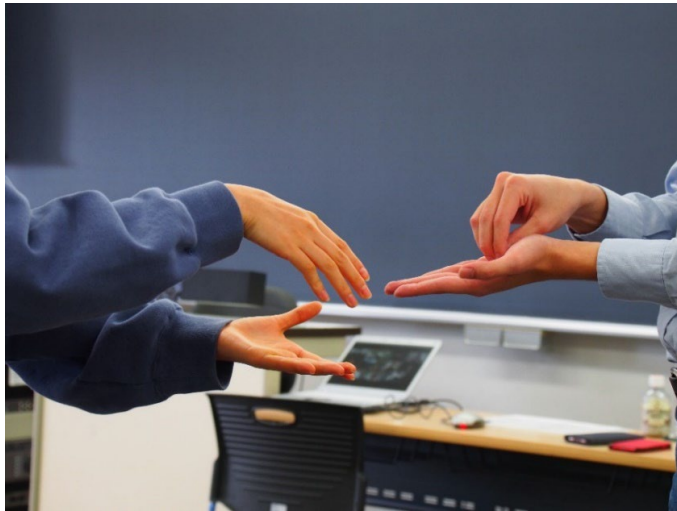


PIC (担当教員)

Hajime IMAMURA 今村 肇 (hajime@toyo.jp)  
GINOS, CREAPS-DESIGN Global







Online Acting workshop in 2021 Spring amid of Covid-19

**Honestly, I'm really sad right now because it was the best class, I've ever had in my college life. The people inside this class made my life more meaningful, but not just the people but also the learnings that I gained from this class changed me as a person.**

**I also found this whole class therapeutic especially since it can be cold and lonely in this season. I am really grateful to have met you and everyone else.**

今日の授業ではスピーチを発表しました。最後の授業なのでみんなが伸び伸び発表しているように感じました。私は鏡を見ながら自分の発表を見直す必要があると感じました。実際に人の前で話すのとzoomを通して顔だけが写る状態で話すのは全く違うことも感じました。また、りょうたはスピーチで、初めて大学生って感じがしたと言って、私はそれにとても共感しました。私は2年目ですが、今年はなにをして過ごしたのだろうかという喪失感を感じていました。この授業を取ったことでこの授業のメンバーと深く関わることができ、本当に久しぶりに大学生という感じがしました

**As you said in this class, he used some skills, such as having rhythm, exaggerating points and repeating one phrase "I have a dream". After listening to the best speech, I will pretend to speak like him in front of 5,000 people.**

**I cannot believe it was the final workshop. It was so fun, and learned the communication skills especially how to tell the words effectively. I also could make new friends and meet great teacher. I really appreciate for all. Thank you so much.**

恥ずかしがらずに英語で留学生に話しかけることができるようになったりして、成長できたワークショップでした。「英語ができないから恥ずかしくて話すことが出来ない」という気持ちが少なからずあったのですが、それを少し克服することが出来たように思います。

今日の授業は対面授業で参加し、ダンスの後にポエムを発表しました。今回の対面授業はほとんど前回の対面授業と同じメンバーだったのでとても仲が深まって本当に楽しかったです。ポエムの発表では、イメージを頭の中で思い浮かべて一枚の絵として認識するのが面白かったです。私は絵を描くことが好きなので、言葉で表現するのはうまくできなかったけど、頭の中に浮かんだイメージは上手くできたと感じました。イメージを思い浮かべた後に、母国語で相手に言葉を発するのも面白かったです。

**I see you again!! In all this class, I always laugh out loud, and I can be confident to speak English actively thanks to your acting class. And, I could make a new friend of international students.**



### (3) Dialogue: CREATOYO Global Creativity Week

- CREATOYO is an annual one-week interactive training aimed at apprehending creativity through a variety of contexts and experiences. The program is organized by René Carraz and Hajime Imamura of the Department of Global Innovation Studies (GINOS), in collaboration with **MOSAIC**, the creativity and innovation hub from HEC Montreal Canada and **CREASXB**, the BETA from Strasbourg University.
- During the week-long program, **a blend of lectures, exhibitions, round-tables, workshops and visits of creative spaces enable the participants to gain a better grasp of what is creativity and how Tokyo, and Japan more generally, are crafting and nurturing their creative ecosystems.**





## CREATOYO | FIRST EDITION | AN OVERVIEW



THE FIRST EDITION OF CREATOYO TOOK PLACE BETWEEN THE 4TH-10TH OF MARCH 2019 AT VARIOUS LOCATIONS IN TOKYO

## CREATOYO

CREATOYO is a biennial one-week interactive training aimed at apprehending creativity through a variety of contexts and experiences. The program is organized by the Department of Global Innovation Studies (GINOS), Toyo University, Japan, in collaboration with MOSAIC, the creativity and innovation hub from HEC Montreal, Canada and BETA from Strasbourg University. During the week-long program, a blend of lectures, exhibitions, round-tables, workshops and visits of creative spaces enableD the participants to gain a better grasp of what is creativity and how Tokyo, and Japan more generally, are crafting and nurturing their creative ecosystems. Based on the three concepts of "Travel", "Play" and "Dialogue", we intend to expend the network of the participants, favor interactions and generate opportunities for both theoretical and case-driven dialogues around creativity. By mixing domestic and international business leaders, civil servants, academics, creative operators and students, the program createS an interactive event where we mix and remix creative ideas and concepts.

**Hajime Himamura and René Carraz**



**MOVEMENT WORKSHOPS**

by Caitlan Maags  
Cirque du soleil

Morning Sessions  
@CREATOYO





# 3-DAY DESIGN THINKING WORKSHOP

The students were asked to reimagine the future of Jizō-dōri at Sugamo, an area known in Tokyo, as the entertainment district for the elderly.

The workshop was directed by the architects Yiorgos Hadjichristou and Veronika Antoniou.





The image shows an indoor exhibition space with a warm, wooden interior. In the foreground, a dark wooden table holds several stacks of white plates, a stack of green plastic cups, and some woven baskets. People are scattered throughout the room, some looking at art on the walls and others talking. The ceiling is decorated with large, white, draped fabric pieces. The overall atmosphere is casual and artistic.

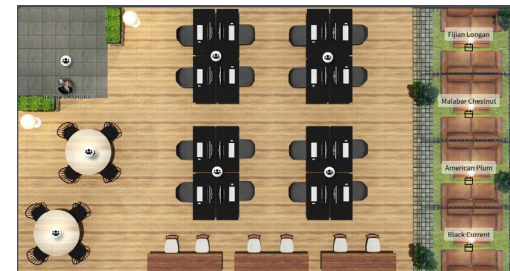
## EXHIBITION & OPENING

Opening event for CREATOYO with an installation and exhibition of the workshop results

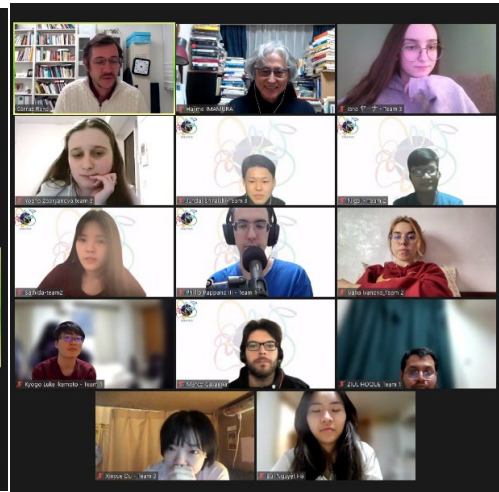


# Covid-19 In the midst of infection expansion, DX-ing of higher education for Society 5.0 and SDGs started.

- Dan Levy (supervised by Akihiro Kawase) (2021) "Introduction to Harvard-Style Zoom Classes - A Guide to Effective Support for Online Learning" by Seikyusha, quickly translated and published by a team across departments at Toyo University.
- In departments with a large number of international students, work to connect classrooms and online in real-time will begin in 2020 in order not to stop real-time learning for international students who cannot enter the country due to coronavirus or who are waiting at home due to corona positivity or heavy contact.
  - Zoom recordings are provided on demand using the LMS (ToyoNet Ace) when actual time is difficult due to time differences and other reasons.
  - We are introducing an online creative communication space with whiteboards, interactive space applications, etc.

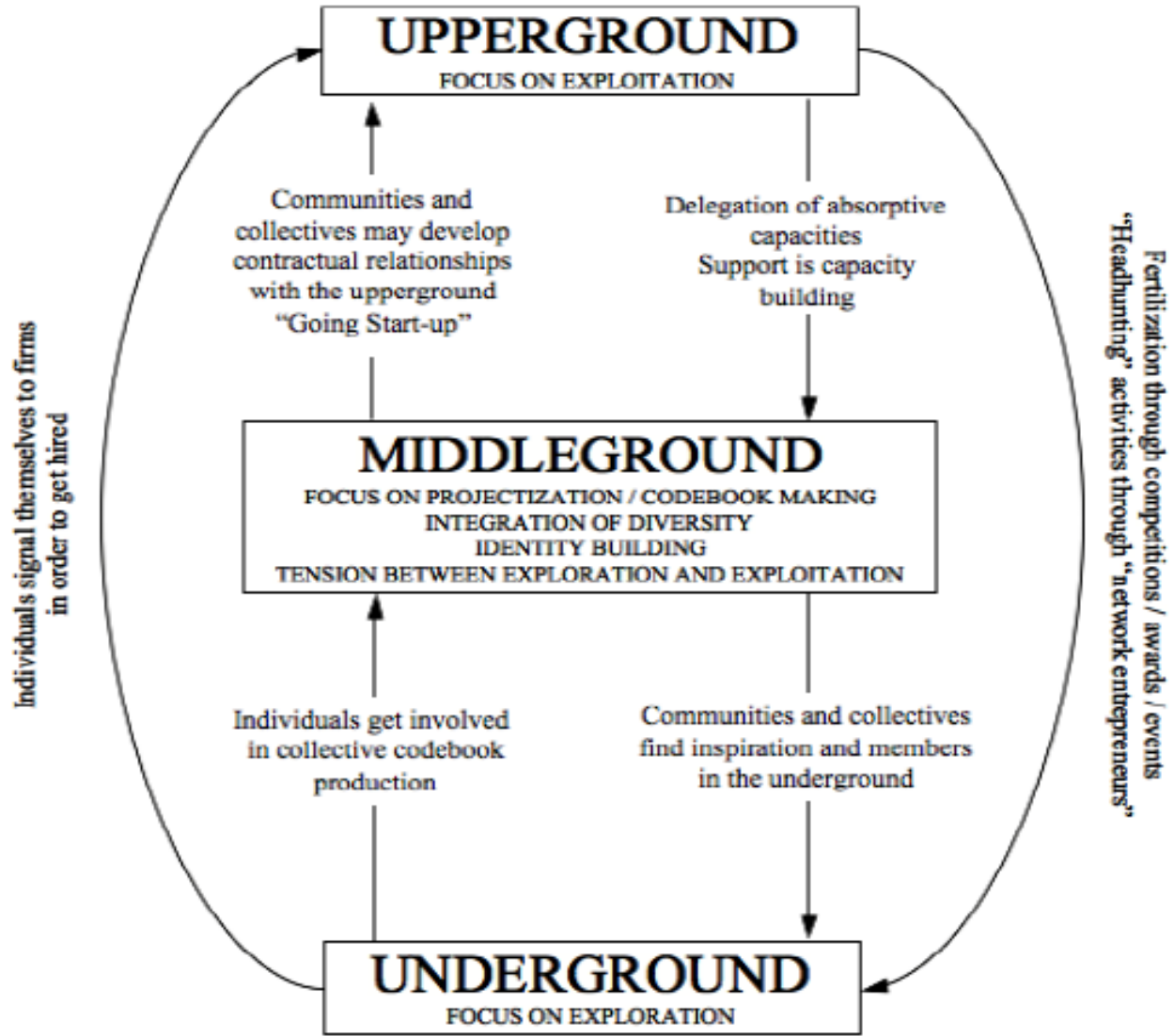






Cohendet, Patrick, Grandadam, David and Simon, Laurent(2010) 'The Anatomy of the Creative City'

- What is suggested is to have a closer look at the anatomy of the creative city by defining three different layers as the basic components of the creative processes in local innovative milieus, which we name the upperground, the middleground and the underground. Each one of these layers intervenes with specific characteristics in the creative process and enables new ideas to transit from an informal micro-level to a formal macro-level, through the accumulation, the combination, the enrichment and the renewal of bits of knowledge.



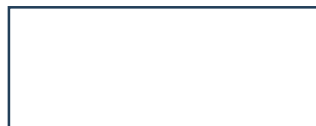
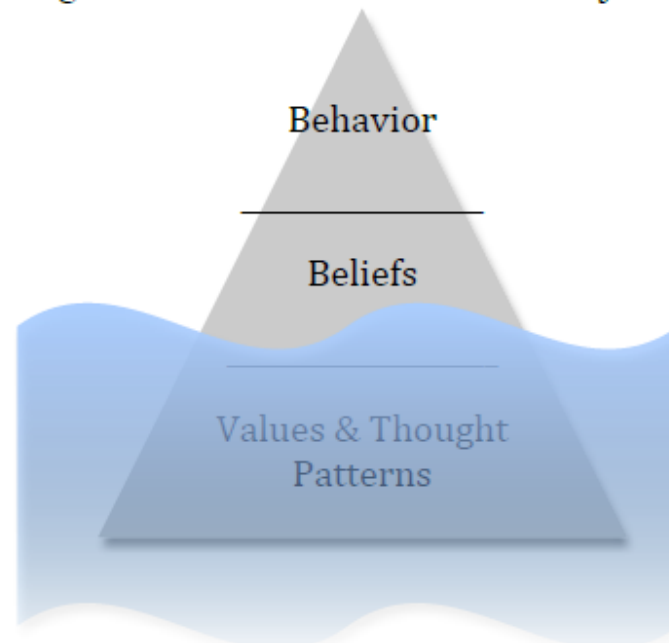
# What are the qualities required of citizens in a creative city?

Landry, C (2008) The Creative City (2nd ed.)

- Creative organizations and cities cannot exist without creative individuals who are resourceful, open, flexible in their thinking, take intellectual risks, think about problems anew, and act reflexively. Their learning style encourages a virtuous cycle of creation and re-creation, opening up one possibility and activating another.
- They can effectively prioritize and ensure that everyday demands do not take away time for innovation. While not everyone needs to be creative in a Creative City, people with open minds, courage, and fresh thinking play an important role.
- A handful of creative people, strategically placed and in the correct positions of influence, can transform a city without necessarily being in power.

The external, or conscious, part of culture is what we can see and is the tip of the iceberg and includes behaviors and some beliefs.

<b>Internal</b>	<b>versus</b>	<b>External</b>
Implicitly Learned		Explicitly Learned
Unconscious		Conscious
Difficult to Change		Easily Changed
Subjective Knowledge		Objective Knowledge



Source: Beyond Culture (1976) by Edward T. Hall

# We need creative “Ba” conquering high wall of “Context”

- In the SECI model by Nonaka and Takeuchi, the term "Ba" is a Japanese word that translates to "place" or "space." However, in the context of the SECI model, it represents a shared space for knowledge creation. This space can be physical (like a classroom), virtual (like a chat room), mental, or even emotional.
- The concepts of high-context and low-context cultures, as proposed by anthropologist Edward T. Hall, have deep implications for communication processes, including those associated with creativity and innovation. When we consider horizontal communication, which emphasizes peer-to-peer exchange of knowledge and ideas, the SECI model by Nonaka and Takeuchi can provide an insightful lens.



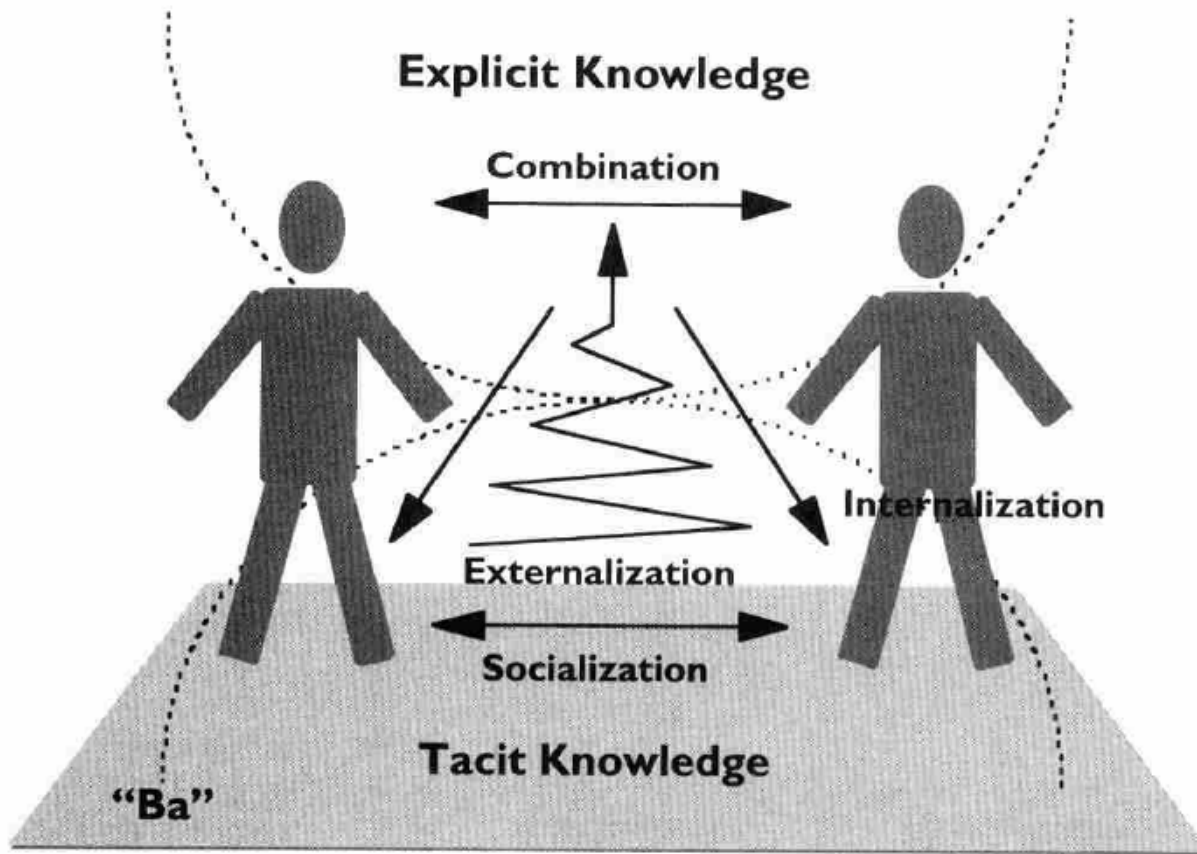
# Why is "Ba" Essential for Collaborative Working

- 1.Safe Space for Interaction:** "Ba" provides an environment where you feel safe to share your tacit knowledge, those thoughts, feelings, and intuitions that are hard to articulate. When everyone feels comfortable sharing, true collaboration and creativity can emerge.
- 2.Facilitates Knowledge Conversion:** The SECI model revolves around the conversion of tacit knowledge to explicit knowledge and vice versa. "Ba" is the arena where this conversion actively happens, making it the heart of the SECI process.
- 3.Enhances Collective Creativity:** In a nurturing "Ba," team members build upon each other's ideas, leading to solutions and insights that may not have been possible individually.
- 4.Promotes Empathy and Understanding:** In the shared space of "Ba," you're not just sharing knowledge but also perspectives. This helps in understanding where your peers are coming from, fostering empathy and deeper collaboration.

# Preparing for Collaboration with "Ba" in Mind:

- 1.Openness:** Approach the group work with an open mind. Be ready to share and receive knowledge without judgment.
- 2.Active Listening:** Give full attention to your peers when they speak. Understand their perspective and try to build upon it.
- 3.Respect:** Every member's contribution is valuable. Respect differing opinions and foster an atmosphere of mutual respect.
- 4.Engage with the Digital Tools:** If your "Ba" is a virtual space, like a chat room, make sure you're familiar with the tools. Being technically adept will ensure smooth communication and collaboration.
- 5.Reflect:** After your group sessions, take a moment to reflect on the insights gained and how the "Ba" facilitated this knowledge creation.

**FIGURE 2.** *Ba* and Knowledge Conversion



Nonaka and Konno (1998) "The Concept of "*Ba*" : Building a Foundation for Knowledge Creation" CALIFORNIA MANAGEMENT REVIEW VOL 40. N O 3 SPRING 1998

# International students, especially those from low-context cultures

- The deep-seated cultural nuances of high-context societies can make horizontal communication challenging, especially when crossing cultural boundaries.
- To foster horizontal communication across cultural boundaries, particularly in a high-context society like Japan, there needs to be a deliberate effort to create an environment of mutual respect, understanding, and learning. While initial interactions might be fraught with misunderstandings, over time, with the right interventions, the “Ba” can become a space of rich, cross-cultural knowledge creation.
- International students, especially those from low-context cultures, often find it difficult to navigate the subtleties of high-context societies, while natives of high-context cultures might find overt explicitness redundant or even rude. Bridging this gap requires concerted efforts from both sides.

# Challenges in Cross-Cultural Horizontal Communication in Japan:

- 1. Implicit Understanding:** In high-context societies, much is left unsaid, with understanding relying on shared cultural and social contexts. International students without this context may struggle to grasp the full meaning or may miss the nuances in conversations.
- 2. Fear of Miscommunication:** The intricacies of a high-context society can make non-natives overly cautious in their communication. They might fear offending someone or making a faux pas due to lack of cultural awareness.
- 3. Reluctance from Natives:** On the other hand, native Japanese students, deeply rooted in their high-context culture, might be reluctant or unsure of how to communicate with international peers, fearing misunderstandings.



# Creating a "Ba" (a shared space for knowledge creation) for Both Types of Students:

- 1.Cultural Awareness Sessions:** Regular workshops or sessions on cultural understanding can help both international and Japanese students appreciate and understand each other's backgrounds better.
- 2.Safe Spaces for Questions:** Create environments where students can ask questions without fear of judgment. This can be in the form of regular Q&A sessions, anonymous question boxes, or mentor-mentee systems.
- 3.Encourage Collaborative Projects:** By working together on projects, students can naturally learn about each other's communication styles and adjust accordingly.
- 4.Language Workshops:** While language is only one aspect of communication, helping international students improve their Japanese proficiency and teaching Japanese students common English idioms or phrases can bridge some communication gaps.

# Creating a "Ba" (a shared space for knowledge creation) for Both Types of Students:

**5. Foster Inclusive Social Activities:** Organize social events that blend elements from various cultures. It gives students opportunities to share their cultural norms and learn from each other in informal settings.

**6. Feedback Mechanisms:** Implement feedback systems where students can express their challenges in communication. Use this feedback to adapt and create better strategies for fostering communication.

**7. Promote the Concept of "Ba":** The very idea of "Ba" is about shared space for knowledge creation. Make students conscious of this concept, and encourage them to actively participate in building and nurturing this shared space.

**8. Leverage Technology:** Use technology platforms that allow for clear, written communication, which can sometimes ease the challenges of verbal communication. This gives students time to formulate, translate, and understand messages better.

## Strategies to help conquer the "high wall of context":

- 1. Cultural Sensitization Programs:** Institutions can host cultural sensitization workshops where both groups are educated about the communication styles and cultural values of the other. Understanding the "why" behind certain behaviors can foster patience and empathy.
- 2. Encourage Open Dialogue:** Create forums where students can openly share their feelings and experiences. This can be done through group discussions, mentorship programs, or dedicated feedback sessions.
- 3. Active Listening:** Teach the importance of active listening. This involves fully concentrating, understanding, responding, and remembering what the other person is saying. It can help in catching subtleties in high-context communications and in understanding the explicit nature of low-context communications.
- 4. Role-playing Activities:** Organize activities where students switch roles. Japanese students can practice being more explicit, while international students can attempt to communicate in a more high-context manner.
- 5. Shared Experiences:** Encourage activities that require teamwork and shared experiences. When people work together towards a common goal, they naturally find ways to communicate effectively.

strategies to help conquer the "high wall of context":

**6. Language Buddy System:** Pair up international students with Japanese students to help each other out – not just with language, but also with cultural nuances.

**7. Feedback and Adjustment:** After group tasks or discussions, encourage a feedback session. Ask questions like, "Was there anything unclear?" or "How could we have communicated that better?"

**8. Use of Visual Aids:** Sometimes, visual aids like diagrams, charts, and pictures can bridge the gap where words might fail. They can provide clarity without the need for verbosity.

**9. Mediators or Cultural Ambassadors:** In group settings, having a mediator who understands both cultural contexts can be immensely helpful. They can translate not just language but also cultural nuances.

**10. Encourage Questions:** Foster an environment where asking questions is encouraged and not seen as a sign of ignorance. Both groups of students should feel comfortable seeking clarity.

**11. Shared Vocabulary:** Over time, groups can develop a shared vocabulary or set of phrases that help bridge the cultural gap. This can be a mix of Japanese, English, or any other language terms that the group understands.

# Imamura as the MEXT ScheemD 2022 University Pitch and Conference Web Actor

- **Representative:** Hajime Imamura Professor, Department of Global Innovation, Faculty of International Studies, Toyo University
- **Title:** DX in Travel Play Dialogue Global Entrepreneurship Education - Finding a Place for Young People in a Digital World
- **Idea to be realized:** Six years have passed since we started "Global Entrepreneurship" education, which combines the entrepreneurial spirit to overcome failure and English communication skills, both of which are in short supply in Japan today. We are considering expanding the program into a global content that combines digital and real life, where young people with the spirit of "independence" can grow.
- **Current Status:** We are attempting to document and manualize the practice of entrepreneurship education by placing students of diverse nationalities in a hybrid online and face-to-face interactive environment. We would like to work with digital and educational experts to revitalize Japan's top-down drawn startup policy from the bottom-up, but horizontal development across boundaries is a challenge.
- **Partners sought/missing:** While content such as business model development with the three elements of Travel Play Dialogue and communication skills through acting training are welcomed overseas, we are running into various barriers in Japan. We welcome connections among people, materials, places, and funds to develop and standardize content that transcends boundaries.



# Innovation Ecosystem in Toranomon-Hills in the core center of Tokyo

都市の中心部にイノベーションエコシステムの集積拠点を創造



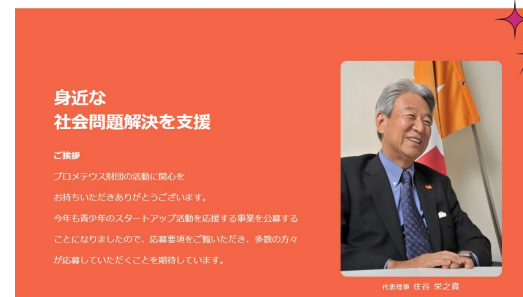
CIC Tokyo <https://jp.cic.com/>

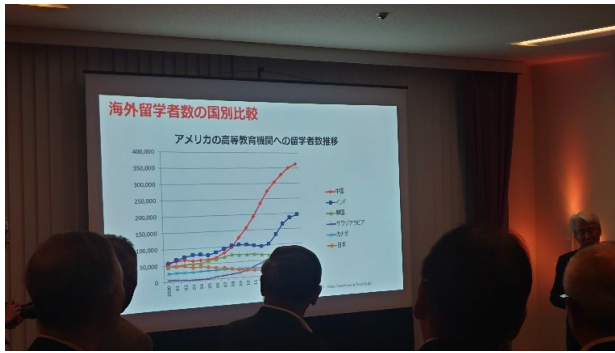
# Prometheus Foundation Global Village Yurakucho House

- GLOBAL VILLAGE "Yurakucho House" The motto of the Yurakucho House is "Let's aim for globalization and create a bright future for young people." **Global Social Digital** International and domestic students cooperate with each other under the motto of "Aiming for Globalization and Creating a Bright Future for Young People We aim for a brighter world!"



<https://sites.google.com/toyo.jp/globalvillage/>





### 求められる人材育成

若者のグローバル人材の育成が急務

新たな時代の「内なる国際化」

**GLOBAL**  
**SOCIAL**  
**DIGITAL**

変動するデジタル時代への対応スキル  
多様性を理解して活用する好き・意欲  
人々を巻き込むソーシャルスキル  
国際文化に溶け込み、最新の情報を利用するスキル

### 今後の活動について

基本方針

”Be Global Leaders!” (若者が中心に活動)

日本の大学生と、日本への留学生などの若者が中心になって、企画、運営を担って行う。

プログラムの内容

「キックオフ・セッション」と同様なセッション、  
考案中のワークショップ、イベントなど企画運営。

- 会員システムの導入
- インターン制度の導入
- 大学との連携
- スポンサーとの連携
- 地方自治体との協力

● GLOBAL VILLAGE の会員は学生などの方々。

# Revolutionary reform of start-up support policies through capacity building for "outsiders, youth, and oddballs" and strengthening of cooperation between educational institutions and business managers

- The common challenge for innovation in Japan and France is that both countries lag behind the U.S. and China in entrepreneurship, and there is an urgent need to nurture entrepreneurs. In Silicon Valley in the U.S., it is said that "outsiders, young people, and eccentrics" are active, and Japanese education needs to develop methods to develop the skills of young people.
- The METI's startup support policy must be revolutionized, or Japan will fall behind; the METI proposal must be further refined; and the revolution between educational institutions and business executives must be strengthened.
- "Travel Play Dialogue" Global Entrepreneurship Education needs to be DX-ready and further developed.
- Educational content alone cannot survive. Amid competition among universities, differentiation strategies that outperform other universities and departments will become increasingly necessary.

# How can we make our place in Green and Digital Transition?

## Plurality and Singularity

- "Plurality" denotes the state of being multiple or varied. In grammar, it contrasts singular and plural forms. In democratic voting, it signifies a candidate winning the most votes without necessarily achieving a majority. **Philosophically, it suggests reality comprises multiple substances or principles, and culturally, it underscores the coexistence of diverse perspectives or groups.** The precise interpretation depends on context.
- Message at "Plurality Tokyo"
- Plurality Tokyo is an event aimed at forming a sustainable and vibrant community with various researchers, developers, and government officials from around the world who are experimenting with Plurality at ETH Tokyo Global. **Instead of technology heading towards a "singularity," let's explore together how it can play a role in strengthening human power and connecting to a stronger "plurality."**



# DAO(Decentralized Autonomous Organization) and SIB(Social Impact Bond)

- Developers worldwide are collaborating now on decentralized technology, exemplifying plurality through distributed ledgers that empower everyone to co-create content within a shared commons.
- As we look to the future, individuals utilizing decentralized apps on the decentralized web will possess the right to determine with whom they share their data.
- We are unwavering in our commitment to collaborate with Web3 innovators on quadratic funding retroactive funding and social impact bonds.
- Our pilots, those people of public-private partnerships, are well positioned to be disseminated across Japan and all democrats see as digital public goods.
- <https://coincheck.com/ja/article/513>
- SIB is not just a financial scheme, but an innovative structure to enhance horizontal solidarity among different players for social service provision
- Innovative scheme of horizontal solidarity among plural players
- Align interests of beneficiaries, service providers, statutory bodies and private capital (Alex Nicholls)