

Questions and Answer Session with Keynote Speakers

Q1.

Kenneth King (Professor Emeritus, University of Edinburgh)

I have a question for the Vice Chancellor. If I was a staff member of JICA, I would be very happy to have heard this speech by Mabel because I think Japan was mentioned in almost every slide of Mabel and some people here might therefore think that JKUAT might mean Japan-Kenya University like Egypt-Japan or Malaysia-Japan, rather than Jomo Kenyatta. So my question to you, Mabel, is what do you think about all the people who have come from Japan to your university including volunteers, professors and people on different trips. What have they gained from Kenya in terms of research expertise and also in terms of globalizing their university back in Kyoto or wherever? Since Japan believes in a mutual collaboration, I wonder what you think they have gained from you and Kenya as opposed to the very nice things that you generously said that you have gained from Japan.

Q2.

Seiji Utsumi (Professor, Kyoto Women's University)

Prof. Imbuga, Prof. Muta, thank you for your wonderful lectures. In Prof. Imbuga's presentation, I was particularly impressed to hear her pay special attention to the increase in women students. The university is a scientific and engineering university, but it is encouraging to hear that the number of women students is increasing. Last year, I went to Kakuma Refugee Camp in Kenya. I am concerned about the very small number of girls at the primary and secondary schools there. I'd like to ask Prof. Muta a question. In your lecture, you did not say much about gender consideration. What do you think about the past evaluation and about the future?

Mabel Imbuga (Vice Chancellor, JKUAT, Kenya /Board ChairRUFORUM Network)

Thank you for those questions. I will start with the question of University of Edinburgh. I'm sure you had a wonderful experience in Nairobi and it is different one from JKUAT. I would like to say that the Japanese experts have benefitted a lot from Kenya and they learned a lot about indigenous knowledge and they identified a lot of research areas so it also empowered them in terms of research they could do and it enriched them because Africa has rich natural resources and also indigenous ideas, so they did benefit. And of course most of all they benefitted from the tourism in Kenya. The wonderful beaches in Mombasa and the animals within their park and of course, their experience of Masai Mara. You need to experience them yourselves. And of course, they got many many friends because Kenya is a very very friendly country. And friendship is always eternal.

And for Prof. Utsumi, what JKUAT is doing to increase the women especially in secondary schools is that we have programs where our students go to secondary schools, especially the girl's schools. We have got boys and girls going to the secondary schools to tell them how they themselves experienced and how they can study hard. The problem is mainly mathematics in those schools. But enrollment is entirely parents issue which needs a government intervention and now the Kenyan government has put measures in place. If any parent is found with a child

at home who should be going to school but is not going to school, then the government speaks with those parents. So in terms of women going to school, it is a government intervention because the government does put in place enough secondary schools and so there is no excuse for girls not to go to schools. And the government is also going further to make primary education free and also secondary education free, so there is no excuse why girls should not get to school.

Hiromitsu Muta (Professor Emeritus, Tokyo Institute of Technology)

With regard to the relationship between educational policies and gender, as I explained in some of the earlier slides, the Education Cooperation Policy includes gender-related initiatives. I don't think there were many projects focused on girls' education, but the evaluation says that girls' education was considered in each project.

Q3.

Mammadova Aida (Kanazawa University International Student Center)

I have two questions and one comment. First, I would like to thank Imbuga Mabel for the very nice presentation from Kenya and I was wondering about the evaluation system of your university. So, after students finish their graduate schools or any kind of field, how you evaluate them, by examinations or they write something? My question also goes to my comment while I am asking this because you asked about the teacher's methodology in Japan. And the score system appears to be useless in our 21st century because students are going in only one-minded direction to get scores in their tests and it's finished. So there was a case study in Shimane prefecture with the Oki islands. The island suffered with a difficult situation so the high school teachers decided to make some reform and renovation in their education system and they decided to create a problem solving education system which is relied only on critical thinking and creative thinking. So you give problem to the students, you don't need any scores and you don't need any evaluation, you just need their creativity and you need their critical thinking methods. And the project was very successful because some of their students even made the small policies and those policies were implemented in their local government. So this was my question and comment.

And my second question is for Muta sensei. Thank you very much for that important information. The number of international students at Kanazawa University has also greatly increased, and the university is accepting many more students from overseas. But the great majority of teachers who teach international students have not had any teacher training at the international level, and they don't know how to teach those students. Are there any such training programs in Japan?

Mabel Imbuga (Vice Chancellor, JKUAT, Kenya /Board ChairRUFORUM Network)

Thank you Aida for your question. You requested about our evaluation system. Our evaluation system is through examinations. But those examinations are very different from what you probably are thinking about because 30 percent of them come from continued assessment tests. We have about three of them in a semester. Their hands-on-experience is also evaluated and added onto that 30 percent. When they go to the industry for academic trips, they have a

notebook where the people in their industry evaluate them and give them a mark. So all of them forms 30 percent. Then 70 percent comes from the actual examination. So the students know that they have to take the practical sessions very well and also when they go out on academic trips, they have to make sure that they take it seriously because they know that they have to write reports and also where they visited, they are also evaluated. Thank you.

Hiromitsu Muta (Professor Emeritus, Tokyo Institute of Technology)

Thank you for your good question. It is rather difficult to answer, but the biggest benefit of inviting international students to Japan is that they understand Japan, acquire knowledge, learn about technology among other things, and go home to contribute to the development of their own countries. But it is also important to recognize that accepting international students also contributes to the internationalization of Japanese students and teachers, which has already been mentioned. I hear that students in Japan tend to be inward-looking and do not want to go abroad. International students help these Japanese students understand that they will have to cope with the internationalized world after graduating. I think this is one of the biggest benefits. Your question was what to do with the teachers who are not internationalized but have to teach these international students. I'm not from the MEXT, so I cannot give you a precise answer, but I am aware of the issue. I think there are various measures in place to internationalize faculty members. One of the simplest measures is to use grant application systems. Recently, universities are trying to obtain various grants for their projects from the national government. Without obtaining grants for special programs, it is difficult for universities to manage. All universities want to get grants to supplement their budgets. In order to apply for these grants, there are conditions, one of which is the ratio of faculty members who have studied overseas for more than one year. If this ratio is low, universities cannot get many grants. They can increase the ratio by increasing international teachers or hiring Japanese teachers who have obtained degrees overseas. They can also hire Japanese teachers who have obtained degrees in Japan but have received training or have done research abroad for one or two years. By using grants as incentives, the MEXT has introduced a system to provide more funds to universities with more faculty members with sufficient international experience. It will take time, but I'm sure the situation will change gradually. It may offend the faculty members if I say this, but I don't think it's easy for older teachers to teach in English even if they are requested to do so. Nowadays when universities hire young teachers, they hire those who can teach in English or who can give appropriate guidance to international students. This is done at every university. It may take time, but in the long run, I believe university faculty members will be internationalized. There are many university teachers here today. I hope what I said was correct.

Q4.

Bong-gun Chung (Research fellow, Instructor, College of Education, Seoul National University/ Visiting Professor, CICE, Hiroshima University)

I'm from Korea, Seoul National University, but currently, I am staying in Hiroshima University for 2 months as a visiting scholar. My questions are in a way foolish or more critical. It's not responses of Hiroshima University but me from Seoul National who raised questions like this.

First of all, about JKUAT, I was impressed and really admired the strenuous effort from Japan and yourself. But my question is, what is the current state of independence in terms of the

revenue structure after the funding from JICA was stopped. And the other one is, how about your graduates? Are graduates all employed or are they still seeking jobs? Because in many cases in higher education, graduates are not in an easy position to find jobs. So my question to Kenya is revenue structure and the employment of graduates.

The other questions about a research methodology are for Professor Muta. First of all, how many respondents are in your research? The number of country is 70, but how many individual respondents are there? Second, what is your rationale for significant test to the subjective responses of the individuals and who is checking questions for Japan's priority. Is it the people in the recipient countries or Japanese government people? It's a methodological question of mine. Thank you.

Mabel Imbuga (Vice Chancellor, JKUAT, Kenya /Board ChairRUFORUM Network)

Thank you for that question. Yes, JICA support ended in the year 2000 and you can see that JKUAT is still there. First of all, because we are a public university, the government gives 27 percent of our funding and the other 73 percent is generated by the university. And because we are the University of Technology and we have very many professionals especially in engineering, electrical, and ICT, we form the consortium. So a lot of our staff also do a lot of consultations and they bring money to the university. For example, for every staff, they are supposed to spend 30 percent teaching, 30 percent research, 30 percent consultancy and community engagement, and 10 percent in other things. So every staff knows that they have to be involved in consultancy. At the same time, we have learned a lot from JICA. They taught how to write fundable proposals. So our researchers do write proposals that are funded and we access funding from all over--Bill Gates Foundation and Inter-University Council of East Africa. So quite a lot of money is also brought in through our staff, through research grants. And then, we have self-sponsored students through fees because in JKUAT, we have both government sponsored students and self-sponsored students. So that brings us quite a bit of funding that makes the university run very well. We are also linking up with industry and to commercialize our innovations. One industry I mentioned, that is the Nissin noodles industry. We are making Nissin noodles. If you go to any supermarket, you find those noodles and see Kenyans picking them, especially the young people. Kenyans have changed their ways of life, they now try to start cooking and they will try picking those noodles and eat. So they are changing their eating habits in Kenya. We are looking forward to linking up with more industries so that we can commercialize our products. And that is why the ai (African innovation) project is very important for us. Through the Bright project, we are making biogas which can also bring in money. We are making solar panels by interacting with the local industry and when we sell, we get a bit of money. So if you have other ideas for us, we are ready to receive and to try and to see how we can have many revenue streams to bring to our university.

The other one was where do our graduates go. Our graduates in fact access the job market in Kenya better than any other. If you have 10 students being interviewed, 8 of them will be taken from JKUAT. So they pick the JKUAT graduates fast because they know that JKUAT graduates have adopted the hard work from the Japanese culture. They are also very intelligent with hands-on experience. I give you only two examples, the current principal secretary of public works is graduate of JKUAT. And you can see that they are in all sorts of areas of leadership. In fact, out of the universities in Kenya, about 15 of them are Vice Chancellors who were students or staffs from JKUAT, which means are accessing the market very well. And they are not taking it for granted but they are taking it a bit further. That is why we are saying that we need to link

up with academia and industry so that now we can improve even the uptake of our students through the student attachments to the industries, through apprenticeship and through the others. And also, our final year students, we given them 2 units in entrepreneurship, so that our students should not just go look for jobs but they should be able to set up their own businesses in their relevant areas and also employ others. So you want them to be job creators rather than job seekers. Thank you.

Hiromitsu Muta (Professor Emeritus, Tokyo Institute of Technology)

I think the question is on the questionnaire sent to the ODA task forces. Responses were received from 70 countries out of 95. We sent the questionnaire to 95 foreign diplomatic missions and received responses from 70, so the response rate was high. ODA task forces have been established at embassies and other foreign diplomatic missions. They are usually composed of staff members of embassies and of JICA. In every ODA task force, at least one person from the embassy and one from JICA are in charge of education. In some cases, two or three more people work with them in the area of education. So, I know that two to five people from a task force jointly answered the questionnaire. Usually this kind of questionnaire is not completed by one person, so the responses were official responses from these task forces jointly given by about two to four people. Therefore, they can be trusted. With regard to priorities, I'm sorry I didn't explain in detail in my presentation. For example, if there were 10 options, we asked which ones they thought had a high priority. We asked them to choose whether these options were of a high priority or not. Then we calculated the ratio. For example, if an ODA task force said that all 10 of the options had a high priority, then the priority ratio of each item was 10 percent. If they chose two, then the priority ratio of each item was 50 percent. In this way we calculated all the responses and came up with these results.

Q5.

Shyamal Kanti Ghosh (Secretary, Ministry of Agriculture, Government of Bangladesh)

My question is to Professor Muta. If you take a look at the third slide, the priority areas of Japan's education cooperation are basic education and post-basic education. Whereas when we look at slide 5 and 6, the more fund goes for higher education and not primary or secondary. And in slide number 6, the figure reflects that proportion of allocation in primary and basic education in East Asia is less than Sub-Saharan Africa and South and Central Asia. What is the reason behind that? Is the allocation raised in primary education because you are trying to target 7 million children out of 25 million? Could you please explain.

Hiromitsu Muta (Professor Emeritus, Tokyo Institute of Technology)

I think the question was why the funding for higher education is much higher than that for basic education. Inviting international students to Japan costs a lot of money. One student stays for two years, so it costs about 10 million yen for each. For 10 international students, it costs about 100 million yen. With that much money, we could implement a small project. As you can see, inviting international students is a very costly project, but it is important, and it must be continued. When we consider the cost benefit, we cannot really say that projects with more funding are better than those with less funding. We must combine various schemes in order to

accommodate the needs of each developing country at the time. As the slides show, the biggest reduction in funding has been made in the area of higher education, which is the most costly. Compared with that, the funding for primary education has not been reduced that much. Particularly, in 2012, the ratio of funding for primary education was significantly increased. So I understand that funds are allocated in line with the policy.

Q6.

Phonedamdeth Souksakhone (International Christian University)

I have one question concerning Professor Muta's presentation. It is about service and deliver. I noticed that the difference is more between recipient countries and their priorities, so some countries may be in line with Japan's priority. And it seems to me that it is more competitive in the recipient countries in the same region. My question is in terms of submitting proposals for ODA. What are ways to screen or evaluate such proposals from those countries in the same region due to certain budget of ODA. Thank you.

Hiromitsu Muta (Professor Emeritus, Tokyo Institute of Technology)

I didn't quite understand your question. Which policies are formulated is based on recipient country's situation which is varied by country to country. Given that, such a figure came out, so I cannot give an appropriate answer to your question.

Q7.

Takako Yuki (Global Link)

Thank you for your presentations. I would like to ask Prof. Muta one question. With regard to educational policy through 2015, I think you said that the funding was determined hastily yet it was good to have such a target. You also gave high marks to the funding for the FTI. I'd like to ask you what you think about the new policy for the next term.

Hiromitsu Muta (Professor Emeritus, Tokyo Institute of Technology)

In light of past experience, I think the new policy is quite well formulated. The policy should not be just words on paper discussed in meetings but be implemented, learning from the lessons of the past. So, how it can be implemented must be considered. For example, in addition to overall goals, specific guidelines are needed. When a project is adopted, there must be a clear explanation of how the project supports the policy, and if it does, which part of the policy it supports. If new projects on educational cooperation are implemented accordingly, I believe the policy will be effective.