

No.12040/43/2013-FTC (Trg.)
Government of India
Ministry of Personnel, Personnel Grievances and Pensions
Department of Personnel and Training
[Training Division]

Block-4, Old JNU Campus
New Mehrauli Road, New Delhi-67
Dated 24th July, 2013

TRAINING CIRCULAR

Sub: - Group Training Course in 'Education Administration for Reducing Disparities in Basic Education to be held in Japan from October 16 to November 15, 2013

The undersigned is directed to state that the Japan International Cooperation Agency (JICA) has invited applications for the above mentioned training programme to be held in Japan from October 16 to November 15, 2013 under the Technical Cooperation Programme of the Government of Japan.

2. The programme aims to ensure the capacity development of administrative officials in basic education so that they are able to propose an action plan for improvement on domestic disparities in education.

3. The program is offered to those Central or Local Governmental Officers who are responsible for planning and management of basic education which address to reducing domestic disparities for rural areas and the socially vulnerable. The nominees for this course should be an University Graduate or equivalent and have at least 5 years of working experience in the field education; be fluent in spoken and written English; be in good health (both physically and mentally), not be a part of military service.

4. In addition, the following information in respect of the nominated officers may please be mentioned while furnishing the nomination:-

- a) Whether attended any foreign training programme in the past? If so, the duration/detail thereof;
- b) Whether cleared from vigilance angle;
- c) Age;
- d) Whether working in North East State/J&K;
- e) A brief in 50-100 words justifying the nomination.

5. The course covers the cost of a round-trip air ticket between international airport designated by JICA and Japan; travel insurance from the time of arrival in Japan to departure from Japan; allowances for (accommodation, living expenses, outfit and shipping); expenses for JICA study tours and free medical care for participants who may fall ill after reaching Japan (costs relating to pre-existing illness, pregnancy, or dental treatment are not included).

6. It is therefore requested that the nomination of suitable candidates may please be forwarded **(in duplicate)** in JICA's prescribed form (available in **persmin.nic.in→DOPT→Training Wing→Circular→JICA**) to this Department duly authenticated by the HOD of the concerned department in accordance with the eligibility criteria.

...2/-

7. The applications should reach this Department through the Administrative Ministry/State Government not later than **August 16, 2013**. Nominations received after the prescribed date will not be considered. The details of the programme may be drawn from Ministry of Personnel, Public Grievances and Pensions' website (www.persmin.nic.in).


(N.K. Wadhwa)

Under Secretary to the Government of India
Tele.No.011-26165682

Copy to:

- a) The Secretary, Department of School Education & Literacy, Shastri Bhawan, C-Wing, Dr. Rajendra Prasad Road, New Delhi-110001,
- b) All State Governments/Union Territories(with request to circulate the same amongst their related Departments/Organizations),
- c) NIC with request to post the circular along with the JICA's circular on this Department's website.

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TRAINING AND DIALOGUE PROGRAMS

GENERAL INFORMATION ON

Education Administration for Reducing Disparities in Basic Education

集団研修「基礎教育における格差対策のための教育行政強化」 *JFY 2013*

NO. J1300909/ ID.1380054 (Group Training Course),

NO. J1322073/ ID.1000656 (Country-Focused Training for
Zambia)

Program in Japan: From Oct. 16, 2013 to Nov. 15, 2013

This information pertains to one of the Training and Dialogue Programs of the Japan International Cooperation Agency (JICA), which shall be implemented as part of the Official Development Assistance of the Government of Japan based on bilateral agreement between both Governments.

I. Concept

Background

Many developing countries are still facing to difficulties in providing basic education appropriately in whole country for many reasons such as lacking of human resource, budget, equipment and facilities. Especially, regional disparities between urban and rural/remote area in respective countries are seriously occurred because of low accessibility to schools, and inadequate deployment of teachers etc. Those issues are required to be addressed imminently.

It is considered that basis of building sustainable measures to alleviate those disparities are to create and implement an appropriate administrative education policy. This program is designed to assist administrative officials in proposing the policies of improvement on educational disparities with the case studies in Japan.

Okinawa Prefecture, which is the southernmost regional government in Japan, is consist of numerous remote islands. This local government addressed to take measures for improvement on education problems in its remote area. In addition, Okinawa has an experience of reconstruction after the World War II, where used to be suffering from poor conditions with insufficient number of teachers, teaching materials, and facilities. By taking various measures to improve education systems, Okinawa succeeded in reconstruction of education.

This program aims to introduce the successful experience in Okinawa Prefecture, and provide participants with knowledge, skill, and key to solve the issues on domestic disparities in basic education.

For what?

This program aims to ensure the capacity development of administrative officials in basic education so that they are able to propose an action plan for improvement on domestic disparities in education in their countries.

For whom?

This program is offered for those who are responsible for planning and management of basic education in central and local governments which address to reducing domestic disparities for rural areas and the socially vulnerable.

How?

This course is designed to provide the opportunity to the participants,

- 1) to analyze the obstacles on disparities in basic education in their countries in comparison with those of Japan and other participating countries,
- 2) to obtain the clues to improve their current situation through learning the experience of promotion for equality of educational opportunity including remote area and the challenged in Okinawa Prefecture on educational administration.

II. Description

1. Title (J-No.):

Education Administration for Reducing Disparities in Basic Education

(J1300909: Group Training,
J1322073: Country-Focused Training for Zambia)

2. Period of program

October 16 to November 15, 2013

3. Target Regions or Countries:

- Afghanistan, Cook Islands, Egypt, Ghana, India, Nepal, Libya, Malawi, Solomon Islands, South Africa, Timor-Leste, Uruguay, Uzbekistan, Yemen, and Zimbabwe
- Zambia(Country-Focused)

4. Eligible / Target Organization

The program is designed for departments in charge of basic/primary education in Ministry of Education (central and local government)

5. Total Number of Participants

17 participants

6. Language to be used in this program: English

7. Program Objective:

The objective is that participants learn measures on reducing educational disparities in the quality and quantity of basic education within countries, from the experiences of Okinawa, Japan and the participants' countries and implement new actions by utilizing the acquired knowledge for the improvement of basic education disparities in each participant's country.

8. Overall Goal

Educational disparities in participant's countries will be improved by utilizing the acquired knowledge.

9. Expected Module Outputs and Contents:

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

| (1) Preliminary Phase in a participant's home country <i>Participants and their organizations make required preparation in the respective countries before the training in Japan</i> | |
|--|---|
| Expected Module Output | Activities |
| Job Report | <ul style="list-style-type: none"> • Analysis of current issues on regional disparities in education in your jurisdictional area and your organization • Formulation and submission of Job Report in accordance with ANNEX 1&2. |

| (2) Core Phase in Japan (October 16 to November 15, 2013) <i>Participants dispatched by the organizations attend the Program implemented in Japan.</i> | | |
|---|--|--|
| Expected Module Output | Subjects/Agendas | Methodology |
| (1) To describe the issue in the country and the region | <ul style="list-style-type: none"> - Job report presentation -Educational information extraction workshop | Consultation, Presentation and Discussion |
| (2) To understand the educational administration of Japan and Okinawa Prefecture | <ul style="list-style-type: none"> -Japanese education system etc. -Education of Okinawa Prefecture -Post-Conflict Reconstruction of Education -Approach for scholastic attainments improvement -The roll of Okinawa prefectural education center | Lecture, Observation, Exercise, and Discussion |

| | | |
|--|--|---|
| <p>(3) To learn about the approach of reducing disparities</p> | <ul style="list-style-type: none"> -The remote place and small-scale school in Okinawa -On the arrangement of the teacher and the training of the teacher -On the management of the school -The remote place education in Okinawa -On the human resource development and the teacher training -On the adult education and Social Education -On the economic disparities and poverty program -Special education -To visit Special education school -To participation in Okinawa Prefecture remote place education research (Tokashiki island) -Discussion with members concerned such as teachers and educational institutions | <p>Lecture, Observation and Discussion</p> |
| <p>(4) To study the importance of the education with regional characteristics in relation to disparity reduction</p> | <ul style="list-style-type: none"> -‘Peace education’ and ‘peace administration’ in Okinawa -Education harmonized with culture and history in Okinawa | <p>Lecture, Consultation, Presentation and Discussion</p> |
| <p>(5) To make the report for dissemination of acquired knowledge to stakeholders in home country</p> | <ul style="list-style-type: none"> -Review of the training -Compilation of learning in Okinawa -Analysis on the adoption and adaptation of the acquired knowledge to each country -Presentation and discussion | <p>Workshop, Self-study, Discussion and Presentation</p> |

(3) Finalization Phase in a participant’s home country
Participating organizations produce final outputs by making use of results brought back by participants. This phase marks the end of the Program.

| Expected Module Output | Activities |
|--|--|
| <p>The Learning will be disseminated in home country</p> | <ul style="list-style-type: none"> -Participants will disseminate what they learned in Japan, in a meeting/workshop where participants’ organization or the government holds - The result should be reported to JICA |

<Structure of the program>

1. Preliminary phase (activities in your home country):

Preparation and submission of the Job Report.

2. Core Phase (activities in Japan):

Topic outline is as follows (subject to changes),

1st week: Orientation

2nd week: Introduction and Problem Analysis

3rd week: The approach of reducing disparities

4th week: The activity with the trait based on the region

5th week: Summary

※ Model schedule is shown in Annex 3 for your information.
The schedule is subject to change without notice.

3. Finalization Phase (activities in home country):

Participants are expected to implement dissemination meeting/workshop in home country and report on its result to JICA within one (1) months after the training in Japan.

III. Conditions and Procedures for Application

1. Expectations for the Participating Organizations:

- (1) This program is designed primarily for organizations that intend to address specific issues or problems identified in their operation. Participating organizations are expected to use the project for those specific purposes.
- (2) This program is enriched with contents and facilitation schemes specially developed in collaboration with relevant prominent organizations in Japan. These special features enable the project to meet specific requirements of applying organizations and effectively facilitate them toward solutions for the issues and problems.
- (3) As this program is designed to facilitate organizations to come up with concrete solutions for their issues, participating organizations are expected to make due preparation before dispatching their participants to Japan by carrying out the activities of the Preliminary Phase described in section II -9 .
- (4) Participating organizations are also expected to make the best use of the results achieved by their participants in Japan by carrying out the activities of the Finalization Phase described in section II -9.

2. Nominee Qualifications:

Applying Organizations are expected to select nominees who meet the following qualifications.

(1) Essential Qualifications

- 1) Central and local educational administrative officials responsible for basic education.
- 2) Experience in the relevant field: have at least 5 years of working experience in the field of education
- 3) Educational Background: be university graduate or equivalent
- 4) Language: have a good command of English enough to make an oral presentation and write a report
- 5) Health: must be in good health, both physically and mentally, to participate in the Program in Japan
- 6) Must not be serving any form of military service.

(2) Desirable Qualifications

- 1) Expectations for the Participants: be related with JICA education programs will be preferable

3. Required Documents for Application

(1) **Application Form:** The Application Form is available at the respective country's JICA office or the Embassy of Japan.

(2) **Job Report:** to be submitted with Application Form. Formulate the report in accordance with 'ANNEX' of this General Information.

***Remarks: The Application Form and Job Report must be computer-printed, not handwritten.** (There are many applicants disqualified from the selection because of the illegible handwriting in the Application Form.)

*Pregnancy

Pregnant participants are strictly requested to attach the following documents in order to minimize the risk for their health.

- ① letter of the participant's consent to bear economic and physical risks
- ② letter of consent from the participant's supervisor
- ③ doctor's letter with agreement of his/her training participation.

Please ask National Staffs in JICA office for the details.

4. Procedure for Application and Selection :

(1) Submitting the Application Documents:

Closing date for application to the JICA Center in JAPAN: **August 28, 2013**

Note: Please confirm the closing date set by the respective country's JICA office or Embassy of Japan of your country to meet the final date in Japan.

(2) Selection:

After receiving the document(s) through due administrative procedures in the respective government, the respective country's JICA office (or Embassy of Japan) shall conduct screenings, and send the documents to the JICA Center in charge in Japan, which organizes this project. Selection shall be made by the JICA Center in consultation with the organizations concerned in Japan based on submitted documents according to qualifications. *The organization with intention to utilize the opportunity of this program will be highly valued in the selection.*

(3) Notice of Acceptance

Notification of results shall be made by the respective country's JICA office (or Embassy of Japan) to the respective Government by **not later than September 17, 2013**.

5. Conditions for Attendance:

- (1) to observe the schedule of the program,
- (2) not to change the program subjects or extend the period of stay in Japan,
- (3) not to bring any members of their family,
- (4) to return to their home countries at the end of the program in Japan according to the travel schedule designated by JICA,
- (5) to refrain from engaging in political activities, or any form of employment for profit or gain,
- (6) to observe Japanese laws and ordinances. If there is any violation of said laws and ordinances participants may be required to return part or all of the training expenditure depending on the severity of said violation,
- (7) to observe the rules and regulations of their place of accommodation and not to change the accommodation designated by JICA, and
- (8) to participate in the whole program including a preparatory phase prior to the program in Japan. Applying organizations are expected to carry out the actions described in section II -9 and section III-4 after receiving notice of acceptance for their nominees.

IV. Administrative Arrangements

1. Organizer:

(1) **Name:** JICA OKINAWA

(2) **Contact:** Training Program Division, JICA OKINAWA

E-mail: oictp@jica.go.jp

2. Implementing Partner:

(1) **Name:** NPO Lequiowings

(2) **E-mail:** info@lequiowings.org

(3) **URL:** <http://lequiowings.org/>

3. Travel to Japan:

(1) **Air Ticket:** The cost of a round-trip ticket between an international airport designated by JICA and Japan will be borne by JICA.

(2) **Travel Insurance:** Term of Insurance: From arrival to departure in Japan. The traveling time outside Japan shall not be covered.

4. Accommodation in Japan:

JICA will arrange the following accommodations for the participants in Japan:

JICA Okinawa International Center (OIC)

Address: 1143-1 Aza-Maeda, Urasoe-Shi, Okinawa 901-2552, Japan

TEL: +81-98-876-6000 FAX: +81-98-876-6014

(where "81" is the country code for Japan, and "98" is the local area code)

If there is no vacancy at JICA OKINAWA, JICA will arrange alternative accommodations for the participants. To know the JICA Okinawa's surroundings, please refer to the site of "**Kenshuin-Map**" at its URL,

<http://jica-net.jica.go.jp/dspace/handle/10410/727>

Then please click "[Kenshuin_map_big.aspx](#)" in the web page.

"**Kenshuin-Map**" was made by ex-participants of one of the JICA's multimedia training courses, "Digital Video Production for Dissemination and Enlightenment in JFY 2009", as an assignment of final workshop. This content introduces how to get to places for shopping, dining and exchanging foreign currencies, around JICA Okinawa International Center.

5. Expenses:

The following expenses will be provided for the participants by JICA:

(1) Allowances for accommodation, living expenses, outfit, and shipping

(2) Expenses for study tours (basically in the form of train tickets).

(3) Free medical care for participants who become ill after arriving in Japan (costs related to pre-existing illness, pregnancy, or dental treatment are not included)

(4) Expenses for program implementation, including materials

For more details, please see p. 9-16 of the brochure for participants titled “KENSHU-IN GUIDE BOOK,” which will be given to the selected participants before (or at the time of) the pre-departure orientation.

6. Pre-departure Orientation:

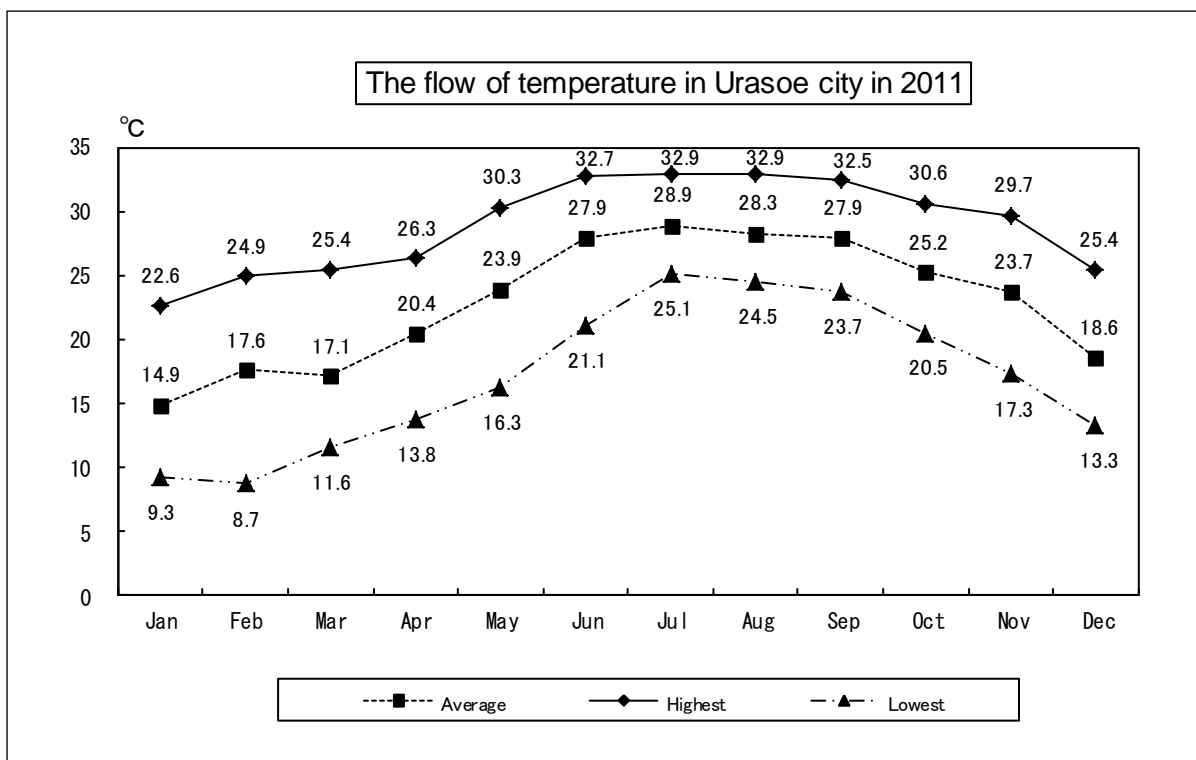
A pre-departure orientation will be held at the respective country’s JICA office (or Embassy of Japan), to provide participants with details on travel to Japan, conditions of the workshop, and other matters.

V. Other Information

1. Climate in Okinawa

Okinawa is located in sub-tropical zone (southern edge of Japan) however climate varies depending upon seasons. While it is hot as well as heavily humid in summer season (June through October), it becomes a bit chilly due to the strong windy in winter season (December through March). So, participants are recommended to bring suitable clothing (details are mentioned in below 4.)

The following diagram is the flow of temperature in Urasoe city where JICA Okinawa (or “Okinawa Kokusai Center” in Japanese) is located (Data source: <http://www.city.urasoe.lg.jp/images/library/File/kikakubu/kikaku/tokei/H23%E7%B5%B1%E8%A8%E3%81%86%E3%82%89%E3%81%9D%E3%81%88/01%E5%9C%9F%E5%9C%B01%EF%BD%9E.pdf>).



2. Main facilities in JICA OKINAWA

JICA OKINAWA is equipped with a variety of facilities for training and welfare activities such as seminar rooms, a library, a computer room (connected to the Internet), accommodation rooms (details are mentioned in below 3.), a dining hall, a clinic for medical consultation, a gym, a tennis court, a play-ground, a swimming pool (available from May to October), a Japanese-style room for tea ceremony and a recreation room.

Supplementary, “HALAL” meals for the Muslim and vegetarian meals are available in the dining hall.

3. Accommodation in JICA OKINAWA

JICA OKINAWA's accommodation building has three stories and 118 single rooms. Training participants basically use these single rooms. Every single room is furnished with a bed, a desk, a chair, a TV set equipped with video, a DVD player, room lamps, a safety box, a bathroom and a telephone set which enables you to call inside JICA OKINAWA and receive all incoming calls including international calls.

Accommodation building is equipped with laundry room on each floor. And also washing machines and irons are available for free. However, towels and toiletries are not available and cooking facility is not equipped. Cooking in the room is strictly prohibited.

4. Clothing

It is recommended to bring cool clothing for hot and humid season (September to November).

There are a few occasions like opening and closing ceremonies when training participants are kindly requested to wear formal clothing. Nevertheless, casual clothing is acceptable even during training hours of most of the training program.

It is welcomed to bring your national or traditional dress for cultural exchange activities that you are likely to join. And also any other items which may be used to exhibit your culture are welcomed (JICA OKINAWA has displays which introduce world culture to the visitors).

If your training program includes practices such as plant visit or outdoor activities, suitable uniform/clothing will be provided by JICA or a visiting site upon arrival.

5. Environmental conservation activities in JICA OKINAWA

JICA OKINAWA emphasizes on the environmental conservation activities such as energy saving, rubbish separation and recycling etc. JICA OKINAWA has been certified ISO14001 (International Organization for Standardization) since Oct, 2004 and renewed it in Oct, 2007. ISO 14001 is the international specification for an environmental management system. Therefore, training participants are also kindly requested to cooperate to these activities during stay in JICA OKINAWA. Details are instructed by a staff member of JICA OKINAWA at beginning of the training program.

6. Activities out of training program

JICA OKINAWA offers a various kinds of welfare activities for the participants such as a home-stay program to the local family, exposition of Japanese/Okinawa traditional cultures and Japanese language/conversation classes etc. Training participants can try any of them whenever sheets are available.

7. For your Information

Information of Okinawa is available at following URLs.

(1) Homepage of Urasoe city

Urasoecity:<http://www.city.urasoe.lg.jp/archive/8761234/kokusai/english/index.html>

Basic information of Urasoe city is covered in English.

(2) HP of Okinawa Prefecture: <http://www.pref.okinawa.jp/english/index.html>

Basic information of Okinawa prefecture is covered (Urasoe city is one of the municipalities of Okinawa prefecture) in English.

(3) HP of Okinawa Convention & Visitors Bureau: <http://www.ocvb.or.jp/en/>

More information is available at the reception of JICA OKINAWA.

VI. ANNEX:

ANNEX 1

The Format of Job Report

Following is the format of Job Report. Nominees are kindly requested to formulate and submit it together with Application Form. This report will be used for screening purpose.

*It is kindly required to be computer-printed in English, summarize on A4 size paper at maximum of three (3) pages and attach the information such as educational statistics besides this report in accordance with this format(refer to No.7).

| | |
|--|--|
| 1. Full Name | |
| 2. Country | |
| 3. Mail Address | |
| 4. Name of Organization | <i>(organization, department, section)</i> |
| 5. Roles and Responsibilities of your organization | |
| | |
| 6.The Outline of present situation on basic education in terms of disparities in your country | |
| 6-(1) Please state problems on basic education in terms of disparities in your country. (e.g. please also state existing policy on reduction of education disparities and present status.) | |
| | |
| 6-(2) Please state your analysis on what are the major factors of the problems mentioned in 6-(1) | |
| | |

| | |
|---|---|
| 6-(3)Please state your expectation to this training program for solving the problems mentioned in 6-(1) | |
| | |
| 7. Description of your present job in your organization | |
| 7-(1)Title of position | |
| 7-(2)Responsibilities and main actual activities | |
| 7-(3)Constraint/disincentive of performing your job | |
| 8.Appendices | Nominees are required to submit ANNEX2” Education Information Table.” |

Country : _____

Name : _____

- This table is designed to provide an understanding of basic education in your country as well as the current status of basic education in your jurisdictional area and organization. Because the information gives us important hints to optimize training programs, please do your best to collect as much accurate information as possible.
- This table includes items, questions, data sources, and Information sources. Enter your answer to the question column in the answer column (C), and enter where you get the grounds for your answer in the data source and information source columns (D).

1. Information related to education administration

- Answer following questions in a descriptive format.

| No. | (A) Item | (B) Question | (C) Answer | (D) Information source |
|-----|--|---|------------|------------------------|
| ① | Scope of basic education | How many years of basic education does your country provide? For example, Japan provides 9 years of compulsory education (six years of elementary school and three years of junior high school). | | |
| ② | Education al development policies and goals | Does your country have educational development policy or goal? If yes, give the name of the policy or goal and describe it. Also provide details on its relationship to the MDGs. | | |
| ③ | Statistics and data | Who (or which institute) collects statistical information on local basic education? | | |
| ④ | | How basic education information/data is collected and disclosed? | | |
| ⑤ | Personnel allocation in education al fields | Are teachers national government employees or local government employees? | | |
| ⑥ | Current status of disparities in basic education | Describe the current status of disparities in basic education between urban and rural areas. | | |

2. Comparison of nationwide and regional educational data

- Study the data shown below and provide your answers. The data should show the internal differences in your country.
- Each participant should select one specific area(*) for comparison and write the name of that area.
- You may choose your jurisdictional area. If you do not have a specific area that you are responsible for, please choose one that you are prioritizing in terms of reducing disparities.
- If no data is available for (2), conduct your own survey and enter the answers. Also indicate the source of the data or how it was collected in column (E).

**You can select any administrative unit (e.g. province, prefecture, zone, county, and district). Please write the area name with unit name.*

| No | (A) Item | (B) Question | (1) Nationwide data | | (2) Regional data (Name of the region: _____) | |
|----|---|--|-----------------------------|-----------------|--|-----------------|
| | | | (C) Answer | (D) Data source | (C) Answer | (E) Data source |
| ① | Basic Information | a)What is the population? b)What is the size of the area? | a) b) (km ²) | | a) b) (km ²) | |
| ② | Language used to teach students | What language is used in your country or region to educate students? | | | | |
| ③ | Overall elementary school attendance | Indicate overall school attendance (Gross Enrollment Ratio) in your country or region | % | | % | |
| ④ | Average percentage of students who repeat their elementary school year | Indicate the percentage of students who repeat their elementary school year in your country or region. | % | | % | |
| ⑤ | Attendance in the fifth school year of primary education (The fifth school year for students in Japan is the fifth year of elementary school) | Indicate the percentage of attendance in the fifth school year of primary education in your country or region. | % | | % | |
| ⑥ | Overall secondary education attendance | Indicate overall secondary education attendance in your country or region. | % | | % | |

| | | | | | | |
|---|---|---|----------------|--|----------------|--|
| ⑦ | Adult literacy | Indicate adult literacy in your country or region. | % | | % | |
| ⑧ | Educational budget | For those who answered Indicate the national or regional budget for education in US dollars. | US\$ | | US\$ | |
| ⑨ | | For those who answered Indicate the educational budget as a percentage of the national budget. (Answer (1) Nationwide issues only.) | % | | | |
| ⑩ | Personnel allocation in educational fields | Indicate the number of teachers and educational administrators in your country or region. | | | | |
| ⑪ | Number of students per teacher (Ratio of teachers to students) | How many students are headed by one teacher in your country or region? | | | | |
| ⑫ | Number of students per classroom | Indicate the number of students in a typical classroom in your country or region. | | | | |
| ⑬ | Number of students per school (building) | a) How many schools are there in total? b) How many students does a typical school have? c) Are the schools (buildings) in your country or region satisfactory? | a) b) c) | | a) b) c) | |

For questions on the table, contact Lequiowings (info@lequiowings.org).

ANNEX 3

Education Administration for Reducing Disparities in Basic Education

Annex3

Training Schedule (Tentative)

Abbreviations: L: Lecture, D: Discussion, WS: Workshop, P: Presentation, O: Observation, M: Move

| Date | Day | AM PM | Type | Contents | Lecturer | Venue |
|--------|-----|----------|------|---|--|---------------------|
| 16-Oct | Wed | | - | Arrive Okinawa | | |
| 17-Oct | Thu | | L | Briefing | JICA | OIC |
| 18-Oct | Fri | | L | General Orientation | JICA | OIC |
| 19-Oct | Sat | | | | | |
| 20-Oct | Sun | | | | | |
| 21-Oct | Mon | AM | L | 9:30 Opening ceremony 10:00 Course orientation | JICA Lequiwings | OIC |
| | | PM | WS | 13:00 Team building Workshop 16:00 Courtesy call to Urasoe City Mayor | Lequiwings | OIC |
| 22-Oct | Tue | AM | P | Presentation of Job report (Q & A) | Lequiwings | OIC |
| | | PM | P | | | |
| 23-Oct | Wed | AM | L | Japanese education system and law | The university of the ryukyus | OIC |
| | | PM | L | Regional educational system: Organization and role of Okinawa Prefectural board of education | Okinawa Prefectural board of education | Naha-city |
| 24-Oct | Thu | AM | L | Post-Conflict Reconstruction of Education in Okinawa | Mr. Akira YAMAUCHI | OIC |
| | | PM | WS | Educational information extraction workshop based on the job report | Lequiwings or JICA Advisor | OIC |
| 25-Oct | Fri | AM | L | The activities of Okinawa prefectural education center | Okinawa prefectural education center | Okinawa-city |
| | | PM | L | | | |
| 26-Oct | Sat | | | Day off | | |
| 27-Oct | Sun | | | Day off | | |
| 28-Oct | Mon | AM | L | Approach for scholastic attainments improvement「Dream・Ninufa Boshi Plan III」 | Lequiwings Advisor | OIC |
| | | PM | L | On established of "Certain scholastic attainments" | Okinawa Prefectural board of education | Nakagusuku Yonabaru |
| 29-Oct | Tue | AM | L | Home, Community, and school | Okinawa Prefectural board of education | OIC |
| | | PM | O | PTA activity of Okinawa Prefecture Social Education activity by self-governing organization and child association | PTA association of Okinawa | Urasoe-city |
| 30-Oct | Wed | AM | L | Personnel training in international society | Okinawa Prefectural board of education | OIC |
| | | PM | L | Teacher education in Okinawa Prefecture | The university of the ryukyus | OIC |
| 31-Oct | Thu | AM | L | Remote place education and special support education in Okinawa Prefecture | Okinawa Prefectural board of education Okinawa prefectural education center | OIC |
| | | PM | L | Remote island education project | The university of the ryukyus | OIC |
| 1-Nov | Fri | | M | Move:Urasoe-Tokashiki | | |
| | | | L | Okinawa Prefecture remote place education research (Tokashiki island) | Okinawa Prefectural board of education | Tokashiki |
| | | | M | Move:Tokashiki-Urasoe | | |
| 2-Nov | Sat | | | Day off | | |
| 3-Nov | Sun | | | Day off | | |

| | | | | | | |
|--------|-----|----|-----------------------------|--|--|-----------------|
| 4-Nov | Mon | AM | O | Activation of region Exchange with people in region Beach clean activity | Nanjyo city tourism association | Nanjyo-city |
| | | PM | O | About Educational tourism "Home Stay" To - Home stay receipt home | Nanjyo city tourism association | Nanjyo-city |
| 5-Nov | Tue | AM | O | Exchange of child and student in region | Chinen elementary school | Nanjyo-city |
| | | PM | O | Education with the culture and history | Okinawa Prefectural University of Arts | Naha-city |
| 6-Nov | Wed | AM | L | On the peace education | Okinawa Prefectural board of education | Itoman-city |
| | | PM | O | Okinawa Prefectural Peace Memorial Museum Cornerstone of Peace | Okinawa Prefectural Peace Memorial Museum | Itoman-city |
| 7-Nov | Thu | AM | Move:Urasoe-Miyakojima City | | | |
| | | PM | L | Cooperation of eco-island Miyakojima and education | Miyakojima city | Miyakojima-city |
| 8-Nov | Fri | AM | O | Gusukube elementary school | Miyakojima city board of education | Miyakojima-city |
| | | AM | O | Miyako Sougou Jitsugyo high school | Miyako Sougou Jitsugyo high school | Miyakojima-city |
| | | PM | Move:Miyakojima City-Urasoe | | | |
| 9-Nov | Sat | | | Day off | | |
| 10-Nov | Sun | | | Day off | | |
| 11-Nov | Mon | AM | WS | Method of educational administration planning, implementing, and evaluating | The university of the ryukyus or JICA advisor | OIC |
| | | PM | WS | | | |
| 12-Nov | Tue | AM | WS | Reviews of training Prepare discussion | Lequiwings | OIC |
| | | PM | D | Discussion with members concerned such as teachers and educational institutions | Okinawa Prefectural board of education Okinawa prefectural education center Lequiwings | Okinawa-city |
| 13-Nov | Wed | AM | WS | Workshop of practice idea sharing | Lequiwings | OIC |
| | | PM | WS | Plan-making to an applicable problem solution in the home country and the region | Lequiwings | OIC |
| 14-Nov | Thu | AM | P | Presentation of plan | Lequiwings | OIC |
| | | PM | - | Evaluation session, Closing ceremony | JICA | OIC |
| 15-Nov | Fri | | - | Departure | | |

For Your Reference

JICA and Capacity Development

The key concept underpinning JICA operations since its establishment in 1974 has been the conviction that “capacity development” is central to the socioeconomic development of any country, regardless of the specific operational scheme one may be undertaking, i.e. expert assignments, development projects, development study projects, training programs, JOCV programs, etc.

Within this wide range of programs, Training Programs have long occupied an important place in JICA operations. Conducted in Japan, they provide partner countries with opportunities to acquire practical knowledge accumulated in Japanese society. Participants dispatched by partner countries might find useful knowledge and re-create their own knowledge for enhancement of their own capacity or that of the organization and society to which they belong.

About 460 pre-organized programs cover a wide range of professional fields, ranging from education, health, infrastructure, energy, trade and finance, to agriculture, rural development, gender mainstreaming, and environmental protection. A variety of programs and are being customized to address the specific needs of different target organizations, such as policy-making organizations, service provision organizations, as well as research and academic institutions. Some programs are organized to target a certain group of countries with similar developmental challenges.

Japanese Development Experience

Japan was the first non-Western country to successfully modernize its society and industrialize its economy. At the core of this process, which started more than 140 years ago, was the “*adopt and adapt*” concept by which a wide range of appropriate skills and knowledge have been imported from developed countries; these skills and knowledge have been adapted and/or improved using local skills, knowledge and initiatives. They finally became internalized in Japanese society to suit its local needs and conditions.

From engineering technology to production management methods, most of the know-how that has enabled Japan to become what it is today has emanated from this “*adoption and adaptation*” process, which, of course, has been accompanied by countless failures and errors behind the success stories. We presume that such experiences, both successful and unsuccessful, will be useful to our partners who are trying to address the challenges currently faced by developing countries.

However, it is rather challenging to share with our partners this whole body of Japan’s developmental experience. This difficulty has to do, in part, with the challenge of explaining a body of “tacit knowledge,” a type of knowledge that cannot fully be expressed in words or numbers. Adding to this difficulty are the social and cultural systems of Japan that vastly differ from those of other Western industrialized countries, and hence still remain unfamiliar to many partner countries. Simply stated, coming to Japan might be one way of overcoming such a cultural gap.

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



CORRESPONDENCE

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