

Fall Admissions for the 2025 Academic Year

Academic Field of Design

Kyoto Institute of Technology (KIT) Graduate School of Science and Technology

Master's Program Admission Requirements for General Students

The Entrance Exam

Specialized Subject (GCDP course)

(150 min)

[Precautions]

1. Do not open this question booklet until instructed to do so by a supervisor.
2. This booklet consists of two sheets. You also have one answer sheet and three draft sheets.
When the supervisor signals you to begin answering the questions, check this booklet, the answer sheet, and the draft sheet. Raise your hand to inform the supervisor if you find any missing, incorrect pages, or unclear printouts.
3. Write the examination question number on the answer sheet.
4. This booklet, answer sheets, draft sheet, and other handouts must be collected after the exam.

Read the sentence below, then answer the three questions that follow.

The total amount of seafood catch has declined from a peak of 12.8 million tons in 1984 to 3.92 million tons in 2022, due to several reasons (1).

Reference

(1) Japanese Fisheries Agency, The Ministry of Agriculture, Forestry and Fisheries in Japan 2024, FY2023 White Paper on Fisheries Summary. Available from: https://www.maff.go.jp/e/data/publish/White_Paper_on_Fisheries/White_Paper_on_Fisheries_Summary_FY2023_Trends_in_Fisheries_FY_2024_Fisheries_Policy.pdf (Accessed 20 May 2025).

Questions:

Q1.

What social and environmental issues can be considered from this situation? Provide a brief explanation.

(Intension)

In this question, candidates are expected to withdraw/identify the contexts of the issue, by imagining the comprehensive situation. Issues can be:

Social issues – problems that affect people or communities (e.g., inequality, displacement, public health, unemployment).

Environmental issues – problems related to nature or ecosystems (e.g., pollution, climate change, biodiversity loss, overfishing).

Q2.

Identify the key stakeholders (actors) involved in these issues. Then, create a stakeholder map (as a diagram) to illustrate the relationships and dynamics among them.

(Intension)

In this question, candidates are expected to demonstrate their ability of thinking the issue as societal network and consequences.

Stakeholders can include:

- *Government agencies*
- *Local communities*
- *NGOs*
- *Industry players (e.g., fishing companies, construction firms)*
- *Scientists*

- *Media*
- *Consumers*

Q3.

Propose a design intervention that could facilitate communication or collaboration among the stakeholders you identified in Q2.

(Intension)

In this question, candidates are expected to demonstrate their understanding of the role of designer with societal issues, then deploy design approach such as:

Design Thinking

To use design as a tool—not just for objects or visuals, but for solving real-world relational or systemic problems.

Dialogue or Co-creation

Focus could be on interaction between stakeholders, especially if they come from different sectors or have conflicting interests (e.g., local communities vs. corporations).

Encourage Feasible, Context-Specific Ideas

The intervention should be realistic and relevant to the specific situation and stakeholders.

(It could be a platform, a tool, a campaign, a workshop, etc.)

※ There is no word limit.

You are encouraged to use illustrations/diagrams to support your ideas.