

- ◆ Institution: **Nagoya University**
- ◆ Country: **Japan**
- ◆ Name of representative: **Prof. Shoko YAMADA**

◆ **Introduction of the institution:**

The Graduate School of International Development (GSID) was established in 1991 as one of Japan's first graduate schools dedicated to the study of international development. GSID aims to train future leaders and to generate new ideas about international development, cooperation, and communication.

◆ **A-A Dialogue related research or activities in your institution:**

Graduate School of International Development (GSID), Nagoya University, has been conducting researches and holding activities related AA Dialogue as follows.

1) Conducting research

We have been conducting a research titled “Youth’s Skills Development in Africa: Empirical Studies of Linkage between Employment, Industry, and the System of Skills Formation in Ethiopia, Ghana, and South Africa.” The research got a grant-in-aid for scientific research from Japan Society for the Promotion of Science (JSPS).

This research aims to examine the role of skills development and its relation to the industries and employment by bringing the expertise of educationists and economists. Skills development is a field which overarches technical and vocational education and training not only in school, but also in the workplace or other settings for learning. It also involves diverse levels of competency to function in the actual work environment. Given such characteristics of the field, this research will empirically investigate whether the recent Technical and Vocational Education and Training (TVET) reforms in the three countries fulfill, on the one hand, the industrial skills demands, and on the other hand, the sustainability of the employment and livelihood of workers (particularly the youth who completed basic level of education), in relation to the background such as labor structure and national strategies of industrial and economic development.

The three countries were chosen because they are among the pioneer countries which have introduced large-scale TVET system reforms in Africa in response to the recent global trend on skills development. These reforms involve the establishment of comprehensive systems to support skills training, to accredit training institutions, and to set the standard for skills acknowledgement and overarches trainings in formal, non-formal, and informal settings. By comparing and examining the situations in these countries, it would help us to consider the effective means of human resource development in Africa, which is at the stage of rapid economic growth but with significant level of poverty and unemployment.

The research team includes researchers at Hiroshima University, Kobe University, and IDE-JETRO. In addition, teachers at Addis Ababa University and University of Ghana support our field

survey. The research team has conducted fieldwork in August-September, 2015 in Ethiopia and Ghana to observe the current situation of the skill development for youth. The team visited public vocational training institutions, government offices, universities, and labor associations to conduct interviews. The findings and result of the fieldworks will be reported at research forums and domestic/international conferences. Moreover, research papers are planning to be published.

Nagoya University also initiate research project on traditional education and apprenticeship in West Africa, particularly Ghana.

2) Supporting students

We support both Nagoya University students researching on African countries and the students from African countries studying in Nagoya University.

For the Nagoya University students, we support their fieldwork in African countries. We introduce researchers and lecturers in African countries to the students to make their fieldwork more fruitful and meaningful. One PhD student was sent to Institute of Educational Research (IER), Addis Ababa University, Ethiopia for 8 months for her fieldwork. One of the teachers at IER was introduced to her to be her adviser during her stay. She researched on gender issues on curriculum at Agricultural Technical and Vocational Education and Training (ATVET) College in Ethiopia. The adviser and other teachers at IER were very supportive and gave her important advices and useful information. She published three journal articles after she came back based on her fieldwork during her stay in Addis Ababa University. Currently, she is writing her PhD dissertation. Moreover, one PhD student has been studying at University of Development Studies in Ghana and one master's student just came back from his fieldwork at University of Education, Winneba in Ghana. There is another master's student who is analyzing the UWEZO data on learning outcomes in Tanzania. A couple of other students are also planning to write masters' thesis related to educational issues in Africa.

For the students from African countries, we support their studies and daily lives at Nagoya University. Graduate School of International Development (GSID), Nagoya University has accepted many students from various African countries. In 2014, there were students from Democratic Republic of the Congo, Ghana, Kenya, Nigeria, and Senegal in GSID. We provide various educational opportunities for those students. For example, they are able to participate overseas fieldwork (OFW) and domestic fieldwork (DFW) when they are M1 students as a part of GSID educational curriculum. Most of the students' traveling expenses for OFW and DFW are covered by GSID. In 2015, two Kenyan students joined OFW and went to the Philippines for two weeks to learn the way of writing a research proposal, conducting field survey, preparing a presentation for local stakeholders and writing a final report under the supervision of GSID teachers.

We also support the students' daily lives in Japan. Each student has a tutor whom they can ask anything about their lives or studies. Most of the cases, the tutor is selected from GSID students who are under the same academic adviser as the student. The tutor communicates well with the academic adviser and supports all the official registration process, preparation for courses and seminars, purchasing necessary items, and going to the hospital or police in a case of emergency. The tutor also teaches Japanese and Japanese culture for the students if they are willing to study.