

[Question and Answer with Keynote Speakers]

Riho Sakurai (Professor, Center for the Study of International Cooperation in Education (CICE), Hiroshima University)

I would like to now invite back the two keynote speakers to the stage. We would like to begin the question and answer session continuing until noon. Please request a microphone and to hear from as many people as possible, we ask you to restrict the number of questions you ask to only up to two questions.

Question 1

M.Iqbal Djawad (Education and Culture Section, Indonesian Embassy in Tokyo, Japan)

Professor Kubota, I believe that one of your slides showed us the number of applicants and the competition rate per geographical area in 2010. I didn't see Tokyo and I would like to know what the competition rate for Tokyo is.

Shinji Kubota (Professor, Division of Education, Faculty of Human Sciences, University of Tsukuba)

I do not have the specific number but it would fall at the bottom near Kawasaki City and Aichi prefecture in regards to the elementary school level. There is more variability for junior and senior high schools but as for senior high schools in Tokyo, this is actually a special situation. This is due to the number of public and private senior high schools of which the private schools are quite numerous and many students go to private senior high schools in Tokyo. So the local Board of Education doesn't even know how many senior high school teachers there are. In junior and senior high schools in large cities I think there is a similar situation but for senior high schools in Tokyo the competition is less compared to others. Why is this the case? I am assuming that is the point of your question. As I mentioned toward the end of the presentation, bullying, non-attendance, and other issues that teachers face in our contemporary society are issues especially found in the major cities and teachers would have to address all of these. Teachers want to enhance student ability and help them learn but school guidance becomes more critical in metropolitan areas and is where teachers must address these issues. It is especially critical in a city like Tokyo. While that is not the only reason, I think this is the biggest reason why especially in Tokyo the competition rate is lower than in other areas.

Question 2

Kazu Oda (Study Group on Education Act)

I am from a study group researching education so I would like to ask this question to Professor Kubota. You talked about the fact that teachers are too busy and one reason is they have to evaluate students and classes as it is necessary that the parents of the local community should know more. Could this not be met through evaluation by a 3rd party with a set format focused on something? Another aspect from your presentation is the self-esteem of the teachers. I think teachers should be able to choose textbooks more closely related to issues of patriotism than those chosen by the Board of Education. I think it is important for the teachers to have a bigger say in what they think.

Question 3

Seiko Toyama (Researcher, Secretariat of the International Peace Cooperation Headquarters, Cabinet Office)

Thank you for your very strong and informative speech. Since my specialization is on post-conflict and emergency education, I would like to address this question to Dr. Mutumbuka. In the year 2007 you had two countries, the Democratic Republic of Congo and Kenya, involved in conflict and my question is how did you take care of the educational systems in these countries? And my second question is what special budget and protection did you take into

consideration at that time?

Shinji Kubota (Professor, Division of Education, Faculty of Human Sciences, University of Tsukuba)

First I'd like to address the evaluation of schools. In my presentation I did not have the time to talk about evaluation but I have been involved in this for the past seven years. Regarding 3rd party evaluation, there are guidelines, revisions and proposals for the improvement of this. The national government does not have a unified format but self-evaluation and school evaluation are also combined with this 3rd party evaluation which compliment the other kinds of evaluation and should be different school by school. In the tasks of a teacher, the evaluation portion is taking up a lot of the workload and there is room to reduce that workload. Local communication through the parents of students who can be surveyed is also a way in which data can be collected for analysis and this is already being done. But developing these instruments and their distribution is quite a bit of work but it can be simplified or entrusted to an outside source. The teacher does not have to do everything. But more importantly, based on the results, how can schools improve themselves? We do not have enough personnel to support that reform. Everything is left up to the school which is the most serious issue in regards to the self-esteem of teachers. In Japan the prefectural government does evaluation by letter however in the case of Tokyo the government model for the evaluation is based on teachers' self-declaration. So in evaluating teachers or schools what is most important is that teachers should be encouraged or facilitated to better themselves. That should be the point. But that is not exactly the case and thus where the challenge lies.

Dzingai Mutumbuka (Chair, Association for the Development of Education in Africa)

Thank you very much for your question. The problem of conflict affects many African countries and affects education very adversely. Conflict is not unique to Africa and even the USA was shocked on 9/11 when some of these frustrated young people flew their planes into the Twin Towers. What we learn from them is the failure of education systems to impact the right values in young people. In Africa what we have observed are old people who are frustrated and use youth. So what we have started doing there is to have an inter-generational discussion which focuses on common interests such as inter-peace education and the importance of values in being able to live with other people. We hold workshops with young people to talk about the fact that they should not be used by people to settle their own grievances. Although education is formed by policy makers or teachers, it tended to focus too much on the skills and knowledge and has forgotten a very important aspect of education which is values. So one of the things we keep talking about is the importance of values between the home and school. Bullying which was talked about by Professor Kubota is not particular to Japan but is found also in Africa and the US. If you really study it you can see the roots are both in the schools and homes. Misaligned values are where you get these problems of bullying. The parents instead of disciplining will side with the child so it is a question of realigning values. What are the values we want these adults to take? The peace started in Kenya places much importance on living in harmony together.

Question 4

Akiko Ohno (Ministry of Education, Culture, Sports, Science and Technology)

I am from the international teacher training division and I would like to ask a question to both of you about in-service training. I was in Cambodia for 2 years as an advisor and I have heard people from Cambodia say there is much to learn from Japan. Developing countries face decentralization and the Japanese system is helpful for them to study. Local prefectures and training centers as well as the national government can provide support. In terms of a system of teacher training in Japan, can you talk about that, Professor Kubota? And Dr. Mutumbuka, do you think that this is something you can learn from the Japanese system of teacher training?

Question 5

Kumiko Kakinuma (Student, Hiroshima University)

I have a question for Dr. Mutumbuka. In response to an earlier question you talked about aligning values and I believe that is a very critical point. So to convey those values the adults who want to convey them to the students must clearly know what the students should be told or what is to be conveyed to the children. The adults must be clearly aware and understand those values. So what can adults do to understand the values that should be conveyed to children and how can adults develop themselves to align their values with children?

Shinji Kubota (Professor, Division of Education, Faculty of Human Sciences, University of Tsukuba)

In-service training of teachers and is there something that Japan can do. These were the questions. As I mentioned a little in my presentation, working in public schools public servants in the 1st year have an obligation to be trained and throughout the year there are different forms of training. In the 10th year we provide in-service training. These are statutory 1st and 10th year requirements. But teachers also have to continuously train themselves or enhance themselves through study or learning. There is a national teacher training center and a prefectural one and prefectural governments, local cities and even municipalities provide training. Also each school has their own training courses for their teachers on a voluntary basis. So the teachers are not necessarily required to take these but as they feel it is necessary, they take them. And this is made possible through various reasons. I have also been an instructor for these trainings. Although it is difficult for a teacher to spend weeks in the national training center, therefore enough substitute teachers are available so that it can be done. But financial support is difficult. As for students from Cambodia, there is training assistance from the development community and some financial support, so you can participate in training courses but it is difficult to have substitute teachers. So a training course within a school is something that is in demand and that is primarily because of cost considerations. Until last year, I was engaged in receiving teachers from Southern America and they were trained by Japanese in their schools and found that the practice of lesson study is very good and something they want to bring back to their own country. So I am proud that this is an asset that we have developed in Japan. But with the imbalance of age distribution of teachers as the young teachers who are relatively inexperienced are increasing, if you want to train these teachers within their schools there might not be enough instructors or schools that can provide enough experienced teachers. So this may not be something we can transfer to other countries.

Dzingai Mutumbuka (Chair, Association for the Development of Education in Africa)

Obviously the question of in-service training is very important in Africa, Japan or the US. The value is clear whether it is done at one level or done together by master teachers or teacher advisors. In the structure of Japan these are things that have a track record that they work. But what is the problem in Africa? It is the question of trade-offs. There is not enough money to even hire teachers. So there is not enough money to supervise the schools and so very often Ministers of Education who know the value of in-service training have very difficult policy decisions to make because the money is not there. The Minister of Education has money to give supervisors but cannot give us money to provide them transport. So I argued that it is the same as having a clinic without medicine or doctors. By not filling some of the posts they get the budget and use it to facilitate advisors and facilitators to be masters to provide in-service training. Yesterday at a seminar organized by Hiroshima University I said that a good headmaster is good at managing people, motivating them to teach and good at teaching the learning process to untrained teachers. You will see that school is making a good effort to provide good education. In-service training is key and there is no question about the validity. The real question in Africa is what gets off the table because there are not the resources. Perhaps the way of thinking is

not what is best but rather what is the biggest bun I can get from my yen. As to the question of aligning values, I think that human beings differ from other animals. Homo sapiens differ in the sense that there are certain core intrinsic values that we hold dear and that we share issues of honesty, integrity and accountability. These are immutable values that we all share across the globe. I think the problem is that many teachers and parents don't practice those values and that is where students start learning bad things. I like to give this example from Libya. There was a case where a school teacher went to Angola on a shopping trip and she came back and she went to a doctor and said "Please give me an excuse slip that week when I didn't go to school saying that I was sick." The doctor willingly gave her the slip and she took it to the director. I was helping with questions about discipline such as a teacher coming to school drunk, answering the phone in class, and you can see the kids are not getting the attention they deserve. So in that particular instance we found out that this excuse notice was phony. There was an entry in immigration that she had gone to Angola so the director played a trick and asked her, "Can you bring your passport so I can send you for training abroad?" And the entry into Angola was stamped in the passport. The medical doctor was questioned and shown the passport for the week the teacher was sick and could not come to school. He was asked, "Are you sure you did actually see the patient? As you know sir you are sworn to an oath to behave in an accountable way. You have two choices--either to withdraw the signature or I will take you to the medical association. Now the frightened doctor immediately withdrew his signature. The very problem is not the role of society but how it is embedded into our society. So we need to go back to the core values and impact them so that people can behave as homo sapiens and not wild animals.

Question 6

Arisa Oishi (Student, University of Shiga Prefecture)

I am a student and my question is for Professor Kubota. You mentioned school training during the university student period. I heard that in-school training for students who wish to be a teacher is very short in Japan compared to other countries. If we had the chance to train in schools for a longer period of time we could familiarize ourselves about the issues such as bullying more. Through a longer period of in-school training maybe we could contribute to reducing the number of paper teachers.

Question 7

Nguyen Chi Thanh (Visiting Professor, CICE, Hiroshima University)

Thank you very much for your presentations. I have a couple of questions and they come from the relationship of the issues to the Vietnamese situation now. Dr. Mutumbuka, when you mentioned Africa has a huge shortage of teachers, I would like to know what constitutes a qualified teacher. What is the criteria to assess if one is a good teacher or not? In Vietnam, we have the same problem so we have to open teacher training institutions and they have qualifications but when they go to the schools they are not able to teach because what they have learned in University is not enough. The second question is on the required number of teachers so as we open teacher training institutions we face these two problems. We need university staff and we need a good curriculum. Which do you think is the priority to solve this problem? I am also curious as to teacher mobility in Africa. As many countries speak the same language, either French or English, don't you have mobility of teachers from one country to another country? And Professor Kubota, you mentioned that sometimes you have an increase in the number of private elementary schools. I would like to know why. Is that because there is a shortage of elementary schools or because you want to reduce the number of teachers in primary schools? Is the question whether to open the schools or not.

Shinji Kubota (Professor, Division of Education, Faculty of Human Sciences, University of Tsukuba)

I will address the question on school training and whether to lengthen the period of the students' teacher training or not. Rather than extending the duration from the current three weeks, I think it is the quality that we have to focus on and providing pre and post training for the students. By going through the in-school training program students have a higher awareness and that is exactly the target of such training. In the pre-service schools they have separate programs for seniors and sophomores based on the 1st year experience and in the following year they can promote. First you have to qualify the objectives and then in the case of secondary school the topic of your expertise. You can follow a specific teacher for the in-school training and depending on the university, school volunteer programs exist so different options are available for a student to observe. Depending on the objectives, you can have differing experiences working at a school or as a teacher or on extra-curricular activities so I think it is very significant that they experience this while in school. About the question of the increase of private schools, the number of schools has gone from 162 to 210. So it is not a big increase. The number of primary schools is 20,000 and of private ones only 1% exist in Tokyo. But why is there an increase in private schools? It is because out of 47 prefectures there are 13 with no private primary schools at all. All of their schools are public. We have one national primary school. So the prefectures without any private schools don't have to make efforts to gather students but in the private primary school. If there is a private school, public schools make efforts so that students don't go to private schools. But in 2002 the criteria to establish private schools was relaxed and there has been an increase in the number of schools but no major impact. Rather as private schools increased, public schools will be more competitive and more ready to retain their students.

Dzingai Mutumbuka (Chair, Association for the Development of Education in Africa)

I will try to answer the two questions from the colleague from Vietnam in reverse order as it is easier. In Africa, French, English, Arabic and also Portuguese are in use. So it is not easy for someone who has been trained in English to go and teach in a Portuguese or Arabic school. What we notice is that regarding countries with similar languages of instruction such as in Kenya and Zimbabwe, then, the mobility of teachers is easier. They all teach in English and similarly South Sudan is now using English as the official language. Therefore it is easy for Kenyan teachers to go and teach in South Sudan. Rwanda has moved away from French and is using Swahili and English so it is easy for Kenyans to go and teach in Rwanda. There is nothing we can do about it because language is a barrier but I think you still can do a lot by sharing facilities for training. If you cannot have your own, you need to share with others. So certainly these would be issues that have to be considered. And in some cases we turn to post-education. Now to the question you have asked about if higher qualifications lead to better teachers. That is a very difficult question. The problem with education is because we all went to school we think we know everything about education. I have never come across any parent who doesn't give advice about what a teacher should be doing. So in a sense science as a subject may appear to be simple but in reality it is very very complicated. When you talk about it there are two components at play. One is if you are going to be a teacher you must have the knowledge or content of what you are going to teach. If you don't have it how are you going to teach? In one country a test was given in math to teachers of primary arithmetic which they had to teach and 50% failed. So you can just ask yourself the question how do they teach math? So the first step is to assess if you have the content. The second is the pedagogy. Do you know how to teach? Because content is one thing but can you actually teach it? I have seen some people in Kenya and if they drive a car and it has an engine problem, the person turns off the key and he can go and fix the car. But if you ask him what the problem was he may not actually be able to explain the problem. The problem is not taught or how to explain it but they know how to fix the problem. The problem in teaching is that in the past whenever we devoted attention to teachers we looked at what certificate they had. This is not the same as a manager in a Toyota factory who will ask if you have produced more units of Corolla. In education if

you have a higher salary all you have to do is have another certificate. I have seen a lot of useless certification. But in terms of effectiveness in the classroom, these certificates are not effective. So a policy you make needs to address these things. Is the teacher actually effective in producing the right profit for the investment you have made in their education by paying for the teachers' salary? Yes, higher qualifications are necessary, but they are not sufficient for being an effective teacher. You need knowledge of what you are going to teach and the process of doing so. Do we have this aligned in Africa? Of course not... I wouldn't be here if we did. But we have these things because there are challenges there and we are groping in the darkness trying to find solutions. So we know higher qualifications are not sufficient. When I worked at the World Bank we looked at South Africa and what we identified was that the education system of South Africa was really underfunded. Teachers often upgraded themselves but in looking at the subjects matriculated in the regions, we saw sociology, local languages and so on. But when you started looking at core areas....math do you have any? By way of upgrading as a policy maker you need to be very clear about what are the minimum qualities you want your teacher to have. I used to work in a university in Cuba, training teachers of math and science and what I learned in Cuba is that they have a very interesting and good system of education and health care. In order to be a teacher, whether you are going to teach elementary school or higher, you had to have very high marks in Spanish, math and in science because they didn't want teachers who were weak in these areas to be in their teaching system. So in short, content is absolutely important but also the process of teaching and learning is equally so. But be very careful to assess if you are looking at just one more certificate or if there is actual enhancement in what is happening in the classroom. You may not be getting return on your investment.

Riho Sakurai (Professor, Center for the Study of International Cooperation in Education (CICE), Hiroshima University)

I am sure there are more questions but our two experts will be available in the session at the end of the day. Therefore we can have a question and answer session at that time as well. This concludes the morning session, and the afternoon session will start at 1:30 and we would appreciate it, if you could come back about 10 minutes before that time. If you have additional questions, please come to the reception area and ask our staff members. Thank you very much.