Knowledge Co-Creation Program
(Group & Region Focus)

General information on

Promotion of Energy efficiency and Conservation (A) (Online)

課題別研修　エネルギーの高効率利用と省エネの推進(A)(**遠隔**)

JFY 2022

Course No.: 202107928J001

Online program period:

Group A (Asia Middle East, etc.) : From October 31, 2022 to December 20, 2022

Group B (Latin America, etc.)　: From January 17, 2023 to March 8, 2023

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.

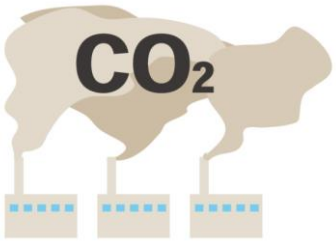
I. Concept

Background

Under the Paris Agreement, an international framework on climate change from 2020, significance of low-carbon socio-economic development has become a major development issue not only in developed countries, but also in developing countries, which contribute remarkable economic growth.

As the International Energy Agency (IEA) predicts most of the global increase in greenhouse gas emissions will come from developing countries for the next two decades.

In order to address the global goal of reducing carbon dioxide and, in the long term, decarbonizing without hindering economic growth, it is necessary to promote energy efficiency more strongly than ever, along with promoting the introduction of renewable energy.



Japan highly depends on energy resources abroad and has long history of commitment on energy efficiency. In the wake of two oil crises in the 1970s, the society came together to improve energy efficiency which led Japan's energy conservation to the highest level amongst the world. Through the experience, Japan holds a great comparative advantage in the field of energy efficiency and conservation in terms of policy, institution and technology.

This training course is designed for officials engaged in energy efficiency and conservation policies, promotion, and audits, and introduces the recognition of issues based on IEA energy data, the overall picture of energy efficiency and conservation policies, energy efficiency and conservation promotion measures **in the industrial, commercial and residential sectors,** energy efficiency and conservation in lighting and air conditioning equipment, energy management and audits, and other initiatives to promote the government and private sectors' role in energy efficiency and conservation.

By deepening understanding of the roles, measures, etc. The objective is to contribute to improving the ability of countries to formulate policies to promote energy efficiency and energy conservation.

For what?

The course is specialized in **the industrial, commercial and residential sectors.** In addition to the core curriculum common to all courses; the participants obtain knowledge on specific measures and cases to focus on the industrial, commercial and residential sectors from the aspect of energy saving technologies, facilities, energy management, control technologies and operation.

For whom?

This program is targeted to **government officials** in charge of promotion of energy efficiency and conservation in particular in industrial, commercial and residential sectors at central government, local government organization and public service corporations.

How?

Participants shall have opportunities to learn methods of effective Promotion of Energy Efficiency and Conservation through lectures in online and discussions, and to understand the issues of their home countries through learning theoretical perspectives and experience of Japan.

At the end of the online training, participants will also create an action plan describing how they will apply what they have learned and discussed in this training course to their future activities.

II. Description

1. **Title (Course No.)**
   Promotion of Energy Efficiency and Conservation (A) (202107928J001)

2. **Online program period:**
   Group A : From October 31, 2022 to December 20, 2022
   Group B : From January 17, 2023 to March 8, 2023

3. **Target Countries :**
   Group A:
   Bangladesh, Egypt, India, Iran, Laos, Pakistan, Philippines, South Africa, Turkey

   Group B
   Brazil, Honduras, Peru, St. Vincent and the Grenadines

4. **Eligible /Target Organization**
   Staff in charge of energy conservation policy planning, promotion, or audit at central and local government agencies or energy-related public organizations such as public corporations.

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

6. **Language**
   English

7. **Objective:**
   Participants formulate a action plan to be implemented by their own organizations to improve energy efficiency in industrial, commercial and residential sectors.

8. **Overall Goal**
   Energy consumption per unit of GDP in the industrial, commercial and sectors in participating countries will be reduced.

9. **Output and Contents**

This course consists of the following components. Details on each component are given below.

Expected Output	Subjects/Agendas	Methodology
To understand the energy situation and policies in the industrial and commercial and residential sectors in own country and explain the issues in own country.	● Issue recognition based on energy data ● World Energy Situation and Issues ● Problem solving using Issue Analysis Sheet (IAS) ● Case study of JICA energy saving program formation using energy balance ● Exercise for making energy balance diagram ● IAS-based Task Extraction ● Energy Balance Chart & Summary Chart completed ● Action Plan Guidance ● Evaluation meeting/group discussion ● Action Plan Presentation	Lecture Presentation and Exercise
To understand Japan's energy conservation policies, regulations, energy conservation technologies, and energy conservation promotion measures.	● Overall picture of energy conservation policy in Japan ● Japan's Energy Conservation Legislation ● Measures to promote energy conservation in industrial and commercial and residential sectors ● Concept of energy conservation promotion and energy conservation technologies ● Energy Statistics in Japan ● Energy conservation policies of local governments ● Public Relations for Energy Conservation ● Energy Management Standards ● Energy audit	Lecture Virtual field visit and Exercise
To understand specific measures for energy efficiency, effectiveness, and benefits through good examples of energy conservation using specialized technologies in the industrial and commercial and residential sectors.	● Basics of Energy Conservation for Lighting Equipment ● ESCO business (ESCO Council) ● Energy Conservation in the Transportation Sector ● Energy whole area utilization (Japan Heat Supply Business Association) ● Energy conservation in building and housing ● Basics of Energy Saving by Inverter ● Energy saving of air-conditioning equipment ● Highly efficient use of energy through the use of heat pumps ● Supermarket Energy Conservation Case Study ● Virtual visit to district heat supply business	Lecture Virtual Field visit and Exercise

<Structure of the program>

Preliminary Phase (Activities when applying)

- All applicants are required to prepare "Job Report (ANNEX1) and "Issue of Analysis Sheet".

These documents are an essential part of the training and should be fill out in full following provided structures.

Core Phase (Online training)

Please refer to "9. Output and Contents" on page 4.

Final Phase (activities in your home country)

- Dissemination activity
- Progress of Action Plan(s)
- Challenges for implementing Action Plan(s)

Participants are expected to develop and implement an action plan.

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) In this connection, applying organizations are expected to nominate the most qualified candidates to address the said issues or problems, carefully referring to the qualifications described in section III-2 below.

(3) Participating organizations are also expected to be prepared to make use of knowledge acquired by the nominees for the said purpose.

(4) 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) **Target Organization:**

Department of energy policy of central government, local government organization and public service corporations

2) **Target personnel:**

<Position>

Applicants in charge of energy efficiency and conservation at the target organizations mentioned above.

<Experience>

Applicants are engaged in policy or promotion for energy efficiency and conservation for more than 2 year.

<Education Background>

Applicants must have a good command of energy efficiency engineering in general.

< Language>

Have a competent command of spoken and written English which is equal to TOEFL iBT 100 or more (This workshop includes active participation in discussions, which requires high competence of English ability. Please attach an official certificate for English ability such as TOEFL, TOEIC, etc., if possible).

< Health>

Must be in good health, both physically and mentally, to participate in the Program.

< Basic Knowledge of Computer Skills>

Participants are required to prepare several documents in MS Word and MS PowerPoint. Therefore, it is essential to handle these computer soft wares to complete this training program activities.

3) **Remote** training implementation requirements:
   - Stable network environment
   - 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 at a designated time.
   - Preparation of PC with camera and earphone with microphone
   - **Please refer to the following for PC specifications.**
     8 GB memory; 250 GB External Storage, Microsoft Office (Excel, Word, PowerPoint)

(2)Recommendable Qualifications

1) <Experience> Applicants are engaged in energy efficiency and conservation for more than 3 years and must have general knowledge of engineering such as energy conservation in industrial. commercial and residential sectors, energy management, air conditioning system, lighting, blower or pump and Inverter system

2) Expectations for the participants: Preferably, be in relation with past or on-going JICA projects targeting energy efficiency and conservation.
3) Age: be between the ages of thirty and fifty years old.

4) Gender Equality and Women's Empowerment:

Women are encouraged to apply for the program. JICA makes a commitment to promote gender equality and women's empowerment, providing equal opportunity for all applicants regardless of sexual orientation and gender identity.

3. Required Documents for Application

(1) Application Form:

The Application Form is available at the JICA office (or the Embassy of Japan).
*If you have any difficulties/disabilities, which require assistance, please specify necessary assistances in the Medical History of the application form. It may allow us (people concerned in this course) to prepare better logistics or alternatives.

(2) Job Report and Issue Analysis Sheet (IAS) (ANNEX I & II)

- To be submitted with application form. Job Report and IAS are necessary documents for screening of applicants.
- Each participant will be required to present IAS in approx. 10 minutes in an early stage of the course. Visual materials such as PowerPoint and pictures may be helpful for your presentation if you bring them.
- When you use PowerPoint, it is preferable to use letters more than 24-point and not to use pictures on the background.
- An applicant should submit an IAS with approval of his/her superior and an IAS without approval of an applicant's superior is not accepted.
- The purpose of an IAS is to logically organize relationships between challenges of an applicant's organization and contents of fields to be covered in a training course.

(3) 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.
*Photocopy should include the followings:
Name, Date of birth, Nationality, Sex, Passport number and Expire date.

(4) Nominee's English Score Sheet

To be submitted with the application form, if you have any official documentation of English ability. (e.g., TOEFL, TOEIC, IELTS)

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 in your country (or the Embassy of Japan).**

Deadlines of **submission** for Group A and Group B are as follows

Group A (Asia Middle East, etc.) : By August 26, 2022
Group B (Latin America, etc.) : By November 18, 2022

*Deadlines mean that the required materials have arrived at JICA Kyushu Center through the overseas office.

(2) Selection

Primary screening is conducted at the JICA overseas office (or the embassy of Japan) after receiving official documents from your government. JICA Center will consult with concerned organizations in Japan in the process of final selection. Applying organizations with the best intentions to utilize the opportunity will be highly valued.

The Government of Japan will examine applicants who belong to the military or other military-related organizations and/or who are enlisted in the military, taking into consideration of their duties, positions in the organization and other relevant information in a comprehensive manner to be consistent with the Development Cooperation Charter of Japan.

(3) Notice of Acceptance

The JICA overseas office (or the Embassy of Japan) will notify the results **not later than the following date:**

Group A (Asia Middle East, etc.) : By September 30, 2022
Group B (Latin America, etc.) : By December 16, 2022

(4) Remote Training Environment Check (Zoom test Meeting)

After issuing notification, we will contact Participants to confirm the ZOOM environment, required equipment status and training location.
This is necessary to ensure that participants can participate in the online training. Be sure to participate in the Zoom test.

5. Conditions for Participation

(1) To strictly adhere to the program schedule.
(2) Not to change the program topics.
(3) Participants must understand the following data teaching materials handling and sign a pledge before starting distance 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

IV. Administrative Arrangements

1. Organizer (JICA Center in Japan)

Center: JICA Kyushu Center (JICA KYUSHU)

Program Officer: Ms. OGAWA Yoko (kicttp@jica.go.jp)

2. Implementing Partner:

Name: Kitakyushu International Techno-cooperative Association

URL: http://www.kita.or.jp/english/

3. Information

*YouTube of “Knowledge Co-Creation Program and Life in Japan” and “Introduction of JICA Center” are viewable from the link below.

Part I: Knowledge Co-Creation Program and Life in Japan	
English ver.	https://www.youtube.com/watch?v=SLurfKugrEw
French ver.	https://www.youtube.com/watch?v=v2yU9lSYcTY
Spanish ver.	https://www.youtube.com/watch?v=m7l-WlQSDjI
Russian ver.	https://www.youtube.com/watch?v=P7_ujz37AQc
Arabic ver.	https://www.youtube.com/watch?v=1iBQqdpXQb4
Part II: Introduction of JICA Centers in Japan	
JICA Kyushu	https://www.jica.go.jp/kyushu/english/office/index.html

JICA Kyushu Main Entrance

V. Other Information

1. Report 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 that you carry out after your return, reflecting the knowledge and method you acquire in the training. Each person will have 10 minutes for presentation.

In addition, participants are required to complete IAS by the end of the training and present it at the Action Plan Presentation.

2. Participants who successfully complete the program will receive **a certificate of completion** from JICA.

3. Participants must understand the following **data teaching materials handling** and sign a pledge before starting distance 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

4. [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.
- ✓ When you enter the room, mute the microphone (mike 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 online or in real life, it is important to be considerate of others. Please be careful not to make those around you uncomfortable.

VI. ANNEX

I. Job Report
II. Issue Analysis Sheet
III. Issue Analysis Sheet (IAS) Guidelines
IV. Sample Training Schedule (for reference)

Annex I

Name of Training Course	**PROMOTION OF ENERGY EFFICIENCY AND CONSERVATION (A)**
Name of Applicant	
Email address	
Name of Country	

Job Report

Remarks 1: The Report should be **typewritten in English** (11-point font, A4 size paper) and total pages of the report should be limited to 4 pages (not including organization chart).

Remarks 2: Each one of you is required to have presentation of 10 minutes based on this Job Report at the early stage of training in order to share knowledge and background with other participants as well as instructors. Visual materials such as PowerPoint and pictures may be helpful for your presentation to bring with you.

Remarks 3: The following is an example of the contents of the Job Report;

1. Energy Situation in your country (up to 1 page)

(1) Primary energy supply mix (circle graph)
(2) Self-sufficient rate of energy supply
(3) Final energy consumption mix (circle graph)
(4) Electric power supply mix (circle graph)
(5) Electrification cover rate
(6) Enactment & enforcement situation of energy conservation law &/or regulation

2. Organization and main tasks (up to 1 page)

(1) Main tasks of the organization
(2) Organization chart:
Please draw a chart of your organization including the department (section) names with the number of staffs in it and mark where you are positioned.
(3) (The chart should be attached and not be counted in this page limit.) Please describe a duty of each department (section) briefly.
(4) Brief description of your assignments
(5) Explain the relation of your assignments and "energy efficiency and conservation technology in industrial, commercial and residential sectors".
(6) Problems in your job

3. Expectations for the training course (up to 2 page)

(1) Your purpose of participating in the course

(2) Subjects of the course which you are interested in the most

(3) How do you expect to apply skills and knowledge for your problem solving according to listed items in curriculum (p.5) after you return to your home country?

(4) Other matters which you are expecting to obtain from the course.

(5) Have you ever learned the following subjects in your work? We want to know your work experience. Please check either “Yes” or “No”.

(6) If your answer "Yes", please fill in "Years" column as to the length of your application on the respective items.

Contents	Yes	No	Years
a) Energy administration			
b) Energy Management			
c) Air Conditioning System			
d) Lighting equipment			
e) Fun, blower or pump			
f) Inverter system			
g) Heat pump system			
h) Boiler			
i) power receiving and transforming facilities such as transformer			
j) Renewable Energy			
k) Other*			

(7) *Other: please specify subject associated with energy saving technique, not covered by any of the items “a” to “j”

ANNEX II ***Issue Analysis Sheet (IAS)***

Country:
Name:

No	【A】Issue that you confront.	【B】Actions that you are taking to deal with the issue now.		
1				
	【Ⅰ】Task to solve the Issue.	【Ⅱ】 The information that I need to carry out the Task.		[Result]
		1-1		
		1-2		
		1-3		

- In the Job Report, you shall describe challenges you are facing in your section. But in the "column【A】" of this IAS, you are requested to describe only issues you expect to solve utilizing information and knowledge being delivered in this training course respectively
- **【Ⅰ】,【Ⅱ】,【Result】** : These columns will be filled during the training course.
- **[Result]**: If you have obtained / found useful information, please mark it with a circle. If not, mark x.

No	【A】Issue that you confront.	【B】Actions that you are taking to deal with the issue now.		
2				
	【Ⅰ】Task to solve the Issue.	【Ⅱ】 The information that I need to carry out the Task.		[Result]
		2-1		
		2-2		
		2-3		

ANNEX III

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.

(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 i.

2. How to fill out IAS?

(1) Please describe the issues you confront in column" **A: Issue that you confront**".

(2) 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.

(3) In column "**B: Actions that you are taking to deal with the issue now.**", please describe actions that you are taking to solve the issue shown in "**Column A**".

(4) This information is very important to carry out the training course and also to make Action Plan as a fruit of the training.

(5) It's not necessary to fill in column " **Ⅰ: Task to solve the Issue**", column " **Ⅱ: The information that I need to carry out the Task.**" and column **"Result**". These columns shall be filled out during the training.

(6) "**Column Ⅰ**" shall be clarified and filled out in the subject "**Confirmation of Task based on IAS**" implemented at the earlier time in the training.

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

ANNE IV

Sample Schedule (*Remote training* program)

You will be divided into two groups A and B according to the time difference between your country and Japan for Online training. Please check whether your country is in Group A or B.

Group A

Month	Day	Day	Group A Bangladesh, Egypt, India, Iran, Laos, Pakistan, Philippines, Republic of South Africa, Turkey (Japan time 16:00-19:00)
Oct	31	Mon	Course Orientation
Nov	1	Tue	Issue recognition based on energy data-1
	2	Wed	World Energy Situation and Issues
	3	Thur	Problem Solving with Issue Analysis Sheet(IAS)
	4	Fri	IAS Drafting
	5	Sat	
	6	Sun	
	7	Mon	Overview of Japan's Energy Conservation Policy
	8	Tue	Energy saving law system in Japan & Energy audit
	9	Wed	Measures to promote energy conservation in Industrial, Commercial and Residential sectors
	10	Thur	Issue recognition based on energy data-2
	11	Fri	Exercises of Energy Balance diagram creation
	12	Sat	
	13	Sun	
	14	Mon	Case study of JICA energy saving program formation using energy balance
	15	Tue	Concept of energy conservation promotion and energy conservation technologies
	16	Wed	Energy diagnoses
	17	Thur	Task extraction based on IAS-1
	18	Fri	Task extraction based on IAS-2
	19	Sat	
	20	Sun	
	21	Mon	Energy statistics of Japan
	22	Tue	ESCO Business
	23	Wed	Energy Conservation in transportation sector
	24	Thur	Japan’s areal use of energy
	25	Fri	Energy balance chart and summary table completed
	26	Sat	

	27	Sun	
	28	Mon	Energy conservation in building and housing
	29	Tue	Publicity for energy conservation promotion
	30	Wed	Energy conservation policies of local governments
Dec	1	Thu	Basics of Energy Saving by Inverter
	2	Fri	Draft report preparation
	3	Sat	
	4	Sun	
	5	Mon	Energy conservation in air conditioning equipment
	6	Tue	Basics of energy saving in light facilities-1
	7	Wed	Basics of energy saving in light facilities-2
	8	Thu	Action plan guidance-1
	9	Fri	Action plan guidance-2
	10	Sat	
	11	Sun	
	12	Mon	Energy management standards
	13	Tue	Highly efficient of energy through the use of heat pumps
	14	Wed	Examples of energy-saving activities in supermarkets
	15	Thu	Tour of district heating business
	16	Fri	Preparation of final version of training report
	17	Sat	
	18	Sun	
	19	Mon	Evaluation meeting / group discussion
	20	Tue	Debriefing session of result of training

Group B(Dates are local time)

Month	Day	Day	Group B Brazil, Honduras, Peru, St. Vincent (Japan time 8:30-11:30 AM the next day)
Jan	16	Mon	Course Orientation
	17	Tue	Issue recognition based on energy data-1
	18	Wed	World Energy Situation and Issues
	19	Thur	Problem Solving with Issue Analysis Sheet(IAS)
	20	Fri	IAS Drafting
	21	Sat	
	22	Sun	
	23	Mon	Overview of Japan's Energy Conservation Policy
	24	Tue	Energy saving law system in Japan & Energy audit
	25	Wed	Measures to promote energy conservation in Industrial, Commercial and Residential sectors
	26	Thur	Issue recognition based on energy data-2
	27	Fri	Exercises of Energy Balance diagram creation
	28	Sat	
	29	Sun	
	30	Mon	Case study of JICA energy saving program formation using energy balance
	31	Tue	Concept of energy conservation promotion and energy conservation technologies
Feb	1	Wed	Energy diagnoses
	2	Thur	Task extraction based on IAS-1
	3	Fri	Task extraction based on IAS-2
	4	Sat	
	5	Sun	
	6	Mon	Energy statistics of Japan
	7	Tue	ESCO Business
	8	Wed	Energy Conservation in transportation sector
	9	Thur	Japan’s areal use of energy
	10	Fri	Energy balance chart and summary table completed
	11	Sat	
	12	Sun	
	13	Mon	Energy conservation in building and housing
	14	Tue	Publicity for energy conservation promotion
	15	Wed	Energy conservation policies of local governments

	16	Thu	Basics of Energy Saving by Inverter
	17	Fri	Draft report preparation
	18	Sat	
	19	Sun	
	20	Mon	Energy conservation in air conditioning equipment
	21	Tue	Basics of energy saving in light facilities-1
	22	Wed	Basics of energy saving in light facilities-2
	23	Thu	Action plan guidance-1
	24	Fri	Action plan guidance-2
	25	Sat	
	26	Sun	
	27	Mon	Energy management standards
	28	Tue	Highly efficient of energy through the use of heat pumps
Mar	1	Wed	Examples of energy-saving activities in supermarkets
	2	Thu	Tour of district heating business
	3	Fri	Preparation of final version of training report
	4	Sat	
	5	Sun	
	6	Mon	Evaluation meeting / group discussion
	7	Tue	Debriefing session of result of training

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 from a process of adoption and adaptation, 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.

Contact Information for Inquiries

For enquiries and further information, please contact the JICA office or the Embassy of Japan. Further, address correspondence to:

JICA Kyushu Center (JICA KYUSHU)

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