

1 . Educat i on

Study on Education Improvement of Training Course of Teacher 教員養成課程における教育改善方法の検討		Group Solution	1280077 Continuing
Target Countries :		10 participants	
Sector :Education/Tertiary Education			
Sub-Sector :			
Language :English			
Appeal			
This program offered to teachers who play leadership roles on teacher education and training, government officials, and researchers at teachers college and institution(college of education) who have experience more than 5 years in teacher-training, aims to formulate and implement a plan for the improvement of teacher-training program in their countries. Participants shall have opportunities to identify their own approaches and strategies to improve teachers-training education at the beginning and will also formulate and implement an action plan describing what the participants and their organization will do after they go back to home countries through putting the knowledge and ideas acquired and discussed in Japan among others into their on-going activities with continuous (3 years) technical assistance of lecturers (Professors). Since this course is designed as 3 years program, selected trainees are assumed to attend this program every year to improve and finalize their plans.			
Objective/Output		Target Organization / Group	
【Objectives】 This program is designed for participants to get ability to propose the effective method for improvement domestic teacher-training education by referring to Japanese teacher education system.		【Target Organizations】 Department of Education, Teacher's college, University of Education, and the Organization which follow Teacher Training	
【Outputs】 (1) Understanding about education systems and techniques of various countries including Japan (2) Acquisition of usage of education technique (3) Acquisition of technique to improve in quality of teacher training education (4) Formulation of improvement plan of domestic teacher training education		【Target Group】 (1)Government officials/Researchers engaged in teacher-training (2)Officials/Researchers who hold, or will assume positions in charge of policy regarding teacher-training or planning on the contents of teacher-training program (3)Individuals with a good command of English	
Contents		Program Period	2012 / 10 / 28 ~ 2012 / 11 / 17
(1)Lectures on education system, license system of teacher, and the course of study of Japanese teachers-training education. Inspection to elementary and junior high schools.	Implementing Partner	Miyagi University of Education	
	JICA Center	JICA Tohoku	
	Cooperation Period	2011 ~ 2014	
	Remarks and Website		
(2)Lectures about process and technique of education. The experience of integrated learning (international understanding education, environmental education). Pronouncement exchange with the staff of the Board of Education			
(3)Acquisition of methods of education material collection and for information management. Actual survey of the management of teaching materials in school, Pronouncement exchange with school teachers. Inspection of institution related to education.			
(4)Presentation and discussion on improvement points of domestic education. Finally, improved program is obtained.			

Training Management in Vocational Training Institutions (for the Management and the Instructors) 職業訓練管理(管理者コース・指導員コース)		Group	1280345
		Solution	Continuing
Target Countries :		15 participants	
Sector :Education/Technical and Vocational Education and Training			
Sub-Sector :			
Language :English			
Appeal			
<p>«The course for "the Management"» Offered to head masters or directors presently have responsibilities for management of public vocational training institutions</p> <p>«The course for "the Instructors"» Offered to instructors having enough experiences in industry field at public vocational training institutions</p> <p>※ Participants for each course are expected to be from the same organization (Managers and Instructors from one TVET Institutions in one country)for enhancing the output of the program after returning back.</p>			
Objective/Output		Target Organization / Group	
<p>«The course for "the Management"»</p> <p>【Program Objective】 Enhance recognition about improvement in vocational institutions to manage more effectively, self-reliantly with keep the partnership with industries, and to draw up a feasible action plan.</p>		<p>«the Management course»</p> <ul style="list-style-type: none"> • Be ranked as a headship and be presently engaged in management of vocational training institution and be expected to work in the same field in future • Be a graduate of university in engineering fields or equivalent 	
<p>«The course for "the Instructors"»</p> <p>【Program Objective】 Identify problems/issues of each training process by training management method based on PDCA cycle, and to make a plan for improving/upgrading training courses responded to needs of labor market at core vocational training institutes.</p>		<p>«the Instructors course»</p> <ul style="list-style-type: none"> • To have the experience as vocational training instructors more than 8 years <p>«common conditions»</p> <ul style="list-style-type: none"> • Have a competent command of spoken and written English. • Must be in good health, physically and mentally • Must not be serving any form of military service. 	
Contents		Program Period	2012/ 6/19 ~ 2012/ 8/4
<p>【Preliminary Phase】 (M/I) Job Report making, Preparation for presentation</p> <p>【Core Phase in Japan】 [lecture/onsite study]</p> <ul style="list-style-type: none"> - (M/I) Vocational training management system in Japan - (M) Leadership as a management and problem-solving - (M) management for vocational training institutions - (M/I) Framework of cooperation between public and private sector - (I) Activities for improving training quality - (M) Career guidance - (M/I) Site visit to public vocational training center/industry - (I) Method to develop effective training curriculum <p>[group discussions]</p> <ul style="list-style-type: none"> - (M/I) Job Report - (M/I) Problem finding, analyzing - (M/I) Action Plan <p>【Finalization Phase】 (M/I) Coaching for implementing Action Plan</p>		Implementing Partner	Overseas Vocational Training Association (OVTA)
		JICA Center	JICA Yokohama
		Cooperation Period	2010~2012
		Remarks and Website	«Overseas Vocational Training Association» http://www.ovta.or.jp/

Administration for Occupational Skills Development 職業能力開発行政		Group Solution	1280346 Continuing
Target Countries : <input type="text"/>		16 participants	
Sector : Education/Technical and Vocational Education and Training			
Sub-Sector :			
Language : English/Vietnamese			
Appeal			
Provide know-how/experience on each phase of frameworks and operations in vocational training field.			
Objective/Output		Target Organization / Group	
【Program Objective】 Participants gather much and in depth from the know-how of the frameworks / operations of Human Resource Development (HRD) system as well as from facts about labor affairs in Japan, consequently, present a clear view of effective approaches to improve their HRD systems and finally make out Master (Action) Plan to be adopted in their countries.		1) Be ranked as at least a director general or a director of a department in the central government who is presently engaged in the human resource development administration, 2) Have the experience as human resource development administrators, 3) Be a graduate of university or equivalent. 4) Have a competent command of spoken and written English. 5) Must be in good health 6) Must not be serving any form of military service. 7) Be between the ages of thirty-five (35) and fifty (50) years	
【Objective for each unit】 • To recognize the outline and its policies of HRD administration as well as the situations/problems relating to the vocational education and skills evaluations. • To find facts about the networking to promote HRD system and on the roles and commitment by the government and private sector. • To develop the resolutions for solving the problems of HRD.			
Contents		Program Period	2012/10/28 ~ 2012/11/17
【Preliminary Phase】 Job Report making, Prepare for the presentation 【Core Phase in Japan】 [Lecture and onsite study] - Historical/social background of HRD policies and the outline of employment policies - Public VT, TMC (PDCA) Promotion of skills and evaluation system - Education and vocational training - HRD under the cooperation with public and private sector - Ability development for the aged and the disabled - ToT for vocational training institutions [group discussions/advice] - Job Report - Effective approach to the problems - Qualitative analysis by SWOT		Implementing Partner	For Vietnam course: JAVADA For Group course: OVTA
		JICA Center	JICA Yokohama
		Cooperation Period	2010~2012
【Finalization Phase】 Coaching for implementing Action Plan		Remarks and Website	« JAVADA HP » http://www.javada.or.jp/english/index.html « OVTA HP » http://www.ovta.or.jp/en/index.html

Practical Technology for Mechatronics and Robots メカトロニクス・ロボット実践技術		Group 1280886 Trainers Updated
Target Countries : All Countries		8 participants
Sector : Education/Technical and Vocational Education and Training		
Sub-Sector : Private Sector Development/Industrial Technology		
Language : English		
Appeal		
This program is designed for educational institutions to enhance teacher's teaching skills of Practical Technology for Mechatronics and Robots to satisfy the demand of industries.		
Objective/Output		Target Organization / Group
【Objective】 In vocational training institutions, colleges, and technical high schools, master plans related to technologies in mechatronics and robotics that are required in the market will be improved or prepared.		<Target Organization> Vocational Training Institutions, Colleges, Technical High Schools
【Objective for each unit】 (1) To be able to explain basic knowledge and technologies of mechatronics. (2) To be able to explain each of the elemental technologies of mechatronics. (3) To be able to explain system control technologies and management technologies. (4) Master plans for instructions will be devised. (5) Draft master plans of educational instruction will be examined within organizations to which the applicants belong.		<Expected Job Title> be instructor-level educational staff at vocational training institutions as well as higher and technical educational institutions. <Expected Job Experiences> Experience in providing technical education and instruction in mechatronics and robotic technologies. <Expected Other Qualification> have received a bachelor's degree in mechanical engineering or electrical engineering or have academic abilities equivalent thereto
Contents		Program Period 2013/ 1/21 ~ 2013/ 5/13
<Preliminary Phase> Formulation and submission of reports to current situation of Participants' organization		Implementing Partner Under Planning
<Core Phase> Introductory Education/Description of Environment/ Mechatronics in machinery Industries/ Basic Principle of Control Engineering / Pneumatics System/Hydraulic System Basic of Inverter Technology/ Experiments of Electrical Servo Control/ C Language for Computer Control/MATLAB and application Variable Speed Electric Motor/Practice of Inverter Motor/ Introduction to Computerized Numerical Control/ Practice of Motion Control/ Sensor Technology/NC Machine Tool/Injection Molding Machine/ Practice of Industrial Robot Operation/ Robot for non-destructive inspection/ Factory Tour and High School Visits Preparation and Presentation of Action Plan		JICA Center JICA Kyushu
		Cooperation Period 2012~2014
<Finalization Phase> Formulation and submission of reports about present progress of Action Plan		Remarks and Website

Industrial Technology Education 産業技術教育		Group	1280891
		Solution	Updated
Target Countries :		10 participants	
Sector :Education/Technical and Vocational Education and Training			
Sub-Sector :			
Language :English			
Appeal			
This program is designed for providing the people in developing countries with an understanding of the systems related to industrial technology education in Japan and content of the training and the training methods.			
Objective/Output		Target Organization / Group	
【Objective】 The participating organizations formulate action plans regarding teacher training curriculum and textbooks for industrial technology education, and propose the plan to authority concerned. 【Objective for each unit】 To explain current school education, industrial technology in Japan To explain the contents and method of industrial technology, education in Japan To explain teacher training for Industrial Technology Education, and selection of teaching materials in Japan To explain the linkage between education and economic development through the Japanese case To make an action plan to improve teacher training curriculum and textbooks for industrial technology education		-Ministry of Education, Ministry of TVET(Technical and Vocational Education Training, Ministry of Human Resources -Be officials in policy making for technology education in the educational administration of central or local government. -Experience in the relevant field: have more than 5 years' experience in the field of technology education in the educational administration -Have a competent command of spoken and written English. Be between the ages of twenty-five (25) and forty-five (45) years	
Contents		Program Period	2012/ 6/10 ~ 2012/ 7/21
<input type="checkbox"/> School Education in Japan <input type="checkbox"/> Educational Evaluation in Japan <input type="checkbox"/> Japanese Industry <input type="checkbox"/> Science and Technology Society <input type="checkbox"/> Management of teacher training institutions <input type="checkbox"/> Industrial Education <input type="checkbox"/> Management of Industrial Education <input type="checkbox"/> Teaching Materials <input type="checkbox"/> Management of Industrial High School and Technical Junior College <input type="checkbox"/> Teacher Training University <input type="checkbox"/> Teacher Training System <input type="checkbox"/> Selection of Teaching Materials <input type="checkbox"/> Technology Education (Metalworking, Woodworking, Electricity, Cultivation, Information) <input type="checkbox"/> Machinery Manufacturer <input type="checkbox"/> Tool Manufacturer <input type="checkbox"/> Electrical Machine Manufacturer <input type="checkbox"/> Electronics Manufacturer <input type="checkbox"/> Automobile Manufacturer • Action Plan guidance • Presentation of Action Plan		Implementing Partner	Aichi University of Education
		JICA Center	JICA Chubu
		Cooperation Period	2012~2014
		Remarks and Website	

Vocational Training for its Application to Business for Central and South America 中南米地域 産業と連携した職業訓練		Region-Focused	1284225
		Leaders	Continuing
Target Countries : Central and South American Countries		16 participants	
Sector :Education/Technical and Vocational Education and Training			
Sub-Sector :			
Language :Spanish			
Appeal			
This program is designed for principal or teacher of vocational training schools or industrial high schools, and governmental organization in charge of vocational training to strengthen their knowledge and techniques in order to improve the curriculum of vocational training for its application to practical business fields through learning Japanese vocational training.			
Objective/Output		Target Organization / Group	
【Objective】 This program is designed to strengthen participant's knowledge and techniques in order to improve their curriculum of vocational training for its application to practical business fields.		Head of Vocational training school and Industrial high school, or its teacher who is in charge of curriculum formulation, or administrator in central government, with more than 5 year experience	
【Output】 -To be able to analyze problems through learning system of vocational training, school, policy and educational institutions in Japan. -To be able to analyze problems through learning vocational training ,method to gasp the needs of industry fields, modification of the curriculum for its application to business and collaboration of vocational training schools with industries and universities in Japan. -To be able to analyze problems through learning required human resources and education in enterprise, -To be able to analyze problems and propose an Action Plan for their organization.			
Contents		Program Period	2013/ 1/27 ~ 2013/ 2/23
Measures and policy of vocational training in Japan and Kitakyushu, Japanese system of vocational training, system of technical education, Japanese industrial structure, system of education-industry-government linkage. Vocational training school, Industrial high school, Polytechnic school, Technical college, Employment bureau, Method of making curriculum, evaluation of curriculum. Company visiting, Human resource management, Coaching, Management, Quality control, Cultivation of enterpriser, Lecture and workshop of Break Trough thinking. Job Report presentation, Action Plan presentation, Workshop.		Implementing Partner	Under Planning
		JICA Center	JICA Kyushu
		Cooperation Period	2010~2012
		Remarks and Website	

Practical Human Resource Development in Electrical and Electronic Engineering for Africa アフリカ地域 実践的電気・電子技術者育成 - 教育と現場技術の格差解消を目指して -		Region-Focused Solution	1284347 New
Target Countries : African Countries		6 participants	
Sector :Education/Technical and Vocational Education and Training			
Sub-Sector :Private Sector Development/Industrial Technology			
Language :English			
Appeal			
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 vocational school, polytechnic-school, technical college and high school. The purpose is to solve problem of "missing middle" in Africa by means of HRD in electrical and electronic engineering which is a main social infrastructure.			
Objective/Output		Target Organization / Group	
[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 participant s organization share proposed improvement to teaching guidelines for teachers in vocational training schools, polytechnic institutes, and industrial high schools to enhance their training capability for practical electric and electronic technologies.		Vocational school, polytech-school, technical college and high school Teachers in electrical and electronic engineering at vocational school, polytech-school, technical college and high school over 5 years' experience	
[Objective for each unit] 1. Understanding of personnel training and history of electric industries in Japan, vocational training, and education in companies to identify your own country s issues. 2. Understanding of basic element technology reflecting recent product configuration system and directions of technological development regarding electric and electronic applied technology 3. Understanding of electric facilities, such as motor-actuated machines, employing element technologies through experiment, practical training, or tour of inspection as well as understanding of their failure diagnosis and repair methods 4. Understanding of Japanese rules and regulations affecting electric and electronic appliances and organization and systems to comply with them to identify your own country s issues. 5. Preparation of improvement plan of teaching guideline to solve the issues in your organization in order to propose the plan to the organization			
Contents		Program Period	under planning
<Preliminary Phase> Formulation of job report on current situation of participants' country		Implementing Partner	Under Planning
<Core Phase> • Learning of electric industry' s history and vocational training systems through lectures or visits to companies. Learning of actual vocational training in Japanese polytechnic institutes and public institutes and companies. • Acquisition of basic electric and electronic technology. Understanding of various motors, understanding of electric/electronic measuring technology and microcomputer technology, and acquisition of these technologies through operation of testing equipment. • Acquisition of applied electric and electronic technology. Understanding of mechanism of motor-applied equipment such as pumps, blowers, compressors, or air conditioners, as well as failure diagnosis and possible cause identification. • Learning of Japanese national license and other related qualification systems affecting electric and electronic technologies. Learning of various safety rules and regulations for electric and electronic products. • Identification of problems that your country or organization faces and submission and implementation of the solutions to the problems.		JICA Center	JICA Kyushu
		Cooperation Period	2012~2014
<Finalization Phase> Formulation and submission of report on present progress of Action Plan		Remarks and Website	

Early Childhood Education in Central and West Africa 中西部アフリカ地域幼児教育		Region-Focused Trainers	1284053 Updated
Target Countries : Countries in West and Central French-speaking Africa		10 participants	
Sector :Education/Early Childhood Development			
Sub-Sector :			
Language :French			
Appeal			
Ce programme a pour objet de fournir aux administrateurs en charge de l'education de la petite enfance (EPE) dans les pays francophones africains les connaissances specialisees sur l'etablissement d'un environnement qui favorise le developpement de la petite enfance (DPE). Les participants auront l'acces a la connaissance sur le concept de EFE ainsi que la politique et la pratique de DPE au Japon et au niveau international a travers les cours, ateliers et visite sur terrain.			
Objective/Output		Target Organization / Group	
Les administrateurs, enseignants a l'ecole de formation et initiateurs de EPE/DPE acquierent les connaissances et savoir-faire specialises sur l'education, soutien au developpement, accueil et soin des petits enfants. Rentres au pays, ils effectueront une restitution vis-a-vis la structure a la quelle ils appartient et les personnes concernees.		Administrateurs au gouvernement central et local en charge de EPE/DPE, enseignant a l'ecole de formation, personnes initiatrices de EPE/DPE Plus de cinq ans d'experience dans le domaine de EPE/DPE Muni d'un licence universitaire ou equivalent avec une specialite EPE/DPE. Cense de poursuivre sa carriere en EPE/DPE dans le futur.	
Contents		Program Period	2012 / 9 / 19 ~ 2012 / 10 / 20
1) Identifier les problemes et clarifier les enjeux EPE/DPE sur la base de recherches dans chaque pays participant. Expliquer egalement la situation EPE/DPE dans les autres pays.		Implementing Partner	Ochanomizu University
2) Expliquer le concept fondamental, des methodes et la theorie constituant EPE/DPE, a savoir l'education adequate correspondant au degre de developpement de l'enfant, methode d'evaluation, etc.		JICA Center	JICA Tokyo (Human Dev.)
3) Expliquer les mesures EPE/DPE (politique des ressources humaines, pratique chez les organisations internationales), les institutions, la coordination entre administrateur-puericulteur-parents.		Cooperation Period	2012 ~ 2014
4) Elaborer et presenter le Rapport interim qui decrit le plan de partage et dissemination des acquis du stage apres le retour au pays (periode, cible, contenu des activites sont inclus).		Remarks and Website	
5) <Apres le stage> Mettre en oeuvre les activites du plan d'action au pays. Rediger un Rapport final sur leur progres, des facteurs (de)favorisanst et le soumettre au responsable du programme et la JICA.			

Expansion of Pre-Primary (Baby and Infant) Education for Middle East Countries 中東地域 乳・幼児を対象とした就学前教育の拡充		Region-Focused Trainers	1284061 Continuing
Target Countries : Middle East Countries		10 participants	
Sector :Education/Early Childhood Development			
Sub-Sector :			
Language :Arabic			
Appeal			
In this training course participants understand the difference between Japan and their countries through the experience of the Japanese educational activity "Learn from play" to esteem child's autonomy and to improve the program. They have a discussion with JOCV to promote the cooperation of JOCV come from their home country.			
Objective/Output		Target Organization / Group	
【Objectives】 Plan for improving pre-primary education will be formulated and implemented from the viewpoint of children's own initiative and education through playing by participant's organization in collaboration with JOCV.		【Target Organizations】 Government organization in charge of pre-primary education, Preschool	
【Outputs】 1. To understand Japan's education system, policy, practical methods. 2. To formulate a study report including a draft plan for improving pre-primary education in participant's country or organization.		【Target Group】 1.Senior officials in charge of pre-primary education of the target organizations, directors or teachers in charge of pre-primary education. 2.With more than 3 years of occupational experience in this field. 3.The person who has cooperation with JOCV is preferable 4. Under the age of 46 is preferable	
Contents		Program Period	2012 / 11 / 26 ~ 2012 / 12 / 7
[Preliminary Phase] To clarify the situation and problems/issues on pre-primary education of respective countries with colleagues and JOCV.		Implementing Partner	Tsurumi University & Tsurumi Junior College
[Core Phase in Japan] 1. Presentation of the situation and problems/issues on pre-primary education of respective countries 2. Lectures on Japan's pre-primary law, education system, policy, education curriculum for teacher. 3. Observation of preschool, kindergarten, nursery school, and discussion with teachers and parents.		JICA Center	JICA Yokohama
[Finalization Phase] To share the study report with colleagues and JOCV, and finalize the report based on their comments.		Cooperation Period	2011 ~ 2013
		Remarks and Website	JOCV cooperation for pre-primary education is expected.

Improving Teaching Methods for Science and Mathematics in Primary Education 初等理科教授法		Group Trainers	1280041 Continuing
Target Countries :		12 participants	
Sector :Education/Primary Education			
Sub-Sector :			
Language :English			
Appeal			
In this training course, participants, who implement teacher training in primary school or Teacher Training Collage/Institute, will acquire effective teaching methods for science and mathematics to motivate students to learn. It consists of theoretical lectures and discussion by university lecturers, 2 weeks practice in Hokkaido University of Education Attached primary school, and on-site visit of educational institutions. In Experience-based practice in attached school, which is one of the main features in the course, participants will be divided into 2 groups, science and mathematics, observe lessons consecutively, and prepare practical lesson plans. Each group will make lesson plan, implement trial lessons and discuss them in lesson review meeting. Furthermore, they will do study lesson for Japanese children in attached school with their lesson plans under senior advisors and school teachers teaching. Through these activities, they will learn basic elements, lesson development skills and teaching materials for valid lesson in science and mathematics.			
Objective/Output		Target Organization / Group	
Improved teaching methods in Science and Mathematics to stimulate students' learning motivation is diffused in the participants' organization. To understand Japanese education system regarding improvement of teaching method. To understand the procedure of fostering teachers, and the system and the contents of teacher training To understand the roles of the local community and relevant organizations toward motivating students' intention to study and improving teaching methods. To understand the method to improve the lessons in science and mathematics. To be able to make a lesson plan in order to stimulate students' learning motivation based on knowledge learned in the training program. To be able to make an action plan to share the improved methods with colleagues.		Target organization: Mathematics & Science section in Ministry of Education, the board of Education or primary school Target group: (1)Applicant should fulfill at least one of the following requirements; -Educational administrators responsible for improving school education -Senior teachers of primary schools -Teachers at teacher training institutions, (2)More than 5 years of teaching experience in Science and Mathematics at primary schools. (3)Graduate of university or equivalent educational background	
Contents		Program Period	2012/ 6/ 6 ~ 2012/ 7/21
<p><Preliminary Phase> Preparation of inception report</p> <p><Phase in Japan> (1)Lectures of Japanese education system, role of Curriculum Guideline system regarding, etc. (2)Lectures and Observations regarding the curriculum and the training know-how of the university education and in-service training. (3)Lectures and Observations of the system of school management, relationship with the education board, Parent-Teacher Association and so on. (4)Understand the practical methods to improve lessons in science and mathematics such as lesson study, teaching material study and trial lesson through exercises and workshops. (5)Practice to make an appropriate lesson plan in science and mathematics based on knowledge learned in unit 1-4. Making an action plan.</p> <p><Finalization> Submit the progress report within 3 months after the training in Japan.</p>		Implementing Partner	Hokkaido University of Education
		JICA Center	JICA Hokkaido (Sapporo)
		Cooperation Period	2010 ~ 2012
		Remarks and Website	Program period: (A)June 6 to July 21 for 12 participants (B)October 3 to November 17 for 12 participants

Improving Teaching Methods in Mathematics in Primary Education 初等教育の質向上のための算数教授法改善		Group Solution	1280078 Continuing
Target Countries : <input type="text"/>		12 participants	
Sector :Education/Primary Education			
Sub-Sector :			
Language :English			
Appeal			
To share, discuss and approve the Action Plan (draft) in the respective participants' organizations which explains better teacher training for improving students' mathematical thinking and independent learning.			
Objective/Output		Target Organization / Group	
<p>【Objective】 To share, discuss and approve the Action Plan (draft) in the respective participants' organizations which explains better teacher training for improving students' mathematical thinking and independent learning.</p> <p>【Expected Results】 (1) To understand and explain education curriculum in Japan as well as the role of Lesson Study in pre/in-service teacher training. (2) To explain how to gain mathematical knowledge as well as forming students' characteristics through "learning for themselves." (3) To propose better methods of mathematics textbooks, teaching materials, and curriculum in participants' respective countries. (4) To propose better teaching methods by understanding mathematics teaching methods in Japan through the experience of Lesson Study. (5) To develop Action Plan (draft) for teacher training in participants' respective organizations.</p>		<p>【Target Organizations】 university of Education, pre/in-service primary education teacher training organizations, educational administrations responsible for improving school education</p> <p>【Target Group】 Professor of university of Education, Teacher of pre-service primary education teacher training organizations, instructor of in-service primary education teacher training organizations, educational administrator responsible for improving school education</p>	
Contents		Program Period	2013/ 1/20 ~ 2013/ 3/2
<p>【Preliminary Phase】 • To make Inception Report</p> <p>【Core Phase in Japan】 (1) ~ (4)To acquire the necessary skills and techniques for improving teaching methods in Mathematics in primary education through lectures, discussions, practical exercises, school visits, etc. • realization of education curriculum all over Japan (criteria of curriculum, textbook authorization system, achievement test etc...) • pre/in-service teacher training system in Japan • mathematics textbook in Japan and that in participants' respective countries • Lesson Plan, Lesson Study (5)To make and present Action Plan</p> <p>【Finalization Phase】 • To share and discuss the Action Plan(draft) in the participants' respective organizations • To make and submit Final Report (within 6 months since returning home country)</p>		Implementing Partner	Center for Research on International Cooperation in Educational Development (CRICED), University of Tsukuba
		JICA Center	JICA Tsukuba (Training&Partnership)
		Cooperation Period	2010 ~ 2012
		Remarks and Website	http://www.criced.tsukuba.ac.jp/renkei/

South Asia Quality Improvement of Primary Science Education ("Teaching and Learning" at on-site Education) 南アジア地域 小学校理科教育の質的向上(「教えと学び」の現場教育)		Region-Focused Trainers	1284009 Updated
Target Countries : Southern Asia Region		8 participants	
Sector :Education/Primary Education			
Sub-Sector :			
Language :English			
Appeal			
In addition to learning methodology of making lesson plan applying developed simple experiment,participants will develop their skills on curriculum construction through making lesson plan considering an unit as well. Moreover,due to its geographical condition, TOKACHI area has comparative advantage in experience of small scale education in remote area and those experiences will be shared with participants.			
Objective/Output		Target Organization / Group	
<p>【Objective】 Skills on making lesson plan considering an unit and teaching method introducing simple experiment will be shared</p> <p>【Objective for each unit】 (1)To understand current science education in Japan and consider how to apply Japanese method to their own countries. (2)To obtain the general knowledge of science experiments related to primary education and apply to their own classes (3)To be able to make lesson plans which are appropriate for pupil's learning stage and includes basic elements,such as issues,process,and class evaluation. (4)To make a lesson plan which includes simple experiment considering an unit.</p>		<p>【Target group】 Teacher training institutions Those who has knowledge and experience on curriculum development,teaching method,education policy and system.</p> <p>【Target group】 • have knowledge on curriculum development,teaching methodology and national policy in the field of primary science education. • More than 5 year practical teaching experience as a teachers instructor. • Be involved in simple experiment development and dissemination on primary science education.</p>	
Contents		Program Period	2012 / 10 / 8 ~ 2012 / 12 / 15
<p>【Preliminary phase】 (1) Draft of lesson plan will be submitted together with a science textbook which includes information on unit. (2) Inception report which includes facing issues and problems will be submitted.</p> <p>【Core phase】 Lectures,practices and observations for each unit are as follows. (1)Visit to primary,junior high,high school and social education organizations and participation in a training of teachers training institute. (2)Simple science experiment by using accessible materials,Introduction of simple experiments materials,Development of simple experiments materials. (3)Official Guideline for school teaching,Instruction on designing of lesson plan. (4)Formulation of interim report including specific action plan after returning, Guidance for preparation of interim report,Interim report presentation.</p> <p>【Finalization phase】 Reporting in home country,Authorization the action plan,Submission of the final report within 6 months.</p>		Implementing Partner	Hokkaido University of Education,KUSHIRO Campus
		JICA Center	JICA Hokkaido (Obihiro)
		Cooperation Period	2012 ~ 2014
		Remarks and Website	

Development of Teaching Skills of Teachers in Mathematics for Latin American Countries 中南米地域 算数科における教員の授業実践能力の向上		Region-Focused Solution	1284020 Continuing
Target Countries : Latin America		8 participants	
Sector :Education/Primary Education			
Sub-Sector :			
Language :Spanish			
Appeal			
Participants will understand Japanese method in lesson planning and practices through lectures and workshops, make an action plan for quality development of education in their area, and consider approaches for implementation of the plan with associated.			
Objective/Output		Target Organization / Group	
<p>【Objective】 Action plan for student-centered lesson improvement which focused on development of teaching skills of teachers is approved in participants' organization, and is implemented at a core elementary school in their area.</p> <p>【Outputs】 (1) Participants organize and analyze issues on mathematics education in respective countries and organizations which participants belong to. (2) Participants understand a brief overview of mathematics education in Japan including history, system, curriculum, and a situation in schools. (3) Participants understand lesson planning and process of improvement in Japan through making math lesson plan and trial lesson study. (4) Participants make an action plan for improvement of mathematics education in respective areas and organizations which participants belong to, and the plan is approved by respective organizations.</p>		<p>【Target Organization】 (1) Local Education Office (2) Local institution of In-service Training (3) Core Elementary School (institution of primary education in territory of (1) or (2))</p> <p>【Target Group】 (1) Current duties: 1) Educational administrators in mathematics 2) Officials of In-service institution in charge of the area of mathematics 3) Senior mathematics teacher of core elementary school in the area of 1) or 2) (2) To have more than 5 years of teaching experience in Mathematics in primary school</p>	
Contents		Program Period	2012 / 11 / 4 ~ 2012 / 11 / 23
<p>【Preparatory Phase】 (1) Preparation of Inception Report</p> <p>【Core Phase in Japan】 (1) Presentation of Inception Report (2) Educational system and administration in Japan, History of Education in Japan, Characteristics of the guidelines for the course of study and curriculum, Roles and systems of in-service training of teachers (Workshop, Lecture) (3) School visits, making lesson plan (educational material development, use of blackboard etc.), and a trial lesson study (4) Completion and presentation of reports and action plans</p> <p>【Post Program Activity】 (1) Report in participants' organization and deliberation on its implementation (2) Submission of Final Report on the progress of implementing action plan (3) Presentation at TV conference on progress report of action plan</p>		Implementing Partner	JICA Tsukuba
		JICA Center	JICA Tsukuba (Training&Partnership)
		Cooperation Period	2011 ~ 2013
		Remarks and Website	It is preferable that participants organizations have a close working relationship so that they could cooperate together in implementing action plans.

Diffusion of Self-sustaining Training on Mathematics Education in Primary and Secondary School in Pacific Island States 大洋州地域における算数・数学教育教授法改善に向けた自立的研修の普及		Region-Focused Trainers	1284037 Updated
Target Countries : Pacific island countries		10 participants	
Sector :Education/Primary Education			
Sub-Sector :Education/Lower Secondary Education			
Language :English			
Appeal			
The program is designed for officers/trainers in curriculum development and teachers training of mathematics education to obtain skills for organizing self-sustaining training at schools in local areas.			
Objective/Output		Target Organization / Group	
<p>【Course Objective】 Participants' organizations would make the action plan and implement teachers' training at local schools and communities to improve mathematics education based on the knowledge and skills acquired in Japan.</p> <p>【Expected Module Output】 1: Participants understand theories and methodology of mathematics education and arrange problems in their countries (curriculum, textbook, teaching method, etc.) in order. 2: Through visiting sites where theories of mathematics education are applied, participants arrange problems and concerns regarding application of theories to practical situations. 3: Participants obtain capacity for instructional design, textbook development, teaching plan and class evaluation. 4: Participants gain capacity for facilitation at in-school training. 5: Participants make action plans to implement self-sustaining training for the betterment of mathematics education by utilizing lessons learned in this program.</p>		<p>【Target Organizations】 The educational institutions engaging in teacher's training in the field of mathematics, that accepted or currently accepting JICA volunteers.</p> <p>【Target Groups】 -Instructors or staffs in teachers' training institutions. Head teachers conducting teachers' training in schools -Those who have more than 3 years practical experience in the relevant field -Those who are engaging or engaged with JICA project are prioritized</p>	
Contents		Program Period	2012 / 5/23 ~ 2012 / 7/7
<p>【Preliminary Phase in home country】 Preparation of inception report.</p> <p>【Core Phase in Japan】 1: Inception report presentation, educational system and problems of mathematics education in Japan, problems in other countries, curriculum of mathematics education, method of research on teaching materials, teaching plan and lesson study of mathematics education. 2: Site visit for teaching practice in Japan and discussion. 3: Make instructional design, textbook, teaching plan, practice the class and class evaluation. 4: Practice in-school training and discussion. 5: Work out training report (including teaching plan and textbook), action plan and presentation.</p> <p>【Finalization Phase in home country】 To revise and finalize of Action Plan in the participant's organization and submission of final plan to JICA overseas office(within 3 months after the training) and implement the Action Plan.</p>		Implementing Partner	Naruto University of Education
		JICA Center	JICA Shikoku
		Cooperation Period	2012 ~ 2014
		Remarks and Website	URL; http://www.naruto-u.ac.jp/english/

Improvement of Lesson Evaluation in Science for English-speaking Sub-Saharan African Countries 英語圏サブサハラアフリカ理科授業評価改善		Region-Focused Solution	1284083 Continuing
Target Countries : English-speaking Sub-Saharan African Countries		15 participants	
Sector : Education/Primary Education			
Sub-Sector :			
Language : English			
Appeal			
This program starts by sharing the issues and challenges on science education at primary level in Japan and African countries. The participants learn the way to conduct the "learner centered lesson" through the observation of science education at schools in Japan. They also learn how to develop experimental equipment and materials applicable to African countries. At the last of the training, participants implement trial lessons with several inputs learned during the course and evaluate the lessons among participants.			
Objective/Output		Target Organization / Group	
<p><Course Objective> Practical and applicable primary science lessons and lesson evaluation methods based on the idea of "learner centered lesson" are introduced and developed in teachers training institutions.</p> <p><Expected Module Outputs> (1) The issues and challenges on science education at primary level in the participant's country will be discussed preliminarily. (2) Through visiting science museums and academic institutions, the participants will learn how to develop experimental equipment and materials applicable to their countries. (3) Through observing science lessons at primary and junior high schools in Japan, the participants will learn how to conduct "learner centered lesson" and the practical way to evaluate lessons among teachers. (4) The trial lessons in science will be conducted by participants and evaluated among them with the viewpoints of "learner centered lesson" and experiment based lesson.</p>		<p><Target Organization> Teachers training institutions in science at primary education</p> <p><Target Group> -Trainers, instructors or school inspectors of teachers training in science at primary education -More than 3 years' experience in the above mentioned field -Those who belongs to the counterpart (or related) organization of Japanese bilateral cooperation</p>	
Contents		Program Period	2012 / 9 / 3 ~ 2012 / 9 / 29
<p><Activity in Preliminary Phase in home country> Shooting on science lesson at primary level as a sample in a participant's country and submission of evaluation report about the lesson sample</p> <p><Activity in Core Phase in Japan> (1) Lectures on Japanese lessons, Lesson evaluation, Lesson study etc. (2) Development of equipment and materials applicable for science education in participants' countries (3) Observation of science lessons at primary and junior high schools (4) Planning and implementation of trial lessons and evaluation of them among participants (5) Development of action plan</p> <p><Activity in Finalization Phase in home country> -Reporting of action plan at their working place -Submission of final report 6 months after the training</p>		Implementing Partner	Osaka Kyoiku University
		JICA Center	JICA Kansai ()
		Cooperation Period	2010 ~ 2012
		Remarks and Website	Osaka Kyoiku University http://osaka-kyoiku.ac.jp/en/index.html

Improvement of Quality of Education through Lesson Study in Asia アジア地域授業研究による教育の質的向上		Region-Focused Trainers	1284090 Continuing
Target Countries : Asia		12 participants	
Sector :Education/Primary Education			
Sub-Sector :			
Language :English			
Appeal			
This training is designed for the personnel on the primary or basic education fields (Mathematics or Science) to improve deeper understanding and facilitation skills of Lesson Study for improvement of quality education			
Objective/Output		Target Organization / Group	
【Course Objective】 To design and implement Action Plan to share and conduct Lesson Study which enhances the quality of teachers. 【Expected Outputs】 1. To analyze the existing system and to develop a new vision of Lesson Study, in comparison with the cases of Japan and other countries 2. To acquire deeper understanding and facilitation skills of Lesson Study (especially lesson planning, lesson observation and post-lesson reflection session) to realize the above vision 3. To prepare Action Plan based on these points.		【Target Organizations】 Primary (Basic) school, Pre or In-service teacher training institution, Educational administrative office 【Target group】 Under field of math or science 1)Teacher or educational officer who supervises quality of lesson such as advisory teacher (pedagogical inspector/school supervisor), Instructor of Pre or In-service teacher training institution, head or senior teacher of primary (basic) school 2)Have more than 5 years experiences in 1) 3)Have sufficient command of English to make an oral presentation and write a report.	
Contents		Program Period	2012/ 8/23 ~ 2012/ 9/24
【Preliminary Phase】 -Elaboration of Lesson Plan -Elaboration of Job Report regarding current issue of Lesson study 【Core Phase in Japan】 -Job Report presentation -Outline of Japanese Education -Outline of Japanese Lesson Study -Lesson Plan analysis (Mathematics and Science) -Lesson analysis (Mathematics and Science) -Lesson observation (Mathematics and Science) -Elaboration of Action Plan and discussion about it 【Finalization Phase】 -Sharing, revising and implementing the Action Plan -Submission of Progress Report to JICA.		Implementing Partner	Hiroshima University etc,
		JICA Center	JICA Chugoku
		Cooperation Period	2010 ~ 2012
		Remarks and Website	Those who are recommended by JICA technical cooperation will be preferable.

Improvement of Pedagogy for Science and Mathematics Education for Francophone Countries in Africa 仏語圏アフリカ 理数科分野における教授法/教科指導法改善研修		Region-Focused Solution	1284157 Continuing
Target Countries : Francophone countries in Africa		10 participants	
Sector :Education/Primary Education			
Sub-Sector :Education/Lower Secondary Education			
Language :French			
Appeal			
This training program aims at capacity development of inspectors and trainers who plan and instruct in-service teacher training and instruct teachers' lesson improvement in order to improve teachers' pedagogy for science and mathematics education. This program put more emphasis on improvement of teacher's pedagogy to meet its high demand in Francophone countries in Africa.			
Objective/Output		Target Organization / Group	
<p>【Course Objective】 Participants make action plan to improve teacher's lesson in science and mathematics education and share the plan in their belonging organizations.</p> <p>【Expected Module Output】 1: Participants are able to clarify issues regarding teacher training in their own countries. 2: Participants are able to explain techniques for lesson observation and demonstration lesson. 3: Participants are able to explain techniques to plan, implement and improve science and mathematics lesson. 4: Participants make action plan based on the system of in-service teacher training and its examples in Japan. 5: Participants share the action plans and improve the contents based on the discussion with their belonging organization.</p>		<p>【Target Organizations】 The educational institutions or schools engaging in teachers' training in the field of science and mathematics.</p> <p>【Target Groups】 -Inspectors, teacher trainers and school principals who are in charge of in-service teacher training and teachers' lesson improvement. -Those who have more than 5 years' experience in the above field and also have more than 5 years' experience as school teachers. -Those who are collaborating with JICA project (including JICA Volunteer) are prioritized.</p>	
Contents		Program Period	2013/ 1/17 ~ 2013/ 2/16
<p>【Preliminary Phase in home country】 To identify issues in own organization and prepare inception report.</p> <p>【Core Phase in Japan】 (Lectures, Practices, Field visit, Discussion and Presentation) 1: Inception report presentation, workshop for sharing problems of each country. 2: Practice for class observation and analysis, class observation at primary schools in Japan, lectures on lesson study. 3: Practice for unit teaching plan and lesson plan, Practice of simulating lesson for demonstration lesson, Practice of post lesson conference to improve the lesson. 4: Lecture on education system in Japan, Site visit and discussion for lesson study at primary and secondary school, Lecture, site visit and discussion regarding the role of board of education in school-based INSET. Practice for making training plan for teachers. 5: Making action plan for in-service teacher training at central and regional level and school-based training.</p> <p>【Finalization Phase in home country】 1: Presentation of action plan for own organization and collecting feedback. 2: Revise Action Plan and make final version for implementation.</p>		Implementing Partner	Naruto University of Education
		JICA Center	JICA Shikoku
		Cooperation Period	2011 ~ 2013
		Remarks and Website	URL; http://www.naruto-u.ac.jp/english/

Seminar for Mathematics Lesson Evaluation アフリカ地域 算数数学授業評価セミナー		Region-Focused Trainers	1284158 Continuing
Target Countries : English speaking countries in Africa		15 participants	
Sector :Education/Primary Education			
Sub-Sector :Education/Primary Education			
Language :English			
Appeal			
To improve lesson it should be pointed out and feedback to teacher by advisor who has exact view of lesson evaluation.If they are to formulate viewpoints to observe lesson,it has a great influence on teachers how to conduct lessons.In this program,participants viewpoints on lesson evaluation are formulated,and be able to make exact comment and advise at evaluation stage of Lesson Study,by actually observing many child-centered problem solving approach lesson that are unique to Japan.			
Objective/Output		Target Organization / Group	
【Objectives】 To enhance participants' organization ability for lesson evaluation by formulating viewpoints on lesson evaluation of participants 【Output】 (1)To share the viewpoints of lesson evaluation. (2)To understand elements of a "good lesson" in Japan. (3)To practice lesson evaluation in mathematics. (4)To understand "study of teaching contents". *Study of teaching contents" is called "Kyozaï-kenkyu" in Japan, which is a critical step for effective lesson delivery. (5)To formulate viewpoints of lesson evaluation		【Target Group】 (1) Current Duties: be in charge of teacher education and training or lesson monitoring in the central administration of education (Ministry of education or attached research /training institute. (2) Experience in the relevant field: whichever a, b or c. a) Have more than 2 years experience of teacher of Mathematics. b) Have more than 3 years experience of in-service teacher training of Mathematics. c) Have more than 3 years experience of pre-service teacher training of Mathematics.	
Contents		Program Period	2012 / 8 / 22 ~ 2012 / 9 / 15
(Under planning) 【Preparatory Phase】 Formulate Inception Report 【Phase in Japan】 (1)Presentation of Inception Report, Pre-evaluation of Video recorded lesson. (2)Educational system and educational policy in Japan, Characteristics of a mathematics lesson in Japan and its educational value,Viewpoints of lesson evaluation: Basic structure of lesson in mathematics. (3)Theory of educational evaluation and lesson evaluation,Lesson observation and evaluation at primary schools, Discussion and exchange of ideas. (4)Lesson observation and evaluation at primary schools, Importance of lesson preparation,Relationship between textbook, curriculum and lesson, Writing a lesson plan, Demonstration of a lesson (5)To clarify the viewpoints of lesson evaluation, Post-evaluation of video-recorded lesson, Make an "Action Plan". 【Finalization Phase】 Formulate progress report		Implementing Partner	Tokyo Gakugei University
		JICA Center	JICA Tokyo(Human Dev.)
		Cooperation Period	2011 ~ 2013
		Remarks and Website	It is preferable that person involved in any technical projects of Mathematics education.

Improvement of Teaching Methodology in Primary Science and Mathematics for Sub-Saharan Africa アフリカ地域 初等理科教授法改善		Region-Focused Leaders	1284259 Continuing
Target Countries : Sub-Saharan African countries with JICA educational cooperation		12 participants	
Sector :Education/Primary Education			
Sub-Sector :			
Language :English			
Appeal			
This program aims to enhance the capacity of training participants in conducting learner-centered lessons in the field of primary science and mathematics through acquiring the techniques for preparation of effective lesson plan and teaching/learning materials. The program is very practical, which consists of lesson demonstration, lectures for lesson plan preparation, blackboard writing skill and study on teaching materials.			
Objective/Output		Target Organization / Group	
<p><Course Objective> This program aims to enhance the capacity of training participants in conducting learner-centered lessons in the field of primary science and mathematics through acquiring the techniques for preparation of effective lesson plan and teaching/learning material.</p> <p><Objective for each unit> Expected Output 1:Job Report and sample lesson plan are prepared. Expected Output 2:Skills and knowledge to prepare lesson plan and teaching material for learner-centered teaching is acquired. Expected Output 3:Skills and knowledge of lesson study is acquired to improve the quality of lessons. Expected Output 4:A teacher s handbook on learner-centered lesson preparation in primary science and mathematics education is prepared, based on the skills and knowledge acquired in Japan. Expected Output 5:Progress report is submitted which described how the handbook is utilized.</p>		<p><Target Organization>Organization which is responsible for ensuring quality primary education in science and mathematics such as primary school, teacher training institutions and local educational administration office</p> <p><Expected Job Experience>Those who are in position to take leadership role at respective organization, with minimum 3 years teaching experience of science or math</p> <p><Other Qualifications> Nomination of C/P of JICA volunteer/project is strongly recommended</p>	
Contents		Program Period	2013/ 1/ 6 ~ 2013/ 3/5
<p><Preliminary activity in home country> - Preparation and submission of Job Report and sample lesson plan. - Presentation of Job Report</p> <p><Program in Japan> - Lesson Demonstration - Lecture on Outline of Science and Mathematics Education in Japan - Visit educational institutions - Preparation of Lesson Plan and Teaching/Learning Materials - Lesson Analysis Method - Practice of Lesson and Post-Lesson Discussion - Preparation of a teacher s handbook which includes acquired knowledge and skills for conducting learner-centered lessons in the field of primary science and mathematics</p> <p><Post program in home country> Preparation of the progress report which describes how the handbook has been utilized</p>		Implementing Partner	Okayama University
		JICA Center	JICA Chugoku
		Cooperation Period	2011 ~ 2013
		Remarks and Website	

Teacher Education for Basic Education of African Countries アフリカ地域 教師教育 (基礎教育分野)		Region-Focused Solution	1284335 Continuing
Target Countries : African Countries		17 participants	
Sector :Education/Primary Education			
Sub-Sector :			
Language :English/French			
Appeal			
This program provides information and facilitation to satisfy various needs on teacher education for basic education, which shall be effective for those who have clear objectives. There are also many things that Japanese professionals should learn from African countries experience. We make chances to discuss between participants and Japanese professionals to build a relationship to learn mutually and continuously.			
Objective/Output		Target Organization / Group	
<p><Course Objective> Issues will be clarified in educational institutions or governmental organizations which are in charge of teacher education for basic education and action plan to improve the systems and methods will be formulated and implemented.</p> <p><Expected Module Outputs> 1. Issues of participating organization on teacher education for basic education will be analyzed preliminarily. 2-1. Issues of participating organization on quality of education in basic education will be clarified. 2-2 Issues of participating organization on teacher education for basic education will be clarified. 3. Action Plan to improve the systems and methods on teacher education for basic education in participating organization will be formulated.</p>		<p><Target Organization> Educational institution or governmental organization in charge of teacher education (Pre-service and/or In-service) for basic education</p> <p><Target Group> -Instructor of institute of teacher education or local government officials in charge of planning of course design or course planning of teacher education -More than Five-years' experience in related field -Forty-five years old or younger</p>	
Contents		Program Period	2012 / 11 / 12 ~ 2012 / 12 / 15
<p><Activity in Preliminary Phase in home country> Submission of report to present current situation and issue analysis in the participant's countries.</p> <p><Activity in Core Phase in Japan> (1) Lectures on histories and challenge to improve quality of education of basic education in Japan (2) Lectures on outline, issues and challenges of basic education in Japan (3) Discussion on the issues on teacher education for basic education in each country (4) Planning and presentation of action plan</p> <p><Activity in Finalization Phase in home country> -Reporting of the action plan at their working place -Submission of progress report about the implementation of the action plan 6 months after the training</p>		Implementing Partner	Kagoshima University
		JICA Center	JICA Kansai () / JICA Kyushu
		Cooperation Period	2011 ~ 2013
		Remarks and Website	Kagoshima University http://kokusai.kuas.kagoshima-u.ac.jp/kucip/

Literacy Education for Adults 成人識字教育		Group Solution	1280057 Continuing
Target Countries :		7 participants	
Sector :Education/Nonformal Education			
Sub-Sector :			
Language :English			
Appeal			
This training is designed to improve the structure and teaching methods in literacy education for adults with social disadvantages. The course structure is combined with lectures, discussion and several field visits to literacy classes and community learning centers in Japan and Thailand.			
Objective/Output		Target Organization / Group	
<p><Course Objective> Action plan to improve the effectiveness of literacy education for adults will be drafted and implemented in government organization or educational institutions which provide literacy education services mainly for adults with social disadvantages.</p> <p><Expected Module Outputs> Participants will be able to;</p> <p>(1) analyze the current situation and issues of the participating organizations preliminary at the training phase in Thailand.</p> <p>(2) consider measures to enhance the effectiveness of literacy education based on the analysis of several examples in Japan, Thailand and the other participating countries.</p> <p>(3) formulate and implement action plan to improve the effectiveness of literacy education for adults in participating organizations.</p>		<p><Target Organization> Administrative organs or educational institutions executing Literacy Education for adults who are socially in disadvantageous position.</p> <p><Target Group> -Position: Middle-class teachers or officials of target organization -Experience: More than five-year experience in the curriculum development or teaching in the field of Adult Literacy Education.</p>	
Contents		Program Period	2013/ 2/20 ~ 2013/ 3/23
<p><Activity in Preliminary Phase in home country> Submission of Country Report</p> <p><Activity in Preliminary Phase in Thailand> Workshop: Issue analysis workshop Lecture: Present situation and trend of literacy education for adults in the world/ Education system in Thailand Observation: Literacy education for adults in community learning centers(CLC) Discussion: Comparison and lesson analysis</p> <p><Activity in Core Phase in Japan> Observation: Literacy education for adults at night junior high schools and community learning centers Lecture: Education system in Japan Discussion: Comparison and lesson analysis Practice: Formulation and presentation of action plan</p> <p><Activity in Finalization Phase in home country> -Discussion in the participating organizations to implement action plan -Submission of final report</p>		Implementing Partner	Osaka Kyoiku University
		JICA Center	JICA Kansai ()
		Cooperation Period	2010 ~ 2012
		Remarks and Website	Website of Osaka Kyoiku University: http://osaka-kyoiku.ac.jp/en/index.html

Education Administration and Finance: Focused on Quality and Equity of Basic Education 教育行財政-基礎教育の質と格差に焦点を当て-		Group Solution	1280022 Continuing
Target Countries :		13 participants	
Sector :Education/Education Administration			
Sub-Sector :			
Language :English			
Appeal			
Provide support on preparation of reform plan and pilot project in order to promote high quality of basic education and reduce gender disparity efficiently.			
Objective/Output		Target Organization / Group	
To promote quality and gender equity in basic education in a national education strategy of each country, a reform action plan will be prepared and examined by the organizations to which participants belong.		Department which is in charge of educational policy and finance.	
1 Through the presentation of inception report and its discussion about education administration/finance, education quality and gender equity, the participants will understand the current status of their countries.		Governmental officer who is in charge of educational policy and finance in national or regional field, who has authority to implement policy of national or department.	
2 The participants will have in-depth understanding of the Japanese educational experiences through listening lectures and visiting education offices and local schools.		Job experience : more than 3 years	
3 Based on social contexts of each country, participants will learn through lectures and discussions on various topics including policy level, community level and school level.		Education: graduate university	
4 Making interim report to promote quality of education and gender/regional parity in basic education		Those who can communicate in English	
5 Presentation and examination of the interim report by the organizations to which participants belong			
Contents		Program Period	2012 / 5/28 ~ 2012 / 7/14
1.1(Before coming to Japan)Drafting inception report and presentation materials that include current situations on education quality and girls' education of each country		Implementing Partner	Kobe University
1.2 Presentations and discussion for inception report			
1.3 Discussion from education administration and finance			
2.1 Lectures on Japanese educational experiences (e.g., history, transition of policies, educational administration/finance in current situations, engagement for improvement of education quality, school health program, and school feeding program)		JICA Center	JICA Kansai ()
2.2 Visiting primary schools, local administrative offices, and MEXT.		Cooperation Period	2010 ~ 2012
3.1 Effects and issues of school fees abolition			
3.2 Management of educational expenditures			
3.3 Multi-sectoral approach for child-friendly environment			
4.1 Making interim report to promote gender parity.		Remarks and Website	
4.2 Presentation of interim report			
5 (After return home) 5 Presentation and examination of the interim report by the organizations to which participants belong			

Education Administration for Reducing Disparities in Basic Education 基礎教育における格差対策のための教育行政強化		Group Solution	1280054 Continuing
Target Countries : <input type="text"/>		17 participants	
Sector :Education/Education Administration			
Sub-Sector :			
Language :English			
Appeal			
This program is designed to formulate plans for reducing domestic disparities in basic education through analysis on the experience of Japan such as measures on education for all, its administration system, and the case of Okinawa Prefecture including post-war reconstruction and measures for its remote area and education for the challenged.			
Objective/Output		Target Organization / Group	
<p>【Objective】 Issues on domestic disparities in basic education will be clarified, and draft plans for reducing them will be formulated.</p> <p>【Output】 (1) Clarify the issues and constraints on basic education in terms of disparity of respective countries by comparing with those of Japan (2) Analyze the measure for improvement of disparity on basic education between central and remote area and disabled children by reference of the case and experience of Okinawa Prefecture (one of regional governments in Japan) including the roles of community participation (3) Formulate a feasible action plan to reduce disparity on basic education in respective countries</p>		<p>【Target Organization】 Department of Basic Education, Ministry of Education</p> <p>【Target Group】 (1)those who are in a position of policy making and planning of programs in basic education at Ministry of Education (2)more than five(5) years of experience of administration in basic education (3)be university graduate or equivalent (4)have a good command of English enough to make an oral presentation and write a report</p>	
Contents		Program Period	2012 / 10 / 17 ~ 2012 / 11 / 17
<p><Preliminary Phase in a participant s home country > Formulation and submission of Job Report</p> <p><Core Phase> (activities in Japan) (1)1.Issue analysis (exercise), 2.Education administration system in Japan(lecture, observation and discussion), 3.Laws, regulations and finance (lec and dsc) 4.Measures for remote area (lec, obs, and dsc), 5.Special education for the challenged (lec, obs and dsc), 6.Case study of Okinawa (lec, obs and dsc), 7.PDM(exc)</p> <p>(2)1.Education administration system in Japan(lecture, observation and discussion), 2.Laws, regulations and finance (lec and dsc) 3.Measures for remote area (lec, obs, and dsc), 4.Special education for the challenged (lec, obs and dsc), 5. Measures for remote area by community (lec and obs)</p> <p>(3)1.Project Design Matrix Method (exc)</p> <p><Finalization Phase >(activities in home country) Within 6 months from the end of the course in Japan, participants are required to implement the plan proposed in the Action plan and report the progress. Okinawa International Exchange & Human Resources Development Foundation</p>		Implementing Partner	Okinawa International Exchange and Human Resources Foundation
		JICA Center	JICA Okinawa
		Cooperation Period	2010 ~ 2012
		Remarks and Website	Participants: be related with JICA programs in this field will be preferable.

Capacity Development for Policy Analysis Using Research Results and Field Knowledge for Education Quality Improvement 研究成果と現場の知見を生かした教育の質的向上のための政策分析能力開発		Group Solution	1280130 Updated
Target Countries : Have interest in edu. policy analysis to improve edu. quality		16 participants	
Sector :Education/Education Administration			
Sub-Sector :Education/Primary Education			
Language :English			
Appeal			
Education cooperation to achieve the MDGs increasingly uses holistic policy support and modality where aid money is released conditional on policy actions. This training will equip participants with critical skills to bring rich field knowledge of Japan's education cooperation and research results into policy processes for education quality improvement, to nurture leadership and ownership of the countries.			
Objective/Output		Target Organization / Group	
To equip participants with critical skills to bring field knowledge of education cooperation and development and research results of universities as evidence into policy processes for education quality improvement, to nurture leadership and ownership of the countries, by:		Organization: Ministry of Education of a country that has strong interest in the education policy framework as a basis of international cooperation, committed to institutionalize policy analysis as a means to improve education quality.	
1. Understanding realities of a shift in education cooperation from a traditional project approach that addresses specific issues to harmonized comprehensive policy support where aid resource is released conditional on policy actions.		Individuals: MoE staff who works for aid coordination, education planning and education projects, or researchers in the areas of education development and policies.	
2. Developing a bottom-up perspective to use research results and field knowledge for informing the formulation of policy measures.			
3. Developing a top-down perspective to translate policy objectives into policy measures for quality improvement on the ground.			
4. Produce an education policy matrix incorporating the learning as above.			
5. Understanding importance of building the partnership among policy-makers, researchers and the field through the policy processes.			
Contents		Program Period	2012 / 10 / 22 ~ 2012 / 11 / 24
Before training, participants prepare a country report that discusses education sector plan and policy and measures for education quality improvement, and discuss it among the organization. During the training in Japan, participants will: 1. Learn the trend of international education cooperation and the practice of policy lending. 2. Present the country report and understand education policy issues from other participants. 3. Understand relationship between problem-solving on the ground and achieving policy objectives. 4. Understand how to link research results and policy planning and analysis. 5. Have discussions with Japanese practitioners of education cooperation at the workshop 6. Understand methods and practice of education policy and institutional analyses 7. Produce and present an education policy matrix 8. Prepare a report summarizing learning Supplementary training at the third country After training: participants discuss the policy matrix with staff of Ministry of Education and make necessary revisions, share the learning, and produce the final report.		Implementing Partner	Hiroshima University
		JICA Center	JICA Chugoku
		Cooperation Period	2012 ~ 2014
		Remarks and Website	Members of Africa-Asia University Dialogue network, for which Hiroshima University serves as secretariat, will assist. http://home.hiroshima-u.ac.jp/cice/

Strengthening of Local Education for SMASE-WECSA in Sub-Saharan Africa サブサハラアフリカ地域 地方教育強化(SMASE-WECSA)		Region-Focused Solution	1284190 Continuing
Target Countries : SMASE-WECSA member countries in Sub-Saharan Africa		12 participants	
Sector :Education/Education Administration			
Sub-Sector :			
Language :English			
Appeal			
The program is designed for educational administrator, teacher of teacher training institute and high position of school, and aims that the participants will acquire knowledge and know-hows for improvement/strengthening of INSET in Japan. Many lectures will be taught by teacher's consultants of Sapporo Education Center, which implement teacher training in Sapporo, and participants will learn actual cases of teacher training system and establish the application into their home country.			
Objective/Output		Target Organization / Group	
<p>【Objective】 The plan which aims at improvement and/or strengthening of In-Service Education and training(INSET) is officially formulated by the participants belonging organizations.</p> <p>【Outputs】 1.Understand the role of educational administration and school management to support lesson improvement 2.Understand the implementation and management method/system of INSET 3.Understand the teacher's activities for lesson improvement to make the lessons more attractive for pupils 4.Propose Action Plan for improvement/strengthening of INSET in participant's belonging organization by making the best use of knowledge and know-hows acquired from the program in Japan</p>		<p>【Target Organization】 Organization responsible for planning, managing and monitoring INSET (Central/local government, Teacher training institution, elementary or secondary school)</p> <p>【Target Group】 1.Educational administrators or inspectors, Teaching staff of a teacher training institution, Principals, vice-principals or equivalent position of elementary or secondary schools who coordinate a cluster training bridging together neighbor schools 2.Have more than 5 years' experience in the field of teachers' training 3.Be fluent in English</p>	
Contents		Program Period	2013/ 1/14 ~ 2013 / 2 /9
<p>【Preliminary Phase】 Preparation and submission of Working Sheet</p> <p>【Phase in Japan】 1.Educational administration/school management to support lesson improvement: Educational administration in Japan(national level and local level), Education in City of Sapporo, Education budget and school office work, Teacher-training course 2.INSET system Roles of teacher training institutions and INSET, Role of Teachers' consultant 3.Teacher's activities for lesson improvement School visit, Discussion with classroom teachers 4.Action Plan Country Report presentation, Discussions, Presentation of Action Plan</p> <p>【Finalization Phase】 Submission of a Final Report describing the progress of implementation of Action Plan within 3 months</p>		Implementing Partner	Hokkaido International Exchange and Cooperation Center, Sapporo Education Center
		JICA Center	JICA Hokkaido (Sapporo)
		Cooperation Period	2010 ~ 2012
		Remarks and Website	

School Management for Improving Quality of Teaching Learning Practice 授業改善を目指した学校運営		Region-Focused Solution	1284231 Continuing
Target Countries : Latin America		9 participants	
Sector :Education/Education Administration			
Sub-Sector :			
Language :Spanish			
Appeal			
Participants are required to understand approaches of improvement teaching learning practice for improvement school management and implement as a trial.			
Objective/Output		Target Organization / Group	
<p>【Objective】 An action plan to achieve school management for improving quality of teaching learning practice is implemented under cooperation between regional education office and core school, and the outcomes are shared with organizations concerned in the area.</p> <p>【Outputs】 (1) To analyze issues and approaches on school management and lesson practices of schools of participants or those in the area where participants are responsible. (2) To extract applicable approaches from Japanese educational system and educational practices in Japan. (3) To organize specific methods and approaches for improving teaching learning practices. (4) To make an action plan for improving quality of teaching learning practice based on the PEI and POA, and have a presentation to educational organization concerned (regional education office, participants' school, association schools etc.).</p>		<p>【Target Organization】 Regional education offices, municipal education board, primary schools</p> <p>【Target Group】 (1) Current duties: Supervisors of the same organization as participants of 1st year, and head teacher and curriculum coordinator of a core school of the area. (2) To have at least four 4 years working experience in the relevant field (3) Being under 55 years of age</p>	
Contents		Program Period	2013/ 1/17 ~ 2013/ 2/2
<p>【Preparatory Phase】 (1) Preparing an inception report</p> <p>【Core Phase in Japan】 (1) Presentation of Inception Reports (Presentation, Discussion) (2) Japanese Educational System (Lecture, Visit, Discussion) (3) School Management, View point on pedagogy analyzing improvement of teaching methods, etc. (4) Making an action plan</p> <p>【Post Program Activity】 (1) Report on learnings in Japan to organizations and people concerned (2) Implementation of action plan, and submission of final report on the progress of action plan within four 4 months after completion of Program in Japan</p>		Implementing Partner	JICA Tsukuba
		JICA Center	JICA Tsukuba (Training&Partnership)
		Cooperation Period	2010 ~ 2012
		Remarks and Website	

INSET Management in Africa (Anglophone Countries) アフリカ地域(英語圏)INSET運営管理		Region-Focused Solution	1284258 Updated
Target Countries : Anglophone Countries in Sub-Saharan Africa		18 participants	
Sector :Education/Education Administration			
Sub-Sector :			
Language :English			
Appeal			
This program is designed for educational administrative offices to enhance the capacity of INSET (In-Service Education Training) Management through Issue analysis workshop, lecture of history and outline of INSET management in Japan, visiting the relevant organizations, and sharing experiences each other.			
Objective/Output		Target Organization / Group	
<p>【Objective】 To design an action Plan in order to improve the INSET management in participants' countries and share them with relevant organization.</p> <p>【Expected Outputs】 (1)To clarify current conditions and challenges of INSET management in each country and make report (2)To understand the system of INSET and the roles of educational administration office in Japan (3)To understand the role of INSET by local and school level (4)To design suitable Action Plan for improving INSET in each country base on the knowledge of (1),(2), and (3) (5)To share the Action Plan in participants' organization and analyze the points for implementation</p>		<p>【Target Organizations】 National or regional educational administrative offices in charge of INSET management for primary and secondary education</p> <p>【Target Group】 (1)Educational administrative officers in charge of INSET at national/ regional/ district level, educational supervisor or inspector (2)Have more than 5 years of experiences in above area (3)Those who are related in SMASE-WECSA</p>	
Contents		Program Period	2012 / 11 / 15 ~ 2012 / 12 / 15
<p>【Preliminary Phase】 -To clarify the issues on INSET Management at each organization -To watch DVD " The History of Japan's Educational Development" and learn the outline of history</p> <p>【Core Phase in Japan】 -To discuss the issues and causes about INSET management (Issue Analysis Workshop) -Lecture, Discussion: Outline of educational system in Japan, Legal framework of INSET, Role of administration offices of INSET by different levels -Lecture, Visit, Discussion: INSET in Board of Education, Educational Center -Lecture, Visit, Discussion School-Based INSET(primary and secondary), Lesson Study -Practical work, Discussion: Design an action plan for improving INSET management(by belonging organization and individual level)</p> <p>【Finalization Phase】 -Share, improve and implement the Action plan with related organization -Submit a progress report of the Action Plan to JICA within 3 month after program in Japan</p>		Implementing Partner	Hiroshima University, Hiroshima Prefectural Education Center, Board of Education, etc,
		JICA Center	JICA Chugoku
		Cooperation Period	2012 ~ 2014
		Remarks and Website	

Education for Peace through Promoting Mutual Understanding 平和のための教育 相互理解の促進をととして		Group Solution	1280250 New
Target Countries : Preferably Post-Conflict Countries		10 participants	
Sector :Education/Other Education Issues			
Sub-Sector :Peace-building/Other Peace-building Issues			
Language :English			
Appeal			
After the Second World War, in Hiroshima education was highly prioritized for reconstruction of the city, based on an idea that it leads to nurture the great desire for peace among young generation for establishment of long-term peace. So that, "Education for Peace" is conducted through the existing curriculum of primary, middle and high schools in Hiroshima. Such practice has contributed today's Hiroshima international peace city. And those experiences through mutual understanding in Hiroshima are able to inspire post-conflict countries. In the training, participants will acquire the knowledge and method which Hiroshima experienced and prepare suitable action plan for respective countries.			
Objective/Output		Target Organization / Group	
【Objective】 To share the Action Plan for promoting peace education with the organization which participants belong and implement it targeting the participants responsible area after returning own country 【Expected Outputs】 (1)To be able to analyze challenges of education for peace in participants countries through comparison with other participants countries experience (2)To acquire deeper understanding of the significance of education for peace for peace building (3)To understand the roles and collaboration with the governments, educational institutions and communities toward education for peace in Japan (4)To understand the activities and those methods of governments, school and communities for education for peace (5)To prepare an Action Plan for promoting education for peace which collaborates with the government, schools and communities		【Organization】 Government Inst., NGO or Research institute which is related with promoting education for peace 【Group】 1)Officers at Government Inst., NGO staff, or researchers who engage in promoting education for peace 2)Those who have more than three years' experience in the education sector 3)Officers at Government Inst., NGO staff, or researchers who will engage in promoting education for peace in the near future	
Contents		Program Period	2012 / 7 / 10 ~ 2012 / 8 / 10
【Preliminary Phase in home country】 ・Preparation of job reports regarding the challenges and case examples of education for peace 【Core Phase in Japan】 ・Workshop --- Share the case examples of education for peace, Issue analysis ・Lecture --- Roles of education for peace in Peace Building, Peace culture and its development, Roles and activities of governments/schools /communities for education for peace ・Visit or Study tour --- Collaboration with the governments/schools /communities, Efforts to pass down and transmit the truth of the past, and promote the cross-culture understanding, Efforts of Trauma Care ・Work --- Preparation of the plan for promoting education for peace 【Finalization phase in home country】 ・Sharing and conducting the Action Plan in respective countries		Implementing Partner	Hiroshima Peace Culture Foundation etc.
		JICA Center	JICA Chugoku
		Cooperation Period	2012 ~ 2014
		Remarks and Website	

Comprehensive Museology 博物館学		Group Trainers	1280898 Updated
Target Countries : [REDACTED]		10 participants	
Sector :Education/Other Education Issues			
Sub-Sector :Private Sector Development/Tourism			
Language :English			
Appeal			
Through its activities, a museum helps to build a sense of pride and identity among local residents about their history and culture. This course provides a comprehensive training program in practical skills and knowledge that are indispensable for museum activities, thereby rearing human resources who can contribute to the promotion of culture and ensuring social stability in their respective countries.			
Objective/Output		Target Organization / Group	
<p>[Course Objective] The participants will master practical skills and know-how necessary for effective operation of museums which can be shared among museum specialists by carrying out autonomous dissemination programs. The participants will also be able to develop their expertise in a sustainable manner via an international network established through the course.</p> <p>[Expected Module Output] The participants will be able to;</p> <ol style="list-style-type: none"> 1)explain outline of museum activities in their country and their own professions, and also to clarify relevant agendas. 2)disseminate general theory and practice of museology. 3)put into practice and disseminate acquired knowledge and skills related to collection, documentation and conservation of museum specimens. 4)put into practice and disseminate acquired knowledge and skills related to exhibition design and installation. 5)make a program of public relations of museums and put it into practice. 6)make a program of museum management which is applicable to his/her own institution. 7)Specialized Program: obtain expertise through workshops in the fields participants selected. (Total three weeks) 8)draft a dissemination plan of acquired knowledge and skills. 9)put into practice the drafted dissemination plan. 		<p>[Target Organization] Museums and national organizations working on preservation of cultural heritage</p> <p>[Target Group] Museum specialists who are engaged in one of the following fields: Acquisition, documentation, conservation, exhibition, education & other relevant fields. The participants should have three years or more of on-the-job experience in any of the above mentioned fields.</p>	
Contents		Program Period	2012 / 9 / 17 ~ 2012 / 12 / 22
<p>[Activity in Preliminary Phase in home country] 1)prepare Museum Reports describing: • Museum activities in their country and their professions in their own institutions.</p> <p>[Activities in Core Phase in Japan]Participants will acquire knowledge of: Lectures:1)History of museums and current trend in the museum world, Legal systems, codes of ethics, cultural policies, etc.</p> <ol style="list-style-type: none"> 2)Collection, conservation, restoration, storage facilities. 3)Photography, audio-visual recording, database construction, Packing and transportation of museum specimens. 4)Designing and installation of exhibitions, model making, Universal design, management of international joint exhibitions. 5)Museum education, collaboration with local communities, Promotion of tourism, sharing memories of historic events, and disaster reduction. 6)Personnel administration, human resources development, Public relations and security, Finance. 7)Specialized Program(3 weeks):Preventive conservation, Conservation and restoration,Exhibition design, Photography and Filming, Museum education, Management of archaeological resources, and Activities of community museums. 8)Draft a dissemination plan to be implemented in his/her own institution. <p>[Activity in Finalization Phase in home country] 1)Draft dissemination plan should be authorized by his/her own institution. 2)Progress Report will be submitted to JICA office within 6 months after the course.</p>		Implementing Partner	National Museum of Ethnology
		JICA Center	JICA Kansai ()
		Cooperation Period	2012 ~ 2014
		Remarks and Website	Specialized Program which participants can select based on their specialty is scheduled for 3 weeks. National Museum of Ethnology: http://www.minpaku.ac.jp/english/research/rccr/muselogy.html

Special Needs Education for Asian Region アジア地域 特別支援教育		Region-Focused Solution	1284060 Continuing
Target Countries : Asian region		16 participants	
Sector :Education/Other Education Issues			
Sub-Sector :			
Language :English			
Appeal			
This program aims to consider and formulate the draft Action Plan for improving the environment for Special Needs Education / Inclusive Education. The participants shall have opportunities in Japan to study the outline, history and systems of Japan's Special Needs Education, to share and discuss the current situation and issues of respective countries' special needs education/inclusive education.			
Objective/Output		Target Organization / Group	
<p>[Objective] Draft action plan for improving system and mechanism of Inclusive Education is formulated by participant's organization.</p> <p>[Output] 1. Understand Mica's cooperation for persons with disabilities, and the concept of "Inclusive." 2. Understand Japan's Special Needs Education (history and system), analyze its characteristics and issues, and find the measures to be applicable for promoting Inclusive Education. 3. Understand the practices of Japan's Special Needs Education, analyze its characteristics and issues, and find the measures to be applicable for promoting Inclusive Education. 4. Formulate Action Plan for promoting Inclusive Education based on the above outputs, and share and discuss about Action Plan among stakeholders.</p>		<p>[Target Organization] Department in charge of Special Needs Education or Inclusive Education at Ministry / Institute, or University/Teacher's College which has a curriculum for such education.</p> <p>[Target Group] 1. Mid-career official at the department in charge of Special Needs Education or Inclusive Education at Ministry/Institute, or teacher at University/Teacher's College which has a curriculum for such education. 2. With more than 10 years of occupational experience in this field.</p>	
Contents		Program Period	2012 / 8/26 ~ 2012 / 9/27
<p>[Preliminary Phase] Analysis of current situation and issues of Special Needs Education in each country.</p> <p>[Core phase] • Presentation and discussion on the current situation and issues of Special Needs Education of respective countries. • JICA's thematic guideline and projects for supporting persons with disabilities. • Concept and philosophy on social participation of people with disabilities. • Japan's Special Needs Education and its training system -history, law and system. • Curriculum for Special Needs Education and Class in Japanese schools. • Collaboration among stakeholders in the field. • Networking with parents, community and society. • Discussion on promotion of Inclusive Education. • Formulation and Presentation of Action plan.</p> <p>[Finalization Phase] Hold a report meeting.</p>		Implementing Partner	Yokohama National University
		JICA Center	JICA Yokohama
		Cooperation Period	2010 ~ 2012
		Remarks and Website	