

Graduate Programs on International Development and/or Cooperation in Japan: Past, Present and Future Prospects

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1. Introduction

In this paper we observe the current state of major graduate programs on international development and/or international cooperation studies in Japan focussing on their characteristics and curricula and suggest some future desirable directions for these schools.

While since 1991 Japan has been the top donor country in the world in terms of total amount of ODA, there has not been a concomitant increase in the number of professionals working in the development field. There are many places for them to work for international development and/or cooperation ranging from some representative international organizations to some volunteer organizations or even to individual levels. Even though, some international organizations are the places where more Japanese professionals should work; it is sometimes teasingly told that "*Nihon wa kane wa dasu ga hito wa dasanai*" (Japan supplies funds but not personnel). For example, among some 4,600 regular employees at the World Bank as of November 30, 1998, the number of Japanese nationalities is 121, which occupies only 2.6 % of the total employees (See Table 1). At the United Nations Secretariat, the number of Japanese employees is 104 out of total number of 2,400 as of June 30, 1998, which constitutes only 4.3 % (See Table 2).

1) I should appreciate the people and institutions that helped me to collect information on the graduate schools and international organizations, on which I have mentioned in this paper. My special thanks should go to each graduate school, the Foundation for Advanced Studies on International Development (FASID), the World Bank (Tokyo Office), the Center of Human Affairs for International Organizations of the Ministry of Foreign Affairs, in addition to the Science and International Affairs Bureau of *Monbusho*. The former version of this paper was presented at an International Conference on Promoting New Exchange in Higher Education for the 21st Century at Waseda University (March 23, 1999), at a Workshop on Higher Education at Victoria University of Wellington (May 26, 1999) and at APEC Study Center Consortium Conference at University of Auckland (June 1, 1999). I would like to thank Ippei Yamazawa (Hitotsubashi), Shinjiro Hagiwara (Yokohama), Yoshiaki Abe (Waseda), Medhi Krongkaew (Thamassat), John McKay (Monash) and Arthur Grimes (Victoria) for their comments and suggestions. All opinions and possible remaining errors in this paper of course attribute the author.

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In reality, the Japanese government and nation as taxpayers want to supply personnel but cannot send many right persons to such international organizations mainly because the higher education system in Japan lacked to produce qualified personnel suitable to required professional activities. In order to help relieve this prolonged background and problem, some national, local public and private universities have created related graduate schools.

Among them, some graduate schools train mainly Japanese nationals, while others admit foreign enrollments even more number than Japanese. Although their weights are different from school to school, both Japanese and foreign students are usually admitted to enter. Also, those with past or current working experiences are usually encouraged to apply.

Japanese ODA has played an important role particularly in the area of infrastructure building and rural development in developing countries. Accordingly, graduates from engineering and agricultural schools were most demanded and played important roles in development assistance. But, in recent years social development including HRD has become to be recognized as the most important area to which Japan should pay attention.

Even in the 1980's some universities tried to establish such graduate courses as to contribute to produce internationally helpful professionals with multi-disciplinary knowledge but mainly from a social science perspective. Actually private universities took initiatives first. The International University of Japan (IUI) was founded in 1982 with support of Japan's industrial world. Following IUI, many private universities have opened new schools or faculties (both at undergraduate and graduate levels) of international studies: they are not necessarily focussing on international development and/or co-operation. I cannot list up all related schools of private universities here, but it is true that all of the ASC member institutions including Waseda, Keio, Ritsumeikan Universities have their own very unique internationally oriented graduate schools. Also, the Institute of Developing Economies created a unique school of advanced training in development studies (IDEAS) in 1990 and educated about 200 Japanese and foreign students so far.

For national universities, the *Monbusho* also supported to create some new

graduate schools for the above-mentioned particular purpose after 1990, reflecting the strong needs for internationally oriented professionals. In the following we will introduce and discuss relatively big (in terms of number of students) such graduate schools.

2. Graduate Schools at National Universities

Even before the 1990's, some national universities had graduate schools that paid particular attention to international development. Most big national universities have some international subjects in their regular graduate schools of economics, business administration and/or law. But, Saitama University's Graduate School of Policy Sciences and Yokohama National University's Graduate School of International and Business Law and its Graduate School of International Development have had their long tradition of more concentration on development both for civil servants and foreign students. At this moment, however, these graduate schools have been moving to their new venture stages.

The Saitama's Graduate School has become an independent National Graduate Institute for Policy Studies (GRIPS), which will receive the first year Master's students in the academic year of 2,000. This institution is expected to serve as a center of consortium of related graduate schools of Japan. They put importance on the project-type research units including such projects as policy information, aging society, international relations, science-technology policy and culture-education policy. There are about 35 full-time faculty members with various backgrounds and 6 visiting professors. The number of students per year for Masters is 62 and the one for Doctors is 17²⁾.

The Yokohama's Graduate Schools have been integrated with other existing Masters programs of Economics and Business Administration into the International Graduate School of Social Sciences in April 1999. Its Doctors program consists of four Departments, International Development, Global Economy, Business System and International Business Law. Among them, the Department of International Development, which consists of three chairs, primarily aims to grow high-qualified professionals who will play important roles in international organizations or in developing countries. Their research and education concerned with international development cover economic policy,

2) At the time of my writing this paper it is reported that GRIPS will open a new (or renewed) graduate program on international development and cooperation starting in April, 2,000. All courses will be taught in English and about a half of instructors will be practical professionals.

management strategy, cooperation system, cross-cultural exchange, communication and information processing.

There are two other unique graduate schools: one is at Tsukuba and another is at Osaka. Tsukuba University's Graduate School of International Political Economy (GSIPE) was created under the background that international politics and international economics have in recent years been merged together in some cases as an independent subject of international relations. The program is very interdisciplinary but focuses particularly on the intersection between broadly defined international politics and international economics. The school also attracts many foreign students.

Osaka University's Osaka School of International Public Policy (OSIPP) was created in 1994 following the long tradition of graduate program of public policy, which originally belonged to the Faculty of Economics. It consists of Department of International Public Policy and Department of Comparative Public Policy. One of the characteristics of the School is flexibility in its organization and curriculum. For example, a student can choose a supervisor(s) from either Department. The faculty members are consisting of scholars mainly of law, political sciences and economics.

I will below focus on other three graduate schools just because they were created by the same reason as I have discussed above and also because they are relatively bigger than the above-mentioned schools in terms of students' enrolment. These are the ones at Nagoya, Kobe and Hiroshima Universities, respectively. Early in the 1990's, after some years' discussions and negotiations among Universities and the related ministries (the *Monbusho*, MOFA and MOF), the new "independent" (which means that they have no undergraduate programs) graduate schools of international development and/or cooperation studies were created to supply high-qualified international professionals. Recently, the University Council of Japan submitted a report, which will give a big impact on future reforms in the higher education system in Japan. Without saying that it is good or bad, it proposes, among others, to create some graduate schools to supply high-qualified practical professionals. It should be noted that these three graduate schools were created just for that purpose.

2 - 1. Graduate School of International Development, Nagoya University

The School (GSID) was instituted in 1991 first only as a Master's program in International Development. In the following years, a Master's programs in International Cooperation Studies and in International Communication were established consecutively.

Now, Doctor's Programs in all these Departments have been completed. Every year 64 for the Master's programs and 32 for Doctor's programs are admitted.

GSID has four main features according to their bulletin: First, they undertake research and education conducive to the promotion of sound development, and promote international cooperation required for it, emphasizing economic, educational, political, administrative, linguistic and cross-cultural dimensions. Second, they make full use of actual development experiences being registered in the Asia-Pacific region, so as to ensure real-world orientation in carrying out the tasks mentioned above. Third, they are innovative in designing educational curricula, fully incorporating academic knowledge and fieldwork experiences. Fourth, they promote formation of a network among international, national and local institutions engaged in the Third World development, so as to perform international clearing-house functions in the near future.

GSID puts importance on its own overseas fieldwork program. The main objectives of the program is to provide the participating students with an opportunity to tackle development-related questions facing the realities of developing countries and to undertake research using English as working language.

The Department of International Development consists of three principal chairs (*kikan koza*), i.e., Development Planning, Development Management and Educational Development, and three cooperative chairs (*kyoryoku koza*), i.e., Development Policy, Managerial Economics of Development and History of Education. The Department of International Cooperation Studies consists of three principal chairs, i.e., Legal System of International Cooperation, International Cooperation Policy and Social Changes, and two cooperative chairs, i.e., Comparative Study of Legal and Political Systems and International Cultural Cooperation. Finally, the Department of International Communication consists of two principal chairs, i.e., International Communication and International Linguistic and Cultural Information Systems, and three cooperative chairs, i.e., Linguistic Education, International Languages and Cultures and Communication

Technologies.

The school has 24 full-time faculty members and 21 part-time members who belong to other faculties in the University in addition to some visiting lecturers from outside universities and institutions.

2 - 2. Graduate School of International Cooperation Studies, Kobe University

The School (GSICS) was founded in 1992 and two Master's programs, i.e., in Economic Development and Policies and in International Cooperation Policy Studies, were established in the following year. The third Master's program in Regional Cooperation Policy Studies was added in 1994. Now, all these Departments have their Doctor's programs. Every year 64 students for the Master's programs and 32 for Doctor's programs are admitted.

GSICS seeks to enhance the capabilities of motivated students who are interested in doing international work, in order to help to prepare them to make a significant contribution to international society as practitioners or scholars. Students are encouraged to take a diverse, multi-disciplinary approach, rather than limiting themselves to narrow subject areas.

GSICS has four distinctive features: First, the curriculum is multi-disciplinary and is designed to identify and clarify the diverse aspects and objectives of international cooperation. Second, in addition to basic fields such as economics, law and politics, the curriculum is based on tight links among its three departments, and receives support from seven faculties within the University, including the Faculties of Medicine, Engineering, Human Development, Law, Economics and the Research Institute. Third, in pursuing their studies, students are trained to take a practical and applied approach to international issues but also must master the basic methodologies of fundamental and theoretical research, giving students a broader understanding of policy studies in general.

Fourth, the School stresses the diversity of faculty members and students: some faculty members are experienced experts of international cooperation and non-Japanese, and some students come from their various background of working experiences through a special entrance examination.

The Department of Economic Development and Policies consists of three principal

chairs, i.e., Economic Development, Development Policy and Development Planning, and four cooperative chairs, i.e., International Structural Adjustment, Comparative Economic Development, Regional Economics and Economic Development of Japan. The Department of International Cooperation Policy Studies consists of three principal chairs, i.e., International Law of Cooperation, Transnational Relations and Political and Social Development, and three cooperative chairs, i.e., Comparative Law, Change in International Relations and Contemporary Politics. Finally, the Department of Regional Cooperation Policy Studies consists of two principal chairs, i.e., Regional Development Cooperation, Regional Legal Culture, and three cooperative chairs, i.e., Urban Environment, Social Medicine and Education and Development.

The School has 24 full-time faculty members and 20 part-time members who belong to other faculties in the University in addition to visiting lecturers from outside universities and institutions. Every year three distinguished foreign visiting professors give regular lectures.

2-3. Graduate School for International Development and Cooperation, Hiroshima University

The Hiroshima's Graduate School (IDEC) was created in 1994. The School consists of two Departments; one is Department of Development Science and another is Department of Educational Development and Cultural and Regional Studies. Every year 70 Masters and 35 Doctors' students are admitted.

The special features of IDEC is as follows: First, integrated education and research in social sciences, engineering, biology, and humanities are designed to educate specialists who can contribute to international development and cooperation. Second, The importance of researches on a) the influence of development on the ecosystem and the global environment, b) cultures and promotion of education in Asian countries and c) intercultural communication are emphasized. Third, Common programs such as culture, history, economy, society, education, and medical conditions of individual Asian countries are offered and planned intellectual and human exchanges are carried out to advance education and research on the basis of human understanding. Fourth, education in English is emphasized and about the half of the student body comprises of those from

abroad.

The Department of Development Science consists of three principal chairs, i.e., Development Planning, Development Technology and Social Dynamics, and four cooperative chairs, i.e., Policy for Development and Technology, Environmental Protection and Development, Development of Biological Resources and World Order. Another Department of Educational Development and Culture and Regional Studies consists of two principal chairs, i.e., Educational Development and Cultural Dynamics, and three cooperative chairs, i.e., Basic Education for Development, Higher Education and International Exchange and Asian Studies.

The School has 15 full-time faculty members and 15 part-time members who belong to other faculties in the University in addition to visiting lecturers from outside universities and institutions.

2-4. A Brief Comparison of the Three Schools

The size in terms of students' enrolment is very similar of 60 to 70 among these three schools. They are also similar in the sense that social sciences play relatively important roles. That is, development economics, development management, international law and political sciences are more or less form core subjects in these schools. However, at Nagoya (GSID) communication and linguistics while at Hiroshima (IDEC) education and some areas in engineering and sciences play important roles.

It is noted that about half of the students at both Nagoya and Hiroshima are from abroad while about 15 % of Masters' students (more weight for Doctors' ones) at Kobe are foreign.

The Kobe's Department of Economic Development and Policy is the only one course, which requires common compulsory subjects to all students, i.e., it requires Microeconomics, Macroeconomics, Econometrics and Development Economics in total 14 credits among 30 credits for their minimum credit requirement for Masters' degrees. At the all three schools seminars (or projects) are compulsory.

In the past several years these three schools have been experiencing some trial and error efforts to grow internationally oriented human resources. It will become more important for them to identify and show what will be their own relatively strong and

contributing areas in the 21st century. Needless to say that each school must continuously make efforts to review and renew its curriculum, departmental organization and its activities in education and research.

3. Graduate Schools at Private Universities

As I mentioned before, there are many private universities that have some kinds of graduate programs on international studies. Therefore, my introduction of the following two programs are self-conceited and nothing beyond.

3-1. Graduate School of International Relations, International University of Japan

IUJ has this Graduate School (GSIR) in addition to Graduate School of International Management. GSIR (and also IUJ) was established in 1982. Instruction is conducted in English only and the majority of the students are foreign, more than 30 different countries. Some Japanese students are employees dispatched from companies.

The faculty at IUJ is also multi-cultural, representing Japan, U.S., Canada, Europe, Asia and the Pacific region.

The School has Masters' programs only, Master of Arts in International Relations and Master of Arts in International Development. The curriculum is very well designed, requiring some common compulsory subjects and quite heavy credits of at least 36. This curriculum scheme seems to be severer than any other above-mentioned graduate schools in Japan. For example, for students in Master of Arts in International Development program, Microeconomics, Macroeconomics, Statistics, Applied Econometrics, Theory of Economic Development, Research Methodology and Computing & Mathematics are all required. This is comparable with requirements at same kinds of schools in the U.S and some European countries. This seems to be one reason why IUJ can attract foreign students in an international "competition." I seriously believe that other graduate schools, either private or national, should reconsider their curricula and make them internationally comparable since graduate students have been becoming more mobile and only the globally standard ones will eventually survive in the 21st century. Of course, this does not deny adopting some Japanese original approach if it fits better

to particularly in her nearby countries.

3-2. Graduate School of Asia-Pacific Studies, Waseda University

One of the oldest universities in Japan, Waseda, created a new Graduate School (GSAPS) in 1997. GSAPS is an interdisciplinary graduate school and started with many distinguished faculty members who came from outside, which national universities usually cannot do because of their budget constraints. It offers two majors: International Relations and International Management. This report is mainly related to the former. But, in the long run, current developing countries will hopefully become more or less self-sustainable and development assistance will become also hopefully less important. Therefore, it will be a naturally rational choice to look at the Asia-Pacific area from the business point of view as many other private universities have also directed their attention.

The features of GSAPS include: (a) The curriculum covers very comprehensive subjects on Asia-Pacific from a social science perspective; (b) Faculty members have been recruited from among experienced professionals and researchers including about 50% foreign staffs; and (c) Utilizing the advantages of a quarter-term system, it tries to attract both visiting professors and registered students from both abroad and domestic business and government sectors.

4. Necessity of Networks

4-1. Domestic Networks

There are several ongoing networks among above-mentioned graduate schools. The Foundation for Advanced Studies on International Development (FASID) has been an important and key actor for coordinating and enhancing exchanges among the graduate schools for international studies in Japan in the last decade. Instead of the initial motivation to create its own graduate school, the Foundation has contributed to development education and researches in various ways³⁾. It takes initiatives to organize several meetings for graduate education on development, conducts research seminars and training

3) I would rather say that FASID has attained its initial purpose by creating some graduate programs on international development and/or cooperation including the one of GRISP at national universities.

programs, makes directory of the related graduate schools, and among others, organizes some field programs in developing countries for graduate students. These great efforts should not be forgotten when we talk about the graduate education on international development and cooperation in Japan.

There are some credit exchange programs and/or common lectures among the related graduate schools. For example, some common lectures have been authorized among some universities in Tokyo area, including International Christian University (ICU), Sophia University, Seikei University and University of Tokyo. A tripartite credit exchange program was established in 1997 among the Nagoya, Kobe and Hiroshima's Graduate Schools. For instance, a student at Kobe can take as many as 10 credits from the other two Schools.

The related national universities hold Deans' meetings twice a year, in principle, every year, so that they may exchange related information and sometimes act together to solve their common problems. The recent frequently talked issues include (a) uneasy job opportunities of graduates, (b) scholarships for foreign students, and (c) promoting Doctors' degrees.

ASC consortium of Japan is also an important network for the related graduate schools although research activities are not always visibly active, I am afraid.

4-2. Call for International Networks

Graduate education and researches on international development and cooperation requires necessarily international networks. Not only students but also faculty members sometimes need field works in foreign countries, particularly in developing countries. Having good networks among schools or even among individuals helps us conduct effective field researches.

Graduate students in international development and cooperation seem to be naturally keener to go abroad than usual students. During the Dean period at GSICS, one of my most busy jobs was to write letters of recommendation and signatures in some application forms. We do not hesitate to encourage students to leave for some periods during their studies at Kobe, taking "*kyugaku*" (temporary withdraw) procedures. Table 3 shows the number of students who went abroad with "*kyugaku*" withdraws. Foreign

universities where our students went are not only in U.S.A. and U. K. but also in some developing countries. Also, quite a few students have been serving as specialist researchers at diplomatic establishments abroad. Some have experienced as J.O.V. coordinators in various countries.

There are many ways to have effective exchanges between schools or universities. Formal exchange programs have merits and demerits; they usually take many steps and therefore some years until establishment and usually end to one-way directed. In recent years, some information technology has helped to create satellite or internet university networks. This tendency will definitely advance more in the future. Although I do admit this kind of technology advancement will be necessary in education also in international development and cooperation, I should like to maintain that "face-to-face" contacts among people are indispensable aspects in these fields. I would like to ask some schools associated with ASC Consortium to work out together to establish networks with some schools or universities in developing countries in Asia-Pacific rim. One possible way may be getting into the ASEAN University Network (AUN) which some related governments are supporting⁴⁾. Further various efforts will be necessary for the related organizations to advance higher education in international development and/or cooperation more effectively and efficiently.

5. Concluding Remarks

In this paper I have tried to summarize the past and current situations of major graduate programs on international development and/or cooperation studies. For their desirable future directions I have stressed at least the following two points. First, each school (or program) should have its own identifiable characteristic for its sake of sustainability. Second, although the domestic networks among the programs have been fairly well organized, some international networking will be necessary, particularly among the similar ones in advanced countries and also with some universities in developing countries through on-going networks like AUN.

4) This was established by the ASEAN Sub-Committee on Education in Manila in 1995 to promote a regional identity through the development of higher education. The members of AUN consist of only about a dozen selected universities in the region. There are some similar networks between universities or related officials, e.g., University Mobility in Asia-Pacific (UMAP), Southeast Asian Ministers of Education Organization (SEAMES), and University Networking for the Development of the Greater Mekong River and University Networking for the Development of East ASEAN Growth Area.

Human resource development through education takes time. The graduate programs on which I have focused in this paper are not exceptional. Some graduates from these schools have already been contributing to the society in various ways. But, it seems still needs some years for them to play important roles at international organizations in visible ways. I am sure that the time will come⁵⁾.

Table 1. Japanese Association to the World Bank

	FY96	FY97	FY98	FY99
Regular Employees	97	96	112	121
unit: persons	2.1(%)	2.3(%)	2.6(%)	2.6(%)
unit: % of all employees				
Share of contribution to IBRD	8.2(%)	8.2(%)	8.2(%)	8.2(%)
Share of contribution to IDA	17.6(%)	17.6(%)	17.6(%)	17.6(%)

Source: The World Bank, Tokyo Office

5) This paper is based on my research on "Joint Study of APEC's Priority Issues" sponsored by *Monbusho* Grant-in-Aid for International Scientific Research: Joint Research, 1999.

Table 2. Desirable Number of Staffs at UN Secretariat Classified by Nationalities as of June 30, 1998

Rank	Nation	Number of Staffs	Desirable Range of Number of Staffs	Judgement	A/B (%)	Share of Contribution (%)
1	USA	361	314-425	0	97.8	25.1
2	Russia	128	43- 58	+	256.1	2.9
3	Germany	122	123-167	—	84.1	9.6
4	Japan	104	226-305	—	39.2	17.9
5	France	96	85-115	0	97.1	6.5
6	UK	81	68- 91	0	102.5	5.1
7	Phillipine	66	4- 14	+	825.1	0.07
8	Italy	62	71- 97	—	73.8	5.4
9	Canada	52	40- 54	0	113.1	2.8
10	India	42	26- 36	+	135.5	0.3
11	China	40	39- 53	0	87.1	0.9
12	Spain	38	37- 50	0	88.4	2.6
13	Australia	32	22- 32	0	118.5	1.5
14	Chile	29	3- 14	+	414.8	0.1
15	Holland	28	24- 34	0	96.6	1.6
16	Brazil	27	26- 33	0	90.1	1.5
17	Thailand	27	4- 14	+	300.1	0.2
18	Ethiopea	23	2- 14	+	328.6	0.007
19	Ukraine	22	12- 21	+	137.5	0.7
19	Belgium	22	17- 26	0	104.8	1.1
Other		996				
Total		2,400				

Note 1: The number of staffs shows the one to which the principle of geographical allocation applies.

It excludes the staffs at UNICEF, UNDP, UNHCR, UNITAR, UNRWA, UNU, ICSC, ICJ, ITC ICJ and ITC.

Note 2: The desirable number is calculated based on share of contribution, membership and population country by country.

Note 3: Judgemnt: + shows that the country is over-presented, overwhelming the upper bound of the desirable range.

0 shows that the country is in the range.

— shows that the country is under-presented, being less than the lower bound of desirable range.

Source: The Center of Human Affairs for International Organizations, MFA, Japan.

Table 3. Number of Students Who Went Abroad for Study or Intern, during the Years of 1995-1998, GSICS, Kobe University

	Dept. of Int'l Development and Policy	Dept. of Int'l Cooperation Policy Studies	Dept. of Regional Cooperation Policy Studies	Total
Studying at Foreign Graduate Schools	15	8	4	27
Intern at Abroad	5	6	2	13
Total	20	14	6	40

Note: The total number of students for these years is about 200 per year.