

No. 34/17/2009-EDF)
Government of India

Ministry of Personnel, P.G. and Pensions
(Department of Personnel and Training)

.....
New Delhi, the 5th March, 2009

OFFICE MEMORANDUM

Subject : Graduate Programme in International Development Studies 2009-2011 (2 years) – by FASID/GRIPS, Japan.

The undersigned is directed to state that the Japan International Cooperation Agency (JICA) under the Technical Cooperation programme of the Government of Japan has invited applications for a Graduate Programme in International Development Studies being jointly organised by The Foundation for Advanced Studies in International Development (FASID) and the National Graduate Institute of Policy Studies (GRIPS), Japan. The duration of the programme is 2 years. The programme will commence from April, 2009 in Japan. There are 15 Slots available globally. The details of the course and the application form can be drawn from the Ministry of Personnel, P.G. & Pensions website (www.persmin.nic.in).

2. The participants should be government officials in macroeconomic management, development policy or are researchers attached to research institutions/universities or other organizations engaged in development related research. Candidates must possess a first or upper second class honours degree in a discipline related to the programme from an institution recognized by FASID/GRIPS. Proficiency both in written and spoken English is essential. Those scoring below IELTS band 7.0 or TOEFL 600 (CBT 250, iBT 100) will have to complete the Intensive English programme. Successful candidates will receive scholarships from the Government of Japan through JICA, which includes tuition fee, living expenses, medical insurance and return travel between Japan and India.

3. It is requested that the nomination of suitable candidates may please be forwarded with Completed Application Form prescribed by GRIPS, duly authenticated by the Department concerned, to this office latest by 25th March, 2009.


(Trishaljit Sethi)
Director

To

1. All the Ministries/Departments of the Government of India
2. All the State Governments/Union Territories
3. Director Technical(NIC) with the request to post the circular alongwith the JICA's circular on the Department's website.



34/17/2009

Japan International Cooperation Agency
(Government of Japan)

No. FASID/2009

4th March, 2009

Dear Mr. R.K. Kharb,

This is with reference to the Graduate Programme in International Development Studies being jointly organized by the Foundation for Advanced Studies in International Development (FASID) and the National Graduate Institute for Policy Studies (GRIPS) in cooperation with Japan International Cooperation Agency (JICA) and the Ministry of Foreign Affairs, Government of Japan.

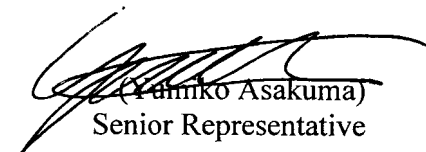
We wish to offer the programme to the Government of India for the fiscal year 2009. The Information Booklet and the application form for nominating the candidates are forwarded herewith. It is requested that suitable candidates be nominated for the above programme. However, we would like to mention that the final decision to accept the candidates will be taken by GRIPS and FASID. These institutes invite candidates not only from JICA but also from other institutions.

It is requested that the application forms of the selected candidates with the required documents, as listed in the application form, be submitted to us by 27th March, 2009 and only those candidates can be considered whose applications reach our office by the said date.

Applicants satisfying the eligibility requirements for the programme will be requested to sit for an interview and a mathematics examination at our office in the middle of April, 2009. The FASID/GRIPS/JICA/MOFA admission committee will make the final selection of the candidate.

With regards,

Yours sincerely,


(Yumiko Asakuma)
Senior Representative

Encl: As stated above.
Ms. Arun Prabha
Under Secretary (PMU and Trg.)
Department of Economic Affairs
Ministry of Finance
North Block
New Delhi.

Copy to:-

1. Ms. Arun Prabha, Under Secretary (PMU and Trg.), Department of Economic Affairs, Ministry of Finance, North Block, New Delhi.
2. Mr. Y. Fukuda, Counsellor, Embassy of Japan, New Delhi.

29

193/Amu/09
9/3

FOO DOPT



GRADUATE PROGRAM IN INTERNATIONAL DEVELOPMENT STUDIES

by FASID/GRIPS
In co-operation with JICA and Ministry of Foreign Affairs, Japan

2008-2010

Table of Contents

Message from the Directors	1
Introduction	2
History	2
Mission	2
Features	3
Curriculum	4
Coursework	4
Internship	11
English Program	12
Introductory Mathematics and Economics	15
Student Life	16
Facilities	17
Enrolled Students	18
Admission	19
Faculty Members	21

♦♦♦♦ ♦♦♦♦ ♦♦♦♦ ♦♦♦♦ ♦♦♦♦ ♦♦♦♦ ♦♦♦♦ ♦♦♦♦ ♦♦♦♦ ♦♦♦♦ ♦♦♦♦

JICA (Japan International Cooperation Agency)

GRIPS (National Graduate Institute for Policy Studies)

*FASID (Foundation for Advanced Studies
on International Development)*



Message from the Directors



Takashi Fukushima

Director, International Development Studies Program
Vice President and Professor, National Graduate Institute
for Policy Studies



Keijiro Otsuka

Director, FASID Graduate Program
Professor, National Graduate Institute
for Policy Studies

In this world of rapid globalization, Japan, as one of the leading donor nations, must play a central role in the field of international development. To this end, the FASID/GRIPS joint graduate program aims to foster first-class professionals who are capable of taking leadership roles.

The program, which began in 2000, attracts students and faculty from around the world, with English as the medium of instruction. The curriculum integrates practice and theory combined with the skills required to succeed in international communication, thus equipping students with the tools to play a key role in the global community. Furthermore, in order to facilitate the transfer of the knowledge gained in the program to the real world, internships and practical training are offered.

With the aim of establishing a program that is internationally recognized, successful candidates have to pass a rigorous selection process. These candidates represent the brightest students from a wide variety of backgrounds, which results in a rich learning environment. In addition to the world-renowned faculty members of FASID and GRIPS, we invite leading scholars in the international development field to serve as lecturers, thus enhancing the overall quality of the program.

Our graduates serve on the cutting edge of development practices in all corners of the world. We are proud of what we have established, and hope that those who share our vision of contributing to the improvement of the situation in developing countries begin their quest by joining the FASID/GRIPS joint graduate program.

Introduction

History

Once the recipient of international Official Development Assistance (ODA) herself, Japan developed to become one of the major donors in the world in the 1980s. In due course of development, in order to make appropriate contributions to the world as a leading donor, Japan realized the need to make the utmost effort to improve her ODA both in terms of quality and quantity. Among the various types of ODA, the field of human resource development received special attention, and there was consensus that an urgent need existed to develop our own Japanese human resources to produce competent development practitioners and to improve the system of inviting students from abroad.

With this background, the proposal to establish a graduate school for international development was submitted to Shintaro Abe, then Minister for Foreign Affairs in 1985. Subsequently, a conference was organized to discuss this proposal, and the basic concept of a graduate school for international development was submitted to Tadashi Kuranari, the subsequent Minister for Foreign Affairs. In 1988, a committee composed of academics and practitioners compiled a detailed report on an advanced educational and research institute for development cooperation for Hiroshi Mitsuzuka, the Minister for Foreign Affairs.

Along with the suggestions in these reports, the Foundation for Advanced Studies on International Development (FASID) was established in 1990. Since then, FASID has expanded various activities, such as training courses, research activities and others, to strengthen the human resources in the field of international development. Since April 2000, FASID and the National Graduate Institute for Policy Studies (GRIPS) have jointly conducted the International Development Studies Program (FASID/GRIPS Joint Graduate Program), in order to foster human resources who can play an active role in the International Development community. This program offers a Master's Program by coursework, with a scholarship program provided by Japan International Cooperation Agency (JICA).

The Joint Program provides quality education in International Development Studies to graduates and professionals mainly from developing countries, but also Japan, to strengthen their understanding of and capacities to handle development-related issues.

Mission

The mission is to offer an integrated graduate program of development economics for the purpose of nurturing professionals with a future in the field of international development.

Features

● Focus on core issues

Students study contemporary and practical issues central in achieving the Millennium Development Goals, such as poverty reduction, environmental sustainability, gender equity, and industrialization.

● Case study based lectures

Our lectures in applied areas are heavily based on case studies of our own empirical research in developing countries. In particular, emphasis is placed on the transferability of successful development experience in East Asia to South Asia and Sub-Saharan Africa.

● Focus on practice

Our program aims to nurture excellence in theoretical analysis of current development issues, creative and effective policy design, and the presentation of these in international forums.

● Starting with the basics

As an invaluable introduction for beginners, or a review for the seasoned economist, the coursework starts with basic Economics, Statistics, and Development Economics, before moving systematically to applied and advanced topics.

● Lectures on Japanese ODA and Japan's development experience

Students can learn about the history, evolution, and delivery of Japanese Official Development Assistance (ODA) in lectures given by Japanese practitioners and experts. Students also have opportunities to learn about the development path of Japan, which was once a recipient of international ODA.

● Internship

After the one-year intensive coursework, students participate in an internship at international organizations, NGOs, and the Japanese Government within Japan from October for up to six months.

● A diverse student body

Students, coming from Japan and around the world, have substantial experience in policy-making, managing development projects, and research. Students thus have opportunities to discuss practical issues on a daily basis among themselves. The network of friends will be a great asset for graduates in their future.

● All lectures offered in English

For those students with insufficient proficiency in English language, the Intensive English Program (IEP) is offered to prepare them for the graduate coursework. During the coursework, students can also obtain support through the Academic English Support Program (AESP) to improve their English skills.

Curriculum

Coursework

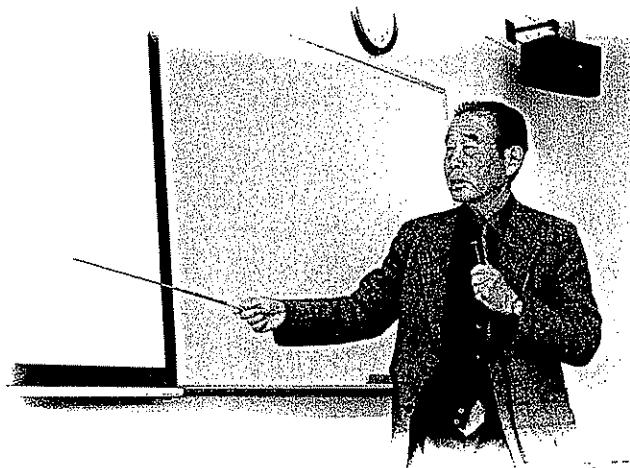
GRIPS runs on a quarterly system. The Fall Term starts in October and runs for four months, followed by the two-month Winter Term which begins in February, the four-month Spring Term which starts in April, and the two-month Summer Term starting in August.

The FASID/GRIPS joint graduate program is sequenced in such a way that students first study core subjects with a strong focus on development economics necessary to understand development issues. Then they apply the knowledge to real-life situations, identifying problems and analyzing causal factors. The program is of global standard and offers a series of advanced-level lectures.

In Fall Term, students take required core courses including Strategies and Conditions for Development, in which students learn the basic theories of development economics. In Microeconomics, students learn how various actors relate to each other at the micro level. Quantitative Methods covers essential data analysis required for all subsequent courses. In Winter Term, students take required basic courses including Government and Market, where they learn basic theories on the roles of government, market, and community. Macroeconomics covers the performance of the macro economy, and Development Project Analysis explores the tools to evaluate development projects such as cost-benefit analysis. Also, an omnibus course, Japanese Development Cooperation, is offered to discuss the practical aspects of Japanese development assistance, featuring guest-practitioners and experts on Japanese ODA.

In Spring Term, on the basis of the knowledge students have learned in the required courses, various elective courses are offered. Students are free to choose courses following their own interests (Elective, Elective Common). In Summer Term, two intensive courses are offered by distinguished professors invited from abroad (refer to the table on pg.10). This provides valuable opportunities for students to interact with leading scholars from around the world and receive state-of-the-art lectures from them.

Apart from these lectures, Applied Development Research is offered over three terms (Fall, Winter and Spring), in which students choose topics of interest and work on writing an analytical paper. Students conduct several presentations in class and, seeking advice from the professors on paper structure and logic as well as language use, they complete their papers at the end of the Spring Term.



○ Curriculum for the Academic Year 2006–2007

Category	Courses	Credits	Instructors
I Required Core 18 credits	Microeconomics	4	Prof. Keijiro Otsuka
	Quantitative Methods	4	Assoc. Prof. Kei Kajisa
	Strategies and Conditions for Development	4	Visiting Prof. Yujiro Hayami
	Applied Development Research I II III	6	Prof. Kaliappa Kalirajan / Prof. Tetsushi Sonobe / Assoc. Prof. Jonna Estudillo / AESP Senior Advisor Paul Kandasamy
II Required Basic 6 credits	Government and Market	2	Visiting Prof. Yujiro Hayami
	Development Project Analysis	2	Prof. Kaliappa Kalirajan
	Macroeconomics	2	Assoc. Prof. Eiichiro Kawabe
	Development Project Management	2	Visiting Lecturer Naonobu Minato / Visiting Lecturer Takako Haraguchi
III Elective	Environment and Sustainable Development	2	Prof. Keijiro Otsuka
	International Finance	2	Prof. Koichi Hamada
	Trade and Industrial Development	2	Prof. Tetsushi Sonobe
	Economic Growth	2	Visiting Lecturer Saang Joon Baak
	Development Issues in Africa	2	Assoc. Prof. Takashi Yamano
	Japanese Development Cooperation	2	Visiting Prof. Takamasa Akiyama / Visiting Prof. Junichi Hasegawa / Visiting Lecturer Tadashi Kikuchi
	Gender and Development	2	Assoc. Prof. Jonna Estudillo
	Selected Topics in International Development I (Markets, Resources and Policies in Developing Countries)	2	Visiting Lecturer Jeffrey Nugent
	Selected Topics in International Development II (Agriculture and the Environment)	2	Visiting Lecturer Peter Hazell
	Introductory Mathematics and Economics	2	Assoc. Prof. Takashi Yamano / Research Assoc. Yoko Kijima
	Internship	2	
	IV Elective Common	Accounting and Financial Management I	2
Accounting and Financial Management II		2	Visiting Lecturer Hyunkoo Lee
Approaches to Global Politics		2	Assoc. Prof. Yoko Iwama
Armed Conflict and Development		2	Visiting Prof. Kazuo Takahashi
Comparative Politics		2	Assoc. Prof. Harukata Takenaka
Contemporary Public Policies		2	Assoc. Prof. Takeshi Kohno / Assoc. Prof. Masatoshi Honda / Assoc. Prof. Atsushi Sunami
Demand Management: Fiscal and Monetary Policies		2	Visiting Prof. Nobuyuki Uda
Development and Culture		2	Visiting Lecturer Noriko Aikawa
Development Assistance by International Organizations		2	Visiting Prof. Ryokichi Hirono
Development Case Study		2	Visiting Prof. Fumio Nishino
Econometrics/Quantitative Methods		2	Prof. Reiko Nakamura
Economic Modeling for Development Economics		2	Assoc. Prof. Nobuhiro Hosoe
Economics of Law		2	Assoc. Prof. Kaori Hatanaka
Education Policy		2	Visiting Lecturer Yoshihisa Nagayama
Foreign Direct Investment		2	Visiting Lecturer Hirotosugu Yoshitake
Game Theory		2	Visiting Lecturer Toshimasa Maruta
Human Resources Management		2	Prof. Keiichiro Hamaguchi
Institutional Structure and Processes in the Government		2	Prof. Masahiro Horie
International Economic Law (Globalization and Regionalism)		2	Prof. Hiroko Yamane
International Relations in East Asia		2	Prof. Takashi Shiraiishi / Assoc. Prof. Takeshi Kohno
Introduction to Applied Econometrics		2	Assoc. Prof. Wade Donald Pfau
Japanese Financial System		2	Prof. James Rhodes
Japan's ODA		2	Prof. Takashi Aoki
Labor Policy (Human Resources Development)		2	Prof. Keiichiro Hamaguchi
Local Public Finance		2	Visiting Lecturer Kook Joong-Ho
Managing Cultural Diversity		2	Visiting Lecturer Noriko Aikawa
Modernization of Financial Sector		2	Visiting Prof. Kano Yamamoto
Monetary Economics (Money and Banking)		2	Assoc. Prof. Wade Donald Pfau
National Development and Institution for Transportation Infrastructure		2	Prof. Shigeru Morichi
National Land Policy		2	Prof. Ikuo Shimomura
National Security Policy		2	Visiting Prof. Hideshi Tokuchi
Operations Research		2	Prof. Tatsuo Oyama
Policy Design and Implementation in Developing Countries		2	Prof. Kenichi Ohno / Prof. Izumi Ohno / Assoc. Prof. Masumi Shimamura
Politics and Development		2	Assoc. Prof. Takeshi Kohno
Politics of Security		2	Prof. Akiyazu Hashimoto
Public Economics		2	Assoc. Prof. Wade Donald Pfau
Public Investment		2	Prof. Hideo Tanaka
Regional Governance		2	Prof. Hirofumi Takada
Small & Medium Enterprise and Technology		2	Prof. Hisayoshi Hashimoto
Science and Technology Policy		2	Prof. Fujio Niwa
Seminar in Industry and Trade Policy	2	Visiting Prof. Masami Tanaka	
Social Movement Theory	2	Assoc. Prof. Takeshi Kohno	
Social Science Questions and Methodologies	2	Assoc. Prof. Donna J. Amoroso	
Trade Policy and International Economy	2	Assoc. Prof. Minoru Kaneko	
Transport Policy	2	Visiting Prof. Yoshikazu Ono	

Credits required for Master's degree: 40 or more (excluding internship)

* Categories and some courses for 2007-2008 may be changed.



● Course Contents

Strategies & Conditions for Development

This course explores the conditions under which developing economies can be set on the track of sustained development for the immediate goal of reducing poverty and the long-term goal of catching up to the wealth of developed economies. A comprehensive review of the development literature as well as a quantitative overview of the developing world is advanced.

Microeconomics

This course is designed to equip the students with a basic tool kit in microeconomic theory, and set the stage for a serious study of issues in economic development. The first half of the course introduces fundamental elements, such as consumer choice, producer behavior, and competitive equilibrium. The second half discusses theories on market failure.

Quantitative Methods

The course objective is to provide students with a solid understanding of statistics and econometrics so that they can integrate these quantitative methods with economic theories for the analysis of development issues. This course emphasizes application rather than theory itself.

Applied Development Research

The purposes of this course are to strengthen the analytical skills of students and to develop their ability to prepare and present an academic paper. The seminar will be conducted over three terms: Fall, Winter, and Spring. Students will choose topics based on their own interests, prepare a review of the literature and/or analyze relevant data, conduct several presentations, and finalize their research papers in the Spring Term with support from the professors and English instructor.



Messages from Current Students

☆Nicolous Herman Shombe
(Class of 2008, Ministry of Finance, Tanzania)

My experience in the IDS program has so far been one of the most amazing experiences of my life. I can say that the program is very well organized - even more than I had expected.

The IDS program uses an interdisciplinary approach, combining theoretical and conceptual knowledge with practical case studies, which enables students to address global issues from a wide variety of perspectives. The program is well-designed and effective in developing critical thinking among students, an indispensable skill, I believe, for analyzing a complex and diverse world. Moreover, the opportunity to undertake an internship in renowned organizations is a unique feature of the IDS program that enables students to share and acquire professional experience.

I feel very proud to be taught by committed professors who are highly respected for their wide ranging research undertaken in developed and developing countries, including sub-Saharan Africa. For example, after being accepted for this program, I searched the internet for Professor Hayami. I was really excited to read the profile of this distinguished scholar, and I could not believe it when I actually met him at the welcome party on our first day at GRIPS. During the course, I was impressed by how professors enthusiastically share resources and

exchange ideas with students as one community. No doubt I will stay in touch with the faculty members and my fellow students after I finish the program.

I am also very deeply impressed by the warm relationship between administration staff and students. The FASID Office staff provides a variety of support services to assist students in managing the numerous demands of academic life. My impression is that making good use of the support offered by the FASID staff has paved the way for a successful IDS experience, and added many good memories for which I am thankful.

Apart from strengthening my academic and professional credentials, IDS has been a great personal experience for me. I have met people who come from a huge variety of backgrounds. The close ties that I have made at IDS will continue into my professional and personal life, changing my life in many more ways than I expected. The people I met and the countless opportunities I had in Japan have given me a much deeper and wider perspective on the world.

Thinking back on my study and experience in IDS, it is no exaggeration to say that I have become a better person through my experiences in Japan. My advice to anyone joining the IDS program is Expect the Unexpected! Try to be clear about your objectives before you go to make sure you get the most out of your study. But don't forget to be flexible in your approach so that you can take advantage of the unexpected opportunities in the IDS program.

Government and Market

This course explores what will be the most appropriate economic system to promote development. An economic system is defined as an institutional framework by which competition among people for the use of scarce resources is coordinated. The focus is on the role of government, market, and community.

Development Project Analysis

This course is intended to provide a clear understanding and guidance in the use of benefit-cost analysis while evaluating development projects that bear major resource implications. Particular attention will be given to practical analysis with emphasis on the use of shadow prices, the use of consumers' surplus and the problems of valuing goods that do not have market prices.

Macroeconomics

This course focuses on macro level economic problems and discusses macroeconomic policies for the stability of output level, employment, and price level.

Development Project Management

This course is designed to provide students with a practical knowledge of the management methods, skills and tools for development projects including ODA projects and NGO projects. The focus is on Project Cycle Management (PCM), which is widely used at the planning, implementing and evaluating stages of development projects.



Messages from Current Students

☆Liu Tingwei (Class of 2008, National Development and Reform Commission of China)

I am very glad to have the chance to spend 18 months in Japan to undertake the FASID/GRIPS IDS program.

My study began with Introductory Mathematics and Economics (IME), which I later found indispensable – I did not imagine at the beginning of IDS how a good grasp of math and basic economics would benefit me during the next 18 months! Also, the introductory course is a good adjustment period for students just arriving to Japan, and as a warm up for beginners in economics.

I must admit that the course of study is demanding. I hardly had time to get used to life in Japan before rushing into the busy daily schedule and fast pace of life. The program progressed systematically through a wide range of development issues, starting from fundamental background, microeconomics and quantitative methods, to the applied courses, for example Poverty Alleviation and Project Management.

Our professors are all experienced researchers in development economics who also have ongoing links with various international organizations, such as International Rice Research Institute (IRRI), World Bank, UNDP, and OECD, in East Asia, South Asia, and Africa.

This enables the professors to vividly illustrate the issues and theories covered in lectures with relevant, contemporary case studies, thereby adding great vitality to the program.

While the IDS faculty is highly regarded internationally, leading researchers are also invited from abroad to give specialized lectures to the IDS students. Actually meeting and learning directly from these internationally respected authorities, rather than merely reading their work, is of great benefit and broadens our perspectives immensely.

A final strength of the program is the student body, which is composed of approximately equal numbers of Japanese and international students. Many of them also have extensive experience in international development, so it is interesting to share ideas on our many common interests. And more importantly, there are many assignments that we could never complete without discussion and debate among classmates! In addition, the Japanese students are very kind and help us when we meet some difficulties in our daily life. They are also willing to teach us about their lives and the customs of Japan. Student life at IDS is an exciting and unforgettable experience. Its reward will benefit you all through your life!



Environment and Sustainable Development

This course addresses the widely debated issue of whether the environment deteriorates with economic development. More specifically, we deal with the issues of changes in natural resource environments, such as forests, and the emission of greenhouse gasses and other pollutants in the course of economic development. In each topic, theoretical considerations will be discussed first, followed by a review of the empirical evidence.

International Finance

This course introduces the macro and financial aspects of international economics. It investigates the basic open macro ideas (exchange rates, current account, debt, financial integration, currency crises, etc.) necessary to effectively conduct macro and financial policies in transitional and developing economies in the post-Asian crisis period.

Trade and Industrial Development

This course explores the process through which industry develops, while combining the theories of international trade and economic agglomeration on the one hand, and the results of the instructors' case-study projects conducted in East Asia and Africa on the other. Having understood this process, students are encouraged to design through class discussion a strategy for industrial development in the era of globalization.

Economic Growth

This course studies the long run and short run performance of the macro-economy, including economic development, inflation, and unemployment.

Contemporary Issues in Developing Countries

This course takes issues in developing countries that have been analyzed and discussed extensively in recent years by researchers and policy makers. Students are required to make presentations and encouraged to participate in discussions. Topics include poverty and health measurements, infectious disease policies, education, agricultural development, and food aid targeting.

Poverty Alleviation

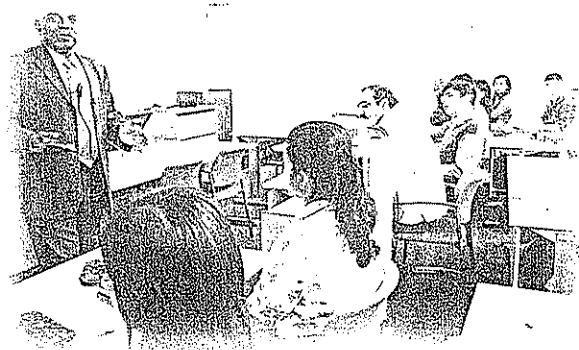
This course focuses on the problems of poverty and inequality in economic development. Specifically, we discuss i) concepts and measurements of poverty and inequality, ii) their dynamics in economic growth and development, and iii) microeconomic foundations for poverty alleviation and public programs. Topics covered include poverty definitions, entitlement, income distribution and its decomposition, the Kuznets hypothesis, pro-poor growth, human capital investment and accumulation, risks and vulnerability, targeting, and the allocation of public programs.

Japanese Development Cooperation

International development assistance has been undergoing significant change over the last several years. Among the entire development community there has been an increased emphasis on policies, institutions, poverty reduction, governance and coordination among donors and NGOs. Inviting practitioners of development assistance, this course will examine the changes, trends and issues in the thinking, approaches and provision of Japanese ODA.

Gender and Development

Gender disparities in basic rights such as access to food, schooling, credit, land resources, and public participation are pervasive throughout the world, particularly in the developing world. The persistence of gender inequalities hinders economic development. This course will examine these issues, explore the link between gender disparities and economic development, and identify appropriate policies that can promote gender equality.



Experience of Internship

☆**Sysangkhom Khotnhotha (Class of 2007, Ministry of Industry and Commerce, Laos)**

The internship is one of the required courses of the Master of International Development Studies (IDS) program. It is a chance for students to apply the knowledge gained in the IDS program to the real world, providing practical training in a government, international or research institution.

I decided to do my internship at ASEAN-Japan Centre (AJC) because my research topic and my job at home are closely related to export promotion. AJC, which consists of four divisions, namely General, Trade, Investment, and Tourism, was established in 1981 as an international organization by the seven member countries, but now it has expanded to include the 10 ASEAN member countries and Japan. The main objectives of AJC include promoting exports from ASEAN to Japan, increasing the inflow of investment from Japan to ASEAN, and revitalizing tourist traffic from Japan to ASEAN.

I was attached to the Trade Division, which conducts activities such as introducing ASEAN exporters to Japanese importers through exhibitions, and training ASEAN entrepreneurs how to prepare for entering the international market. It also gives financial assistance to ASEAN trade promotion organizations (TPOs) for activities such as publishing exporter directories. Five categories of ASEAN products, which are gifts & decorations, furniture, food & beverages, construction materials, and health & wellness, have been promoted.

My varied duties during the internship included the following. I assisted the staff to organize the ASEAN Indigenous Raw Material Exhibition, the main objective of which is to inform Japanese buyers or importers about ASEAN raw materials. I also assisted ASEAN exporters invited by the AJC to exhibitions in Japan. I was assigned to accompany Lao investment promotion delegates led by the President of the Committee for Planning and Investment of Laos. The delegation was invited by the AJC to organize an investment promotion seminar, and by participating in the seminar I was able to learn about the problems faced by foreign investors in Laos.

I received several benefits during the internship. First of all, it was a great opportunity to experience Japanese working culture. It was fascinating for me to witness just how hard the Japanese actually work. Secondly, I developed a deeper understanding about many things studied during my coursework by actually applying them in real-life, such as project cycle management. Thirdly, and unexpectedly, I learnt more about how foreigners, including the Japanese, think about my country. Lastly, I had a chance to build up networks with the staff of ASEAN TPOs, who are providing the same service as I am in Laos.

The IDS program is one of the best programs in the world because it provides students not only academic credentials, but also practical experience and a network of colleagues in Japan and beyond. Having completed the IDS program, I realize that I have grown in confidence and feel better equipped to contribute to my organization and homeland.

○ Guest Lecturers for Intensive Courses

Courses	Guest lecturers	Year
Agriculture and the Environment	Dr. Peter Hazell, Visiting Professor, Imperial College London, Wye Campus	2007
Markets, Resources and Policies in Developing Countries	Dr. Jeffrey Nugent, Professor, Department of Economics, University of Southern California	2007
The Microeconomics of Development: An Empirical Approach	Dr. Scott Rozelle, Professor, Institute of International Studies, Stanford University	2006
Economics of Education in Developing Countries	Dr. Elizabeth King, Lead Economist, Human Development Department, World Bank	2006
Development Microeconomics	Dr. Christopher Udry, Director, Dept. of Economics, Economic Growth Center and Council on African Studies, Yale University	2005
The Rural Non-Farm Economy and Poverty in the Developing World	Dr. Peter Lanjouw, Lead Economist, Development Economics Research Group, World Bank	2005
Institutions and Governance in Development	Dr. Pranab Bardhan, Professor, Institute of International Studies, University of California, Berkeley	2004
Empirical Micro-Development Economics	Dr. John Strauss, Professor, Dept. of Economics, Michigan State University	2004
Development Problems in Africa	Dr. Michael Kevane, Professor, Dept. of Economics, Santa Clara University	2003
Poverty Alleviation	Dr. Kaushik Basu, C. Marks Professor, Dept. of Economics, Cornell University / Program Director, Comparative Economic Development Program, Cornell University	2003
Institutions and Development	Dr. Avner Greif, Professor, Dept. of Economics, Stanford University	2003
Globalization and Development	Dr. Gustav Ranis, Director, Center for International and Area Studies, Yale University / Frank Altschul Professor of International Economics, Yale University	2002
Human and Social Development	Dr. Elisabeth Sadoulet, Professor, Dept. of Agricultural and Resource Economics, University of California, Berkeley	2002
	Dr. Alain de Janvry, Professor, Dept. of Agricultural and Resource Economics, University of California, Berkeley	2002
Development Problems in Africa	Dr. Marcel Fafchamps, Deputy Director, Centre for the Study of African Economies, Dept. of Economics, University of Oxford/ Professorial Fellow, Mansfield College, University of Oxford	2002
Public Sector Management and International Development	Dr. Anuradha Joshi, Fellow, Institute of Development Studies, University of Sussex	2001
Globalization and International Development	Dr. Hubert Schmitz, Fellow, Institute of Development Studies, University of Sussex	2001
Development Problems in Africa	Dr. Jean-Philippe Platteau, Professor, Faculty of Economics, University of Namur	2001
Poverty Reduction	Dr. Howard White, Fellow, Institute of Development Studies, University of Sussex	2000
	Dr. Michael Lipton, Research Professor, Poverty Research Unit, University of Sussex	2000
Development Project Analysis	Dr. Jock Anderson, Principal Economist, World Bank	2000
	Mr. Takamasa Akiyama, Principal Economist, World Bank	2000

Internship

Students who have successfully completed the one-year graduate coursework are **required** to participate in an internship at one of a variety of organizations within Japan from October for a maximum of six months. With assistance from FASID, students choose an organization of their interest which they will be attached to. In the past, international students have been attached to the organizations below.

Types		Organization
International Organizations		ASEAN-Japan Center
		Asian Development Bank Institute (ADB)
		Asian Productivity Organization (APO)
		Food and Agricultural Organization of United Nations (FAO)
Japanese Organizations	Government	Bank of Japan
		Ministry of Foreign Affairs
	AID Agency / NPO / NGO	AMDA (Association of Medical Doctors of Asia)
		Foundation for Advanced Studies on International Development (FASID)
		Japan International Cooperation Agency (JICA)
	Research Institute / University	Economic and Social Research Institute, Cabinet Office
		Institute of Developing Economies (IDE)
		International Cooperation Center for Agricultural Education (ICCAE), Nagoya University
		Meijigakuin University
		National Graduate Institute for Policy Studies (GRIPS)
		Policy Research Institute, Ministry of Agriculture, Forestry and Fisheries
		Research Institute of Economy, Trade and Industry (RIETI)
		The Institute of Economic Research, Hitotsubashi University
		Tokyo Metropolitan University
	United Nations University Institute of Advanced Studies	
	Private Sector	PADECO Co. Ltd.



Experience of Internship

☆**Eucabeth Bosbori Opande (Class of 2007, Jomo Kenyatta University of Agriculture and Technology, Kenya)**

After completing IDS coursework, I was attached as an intern to the International Cooperation Center for Agricultural Education (ICCAE), Nagoya University, which is a leading Japanese center for international cooperation in agriculture. ICCAE's mission is to enhance human resource development, and the North-South transfer of information and technology through research, training and networking.

I was under the supervision of Professor Shuichi Asanuma, and was assigned the tasks such as assisting in organizing an Open Forum, reviewing abstracts of the Africa Rice Congress of August 2006 and preparing a summary report of the 3rd workshop presentation materials on the NERICA adaptability trials of Kenya. I also undertook research on "agricultural production, consumption and trade of Kenya: analysis of trends from 1961 to 2003/2004" using the FAOSTAT.

The internship required the application of knowledge and skills acquired during the IDS course work. For example, it enabled me to better

understand the state of agriculture in my country, Kenya, where agriculture is the livelihood and the backbone of the economy. It also helped me to understand the importance of the Japanese Government in promoting rice, especially NERICA, in Kenya through AICAD (African Institute for Capacity Building and Development), whose work ICCAE is greatly involved in.

At the beginning my greatest fear was to give a bad impression of myself and that of the IDS program, but as I began to settle I completely felt accepted in the ICCAE family and my fear went away. With good guidance from my supervisor I was highly motivated and put a lot of effort in the work. The professors of ICCAE and Nagoya University are really friendly and the majority of them can speak English, and this made communication easier. More so I enjoyed working closely with the two visiting Kenyan research scientists that ICCAE had invited during my stay. I also had the privilege of interacting with Japan's top agricultural scientists during the open seminars organized by ICCAE.

In conclusion, I thank ICCAE for accepting me as their first intern and to JICA and FASID for accepting my request to take up the internship in ICCAE.

English Program

● Intensive English Program (IEP)

The Intensive English Program (IEP) is offered to students whose English proficiency does not meet the graduate program requirements (TOEFL PBT 600, CBT 250 or iBT 100, or IELTS Band 7) as preparation for the graduate coursework. The IEP is scheduled from April to August inclusively and aims to equip students with essential English language and academic skills. Students complete two main streams, Written Text Skills (WTS) and Academic Communication Skills (ACS). Minimum admission requirements for the IEP are TOEFL PBT 520, CBT 190 or iBT 68, or IELTS Band 6.

Term I

IEP Term I introduces students to academic writing and reading skills in WTS, and listening and speaking skills in ACS. These courses include comprehensive tasks to strengthen basic language skills, including grammar and vocabulary. However, the focus is on understanding the logic and structure of academic development studies texts, including books, research articles, seminars and lectures. Thus, all classes examine authentic examples of authentic development studies texts. In addition, frequent individual consultations in which students can discuss their specific needs with the lecturers are integrated into the syllabus.

Term II

IEP Term II builds on Term I with a focus on graduate level research and seminar skills. The Individual Research course introduces how to write an in-depth research paper, while the Development Case Studies course introduces the analysis of specific cases and approaches to solving development problems. Professional English classes cover common business English functions to prepare for the IDS internship.



Experience with the IEP

★Yupawan Premchit
(Class of 2008, Ministry of Foreign Affairs, Thailand)

I found that the IEP was very worthwhile preparation for my studies in the IDS program. Throughout the IEP, I developed many important academic English skills, especially in Term I, and was introduced to the process and purpose of development economics research under the close supervision and friendly advice of the instructors in Term II.

In Term I, essential English for academic purposes was introduced and practiced while reading, writing, listening, and speaking about development issues. I was fortunate that we began by refreshing some basics because they were essential for more advanced tasks later in the course. My classmates and I, for example, began with fairly basic tasks, focusing on accuracy and style. We soon learnt how to analyze academic texts for deep comprehension, write concise essays, and not only to understand but also to give academic presentations. In

Term II we learnt how to develop a research outline and begin reading for and writing a research project, as well as writing exam essays under time constraints. Moreover, note-taking strategies and business English, which were life-savers during the IDS lectures and internships respectively, were practiced throughout the IEP as well.

Having finished my undergraduate studies in 2000, participation in the IEP helped me to reestablish and extend good study habits for the IDS program. The IEP gave me confidence and ability to tackle the many academic challenges which awaited me in the graduate program, from lectures and exams to seminar presentations and research papers. Moreover, and despite the demanding workload, it was a golden opportunity for me to make Japanese friends who were supportive during my adjustment to life in Japan.

Overall, the IEP is a great way to raise your English level to the IDS requirements while being introduced to development studies topics and assignments.

Features of IEP Courses

Written Text Skills

- International development content
- Integrated approach to reading and writing
- Writing focus on communication through logical structuring and accuracy
- Techniques to integrate expert research into student writing
- Reading strategies to improve comprehension and speed
- Business email writing for internship preparation

Academic Communication Skills

- Authentic materials from lectures and international seminars
- Combined individual audio-visual and group communicative practice
- Advanced communicative skills such as clarifying, negotiating etc.
- Presentation and seminar skills
- Professional English skills to prepare for internships

Individual Research Project

Students learn to evaluate and synthesize academic sources such as journals and books to produce an original research paper. The course introduces the basic logic of economic research, and then moves on to choosing suitable topics, finding relevant information, evaluating academic sources, paraphrasing, referencing and synthesis of sources. Students may choose to continue researching the same topics in depth in the Graduate Program.

Development Case Studies

Groups of students collaboratively analyze and research international development case studies. Groups choose a short case study, and then analyze the case using an appropriate theoretical framework. The case and analysis is then presented in a student led seminar, after which the class writes practice exam essays. Students learn from each other in some detail about several important issues in international development, while at the same time practicing exam preparation and writing skills, all under the supervision of the IEP instructors.



● Academic English Support Program (AESP)

The Academic English Support Program aims to provide integrated language and academic skills assistance to students during their graduate coursework. One component is summary writing practice conducted in conjunction with Fall and Winter core courses to hone text book reading and exam writing skills, and to reinforce lecture content. Another component is writing/editing assistance encompassing both language use and organizational structure, which is provided for the Applied Development Research course series (Fall, Winter, Spring terms).



Message from the Alumni

☆Kindon Gandanga (Class of 2006, Ministry of Industry and International Trade, Zimbabwe)

I am proud to be an alumnus of FASID/GRIPS, which in my opinion is a very competitive, internationally recognized institution. It has produced graduates that are successful in their professions both in the public and private sectors. The collaboration between FASID and GRIPS has produced a specialized IDS program, which, through its explicit and innovative linking of theory and practice, has served me well in my profession.

When I came to Japan in 2004, I began the program at the interim campus located in Shinjuku, but during the course of my study GRIPS relocated to a new state-of-the-art campus in Roppongi, one of the most dynamic centers of Tokyo. The modern library, apart from well stocked traditional shelves, has high speed online access to other libraries, publications, and electronic journals. This can be accessed anywhere on campus through the wireless LAN, to which each student is connected. I also visited the library at Japan External Trade Organization (JETRO), which is one of the largest in Japan.

During my studies I stayed at the Tokyo International Exchange Center (TIEC), a specialized residence for students and researchers in the futuristic Odaiba development. Located on the shores of Tokyo Bay, the vibrant, cosmopolitan atmosphere of TIEC was conducive to both study and social interaction with students from many countries and disciplines.

My study was made easier by the FASID/GRIPS academic support staff, which assist students with their studies and daily life. It is true that my adjustment to life away from home was easier because I had been to Japan in 2001 to participate in a training course at the Japan Trade and Investment Insurance Organisation (JTIO). However, the staff, together with basic Japanese lessons provided at GRIPS, contributed to my complete lack of culture shock, and I was able to interact with Japanese people and move around on my own.

A critical component of the IDS Program is the internship. This enables students to gain practical experience which complements their studies and areas of interest. A wide range of outstanding institutions are now accepting IDS students for internships because of the influence of professors, like Yujiro Hayami. Another important feature is that FASID invites professors from other notable universities like, Yale and Princeton, to come and give specialised courses to benefit

students.

I did my internship at the Institute for Developing Economies (IDE-JETRO) at Makuhari in Chiba. During five months at the IDE, I gained professional skills and knowledge in the area of spatial economics from then IDE President Masahisa Fujita and my supervisor Daisuke Hiratsuka, Director of Regional Integration Study Group and APEC Study Center. Now I am back at my work, more skilled, efficient and broadening my horizons in my chosen area of interest and rising in my career.

I urge all prospective students to enroll in the IDS program as it is competitive and exciting. It is a priceless, once in a lifetime opportunity.

☆Chowdhury Hayat (Class of 2007, Ministry of Establishment, Bangladesh)

When I applied for the FASID/GRIPS IDS program, I considered it an opportunity to deepen and widen my knowledge on development issues. Particularly as my job involves policy formulation and implementation, I was excited at the prospect of gaining fresh perspectives on development problems, with a view to applying them to the challenges facing my home country. Now, after successful completion of the IDS program, I feel that it surpassed my expectations.

The IDS program incorporates several remarkable features. The program is designed in such a way as to place equal importance on development theories and practical experience. It starts by educating students, including those having no background in economics or business studies, in the foundations of economic science in the IME program. 'Strategies and Conditions for Development' and 'Government and Market', two core courses taught by world-renowned economist Professor Yujiro Hayami, explain the interactions and complementary roles of cultural and economic subsystems in development. These courses survey a wide range of development theories, with special emphasis on the role of three important institutions: state, market, and community. Other courses, also taught by noted economists in their fields, then build on these foundations, covering essential economic methodologies as well as practical case studies, which provide exciting new perspectives on issues in both developed and developing countries. The seminar 'Applied Development Research' is a forum where students cut their teeth as fledgling development economists, completing a challenging, but

Introductory Mathematics and Economics

The Introductory Mathematics and Economics Course (IME) aims to provide the core principles of economics and mathematics to students who have either not taken introductory economics or taken it some time ago and thus would benefit from refreshing their knowledge. By the end of the course, the students are expected to be primed to take intermediate courses in economics and quantitative methods that are required in the regular semesters. The economics portion will cover the basics of microeconomics, and the math portion will cover basic mathematical skills frequently used in economics and quantitative methods. The course will be held in September for three weeks. Students who have successfully completed IME will be given 2 credits from GRIPS.

ultimately rewarding extended project. Through all of these courses, I have appreciated how accommodating and accessible the faculty and staff of this school are.

A five-month internship program, which gives students a chance to work with leading international or Japanese organizations, is another unique feature of this program. This exposes students to international-standard working conditions and etiquette which will be of immense use for most students, especially international students, who work with international partner organizations.

In addition, I have truly benefited from many other things beyond the academic program. Studying with students from all over the world gave me an opportunity to develop friendships with Japanese as well as international students while learning about their cultures. In particular, the horizontal and vertical interactions between IDS students, and the intimacy with the faculty and their family members, form a lively community which has extended my network of friends. Above all, during my stay in Japan I have been deeply fascinated by Japanese culture and Japan's development history, which has undeniably made a deep impression on me and my way of thinking.

Finally, this program has enhanced my skills in and broadened my understanding of development. I am now more confident and skilled in the use of analytical tools which I hope to apply in my own future research. The IDS program must surely be the right choice for anyone who is keen to excel as a researcher or policy maker in the development field.

★**Mary Ann Magadia (Class of 2007, Board of Investments, Philippines)**

Consider yourself very lucky if you are accepted into the IDS program. I assure you that it is an experience that will take you to a higher level of professional maturity. I know, because that is what it did to me, according to my colleagues at the Board of Investments when I came back from the program. Tasks which used to be complicated for me to grasp, and therefore were difficult to accomplish, have now become simple and extremely enjoyable.

And why would the program not mold you into a more sophisticated thinker? The dedicated IDS professors will make sure that it does. They will equip your mind with an arsenal of useful development economic concepts and analytical tools. They will make you understand the mechanics of development, such as how it depends on

Message from the Alumni

the intricate relationship among cultural, resources and technology. They will train you to examine the behavior of economic agents (producers, consumers and government) and economic consequences in a scientific manner. They will equip you with statistical and econometric tools that will aid you in conducting deeper studies and more meaningful interpretations of economic data. They will provide you with guidelines on how to scrutinize costs and benefits of development projects. They will explain the concept of international trade in a very practical way that will straighten any biases you might have on free trade. They will present specialized development strategies such as industrial clustering. They will clarify obstacles facing developing countries through the review of important research on diverse development issues such as quality of education, healthcare, market reforms in agriculture, food aid, the environment and gender.

Upon completion of the coursework, you will have the opportunity to do an internship in one of many leading development organizations. For me, the internship seals the knowledge that you have gained from the IDS coursework, as you will have the opportunity to apply the development concepts that you have learned. The practical experience and the contacts that you will gain from working with a development organization will always be with you.

The scope of the IDS program may be challenging, but this does not mean that you will not enjoy your stay in Japan. There will be many opportunities to go on field trips that are organized by GRIPS and JICA. By the time you finish the program, you may have visited most of the popular tourist sites in Japan.

Of course, when I talk about my IDS experience, I can never leave out the international friends I became close to. There is nothing like hearing directly from them the realities in their countries. You will definitely have a more balanced view of the problems they are facing and you will see the stark similarities of the problems facing developing countries. I am glad that I did not limit my social circle to people from my own country, but instead took the opportunity to interact with diverse international students who have broadened my view on different cultures and on various development issues.

All of these benefits you will gain from the IDS program. However, it will be up to you to maximize your gains by putting in serious efforts and having a deep desire to contribute to your country's development.

Student Life

The GRIPS campus is located in Roppongi, one of the major centers in Tokyo, offering access to a wide variety of domestic and international food and products. The students can rely on the extensive network of the international student body at GRIPS for day-to-day living advice. In addition, since the FASID/GRIPS program consists of both international and Japanese students, the international students can maximize their exposure to Japanese lifestyle and culture on a daily basis. Many student activities are organized to make the most of their stay in Japan, from visiting factories and local governments to cultural exchanges. Japanese language classes are offered throughout the year at GRIPS.

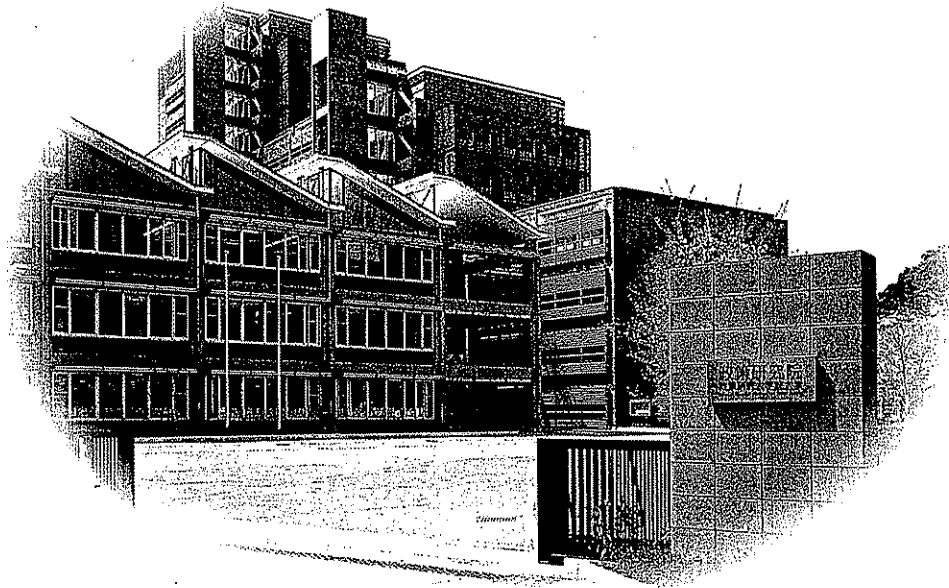


Photo (GRIPS building) : Masao Nishikawa

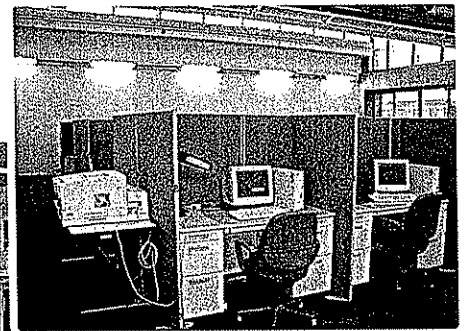
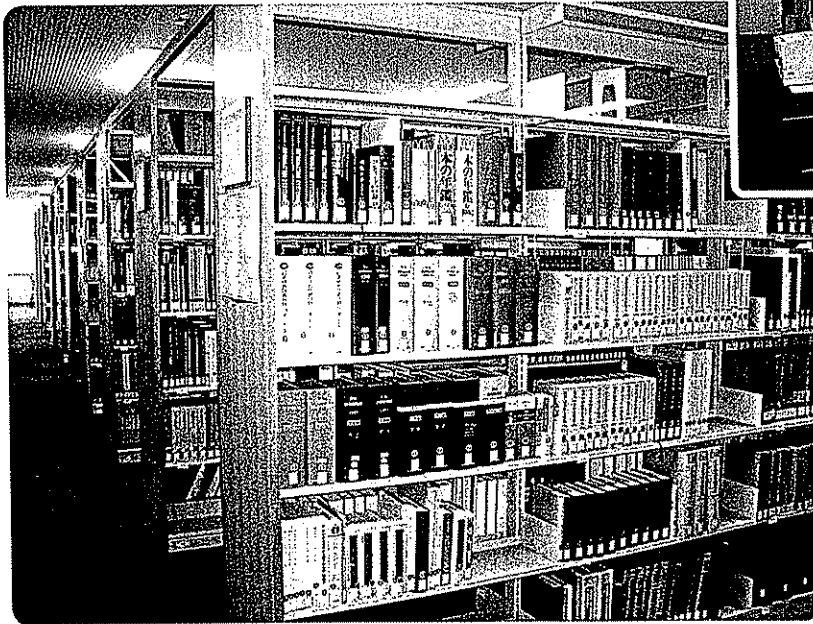
Facilities

Library:

The GRIPS library contains over 120,000 volumes of books, statistics, working papers, and government documents, as well as a large collection of periodicals. The computerized catalogue can be accessed and searched by using OPAC or NACSIS-WebCAT, the Japanese Collection Search System. The library staff is well trained to advise on solutions to research problems and to identify the most efficient use of the resources available. A teaching collection ensures that books in heavy demand for courses are readily available. Other printed materials not held in the library can be obtained for students through inter-library loans. Moreover, GRIPS is surrounded by a wealth of other libraries and archival resources in Tokyo.

Computers:

Each student will be assigned one computer and a study space in the Student Research Room, which is accessible 24 hours a day. All computers are equipped with standard packages including such applications as Microsoft Office, Internet Explorer and Netscape. Access to the Internet is provided from all computers. A computer help desk is open to all students throughout normal working hours.



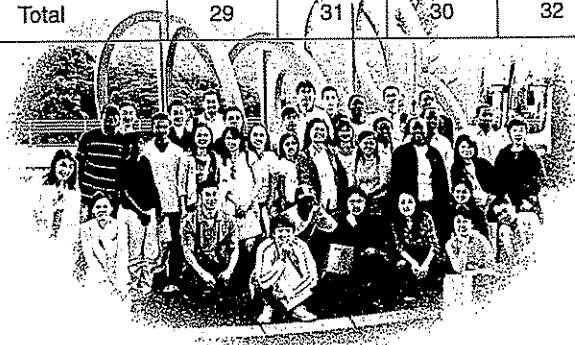
Enrolled Students

Graduate Program in International Development Studies

The class is composed of approximately equal numbers of Japanese students and international students from Africa and Asia. Most are either policy makers, researchers at national institutes, or practitioners of development, and have experience in dealing with development projects. This diversity of students makes the program practical as well as international.

○ List of Students and Their Countries

Country	Number of Students (by Year of Intake)								
	2000	2001	2002	2003	2004	2005	2006	2007	Total
Japan	13	14	12	15	10	16	13	15	108
Bangladesh	1	1	1	1	1	1	0	1	7
Cambodia	0	2	0	0	1	0	2	1	6
China	1	1	1	2	0	1	1	1	8
India	0	2	2	1	0	0	0	0	5
Indonesia	1	1	0	2	1	1	0	1	7
Lao PDR	1	1	0	0	0	1	0	0	3
Malaysia	1	0	1	0	1	1	0	1	5
Myanmar	1	1	1	1	0	0	0	0	4
Nepal	1	1	1	1	1	0	1	1	7
Pakistan	1	0	2	1	1	0	1	0	6
Philippines	1	1	1	0	1	2	2	0	8
Sri Lanka	0	1	1	1	1	2	0	1	7
Thailand	0	0	1	2	1	0	1	0	5
Vietnam	1	1	0	2	1	0	1	2	8
Côte d'Ivoire	0	0	1	0	0	0	0	0	1
Ethiopia	—	—	—	—	—	—	1	2	3
Ghana	1	1	1	0	1	0	1	0	5
Kenya	1	1	1	1	2	1	1	1	9
South Africa	1	0	1	0	0	0	0	0	2
Tanzania	1	1	0	0	1	0	1	0	4
Zambia	1	0	1	1	0	2	2	2	9
Zimbabwe	1	1	1	1	1	0	0	1	6
Total	29	31	30	32	25	28	28	30	233



Admission

Graduate Program in International Development Studies

■ Number of Admissions and Structure of Class

Number of admissions: total of approximately 30 students

Among the admitted students, about 15 will be Japanese students who are from Japanese ministries, development project implementing agencies, NGOs, and those who have work experience in the field of development or strongly wish to work in the field in future. The other half will be from developing countries and includes policy makers, researchers, or development project practitioners. This diversity of classmates enables students to form an international network as a resource for the future.

■ Degree

Those who have successfully completed the required coursework will be conferred a Master's degree in International Development Studies by GRIPS.

■ Structure and Duration of the Program

Duration: Minimum 13 months to maximum 2 years

The FASID/GRIPS Joint Graduate Program consists of four components, which are the Intensive English Program (5 months from April), the Introductory Mathematics and Economics Course (1 month in September), Graduate Coursework (1 year from October), and the Internship (maximum of 6 months from October).

1st. Year				2nd. Year		
Apr.-Aug.	Sept.	Oct.-Jan.	Feb.-Mar.	Apr.-Jul.	Aug.-Sept.	Oct.-Mar.
IEP	IME	COURSEWORK				INTERNSHIP
		Fall	Winter	Spring	Summer	Ph.D. Program

■ Scholarship

Successful applicants from developing countries will receive scholarships from the Government of Japan through JICA, including tuition, living expenses, medical insurance, and return travel between Japan and their home countries.



■ Eligibility & Application Procedure

Eligibility

Candidates must be either: 1) government officials engaged in macroeconomic management, development policy, or related duties, or 2) researchers attached to research institutions/universities or, other organizations engaged in development related research.

In principle, candidates must possess a first or upper second class honours degree (in the British system), undergraduate GPA above 3.0 (in the American system), or the equivalent, in a discipline related to the Program from an institution recognized by FASID/GRIPS.

As all courses require intensive reading, writing, and class discussions in English, candidates must demonstrate proficiency in both written and spoken English. Candidates whose official language is not English must demonstrate language proficiency through test scores such as IELTS or TOEFL. Candidates with test scores below IELTS band 7.0 or TOEFL PBT 600 (Computer Based Test: CBT 250, Internet Based Test: iBT 100) or equivalent must participate in and complete the Intensive English Program from April. Those with a current English proficiency test score below IELTS band 6.0, TOEFL PBT 520 (CBT 190, iBT 68), or their equivalent, do not qualify for the Program. Those candidates from countries where English is an official language, and those who have completed an undergraduate/graduate degree in English in an approved English-speaking country may be granted exemption from providing English proficiency test scores, and may commence their studies from September. Candidates must also possess basic algebraic skills.

Application / Selection

The application and supporting documents should be submitted to the local JICA office or the Embassy of Japan through the respective countries' aid co-ordination unit. Applicants satisfying the eligibility requirements for the Program will be requested to take a mathematics test and sit for an interview at the local JICA office or the Embassy of Japan. Only those recommended through the above procedures will be screened by the FASID/GRIPS/JICA/MOFA admissions committee for the final decision. For the application deadline, please contact your local JICA office or Japanese Embassy.

TOEFL PBT 600 (CBT 250, iBT 100), IELTS Band 7.0 and above	May commence studies from September
TOEFL PBT 520-599 (CBT 190-249, iBT68-99), IELTS Band 6.0-6.5	Must participate and complete the Intensive English Program from April
Below TOEFL PBT 520 (CBT 190, iBT68), IELTS Band 6.0	Do not qualify for the program

FASID Faculty Members

Keijiro OTSUKA



Degree:

- B.A., Faculty of Agriculture, Hokkaido University (1971)
- M.A., Graduate School of Social Sciences, Tokyo Metropolitan University (1974)
- Ph.D., Department of Economics, University of Chicago (1979)

Career:

- Post-Doctoral Fellow, Economic Growth Center, Yale University (1979)
- Instructor to Professor, Faculty of Economics, Tokyo Metropolitan University (1980–2001)
- Visiting Scientist, International Rice Research Institute, Philippines (1986–89)
- Visiting Research Fellow, International Food Policy Research Institute, Washington, DC (1993–98)
- Deputy Director, FASID Graduate Program and Professor, GRIPS (2001–)
- Vice President of the International Association of Agricultural Economists (2002)
- Chairman of the Board of Trustees of International Rice Research Institute (2003)
- Director, FASID Graduate Program (2003–)

Current Research Interests:

- Exploration of the “East Asian model of industrial development” based primarily on case studies of industries in Japan, Taiwan, and China.

Tetsushi SONOBE



Degree:

- B.A., Department of Economics, University of Tokyo (1984)
- M.A., Department of Economics, Yale University (1992)
- Ph.D., Department of Economics, Yale University (1992)

Career:

- Assistant Professor to Professor, Faculty of Economics, Tokyo Metropolitan University (1992–2003)
- Visiting Associate Professor, Department of Economics, University of Philippines at Diliman (1998)
- Deputy Director, FASID Graduate Program and Professor, GRIPS (2003–)

Current Research Interests:

- Exploration of industrial locations, agglomeration and development based on case studies in Asia and Africa.

Kaliappa KALIRAJAN



Degree:

- B.Sc., Department of Mathematics, Madras University (1968)
- M.Sc., Department of Mathematical Economics, Madurai University (1970)
- M.Litt., Department of Econometrics, Madurai University (1973)
- Ph.D., The Australian National University, Research School of Pacific and Asian Studies (1979)

Career:

- Lecturer in Mathematical Economics, Madurai University (1972)
- Post Doctoral Fellow, International Rice Research Institute, Philippines (1980)
- Visiting Assistant Professor, University of the Philippines (1981)
- Lecturer, Department of Economics and Statistics, National University of Singapore (1982)
- Senior Fellow in Economics, RSPAS, The Australian National University (1988)
- Deputy Executive Director to Executive Director, Australia South Asia Research Centre, The Australian National University (1994–2000)
- Visiting Professor, International University of Japan (1992, 1998–2005)
- Adjunct Professor, Madras School of Economics (1996–)
- Life Member, Indian Econometric Society (1980–)
- Life Member, Economic Society of Singapore (1982–)
- Adjunct Professor, Australian National University (2004–)
- Professorial Fellow, FASID and Professor, GRIPS (2001–)

Current Research Interests:

- Re-examination of sources of modern output growth in East Asia, Trade among Indian Ocean Rim-Association of Regional Cooperation (IOR-ARC) countries, Potential and constraint, Economic Reforms and Poverty reduction in India.

Kei KAJISA



Degree:

- B.A., School of International Politics, Economics and Business, Aoyama Gakuin University (1991)
- M.A., Graduate School of International Politics, Economics and Business, Aoyama Gakuin University (1993)
- Ph.D., Department of Agricultural Economics, Michigan State University (1999)

Career:

- Visiting Researcher, Indian Institute of Forest Management (1996)
- Consultant, Development Research Group, World Bank (1998–2000)
- Faculty Fellow, FASID Graduate Program and Associate Professor, GRIPS (2000–)
- Agricultural Economist, International Rice Research Institute, Philippines (2006–)

Current Research Interests:

- The role of social capital in economic development, analysis of institutional arrangements in agrarian markets, sustainable development through natural resource management by local communities.

Takashi YAMANO



Degree:

- B.S., Department of Agricultural Engineering, Hokkaido University (1993)
- M.S., Department of Agricultural Economics, Hokkaido University (1995)
- Ph.D., Department of Agricultural Economics, Michigan State University (1999)

Career:

- Visiting Assistant Professor, Michigan State University (2000)
- Consultant, Development Research Group, World Bank (2001–02)
- Faculty Fellow, FASID Graduate Program and Associate Professor, GRIPS (2002–)

Current Research Interests:

- Agricultural development in Africa, AIDS orphans' education and The impacts of HIV/AIDS on farm households in Africa (mainly in Kenya).

Jonna P. ESTUDILLO



Degree:

- B.S., Department of Agricultural Economics, University of the Philippines (Los Banos) (1986)
- M.A., Department of Economics, University of the Philippines (Diliman) (1989)
- Ph.D., Department of Economics, University of Hawaii (1995)

Career:

- Project Scientist, the International Rice Research Institute (1996–98)
- Postdoctoral Fellow, Tokyo Metropolitan University (1998–2000)
- Faculty Fellow, FASID Graduate Program and Visiting Associate Professor, GRIPS (2000–)
- Associate Professor, Department of Economics, University of Philippines (2002–)
- Faculty Fellow, FASID Graduate Program and Associate Professor, GRIPS (2007–)

Current Research Interests:

- Schooling progression of children, gender and intrahousehold allocation of resources, gender and intergenerational transfers of wealth in rural communities, Green Revolution in the Philippines focusing on its impact on productivity and income distribution.

Yujiro HAYAMI



Degree:

- B.A., Faculty of Liberal Arts, University of Tokyo (1956)
- Ph.D., Iowa State University, Department of Economics and Sociology (1960)

Career:

- Research Associate, the National Research Institute of Agricultural Economics, Ministry of Agriculture, Forestry and Fisheries, Japan (1956–66)
- Associate Professor to Professor, Faculty of Economics, Tokyo Metropolitan University (1966–86)
- Visiting Associate Professor of Agricultural Economics, University of Minnesota (1968–70)
- Agricultural Economist, International Rice Research Institute, Philippines (1974–76)
- Professor of Economics, School of International Politics, Economics and Business, Aoyama Gakuin University (1986–2000)
- Japan Foundation Visiting Professor, Economic Growth Center, Yale University (1991)
- Honorary Fellow, American Agricultural Economics Association (1991)
- Visiting T.H. Lee Professor of World Affairs Chair, Cornell University (1995–96)
- Honorary Lifetime Member, International Association of Agricultural Economists (1997)
- Awarded Purple Ribbon Medal (Shiju Hosho) from the Government of Japan (1999)
- Director, FASID Graduate Program and Professor, GRIPS (2000–03)
- Awarded the Academic Prize of 12th Fukuoka Asian Culture Prizes (2001)
- Faculty Chairman, FASID Graduate Program and Professor, GRIPS (2003)
- Senior Advisor, FASID Graduate Program and Visiting Professor, GRIPS (2005–)

Current Research Interests:

- Management of local commons focusing on the participation of local people, relative positions of local peasants and plantations in agricultural production, and interactions among community, market and state in economic development.

Noboru MINATO



Degree:

- B.A., Faculty of Economics, Keio University (1975)
- M.A., in International Relations, International University of Japan (1991)

Career:

- The Daiichi-Kangyo Bank, Ltd. (1975–1989)
- Deputy Director, International Development Research Institute / Department of Planning and Program, FASID (1992–2002)
- Acting Director, International Development Research Institute, FASID (2002–present)
- Visiting Professor, International University of Japan (1999–present)

Current Research Interests:

- Evaluation of Development Assistance, Japan's ODA Policy



English Instructors

Colin RUNDLE



Degree:

- B. Asian Studies (Hons), Australian National University/University of Indonesia (1995)
- Grad. Dip., in Education, University of Canberra (1998)

Career:

- Instructor (English), ELICOS Center, University of Canberra (1999)
- Tutor (Indonesian), Australian National University (1994)
- Instructor (Intensive English course), Indonesia-Australia Language Foundation (2000)
- IELTS Examiner, British Council Tokyo (2000-01)
- IEP part-time lecturer, FASID (2000)
- IEP Director, FASID (2001-)

Paul KANDASAMY



Degree:

- B.Sc., in Biology, University of Hawaii at Manoa (1984)
- B.B.A., in Management and Marketing, University of Hawaii at Manoa (1987)
- M.A., in English as a Second Language, University of Hawaii at Manoa (1995)

Career:

- Lecturer (English as a Second Language), University of Hawaii at Manoa (1993-95)
- Lecturer (English), Tokai University (1995-2000)
- Lecturer (English), Tokyo Keizai University (1998-2001)
- IEP Program Director, FASID (2000-01)
- Professor (English), Musashino Art University (2001-)
- AESP Senior Advisor, FASID, (2001-)

Ken DILLON



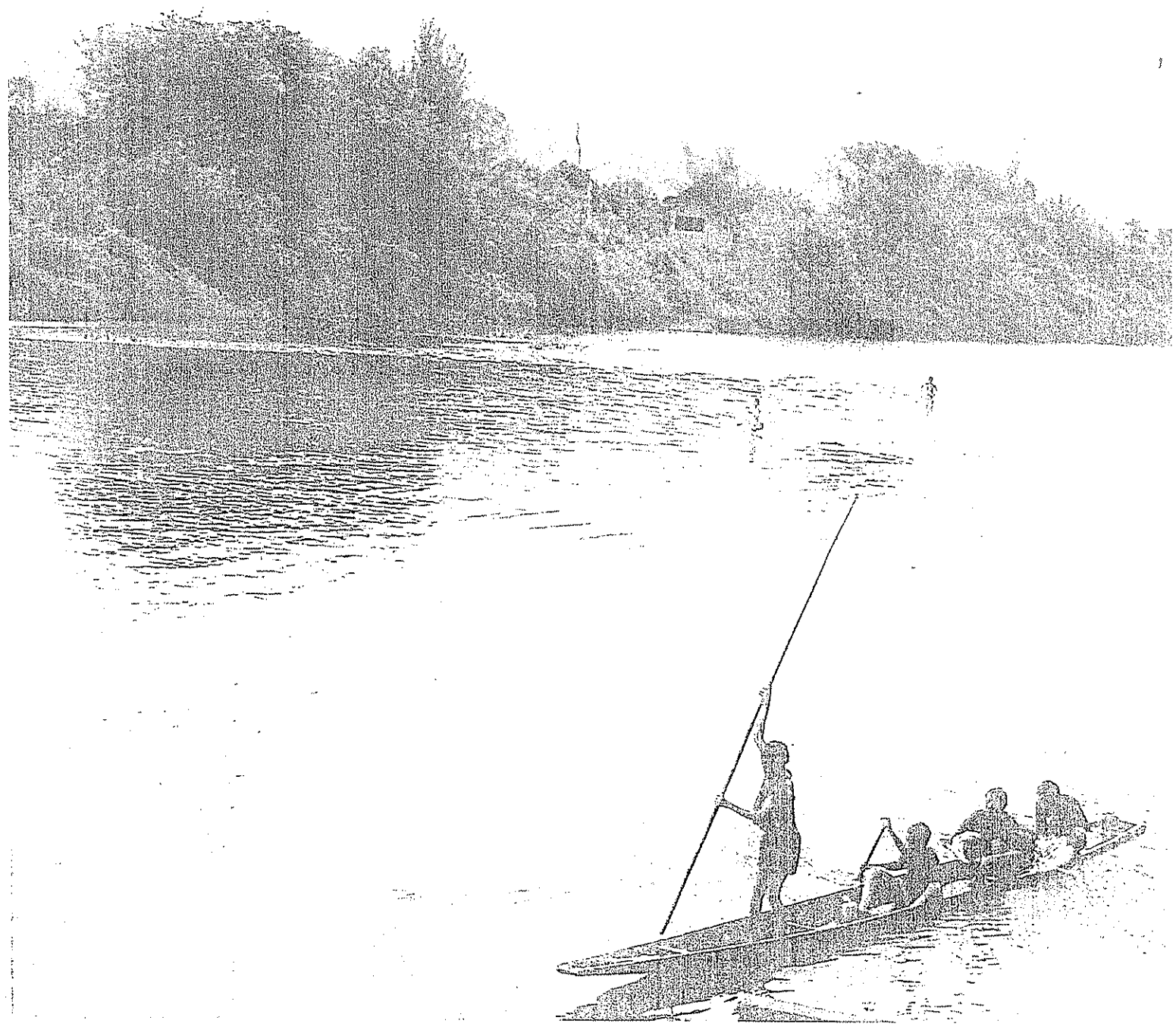
Degree:

- M.A., in Language Teaching, School for International Training (SIT) (1992)
- Trainer of Teachers Certificate (TOT), The Center for Teacher Education, Training, and Research, The School For International Training (2003)

Career:

- Instructor, Intensive English Program (IEP), American University Alumni Language Center (AUA), Bangkok (1989-1993)
- Lecturer (English), Faculty of Law, Ritsumeikan University (1994-2002)
- Lecturer, Kyoto University of Foreign Studies (1995-2002)
- Lecturer, Faculty of Foreign Languages, Kyoto Sangyo University, (1997-2002)
- Assistant Professor, IEP Text Skills Coordinator, International University of Japan (2002-04)
- IEP Instructor, FASID (2004-)







Additional Information

For further inquiry, please contact the JICA office and/or the Embassy of Japan accredited to your country or contact FASID/GRIPS directly:



GRIPS

The National Graduate Institute for Policy Studies

7-22-1 Roppongi, Minato-ku, Tokyo 106-8677, Japan

For the attention of: Admissions Office

Telephone: (+81-3) 6439-6046

Fax: (+81-3) 6439-6050

E-mail: ids-admissions@grips.ac.jp

<http://www.grips.ac.jp>

FASID

Foundation for Advanced Studies on International Development

1-6-17 Kudan Minami, Chiyoda-ku, Tokyo 102-0074, Japan

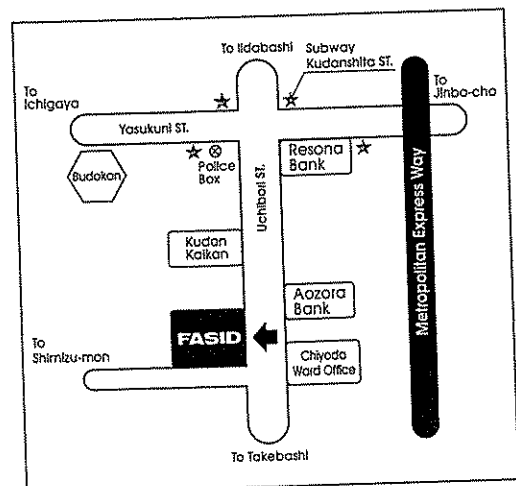
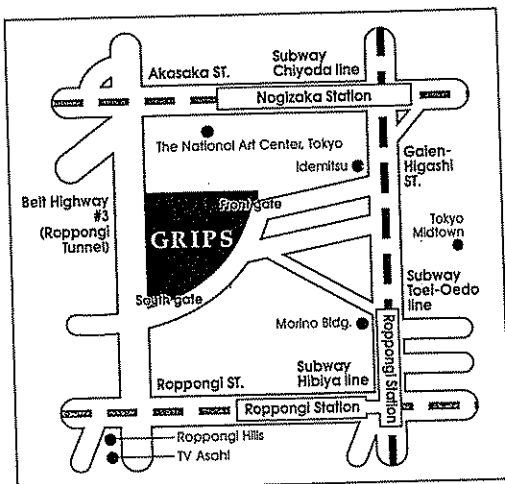
For the attention of: FASID Graduate Program

Telephone: (+81-3) 5226-0356

Fax: (+81-3) 5226-0357

E-mail: program@fasid.or.jp

<http://www.fasid.or.jp>



Graduate Program in International Development Studies

by GRIPS

in co-operation with JICA and Ministry of Foreign Affairs, Japan

2009/2011

Information for Applicants

Admission of Foreign Students from Developing Countries

Applicants are carefully reviewed and evaluated by the Admissions Committee, which is composed of representatives from GRIPS (National Graduate Institute for Policy Studies), JICA (Japan International Cooperation Agency), and MOFA (the Ministry of Foreign Affairs of Japan). Candidates are evaluated based on their scholastic ability for graduate study, qualities of character, motivation, evidence of leadership, management promise, and work experience.

The Graduate Program in International Development Studies by GRIPS in co-operation with JICA and MOFA is labeled as the International Development Studies (IDS) Program in the Master's degree programs at GRIPS, and hereafter will be collectively called the "IDS Program" in this information for applicants.

1. ELIGIBILITY

a. Countries eligible to apply for IDS Program and JICA scholarship

Only limited countries may apply for the IDS Program and JICA scholarship.

Those countries are:

Bangladesh, Cambodia, China, Cote d'Ivoire, Ethiopia, Ghana, India, Indonesia, Kenya, Laos, Madagascar, Malaysia, Mozambique, Myanmar, Nepal, Nigeria, Pakistan, the Philippines, Rwanda, Senegal, South Africa, Sri Lanka, Tanzania, Thailand, Uganda, Vietnam, Zambia, and Zimbabwe

All the necessary documents must be submitted either to **the JICA office** or **the Embassy of Japan** as indicated below, through your country's aid coordination unit. Direct submission to GRIPS in Tokyo is NOT accepted.

<input type="checkbox"/> JICA Office	<input type="checkbox"/> Embassy of Japan
---	--

b. Target group

Candidates must be either:

- 1) Government officials engaged in macroeconomic management, development policy, or related duties.
- 2) Researchers belonging to research institutions/universities or other organizations engaged in development-related research.

c. Academic backgrounds

In principle, candidates must possess a **first or upper second class honours degree** (in the British system), **undergraduate GPA above 3.0** (in the American system), or their equivalent, in a discipline related to the Program from an institution recognized by GRIPS.

d. English proficiency

As all courses require intensive reading, writing, and class discussions in English, candidates must demonstrate proficiency in both written and spoken English. Candidates whose official language is not English must demonstrate language proficiency through scores on tests such as TOEFL or IELTS.

- Candidates with test scores **below TOEFL 79 (iBT)/213 (CBT)/550 (PBT), IELTS band 6.5**, or equivalent, do not qualify for the IDS Program.
- Candidates with test scores **below TOEFL 100 (iBT)/250 (CBT)/600 (PBT), IELTS band 7.0**, or equivalent, must participate in and complete the Intensive English Program (IEP), which begins in July.
- Candidates who have completed their undergraduate/graduate education in English can provide evidence of English proficiency by submitting an official document proving that the medium of instruction at the university was English. In this case, a test result certificate is not required and may commence their studies in September.

e. Algebraic skills

Candidates must possess basic algebraic skills.

2. APPLICATION PROCEDURE

- 1) Applicants are requested to submit the necessary documents for admission to the IDS Program and for the award of the JICA scholarship. Please see 3. INSTRUCTIONS,
a. Documents to be submitted.
- 2) After the receipt of all the necessary documents, candidates may be requested to take an examination in basic mathematics, conducted by the JICA office or the Embassy of Japan, and sit for an interview.
- 3) Only those recommended through the above procedures will be screened by the GRIPS/JICA/MOFA admissions committee for the final decision, which will be announced before the middle of May 2009.

3. INSTRUCTIONS

Please read this information carefully before completing application materials.

- 1) Any false or misleading statement or incomplete or inaccurate application may be the basis for denial of screening for admission or, if you are admitted, dismissal from IDS Program.
 - 2) All questions must be answered, and the application form must be signed and dated.
 - 3) You must notify the JICA office or the Embassy of Japan — without delay — of any changes of status in any part of your application that may occur after the date of the signature on the application form.
 - 4) All materials submitted by an applicant become the property of GRIPS and will not be returned.
- a. Documents to be submitted:**
All documents must be presented in English or Japanese, or be accompanied with a translation by an accredited translator in either of those languages. Please use the list below to check whether you have submitted all the necessary documents.

Completed Application Form

1 Photograph (30 × 40 mm): Please paste the photograph on the application form

└ 2 Letters of Recommendation in sealed envelopes

- Note
- Letters of recommendation must be submitted in sealed envelopes, signed across the seal. Use of the attached form is recommended.
 - Recommendations should be written by people who have supervised the applicant either in an academic or work capacity. Preferably, one letter should be written by a university professor and another should be written by a senior member of the applicant's present work place.

Official Transcripts or Official Copies* of Transcripts from all undergraduate and graduate institutions previously attended

Official Degree Certificate or Official Copies* of Diplomas from all undergraduate and graduate institutions previously attended

- Note
- *Official Copy means a certified true copy of the original document with an official seal obtained from the administration office of the university attended. Or, a true copy of the original document certified by a notary public may be accepted. Copies attested by organizations/persons not having notary/legal functions will not be accepted or considered for screening.

Official TOEFL/IELTS Score Report (GRIPS TOEFL Code No.: 9040)

- Note
- Copy of an Official TOEFL/IELTS Score Report is accepted.
 - Only tests taken within 2 years of the application date are acceptable.
 - An official document confirming that undergraduate/graduate education was instructed in English with the attestation from the university.

Completed Certificate of Health filled out by a certified physician

- Note
- Please use the attached form and make sure that all fields in the Certificate have been completed. If any of the fields remain blank, you will be asked to take a re-examination.

b. When to apply (Closing Date): The JICA office or the Embassy of Japan will announce the closing date.

c. Where to submit your application: All the necessary documents must be submitted either to the JICA office or the Embassy of Japan, as specified on Page 1.

4. ENROLLMENT

The IDS Program accepts students twice a year, depending on the students' English ability as specified below.

Enrollment Month	JULY	SEPTEMBER
Required Course(s)	<ul style="list-style-type: none"> • IEP (July – August) • IME (September) 	<ul style="list-style-type: none"> • IME (September)
English Ability	TOEFL Below 100 (iBT) Below 250 (CBT) Below 600 (PBT) ----- IELTS Below 7.0	TOEFL 100 (iBT) and above 250 (CBT) and above 600 (PBT) and above ----- IELTS 7.0 and above

(IEP = Intensive English Program, IME = Introductory Mathematics/Economics course)

Graduate Program in International Development Studies
by GRIPS
in co-operation with JICA and Ministry of Foreign Affairs, Japan
2009/2011

APPLICATION FOR ADMISSION

PHOTOGRAPH

Indicate your
name on the
reverse side
of the photo

(Type or write in block letters)

1. Full name*: _____ [] Mr. [] Ms.
*As written in your passport. Please underline your family or main name.

Name to be used in correspondence, if different from above.

2. Date of birth: _____ 3. Age (as of 1st April 2009): _____
(MM/DD/YY)

4. Nationality: _____ 5. Marital status: [] Single [] Married

6. Present position with the name & address of employer:

(position/title) _____

(division) _____

(organization) _____

Does your organization belong to a central or regional authority? [] Central [] Regional [] Neither

(address) _____

Phone

Fax

E-mail

7. Present mailing address: [] Office [] Home

Phone

Fax

E-mail

8. Permanent address (if any):

9. Academic record: List names and locations of undergraduate and graduate schools attended, with dates of attendance and degrees attained or expected. Please attach academic transcripts from all colleges and universities listed.

Elementary Education – Secondary Education	Dates (from – to)	Period of Schooling
		years months

Higher Education	Institution and Location	Dates (from – to)	Period of Schooling	Degree	Major
Undergraduate Level			years months		
			years months		
Graduate Level			years months		
			years months		
Total years of schooling (including elementary and secondary education)			years months		

10. Names of two persons whom you have requested to write a letter of recommendation:

(1) Name _____

Title/Position _____

Organization/Institution _____

(2) Name _____

Title/Position _____

Organization/Institution _____

13. Select preferred enrollment month, only if you are not able to begin attending classes based on your test scores (Refer to the details in 4. ENROLLMENT in the Information for Applicants).

July those who will attend Intensive English Program
(TOEFL **below** 100 (iBT) /250 (CBT)/600 (PBT) or IELTS **below** band 7.0)

September those who have sufficient proficiency in English
(TOEFL **above** 100 (iBT) /250 (CBT)/600 (PBT) or IELTS **above** band 7.0)

Please specify the reason: _____

14. Qualifications :

_____ (year received)
_____ (year received)
_____ (year received)
_____ (year received)
_____ (year received)

15. Awards :

_____ (year)
_____ (year)
_____ (year)

16. Summarize your present duties/responsibilities (or those you will take up) and the reasons for applying for the IDS Program, with reference to your future career plans, using only this space. Applicants are requested to exercise great care and attention in completing this section; it is frequently the principal source of information used in judging the relevance of the course to the applicants' assignment and is an important source of information for judging the relative merits of each applicant.

Country:	
----------	--

Check List for Submission of Required Documents for International Development Studies Program 2009/2011

志願者氏名 Applicant's Name	Age *as of April 1st, 2009 (Date of Birth)	Age: ____ (19____ / ____ / ____) month day
---------------------------	--	---

提出書類

Documents to be submitted for Admission:

注意 *書類は1セットのみお送りください。 Only 1 set of documents is sufficient.

Note: *下記書類は漏れのないよう全てを揃えてご提出ください。 Please send the required documents in one complete set.

*全ての提出書類は、英語または日本語のみ受付可能です。そのほかの言語による書類は英語あるいは日本語の公的な翻訳が必要です。その際、翻訳は添付書類であり、母国語で書かれたオリジナルの書類の提出も必要です。All application documents must be presented in English or Japanese, or be accompanied by an official translation in either of those languages. It is necessary to submit both documents, the original in the applicant's language and the English or Japanese translation.

*成績証明書と学位記について、オリジナルの複写を提出の際は、必ず確かにオリジナルの写しである旨を証明する公印が必要になります。The copy of transcript and diploma must be signed in ink by the appropriate official of the administration office of the university attended. Copies attested by organization/persons not having notary/legal functions will not be accepted.

Please Check!	DOCUMENTS	NOTE
1	願書 Completed Application Form	Paste one photograph on the form.
2	推薦状(1) Recommendation Letter (1) 推薦状(2) Recommendation Letter (2)	Letter of recommendation must be submitted in sealed envelopes, signed across the seal.
3	成績証明書 Transcripts (Bachelor's/Master's)	出身大学が作成した成績証明書(大学院修了者は、これに加えて出身大学院が作成した成績証明書) Official transcripts or official copies of transcripts from all undergraduate and graduate institutions previously attended.
4	学位授与証明書の原本又は学位記の写し Degree Certificate or Official Copy of Diploma (Bachelor's/Master's)	学位を取得した大学の学位授与証明書の原本又は学位記の写し(大学院修了者は、これに加えて学位を取得した大学院の学位授与証明書の原本又は学位記の写し) Degree Certificate or Official Copy of Diploma from all undergraduate and graduate (if the applicant has attended) institutions previously attended.
5 *choose only 1 from a to d on the right.	<input type="checkbox"/> a. 英語能力証明書 (TOEFL/IELTS) Certificate of English Proficiency	TOEFL/IELTSの証明書の写し Copy of official TOEFL/IELTS score report (below TOEFL 520/IELTS band 6.0 are not qualified).
	<input type="checkbox"/> b. TOEFL Mock Exam	TOEFL Mock Examの対象国のみ受験者の回答用紙を送付して下さい。 Answer sheet for TOEFL Mock Exam, only those from the countries who are subjected to take the exam.
	<input type="checkbox"/> c. undergraduate or graduate education was instructed in English	英語による高等教育を受けた場合は、出身大学(院)が作成した証明書を提出。 Applicants who have completed their undergraduate/graduate education in English can provide evidence of English proficiency by submitting an official document proving that the medium of instruction at the university was English.
	<input type="checkbox"/> d. Official language is English	英語を公用語とする以下の国々の場合は、以上の提出書類は必要としません。 Candidates whose official language is English are exempted from this requirement. (Applicants from Ethiopia, Ghana, Kenya, Malaysia, Nigeria, the Philippines, South Africa, Tanzania, Zambia, and Zimbabwe may check this box)
6	健康診断書 Certificate of Health	項目に空欄がある場合は再請求して頂き、空欄を残さないで下さい。 If any of the fields remain blank, please ask the applicant to fill out all fields, and do not leave any blanks.
7	Math Exam (Score: ____ /20)	採点結果を記入してください。また解答用紙も提出してください。 Please score the answer sheets and submit the answer sheets as well.
8	面接試験評価用紙 (総評) Interview TOTAL Evaluation Form	審査員の評価用紙(個別面接官用)を評価用紙(総評)一枚にまとめて総評のみを提出願います。審査資料となりますので見やすくお書きください。 Please submit ONLY a TOTAL Evaluation Form for each candidate. This will be used in screening, so please write clearly.

JICAご担当者名 Name of person in charge at JICA overseas office	e-mail Address
---	----------------

Graduate Program in International Development Studies
by GRIPS
in co-operation with JICA and Ministry of Foreign Affairs, Japan
2009/2011

LETTER OF RECOMMENDATION

Full name of applicant*: _____

*As written in your passport. Please underline your family or main name.

To the recommender:

Please complete this form, seal in an envelope, sign across the seal and return it to the applicant.

Name of person completing this form: _____

Position/Title: _____

Organization: _____

Address: _____

Tel number: _____ Fax number: _____

E-mail: _____

How long have you known the applicant? _____ years _____ months

Under what circumstances have you known the applicant?

How often have you observed him/her?

Daily
()

Weekly
()

Monthly
()

Rarely
()

In comparison with other staff/students whom you have known in the same field, how would you rate the applicant's overall scholastic or administrative ability?

- TRULY EXCEPTIONAL — One of the best you have known()
- OUTSTANDING — Highest 5%()
- EXCELLENT — Next highest 5%.....()
- GOOD — Strong ability, but not in top 10%.()
- AVERAGE — Upper 50%.()
- BELOW AVERAGE — Lower 50%, but recommended()
- NOT RECOMMENDED()

(For University Professors and Instructors Only)

In your opinion, is the applicant's scholastic record an accurate index of his/her scholastic ability?

- Yes
- No
- Do not know

If you answer "No", please explain briefly.

Describe the applicant's competence in his/her area of study, as well as the applicant's career possibilities as a professional worker, researcher or educator.

Evaluate the applicant's character and personality (such as in maintaining personal relationships with others, leadership). Describe the reasons for your evaluation.

Graduate Program in International Development Studies
by GRIPS
in co-operation with JICA and Ministry of Foreign Affairs, Japan
2009/2011

LETTER OF RECOMMENDATION

Full name of applicant*: _____

*As written in your passport. Please underline your family or main name.

To the recommender:

Please complete this form, seal in an envelope, sign across the seal and return it to the applicant.

Name of person completing this form: _____

Position/Title: _____

Organization: _____

Address: _____

Tel number: _____ Fax number: _____

E-mail: _____

How long have you known the applicant? _____ years _____ months

Under what circumstances have you known the applicant?

How often have you observed him/her?

Daily
()

Weekly
()

Monthly
()

Rarely
()

In comparison with other staff/students whom you have known in the same field, how would you rate the applicant's overall scholastic or administrative ability?

- TRULY EXCEPTIONAL — One of the best you have known()
- OUTSTANDING — Highest 5%()
- EXCELLENT — Next highest 5%.....()
- GOOD — Strong ability, but not in top 10%.()
- AVERAGE — Upper 50%.()
- BELOW AVERAGE — Lower 50%, but recommended()
- NOT RECOMMENDED()

(For University Professors and Instructors Only)

In your opinion, is the applicant's scholastic record an accurate index of his/her scholastic ability?

- Yes
- No
- Do not know

If you answer "No", please explain briefly.

Describe the applicant's competence in his/her area of study, as well as the applicant's career possibilities as a professional worker, researcher or educator.

Evaluate the applicant's character and personality (such as in maintaining personal relationships with others, leadership). Describe the reasons for your evaluation.

健康診断書

CERTIFICATE OF HEALTH (to be completed by the examining physician)

日本語又は英語により明瞭に記載すること。

Please fill out (PRINT/TYPE) in Japanese or English. Do not leave any items blank.

氏名 Name: _____, _____, _____
 Family name, First name Middle name

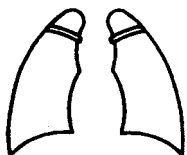
男 Male 生年月日 Date of Birth: _____ 年齢 Age: _____
女 Female

1. 身体検査 Physical Examinations

- (1) 身長 _____ cm 体重 _____ kg
 Height Weight
- (2) 血圧 _____ mm/Hg ~ _____ mm/Hg 血液型 Blood Type
- | | | |
|-----|----|---|
| ABO | RH | + |
| | | - |
- 脈拍数 _____ /min 整 regular
不整 irregular
- (3) 視力 Eyesight (R) _____ (L) _____
 裸眼 without glasses 矯正 with glasses or contact lenses
- (4) 聴力 正常 normal 言語 正常 normal
低下 impaired Speech: 異常 impaired

2. 申請者の胸部について、聴診とX線検査の結果を記入してください。X線検査の日付も記入すること (6ヶ月以上前の検査は無効。)

Please describe the results of physical and x-ray examinations of applicant's chest. (X-ray taken more than 6 months prior to certification is NOT valid.)



肺 Lungs: 正常 normal Date _____
異常 impaired

_____ Film No. _____
 Describe the condition of applicant's lungs.

心臓 Heart: 正常 normal
異常 impaired → 以上がある場合:心電図
 If impaired: Electrocardiograph
正常 normal 異常 impaired

3. 現在治療中の病気

Disease Treated at Present Yes (Disease: _____)
No

4. 既往症

Past History: Please indicate with + or - and fill in the date of recovery

Tuberculosis..... (. . .) Malaria..... (. . .) Other Communicable Disease..... (. . .)
 Epilepsy..... (. . .) Kidney Disease..... (. . .) Heart Diseases..... (. . .) Diabetes..... (. . .)
 Drug Allergy..... (. . .) Psychosis..... (. . .) Functional Disorder in Extremities..... (. . .)

5. 検査 Laboratory Tests

検尿 Urinalysis: glucose (), protein (), occult blood (), 検便 Feces: parasites (eggs of parasites) (+,-)

赤沈 ESR: _____ mm/Hr, WBC count: _____ x10⁹/μl, RBC: _____ x10⁶/μl, Hemoglobin: _____ g/dl,
 AST (GOT): _____ u/l, ALT (GPT): _____ u/l,

6. 診断医の印象を述べて下さい。

Please describe your impression of the applicant's health.

7. 志願者の既往歴、診察・検査の結果から判断して、現在の健康の状況は十分に留学に耐えうるものと思われますか?

In view of the applicant's history and the above findings, is it your observation that his/her health status is adequate to pursue studies in Japan?
 yes no

日付 _____ 署名 _____
 Date: _____ Signature: _____

医師氏名
 Physician's Name in Print: _____

検査施設名
 Office/Institution: _____
 所在地
 Address: _____