



JICA AlumniUZ

March 2015

WELCOME MESSAGE

Dear JICA Alumni,

Welcome to a new issue of the JICA Alumni Association Newsletter. The newsletter includes short but interesting personal stories of JICA trainees from diverse public organisations of Uzbekistan. It's possible that one could get inspired by reading these remarkable stories, so we invite you to take time to read them.

Our intention with this newsletter is to keep you, our partners in Uzbekistan, informed and up to date on news about activities within framework of JICA Alumni Association, new JICA training programs, mini

grant project and other projects. We hope that our biannual newsletters will be a helpful source when it comes to project ideas and knowledge sharing.

For those of you who might be interested about upcoming activities of JICA Alumni Association and wish to join them, feel free to let JICA Uzbekistan Office know. We will gratefully accept your ideas you would like to share.

And finally, I hope you thoroughly enjoy this issue and would like to wish all the best and success in your career and future endeavours!

Mr. Masao SHIKANO
Chief Representative
JICA Uzbekistan Office

JICA Training Course

"Establishment of the Policy in the Energy Sector", 2014



I, Sherzod SHAMSIDDINOV, have worked as a chief specialist of the Fuel and Energy Sector of the Ministry of Economy of the Republic of Uzbekistan since 2013.

The training course "Establishment of the Policy in the Energy Sector" organized by the Japan International Cooperation Agency (JICA) was held in Tokyo, Japan, during the period from 1 through 20 June, 2014. I took part in that training course organized by JICA in cooperation with the Institute of Energy Economy of Japan (IEEJ). Also, representatives from the following countries participated in the training: Indonesia, Jordan, Ukraine, Pakistan, Mongolia, Cambodia, Laos, Myanmar, Afghanistan, Tanzania, and Tajikistan.

A lot of important issues were considered and discussions took place at the training courses conducted by the professors and other skilled experts from the IEEJ Institute. On training course, the trainees got acquainted with the current situation in the energy sphere of the world, Asia, and Japan, as well as Japan energy policy and energy saving experience. In addition, very important information and knowledge were provided regarding the trends in the economy sector and improvement of public welfare as well as trends in energy demand and supply, forecasting of energy demand and supply on the Asia and global scale; short-range and long-range forecasting methods based on the Japanese experience in making up energy balance; and environmental and ecological problems were considered in addition to energy related problems.

Moreover, study tours to energy facilities were organized within the training courses; there we became familiarized with the recent energy-saving and environmental safety solutions and technologies. Among these facilities were: Kawasaki Thermal Power Plant (type of consumed fuel is natural gas) and Isogo Thermal Power Plant (type of consumed fuel is coal); Gonoike Electric Power Plant generating electric and thermal power by using biomass; as well as electric and thermal power

plants (e.g. Minato) with combustion of combustible domestic waste; Hamaoka Nuclear Power Plant; wind electric power plants; solar power plants; small hydropower plants. Also, study tours were organized with the view of more closely familiarization with the application of energy-efficient and energy-saving technologies in industrial enterprises that are major energy consumers (e.g. metal production works).

Under the conditions of global demand for energy in recent years, one of the most important problems the world community and particularly the most rapidly economically developing countries faced with are efficient and rational use of energy resources, development of renewable energy sources, implementation of energy-saving and environmentally friendly technologies in the industry sector.

When having acquired knowledge, information and experience as well as having practically got to know by visiting energy facilities and industrial enterprises within the training course, I have become convinced that in the result of implementation of effective policy in the energy sector of Japan they have determined the most efficient solutions for the above-mentioned problems. The practice of rational use of energy, development and application of highly efficient energy-saving technologies by Japanese energy companies and industrial enterprises as well as carrying out of the environment conservation related activities are worthy of highest appreciation. I once again have seen for myself that Japan is a high-tech country.

The knowledge, information and experience I have acquired at the training courses are very essential for my job. They will be useful in the development of more effective energy policy, development of energy-saving technologies and be helpful in the intensive development of fuel and energy sector.





In conclusion, I would like to express my most sincere gratitude to the organizer of that training course, i.e. Japan International Cooperation Agency as well as its big staff for the opportunity I had to become acquainted with advanced technologies and solutions, obtain developed knowledge and experience. In addition, I would like to wish them further progress in their activity.

Mr. Sherzod SHAMSIDDINOV

Chief specialist, Fuel and Energy Sector
Ministry of Economy of the Republic of Uzbekistan

JICA Training Course

"Income-generating opportunities through the community leaders' empowerment", 2005



2. Kaizen - continuous improvement.

Moreover the training in Japan had an influence to build up my capacity as a researcher, for example, not relies only on the theories and concepts, and the need to study the facts and all materials in complex. This is a key element of the Japanese mentality aimed to pay attention to details and carefully make generalization and cliché and development own scientific opinion and models but not just accepted view in science.

As an Assistant professor of the "Macroeconomics" Department of National University of Uzbekistan in teaching and research activities, I stick to this approach and I encourage my students touse the comprehensive approach to scientific problems solutions and also apply of Kaizen principle in their personal and professional lives.

Using opportunity given by JICA Alumni Association, I am together with my colleagues published a textbook in Uzbek "World Economy and International Economic Relations" is for students of economics. The success of joint efforts is not only that the textbook was approved by the Ministry of Higher and Secondary Education of the Republic of Uzbekistan, but most importantly the support of JICA edition of the program mini grants.

Presentation of the textbook was held at the Annual Meeting of the Uzbekistan JICA Alumni Association in March 2015.

I do wish JICA alumni would take advantage of the opportunities that JICA offer for further professional development and implementation action plan through mini grants and follow up grant program.

Excited that I had been had an honor to study in one of the leading University in Japan - Kochi University (University of Kochi) in 2005.

The training course was aimed to creation of income-generating opportunities through the community leaders' empowerment. During the training, I learned Japan's experience in promoting local development through strengthening community capacity and gender main streaming on all levels in Kochi Prefecture and its neighborhood.

I would like to note that content of the training program was comprehensive in terms of meetings and visits of many stakeholders including local government, private sector and civil society institutions, who involved in to the local development, implementation and monitoring of socio-economic programs in Kochi Prefecture.

All Senseis provided incredible helpful professional advice in terms of organizational development and conducting research.

The training program was provided unique opportunityto share experience with colleagues from around the world, and establish professional relationships on a long term basis.

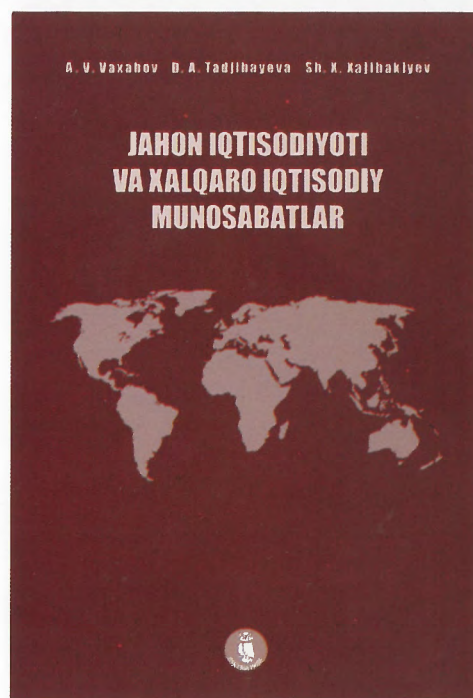
I am still keeping amiable relationship with colleagues from Bangladesh, Pakistan, Vietnam and Mongolia.



My credo is accurately represented by legendary karate master Mas Oyama's statement, the founder of Kyokushin style, "People, in fact, capable of infinite improvement and achievement. Success depends on the purpose and diligence."

I learned two basic things in Japan with which my professional achievements over the past ten years as development expert were inseparably connected. This is required for professional self-development and that is important to each manager:

1. Triad: Muri, Muda, Mura, which means the liberation of all the internal socio-economic processes of non-rationality, inefficiency and lack of system, respectively.



Ms. Dildora TAJIBAYEVA

Assistant professor of the "Macroeconomics" department
National University of Uzbekistan

JICA Training Course "Country Report for the Group Training Course in Leadership Training of Asian and Oceanian Deaf Persons", 2004



I, Ligay Elvira Kanifullaevna, currently work as a teacher of physical education of the specialized boarding school № 101 for deaf children as well as an assistant in the Society of the Deaf, and take active part in the global research on sign language.

In October 2004, I was sent by the Japan International Cooperation Agency (JICA) to the international gestures training named "Country Report for the Group Training Course in Leadership Training of Asian and Oceanian Deaf Persons", including practical training with deaf-blind persons in Japan. In addition, excursions were held in five Japan cities (Nara, Oita, Wakayama, Hiroshima, and Kyoto), during which we obtained great practical experience of dealing with people. The training lasted for two months. The training was attended by representatives from the following countries: Malaysia, Pakistan, Cambodia, Thailand, Indonesia etc. participated in.

The skills I had obtained in Japan proved useful in the preparation of and provision of information to the people who later also went to Japan to such a training. In addition, every year the school in which I work as a teacher contacts with Japan through teleconference bridge and communicate discussing various topics by using sign language.

In 2013, I took part in a training the scope of which included training of interpreters-assistants for deaf-blind persons. The training was attended also by JICA representatives; they influenced the course of the training and made their invaluable contribution to such labor-intensive process and shared their experience.

In 2014, I submitted my documents with the view of participating in mini-

grant programs. My project proposal, which included conduction of a "Mobility Aid for Deaf-Blind People" named training, in particular training of interpreters-assistants for deaf-blind persons in the Fergana region, was found to be one of the best projects and was financed by JICA.

That training was conducted from in November 15-18, 2014 in the Fergana city. Representatives from the following cities participated in the training: Kokand, Namangan, Andijan, Marghilan, and Fergana. The project purpose was to raise the public awareness about the problems of deaf-blind persons and prepare future interpreters-assistants for them. The training held was aimed at informing about the problems of deaf-blind persons and direct acquaintance with them. The key questions of the training were: "Who are deaf-blind persons?" and "How to deal with them?". Special attention was given to the enhancement of support to the deaf-blind through preparing personnel who will train interpreters-assistants and provide deaf-blind persons with them.

The deaf-blind who has difficulties with going out of doors alone, communicating with people will need an interpreter-assistant. An interpreter-assistant will provide a deaf-blind person with required information by using a communication mode appropriate for the latter (interpreter's function) and will help/guide him to move (assistant's function).

My job is based on communication with deaf-blind persons, or to be specific differentiation of communication modes. For example, the most common way is the sign language. In case of absolute deaf-blindness, these people perceive sign language forms by touch. This is called the "sign language readable by touch" or "Fingerspelling sign language".

In addition, there are the following methods: Braille's point ABC; Blista typewriter (this is a typewriting machine for fast typing point ABC for translation during meetings, lectures, and other similar events; dactylar ABC of Braille (this is a method when an interpreter-assistant is tapping directly on deaf-blind person's fingers instead of point typewriter keys. Moreover, the written/graphic language is the method of communication of letters by writing on the deaf-blind person's hand; it is also called "letter on the hand", sign language/Fingerspelling alphabet, etc.

It should be noted that specially trained interpreters-assistants for deaf-blind persons play a vital role in the provision of communication of deaf-blind persons with the surrounding world; they provide professional assistance to deaf-blind people in their everyday life.

Ms. Elvira LIGAY

Teacher of physical education

Specialized boarding school № 101 for deaf children

JICA Training Course "Support System for Persons with Disabilities", 2012



In January 2012, I had a very good opportunity to improve my practical skills and acquire knowledge from leading Japanese experts. I took part in the training "Support System for Persons with Disabilities" organized by JICA.

The training included different programs at both theoretical and practical levels. After having a briefing on the first day, I delivered a report introducing Uzbekistan. During the training course, we visited a lot of different institutions in the Osaka city, where we got acquainted with the Japanese experience in working with persons with disabilities.

We also visited such places as the International Youth Exchange Organization of Japan (IYEO) in the Tokushima prefecture, Organization for the Support to People with Disabilities "Aoba-no-Mori", "Tokushima Communication Centre for People with Disabilities", "Yusei-en", Center for Mental Health and Welfare for People with Mental Disorder. There, we became familiar with the activities of those organizations. In the course of the visits, we got acquainted with many Japanese doctors who shared their experience in the work with disabled people. In addition, we visited the Tokushima Kensyokai College, where they train specialists ready to work in Asian countries. This is the only college of health and welfare the attention of which is focused on the Asian region.

During the training course, I obtained answers to a great many questions I had been interested in. In their turn, the lecturers also asked a lot of questions which I answered too. I made good friends with them, and we well understood each other, because we had been engaged in similar activities, but I was in Uzbekistan, while they were in Japan.

In addition to learning activities, entertainment programs were

organized for us. We visited a very ancient temple named "Two White Cranes". There, I met an elderly monk who was 101 years old. I met also with many native Japanese, with whom I communicated on various subjects. That allowed me more closely familiarizing myself with the culture and history of Japan. It was great!!!

Upon completion of the training, certificates were presented to us (trainees) with all the honors and celebrations as well as all necessary materials associated with working with persons with disabilities. The invaluable experience I have acquired in Japan now serves very friendly help in my job; therefore, I would like to express a particular gratitude to JICA.



Mr. Rinat SAFIN

*Therapeutic Physical Training Guidance Counselor
of the school № 52*

I want to learn to live!



The Specialized School for Children Having Special Problems in Development №52 of the Yashnobod district of the Tashkent city has begun cooperating with the JICA Representative Office in Uzbekistan since 2014.

A video material providing evidence of the work with children having health problems was presented upon an initiative of the Therapeutic Physical Training Guidance Counselor of the school №52 Mr.SAFIN Rinat Mnirovich.

The School Therapeutic Physical Training Guidance Counselor of Mr.SAFIN Rinat Mnirovich submitted documents to JICA for the participation in the mini-grant programs. His project was approved by JICA. The project provided for the purchase of such sports equipment as exercise bicycles, treadmills, a massage table, balls, hula hoops, dumbbells, trampolines, wall bars, and benches. Responsive employees of JICA in a timely manner decided to provide the school with everything necessary for children. And now Mr.Safin has been working with children by using the purchased equipment for several months. The efficiency of these exercises has certainly had positive effect on the development of the children who were in such need for such an aid. The children and their parents are very grateful for the kindness and attention to their problems that was given by the JICA Representative Office in Uzbekistan.

"I want to learn to live!". This is the name of the program initiated by the teaching staff of the Specialized School № 52. The meaning of this program is very significant for the school children, since it is very necessary to teach children to live such complex however wonderful life. And cooperative effort of teachers and parents will make this work more effective.

In this school, every room is needed and used for the development of capabilities of every schoolchild. Accessible environment is the key point in the school conditions. The teachers use the conditions created for the children as efficiently as possible. The children learn to write, read, calculate on all sorts of boards: blackboard; dry-erase board;

magnetic board; in exercise books; in the air. They really labor in occupational therapy workshops: make common hand stitches; bead; sew on sewing machines; work at workbenches; file metal pieces in the vice; work by using hammers, files; do more complex operations on machines. The children practice diligence and patience.

Workshop trainings are organized within the program "I want to learn to live!", because this program demands of teachers consistency, patience, attention, positive dynamics, and work with aiming at attaining positive result. The basic principle in the work with children at lessons is the principle of special education (remedial and developing teaching), rational use of use for each schoolchild, development of potentialities.

School events arouse great interest of children. Every schoolchild is a participant of the festivals regularly conducted in the school: sports, labor, subject-related, New Year's, autumn, spring as well as dedicated to significant dates. Also such traditional festivals as "Golden Autumn", "Navruz", "Labor Festival", "Family is the cradle of ", sports festivals. The school teachers try to cultivate in children such merits as respect towards elders, love for labor, responsibility for the task assigned, modesty, fairness, pride for the school, and desire to show one's positive qualities. Good organization of events, thought-out program and timeliness of issues raised, their efficient resolution will give excellent result in the overall development and education of schoolchildren. In addition, workshops and festivals are organized for the parents of these children with the aim of providing practical assistance in the work with children in home.

The program "I want to learn to live!" is essential for future social adaptation of such special children in life: I want to write! I want to read! I want to speak! I want to communicate! I want to work! I want to be friends! I want to learn to... One can endlessly list the human qualities that are indispensable to life; however, when it refers to special children, we all understand that they need to be taught all this by adult people. First of all, these adult people are teachers, i.e. specialists, professionals who are aware of effective methods of dealing with these children. They need support from the society. The work result is represented by achieved insignificant success that gives an impetus to children to act, to develop.

Ms.Rano Khaydarovna KHAMRALIEVA
Director of the Specialized School for Children
with Abnormal Mental and Physical Development
and Needing Special Care №52 of the Yashnobod
district of the Tashkent city



Have you an idea for an article?

Put your ideas down and let me know what you think of each issue, what you would like to see, what would you like me to change, or anything else that is on your mind.

Please make sure your articles have a focus, and that you stick to it. Try to stay between 400 and 600 words at the most, though exceptions can be made if necessary, and attach original images you may have and would like to be inserted. Thanks!

You can contact me at:
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