

A Commentary on the Summit International Institute Seminar:

Creating Online Study Abroad Opportunities During the Covid-19 Pandemic

Zane Ritchie
Josai University

Richard Miller
Osaka Jogakuin University

Introduction

Overseas study abroad programs became a critical link to the student body in Japanese universities, starting in the 1980s (Umakoshi, 1997). The popularity of these has increased through curriculum standards that increasingly require students to participate in an overseas program in order to graduate (Miller, 2018). In 2020 the world saw a disruption of world travel that has been unprecedented in modern times, with a breakdown of travel, on all levels due to the Covid-19 pandemic (Nicola et al., 2020). There was also a significant annual drop in international travel to Japan (Reidy, 2020) while at the same time, many people were unable to leave the country, due to the closing of borders in countries around the world. In this context, the Summit International Institute Seminar (SIIS) was developed as an initiative to provide students in Japan and Africa the opportunity to have a study abroad experience without leaving their respective countries. Carried out entirely online, it enabled them to enrol in a seminar consisting of a series of lectures provided by a range of experts during the Covid-19 travel restrictions. This paper outlines the motivation and rationale for establishing the SIIS, before introducing how it was implemented, including examples of student participation using online learning tools.

Summit International Institute (SII) was first established in 2017 in Burundi. By 2020 it had had grown to over 1200 students (SII, 2020). The student body currently comprises 91% Burundians with 9% from other areas of East Africa, including the Democratic Republic of the Congo, Uganda, Rwanda, and Kenya. The faculty is mainly comprised of Kenyans, although some Burundians also hold faculty positions. The Chairman and founder, Samuel Njau made two trips to Japan in 2018 and 2019 to initiate tie-ups with Japanese universities and companies to increase opportunities for international exchange and collaboration as Summit sought to increase its presence outside of the African continent. International collaborations between institutions are critical and often lead to further development of post-secondary

institutions (Knobel et al., 2013; Schofield, 2013). Tie-ups are often precluded after the result of interpersonal exchanges (Knobel et al., 2013), and opportunities to create collaborations often begin through academic meetings and conferences (Cummings & Kiesler, 2005). On his second trip to Japan in 2019, Njau presented a keynote on the topic of education, peace and conflict in East Africa at the 19th Peace as a Global Language (PGL)¹ Conference, at Josai University's Kiyochi Campus in downtown Tokyo (PGL, 2019). Upon returning to Burundi, Njau was keen to work with the authors to undertake further collaborative partnerships and with Japanese institutions, but then Covid-19 put a halt to those plans.

Covid-19 Timeline

In December 2019, there were reports of a novel coronavirus outbreak in Wuhan, China, (Wang et al., 2020). The virus was later officially named Covid-19 by the World Health Organisation (WHO) as it spread to neighbouring countries, including South Korea and Japan, and then to the United States, Europe, Vietnam and Taiwan (AJMC, 2021). During the period of January 18-24, as the Chinese implemented a strict lockdown in Wuhan, the first cases appeared in Europe and the United States. On January 24, the United States, Canada and Australia confirmed their first Covid-19 cases, followed by Cambodia, Sri Lanka, and then in Germany on the 25th. Japan and the United States were the first countries to evacuate their citizens from Wuhan on January 29. Then on February 4, Japan quarantined the Diamond Princess cruise ship after one passenger had tested positive for the virus in Hong Kong (The Japan Times, 2020). The following day, another ten cases were confirmed on the Daimond Princess, and by February 10, the number reached 65 (Kantis et al., 2021). In the end, a total of 712 people were infected on the cruise ship before finally the passengers and crew were allowed to disembark on March 1 (The Japan Times, 2020).

Following the declaration of a global pandemic by the WHO on March 11 (Ducharme, 2020), the Japanese Ministry of Foreign Affairs (MOF) moved to close borders to all international travellers by the end of the month and confirmed that there would be no permission granted for students from partner universities to attend classes in Japan. Additionally, as international partner institutions from native speaking English countries such as the United States, Canada, Australia and New Zealand all suspended international travel by April, it was clear that it was going to be impossible to carry out international programs in the traditional sense. Ultimately, restrictions were put in place until the end of the year; thus, unfortunately all international exchange programs that required physical travel into or out of the country were suspended (Osumi, 2020).

Outline and Organisation of SIIS

With the WHO having declared a global pandemic, and countries closing down borders one after another and initiating lockdowns of varying degrees in an attempt to curb the spread of the virus, all sectors of the economy were affected, with education being no exception. In March 2020, Japan's Ministry of Education, Culture and Technology (MEXT) strongly requested that universities initiate online teaching, and as a result, the start of the academic year was extended beyond April and even into May or June, as they scrambled to come up with plans on how to implement measures to deal with the request. Meanwhile, foreign students had been banned from entering Japan as it had closed its borders to all but non-Japanese nationals. This not only affected programs carried out at universities within Japan, but also study abroad programs, with universities ultimately having to suspend them due to unknowns regarding the future state of travel to and from overseas partners. In this context, Miller, Njau and Ritchie, under the umbrella of Summit International Institute in Burundi and PGL, came up with the idea to establish a short-term online summer program that would invite guest lecturers to discuss social development and peace studies in Africa, Japan and elsewhere. Japanese and African students would come together in an online classroom to learn about these issues and to discuss them from young people's points of view. A secondary purpose was to give students the opportunity to engage with each other to learn about their respective countries and cultures. Just a few years ago, this initiative would not have been possible, due to limited internet connectivity, a lack of suitable software options, and the cost of computing in general. However, many of the technical issues have been solved, and technology now allows online to classes replace face-to-face teaching models in many classrooms around the world. Several available tools include Zoom, Google and Skype (Mishra et al., 2020), so it has become possible to organise programs entirely online, synchronously. Thus, the idea for the Summit International Institute Summer Program was born, and Miller, Ritchie and Njau put out the word to their peers and started recruiting students for the inaugural Program.

The SIIS is a non-accredited program, with participants free to join. It was decided to create participation and completion certificates for the students in order to incentivize them to complete the program and retain numbers (Appendix 1). Studies have shown that extrinsic motivation, particularly in technology-based learning, is a way to maintain students' engagement (Malhotra & Galletta, 2003). The lecturers were recruited from a range of disciplines in the humanities and social science fields.

Table 1: A list of lecturers in the Inaugural SIIS

Week 1	Date	Name	Institution	Lecture title
	8. 10	Zane Richie	Josai University	Orientation and The Student Volunteer Army and the Japanese Connection
	8. 12	Richard Miller	Osaka Jogakuin University	The Global Political Order
	8. 14	Zane Ritchie	Josai University	Leadership and New Zealand's Response to Covid-19
Week 2	8. 17	Derrick Vikiru	Envision Magazine.	Journalism in East Africa
	8. 19	Tamara Swenson	Osaka Jogakuin University	Media Framing: Words Matter
	8. 21	Eunice Tan	Nangang Technological University	Teaching Peace Studies
Week 3	8. 24	Alice Ndikumana	(Summit International Institute).	Entrepreneurship in a Global Economy
	8. 26	Michael Greseamere	Kobe Shoin University	The New Way of learning — A semester online
	8. 28	Michael Boyce	Aichi Medical University	Conflict Management
Week 4	8. 31	Saul Takahashi	Osaka Jogakuin University	SDGs and the Palestine Challenge
	9. 2	Michael Parrish	Kwansei Gakuin University	Intercultural Communication
	9. 4	Joel Ngba	Andreou Hospitality and Management	The Workings of NGOs in Africa
Week 5	9. 7	Paul Duffill	Rikkyo University	Political Participation for Positive Social Change: Case Studies and Tools
	9. 9	James Yellowlees	Global Daigaku	Japan, Africa Development Aid, Trade, Investment and Partnerships
	9. 11	Yoshihiko Okabe	Kobe Gakuin University	Japanese Economy and Culture in Globalization ²

*The final class was incorporated into an online conference run by the Management University of Africa held on September 10 and 11.

Each lecturer was asked to submit their presentation title, biography and photo that was uploaded to the official website,³ created and maintained by Conrad Miller.

SIIS was carried out using a combination of Zoom and Google Classroom. Zoom was used to carry out the main lecture, synchronously, or in real-time. By April, universities in Japan had implemented policies to help mitigate the move toward online teaching, with many of them choosing Zoom, a synchronous teaching tool, which had quickly risen to become one of the most popular distance-learning platforms in the world. (Cubukcu et al, 2020). Originally developed as a tele-conferencing tool for companies, it was quickly adopted by educational

institutions to become a major part of their teaching arsenal. The authors chose Zoom for its ease of use and the fact that it contained several features such as Breakout Rooms,⁴ which the competition did not, at the time.⁵ Zoom also allows recording of lectures that were integral to the course, since SIIS lectures were uploaded to YouTube for participants to view later if they were unable to attend live lectures. In general, other services such as Google Meet seem more suited to smaller, quick meetings, while Zoom is aimed more at enterprise customers and has more features. Regarding security, Zoom also has a registration function that only allows participants who have signed up with a valid email address to access meetings.

For the asynchronous part of the seminar, the authors used Google Classroom, a popular virtual learning environment (VLE), to allow students to come together outside of the main lectures for online discussion and further exchange. Google Classroom was chosen due to its ease of use and the fact that it is connected to Google Services, such as YouTube and Gmail that were used to communicate with the students during the seminar. In short, both the Zoom and Google Classroom were chosen for their simplicity, familiarity, and practical features that were required to undertake the course successfully. Once participants were signed up to Zoom, the organisers explained the ins-and-outs of Google Classroom in the first orientation meeting on August 24, after which Ritchie also presented a lecture on leadership and the New Zealand response to Covid-19 (Table 1). To access Google Classroom, participants also had to sign in with Gmail accounts, which facilitated security and communication. The lectures themselves were held three times a week, over five weeks, beginning at 4 pm JST (10 am EAT) for 90 minutes, with the main lecture held for an hour, followed by Q&A for 30 minutes (based on the standard 90-minute university lecture system employed in Japan).

Table 2: Components of the SISS in Google Classroom.

Component		Remarks
Stream		Consisted of a series of discussion questions for each module Course uploads/ links was used to post messages to the students, allow for feedback, and post the presentations following each class. Modules were also posted.
Classwork	Syllabus	Seminar outline was posted here.
	Modules	Each lecture (PowerPoint) and related materials were posted here.
People		This contained a list of the participants. It was mainly used to mail them with relevant information regarding the course.

First, an online forum (Stream) was set up (Table 2). Essentially, the Stream function of Google Classroom provides an open space for the participants to discuss various topics, with individual discussion threads or messages appearing on a particular topic. Discussion questions based on each lecture were posted and students were encouraged to take part (Figure 1). They were asked to complete at least 70% of the discussions, and for each, they were asked to

Summit Seminar
14 Aug 2020

This is the question for today's class on the "Student Volunteer Army". I am also attaching the PowerPoint for you. The video of the lecture should be available on YouTube soon.

Question to discuss (Just answer ONE question). And try to reply to another student. And when you reply, please reply in this thread. Please don't post into a new message.

1. What do you think is the biggest reason the Student Volunteer Army concept was not successful in Japan?

OR

2. What impressed you most about the Student Volunteer Army?

OR

3. Have you ever volunteered? What did you do, and what did you learn?

Thank you all so much, and I hope you are enjoying these classes so far. Hopefully our friends in Africa will join us from next week. Have a nice weekend!

P 4. The SVA and the Japan...
PowerPoint

30 class comments

Figure 1: A Stream Entry in Google Classroom (Lecture 4).

write their thoughts in 80–100 words and to and respond to at least one other participant. In this way, discussion was actively encouraged, and since it was in asynchronous, participants had plenty of time to gather their thoughts and to take the time, outside of the virtual classroom to gather and write their thoughts.⁶ Following each lecture, the speaker's PowerPoint presentation was uploaded for students to refer to, and the lecture posted to YouTube as well, so that those who had been unable to attend the live session in person were able to access it and still participate in the online discussions.

Analysis and Thoughts

Regarding the implementation and running of the seminar, the fifteen lectures held over five weeks were successful, considering the circumstances. Over the course of the seminar, there were no hiccups with the technology, even though participants came from all over Japan and Africa. In addition, quality of the participation in the asynchronous online discussion (see Appendix 1) was better than expected. The authors have not analysed the exact number of comments or performed a thorough analysis of the data regarding total participation, and in a future paper a quantitative analysis should be performed.

However, although Zoom and Google Classroom worked well, there were a several issues. The first one is that registration was too complicated for many of the participants. It took a couple

of weeks before the entire class was properly registered and able to access both Zoom and Google Classroom without issue. The other one was regarding participation. Although there was a high participation rate in the asynchronous discussions in Google Classroom, the rate dropped off as the course wore on. Therefore, in the future, a better method is required to encourage participants to take part in discussions over the entirety of the course which will lead to enhanced learning and increased motivation for authentic interaction. Participants also came from at least five different time zones, which meant that the online Zoom lectures and follow up discussions took place at 4pm JST were happening at 9am in Bujumbura and at 1am CST.

Another issue concerned the use of YouTube. Although the accessibility of the lectures on YouTube was beneficial in allowing those students with other commitments to be able to watch the classes at any time, it also caused some unexpected issues as the platform imposes strict copyright restrictions on the of uploading videos. Several lecturers complained that theirs had been removed, since they violated certain vague copyright rules due to the inclusion of auxiliary video and photos. In the future, it will be necessary to convey to lecturers the importance of following copyright rules when preparing slides. YouTube channels were open to the public for comments; however, the limited number of views indicated that the activity was largely limited to SIIS participants.

Institutional Branding and International Programs

Increased international competition for attracting students and faculty has led universities and colleges to increase their branding through differentiation (Waeraas & Solbakk, 2008). Successful brands are therefore an important part of ensuring that the university has buy-in from the stakeholders. Therefore, buy-in means that institutional internal branding is an important corporate concept that successful universities, particularly when there are shocks and universities' need to attract and retain students. The internal brand allows stakeholders to participate in the institutions and further achieve their goals through recognition and expanding the internal growth of the programs within the institution. As programs are successful, they then add to an air of intellectual respectability that permeates through the institutions' culture (Judson et al., 2006). Strong internal brands tend to translate into stronger institutions in the wider marketplace as the internal stakeholders market the university to external non-stakeholders and potential students/faculty and others. Thus, continuing programs take on greater importance in times of extraneous shocks such as Covid-19, with those who can show continuity.

In order to move forward, maintaining normalcy as much as possible in need, which requires that the traditional programs that helped drive the internal branding need to be nurtured, with study abroad programs being a possible way to maintain and support brand integrity

university wide. One way that this can be done is through the continuity of having study abroad and internationalisation programs offered. The availability of program offerings is then limited to largely online possibilities.

Traditionally the numbers of students studying abroad are small when viewed against the backdrop of the overall population; there are the perceptions of possibilities that are important for the internal brand of the university-the possibility of going abroad is an important component in the brand.

Conclusion

The year 2020 was a difficult year for universities as the coronavirus turned out to be an existential threat to many (Sahu, 2020). That meant dissatisfied students in various parts of the world (Hasan & Bao, 2020; Aristovnik et al., 2020), and as has been outlined above, there was a conundrum in Japan regarding how to run international programs during the pandemic, and in the end most of them were cancelled or postponed. In light of this, the inaugural Summit International Summer Seminar was initiated, with the aim to give students in Africa and Japan the opportunity to come into contact with one another through a series of academic lectures provided by a range of experts in humanities and economics and for the students themselves to discuss some of the possible solutions to a variety of issues.

The students were required to contribute through questions that guest lecturers posed. It was an important part of the process as critical to learning. This part of the course's goal was to ensure that the students engaged with each other and themselves with reflection in mind. Questions that encourage reflection are the key to significance, or what Mezirow (1991) calls transformative learning. Reflection increases self-awareness, which helps people relate to others more genuinely and promotes a deeper mutual understanding beyond virtual tourism. The goal was to utilise interactive technology-based learning (TBL), where the students become activists in their learning through a constructivist approach (Gomez et al., 2010)

Finally, although the SIIS was hastily put together in 2020 during the Covid-19 pandemic, and it was not without minor issues, the authors consider it to have been successful, based upon positive feedback from the student participants and the lecturers. Even when physical travel becomes possible, these online exchanges can be used as pre-program cultural orientations or ways to promote ongoing exchanges between students after they return to their home countries. It is hoped that this initiative may inspire other institutions to set up similar online study abroad programs to bring students from around the world closer together to promote mutual understanding of one another's countries and cultures to break down the barriers and promote to peace and understanding.

Notes

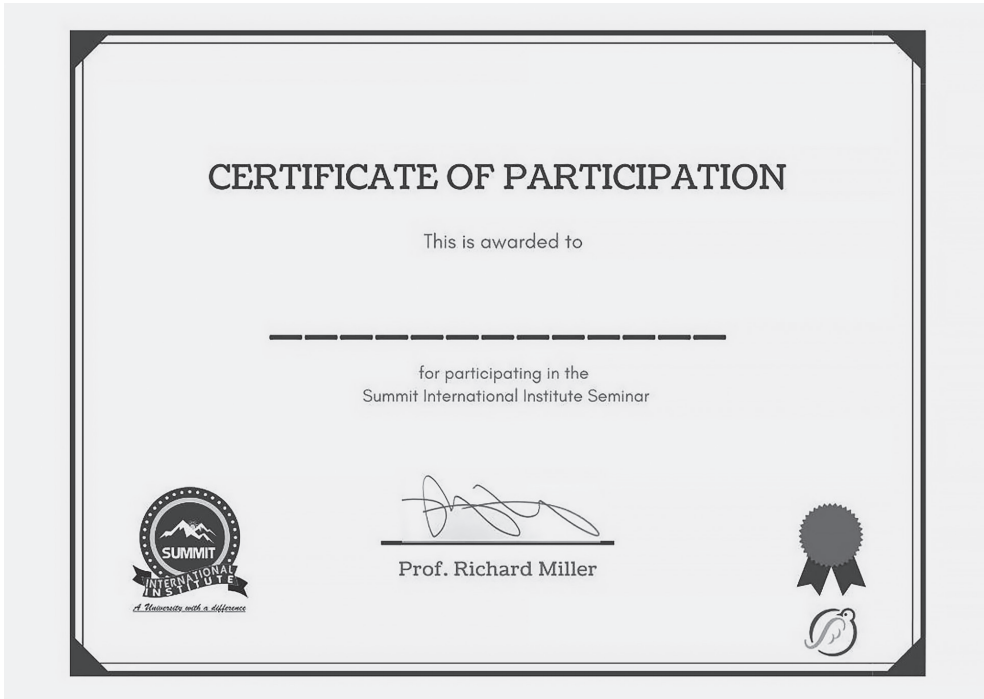
- 1 Peace as a Global Language (PGL) was conceived in the anxious year following '911, by teacher activists in Japan. PGL conferences have been attended by activists, aid professionals, academics and students, from inside and outside of Japan since 2002. PGL also organised a tour and conference at the Management University of Africa, in Nairobi in 2016, taking a group of ten teachers from across Japan. In 2017, PGL worked with Mount Kenya University to bring scholars and researchers from outside of Africa to Kigali for the Emerging Issues in English Education and Language Conference.
- 2 The International Centre at Josai Gakuin University was particularly helpful in getting the event organised, and the final speaker for the SIIS became a keynote speaker at the conference. It was an excellent opportunity to merge the two events, with the conference participants and the seminar able to participate in both.
- 3 Refer to <http://www.summitseminar.net>
- 4 While breakout room functionality has been added to Google Meet, at the time of writing, it is limited to enterprise customers: <https://support.google.com/meet/answer/10099500?hl=en>
- 5 Although Google Meet is now free and is well integrated into the Google Services ecosystem, at the time, it was very limited, and Zoom provided much more functionality. Now that Google Meet is free for use, in future programmes, it may be prudent to use it, due to its tight integration with Google Services.
- 6 Also see Ritchie (2017) on the benefits of blended learning and student engagement.

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Appendix 1 The completion certificates



CERTIFICATE OF COMPLETION

This certifies that

Successfully Completed the Summit
International
Institute Seminar

Summer Session, 2020



Prof. Richard Miller



Appendix 2 Overview of the Summit International Institute Seminar

10th August to 11th September 2020

Sponsored by, Academics Supporting Korogocho (ASK), Peace as a Global Language and Summit International Institute, Burundi

Introduction: Thank you very much for agreeing to participate in the program. The purpose is to have students have a study abroad experience without leaving their prospective countries, due to the Covid-19 travel restrictions. The course features a series of interactive classes, ranging from globalisation to community development and peace studies, to encourage students to interact with one another to consider some of our time's pertinent issues.

Total hours: The course consists of 5 weeks of 60-minute lectures with 30 minutes question-and-answer and discussion sessions. It is expected to be 45 hours of study for the certificate, including preparation and homework. So, you are requested to give one sixty-minute class with 30 minutes of Q&A.

Completion Certificate: To earn the Completion Certificate, students must achieve a 60% or more grade in the coursework and final reflection paper. If students wish to audit classes, they are welcome to do so, and they may audit as few as only one class. All participants, including auditors, will be required to register.

Schedule: The lectures will be held from 4:00 to 5:30 pm Monday, Wednesday, and Friday, Japanese time (JST). Students who are unable to attend those times will have an opportunity to view the lectures and Q&A sessions on YouTube following each class's completion. Please let me know what dates and times DO NOT work, and I will schedule you around that.

Participants: Invited participants will comprise a combination of Japanese and East African students, from Kenya and Burundi.

Location: Lectures will be held in Zoom, YouTube and Google Classroom. The lectures and Q&A will be on Zoom, though copies will be made available to registered participants. The interaction that will occur will be arranged for students to interact on a discussion board where they can read each other's answers to the discussion questions. They will also be required to submit their assignments through Google classroom.

Further information: We would like to transcribe the talk for possible future publication. Note: you would send you a copy beforehand for further input.

Kindly let me know the title of your talk, a 300-500 word abstract (which will be published in a Kenyan magazine), discussion questions (DQ's) for the students, and a short bio.

Appendix 3 A selection of student comments for the online discussion portion of Lecture 6 (unedited).

Student 1 (African): Hi, my thought about Japan's involvement in Africa after seeing the lecture was Japan invest only in big countries like Nigeria, South Africa and so on. But I came to understand that their involvement in Africa is assuredly to help Africa from repaying loans, investing in health care, in education and training. one of my thought that hasn't been responded on Japan's involvement in Africa why does Japan focus on helping Urban area in Africa. For instance, BURUNDI many hospitals and schools built by Japan are located in the capital city? Another example is Rwanda Yes, I heard that the KOBE's sister city is Kigali. This means that even in other countries Japan doesn't focus on helping rural areas. as far as I'm concerned this seem to be unjust capital cities are not countries. That is what I'm still thinking on Japan's involvement in Africa. I just discovered something that is touching the TICAD took place in Africa this a sign of togetherness. I did not know that Japan has a will of helping Africa to fight against Covid-19 this is good I didn't that Japan helps Africa to this point. Thank you

Student 2 (Japanese): I hope that good relationship between Japan and African countries will continue. Also, I want more opportunities to know about it.

Student 3 (Japanese): I agree with your idea that Japan doesn't focus on helping rural area. If Japan focus on supporting urban area, the gap between urban area and rural area will create a new social issue in African countries. So, I think it's quite necessary for organizations such as NPO or NGO to support rural area as a grassroots activity.

Student 4 (Japanese): Japan's support for Africa is a medium-to long-term support that enables African countries autonomous growth, and I strongly think that it can be appreciated for sustainable economic growth in the future. For example, in terms of infrastructure, Japan not only develops local infrastructure, but also develops human resources for African countries. However, in recent years, China has been strengthening its support (mainly investment) for Africa. Although China's One Belt One Road (OBOR) has successfully incorporated short-term demand to provide investment support, there're also lots of problem with debt traps. Japan is currently not as large in scale of support as China, but I think Japan should propose way to support for win-win relationships by considering where the demands of African countries are.

Student 5 (Japanese): What I thought about Japan's involvement in Africa after seeing the lecture was Japan invest only in big countries But I came to understand that their involvement in Africa is assuredly to help Africa from repaying loans, investing in health care,

in education and training . one of my thought that hasn't been responded on Japan's involvement in Africa why does Japan focus on helping Urban area in Africa. For instance, BURUNDI many hospitals and schools built by Japan are located in the capital city. I agree with [student 1] And Japan helps African in time of importing and exporting that's why they invest a lot.

Student 6 (African): Japan absolutely gives the impression of being an earnest country in terms of JICA grants and funds. I applaud them. I wonder however if what Dr. Yellowlees sees is not just a cover of what might be underlying. The best thing to do is not to create the least expectation (talk less of dependency) to foreign aid. For example, Burundi could easily become a middle-class country if we took advantage of the Japanese booming high-tech industry. Rwanda is a great partner ... Let's follow suit! Seems to me that we are still pretty shy about our abilities. One of the specificities of polo is that the sport stops when the ball leaves the area of play. Same principle goes with Burundian interests pertaining to speedy recovery in post covid-19 era. If we hold onto our signature and ride on our blueprint then we could beneficate a great deal from these two rich nations or just weigh our options with other nations like Canada, USA, ... I have always had the feeling that us Burundians, feel trapped and can't say no. I think it's plausible to say that we can; after all, having resources puts us in the position of decision-makers instead of assuming Japanese or Chinese know for us.

Student 7 (Japanese): I cannot be too optimistic about Japan's international cooperation with African countries. The trade show in Kobe mentioned in the lecture sounds like a possible business opportunity for Japanese companies, which may sound like a good sign. From another perspective, Japanese companies may be seeking for another China, where personnel expenses are very low. If African countries experience a cycle of industrialization like a developed country from now on, they have to experience it at the cost of its natural environment and human lives, sometimes.

Japanese traditional companies like Toyota, which has already found its way in Africa, are famous for its HR development such as KAIZEN. The strategy is well-established, and it will be popular in Africa. The system for creating value is supported by the well-nurtured vertically sempai-kohai relationships and horizontally all the sections are connected. This organizational system may be worth spreading in Africa or any other places. However, from now on, a mixture of good and bad companies will head for Africa. There is a concern about how African people discern a company good to accept and work with or not. Who will oversee the Japanese company's appropriate operation?

Student 8 (Japanese): My thought about Japan's involvement in Africa after seeing the lecture was that it good and well to work in cooperation with Japan because as country, we

need to learn from each other especially when we need to develop in Commerce by importing or exporting goods, Education and in health sector. Those sector in Africa are not well develop, sometimes we found ourselves going abroad to learn this costly, once we work together with those advanced countries we will develop and start working in team and even be better than them. Rwanda is the best example on how to work with KOBE's sister, we know all of us in the previous years, how their economy was and where now they are, this due to the good strategies of networking and building strong relationship with other countries that has helped them and the commitment and determination of Rwandans themselves that push them to have the Rwanda they have now. Also Japan involvement in Africa can be good and help Africa to expand and develop in terms of industry because they are among the country that have many industry and advanced in technology. By working with other countries there is so many opportunities that come in all sector of the country.

Student 9 (Africa): What I thought about Japan's involvement in Africa is assuredly to help Africa from repaying loans, investing in health care, in education and training. Which means that it is a good thing and it's like an opportunity to that country to work in cooperative with Japan because that country will gain more through Japan and it will help to develop the country in different way even if they are focus in urban areas

Student 10 (Japan): I learned that JICA has continued to take care of African's health due to problems such as lack of clean water in Africa and is still working on the problem of corona. Secondly, I knew that Japan was originally a country with few resources, but I didn't know that it received resources such as rare earths from Africa. I also learned that Japan is paying a lot of loans instead of getting resources. I also didn't know that there are many Japanese companies in Africa. I was surprised that there was such a connection between Japan and Africa.