

## 1. Features of Graduate School

The following Mission Statement of the Graduate School of International Development, Nagoya University explains its features and principles.

### 1) Human Resource Development in the Fields of International Development and Cooperation

One of the fundamental educational objectives of Nagoya University is to cultivate “courageous intellectuals”. To accomplish this, the Graduate School of International Development (GSID) is developing human resources which will take an active role in the field of international development and cooperation in the future, while emphasizing the importance of practical education for its students.

### 2) The Creation of Original Models

In carrying out academic research, GSID promotes the principles of cross-cultural understanding and mutual understanding among peoples. Furthermore, it doesn't adhere to Western development models, but conducts leading and innovative research that is reflected in GSID's curriculum and instruction. In the fields of international development and cooperation, GSID utilizes Japan's development experience to pursue development that meets the realities of developing countries.

### 3) Networking Center

GSID promotes the formation of international networks among various academic and research institutions related to international development, cooperation and communication, and it also plays an important role as a national and international center in these fields.

## 2. Features and Curriculum of Program

### International Development and Cooperation Course

The Department of International Development Cooperation Studies of the Graduate School of International Development (GSID) at Nagoya University offer a graduate program in international development and cooperation. The graduate program aims at equipping graduate students with knowledge of a wide range of development issues pertaining to developing countries and the practices of international development cooperation (i.e., development literacy), and capabilities and skills to contribute to solving such development issues (i.e., professional minimums).

The Course has the following key features:

The goal is to train future development professionals by imparting knowledge and understanding of the realities of the development world, and by providing them with skills and competence so as to work not only in organizations, both bilateral and multilateral, concerning international development and cooperation, but also in a variety of related professional fields. Thus, it draws on a conceptual model of T-shape education, which stresses breadth of knowledge and

understanding of development issues (i.e., development literacy) and depth of knowledge in one's chosen field of specialization.

The "development literacy" component of the courses provides students with basic knowledge of development studies, which is interdisciplinary in nature, through courses such as Introduction to International Development. Drawing on Japanese Development Experience, it provides alternative perspectives which differ from the conventional development theories developed largely on the Western model of development.

The field of development studies is concerned with many dimensions of development such as economic development, poverty alleviation, social development and human development. It entails a close praxis between theories and practices, as the objects of research lie in the realities of developing countries, and the results of research must also be fed into practices. Therefore, the Course places strong emphasis on (1) fieldwork in developing countries, (2) exchange with scholars, development professionals and students from developing countries, (3) reflective education directly linked with development practices, and (4) overseas training and internships.

Half of GSID students are international students. Many students come to GSID with work experience in government organizations, the private sectors, and NGOs. Many of the faculty have work experience with Japanese or international development organizations, and some are engaged in development projects as part of ODA. At GSID, education and research are carried out through dynamic interactions among scholars and students from both developing and developed countries, and many development practitioners. The medium of teaching is mainly English, and students may complete their programs using English only.

With respect to the course's "professional minimum" component, 5 programs are offered, after completing the development literacy component. These five programs are: Program in Economic Development Policy and Management (EDP&M), Program in Peace and Governance, Program in Education and Human Resource Development, Program in Inclusive Society and State, Program in Poverty and Social Policy.

In these five specialized programs, students take a variety of subjects based on relevant disciplines, and deepen knowledge in their chosen field of specialization through participating in weekly seminars and writing master's theses. This program structure will enable students to acquire both breadth and depth of understanding on development issues, with abilities to work competently in their respective fields as specialists, and to flexibly adapt to related professional fields. The features of each program are as follows:

### **(1) Program in Economic Development Policy and Management (EDP&M)**

The EDP&M program deals with the issues/topics pertaining to economic development that constitute the core of socio-economic development. This program trains students to become career development economists or otherwise experts in economic development who can contribute to poverty reduction through economic growth via increased income and employment creation. Facing the multi-dimensional development problems of the 21st century, development economists who are well versed in New Political Economy—a fusion of politics, economics, and culture—are needed. Economists should consider both traditional and new agents in development, socio-economic institutions and embedded culture in a comprehensive manner so as to effectively situate economic development in a broad context of socio-economic development. With the former Rural and Regional Development Management Program merging into this program starting in April 2018, the program contains rural/agricultural development as one of the key focal areas. In addition to the basic subjects for economic development such as Development Economics, Development Macroeconomics, Development Microeconomics and Statistics/Econometrics, the EDP&M program offers the following focal areas while preparing students for their professional careers: Poverty-Growth-Inequality Triangle, Globalization and Development, Rural Economics/Development, Industrial Development, Tourism Economics/Development, Development Finance and Public Financial Management, among other related areas. In pursuing teaching/research in these focal areas, the program stresses the importance of creating an optimal mix of ideas/concepts, theoretical frameworks, case studies, field works, and rigorous qualitative/quantitative analyses for us to support evidence-based policy making and execution. The EDP&M program also possesses a global network of development policy makers, practitioners and researchers consisting of our program alumni and collaborating researchers/practitioners, for us to tap into their accumulated knowledge/experience in managing economic development.

### **(2) Program in Peace and Governance**

The fact that the international community does not have any central government regulating actors, actions and their relations requires a study on how to establish, maintain and activate governance to tackle with global agenda such as peace, human security and development. This program will place main focus on peace issues among contemporary international challenges in the world. It deals with root causes of conflicts, reconstruction assistance to post-conflict societies, and other issues such as refugees and human rights. However, it will not lose sight of the governance system in the international and domestic context studying the changing circumstances of the international society. It offers as main subjects: “Peacebuilding,” “Security Studies,” “Global Governance,” “International Politics,” “the Law of the United Nations,” “International Cooperation Law,” “International Economic Law” and “Multinational Corporations and International Law.”

### **(3) Program in Education and Human Resource Development**

This program deals with issues related to educational development at the global, national, and local levels. Specifically, the classes will provide students with perspectives on analyzing the latest discussion on Sustainable Development Goals (SDGs) and other education-related global initiatives; theories on education, human resource development, and international development; and issues on specific aspects of education in and outside of schools. The master's program aims at developing professionals who will be involved in educational and human resource development practices in developing countries, the global development community, and in Japan. The doctoral program will train highly-level specialists at international development organizations as well as researchers at universities and research organizations within and outside of Japan.

### **(4) Program in Inclusive Society and State**

The Inclusive Society and State Program aims to produce professionals who comprehend the changing roles of state and civil society in the twenty first century and contribute to uplift lives of the marginalized people to realize fair, open and inclusive society and state. The concept of “inclusive” signifies the norm that development and growth must be fair and open to anyone. Contrary to the ideal, however, many people have been marginalized or excluded by the existing social order and legal framework for unjustifiable reasons such as class, gender, sexuality, ethnicity, race, religion and so on. On the other hand, those people and voluntary organizations have fought to improve their situations in search of better society without inequality and injustice. This program trains students to critically and deeply analyze such dynamic processes of dominance, resistance and cooperation over construction of better social order, legal frameworks and state policies, with the interdisciplinary perspectives which includes law, political science, sociology, anthropology and history.

### **(5) Program in Poverty and Social Policy**

This program is intended to train future development professionals in understanding global debates concerning poverty and development.

Poverty in the context of international development has conventionally been associated with rural areas of developing countries. In more recent years, however, poverty is increasingly prevalent in urban areas of developing countries as well as in developed countries. As the context of poverty changes, our understanding of policy response to it should also change. The program focuses on poverty-related issues facing different peoples and societies around the globe to inform policy debates in international development studies. It also examines the historical evolution of development theory and practice and explores new frontiers of development.

