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வெளிநாட்டு வளங்கள் திணைக்களம்
Department of External Resources

මුදල් අමාත්‍යාංශය
මහලේකම් කාර්යාලය (3 වැනි මහල), තැ.පෙ. 277, කොළඹ 00100, ශ්‍රී ලංකාව

நிதி அமைச்சு
செயலகம் (3 ஆம் மாடி), த. பெ. இல. 277, கொழும்பு 00100, இலங்கை

Ministry of Finance
The Secretariat (3rd Floor), P.O. Box 277, Colombo 00100, Sri Lanka

Web Site:www.erd.gov.lk
e-mail: info@erd.gov.lk

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මගේ අංකය / எனது இல / My No: TA/JICA/S/1229

ඔබේ අංකය / உமது இல / Your No:

දිනය / திகதி / Date: 03 July 2019

ලැබුණා 09 JUL 2019 ACSP

Secretary
Ministry of Education

Attn: Officer In-charge of Foreign Training

Dear Sir,

Education System for Children with Disability – Promotion of Inclusive Education System Utilizing the Experience of Special Needs Education

From: 06 October to 09 November - 2019

The Japan International Cooperation Agency (JICA) has requested us to submit nominations from eligible Government officials of Sri Lanka for the above programme. The GI Booklet and the Application Form submitted by JICA in this regard are enclosed for your information please.

You are kindly requested to submit nominations from Non-formal Education Branch in line with the required qualifications mentioned in the "Nominee Qualifications" of the GI Booklet submitted by JICA. It is appreciated if you could submit two sets of applications along with the following documents ***on or before 13 August 2019.***

1. The duly filled Application Form for "JICA Knowledge Co-Creation Programme" **(hand written applications will not be accepted)** - Application Form can be downloaded from ERD public website.
2. Copy of the Nominee's English Score Sheet (e.g. TOEFL, TOEIC, IELTS)
3. Copy of the Passport
4. Country Report (Annex 01)
5. ERD Form 2 (Original only)

Please note that re-nomination of an official, already trained under a JICA programme will not be qualified for another JICA training programme within five (5) years of such training.

Your early response in this regard is highly appreciated.

Yours faithfully

L.A.Y. Darshanie De Silva
Director / TA Division
for Director General

Copies to: Chief Secretaries
All Provincial Councils
for your information pl.

අධ්‍යක්ෂ ජනරාල් / பணிப்பாளர் நாயகம் / Director General: 94-11-2484693
කාර්යාලය / அலுவலகம் / Office: 94-11-2484500, 94-11-2484600
ෆැක්ස් අංකය / தொலை நகல் / Fax: 94-11-2447633, 94-11-2387153, 94-11-2434876

Knowledge Co-Creation Program
(Group & Region Focus)

GENERAL INFORMATION ON
EDUCATION SYSTEM FOR CHILDREN WITH DISABILITY
-PROMOTION OF INCLUSIVE EDUCATION SYSTEM UTILIZING THE EXPERIENCE OF SPECIAL NEEDS EDUCATION-
課題別研修「障がいのある子どもへの教育制度～特別支援教育を活かしたインクルーシブ教育システムの構築～」
J-FY 2019
NO. 201984398J002
Course Period in Japan: Oct. 6, 2019 to Nov. 9, 2019

This information pertains to one of the JICA Knowledge Co-Creation Program (Group & Region Focus) 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.

'JICA Knowledge Co-Creation (KCC) Program' as a New Start

In the Development Cooperation Charter which is released from the Japanese Cabinet on February 2015, it is clearly pointed out that *"In its development cooperation, Japan has maintained the spirit of jointly creating things that suit partner countries while respecting ownership, intentions and intrinsic characteristics of the country concerned based on a field-oriented approach through dialogue and collaboration. It has also maintained the approach of building reciprocal relationships with developing countries in which both sides learn from each other and grow and develop together."* We believe that this 'Knowledge Co-Creation Program' will serve as a center of mutual learning process.

I. Concept

Background

This program serves to promote the educational goal (SDG 4) from the 2030 Agenda for Sustainable Development approved by the United Nations in September 2015, which is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

The program should contribute directly to efforts to eliminate gender disparities in education and to provide children with disabilities and other children in vulnerable positions with equal access to all levels of education and vocational training.

This training is offered as an action toward inclusive education, which is one of the five priority areas and approaches to maximize effectiveness of Japan's cooperation described in educational cooperation to achieve inclusive, equitable and quality Learning, which is the first guiding principle of the Japanese government's learning strategy for peace and growth: Achieving quality education through mutual learning (September 2015).

The training also promotes equity and inclusiveness, which together are one of the guiding principles of the JICA position paper in education cooperation (October 2015). Japan mainly takes the special needs education approach, with early involvement from preschool age and high rates of school attendance, which are the result of collaborative efforts by the government, research institutions, universities, schools and communities to improve the quality of schools and educators so that they can elicit student capacity to the fullest. In addition, inclusive education is being implemented in some areas. JICA has used the knowledge gained in Japan through efforts such as these to implement various projects (first and foremost, regional training in Asia for special needs education from 2010-2012) to support inclusive education and special needs education in developing countries.

For what?

This program aims to deepen the understanding of the concept and practices of inclusive education/ special needs education in the participating countries and to draft Action Plan for promotion of inclusive education/ special needs education.

For whom?

This program is offered to those who are involved in the policy-making process regarding administration of special needs education and inclusive education in Ministry of Education (central/local), Teacher Training Institution, University, and Schools for Special Needs Education.

How?

Japan is now seeking the way to provide education for all children at the same place. Meanwhile, the choices of a place to learn are provided in accordance with individual

educational needs, respecting the request of the child and his/her parents at the most.

In this program, learnings from the establishment process of Inclusive Education System in Japan is expected to be utilized as a reference to improve the education system for children with disabilities in each participating country.

II. Description

1. **Title(Course Number):**

   Education System for Children with Disability
   -Promotion of Inclusive Education System utilizing the experience of Special Needs Education- (201984398J002)

2. **Course Period in Japan:** October 6 to November 9, 2019

3. **Target Regions or Countries:**
   Bhutan Cook Islands, Eswatini, Fiji, Kenya, Laos, Lesotho, Maldives, Mauritius, Mongolia , Namibia, Sri Lanka, Tajikistan

4. **Eligible / Target Organization:**
   This program is designed for Ministry of Education (central/local), Teacher Training Institution, University, and School for Special Needs Education which is involved in the policy-making process regarding administration of special needs education and inclusive education.

5. **Course Capacity (Upper limit of Participants):** 15 participants

6. **Language to be used in this program:** English

7. **Course Objective**
   To deepen the understanding of the concept and practices of inclusive education/special needs education in each country and to draft Action Plan for promotion of inclusive education/special needs education.

   Japan is now seeking the way to provide education for all children at the same place. Meanwhile, the choices of a place to learn are provided in accordance with individual educational needs, respecting the request of the child and his/her parents at the most. In this program, learnings from the establishment of Inclusive Education System and Special Needs Education in Japan will be considered as a proposal to improve the education system for children with disabilities in participating countries.

8. **Overall Goal**
   To promote access and quality of education for children with disabilities in participating countries.

9. Expected Module Output and Contents

This program consists of the following components.

(1) **Preliminary Phase in home country** (September 2019) *Participating organization is expected to prepare for the Program.*	
Expected Module Output	Activities
Understand and summarize the current situation and issues of inclusive education / special needs education / education for children with disabilities in each participating country	To prepare and submit Inception Report to illustrate the current situation and challenges related to inclusive education / special needs education / education for children with disabilities. Detailed information is provided in III-5 and Annex-2

(2) Course Period in Japan (October 6 to November 9, 2019) *Participants dispatched by the organizations attend the Program implemented in Japan.*		
Expected Module Output	Subjects/Agendas	Methodology
[Module Output 1] Understand and summarize the current situation and issues of inclusive education / special needs education / education for children with disabilities in each participating country	- Understanding "Disability"; social model of disability - International trend of inclusive education / special needs education - National Institute of Special Needs Education: To learn Inclusive Education System / special needs education in Japan - Analysis of current situation and issues of inclusive education/special needs education / education for children with disabilities in each country and Japan	Lecture, Presentation, Discussion
[Module Output 2] Understand Inclusive Education System in Japan and can explain them to the stakeholders in each participating country	- Early Childhood Development (ECD) for children with disabilities and developmental delay in Japan - The administration system to implement Inclusive Education System in Japan - Teaching method of special needs education in Japan - Regular School: To observe a regular class and a class for special needs education - School for Special Needs Education: To observe a class for children with disabilities - Teacher training - Social participation of people with disabilities	Lecture, Visit Discussion

[Module Output 3] Propose the measures to be applicable for promotion of inclusive education/special needs education / education for children with disabilities in each participating country	Formulation and presentation of the draft Action Plan, reflecting the learnings from the program	Exercise, Discussion, Presentation

(3) Finalization Phase in home country (Nov 9, 2019 to Feb 17, 2020)
Participating organizations produce final Action Plan by making use of results to be brought back by the participants. This phase marks the end of the Program.

Expected Module Output	Activities
To submit final Action Plan	- Discuss and improve the draft Action Plan in the participating organizations - Approval of the Action Plan - Submission of Progress Report by Feb 17, 2020

<Tentative Schedule of Core Phase>

1st week (Oct. 6-Oct.12)

(1) Arrival in Japan
(2) Briefing for staying in Japan / Program Orientation
(3) Introduction to education and social welfare system in Japan
(4) Understanding "Disability" (social model of disability)
(5) International trend of inclusive education and its concept
(6) Importance of Early Childhood Development (ECD) for children with disabilities
(7) Presentation of Country Report and Inception Report

2nd week (Oct.13-Oct.19)

(1) Policies and support services for children with disabilities in Yokohama city
(2) Visit a center for therapeutic care and education
(3) Visit a kindergarten
(4) Policies and practices of inclusive education in Yokohama city
(5) Visit regular elementary schools as an example of Inclusive Education System
(6) Reasonable accommodation and individual education plan
(7) Visit National Institute of Special Needs Education (NISE)

3rd week (Oct.20-Oct.26)

(1) Inclusive Education System / special needs education in Japan, and its

process of development, law and legislation, administration, and finance (visit National Institution of Special Needs Education)

(2) Visit schools for special needs education (for children with visual impairment, and hearing impairment physical disabilities, and intellectual disabilities)

(3) Teacher training for inclusive education / special needs education

(4) Career education at schools for special needs education

4th week (Oct.27-Nov.2)

(1) Study trip to Kansai-area to observe practices of inclusive education at schools

(2) Group discussions with persons with disabilities and parents of children with disabilities on inclusive education

5th week (Nov.3-Nov.9)

(1) Final review of the program and formulation of draft Action Plan

(2) Realization of inclusive society through sport

(3) Social participation of persons with disabilities (visit a company where persons with intellectual disabilities work)

(4) Presentation of the draft Action Plan

(5) Evaluation meeting and closing ceremony of the program

(6) Leave for home country

III. Conditions and Procedures for Application

1. Expectations from 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 program 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 program 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 essential qualifications.

Essential Qualifications

(1) Target Organizations: Ministry of Education (central/local), Teacher Training Institution, University and school for special needs education/inclusive schools.

(2) Current Duties: to be involved in the policy-making process in the field of inclusive education / special needs education / education for children with disabilities

(3) Experience in the relevant field: have at least five (5) years of work experience in administration of inclusive education / special needs education / education for children with disabilities, and who have worked in their current position for at least one (1) year

(i) Ministry of Education (central/local) officials in the field of inclusive education / special needs education / education for children with disabilities

(ii) Those who are responsible for the fields of inclusive education / special needs education / education for children with disabilities in Teacher Training Institution

(iii) University researchers in the fields of inclusive education / special needs education / education for children with disabilities

(iv) Teachers who specialize in special needs education and currently work for children with special needs at school (core teachers that can lead training and

provide instruction)

(4) Educational Background: be a graduate of university,

(5) Language: have a competent command of spoken and written English (This program includes active participation in discussions, Action Plan development, thus requires high competence of English ability. Please attach an official certificate for English ability such as TOEFL, TOEIC etc., if possible),

(6) Health: must be in good health, both physically and mentally, to participate in the Program in Japan. Pregnant applicants are not recommended to apply due to the potential risk of health and life issues of mother and fetus,

(7) PC Skills: having basic computer skills of MS-Word, Excel and Power Point is desirable because this course has a lot of exercises to prepare reports and presentation materials by computer. It is also required to have access to e-mail.

(8) Age: be under fifty (50) years old

Recommendable Qualification

Gender Consideration: JICA is promoting Gender equality. Women are encouraged to apply for the program.

3. Required Documents for Application

(1) **Application Form**: The Application Form is available at the JICA office (or the Embassy of Japan)

(2) **Photocopy of passport**: to be submitted with the application form, if you possess your passport which you will carry when entering Japan for this program. If not, you are requested to submit its photocopy as soon as you obtain it.
*Photocopy should include the followings:
Name, Date of birth, Nationality, Sex, Passport number and Expire date.

(3) **Nominee's English Score Sheet**: to be submitted with the application form. If you have any official documentation of English ability (e.g., TOEFL, TOEIC, IELTS), please attach it (or a copy) to the application form.

(4) **Country Report**: to be submitted with the application form. Fill in Annex -1 of this General Information, and submit it along with the Application Form.

4. Procedures for Application and Selection:

(1) **Submission of the Application Documents:**
Closing date for applications: Please inquire to the JICA office (or the Embassy of Japan).
After receiving applications, the JICA office (or the Embassy of Japan) will send them to **the JICA center in JAPAN** by **August 23, 2019**.

Deadline of A2A3 application in JICA Sri Lanka office is 16/08/2019

(2) **Selection:**
After receiving the documents through proper channels from your government,

the JICA office (or the Embassy of Japan) will conduct screenings, and then forward the documents to the JICA Center. Selection will be made by the JICA Center in consultation with the concerned organizations in Japan. *The applying organization with the best intention to utilize the opportunity of this program will be highly valued in the selection.* Qualifications of applicants who belong to the military or other military-related organizations and/or who are enlisted in the military will be examined by the Government of Japan on a case-by-case basis, consistent with the Development Cooperation Charter of Japan, taking into consideration their duties, positions in the organization, and other relevant information in a comprehensive manner.

(3) **Notice of Acceptance**

Notification of results will be made by the respective country's JICA office (or Embassy of Japan) to the respective Government by **not later than August 30, 2019**.

5. Document(s) to be submitted by accepted participants:

Inception Report -- to be submitted by **September 17, 2019.**

Before coming to Japan, only accepted participants are required to prepare an Inception Report (detailed information is provided in Annex-2). The report should be sent to JICA by **September 17, 2019**, preferably by e-mail to **<yictt1@jica.go.jp>**.

◆Remarks:

Participant is requested to present and discuss on the Country Report and Inception Report at the beginning of the Core Phase in Japan. In this regard, preparation of the report with Power Point data would be recommended. Presentation of each participant may be for 20 minutes and 10 PPT slides are recommended.

	Contents for the presentation
1	1) Information on general education in your country (Education system, number of students, enrolment rate etc.) 2) Information on children with disabilities (number of children with disabilities (CWDs), enrolment rate, etc.)
2	Definition of Disability, Special Needs Education (SNE), and Inclusive Education (IE) in your country (in policy)
3	Information on education for children with disabilities ➢ Early Childhood Development for CWDs ➢ Contents and Methods on SNE and IE ➢ Teacher Training ➢ Social Participation
4	Issue and challenge of your main focus in this training

6. Conditions for Attendance:

(1) to strictly adhere to the program schedule,

(2) not to change the program topics,

(3) not to extend the period of stay in Japan

(4) not to be accompanied by family members during the program,

(5) to return to their home countries at the end of the program in Japan according to the travel schedule designated by JICA,

(6) to refrain from engaging in any political activities, or any form of employment for profit or gain,

(7) 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,

(8) to observe the rules and regulations of their place of the accommodation and not to change the accommodation designated by JICA, and

(9) to participate the whole program including a preparatory phase prior to the program in Japan. Applying organizations, after receiving notice of acceptance for their nominees, are expected to carry out the actions described in section II-9 and III-5.

IV. Administrative Arrangements

1. **Organizer:**
   (1) Name: JICA Yokohama
   (2) Contact: Ms. Keiko FUJINO (victt1@jica.go.jp)

2. **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: Coverage is from time of arrival up to departure in Japan. Thus traveling time outside Japan will not be covered.

3. **Accommodation in Japan:**
   JICA will arrange the following accommodations for the participants in Japan:

JICA Yokohama Center (JICA Yokohama)
Address: 2-3-1, Shinko, Naka-ku, Yokohama, Kanagawa, 231-0001, Japan
TEL: 81-45-663-3253 FAX: 81-45-663-3265
(where "81" is the country code for Japan, and "45" is the local area code)

   If there is no vacancy at JICA Yokohama, JICA will arrange alternative accommodations for the participants.

   Expenses:
   The following expenses will be provided for the participants by JICA:
   (1) Allowances for accommodation, meals, 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 "III. ALLOWANCES" of the brochure for participants titled "KENSHU-IN GUIDE BOOK," which will be given to the selected participants before departure for Japan.

4. **Implementing Partner:**
   (1) Name: Koei Research & Consulting Inc.
   (2) Address:
   4-2-7 Kojimachi, Chiyoda-ku, Tokyo 102-0083, Japan
   (3) Remark: Since its establishment in 1995, Koei Research & Consulting Inc. (former KRI International Corp.) has been providing consulting services in the areas of education, human resources development, regional and community development, and finance and management with quality and integrity to fulfill our responsibility as a reliable partner for international development.

5. **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

Traditional clothing and items

There are a few occasions like closing ceremonies, when the participants may wear formal clothing.

It is recommended to bring your national or traditional dress for closing ceremonies, school visits, or other events.

Additionally, bringing some visual materials like photos, donation of any handicrafts and folk crafts items which could be exhibited to share your culture is welcomed.

PC

Since participant is required to prepare reports and presentation during the program, please bring a notebook computer.

VI. ANNEX:

Annex-1

※ Please prepare the Country Report in an electronic file (Word file), and **submit along with the Application Form**.

※ This electronic format is available at the JICA office (or the Embassy of Japan).

Country Report

Knowledge Co-Creation Program (Group & Region Focus)
Education System for Children with Disability
-Promotion of Inclusive Education System utilizing the experience of Special Needs Education-
201984398J002

Country: Country Name

Name: Your Name

Position: Your Position

Organization: Your Organization

1. Please fill in the following table.

General Information of your country					
Total Population		*(people)*	Area		*(km2)*
Number(No.) of children (under 15years old)		*(children)*	No. of children with disabilities (CWDs)		*(children)*
Educational Situation					
Primary Education *(Please indicate the reference of the data)*					
Enrollment Age		*(years old)*	Duration		*(years)*
Gross Enrollment Rate		*(%)*	Net Enrollment Rate		*(%)*
No. of Regular school		*(schools)*	No. of students in regular school		*(students)*
			No. of CWDs in regular schools		*(students)*
No. of School for CWDs		*(schools)*	No. of CWDs in the schools for CWDs		*(students)*
References for the data above:					
Lower Secondary Education *(Please indicate the reference of the data)*					
Enrollment Age		*(years old)*	Duration		*(years)*
Gross Enrollment Rate		*(%)*	Net Enrollment Rate		*(%)*
No. of Regular school		*(schools)*	No. of students in regular school		*(schools)*
			No. of CWDs in regular schools		*(students)*
No. of School for CWDs		*(schools)*	No. of CWDs in the schools for CWDs		*(schools)*
References for the data above:					

Definition of Terms	
※ Please describe the definition of each term in your country. (Please indicate reference if any.)	
"Disability"	***Reference:***
"Inclusive Education"	***Reference:***

2. Please describe the following topics (at maximum of 5 pages).

1. Background

[Points to be covered]

- *General Information about your country, Education system (administrative organization, etc.)*

2. General Information about children/people with disabilities in your country

[Points to be covered]

- *Categories of disabilities in your country. Number of children/people with disabilities in total and by the category*
- *National policy on children/people with disabilities (including disability registration/certificate system)*
- *Status of ratification of the Convention on the Rights Persons with Disabilities*

3. Early childhood development (ECD) for children with disabilities

[Points to be covered]

- *Early identification and early intervention for children with disabilities (who makes a diagnosis, etc.)*
- *Pre-primary education or support services (ECD programs) for children with disabilities*

4. Contents and methods of inclusive education / special needs education / education for children with disabilities

[Points to be covered]

- *National policy on education for children with disabilities*
- *Educational situation of children with disabilities: enrollment rate, completion rate, drop-out rate in primary/secondary education*
- *Number and rate of children with disabilities who study in schools for children with disabilities and who study in regular schools*
- *Curriculum for inclusive education / special needs education*
- *Support for children with disabilities, including subsidy*

5. Teacher Training in inclusive education / special needs education / education for children with disabilities

[Points to be covered]

- *Number of institutions and the curriculum for pre-service and in-service teacher training for inclusive education / special needs education / education for children with disabilities*
- *Requirement/qualification to be a teacher for inclusive education / special needs education / education for children with disabilities*

6. Social Participation of people with disabilities

[Points to be covered]

- *Working environment for people with disabilities, employment rate, etc.*
- *National policy to support/promote participation or employment of people with disabilities*

Annex-2

※1 Please prepare the Inception Report in an electronic file (Word file), and submit to JICA by **September 17, 2019**, preferably by e-mail to **yictt1@jica.go.jp.**

※2 This electronic format is available at the JICA office (or the Embassy of Japan).

Inception Report

Knowledge Co-Creation Program (Group & Region Focus)
Education System for Children with Disability
-Promotion of Inclusive Education System utilizing the experience of Special Needs Education-
201984398J002

Country: Country Name

Name: Your Name

Position: Your Position

Organization: Your Organization

◆ **Please describe the following topics (at maximum of 3 pages).**

1. **One major** challenge that your country faces in each of the following areas to promote inclusive education / special needs education / education for children with disabilities

Early childhood development for children with disabilities
Contents and methods on Inclusive Education / Special Needs Education / Education for children with disabilities
Teacher Training in Inclusive Education / Special Needs Education / Education for children with disabilities
Social Participation of people with disabilities
Others

2. Main issue that **YOU** would like to focus on through/after the training

- *Describe main issue that you would like to focus on and explain about the issue in detail*
- *How it relates to your work*
- *Analyze the issue and describe reasons/causes of the issue*

3. Good practice in this respective area to share with other participants, if any

◆Remarks

You will present your CR/IR at the beginning of the program. Presentation of each participant may be for 20 minutes and 10 PPT slides are recommended (see the following table). You are encouraged to use photo or video clip of practices related to PWDs/ CWDs at the presentation.

	Contents for the presentation
1	1) Information on general education in your country (Education system, number of students, enrolment rate etc.) 2) Information on children with disabilities (number of children with disabilities (CWDs), enrolment rate, etc.)
2	Definition of Disability, Special Needs Education (SNE), and Inclusive Education (IE) in your country (in policy)
3	Information on education for children with disabilities ➢ Early Childhood Development for CWDs ➢ Contents and Methods on SNE and IE ➢ Teacher Training ➢ Social Participation
4	Issue and challenge of your main focus in this training

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.

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