



# **TRAINING AND DIALOGUE PROGRAMS**

## **GENERAL INFORMATION ON**

**Environmental Education**

**集團研修「環境教育」**

**JFY 2012**

**<Type: Solution Creation / 類型：課題解決促進>**

**NO. J1200942 / ID. 1280258**

**From August 2012 to March 2013**

**Phases in Japan : From October 28, 2012 to December 1, 2012**

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**

As urbanization and industrialization develop, it is remarkable that the environmental and hygiene conditions of the cities of developing countries degrade - the water quality goes down and the problems of waste management rises.

In order to change and improve the situation, it is necessary to raise “environmental awareness” or deliver “environmental education” to nurture the cooperative attitude of the people. The targets of the activities are all the parties; the public administrators, companies, citizens (adults and children), and research institutes. While a budget is one of the obstacles everyone faces, “awareness raising of citizens” will be the key since it may leads to the big supporting power by the citizens to improve the declining condition of the environment.

Kitakyushu City, one of the largest industrial cities in Japan, has experienced severe pollution in 1960’s and 1970’s. Then the city tried to recover sound environmental condition and finally now it is known one of the environmental city in Japan or in the world.

This training intends to share the experience of Kitakyushu City by showing various examples of environmental education and awareness raising activities and its systems.

## **For what?**

This program is designed to how some ways to improve the environmental education activities in participating countries and regions.

## **For whom?**

This program is offered to the staffs in charge of environmental education for the citizens (including both children and adults) at the central or local government.

## **How?**

Participants will learn techniques and know-how in the field through lectures, observations, practices, and discussions. At the end of the program, participants will be requested present an Action Plan, utilizing contents of the program.

## **II. Description**

### **1. Title (J-No.)**

Environmental Education (J1200942)

### **2. Period of program**

**Duration of whole program:** August 2012 to March 2013

**Preliminary Phase:** August 2012 to October 2012  
(in a participant's home country)

**Core Phase in Japan:** October 28, 2012 to December 1, 2012

**Finalization Phase:** December 2012 to March 2013  
(in a participant's home country)

### **3. Target Regions or Countries**

Albania, Belize, Bosnia and Herzegovina, Fiji, Former Yugoslav Republic Of Macedonia, Honduras, Indonesia, Mexico, Mongolia, Mozambique, Peru, Philippines, Samoa, Solomon Islands, Timor-Leste

### **4. Eligible / Target Organization**

This program is designed for Governmental organizations (central and/or local) in charge of environmental education

### **5. Total Number of Participants**

15 participants

### **6. Language to be used in this program**

English

### **7. Program Objective**

Participants will be able to formulate & propose action plans to improve environmental education, utilizing the program.

### **8. Overall Goal**

Formulated action plans are implemented in each country.

## 9. Expected Module Output and Contents

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

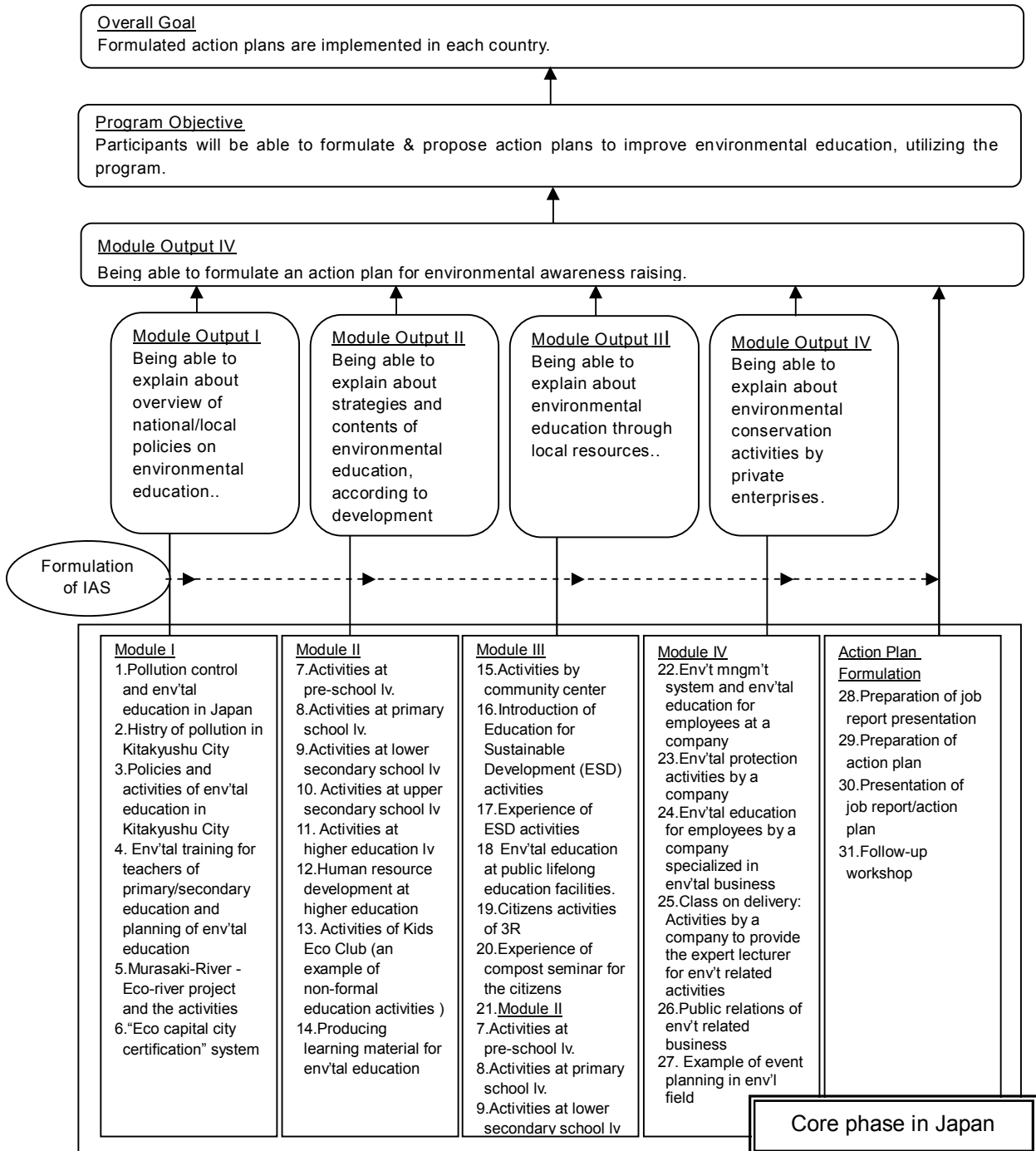
<b>(1) Preliminary Phase in a participant's home country (August 2012 to October 2012)</b>	
<i>Applying organizations are required to submit the Job Report and the Issue Analysis Sheet together with the application form for selection in Japan.</i>	
Objectives	Activities
Job Report & IAS	Formulation and submission of the job report and the issue analysis sheet (IAS) in PPT format

<b>(2) Core Phase in Japan (October 21, 2012 to December 22, 2012)</b>		
<i>Participants dispatched by the organizations attend the Program implemented in Japan.</i>		
Expected Module Output	Subjects	Methodology
1) Being able to explain about overview of national/local policies on environmental education.	<ol style="list-style-type: none"> <li>1. Pollution control and environmental education in Japan</li> <li>2. History of pollution in Kitakyushu City</li> <li>3. Policies and activities of environmental education in Kitakyushu City</li> <li>4. Environmental Training for teachers of primary/secondary education and planning of environmental education</li> <li>5. Murasaki-River - Eco-river project and the activities</li> <li>6. "Eco capital city certification" system</li> </ol>	Lecture, discussion, field visit
2) Being able to explain about strategies and contents of environmental education, according to development stages.	<ol style="list-style-type: none"> <li>7. Activities at pre-school level</li> <li>8. Activities at primary school level</li> <li>9. Activities at lower secondary school level</li> <li>10. Activities at upper secondary school level</li> <li>11. Activities at higher education level</li> <li>12. Human resource development at higher education</li> <li>13. Activities of Kids Eco Club (an example of non-formal education activities)</li> <li>14. Producing learning material for environmental education</li> </ol>	Lecture, discussion, exercise, field visit

3) Being able to explain about environmental education through local resources.	15. Activities by community center 16. Introduction of Education for Sustainable Development (ESD) activities 17. Experience of ESD activities 18. Environmental education at public lifelong education facilities 19. Citizens activities of 3R 20. Experience of compost seminar for the citizens 21. Asia Environmental Exchange Forum	Lecture, discussion, exercise, field visit
4) Being able to explain about environmental conservation activities by private enterprises.	22. Environment management system and environmental education for employees at a company 23. Environmental protection activities by a company 24. Environmental education for employees by a company specialized in environmental business 25. Class on delivery: Activities by a company to provide the expert lecturer for environment related activities 26. Public relations of environment related business 27. Example of event planning in environmental field	Lecture, discussion, exercise, field visit
5) Being able to formulate an action plan for environmental awareness raising.	28. Preparation of job report presentation 29. Preparation of action plan 30. Presentation of job report/action plan 31. Follow-up workshop	Discussion, presentation and report writing

<b>(3) Finalization Phase in a participant's home country (December 2012 to March 2013)</b>	
<i>Participating organizations produce final outputs by making use of results brought back by participants. This phase marks the end of the Program.</i>	
<b>Modules</b>	<b>Activities</b>
Implementation of the Action Plan will be recognized through final report	Proposals (Action Plans) formulated by participants are shared within their organizations, and discussed towards implementation.

# 10. Conceptual Framework of the Program



### **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.
- (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.

#### **2. Nominee Qualifications**

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

##### **(1) Essential Qualifications**

- 1) Current Duties: Staffs in charge of environmental education for the citizens (including both children and adults) at the central or local government. If the office has not started the environmental education yet, but has a plan to start soon, the staffs of those offices may apply as well.
- 2) Experience in the relevant field: have more than 3 years' experience in the field mentioned above (1).
- 3) Educational Background: be a graduate of university or equivalent level.
- 4) Language: have a competent command of spoken and written English which is equal to TOEFL CBT 250 or more (copy of the proof is preferable).
- 5) Age: be under 50 years of age.
- 6) Health: must be in good health, both physically and mentally, to participate in the Program in Japan.  
\*Please note that this training course includes site visits and practices, therefore, a lot of physical exercises will be required.
- 7) Must not be serving any form of military service.

##### **(2) Recommendable Qualifications**

- 1) Expectations for the Participants: preferably be in relation with past or on-going JICA projects focusing on environment such as waste management.
- 2) Others: Participants are expected to be familiar with PC operation, as there will be many chances for report writing and presentations.

### 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.

\*Pregnancy

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

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

Please ask National Staffs in JICA office for the details.

(2) **Job Report and Issue Analysis Sheet (IAS):** to be submitted with the application form. Fill in Annex I and II of this General Information, and submit it along with the application form. Job Report and IAS are necessary documents for screening of an applicant. Each participant will be required to present his/her Job Report and IAS in approx. 10 minutes in an early stage of the course. Visual materials such as PowerPoint and pictures may be helpful for your presentation if you bring them. When you use PowerPoint, it is preferable to use letters more than 24-point and not to use pictures on the background. An applicant should submit his/her IAS with approval of his/her supervisor and an IAS without approval of an applicant's supervisor is not accepted. The purpose of an IAS is to logically organize relationships between challenges of an applicant's organization and contents of fields to be covered in a training course. The sheet is to be utilized as a logical process control sheet to draw on improvement plans for challenges by filling out the sheet in phases from prior to a participant's arrival in Japan through the end of training. Participants accepted to the Course are requested to bring her/his IAS in electronic file when coming to Japan.

### 4. Procedure for Application and Selection

#### (1) Submitting the Application Documents

Closing date for application to the JICA Center in JAPAN: **September 6, 2012**

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 Japanese Embassy) 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 28, 2012.**



## **5. Conditions for Attendance**

- (1) to follow 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 accordance with 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.
- (8) to participate in the whole program including a preparatory phase prior to arrival in Japan. Applying organizations, after receiving notice of acceptance for their nominees, are expected to carry out the actions described in the previous sections.

## IV. Administrative Arrangements

### 1. Organizer

- (1) Name: JICA Kyushu
- (2) Contact: Ms. Hiroko Sannomaru (Sannomaru.Hiroko@jica.go.jp)

### 2. Implementing Partner

- (1) Name: Kitakyushu International Techno-cooperative Association (KITA)
- (2) URL: [http://www.kita.or.jp/english/e\\_index.html](http://www.kita.or.jp/english/e_index.html)
- (3) Remark: KITA has carried out JICA training projects since 1980, and over the period from 1980 to 2011 has accepted a total of 6,207 participants. The courses cover environmental policies, promotion of a recycling-oriented society, production techniques and facility maintenance as well as projects related to the improvement of work training management ability, and in 2011 it offers a total of 39 courses.

### 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:

<b>JICA Kyushu International Center (JICA KYUSHU)</b>	
Address: 2-1, Hirano 2-chome, Yahata Higashi-ku, Kitakyushu City, Fukuoka Prefecture 805-8505, Japan	
TEL: +81-93-671-6311	FAX: +81-93-671-0979
(where "81" is the country code for Japan, and "93" is the local area code)	

If there is no vacancy at JICA KYUSHU, JICA will arrange alternative accommodations for the participants. Please refer to facility guide of KIC at its URL, <http://www.jica.go.jp/english/contact/domestic.html>

### 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 the brochure for participants titled "KENSU-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 Japanese Embassy), to provide participants with details on travel to Japan, conditions of the workshop, and other matters.

## ***V. Other Information***

### **1. Reports and Presentation**

#### **(1) Job Report & Issue Analysis Sheet (IAS)**

As written in the previous page, each nominee is required to submit his/her own Job Report and IAS following the instruction in the previous sections. Participants will have a presentation of his/her Job Report & IAS up to 10 minutes at the earlier stage of the training program in order to share knowledge and background with other participants as well as the instructors. Visual materials such as Power Point and pictures may be helpful for your presentation if you bring them with you. When you use PowerPoint, it is preferable to use letters more than 24 points and not to use pictures on the background.

#### **(2) Action Plan**

Accepted participants are required to formulate an action plan at the end of the training program in Japan to show your ideas and plans, which you carry out after return home, reflecting the knowledge and method acquired from the training. Each participant will have 10 minutes for presentation.

#### **(3) Laptop**

Participants are requested to bring their own laptops upon arrival in Japan. They will be useful to take notes, modify reports, and prepare for presentations.

### **2. International Exchange Program with local communities**

JICA encourages international exchange between JICA participants and local communities. Participants will have a chance to visit elementary schools or junior high schools. Therefore, participants are recommended to bring their national costumes or crafts and materials such as CDs and photographs that will make the exchange program more fruitful.

### **3. Remarks**

JICA training is implemented for the purpose of development of human resources who will promote the advancement of the countries, but not for the enrichment of individuals or private companies. Matters of a trade secret and patent techniques will remain confidential and inaccessible during the training.

**Environment Education  
(JFY 2012)  
Job Report**

Name: \_\_\_\_\_  
Country: \_\_\_\_\_  
Organization and present post: \_\_\_\_\_  
E-mail: \_\_\_\_\_  
FAX: \_\_\_\_\_

Remarks 1: The Report should be typewritten in English (12-point font, appropriately spaced, A4 size paper) and total pages of the report should be limited to 3 pages (not including organization chart).

Remarks 2: Please don't forget checking the analysis sheet

Remarks 3: Each participant is required to have presentation in 10 minutes based on this Job Report at the early stage of the training for the purpose of making the training more effective and fruitful by comprehending the situations and problems of the participants each other.

Remarks 4: It is also requested to prepare a POWERPOINT for the presentation. When you use PowerPoint, it is preferable to use letters more than 24 points and not to use pictures on the background.

Remarks 5: Please itemize your answer and make them specific

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

(1) Main tasks of the organization

(Please include annual turnover or product amount, name of products and number of employees.)

(2) Organization chart

Please draw a chart of your organization including the department (section) names with the number of staffs in it and mark where you are positioned (The chart should be attached and not be counted in this page limit).

(1) Brief description of your assignments

**2. Existing challenges in your section (up to 1 page)**

(1) Challenges you are facing in your section (Please describe concrete details)

(2) Countermeasures for these challenges

(3) Obstacles in the process of solving those challenges

**3. Expectations for the training course (up to 1 page)**

- (1) Most interesting subjects or topics in this training course and reasons why do you pick up the subjects
  
- (2) How do you expect to apply skills and knowledge according the listed items in Curriculum after you return to your home country?
  
- (3) Other matters you are expecting for this course, if any.  
(Basically this training program is fixed and cannot be changed upon your request.)

## Issue Analysis Sheet (IAS) Guidelines

### 1. What is IAS?

- (1) IAS is a tool to logically organize relationships between issues and contents of the training program in Japan.
- (2) IAS will help the nominee to clarify his/her challenges to be covered in each expected module output and to formulate solutions to them.
- (3) The sheet is to be utilized as a logical process control sheet to draw up improvement plans for the issues by filling out the sheet in phases from prior to the nominee's arrival in Japan through to the end of the training.
- (4) In addition, it is used for the course leader and lecturers to understand the issues that each participant is facing, and provide him/her with technical advice, useful references and solutions through the training program in Japan.

### 2. How to fill out IAS?

- (1) Please describe issues your organization faces in column "A: Problems/challenges that your organization want to solve (or target that you want to achieve)". Prepare the separate rows for each problems; if necessary, please add new rows.
- (2) In column "B: What kind of information is necessary to solve those problems/challenges? (please explain as specifically as possible)", please write what kind of information you need to solve the issues in column "A", as detailed as possible.
- (3) Referring to the "List of Subjects" in the next page, please extract subjects which you think are deeply related to the items you have written in column "B", and write their Subject No. in column "C: What subjects (lecture/plant tour) do you most expect to get the information you need? And if you have any request for this subject, please describe it.", for example;
  - 1: Interested to know the latest international discussion results
  - 12: Information on the detailed measures taken by the city

You can input as many subjects as you think the subjects are related.

You do not need to input "Subject Titles" into the chart, but only "Subject No."

- (3) Please leave column "D: Relation to Action Plan (Not necessary before participating training course)", as this column is to be filled through the training program, following the guidance by the lecturers.

### 3. Remarks

- (1) IAS without approval of a nominee's superior is not accepted.
- (2) IAS is a key material for the screening of the nominees. The Japan side puts emphasize on its contents and then proceeds with the screening.
- (3) Accepted participants will make a presentation on the IAS and the job report at the beginning of the training program in Japan
- (4) Accepted participants are requested to bring this IAS in electronic file when coming to Japan.

## List of Subjects

\*The titles are tentative and may be the subject to minor changes.

Module Output	Subject No.	Subject Title (Tentative)	Description
1) Being able to explain about overview of national/local policies on environmental education.	1	Pollution control and environmental education in Japan	Lecture on overview the development of environmental education in Japan
	2	History of pollution in Kitakyushu City	Lecture on history on how the city and the citizens tried to retrieve the sound environment against pollution
	3	Policies and activities of environmental education in Kitakyushu City	Lecture on overview of environmental education in the city
	4	Environmental Training for teachers of primary/secondary education and planning of environmental education	Lecture on how the teachers plan and prepare the environmental education
	5	Murasaki-River - Eco-river project and the activities	Observation of a city planning project carried along Murasaki-River in the city– the project is designed to provide a field in which the citizens can learn about the environment
	6	“Eco capital city certification” system	Lecture that introduces about a certification system the city established to get more attention by the citizens towards environmental issues
2) Being able to explain about strategies and contents of environmental education, according to development stages.	7	Activities at pre-school level	Observation and idea exchange on environmental education activities at pre-school
	8	Activities at primary school level	Observation and idea exchange on education activities at primary school
	9	Activities at lower secondary school level	Observation and idea exchange on education activities at lower secondary school
	10	Activities at upper secondary school level	Observation and idea exchange on education activities at upper secondary school
	11	Activities at higher education level	Observation and idea exchange on education activities at higher education level
	12	Human resource development at higher education	Lecture on how a university train student for environmental field.

	13	Activities of Kids Eco Club (example of extra-curricular activities)	Observation and idea exchange on environmental education activities in non-formal education form (age from 3 to 18).
	14	Producing learning material for environmental education	Workshop on how to develop the learning material for environmental education
3) Being able to explain about environmental education through local resources.	15	Activities by community center	Observation and idea exchange on the role of community center in environmental education
	16	Introduction of Education for Sustainable Development (ESD) activities	Lecture to introduce ESD Activities – how the idea is established and how it is developed, the relationship with environmental education etc.
	17	Experience of ESD activities	Workshop to experience ESD activities
	18	Environmental education at public lifelong education facilities	Visit the “Environment Museum” of Kitakyushu City to learn what kind of activities are carried at those facilities
	19	Citizens activities of 3R	Observation and idea exchange on the 3R activities by a citizens’ groups
	20	Experience of compost seminar for the citizens	Workshop on “how to make a compost” seminar hosted by City Government and open to the citizens
	21	Asia Environmental Exchange Forum	Experience of an international environmental events hosted by Fukuoka Pref. The Forum will introduce various environmental technologies from Fukuoka to Asia
4) Being able to explain about environmental conservation activities by private enterprises.	22	Environment management system and environmental education for employees at a company	Lecture on the responsibility of companies towards environment and how they help their employees to learn about the environment
	23	Environmental protection activities by a company	Observation of a company that tries to put more emphasis on environmental protection
	24	Environmental education for employees by a company specialized in environmental business	Observation of how a company that runs environmental business (recycling and detoxification) trains its employees
	25	Class on delivery: Activities by a company to provide the expert lecturer for environment related activities	Observation of a service provided by energy company (gas) that delivers experts as lecturers when requested by a group of people who want to



			learn about the environment.
	26	Public relations of environment related business	Observation of PR activities at environment-related business project
	27	Example of event planning in environmental field	Lecture on how the preparation of the environmental event was carried by the expert of event planning from tourism division of the City
5) Being able to formulate an action plan for environmental awareness raising.	28	Preparation of job report presentation	Confirmation of the needs of the each participant
	29	Preparation of action plan	Drafting an action plan with the knowledge and information collected in the training course
	30	Presentation of job report/action plan	Presentation and Q&A of job reports and action plans
	31	Follow-up workshop	Workshop on how to actualize the action plan drafted by participants

**Annex II**

**Environmental Education (JFY2012)**

A: Problems/challenges that your organization want to solve (or target that you want to achieve)		B: What kind of information is necessary to solve those problems/challenges? (please explain as specifically as possible)		C: What subjects (lecture/facility tour) do you most expect to get the information you need? And if you have any request for this subject, please describe it.		D: Relation to Action Plan (Not necessary before participating training course)
				Subject No*	Your request to this subject	
1						
2						
3**						

\*Please see the "List of Subjects" attached.

\*\*If you need to describe more than 3 problems/challenges, please add new rows as you need.

Name of Supervisor: \_\_\_\_\_

Designation/Position of supervisor: \_\_\_\_\_

Signature: \_\_\_\_\_

## *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 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***

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

**JICA Kyushu International Center (JICA KYUSHU)**

**Address: 2-2-1 Hirano, Yahatahigashi-ku, Kitakyushu-shi, Fukuoka, 805-8505, Japan**

**TEL: +81-93-671-6311 FAX: +81-93-671-0979**