

REQUEST FOR JICA VOLUNTEERS

Important Information and conditions

- 1) Kindly answer **all** the questions on the request form.
- 2) If you have more than one request, please fill it out on a separate request form.
- 3) The standard processing time for a request is 1 year; therefore, the volunteer will only be dispatched the following year.
- 4) The long-term volunteers are posted for a period of 2 years. The short-term volunteers are dispatched for 1-10 months.
- 5) Please indicate on the request form whether you will require volunteers to go on field research/work away from their work stations.
- 6) Please be informed that in terms of the location of the volunteer postings, the volunteers should have access to public transportation and shops (i.e. grocery stores).
- 7) With regards to qualifications of volunteers with technical requirements, the Japanese education system gives specific technical expertise certification/degrees. High priority is also given to work experience.
- 8) Kindly answer **all** the questions on the request form and please sign it in the end.

REQUEST FOR JICA VOLUNTEERS

1. GENERAL INFORMATION

(1) Name, address and telephone number of the organization, which requests the Volunteer:

(2) Function and major activities of the organization: (* *preferably with an organizational structure chart*)

(3) Annual budget of the organization:

(4) Name of requesting ministry and department / division / unit to which the volunteer is attached:

(5) Number of volunteers required in this field:

(6) Type of volunteer required (please choose one):

Long Term (2 years)

Short Term (1 Month ~ 1 year)

2. JOB DESCRIPTION OF THE VOLUNTEER

(1) Reasons for the request for the Volunteer:

(2) Post to be given to the Volunteer:

(3) Actual work to be requested to the Volunteer:

(4) Outcome expected from the assignment (i.e. knowledge exchange):

(5) Equipment available for the Volunteer that already exists (model, maker, etc.)(* *if possible please attach an equipment list*):

3. OFFICERS OF THE REQUESTING ORGANIZATION

(1) Name and position of the supervisor whom the Volunteer can get access to:

(2) Staffs / colleagues/counterparts information:

Name	Age	Educational Background	Technical/Work Experience	Position

(3) Technical level of the people whom the Volunteer will work with (e.g. students, trainees, farmers):

4. REQUIREMENT FOR THE VOLUNTEER

(1) Technical field:

(2) Sex (specify if either sex should be excluded):

(3) Type of assignment (New / Extension / Successor):

(If this type is "Extension" or "Successor", please show whose extension or successor it is.)*

(4) Expected date and period of assignment:

(5) Required minimum educational background:

(6) Required minimum technical experience (year):

(7) Other qualification and experience (if any):

(8) Language (name, level):

5. FACILITIES TO BE PROVIDED TO THE VOLUNTEER

(1) Office Space:

Desk and chair will be provided Access to computer Access to internet

2) Accommodation:

will be provided free--- Full furnished / Semi-furnished / Not furnished
Electricity available / Not available

will be subsidized

(3) Geography: Altitude of the location: _____ meters, Temperature _____, The nearest town/city is (name) _____ which is _____ kms by means of _____, and takes approximately _____ hour(s)

(4) Transport:

will be provided free, when official

will be subsidized

will not be provided

(5) Medical care:

will be provided free at _____

otherwise (please specify) _____

(6) Authorized annual leave:

(7) Working hours:

6. OTHER INFORMATION (FOREIGN ASSISTANCE)

Financial support ---- Name of the country
Approximate amount

Expert(s) ----- Name of organization

Volunteer(s) ----- Name of organization

7. CORRESPONDENCE

** Name and address of the official to whom correspondence regarding this application should be forwarded.*

(Date)

(Signature)

(Name)

(Title, Ministry)

GENERAL OVERVIEW OF THE PROGRAM

OUR OBJECTIVES

- (1) TO COOPERATE IN THE ECONOMIC AND SOCIAL DEVELOPMENT, AS WELL AS THE RECONSTRUCTION OF DEVELOPING COUNTRIES
- (2) TO DEEPEN MUTUAL UNDERSTANDING AND COEXISTENCE IN CROSS-CULTURAL SOCIETIES
- (3) TO GIVE BACK THE VOLUNTEER EXPERIENCE TO SOCIETY



Types of JICA Volunteers

JOCV

Senior Volunteers
(SV)

Short Term
Volunteer

Long Term
Volunteers

RECOMMENDED

PARTNER ORG. RESPONSIBILITIES

“HOW DO JICA VOLUNTEERS WORK IN BHUTAN?”

WORK DIRECTLY WITH COUNTERPARTS AT THE GRASSROOTS LEVEL

WORK TOGETHER WITH HOST ORGANIZATIONS TO FIND SOLUTIONS TO CHALLENGES LOCALLY!

RESPECT LOCAL WAYS

INDEPENDENT LEADERSHIP

NOT ATTACHED TO BIG PROJECTS

NO BUDGET FOR THEIR ACTIVITIES

PROVISION OF A SUITABLE ACCOMMODATION WITH FINANCIAL SUPPORT

LEAVE ENTITLEMENT ASSIGNMENT OF COUNTERPART

PROVISION OF DAILY ALLOWANCE (DA) WHILE ON OFFICIAL TRAVEL

RESTRICTION OF MOVEMENT

DRAFTING WORK PLAN AND LIST OF ACTIVITIES

PROVISION OF ADEQUATE MEANS OF TRANSPORTATION IF REQUIRED BY NATURE OF ASSIGNMENT.

JICA Volunteer Program (JOCV)

➤ Objectives of this program

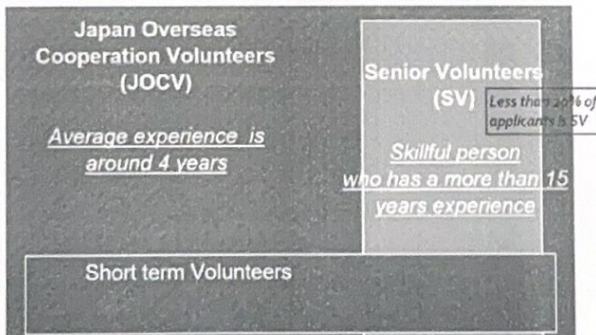
1. To cooperate in economic and social development, as well as in the reconstruction of recipient countries
2. To promote close friendship and deepen mutual understanding between recipient country and Japan
3. To develop international perspectives and give back the experience to the Japanese community

➤ How do JICA Volunteers in Bhutan work?

- Work directly with counterparts at the grass root level
- Respect local ways
- Independent
- Not attached to big projects
- Together with Host organization find solutions to challenges
- No Budget for their activities



➤ Types of Volunteers



➤ Recruitment

Two times a year in Japan

- Screening by application documents
 Technical screening, Language screening, Health screening
- Interviews (Personality, Technical skill)
- Practical exam (as needed)
- Additional health check (as needed)

JICA Volunteers; Categories of Specialties (English)

* Only applicable for Nikkei Communities Volunteers

Planning/Government		Public Works / Utilities		Agriculture/ Forestry / Fishery		Mining and Manufacturing		Energy		Business / Tourism		Human Resources		Health / Health Care		Social Welfare Services			
New	Specialty	New	Specialty	New	Specialty	New	Specialty	New	Specialty	New	Specialty	New	Specialty	New	Specialty	New	Specialty		
A101	Community Development	B101	Water quality analysis	C101	Food Crops & Rice Culture	D101	Mining	E101	Fossil Fuel Development and Utilization	F101	Export Promotion	G101	Youth Activities	G158	Science Education	H101	Medicine	I101	Social Work
A201	Public Administration	B111	Water Supply	C102	Flower Growing	D201	Chemistry and Applied Chemistry	E102	Renewable Energy & Energy Efficiency	F111	Business Administration	G102	Environmental Education	G159	Mathematics Education	H102	Dentistry	I102	Welfare and Education for Persons with Disabilities
A202	Identification and Forensic Science Criminal Investigation	B121	Sewerage	C103	Vegetable Growing	D211	Metalworking	E111	Electric Power	F112	Quality Management and Productivity Improvement	G103	Employment Support	G160	Industrial Education	H103	Dental Hygiene	I103	Assistive Products
A203	Traffic Safety	B131	Waste Treatment	C104	Fruit Growing	D221	Sheet Metal Work			F113	Marketing	G111	Aerobics	G161	Physical Education	H104	Dental Technology	I104	Caring for the Elderly
A204	Disaster Risk Reduction and Management	B201	Road Construction	C105	Biotechnology	D222	Welding			F201	Tourism	G112	Track and Field	G181	Literacy Education	H105	Nursing	I111	Occupational Safety and Health
A211	Financial Service and Administration	B211	Railway Technology	C106	Mushroom Culture	D223	Non-destructive Inspection					G113	Gymnastics	G182	Primary School Education	H106	Public Health Nursing		
A221	Environmental Administration	B221	Marine Navigation	C107	Disease and Pest Control	D224	Painting and Coating					G114	Rhythmic Sportive Gymnastics	G183	Early Childhood Education	H107	Midwifery	J101	Group Facilitator
A231	Statistics	B231	Harbor management	C108	Soils and Fertilizers	D225	Shipbuilding					G115	Swimming	G201	Mechanical Engineering	H108	Laboratory Technology	J102	Group Facilitator(JV)
A241	Information Communication Technology	B241	Air Traffic Control	C109	Agricultural Cooperatives	D226	Power Generation Technology					G116	Synchronized Swimming	G202	Electronic Engineering	H109	X-ray Technology		
		B242	Airports and Airworthiness	C110	Agricultural and Forestry Statistics	D227	Machine Tools					G117	Water Polo	G203	Environmental and Sanitary Engineering	H110	Pharmacy		
		B251	Seismic Disaster Risk Reduction	C121	Sericulture	D228	Refrigeration & Air Conditioning					G118	Tennis	G204	Drawing	H111	Acupuncture Moxa Cautery Massage		
		B252	Meteorology	C131	Agricultural Civil Engineering	D229	Precision Instruments					G119	Table Tennis	G205	Economics	H112	Speech Therapy		
		B301	Civil Engineering	C141	Agricultural Machinery	D230	Electric and Electronic Apparatus					G120	Badminton	G206	Sociology and Cultural Anthropology	H113	Occupational Therapy		
		B311	River Management and SABO	C151	Agricultural Products Processing	D231	Electric and Electronic Equipment					G121	Volleyball	G207	Journalism	H114	Physical Therapy		
		B321	Hydro Engineering	C201	Animal Husbandry	D232	Audio-visual Equipment					G122	Basketball	G208	Science	H115	Medical Instruments		
		B331	Town Planning	C202	Feed and Forage Crops	D233	Construction Machinery					G123	Softball	G209	Archaeology	H116	Hospital Administration Management		
		B332	Landscape Architecture	C203	Bee-keeping	D234	Marine Engines					G124	Baseball	G210	Geology	H131	Nutrition		
		B341	Architecture	C211	Veterinary Medicine	D235	Automobile Maintenance					G125	Handball	G211	Ecological Research	H132	Public Health		
		B342	Architecture Utilities	C221	Livestock & Dairy Products Processing	D241	Textiles					G126	Soccer	G212	Botany	H133	Infection and HIV/AIDS Control		
		B351	Surveying	C301	Forestry and Afforestation	D251	Bamboo Craft					G127	Wrestling	G213	Zoology	H134	Microbiology & Chemical Analysis		
		B401	Film Production	C302	Wood Processing	D252	Carpentry					G128	Fencing	G214	Library Science	H135	School Health		
		B411	Telecommunications	C401	Fisheries Development	D261	Food Processing					G129	Archery	G215	Museology				
		B412	Network Infrastructure	C402	Aquaculture	D271	Ceramics					G130	Judo	G231	Design				
		B421	Broadcasting Technology and Equipment	C411	Aquatic Products Processing	D272	Leather Craft					G131	Karatedo	G232	Preservation of Cultural Properties				
		B422	Acoustics			D273	Jewelry Work					G132	Aikido	G233	Photography				
		B423	Lighting			D274	Printing and Book Binding					G133	Kendo	G234	Hair Dressing				
		B424	Program Production			D275	Packaging					G134	Sumo	G235	Editing				
												G135	Weightlifting	G236	Home Arts and Life Improvement				
												G136	Bicycle Race	G237	Handicrafts				
												G137	Rugby	G238	Cooking				
												G151	PC Instructor	G239	Dress Making				
												G152	Audio-visual Education	G240	Tailoring				
												G153	Music	G251	Nikkei School Teacher (Japanese Language)	*			
												G154	Fine Arts	G252	Flower Arrangement	*			
												G155	Abacus	G253	Knitting	*			
												G156	Educational Administration & School Management	G254	Culture	*			
												G157	Japanese Language Education	G255	Classical Ballet	*			

JICA

VOLUNTEER
PROGRAM



Leading the world with trust

About the Volunteer Program

JICA's volunteer program is one of Japan's technical cooperation schemes operated as part of its Official Development Assistance (ODA).

The program dispatches eager Japanese citizens who wish to participate in assisting developing countries and also have the calls for assistance from their governments.

The program has three objectives:

- (1) To cooperate in the economic and social development, as well as the reconstruction of developing countries
- (2) To deepen mutual understanding and coexistence in cross-cultural societies
- (3) To give back the volunteer experience to society



First batch of volunteers departing for their assignments (1965)

Since its first dispatch to Laos in 1965, more than 54,000 JICA volunteers have worked alongside local communities in 98 countries and regions. As summarized by the phrase "together with the local community", JICA volunteers live and work at the grassroots level, speaking the same language as the local communities and carrying out activities with an emphasis on fostering self-reliance for sustainable change.

Volunteers are generally dispatched for two years, in various fields from education, nursing to auto mechanics, IT and sports.

Types of Volunteer Programs

Japan Overseas Cooperation Volunteers (JOCVs)

One of the oldest volunteer programs in the world. This is the category for those with a strong commitment to utilizing their own skills and knowledge for people in developing countries, by selecting the job type.

Senior Volunteers

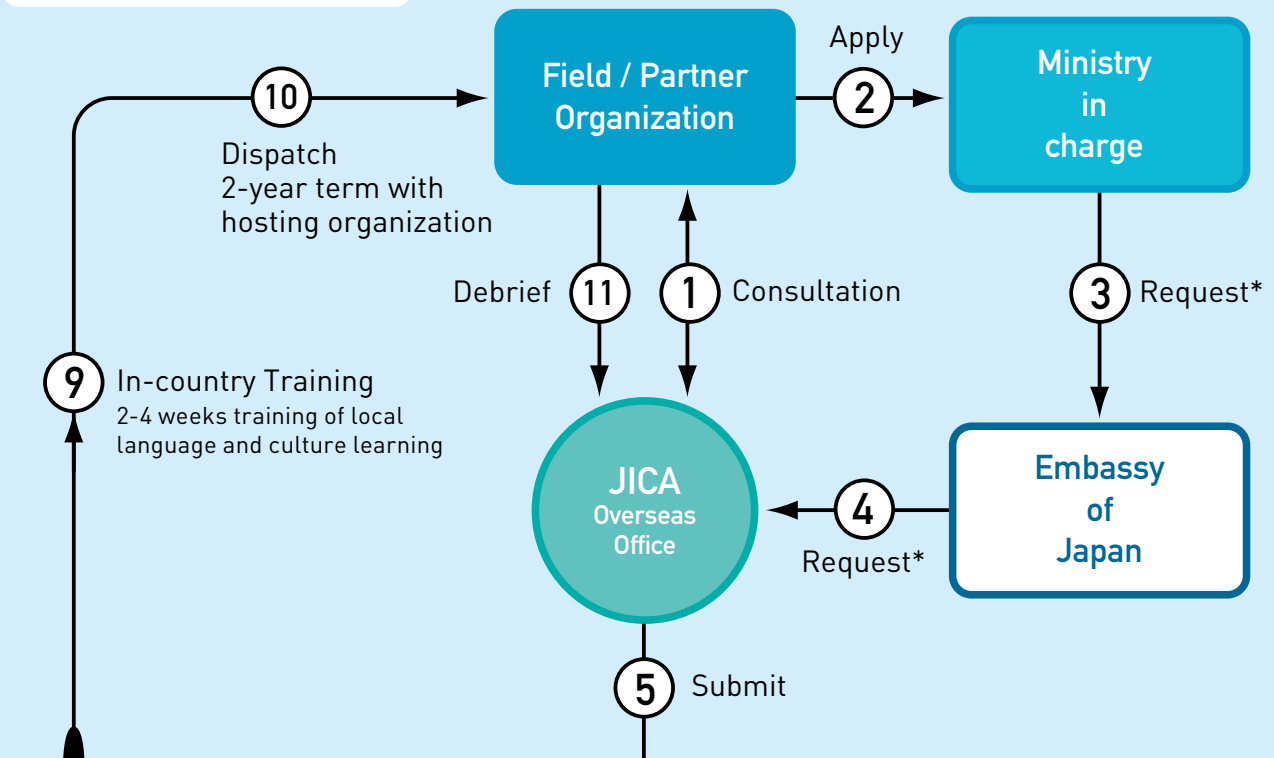
This is the category for those with a strong commitment to utilize their specialized skills and knowledge for people in developing countries, by selecting a project that requires expertise.

Japan Overseas Cooperation Volunteers for Nikkei Communities / Senior Volunteers for Nikkei Communities

This program sends volunteers to assist in the development of Nikkei (Japanese Descendant) communities in Latin America. Many volunteers cooperate in Japanese Language Education and Social Welfare Services, while also fostering further understanding of Japanese culture.

How to Request Volunteers

Partner Country



JAPAN

8 Departure

JICA Secretariat of JOCV

6 Recruitment

- Twice a year (Spring, Fall)
- Selection based on communication skills/ technical skills/ experience and knowledge/ health condition through documents, interviews and tests.
- Applicants who pass the screening have basic communication skills, good health, and relevant skills/ experience needed for the requests.

7 Pre-departure Training

A training program of approximately 70 days includes lectures on volunteerism, cross-cultural understanding, cooperation methods, health management, safety and security, as well as intensive language training appropriate for each dispatch country.

* Regarding Volunteers for Nikkei Communities, Organizations for Overseas Japanese in Latin America submit their requests to JICA Overseas Offices directly.

Volunteers contribute to the Sustainable



Administration / Business / Tourism

Volunteers help facilitate community development using various approaches such as establishing small income-generation projects with local groups to create additional income. Additionally, volunteers with knowledge and experience public administration work in municipal governments or other organizations to provide better services to its citizens and customers.

Categories

Community Development, Public Administration, Disaster Prevention and Disaster Relief, Statistics, Computer Technology, Marketing, Tourism, and others.



Education

The activities of volunteers in Education may expand from assisting the learners to improve their scholastic proficiency in various subjects or working with regional educational departments to organize teacher training programs to introduce alternative or new teaching methods.

Categories

Youth Activities, Environmental Education, Science Education, Physical Education, Primary School Education, and others.



Medical Care / Health Care / Social Welfare

Volunteers work to provide better health care and increased access to information through assisting in skills development of local health care professionals as well as promoting awareness of various health-related issues.

Categories

Nursing, Public Health Nursing, Midwifery, Physical Therapy, Infection and HIV/AIDS Control, and others.



Sports

Many volunteers help coach and train national sports teams of developing countries, but sports can also be utilized to promote better health and social skills for children as well. Volunteers provide technical advice and training know-how to teams and players at all levels.

Categories

Baseball, Judo, Table Tennis, Gymnastics, Water Polo, and others.



Development Goals



Agriculture / Forestry / Fisheries

Volunteers contribute to improve productivity, food security, and increase profitability by introducing best practices, management systems and new techniques in each field.

Categories

Food Crops & Rice Culture, Vegetable Growing, Animal Husbandry, Forestry and Afforestation, Aquaculture, and others.

Public Works / Utilities

State-of-the-art technologies of Japan are in great demand all over the world. Supervision and advice from volunteers with advanced skills and practical experience help partner institutions to improve the quality and efficiency of their projects.

Categories

Civil Engineering, Landscape Architecture, Architecture, Surveying, Telecommunications, and others.

Manufacturing / Energy

Volunteers with upgraded technical skills provide direct supervision and advice to their local counterparts/ students in municipal governments of vocational training facilities to help train technicians in each field.

Categories

Machine Tools, Electric and Electronic Apparatus, Electric and Electronic Equipment, Automobile Maintenance, Chinaware, and others.

Japanese Language Education

Volunteers assist to improve Japanese language skills of those who aspire to become Japanese language teachers or seek employment opportunities in areas such as tourism. Volunteers are also dispatched to Nikkei communities in Latin America to teach Japanese language as well as culture to those of Japanese descent.

Categories

Japanese Language Education, Nikkei School Teacher (Japanese Language)

Together with the local community

Toward the Future, Side by Side Japan Overseas Cooperation Volunteers (JOCVs)



Masae Okura, Speciality: Primary School Education Country: Zambia

Mission

Teaching reading, writing and arithmetic lessons as well as practical subjects such as physical education, music, fine arts, and homemaking to students in an elementary school

I was assigned to an elementary school in a settlement of refugees from the Democratic Republic of the Congo, Angola, Burundi and Rwanda. I teach practical subjects such as physical education, music, fine arts, and homemaking for 5th to 7th grade students, and work on extracurricular club activities together with local teachers.

The school has the longest history in the area and a large number of enrollment. And the school faces several problems. There are not enough teachers compared to the number of the students. Due to shortage of teaching materials, the teachers need to craft teaching materials by creatively making use of familiar materials in our environment. A lot of students drop out from the school because they cannot afford the school expenses. Another concern is that there is a large disparity of academic ability among students.

Issue

A large disparity of academic ability among students. Some not capable to do multiplication

Although I was a teacher in charge of the reading and writing classes for 5th to 7th grade students, several teachers misunderstood that I was an assistant teacher who took over their lessons. And main teachers began to be frequently absent from school.

As a result, I could not choose but conducted lessons that were not included in the initial request to me. I was stunned by the situation. Since arithmetic was the only subject I could teach right away, I started to teach it sparing some time of the classes I was originally assigned. It turned out that many students had troubles with arithmetic, especially multiplication. And I decided to tackle this issue.

Solution

Using songs in lessons or handmade congratulation card for those who passed tests. Succeeded to raise the interest and motivation of students in the lessons

It was difficult to attract the interest of students just by teaching methods like calculating numbers using a table. Therefore, I tried a method of memorizing the multiplication table along with an English song, which I found via the internet. First, I put a stamp on a student's card when the student sang the song alone. Then, I pinned up the name of the students who were able to memorize by rows, such as the row of 2 or row of 3, and gave another stamp to those who passed the test. Stickers were also given every week. Finally, to those who memorized the entire table, I gave my handmade congratulation card. The students liked this method and reward. And they came to practice the multiplication song by themselves, led by a class leader standing in front, even when I was absent.

Other teachers were also surprised with the positive effects of my method. And they asked me how to do it since they also wanted to try it in their classes.



Yuri Ito, Speciality: Rugby Country: Sri Lanka

Mission

Diffusion of rugby and development of ability to think and judge through playing rugby

My mission is diffusion and development of rugby in the Central Province of Sri Lanka. Diffusion means raising the basic competition level and increasing the level of safety in the game. Meanwhile, development means fostering players' and coaches' ability to think and judge by themselves through playing rugby.

Initially, I was planning to train young players and their coaches from grass-root to the national team level. My actual activities target children and their coaches only at the school level. The players are aged from twelve to nineteen years old. Currently, I instruct ten schools in total, including the integrated school from elementary to high school level in Sri Lanka.

Issue

Playing with no confidence, team that cannot win the game, children unable to enjoy rugby

What I first noticed was that players did not really attend trainings. Even if they did show up, they wasted time chatting and did not train. I realized that this was a manifestation of the players' negative attitude caused by a vicious cycle--passively instructed by the coach, not capable to do as they are instructed, losing confidence, losing enthusiasm, and remaining uncompetitive. Thus, I started to try breaking this vicious cycle by telling the players to change their mindset. I have encouraged them to use their own initiatives whilst at training and at the games.

Technically, I prioritized practicing tackles. The players preferred to make high tackles from the ground. Such high tackles are not only dangerous but also can cost a penalty, which results in losing the game. Although their coaches repeatedly taught them to avoid high tackles, they did not fully comprehend why they should avoid high tackles. Naturally, they did not modify their style.

Solution

Teaching safe tackles by involving local coaches. Also, inviting top-class players from Japan for an event where children can watch and learn

After having learned how to do low tackles, the players compete in a position lower than the contender's balance, which means even a small player can knock down a larger player. They now play with confidence. In order to ensure that the same instruction is kept even after I return to Japan, I work with local coaches to improve training methods in addition to teaching the players.

Moreover, I planned an event where children learned by watching top-class players with their eyes. With support from the Japan Rugby Football Union, we held a rugby clinic session by the players of the Japan national women team, Rugby sevens. Participated players seemed particularly impressed with the captain, Chiharu Nakamura. They observed her attitude of leading the training by talking to other players, and trying to raise the quality of training even more by discussing the points to be improved.

Bringing Lifelong Experience Senior Volunteers



Risa Shimono, Speciality:Midwifery Country: Papua New Guinea

Mission

To further increase the knowledge and skills of key persons to ensure safe delivery that saves lives of mothers and babies

In Papua New Guinea, where there are only a limited number of medical practitioners including midwives and obstetricians, CHWs are in charge of prenatal, labor, postnatal care for expectant women at the village level as well as district hospitals and health centers. In most cases, CHWs are not adequately trained as medical obstetricians and birthing assistants, hence they face many challenges in terms of being equipped with the relevant skills on childbirth. My mission is to contribute to build the capacity of CHWs in terms of having relevant and updated knowledge and skills required to perform their duties in ensuring safe childbirth for both mothers and babies in local communities.

Issue

The limited amount of basic knowledge on prenatal, labor and postnatal care is common for expectant parents as well as CHWs

Working at a hospital, I noticed that it was not only the CHWs but also expectant mothers with their partners who lack the necessary knowledge on childbirth. It is not enough just to instruct and train CHWs in order to promote safe delivery for both mothers and babies.

Expectant mothers also require knowledge on pregnancy and labor and need to avoid mistakes as such as visiting a doctor too late into their pregnancy.

Furthermore, opportunities for fathers to learn how to participate in childrearing are quite limited in Papua New Guinea compared to Japan. There are challenges also with fathers. Not like in Japan, fathers do not come together to medical examinations with expectant mothers, nor are they present at childbirth. There is also no culture of lessons for parents, where expectant mothers and fathers receive guidance together.

Solution

Providing a handmade model of fetus and placenta for expectant women. Using a handmade jacket to virtually experience being heavy in pregnancy.

In order to convey accurate knowledge in an easy-to-understand manner, handmade models were created from coconut husks and leaves displaying a fetus and placenta. The models were used during prenatal classes. For fathers, I also made a jacket to virtually experience what it is like to be an expectant mothers, which is a familiar device used in Japan. I affixed a large pocket to an apron, and put many rocks inside. Fathers began to realize the toughness an expectant mothers' experiences. And some started to actively support their pregnant wives.

As a result of implementing participatory activities using these materials, positive changes also started to appear among CHWs, such as those encouraging participation of fathers by saying, "bring your husband to prenatal checkup," or those who revised their style of one-sided instructions to expectant women and tried to introduce a discussion style.



Akira Fujitaka, Speciality:Refrigeration&air Conditioning Country:Paraguay

Mission

Providing an opportunity to learn about industry to those who cannot go to university

My mission is to support the classes and teaching of air-conditioning and refrigerating courses at a vocational training school in Paraguay, which is a traditional agricultural country.

The general policy of the country aims to securely promote industry from now on. The students of this vocational training school are not so wealthy in general. And many of them cannot afford to attend university. I believe that the vocational training school is a great system to provide economically disadvantaged students with an opportunity to study various vocational courses while working, with reasonable tuition fees.

Issue

Practical classes are disrupted due to scarce resources and materials required for lessons. Basic tools handling care is also lacking.

Although the top priority of my mission was to support the practical classes, it was impossible because the basic materials and equipment needed for the classes were unavailable.

For example, although there was a practical session on air conditioners, there were only a few, incomplete and separated parts. The school also did not have equipment to measure pressure or temperature, or ones to understand the mechanisms of cooling and heating. The tools were also not neatly stored and nor cleaned up after practices. There was no 5S (meaning keeping things neatly and orderly, cleaning up, hygiene, and discipline), which is a common practice in the Japanese industry. And even basic handling methods for tools were non-existent.

Solution

Handmade air-conditioning simulator and education on "5S activities"

I created a simulator to understand the mechanisms of air conditioners and refrigerators. Using commercially available air conditioners and refrigerators, I handmade other necessary parts by purchasing spare parts to measure temperature and pressure, cutting boards, and painting colors.

An air conditioner radiates heat by raising the pressure of a refrigerant, and cools the space by absorbing heat from the air by lowering the pressure. I made visual-aid to help students understand such mechanism by seeing it. I did it because I believed that students understood better by actually observing the process and objects than obtaining knowledge only from textbooks. I also posted the 5S slogan used in Japan on the wall of classrooms and encouraged students to clean up together after practical classes. Now the students put the tools back neatly and clean up the place after the practical classes.

Half a Century of Cross-Border Collaborations

- 1965 Japan Overseas Cooperation Volunteers program inaugurated. / Five volunteers sent to Laos.
- 1966 Kenya becomes the first African country to receive JOCVs.
- 1968 El Salvador receives JOCVs as the first Central American country to do so.
- 1972 Western Samoa is the first country in the Oceania region to receive JOCVs.
- 1978 The first JOCVs in South America go to Paraguay.
- 1981 JOCVs are dispatched to Thailand, the thirtieth nation to receive volunteers.
- 1990 JOCV program reaches 10,000 volunteers dispatched; JICA Senior Volunteers program initiated.
- 1992 Hungary becomes the first Eastern European JOCV recipient.
- 2000 JOCV program reaches 20,000 volunteers dispatched.
- 2010 JICA volunteer programs reach a cumulative total of 40,000 volunteers dispatched.
- 2015 JOCV program celebrates its 50th anniversary.

