【Online】
Knowledge Co-Creation Program
(Group & Region Focus)

GENERAL INFORMATION ON

DEVELOPMENT OF HUMAN RESOURSES ADAPTABLE TO INDUSTRY NEEDS IN ELECTRICAL AND ELECTRONIC ENGINEERING - FOR INSTRUCTORS/TEACHERS IN UNIVERSITY, POLYTECH COLLEGE AND DIPLOMA COURSES OF TVET INSTITUTIONS -

課題別研修「産業界の要望に応える電気電子分野人材の育成 ～大学、TVET 機関ディプロマコース教員/指導員向け～」
JFY 2021

Course No. : 202002981J001

Course Period in Japan: From September 1, 2021 to October 25, 2021

*In the context of the COVID-19, please note that there is still a possibility the course schedule will be changed, shortened, or the course itself will be cancelled

This information pertains to one of the JICA Knowledge Co-Creation Program (Group & Region Focus) of the Japan International Cooperation Agency (JICA), which shall be implemented as part of the Official Development Assistance of the Government of Japan based on bilateral agreement between both Governments.

JICA Knowledge Co-Creation Program (KCCP)

The Japanese Cabinet released the Development Cooperation Charter in February 2015, which stated, *"In its development cooperation, Japan has maintained the spirit of jointly creating things that suit partner countries while respecting ownership, intentions and intrinsic characteristics of the country concerned based on a field-oriented approach through dialogue and collaboration. It has also maintained the approach of building reciprocal relationships with developing countries in which both sides learn from each other and grow and develop together."* JICA believes that this 'Knowledge Co-Creation Program' will serve as a foundation of mutual learning process.

I. Concept

Background

A reduction of poverty through economic growth is a common challenge that Japan and other international societies face. In order to ensure that the industries supporting economic growth will develop, it is essential to develop human resources that such industries require. Improvement in quality of teachers in the electric and electronic fields as social infrastructure and elimination of technological gap between education and the field site are expected to contribute to our country's aid policy for Developing countries.

Although technical assistance has been given to the instructors of vocational training schools, it is necessary to develop teachers who will play a leading role in the country in the future, to overcome their shortage of work experience and the lack of leaders who have a strong presence in the field.

For what?

This program is designed to develop human resources who can integrate the gaps between education and actual technology in industry by enhancing practical teaching capacity in universities, vocational training schools with diploma course, polytechnic institutes, polytechnic colleges and industrial high schools. The purpose is to solve problem of the "missing middle" in Asia and Africa by means of human resource development in electrical and electronic engineering which is a main social infrastructure.

For whom?

This program is offered to universities, vocational training schools with diploma course, polytechnic institutes, polytechnic colleges and industrial high schools dealing with Electrical and Electronic Engineering.

How?

In remote training, participants and instructors connect in real time to give lectures, discussions and presentations, and mainly learn the basics and theory parts. In addition, homework (submission of assignments) and short test will improve your understanding.

Participants will formulate an action plan for human resource development in electrical and electronic engineering.

II. Description

1. **Title (Course No.):**
   Development of Human Resources Adaptable to Industry Needs in Electrical and Electronic Engineering -For Instructors/Teachers in University, Polytech College and Diploma Courses of TVET Institutions- (202002981J001)

2. **Course Period in JAPAN**
   September 1, 2021 to October 25, 2021

3. **Target Regions or Countries**
   Indonesia, Uganda, Eritrea, Cambodia, Kenya,Thailand, Brazil, Malawi, and Moldova
   【For Brazilian Applicant】Remote training will be conducted in the midnight (3:00-6:00AM) for several weeks due to the time difference. Please understand this situation before applying.

4. **Eligible / Target Organization**
   This program is offered to Instructors/Teachers in University, Polytech College and Diploma courses of Vocational and Technical Education and Training Institutions dealing with electrical and electronic engineering.

5. **Course Capacity (Upper limit of Participants)**
   9 participants

6. **Language to be used in this project**
   English

7. **Program Objective**
   Aiming at elimination of technological gap between education and the field site in the electric and electronic fields, this training course will ensure that participants' organizations share proposed improvement of education in vocational training schools, polytechnic institutes, and industrial high schools to enhance their training capability for practical electric and electronic technologies and human resources that meet the needs of companies.

8. **Overall Goal**
   Participants acquire the ability to develop human resources who can apply as electrical and electronic engineers who meet the needs of companies with flexible application skills.

9. **Expected Module Outputs and Contents**
   This program consists of the following components. Details on each component are given below.

(1) Preliminary Phase in a participant's home country

Applying organizations are required to submit the Job Report & Questionnaire and the Issue Analysis Sheet (IAS) together with the application form for selection in Japan.

Expected Module Output	Activities
Job Report & Questionnaire and IAS are formulated	Formulation and submission of the Job report & Questionnaire and the Issue Analysis Sheet with the application form

(2) Core Phase in Japan

(September 1 to October 25, 2021)

Expected Module Output	Subjects/Agendas	Methodology
1. Understanding the human resource development, vocational training, in-company education on electricity and electronics in Japan's industry and the regulations, laws and regulations in Japan, and the organization and system for complying with them.	1.Japan's Industrial Technical Education and Vocational Training System 2. Japan's Employment Situation and Company's Viewpoints for Recruiting 3. Electrical Regulations (Required Qualification for Electric Engineers) 4. The way of coaching 5. Three Indicators for Investment Evaluation 6. Introduction of Kyushu Polytech College 7. Introduction of Technical High School 8. Introduction of Electric College	Lecture Discussion
2. Learning basic elemental technologies required by electric / electronic engineers such as electric, electronic and logic circuits, simulation technology and PLC (Programmable logic controller).	9. Basic Practical Training on Electricity 10. AC Circuit Theory 11. Exercise on AC Circuit Theory 12. Exercise on Electronic Circuit 13. Exercise on Logic Circuit 14. Matlab & Simulink 15. Introduction to Circuit Simulation Exercises 16. Power Electronics Simulation 17. Exercise on Basic PLC (Programmable Logic Controller) 18. Exercise on PLC Programing 19. Exercise on Built-in microcomputer 20. Review of the Cource	Lecture Practice **Exercise** Discussion
3. Learning the application fields of element technologies such as motor control, lighting, robot and	21. Introduction to Inverter 22. Energy Saving with VFC (Inverter)l 23. Experiment on Fluid Equipment Control	**Lecture** **Practice** **Exercise** **Discussion**

re-energy, and understanding the workplace of electric and electronic engineers.	24. Introduction & Outline on Control Theory 25. Control System Design with Bode Diagram 26. Model Matching Method & Transient Response Method 27. Equipment for Motion Control Experiment 28. Exercise on Control Theory 29. Heat Process Control 30. Robot Teaching 31. Introduction on Lightning 32. Exercise on Lightning Design 33. Basic of Power Grid & PV Generation 34. Basic Experiment of Power Grid	
4. Preparation of improvement plan of education to solve the issues in your organization in order to propose the plan to the organization	35. How to modify the IAS (Issue Analysis Sheet) 36. Guidance for Action Plan Report 37. Training Theme discussion 38. Job Report presentation 39. Guidance for Action Plan Report 40. Action Plan presentation	Lecture Presentation Discussion

(3) Tentative schedule

country	Local time	3:00-6:00	8:00-11:00	9:00-12:00	13:00-16:00	7:00-10:00	12:00-15:00	13:00-16:00	17:00-20:00
		Brazil	Malawi	Kenya, Uganda Tanzania, Moldova, Eritrea	Indonesia, Thai, Cambodia	Brazil	Malawi	Kenya, Uganda, Tanzania Moldova, Eritrea	Indonesia, Thai, Cambodia
Month	Day	Japan Time 15:00-18:00				Japan Time 19:00-22:00			
September in 2021	1 Wed					Course orientation and How to modify the Job Report			
	2 Thu					Training Theme discussion			
	3 Fri					The way of coaching			
	4 Sat								
	5 Sun								
	6 Mon					Basic Practical Training on Electricity			
	7 Tue					Review of AC Circuit Theory			
	8 Wed					Introduction to Circuit Simulation Exercises			
	9 Thu	Guidance for JOB Report				Exercise of AC Circuit Theory			
	10 Fri	Guidance for JOB Report				Guidance for JOB Report			
	11 Sat								
	12 Sun								
	13 Mon	Exercise of Electronic Circuit				Exercise of Electronic Circuit			
	14 Tue	Exercise of Electronic Circuit				Exercise of Electronic Circuit			
	15 Wed	Job Report presentation				Software operation check			
	16 Thu	Exercise of Logic Circuit				Exercise of Logic Circuit			
	17 Fri	Exercise of Logic Circuit				Exercise of Logic Circuit			
	18 Sat								
	19 Sun								
	20 Mon	Outline on Control Theory				Matlab & Simulink			
	21 Tue	Model Matching Method & Transient				Equipment for Motion Control Experiment			

			Response Method	
	22	Wed	Control System Design with Bode Diagram	Control System Design with Bode Diagram
	23	Thu	Control System Design with Bode Diagram	Experiment on Motion Control
	24	Fri	Japan's Employment Situation and Company's Viewpoints for Recruiting	Heat Process Control
	25	Sat		
	26	Sun		
	27	Mon	Introduction of Technical High School	Three Indicators for Investment Evaluation
	28	Tue	Exercise on PLC Programing	Exercise on PLC Programing
	29	Wed	Exercise on PLC Programing	Exercise on PLC Programing
	30	Thu	Exercise on PLC Programing	Exercise on PLC Programing
October in 2021	1	Fri	Robot Teaching	Robot Teaching
	2	Sat		
	3	Sun		
	4	Mon	Basic of Power Grid & PV Generation	Introduction to Inverter
	5	Tue	Energy Saving with VFC (Inverter)l	Energy Saving with VFC (Inverter)l
	6	Wed	Explanation of Basic Experiment of Power Grid	Basic Experiment of Power Grid
	7	Thu	Power Electronics Simulation	Power Electronics Simulation
	8	Fri		
	9	Sat	Exercise on Built-in microcomputer	Exercise on Built-in microcomputer
	10	Sun	Exercise on Built-in microcomputer	Exercise on Built-in microcomputer
	11	Mon		
	12	Tue	Introduction of Kyushu Polytech College	Japan's Industrial Technical Education and Vocational Training System
	13	Wed	Basic on Lightning	Exercise on Lightning Design
	14	Thu		Exercise on Lightning Design
	15	Fri		Vocational school introduction/Electrical Regulations
	16	Sat		
	17	Sun		
	18	Mon	Guidance for Action Plan Report	Guidance for Action Plan Report

19	Tue	Guidance for Action Plan Report	Electrical Regulations (Required Qualification for Electric Engineers)
20	Wed	Experiment on Fluid Equipment Control	
21	Thu	Experiment on Fluid Equipment Control	
22	Fri	Review of the Cource	
23	Sat		
24	Sun		
25	Mon	Action Plan Presentation	Evaluation Meeting

III. Eligibility and Procedures

1. **Expectations from the Participating Organizations**
   (1) This program is designed primarily for organizations that intend to address specific issues or problems identified in their operation. Participating organizations are expected to use the project for those specific purposes.
   (2) This program is enriched with contents and facilitation schemes specially developed in collaboration with relevant prominent organizations in Japan. These special features enable the project to meet specific requirements of applying organizations and effectively facilitate them toward solutions for the issues and problems.

2. **Nominee Qualifications**
   Applying Organizations are expected to select nominees who meet the following qualifications.
   (1) Essential Qualifications
   1) Instructors/Teachers in University, Polytech College and Diploma courses of Vocational and Technical Education and Training Institutions in Electrical and Electronic Engineering.
   2) With more than 2 years working experience in this relevant field.
   3) Be university graduates or have the equivalent academic background
   4) Language: have a sufficient command of spoken and written English
   * This program includes active participation in discussions, action plan development, thus requires high competence of English ability. Please attach an official certificate for English ability such as TOEFL, TOEIC etc., if possible.
   5) Remote training implementation requirements:
   - Stable network environment (If you have any concerns about the internet environment, please do not hesitate to ask JICA office in your country.)
   - To be able to access to 2-3GB of data every day.
     * Please consider daily consumption under the same internet environment
   - Install Zoom   https://zoom.us/download
   - To be able to attend a Zoom Meeting every day at a designated time.
   - Preparation of PC with web-camera , earphone and microphone.
   - Please refer to the following for PC specifications.
     8 GB memory; 40 GB of free apace at "C:" drive.

   (2) Recommendable Qualifications
   1) Age: between the ages of twenty-five (25) and forty-five (45) years
   2) Gender Consideration: JICA is promoting Gender equality. Women are encouraged to apply for the program.

3. **Required Documents for Application**
   (1) Application Form: The Application Form is available at **the JICA office (or the Embassy of Japan).**
   (2) Photocopy of passport: to be submitted with the application form, if you possess your passport which you will carry when entering Japan for this program. If not, you are requested

to submit its photocopy as soon as you obtain it.

*The following information should be included in the photocopy:

Name, Date of birth, Nationality, Sex, Passport number and Expire date.

(3) Job Report & Questionnaire and Issue Analysis Sheet (IAS): to be submitted with the application form. Job Report & Questionnaire and IAS are necessary documents for screening of applicants and each applicant is required to submit his/her Job Report & Questionnaire and IAS together with an Application Form. The documents should be completed in accordance with descriptions of Annex-1(Job Report & Questionnaire) and Annex-2(IAS).

4. Procedure for Application and Selection

(1) Submission of the Application Documents

Closing date for applications: **Please confirm the local deadline with the JICA overseas office (or the Embassy of Japan).**

(After receiving applications, the JICA office (or the Embassy of Japan) will send them to **the JICA Center in JAPAN** by **July 30, 2021.**)

(2) Selection

After receiving the documents through proper channels from your government, the JICA office (or the embassy of Japan) will conduct screenings, and then forward the documents to the JICA Center in Japan. Selection will be made by the JICA Center in consultation with concerned organizations in Japan. *The applying organization with the best intention to utilize the opportunity of this program will be highly valued in the selection.* Qualifications of applicants who belong to the military or other military-related organizations and/or who are enlisted in the military will be examined by the Government of Japan on a case-by-case basis, consistent with the Development Cooperation Charter of Japan, taking into consideration their duties, positions in the organization, and other relevant information in a comprehensive manner.

(3) Notice of Acceptance

Notification of results will be made by the JICA office (or the Embassy of Japan) not later than **August 9, 2021.**

5. Conditions for Participation

The participants of KCCP are required

(1) to strictly observe the course schedule,

(2) not to change the program topics.

(3) to participate all classes.

(4) not to participate on the move.

(5) not to participate through your smartphone.

(6) Participants must understand the following data teaching materials handling and sign a pledge before starting remote training.

       ✓ Respect for copyright, protection,

- ✓ Sharing without permission on SNS,
- ✓ Unauthorized upload prohibition,
- ✓ Unauthorized modification,
- ✓ Prohibition of redistribution,
- ✓ Approval required for recording
- ✓ Prohibition of unauthorized citation

(7) to carry out such instructions and abide by such conditions as may be stipulated by both the nominating Government and the Japanese Government in respect of the course,

(8) to observe the rules and regulations of the program implementing partners to provide the program or establishments,

(9) not to engage in political activities, or any form of employment for profit,

(10) to prepare the terminals used (computer, webcam, microphone and earphone) and the Internet environment to participate online program

IV. Administrative Arrangements

1. **Organizer**
   - **(1) Name**: JICA Kyushu Center (JICA KYUSHU)
   - **(2) Contact**: kicttp@jica.go.jp
   - **(3) URL**: https://www.jica.go.jp/kyushu/english/office/index.html

2. **Contact persons**
   NAKANO Yukimasa (Mr.) – Program Officer
    Nakano.Yukimasa.2@jica.go.jp
   SHIBATA Yuki (Ms.) – Assistant (until May 31)
    Shibata-Yuki@jica.go.jp
   KIKUGAWA Atsuko (Ms.) – Assistant (from June 1)
    Kikugawa-Atsuko@jica.go.jp

V. Other information

1. **Reports and Presentation**
   (1) Job Report & Issue Analysis Sheet (IAS)
   Each applicant is required to submit his/her own Job Report & Issue Analysis Sheet following the instruction. Participants will have a presentation of his/her Job Report & Issue Analysis Sheet up to 10 minutes at the earlier stage of the training in order to share knowledge and background with other participants as well as instructors. Visual materials such as Power Point and pictures may be helpful for your presentation if you bring them with you.

   (2) Action Plan
   Participants are required to make an Action Plan at the end of the training to express your idea and plan which you carry out after your return, reflecting the knowledge and method you acquire in the training. Each person will have 10 minutes for presentation.
   Also, participants are required to complete IAS by the end of the training and present it at the Action Plan Presentation.

   (3) Laptop
   Participants will use laptops during the training period, so please prepare a laptop that meets the following requirements.
   (a)OS must be windows 10 and 64 bits system
   (b)Free space of 40GB or more for program installation at C:\.
   −(c)Random Access Memory(RAM) 8 GB or more.
   (d) In this training, we will use practical training software. It is strongly recommended to install the training software on a PC other than Zoom and have two of them ready for training.

   (4) Teaching Guidelines
   Participants are requested to prepare their teaching guidelines with them, if they have.

   (5) Prior learning
   Participants are requested to review on "AC circuit theory" and "Bode diagram".

2. **Rules for attending online classes**
   In this course, Zoom is used for live online learning. In an online class, unexpected problems may occur, such as outsiders entering the room or leaking information on classes and participants to the outside.
   In order to prevent such troubles and not to infringe copyright or portrait rights, please follow the rules below.
   ✓ The meeting ID and password should not be given to anyone.
   ✓ Be sure to turn on the camera and show the participants the face.
   ✓ Participation on the move is not allowed.
   ✓ We do not allow you to sign in to Zoom on your smartphone. Be sure to sign in with your PC.
   ✓ When you enter the room, mute the microphone (mic off) to facilitate communication through the screen.

- ✓ Let's use the reaction function with "applause" and "like" marks
- ✓ Use the "chat" or "raised hand" marks to request a question.
- ✓ Whether you're online or real, it's important to be considerate of the other person as well as to value yourself. Please be careful so as not to make people around you uncomfortable.

3. Certification

Participants who have successfully completed the training program will be awarded a certificate by JICA.

4. Remarks

JICA training is implemented for the purpose of development of human resources who will promote the advancement of the countries, but not for the enrichment of individuals or private companies. Matters of a trade secret and patent techniques will remain confidential and inaccessible during the training.

VI. Annex

1. **Job Report & Questionnaire (Annex-1)**
2. **Issue Analysis Sheet (Annex-2)**
3. **Issue Analysis Sheet Guidelines (Annex-3)**

Development of Human Resources Adaptable to Industry Needs in Electrical and Electronic Engineering -For Instructors/Teachers in University, Polytech College and Diploma Courses of TVET Institutions- (JFY 2021)

Job Report & Questionnaire

Name:

Country:

Organization and present post:

E-mail:

Remarks 1: The Report should be typewritten in English (12-point font, A4 size paper), and total pages of the report must be limited to 3 pages (not including organization chart).

Remarks 2: Each participant is required to have presentation in 10 minutes based on this Job Report and IAS at the early stage of the training for the purpose of making the training more effective and fruitful by comprehending the situations and problems of the participants each other.

Remarks 3: Please itemize your answer and make them specific.

1. Full description of your present job

(1) Name of organization to which you belong and main tasks of the organization

(2) Organization chart of your department/ section with the number of staffs in it, description of its duties, and a mark where you are positioned.
(The chart should be attached and not be counted in this page limit.)

(3) Brief description of your assignments

(4) Problems in your job

2. Expectations for the training course

Your purpose of participating in the course :

3. Write if there is a theme you want to know in particular.

4. Questionnaire

(Please specify, or provide information on the following topics.)

1. The population of the city where your organization/educational institute is located

2. 1) The total number of registered companies in the above-mentioned city, 2) the scale of such companies and 3) their main business areas

3. Regarding the educational system in your country (compulsory education and engineering education in particular), what are the common/possible choices for students to take before finding a job in the field of electrical and electronic engineering?
   ** Example: common choices in Japan:

   high school → university
   junior high school → technical college
   high school → vocational school or polytechnic college

4. The criteria for students/trainees to enroll in the school (Do schools require certain education or career background prior to entering the school?)

5. Please specify if there are any financial assistance or tuition waiver programs for students/trainees.

6. The main places of employment for students/trainees after finishing the school

7. Please specify if there are any internship programs for the students/trainees to gain practical experience at companies.

8. The total number of teachers/instructors at your school, and their education and career background

9. An average number (hours) of lectures/practical training sessions taught by a teacher/instructor per week

10. The most indispensable basic element subject and practical training for students/trainees to find a job

11. Please specify if there are any particular subjects which need to be improved and the reason for improvement.

12. Have you ever learned the following subjects in your work?   We want to know your work experience.   Please check either "Yes" or "No".

	Item	Yes	No	Years
1	Control Theory			
2	Variable Frequency Control			
3	Robot Teaching			
4	Programmable Controller			
5	Logic Circuit			
6	Psim, Matlab, Simlink			
7	Others			

Issue Analysis Sheet (IAS)

Country: Name:

No	【A】* Issues that you confront.	【B】 Actions that you are taking.	
1	【I】 Task or The information that I need.	【II】 Useful information that I obtained /found.	【III】 Lecturer

No	【A】* Issues that you confront.	【B】 Actions that you are taking.	
2	【I】 Task or The information that I need.	【II】 Useful information that I obtained /found.	【III】 Lecturer

No	【A】* Issues that you confront.	【B】 Actions that you are taking.	
3	【I】 Task or The information that I need.	【II】 Useful information that I obtained /found.	【III】 Lecturer

【Ⅰ】,【Ⅱ】,【Ⅲ】 These columns will be filled during the training course.

*You shall describe challenges you are facing in your section also in the Job Report. Among them, in column A, please describe only those issues you expect to solve utilizing information and knowledge being delivered in this training course.

Issue Analysis Sheet (IAS) Guidelines

1. What is IAS?

(1) IAS is a tool to logically organize relationships between issues and contents of the training program in Japan.

(2) IAS will help the nominee to clarify his/her challenges to be covered in each expected module output and to formulate solutions to them.

(3) The sheet is to be utilized as a logical process control sheet to draw up improvement plans for the issues by filling out the sheet in phases from prior to the nominee's arrival through to the end of the training.

(4) In addition, it is used for the course leader and lecturers to understand the issues that each participant is confronting, and provide him/her with technical advice, useful references and solutions through the training program in Japan.

2. How to fill out IAS?

(1) Please describe the issues you confront in column "**A: Issues that you confront**".
You shall describe challenges you are facing in your section also in the Job Report. Among them, in column A, please describe only those issues you expect to solve utilizing information and knowledge being delivered in this training course.Prepare the separate rows for each problem; if necessary, please add new rows.

(2) In column "**B: Actions that you are taking**", please describe actions that you are taking to solve the issues shown in "**Column A**".
This information is very important to carry out the training course and also to make Action Plan as a fruit of the training.

(3) It's not necessary to fill in column "Ⅰ**: Task or the information that I need**", column "Ⅱ**: Useful information that I obtained/found**" and column "Ⅲ**: Lecturer**". These columns shall be filled out during the training.

(4) "**Column**Ⅰ" shall be clarified and filled out in the subject "**Task extraction using IAS**" implemented at the earlier time in the training.

(5) "**Column**Ⅱ" and "**Column**Ⅲ" shall be filled out during the training and you are required to present completed IAS in the subject "**Action Plan Presentation**".

For Your Reference

JICA and Capacity Development

      Technical cooperation is people-to-people cooperation that supports partner countries in enhancing their comprehensive capacities to address development challenges by their own efforts. Instead of applying Japanese technology per se to partner countries, JICA's technical cooperation provides solutions that best fit their needs by working with people living there. In the process, consideration is given to factors such as their regional characteristics, historical background, and languages. JICA does not limit its technical cooperation to human resources development; it offers multi-tiered assistance that also involves organizational strengthening, policy formulation, and institution building.

      Implementation methods of JICA's technical cooperation can be divided into two approaches. One is overseas cooperation by dispatching experts and volunteers in various development sectors to partner countries; the other is domestic cooperation by inviting participants from developing countries to Japan. The latter method is the Knowledge Co-Creation Program, formerly called Training Program, and it is one of the core programs carried out in Japan. By inviting officials from partner countries and with cooperation from domestic partners, the Knowledge Co-Creation Program provides technical knowledge and practical solutions for development issues in participating countries.

      The Knowledge Co-Creation Program (Group & Region Focus) has long occupied an important place in JICA operations. About 400 pre-organized course cover a wide range of professional fields, ranging from education, health, infrastructure, energy, trade and finance, to agriculture, rural development, gender mainstreaming, and environmental protection. A variety of programs is being customized by the different target organizations to address the specific needs, such as policy-making organizations, service provision organizations, as well as research and academic institutions. Some programs are organized to target a certain group of countries with similar developmental challenges.

Japanese Development Experience

      Japan, as the first non-Western nation to become a developed country, built itself into a country that is free, peaceful, prosperous and democratic while preserving its tradition. Japan will serve as one of the best examples for our partner countries to follow in their own development.

      From engineering technology to production management methods, most of the know-how that has enabled Japan to become what it is today has emanated, of course, has been accompanied by countless failures and errors behind the success stories.

      Through Japan's progressive adaptation and application of systems, methods and technologies from the West in a way that is suited to its own circumstances, Japan has developed a storehouse of knowledge not found elsewhere from unique systems of organization, administration and personnel management to such social systems as the livelihood improvement approach and governmental organization. It is not easy to apply such experiences to other countries where the circumstances differ, but the experiences can provide ideas and clues useful when

devising measures to solve problems.

JICA, therefore, would like to invite as many leaders of partner countries as possible to come and visit us, to mingle with the Japanese people, and witness the advantages as well as the disadvantages of Japanese systems, so that integration of their findings might help them reach their developmental objectives.

CORRESPONDENCE

For enquiries and further information, please contact the JICA office or the Embassy of Japan.

Further, address correspondence to:

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