This program is designed for government officials at concerned ministries and faculty members at universities and colleges of technology in charge of Higher Education and Engineering Education.

One of the factors explaining the rapid economic development of Japan after the World War II was developing a large number of advanced human resources in engineering field. From the late 1950s to the late 1960s, since Japanese government and industries supported newly established universities under the policy for human resource development in science and technology, higher education in this field expanded rapidly and developed human resources in engineering, who supported high economic growth.

### Objective/Outcome

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<th>Objective</th>
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| Participants organize a practical action plan for developing advanced industrial human resource after learning practical engineering education in Japan, teaching method, curriculum, and university-industry-government collaboration. | 1. Concerned Ministries in charge of higher education and engineering education (year)  
2. Universities and colleges of technology offering engineering education |

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<th>Outcome</th>
<th>Target Group</th>
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| Participants understand current situation and problems in terms of developing advanced industrial human resources and engineering education in their countries.  
2. Participants understand the policies on developing advanced industrial human resources and system for practical engineering education in Japan.  
3. Participants understand the teaching method, curriculum, evaluation and quality assurance of engineering education in Japanese universities and colleges of technology.  
4. Participants understand efforts of university-industry-government collaboration for developing advanced industrial human resources in Japan.  
5. Participants make action plans to improve engineering education in their countries for developing advanced industrial human resources. | 1. Government officials in charge of higher education and engineering education at concerned ministries (More than director of a department level is preferable for the first year)  
2. Faculty members of engineering education at universities and colleges of technology (President, Vice president, Commissioners of a university are preferable for the first year)  
3. More than 10 years experience in the field mentioned above. |

### Contents

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| 1-1 To make presentations of country reports and discussion with participants from other countries.  
1-2 To analyze problems of engineering education for developing advanced industrial human resources through the training for Project Cycle Management (PCM).  
2-1 Lectures on the policies on developing advanced industrial human resources and system for practical engineering education in Japan.  
2-2 Lectures on the outline of Japanese style engineering education.  
3-1 Lecture on the teaching method, curriculum, evaluation and quality assurance of engineering education in Japanese universities and colleges of technology.  
3-2 Visit and observe lecture and course work on engineering education at Japanese universities and colleges of technology.  
4-2 Lecture on efforts of university-industry-government collaboration  
5-1 To make presentation of interim report (draft of action plan) |  |

### Implementing Partner

Toyohashi University of Technology

### Remarks and Website

- 2018-2020

### Course Period

Human Development Department

JICA Chubu

JICA Center

2018-2020