The 6th AC of Hanseatic League of Universities
&
The 2026 WURI Global Ranking Ceremony

Welcome Remarks

National Chi Nan University

May 6th, 2026

Dong-sung Cho

Honorary President, Hanseatic League of Universities

Chair, WURI Foundation (https://www.wuri.world/)

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History of Annual Conferences of HLU

2018: The First AC at Hanze University of Applied Science in the Netherlands, Europe

2019: The Second AC at Incheon National University in Korea, Asia

2020~2022: No AC due to Covid-19

2023: The Third AC at Florida Gulf Coast University in USA, North America

2024: The Fourth AC at Franklin University Switzerland in Switzerland, Europe

2025: The Fifth AC at Negros Oriental State University and 3 others in the Philippines, Asia

2026: The Sixth AC at National Chi Nan University in Taiwan, Asia

The First Annual Conference

of

Hanseatic League of Universities

Birth of Hanseatic League of Universities

The 10 university presidents were invited by Hanze University of Applied Sciences (HUAS) in its 220th Anniversary in April 2018.

Country	University	President/Rector
China	Beijing Technology and Business University	Sun Baoguo
Russia	Belgorod State National Research University	Oleg N. Polukhin
Germany	Bremen University of Applied Sciences	Karin Luckey
Netherlands	Hanze University of Applied Sciences	Henk Pijlman
Korea	Incheon National University	Dong-sung Cho
USA	Northern Arizona University	Rita Cheng
Finland	Tampere University of Applied Sciences	Markku Lahtinen
Belgium	UC Leuven-Limburg	Marc Vandewalle
Uganda	Uganda Christian University	Stanley Ntagali
Tanzania	University of Dar es Salaam	William-Andey Lazaro Anangisye

First Annual Conference of HLU (April 2018)

The presidents of the 10 universities convened at HUAS unanimously agreed to President Dong-sung Cho's proposal to establish the Hanseatic League of Universities (HLU).

The inaugural HLU conference was convened on-site on an impromptu basis.

INU was agreed to host the second annual HLU conference.

Vision and Mission of Hanseatic League of Universities

Original Hanseatic League (Die Hanse, Hanzeverbond, etc.):

- Members: Approximately 170 European cities
- Time: The 12th to the 15th century
- Vision: Safety and prosperity through cooperation and trade
- Mission: To foster free trade and a close network among member cities

21st-Century Hanseatic League of Universities:

- Prospective Members: 30,000+ universities worldwide
- Time: Present and future
- Vision: To cultivate the next generation of leaders through global collaboration and innovation
- Mission: To facilitate the free exchange of new ideas and innovative approaches among member universities

The Second Annual Conference

of

Hanseatic League of Universities

Second Annual Conference of HLU (July 3-5, 2019)

The Second Annual Conference of HLU was held from July 3-5, 2019, at INU in Incheon, Korea.

The conference was attended by 240 participants from 62 universities and colleges across 16 countries, including 29 presidents and rectors.

His Excellency Ban Ki-Moon, the 8th Secretary-General of the United Nations, delivered a keynote address on "Global Sustainability through Education."

Ben Nelson, the founder of Minerva Schools, shared his vision for the emerging "Neo-Boutique Universities."

At the request of INU President Dong-Sung Cho, President Hwy-Chang Moon of the Institute for Policy and Strategy on National Competitiveness (IPSNC) presented the idea of the World Universities with Real Impact (WURI) Rankings, with the plan to officially release the first WURI ranking in 2020.

The HLU Board of Directors agreed to invite IPSNC to announce its WURI rankings at HUL's annual conferences.

The conference ended with a field trip to Samsung BioLogics.

Program of the 2nd AC of HLU (July 3 – 5, 2019)

TIME	PROGRAM	
	2019. 7. 3. (WED)	
15:00~17:30	Registration	
16:00~17:30	Campus tour for early arrivals.	
18:00~21:00	Registration, reception and welcome dinner	
	2019. 7. 4. (THU)	
08:30~09:15	Registration and networking reception	
09:15~09:30	**Opening ceremony** - Opening speech by President Henk Pijlman - Welcoming speech by President CHO Dong-Sung	
09:30~9:40	**Congratulatory speech: Her Excellency YOO Eun-He, Deputy Prime Minister of Korea**	
09:40~10:00	**Keynote** address by His Excellency Ban Ki-Moon, the 8th Secretary-General of United Nations, "Global Sustainability through Education"	
10:00~11:00	***POSCO President Summit:*** ***Challenges in higher education in an era of creativity and innovation*** Chair by President KIM Do-Yeon of POSTECH - Speech by Ben Nelson, Founder of Minerva Schools Panel presentation by President of University of Missouri **Panel presentation by Associate Vice Minister KIM Kyu-Tae of the Ministry of Education of Korea**	
11:00~11:15	Networking break & refreshments	
11:15~12:30	***Workshop #1-1: Fostering entrepreneurship in high education through education and research*** (TBA)	
12:30~14:00	Lunch Break: Idea exchanges (Strengthening the coalition and sustaining collaboration)	
14:00~15:20	***Workshop #1-2: New Paradigm for Collaboration in New Era*** **(TBA)**	
15:20~15:30	Networking break & refreshments	
15:30~17:20	***Workshop #1-3: Challenges in Higher Education for Sustainability***	
17:20~17:30	Coffee Break	
17:30~17:50	Wrap-up: Prioritizing cooperation among Universities	
18:00 ~	***Dinner & Classical Music Concert*** "IncheonMusic: Hic et nunc" by Sejong Soloists (See Note#1)	
	2019. 7. 5. (FRI)	
09:00~09:20	Keynote: Fostering Collaboration for Enterpreneurship - Pusan National University, President Dr. Chun Ho-Hwan	
09:20~09:45	***Workshop #2-1: Alternative Ranking Metrics based on Real Impact*** - Chair by President CHO Dong-Sung - Speech by Professor Emeritus MOON Hwi-Chang of Seoul National University	
09:45~10:00	Coffee Break	
10:00~11:45	***Workshop #2-2: Practices for Innovative Program applied to Alternative Ranking Metrics***	
11:45~12:00	Closing and Discussion	
12:00~14:00	Lunch hosted by President Tae-Han Kim of Samsung Biologics	
14:00~16:00	Field Trip to Samsung Biologics, The world's largest producer of Biosimilar industry	

Opening Ceremony of the 2nd AC of HLU (July 4, 2019)



Keynote Speech by BAN Ki-Moon, 8th UN Secretary General (July 4, 2019)



Speech by Minerva Founder Ben Nelson (July 4, 2019)



Field Trip to Samsung BioLogics (July 5, 2019)



Introduction of “World University Rankings for Innovation”

At the Second HLU-AC held at INC, Professor Moon Hwy-chang, President of the Institute for Policy and Strategy on National Competitiveness, presented the concept of a new university ranking system that would be based on the innovative approaches of more than 30,000 universities in over 200 countries worldwide.

The HLU Board of Directors agreed to invite WURI to announce its rankings at HUL's annual conferences.

The 2020 WURI Rankings were announced on May 17, 2020 through Zoom, due to the Covid-19.

The 2020 and 2021 WURI Rankins were also announced through Zoom.

The Third Annual Conference

of

Hanseatic League of Universities

Third Annual Conference of HLU---Finally in 2023

Michael Martin, President of Florida Gulf Coast University, has agreed to host the Third Annual HLU Conference on May 15-17, 2023.

3rd Annual

Hanseatic League of Universities Conference

Vectors of Resilience

May 15-17 2023

FGCU | HLU



Hosted by
Florida Gulf Coast University
Fort Myers, Florida

Join us May 15 - 17 for the 3rd Hanseatic League of Universities Conference, themed around the Vectors of Resilience. We will celebrate and showcase higher education's significant advancements and tangible impact worldwide.

You will also be present for the **exclusive 2023 World's Universities with Real Impact (WURI) Ranking announcement!** The WURI ranking recognizes universities' contributions to society and innovation in research and education across six key categories.

Monday, May 15 | Florida Gulf Coast University

8:00 AM: **Transportation from Hyatt Regency Coconut Point Resort to Florida Gulf Coast University**

8:30 AM: **Conference Registration Opens**
Cohen Gallery, 2nd Floor

9:00 AM – 12:00 PM: **Collaborative Online International Learning/Virtual Exchange (COIL/VE) Overview with Case Study Examples**
Cohen Ballroom A, 2nd Floor

The COIL/VE Workshop is an opportunity to participate in a professional development seminar to discover the benefit of the COIL/VE as a resource for internationalization and collaboration for universities worldwide.

Workshop Moderators:

- **Paloma Rodriguez**
  Director, Office of Global Learning, International Center, University of Florida, USA
- **Mary E. Risner, Ed.D.**
  Associate Director, UF Center for Latin American Studies, University of Florida, USA

Moderated by:

- **Dr. Tunde Szecsi**
  Program Coordinator/Professor, College of Education, Florida Gulf Coast University, USA

Panelists:

- **Dr. Jon Braddy**
  Associate Professor, Department of Communication & Philosophy, Florida Gulf Coast University, USA
- **Dr. Jaffar Ali Shahul Hameed**
  Professor of Mathematics, Florida Gulf Coast University, USA
- **Dr. Flavia Stara**
  Professor of Philosophy of Education, Department of Education, Cultural Heritage and Tourism, University of Macerata, Macerata, Italy

11:30 AM: **Transportation from Hyatt Regency Coconut Point Resort to Florida Gulf Coast University**
For those not attending the COIL/VE workshop

12:15 PM: **Lunch, Registration and Networking**
Cohen 201, 2nd Floor

1:00 PM – 3:45 PM:

Collaborative Online International Learning/Virtual Exchange (COIL/VE) Multilevel Internationalization

Cohen Ballroom A, 2nd Floor

The COIL/VE Workshop continues with a presentation on strategy for multilevel internationalization.

Moderated by:

- **Paloma Rodriguez**
  Director, Office of Global Learning, International Center, University of Florida, USA
- **Mary E. Risner, Ed.D.**
  Associate Director, UF Center for Latin American Studies, University of Florida, USA

Preparing for the Carnegie Elective Classification for Community Engagement

Cohen 213, 2nd Floor

The Carnegie Elective Classification for Community Engagement application provides institutions an opportunity for self-assessment; accountability for institutional mission and commitment to public purpose; and the legitimacy of processes, institutional alignment, community partnerships, and outcomes. This pre-conference workshop is designed to assist campuses in preparing for the Elective Classification for Community Engagement. The session will demystify the application process by including an orientation to both the classification and reclassification frameworks and a discussion of strategies that have been effective for successful applications.

Marisol Morales, Executive Director of the Carnegie Elective Classifications, USA
Lauren Bartshe, Associate Director of the Carnegie Elective Classifications, USA

Florida Gulf Coast University Guided Campus Tour

Meet in Cohen Gallery, 2nd Floor

Learn about our university from faculty and students. Take a guided tour of our campus, including the Marieb College of Health & Human Services, The Water School, our Professional Golf Management program, and more!

4:00 PM:

Meet the Deans Networking Event

The Boardwalk

Connect with the Deans of Florida Gulf Coast University at The Boardwalk on the university's waterfront.

4:30 PM – 6:30 PM:

Welcome Reception

The Boardwalk

Join us for the opening reception, featuring a paella-making bar, beverages and performances by the Bower School of Music musicians.

6:45 PM:

Transportation from The Boardwalk to Hyatt Regency Coconut Point Resort

Tuesday, May 16 | Florida Gulf Coast University

7:30 AM: **Transportation from Hyatt Regency Coconut Point Resort to Florida Gulf Coast University**

8:00 AM: **Breakfast, Registration & Networking**
Cohen Gallery & Cohen 201, 2nd floor

9:00 AM: **Opening Session**
Cohen Ballroom B, 2nd Floor

Dr. Chris Westley, Dean, Lutgert College of Business, Florida Gulf Coast University, USA
Dr. Michael V. Martin, President, Florida Gulf Coast University, USA
Dr. Dong-sung Cho, President, Hanseatic League of Universities; Chairman, The Institute for Industrial Policy Studies (IPS) Switzerland

9:30 AM:



Revolutionizing Higher Education: Resilience, Equity, and Excellence in a Post-Pandemic World
Cohen Ballroom B, 2nd Floor

Dr. Lynn Pasquerella, President, American Association of Colleges and Universities, USA

10:45 AM: **BREAKOUT SESSIONS**

Panel in Student Mobility and Openness: Decolonizing International Education
Cohen 214, 2nd Floor

This international panel will share details from their WURI-ranked case studies on student mobility and openness on the topic of Decolonizing International Education.

Moderated by:

- **Dr. Timothy Gjini**, Associate Director & PDSO, Global Engagement Office, Florida Gulf Coast University, USA

Panelists:

- **Dr. Dawn Whitehead**, Vice President, Office of Global Citizenship for Campus, Community and Careers, American Association of Colleges and Universities, USA
- **Dr. Hilary Landorf**, Executive Director, Office of Global Learning Initiatives, Associate Professor, International & Intercultural Education, Florida International University, USA
- **Dr. Enkeleint Mechili**, Vice Rector, Ismail Qemali University of Vlorë, Albania
- **Dr. István Tarrósy**, Director, Pécs University, Hungary
- **Katie Carter**, US Assistant Director, Undergrad Admissions, Franklin University Switzerland, Switzerland
- **Dr. Alex Akulli**, President, SC Fulbright Association, USA

Panel in Crisis Management & Disaster Response: Synergy of Disasters and Community Resilience
Cohen 213, 2nd Floor

This panel will examine the gaps in immediate post-disaster response, the opportunities for more sustainable redevelopment for coastal resilience, and the role higher education institutions can play in guiding our communities through these challenges. Experiences in various disasters will be represented, including flooding, earthquakes, hurricanes, and student experiences in organizing post-disaster responses.

Moderated by:

- **Dr. Edwin Everham, III**, Professor, Department of Ecology & Environmental Studies, Florida Gulf Coast University, USA

Panelists:

- **Jean Max Charles**, Assistant Professor, Climate Change, Florida Gulf Coast University, USA
- **Suveshnee Munien**, Associate Professor, Land Use, Florida Gulf Coast University, USA
- **Hannah Mathias**, President, REPair, USA
- **Thrity Vakil**, President of Tropic Ventures Research & Education Foundation, Puerto Rico

World University Rankings for Innovation (WURI) Case Presentations
Cohen Ballroom A, 2nd Floor

Universities from around the world will share WURI-ranked projects on the topics of industrial application, entrepreneurial spirit and ethical values.

- **Master of Ceremonies: Dr. Hyunjee Hannah Kim**, Research Professor, The Institute for Policy & Strategy on National Competitiveness (IPSNC), Korea

Congratulatory Remark: Dr. Dong-sung Cho, President, Hanseatic League of Universities; Chairman, The Institute for Industrial Policy Studies (IPS) Switzerland

Plenary Session: Dr. Mike Magee, President, Minerva University, USA

Topic 1: Industrial Application

- **Dr. Byoung-jo Choi**, Provost, Incheon National University, Korea
- **Dr. Fred Popowich**, Scientific Director, Simon Fraser University, Canada (Virtual)
- **Dr. Punwalai Kewara**, Assistant President, International Relations, Burapha University, Thailand

Topic 2: Entrepreneurial Spirit

- **Dr. Peter Sperber**, President, Deggendorf Institute of Technology, Germany
- **Danica Purg**, President, IEDC-Bled School of Management, Slovenia (Virtual)
- **Dr. Mahmoud Elsabahy**, Vice President for Research, BADR University in Cairo, Egypt

Topic 3: Ethical Values

- **Dr. Tae-hyun Kim**, President, aSSIST University, Korea
- **Sr. Merceditas Ang**, President, St. Paul University, Philippines
- **Dr. Edmond Hajrizi**, President, UBT – Higher Education Institution, Kosovo (Virtual)

12:30 PM: **Lunch and Networking**
Cohen Gallery & Cohen 201, 2nd floor

World University Rankings for Innovation (WURI) Poster Sessions

Tuesday, May 16 | Continued

1:45 PM:



The World in 2050: Big Trends that Will Shape the Future and the "Vectors of Resilience"
Cohen Ballroom B, 2nd Floor

Daniel Franklin, Executive Editor and Acting US Editor, The Economist, United Kingdom

3:00 PM:

BREAKOUT SESSIONS

Panel in Industrial Application: Higher Education and Industry Partnerships
Cohen Ballroom B, 2nd Floor

As the talent and skills gaps conversations continue to grow, industry partnerships have become an important topic. Over the past several years, Florida Gulf Coast University (FGCU) has recognized an intentional and strategic focus on academic and workforce alignment in Southwest Florida. The main objective is to create a framework that includes initiatives to respond to an ever-changing business and work environment. Additional goals to help students graduate workforce ready and make sure that their demonstrated knowledge, skills, and abilities are relevant to current workforce needs, predicted changes,and the future of work remains central to this work. This panel will share their collaboration and participation to ensure relevancy, academic and workforce alignment, partnering to develop competency based micro-credentials and digital badges for closing skills gaps,internships, capstone projects, job fairs, and all other innovative ways to involve the FGCU campus to create a talent pipeline and employee development.

Moderated by:

- **Dr. Aysegul Timur**, Vice President, and Vice Provost, Strategy and Program Innovation, Florida Gulf Coast University, USA
- **Kristen Vanselow**, Assistant Vice President, Innovative Education & Partnerships, and Director, FGCU Complete, Florida Gulf Coast University, USA

Panelists:

- **Anna Longar**, Director, University Recruiting, Gartner, USA
- **Meg Hardt**, Supervisor, Corporate Engagement, Arthrex, USA
- **Dennis O'Keefe**, Vice President, Communications, Arthrex, USA
- **Charles Vuono**, Vice President, Revenue Management, Hertz, USA
- **Dr. Amy Scott**, Director, Learning and Development/Career Coaching, NeoGenomics, USA
- **Benjamin Hagel**, HR Operations Coordinator, FGCU Graduate, Master's Candidate, NeoGenomics, USA

Panel in Fourth Industrial Revolution: Sustainable Cities of the Future
Cohen 214, 2nd Floor

The rise of Smart Cities was expected to bring digital technology and data-centric solutions to sustainable resources management and resilient infrastructure; however, these advancements have been slower than anticipated. The decisions that cities make today about managing resources and their corresponding infrastructures will affect their future for decades, perhaps even permanently. This panel will focus on sustainable resource management and smart decision-making for cities of the future. The panel discusses technologies and strategic approaches to better address the most pressing current and future water-energy challenges engulfing our cities. In addition, this panel explores the barriers that cities with an industrial legacy will face as they transition towards resilient cities of the future, improving their local environments and the lives of their residents.

Moderated by:

- **Dr. Huzefa Kagdi**, Dean, U.A. Whitaker College of Engineering , Florida Gulf Coast University, USA
- **Dr. Seneshaw Tsegaye**, Associate Professor, Bioengineering, Civil Engineering and Environmental Engineering, Florida Gulf Coast University, USA

Panelists:

- **Dr. Shirley Agrupis**, President, Mariano Marcos State University, Philippines
- **Dr. Marilyn Cardoso**, President, Samar State University, Philippines
- **Dr. Petros Woldesenbet**, President, Bonga University, Ethiopia
- **Sinet Kleung**, Researcher, National University of Management, Cambodia
- **Dr. Jong-in Choi**, Former Vice President, Hanbat National University, Korea

Panel in Ethical Values: Prioritizing Social Responsibility, Integrity, & Ethics
Cohen 213, 2nd Floor

Hear from World University Rankings for Innovation (WURI) ranked colleges and universities as they share their recognized programs and discuss how elements such as social responsibility, integrity, and ethics are central to their work.

Moderated by:

- **Dr. Marisol Morales**, Executive Director, Carnegie Elective Classification Central Office, USA

Panelists:

- **Tiziana Hu**, Assistant Dean of Graduate Studies, Franklin University Switzerland, Switzerland
- **Justin Fitzgerald**, Director, Community Engagement, Florida Gulf Coast University, USA
- **Somalux EK**, WURI Coordinator, National University of Management, Cambodia

World University Rankings for Innovation (WURI) Case Presentations
Cohen Ballroom A, 2nd Floor

Universities from around the world will share WURI-ranked projects on the topics of student mobility and openness, crisis management and the fourth industrial revolution.

- **Master of Ceremonies: Dr. Hyunjee Hannah Kim**, Research Professor, The Institute for Policy & Strategy on National Competitiveness (IPSNC), Korea

Topic 4: Student Mobility and Openness

- **Dr. Cengiz Yilmaz**, President, Abdullah Gül University, Turkey
- **Dr. Hsiu-Hua Hu**, Vice President, National Chi Nan University, Taiwan
- **Dr. Daniel A. Wubah**, President, Millersville University, USA (Virtual)

Topic 5: Crisis Management

- **Dr. Cherry I. Ultra**, President, University of Eastern Philippines, Philippines
- **Dr. Kolinio Boila**, Executive Director, Finance, The University of the South Pacific, Fiji (Virtual)
- **Dr. Saad Shaheen Hammadi**, Chancellor, University of Basrah, Iraq (Virtual)

Topic 6: Fourth Industrial Revolution

- **Dr. Thanh Lam Nguyen**, Vice Rector, Lac Hong University, Vietnam
- **Carlos Carrión Betancourt**, Coordinator, Universidad de Las Americas, Mexico (Virtual)
- **Dr. Tomislav Papac**, Member, SUMIT - Centre for Information Technologies, University of Mostar, Bosnia and Herzegovina

Media Representative Remark: Dr. Jun Hong, CEO, University News Network, Korea

Concluding Remark: Dr. Hwy-chang Moon, Founding Director, WURI Ranking; Chairman, The Institute for Policy & Strategy on National Competitiveness (IPSNC), Korea

4:45 PM: **Transportation from FGCU to Hyatt Regency Coconut Point Resort**

5:30 PM – 6:30 PM: **HLU Business Meeting** – by invitation only
Pine Meeting Room

Wednesday, May 17 | Site Visits

8:00 AM: **Breakfast at Hyatt Regency Coconut Point Resort**
Hotel Lobby – check-in for a breakfast voucher

9:15 AM – 1:30 PM: **ARTHREX**
Topic: Industrial Application

A pioneer in developing minimally invasive, orthopedic and rehabilitative technologies and medical education providing therapeutic advantages and meaningful improvement in patient lives, Arthrex is headquartered in Naples, Florida. A global leader in the medical device industry, Arthrex has a special relationship with Florida Gulf Coast University, which you will learn more about during a behind-the-scenes tour of the Arthrex campus. This experience will also include an informative presentation from founder Reinhold Schmieding. Great Place to Work® recognizes Arthrex as one of the United States' best workplaces for millennials, women and Latino(a)s. It has consistently been named a best workplace in manufacturing and production, for diversity, and for giving back to the community. Learn more about Arthrex at arthrex.com.

9:30 AM – 3:30 PM: **BABCOCK RANCH**
Topic: Fourth Industrial Revolution

Explore the first solar-powered town in America – Babcock Ranch. This town includes an 870 acre solar farm, solar tree charging stations and the country's largest solar-plus-battery storage system. After a community tour, enjoy lunch and a panel discussion with representatives from the community's developers, Florida Gulf Coast University faculty and Babcock High School faculty.

10:30 AM – 3:30 PM: **COLLABORATORY & FRANKLIN PARK ELEMENTARY SCHOOL**
Topic: Ethical Values

Collaboratory is committed to coordinating the solving of all of Southwest Florida's social problems on an eighteen-year deadline, including homelessness, poverty, mental illness, racism, illiteracy and more. They plan to do this with the entire community working together, including people of all ages, colors, abilities, beliefs and imaginations across all five counties. A co-working space with state-of-the-art technology, Collaboratory is a convening hub for co-collaborating tenants and community organizations. You will learn more about Collaboratory's mission to drive innovation, entrepreneurship, and education. Through Collaboratory, Florida Gulf Coast University often partners with businesses to reimagine new possibilities for our region and recruit talent to support workforce development.

The trip will progress to Franklin Park Elementary where participants will witness the power of traditionally separated industries coming together to solve community issues. Learn about a unique model called Community Partnership Schools as well as the evolution and growth Franklin Park Elementary has experienced since this program launched. This comprehensive model leverages the social and institutional capital of four core partners, making it possible for the school to offer resources and services that address the needs identified by the community.

10:30 AM – 3:30 PM: **ESTERO BAY BOAT TRIP**
Topic: Crisis Management

Exploring the connections between healthy ecosystems, strong economic systems, and coastal resilience, this interactive field trip includes a boat excursion and hikes along the Southwest Florida coast. This exploratory journey will feature guides Dr. Brian Bovard and Dr. Win Everham, Department of Ecology & Environmental Studies faculty members at Florida Gulf Coast University. Brian and Win are studying the impact of Hurricane Ian on our area's mangrove forests. Throughout the outing, we will be joined by community partners who will share their experiences after the hurricane and its effect on our native biodiversity, ecosystem functions, and human systems.

Note: During this excursion, the participant's hands and body may encounter water as we are immersed in a mangrove forest.

Wednesday, May 17 | Hyatt Regency Coconut Point Resort

6:00 PM: **Cocktail Reception**
Calusa Terrace

Performance by Bower School of Music Jazz Combo
Brandon Robertson, John & Dorothy Guigon Endowed Director of Jazz Studies, Florida Gulf Coast University, USA

7:00 PM: **Marquee Event & Dinner**
Calusa ABC Ballroom

Master of Ceremonies: Dr. Chris Westley, Dean, Lutgert College of Business, Florida Gulf Coast University, USA

Opening Performance by Bower School of Music Wind Orchestra
Troy V. Jones, Director of Athletic Bands, Instructor of Music Education/Percussion, Florida Gulf Coast University, USA

Dinner Performance by Bower School of Music Saxophone Quartet
Michael Weiss-Holmes, Coach, Instructor of Saxophone, Florida Gulf Coast University, USA



Performance by
5-time Grammy Award Winning Artist,
Angélique Kidjo

Presentation of WURI 2023 Rankings:

Congratulatory Remark: Dr. Michael V. Martin, President, Florida Gulf Coast University, USA

Opening Remark: Dr. Dong-sung Cho, President, Hanseatic League of Universities; Chairman, The Institute for Industrial Policy Studies (IPS) Switzerland

WURI 2023 Ranking Presentation: Dr. Hwy-chang Moon, Founding Director, WURI Ranking; Chairman, The Institute for Policy & Strategy on National Competitiveness (IPSNC), Korea

Passing of the Gavel:

Dr. Dong-sung Cho, President, Hanseatic League of Universities; Chairman, The Institute for Industrial Policy Studies (IPS) Switzerland

Dr. Michael V. Martin, President, Florida Gulf Coast University, USA

Introduction of 2024 Host University:

Dr. Michael McDonald, Assistant Vice President of Academic Affairs for International Programs and Chief International Officer, Florida Gulf Coast University, USA

Tiziana Hu, Assistant Dean of Graduate Studies, Franklin University Switzerland, Switzerland


FLORIDA GULF COAST UNIVERSITY

FLORIDA GULF COAST UNIVERSITY



Alico Arena 16
Arts Complex 15
Boardwalk Waterfront Dining 36
Campus Recreation Waterfront Complex 29
Campus Support Complex 10
Center for Career & Exploratory Advising 6
Central Energy Plant 7
Cohen Student Union 17
Edwards Hall 21
Egan Observatory 14
Food Pantry & Music Modular 41
Griffin Hall 1
Grounds Maintenance 30
Holmes Hall 25
Howard Hall 4
Information Building 13
Kleist Center 20
Lee County/FGCU Aquatics Center 22
Little Eagles Learning Center 9
Lucas Hall 37
Lutgert Hall 24
Margaret S. Sugden Welcome Center 18
Marieb Hall 32
McTarnaghan Hall 5
Merwin Hall 11
Modular Village 40
Music Building 31
Myra Janco Daniels Public Media Center/WGCU 8
Outdoor Sports Complex 19
Reed Hall 2
Richard C. Ackert Community Center 34
Seidler Hall 28
South Energy Plant 27
South Village Modular One 44
South Village Modular Two 45
SoVi Dining 26
Student & Community Counseling Center 35
Student Health Services 42
Sugden Hall 23
The Water School (AB9) 39
University Marketing & Communications 43
University Recreation & Wellness Center 33
Whitaker Hall 12
Wilson G. Bradshaw Library 3

- Visitor/Faculty/Staff/Student Parking (Pass required)
- Student Commuter Parking Only
- Faculty/Staff Parking
- Visitor Parking
- Resident Parking
- Places to eat
- Eagle Express Shuttle Stop | Lee Transit Bus Stop
- Eagle Express Town Center Shuttle Stop


Vectors of Resilience
Presentation of
WURI 2023 Rankings
Dr. Michael V. Martin
Dr. Dong-sung Cho
Dr. Hwy-chang Moon
FGCU
HLU



The Fourth Annual Conference

of

Hanseatic League of Universities

Fourth Annual Conference of HLU at FUS, Switzerland in 2024

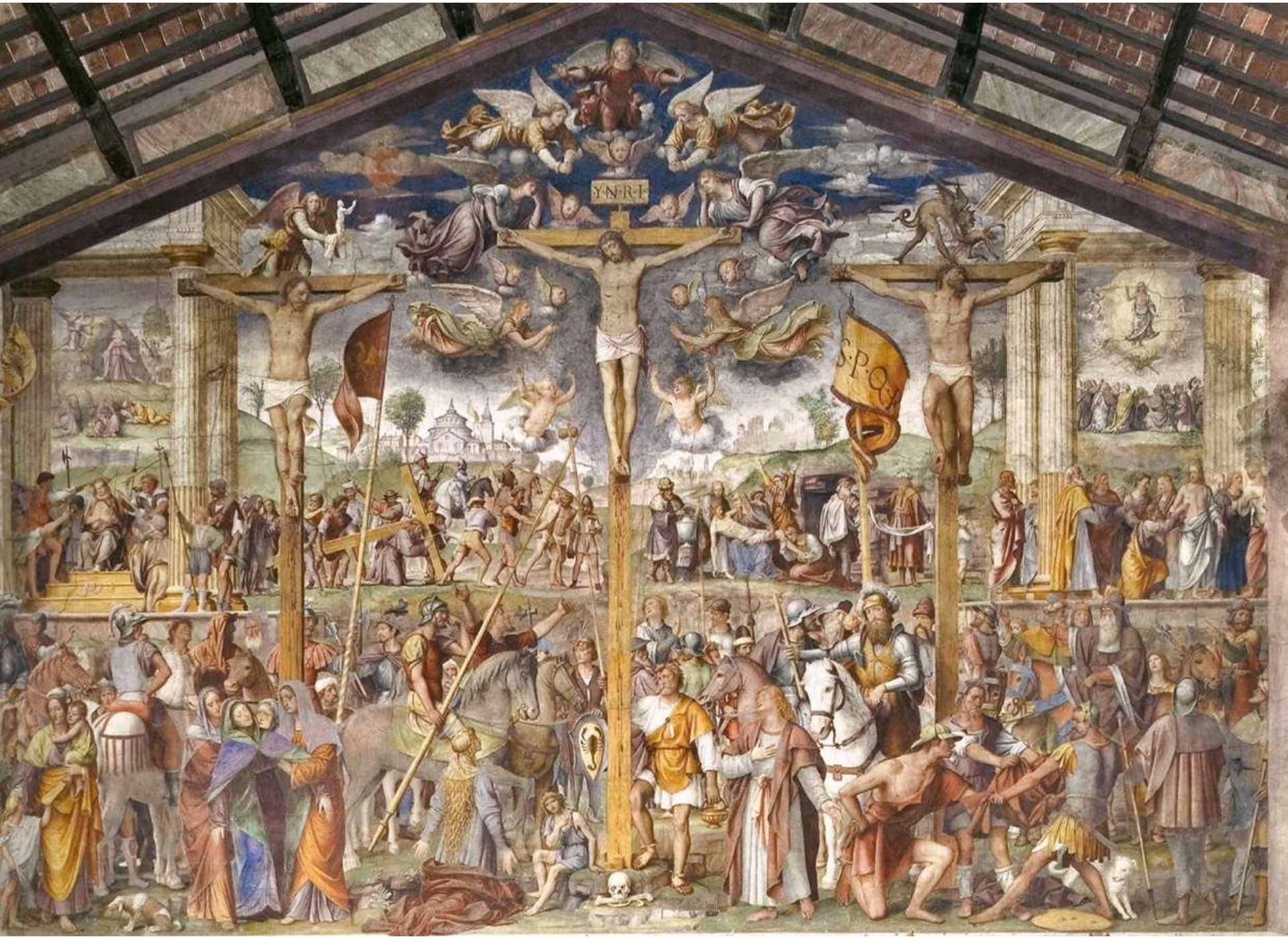
Samuel Martín-Barbero, President of Franklin University Switzerland (FUS), located in the beautiful lakeside city of Lugano, Switzerland, has agreed to host the Fourth Annual HLY Conference on June 6-7, 2024 on his charming campus.

HLU’s Fourth Annual Conference




6365. P. Z. - LUGANO.
PENSION BELLEVUE



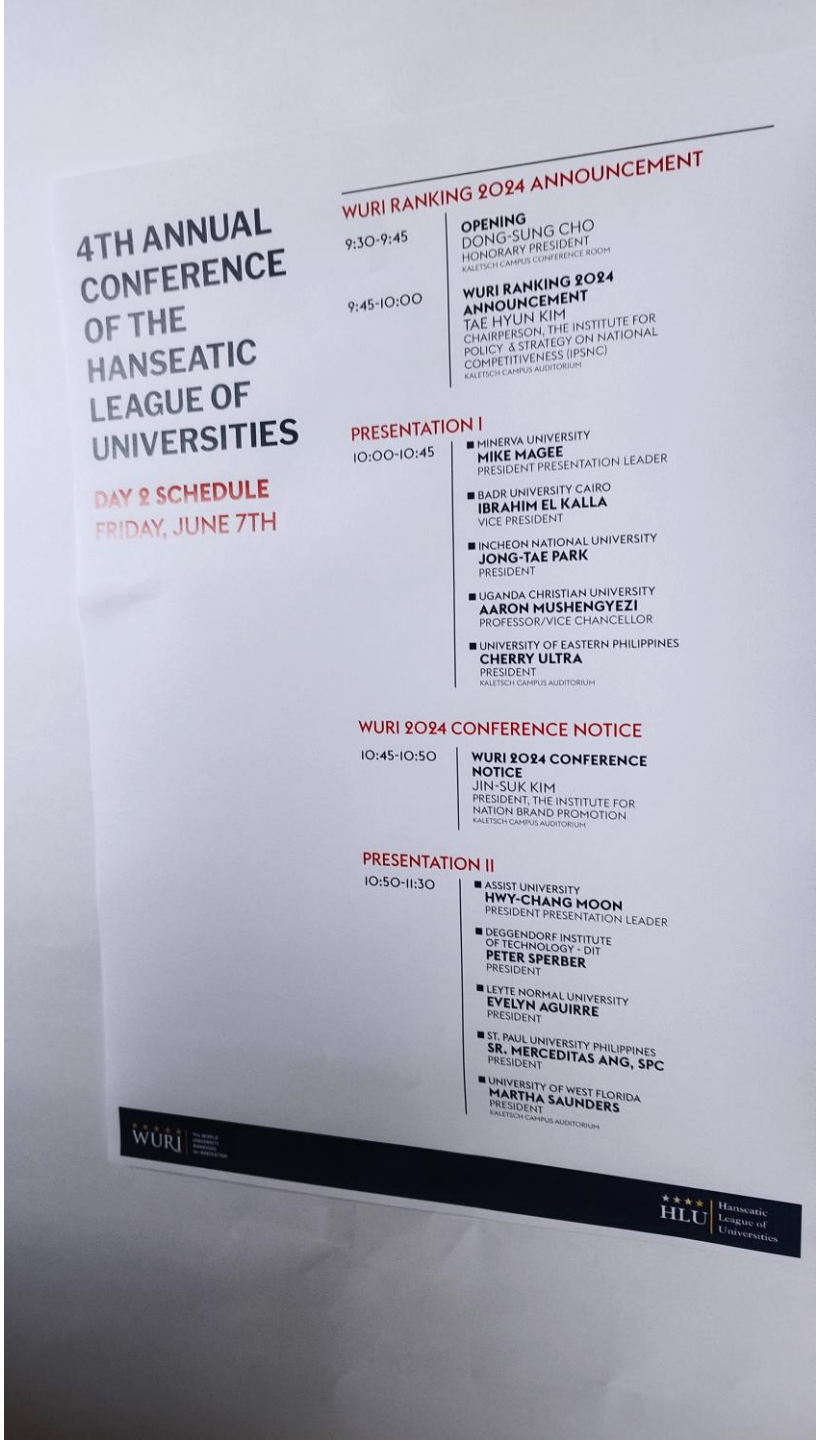

S·P·Q·R




FRANKLIN
UNIVERSITY SWITZERLAND


You are viewing HLU Conference's screen
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WURI
The WORLD UNIVERSITY RANKINGS for INNOVATION
The World University Rankings for Innovation (WURI)
Preamble: Objectives, Characteristics, & Effects
June 7, 2024
Dong-sung Cho
Chairman, The Institute for Industrial Policy Studies Switzerland
Professor Emeritus, Seoul National University Business School
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FRANKLIN UNIVERSITY SWITZERLAND
FRANKLIN
UNIVERSITY SWITZERL


RESERVED


4TH ANNUAL CONFERENCE OF THE HANSEATIC LEAGUE OF UNIVERSITIES
DAY 2 SCHEDULE
FRIDAY, JUNE 7TH
WURI RANKING 2024 ANNOUNCEMENT
9:30-9:45
OPENING
DONG-SUNG CHO
HONORARY PRESIDENT
KALETSCH CAMPUS CONFERENCE ROOM
9:45-10:00
WURI RANKING 2024 ANNOUNCEMENT
TAE HYUN KIM
CHAIRPERSON, THE INSTITUTE FOR POLICY & STRATEGY ON NATIONAL COMPETITIVENESS (IPSNC)
KALETSCH CAMPUS AUDITORIUM
PRESENTATION I
10:00-10:45
MINERVA UNIVERSITY
MIKE MAGEE
PRESIDENT PRESENTATION LEADER
BADR UNIVERSITY CAIRO
IBRAHIM EL KALLA
VICE PRESIDENT
INCHEON NATIONAL UNIVERSITY
JONG-TAE PARK
PRESIDENT
UGANDA CHRISTIAN UNIVERSITY
AARON MUSHENGYEZI
PROFESSOR/VICE CHANCELLOR
UNIVERSITY OF EASTERN PHILIPPINES
CHERRY ULTRA
PRESIDENT
KALETSCH CAMPUS AUDITORIUM
WURI 2024 CONFERENCE NOTICE
10:45-10:50
WURI 2024 CONFERENCE NOTICE
JIN-SUK KIM
PRESIDENT, THE INSTITUTE FOR NATION BRAND PROMOTION
KALETSCH CAMPUS AUDITORIUM
PRESENTATION II
10:50-11:30
ASSIST UNIVERSITY
HWY-CHANG MOON
PRESIDENT PRESENTATION LEADER
DEGGENDORF INSTITUTE OF TECHNOLOGY - DIT
PETER SPERBER
PRESIDENT
LEYTE NORMAL UNIVERSITY
EVELYN AGUIRRE
PRESIDENT
ST. PAUL UNIVERSITY PHILIPPINES
SR. MERCEDITAS ANG, SPC
PRESIDENT
UNIVERSITY OF WEST FLORIDA
MARTHA SAUNDERS
PRESIDENT
KALETSCH CAMPUS AUDITORIUM
WURI
HLU
Hanseatic League of Universities

The Fifth Annual Conference

of

Hanseatic League of Universities

Fifth Annual Conference of HLU at Negros Oriental State University +

Noel Yasi, President of Negros Oriental State University (NORSU) in Dumaguete City, Philippines, has agreed to host the Fifth Annual HLY Conference on July 9-11, 2025 focused on "Breaking Barriers, Empowering Change".

Silliman University (SU), St. Paul University Dumaguete (SPUD), and Siquijor State College (SSC) joined NORSU in hosting the conference.


5th Annual HLU
Hanseatic League
of Universities
Conference
BREAKING BARRIERS, EMPOWERING CHANGE
DUMAGUETE CITY, PHILIPPINES | JULY 9-17, 2025


HLU
5
HLU
SILLIMAN UNIVERSITY
VIA VERITAS VITA
1901
DUMAGUETE CITY PHILIPPINES


5TH ANNUAL CONFERENCE OF THE
HANSEATIC LEAGUE OF UNIVERSITIES
DUMAGUETE CITY, 9-11 JULY 2025


5TH ANNUAL CONFERENCE OF THE
HANSEATIC LEAGUE OF UNIVERSITIES
DUMAGUETE CITY, 8-11 JULY 2025


5TH ANNUAL CONFERENCE OF THE
HANSEATIC
9-11 JULY 2025




HLU
5TH HLU ANNUAL CONFERENCE
HLU
PUBLIC INFORMATION OFFICE
HLU
5TH ANNUAL
HLU
2025



Genevieve Balance Kupang is the WURI historian

The Sixth Annual Conference

of

Hanseatic League of Universities

Sixth Annual Conference of HLU at National Chi Nan University

Dong-Sing Wuu, President of National Chi Nan University (NCNU) in Puli Township, Nantou County, Taiwan, has agreed to host the Sixth Annual HLU Conference in 2026.

WURI Foundation has officially joined the HLU Annual Conference in the name of “WURI Global Ranking Ceremony”.


HLU 6TH HLU ANNUAL CONFERENCE
WURI 2026
2026 HLU Annual Conference
& WURI Global Rankings Ceremony
6-8 May 2026
National Chi Nan University
Taiwan
Hosted by National Chi Nan University
Organized by the Hanseatic League of Universities
and the World University Rankings for Innovation Foundation
Co-organized by the Association of Universities of Asia and the Pacific
國立暨南國際大學
National Chi Nan University




HLU 6 HLU ANNUAL CONFERENCE
2026 HLU Annual Conference
& WURI Global Rankings Ceremony
Opening Ceremony
WURI
HLU 6TH ANNUAL CONFERENCE
WUR


HLU 6TH HLU ANNUAL CONFERENCE
2026 HLU Annual Conference
& WURI Global Rankings Ceremony
Welcome Remarks
Dr. Dong-Sing Wuu
President,
WURI
The WORLD UNIVERSITY RANKINGS for INNOVATION
GLOBAL CON
NCE
2026 國際大學
創新與影響力高峰會
2026 HLU
Annual Conference
& WURI Global
Rankings Ceremony



HLU Hanseatic League of Universities

WURI The WORLD UNIVERSITY RANKINGS for INNOVATION

The 6th AC of Hanseatic League of Universities
&
The 2026 WURI Global Ranking Ceremony

WURI in the Future

National Chi Nan University

May 7th, 2026

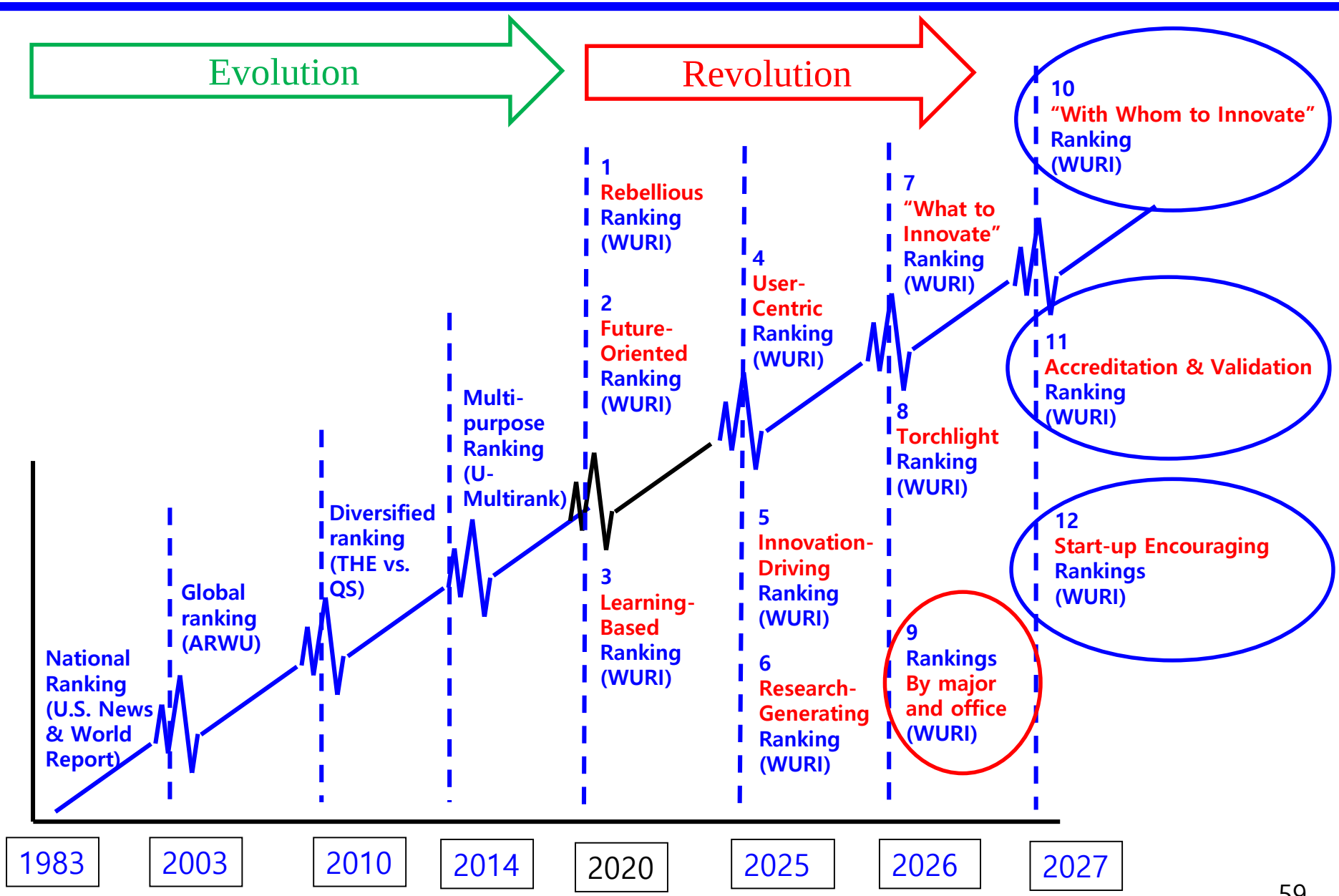
Dong-sung Cho

Honorary President, Hanseatic League of Universities

Chair, WURI Foundation (https://www.wuri.world/)

dscho123@gmail.com, +82-10-8133-8888

Evolution and Revolution of University Rankings



Contents

1. Evolution and Revolution of University Rankings

2. Start of WURI in 2020

3. Innovations of WURI during 2021~2025

4. Innovations of WURI in 2026

5. Innovations of WURI in 2027

6. Global Recognition of WURI

7. 4 Guideline, 6 Helpful Tips, and 10 Formulae to prepare for WURI 2026

8. Extension to the General/Traditional Rankings in 2026

9. WURI-Related Conferences

WURI as an Innovator of University Rankings

(2020)

1. Any universities working hard can be at the Top.→ Rebellion with WURI
2. Statistics out, innovative cases in→ Evaluating not the past but the future
3. Cross-evaluation by participating presidents→ Learning-based ranking

(2021~2025)

1. Case writing by customers→ User-centric ranking
2. Encouraging many cases to submit→ From innovation follower to innovation driver
3. Professors actively in writing cases→ Research papers and academic journals

(2026)

1. Adding the third axis of "What to Innovate"→ 3 axes with 24 categories
2. In search of representative research projects (C1)→ Torchlight effect
3. Decentralized ranking→ Rankings by 8 Offices and 24 Majors

(2027)

1. Adding the fourth axis of "With Whom to Innovate"→ 4th axis with 8 more categories
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3. Encouraging start-up efforts→ Start-up Encouraged

2020-1: Rebellion with WURI

WURI 2025: Global Top 400 Innovative Universities (1 - 50)

Rank	Name	Rank	Name
1	Minerva University	26	Duke University
2	Arizona State University	27	Olin College of Engineering
3	École 42	28	University of California, Mercede
4	University of Pennsylvania	29	Tra Vinh University
5	Massachusetts Institute of Technology (MIT)	30	Northern Arizona University
6	Stanford University	31	Columbia University
7	California Institute of Technology	32	Peking University
8	Hanze University of Applied Sciences	33	Badr university in Cairo
9	Incheon National University	34	IEDC-Bled School of Management
10	University of California, Berkeley	35	Singularity University
11	Harvard University	36	Florida State University
12	Simon Fraser University	37	Burapha University
13	Abdullah Gul University	38	Telkom University
14	Princeton University	39	University of Twente
15	University of Cambridge	40	Ohio State University
16	Technische Hochschule Deggendorf	41	University of Copenhagen
17	Aalto University	42	Florida Gulf Coast University
18	Boston University	43	University College London
19	Seoul National University	44	Urdaneta City University
20	National University of Singapore	45	aSSIST University
21	University of Chicago	46	Flinders University
22	Hankuk University of Foreign Studies	47	University College Dublin
23	Tsinghua University	48	Beijing Normal University
24	Franklin University	49	University of Gothenburg
25	University of Oxford	50	Sussex University

2020-1: Rebellion with WURI

WURI 2025: Student Support and Engagement (A1) Top 100

Rank	Name	Rank	Name
1	Cagayan State University	23	TED University
2	LSPR Institute of Communication and Business	27	University of Eastern Pangasinan
2	Romblon State University	28	Aalborg University
4	CHRIST (Deemed to be University)	29	Holy Angel Univesity
4	Tongmyong University	30	Integral University
6	Virgen Milagrosa University Foundation, Inc.	30	Kookmin University
7	University of Split	30	Siberian Federal University
7	University of the South Pacific	30	University of Washington
9	University of Northern Philippines	34	Northwestern University, Inc.
10	Pangasinan State University	34	Nueva Vizcaya State University
11	Telkom University	36	Bonga University
11	Universitas Amikom Yogyakarta	36	Rafik Hariri University
13	The Catholic University of Korea	36	UNION CHRISTIAN COLLEGE
13	Emory University	36	West Visayas State University
15	UNIVERSITY OF LUZON	40	Universidad de Manila
16	Faryab University	41	Flinders University
16	Daffodil International University	41	CODE University of Applied Sciences
16	Northwestern University	43	Bukidnon State University
16	Tashkent state university of law	43	Palawan State University
20	Minhaj University Lahore	43	Tarlac State University
20	Burapha University	46	King's College of the Philippines
22	Mindoro State University	47	McMaster University
23	University of Sydney	47	MAEER's MIT Arts, Commerce and Science College Alandi Pune
23	University of Erlangen-Nuremberg	47	Hanyang Cyber University
23	HanSeo University	47	Vrije Universiteit Amsterdam

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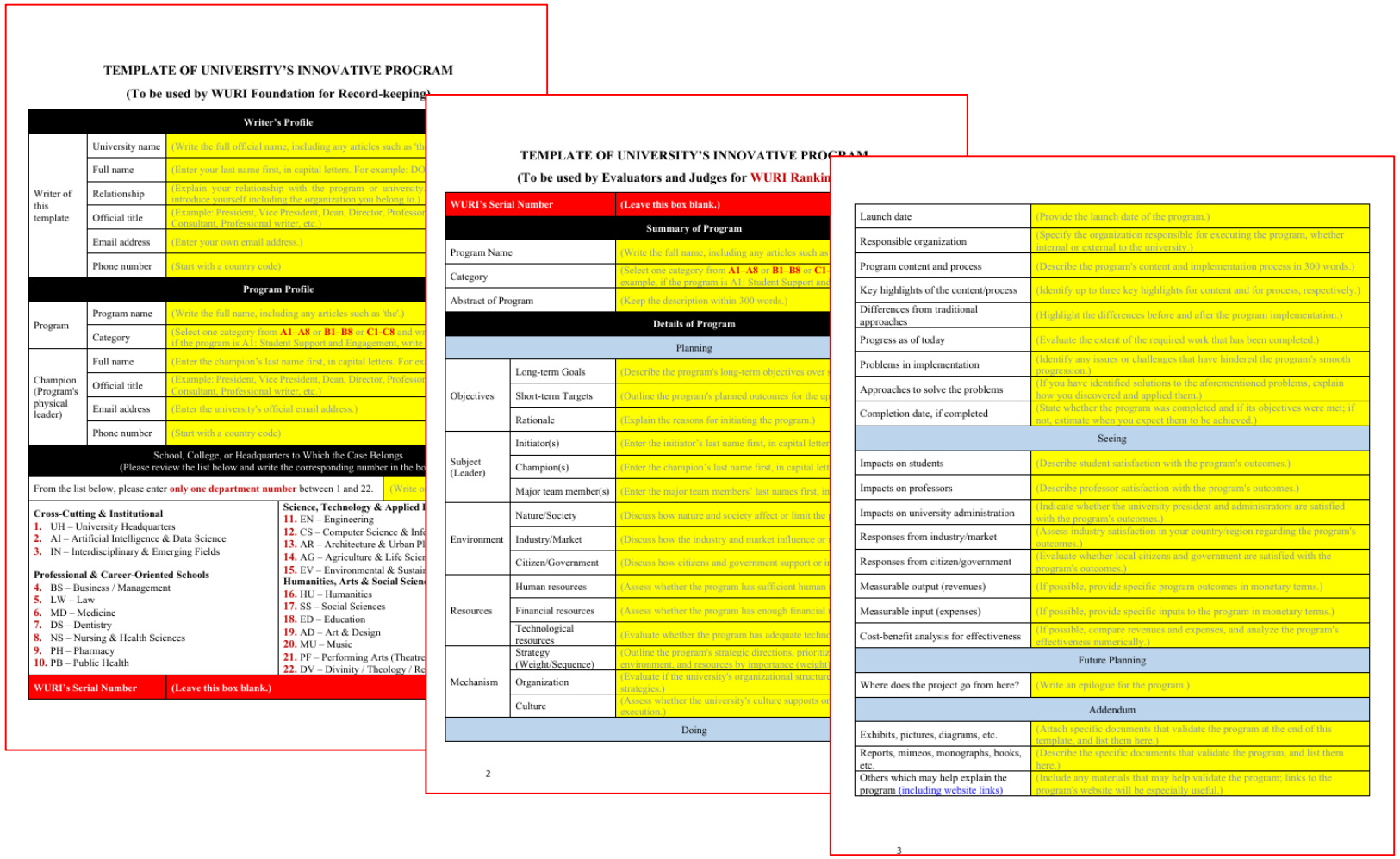
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2020-2: Evaluating not the Past but the Future

Template for HBS-style Cases



TEMPLATE OF UNIVERSITY'S INNOVATIVE PROGRAM

(To be used by WURI Foundation for Record-keeping)

Writer's Profile		
Writer of this template	University name	(Write the full official name, including any articles such as 'th
	Full name	(Enter your last name first, in capital letters. For example: DO
	Relationship	(Explain your relationship with the program or university introduce yourself including the organization you belong to.)
	Official title	(Example: President, Vice President, Dean, Director, Professor Consultant, Professional writer, etc.)
	Email address	(Enter your own email address.)
	Phone number	(Start with a country code)
Program Profile		
Program	Program name	(Write the full name, including any articles such as 'the'.)
	Category	(Select one category from **A1–A8** or **B1–B8** or **C1-C8** and wr if the program is A1: Student Support and Engagement, write
Champion (Program's physical leader)	Full name	(Enter the champion's last name first, in capital letters. For ex
	Official title	(Example: President, Vice President, Dean, Director, Professor Consultant, Professional writer, etc.)
	Email address	(Enter the university's official email address.)
	Phone number	(Start with a country code)

School, College, or Headquarters to Which the Case Belongs
(Please review the list below and write the corresponding number in the bo

From the list below, please enter **only one department number** between 1 and 22. (Write

Cross-Cutting & Institutional
1. UH – University Headquarters
2. AI – Artificial Intelligence & Data Science
3. IN – Interdisciplinary & Emerging Fields

Professional & Career-Oriented Schools
4. BS – Business / Management
5. LW – Law
6. MD – Medicine
7. DS – Dentistry
8. NS – Nursing & Health Sciences
9. PH – Pharmacy
10. PB – Public Health

Science, Technology & Applied
11. EN – Engineering
12. CS – Computer Science & Inf
13. AR – Architecture & Urban Pl
14. AG – Agriculture & Life Scie
15. EV – Environmental & Sustain

Humanities, Arts & Social Scien
16. HU – Humanities
17. SS – Social Sciences
18. ED – Education
19. AD – Art & Design
20. MU – Music
21. PF – Performing Arts (Theatre
22. DV – Divinity / Theology / Re

WURI's Serial Number	(Leave this box blank.)

TEMPLATE OF UNIVERSITY'S INNOVATIVE PROGRAM

(To be used by Evaluators and Judges for WURI Rankin

WURI's Serial Number		(Leave this box blank.)
Summary of Program		
Program Name		(Write the full name, including any articles such as
Category		(Select one category from **A1–A8** or **B1–B8** or **C1-** example, if the program is A1: Student Support and
Abstract of Program		(Keep the description within 300 words.)
Details of Program		
Planning		
Objectives	Long-term Goals	(Describe the program's long-term objectives over
	Short-term Targets	(Outline the program's planned outcomes for the up
	Rationale	(Explain the reasons for initiating the program.)
Subject (Leader)	Initiator(s)	(Enter the initiator's last name first, in capital letter
	Champion(s)	(Enter the champion's last name first, in capital let
	Major team member(s)	(Enter the major team members' last names first, in
Environment	Nature/Society	(Discuss how nature and society affect or limit the
	Industry/Market	(Discuss how the industry and market influence or
	Citizen/Government	(Discuss how citizens and government support or i
Resources	Human resources	(Assess whether the program has sufficient human
	Financial resources	(Assess whether the program has enough financial
	Technological resources	(Evaluate whether the program has adequate techno
Mechanism	Strategy (Weight/Sequence)	(Outline the program's strategic directions, prioritiz environment, and resources by importance (weight
	Organization	(Evaluate if the university's organizational structure strategies.)
	Culture	(Assess whether the university's culture supports or execution.)
Doing		

2

Launch date	(Provide the launch date of the program.)
Responsible organization	(Specify the organization responsible for executing the program, whether internal or external to the university.)
Program content and process	(Describe the program's content and implementation process in 300 words.)
Key highlights of the content/process	(Identify up to three key highlights for content and for process, respectively.)
Differences from traditional approaches	(Highlight the differences before and after the program implementation.)
Progress as of today	(Evaluate the extent of the required work that has been completed.)
Problems in implementation	(Identify any issues or challenges that have hindered the program's smooth progression.)
Approaches to solve the problems	(If you have identified solutions to the aforementioned problems, explain how you discovered and applied them.)
Completion date, if completed	(State whether the program was completed and if its objectives were met; if not, estimate when you expect them to be achieved.)
Seeing	
Impacts on students	(Describe student satisfaction with the program's outcomes.)
Impacts on professors	(Describe professor satisfaction with the program's outcomes.)
Impacts on university administration	(Indicate whether the university president and administrators are satisfied with the program's outcomes.)
Responses from industry/market	(Assess industry satisfaction in your country/region regarding the program's outcomes.)
Responses from citizen/government	(Evaluate whether local citizens and government are satisfied with the program's outcomes.)
Measurable output (revenues)	(If possible, provide specific program outcomes in monetary terms.)
Measurable input (expenses)	(If possible, provide specific inputs to the program in monetary terms.)
Cost-benefit analysis for effectiveness	(If possible, compare revenues and expenses, and analyze the program's effectiveness numerically.)
Future Planning	
Where does the project go from here?	(Write an epilogue for the program.)
Addendum	
Exhibits, pictures, diagrams, etc.	(Attach specific documents that validate the program at the end of this template, and list them here.)
Reports, mimeos, monographs, books, etc.	(Describe the specific documents that validate the program, and list them here.)
Others which may help explain the program (including website links)	(Include any materials that may help validate the program; links to the program's website will be especially useful.)

3

WURI as an Innovator of University Rankings

(2020)

1. Any universities working hard can be at the Top.→ Rebellion with WURI
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(2021~2025)

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2020-3: Learning-based ranking

The Process of Evaluation

Phase 1: Evaluation

- **Date**: By May 10, 2025
- 203 Presidents or the school's evaluation team designated by the president

Phase 2: Judgment

- **Date**: By June 20, 2025
- 9 Representatives of the university leagues and the members of the WURI Evaluation Board

Phase 3: Final Review

- **Date**: By June 30, 2025
- WURI Evaluation Board checked the reliability of the contents of the submissi aggregated the recommendations of the judges, and finalized the entries of the WURI Ranking 2025

In 2026,
301 Presidents evaluated
13.211 innovative cases
submitted by 1,920 universities.

2026 Judges included
- ✓ Lynn Pasquerella, AACU
- ✓ Raynard Kington, Phillips Academy Andover

2026 WURI Office fact-checked
Top 100 cases in each category.

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2025-1: User-centric ranking

Axis 1: Innovation Targets: For Whom to Innovate?

For Student

A1. Student Support and Engagement (from the students' point of view)
(The same as A1 in 2025)

This innovative project/program focuses on supporting students' academic and career success, as well as welfare, diversity, inclusion and participation. Additionally, it aims to enhance student welfare by offering various scholarship programs to reduce financial burdens and help students focus on their studies. (We encourage students to prepare the cases in their real names.)

A2, Student Mobility and Openness (from the students' point of view)
(The same as A2 in 2025)

This innovative project/program focuses on promoting exchange and collaboration between schools, both domestically and internationally. The goal is to encourage openness, sharing of knowledge, and resource integration, moving away from isolated and closed system. (We encourage students to prepare the cases in their real names.)

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2025-2: From innovation follower to innovation driver

- 354:

→the number of cases sent by a university with the largest number of cases in 2026.

Several universities submitting more than two hundred cases.

In 2027, we are expecting this number to reach 400 and above.

2025-2: From innovation follower to innovation driver

"Why the large number of cases?"

→ Smaller the size of each case of innovation,

1) Easier to learn.

2) Easier to implement.

3) Easier to measure its impact.

After all, a case of innovation is not a product, but a part of a big product.

2025-2: From innovation follower to innovation driver

"How to make the large number of cases?"

1) Slice big and large-scale innovative projects into pieces.

2) Encourage every constituent of the university participate in case writing.

"I gathered 100 leaders—50 department heads, 30 center directors, and 20 administrative managers—and asked each to prepare at least one innovative case. I then created a $10,000 prize pool, awarding $1,000 to each case that ranked in the global top 100. In the end, three of our cases made it, and no one questioned the fairness of the process since the evaluation was done by hundreds of university presidents worldwide. For a modest $3,000, our university transformed into a leading innovation-driven institution."

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2025-3: Research papers and academic journals

Eric Santos Parilla

Northwestern University

Vice President for Research, Community Social Development and Internationalization

Philippines



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 +632 917 8514732

WURI Rankings as a Catalyst for Transformative Education at NWU: A Focus on Internationalization and Entrepreneurship

Institutional Change | Global Engagement | Transformative Education | Internationalization | WURI Rankings | Entrepreneurial Education | Higher Education Innovation

The paper introduces the digital transformation initiative led by the Asian Institute of Maritime Studies (AIMS) to modernize maritime education and training. Recognizing that traditional maritime education is lagging behind rapid technological changes, AIMS proposes a curriculum that integrates virtual reality (VR), digital twins, and online learning platforms. This initiative aligns with the Maritime Industry Development Plan (MIDP) 2019–2028 of the Philippines and aims to enhance digital competencies, ensure regulatory compliance, and produce globally competitive maritime professionals while promoting sustainability in the maritime sector.

2025-3: Research papers and academic journals

1. Maria Kathleen June J. Mariño
2. Maricar Flores

St. Paul University Dumaguete

- Maria Kathleen June J. Mariño – ICT Head
- Maricar Flores – Dean, College of Arts, Sciences and Education

Philippines





maricar.flores@spud.edu.ph
mariakatejune@gmail.com



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+63 917 100 3803

SPUD's Digital Leap: A WURI-Guided Framework for Innovation and AI Integration in Higher Education

Technology-enhanced processes | WURI framework application

Educational technology | AI-driven educational management

Artificial intelligence integration in education | Digital transformation

This proposal presents SPUD's transformation through a WURI-aligned innovation framework called TESIO (TechEvolve: SPUD's Innovation Odyssey). It highlights the institution's strategic integration of AI via the GENIuS program, supporting academic, administrative, and student services. Emphasizing ethical, inclusive, and future-ready education, the paper explores SPUD's use of digital tools, AI applications, and immersive technologies to improve institutional processes. The study aims to demonstrate how a mid-sized university can enact impactful and replicable innovations aligned with WURI categories like crisis management, SDG-based responses, and industrial application.

2025-3: Research papers and academic journals

Rosanna Sambile Generato

Bukidnon State University (BukSU)

Chief Administrative Officer

Philippines

rosannagenerato@buksu.edu.ph

Innovation-Driven Governance: How WURI Participation Transformed Administrative Systems at Bukidnon State University

Philippines | Innovation-Driven Governance | Administrative Reform | Strategic Transformation | Public HEIs | WURI

This paper presents a case study of FEU Institute of Technology's long-term strategic framework, ASPIRATION 2028, which integrates innovation into the heart of university governance. The framework is built on four pillars: Digital Transformation, Sustainability Leadership, Financial Stability, and Global & Academic Excellence. Using AI tools like predictive analytics and generative AI, FEU Tech redefines decision-making and academic delivery. The study highlights how innovation-centric governance elevates institutional performance—not just as a response to rankings like WURI, but as a proactive transformation. The paper aims to provide a replicable governance model for other institutions in the era of AI and sustainability.

2025-3: Research papers and academic journals

1. **Melanie C. Convento**
2. **Noemi P. Rivera**
3. **Clarence Robas**
4. **Fannie Marie M. Flores**
5. **Alleli R. Navato**

1. Angono Private High School / World Citi Colleges - Antipolo Campus

2~5. World Citi Colleges - Antipolo Campus

1. Dean, College of Business Administration & Accountancy
2. Campus Manager
3. Principal, SHS Department / Administrative Consultant
4. Program Head / Faculty
5. Academic Secretary

Philippines 

 melanieconvento@gmail.com

Innovating for Impact: The Transformation Journey of World Citi Colleges through the WURI Lens

Qualitative Case Study | Higher Education Transformation | WURI Rankings | Institutional Innovation | Organizational Culture | Philippines | Education Policy

This study explores how the World Citi Colleges (WCC) and WCC Aeronautical and Technological College (WCC-ATC) in the Philippines have been transformed through their participation in the World University Rankings for Innovation (WURI). It examines the impact of WURI's 16 innovation categories on institutional policies, academic programs, development efforts, and organizational culture. Using a qualitative case study approach with interviews, observations, and document analysis, the study investigates both the process and challenges of transformation. The findings aim to inform other higher education institutions on how global innovation benchmarks can drive meaningful internal reform.

2025-3: Research papers and academic journals

Angelito P. Bautista Jr.

Research Management Office, Quezon City University

Director, Research Management Office

Philippines





apbautista_jr@yahoo.com.phap
bautistajr2020@gmail.com

Navigating Innovation: The Role and Impact of WURI Rankings on the Strategic Management of Local Universities and Colleges in the Philippines in the Age of Artificial Intelligence

WURI Rankings | Local Universities and Colleges (LUCs) | Strategic Management | Artificial Intelligence (AI) | Innovation | Higher Education | Real-World Impact

This research proposal explores the role and impact of the WURI Rankings on the strategic management of local universities and colleges (LUCs) in the Philippines, particularly in the age of artificial intelligence (AI). It examines how these institutions respond to global demands by integrating AI into academic and administrative practices while maintaining strong ties to local communities. The study seeks to assess LUCs' awareness of and alignment with WURI's criteria, their innovation strategies, and the challenges they face in achieving real-world impact. By employing qualitative methods such as interviews and case studies, the research aims to evaluate whether WURI offers a more inclusive and context-sensitive alternative to traditional rankings, ultimately promoting meaningful national development and educational reform across Southeast Asia.

2025-3: Research papers and academic journals

1. **Diana Mae Dulnuan-Pimentel**
2. **Marah Joy Alsiken-Nanglegan**

Department of Extension and Training, Ifugao State University (IFSU)

1. School Farm Demonstrator
2. Professor III / University Director

Philippines

ifsu.det@gmail.com

Catalyzing Innovation and Societal Impact: The Transformative Impact of WURI on Ifugao State University"

Ifugao State University | WURI Rankings | Sustainable development goals (SDGs) | Societal Impact | Innovation | Entrepreneurial Spirit | Smart Technology

This paper explores how the WURI Rankings served as a catalyst for transformation at Ifugao State University (IFSU), a regional institution in the Philippines. Through its international recognition—such as top global placements in Entrepreneurial Spirit, Crisis Management, and Symbol (Promotion) categories—IFSU has intensified its commitment to innovation, societal impact, and alignment with the UN Sustainable Development Goals (e.g., Zero Hunger, Gender Equality, Peace & Justice). The university has launched various initiatives, including community extension programs, industry partnerships, smart technologies, and student-led business incubation. WURI's influence has helped IFSU emerge as an agent of change, emphasizing real-world impact, entrepreneurship, and collaboration.

2025-3: Research papers and academic journals

Mark Chris Maglanque Lapuz

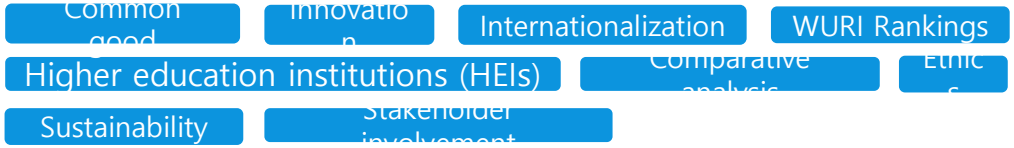
School of Tourism and Hospitality Management, National University – Baliwag

- Dean

Philippines

lapuz_mc@yahoo.com.ph

WURI Recognition for the Common Good: Ethical and Comparative Analysis of HEI Practices for University Ranking and Recognition on Innovation



This special issue proposal examines how WURI recognition contributes to the innovation, sustainability, and social impact of higher education institutions (HEIs). It highlights the need for ethical and comparative analysis of HEI practices using the common good framework. The study aims to explore stakeholder involvement, regional differences, and best practices in achieving WURI rankings, addressing current research gaps in innovation-focused university evaluations.

2025-3: Research papers and academic journals

Hafiiz Azeem H. Abduraup

Sulu State College

Instructor I, Department of Criminology

Philippines



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+63 936 474 3504

A proposal that supports the transformative vision of the WURI Foundation and the AI Business Academy. I am particularly drawn to the journal's focus on innovation-centric governance and the strategic implications of ranking systems in higher education.

2025-3: Research papers and academic journals

1. **John Carlo Hamelon**
2. **Noemi P. Rivera**

World Citi Colleges – Antipolo

1. Coordinator, Community Extension and Services Office
2. Campus Manager

Philippines





hamelonjohncarlo@gmail.com

A Comparative Analysis of the World University Rankings for Innovation (WURI) and Traditional University Ranking Models: Methodological Insights and the Position of Philippine Institutions

Higher Education | University Rankings | Philippines | WURI | Comparative Analysis | Innovation Metrics

This study compares WURI's innovation-driven university ranking model with traditional systems like QS, THE, and ARWU. Using mixed methods, it analyzes differences in evaluation criteria and institutional representation, especially of Philippine universities. It finds that innovation-based rankings may offer more equitable recognition for developing countries.

Expansion of the HLU into WURI Meetings



WURI as an Innovator of University Rankings

(2020)

1. Any universities working hard can be at the Top.→ Rebellion with WURI
2. Statistics out, innovative cases in→ Evaluating not the past but the future
3. Cross-evaluation by participating presidents→ Learning-based ranking

(2021~2025)

1. Case writing by customers→ User-centric ranking
2. Encouraging many cases to submit→ From innovation follower to innovation driver
3. Professors actively in writing cases→ Research papers and academic journals

(2026)

1. Adding the third axis of "What to Innovate"→ 3 axes with 24 categories
2. In search of representative research projects (C1)→ Torchlight effect
3. Decentralized ranking→ Rankings by 8 Offices and 24 Majors

(2027)

1. Adding the fourth axis of "With Whom to Innovate"→ 4th axis with 8 more categories
2. From continuous numbers to discrete numbers→ Accreditation & Validation
3. Encouraging start-up efforts→ Start-up Encouraged

2026-1: Comprehensive innovation

For the WURI 2025,
we identified 2 Axes and 16 categories as follows:

- **Axis 1-For Whom:** Students (2), Industry (2), Society (2), and Global Community (2)

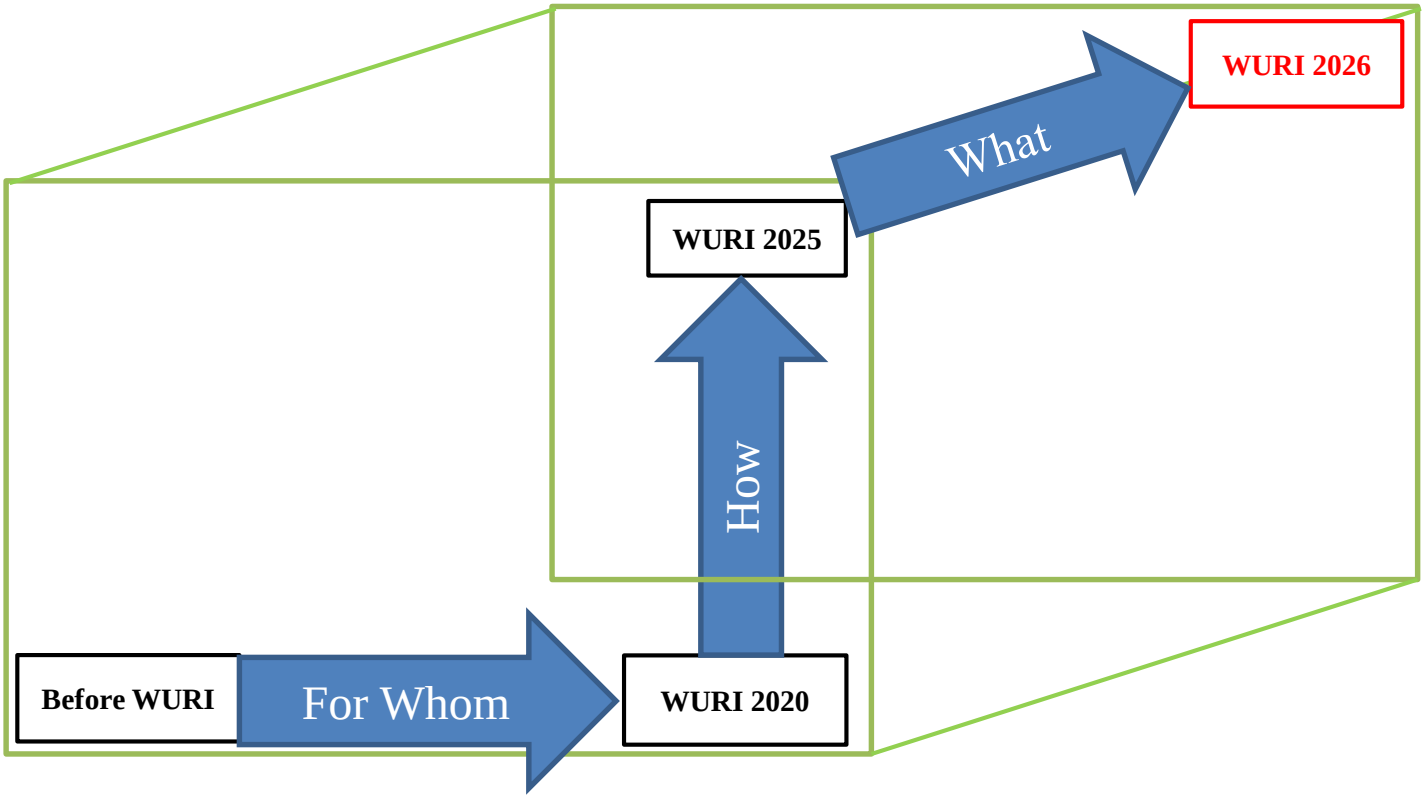
- **Axis 2-How:** Subject (2), Environment (2), Resource (2), and Mechanism (2)

For the WURI 2026,
We are adding the third Axis and 8 categories as follows:

- **Axis 3-What:** Research (2), Education (2), Service (2), and Commercialization (2)

2026-1: Comprehensive Innovation

For Whom → How → What to Innovate?



2026-1: Comprehensive innovation

For the WURI 2025,
we identified 2 Axes and 16 categories as follows:

- **Axis 1 For whom:** Students (2), Industry (2), Society (2), and Global Community (2)

- **Axis 2 for How:** Subject (2), Environment (2), Resource (2), and Mechanism (2)

For the WURI 2026,
We are adding the third Axis and 8 categories as follows:

- **Axis 3 for What:** Research (2), Education (2), Service (2), and Commercialization (2)

Axis 1 For whom:

1) Students (2)

2) Industry (2)

3) Society (2)

4) Global Community (2)

Axis 1: Innovation Targets: For Whom to Innovate?

For Student

A1. Student Support and Engagement (from the students' point of view)
(The same as A1 in 2025)

This innovative project/program focuses on supporting students' academic and career success, as well as welfare, diversity, inclusion and participation. Additionally, it aims to enhance student welfare by offering various scholarship programs to reduce financial burdens and help students focus on their studies. (We encourage students to prepare the cases in their real names.)

A2, Student Mobility and Openness (from the students' point of view)
(The same as A2 in 2025)

This innovative project/program focuses on promoting exchange and collaboration between schools, both domestically and internationally. The goal is to encourage openness, sharing of knowledge, and resource integration, moving away from isolated and closed system. (We encourage students to prepare the cases in their real names.)

For Industry

A3. Industrial Application
(Revised from A3 in 2025)

This innovative project/program emphasizes the application of industry-related education and research to generate tangible, real-world impacts, moving away from the conventional focus on academia-driven research and education. (We encourage industry partners to prepare the cases in their real names.)

A4. Entrepreneurial Culture & Eco System
(Revised from A4 in 2025)

This innovative project/program highlights how the university nurtures an entrepreneurial spirit among students, faculty, and administrators, thereby fostering a mindset, cultural foundation, and innovation-friendly environment that positively influences the industries engaged with the university. (We encourage industry partners to prepare the cases in their real names.)

For Society

A5. Crisis Management
(Revised from A5 in 2025)

This innovative project/program focuses on managing environmental and economic crises that the university encounters, such as climate change, pandemics like COVID-19, and other global and local crises. (We encourage societal stakeholders to prepare the cases in their real names.)

A6. Ethics and Integrity
(Revised from A6 in 2025)

This innovative project/program emphasizes the importance of researching and promoting ethics and integrity in education. It encourages the university to go beyond a narrow focus on academic knowledge and skills, by fostering moral values, ethical decision-making, and integrity among students and faculty, shaping responsible global citizens and leaders. (We encourage societal stakeholders to prepare the cases in their real names.)

For Global Community

A7. Future-Oriented Responses to Global Uncertainty and Geopolitical Risk
(Completely changed from A7 in 2025)

This innovative project/program highlights how the university can help the global community prevent tomorrow's crises by responding to emerging uncertainties and geopolitical risks—including potential conflicts, trade disruptions, and the weakening of international cooperation. It focuses on how the university fosters strategic foresight, peace education, and resilience-building through innovative education, research, and dialogue. By nurturing future leaders who can anticipate and manage crises, the university contributes to sustaining peace and stability in an unpredictable world. (We encourage the global community to prepare the cases in their real names.)

A8. SDG- and ESG-Based Responses to Past and Present Global Challenges
(Revised from A8 in 2025)

This innovative project/program showcases how the university can help the global community solve the past and present challenges through the United Nations' 17 Sustainable Development Goals (SDGs) and the Environmental, Social, and Governance (ESG) principles into their education, research, and community engagement to advance sustainability, inclusion, and ethical responsibility. By promoting climate action, social equity, and transparent governance, the university plays a vital role in creating a more sustainable and just world. (We encourage the global community to prepare the cases in their real names.)

Axis 2 for How:

1) Subject (2)

2) Environment (2)

3) Resource (2)

4) Mechanism (2)

Axis 2: Innovation Means: How to Innovate?

Leadership

B1. Visionary Leadership
(The same as B1 in 2025)

This innovative project/program exemplifies leadership in developing and communicating a clear, inspiring vision for the university. It emphasizes understanding the evolving landscape of higher education, anticipating future challenges, and fostering innovation to maintain the university's relevance and ensure its success

B2. Empowerment-Based Management
(The same as B2in 2025)

This innovative project/program shows the leader's willingness to relinquish traditional privileges and continuously adept to remain effective and influential in the ever-evolving landscape of higher education. It highlights the leader's strong interpersonal skills in building relationships and fostering collaboration among diverse stakeholders, including faculty, staff, students, and external partners. These skills enable effective communication, conflict resolution, and the ability to inspire and motivate others toward shared goals.

Environment

B3. Digital and AI Transformation in Strategy and Management
(Completely changed from B3 in 2025)

This innovative project/program highlights how the university transforms its strategies, operations, and decision-making through digital technologies and artificial intelligence (AI). It focuses on how the university redesigns its internal systems to enhance the effectiveness, agility, and intelligence of education, research, and administration. Projects may include AI-supported learning platforms, digital governance frameworks, data-driven decision systems, automation of campus services, or digital twins of university operations. By integrating digital and AI technologies into their organizational structure and leadership practices, the university strengthens its capacity to innovate continuously and to respond rapidly to changes in society, industry, and knowledge.

B4. Culture/Values
(The same as B4 in 2025)

This innovative project/program promotes a shift towards industry- and student-centered thinking, moving away from traditional university/professor-centric approaches. It encourages the pursuit of social values alongside academic values, contributing positively to society. Additionally, it focuses on establishing an innovative culture that supports creativity and continuous improvement

Resource

B5. Funding for Sustainability
(The same as B5 in 2025)

This innovative project/program reveals the innovative strategies the university employs to secure financial resources by diversifying funding streams and adopting new methods. It also highlights efforts to ensure stable funding to support its long-term goals and initiatives.

B6. Infrastructure/Technology
(The same as B6 in 2025)
This innovative project/program examines how effectively the university adopts new technologies and infrastructure to support research, education, service, and commercialization activities internally and externally.

Mechanism

B7. Cost-Effectiveness Management
(The same as B7 in 2025)

This innovative project/program emphasizes launching innovative projects that either boost revenues or reduce costs to improve profitability. This strategy evaluates initiatives based on their financial return, prioritizing those with the highest economic efficiency. The aim is to ensure resources are allocated to areas that most effectively enhance the university's financial health and support its educational goals.

B8. University Brand and Reputation
(The same as B8 in 2025)

This innovative project/program focuses on the use of creative and innovative strategies to effectively enhance the university's brand and reputation. It encourages the university to adopt unique approaches that appeal to diverse audiences, ultimately strengthening its visibility, influence, and competitive position in the higher education landscape.

Axis 3 for What:

1) Research (2)

2) Education (2)

3) Service (2)

4) Commercialization (2)

Axis 3: Innovation Targets: What to Innovate?

Research

C1. Representative Research Project
(New in 2026)

This innovative project/program recognizes a university's flagship research agenda that demonstrates a concentrated and sustained effort to address future societal and global challenges. Its focus is placed on the project's historical continuity, relevance, transformative potential, and social impact—for example, how MIT established its institutional identity through the Manhattan Project, and how Stanford fostered numerous start-ups in Silicon Valley through its Design Thinking initiative.

C2. Interdisciplinary, Convergent, and Integrated Research
(New in 2026)

This innovative project/program assesses the university's efforts to transcend traditional disciplinary boundaries to create breakthrough interdisciplinary, convergent, and integrated research. It include the fusion of fields such as technology + humanities, medicine + data science, or AI + ethics, emphasizing creativity from convergence.

Education

C3. Curricular Innovation for Future-Readiness
(New in 2026)

This innovative project/program examines innovative curriculum transformations designed to foster future-proof skills (e.g., creativity, AI literacy, ESG competencies). It includes restructured degree programs, micro-credentials, industry-embedded courses, and practice-based learning models.

C4. AI-based Teaching and Learning Transformation
(New in 2026)

This innovative project/program evaluates how the university leverages AI tools (e.g., ChatGPT, personal AI tutors) in teaching and learning, integrates AI applications into curricula across disciplines, and approaches the AI-driven transformation of society. It focuses on personalized learning, automation, improved access, and the redefinition of educational roles. Compared to B6, which covers the university-wide "Infrastructure/Technology", C4 focuses on AI application to teaching and learning.

Social Engagement

C5. Social Impact through Knowledge Transfer
(New in 2026)

This innovative project/program recognizes organized programs that apply the university's knowledge and expertise to address real problems in local, national, or global communities. It emphasizes tangible influence on policy, systems, or industries—beyond charity or volunteer work.

C6. Inclusive Social Innovation for the Underserved
(New in 2026)

This innovative project/program highlights innovation projects that target underserved populations such as the disabled, marginalized groups, or those in developing countries. It combines technological or educational innovation with meaningful inclusivity and empowerment outcomes.

Commercialization

C7. University-Based Entrepreneurial Projects
(New in 2026)

This innovative project/program assesses entrepreneurial ventures led or initiated by the university that translates ideas into business impact. It includes start-up incubation, licensing, investment initiatives, and entrepreneurship education programs.

C8. Financial Impact-Driven Tech Transfer
(New in 2026)

This innovative project/program evaluates technology transfer efforts in terms of profitability, while continuing to recognize their broader social and environmental value. It prioritizes "Tech for Good" cases in which technologies grounded in public value also pursue strong and sustainable commercial returns.

WURI as an Innovator of University Rankings

(2020)

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(2021~2025)

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(2026)

1. Adding the third axis of "What to Innovate"→ 3 axes with 24 categories
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(2027)

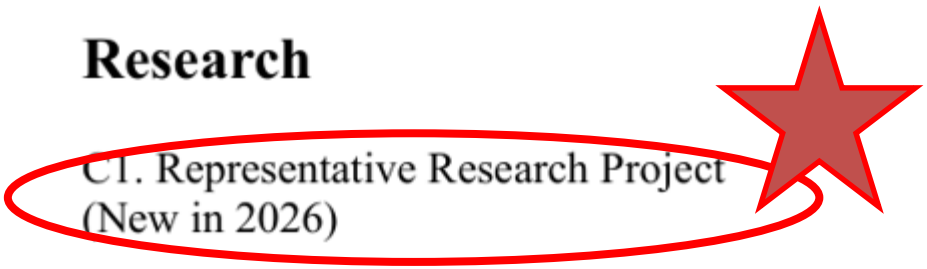
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2026-2: Torchlight effect

Among the 24 criteria, we wish to highlight------

Axis 3: Innovation Targets: What to Innovate?

Research



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As the most important criterion
to differentiate each university from others.

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2026-3: Rankings by 8 Offices and 24 Majors

By Whom to Innovate? (Officers, School, College, or Headquarters to Which the Case Belongs)
Please choose the most appropriate one from the list below and write the corresponding number in the box.

From the list below, choose and enter **only one number** among W1~W8, X1~8, Y1~8, and Z1~8.

Institutional Officers
W1: PR. President/Rector/Dean of independent college
W2: VA. Provost & VP/Dean of Academic Affairs
W3: VR. VP/Dean/Director of Research
W4: VP. VP/Dean/Director of Planning
W5. VP/Dean/Director of Administration
W6. VP/Dean/Director of External Relations & Global Engagement
W7. VP/Dean/Director of Library/Computer Center
W8. VP/Dean/Director of Quality Assurance

Natural Sciences, Engineering, & Applied Sciences
X1. Natural Sciences
X2: Engineering
X3. Computer Science & Information Technology
X4. Artificial Intelligence & Data Science
X5. Architecture & Urban Planning
X6. Agriculture & Life Sciences
X7. Environmental & Sustainability Studies
X8. Interdisciplinary & Emerging Fields

Humanities, Social Sciences, Arts, & Sports
Y1. Humanities
Y2. Divinity/Theology/Religion
Y3. Social Sciences
Y4. Education
Y5. Communication & Media Studies
Y6. Art & Design
Y7. Performing Arts (Music/Theatre/Film/Dance)
Y8. Sports & Athletic Studies

Professional & Career-Oriented Schools
Z1. Business
Z2. Law
Z3. Public Administration & Policy
Z4. Medicine
Z5. Dentistry
Z6. Nursing & Health Sciences
Z7. Pharmacy
Z8. Public Health

WURI as an Innovator of University Rankings

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Today's Agenda: Innovations of WURI in 2027

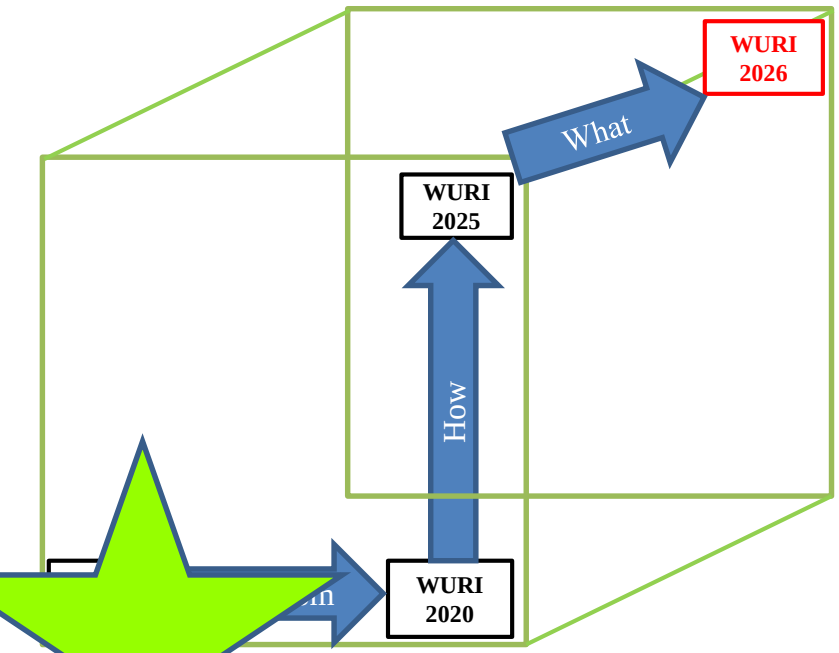
1. With Whom to Innovate" as the Fourth Axis---WURI Impact Summit

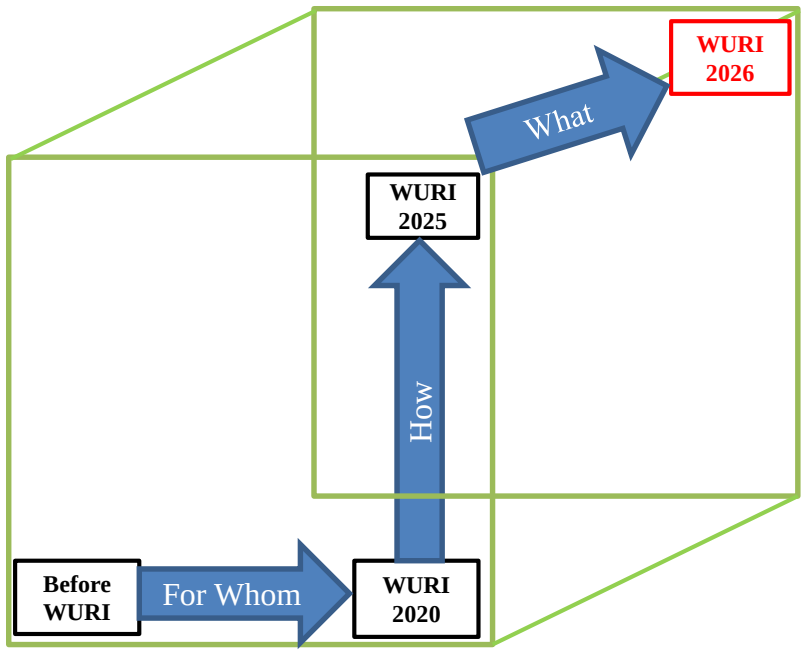
2. Accreditation of Universities & Validation of Programs

3. Start-up Encouraged

2027-3: The Fourth Axis Innovation on "With Whom to Innovate?"

For Whom → How → What → With Whom to Innovate





With ...hom (National and Local Government, University Federations, and Partner Universities)

National & Local Governments

Inter-Governmental Organizations

University Federations

Partner Universities

Axis 4: With Whom to Innovate

(for Goal-oriented Innovation)



4-1: National governments (196 nations)
4-2: Inter-governmental organizations
4-3: University federations
4-4: Partnering universities



Axis 4: With Whom to Innovate

(Goal-oriented Innovation)

With whom:

4-1: National governments (196 nations)
4-2: Inter-governmental organizations
4-3: University federations
4-4: Partnering universities

Categories of "Goals" in Axis 4

GCG: Global Common Goals (GCG) across nations

N-(2 letter codes representing nations): Nation-Specific Goals (NSG)

- N-BR---Brazil
- N-US ---USA
- N-TW---Taiwan
- N-KE---Korea (South)
- etc.

I-(names of Inter-Governmental Organizations): IGO's Goals (IFG)

- I-UNITAR
- I-UNESCO
- I-OECD
- I-APEC
- etc.

F-(names of Federations of Universities): FoU's Goals (FUG)

- F-HLU
- F-AUAP
- F-AACU
- etc.

PU: Goal-sharing with Partner Universities

Countries and 2-Letter Codes

AF – Afghanistan
AL – Albania
DZ – Algeria
AD – Andorra
AO – Angola
AG – Antigua and Barbuda
AR – Argentina
AM – Armenia
AU – Australia
AT – Austria
AZ – Azerbaijan
BS – Bahamas
BH – Bahrain
BD – Bangladesh
BB – Barbados
BY – Belarus
BE – Belgium
BZ – Belize
BJ – Benin
BT – Bhutan
BO – Bolivia
BA – Bosnia and Herzegovina
BW – Botswana
BR – Brazil
BN – Brunei
BG – Bulgaria
BF – Burkina Faso
BI – Burundi
CV – Cabo Verde
KH – Cambodia
CM – Cameroon
CA – Canada
CF – Central African Republic
TD – Chad
CL – Chile
CN – China
CO – Colombia
KM – Comoros
CG – Congo (Republic)
CD – Congo (DRC)
CR – Costa Rica
CI – Côte d'Ivoire
HR – Croatia
CU – Cuba
CY – Cyprus
CZ – Czechia
DK – Denmark
DJ – Djibouti
DM – Dominica
DO – Dominican Republic
EC – Ecuador
EG – Egypt
SV – El Salvador
GQ – Equatorial Guinea
ER – Eritrea
EE – Estonia
SZ – Eswatini
ET – Ethiopia
FJ – Fiji
FI – Finland
FR – France
GA – Gabon
GM – Gambia
GE – Georgia
DE – Germany
GH – Ghana
GR – Greece
GD – Grenada
GT – Guatemala
GN – Guinea
GW – Guinea-Bissau
GY – Guyana
HT – Haiti
HN – Honduras
HU – Hungary
IS – Iceland
IN – India
ID – Indonesia
IR – Iran
IQ – Iraq
IE – Ireland
IL – Israel
IT – Italy
JM – Jamaica
JP – Japan
JO – Jordan
KZ – Kazakhstan
KE – Kenya
KI – Kiribati
KP – North Korea
KR – South Korea
KW – Kuwait
KG – Kyrgyzstan
LA – Laos
LV – Latvia
LB – Lebanon
LS – Lesotho
LR – Liberia
LY – Libya
LI – Liechtenstein
LT – Lithuania
LU – Luxembourg
MG – Madagascar
MW – Malawi
MY – Malaysia
MV – Maldives
ML – Mali
MT – Malta
MH – Marshall Islands
MR – Mauritania
MU – Mauritius
MX – Mexico
FM – Micronesia
MD – Moldova
MC – Monaco
MN – Mongolia
ME – Montenegro
MA – Morocco
MZ – Mozambique
MM – Myanmar
NA – Namibia
NR – Nauru
NP – Nepal
NL – Netherlands
NZ – New Zealand
NI – Nicaragua
NE – Niger
NG – Nigeria
MK – North Macedonia
NO – Norway
OM – Oman
PK – Pakistan
PW – Palau
PS – Palestine
PA – Panama
PG – Papua New Guinea
PY – Paraguay
PE – Peru
PH – Philippines
PL – Poland
PT – Portugal
QA – Qatar
RO – Romania
RU – Russia
RW – Rwanda
KN – Saint Kitts and Nevis
LC – Saint Lucia
VC – Saint Vincent and the Grenadines
WS – Samoa
SM – San Marino
ST – São Tomé and Príncipe
SA – Saudi Arabia
SN – Senegal
RS – Serbia
SC – Seychelles
SL – Sierra Leone
SG – Singapore
SK – Slovakia
SI – Slovenia
SB – Solomon Islands
SO – Somalia
ZA – South Africa
SS – South Sudan
ES – Spain
LK – Sri Lanka
SD – Sudan
SR – Suriname
SE – Sweden
CH – Switzerland
SY – Syria
TW – Taiwan
TJ – Tajikistan
TZ – Tanzania
TH – Thailand
TL – Timor-Leste
TG – Togo
TO – Tonga
TT – Trinidad and Tobago
TN – Tunisia
TR – Turkey
TM – Turkmenistan
TV – Tuvalu
UG – Uganda
UA – Ukraine
AE – United Arab Emirates
GB – United Kingdom
US – United States
UY – Uruguay
UZ – Uzbekistan
VU – Vanuatu
VA – Vatican City
VE – Venezuela
VN – Vietnam
YE – Yemen
ZM – Zambia
ZW – Zimbabwe

Global Common Goals: GCG 1~4 Across All Nations

Despite vast differences in wealth, governance, and ideology, all governments converge on four non-negotiable mandates for their universities.

GCG-1: Education for Human Capital Development

Universities as engines of economic competitiveness. High-income nations invest in frontier talent pipelines while emerging economies channel toward industrialization and workforce needs.

GCG-2: Research for Creativity & Innovation

Universities repositioned to the central node of the national innovation system. Governments demand technology transfer, startup creation, and solutions to grand challenges.



UNIVERSITY AS Leaders of Global Common Goals

GCG-3: Equity, Access & Social Mobility

Universities dismantling economic, geographic, and gender-based barriers. Extending beyond initial access to encompass lifelong reskilling for aging demographics and technological displacement.

GCG-4: Peace & Safety

Universities contributing to the advancement of global peace and the protection of human safety by promoting ethical leadership, conflict resolution, and international cooperation.

Nation Specific Goals (NSG 1~4) by Nation

(Examples of cases with the numbers as the NGS)

50%

India's Gross Enrollment Ratio (GER) target by 2035

500,000

Turkey's target for International Students by 2028

5

Saudi Arabia's goal for Universities in the Global Top 200

3%

Portugal's target of National GDP dedicated to R&D

100%

Vietnam's mandate for Digital Transformation of major HEIs

10

Uzbekistan's target for Universities in the Global Top 1000 by 2030

Nation Specific Goals

NSG 1~4 by Nation

196 Countries • Alphabetical Order • WURI 2026

NSG Goal 1 | NSG Goal 2 | NSG Goal 3 | NSG Goal 4

Nation Specific Goals (NSG 1~4) by Nation

Afghanistan

NAF1

Post-Conflict Reconstruction Professionals

Train urgently needed professionals in engineering, medicine, agriculture, and public administration to support national reconstruction under severe resource and security constraints.

Source: Afghanistan National Development Strategy for Higher Education; UNESCO Institute for Statistics – Afghanistan

NAF2

Islamic Scholarly Tradition Integration

Integrate Islamic sciences, jurisprudence, and classical scholarly tradition into the modern university curriculum as a foundational pillar of Afghan academic identity.

Source: Afghan Ministry of Higher Education Policy Framework; Islamic World Educational, Scientific and Cultural Organiza...

NAF3

Agriculture & Rural Development Research

Direct research capacity toward rural livelihoods, food security, water management, and drought-resistant agriculture as core national survival and development priorities.

Source: Afghanistan National Agriculture and Rural Development Policy; FAO Afghanistan Country Profile

NAF4

Language Preservation & Dual-Medium Education

Protect and promote Dari and Pashto as academic languages while building structured bilingual capacity and preserving minority linguistic heritage through university programs.

Source: Afghan National Education Strategic Plan; UNESCO Education in Emergencies – Afghanistan

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Albania

NAL1

EU Accession Alignment & Bologna Implementation

Fully align Albanian higher education standards, governance, and quality assurance frameworks with EU membership requirements and the European Higher Education Area.

Source: Albanian Higher Education Act (Law No. 80/2015); National Agency for Quality Assurance in Pre-University Edu...

NAL2

Brain Drain Reversal & Diaspora Engagement

Implement targeted policies to retain high-achieving graduates, attract diaspora academics, and create academic return programs to reverse Albania's significant emigration brain drain.

Source: Albanian National Strategy for Development and Integration; IOM Albania – Migration and Development

NAL3

Institutional Governance Transparency

Strengthen university governance, anti-corruption mechanisms, and merit-based hiring to align Albanian academic institutions with European standards of transparency and institutional integrity.

Source: State Inspector of Education – Albania; Council of Europe – Higher Education in Albania

NAL4

Cultural Heritage & Albanian Identity Studies

Promote scholarly inquiry into Albanian language, Illyrian heritage, national literature, and folk culture to reinforce national identity through rigorous academic programs.

Source: Academy of Sciences of Albania; Albanian Ministry of Culture

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Algeria

NDZ1

Arabization & Francophone Balance in Academia

Maintain and refine Algeria's distinctive bilingual Arabic-French academic system, developing Arabic as a full language of scientific publication while preserving French technical fluency.

Source: Algerian Loi d'Orientation sur l'Enseignement Supérieur No. 99-05; Organisation Internationale de la Francophonie – Algeria

NDZ2

Saharan & Mediterranean Strategic Resources Research

Develop academic expertise in Saharan energy geology, hydrocarbon diversification, solar energy, and Mediterranean maritime resources to reduce dependency on traditional oil and gas revenues.

Source: Sonatrach – Research and Innovation Division; IRENA – Algeria Renewable Energy Profile

NDZ3

Pan-African Unity & Maghreb Integration Scholarship

Strengthen Algeria's role as an intellectual hub for Pan-African and Maghreb integration studies, producing policy research that contributes to African Union and Arab Maghreb Union agendas.

Source: Arab Maghreb Union – Higher Education Cooperation; African Union Continental Education Strategy (CESA 16-25)

NDZ4

Amazigh Cultural Heritage & Tamazight Studies

Formally institutionalize Tamazight language and Amazigh cultural heritage as subjects of rigorous academic study, affirming Algeria's constitutionally recognized Berber linguistic identity.

Source: Haut Commissariat à l'Amazighité – Algeria; UNESCO – Amazigh Intangible Cultural Heritage

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Andorra

NAD1

Andorran Sovereignty & Bilingual Identity

Ensure university education reinforces Andorra's unique national identity, co-official Catalan language, and cultural sovereignty between its Spanish and French influences.

Source: Andorran Education Law (Llei qualificada d'educació d'Andorra); Ministeri d'Educació i Ensenyament Superior d'Andorra

NAD2

Cross-Border Higher Education Integration

Enable Andorran students and institutions to fully participate in European higher education networks, recognizing dual-border geographic constraints and small-state institutional limits.

Source: Bologna Process National Reports; Council of Europe Higher Education Portal

NAD3

Tourism & Sustainability Curriculum Specialization

Orient university programs toward Andorra's dominant economic sectors — tourism, retail, and financial services — while integrating environmental sustainability for long-term resilience.

Source: Andorra National Development Strategy; UNWTO Education Guidelines

NAD4

Digital Economy Upskilling Hub

Position Andorra's higher education institutions as digital transformation catalysts, building fintech, e-commerce, and digital governance skills aligned with the country's fiscal and economic model.

Source: Andorra Digital Strategy; OECD Digital Economy Outlook

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Angola

NAN1

Oil-to-Diversified Economy Transition

Redirect higher education curricula and research toward non-oil sectors — manufacturing, agriculture, fisheries, and logistics — to support Angola's long-term economic diversification strategy.

Source: Angola National Development Plan 2018–2022; African Development Bank – Angola Country Strategy

NAN2

Portuguese-Language Academic Publishing

Build Angola's capacity for original academic research published in Portuguese, contributing to Lusophone knowledge ecosystems and reducing dependence on foreign academic outputs.

Source: Angolan Ministry of Higher Education Science and Technology; CPLP (Community of Portuguese Language Countries) Education...

NAN3

Post-War Infrastructure & Technical Workforce

Rapidly expand engineering, technical, and vocational higher education programs to rebuild post-civil war infrastructure and meet massive national construction and development demands.

Source: Angola General Education Law No. 17/16; UNESCO Angola – Education Profile

NAN4

National University Expansion Beyond Luanda

Establish and strengthen provincial university campuses to decentralize higher education access across Angola's vast territory and reduce stark urban-rural educational disparities.

Source: Angolan Strategic Plan for Higher Education 2018–2030; African Union Continental Education Strategy for Africa

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Antigua and Barbuda

NAB1

Small Island Climate Resilience Research

Position universities as hubs for climate adaptation, disaster risk reduction, and sustainable coastal management research responding to existential threats facing small island states.

Source: Antigua and Barbuda Climate Action Plan; Caribbean Community Climate Change Centre

NAB2

Caribbean Economic Integration Alignment

Align higher education qualifications and graduate competencies with CARICOM integration objectives, enabling Antiguan graduates to contribute to and benefit from the Caribbean Single Market.

Source: CARICOM Human Resource Development Plan; Caribbean Association of National Training Authorities (CAN...

NAB3

Maritime & Tourism Industry Specialization

Develop sector-specific degree programs and applied research in maritime industries, yachting, heritage tourism, and hospitality that reflect Antigua and Barbuda's primary economic drivers.

Source: Antigua and Barbuda Tourism Development Strategy; Caribbean Tourism Organization

NAB4

Cultural Heritage & Creole Identity Studies

Embed Caribbean cultural history, Afro-Caribbean heritage, and national identity formation in university curricula to foster civic pride and intellectual stewardship of the national narrative.

Source: Antigua and Barbuda Ministry of Education Strategic Plan; UNESCO Caribbean Cultural Intangible Heritage

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Argentina

NAR1

University Autonomy & Academic Freedom

Uphold and deepen university autonomy and co-governance principles rooted in the 1918 Córdoba University Reform as a constitutional and democratic foundation of Argentine higher education.

Source: Argentine National Education Law No. 26.206; Universidad de Buenos Aires – Institutional Framework

NAR2

National Industry Linkage & Technology Transfer

Strengthen formal technology transfer mechanisms between universities and Argentina's industrial sectors (energy, agro-industry, biotechnology) to reduce technological dependency.

Source: CONICET – National Scientific and Technical Research Council; MinCyT Argentina – Science and Technology Policy

NAR3

Regional Integration & Mercosur Academic Networks

Deepen Mercosur and Latin American academic networks through joint programs, mutual degree recognition, and shared research infrastructure to build regional higher education integration.

Source: MERCOSUR Education Sector – ARCU-SUR Accreditation; Instituto Internacional para la Educación Superior en Améri...

NAR4

Cultural & Humanistic Knowledge Production

Position Argentine universities as leaders in Latin American humanistic, social science, and cultural production, preserving intellectual traditions distinct from purely applied or market-driven models.

Source: CONEAU – National Commission for University Evaluation and Accreditation; CLACSO – Latin American Social Sciences Council

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Armenia

NAM1

Tech Sector Focus

Shift focus towards STEM, IT, and innovative research to support Armenia's growing tech sector.

Source: Armenian Law on Higher and Postgraduate Professional Education; Bologna Process National Report – Armenia (2020)

NAM2

Bologna Alignment

Align higher education structures, quality assurance, and degree frameworks with the European Higher Education Area.

Source: Armenian Law on Higher and Postgraduate Professional Education; Bologna Process National Report – Armenia (2020)

NAM3

Democratic Social Cohesion

Support democratic values and social mobility through equal access to higher education for all citizens.

Source: Armenian Law on Higher and Postgraduate Professional Education; Bologna Process National Report – Armenia (2020)

NAM4

Cultural Heritage Preservation

Preserve and promote Armenian cultural heritage, language, and national identity through academic inquiry.

Source: Armenian Law on Higher and Postgraduate Professional Education; Bologna Process National Report – Armenia (2020)

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Australia

NAU1

First Nations Partnership & Knowledge Systems

Embed Aboriginal and Torres Strait Islander knowledges, participation, and leadership more deeply in university governance, curriculum, and institutional partnerships.

Source: Australian Universities Accord Final Report

NAU2

Tertiary Pathway Integration

Build seamless pathways, credit recognition, and modular progression between vocational education and higher education rather than treating them as separate silos.

Source: Australian Universities Accord Final Report

NAU3

International Education Diversification

Diversify source countries, delivery models, and partnerships so international education supports Australia's long-term global engagement without over-concentration.

Source: Australian Strategy for International Education 2021–2030

NAU4

Quality, Integrity & Student Protection

Strengthen academic integrity, transparent regulation, and provider accountability so the sector protects students and sustains national reputational trust.

Source: TEQSA Act; Protecting academic integrity (TEQSA)

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Austria

NAT1

Research-Led Teaching

Ensure that higher education is strictly research-led, fostering critical thinking through the unity of research and teaching.

Source: Austrian Universities Act (Universitätsgesetz 2002); Performance Agreement Framework 2022–2024, BMBWF Austria

NAT2

European Research Area

Actively participate in the European Research Area (ERA) and European Higher Education Area (EHEA).

Source: Austrian Universities Act (Universitätsgesetz 2002); Performance Agreement Framework 2022–2024, BMBWF Austria

NAT3

Gender Equality & Inclusion

Actively promote gender equality and social inclusion as part of sustainable societal development.

Source: Austrian Universities Act (Universitätsgesetz 2002); Performance Agreement Framework 2022–2024, BMBWF Austria

NAT4

Academic Freedom

Uphold the constitutional rights of academic freedom, independent research, and university autonomy.

Source: Austrian Universities Act (Universitätsgesetz 2002); Performance Agreement Framework 2022–2024, BMBWF Austria

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Azerbaijan

NAZ1

Caspian Energy & Strategic Industries Research

Develop specialized research and graduate programs in petroleum engineering, energy diversification, and strategic sectors aligned with Azerbaijan's position as a major Caspian energy hub.

Source: Azerbaijan State Oil Company – Higher Education Partnerships; Azerbaijan Ministry of Education

NAZ2

Turkic World Academic Integration

Strengthen academic ties within the Turkic world through student exchanges, joint research, and cooperative degree programs under the Organization of Turkic States educational framework.

Source: Organization of Turkic States – Education and Science; TURKSOY – International Organization of Turkic Culture

NAZ3

Azerbaijani Language Promotion & Scholarship

Advance Azerbaijani as a language of scientific inquiry and academic publication, developing original scholarship that strengthens national linguistic identity in the academic domain.

Source: Azerbaijan Law on Education; Azerbaijan National Academy of Sciences

NAZ4

Digital University & E-Governance Alignment

Transform university management, teaching, and research processes through digital platforms aligned with Azerbaijan's broader e-governance and digital state transformation agenda.

Source: Azerbaijan Digital Development Strategy; AZTU – Azerbaijan Technical University

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Bahamas

NBAH1

Maritime Economy & Blue Economy Research

Develop specialized academic programs in marine science, ocean governance, blue economy management, and maritime law reflecting the Bahamas's archipelagic geography and ocean-dependent economy.

Source: Bahamas National Ocean Policy; Caribbean Regional Fisheries Mechanism (CRFM)

NBAH2

Tourism Innovation & Hospitality Leadership

Advance the Bahamas as a regional center for tourism research, sustainable hospitality management education, and destination development innovation to build high-value graduate talent.

Source: Bahamas Hotel and Restaurant Employers Association; Caribbean Tourism Organization

NBAH3

Financial Services & Offshore Sector Education

Build specialized higher education capacity in financial services, offshore banking regulations, and compliance to develop domestic expertise for the Bahamas's vital financial services industry.

Source: Bahamas Financial Services Board; CFATF – Caribbean Financial Action Task Force

NBAH4

Afro-Bahamian Cultural Heritage & Identity Studies

Promote rigorous academic engagement with Afro-Bahamian cultural heritage, Junkanoo traditions, and Caribbean history, affirming a distinctly Bahamian cultural-intellectual identity in higher education.

Source: Bahamas Ministry of Education, Technical and Vocational Training; Caribbean Studies Association

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Bahrain

NBH1

Vision 2030 Workforce Nationalization

Align higher education programs with Bahrain's Economic Vision 2030 and Bahrainization workforce nationalization targets, producing graduates for financial services, logistics, and advanced manufacturing.

Source: Bahrain Economic Vision 2030; National Authority for Qualifications and Quality Assurance...

NBH2

Islamic Finance & Banking Academic Hub

Position Bahrain as the region's leading academic hub for Islamic finance, Sharia-compliant banking, and financial regulation studies, leveraging Bahrain's established financial sector leadership.

Source: Bahrain Association of Banks; Accounting and Auditing Organization for Islamic Financial ...

NBH3

GCC Regional Qualification Alignment

Harmonize Bahraini qualifications frameworks with GCC partner nations to facilitate graduate mobility, regional employer recognition, and shared academic standards across the Gulf.

Source: Gulf Cooperation Council – Education Cooperation Framework; Bahrain Qualifications Framework

NBH4

Cultural Heritage & Pearl Civilization Studies

Develop academic programs and research in Bahrain's unique archaeological heritage, pearl diving civilization, and historic trade routes as a distinctively Bahraini academic contribution.

Source: Bahrain Authority for Culture and Antiquities; UNESCO – Bahrain Pearling Heritage Nomination

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Bangladesh

NBD1

Smart Bangladesh Vision

Produce skilled human resources aligned with the 'Smart Bangladesh' national vision for digital transformation.

Source: University Grants Commission of Bangladesh Strategic Plan 2016–2021; National Education Policy 2010

NBD2

Agriculture & Climate Research

Focus research on critical national challenges like agriculture, climate change, and public health.

Source: University Grants Commission of Bangladesh Strategic Plan 2016–2021; National Education Policy 2010

NBD3

Rural & Women's Access

Broaden higher education opportunities for rural/marginalized populations and promote women's participation.

Source: University Grants Commission of Bangladesh Strategic Plan 2016–2021; National Education Policy 2010

NBD4

Institutionalization

Standardize academic curricula and enhance teaching quality through institutionalized quality assurance mechanisms.

Source: University Grants Commission of Bangladesh Strategic Plan 2016–2021; National Education Policy 2010

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Barbados

NBB1

Caribbean Centre of Excellence Positioning

Leverage Barbados's high educational attainment base and UWI Cave Hill campus to position the island as a Caribbean centre of excellence for postgraduate education, law, and policy research.

Source: Barbados National Strategic Plan 2025–2035; University of the West Indies Cave Hill Campus – Strategic ...

NBB2

Blue Economy & Marine Research Specialization

Develop research and academic programs in ocean economy sectors — fisheries, marine conservation, offshore finance, and sustainable tourism — reflecting Barbados's maritime geography and economic identity.

Source: Barbados Blue Economy Policy Framework; Caribbean Community Climate Change Centre – Blue Economy

NBB3

Reparations & Post-Colonial History Scholarship

Build a distinctive academic tradition of rigorous scholarship in Caribbean history, reparations research, and post-colonial studies that contributes to global discourse on historical justice.

Source: CARICOM Reparations Commission; UWI Centre for Reparation Research

NBB4

Digital Financial Services & Fintech Leadership

Establish Barbados as a Caribbean leader in digital financial services education and research, training graduates for the country's growing fintech and offshore financial services sector.

Source: Central Bank of Barbados – Fintech Policy; Inter-American Development Bank – Fintech in Caribbean

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Belarus

NBY1

State-Directed Industrial Research Alignment

Maintain the Soviet-era tradition of close alignment between universities and state industrial enterprises (machinery, chemical, IT), directing research toward national economic plan priorities.

Source: Belarus Law on Higher Education; National Academy of Sciences of Belarus

NBY2

Eurasian Integration & CIS Academic Networks

Deepen Belarus's participation in the Eurasian Economic Union academic framework, CIS academic networks, and Union State education cooperation to facilitate student and scholar mobility.

Source: Eurasian Higher Education Area Treaty Framework; CIS – Commonwealth of Independent States Education Council

NBY3

Belarusian Language & Cultural Heritage Preservation

Protect and promote the Belarusian language, literature, and historical heritage within the university system, maintaining cultural identity amid significant Russian linguistic influence.

Source: National Commission for UNESCO – Belarus; Institute of Linguistics – National Academy of Sciences of ...

NBY4

Nuclear Energy & Applied Sciences Leadership

Develop specialized academic programs in nuclear energy, materials science, and applied physics supporting Belarus's nuclear power station as a national strategic economic asset.

Source: Belarusian State University of Informatics and Radioelectronics (BSUIR); International Atomic Energy Agency – Belarus Nuclear Progra...

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Belgium

NBE1

Federal Linguistic Community Knowledge Systems

Maintain distinct and high-quality higher education systems within Flemish, French, and German-speaking communities, ensuring linguistic diversity does not fragment but rather enriches Belgian intellectual output.

Source: Vlaamse Codex Hoger Onderwijs; Décret Paysage de l'enseignement supérieur – Fédération Wal...

NBE2

European Capital & Policy Research Hub

Position Belgian universities as global centers for EU policy, international law, diplomacy, and multilateral governance research, capitalizing on Brussels's unique role as the EU's administrative capital.

Source: KU Leuven – European Policy Research; Université Libre de Bruxelles – European Studies

NBE3

Industry 4.0 & Collaborative Applied Research

Strengthen applied research partnerships between universities and Belgium's key industrial sectors — chemicals, logistics, biotechnology — through enhanced industry collaboration frameworks.

Source: imec – Research Institute for Nanoelectronics and Digital Technology; Belgian Science Policy Office (BELSPO)

NBE4

Brussels as International Education Crossroads

Leverage Belgium's multilingual, multicultural, and internationally connected capital to attract global talent and develop graduates with deep intercultural competence for international organizations.

Source: Nuffic Belgium Country Profile; EUA – European University Association Belgian Members

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Belize

NBLZ1

Maya Heritage & Central American Studies

Develop serious academic study of Belize's pre-Columbian Maya civilization, archaeological sites, and indigenous community living heritage as a foundation of Belizean academic identity.

Source: Institute of Archaeology – National Institute of Culture and History Belize; UNESCO Belize – World Heritage Sites

NBLZ2

English-Medium Caribbean Hub for Central America

Position Belize as an English-language higher education bridge connecting the Caribbean and Central American academic regions, attracting students from both geographic spheres.

Source: Belize Ministry of Education Strategic Plan; Caribbean Higher Education Cooperation Framework

NBLZ3

Reef & Tropical Biodiversity Research

Establish Belize as a global leader in coral reef science, tropical biodiversity, and marine protected area management research anchored by the Mesoamerican Barrier Reef System.

Source: Belize Barrier Reef Reserve System – UNESCO; Wildlife Conservation Society Belize Programme

NBLZ4

Sustainable Agriculture & Food Sovereignty

Build research and teaching programs in organic agriculture, agroforestry, and food systems sovereignty to support Belizean agricultural communities and reduce food import dependency.

Source: Belize Agriculture and Food Policy; CARDI – Caribbean Agricultural Research and Development Ins...

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Benin

NBEN1

West African Francophone Academic Leadership

Position Benin as a leading Francophone West African academic hub, developing world-class programs in law, humanities, and social sciences that serve the broader ECOWAS educational community.

Source: Benin National Higher Education Development Plan; CAMES – African and Malagasy Council for Higher Education

NBEN2

Vodun & African Heritage Scholarship

Develop serious academic inquiry into Benin's unique cultural inheritance including Vodun spiritual traditions, Dahomey Kingdom history, and West African artistic heritage.

Source: Benin Ministry of Tourism and Culture; UNESCO Benin – Intangible Cultural Heritage

NBEN3

Agricultural Value Chain & Agribusiness Research

Redirect university research and curriculum toward agricultural value chains, agribusiness innovation, and rural enterprise development given Benin's economy's deep dependence on cotton and food crops.

Source: Benin Agricultural Investment Plan (PNIA); IITA – International Institute of Tropical Agriculture – We...

NBEN4

Digital Economy & Mobile Technology Deployment

Lead West African digital higher education transformation through mobile learning platforms, digital infrastructure expansion, and training for Benin's rapidly growing technology and mobile finance sectors.

Source: Benin Digital Strategy – Bénin Révélé; GSMA – West Africa Mobile Economy Report

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Bhutan

NBT1

Gross National Happiness Academic Framework

Embed Bhutan's unique Gross National Happiness philosophy into university curriculum design, research ethics, and institutional governance as a globally distinctive academic contribution.

Source: Bhutan GNH Commission – Higher Education Policy; Centre for Bhutan and GNH Studies

NBT2

Buddhist Monastic & Secular Integration

Develop formal academic pathways that recognize and integrate Bhutan's monastic education tradition within the modern higher education framework, preserving Vajrayana Buddhist scholarly heritage.

Source: Bhutan Higher Education Policy 2010; Shejung Monastic Education Programme – Bhutan

NBT3

Dzongkha Language & Himalayan Cultural Studies

Invest in Dzongkha language preservation, Himalayan studies, and Bhutanese cultural heritage scholarship as core academic missions reflecting national identity priorities.

Source: Dzongkha Development Commission – Bhutan; Royal University of Bhutan – Academic Programs

NBT4

Himalayan Ecology & Carbon-Neutral Development Research

Lead global research on Himalayan ecology, carbon-neutral development models, and climate adaptation strategies, leveraging Bhutan's status as a carbon-negative country.

Source: National Environment Commission Bhutan; ICIMOD – International Centre for Integrated Mountain Devel...

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Bolivia

NBL1

Plurinational State & Indigenous University Governance

Implement the constitutional mandate for indigenous autonomy and plurinational values in higher education, including indigenous university governance models and Aymara/Quechua academic integration.

Source: Bolivian Political Constitution (2009) – Education Provisions; Universidad Indígena Boliviana Quechua Casimiro Huanca

NBL2

Natural Resource Sovereignty & Research

Direct university research toward Bolivia's strategic natural resources — lithium, natural gas, biodiversity — establishing academic expertise that supports sovereign control over national wealth.

Source: Bolivian Agenda Patriótica 2025; YPFB – Bolivian Fiscal Oil Deposits – Research Division

NBL3

Andean & Amazonian Ecological Knowledge

Integrate traditional Andean and Amazonian ecological knowledge into university research programs, combining scientific methods with local wisdom for biodiversity conservation and sustainable development.

Source: Bolivia National Biodiversity Plan; COICA – Coordination of Indigenous Organizations of the Ama...

NBL4

Regional Integration & ALBA Academic Networks

Deepen higher education cooperation within ALBA and CELAC frameworks, developing joint programs, shared scholarships, and collaborative research that strengthen South American academic integration.

Source: ALBA-TCP – Education and Culture Cooperation; IESALC UNESCO – Latin American Higher Education Integration

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Bosnia and Herzegovina

NBO1

Post-War Reconciliation Through Academic Cooperation

Develop joint academic programs, shared research centers, and inter-entity faculty exchanges to build intellectual bridges across the divided BiH higher education landscape.

Source: BiH Framework Law on Higher Education; Council of Europe – Higher Education Reform in BiH

NBO2

EU Pre-Accession Academic Standards

Align BiH higher education qualifications, quality assurance, and institutional governance with EU accession benchmarks under the Stabilisation and Association Agreement framework.

Source: Stabilisation and Association Agreement BiH–EU; Agencija za razvoj visokog obrazovanja i osiguranje kvalite...

NBO3

Fragmented System Coordination & Reform

Reform the structurally fragmented multi-entity, multi-cantonal higher education system into a more coordinated framework that enables national quality benchmarking and employer recognition.

Source: BiH Higher Education Reform Roadmap; European Commission – Progress Report BiH

NBO4

Bosnian Cultural Heritage & Multi-Ethnic Identity

Promote scholarly engagement with Bosnia and Herzegovina's rich multicultural heritage — Ottoman, Austro-Hungarian, Slavic — as a source of academic distinctiveness and intercultural understanding.

Source: Commission to Preserve National Monuments of BiH; UNESCO BiH Cultural Heritage

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Botswana

NBW1

Diamond Economy Diversification Research

Direct university research and graduate programs toward economic diversification beyond diamonds — financial services, tourism, beef processing, and technology — in support of Vision 2036 goals.

Source: Botswana Vision 2036 – National Development Plan; Botswana Institute for Development Policy Analysis (BIDPA)

NBW2

HIV/AIDS Research Leadership in Southern Africa

Maintain Botswana's position as a global leader in HIV/AIDS research, treatment science, and public health system capacity building given the country's internationally recognized response.

Source: Botswana-Harvard AIDS Institute Partnership (BHP); Botswana Ministry of Health – HIV Programme

NBW3

African Governance & Democracy Studies Center

Position the University of Botswana as a regional center of excellence for African governance, electoral systems, and democratic institution studies, building on Botswana's record as Africa's oldest multiparty democracy.

Source: Botswana Institute for Democratic Governance; SADC – Southern African Development Community Education Pro...

NBW4

Kalahari Ecology & Arid-Land Science

Develop specialized academic expertise in Kalahari and arid-zone ecology, wildlife conservation, and sustainable land management reflecting Botswana's unique geographic and environmental endowment.

Source: Botswana International University of Science and Technology (BIUST); Kalahari Research Group – University of Botswana

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Brazil

NBZ1

Federalized Research University Network

Maintain and expand Brazil's distinctive federalized network of federal universities with a research mandate, ensuring research capacity is distributed across all regions rather than concentrated in São Paulo.

Source: Brazilian Law of Directives and Bases of Education (LDB 9.394/96); ANDIFES – National Association of Federal Higher Education ...

NBZ2

Amazon & Biodiversity Research Leadership

Position Brazilian universities as global leaders in Amazon basin research, tropical biodiversity, and climate science, asserting scientific sovereignty over the world's largest rainforest ecosystem.

Source: INPA – National Institute for Amazonian Research; FAPEAM – Foundation for Research Support of the State of Am...

NBZ3

Portuguese-Language Global Academic Leadership

Establish Brazil as the dominant center of Portuguese-language global academic production, including scholarship on Lusophone Africa, Portugal, and Brazil's own literary and social science traditions.

Source: CAPES – Higher Education Personnel Improvement Coordination; CPLP Academic Cooperation Fund

NBZ4

Public University Constitutional Defense

Uphold the constitutional principle of free public higher education as a social right, maintaining strong public federal and state universities against privatization pressures while expanding access.

Source: Brazilian Federal Constitution Article 206–214; ANDES – National Association of University Teachers

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Brunei Darussalam

NBN1

Wawasan 2035 Diversification

Develop a highly educated populace to transition away from oil dependency toward a diversified knowledge economy.

Source: Wawasan Brunei 2035 National Vision; Ministry of Education Brunei Higher Education Strategic Plan

NBN2

Halal & Sustainable R&D

Promote R&D in strategic areas such as halal industries, sustainable energy, and biodiversity.

Source: Wawasan Brunei 2035 National Vision; Ministry of Education Brunei Higher Education Strategic Plan

NBN3

Entrepreneurial Graduates

Forge strong industry partnerships to ensure graduates possess practical skills and an entrepreneurial mindset.

Source: Wawasan Brunei 2035 National Vision; Ministry of Education Brunei Higher Education Strategic Plan

NBN4

MIB Philosophy Integration

Integrate the national philosophy of Malay Islamic Monarchy (MIB) into the educational fabric of all institutions.

Source: Wawasan Brunei 2035 National Vision; Ministry of Education Brunei Higher Education Strategic Plan

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Bulgaria

NBU1

EU Structural Funds Research Maximization

Strategically align Bulgarian university research priorities with EU structural and cohesion fund opportunities to maximize research investment and accelerate Bulgaria's convergence with EU knowledge economies.

Source: Bulgarian National Strategy for Research (2017–2030); European Commission – Research and Innovation in Bulgaria

NBU2

Brain Drain Reversal & Diaspora Networks

Design systematic return programs and diaspora engagement strategies to bring Bulgarian academic talent back from Western Europe and integrate diaspora expertise into the national research system.

Source: Bulgarian National Programme 'Young Scientists and Postdoctoral Students'; EEA Grants – Bulgaria Human Capital Development

NBU3

Bulgarian Language & Orthodox Cultural Heritage

Sustain world-class scholarly traditions in Bulgarian language, Cyrillic manuscript heritage, Orthodox Christian cultural studies, and Balkan history as a nationally distinctive academic mission.

Source: Bulgarian Academy of Sciences; UNESCO – Bulgaria Intangible Cultural Heritage

NBU4

Digital Transformation & IT Sector Talent Pipeline

Align higher education with Bulgaria's emerging IT and technology export sector, building world-class software engineering, cybersecurity, and AI programs to retain competitive advantage.

Source: Bulgarian IT Cluster – University Cooperation; Invest Bulgaria Agency – ICT Sector Report

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Burkina Faso

NBF1

Sahel Regional Development Leadership

Position Burkina Faso's universities as academic anchors for Sahel regional development challenges — desertification, food insecurity, health crises — through locally grounded research.

Source: Burkina Faso National Development Plan; CILSS – Permanent Interstate Committee for Drought Control ...

NBF2

French-African Multilingual Scholarship

Develop academic publishing and teaching capacity in French alongside indigenous Burkinabè languages, building a scholarship tradition rooted in local linguistic and cultural contexts.

Source: Burkina Faso Ministry of Higher Education Strategic Plan; CODESRIA – Council for the Development of Social Science Re...

NBF3

Governance, Stability & Civic Leadership Training

Strengthen university programs in public administration, governance, and civic leadership to build state capacity and resilience amid Burkina Faso's ongoing governance and security challenges.

Source: Burkina Faso Plan National de Développement Economique et Social; African Capacity Building Foundation (ACBF)

NBF4

Indigenous Knowledge & Traditional Technology Studies

Formally integrate indigenous knowledge systems, traditional ecological knowledge, and local innovation practices into university research frameworks as complementary to Western scientific methods.

Source: African Union Science, Technology and Innovation Strategy (STISA-2024); UNESCO Local and Indigenous Knowledge Systems (LINKS)

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Burundi

NBR1

Great Lakes Region Stability & Development Research

Position Burundian universities as contributors to Great Lakes regional peace-building and development research, with a focus on post-conflict governance, reconciliation mechanisms, and regional integration.

Source: EAC – East African Community Higher Education Strategy; International Conference on the Great Lakes Region (ICGLR)

NBR2

Agriculture & Food Security Technical Education

Prioritize technical and applied education in agriculture, soil science, and nutrition aligned with Burundi's heavily agrarian economy and acute food insecurity challenges.

Source: Burundi National Strategy for Higher Education; FAO Burundi Country Profile

NBR3

Kirundi Language Academic Development

Develop Kirundi as an academic language for foundational university instruction, reducing barriers to higher education access while preserving and celebrating national linguistic heritage.

Source: Burundian Ministry of Education Language Policy; African Language Research Institute (ALRI)

NBR4

Governance Reform & Public Sector Capacity

Strengthen higher education programs in public administration, law, and governance to build the state institutional capacity needed for long-term democratic stabilization and development.

Source: Burundi National Poverty Reduction Strategy; UNDP Burundi – Governance Programme

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Cabo Verde

NCV1

Lusophone Atlantic Hub Positioning

Leverage Cabo Verde's unique geographic position between Africa, Europe, and the Americas to build a distinctive Lusophone Atlantic academic hub connecting three continents.

Source: Cabo Verde Higher Education Strategy; CPLP – Community of Portuguese Language Countries Academic ...

NCV2

Blue Economy & Ocean Governance Research

Develop academic expertise in ocean governance, fisheries management, and blue economy innovation essential to Cabo Verde's small island ocean economy and EEZ management.

Source: Cabo Verde Marine Spatial Plan; IOC-UNESCO – Small Island Developing States and Ocean

NCV3

Renewable Energy & Island Sustainability Science

Build research capacity in renewable energy transitions, island sustainability models, and climate adaptation relevant to Cabo Verde's goal of 100% renewable energy generation.

Source: Cabo Verde Energy Plan ECREEE; IRENA – Cabo Verde Renewable Energy Profile

NCV4

Creole Language & Cape Verdean Cultural Identity

Promote Kriolu (Cabo Verdean Creole) as an academic language and field of scholarly study, preserving Cabo Verde's distinctive linguistic and musical cultural heritage.

Source: Uni-CV – University of Cabo Verde; Instituto da Língua e Cultura Cabo-verdiana

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Cambodia

NKH1

Upper-Middle-Income Transition

Rebuild and expand the national talent pool to support economic growth and upper-middle-income status transition.

Source: Cambodia Higher Education Vision 2030; Ministry of Education – Education Strategic Plan 2019–2023

NKH2

Indigenous Research Capacity

Gradually build indigenous research capacities to support evidence-based policymaking and local industry.

Source: Cambodia Higher Education Vision 2030; Ministry of Education – Education Strategic Plan 2019–2023

NKH3

STEM & TVET Shift

Shift enrollment balances toward STEM and vocational skills to meet emerging labor market demands.

Source: Cambodia Higher Education Vision 2030; Ministry of Education – Education Strategic Plan 2019–2023

NKH4

ASEAN Qualifications Alignment

Standardize curriculum and quality assurance to match the ASEAN Qualifications Reference Framework (AQRF).

Source: Cambodia Higher Education Vision 2030; Ministry of Education – Education Strategic Plan 2019–2023

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Cameroon

NCM1

Francophone-Anglophone Bilingual University System

Maintain and strengthen Cameroon's unique bilingual higher education system that serves both Francophone and Anglophone communities as a model of African linguistic integration.

Source: Cameroon Higher Education Act; Université de Yaoundé I – Academic Framework

NCM2

Central African Regional Hub & CEMAC Leadership

Position Cameroonian universities as the intellectual and research hub for the CEMAC regional bloc, attracting scholars from across Central Africa.

Source: CEMAC – Central African Economic and Monetary Community; AUF – Agence Universitaire de la Francophonie – Central Afr...

NCM3

Cameroon Highlands & Tropical Biodiversity Research

Develop academic expertise in Cameroon's extraordinary biodiversity hotspot — the Cameroon Highlands and Congo Basin — contributing to global conservation science.

Source: Cameroon Ministry of Environment – Biodiversity Programme; WWF Cameroon Programme

NCM4

African Languages & Oral Literature Studies

Advance scholarship in Cameroonian indigenous languages, Bantu linguistic diversity, and African oral literary traditions, filling a major gap in global knowledge systems.

Source: NACALCO – National Association of Cameroonian Language Committees; SIL International – Cameroon Language Programme

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Canada

NCA1

Indigenous Reconciliation

Expand access for underrepresented groups with a major national mandate on Indigenization and reconciliation.

Source: Government of Canada – Federal Science and Research Support Framework; Universities Canada Strategic Directions

NCA2

Tri-Council Research Ecosystem

Maintain world-class fundamental and applied research ecosystems supported by the Tri-Council funding agencies.

Source: Government of Canada – Federal Science and Research Support Framework; Universities Canada Strategic Directions

NCA3

Regional Economic Anchors

Act as regional hubs for economic development, talent retention, and innovation across provinces.

Source: Government of Canada – Federal Science and Research Support Framework; Universities Canada Strategic Directions

NCA4

Democratic Civic Readiness

Provide education that equips students with adaptable skills and a strong sense of democratic citizenship.

Source: Government of Canada – Federal Science and Research Support Framework; Universities Canada Strategic Directions

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Central African Republic

NCF1

Post-Conflict Reconstruction & National Cohesion

Orient higher education entirely toward training professionals who can rebuild the CAR's shattered public services — teachers, administrators, healthcare workers, engineers — following decades of conflict.

Source: CAR National Recovery and Peacebuilding Plan; UNDP CAR – Recovery Programme

NCF2

Sangha River Basin & Rainforest Research

Develop academic research programs in the Sangha Tri-National forest ecosystem, tropical biodiversity, and sustainable forest management central to both the CAR's ecological role and economic potential.

Source: UNESCO Sangha Trinational World Heritage Site; WWF Central Africa Programme

NCF3

Sango Language & Francophone Cultural Identity

Develop Sango as an academic language alongside French, preserving the CAR's national linguistic identity and making higher education more accessible to communities with limited French proficiency.

Source: Université de Bangui – Academic Programs; Organisation Internationale de la Francophonie – CAR

NCF4

Diamond & Natural Resource Governance Education

Build academic capacity in natural resource governance, artisanal mining regulation, and development economics to help the CAR better manage its diamond and mineral resources.

Source: Kimberley Process – Central African Republic; Extractive Industries Transparency Initiative – CAR

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Chad

NTD1

Lake Chad Basin & Climate Adaptation Research

Position Chadian universities as academic centers for Lake Chad Basin ecology, the lake's catastrophic shrinkage science, and climate adaptation strategies for one of the world's most climate-vulnerable regions.

Source: Lake Chad Basin Commission (LCBC); CILSS – Drought Control in the Sahel

NTD2

Saharan Cultural Heritage & Trans-Saharan Studies

Develop academic programs in Chad's extraordinary Saharan cultural heritage — Tibesti rock art, trans-Saharan caravan routes, and Kanem-Bornu Empire history — as distinctive scholarly contributions.

Source: Direction des Musées Nationaux et des Sites Classés – Chad; UNESCO Chad – Cultural Heritage

NTD3

Oil Revenue Governance & Post-Petroleum Development

Build academic capacity in petroleum revenue management, Chad-Cameroon Pipeline governance lessons, and economic diversification pathways to help Chad benefit sustainably from its oil resources.

Source: SHT – Société des Hydrocarbures du Tchad; EITI – Chad Extractive Industries

NTD4

Arabic-Chadian Linguistic Heritage & Sahel Governance

Develop academic programs in Chadic languages, Arabic-Chadian cultural heritage, and Sahel governance capacity building to strengthen Chad's institutional foundations amid persistent governance challenges.

Source: Université de N'Djamena – Humanities Faculty; ACALAN – African Academy of Languages

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Chile

NCL1

CRUCH Research University Network

Maintain and strengthen the distinct mission of Chile's traditional public and research universities (CRUCH network) as centers of fundamental research and public knowledge generation.

Source: CRUCH – Council of Rectors of Chilean Universities; ANID – National Research and Development Agency Chile

NCL2

Mining & Critical Minerals Academic Leadership

Develop world-class academic programs and research in lithium, copper, and critical mineral extraction, processing, and governance, leveraging Chile's position as the world's leading copper and lithium producer.

Source: CONICYT – National Commission for Scientific and Technological Research; COCHILCO – Chilean Copper Commission

NCL3

Antarctic & Southern Ocean Research

Position Chilean universities as global leaders in Antarctic science, southern ocean ecology, and extreme environment research leveraging Chile's geographic proximity and territorial claims.

Source: INACH – Chilean Antarctic Institute; SCAR – Scientific Committee on Antarctic Research

NCL4

Quality Accreditation & Private Sector Accountability

Strengthen the national accreditation and quality assurance framework to address Chile's historically weak regulation of private higher education providers and ensure sector integrity.

Source: CNA Chile – National Accreditation Commission; OECD Review of Chilean Higher Education

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

China

NCN1

Socialist Modernization

Serve socialist modernization by cultivating professionals in strategic national priorities (e.g., AI, biotechnology).

Source: China's Higher Education Law (2015 Amendment); Double First-Class University Plan, Ministry of Education P...

NCN2

Double First-Class Construction

Advance scientific discovery via the Double First-Class Construction initiative with knowledge transfer to enterprises.

Source: China's Higher Education Law (2015 Amendment); Double First-Class University Plan, Ministry of Education P...

NCN3

Socialist Values Education

Promote core socialist values and ideological education alongside broad access for disadvantaged students.

Source: China's Higher Education Law (2015 Amendment); Double First-Class University Plan, Ministry of Education P...

NCN4

Bounded Internationalization

Protect scientific freedom within legal and ideological boundaries while fostering global academic partnerships.

Source: China's Higher Education Law (2015 Amendment); Double First-Class University Plan, Ministry of Education P...

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Colombia

NCO1

Post-Conflict Reconstruction & Peace Studies

Leverage the historic 2016 peace accord to position Colombian universities as world leaders in transitional justice, territorial peacebuilding, and post-conflict reconstruction scholarship.

Source: Colombia Acuerdo Final de Paz 2016; JEP – Special Jurisdiction for Peace – Academic Partnerships

NCO2

Biodiversity Mega-Hotspot Research

Establish Colombia as the global academic center for biodiversity science, given its status as the world's most biodiverse country by area, with research across all six natural regions.

Source: Instituto Alexander von Humboldt – Colombia; COLCIENCIAS – Biodiversity Research Programme

NCO3

STEM & Regional Development Universities

Expand Colombia's regional university network into rural and conflict-affected territories, using STEM education as a driver of local economic development and post-conflict reintegration.

Source: MEN – Ministry of National Education Colombia; CESU – National Higher Education Council Colombia

NCO4

Caribbean & Pacific Cultural Diversity Studies

Develop rigorous academic programs in Colombia's Afro-Colombian, indigenous, and Pacific coastal cultures, valuing cultural pluralism as a source of national intellectual strength.

Source: ICANH – Colombian Institute of Anthropology and History; ONIC – National Indigenous Organization of Colombia

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Comoros

NKM1

Indian Ocean Island Academic Hub

Develop the Comoros as a small but distinctive Indian Ocean academic hub connecting Francophone Africa, the Arab world, and the broader island states of the western Indian Ocean.

Source: Université des Comores; Indian Ocean Commission – Education Cooperation

NKM2

Perfume & Essential Oils Economy Research

Build academic expertise in ylang-ylang, cloves, and vanilla cultivation, processing, and global market development given Comoros's position as a world leading producer of these high-value commodities.

Source: Comoros Ministry of Agriculture – Cash Crops Division; FAO Comoros Country Profile

NKM3

Arabic-Comorian Cultural Heritage & Islamic Studies

Develop academic programs in Comorian Shimasiwa cultural identity, the Comorian dialect continuum, and Islamic scholarly tradition connecting the islands to both Arab and East African academic worlds.

Source: Organisation Internationale de la Francophonie – Comoros; UNESCO Comoros – Intangible Cultural Heritage

NKM4

Marine Conservation & Coral Ecosystem Research

Develop research capacity in the Comoros Archipelago's extraordinary marine biodiversity, coral reef health, and sustainable coastal fisheries management.

Source: IUCN – Comoros Marine Conservation; Western Indian Ocean Marine Science Association (WIOMSA)

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Congo (DRC)

NCD1

Mineral Resource Governance & Value-Added Research

Build academic expertise in mineral resource governance, value-added processing, and supply chain economics so the DRC can benefit more deeply from its immense mineral wealth.

Source: DRC National Plan for Mining Sector Development; Natural Resource Governance Institute – Congo

NCD2

Congo Basin & Tropical Forest Science

Position Congolese universities as global centers for Congo Basin tropical ecology, carbon sequestration research, and biodiversity science essential to global climate stability.

Source: Congo Basin Forest Partnership; CIFOR – Center for International Forestry Research – Congo

NCD3

National Languages & Bantu Linguistics

Develop Lingala, Swahili, Tshiluba, and Kikongo as languages of academic instruction and publishing, honoring DRC's rich Bantu linguistic heritage and expanding higher education accessibility.

Source: DRC Ministry of Higher Education Language Policy; ACALAN – African Academy of Languages

NCD4

Post-Conflict Governance & State Capacity Building

Develop robust programs in public administration, transitional justice, and state capacity to address the DRC's urgent need for trained governance professionals amid protracted conflict.

Source: DRC National Strategic Plan for Education; UNDP DRC – Governance Programme

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Congo (Republic)

NCG1

Oil Economy Transition & Diversification Research

Build academic programs and research capacity in non-oil economic sectors — agriculture, forestry, services — to prepare Congo for the transition away from petroleum dependence.

Source: Republic of Congo National Development Plan; African Development Bank – Congo Country Strategy

NCG2

Congo Rainforest & Carbon Sink Science

Establish Congolese universities as centers for rainforest ecology, carbon accounting, and REDD+ implementation science for the Congo Basin's second-largest tropical forest.

Source: COMIFAC – Central African Forest Commission; FAO Congo – Forestry Programme

NCG3

Linguistic Heritage & Congolese Cultural Studies

Develop academic scholarship in Lingala, Kituba, and other Congolese languages alongside French, building a culturally rooted intellectual tradition for the Republic of Congo.

Source: Université Marien Ngouabi – Academic Programs; Organisation Internationale de la Francophonie

NCG4

Regional Governance & CEMAC Integration

Deepen academic cooperation with CEMAC partner states in public administration, regional law, and economic integration to build Central African regional institutional capacity.

Source: CEMAC – Economic and Monetary Community of Central Africa; BEAC – Bank of Central African States – Research

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Costa Rica

NCR1

Biodiversity & Ecological Tourism Research

Position Costa Rican universities as global leaders in tropical biodiversity science, sustainable ecotourism management, and conservation biology given the country's extraordinary ecological endowment.

Source: SINAC – National System of Conservation Areas Costa Rica; INBio – National Institute of Biodiversity Costa Rica

NCR2

Clean Technology & Carbon Neutrality Innovation

Direct university research toward renewable energy systems, decarbonization technologies, and green economy innovation aligned with Costa Rica's international commitment to carbon neutrality.

Source: Costa Rica National Decarbonization Plan 2018–2050; MINAE – Ministry of Environment and Energy Costa Rica

NCR3

Central American Integration & SICA Leadership

Deepen Costa Rica's role in Central American academic integration through CSUCA, joint research programs, and regional governance training within the SICA institutional framework.

Source: CSUCA – Superior University Council of Central America; SICA – Central American Integration System

NCR4

Democratizing & Decentralizing Higher Education Access

Expand regional university campuses, distance education programs, and access pathways to ensure Costa Rica's historically high educational standards benefit all geographic regions and communities equally.

Source: CONESUP – National Council of Private Higher Education Costa Rica; CONARE – National Council of Rectors Costa Rica

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Cote d'Ivoire

NCI1

West African Francophone Economic Leadership

Position Côte d'Ivoire as the leading Francophone West African higher education hub, developing programs in economics, business, and regional governance that serve the entire ECOWAS community.

Source: Ivorian National Development Plan 2021–2025; CAMES – African and Malagasy Council for Higher Education

NCI2

Cocoa & Tropical Agriculture Value Chain Research

Build academic expertise in cocoa value chains, tropical agriculture technology, and agro-industrial processing to capture more economic value from Côte d'Ivoire's dominant cocoa sector.

Source: Conseil du Café-Cacao – Research Division; ICRAF – World Agroforestry – West Africa Programme

NCI3

Ivorian Cultural Arts & Heritage Studies

Develop academic programs in Ivorian cultural arts, traditional music, oral literature, and cultural heritage to contribute to knowledge of West Africa's richest cultural mosaic.

Source: Ministry of Culture and Francophonie – Côte d'Ivoire; West African Museums Programme (WAMP)

NCI4

Governance Reform & Anti-Corruption Training

Invest in university programs in public administration, judicial reform, and anti-corruption to build the institutional capacity needed for Côte d'Ivoire's post-crisis governance stabilization.

Source: Ivorian High Authority for Good Governance (HABG); UNDP Côte d'Ivoire – Governance Programme

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Croatia

NHR1

Adriatic Mediterranean Cultural & Historical Scholarship

Position Croatian universities as leading centers for Adriatic maritime history, Dalmatian cultural heritage, and Mediterranean civilization studies given Croatia's extraordinary Adriatic coastline and UNESCO sites.

Source: Ministry of Science and Education Croatia; UNESCO Croatia – World Heritage Sites

NHR2

EU Integration & Western Balkans Academic Bridge

Leverage Croatia's experience as the EU's newest member to develop academic expertise in EU accession processes, serving as a knowledge bridge for Western Balkan candidate countries.

Source: Croatian Academic and Research Network (CARNet); EUSA – European Union Studies Association

NHR3

Tourism Sustainability & Adriatic Blue Economy

Develop specialized research programs in sustainable tourism management, Adriatic marine ecology, and blue economy governance given Croatia's extraordinary tourism-dependent coastal economy.

Source: Croatian National Tourist Board – Research; Adriatic-Ionian Initiative – Blue Economy

NHR4

Croatian Language & South Slavic Linguistic Heritage

Sustain Croatian as a full language of science and academic publishing, preserving the distinct South Slavic linguistic and literary tradition of the Croatian academic heritage.

Source: Croatian Language Institute – HAZU; Croatian Academy of Sciences and Arts (HAZU)

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Cuba

NCU1

Socialist Model of Free University Education

Uphold and strengthen Cuba's constitutionally guaranteed model of free, universally accessible higher education as a social right and a cornerstone of the socialist development model.

Source: Cuban Higher Education Law; Universidad de La Habana – Institutional Mission

NCU2

Biotechnology & Medical Sciences Global Leadership

Maintain Cuba's world-renowned status as a leader in biotechnology, vaccine development, and medical sciences, protecting and advancing research capacity under international sanctions.

Source: BioCubaFarma – Cuban Biotechnology Group; Center for Molecular Immunology (CIM) – Cuba

NCU3

South-South Academic Solidarity Programs

Expand Cuba's model of South-South educational solidarity — particularly the ELAM medical school model — providing high-quality training for students from developing nations.

Source: ELAM – Latin American School of Medicine; IESALC UNESCO – Cuba Country Report

NCU4

Cuban Cultural Heritage & Revolutionary History Studies

Sustain rigorous academic scholarship in Cuban literary tradition, revolutionary history, Afro-Cuban culture, and Caribbean intellectual heritage as a unique contribution to global knowledge.

Source: Casa de las Américas – Academic Research; UNESCO Havana – Cultural Heritage

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Cyprus

NCY1

Eastern Mediterranean Academic Hub

Position Cyprus as the premier academic hub for the Eastern Mediterranean region, serving students and researchers from the Middle East, North Africa, and southeastern Europe.

Source: Cyprus Higher Education Reform Strategy; Cyprus Council of Universities

NCY2

Reunification & Inter-Communal Scholarship

Support academic research and educational programs that promote intercommunal understanding, cultural exchange between Greek Cypriot and Turkish Cypriot communities, and conflict resolution.

Source: PRIO Cyprus Centre; Reconciliation Initiatives – CMP Cyprus

NCY3

Offshore Energy & Maritime Law Leadership

Develop academic expertise in offshore natural gas, maritime law, and exclusive economic zone governance given Cyprus's recent energy discoveries and complex maritime territorial context.

Source: Cyprus Energy Regulatory Authority; Cyprus Maritime Administration

NCY4

Classical Hellenic Heritage & Archaeology Studies

Sustain Cypriot universities as international centers for ancient Greek civilization studies, Byzantine heritage, and Mediterranean archaeology given Cyprus's extraordinary archaeological record.

Source: Department of Antiquities Cyprus; Archaeological Research Unit – University of Cyprus

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Czechia

NCZ1

Central European Innovation & Industry 4.0

Position Czech universities as Central European leaders in Industry 4.0, advanced manufacturing, automotive engineering, and mechanical innovation aligned with the country's industrial heritage.

Source: Czech Research, Development and Innovation Strategy; Technology Agency of the Czech Republic (TA ČR)

NCZ2

Czech Language & Bohemian Cultural Heritage

Maintain Czech language as a full language of science and scholarship, preserving Bohemian literary and cultural traditions and Hussite-era democratic intellectual heritage.

Source: Czech Language Institute – Czech Academy of Sciences; Czech National Committee for UNESCO

NCZ3

V4 Regional Academic Cooperation

Deepen Visegrád Group (V4) academic cooperation with Poland, Slovakia, and Hungary through joint research programs, student mobility schemes, and shared regional policy research.

Source: Visegrad Fund – Higher Education Programme; CEEPUS – Central European Exchange Programme for University...

NCZ4

University Governance Autonomy & Quality Assurance

Protect university autonomy and strengthen national quality assurance mechanisms to ensure Czech higher education maintains its independent academic culture while meeting EU benchmarks.

Source: Czech Act on Higher Education No. 111/1998; NAAU – National Accreditation Authority Czech Republic

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Denmark

NDK1

Green Transition & Wind Energy Global Leadership

Maintain Denmark's world-leading position in wind energy, sustainable energy transition, and green technology innovation through university research that drives the global decarbonization agenda.

Source: Danish Energy Agency – Research and Development; DTU – Technical University of Denmark – Wind Energy Departm...

NDK2

Nordic Welfare Research & Universal Services Model

Position Danish universities as global centers for welfare state research, universal health systems, and social innovation models that can inform policy worldwide.

Source: Danish National Centre for Social Research (VIVE); Nordic Council of Ministers – Education and Research

NDK3

Danish Language & Scandinavian Cultural Heritage

Protect and promote Danish as a full language of science and academic publication, maintaining distinctive Scandinavian literary, architectural, and design traditions in higher education.

Source: Danish Language Council (Dansk Sprognævn); University of Copenhagen – Faculty of Humanities

NDK4

Nordic-Baltic Academic Integration

Deepen Denmark's participation in Nordic and Baltic academic networks, facilitating student and researcher mobility across the Scandinavian region and contributing to Nordic higher education leadership.

Source: Nordplus Programme – Nordic Council of Ministers; NORHED – Norwegian Programme for Capacity Development

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Djibouti

NDJ1

Horn of Africa Logistics Hub Academic Programs

Develop specialized university programs in port management, logistics, maritime trade, and supply chain economics aligned with Djibouti's strategic role as the Horn of Africa's primary logistics hub.

Source: Djibouti Vision 2035 National Development Strategy; Djibouti Ports and Free Zones Authority – Education Partner...

NDJ2

French-Arabic Bilingual Academic Development

Strengthen Djibouti's bilingual French-Arabic higher education system, developing scholarly programs in both languages that serve Djiboutian students and regional Arabic-speaking scholars.

Source: Université de Djibouti – Academic Programs; Organisation Internationale de la Francophonie – Djibouti

NDJ3

Afar & Somali Heritage Studies

Develop academic programs in Afar and Somali language, oral literary traditions, and pastoral cultural heritage to ensure Djibouti's linguistic minorities are represented in higher education.

Source: Djibouti Ministry of National Education – Language Policy; ACALAN – African Academy of Languages

NDJ4

Geopolitical Security & Red Sea Studies

Establish Djibouti as a regional center for security studies, Horn of Africa geopolitics, and Red Sea strategic research, leveraging the country's unique position hosting multiple foreign military bases.

Source: IGAD – Intergovernmental Authority on Development – Research; Horn of Africa Center for Security Studies

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Dominica

NDM1

Climate-Resilient Island Nation Research

Develop Dominica as the global reference case for climate-resilient island development research, building academic expertise from the country's rebuilding experience after Hurricane Maria.

Source: Dominica Climate Resilience and Recovery Plan 2030; CDEMA – Caribbean Disaster Emergency Management Agency

NDM2

Kalinago Heritage & Indigenous Knowledge Studies

Develop academic programs in Kalinago indigenous culture, language, and knowledge systems, honoring Dominica's status as the only Eastern Caribbean island with a surviving pre-Columbian indigenous community.

Source: Kalinago Council of Dominica; UNESCO Caribbean Indigenous Heritage

NDM3

Geothermal Energy & Clean Tech Development

Build research and educational programs around Dominica's extraordinary geothermal potential, positioning the island as a Caribbean leader in geothermal energy education and technology.

Source: Dominica Geothermal Development Company; IRENA – Caribbean Geothermal Potential Report

NDM4

OECS Regional Education Harmonization

Align Dominica's higher education framework with OECS partner nations to facilitate regional accreditation, student mobility, and pooling of scarce academic resources across Eastern Caribbean small states.

Source: OECS – Organisation of Eastern Caribbean States – Education; UWI Open Campus – Eastern Caribbean Programme

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Dominican Republic

NDO1

Caribbean Tourism Academic Leadership

Position Dominican universities as the Caribbean's premier academic hub for sustainable tourism management, hospitality innovation, and cultural tourism development given the country's tourism dominance.

Source: MITUR – Ministry of Tourism Dominican Republic; Caribbean Tourism Organization – Academic Partnerships

NDO2

Caribbean Basin Economic Integration

Deepen academic engagement with Caribbean Basin and CARICOM economic integration, developing research programs in trade, migration, and regional policy relevant to Dominican Republic's pivotal regional role.

Source: CEI-RD – Center for Export and Investment Dominican Republic; DR-CAFTA Implementation Research

NDO3

Spanish-Caribbean Literary & Cultural Scholarship

Develop Dominican universities as centers for Spanish-Caribbean literary production, Afro-Dominican cultural studies, and historical scholarship on the island of Hispaniola.

Source: Academia Dominicana de la Lengua; FLACSO Dominican Republic

NDO4

University Quality Assurance Reform

Strengthen the Dominican Republic's university quality assurance and accreditation system to address historically variable quality among the large private higher education sector.

Source: MESCYT – Ministry of Higher Education Science and Technology; ACAP – Agency for Accreditation of Teachers' Training Progr...

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Ecuador

NEC1

Sumak Kawsay & Plurinational University Governance

Embed Ecuador's constitutional Buen Vivir (Sumak Kawsay) philosophy into higher education frameworks, recognizing indigenous universities and plurinational governance models.

Source: Ecuador Constitution 2008 – Education and Buen Vivir Provisions; SENESCYT – National Secretariat of Higher Education Ecuador

NEC2

Amazon Basin Biodiversity & Ecological Research

Position Ecuadorian universities as global leaders in Amazon rainforest science, cloud forest biodiversity, and tropical marine ecology given Ecuador's extraordinary biodiversity per square kilometer.

Source: SNAP – Sistema Nacional de Áreas Protegidas Ecuador; Charles Darwin Foundation – Galapagos Research

NEC3

Pacific Rim Integration & South American Connectivity

Develop academic programs and research in Ecuador's Pacific trade connections, port economy, and South American regional integration to leverage the country's geographic positioning.

Source: UNASUR – Union of South American Nations Education; SENESCYT – International Cooperation Framework

NEC4

Cultural Pluralism & Multi-Ethnic Heritage Studies

Develop academic programs celebrating Ecuador's extraordinary ethnic diversity — mestizo, indigenous Amazonian, Afro-Ecuadorian, and Montubio communities — as a source of national intellectual richness.

Source: CODENPE – Council for Development of Ecuadorian Nationalities and Peoples; FLACSO Ecuador – Latin American Faculty of Social Sciences

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Egypt

NEG1

Arab World's Intellectual & Cultural Capital

Reinforce Cairo and Egyptian universities as the undisputed intellectual hub of the Arab world, leading in Arabic-language scholarship, cultural heritage, and Islamic civilization studies.

Source: Al-Azhar University – Academic Mission; Arab League Educational, Cultural and Scientific Organizati...

NEG2

Suez Canal Corridor & Logistics Economy Education

Develop specialized higher education programs in maritime logistics, Suez Canal economy, and international trade to capitalize on Egypt's critical geographic position in global trade routes.

Source: Suez Canal Authority – Research Division; Arab Academy for Science, Technology and Maritime Transport

NEG3

Egyptology & Ancient Civilization Academic Leadership

Maintain Egypt's globally recognized leadership in Egyptology, archaeology, and ancient civilization studies, producing the world's foremost scholars on Pharaonic, Greco-Roman, and Islamic Egyptian history.

Source: Supreme Council of Antiquities – Egypt; Egyptian Museum – Academic Partnerships

NEG4

Nile Basin Cooperation & Water Diplomacy Research

Build academic expertise in Nile Basin hydrology, international water law, and transboundary resource diplomacy, positioning Egypt as the intellectual leader on shared river governance.

Source: Ministry of Water Resources and Irrigation – Egypt; Nile Basin Initiative – Research Programme

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

El Salvador

NSV1

Central American Integration & SICA Leadership

Build El Salvador's academic contributions to Central American integration research, SICA governance studies, and regional development policy aligned with the country's dense connectivity within the isthmus.

Source: SICA – Central American Integration System; CSUCA – Superior University Council of Central America

NSV2

Salvadoran Cultural Heritage & Mesoamerican Studies

Develop academic programs in pre-Columbian Mesoamerican heritage, Salvadoran indigenous Pipil culture, and the country's historic role in Mesoamerican civilizational exchange.

Source: CONCULTURA – National Council for Culture and Arts El Salvador; Universidad de El Salvador – Humanities Faculty

NSV3

Migration Studies & Diaspora Development Research

Build academic expertise in Salvadoran migration patterns, diaspora remittance economics, and return migration policies given El Salvador's extraordinary diaspora representing over 20% of the national population.

Source: CONMIGRANTES – National Council for the Protection of Migrants El Salvador; IOM El Salvador – Migration Research

NSV4

Coffee Heritage & Sustainable Agro-Industry Research

Develop academic programs in specialty Bourbon coffee heritage, sustainable shade-grown cultivation, and agro-export value chain economics celebrating El Salvador's position as a globally recognized premium coffee origi…

Source: Consejo Salvadoreño del Café; PROMECAFE – Central American Coffee Research

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Equatorial Guinea

NGQ1

Oil Revenue Diversification & Economic Transformation

Orient higher education toward building an economy beyond oil through academic programs in finance, tourism, agribusiness, and service sectors aligned with the country's diversification plan.

Source: Equatorial Guinea National Economic Development Plan; African Development Bank – Equatorial Guinea Strategy

NGQ2

Trilingual Academic Identity (Spanish, French, Portuguese)

Develop Equatorial Guinea's unique status as the only Spanish-speaking country in Africa and a trilingual state as a competitive academic advantage, building multilingual scholarship programs.

Source: Universidad Nacional de Guinea Ecuatorial (UNGE); Organisation Internationale de la Francophonie – EG

NGQ3

Gulf of Guinea Marine Resources Research

Build research capacity in Gulf of Guinea offshore ecology, deep-sea fisheries, and marine biodiversity essential to Equatorial Guinea's oceanic economy and EEZ management.

Source: Commission du Golfe de Guinée; ECCAS – Economic Community of Central African States

NGQ4

Rainforest & Bioko Island Biodiversity Research

Develop world-class biodiversity research programs for Equatorial Guinea's extraordinarily species-rich Bioko Island and Continental rainforest ecosystems as a globally significant conservation contribution.

Source: Bioko Biodiversity Protection Program (BBPP); IUCN – Central Africa Programme

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Eritrea

NER1

National Reconstruction & Applied Technical Training

Orient Eritrean higher education entirely toward producing engineers, health workers, and technical professionals needed for post-independence national infrastructure development.

Source: Eritrea Ministry of Education – Higher Education Department; UNESCO Eritrea – Education Profile

NER2

Tigrinya & Eritrean Cultural Heritage Studies

Develop Tigrinya and other Eritrean national languages as languages of academic instruction and publishing, building scholarly traditions rooted in the country's unique multi-ethnic heritage.

Source: Eritrea Cultural Assets Rehabilitation Project; ACALAN – African Academy of Languages

NER3

Red Sea Marine & Coastal Resource Management

Develop academic expertise in Red Sea marine ecology, coastal fisheries, and strategic maritime resource management relevant to Eritrea's extensive coastline and island territories.

Source: Eritrea Ministry of Marine Resources; PERSGA – Regional Organization for Conservation of the Red ...

NER4

Horn of Africa Geopolitics & Regional Development

Build research capacity in Horn of Africa regional dynamics, cross-border development, and regional economic integration as foundational academic contributions from Eritrea's strategic geographic position.

Source: IGAD – Intergovernmental Authority on Development; UN Economic Commission for Africa – Horn of Africa

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Estonia

NEE1

Digital Society & e-Governance Global Leadership

Maintain and expand Estonia's world-leading position as the model digital society, producing university research on e-governance, digital identity, data sovereignty, and cybersecurity policy.

Source: Estonian Information System Authority (RIA); e-Estonia – Digital Society Overview

NEE2

Estonian Language Preservation in a Digital Age

Protect and develop Estonian as a small-nation academic language, investing in language technology, digital corpus development, and Estonian-language scientific publishing.

Source: Institute of the Estonian Language; Estonian Language Strategy 2021–2035

NEE3

NATO & Baltic Security Studies Centre

Leverage Estonia's frontline position as a NATO member to build a world-class academic centre for cybersecurity, hybrid warfare studies, and Baltic regional security research.

Source: NATO CCDCOE – Cooperative Cyber Defence Centre of Excellence; International Centre for Defence and Security (ICDS) Tallinn

NEE4

Nordic-Baltic Academic Network Integration

Deepen Estonia's integration into Nordic and Baltic higher education networks through joint programs, shared research infrastructure, and coordinated talent mobility across the region.

Source: Baltic Assembly – Education Cooperation; Nordplus Programme – Nordic Council of Ministers

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Eswatini

NSW1

Swazi Cultural Heritage & Reed Dance Tradition Studies

Develop academic programs in Swati language, Swazi traditional governance (monarchy and council systems), Reed Dance ceremony, and the cultural identity of one of Africa's last absolute monarchies.

Source: University of Eswatini – Arts and Social Sciences; Swaziland National Trust Commission (SNTC)

NSW2

HIV/AIDS Public Health Innovation & Research

Maintain Eswatini's academic focus on HIV/AIDS response innovation given the country's extremely high HIV prevalence rate, building research programs that contribute globally to epidemic management science.

Source: Eswatini Health and Medical Welfare (SHIMW); UNAIDS Eswatini Country Report

NSW3

SADC Integration & Landlocked Economy Research

Build academic programs in Southern African Development Community regional integration, customs union economics, and sustainable development pathways for a small, landlocked country surrounded by South Africa.

Source: SADC – Southern African Development Community; African Development Bank – Eswatini Strategy

NSW4

Biodiversity & Sustainable Land Management

Develop research capacity in Eswatini's remarkable biodiversity given its compressed geography spanning four ecoregions, including Hlane Royal National Park wildlife management and sustainable land use practices.

Source: Eswatini Environment Authority; IUCN – Eswatini Conservation Programme

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Ethiopia

NET1

Pan-African Leadership & African Union Headquarters

Leverage Ethiopia's role as host of the African Union to develop world-class programs in pan-African governance, continental development policy, and African diplomatic studies.

Source: African Union Commission – Education Division; UN Economic Commission for Africa – Addis Ababa

NET2

Nile Headwaters & Blue Economy Research

Build academic expertise in Ethiopian highland hydrology, Nile source management, and water-energy-food nexus research given Ethiopia's critical position as the source of the Blue Nile.

Source: Ethiopian Ministry of Water and Energy; ENTRO – Eastern Nile Technical Regional Office

NET3

Amharic & Ge'ez Scholarly Tradition

Develop rigorous academic scholarship in Amharic, Ge'ez, and Ethiopia's diverse indigenous languages, preserving the Horn of Africa's oldest written literary and religious scholarly traditions.

Source: Ethiopian Academy of Sciences; Institute of Ethiopian Studies – Addis Ababa University

NET4

Agricultural Transformation & Food Systems Science

Direct university research toward transforming Ethiopian smallholder agriculture, climate-resilient farming systems, and sustainable food security science addressing one of Africa's largest agrarian economies.

Source: Ethiopian Institute of Agricultural Research (EIAR); CGIAR – Ethiopia Country Programme

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Fiji

NFJ1

Pacific Island Nations Academic Leadership

Position Fiji as the premier academic hub for Pacific Island nations, offering regionally relevant higher education programs in Pacific studies, law, governance, and environmental management.

Source: University of the South Pacific – Strategic Plan; Pacific Community (SPC) – Education Division

NFJ2

Climate Frontline & Sea Level Rise Research

Build Fiji's global research reputation in climate adaptation, coral reef science, and sea level rise impacts as the Pacific's leading small island state academic voice on climate emergency.

Source: Pacific Climate Change Science Programme; SPREP – Secretariat of the Pacific Regional Environment Pro...

NFJ3

iTaukei Culture & Pacific Heritage Studies

Develop rigorous academic programs in indigenous Fijian iTaukei culture, oral traditions, customary land tenure, and Pacific heritage that position Fiji as a cultural-intellectual leader in Oceania.

Source: iTaukei Institute of Language and Culture; UNESCO Samoa – Pacific Cultural Heritage

NFJ4

Blue Economy & Pacific Ocean Governance

Build academic expertise in Pacific Ocean governance, fisheries management, seabed resources, and sustainable marine economy essential to Fiji's vast exclusive economic zone.

Source: Pacific Islands Forum Fisheries Agency (FFA); International Seabed Authority – Pacific

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Finland

NFI1

PISA Excellence & Education Export Model

Sustain and develop Finland's world-renowned education system as both a domestic public good and a globally exportable model, building academic programs in education science and pedagogical innovation.

Source: Finnish National Agency for Education (OPH); HundrED – Finnish Education Innovation

NFI2

Finnish Language & Nordic Cultural Heritage

Protect and advance Finnish and Swedish as full languages of science and academic life, developing Finnish-language scientific publishing and preserving the Finno-Ugric linguistic heritage tradition.

Source: Kotus – Institute for the Languages of Finland; Finnish Literature Society (SKS)

NFI3

Arctic Research & Northern Dimension Leadership

Position Finnish universities as global leaders in Arctic environmental science, permafrost research, and sustainable northern development given Finland's strategic Arctic geographic position.

Source: Arctic Council – Finland Chairmanship Research; Arctic Centre – University of Lapland

NFI4

Welfare State Innovation & Public Service Design

Lead global academic inquiry into welfare state design, Nordic social innovation, and public service excellence as distinctive Finnish contributions to global policy discourse.

Source: Finnish Government – Research and Foresight; SITRA – Finnish Innovation Fund

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

France

NFR1

Ecological Transition Alignment

Deliver inclusive education aligned with national goals for employment and ecological transition.

Source: French Code de l'éducation (Loi ESR 2013); Loi de programmation de la recherche 2021–2030

NFR2

EHEA Cooperation

Strengthen cross-border education and research collaboration within the European Higher Education Area.

Source: French Code de l'éducation (Loi ESR 2013); Loi de programmation de la recherche 2021–2030

NFR3

Social Promotion via Lifelong Learning

Offer continuous education to support social mobility and professional development throughout life.

Source: French Code de l'éducation (Loi ESR 2013); Loi de programmation de la recherche 2021–2030

NFR4

Humanist Cultural Literacy

Spread humanist, social, and scientific culture across society alongside scientific research.

Source: French Code de l'éducation (Loi ESR 2013); Loi de programmation de la recherche 2021–2030

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Gabon

NGA1

Central African Rainforest Conservation Science

Position Gabonese universities as global centers for Congo Basin rainforest research, carbon accounting, and biodiversity science given Gabon's extraordinary forest coverage and conservation commitment.

Source: Agence Nationale des Parcs Nationaux – Gabon; IUCN – Gabon Country Programme

NGA2

Oil Transition & Economic Diversification Education

Develop university programs aligned with Gabon's Plan Stratégique Gabon Émergent to transition beyond petroleum dependence into mining, timber value chains, and eco-tourism services.

Source: Gabon Plan Stratégique Gabon Émergent (PSGE); African Development Bank – Gabon Country Strategy

NGA3

Bantu Linguistic Heritage & Gabonese Cultural Studies

Develop academic programs in Gabon's extraordinary Bantu linguistic diversity (over 40 languages), oral literary traditions, and cultural heritage as a nationally distinctive scholarly contribution.

Source: Université Omar Bongo – Humanities Faculty; ACALAN – African Academy of Languages

NGA4

Gulf of Guinea Maritime Economy Research

Build research capacity in Gulf of Guinea offshore resources, maritime security, and regional economic integration positioning Gabon within the broader Central African maritime economy.

Source: Commission du Golfe de Guinée; CEMAC – Central African Economic and Monetary Community

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Georgia

NGE1

Caucasus Gateway & East-West Academic Bridge

Position Georgian universities as a unique East-West academic bridge between Europe, Turkey, and Central Asia, leveraging Georgia's geographic and civilizational crossroads position.

Source: Georgian National Agency for Quality Enhancement in Education; TEMPUS/Erasmus+ – Georgia Country Programme

NGE2

Georgian Language & Ancient Script Preservation

Protect and advance the Georgian language and its unique ancient Mkhedruli script as a full language of science and academic life, sustaining one of the world's oldest continuously used writing systems.

Source: Ilia State University – Georgian Studies; UNESCO – Georgian Intangible Cultural Heritage

NGE3

South Caucasus Geopolitics & Regional Security Studies

Develop rigorous academic programs in South Caucasus geopolitics, frozen conflicts, and regional security to build local scholarly expertise addressing Georgia's complex security environment.

Source: Georgian Foundation for Strategic and International Studies (GFSIS); International School of Economics at TSU (ISET)

NGE4

UNESCO Heritage & Silk Road Cultural Tourism Research

Build academic programs in Georgia's extraordinary cultural heritage sites, ancient Silk Road history, and heritage tourism management given the country's UNESCO World Heritage assets.

Source: Georgian National Museum; UNESCO – Georgia World Heritage Sites

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Germany

NDE1

Global Talent Attraction

Foster strategic international cooperation to attract global talent and participate in global knowledge systems.

Source: German Basic Law (Art. 5 GG); Hochschulrahmengesetz; Excellence Strategy (2019)

NDE2

Excellence Initiative

Promote cutting-edge research through the Excellence Initiative and drive development through knowledge transfer.

Source: German Basic Law (Art. 5 GG); Hochschulrahmengesetz; Excellence Strategy (2019)

NDE3

Diverse Population Access

Provide high-quality teaching, promote equal access for diverse populations, and enhance lifelong learning.

Source: German Basic Law (Art. 5 GG); Hochschulrahmengesetz; Excellence Strategy (2019)

NDE4

Constitutional Academic Freedom

Guarantee freedom of teaching and research grounded in ongoing scientific inquiry as a constitutional right.

Source: German Basic Law (Art. 5 GG); Hochschulrahmengesetz; Excellence Strategy (2019)

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Ghana

NGH1

West African Anglophone Academic Hub

Consolidate Ghana's position as West Africa's premier Anglophone academic hub, attracting scholars and students from across the ECOWAS region through high-quality English-medium programs.

Source: National Council for Tertiary Education – Ghana; ECOWAS – Education Cooperation Framework

NGH2

Pan-Africanism & Kwame Nkrumah Intellectual Legacy

Sustain and develop Ghana's historic intellectual tradition of pan-Africanism, African political thought, and the Nkrumah legacy as globally significant contributions to African studies.

Source: Kwame Nkrumah University of Science and Technology (KNUST); Institute of African Studies – University of Ghana

NGH3

Gold & Critical Minerals Governance Research

Build academic expertise in responsible mining governance, artisanal gold regulation, and critical minerals value chains to help Ghana capture greater economic benefit from its rich mineral endowment.

Source: Ghana Chamber of Mines – Research Division; IISD – International Institute for Sustainable Development ...

NGH4

Democracy, Electoral Systems & Good Governance Research

Position Ghanaian universities as global centers for electoral democracy research and governance studies, building on Ghana's celebrated record as one of Africa's most stable democracies.

Source: Electoral Commission of Ghana; Ghana Center for Democratic Development (CDD-Ghana)

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Greece

NGR1

Hellenic Classical Heritage & Mediterranean Archaeology

Sustain Greece's globally unique role as custodian and scholarly leader in classical antiquity, ancient Greek civilization, and Mediterranean archaeological heritage.

Source: Hellenic Ministry of Culture – Archaeological Service; American School of Classical Studies Athens

NGR2

EU Crisis Recovery & Economic Resilience Research

Develop original Greek academic contributions to debt crisis recovery, eurozone economic governance, and European fiscal solidarity, turning crisis experience into globally relevant scholarship.

Source: Bank of Greece – Research Division; Hellenic Observatory – LSE

NGR3

Eastern Mediterranean Geopolitics & Diaspora Studies

Build academic programs in Eastern Mediterranean geopolitics, Greek diaspora studies, and Hellenic-Orthodox cultural heritage in global communities as distinctive Greek scholarly contributions.

Source: Hellenic Foundation for European and Foreign Policy (ELIAMEP); Centre for Asia Minor Studies – Athens

NGR4

Aegean & Ionian Maritime Economy Research

Develop world-class programs in shipping economics, maritime law, and Aegean ocean management, leveraging Greece's status as the world's largest ship-owning nation by tonnage.

Source: Union of Greek Shipowners – Academic Relations; World Maritime University – Greece Programme

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Grenada

NGD1

Caribbean Medical Education Export

Leverage Grenada's established offshore medical school sector to develop a high-quality, regulated medical education export industry that contributes to Caribbean and global physician training.

Source: St. George's University – Academic Framework; Caribbean Community (CARICOM) – Health Workforce Strategy

NGD2

Spice Economy & Agribusiness Research

Develop applied research programs in nutmeg, cocoa, and spice agriculture that strengthen Grenada's unique global position as a major spice producer and support agribusiness value chain development.

Source: Grenada Cocoa Association; CARDI – Caribbean Agricultural Research and Development Ins...

NGD3

Climate-Resilient Small Island Development

Develop academic expertise in building code reform, coral reef ecosystem restoration, and climate-resilient infrastructure design relevant to Grenada's vulnerability to hurricane and sea-level impacts.

Source: CDEMA – Caribbean Disaster Emergency Management Agency; OECS – Organisation of Eastern Caribbean States – Climate R...

NGD4

Afro-Caribbean Cultural Heritage & Identity Studies

Develop serious academic inquiry into Grenada's Afro-Caribbean cultural heritage, carnival traditions, and post-colonial history as foundations of Grenadian intellectual identity.

Source: Grenada National Museum; University of the West Indies – Caribbean Studies

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Guatemala

NGT1

Maya Civilization & Indigenous Knowledge Revitalization

Develop rigorous academic programs in Maya linguistics, ancient civilization, and contemporary indigenous knowledge systems, honoring Guatemala's status as home to the world's largest surviving Maya population.

Source: Academia de Lenguas Mayas de Guatemala (ALMG); FLACSO Guatemala

NGT2

Central American Biodiversity & Cloud Forest Research

Establish Guatemalan universities as regional leaders in tropical biodiversity, cloud forest ecology, and biocultural conservation given the extraordinary ecological richness of the Guatemalan highlands.

Source: CONAP – Consejo Nacional de Áreas Protegidas Guatemala; CECON – Centro de Estudios Conservacionistas USAC

NGT3

Central American Integration & SICA Academic Cooperation

Strengthen Guatemala's leadership in Central American academic integration through CSUCA and SICA frameworks, building joint research programs and regional qualification recognition.

Source: CSUCA – Superior University Council of Central America; SICA – Central American Integration System

NGT4

Coffee Economy & Agro-Export Value Chain Research

Develop academic expertise in specialty coffee value chains, fair trade systems, and sustainable agro-export economics reflecting Guatemala's position as a globally recognized premium coffee origin.

Source: Anacafé – National Coffee Association of Guatemala; CIAT – International Center for Tropical Agriculture – Guat...

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Guinea

NGN1

Bauxite & Critical Minerals Academic Governance

Build academic expertise in bauxite and aluminum value chain economics, mining governance, and extractive industry regulation given Guinea's position as the world's largest bauxite reserves holder.

Source: Ministry of Mines and Geology – Guinea; EITI – Extractive Industries Transparency Initiative – Guin...

NGN2

Francophone West African Cultural Scholarship

Develop academic programs in Guinean oral literary traditions, Mandinka cultural heritage, and the griot scholarly tradition as distinctive contributions to West African cultural knowledge.

Source: National Museum of Guinea; CODESRIA – Council for the Development of Social Science Re...

NGN3

Agricultural Diversification & Food Systems Research

Develop university research programs in tropical agriculture, agroforestry, and food systems relevant to Guinea's predominantly agricultural economy and acute food security challenges.

Source: Guinea Ministry of Agriculture; IITA – International Institute of Tropical Agriculture – We...

NGN4

ECOWAS Integration & Regional Development Studies

Build academic programs aligned with ECOWAS regional integration objectives, training Guinean students in regional trade, governance, and development economics.

Source: ECOWAS Commission – Education; CAMES – African and Malagasy Council for Higher Education

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Guinea-Bissau

NGW1

Lusophone West African Academic Integration

Develop Guinea-Bissau's unique position as a Portuguese-speaking West African state into an academic bridge between Lusophone and Francophone African scholarly communities.

Source: CPLP – Community of Portuguese Language Countries Academic Network; AUF – Agence Universitaire de la Francophonie – West Africa

NGW2

Cashew Economy & Agricultural Value Chain Research

Build research capacity in cashew processing, agricultural value chain development, and rural enterprise to help Guinea-Bissau capture more economic value from its dominant cashew crop.

Source: Cajulab – Guinea-Bissau Cashew Research; FAO Guinea-Bissau Country Profile

NGW3

Bijagós Archipelago Marine Conservation Research

Develop academic programs in the conservation biology and sustainable management of the extraordinary Bijagós Archipelago Biosphere Reserve, one of West Africa's most pristine marine ecosystems.

Source: UNESCO Bijagós Biosphere Reserve; IUCN West Africa – Marine Programme

NGW4

Governance Reform & Post-Colonial State Building

Develop academic programs in public administration, constitutional reform, and governance capacity to address Guinea-Bissau's persistent institutional fragility and political instability.

Source: UNDP Guinea-Bissau – Governance Programme; ECOWAS – Governance and Security Division

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Guyana

NGY1

Petroleum Economy Governance & Sovereign Wealth

Build academic expertise in oil revenue management, sovereign wealth fund governance, and economic diversification as Guyana manages the transformational impact of its major offshore oil discoveries.

Source: Guyana Natural Resource Fund Act; Natural Resource Governance Institute – Guyana

NGY2

Amazon & Essequibo Rainforest Conservation Research

Develop Guyana's world-leading low deforestation rate into a model for academic research on rainforest conservation, REDD+ implementation, and sustainable forest economy.

Source: Guyana Forestry Commission; Guyana REDD+ Investment Fund (GRIF)

NGY3

Caribbean-South American Academic Bridge

Leverage Guyana's unique position as both a Caribbean Community and South American state to build academic programs connecting the two regions' development challenges and policy debates.

Source: CARICOM – Guyana Presidency; University of Guyana – Academic Strategy

NGY4

Amerindian Heritage & Amazonian Cultural Studies

Develop academic programs in Amerindian cultural heritage, Amazonian indigenous knowledge systems, and traditional ecological knowledge that honor Guyana's First Peoples' intellectual traditions.

Source: Amerindian People's Association – Guyana; COICA – Coordination of Indigenous Organizations of the Ama...

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Haiti

NHT1

Post-Disaster Reconstruction & Resilient Infrastructure

Orient Haitian higher education toward building the nation's engineering, public health, and construction management capacity needed for sustainable reconstruction following repeated natural disasters.

Source: Haitian Ministry of National Education and Vocational Training; UNOPS Haiti – Infrastructure Development

NHT2

Haitian Creole Academic Language Development

Develop Haitian Creole (Kreyòl ayisyen) as a full language of university instruction and academic publishing, making higher education genuinely accessible to all Haitians rather than only French speakers.

Source: Académie du Créole Haïtien; UNESCO Haiti – Language in Education Policy

NHT3

Caribbean Heritage & Haitian Revolution Scholarship

Develop rigorous academic programs in the Haitian Revolution, the first successful slave revolt in history, and its global intellectual legacy as Haiti's unique contribution to world civilization.

Source: Bibliothèque Nationale d'Haïti; Association of Caribbean Historians

NHT4

Diaspora Knowledge Networks & Repatriation Programs

Develop formal academic channels to engage Haiti's large and well-educated diaspora, bringing expertise back through visiting programs, distance education, and collaborative research networks.

Source: MICI – Ministry of Haitians Living Abroad; IOM Haiti – Diaspora Engagement Programme

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Honduras

NHO1

Central American Biodiversity & Mesoamerican Corridor

Build academic programs in Mesoamerican biological corridor conservation, tropical biodiversity, and cloud forest ecology given Honduras's extraordinary biodiversity along the Central American land bridge.

Source: SERNA – Secretaría de Recursos Naturales y Ambiente Honduras; CSUCA – Higher Education Council of Central America

NHO2

Maya Copán Heritage & Archaeological Studies

Develop academic programs in Maya Copán archaeology, Mesoamerican art history, and pre-Columbian civilization studies leveraging Honduras's extraordinary Copán ruins as a world heritage asset.

Source: Instituto Hondureño de Antropología e Historia (IHAH); UNESCO – Copán Ruinas World Heritage Site

NHO3

Caribbean Basin Maritime & Export Economy

Develop academic expertise in Caribbean Basin trade, banana and coffee export value chains, and maritime commerce relevant to Honduras's export-oriented economic model.

Source: Honduras Central Bank – Economic Research; SICA – Central American Trade and Integration Studies

NHO4

Governance, Rule of Law & Anti-Corruption Capacity

Build academic programs in judicial reform, anti-corruption systems, and governance capacity to address Honduras's significant institutional challenges and support democratic consolidation.

Source: Asociación para una Sociedad más Justa (ASJ); UNDP Honduras – Democratic Governance Programme

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Hungary

NHU1

Multinational Corporate Alignment

Align academic programs with the immediate needs of the Hungarian economy and multinational corporate partners.

Source: Hungarian National Higher Education Act (2011, amended 2020); Model Change Framework

NHU2

Startup & Tech Transfer

Boost applied research, technology transfer, and startup creation to elevate global innovation rankings.

Source: Hungarian National Higher Education Act (2011, amended 2020); Model Change Framework

NHU3

Foundation-Based Institutional Model

Operate under foundation-based models to increase financial flexibility and performance-based outcomes.

Source: Hungarian National Higher Education Act (2011, amended 2020); Model Change Framework

NHU4

Traditional European Values

Strengthen national identity, cultural heritage, and traditional European values through higher education.

Source: Hungarian National Higher Education Act (2011, amended 2020); Model Change Framework

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Iceland

NIS1

Arctic Research & Geothermal Science Leadership

Maintain Iceland's global leadership in geothermal energy science, volcanic geology, and Arctic environmental research given the country's extraordinary geological position at the Mid-Atlantic Ridge.

Source: Iceland National Energy Authority (Orkustofnun); Arctic Council – Iceland Research Contribution

NIS2

Icelandic Language Preservation in the Digital Age

Protect the purity and vitality of the Icelandic language — one of the world's oldest continuously used literary languages — through investment in language technology, digital tools, and academic publishing.

Source: Árni Magnússon Institute for Icelandic Studies; Icelandic Language Technology Programme

NIS3

Nordic Gender Equality & Work-Life Balance Research

Position Iceland as the global academic reference point for gender equality research, work-life balance policies, and feminist political economy given its consistent ranking as the world's most gender-equal country.

Source: Gender Equality Centre – Iceland; Nordic Information on Gender (NIKK)

NIS4

Small-State Sustainability & Renewable Economy Model

Develop Iceland's unique model of 100% renewable electricity and near-total geothermal heating into an internationally exportable academic and policy framework for sustainable small-state development.

Source: Reykjavik Energy – Research Division; IRENA – Iceland Renewable Energy Profile

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

India

NIN1

NEP 2020 Multidisciplinary Model

Provide multidisciplinary education aligned with employability, vocational education, and entrepreneurship under NEP 2020.

Source: National Education Policy 2020; Anusandhan National Research Foundation Act 2023

NIN2

National Research Foundation

Cultivate skilled graduates and strengthen research ecosystems via the newly established National Research Foundation.

Source: National Education Policy 2020; Anusandhan National Research Foundation Act 2023

NIN3

SWAYAM Digital Learning

Expand equitable access and leverage educational technology (e.g., SWAYAM platform) for flexible learning.

Source: National Education Policy 2020; Anusandhan National Research Foundation Act 2023

NIN4

Institutional Autonomy & Nation-Building

Improve institutional autonomy, encourage international collaboration, and build civic responsibility.

Source: National Education Policy 2020; Anusandhan National Research Foundation Act 2023

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Indonesia

NID1

MBKM Flexible Pathways

Develop adaptive, ethical human resources through flexible, student-centered learning pathways under MBKM policy.

Source: Law No. 12/2012 on Higher Education; Merdeka Belajar-Kampus Merdeka (MBKM) Policy

NID2

Link-and-Match with Industry

Strengthen universities as research centers and collaborate with industry to align with labor-market needs.

Source: Law No. 12/2012 on Higher Education; Merdeka Belajar-Kampus Merdeka (MBKM) Policy

NID3

Regional Development Driver

Drive regional development and expand access for socioeconomically disadvantaged students across the archipelago.

Source: Law No. 12/2012 on Higher Education; Merdeka Belajar-Kampus Merdeka (MBKM) Policy

NID4

PTN-BH Autonomy & Pancasila Values

Grant institutional autonomy (PTN-BH), foster global mobility, and instill Pancasila civic values.

Source: Law No. 12/2012 on Higher Education; Merdeka Belajar-Kampus Merdeka (MBKM) Policy

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Iran

NIR1

Knowledge-Based Enterprises

Support science parks and knowledge-based enterprises to drive non-oil economic growth.

Source: Iran's Comprehensive Scientific Roadmap (2011); Supreme Council of the Cultural Revolution Policies

NIR2

Scientific Self-Sufficiency

Achieve national independence in critical scientific domains to counter international sanctions.

Source: Iran's Comprehensive Scientific Roadmap (2011); Supreme Council of the Cultural Revolution Policies

NIR3

Defense & Energy Research

Direct research toward solving national challenges in defense, energy, agriculture, and healthcare.

Source: Iran's Comprehensive Scientific Roadmap (2011); Supreme Council of the Cultural Revolution Policies

NIR4

Islamic Ideological Alignment

Ensure university environments and curricula align with Islamic principles and state ideology.

Source: Iran's Comprehensive Scientific Roadmap (2011); Supreme Council of the Cultural Revolution Policies

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Iraq

NIQ1

Post-ISIS Reconstruction & Social Cohesion Education

Orient Iraqi higher education toward rebuilding institutions, physical infrastructure, and social cohesion in areas devastated by ISIS, training professionals for sustainable national reconstruction.

Source: Iraqi Ministry of Higher Education and Scientific Research; UNESCO Iraq – Education in Emergencies

NIQ2

Mesopotamian Civilization & Archaeological Heritage

Restore and develop Iraq's world-leading academic expertise in Mesopotamian civilization, cuneiform scholarship, and ancient Near East archaeology as an irreplaceable global cultural contribution.

Source: Iraq State Board of Antiquities and Heritage; British Museum – Iraq Collection Partnership

NIQ3

Oil Revenue Governance & Post-Petroleum Transition

Build academic capacity in petroleum revenue management, sovereign wealth governance, and economic diversification to address Iraq's extreme oil dependence and Dutch disease vulnerabilities.

Source: Iraq Ministry of Oil – Research Division; Natural Resource Governance Institute – Iraq

NIQ4

Arabic-Islamic Scholarly Tradition Renewal

Revitalize Iraq's deep tradition as a center of Islamic scholarship, Arabic philology, and classical knowledge systems, reconnecting contemporary Iraqi academia with its historic Abbasid Golden Age heritage.

Source: Al-Mustansiriya University – Baghdad; Arab League Educational, Cultural and Scientific Organizati...

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Ireland

NIE1

Celtic Language & Irish Heritage Revitalization

Support and expand Irish-language (Gaeilge) higher education as a cultural cornerstone, developing academic programs that sustain the Irish language as a living intellectual medium.

Source: Údarás na Gaeltachta – Irish Language Authority; NUI Galway – Irish Language Programmes

NIE2

FDI Ecosystem & Multinational Corporate Research Hub

Leverage Ireland's extraordinary success in attracting multinational corporations (pharma, tech, finance) to build deep university-industry research partnerships that anchor FDI through knowledge collaboration.

Source: IDA Ireland – University Partnerships; Science Foundation Ireland (SFI)

NIE3

Northern Ireland & All-Island Academic Cooperation

Develop structured all-island academic cooperation frameworks that deepen research, student mobility, and institutional partnerships across the border in alignment with the Good Friday Agreement's civic vision.

Source: Higher Education Authority – Ireland; Universities Ireland – All-Island Academic Network

NIE4

EU-UK Bridging Role & Atlantic Academic Connections

Position Ireland as the primary academic bridge between the EU and the English-speaking world (UK, USA) following Brexit, strengthening bilateral research and student exchange frameworks.

Source: Irish Research Council; European University Association – Ireland

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Israel

NIL1

Start-Up Nation Ecosystem & Deep-Tech Leadership

Sustain Israel's globally recognized entrepreneurial university-industry ecosystem, deepening academic contributions to cybersecurity, AI, agritech, and defense technology that define the 'Start-Up Nation' model.

Source: Israel Innovation Authority; Weizmann Institute of Science – Technology Transfer

NIL2

Jewish Heritage & Holocaust Studies Scholarship

Maintain Israel's global leadership in Jewish studies, Holocaust research, Yad Vashem scholarship, and Hebrew civilization as an irreplaceable academic contribution to world historical memory.

Source: Yad Vashem – World Holocaust Remembrance Center; National Library of Israel

NIL3

Hebrew Language Science & Semitic Linguistics

Develop Hebrew as a language of cutting-edge scientific research and academic publishing, maintaining the remarkable revival of an ancient language as a living modern academic medium.

Source: Academy of the Hebrew Language; Hebrew University of Jerusalem – Linguistics

NIL4

Middle East Studies & Regional Conflict Resolution Research

Build academic programs in Middle East political studies, Arabic language scholarship, and conflict transformation research that contribute to deeper understanding of the region's complex dynamics.

Source: Harry S. Truman Research Institute – Hebrew University; Van Leer Jerusalem Institute

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Italy

NIT1

Renaissance & Classical Cultural Heritage Custodianship

Sustain Italy's unique global role as the principal academic custodian of Renaissance art, classical Roman civilization, and Mediterranean cultural heritage through world-class humanities research.

Source: Ministero della Cultura – Italian Ministry of Culture; Scuola Normale Superiore – Humanities Research

NIT2

Made in Italy – Design, Fashion & Creative Industries

Build academic programs that systematize and internationalize Italy's global leadership in design, fashion, luxury goods, and creative industries as distinctive pillars of national economic identity.

Source: Politecnico di Milano – Design School; Camera Nazionale della Moda Italiana – Academic Relations

NIT3

Mediterranean Geopolitics & European Southern Pillar

Develop Italian universities as academic leaders in Mediterranean geopolitics, EU southern strategy, and North Africa-Europe relations, asserting Italy's role as Europe's crucial southern gateway.

Source: IAI – Istituto Affari Internazionali; Centro Studi sul Federalismo

NIT4

Italian Language & Dante's Global Cultural Legacy

Position Italian universities as global centers for Italian language promotion, Dante studies, and the diffusion of Italian literature as one of the world's great literary and intellectual traditions.

Source: Società Dante Alighieri; Accademia della Crusca

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Jamaica

NJM1

Caribbean Intellectual Hub & UWI Mona Leadership

Strengthen UWI Mona's role as the intellectual hub of the English-speaking Caribbean, developing world-class programs in Caribbean studies, law, medicine, and regional development.

Source: University of the West Indies Mona – Strategic Plan; University Council of Jamaica

NJM2

Rastafari & Afro-Jamaican Cultural Studies

Develop serious academic inquiry into Rastafari philosophy, reggae music's global cultural impact, and Afro-Jamaican heritage as uniquely Jamaican contributions to global intellectual culture.

Source: University of the West Indies – Rastafari Studies Centre; Institute of Jamaica

NJM3

Sports Science & Athletic Excellence Research

Build academic programs in sports science, high-performance athletic training, and sports management leveraging Jamaica's extraordinary global dominance in sprint athletics.

Source: Jamaica Athletics Administrative Association; UWI Sport – High Performance Programme

NJM4

Blue Economy & Sustainable Tourism Research

Develop research programs in sustainable coastal tourism, blue economy management, and marine conservation given Jamaica's tourism-dependent economy and extensive Caribbean coastline.

Source: Tourism Product Development Company Jamaica (TPDCo); Caribbean Tourism Organization – Research Division

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Japan

NJP1

Regional Revitalization Hubs

Position universities as anchors for regional revitalization, local problem-solving, and demographic resilience rather than concentrating value only in major metropolitan centers.

Source: Future Vision for Improving Japan's Collective Knowledge and Wisdom; Measures for realization of educational policy goals

NJP2

Functional Differentiation & Governance Reform

Clarify distinct missions among national, public, and private institutions and strengthen university governance so institutions can adapt under demographic decline.

Source: Future Vision for Improving Japan's Collective Knowledge and Wisdom; National University Reform Plan

NJP3

Global Mobility & International Competitiveness

Expand globally networked campuses, cross-border programs, and student/faculty mobility to improve the international compatibility and visibility of Japanese universities.

Source: Top Global University Project; Support for Internationalization of Universities

NJP4

Society 5.0 Digital Transformation

Reorganize university education and management around AI, data, interdisciplinarity, and digital transformation in line with Japan's Society 5.0 agenda.

Source: Science, Technology, and Innovation Basic Plan; Future Vision for Improving Japan's Collective Knowledge an...

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Jordan

NJO1

Arab World Higher Education Hub

Consolidate Jordan's position as the Arab world's premier higher education destination, attracting students from conflict-affected Arab states and building quality programs across medicine, engineering, and sciences.

Source: Jordanian Ministry of Higher Education and Scientific Research; Arab Network for Quality Assurance in Higher Education (ANQ...

NJO2

Water Scarcity Science & Arid Region Management

Position Jordanian universities as global leaders in water security research, arid-zone agriculture, and desert ecosystem management given Jordan's status as one of the world's most water-scarce nations.

Source: Jordan Ministry of Water and Irrigation; International Center for Agricultural Research in Dry Areas...

NJO3

Nabataean & Islamic Civilization Heritage Studies

Develop world-class academic programs in Petra's Nabataean civilization, Umayyad history, and Islamic architectural heritage as Jordan's globally recognized contribution to ancient world scholarship.

Source: Department of Antiquities – Jordan; UNESCO – Petra World Heritage Site

NJO4

Refugee Studies & Humanitarian Response Research

Build Jordan's academic expertise in refugee integration, forced migration studies, and humanitarian innovation, drawing on the country's extraordinary experience hosting one of the world's largest refugee populations.

Source: UNHCR Jordan – Research Partnerships; Jordan University of Science and Technology – Humanitarian ...

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Kazakhstan

NKZ1

Nazarbayev University Model & Research Excellence

Use the Nazarbayev University model of internationally recruited faculty and world-class research as a driver for upgrading the broader Kazakhstani higher education system through competition and benchmarking.

Source: Nazarbayev University – Strategic Research Plan; Ministry of Science and Higher Education Kazakhstan

NKZ2

Eurasian Integration & Silk Road Academic Hub

Position Kazakhstan as the intellectual and academic hub of Eurasian integration, developing programs in SCO governance, Eurasian Economic Union policy, and Central Asian development studies.

Source: SCO University – Kazakhstan Headquarters; Eurasian Development Bank – Research Division

NKZ3

Kazakh Language Revitalization & Latin Script Transition

Support the transition of the Kazakh language to Latin script and invest in Kazakh-language academic publishing, developing the national language as a full medium of modern scientific discourse.

Source: Kazakh Language Policy 2025 Programme; Institute of Linguistics – Kazakh Academy of Sciences

NKZ4

Critical Minerals, Space & Nuclear Science Leadership

Build on Kazakhstan's extraordinary natural resource endowment — uranium, rare earths — and Soviet-era space science legacy to develop world-class programs in nuclear energy, space science, and critical minerals.

Source: Baiken-U Kazakhstan – Uranium Research; KazCosmos – Kazakhstan Space Agency

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Kenya

NKE1

East African Silicon Savannah & Tech Hub Leadership

Position Kenyan universities as academic foundations for the Silicon Savannah tech ecosystem, building world-class programs in fintech, agritech, and mobile innovation that sustain Nairobi's continental tech leadership.

Source: Kenya ICT Authority – Higher Education Partnerships; Kenya National Innovation Agency (KENIA)

NKE2

Wildlife Conservation & Savannah Ecology Science

Establish Kenyan universities as global leaders in large mammal conservation biology, savannah ecology, and wildlife tourism management given Kenya's extraordinary biodiversity and conservation heritage.

Source: Kenya Wildlife Service – Research Division; African Wildlife Foundation – Research Programme

NKE3

Pan-African Governance & East African Community Leadership

Build Kenya's academic leadership in East African Community integration, pan-African governance research, and continental development policy aligned with Nairobi's role as a major African diplomatic center.

Source: EAC – East African Community – Academic Relations; African Development Bank – Kenya Country Strategy

NKE4

Swahili Language & East African Cultural Studies

Develop Swahili as a global academic language and East Africa's primary intellectual medium, building world-class programs in Swahili linguistics, literature, and cultural diplomacy.

Source: Institute of Swahili Research – University of Dar es Salaam; BAKITA – Swahili Language Council

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Kiribati

NKI1

Climate Emergency Research & Relocation Planning

Position Kiribati as the world's most urgent case study in climate-driven national survival, developing academic research on sea-level rise adaptation, managed retreat, and international climate justice.

Source: Kiribati National Adaptation Programme of Action; SPREP – Pacific Climate Change Programme

NKI2

Pacific Ocean Governance & Fisheries Management

Build academic expertise in exclusive economic zone management, tuna fisheries governance, and ocean sustainability given Kiribati's vast EEZ spanning three time zones in the central Pacific.

Source: Pacific Islands Forum Fisheries Agency (FFA); Pacific Community (SPC) – Ocean Resources

NKI3

I-Kiribati Cultural Heritage & Language Preservation

Develop rigorous academic programs in I-Kiribati language, traditional navigation, and atoll cultural practices to preserve the nation's heritage even as climate pressures threaten the physical homeland.

Source: University of the South Pacific – Kiribati Campus; Pacific Community – Cultural Heritage Programme

NKI4

Small Island Developing States Policy Leadership

Build academic programs that make Kiribati the global intellectual leader on SIDS policy, advocating through research for climate finance, loss and damage mechanisms, and international climate law.

Source: AOSIS – Alliance of Small Island States; Pacific Islands Forum – Climate Policy

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Korea (South Korea)

NKR1

BK21 & Lifelong Reskilling Hubs

Cultivate highly skilled resources for advanced sectors and evolve universities into lifelong learning hubs.

Source: Higher Education Act; BK21 FOUR Program; LINC 3.0 Program, Ministry of Education Korea (2022)

NKR2

LINC 3.0 Industry Cooperation

Advance national science (BK21) and engage with industry for tech transfer and startups (LINC 3.0).

Source: Higher Education Act; BK21 FOUR Program; LINC 3.0 Program, Ministry of Education Korea (2022)

NKR3

Glocal Regional Innovation

Act as anchors for regional innovation (RIS, Glocal University) and strengthen global academic networks.

Source: Higher Education Act; BK21 FOUR Program; LINC 3.0 Program, Ministry of Education Korea (2022)

NKR4

Structural Reform & Social Problem-Solving

Drive educational quality through structural reform, support mobility, and solve pressing social problems.

Source: Higher Education Act; BK21 FOUR Program; LINC 3.0 Program, Ministry of Education Korea (2022)

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Kuwait

NKW1

Post-Oil Knowledge Economy Diversification

Redirect Kuwaiti higher education from oil-sector workforce training toward knowledge economy sectors — financial services, logistics, health, creative industries — in support of Kuwait Vision 2035.

Source: Kuwait Vision 2035 – New Kuwait; Kuwait Ministry of Higher Education

NKW2

Gulf & Arabian Peninsula Cultural Heritage Studies

Develop academic programs in pre-Islamic Arabian history, Bedouin cultural heritage, pearling civilization, and Islamic civilization as Kuwait's distinctive scholarly contribution to Arab and Gulf studies.

Source: Kuwait National Museum; Arab League Educational, Cultural and Scientific Organizati...

NKW3

GCC Financial Integration & Islamic Finance

Build academic expertise in GCC financial integration, Islamic banking products, and Gulf capital markets to develop Kuwaiti scholars for the region's growing financial services sector.

Source: Central Bank of Kuwait – Research Division; Kuwait Finance House – Academic Partnerships

NKW4

Environmental Sustainability in Arid Gulf Contexts

Develop research programs specifically addressing Kuwait's extreme environmental challenges — desertification, desalination technology, desert ecosystem management — within a rapidly warming Gulf climate.

Source: Kuwait Institute for Scientific Research (KISR); IRENA – Kuwait Renewable Energy Assessment

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Kyrgyzstan

NKG1

Silk Road Heritage & Central Asian Studies Hub

Position Kyrgyzstan as a Central Asian academic hub for Silk Road historical studies, nomadic cultural heritage, and the Manas epic tradition as distinctive contributions to world civilizational scholarship.

Source: National Academy of Sciences of Kyrgyzstan; UNESCO Central Asian Programme – Silk Road

NKG2

High-Mountain Ecology & Glacier Science

Develop academic expertise in Tian Shan and Pamir glaciology, high-altitude ecology, and mountain water systems given Kyrgyzstan's geographic position as Central Asia's 'water tower'.

Source: Central-Asian Institute for Applied Geosciences (CAIAG); ICIMOD – International Centre for Integrated Mountain Devel...

NKG3

Kyrgyz Language Revitalization & Cultural Identity

Strengthen Kyrgyz language as an academic medium, developing curriculum, scientific publishing, and language technology that reverse Soviet-era linguistic marginalization of the national language.

Source: Kyrgyz National University; ACALAN – African Academy of Languages (comparable framework)

NKG4

SCO & Eurasian Academic Integration

Deepen Kyrgyzstan's participation in Shanghai Cooperation Organization and Eurasian Economic Union academic frameworks to expand student mobility, joint research, and regional qualification recognition.

Source: SCO University – Academic Exchange Programme; Eurasian Higher Education Area Framework

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Laos

NLA1

Mekong River Basin Resource Governance

Position Lao universities as regional centers for Mekong River hydrology, dam impact research, and transboundary water governance given Laos's central role as the 'Battery of Southeast Asia'.

Source: Mekong River Commission – Research Division; Lao PDR National Water Resources Strategy

NLA2

Lao Language & Buddhist Scholarly Tradition

Develop Lao as a full academic language and invest in scholarship on Theravada Buddhist monastic education, Lao literary heritage, and Southeast Asian cultural studies.

Source: Ministry of Education and Sports Lao PDR; UNESCO Lao PDR – Intangible Cultural Heritage

NLA3

ASEAN Integration & Land-Linked Nation Strategy

Transform Laos from a landlocked to a 'land-linked' nation by building academic programs in regional trade, cross-border logistics, and ASEAN connectivity diplomacy.

Source: Lao National Committee for ASEAN; ADB – Laos Greater Mekong Subregion

NLA4

Biodiversity & Tropical Forest Conservation Science

Develop academic expertise in the conservation of Laos's exceptional tropical biodiversity, including the Annamite Range endemic species and Mekong wetland ecosystems.

Source: IUCN Laos – Conservation Programme; WWF Greater Mekong – Laos

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Latvia

NLV1

Baltic Sea Region Academic Leadership

Position Latvia as a leading academic partner in Baltic Sea Region research, developing programs in Baltic environmental governance, sea trade history, and Hanseatic civilizational heritage.

Source: Baltic University Programme (BUP); Council of the Baltic Sea States – Education

NLV2

Latvian Language Revitalization & Digital Humanities

Invest in Latvian as a small-nation academic language, developing language technology, digital text corpora, and Latvian-language academic publishing to sustain a vibrant national intellectual life.

Source: Latvian Language Agency; University of Latvia – Humanities Faculty

NLV3

Diaspora Engagement & Repatriation Academic Programs

Develop formal programs to engage Latvia's large historic diaspora (particularly in Australia, North America, and Western Europe), attracting academic talent and building collaborative research networks.

Source: World Federation of Free Latvians; Latvian Institute

NLV4

Nordic-Baltic EU Frontier Security Research

Build academic programs in Baltic regional security, EU eastern neighbourhood policy, and Nordic-Baltic defence cooperation given Latvia's critical position as a NATO frontline state.

Source: Latvian Institute of International Affairs; Riga Graduate School of Law

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Lebanon

NLB1

Arab World's Intellectual & Publishing Hub

Reinforce Beirut's historic role as the Arab world's publishing capital and intellectual crossroads, developing academic programs in Arabic literature, journalism, and media studies.

Source: American University of Beirut – Academic Mission; Arab League Educational, Cultural and Scientific Organizati...

NLB2

Post-Crisis Reconstruction & Urban Resilience

Orient Lebanese higher education toward post-explosion Beirut reconstruction, urban resilience engineering, and crisis management scholarship drawing on Lebanon's painful but globally instructive experience.

Source: UN-HABITAT Lebanon – Post-Explosion Recovery; American University of Beirut – Urban Lab

NLB3

Lebanese Diaspora Academic Networks

Develop formal mechanisms to engage Lebanon's globally distributed and highly educated diaspora, channeling expertise back into national academic renewal through collaborative research and virtual faculty programs.

Source: LARI – Lebanese Agrarian Research Institute; IOM Lebanon – Diaspora Programme

NLB4

Phoenician Heritage & Eastern Mediterranean Archaeology

Position Lebanese universities as global leaders in Phoenician civilization studies, Eastern Mediterranean archaeology, and the ancient seafaring heritage connecting Lebanon to the wider Mediterranean world.

Source: Directorate General of Antiquities Lebanon; UNESCO Byblos World Heritage Site

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Lesotho

NLS1

Mountain Kingdom Ecology & Highlands Water Research

Develop academic expertise in Lesotho's extraordinary highland ecology, Maluti Mountain biodiversity, and the Lesotho Highlands Water Project as a model for international water transfer agreements.

Source: Lesotho Highlands Development Authority (LHDA); IUCN Lesotho – Mountain Ecosystems

NLS2

Basotho Cultural Heritage & Sesotho Scholarship

Preserve and develop Sesotho as a full academic language and invest in scholarly programs celebrating Basotho cultural heritage, traditional governance, and the Moshoeshoe I nation-building legacy.

Source: National University of Lesotho – African Languages Department; UNESCO Lesotho – Intangible Cultural Heritage

NLS3

HIV/AIDS Research & Public Health Innovation

Maintain Lesotho's academic focus on HIV/AIDS management and treatment innovation given the country's extremely high HIV prevalence rate and its globally significant public health response experience.

Source: Ministry of Health Lesotho – HIV Programme; UNAIDS Lesotho Country Report

NLS4

Textile Industry & Southern African Economic Integration

Develop academic programs in apparel supply chain economics, AGOA trade frameworks, and SADC economic integration relevant to Lesotho's textile manufacturing economy and regional development aspirations.

Source: Lesotho National Development Corporation; SADC – Southern African Development Community Trade Framewo...

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Liberia

NLR1

Post-Ebola & Public Health Resilience Research

Orient Liberian university research toward epidemic preparedness, public health infrastructure, and One Health frameworks drawing on Liberia's devastating but instructive experience with Ebola.

Source: Liberia National Public Health Institute (NPHIL); WHO Liberia Country Office

NLR2

West African Timber & Tropical Forest Governance

Develop academic expertise in sustainable forestry governance, timber value chains, and tropical forest conservation relevant to Liberia's remaining old-growth rainforest as one of West Africa's most significant.

Source: Liberia Forestry Development Authority; IUCN West Africa – Forest Programme

NLR3

Iron Ore & Minerals Development Governance

Build academic capacity in extractive industry governance, mining regulation, and post-extraction development planning as Liberia works to benefit sustainably from its substantial iron ore and mineral resources.

Source: National Bureau of Concessions – Liberia; EITI – Extractive Industries Transparency Initiative – Libe...

NLR4

Liberian Founding History & African Diaspora Studies

Develop academic scholarship on Liberia's unique history as a repatriated African diaspora state, Americo-Liberian heritage, and the complex legacy of the country's founding as Africa's first republic.

Source: University of Liberia – Africana Studies; Association for the Study of the Worldwide African Diaspora...

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Libya

NLY1

Post-Conflict State Reconstruction & Governance

Orient Libyan higher education toward rebuilding state institutions, legal frameworks, and governance capacity after a decade of civil conflict, training public administrators and constitutional scholars.

Source: GNU – Government of National Unity Libya – Education Ministry; UNDP Libya – Governance Programme

NLY2

Petroleum Economy Transition & Sovereign Wealth Research

Build academic expertise in petroleum revenue management, economic diversification, and sovereign wealth fund governance to prepare Libya for responsible management of its enormous oil resources.

Source: National Oil Corporation Libya (NOC); Natural Resource Governance Institute – Libya

NLY3

Ancient Civilizations – Cyrene, Leptis Magna & Classical St…

Develop world-class academic programs in Libya's extraordinary classical heritage — Cyrene, Leptis Magna, Sabratha — as irreplaceable contributions to Greco-Roman and ancient African civilizational scholarship.

Source: Department of Antiquities Libya; UNESCO Libya World Heritage Sites

NLY4

Saharan Desert Science & Trans-Saharan Studies

Develop academic expertise in Saharan desert ecology, ancient trans-Saharan trade routes, and arid-zone water resource management relevant to Libya's vast desert territory.

Source: Desert Research Centre – Libya; UNESCO Sahara Conservation Fund

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Liechtenstein

NLI1

Financial Centre & Private Banking Academic Excellence

Develop academic programs of global distinction in private banking, asset management, trust law, and financial regulation reflecting Liechtenstein's world-leading position as a wealth management centre.

Source: University of Liechtenstein – Finance Programme; Liechtenstein Bankers Association

NLI2

Micro-State Governance & Small-State Innovation Models

Develop world-class academic research on micro-state governance, small-state economic resilience, and principality models that contribute unique insights to global political science.

Source: Liechtenstein Institute; Commonwealth Small States Centre of Excellence

NLI3

Alpine Heritage & Rhaeto-Romanic Cultural Studies

Develop academic programs in Alpine cultural history, Liechtenstein's princely heritage, and the Alemannic linguistic tradition as a contribution to Central European cultural scholarship.

Source: Liechtenstein National Museum; University of Liechtenstein – Architecture and Planning

NLI4

EEA Integration & Cross-Border Academic Cooperation

Deepen Liechtenstein's participation in the European Economic Area and Swiss-Liechtenstein academic cooperation to maximize research opportunities for a micro-state with limited domestic capacity.

Source: Liechtenstein Ministry of Education – International Cooperation; swissuniversities – EEA Research Partnerships

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Lithuania

NLT1

Baltic Identity & Lithuanian Language Preservation

Protect and develop Lithuanian as one of the world's oldest living Indo-European languages, investing in Lithuanian-language scientific publishing and preserving the nation's distinctive Baltic linguistic heritage.

Source: State Commission of the Lithuanian Language; Lithuanian Academy of Sciences

NLT2

NATO Eastern Flank Security & Hybrid Warfare Studies

Build Lithuania's academic leadership in NATO eastern flank security, hybrid warfare analysis, and Baltic regional defence studies given the country's critical strategic position bordering Russia and Belarus.

Source: Lithuanian Military Academy – Research Division; NATO Energy Security Centre of Excellence – Vilnius

NLT3

EU Digital Single Market & Fintech Innovation

Leverage Lithuania's success as a leading EU fintech hub to build academic programs in digital finance regulation, blockchain governance, and European digital economy policy.

Source: Bank of Lithuania – FinTech Regulatory Sandbox; Invest Lithuania – Tech Sector Reports

NLT4

Vilnius Baroque & European Cultural Heritage Studies

Develop academic programs celebrating Vilnius's extraordinary Baroque architectural heritage, Jewish intellectual history (the 'Jerusalem of Lithuania'), and the city's unique multicultural scholarly legacy.

Source: UNESCO Vilnius Historic Centre; Vilnius University – History and Culture Research

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Luxembourg

NLU1

EU Institutions & Financial Law Academic Hub

Position Luxembourg as a global academic leader in EU institutional law, international financial regulation, and European Court of Justice scholarship given its role hosting key EU institutions.

Source: University of Luxembourg – Law, Finance and European Studies; European Court of Justice – Academic Relations

NLU2

Multilingual Academic Identity (Luxembourgish, French, Germ...

Sustain Luxembourg's unique trilingual academic identity and develop Luxembourgish as a language of culture and civil society, using the country's linguistic diversity as an academic asset.

Source: Institute for Luxembourgish Language and Literature; Council of Europe – Language Policy

NLU3

Private Equity, Asset Management & Investment Funds Research

Build world-class academic programs in alternative investment funds, Luxembourg's globally dominant UCITS framework, and cross-border investment regulation that reflect the country's premier fund domicile status.

Source: Luxembourg for Finance – Research; Association of the Luxembourg Fund Industry (ALFI)

NLU4

Cross-Border Greater Region Academic Collaboration

Deepen Luxembourg's academic cooperation with the Greater Region (Belgium, France, Germany) through joint research programs and cross-border student and faculty mobility frameworks.

Source: University of the Greater Region (UniGR); Greater Region Summit – Educational Cooperation

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Madagascar

NMG1

Endemic Biodiversity & Lemur Conservation Science

Position Malagasy universities as global leaders in biodiversity research for Madagascar's extraordinary endemic species — lemurs, baobabs, chameleons — representing 5% of global biodiversity on 0.4% of land area.

Source: IUCN SSC Primate Specialist Group – Madagascar; Missouri Botanical Garden – Madagascar Programme

NMG2

Malagasy Language & Austronesian Heritage Studies

Develop Malagasy as a full academic language and invest in scholarship on Madagascar's unique Austronesian-Bantu cultural synthesis, oral literature, and ancient seafaring heritage.

Source: Université d'Antananarivo – Letters and Humanities; ACALAN – African Academy of Languages

NMG3

Vanilla & Agri-Export Value Chain Research

Build academic expertise in vanilla cultivation, post-harvest processing, and global commodity market dynamics given Madagascar's position as the world's largest vanilla producer.

Source: FOFIFA – National Center for Applied Research on Rural Development Madagascar; FAO Madagascar Country Profile

NMG4

Indian Ocean Island Governance & COMESA Integration

Develop academic programs in Indian Ocean regional governance, COMESA economic integration, and small island sustainable development relevant to Madagascar's dual identity as African and island nation.

Source: COMESA – Common Market for Eastern and Southern Africa; Indian Ocean Commission – Madagascar

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Malawi

NMW1

Lake Malawi Freshwater Science & Fisheries Research

Develop academic expertise in Lake Malawi's extraordinary freshwater biodiversity, cichlid ecology, and sustainable inland fisheries management given the lake's global biological significance.

Source: Malawi Department of Fisheries; WorldFish – Malawi Research Programme

NMW2

Tobacco Economy Transition & Agricultural Diversification

Build academic programs in agricultural diversification away from tobacco, developing research in food crops, legumes, and value chain development to reduce Malawi's dangerous dependence on a single export crop.

Source: Agricultural Development and Marketing Corporation (ADMARC) Malawi; FAO Malawi Country Programme

NMW3

Chichewa Language & Malawian Cultural Heritage

Develop Chichewa as a full academic language and invest in programs celebrating Malawi's cultural heritage, oral literary traditions, and the history of the Maravi Kingdom.

Source: University of Malawi – Chancellor College Humanities; Malawi National Commission for UNESCO

NMW4

SADC Regional Integration & Southern African Studies

Build academic programs in Southern African regional integration, SADC governance, and land-locked development economics addressing Malawi's specific challenges as a landlocked agrarian state.

Source: SADC – Southern African Development Community; African Development Bank – Malawi Strategy

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Malaysia

NMY1

Holistic Entrepreneurial Graduates

Produce well-rounded graduates with strong ethical values, leadership, and entrepreneurial mindsets.

Source: Malaysia Education Blueprint 2015–2025 (Higher Education); MyRA Framework

NMY2

High-Impact Innovation Ecosystems

Drive wealth creation and societal well-being through high-impact research and technology transfer.

Source: Malaysia Education Blueprint 2015–2025 (Higher Education); MyRA Framework

NMY3

TVET Pathway Strengthening

Strengthen TVET pathways and deepen university-industry partnerships for curriculum and research alignment.

Source: Malaysia Education Blueprint 2015–2025 (Higher Education); MyRA Framework

NMY4

International Education Hub

Position Malaysia as a premier international higher education hub, attracting global talent and students.

Source: Malaysia Education Blueprint 2015–2025 (Higher Education); MyRA Framework

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Maldives

NMV1

Coral Reef Ecosystem & Blue Economy Research

Position Maldivian universities as global leaders in coral reef science, ocean thermal energy, and blue economy management given the Maldives' extraordinary marine biodiversity and total ocean-dependence.

Source: Maldives Marine Research Institute (MMRI); IUCN – Maldives Marine Conservation

NMV2

Climate Emergency & Sea-Level Rise Policy Leadership

Build Maldivian academic leadership in climate science communication, loss and damage policy, and international climate law given the country's iconic status as the most threatened nation by sea-level rise.

Source: Ministry of Environment Climate Change and Technology – Maldives; AOSIS – Alliance of Small Island States

NMV3

Islamic Scholarship & Dhivehi Cultural Identity

Develop academic programs in Maldivian Islamic scholarly traditions, Dhivehi language and script (Thaana), and the unique Indian Ocean island cultural heritage of the Maldivian archipelago.

Source: Maldives Islamic University; UNESCO Maldives – Intangible Cultural Heritage

NMV4

Tourism Sustainability & High-Value Hospitality Research

Build research programs in sustainable luxury tourism management, reef-compatible resort development, and tourism economic diversification to sustain the Maldives' tourism-dominant economy responsibly.

Source: Maldives Tourism Act – Research Framework; UNWTO – Small Island Developing States Tourism

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Mali

NML1

Timbuktu Manuscripts & Islamic Scholarly Heritage

Restore and develop Mali's globally unique position as custodian of the Timbuktu manuscript tradition, making the country a world center for Islamic manuscript studies and West African intellectual history.

Source: Ahmed Baba Institute of Higher Learning and Islamic Research; UNESCO Timbuktu World Heritage Sites

NML2

Sahelian Agriculture & Climate Adaptation Research

Direct university research toward dryland agriculture, desertification reversal, and climate adaptation for Sahelian farming communities facing existential threats from advancing Saharan conditions.

Source: CILSS – Permanent Interstate Committee for Drought Control in the Sahel; ICRISAT – International Crops Research Institute for the Se...

NML3

West African Music & Cultural Heritage Studies

Develop academic programs celebrating Mali's globally recognized musical traditions — griot heritage, kora, balafon, Mande cultural systems — as world-class contributions to ethnomusicology and cultural studies.

Source: CICIBA – International Centre for Bantu Civilizations; CODESRIA – West African Cultural Studies

NML4

Pan-Saharan Trade Routes & Tuareg Heritage Studies

Develop academic scholarship on the ancient trans-Saharan caravan routes, Tuareg nomadic culture, and the historical commercial networks that made Timbuktu the crossroads of medieval global trade.

Source: Direction Nationale du Patrimoine Culturel – Mali; UNESCO Mali – Cultural Heritage Programme

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Malta

NMT1

Mediterranean Crossroads Heritage & Civilization Studies

Develop Malta's world-unique position as a cradle of Mediterranean civilizations — Neolithic temples, Phoenician, Arab, Norman, and Knights of St. John — into globally distinctive academic programs.

Source: Heritage Malta – Academic Partnerships; UNESCO Malta World Heritage Sites

NMT2

Maritime Law & Blue Economy Legal Framework

Build world-class academic programs in maritime law, ship registration, and blue economy legal frameworks leveraging Malta's historic maritime identity and status as Europe's largest ship registry.

Source: Malta Maritime Authority; International Maritime Law Institute (IMLI) Malta

NMT3

Maltese Language & Semitic-Romance Linguistic Heritage

Develop academic programs celebrating Maltese as the only Semitic language written in a Latin script and a full EU official language, representing a unique linguistic bridge between Arab and European worlds.

Source: Maltese Language Council; University of Malta – Maltese Language Department

NMT4

EU Small State Governance & Council Presidency Studies

Develop academic programs on EU small state diplomacy, Council of the EU presidency management, and micro-state influence maximization drawing on Malta's experience as the EU's smallest member.

Source: University of Malta – European Studies; European Policy Centre – Small States in EU

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Marshall Islands

NMH1

Nuclear Legacy & Radiation Science Research

Develop academic programs in nuclear testing legacy research, radiation health science, and environmental remediation given the Marshall Islands' unique and tragic history as a US nuclear testing site.

Source: Nuclear Claims Tribunal – Marshall Islands; Pacific Community – Health Division

NMH2

Existential Climate Threat & Sea-Level Rise Science

Position the Marshall Islands as the world's most urgent academic voice on sea-level rise, building research programs on atoll habitability thresholds, managed migration, and climate justice frameworks.

Source: RMI Climate Change Policy; AOSIS – Alliance of Small Island States

NMH3

Marshallese Navigation & Traditional Knowledge Systems

Preserve and develop academic programs in Marshallese traditional stick-chart navigation, wave-reading skills, and ocean knowledge as irreplaceable contributions to Pacific civilizational scholarship.

Source: College of the Marshall Islands – Liberal Arts; UNESCO Pacific Cultural Heritage

NMH4

Compact of Free Association & Pacific Sovereignty Studies

Build academic programs in Pacific Island sovereignty, COFA governance frameworks, and US-Pacific relations to equip Marshallese leaders with the political science expertise needed for national self-determination.

Source: East-West Center – Pacific Islands Programme; Pacific Islands Forum Secretariat

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Mauritania

NMR1

Saharan & Atlantic Coastal Fisheries Research

Build academic expertise in Atlantic marine fisheries governance, sustainable fishing practices, and coastal ecosystem management for one of the world's richest fishing grounds off the Mauritanian coast.

Source: Institut Mauritanien de Recherches Océanographiques et des Pêches (IMROP); FAO Mauritania – Fisheries Programme

NMR2

Saharan Iron Ore & Mineral Economy Governance

Develop academic programs in iron ore value chain governance, mining regulatory frameworks, and economic diversification beyond Mauritania's dominant iron ore and fishing economy.

Source: Société Nationale Industrielle et Minière (SNIM) Mauritania; EITI – Mauritania Extractive Industries

NMR3

Arabic-Hassaniya Cultural Heritage & Manuscript Studies

Develop academic programs in Hassaniya Arabic language, Mauritanian manuscript traditions, and the unique Moorish cultural heritage connecting the country to both Arab North Africa and Sub-Saharan Africa.

Source: Institut Mauritanien de Recherches Scientifiques (IMRS); Ahmed Baba Institute – Mauritanian Manuscripts

NMR4

West Africa-Maghreb Integration Studies

Build academic programs exploring Mauritania's unique dual membership in ECOWAS and Arab Maghreb Union, developing research on trans-regional integration and cross-cultural development pathways.

Source: Arab Maghreb Union – Academic Cooperation; ECOWAS Commission – Research Division

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Mauritius

NMU1

Indian Ocean Hub & Africa-Asia Academic Bridge

Position Mauritius as the Indian Ocean's premier academic hub connecting Sub-Saharan Africa, South Asia, and Southeast Asia through multilingual higher education programs and research partnerships.

Source: University of Mauritius – Strategic Plan; Indian Ocean Rim Association (IORA) – Education

NMU2

Financial Services & Offshore Banking Governance

Build academic expertise in offshore financial services regulation, tax treaty governance, and sustainable finance frameworks that help Mauritius transition its financial sector toward greater developmental impact.

Source: Financial Services Commission Mauritius; Bank of Mauritius – Research Division

NMU3

Multicultural Identity & Creole Society Studies

Develop academic programs celebrating Mauritius's extraordinary multicultural synthesis — Indian, African, Chinese, European, and Creole — as a global model of pluralist social scholarship.

Source: Mahatma Gandhi Institute – Mauritius; Nelson Mandela Centre for African Culture – Mauritius

NMU4

Climate-Resilient Island Economy Research

Build research programs in ocean temperature monitoring, coral bleaching adaptation, and small island economic resilience addressing Mauritius's vulnerability as a premium tourism-dependent island in a warming ocean.

Source: OISD – Mauritius Oceanography Institute; SPREP – Indian Ocean Climate Adaptation

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Mexico

NMX1

Humanistic & Human Rights Education

Promote a holistic education balancing technical proficiency with human rights and democratic values.

Source: Ley General de Educación Superior (2021); ANUIES Strategic Plan; CONACYT Policy

NMX2

Scientific & Technological Sovereignty

Foster research contributing to national sovereignty and the resolution of severe social problems.

Source: Ley General de Educación Superior (2021); ANUIES Strategic Plan; CONACYT Policy

NMX3

Constitutional Free Access

Guarantee the constitutional right to free higher education, prioritizing marginalized and indigenous communities.

Source: Ley General de Educación Superior (2021); ANUIES Strategic Plan; CONACYT Policy

NMX4

Servicio Social & Community Extension

Integrate universities into communities through extension programs and mandatory social service.

Source: Ley General de Educación Superior (2021); ANUIES Strategic Plan; CONACYT Policy

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Micronesia

NFM1

Micronesian Cultural Identity & Ocean Heritage

Develop academic programs in Micronesian traditional navigation, oral history, cultural practices, and island identity to preserve the unique heritage of Federated States of Micronesia's four constituent states.

Source: College of Micronesia-FSM – Academic Programs; Micronesian Area Research Center

NFM2

Compact of Free Association & Pacific Policy Studies

Develop academic programs in Pacific governance, US-Micronesia relations, and Compact of Free Association frameworks to build local policy expertise for national sovereignty and development.

Source: Office of the President of FSM – Policy Division; East-West Center – Pacific Islands Programme

NFM3

Maritime & Fisheries Resource Governance

Build academic expertise in the sustainable management of Micronesia's vast exclusive economic zone fisheries, ocean resource governance, and maritime law.

Source: Pacific Islands Forum Fisheries Agency; Micronesia Conservation Trust

NFM4

Climate Resilience & Atoll Survival Science

Develop research capacity in atoll ecosystem science, climate adaptation for low-lying island communities, and sustainable development strategies for one of the world's most climate-vulnerable nations.

Source: SPREP – Pacific Climate Adaptation; Micronesia Challenge – Conservation Research

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Moldova

NMD1

EU Association & Eastern Partnership Academic Alignment

Accelerate Moldova's alignment with European Higher Education Area standards, harnessing EU Association Agreement provisions to modernize curricula, quality assurance, and institutional governance.

Source: Moldovan Ministry of Education and Research; EU Eastern Partnership – Moldova Education Programme

NMD2

Moldovan Wine & Agri-Food Heritage Research

Build academic expertise in viticulture science, wine economics, and agri-food value chains that support Moldova's globally significant wine industry and rich agricultural heritage as economic development drivers.

Source: National Office of Vine and Wine – Moldova; OIV – International Organisation of Vine and Wine

NMD3

Romanian Language Scholarship & Cultural Identity

Strengthen Romanian as the academic language of Moldova, investing in literary scholarship, linguistic research, and cultural programs that affirm Moldovan identity while bridging regional historical debates.

Source: Academy of Sciences of Moldova; Institute of Romanian Philology – Chișinău

NMD4

Transnistria Resolution & Post-Soviet Governance Studies

Develop academic programs in frozen conflict resolution, post-Soviet governance transition, and European security studies relevant to Moldova's complex political context and European integration path.

Source: Institute for European Policies and Reforms (IPRE) Moldova; OSCE Mission to Moldova – Research

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Monaco

NMC1

Ocean Conservation & Marine Science Leadership

Leverage Prince Albert II's global ocean advocacy to make Monaco the world's intellectual capital for marine conservation science, plastic pollution research, and ocean governance policy.

Source: Prince Albert II of Monaco Foundation; Institut Océanographique de Monaco

NMC2

Luxury Economy & High-Value Services Academic Programs

Develop world-class academic programs in luxury hospitality management, yacht industry governance, and high-end events economy reflecting Monaco's unique ultra-premium economic model.

Source: Monaco Business School; Yacht Club de Monaco – Education Partnerships

NMC3

Micro-State Sustainability & Vertical Urbanism Research

Position Monaco as the global research reference for micro-state urban sustainability, vertical building innovation, and land reclamation engineering given its extreme density and territorial constraints.

Source: Direction de l'Urbanisme – Monaco; Intergovernmental Panel on Climate Change – Urban Chapter

NMC4

Monégasque Heritage & Principality History Studies

Develop academic programs preserving Monégasque cultural identity, the Grimaldi dynasty's 700-year heritage, and the unique constitutional tradition of sovereign principality governance.

Source: Archives du Palais Princier de Monaco; Musée Océanographique de Monaco – Academic Division

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Mongolia

NMN1

Nomadic Civilization & Mongolian Heritage Scholarship

Develop rigorous academic programs in Mongolian nomadic culture, the Mongol Empire's global historical impact, traditional herding knowledge systems, and Mongolian Buddhist civilization.

Source: National University of Mongolia – Mongolian Studies; UNESCO Mongolian Intangible Cultural Heritage

NMN2

Critical Minerals & Mining Governance Research

Build academic expertise in copper, coal, gold, and rare earth mineral governance, value chain economics, and sustainable extraction relevant to Mongolia's enormous mineral wealth and Dutch disease risks.

Source: Mongolian Mining Corporation – Research Division; Natural Resource Governance Institute – Mongolia

NMN3

China-Russia Buffer State Studies & Eurasian Geopolitics

Develop academic programs in Mongolian foreign policy, Eurasian geopolitics, and the unique strategic position of a democratic buffer state between two major authoritarian neighbors.

Source: Institute for Strategic Studies – Mongolia; SCO University – Mongolia Participation

NMN4

Gobi Paleontology & Central Asian Earth Sciences

Position Mongolian universities as global leaders in Gobi Desert paleontology, Central Asian geology, and dinosaur fossil science given Mongolia's status as one of the world's richest dinosaur discovery sites.

Source: Mongolian Academy of Sciences – Paleontology Institute; American Museum of Natural History – Mongolia Expeditions

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Montenegro

NME1

Adriatic Eco-Tourism & Coastal Heritage Research

Build academic expertise in sustainable coastal tourism, Adriatic marine ecology, and UNESCO-listed heritage management given Montenegro's extraordinary Kotor Bay and Durmitor natural assets.

Source: Montenegro National Tourism Organization – Research; UNESCO Kotor World Heritage Site

NME2

EU Accession & Western Balkans Integration Studies

Position Montenegrin universities as regional leaders in EU accession research, building academic programs in European law, regional governance, and Western Balkans integration dynamics.

Source: Montenegrin Ministry of European Affairs; Western Balkans Fund – Higher Education

NME3

Montenegro Cultural Heritage & Slavic Orthodox Studies

Develop academic programs in Montenegrin history, Orthodox Christian cultural traditions, and the unique South Slavic heritage of the Zeta region as contributions to regional cultural scholarship.

Source: University of Montenegro – Humanities; UNESCO Montenegro – Intangible Heritage

NME4

Blue Economy & Boka Bay Marine Science

Develop research capacity in the sustainable management of Boka Kotorska Bay, Adriatic fisheries, and marine ecosystem services as Montenegro builds its blue economy alongside coastal tourism.

Source: Adriatic-Ionian Initiative – Blue Economy; University of Montenegro – Marine Biology Institute

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Morocco

NMA1

Africa-Europe Academic Gateway

Position Morocco as the premier academic bridge between Africa and Europe, leveraging its unique geographic and diplomatic position to build joint programs, research centers, and mobility frameworks.

Source: Moroccan Ministry of Higher Education – International Cooperation; UM6P – Mohammed VI Polytechnic University

NMA2

Amazigh Heritage & Darija Academic Studies

Develop rigorous academic programs in Amazigh (Tamazight) language and culture, Moroccan Arabic (Darija), and the country's extraordinary Andalusian, Berber, and Arab cultural heritage.

Source: Royal Institute of Amazigh Culture (IRCAM); Académie Mohammed VI de la Langue Arabe

NMA3

Phosphate & Fertilizer Economy Research Leadership

Build academic expertise in phosphate geology, fertilizer technology, and sustainable agriculture chemistry given Morocco's status as holder of 70%+ of the world's phosphate reserves.

Source: OCP Group – Research and Innovation; International Fertilizer Association – Research

NMA4

Atlantic-Mediterranean Strategic Hub Studies

Develop programs in Atlantic geopolitics, Sahel security, and Mediterranean diplomacy that reflect Morocco's unique simultaneous engagement with Sub-Saharan Africa, the Arab world, and Europe.

Source: Policy Center for the New South – Rabat; Institut Universitaire de la Recherche Scientifique (IURS)

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Mozambique

NMZ1

Mozambique Channel Marine Resources & Blue Economy

Build academic expertise in Mozambique Channel marine ecology, offshore gas governance, and sustainable fisheries management for one of Africa's longest coastlines and most diverse marine environments.

Source: Instituto Nacional de Investigação Pesqueira (IIP) Mozambique; Western Indian Ocean Marine Science Association (WIOMSA)

NMZ2

Portuguese-African Lusophone Academic Leadership

Position Mozambique alongside Angola as a leading Lusophone African academic center, developing Portuguese-language scholarship that serves the CPLP community and contributes to Lusophone knowledge systems.

Source: CPLP – Community of Portuguese Language Countries; Universidade Eduardo Mondlane – Academic Mission

NMZ3

Natural Gas Governance & Resource Curse Prevention

Build academic expertise in LNG governance, revenue management, and community development frameworks to help Mozambique avoid resource curse dynamics from its massive Rovuma Basin gas discoveries.

Source: EITI – Mozambique Extractive Industries; Natural Resource Governance Institute – Mozambique

NMZ4

Post-Civil War Reconstruction & Peacebuilding Studies

Develop academic programs in post-conflict reconstruction, Frelimo-Renamo reconciliation history, and peacebuilding frameworks drawing on Mozambique's hard-won experience ending its devastating civil war.

Source: Centre for Conflict Resolution – Cape Town (Mozambique Programme); UNDP Mozambique – Governance Programme

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Myanmar

NMM1

Practical Job-Ready Skills

Shift educational focus from purely theoretical to practical, job-ready skills aligned with economic needs.

Source: Myanmar National Education Strategic Plan 2016–2021; Higher Education Reform Framework

NMM2

ASEAN University Network Alignment

Improve teaching standards to align with the ASEAN University Network (AUN) quality guidelines.

Source: Myanmar National Education Strategic Plan 2016–2021; Higher Education Reform Framework

NMM3

Distance Learning Expansion

Utilize decentralized systems and distance education to broaden access across geographic regions.

Source: Myanmar National Education Strategic Plan 2016–2021; Higher Education Reform Framework

NMM4

Union Spirit & National Unity

Develop human resources and foster a sense of union spirit among diverse populations.

Source: Myanmar National Education Strategic Plan 2016–2021; Higher Education Reform Framework

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Namibia

NNA1

German Colonial & San Heritage Decolonial Studies

Develop academic programs in Herero-Nama genocide history, German colonial legacy, San bushman knowledge systems, and decolonial cultural studies that address Namibia's complex post-colonial identity.

Source: Namibia University of Science and Technology (NUST); Legal Assistance Centre Namibia – Historical Justice

NNA2

Namib Desert Ecology & Arid Zone Science

Position Namibian universities as global centers for hyper-arid desert ecology, fog-harvesting technology, and extreme environment life science given the Namib's status as the world's oldest desert.

Source: Gobabeb Namib Research Institute; DSI-NRF Centre of Excellence for Invasion Biology – Namibia

NNA3

Diamond & Critical Minerals Value Chain Research

Build academic expertise in diamond industry governance, marine diamond mining, and critical minerals value chain development given Namibia's extraordinary mineral wealth in diamonds, uranium, and rare earths.

Source: Namdeb Holdings – Research Division; Namibia Chamber of Mines

NNA4

SADC Regional Leadership & African Continental Integration

Develop Namibia's academic role in SADC regional integration, African Continental Free Trade Area (AfCFTA) research, and southern African development studies aligned with Namibia's regional leadership ambitions.

Source: SADC – Southern African Development Community; African Union – AfCFTA Secretariat

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Nauru

NNR1

Phosphate Legacy & Environmental Remediation Research

Develop academic programs in environmental remediation, land rehabilitation, and post-mining ecosystem restoration drawing on Nauru's devastating experience of near-total island destruction from phosphate mining.

Source: Nauru Rehabilitation Corporation; Pacific Community – Environment Division

NNR2

Pacific Micro-State Governance & Sovereignty Studies

Build academic expertise in Pacific micro-state governance, UN voting power disproportionality, and small state sovereignty research from the unique vantage point of the world's smallest island republic.

Source: Pacific Islands Forum Secretariat; Commonwealth Small States Programme

NNR3

Climate Vulnerability & Pacific Island Survival Science

Develop academic research on climate survival strategies for the world's most climate-vulnerable nations, including managed migration, identity preservation, and international legal personhood of sinking states.

Source: AOSIS – Alliance of Small Island States; SPREP – Pacific Climate Adaptation Programme

NNR4

Nauruan Language & Cultural Identity Preservation

Invest in preserving the Nauruan language, traditional cultural practices, and community identity as existential priorities for one of the world's smallest and most vulnerable national communities.

Source: University of the South Pacific – Nauru Campus; Pacific Community – Cultural Heritage

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Nepal

NNP1

Ethical Human Capital for Infrastructure

Produce capable, ethical human resources to support infrastructure and socio-economic development.

Source: Nepal Higher Education Policy 2076 (2019); University Grants Commission Nepal Strategic Plan 2018–2022

NNP2

Nepal-Specific Research Contexts

Focus on Nepal-specific challenges like high-altitude agriculture, climate resilience, and sustainable tourism.

Source: Nepal Higher Education Policy 2076 (2019); University Grants Commission Nepal Strategic Plan 2018–2022

NNP3

Ethnic & Geographic Inclusion

Ensure higher education is accessible to diverse ethnic, geographic, and socio-economic groups.

Source: Nepal Higher Education Policy 2076 (2019); University Grants Commission Nepal Strategic Plan 2018–2022

NNP4

UGC Accreditation Quality

Enhance program quality through the University Grants Commission's accreditation and quality assurance systems.

Source: Nepal Higher Education Policy 2076 (2019); University Grants Commission Nepal Strategic Plan 2018–2022

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Netherlands

NNL1

Balanced Internationalisation & Dutch Language

Manage international student inflows and preserve Dutch as a language of education and research while retaining the benefits of internationalisation.

Source: Aiming for balanced internationalisation of universities; Government wants Dutch as the norm and fewer foreign studen ...

NNL2

Knowledge Security in Open Science

Protect sensitive knowledge, high-risk collaborations, and strategic technologies while keeping Dutch higher education internationally connected where possible.

Source: Knowledge security – Dutch Government; National Knowledge Security Guidelines

NNL3

Social Safety & Inclusion Culture

Make social safety, inclusion, and healthier study/work cultures explicit university responsibilities for both students and staff.

Source: Letter to Parliament about higher education and science policy; National action plan for diversity and inclusion in higher ...

NNL4

Sector Coordination & Mission Differentiation

Use national steering, sector plans, and institutional agreements to coordinate profiles, staffing, and system priorities instead of relying only on competition among institutions.

Source: Letter to Parliament about higher education and science policy; Sector plans for scientific research and university educati...

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

New Zealand

NNZ1

Te Tiriti & Mātauranga Māori

Embed Treaty partnership, Māori development aspirations, and mātauranga Māori more explicitly in tertiary governance, teaching, language planning, and institutional practice.

Source: Tertiary Education Strategy 2025–2030; Te Ahu o te Reo Māori – Language in Education Strategy

NNZ2

Learner Wellbeing & Pastoral Care

Treat learner wellbeing, safety, accommodation support, and complaints pathways as core institutional responsibilities, not only ancillary student services.

Source: Providing for the wellbeing of tertiary and international learners; Education (Pastoral Care) Amendment Act 2019

NNZ3

High-Value International Education

Pursue international education as a high-value, sustainable national asset that strengthens global connections while improving learner experience and sector resilience.

Source: International Education – Going for Growth Plan

NNZ4

Sustainability & System Resilience

Align tertiary institutions with environmental goals, long-term resilience, and coordinated system stewardship rather than short-term provider-by-provider optimization.

Source: Tertiary Education Strategy 2025–2030; Strategic Intentions 2025–2029

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Nicaragua

NNI1

Caribbean Basin Biodiversity & Pacific Dry Forest Research

Develop academic expertise in Nicaragua's extraordinary biodiversity corridors — Caribbean rainforests, Pacific dry forests, and Lake Nicaragua's freshwater ecosystems — as major conservation science contributions.

Source: MARENA – Ministry of Environment and Natural Resources Nicaragua; CCAD – Central American Commission on Environment and Devel...

NNI2

Sandinista Revolution & Latin American Political History

Develop academic programs in Nicaraguan revolutionary history, Central American political science, and Latin American left political thought as distinctive scholarly contributions from Nicaragua's unique historical expe...

Source: UNAN-Managua – Social Sciences Faculty; FLACSO Latin America – Central American Studies

NNI3

Interoceanic Canal Studies & Geopolitics Research

Build academic expertise in interoceanic canal geopolitics, Panama Canal comparison studies, and infrastructure investment governance relevant to Nicaragua's strategic position in global canal discourse.

Source: Universidad Nacional de Ingeniería Nicaragua; SICA – Central American Integration System

NNI4

Coffee Heritage & Agro-Export Value Chain

Build academic programs in specialty coffee production, fair trade certification, and agro-export value chain economics reflecting Nicaragua's position as a globally recognized premium coffee origin.

Source: Cámara Nicaragüense del Café (CANICAFE); PROMECAFE – Central American Coffee Research Programme

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Niger

NNE1

Uranium & Critical Minerals Governance Research

Build academic expertise in uranium governance, mining revenue management, and extractive industry sustainability relevant to Niger's position as one of the world's top uranium producers.

Source: SOMAIR – Société des Mines de l'Aïr Niger; EITI – Niger Extractive Industries

NNE2

Sahelian Food Security & Climate Adaptation

Direct university research toward dryland farming systems, pastoral livelihood resilience, and climate adaptation in one of the world's most food-insecure and climate-vulnerable Sahelian nations.

Source: ICRISAT – Niger Sahelian Programme; CILSS – Permanent Interstate Committee for Drought Control

NNE3

Hausa & Zarma Cultural Heritage Studies

Develop academic programs in Hausa and Zarma languages, oral literary traditions, and West African cultural heritage that preserve Niger's rich linguistic diversity and civilizational contributions.

Source: Université Abdou Moumouni de Niamey – Humanities; ACALAN – African Academy of Languages

NNE4

Governance Reform & Anti-Fragility State Building

Build academic programs in public administration, governance reform, and state-building capacity to address Niger's recurring governance crises and build long-term institutional resilience.

Source: UNDP Niger – Governance Programme; African Capacity Building Foundation (ACBF)

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Nigeria

NNG1

Africa's Largest Economy & Entrepreneurship Ecosystem

Position Nigerian universities as engines of Africa's largest economy, developing programs in entrepreneurship, fintech, e-commerce, and digital business that leverage Nigeria's massive domestic market.

Source: Nigerian Investment Promotion Commission – Education Links; Ventures Platform – Nigerian Tech Ecosystem Research

NNG2

Nollywood & African Creative Industries Research

Build academic programs in African cinema, creative industries economics, and media studies celebrating Nollywood as the world's second-largest film industry by volume and a global cultural force.

Source: National Film and Video Censors Board (NFVCB) Nigeria; UNESCO Creative Cities Network – Nigeria

NNG3

Nigerian Languages & Pan-African Linguistic Studies

Develop academic programs in Hausa, Yoruba, Igbo, and Nigeria's 500+ other languages, positioning Nigeria as Africa's leading centre for linguistic diversity research and multilingual education scholarship.

Source: National Language Centre – Nigeria; CODESRIA – African Language Studies

NNG4

Petroleum Revenue Governance & Economic Diversification

Build academic expertise in petroleum sector governance, FAAC revenue allocation reform, and economic diversification pathways to move Nigeria beyond its debilitating oil dependency.

Source: NNPC – Nigerian National Petroleum Corporation Research; EITI – Nigeria Extractive Industries

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

North Korea

NKP1

Juche Ideology & Self-Reliance Academic Framework

Integrate the national philosophy of Juche (self-reliance) into all aspects of higher education design, directing university programs toward achieving maximum technological and scientific independence.

Source: DPRK Higher Education Law; Kim Il Sung University – Academic Mission

NKP2

Strategic Science & Sovereign Technology Development

Direct university science programs toward technologies critical to national sovereignty — materials science, aerospace engineering, computing — maintaining domestic control over strategic technical capabilities.

Source: DPRK Academy of Sciences; Korean Central News Agency – Science and Technology

NKP3

Korean Language & Classical Cultural Heritage

Maintain rigorous academic programs in Korean language, literature, and classical culture, developing the distinct North Korean academic tradition of Korean cultural studies.

Source: DPRK Ministry of Higher Education; Korean Language Policy – Joseon Oral Language and Script

NKP4

Agriculture & Food Self-Sufficiency Research

Orient university agricultural research toward crop improvement, food security, and sustainable farming systems that contribute to national food self-sufficiency under international economic constraints.

Source: DPRK Academy of Agricultural Science; FAO DPRK Country Programme

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

North Macedonia

NMK1

EU Candidate State Academic Transition

Accelerate North Macedonia's higher education alignment with EU accession requirements through targeted quality assurance reform, research cooperation, and Erasmus+ participation expansion.

Source: North Macedonia Ministry of Education and Science; European Commission – North Macedonia Enlargement

NMK2

Ancient Macedonia & Archaeological Heritage Studies

Develop world-class academic programs in ancient Macedonian civilization, the Hellenistic era, and the archaeological heritage of Stobi, Ohrid, and other significant sites as a globally distinctive scholarly contributio…

Source: National Institution Stobi; UNESCO Ohrid Region

NMK3

Macedonian Language & South Slavic Literary Heritage

Protect and develop Macedonian as a full academic language, building scholarship in Macedonian literature, Cyrillo-Methodian heritage, and the unique South Slavic linguistic traditions of the region.

Source: Institute for Macedonian Language 'Krste Misirkov'; Saints Cyril and Methodius University of Skopje

NMK4

Western Balkans Reconciliation & Inter-Ethnic Studies

Develop academic programs in inter-ethnic coexistence, minority rights, and Western Balkans reconciliation drawing on North Macedonia's experience as a multi-ethnic state with Albanian, Macedonian, and other communities.

Source: OSCE Mission to Skopje – Research Division; Centre for Research and Policy Making (CRPM) Skopje

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Norway

NNO1

Arctic Research & Svalbard Science Leadership

Sustain Norway's world-leading position in Arctic environmental science, Svalbard research stations, and polar ocean governance as contributions to global understanding of the rapidly changing Arctic.

Source: Norwegian Polar Institute; UNIS – University Centre in Svalbard

NNO2

Norwegian Language & Nordic Cultural Heritage

Protect and develop both Bokmål and Nynorsk Norwegian as full languages of scientific inquiry, sustaining Norway's rich literary tradition and Old Norse scholarly heritage.

Source: Language Council of Norway (Språkrådet); Norwegian Institute for Cultural Heritage Research (NIKU)

NNO3

Petroleum Fund Governance & Post-Oil Transition Research

Position Norwegian universities as global reference points for sovereign wealth fund governance, responsible petroleum revenue management, and just transition research relevant to the world's largest oil fund.

Source: Norges Bank Investment Management (NBIM) – Research; Norwegian Ministry of Finance – Petroleum Fund Reports

NNO4

Nordic Welfare State Research & Social Innovation

Lead global academic inquiry into Nordic social democratic models, universal welfare state design, and social innovation as Norway's distinctive contribution to international policy discourse.

Source: Fafo – Research Foundation Norway; Nordic Institute for Studies in Innovation, Research and Ed...

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Oman

NOM1

Vision 2040 Knowledge Economy Diversification

Redirect Omani higher education from oil-sector workforce production toward knowledge economy sectors — logistics, tourism, fisheries, and manufacturing — aligned with Oman Vision 2040 diversification targets.

Source: Oman Vision 2040 Implementation Follow-up Unit; Ministry of Higher Education, Research and Innovation Oman

NOM2

Maritime Heritage & Indian Ocean Trade Route Studies

Develop academic programs in Omani seafaring heritage, the ancient Dhow trade routes, and Indian Ocean maritime history celebrating Oman's global legacy as one of history's greatest oceanic trading civilizations.

Source: Sultan Qaboos Cultural Centre – Academic Research; UNESCO Aflaj Irrigation Systems of Oman

NOM3

Arabic Language Preservation & Omani Cultural Identity

Sustain classical Arabic scholarship, Ibadi Islamic academic traditions, and Omani cultural heritage studies as pillars of a distinctively Omani academic identity that balances tradition and modernity.

Source: Sultan Qaboos University – Arabic Studies; Arabic Language Academy – Oman

NOM4

Port Economy & Logistics Hub Academic Programs

Develop specialized academic programs in port management, supply chain logistics, and maritime commerce leveraging Oman's strategic Strait of Hormuz position and major port investments at Salalah and Sohar.

Source: Oman Shipping Company – Research; Port of Salalah – Academic Partnerships

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Pakistan

NPK1

Tech Startup Economy

Transform higher education to drive a knowledge-based economy through innovation and technology startups.

Source: Higher Education Commission Pakistan – Vision 2025; National Education Policy Framework 2018

NPK2

Global Research Competitiveness

Elevate academic and research standards to compete globally and produce world-class research output.

Source: Higher Education Commission Pakistan – Vision 2025; National Education Policy Framework 2018

NPK3

Underdeveloped Region Enrollment

Increase enrollment ratios while ensuring opportunities for students from underdeveloped regions.

Source: Higher Education Commission Pakistan – Vision 2025; National Education Policy Framework 2018

NPK4

Energy, Water & Food Security Research

Ensure university research directly addresses national challenges like energy, water, and food security.

Source: Higher Education Commission Pakistan – Vision 2025; National Education Policy Framework 2018

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Palau

NPW1

Marine Sanctuary & Ocean Conservation Leadership

Position Palau as the global reference model for marine conservation, leveraging the country's extraordinary achievement of declaring 80% of its waters a marine sanctuary and leading Pacific blue economy advocacy.

Source: Palau National Marine Sanctuary Act; Micronesia Conservation Trust

NPW2

Palauan Cultural Heritage & Traditional Governance

Develop academic programs in Palauan traditional governance (bai systems, clan councils), oral history, and cultural identity to preserve and formalize the country's unique Micronesian heritage.

Source: Palau Community College – Liberal Arts; Pacific Community – Cultural Heritage Programme

NPW3

Climate Resilience & Coral Triangle Science

Build Palauan academic contributions to Coral Triangle biodiversity science, climate adaptation for coral reef ecosystems, and sea-level rise response as existential priorities for the island nation.

Source: Coral Triangle Initiative on Coral Reefs, Fisheries and Food Security (CTI-CFF); SPREP – Pacific Climate Adaptation

NPW4

Compact of Free Association & Pacific Sovereignty Studies

Build academic expertise in US-Pacific relations, Pacific Island sovereignty, and COFA governance frameworks to equip Palauan leaders for effective national self-determination and diplomatic advocacy.

Source: East-West Center – Pacific Islands Programme; Pacific Islands Forum Secretariat

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Palestine

NPS1

Palestinian History & Nakba Documentation Scholarship

Develop academic programs in Palestinian historical narrative, Nakba documentation, and cultural heritage preservation as acts of scholarly resistance and contribution to the global record of Palestinian experience.

Source: Birzeit University – Institute of Law and Society; Institute for Palestine Studies

NPS2

Arab-Palestinian Cultural Identity & Heritage Studies

Build academic programs in Palestinian oral traditions, embroidery (tatreez) as cultural memory, olive culture, and the material cultural heritage that defines Palestinian identity under occupation.

Source: Al-Haq Human Rights Organization – Cultural Rights; UNESCO Palestine – Intangible Cultural Heritage

NPS3

International Law, Human Rights & Occupation Studies

Position Palestinian universities as global centers for international humanitarian law, occupation law scholarship, and human rights documentation research that contributes to global legal discourse.

Source: Al-Haq – Law in the Service of Man; International Court of Justice – Palestine Advisory Opinion...

NPS4

Water Rights & Sustainable Development Under Constraints

Develop academic expertise in water justice, resource management under occupation, and sustainable agricultural development relevant to Palestine's severe constraints on water access and land use.

Source: Palestinian Hydrology Group (PHG); Palestinian Academic Society for the Study of International...

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Panama

NPA1

Canal Economy & Maritime Logistics Leadership

Build world-class academic programs in canal operations management, maritime logistics, and inter-oceanic trade economics leveraging Panama's unique position operating the world's most critical waterway.

Source: Panama Canal Authority (ACP) – Research Division; Panama Maritime Authority

NPA2

Tropical Biodiversity & Isthmus Bridge Science

Develop academic leadership in tropical biodiversity, Panama's extraordinary species richness as a land bridge between North and South America, and the ecological significance of the Darién gap.

Source: Smithsonian Tropical Research Institute (STRI) Panama; ANAM – National Environmental Authority Panama

NPA3

Financial Services & Banking Governance Research

Develop academic expertise in international banking regulation, dollarized economy management, and financial services governance reflecting Panama's role as a major Latin American financial centre.

Source: Superintendencia de Bancos de Panamá; International Monetary Fund – Panama Article IV

NPA4

Indigenous Peoples & Comarca Governance Studies

Develop academic programs on Panama's indigenous comarca autonomous governance systems, Guna, Ngäbe-Buglé, and other indigenous peoples' land rights, and intercultural education models.

Source: Congreso General Kuna – Panama; IWGIA – International Work Group for Indigenous Affairs – P...

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Papua New Guinea

NPG1

Pacific Biodiversity Hotspot Conservation Research

Position PNG universities as global leaders in tropical biodiversity science for one of the world's most species-rich nations, covering rainforest ecology, coral triangle marine science, and endemic species conservation.

Source: PNG Conservation and Environment Protection Authority; Wildlife Conservation Society PNG Programme

NPG2

PNG Languages & Melanesian Cultural Heritage

Develop academic programs in PNG's extraordinary linguistic diversity (800+ languages, 12% of world's total), oral literary traditions, and Melanesian cultural heritage as irreplaceable global scholarly contributions.

Source: SIL International – PNG Language Programme; University of Papua New Guinea – Pacific Languages Unit

NPG3

Mining, LNG & Resource Governance Research

Build academic expertise in Papua New Guinea's enormous resource sector governance — gold, copper, LNG — developing local scholars to advocate for equitable revenue sharing and sustainable extraction.

Source: PNG Sustainable Development Program (PNGSDP); EITI – Papua New Guinea Extractive Industries

NPG4

Pacific Island Governance & Melanesian Regional Studies

Develop academic programs in Melanesian political systems, Pacific Island governance, and PNG's unique constitutional structure to build local public administration expertise for national development.

Source: University of Papua New Guinea – Law Faculty; Pacific Islands Report – Policy Research

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Paraguay

NPY1

Guaraní Language & Bilingual National Identity

Develop Guaraní as a full academic language alongside Spanish, institutionalizing Paraguay's unique national bilingualism and building scholarly programs in Guaraní linguistics and indigenous cultural heritage.

Source: Secretaría de Políticas Lingüísticas – Paraguay; Academia de la Lengua Guaraní

NPY2

Itaipu Energy & Hydropower Governance Research

Develop academic expertise in hydroelectric energy governance, energy export economics, and sustainable river basin management leveraging Paraguay's extraordinary position as the world's largest per-capita electricity e…

Source: Itaipu Binacional – Research Division; ANDE – National Electricity Administration Paraguay

NPY3

MERCOSUR Integration & Latin American Connectivity

Build academic programs in MERCOSUR trade dynamics, South American regional integration, and landlocked development economics addressing Paraguay's strategic position as a MERCOSUR logistics hub.

Source: Secretaría del MERCOSUR – Educational Research; Universidad Nacional de Asunción – Social Sciences

NPY4

Chaco Ecology & Gran Chaco Conservation Science

Position Paraguayan universities as leaders in Gran Chaco ecosystem science, dry forest conservation, and sustainable land use for one of South America's largest and most threatened forest biomes.

Source: Guyra Paraguay – Conservation Organisation; IUCN – Gran Chaco Conservation Programme

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Peru

NPE1

Inca Civilization & Andean Civilizational Heritage

Position Peruvian universities as global leaders in Inca and pre-Columbian Andean civilization studies, Quechua language scholarship, and the archaeology of Machu Picchu and the Sacred Valley.

Source: Ministerio de Cultura Peru – Patrimonio Cultural; UNESCO Machu Picchu World Heritage Site

NPE2

Amazon Biodiversity & Tropical Medicine Research

Establish Peruvian universities as world leaders in Amazon Basin biodiversity science, tropical plant medicine, and ethnobotanical research given Peru's extraordinary biological and indigenous knowledge heritage.

Source: IIAP – Instituto de Investigaciones de la Amazonia Peruana; Rainforest Trust – Peru Conservation Research

NPE3

Pacific Fisheries & Humboldt Current Science

Build academic expertise in Humboldt Current marine ecology, anchovy fisheries management, and Pacific oceanography given Peru's position as the world's largest single-country fish catch nation.

Source: IMARPE – Instituto del Mar del Perú; FAO Peru – Fisheries Country Profile

NPE4

Quechua Language & Indigenous Knowledge Revitalization

Develop Quechua as an academic language and invest in programs revitalizing indigenous Andean knowledge systems, traditional ecological practices, and the intellectual heritage of Peru's indigenous majority.

Source: PROEIB Andes – Intercultural Bilingual Education Programme; Instituto Nacional de Lenguas Indígenas – Peru

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Philippines

NPH1

ASEAN 21st-Century Competitiveness

Equip graduates with 21st-century skills to compete globally and integrate into the ASEAN economy.

Source: Republic Act 10931 – Universal Access to Quality Tertiary Education Act; CHED Philippine Higher Education Roadmap 2030

NPH2

Community Extension Research

Conduct research generating innovations and extend benefits directly to local communities.

Source: Republic Act 10931 – Universal Access to Quality Tertiary Education Act; CHED Philippine Higher Education Roadmap 2030

NPH3

Universal Access Act Implementation

Ensure access for impoverished students via the Universal Access to Quality Tertiary Education Act.

Source: Republic Act 10931 – Universal Access to Quality Tertiary Education Act; CHED Philippine Higher Education Roadmap 2030

NPH4

Nationalism & Ethical Values

Foster deep nationalism, ethical values, and civic responsibility among students.

Source: Republic Act 10931 – Universal Access to Quality Tertiary Education Act; CHED Philippine Higher Education Roadmap 2030

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Poland

NPL1

Central European Memory & Holocaust Scholarship

Develop Poland's world-unique academic responsibility as host of Auschwitz-Birkenau and major sites of Holocaust history, building rigorous programs in memory studies, genocide prevention, and historical truth.

Source: Auschwitz-Birkenau Memorial and Museum – Research Division; Polish Center for Holocaust Research – IFiS PAN

NPL2

Polish Language & Slavic Literary Heritage

Sustain Polish as a full language of scientific inquiry, developing world-class programs in Polish literature, Slavic linguistics, and the rich intellectual tradition from Copernicus to the present.

Source: Polish Academy of Sciences – Institute of Polish Language; Adam Mickiewicz University Poznań – Polish Studies

NPL3

V4 Regional Leadership & Central European Integration

Position Poland as the dominant academic voice in Visegrád Group and Central European regional studies, developing research programs in V4 governance, EU eastern policy, and regional economic integration.

Source: Visegrad Fund – Poland Research Grants; Polish Institute of International Affairs (PISM)

NPL4

NATO Eastern Pillar Security & Defence Studies

Build Poland's academic leadership in NATO eastern flank security, Polish-Ukrainian relations, and European defence integration research given Poland's emergence as a key NATO front-line state.

Source: Polish Institute of International Affairs (PISM) – Security Division; Casimir Pulaski Foundation – Warsaw Security Forum

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Portugal

NPT1

EHEA Mobility & Qualification Standards

Deeply integrate into the European Higher Education Area, promoting mobility and standardizing qualifications.

Source: Lei de Bases do Sistema Educativo; RJIES; FCT Strategic Plan 2030

NPT2

Digital & Green Transition R&D

Act as primary drivers of national research, technological innovation, and digital/green economic transitions.

Source: Lei de Bases do Sistema Educativo; RJIES; FCT Strategic Plan 2030

NPT3

Adult Education & Demographic Aging

Expand opportunities for continuous education and reskilling to address demographic aging challenges.

Source: Lei de Bases do Sistema Educativo; RJIES; FCT Strategic Plan 2030

NPT4

Territorial Cohesion & Brain Drain Prevention

Stimulate local economies, prevent brain drain in interior regions, and support regional development.

Source: Lei de Bases do Sistema Educativo; RJIES; FCT Strategic Plan 2030

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Qatar

NQA1

Arabic-Islamic Identity Integration

Ensure universities advance modernization while remaining anchored in Qatar's Arabic language, Islamic values, and national identity framework.

Source: Qatar National Vision 2030; Ministry of Education and Higher Education Strategic Plan 2...

NQA2

Global Branch-Campus Ecosystem

Leverage Qatar's transnational higher education ecosystem to deepen global partnerships, imported expertise, and locally relevant world-class provision.

Source: Higher Education in Qatar; Ministry of Education and Higher Education Strategic Plan 2...

NQA3

Qualification Framework & Quality Recognition

Use the National Qualifications Framework and formal recognition mechanisms to align programs, progression routes, and institutional quality across the sector.

Source: National Qualifications Framework (NQF) Qatar; Higher Education in Qatar

NQA4

E-Learning & Digital Transformation

Treat e-learning, digital platforms, and smart educational infrastructure as a strategic pillar of higher education delivery and governance.

Source: Public Education E-Learning & Digital Solutions; Ministry of Education and Higher Education Strategic Plan 2...

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Romania

NRO1

Graduate Employability Alignment

Align academic curricula with national and European labor market needs to ensure graduate employability.

Source: Romanian Education Law No. 1/2011; ARACIS Quality Assurance Framework

NRO2

Romanian Culture & Democratic Values

Generate scientific knowledge, support innovation, and promote Romanian culture and democratic values.

Source: Romanian Education Law No. 1/2011; ARACIS Quality Assurance Framework

NRO3

Bologna Student-Centered Learning

Fully implement Bologna Process principles, focusing on student-centered learning and diploma recognition.

Source: Romanian Education Law No. 1/2011; ARACIS Quality Assurance Framework

NRO4

Anti-Corruption & Academic Integrity

Enforce strict academic standards, combat corruption/plagiarism, and ensure transparent governance.

Source: Romanian Education Law No. 1/2011; ARACIS Quality Assurance Framework

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Russia

NRU1

Eurasian Integration & CIS Academic Leadership

Position Russian universities as intellectual anchors for Eurasian Economic Union and CIS academic networks, building programs in Eurasian governance, SCO cooperation, and post-Soviet regional integration.

Source: Russian Ministry of Science and Higher Education; Eurasian Higher Education Area – EAEU Framework

NRU2

Russian Language & Slavic Civilizational Heritage

Maintain and strengthen Russian as a global language of science and culture, building programs in Russian literature, Slavic linguistics, and the civilizational heritage connecting the Eurasian landmass.

Source: Russian Academy of Sciences (RAS); Pushkin State Russian Language Institute

NRU3

Arctic Development & Northern Resources Science

Leverage Russia's extraordinary Arctic territorial extent to build world-class programs in Arctic ecology, permafrost science, northern logistics, and sustainable development of Siberian and Far Eastern resources.

Source: Russian Arctic National Park – Research; Arctic and Antarctic Research Institute (AARI)

NRU4

Space Sciences & Nuclear Technology Academic Excellence

Maintain Russia's historic leadership in space science, nuclear energy technology, and materials science through specialized university programs that sustain sovereign capabilities in these strategic domains.

Source: Roscosmos – Higher Education Partnerships; National Research Nuclear University MEPhI

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Rwanda

NRW1

Post-Genocide Reconciliation & Transitional Justice Studies

Position Rwanda as the world's foremost academic reference for post-genocide reconciliation, Gacaca community justice, and transitional justice scholarship that contributes to global peacebuilding knowledge.

Source: National Unity and Reconciliation Commission – Rwanda; International Criminal Tribunal for Rwanda (ICTR) – Legacy ...

NRW2

Vision 2050 Knowledge Economy & Tech Hub

Support Rwanda's Vision 2050 ambition to become Africa's technology and services hub by building academic programs in ICT, fintech, drone technology, and innovation ecosystem management.

Source: Rwanda Development Board – ICT Strategy; Kigali Innovation City – Academic Partnerships

NRW3

Kinyarwanda Language & Rwandan Cultural Identity

Develop Kinyarwanda as a full academic language, investing in Rwandan literary scholarship, cultural identity programs, and the preservation of traditional arts that affirm a distinctively Rwandan intellectual identity.

Source: Rwanda Academy of Language and Culture (RALC); University of Rwanda – Arts and Social Sciences

NRW4

Green Economy & Land Management Research

Build academic expertise in land registration, sustainable land use, and green building practices reflecting Rwanda's pioneering environmental governance record and Vision 2050 green economy commitments.

Source: Rwanda Environment Management Authority (REMA); Land Tenure Regularisation Programme – Rwanda

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Saint Kitts and Nevis

NKN1

Medical Education & Health Sciences Export

Develop Saint Kitts and Nevis as a quality offshore medical and health sciences education destination, building on existing infrastructure to serve Caribbean and international student populations.

Source: Saint Kitts and Nevis Ministry of Education; Caribbean Accreditation Authority for Education in Medicine…

NKN2

Sugar Heritage & Post-Colonial Cultural Studies

Develop academic programs in the history of sugar plantation slavery, Kittitian-Nevisian African heritage, and the post-colonial cultural identity of a small island nation that powered global sugar trade.

Source: Museum of Nevis History; Caribbean Studies Association

NKN3

OECS Small State Sustainability Research

Build research capacity in small island sustainable development, OECS governance cooperation, and economic resilience models relevant to the unique challenges of micro-states in the Eastern Caribbean.

Source: OECS – Organisation of Eastern Caribbean States; Commonwealth Small States Centre of Excellence

NKN4

Citizenship Investment Programme & Governance Studies

Develop academic expertise in citizenship-by-investment governance, regulatory frameworks, and economic diplomacy given Saint Kitts and Nevis's pioneering role in establishing the global CBI industry.

Source: Saint Kitts and Nevis Citizenship by Investment Unit; IMF – Caribbean Small States Economic Research

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Saint Lucia

NLC1

Nobel Laureate Legacy & Caribbean Literary Studies

Build on Saint Lucia's extraordinary distinction as home to two Nobel laureates (Derek Walcott, Arthur Lewis) to develop world-class programs in Caribbean literature, economics, and intellectual history.

Source: University of the West Indies Open Campus – Saint Lucia; Derek Walcott Foundation

NLC2

Sustainable Tourism & Heritage Landscape Research

Develop academic expertise in sustainable tourism management, Pitons landscape conservation, and heritage tourism economics given Saint Lucia's UNESCO World Heritage Pitons Management Area.

Source: Saint Lucia National Trust; UNESCO Pitons Management Area

NLC3

Kwéyòl Language & Creole Cultural Identity Studies

Promote Saint Lucian Kwéyòl (French Creole) as an academic language and field of scholarly study, honoring the island's distinctive Franco-British bilingual cultural heritage.

Source: Folk Research Centre Saint Lucia; OECS – Eastern Caribbean Cultural Heritage

NLC4

OECS Blue Economy & Climate Adaptation Research

Develop research programs in blue economy management, coral reef conservation, and climate adaptation relevant to Saint Lucia's small island vulnerability and OECS regional commitments.

Source: OECS – Organisation of Eastern Caribbean States; CDEMA – Caribbean Disaster Emergency Management

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Saint Vincent and the Grenadines

NVG1

La Soufrière Volcano Science & Disaster Resilience

Develop academic programs in volcanic monitoring, disaster risk reduction, and community resilience building drawing on Saint Vincent's repeated devastating experiences with La Soufrière eruptions.

Source: UWI Seismic Research Centre – Eastern Caribbean; CDEMA – Caribbean Disaster Emergency Management Agency

NVG2

Garifuna Heritage & Caribbean Indigenous Studies

Develop academic programs in Garifuna cultural heritage, language, and historical diaspora patterns as a uniquely Caribbean indigenous contribution to global indigenous studies scholarship.

Source: National Garifuna Council; UNESCO Garifuna Intangible Cultural Heritage

NVG3

OECS Blue Economy & Grenadines Marine Research

Build research programs in the extraordinary marine biodiversity of the Grenadines archipelago, sustainable fisheries management, and blue economy governance leveraging one of the Caribbean's richest marine environments.

Source: OECS – Organisation of Eastern Caribbean States; Caribbean Regional Fisheries Mechanism (CRFM)

NVG4

Sustainable Tourism & Sailing Economy Research

Develop academic expertise in sustainable yachting tourism, anchorage ecology, and sailing economy management reflecting Saint Vincent's position at the heart of the Caribbean's premier sailing destination.

Source: Caribbean Tourism Organization – SVG; SVG Tourism Authority

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Samoa

NSAM1

Fa'a Samoa Cultural Heritage & Pacific Identity Studies

Develop academic programs in fa'a Samoa (Samoan way of life), matai (chief) governance systems, oral literature, and Pacific Island cultural identity as distinctive scholarly contributions to Polynesian studies.

Source: National University of Samoa – Pacific Studies; UNESCO Samoa – Intangible Cultural Heritage

NSAM2

Blue Economy & Fisheries Management Research

Build research capacity in sustainable Pacific fisheries governance, Samoa's exclusive economic zone management, and blue economy development given the country's economic dependence on its ocean resources.

Source: Pacific Islands Forum Fisheries Agency (FFA); Pacific Community – Fisheries Division

NSAM3

Climate Adaptation & Pacific Island Resilience

Develop academic programs in climate-resilient agricultural practices, coastal ecosystem protection, and community-based adaptation strategies addressing Samoa's significant vulnerability to cyclones and sea-level rise.

Source: Samoa Meteorology Division – Climate Change; SPREP – Pacific Climate Programme

NSAM4

SIDS Leadership & Pacific Regionalism Studies

Build Samoa's academic leadership on Small Island Developing States policy, Pacific regionalism, and the SAMOA Pathway implementation, making the country a reference point for small state sustainable development scholar…

Source: SAMOA Pathway Implementation – Pacific Islands Forum; Pacific Islands Forum Secretariat

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

San Marino

NSM1

Micro-State Governance & Historical Republic Studies

Develop academic programs in the governance of the world's oldest constitutional republic, studying San Marino's 1,700-year democratic tradition as a unique contribution to global political science.

Source: University of the Republic of San Marino; Istituto per la Storia del Risorgimento Italiano – San Mari...

NSM2

European Integration & Small State Diplomacy

Build academic programs on San Marino's experience navigating European integration, customs union arrangements with Italy, and Council of Europe membership as a deeply encircled micro-state.

Source: San Marino Ministry of Foreign Affairs; Council of Europe – San Marino Country Reports

NSM3

Sammarinese Cultural Heritage & Mount Titano Studies

Develop academic programs in Sammarinese history, UNESCO World Heritage site management for the historic centre and Mount Titano, and the cultural identity of the world's smallest republic.

Source: UNESCO Historic Centre of San Marino and Mount Titano; Museo di Stato San Marino

NSM4

Financial Services & Offshore Economy Regulation

Develop academic expertise in San Marino's financial services sector governance, cross-border banking regulation, and sustainable economic models for an encircled micro-state economy.

Source: Banca Centrale della Repubblica di San Marino; IMF – San Marino Article IV Consultations

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Sao Tome and Principe

NSTP1

Lusophone Atlantic Island Academic Development

Position São Tomé and Príncipe as a Lusophone Atlantic academic hub connecting Portuguese-speaking Africa and Brazil, building programs that leverage the islands' unique geographic and cultural position.

Source: CPLP – Community of Portuguese Language Countries; Universidade de São Tomé e Príncipe

NSTP2

Cocoa Heritage & Agri-Export Economy Research

Develop academic expertise in São Tomé's fine-flavour cocoa heritage, agroforestry shade-grown systems, and fair trade value chains reflecting the islands' historic and reviving role in premium cocoa production.

Source: Associação dos Produtores de Cacau de São Tomé; FAO São Tomé Country Profile

NSTP3

Gulf of Guinea Marine Biodiversity & Ocean Science

Build research capacity in Gulf of Guinea marine biodiversity, deep-sea ecology, and sustainable fisheries management relevant to São Tomé's oceanic island location in one of the Atlantic's richest biological zones.

Source: Commission du Golfe de Guinée; ECCAS – Central African Regional Marine Research

NSTP4

Small Island Sustainability & Climate Resilience

Develop academic programs in small island sustainable development, climate adaptation planning, and renewable energy transition as existential priorities for one of Africa's smallest and most ecologically vulnerable nat…

Source: AOSIS – Alliance of Small Island States; SPREP – African Small Island States Programme

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Saudi Arabia

NSA1

Vision 2030 Workforce Diversification

Cultivate a workforce for the transition from oil-dependent economy to a diversified investment powerhouse.

Source: Saudi Vision 2030; National Transformation Program; Higher Education Strategy 2030

NSA2

Renewable Energy & AI Entrepreneurship

Foster a robust R&D ecosystem in renewable energy, AI, and healthcare, alongside student entrepreneurship.

Source: Saudi Vision 2030; National Transformation Program; Higher Education Strategy 2030

NSA3

Global University Rankings

Significantly improve the global standing of Saudi universities, targeting top global rankings.

Source: Saudi Vision 2030; National Transformation Program; Higher Education Strategy 2030

NSA4

Islamic Values & National Pride

Maintain core Islamic principles and national pride in tandem with global modernization efforts.

Source: Saudi Vision 2030; National Transformation Program; Higher Education Strategy 2030

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Senegal

NSN1

West African Francophone Academic Leadership

Reinforce Dakar's historic role as the intellectual capital of Francophone West Africa, developing world-class programs in African literature, philosophy, and social sciences that serve the entire ECOWAS region.

Source: Université Cheikh Anta Diop de Dakar (UCAD); CODESRIA – Council for the Development of Social Science Re...

NSN2

Teranga Culture & Senegalese Arts Scholarship

Develop academic programs in Senegalese cultural identity — Wolof language and oral traditions, mbalax music, Gorée Island history, and the philosophy of teranga — as globally distinctive scholarly contributions.

Source: IFAN – Fundamental Institute of Black Africa – Dakar; UNESCO Gorée Island World Heritage Site

NSN3

Sahel Governance & West African Security Studies

Build Senegal's academic leadership in Sahel regional governance, ECOWAS security architecture, and West African democratic institution studies leveraging Senegal's record as one of Africa's most stable democracies.

Source: WATHI – West African Think Tank; Kofi Annan International Peacekeeping Training Centre (KAIP...

NSN4

Atlantic Fisheries & Blue Economy Research

Build academic expertise in sustainable Atlantic fisheries governance, ocean economy management, and coastal community development relevant to Senegal's rich fishing grounds and growing blue economy.

Source: Institut Sénégalais de Recherches Agricoles (ISRA) – Fisheries Division; FAO Senegal – Fisheries Country Profile

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Serbia

NSB1

EU Candidate Accession & Western Balkans Leadership

Position Serbia as the intellectual leader of Western Balkans EU accession, building academic programs in European law, institutional reform, and regional governance that serve the entire WB6 community.

Source: Republic of Serbia – Ministry of Education; European Commission – Serbia Progress Report

NSB2

Serbian Language & Orthodox Cultural Heritage

Sustain Serbian as a full language of science and scholarship, developing academic programs in Serbian literature, Cyrillic heritage, Orthodox Christian cultural traditions, and Balkan civilizational studies.

Source: Serbian Academy of Sciences and Arts (SANU); Institute for the Serbian Language – SANU

NSB3

ICT Sector & Software Export Economy Research

Leverage Serbia's rapidly growing ICT export sector and outsourcing hub status to build academic programs in software engineering, digital entrepreneurship, and the economics of technology services exports.

Source: ICT Hub Serbia – Academic Cooperation; Serbian Chamber of Commerce – ICT Research

NSB4

Nikola Tesla Legacy & Engineering Innovation Heritage

Develop academic programs celebrating Serbia's extraordinary contribution to global technology through Nikola Tesla's legacy, building engineering innovation scholarship that connects historical achievement to future re…

Source: Nikola Tesla Museum Belgrade; University of Belgrade – Faculty of Electrical Engineering

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Seychelles

NSC1

Ocean Economy & Blue Carbon Research Hub

Position Seychelles as the Indian Ocean's premier academic hub for blue carbon science, ocean biodiversity, and sustainable fisheries management given its vast exclusive economic zone and extraordinary marine biodiversi…

Source: Seychelles Blue Economy Research Institute (SBERI); Indian Ocean Tuna Commission (IOTC) – Research

NSC2

Creole Language & Multi-Island Cultural Identity

Develop Seychellois Creole (Kreol Seselwa) as a full academic language and invest in programs celebrating the islands' extraordinary Afro-French-Asian cultural synthesis as a model of Indian Ocean multiculturalism.

Source: Kreol Institute – Seychelles; University of Seychelles – Humanities

NSC3

Climate Adaptation & Island Resilience Science

Build research programs in coral bleaching adaptation, sea-level rise mitigation, and climate-resilient infrastructure design addressing Seychelles' existential vulnerability as a low-lying island state.

Source: Seychelles Meteorological Authority; IUCN – Seychelles Conservation Programme

NSC4

Sustainable Tourism & Heritage Conservation Research

Develop academic expertise in sustainable premium ecotourism, UNESCO natural heritage site management, and low-carbon tourism economics reflecting Seychelles' model of high-value, low-impact tourism.

Source: Seychelles Tourism Board – Research; UNESCO Aldabra Atoll – World Heritage Management

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Sierra Leone

NSL1

Post-Conflict Diamond Governance & Resources Management

Build academic expertise in diamond industry regulation, Kimberley Process compliance, and natural resource revenue governance drawing on Sierra Leone's painful history of resource-fuelled conflict.

Source: National Minerals Agency – Sierra Leone; EITI – Sierra Leone Extractive Industries

NSL2

Ebola Recovery & Public Health System Building

Orient university research toward epidemic preparedness, One Health frameworks, and health system resilience drawing on Sierra Leone's devastating but instructive Ebola experience.

Source: Sierra Leone Ministry of Health and Sanitation; WHO Sierra Leone Country Office

NSL3

Krio Language & West African Cultural Heritage

Develop Krio as an academic language and invest in programs celebrating Sierra Leone's distinctive Krio cultural identity, Freetown's abolitionist heritage, and the country's unique role in West African intellectual his…

Source: University of Sierra Leone – Fourah Bay College; ECOWAS – West African Cultural Heritage Programme

NSL4

Governance Reform & Anti-Corruption Capacity Building

Build academic programs in public administration, anti-corruption mechanisms, and transparent governance to support Sierra Leone's long-term institutional development and democratic consolidation.

Source: Anti-Corruption Commission Sierra Leone; UNDP Sierra Leone – Governance Programme

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Singapore

NSG1

AI & Biomedicine Industry Integration

Deeply integrate with industry to drive applied research in AI, biomedicine, and advanced manufacturing.

Source: Singapore Education Statistics Digest; SkillsFuture Framework; MOE University Compacts 2022–2025

NSG2

Elite Global Research Leadership

Maintain status as elite, world-leading institutions producing cutting-edge, high-impact research.

Source: Singapore Education Statistics Digest; SkillsFuture Framework; MOE University Compacts 2022–2025

NSG3

SkillsFuture Lifelong Learning

Function as lifelong learning hubs, providing continuous upskilling under SkillsFuture.

Source: Singapore Education Statistics Digest; SkillsFuture Framework; MOE University Compacts 2022–2025

NSG4

Meritocratic National Cohesion

Provide meritocratic access to high-quality education to ensure social mobility and national identity.

Source: Singapore Education Statistics Digest; SkillsFuture Framework; MOE University Compacts 2022–2025

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Slovakia

NSK1

V4 Regional Cooperation & Central European Integration

Position Slovakia as an active academic contributor to Visegrád Group research, building programs in V4 governance, Central European security, and regional economic integration.

Source: Visegrad Fund – Slovakia Research Grants; Slovak Foreign Policy Association

NSK2

Slovak Language & Central European Cultural Heritage

Protect and develop Slovak as a full academic language, sustaining programs in Slovak literature, folk cultural heritage, and the linguistic traditions of the Western Slavic peoples.

Source: L'udovít Štúr Institute of Linguistics – Slovak Academy of Sciences; Slovak Academy of Sciences

NSK3

Automotive Industry Research & Industry 4.0 Transition

Build academic programs aligned with Slovakia's world-record per-capita automobile production, developing research in autonomous vehicle technology, Industry 4.0, and sustainable manufacturing transformation.

Source: Slovak Automotive Industry Association (ZAP SR); Slovak Centre of Scientific and Technical Information (CVTI...

NSK4

EU Eastern Policy & NATO Security Studies

Develop academic programs in EU eastern neighbourhood policy, NATO security cooperation, and Slovak foreign policy research given Slovakia's strategic position on the EU's eastern border.

Source: Slovak Foreign Policy Association; Centre for European and North Atlantic Affairs (CENAA)

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Slovenia

NSI1

EU-Balkans Bridge & Western Balkans Academic Gateway

Leverage Slovenia's unique position as both an EU member and former Yugoslav republic to build academic programs bridging Western Balkans candidate states with European higher education standards.

Source: University of Ljubljana – International Cooperation; Western Balkans Fund – Academic Relations

NSI2

Slovenian Language & Alpine Slavic Heritage

Protect and develop Slovenian as a small-nation academic language, investing in Slovenian literature, Alpine Slavic linguistic heritage, and the cultural legacy of the Slovenian national awakening.

Source: Slovenian Academy of Sciences and Arts (SAZU); Institute of Slovenian Language Fran Ramovš

NSI3

Green Transition & Circular Economy Leadership

Position Slovenia as a regional leader in green transition research, circular economy innovation, and environmental governance, building academic programs aligned with the European Green Deal.

Source: Slovenian Environment Agency (ARSO); IRENA – Slovenia Renewable Energy Profile

NSI4

Alpine Tourism Sustainability & Mountain Ecology Research

Develop academic programs in sustainable Alpine tourism, mountain biodiversity conservation, and Triglav National Park ecosystem science reflecting Slovenia's extraordinary Alpine heritage.

Source: Triglav National Park – Research Division; EURAC Research – Mountain Research Institute

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Solomon Islands

NSOL1

Melanesian Cultural Heritage & Kastom Studies

Develop academic programs in Solomon Islands kastom (custom) cultural practices, traditional governance systems, and Melanesian oral literature to preserve the extraordinary diversity of the archipelago's 70+ distinct c…

Source: University of the South Pacific – Solomon Islands Campus; Solomon Islands National Museum

NSOL2

WWII Pacific Theater Heritage & War Studies

Develop academic programs in Solomon Islands World War II history — particularly Guadalcanal — as a globally significant contribution to Pacific War studies and battlefield heritage conservation.

Source: Guadalcanal Battlefield Sites Management; Pacific War – Smithsonian Institution Research

NSOL3

Marine Biodiversity & Coral Triangle Conservation

Build research capacity in the extraordinary marine biodiversity of Solomon Islands waters, part of the Coral Triangle, developing world-class programs in reef ecology and sustainable fisheries.

Source: Coral Triangle Initiative – Solomon Islands; WorldFish – Solomon Islands Programme

NSOL4

Pacific Regional Governance & PACER Integration

Develop academic programs in Pacific Island regional governance, PACER Plus trade frameworks, and Melanesian sub-regional cooperation to build local capacity for effective multilateral engagement.

Source: Pacific Islands Forum Secretariat; MSG – Melanesian Spearhead Group

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Somalia

NSO1

Post-State Reconstruction & Governance Capacity Building

Orient Somali higher education entirely toward rebuilding state institutions, training administrators, judges, and security sector professionals needed for sustainable national governance after decades of state collapse.

Source: Federal Government of Somalia – Ministry of Education; UNDP Somalia – Governance Programme

NSO2

Somali Language & Oral Literary Heritage

Develop Somali as a full academic language — one of Africa's richest oral literary traditions — investing in poetry (gabay), prose, and academic publishing that preserves Somali cultural identity under existential press…

Source: Academy of Somali Language and Culture; BBC Somali Service – Oral Heritage Archive

NSO3

Gulf of Aden & Indian Ocean Maritime Security Research

Build academic programs in maritime security, counter-piracy governance, and Indian Ocean fisheries management given Somalia's critical position controlling one of the world's most important shipping lanes.

Source: UNODC – Maritime Crime Programme Somalia; Combined Maritime Forces – Academic Research

NSO4

Diaspora Knowledge Repatriation & Academic Rebuilding

Develop programs to engage Somalia's globally distributed, well-educated diaspora in rebuilding domestic academic institutions, channeling expertise through visiting faculty schemes and distance learning frameworks.

Source: IOM Somalia – Diaspora Programme; UNDP Somalia – Human Development Programme

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

South Africa

NZA1

Post-Apartheid Transformation & Decolonial Studies

Develop South African universities as global centers for post-apartheid institutional transformation research, decolonization of the curriculum scholarship, and African epistemology that challenges Western academic hege…

Source: DHET – Department of Higher Education and Training SA; Council on Higher Education (CHE) South Africa

NZA2

African Renaissance & Continental Leadership

Position South African universities as intellectual anchors of the African Renaissance, building world-class programs in African governance, AU agenda research, and continental development studies.

Source: University of Pretoria – Centre for the Advancement of Scholarship; South African Institute of International Affairs (SAIIA)

NZA3

Biodiversity & Cape Floristic Kingdom Research

Establish South African universities as global leaders in the Cape Floristic Region botanical science, Kruger-to-Canyon biosphere research, and African biodiversity conservation for the continent's most biodiverse natio…

Source: South African National Biodiversity Institute (SANBI); South African National Parks (SANParks) – Research

NZA4

Mining Governance & Just Transition Research Leadership

Develop South Africa as the global intellectual leader on mining economy just transition research, building programs in mineral governance, coal-to-green energy transition, and responsible mining frameworks.

Source: Minerals Council South Africa; Centre for Environmental Rights – South Africa

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

South Sudan

NSS1

Nation-Building & Post-Independence State Formation

Orient South Sudanese higher education toward nation-building fundamentals — constitutional law, public administration, civil service training — for the world's newest nation still building foundational institutions.

Source: University of Juba – Academic Mission; UNDP South Sudan – Governance Programme

NSS2

Nile Basin Ecology & Sudd Wetland Science

Develop academic expertise in the Sudd, one of the world's largest freshwater ecosystems, and Nile Basin ecology as globally significant research contributions from South Sudan's extraordinary natural heritage.

Source: South Sudan Ministry of Environment and Forestry; Ramsar Convention – Sudd Wetland

NSS3

Oil Revenue Governance & Economic Diversification

Build academic capacity in petroleum revenue management, natural resource governance, and economic diversification to help South Sudan avoid the oil curse that has plagued resource-rich post-conflict states.

Source: South Sudan Ministry of Petroleum; Natural Resource Governance Institute – South Sudan

NSS4

Nilotic Cultural Heritage & Indigenous Languages

Develop academic programs preserving South Sudan's extraordinary diversity of Nilotic languages and cultures — Dinka, Nuer, Acholi, and others — as irreplaceable contributions to global linguistic and cultural heritage.

Source: South Sudan Higher Education Council; SIL International – South Sudan Language Programme

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Spain

NES1

Iberian & Mediterranean Academic Leadership

Reinforce Spain's historic role as a leading Mediterranean and Ibero-American academic power, developing research programs in Mediterranean studies, European law, and transatlantic cultural connections.

Source: CRUE – Conference of Rectors of Spanish Universities; Casa de América – Academic Cooperation

NES2

Spanish Language as Global Academic Resource

Position Spain's universities as global centers for Spanish-language scientific publishing, linguistics, and language technology, serving the world's 500+ million Spanish speakers.

Source: Instituto Cervantes – Academic Network; RAE – Real Academia Española

NES3

Renewable Energy & Climate Transition Technology

Leverage Spain's world-leading position in wind and solar energy to build academic excellence in energy transition technologies, green hydrogen, and climate policy research.

Source: CIEMAT – Research Centre for Energy, Environment and Technology; Red Eléctrica de España – Research Division

NES4

Regional Autonomous Academic Pluralism

Respect and preserve Spain's constitutionally recognized linguistic and cultural diversity by supporting Catalan, Basque, Galician, and other regional-language university systems as sources of plural intellectual identi…

Source: Agencia Nacional de Evaluación de la Calidad y Acreditación (ANECA); Generalitat de Catalunya – Higher Education Department

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Sri Lanka

NLK1

Theravada Buddhist Scholarship & Pali Studies

Maintain Sri Lanka's globally unique position as the world's leading centre for Theravada Buddhist scholarship, Pali language studies, and Abhidhamma philosophical traditions.

Source: Postgraduate Institute of Pali and Buddhist Studies – University of Kelaniya; International Association of Buddhist Universities (IABU)

NLK2

Spice Economy & Cinnamon Heritage Research

Develop academic programs in Ceylon cinnamon, tea, and rubber agro-industry research, building scientific expertise that helps Sri Lanka capture greater value from its historic spice and plantation economy.

Source: Sri Lanka Tea Board – Research Division; National Institute of Plantation Management Sri Lanka

NLK3

Indian Ocean Maritime Hub & Port Economy Research

Position Sri Lankan universities as academic leaders in Indian Ocean maritime studies, port logistics, and blue economy management leveraging Colombo's strategic position on global shipping lanes.

Source: Sri Lanka Ports Authority – Research; Indian Ocean Rim Association (IORA) – Academic Network

NLK4

Post-Conflict Reconciliation & Multi-Ethnic Scholarship

Develop academic programs in transitional justice, Tamil-Sinhala reconciliation, and multi-ethnic cultural studies that contribute to durable post-civil war national healing and institutional reform.

Source: Office of National Unity and Reconciliation Sri Lanka; International Centre for Ethnic Studies (ICES) Colombo

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Sudan

NSD1

Nubian Civilization & Ancient Kushite Heritage Studies

Position Sudanese universities as global centers for ancient Nubian civilization, Kushite kingdom, and Meroitic script scholarship, asserting Sudan's unique claim as heir to one of Africa's greatest ancient civilization…

Source: Sudan National Museum – Academic Partnerships; UNESCO Sudan – World Heritage Sites

NSD2

Nile Waters & Transboundary Resource Governance

Build academic expertise in Nile Basin hydrology, transboundary water treaties, and upstream-downstream resource diplomacy relevant to Sudan's central position between Ethiopia's Blue Nile and Egypt's water demand.

Source: Sudan Ministry of Irrigation and Water Resources; Nile Basin Initiative – Sudan Country Programme

NSD3

Post-Conflict Governance & Democratic Transition Studies

Develop academic programs in democratic transition, constitutional design, and post-conflict governance capacity to support Sudan's challenging but critical transition toward civilian democratic rule.

Source: Sudan Transitional Sovereignty Council – Civil Administration; UNDP Sudan – Governance Programme

NSD4

Arabic-African Cultural Bridge & Sahel Scholarship

Develop academic programs that leverage Sudan's unique position as a cultural bridge between the Arab world and Sub-Saharan Africa, building cross-regional scholarship in Sudanese Sufi traditions, cultural history, and …

Source: University of Khartoum – Humanities Faculty; Arab-African Cultural Institute – Sudan

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Suriname

NSR1

Amazon Rainforest Conservation & Carbon Credit Research

Position Suriname as a global academic leader in REDD+ carbon credit governance, Amazon conservation science, and sustainable forest economy given the country's extraordinary 93% forest cover rate.

Source: Foundation for Nature Conservation in Suriname (STINASU); Suriname REDD+ Programme

NSR2

Multicultural Pluralism & Surinamese Identity Studies

Develop academic programs celebrating Suriname's extraordinary ethnic mosaic — Hindustani, Afro-Surinamese (Creole, Maroon), Javanese, Chinese, Indigenous — as a global model of pluralist coexistence.

Source: Anton de Kom University of Suriname; CARICOM – Suriname Cultural Heritage

NSR3

Gold Mining Governance & Artisanal Mining Regulation

Build academic expertise in artisanal small-scale gold mining regulation, mercury contamination mitigation, and responsible extraction governance as major development challenges for Suriname's interior.

Source: Suriname Ministry of Natural Resources; EITI – Suriname Extractive Industries

NSR4

Dutch-Caribbean Academic Bridge & CARICOM Integration

Leverage Suriname's unique Dutch language heritage and CARICOM membership to build academic programs bridging Dutch-speaking Caribbean and English-speaking Caribbean academic communities.

Source: CARICOM – Suriname Academic Relations; Kingdom of the Netherlands – Caribbean Education Cooperation

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Sweden

NSE1

Nordic Sustainability Model & Circular Economy Research

Position Swedish universities as global leaders in circular economy design, life-cycle assessment, and sustainable consumption research that supports Sweden's world-leading environmental governance reputation.

Source: VINNOVA – Swedish Innovation Agency; IVL Swedish Environmental Research Institute

NSE2

Swedish Language & Scandinavian Literary Heritage

Protect and develop Swedish as a full language of science and academic life, maintaining the country's rich literary tradition from Strindberg to the present and sustaining Swedish-language scientific publishing.

Source: Swedish Language Council (Språkrådet); Swedish Academy – Nobel Literature Programme

NSE3

Peace Research, Mediation & Conflict Prevention Studies

Sustain Sweden's global academic leadership in peace research, international mediation, and conflict prevention studies given the country's historic role in international diplomacy and humanitarian action.

Source: Stockholm International Peace Research Institute (SIPRI); Folke Bernadotte Academy – Conflict Prevention

NSE4

Life Sciences & Pharmaceutical Industry Research

Leverage the Gothenburg-Malmö-Stockholm life sciences corridor to build world-class academic programs in pharmaceutical innovation, biomedical research, and medical technology that sustain Sweden's industrial advantage.

Source: SciLifeLab – Swedish National Centre for Molecular Biosciences; Swedish Medtech – Industry Research Cooperation

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Switzerland

NCH1

Federalized Multi-Lingual Academic Excellence

Maintain Switzerland's unique federalized system in which German, French, Italian, and Romansh linguistic communities each sustain high-quality universities with distinct academic cultures.

Source: Swiss Higher Education Act (HFKG); swissuniversities – Swiss Universities Rectors' Conference

NCH2

Dual Track VET-University Integration

Preserve and strengthen Switzerland's globally admired dual-track vocational-academic system that provides seamless pathways between vocational education and university degree programs.

Source: State Secretariat for Education, Research and Innovation – VET Policy; OECD Reviews of Vocational Education and Training – Switzer...

NCH3

International Geneva & Global Diplomacy Hub

Leverage Switzerland's unique position as home to international organizations to build globally distinctive programs in multilateral diplomacy, humanitarian law, and global governance.

Source: Geneva Graduate Institute (IHEID); International Committee of the Red Cross – ICRC Academic Pa...

NCH4

Pharmaceutical & Precision Medicine Industry Leadership

Sustain the world-class academic-industry collaboration between Swiss universities and the global pharmaceutical and life sciences sector centered on Basel and Zurich.

Source: Swiss National Science Foundation (SNSF); scienceindustries – Swiss Chemistry Pharma Biotech Associat...

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Taiwan

NTW1

Semiconductor & Advanced Manufacturing Technology Leadership

Sustain Taiwan's world-leading position in semiconductor design and manufacturing through academic programs that deepen the university-TSMC-industry ecosystem and build the next generation of chip architects.

Source: National Science and Technology Council (NSTC) Taiwan; Taiwan Semiconductor Manufacturing Company (TSMC) – Research

NTW2

Traditional Chinese Culture & Cross-Strait Heritage Steward…

Develop Taiwan's role as steward and innovator of Traditional Chinese cultural heritage — classical literature, calligraphy, traditional arts — building academic programs that advance this civilization's living legacy.

Source: National Palace Museum – Academic Research; Ministry of Culture – Taiwan Cultural Heritage

NTW3

Democratic Governance & Civic Technology Research

Position Taiwanese universities as global centers for democratic institution research, civic technology innovation, and digital democracy experiments given Taiwan's globally recognized democracy in a challenging geopoli…

Source: National Democratic Institute – Taiwan Research; g0v – Taiwan Civic Technology Community

NTW4

Indigenous Austronesian Heritage & Language Revitalization

Develop academic programs in Taiwan's 16 indigenous Austronesian peoples' languages, cultural heritage, and knowledge systems, honoring Taiwan's status as the likely origin point of the entire Austronesian language fami…

Source: Council of Indigenous Peoples – Taiwan; Foundation for Research and Development on Indigenous Langu…

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Syria

NSY1

Post-War Reconstruction Professionals

Train professionals (engineers, doctors) essential for post-war reconstruction of infrastructure and society.

Source: Syrian Higher Education Law No. 6 (2006); Ministry of Higher Education and Scientific Research – Syria

NSY2

Sanctions-Era Scientific Self-Reliance

Conduct scientific research achieving self-sufficiency in agriculture and medicine under international sanctions.

Source: Syrian Higher Education Law No. 6 (2006); Ministry of Higher Education and Scientific Research – Syria

NSY3

Subsidized Public Higher Education

Maintain higher education as a subsidized public good to support social stability and broad access.

Source: Syrian Higher Education Law No. 6 (2006); Ministry of Higher Education and Scientific Research – Syria

NSY4

Arab Nationalism & State Ideology

Promote Arab nationalism, culture, and the ideological values of the state through higher education.

Source: Syrian Higher Education Law No. 6 (2006); Ministry of Higher Education and Scientific Research – Syria

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Tajikistan

NTJ1

Silk Road Heritage & Central Asian Cultural Studies

Position Tajikistan as a global center for Silk Road civilization studies, Persian-Tajik classical literary heritage, and the Sogdian civilization's contributions to the ancient world's greatest trade network.

Source: National Academy of Sciences of Tajikistan; UNESCO Central Asia – Silk Road Programme

NTJ2

Pamir Mountain Ecology & Glacier Science

Develop academic expertise in Pamir and Karakoram glaciology, high-altitude ecology, and the 'Third Pole' water tower science given Tajikistan's position as host to more glaciers than any country outside the polar regio…

Source: Central Asian Institute for Applied Geosciences (CAIAG); ICIMOD – Mountain Development Research

NTJ3

Tajik Language & Persian Classical Literary Tradition

Develop Tajik as a full academic language and invest in programs celebrating the extraordinary Persian classical literary tradition — Rumi, Rudaki, Avicenna — as a heritage shared with Tajikistan's civilizational legacy.

Source: Tajik National University – Humanities; Institute of Language and Literature – Tajikistan

NTJ4

Water Resources Diplomacy & Central Asian Hydrology

Build academic programs in Central Asian water diplomacy, Amu Darya basin governance, and hydroelectric energy development leveraging Tajikistan's position as the origin of 60% of Central Asia's freshwater.

Source: International Fund for Saving the Aral Sea (IFAS); UN Special Programme for the Economies of Central Asia (SPE…

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Tanzania

NTZ1

East African Tourism & Wildlife Economy Research

Develop academic programs in sustainable safari tourism management, Serengeti and Kilimanjaro conservation science, and wildlife economy research given Tanzania's position as Africa's premier wildlife tourism destinatio…

Source: Tanzania National Parks (TANAPA) – Research Division; African Wildlife Foundation – Tanzania Programme

NTZ2

Swahili Language & East African Civilizational Studies

Build on Tanzania's role as the birthplace and heartland of Swahili to develop global academic leadership in Swahili linguistics, Swahili Coast maritime heritage, and East African civilizational studies.

Source: Institute of Kiswahili Research – University of Dar es Salaam; BAKITA – Swahili Language Council

NTZ3

Critical Minerals & Tanzanite Economy Research

Develop academic expertise in Tanzanian mineral governance — gold, tanzanite, nickel, graphite — building local scholarly capacity to support responsible extraction and value-added processing.

Source: Tanzania Minerals Audit Agency (TMAA); EITI – Tanzania Extractive Industries

NTZ4

Zanzibar Heritage & Spice Island Studies

Develop academic programs in Zanzibar's extraordinary multicultural heritage — Omani Arab, Persian, African, and Indian Ocean trade route history — as globally distinctive contributions to maritime civilizational schola…

Source: Zanzibar Department of Antiquities – Stone Town; UNESCO Stone Town of Zanzibar World Heritage

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Thailand

NTH1

BCG Economy & Thailand 4.0

Produce high-skilled talent and research for the Bio-Circular-Green economy and advanced technology sectors.

Source: Thailand Higher Education Act B.E. 2562 (2019); National HESI Policy Plan 2020–2027

NTH2

Research Commercialization & Startups

Bridge the gap between academic research and commercial application, fostering startup ecosystems.

Source: Thailand Higher Education Act B.E. 2562 (2019); National HESI Policy Plan 2020–2027

NTH3

Aging Population Upskilling

Adapt to an aging population by offering flexible learning pathways and workforce reskilling programs.

Source: Thailand Higher Education Act B.E. 2562 (2019); National HESI Policy Plan 2020–2027

NTH4

University Mission Differentiation

Differentiate universities into strategic tracks (global research, regional development) to optimize resources.

Source: Thailand Higher Education Act B.E. 2562 (2019); National HESI Policy Plan 2020–2027

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

The Gambia

NGA1

Critical Skills Gap Filling

Address severe national skills gaps by producing qualified teachers, healthcare professionals, and administrators.

Source: The Gambia National Development Plan 2018–2021; Ministry of Higher Education – The Gambia

NGA2

Agriculture & Public Health Development

Align educational outcomes with development goals focusing on agriculture, public health, and infrastructure.

Source: The Gambia National Development Plan 2018–2021; Ministry of Higher Education – The Gambia

NGA3

Rural & Female Tertiary Access

Increase the transition rate to tertiary education, ensuring equitable access for rural and female students.

Source: The Gambia National Development Plan 2018–2021; Ministry of Higher Education – The Gambia

NGA4

Food Security & Climate Research

Conduct localized research for evidence-based solutions for food security and climate change adaptation.

Source: The Gambia National Development Plan 2018–2021; Ministry of Higher Education – The Gambia

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Timor-Leste

NTL1

Post-Independence Nation-Building & State Capacity

Orient Timorese higher education toward building state capacity, legal institution development, and public administration training as fundamental priorities for one of the world's youngest independent nations.

Source: Universidade Nacional Timor Lorosa'e (UNTL); UNDP Timor-Leste – Governance Programme

NTL2

Tetum & Multilingual Heritage Studies

Develop Tetum as a full academic language alongside Portuguese, investing in Timorese linguistic heritage, traditional lulik sacred knowledge systems, and the oral literary traditions of the Austronesian peoples of Timo…

Source: Instituto Nacional de Linguística – Timor-Leste; UNESCO Timor-Leste – Language in Education

NTL3

Petroleum Fund Governance & Post-Oil Transition

Build academic expertise in sovereign wealth fund management, petroleum revenue governance, and economic diversification beyond oil given Timor-Leste's Petroleum Fund as its near-total economic lifeline.

Source: Timor-Leste Petroleum Fund – Transparency; Natural Resource Governance Institute – Timor-Leste

NTL4

Coral Triangle Marine Science & Blue Economy

Develop academic programs in Coral Triangle marine biodiversity, sustainable fisheries, and blue economy governance given Timor-Leste's extraordinary marine environment in the world's most biodiverse ocean region.

Source: Coral Triangle Initiative – Timor-Leste; Rare Conservation – Timor-Leste Marine Programme

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Togo

NTG1

West African Maritime Trade & Port Economy Research

Develop academic programs in maritime trade logistics, port economy management, and West African transit commerce leveraging Lomé's position as one of the deepest natural harbours in West Africa.

Source: Port Autonome de Lomé – Research Division; ECOWAS – West African Trade Facilitation

NTG2

Voodoo Cultural Heritage & West African Spiritual Studies

Develop rigorous academic programs in Voodoo spiritual traditions, West African religious philosophy, and the cultural heritage of Togo's diverse ethnic communities as a globally distinctive scholarly contribution.

Source: Musée National du Togo; UNESCO Togo – Intangible Cultural Heritage

NTG3

Phosphate Economy & Agricultural Input Research

Build academic expertise in phosphate geology, fertilizer production, and agricultural value chain research given Togo's significant phosphate reserves and their potential to drive regional agricultural productivity.

Source: OTP – Office Togolais des Phosphates; IITA – International Institute of Tropical Agriculture – To...

NTG4

ECOWAS Integration & Francophone West African Governance

Develop academic programs in ECOWAS regional integration, Francophone West African governance, and regional public administration to build local policy expertise for continental development challenges.

Source: ECOWAS Commission – Research and Education; Université de Lomé – Political Science Faculty

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Tonga

NTO1

Pacific Kingdom Heritage & Tongan Cultural Identity

Develop academic programs in Tongan traditional governance (Tu'i Tonga dynasty), kava ceremony culture, Polynesian navigation heritage, and the cultural identity of the Pacific's only remaining monarchy.

Source: University of the South Pacific – Tonga Campus; Tonga Ministry of Education and Training

NTO2

Climate Resilience & Sea Level Adaptation Research

Build Tongan academic contributions to atoll climate science, community-based adaptation strategies, and Pacific climate justice advocacy given Tonga's extreme vulnerability as a low-lying island archipelago.

Source: SPREP – Pacific Climate Adaptation; AOSIS – Alliance of Small Island States

NTO3

Pacific Fisheries & Blue Economy Governance

Develop research capacity in sustainable Pacific tuna fisheries management, exclusive economic zone governance, and blue economy development essential to Tonga's ocean-dependent economy.

Source: Pacific Islands Forum Fisheries Agency (FFA); Pacific Community (SPC) – Ocean Resources Division

NTO4

Polynesian Language Preservation & Pacific Heritage Studies

Develop Tongan language preservation programs, invest in Polynesian oral literature scholarship, and build academic infrastructure to sustain the intellectual life of a micro-state under emigration pressure.

Source: Pacific Community – Language and Culture Programme; UNESCO Pacific Cultural Intangible Heritage

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Trinidad and Tobago

NTT1

Caribbean Energy Transition & LNG Governance

Build academic programs in energy transition governance, LNG export economics, and post-hydrocarbon economic diversification given Trinidad and Tobago's status as the Caribbean's major energy producer.

Source: Ministry of Energy and Energy Industries – T&T; Natural Resource Governance Institute – Caribbean

NTT2

Carnival Culture & Creative Economy Research

Develop academic programs in Carnival performance studies, soca and steelpan music economics, and creative economy development reflecting Trinidad's globally influential carnival cultural tradition.

Source: National Carnival Commission of Trinidad and Tobago; University of the West Indies St. Augustine – Creative Arts

NTT3

Caribbean Financial Services & Offshore Governance

Build world-class academic programs in Caribbean financial services regulation, offshore economy governance, and regional banking supervision as Trinidad remains the Caribbean's premier financial services hub.

Source: Central Bank of Trinidad and Tobago; Caribbean Financial Action Task Force (CFATF)

NTT4

Indo-Caribbean Heritage & Diaspora Cultural Studies

Develop academic programs in Indo-Caribbean cultural identity, indentured labor history, and the complex multicultural synthesis of African and Indian heritages that defines Trinidadian society.

Source: University of the West Indies – Institute of Caribbean Studies; Caribbean Studies Association

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Tunisia

NTN1

Arab Spring Democratic Transition Scholarship

Position Tunisian universities as global centers for Arab democratic transition studies, constitutional reform research, and civic society scholarship drawing on Tunisia's unique but fragile democratic experience.

Source: Instance Nationale pour la Réforme de l'Information et de la Communication (INR...; Carnegie Endowment – Arab Democratic Transitions Research

NTN2

Carthaginian Heritage & North African Classical Studies

Develop Tunisian universities as leaders in Carthaginian civilization studies, Roman North African archaeology, and Islamic Aghlabid heritage, asserting Tunisia's place at the Mediterranean's ancient crossroads.

Source: Institut National du Patrimoine (INP) Tunisia; UNESCO Carthage World Heritage Site

NTN3

Mediterranean Connection & EU Partnership Studies

Build academic programs in Euro-Mediterranean partnership studies, Euromed Higher Education cooperation, and North Africa-EU relations research that reflect Tunisia's deep integration with European academic systems.

Source: Anna Lindh Foundation – Euro-Mediterranean Dialogue; European Institute of the Mediterranean (IEMed)

NTN4

Desert Ecology & Saharan Science Research

Build academic expertise in Saharan desert ecology, oasis sustainability, and arid-zone agricultural science relevant to Tunisia's southern Saharan territories and increasing desertification pressures.

Source: Institut des Régions Arides (IRA) Tunisia; OSS – Sahara and Sahel Observatory

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Turkey

NTR1

Defense & Manufacturing Industry Links

Tightly link academic research with the defense, manufacturing, and tech sectors to reduce foreign dependency.

Source: Turkish Higher Education Law No. 2547; YÖK Strategic Plan 2019–2023; 11th Development Plan

NTR2

Research University Differentiation

Implement structural reforms to differentiate university missions, establishing designated 'Research Universities.'

Source: Turkish Higher Education Law No. 2547; YÖK Strategic Plan 2019–2023; 11th Development Plan

NTR3

Regional International Education Hub

Transform Turkey into an international education hub for regional students and improve research visibility.

Source: Turkish Higher Education Law No. 2547; YÖK Strategic Plan 2019–2023; 11th Development Plan

NTR4

Republican Foundational Principles

Educate students in alignment with the republic's foundational principles, national culture, and civic duties.

Source: Turkish Higher Education Law No. 2547; YÖK Strategic Plan 2019–2023; 11th Development Plan

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Turkmenistan

NTM1

Silk Road Heritage & Margiana Civilization Studies

Develop academic programs in Turkmenistan's extraordinary archaeological heritage — ancient Merv, Margiana Bronze Age civilization, Parthian Empire — positioning the country as a Central Asian cultural studies hub.

Source: Turkmenistan Ministry of Culture – Heritage Division; UNESCO Ancient Merv World Heritage Site

NTM2

Natural Gas Economy & Post-Carbon Transition Research

Build academic expertise in natural gas governance, energy export dependency reduction, and post-carbon economic transition given Turkmenistan's world-record fourth-largest natural gas reserves.

Source: Turkmengaz State Concern – Research Division; IEA – Central Asia Energy Outlook

NTM3

Turkmen Language & Oghuz Cultural Heritage

Develop Turkmen as a full academic language and invest in programs preserving Oghuz Turkic literary heritage, classical Magtymguly poetry, and nomadic pastoral cultural traditions.

Source: Magtymguly Turkmen State University; International Organization of Turkic Culture (TURKSOY)

NTM4

Caspian Sea Ecology & Environmental Governance

Build academic programs in Caspian Sea environmental science, sturgeon conservation, and transboundary ecological governance given Turkmenistan's Caspian coastline and the sea's extreme environmental pressures.

Source: Caspian Environment Programme (CEP); Regional Environmental Centre for Central Asia (CAREC)

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Tuvalu

NTV1

Climate Emergency & National Survival Research

Position Tuvalu as the world's most urgent academic voice on climate-driven national extinction, developing research programs on the legal and ethical dimensions of a state that may cease to exist as land territory.

Source: Tuvalu National Climate Change Policy; AOSIS – Alliance of Small Island States

NTV2

Digital Nation & Legal Identity Innovation

Support Tuvalu's pioneering initiative to establish itself as the world's first digital nation — maintaining legal sovereignty, citizenship, and cultural identity in digital form regardless of physical territory.

Source: Tuvalu Government – Digital Nation Initiative; Commonwealth Secretariat – Small States Programme

NTV3

Tuvaluan Language & Polynesian Cultural Heritage

Develop Tuvaluan language preservation programs, invest in oral literature and traditional navigation knowledge documentation, and build academic infrastructure that sustains cultural identity under existential threat.

Source: University of the South Pacific – Tuvalu Campus; Pacific Community – Languages Programme

NTV4

SIDS Policy Leadership & Climate Justice Advocacy

Build Tuvalu's academic leadership on Small Island Developing States policy, climate finance mechanisms, and international climate justice law as existential necessity and global public good.

Source: Pacific Islands Forum – Climate Policy; UNFCCC – Loss and Damage Mechanism Research

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

UAE

NUE1

Post-Oil Knowledge Economy

Equip citizens with advanced skills (AI, space sciences, renewable energy) for a post-oil diversified economy.

Source: UAE National Strategy for Higher Education 2030; UAE Vision 2071; Ministry of Education UAE

NUE2

Global Innovation Hub Ecosystem

Foster a dynamic R&D and entrepreneurship ecosystem, partnering with global tech companies and elite universities.

Source: UAE National Strategy for Higher Education 2030; UAE Vision 2071; Ministry of Education UAE

NUE3

Emiratization & Leadership Development

Prepare Emirati nationals for leadership and highly technical roles in both public and private sectors.

Source: UAE National Strategy for Higher Education 2030; UAE Vision 2071; Ministry of Education UAE

NUE4

National Strategy 2030 Implementation

Implement the National Strategy for Higher Education 2030 to respond to rapid global technological shifts.

Source: UAE National Strategy for Higher Education 2030; UAE Vision 2071; Ministry of Education UAE

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

USA

NUS1

Labor Market & Democratic Citizenship

Prepare graduates for the labor market and civic life, strengthening democratic values and employability.

Source: Higher Education Act (HEA); Bayh-Dole Act; NSF Authorization; U.S. DOE Strategic Plan 2022–2026

NUS2

Research Commercialization Backbone

Act as the backbone of the national research enterprise, advancing discoveries into commercial innovation.

Source: Higher Education Act (HEA); Bayh-Dole Act; NSF Authorization; U.S. DOE Strategic Plan 2022–2026

NUS3

Civil Rights & Inclusive Environments

Expand higher education access for underserved populations, upholding civil rights and inclusive environments.

Source: Higher Education Act (HEA); Bayh-Dole Act; NSF Authorization; U.S. DOE Strategic Plan 2022–2026

NUS4

National Security & Community Anchoring

Support strategic defense sectors while acting as anchor institutions to address community challenges.

Source: Higher Education Act (HEA); Bayh-Dole Act; NSF Authorization; U.S. DOE Strategic Plan 2022–2026

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Uganda

NUG1

East African Community Leadership & Pan-African Studies

Position Uganda as an intellectual hub of East African Community integration, building academic programs in EAC governance, African Union policy, and East African regional development studies.

Source: EAC – East African Community – Academic Relations; Makerere University – Social Sciences Faculty

NUG2

Nile Source & Freshwater Ecology Research

Develop academic expertise in Lake Victoria ecology, Nile source hydrology, and freshwater conservation science given Uganda's position as home to the world's largest tropical lake and the source of the White Nile.

Source: Victoria and Albert Nile Research Programme – Uganda; Lake Victoria Basin Commission (LVBC) – EAC

NUG3

Mountain Gorilla Conservation & Ecotourism Research

Establish Uganda as a global academic leader in great ape conservation, mountain gorilla behavioural science, and high-value ecotourism management given Uganda's world-renowned gorilla trekking heritage.

Source: Uganda Wildlife Authority (UWA) – Research Division; Dian Fossey Gorilla Fund – Uganda Research

NUG4

Museveni-Era Political Economy & African Development Studies

Build academic programs in Uganda's political economy, African development state models, and governance scholarship that engage critically with Uganda's complex development trajectory over four decades.

Source: Economic Policy Research Centre (EPRC) – Uganda; African Development Bank – Uganda Country Strategy

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Ukraine

NUA1

Wartime Knowledge Preservation & Academic Continuity

Develop systems and policies for preserving Ukrainian scholarly output, protecting archives, and maintaining academic continuity during wartime as a fundamental act of national cultural survival.

Source: Ukrainian Ministry of Education and Science; EUA – European University Association – Ukraine Support

NUA2

Ukrainian Language & National Identity Scholarship

Strengthen Ukrainian as the primary language of academic life, building programs in Ukrainian literature, national history, and cultural identity scholarship as core components of wartime national resilience.

Source: National Academy of Sciences of Ukraine; Taras Shevchenko National University of Kyiv

NUA3

EU Integration & Post-War Reconstruction Studies

Develop academic programs in EU accession law, post-war reconstruction governance, and European integration economics to prepare Ukraine for the massive institutional transformation required for EU membership.

Source: Ukraine EU Accession Programme; European University Association – Ukraine Reconstruction

NUA4

Black Sea Ecology & Maritime Heritage Studies

Build academic programs in Black Sea marine ecology, Ukrainian maritime history, and coastal cultural heritage as contributions to regional environmental science and civilizational scholarship.

Source: Odesa National University – Marine Sciences; Black Sea Commission – Environmental Research

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

United Kingdom

NUK1

Global University Rankings & Soft Power Leadership

Sustain the UK's position hosting several of the world's top-ranked universities as a strategic national asset for soft power, international influence, and knowledge diplomacy.

Source: UK Research and Innovation (UKRI) Strategy; Universities UK – Strategy for International Engagement

NUK2

Post-Brexit Global Britain Academic Partnerships

Strategically rebuild and redirect international academic partnerships following Brexit, including Horizon Europe participation, Commonwealth academic networks, and bilateral agreements with emerging economies.

Source: UK Government International Education Strategy; British Council – Higher Education Partnerships

NUK3

Commonwealth & Anglophone Academic Leadership

Reinvigorate Commonwealth academic networks, shared qualifications frameworks, and multilateral research partnerships that position the UK as the intellectual anchor of the global Anglophone academic community.

Source: Association of Commonwealth Universities (ACU); Commonwealth Scholarship Commission

NUK4

Devolved Nations' Higher Education Diversity

Recognize and sustain the distinct higher education systems of Scotland, Wales, and Northern Ireland as a source of institutional diversity, policy experimentation, and national cultural identity within the UK.

Source: Scottish Funding Council; Higher Education Funding Council for Wales (HEFCW)

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Uruguay

NUY1

Montevideo Protocol & South American Integration

Build academic programs in MERCOSUR integration law, Southern Cone economic governance, and South American diplomatic history leveraging Uruguay's historic role as regional broker and MERCOSUR Secretariat host.

Source: Secretaría del MERCOSUR – Academic Research; Universidad de la República – Social Sciences

NUY2

Renewable Energy Transition & Smart Grid Research

Sustain Uruguay's world-leading achievement of 97%+ renewable electricity generation through academic programs in energy transition policy, smart grid management, and green hydrogen development.

Source: UTE – Administración Nacional de Usinas y Trasmisiones Eléctricas; International Renewable Energy Agency (IRENA) – Uruguay Pro...

NUY3

Gaucho Cultural Heritage & Rioplatense Identity Studies

Develop academic programs in Uruguayan gaucho cultural heritage, Rioplatense identity, tango origins, and the distinctive national literature from Artigas to Onetti as contributions to Latin American cultural scholarshi...

Source: Ministerio de Educación y Cultura Uruguay; CLAEH – Latin American Centre of Human Economy

NUY4

Agri-Genomics & Precision Agriculture Research

Build world-class academic programs in cattle genomics, precision agriculture, and sustainable agri-food system design reflecting Uruguay's position as one of the world's highest per-capita beef exporters.

Source: Instituto Nacional de Investigación Agropecuaria (INIA) Uruguay; CGIAR – Uruguay Agricultural Research Cooperation

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Uzbekistan

NUZ1

Credit-Module International Standards

Transition the higher education system to international standards, implementing the credit-module system.

Source: Presidential Decree on Higher Education Reform (2019); Ministry of Higher Education, Science and Innovation – Uzbe...

NUZ2

Real Economy & Industrialization Alignment

Link curriculum development directly with the needs of the real economy and national industrialization goals.

Source: Presidential Decree on Higher Education Reform (2019); Ministry of Higher Education, Science and Innovation – Uzbe...

NUZ3

Digital Education Integration

Integrate advanced digital technologies into university management and distance learning platforms.

Source: Presidential Decree on Higher Education Reform (2019); Ministry of Higher Education, Science and Innovation – Uzbe...

NUZ4

Anti-Corruption & Merit-Based Autonomy

Increase academic/financial independence while rooting out corruption to ensure merit-based systems.

Source: Presidential Decree on Higher Education Reform (2019); Ministry of Higher Education, Science and Innovation – Uzbe...

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Vanuatu

NVU1

Melanesian Kastom & Ni-Vanuatu Cultural Heritage

Develop academic programs in Vanuatu's extraordinary kastom cultural diversity, including graded society systems, traditional land governance, sand drawing, and the ritual practices of 80+ distinct cultural groups.

Source: Vanuatu Cultural Centre; UNESCO Vanuatu Sand Drawings – Intangible Heritage

NVU2

Pacific Island Languages & Linguistic Diversity Research

Develop research programs in Vanuatu's remarkable linguistic diversity — 110+ indigenous languages in a population of 300,000 — making it the world's most linguistically diverse nation per capita.

Source: Vanuatu Ministry of Education and Training; SIL International – Vanuatu Language Programme

NVU3

Climate Resilience & Cyclone Adaptation Science

Build research capacity in cyclone disaster risk reduction, climate adaptation for archipelago communities, and sustainable development planning given Vanuatu's frequent cyclone strikes and high climate vulnerability.

Source: Vanuatu Meteorology and Geo-Hazards Department; SPREP – Pacific Disaster Risk Reduction

NVU4

MSG Regional Governance & Melanesian Integration Studies

Develop academic programs in Melanesian Spearhead Group governance, Pacific sub-regional integration, and Melanesian political philosophy as a distinctively Ni-Vanuatu academic contribution.

Source: Melanesian Spearhead Group (MSG) Secretariat; University of the South Pacific – Emalus Campus Vanuatu

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Vatican City

NVA1

Catholic Theological Heritage & Biblical Scholarship

Maintain the Vatican's incomparable position as the global center of Catholic theological scholarship, patristic studies, and Biblical archaeology, developing academic programs that advance the world's oldest scholarly …

Source: Pontifical Biblical Institute – Rome; Pontificia Università Gregoriana

NVA2

Vatican Archives & Historical Document Research

Develop academic programs in Vatican Secret Archives research, Church history documentation, and diplomatic history leveraging the Vatican's unmatched collection of historical records spanning 12 centuries.

Source: Archivio Apostolico Vaticano; Scuola Vaticana di Paleografia, Diplomatica e Archivistica

NVA3

Catholic Social Teaching & Global Ethics Research

Develop academic programs in Catholic Social Teaching, integral ecology, and global ethics as distinctive Vatican contributions to international policy discourse on poverty, development, and environmental justice.

Source: Pontifical Academy of Social Sciences; Dicastery for Promoting Integral Human Development

NVA4

Vatican Art, Architecture & Sacred Heritage Stewardship

Position Vatican academic institutions as global centers for the stewardship, conservation, and scholarly study of the world's greatest concentration of artistic and architectural heritage.

Source: Vatican Museums – Academic Research Division; Pontifical Commission for Sacred Archaeology

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Venezuela

NVE1

Orinoco Basin Biodiversity & Tepui Science

Position Venezuelan universities as global leaders in Orinoco River Basin ecology, tepui (tabletop mountain) endemic biology, and Amazonian-Orinoconian biodiversity science despite political and economic constraints.

Source: Instituto Venezolano de Investigaciones Científicas (IVIC); Wildlife Conservation Society Venezuela Programme

NVE2

Bolivarian Political Thought & Latin American Left Studies

Develop academic programs in Bolivarian revolutionary thought, Latin American leftist political theory, and the history of Venezuelan socialism as distinctive contributions to Latin American political science.

Source: Universidad Central de Venezuela (UCV) – Political Studies; CLACSO – Latin American Social Sciences Council

NVE3

Oil Industry History & Post-Petroleum Economy Research

Build academic expertise in Venezuelan petroleum history, OPEC founding history, and economic diversification pathways for a country that was once Latin America's wealthiest and most petroleum-dependent economy.

Source: PDVSA – Petróleos de Venezuela Research Division; OPEC – Venezuela Country Archive

NVE4

Spanish-American Colonial Heritage & Simón Bolívar Studies

Develop world-class academic programs on Simón Bolívar's political legacy, the Spanish American independence movement, and Venezuela's profound contribution to Latin American civilizational identity.

Source: Casa Natal del Libertador – Caracas; Fundación Venezolana para el Avance de la Ciencia (FUDECI)

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Vietnam

NVN1

Socialist Market Economy Workforce

Cultivate a highly skilled workforce to drive the socialist-oriented market economy and digital transformation.

Source: Vietnam Law on Higher Education (2018, amended 2019); Higher Education Development Strategy 2021–2030

NVN2

Socio-Economic Applied Research

Advance scientific research closely linked to the practical socio-economic needs of the country.

Source: Vietnam Law on Higher Education (2018, amended 2019); Higher Education Development Strategy 2021–2030

NVN3

International Standards & Global Rankings

Enhance global cooperation, align academic standards internationally, and improve global ranking.

Source: Vietnam Law on Higher Education (2018, amended 2019); Higher Education Development Strategy 2021–2030

NVN4

Patriotism & Political Awareness

Instill political awareness, patriotism, and social responsibility in alignment with national values.

Source: Vietnam Law on Higher Education (2018, amended 2019); Higher Education Development Strategy 2021–2030

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Yemen

NYE1

Post-War Reconstruction & State Capacity Rebuilding

Orient Yemeni higher education toward urgent reconstruction needs — training engineers, doctors, administrators, and legal professionals — as an act of national survival during and after one of the world's worst humanit…

Source: Yemeni Ministry of Higher Education and Scientific Research; UNESCO Yemen – Education in Emergencies

NYE2

Ancient Civilizations – Saba & Hadramawt Heritage Studies

Develop academic programs in Yemen's extraordinary ancient civilizations — the Queen of Sheba's Sabaean Kingdom, Hadramawt's towered cities, and the Frankincense Trail — as globally irreplaceable archaeological heritage.

Source: General Organization of Antiquities and Museums – Yemen; UNESCO Yemen World Heritage Sites

NYE3

Arabic Islamic Scholarship & Zaydi-Sunni Intellectual Herit…

Develop academic programs in Yemen's profound Islamic scholarly tradition — Zaydi jurisprudence, classical Arabic linguistic heritage, and the medieval Islamic academic excellence of Zabid — as irreplaceable global cont…

Source: Zaydi Islamic Research Institute – Yemen; UNESCO Historic Town of Zabid

NYE4

Diaspora Knowledge Networks & Academic Reconstruction

Develop programs to engage Yemen's globally distributed academic diaspora, bringing expertise back through distance education, collaborative research, and virtual faculty programs to sustain higher education during conf…

Source: IOM Yemen – Diaspora Programme; UNDP Yemen – Human Development

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Zambia

NZM1

Copper Belt Economy & Critical Minerals Governance

Build academic expertise in Zambia's Copper Belt governance, cobalt and critical minerals value chains, and responsible extraction frameworks positioning Zambia as a thought leader on Africa's critical minerals debate.

Source: Zambia Extractive Industries Transparency Initiative (ZEITI); Zambia Chamber of Mines

NZM2

Zambezi River & Victoria Falls Conservation Research

Develop academic programs in Zambezi River ecology, Victoria Falls world heritage management, and Southern African transboundary water governance given Zambia's extraordinary natural heritage assets.

Source: Zambezi Watercourse Commission (ZAMCOM); UNESCO Victoria Falls World Heritage Site

NZM3

Zambian Languages & Bantu Linguistic Heritage

Develop academic programs in Zambia's 73 Bantu languages, particularly Nyanja, Bemba, and Tonga, building Zambian linguistic scholarship that affirms a richly multilingual national academic identity.

Source: University of Zambia – Zambian Languages Department; ACALAN – African Academy of Languages

NZM4

SADC Integration & Southern African Development Studies

Build academic programs in SADC regional integration, Southern African economic development, and Zambia's role as a continental crossroads connecting eight neighbouring countries.

Source: SADC – Southern African Development Community; African Development Bank – Zambia Country Strategy

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Zimbabwe

NZW1

Land Reform Legacy & Agricultural Resilience Research

Develop academic programs that rigorously engage with Zimbabwe's land reform legacy, building agricultural systems research, land tenure scholarship, and sustainable farming models for a post-reform rural economy.

Source: University of Zimbabwe – Agricultural Sciences; Zimbabwe Farmers Union – Research

NZW2

Great Zimbabwe Civilization & African Heritage Studies

Position Zimbabwean universities as global leaders in Great Zimbabwe civilization research, Iron Age African archaeological science, and Shona cultural heritage as uniquely African contributions to global history.

Source: National Museums and Monuments Zimbabwe; UNESCO Great Zimbabwe National Monument

NZW3

Zimbabwean Cultural Resilience & Arts Heritage

Develop academic programs in Zimbabwe's extraordinary cultural output — Shona stone sculpture, mbira music, Ndebele visual art — as globally recognized contributions to contemporary African artistic heritage.

Source: National Gallery of Zimbabwe; Zimbabwe Association of Community Theatre (ZACT)

NZW4

SADC Integration & Governance Reform Studies

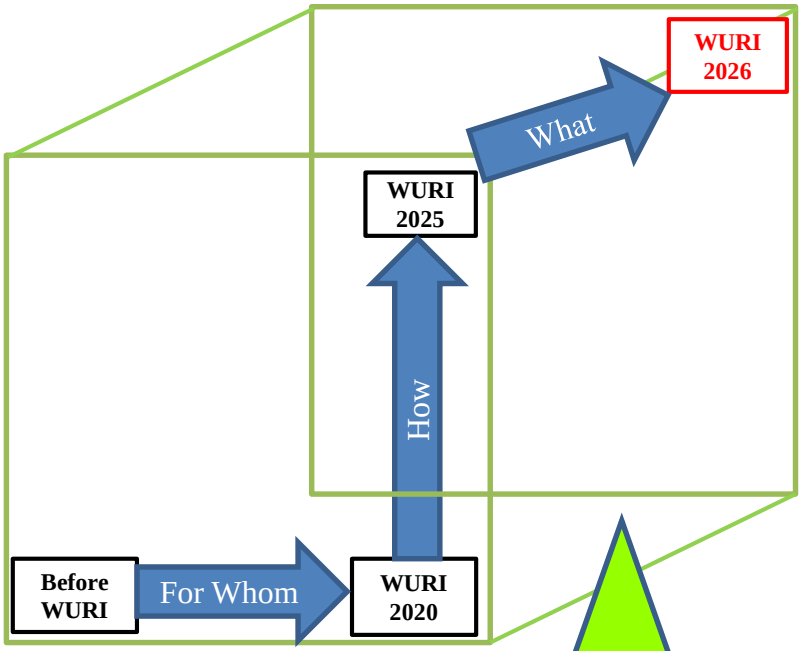
Build academic programs in SADC regional integration, governance reform pathways, and post-crisis institution building drawing on Zimbabwe's own experience of economic collapse and painstaking recovery.

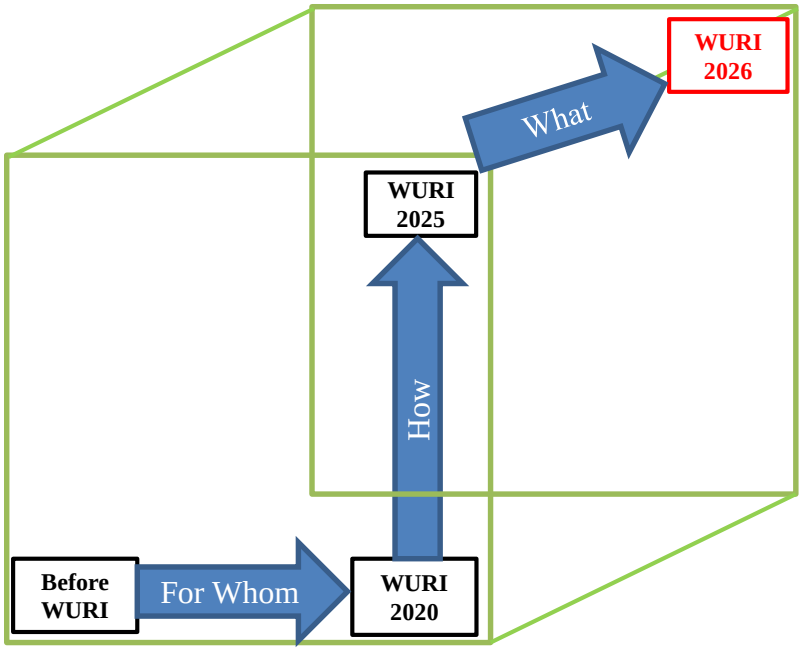
Source: SADC – Southern African Development Community; African Development Bank – Zimbabwe Strategy

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

2027-3: The Fourth Axis Innovation on "With Whom to Innovate?"

For Whom → How → What → With Whom to Innovate





With Whom (National and ...vernment, University Federations, and Partner Universities)

National & Local Governments

Inter-Governmental Organizations

University Federations

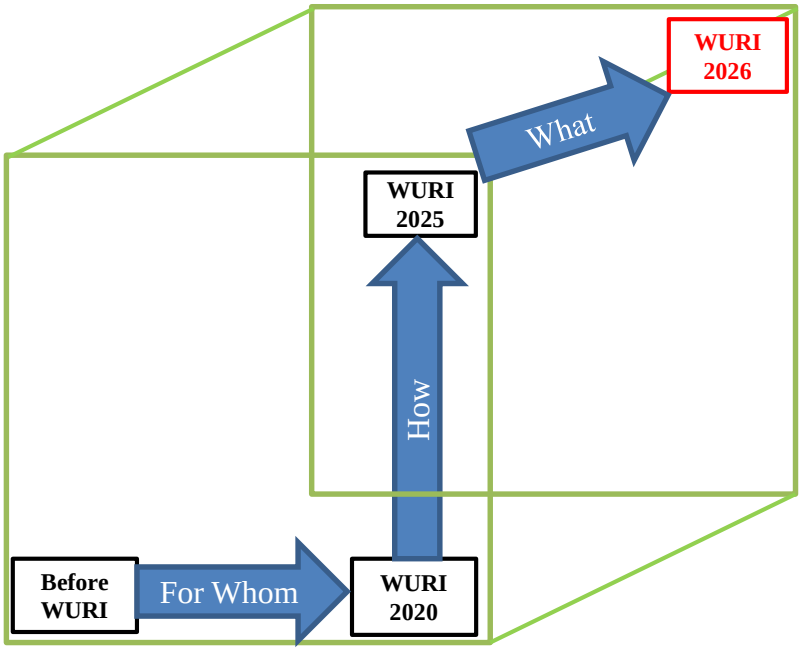
Partner Universities

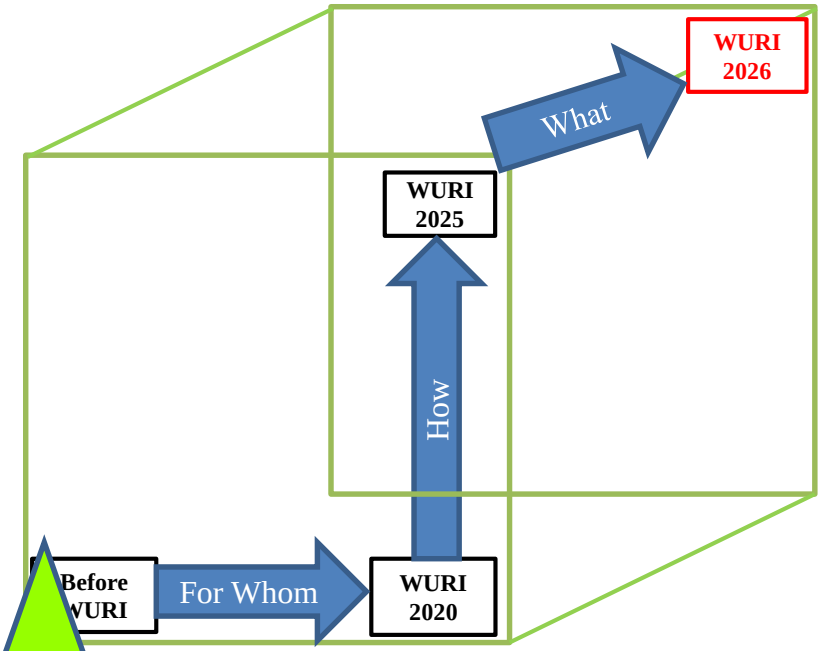
Table 9: Planned training beneficiary by strategic objective

Strategic objective	Planned training beneficiaries
SO1 - Individuals are equipped with the capacities to advance multilateral diplomacy, public sector performance and SDGs	21,577
SO2 - Institutions in developing countries are strengthened to accelerate the achievement of the 2030 Agenda for Sustainable Development and implement the Pact for the Future	165,049
SO3 - Countries have strengthened capacities to meet their learning needs and cultivate lasting impact	106,667
SO4 - Quality and effectiveness of UN capacity-building efforts are enhanced through shared-learning platforms, best practices and research	1,275

2027-3: The Fourth Axis Innovation on "With Whom to Innovate?"

For Whom → How → What → With Whom to Innovate





With Whom (National and Local Government, Uni derations, and Partner Universities)

National & Local Governments

Inter-Governmental Organizations

University Federations

Partner Universities

HLU-set objectives of HLU's member universities

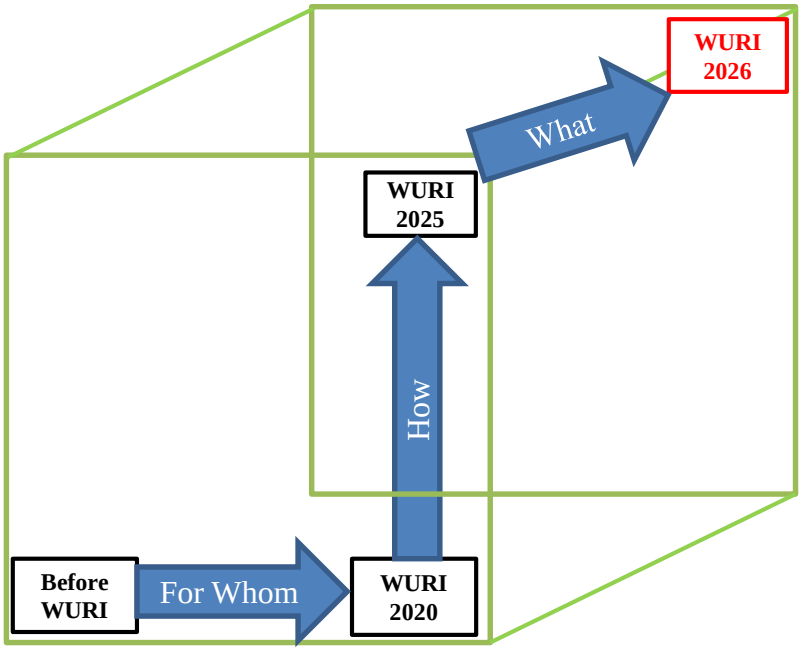
1) **Knowledge Sharing:** To promote sharing and exchanging useful and worthwhile information, publications, and materials encourage the shared values of HLU members.
2) **Academic Convening:** To arrange for conferences, seminars, workshops, consultation, lectures, and programs of similar nature among the members.
3) **Mobility & Exchange:** To promote and facilitate exchange of faculty, staff and students among the members, and with other institutions of higher learning.
4) **Cooperative Research & Impact:** To foster cooperative research projects, service learning projects, quality assurance projects, and other related activities.
5) **Capacity Development:** To encourage and support faculty and staff development.
6) **Collective Advancement:** To undertake any other objectives of a similar nature as may be demanded by the needs of the members.

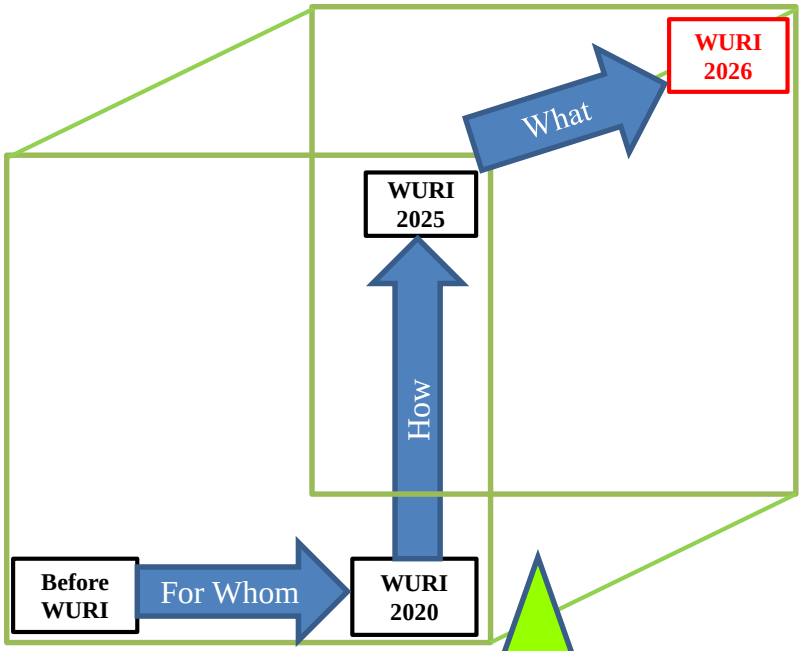
AUAP-set objectives of AUAP's member universities

1) **Quality-Driven Innovation:** To promote a culture of quality and innovation in higher education, research and service to the community.
2) **Cultural Diversity for Peace & Development:** To preserve and enhance the values and cultural diversity of Asia, the Pacific and other regions of the world towards better understanding, cooperation, and equality for socio-economic development and universal peace.
3) **Multi-Stakeholder Engagement:** To engage with stakeholders of the higher education and other organizations to further the objectives of AUAP.
4) **Strategic Organizational Collaboration:** To cooperate, where appropriate, with other organizations whose objects are similar to those of AUAP.

2027-3: The Fourth Axis Innovation on "With Whom to Innovate?"

For Whom → How → What → With Whom to Innovate





With Whom (National and Local Government, University Federations, and Part ies)

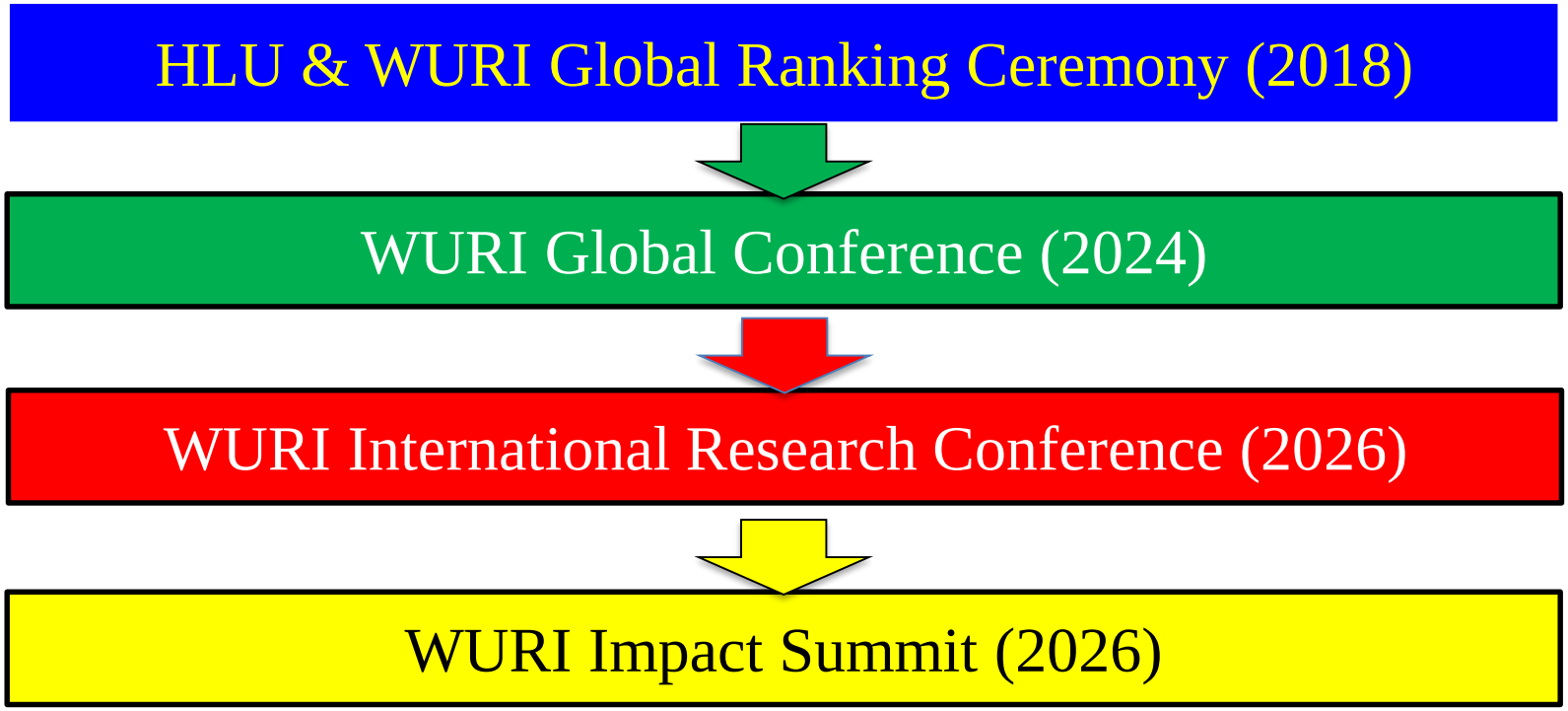
National & Local Governments

Inter-Governmental Organizations

University Federations

Partner Universities

Expansion of the HLU into WURI Meetings




HLU 6TH HLU ANNUAL CONFERENCE
WURI 2026
2026 HLU Annual Conference
& WURI Global Rankings Ceremony
6-8 May 2026
National Chi Nan University
Taiwan
Hosted by National Chi Nan University
Organized by the Hanseatic League of Universities
and the World University Rankings for Innovation Foundation
Co-organized by the Association of Universities of Asia and the Pacific
國立暨南國際大學
National Chi Nan University

Today's Agenda: Innovations of WURI in 2027

1. With Whom to Innovate" as the Fourth Axis---WURI Impact Summit

2. Accreditation of Universities & Validation of Programs

3. Start-up Encouraged

WURI as an Innovator of University Rankings

(2020)

1. Any universities working hard can be at the Top.→ Rebellion with WURI
2. Statistics out, innovative cases in→ Evaluating not the past but the future
3. Cross-evaluation by participating presidents→ Learning-based ranking

(2021~2025)

1. Case writing by customers→ User-centric ranking
2. Encouraging many cases to submit→ From innovation follower to innovation driver
3. Professors actively in writing cases→ Research papers and academic journals

(2026)

1. Adding the third axis of "What to Innovate"→ 3 axes with 24 categories
2. In search of representative research projects (C1)→ Torchlight effect
3. Decentralized ranking→ Rankings by 8 Offices and 24 Majors

(2027)

1. Adding the fourth axis of "With Whom to Innovate"→ 4th axis with 8 more categories
2. From continuous numbers to discrete numbers→ Accreditation & Validation
3. Encouraging start-up efforts→ Start-up Encouraged

2027-2: Accreditation of the "World Innovative University"

- The certificate for accreditation is titled "World Innovative University Accreditation (WIUA)".
- The WIUA certificate recognizes universities that demonstrate exceptional breadth, depth, and integrity of innovation across academic, research, and societal domains.
- To apply for WIUA, a university must meet the following criteria:

① Breadth of Innovation: The university must have submitted cases of innovation in at least 16 out of the 24 innovation categories during the 2025-2027 evaluation period.

② Depth of Recognition: At least 6 of those cases must rank within the top 100 globally in their respective categories during 2025-2027.

③ Independent Inspection: The university must successfully complete an on-site inspection conducted by two inspectors—each a current or former university president with at least two years of experience as a WURI case evaluator. The host university shall cover the inspectors' travel and accommodation expenses.

- The WIUA Certificate is valid for a period of three years from the date of issuance.
- Comprehensive procedures and detailed evaluation processes for WIUA accreditation will be formally announced in 2026.

2027-2: Validation of the "SDG & ESG-Based Innovation Project"

- The validation program is titled "SDG & ESG-Based Innovation Validation (SEIV)".
- The SEIV certificate recognizes universities that have meaningful contributions to the achievement of the United Nations' Sustainable Development Goals (SDGs) and the advancement of ESG (Environmental, Social, and Governance) principles.

A8. SDG- and ESG-Based Responses to Past and Present Global Challenges
(Revised from A8 in 2025)

This innovative project/program showcases how the university can help the global community solve the past and present challenges through the United Nations' 17 Sustainable Development Goals (SDGs) and the Environmental, Social, and Governance (ESG) principles into their education, research, and community engagement to advance sustainability, inclusion, and ethical responsibility. By promoting climate action, social equity, and transparent governance, the university plays a vital role in creating a more sustainable and just world. (We encourage the global community to prepare the cases in their real names.)

2027-2: Validation of the "SDG & ESG-Based Innovation Project"

- To apply for WIUA, a university must meet the following criteria:

① Breadth of Innovation: The university must have submitted at least 3 cases of innovation in Category 8 (SDG & ESG-Based Responses to Past and Present Global Challenges) consecutively during the 2025-2027 evaluation period.

② Depth of Recognition: At least 1 of those cases must rank within the top 100 globally in Category 8 during 2025-2027.

③ Independent Inspection: The university must successfully complete an on-site inspection of the SDG & ESG-Based Innovation Projects conducted by an inspector who is jointly nominated by UNITAR and WURI Foundation from among the experts in SDG and ESG fields. The inspector's travel and accommodation expenses shall be covered by the host university.

- The SEIV Certificate is valid for a period of three years from the date of issuance.
- Comprehensive procedures and detailed evaluation processes for SEIV validation will be formally announced in 2026.

2027-2: Validation of the "SDG & ESG-Based Innovation Project"

- Evaluation Criteria

1) Verification of Academic Rigor and Educational Soundness

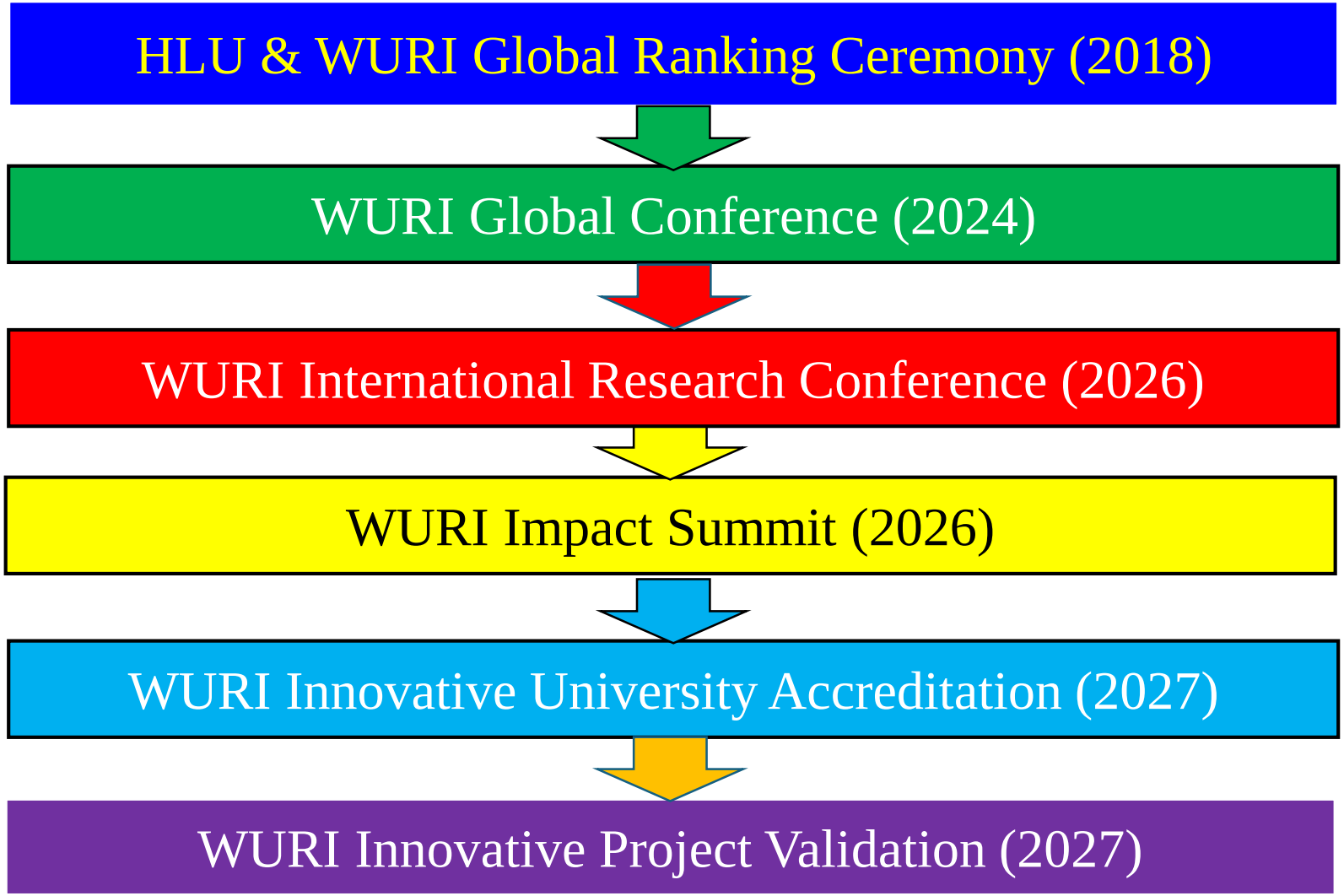
- Confirm that the SDG & ESG-Based Innovation Projects are grounded in robust academic methodology, sound research design, and effective teaching practices.
- Ensure that reported processes and results are accurate, credible, and aligned with established standards.

2) Validation of Innovation Performance and Social Impact

- Assess whether the the SDG & ESG-Based Innovation Projects generate measurable and meaningful outcomes in sustainability, inclusiveness, and societal transformation.
- Evaluate the extent to which innovations achieve their intended purposes and create lasting positive impact.

3) The university must pass both verification process and validation process in order to receive the SEIV Certificate

Expansion of the HLU into WURI Meetings



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Today's Agenda: Innovations of WURI in 2027

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2028-3: Start-up Encouraged

Commercialization

C7. University-Based Entrepreneurial Projects
(New in 2026)

This innovative project/program assesses entrepreneurial ventures led or initiated by the university that translates ideas into business impact. It includes start-up incubation, licensing, investment initiatives, and entrepreneurship education programs.

C8. Financial Impact-Driven Tech Transfer
(New in 2026)

This innovative project/program evaluates technology transfer efforts in terms of profitability, while continuing to recognize their broader social and environmental value. It prioritizes "Tech for Good" cases in which technologies grounded in public value also pursue strong and sustainable commercial returns.

2028-3: Start-up Encouraged

Today's Start-up Projects

Startup A: LucasMeta (Hye-won Han)

Startup B: Huemone Lab (Hyun-Sang Cho)

Startup C: Kiga (Young-Mi Seo)

Startup D: Aptimizer (Professor Hun-Seok Oh)

Startup E: Hakutaku.AI (Raduan Muarrek) from Inteli

Startup F: FutureRISE AI (Jezreel Larry Caunca)

2028-3: Start-up Encouraged

Who should become entrepreneurial?

1. Professors
2. Students
3. Staff persons

2028-3: Start-up Encouraged

The roles of universities and presidents/professors/staff

1. As an investor
2. As a program co-developer
3. As a local marketing agent
4. As a customer

Future Annual Conferences of HLU

2018: The First AC at HUAS in the Netherlands, Europe

2019: The Second AC at INU in Korea, Asia

2020~2022: No AC due to Covid-19

2023: The Third AC at FGCU in USA, North America

2024: The Fourth AC at FUS in Switzerland, Europe

2025: The Fifth AC at NOrSU in the Philippines, Asia

2026: The Sixth AC at NCNU in Taiwan, Asia

2027: The Seventh AC at BUC in Egypt, Africa

2028: The Eighth AC at Inteli in Brazil, South America

2029: The Ninth AC at aSSIST U in Korea, Asia

2030: ?

Host Universities for WURI-related Events

Year	**WURI Ranking Release** **Hanseatic League of Universities & WURI Global Ranking Ceremony** **(Spring-early Summer)**	**Universities' Real Impact upon 196 Nations' Governmental Goals** **WURI Impact Summit** **(Summer)**	**Global Cross-Learning and Networking** **WURI Global Conference** **(Autumn)**	**Research & Sharing** **WURI International Research Conference & URFK** **(Winter)**
2018	Groningen, Netherlands Hanze University of Appied Science			
2019	Incheon, Korea, Incheon NU (July 5-7)			
2023	Fort Myers, USA, Florida GCU (May 15-17)		-	-
2024	Lugano, Switzerland Franklin University Switzerland (Jun 6-7)		Seoul, Korea aSSIST University (Sep 24-26)	-
2025	Dumaguete, Philippines Negros Oriental State University (July 9-11)		Busan, Korea Tong Myeong University (Sep 24-26)	-
2026	Taiwan National Chee-Nan University (May 6-8)	AUAP-WURI Impact Summit: Arnoma Grand Bangkok Hotel, Thailand (July 9-10)	Deggendorf, Germany Deggendorf IT (Sep 23-25)	Manila, Philippines University of Makati (Nov 18-20)
2027	Cairo, Egypt Badr University of Cairo (May 5-7)	Jakarta, Indonesia University of Indonesia & Asia Cyber University	San Francisco, USA Minerva University (Sep 22-24)	Bangalore, India Christ University (Nov 17-19)
2028	Sao Paulo, Brazil, Inteli (May)		Quito, Ecuador, UIDE (Sep 20-22)	Maloro, Philippines Balacan State U
2029	Seoul, Korea, aSSIST University (May)			