

# Support for the Education Sector

## 【Outline of University Program】

The students learn the theories and practices of education for teachers, language education, educational administration and education for math and sciences of developing countries including the said country first of all in IDEC,

Especially for Cambodia, we have also provided help to the local teachers colleges through STEPSAM2, and the guidance in consideration of the education circumstances in the said country is also possible. Consequently, we will elevate the problem-solving ability by teaching research methods in the education field (methods to set a theme, to collect data/materials and analyze them) responding to needs in the country, and further, while working on an organic collaboration with the educational cooperation which has been earlier mentioned, foster staff who engage in reeducating teachers and are well-qualified as researchers as well.

*For further info, please refer page 11 of the Application Guideline.*

**Hiroshima University**  
**Graduate School for International**  
**Development and Cooperation**

<b>Sub-Program/ Component</b>	<b>Support for the Society Vulnerable / Support for the Education Sector</b>
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<b>1</b>	<b>University</b>	<b>Hiroshima University</b> (National)
	<b>Graduate School</b>	Graduate School for International Development and Cooperation
	<b>URL of University</b>	<a href="http://www.hiroshima-u.ac.jp/index.html">http://www.hiroshima-u.ac.jp/index.html</a>
	<b>URL of Graduate School</b>	<a href="http://www.hiroshima-u.ac.jp/en/idec/">http://www.hiroshima-u.ac.jp/en/idec/</a>
	<b>Program name</b>	Special Program for Sustainable Development of Developing Countries Educational Development Course in Division of Educational Development and Cultural and Regional Studies
	<b>Degrees</b>	a. Master of Arts
		b. Master of Education
		c. Master of International Cooperation Studies
	<b>Credit and years needed for graduation</b>	a. 30 Credits, 2 Years
		b. 30 Credits, 2 Years
	c. 30 Credits, 2 Years	

## 2 . Features of University

Hiroshima University (HU) was established by combining eight existing institutions in May 1949 under the National School Establishment Law. Later in 1953, the Hiroshima Prefectural Medical College was also added to the new HU. Some of these higher educational institutions already had brilliant traditions and histories of their own. Although these educational institutions suffered a great deal of damage due to the atomic bomb which was dropped on Hiroshima on August 6, 1945, they were reconstructed and combined to become the new HU. In addition, Graduate Schools were established in 1953. The new HU has risen from the ruins of war like a phoenix, which is in fact the University's symbol.

HU is located in the southwest part of *Honshu*, the largest island of Japan. Approximately 900 kilometers away from Tokyo, it takes 70 minutes by airplane, or 4 hours by *Shinkansen* (bullet train) to Hiroshima. HU has three campuses and the main campus, covering 252 hectares, is located in Higashi-Hiroshima, in a verdant area which is famous for sake (Japanese rice wine) brewing. Including campuses in Hiroshima, known as the International City of Peace and Culture, the University includes 11 faculties, 12 graduate schools, a research institute, a university hospital, and 11 affiliated schools.

HU aims to be a world-class hub of education and research, to foster excellent human resources to contribute to the community, and developmentally expand science.

HU's mission of ongoing growth is based on the following five guiding principles:

(1) The Pursuit of Peace

To develop intellectual attitudes which always seek peaceful solutions to the problems affecting society and the world at large.

(2) The Creation of New Forms of Knowledge

To evolve new systems of study which surpass existing frontiers of knowledge and encourage intellectual innovation.

(3) The Nurturing of Well-Rounded Human Beings

To train graduates with well-developed and multifaceted personalities by means of an education which has breadth as well as depth.

(4) Collaboration with the Local, Regional, and International Community

To create a university with a strong international awareness which can efficiently disseminate knowledge on a worldwide scale, in collaboration with local and regional communities.

(5) Continuous Self-Development

To maintain a constant readiness to re-examine established ways of acting, and a constant openness to improvement and innovation.

HU has a long history of accepting international students from Southeast Asia. This commenced before World War II with students employed as high government officials devoted to the development of their home countries. As of May 2011, HU has over 15,000 students including nearly 1,100 international students from different 61 countries, mainly from Asian countries.

### **3 . Features of Graduate School**

The Graduate School for International Development and Cooperation (IDEC) was established in 1994 for the purpose of actively nurturing expertise in various challenging issues facing developing countries through research and education. IDEC is devoted to accomplishing its goals through a specified three-pillared approach: international environmental cooperation; international educational cooperation; and international peace cooperation. These three areas are intertwined and complement each other. Together, these can lead to advancements in developing countries.

IDEC has been accepting many international students. Most of them come from Asian and African countries. As of March 2011, IDEC has 1,655 alumni from 68 countries. The majority of our graduates has returned to their home countries and began their activities as highly competent professionals and researchers.

We have pragmatic features as follows.

(1) Key Features of Education at IDEC

Education Programs in English

At IDEC, we believe it is important to develop international professionals capable of writing academic articles and reports, communicating and conversing in English. Therefore, most lectures and seminars are provided in English, and our well-organized curricula enable students to receive degrees through courses in English.

Systematic and Interdisciplinary Curriculum

IDEC offers a systematic and interdisciplinary curriculum to produce specialists who can contribute to international development and cooperation in ways that cut across established academic disciplines. IDEC offers integrated education and research programs in economic development, international affairs, cultural dynamics, engineering, biology, peace studies, educational development, regional studies, Asian cultures and interdisciplinary programs to develop global perspectives.

(2) Special Education Programs

IDEC offers special education programs designed to improve the qualifications and skills of students who plan to work in the field of international cooperation. The main features of these programs are as follows.

Global Environmental Leader Education Program for Designing a Low-Carbon Society

One of our aims is to establish a center for training environmental leaders capable of identifying problems and formulating strategic solutions at national or local levels through interdisciplinary and international perspectives. The global issue of reducing carbon emissions is an example of such a problem and the need for solutions. Another aim is to provide a platform for collaboration

between industry, government and academia to promote cutting-edge environmental research and create coherent practical solutions for environmental issues on a global scale that is not limited to developing countries. We seek to provide value-added knowledge to those engaged in international cooperation. Achieving these aims requires addressing five areas: urban system design to prevent global warming, wise use of biomass resources, environmental impact assessment, policy and institutional design and environmental education. Our intention is for developing countries to work hand in hand with Japan to develop international environmental leaders, a task that we will undertake in an effective and practical manner.

For more details, refer to <http://hicec.hiroshima-u.ac.jp/en/>.

#### Formation of a Strategic Center for Global Internship (G.ecbo program)

HU is currently promoting the "Formation of a Strategic Center for Global Internship" (commonly known as the "G.ecbo program") following the 2007 adoption of the Support Program for Improvement of Graduate School Education. G.ecbo is a practical education program that includes pre- and post-internship training designed to achieve viable outcomes from student internships. The following types of internships are available:

- (1) overseas internships, in which students go to a university or organization outside Japan;
- (2) domestic internships, in which foreign students go to a Japanese company or organization;
- (3) third-country internships, in which students from developing countries go to institutions in other developing countries.

For more details, refer to <http://www.hiroshima-u.ac.jp/en/en-gecbo/>.

## **4 . Features of the Program**

Developing countries today are facing various difficulties, including rapid population growth, regional conflicts, deteriorating standard of living and environmental problems. Insufficient social infrastructure, particularly in education and medical conditions and technological level, impedes socioeconomic development in developing countries.

Therefore, it is of the utmost urgency that we nurture young researchers and planners who are experts in their specialized areas and have willingness to contribute to international cooperation. Through its innovative educational program, the Graduate School for International Development and Cooperation (IDEC) aims to provide educational opportunities for students to learn about the interdisciplinary and practical subjects necessary for international development and cooperation, including economics, environmental science, engineering, ecology, agricultural science, pedagogy, sociology, international politics and peace science. The school as a gathering with international characters offers a special place where the students with different expertise from various countries with different cultural, social, educational, political, and economical backgrounds are able to foster closer ties each other and share the common agenda and goals in international development and cooperation. JDS fellows will belong to Educational Development Course in Division of Educational Development and Cultural and Regional Studies.

#### [1] Division of Educational Development and Cultural and Regional Studies

The Division of Educational Development and Cultural and Regional Studies takes an interdisciplinary approach to studying issues of development planning and ways of mutual exchange between Japan and other Asian countries, focusing on the various regional cultural characteristics and the dynamics of development. Along with historical and cultural relations and methods of interaction between people from different cultures, this division studies the development of educational systems that promote sustainable cultural development and international understanding. These diverse topics are studied from the perspective of international educational and cultural cooperation.

(1-1) Department of Educational Development and Cultural and Regional Studies

(1-1-1) Educational Development Course

Educating next generation of the society is an essential part of achieving sustainable

development in the developing world. In specific terms, some of the most urgent imperatives include establishing and maintaining schools, building a functioning educational system and training human who can manage the system, and education both current and future teachers. The Educational Development Course is actively working toward educational development in developing countries through theoretical and practical research in the field of human resource development, educational system and curriculum development, etc. Cambodia is one of the country that we are conducting JICA funded projects. Based on the problem discovered by the projects, we will identify the practical problem and solution to conduct research. The Course can provide the research experiences and develop the problem solving skills necessary for the self-sustainable development.

## **5 . Necessary Curriculum to Obtain to the Degrees**

To obtain a Master's degree, JDS fellows need to satisfy the following requirements:

Minimum of 30 credits through course work;

Submission of a master's thesis.

All students need to decide research topic and supervisors (one chief supervisor and two sub-supervisors) at the beginning of the first semester. Under the chief supervisor's advice, students will choose subjects to enroll and start preparations for a master's thesis.

List of subjects offered in 2011 academic year is attached. Students will choose subjects mainly from the Educational Development Course, but also can select some subjects offered by the other four courses (Development Policy Course, Development Technology Course, Peace and Coexistence Course, and Cultural and Regional Studies Course) as free electives. (URL: [http://www.hiroshima-u.ac.jp/en/idec/syllabus\\_timetable/](http://www.hiroshima-u.ac.jp/en/idec/syllabus_timetable/))

### **【Common Courses I】**

Course Title	Credit
International Relations	2
Environmental Management Technology	2
International Cooperation	2
Educational Development	2
Asian Cultures	2

### **【Common Courses II】**

Course Title	Credit
Developing Designing Ability	2
Fieldwork	2
Internship	2
Graduate Writing I	2
Graduate Writing II	2

### **【Common subjects for the Division of Educational Development and Cultural and Regional Studies】**

Course Title	Credit
Educational Development and Cultural Regional Studies I	2
Educational Development and Cultural Regional Studies II	2

### **【Educational Development】**

Course Title	Credit
Education in Asian and African Countries	2
Education in Japan	2
Theory and Practice of Educational Research I	2
Theory and Practice of Educational Research II	2
Planning for Educational Development I	2
Planning for Educational Development II	2
Cooperation for International Education	2
Human Resource Development in Education	4

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Theories of Education for International Understanding	4
Gender and Educational Development	2
Science Education Development	4
Foundation of Curriculum Development for Science Education	4
Mathematics Education Development	4
Basic Education for Development in Mathematics	2
Information and Communication Technologies in Education	2
Developmental Education	2
Development of Literacy Education	2
Non-formal Education	2
Education for Understanding of the Natural Environment	4
Education for Protecting the Natural Environment	2
Development of Basic Ability for Science and Technology I	2
Development of Basic Ability for Science and Technology II	2
Development of Higher Education	2
International Exchange in Education	2
Cultural Adaptation	2
Language Education and Media	2
Introduction of Statistical Analysis in Education I	2
Introduction of Statistical Analysis in Education II	2
Contrastive Study of Languages and Cultures	2
Structures and Types of Expressions among Languages	2
Fundamental Theory of Practice in International Cooperation in Education	4
Case Studies of International Cooperation	2
Basic Education and Development	2
Theory and Practice of Science and Mathematics Lesson I	2
Theory and Practice of Science and Mathematics Lesson II	2
Comparative Education in Developing Countries	2
Seminar on Educational Development	2
Seminar on Curriculum Development	8
Seminar on Basic Developmental Education	8
Seminar on Higher Education and International Exchange	8
Seminar on International Development Cooperation in Education	8

**Acquiring Credits for Master's Program**

1) Common subjects I・II(required electives)	6 credits (4 credits required from Common subjects I)
2) Subjects specified by the supervisor (required)	12 credits or more
3) Seminar (required)	4 credits or more
4) Free electives outside of the subjects specified by the supervisor and may be subject taken at another graduate school (elective)	
Total: 30 credits or more	

Notes:

- 1) Under the guidance of the supervisor the student must take three subjects to be done as required electives. Students who take more than 6 credits as common subjects I・II must consult with their supervisor and include these subjects in categories '2' (subjects specified by the supervisor) or '4' (free electives outside of the subjects specified by the supervisor and may be subjects taken at another graduate school).  
As a rule students are to consult with their supervisor on the 12 credits or more they are to take from the list of established specified courses.
- 2) Students are required to take one seminar as specified by the supervisor. Students are allowed to take a maximum of 8 credits for seminars. Those taking more than 4 credits for seminars must consult with their supervisor and include those credits in categories '2' (subjects specified by the supervisor) or '4' (free electives outside of the subjects specified by the supervisor and

may be subjects taken at another graduate school).

## 6 . Academic Schedule

( Reference )

### Fall Semester (October 1 - March 31)

October 1	Entrance Ceremony, Orientation
October 1 - February 11	Classes
Early October	International Student Orientation (University-wide)
Mid October	Deadline of Class Registration
November 5	University Anniversary Day
December 24 - January 7	Winter Vacation
February 12 - March 31	End-of- Academic-Year Holidays

### Spring Semester (April 1 - September 30)

April 1 - April 8	Spring Vacation
April 9 - July 31	Classes
Mid April	Deadline of Class Registration
July 10	Thesis Submission
August 1 (tentative)	Thesis Defense
August 1 - September 30	Summer Vacation
September 23(tentative)	Graduation Ceremony

## 7 . Facilities

### Dormitories

"Ikenoue Dormitory" (approx. 180 rooms for international students) and "International House" (60 single, 10 family units), located on the Higashi-Hiroshima campus, are available for international students. The majority of students, however, live in privately-owned apartments.

### Library

IDEC library has a collection of nearly 30,000 titles of books and journals. Our collection is mainly focused on economics of development, education development, international relations and Asia regional culture development.

The "World Bank Information Kiosk" is placed for the purpose of introducing active discussions in academic areas about the policy and actions of the World Bank. Students can access to the "World Development Indicators Online" in the IDEC library. Flag ship publications, project reports, brochures and publications from the World Bank Tokyo Office are also available.

JDS fellows have full access to 5 other libraries on campus which have approximately 3,300,000 materials in its collection. Holding a huge collection of books and electronic journals, with a total combined area of 29,000 square meters, Hiroshima University Library System comprising of 5 libraries is one of the largest in the country.

### Other facilities

On the campus, we have welfare facilities such as various cafeteria, a travel agency office, stores, book shops, a drug store and a barber shop. Hiroshima University also has a post office, a university health service center, and a dental clinic on the campus. The International Center provides mental counseling service to international students in English.

## 8 . List of faculty members capable of guiding JDS fellows

Students need to decide their research topic and supervisors (one chief supervisor and two sub-supervisors) at the beginning of the first semester. Under the chief supervisor's advice, students will choose subjects to enroll and start preparations for their master's thesis.

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List of faculty members capable of guiding JDS fellows

Subject	Position	Name	Research Subject
Science Education Development	Professor	IKEDA, Hideo	International cooperation in science education, Content-based science education
Basic Education for Development in Mathematics	Professor	IWASAKI, Hideki	Mathematics education, and principles of development of mathematics curriculum
International Exchange in Education	Professor	KURODA, Norihiro	International comparative study on educational policy, and international exchange and cooperation in higher education with emphasis on students exchange
Development of Basic Ability for Science and Technology	Professor	TSUTAOKA, Takanori	Content-based Science Education (Physics Education), International Cooperation in Science Education
Mathematics Education Development	Professor	BABA, Takuya	Ethno-mathematics studies, research on mathematics education development in international cooperation
Education for Understanding the Natural Environment Development of Literacy Education	Professor	HAYASHI, Takehiro	Studies on teaching/learning contents and methodology for education for understanding of the natural environment in developing countries; Studies on literacy education in elementary schools in developing countries
Study on International Cooperation in Education	Professor	YOSHIDA, Kazuhiro	Practical researches on Promoting International Cooperation in Educational Development
Comparative Education in Developing Countries	Associate Professor	KUSAKABE, Tatsuya	Comparative study of relationship between social, economic structure fluctuation and education in developing countries
Basic Education and Development	Associate Professor	SAKURAI, Riho	Studies of Educational Development in Basic Education, Comparative and International Education
Basic Education for Development in Science	Associate Professor	SHIMIZU, Kinya	Science education, and principles of science curriculum
Planning for Educational Development	Associate Professor	HIRAKAWA, Yukiko	Educational planning in developing countries and international cooperation for education
Development of Higher Education	Associate Professor	HOTTA, Taiji	Comparative policy studies of educational development in developing countries, and the study of global educational exchanges in higher Education
Case Studies of International Cooperation in Education	Associate Professor (Special Appointment)	ISHIHARA, Shinichi	Organization, Planning, Management and Evaluation in International Educational Cooperation

Professor who will cease regular teaching within the standard completion period of the thesis.

## 9 . Message for Applicants

It is advisable that applicants have strong proficiency in English.

Successful applicants will prepare the good research proposal with well-defined problem and clear purpose of the study in Hiroshima University.