

「日本の大学の国際協力における役割」

“The Role of Japanese Universities in International Cooperation :
The Namibian Perspective”

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Thank you very much for that introduction. First of all, I wish to acknowledge my thanks and appreciation to our colleagues and friends from the University of Nagoya, Prof. Takeya, Director of ICCAE, Prof. Kadohira, member of staff from the same institution, our partner of the Japan International Cooperation Agency, JICA, represented here this morning by Mr. Hashimoto.

Invited guests, ladies and gentlemen. I'm very happy to have the unique opportunity to speak to you this morning at this particular occasion and to be able to participate in this open forum organized by the International Cooperation Center for Agricultural Education, indeed the center which is part and parcel of our sister University, the University of Nagoya.

I bring greetings from members of the University of Namibia, a country far away in the southern African region, but wishes becoming a partner, with the University of Nagoya. We are indeed happy to have the opportunity to working with the University of Nagoya. We are indeed looking forward to working with our colleagues to deepen cooperation between our two institutions. I cannot thank you enough for having accorded me this opportunity. Let me say once again, thank you for your kind invitation to have me visit the City of Nagoya.

Ladies and gentlemen, I am a new member, a new council member of the United Nations University. I'm part of a group of men and women who are serving on the governing councils of the United Nations University. We are about 24 members selected from different parts of the world to serve the international community which is often described as the “think tank” of the United Nations. So it is a honor to Namibia and to Africa for me to be part of those distinguished men and women. I spent almost a week in Tokyo, moving from my hotel to the United Nations University and working from 8:30 to 6:30 everyday. I have not seen anything in Tokyo, as people in Germany say “Immer Arbeit”, working, working and working. Ladies and gentlemen, I thought I brought to this meeting a brief video from the University of Namibia. It doesn't really say much, it tells you a brief, kind of story about members of University Namibia choir, a group of young men and women who have joined a particular society at University called UNAM choir.

And the story is simply to tell them that they come from different parts of Namibia and when during their holiday vacation, when they return, they go back to their villages and they participate in daily life existence and I thought of showing you that just to give you a flavor of life on campus and life in rural parts of Namibia where these young people come

from. And after that it will take about 7 minutes, when you finish looking at that I will return to my lecture, and I will speak for not more than hopefully about half an hour. If you permit me, may I invite you to just see a little bit of that video, and I will be delighted to continue with my lecture, I thank you.

Video Presentation

Thank you very much for your patience. I just felt that it might be useful to show a little bit of that, showing young people after all the University does exist for the purpose of empowering young men and women in society. I'm not quite sure whether our city of Windhoek will be able to compete with Tokyo. When I arrived there, I thought it was a wonderful city, big, large but more importantly nice and clean. I think we have a long way to compete with your beautiful national capital.

Ladies and gentlemen, let me now turn to the message that I'm here to deliver, and to tell you a story about a country called Namibia. A country, which became independent a few years ago, a country which was known for many years as the baby of the United Nations.

Namibia is a very young country, having only attained its independence in 1990. Since independence the main emphasis of development has been the rapid development of human resource base, which has been so severely retarded as a result of colonial and apartheid system in that poverty reduction through economic growth and active interventions to achieve social relief and equity.

Although the Government of the Republic of Namibia has put in place very good policies and has committed huge resources particularly in the fields of Education, Health and so on, the challenges for the country are quite enormous which cannot be left to the government alone. A lot of good will and support is needed from such countries as Japan, which in recent years has become an important development partner to Namibia. It is with this in mind that I come here to discuss with you, friends and colleagues about the role that Japanese universities can play in international cooperation, especially with respect to a young developing country like Namibia.

More than 800 million people in the world do not have access to enough food to meet the basic requirements. Poverty is a major cause of food insecurity, and this tends to undermine any meaningful progress. More than 1.3 billion people worldwide live in poverty and nearly three fourth of them live in rural areas, virtually all of them depend directly or indirectly on agriculture for their livelihoods. World poverty can be significantly reduced by the year 2015 if both developing and industrialized countries implement their commitment to root causes of poverty. The challenge lies in implementing a common vision of achieving the targets and commitments undertaken by the international community in various conferences and world forums, for sustainable growth that favors the poor and provides more resources for health, education, gender equality and environmental sustainability worldwide.

Namibia has, from the time of attaining independence, pursued a development path

guided by the following objectives: reviving and sustaining economic growth, reducing inequality, creating employment, eradicating poverty, gender equality and equity, reducing regional development inequalities and good governance. The National Long-Term Vision 2030, lead by the National Planning Commission, the National Poverty Reduction Action Program, the linking of employment creation with higher education, technology and vocational training, are all parts of the framework being developed to confront these hard to tackle problems. For a country like Namibia, where there are extreme income and asset inequalities, with most of the affluent 10% of the society receiving 65% and the remaining 90%, receiving only 35% of the national income, the challenges that face us are quite enormous.

Ladies and gentlemen, of course you will agree with me that in order for a country to be able to achieve the strategic objectives indicated above, there have to be good and sound policies and institutions, and a prevailing climate of peace and stability. These are ingredients for attracting investor and donor communities to support development programs.

Fortunately, Namibia has got the political and economic environment as well as sound policies and institutions that have been put in place in order to attract investment and donor support. This is very necessary because the challenges facing Namibia cannot be resolved on our own and we need the support of the international community. However, the lack of adequately well-trained human resources in various sectors of the Namibia's economy remains to be the single most important limiting factor to realizing the above stated strategic objectives.

The University of Namibia, being the only national university in the country has a huge responsibility of providing the badly needed and adequately trained human resources. That is a great challenge facing our young university. Although I understand very well that most of you present here are mainly interested in the agricultural and natural resources and related fields, let me, very briefly, introduce to you about the University of Namibia in terms of its aims and objectives and challenges of the University of Namibia, also call it UNAM, is facing before I talk about agriculture in Namibia and where you could help. I believe I should say something about the University and its faculties, because I believe there is room to extend our collaboration to other faculties as well as some identified areas of cooperation of mutual interest to all of us. Thus in my presentation I would like to be a little bit general rather than specific.

The University of Namibia with a student population of 6,000, of that 1,500 are distance education students, and academic staff of about 400 and administrative staff of 350, has 7 faculties, namely, the Faculty of Agriculture and Natural Resources; the Faculty of Economics and Management Science; the Faculty of Education; the Faculty of Humanities and Social Sciences; the Faculty of Law; the Faculty of Medical and Health Sciences and the Faculty of Science. In addition to these faculties there are 7 other centers. These are the Center for External Studies, that is our distance education arm; the Computer Center; Henties Bay Marine and Coastal Resources Research Center; the Language Center; the language center is important because the teaching of English usually for those individual

students who are not competently equipped in the knowledge of English they have to go through the Language Center to upgrade their competence; the University Library; and our Northern Campus.

As you know Namibia is a huge country and more than half of the population of Namibia is located in the northern parts of the country, and it is important that we have a campus to cater for the needs of that part of the country. All of these faculties and centers would be more than willing to establish cooperation linkages with Japanese universities and other Japanese institutions. The aims and objectives, operation principles and goals of the university are summarized in its mission statements, described in various ways, I am going to summarize quickly.

Number 1; continue to develop the university as a leading national institution and a major role model for research that significantly contributes to nation-building, to accord high priority to research across a broad spectrum of relevant fields by encouraging interdisciplinary approaches to the resolution of real-world problems.

Number 2; cultivate standards of excellence in teaching, research and all other prescribed functions of the university through constructive criticism, constant self-improvement, self-evaluation and peer assessment.

Number 3; make the university services, expertise, skills, scholarly leadership and facilities accessible to all such persons as they are likely to benefit from them, regardless of race, color, gender, ethnic origin, religion, creed, physical condition, social or economic status.

Number 4; safeguard and promote the principles of university autonomy, with the view of providing the appropriate atmosphere and opportunities for UNAM's scholars to pursue the development of the highest intellectual potential.

Number 5; serve as a repository for the preservation, development and articulation of national values and culture, through the promotion of Namibian history, arts and languages.

Number 6; undertake basic and applied research with a view to contribute to the social, economic, cultural and political development in Namibia.

Number 7; encourage indigenous development and application of science and technology, and Number 8; provide advisory consultancy and extension services throughout the country, with the view to promoting community education and appropriate know-how, thus enhancing society's productivity and socio-economic development to achieve national and regional unity and understanding. Those are roughly the mission statement of the university.

Ladies and gentlemen, in attempting to achieve its aims and objectives as indicated in the mission statement, the university faces a number of challenges. The key challenge facing the university is staff development. To have sufficient number of men and women who are well trained to join the staff of the university, this is a double-barreled challenge. First, there is a need to create opportunities for further studies for Namibian staff. Secondly, there is the need to retain them in view of competitive and better conditions in terms of packages offered by the government and private sector. So we are up against the government who often take people from the university, when we either train them, they are attracted by the better conditions offered by the government not to mention the

private sector. The challenge is to mobilize local financial support to recruit, reward and retain a cadre of dedicated indigenous academic staff members, who enjoy the challenge of recruiting, teaching, mentoring and supervising research to their students.

Another key challenge is to link research to practice. Research conducted at the university level is of little use if it is not linked to improvement, and not being useful in generating new knowledge to be used in lectures as well as providing solutions facing the Namibian society.

Thus for a young institution like ours, the biggest challenge is to craft a kind of knowledge described as a knowledge triangle involving education and training, research and extension and community service. Education and training, research and extension service are complementary activities, and that the collective return will be higher if they are interlinked rather than pursued separately. But designing a knowledge triangle that achieves sequential continuity in these three investment areas require a rare skill that is not covered in the basic textbooks. Crafting a knowledge triangle is a process that is intensely academic as well as political process. Thus the task before us is to figure out how to build national level knowledge that are operationally linked to government institutions, to the private sector as well as to regional and global and scientific communities. This we can only achieve with the kind support of experienced institutions like yours, the University of Nagoya. And that is why we have come to you, to seek your support and to seek you experience in this particular area.

What role can Japanese universities play? Ladies and gentlemen, I would like to turn to that briefly. Africa and Namibia in particular is endowed with enormous natural resources heritage and wonderful opportunity for agricultural development. But people need to be trained to enhance their productivity in various sectors of the economy. Your support is needed to compliment the Namibian Government's efforts to educate and train our people so that they are able to utilize the potential in a sustainable manner, particularly when it comes to natural resources available to be able to obtain food security, poverty reduction and good environment. Universities worldwide are important vehicles of bringing about development. Although it is governments that provide funding, it is through the involvement of universities that much can be achieved. It is through building up partnerships and cooperation with universities like yours that we will be able to benefit in the effort to build up functional knowledge as mentioned earlier.

The University of Namibia strongly believes that Japanese universities and other institutions have a greater role to play in the development of our country and in building and strengthening the capacity of our own national university. Your institutions could play a very significant role in the following ways:

Number 1; support the university's human resources development through postgraduate training. We could work out the details of how this could be best achieved. Our university does not have sufficient professors, senior academics, who could provide much needed academic and research supervision in the majority of academic disciplines, thus your support here will be very much needed.

Number 2; setting up collaborative joint research would very much enhance our university's

capacity to conduct meaningful research. With colleagues coming from Japan it would be possible to formulate research projects which will benefit both Namibia and the individual researchers as a result of experiences gained in different environments, and contribute to human resources development through postgraduate research, but also at the same time providing solutions to developmental problems facing Namibia.

Number 3; facilitating staff and student exchange between the University of Namibia and Japanese institutions, which will provide opportunities for colleagues to interact and network and exchange experiences. This is particularly important for young institutions like the University of Namibia. Linkages also provide opportunities for people of different cultures and nationalities to know each other and appreciate and understand one another. Thus nations get to understand each other better and thus contribute to world peace and harmony.

Ladies and gentlemen, I am now going to move rapidly to conclude. I am delighted to note that already some good collaboration has been established between Nagoya University through ICCAE and the University of Namibia through its Faculty of Agriculture and Natural Resources. I am glad to note that already the Dean of Faculty, Prof. Osmund Mwandemele was here last year and recently Miss Patricia Petrus was here for three months and that right now the Head of Food Science and Technology, Dr. Kandando, my compatriot is here with us and he's here until just before the end of December. I'm so happy to see these developments. The feedback I have received today about these visits is very gratifying. I look forward to your continued support and partnership. Ladies and gentlemen, as the Dean of Faculty may have mentioned it to you, although Namibia is one of the driest countries in South of the Sahara, 60-70% of the population depend on agriculture and agriculture-related activities making agriculture one of the most important means of supporting and sustaining human life. Yet, there are several constraints affecting agricultural productivity. These include inadequate well-trained human resources, high incidence of extreme poverty, social-economic welfare situation; environmental constraints related to Namibia's fragile ecosystem and degraded natural resources, one can go on with the list. These are serious constraints that affect people's livelihoods, leading to vulnerability and food insecurity. Linking education/training, research and extension, that is crafting knowledge triangle, is very critical in agriculture and natural resources and poses a big challenge to our Faculty of Agriculture and Natural Resources.

It is my very sincere hope that ICCAE will continue tirelessly to promote and strengthen ties and links between our university in particular our Faculty of Agriculture and Natural Resources and Japan, in the areas that I have indicated earlier on. I believe there are also possibilities of establishing similar linkages involving other faculties of our universities with related institutions in Japan. That would be most appreciated, not only by the University of Namibia but by the country as a whole.

Finally, ladies and gentlemen, may I take this opportunity to express my very sincere thanks and appreciation to the Director of ICCAE and his management team for inviting me to this particular forum. This morning in the city of Nagoya, it has been a wonderful experience and joy to be here with you, even for a day. I hope this will help to strengthen

further the cooperation between our two sister institutions. I thank you.

[VIDEO Start]

This is Kaprivi in the north of Namibia. My name is Melian Simata. I come from this village and life still goes as much as before. We still love to sing and dance here, but life is changing, especially for me, now that I am a student of the University of Namibia. These days I only visit the village for holiday. My family is very musical, maybe that's why I'm a member of the university choir.

This is the university in the capital, Windhoek. It's a great place to learn and there are all sorts of sports clubs and cultural clubs. The choir is a lot of fun. Everybody enjoys rehearsals. It's a chance to relax and let off steam. The Vice-Chancellor is a big fan of ours and he takes a real interest in the choir.

Before independence in 1990, we didn't have a university in Namibia, but now we do and we can study just about anything from Agriculture to Engineering, Education, you name it. I'm studying Business Administration; I'm hoping to make a career in commerce. The course includes practical studies, so sometime we visit businesses outside the university.

We went to the First National Bank of Namibia, and they had a 2-day *introductory * program and we realized that it was very sufficient in exposing the culture of the organization to university students.

(Melian) What we wanted to do was to look at the Bank-training course.

(Bank trainer) Welcome to the First National Bank Training Department. The purpose of this workshop is to expose you to the banking system and operations.

It's nice to do a practical assignments. It makes you realize what the real world of business is all about, after all that's what we study for.

(Bank trainer) Here is where we train them to become bank teller. We do divide them into groups of 3 people.

We are amazed that they have a whole dummy bank for teaching. It really helped us understand how they go about the induction training scheme. The bank trainer seemed to know everything about banking.

(Bank trainer) I'm happy to have these people here, because in this way they get the

opportunity to learn about the real world of real banking and in this way they will enhance their knowledge about banking.

Len-Tech is Namibia's commercial center, it is not just banking, there's a lot of industry here: diamonds, fishing and uranium. Of course, when conducting choir rehearsals, we are under a lot of pressure, and when there was a tour coming up, we rehearsed flat out. Eddy is a new member of the choir, he is studying Science.

(Eddy) I would like to become a research scientist. It would be nice to discover something just like any other scientists has done. After my studies, I will have to teach for a while as a condition of my bachelor degree scholarship. Our lecturer always says that Chemistry is the Queen of Sciences, but Mathematics is the King. Mathematics is what I really enjoy. Even at 7 o'clock in the morning, the lectures are always packed. It's quite international here. We have lecturers and some students from all over the world that makes it more interesting for me. I'm looking forward to visiting other countries with the choir.

We rehearse a variety of numbers for our next tour, traditional African songs and funny things, too. Mariana's family comes from the South of Namibia. She is studying accountancy.

(Mariana) The campus is a nice place to study. Some of the facilities are very modern like the brand new Learning Resource Center including the library. It's a convenient place to do background reading for my course work. I'd like to work at accountancy firm when I finish my studies.

(Teacher) This firm is for the pay as you earn which is the tax on the employees, and this form is for the VAT and on this section we complete the sales fields.

(Mariana) There is so much to learn about taxation and all the other aspects of accounting, that's one thing I like about my studies, it's very practical. We have a lot of lectures; we start at 7 in the morning and often go up until 7 at night. Last year I studied statistics and law, and now I am doing auditing and financial management, it keeps us very busy.

Namibia used to be ruled by the Germans, and then by South Africa, but since independence a lot has changed, these days it's a democracy, so as part of our course – we were able to visit the Prime Minister's office at the Parliament without any problems. It's nice to work on projects together with friends, people don't know too much about Namibia, so we were trying to jot down some of good things of the country (many voices) “Namibian people are friendly, and it's clean and safe!”

I suppose what tourists come to Namibia for is the wild life, but Africa is changing so fast.

Q & A

Q : Thank you very much for your kind presentation. My name is Kohama. I teach Economics at the University of Shizuoka. I am a development economist. I have 2 questions on the development goals and development policy. First one is income disparity. The second one is growth potential of agriculture and natural resources in your country.

In your presentation, you mentioned only 10% people receive 65% of national income in your country. This is very big income disparity. I understand your development goal is improving the income distribution, maybe the high priority, so what kind of policy or strategy your government adopted for improving the income disparity, the income distribution? This is my first question.

Second one is the growth potentials of agricultural and natural resources. I understand you have big growth potentials in the sectors, but I'm afraid that this maybe just a potential, how to realize this growth potential. This is very important for the future of your people. So what kind of policy measures are your government now thinking about? This is my second question. Thank you very much.

A : Well, let me try and answer that. The kind of disparity I refer to did not happen by chance. This is what we inherited upon our independence. The Namibia was first colonized before the First World War and it was a German colony, and after the First World War it became part of the union of South Africa. So from the very beginning there was a deliberate policy of exploiting the indigenous people, holding them down politically for many years. So we lost access to productive land and were marginalized, these are the results of what actually happened.

Let me tell you, at the time of the First World War, at the time of the formation of the League of Nations, the allied powers who contributed to the defeat of Germany were calling for all of the former German colonies to be distributed among the allied powers who helped to bring about the defeat of Germany. Namibia then called South West Africa, actually end marked to be handed over as a gift to the government of the Union of South Africa. The soldiers, the South African soldiers, who were pardoned part of the army, which defeated Germany in Namibia were basically rewarded with farms. So then the majority of the African people actually moved, they were already landless as a result of being a part of the German colonialism, but they even made further to become landless because those lands were distributed to soldier. But the only natives who are still there today, those farms still bear the historical names. So you can drive through the commercial farming area all over Namibia and all that is left is the names, the original names, the owners were all dispossessed.

So, this is both historical, as well as, part of the recent economy policies, which were pursued by successive colonial regimes, which dispossessed the majority of the people to that extent. So, what we are talking about here is not ordinary development, which occurred as a result of a class of society, it is much deeper than that.

So what is the government attempting to do? First of all, in order to preserve peace and stability, the government of independent Namibia have committed itself not to go back to this historical development I referred to. We accept the fact that the people, who live in different parts of the country, occupy commercial farms, are there and they must retain those farms. But we have to pursue a different policy of persuading them to surrender some of their farms. There are people who are proud to say I am the owner of about ten farms.

The question we would like to ask is what you are doing with those farms. Are they being utilized for the purpose of developing the country, for the purpose of feeding the people of the country, and for the purpose of insuring peace and stability, that is a precondition for any form of development?

Now, it is very clear that for some people this is a hobby to have those farms. So, we are pursuing a systematic policy of basically of buying off those farms for the purpose of being redistributed among landless people. A policy of insuring that those African people who are located in what we call communal areas are relocated, as it is out of this particular policy to resettle people, to give them a sense of access to economy, to resources, to take them through a systematic training program for basic skills so that they can actually use, apply modern farming methods, and so forth. So, there is a policy to resettle people and so forth.

Now, someone used to say, when I was a little boy in my town, my particular town, Okahandja, you know Okahandja, we were brought up to live in a town where there was enough milk, enough butter, enough cream, this is late 50s, early 60s. But in the 60s the South African government introduced a policy, there was a very strong lobby by the farm community, the white farmers in South Africa, they wanted to expand, to produce. What are their markets? The market is the South African region, Mozambique, Zimbabwe, Zambia, Botswana, Lesotho, Swaziland, Namibia. So they saw the region as basically dumping grounds for their farm produce.

So, now if you talk to older German speaking Namibians, they, when Namibia was a part of the German colony, they were interested in producing and encouraging agricultural productivity and so on. As a result of that, there were a lot about activities for producing daily industry products and so on. But, in the late 60s, this was totally destroyed because Namibia became a real extension of South Africa. So there was no one to promote local industries. And the government of Namibia has got a systematic policy of introducing industries, promoting industries, which are going to help people to produce, to be able to produce locally. It means a great deal to have something produced, or made in Namibia. It is like, for me, for some of us, is like you become a baby because you begin to appreciate very much something made in Namibia. Made in Japan, it is no longer something special. But for a developing country, young country which is immersing out of colonialism, it is