

# SDGs Global Leader

for the PACIFIC



Leader Development Program for a Sustainable Future



# The SDGs Global Leader Program

The Pacific Island countries (PICs), which are connected to Japan by the Pacific Ocean, share much in common in terms of how they organize their societies and their customs. These commonalities are believed to originate with people-to-people exchanges dating back long ago.

Since the Meiji Era (1868-1912), many Japanese people have traveled to the islands as migrant laborers. Today, the people of Micronesia, which was once a Japanese mandate, use an especially large amount of goods and words of Japanese origin. It is also said that over 20% of Micronesians possess some Japanese ancestry.

By exchanging opinions with PICs about their issues, Japan has continued to build close relationships with these countries. A prime example is the Pacific Islands Leaders Meeting (PALM), a triennial summit held since 1997. Through PALM, Japan and the PICs have made policy decisions through diplomacy and strengthened their mutual bonds.

At PALM, leaders have worked together to explore solutions to the various issues facing PICs, and pursued security and prosperity for the region. At the 7th Pacific Islands Leaders Meeting (PALM7), held in 2015, the Government of Japan announced that it would initiate a new training program for each country: Pacific Leaders'

Educational Assistance for Development of State (Pacific-LEADS). This decision was made in recognition of the importance of training the young people who will carry out vital roles in their countries' futures in terms of mitigating and overcoming the vulnerabilities of PICs and their region.

The leaders of the participating countries agreed to focus on the following areas at PALM7: (1) disaster risk reduction; (2) climate change; (3) the environment; (4) people-to-people exchanges; (5) sustainable development; (6) oceans, maritime issues, and fisheries; and (7) trade, investment, and tourism. During the 2016-2018 fiscal year, JICA accepted participants for Pacific-LEADS in recognition of the importance of training the young people who will carry out vital roles in their countries' futures in terms of mitigating and overcoming the vulnerabilities of PICs and their region as it pertains to the fifth area of focus: (5) sustainable development.

Also at PALM8 in 2018, Japan and the PICs agreed that people-to-people exchanges are an area of importance. Since fiscal 2019, overseas study programs for individual regions were combined into a worldwide program: SDGs Global Leader. To date, JICA continues accepting many participants through this program.

## Program Overview

### 1 Pacific-LEADS

- Acceptance period: FY2016-2018
- Participants accepted: More than 100 in total over three years

To learn more about our past initiatives, please visit the following website ▶

<https://www.jica.go.jp/english/countries/oceania/Pacific-LEADS.html>



### 2 SDGs Global Leader (Pacific)

Pacific-LEADS became SDGs Global Leader (Pacific) out of the need for solutions to the increasingly complex and sophisticated issues accompanying economic growth, while also maintaining that growth in a sustainable and high-quality manner.

# The JICA Development Studies Program & SDGs Global Leader

In the JICA Development Studies Program (JICA-DSP), JICA partners with Japanese universities that are working toward the same goals. Talent from developing countries come to Japan for education and research in specialized fields. They also learn about Japan's modern development experience, which differed from that of Western countries, and about Japan's knowledge as a donor after World War II. These studies are conducted in English.

Thus, talent from the developing world gain a systematic understanding of Japan that they can take back home and use to make their country's development more effective. SDGs Global Leader is a course provided by JICA under the JICA-DSP for encouraging cooperation for the sake of sustainable development around the world.

JICA runs JICA-DSP as part of the government's official development assistance (ODA) for students (also called JICA scholars) in academic degree programs at Japanese universities who are training in Japan under the framework of JICA's human resource development projects.

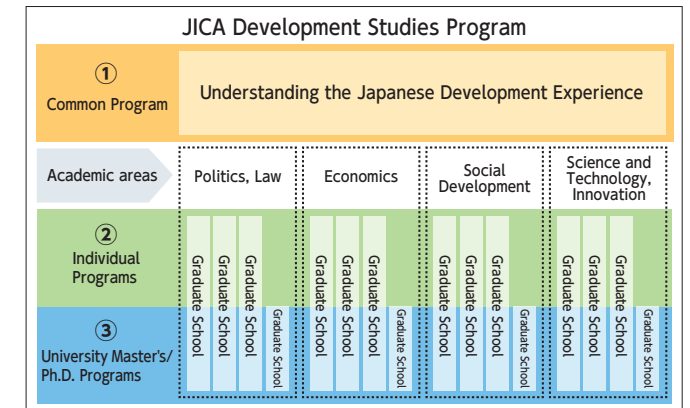
JICA-DSP consists of two programs. JICA scholars complete a master's or Ph.D. program offered by their university and also complete one or both of the two JICA-DSP programs.

One of our main programs is "Understanding the Japanese

Development Experience", an online/intensive program JICA offers with partner universities (Common Program). The other is "Development Studies Programs Offered by Various Universities" (Individual Programs). Individual programs are managed within the master/Ph.D. courses of each university to supplement its regular courses.

For more details on JICA Development Studies, please visit the following website ▶

<https://www.jica.go.jp/jica-dsp/english/index.html>



## Message from the President

Japan is the first country that has modernized from a non-Western background to establish a free, democratic, prosperous, and peace-loving nation based on the rule of law, without losing much of its tradition and identity. In that sense, Japan could serve as one of the best examples for developing countries to follow in their own development. At the same time, Japan has extensive experience with development cooperation through official development assistance (ODA) toward Asian countries, most of which have achieved remarkable socio-economic progress. By sharing Japan's experiences and lessons learned through its modernization and development cooperation, Japan can lead development studies globally

and thereby contribute to sustainable development.

By deepening the understanding of Japan's development history and experience through the JICA Development Studies Program, I hope that the participants will use their knowledge to contribute to their own countries' development. Furthermore, I greatly expect that the participants who have studied in Japan will play a significant role as a leader back home and will foster their countries' long-lasting relationships with Japan. Since PICs historically have close ties with Japan, I hope the SDGs Global Leader program can build strong bonds that extend to their younger generations in the region as well as Japan.



President,  
Japan International  
Cooperation Agency (JICA)  
KITAOKA Shinichi





# Features of SDGs Global Leader

Countries are now required to develop sustainably and achieve high-quality growth while solving various development issues that become increasingly complex and sophisticated due to economic growth. SDGs Global Leader develops skilled talent who will contribute to policymaking and address issues in their countries. These issues concern administrative and public policy, as well as economic and fiscal policy, to promote development cooperation toward achieving the SDGs. They also concern social development, such as education and health, as well as science and technology.

## Strengths of SDGs Global Leader (Attentive Support)

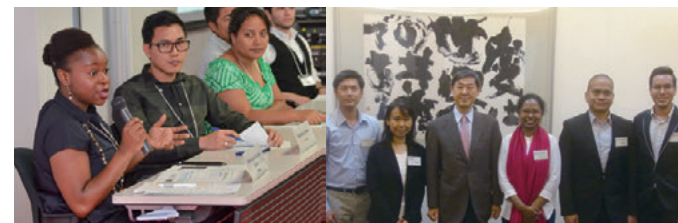
### Arrival orientation

Once participants arrive in Japan, they receive an orientation from JICA Headquarters and JICA Domestic offices as part of support to help them settle into their lives in Japan and deepen their understanding of the course concept.

### Common Program: Understanding the Japanese Development Experience

Ideally within a year after arriving in Japan, JICA works with partner universities to expose participants to the progress of Japan's modernization and history of development. The scope goes beyond the university framework.

In this program, participants study in English to gain a deeper understanding of Japan's development experience in specialized fields.



### Regular follow-up

Through regular follow-up and monitoring, both JICA and universities closely support participants' lives and studies in Japan.

### Special networking programs for SDGs Global Leader participants

A couple of times a year, JICA holds special programs and events for SDGs Global Leader participants to strengthen networks among the participants, JICA and universities.

### Follow-up program

After participants return to their home countries, JICA keeps in touch to maintain the network between participants and JICA. JICA overseas offices continue to assist participants in any self-started projects (joint research and academic exchanges, etc.) to be undertaken by participants in their organizations as consulted by alumni. Information on JICA projects and events is also provided by JICA among Pacific-LEADS/SDGs Global Leader alumni.

## Advantages of Studying in Japan

### Understanding various sectors in Japan

An understanding of the needs of different sectors of society is a requirement for solving the policy issues we face. Through the JICA Development Studies Program, SDGs Global Leader provides an opportunity to study Japan's modern development experience, which differed from that of Western countries, as well as to learn from Japan's knowledge as a donor after World War II. This fosters a unique perspective from other study abroad programs.

### Provision of internship opportunities

JICA provides opportunities for internships at governmental institutes, companies, and elsewhere to enrich participants' academic and personal experiences during courses in addition to their university studies.

- Understand strategy and administration at Japanese government agencies, local governments, research institutes, companies, etc.
- Obtain meaningful knowledge for addressing development issues in participants' home countries and regions
- Build a network of contacts in Japanese industry, government, and academia

### Internship success stories

#### Participants & practical studies

**Addressing social issues**  
In an internship involving deeper practical studies through image analysis of drone photographs, visits to sewage treatment facilities, and sewer design, a participant noticed the lack of water and sewage systems outside urban areas in their home country. After returning, the student decided to make a water resource management proposal to a government organization.

#### Participants & global companies

**Cutting-edge technological development**  
There was an internship at a laboratory where members came from over 14 countries, and where more than 70% of employees were from foreign countries. Participants experienced cutting-edge technological development in a global company atmosphere where English is the language used at work. The internship was of mutual benefit for both sides because the participants' research work was helpful to the laboratory, which later hired some of the students.

#### Participants & industry-academia joint research

**Developing skilled talent**  
At a company conducting joint research between industry and academia, an internship offered a curriculum to study Japanese culture and customs, as well as 3D CAD software techniques for producing models and drawings and designing parts and machinery. Many from the company said that the project was beneficial to them because they were impressed by the advanced skills and adaptability of the excellent participants, and that they found major inspiration from these future leaders of industry.

# SDGs Global Leader Overview & Status

## Research and learning at high-level Japanese universities

Applicants who seek to receive a master's degree or Ph.D. through SDGs Global Leader should apply to enter a university that has concluded a Memorandum of Understanding regarding the acceptance of participants with JICA.

### 1 Objectives

1. To develop high-level human resources who would contribute to appropriate policy decisions and their implementation for tackling political and developmental issues in respective fields.
2. To establish and maintain positive mid- and long-term relations between the target countries and Japan.

### 2 Duration

In principle, 2 years for a master's program and 3 years for a Ph.D. program (depending on the program offered by the university).

\*The bachelor's program is available for students from the Pacific.

### 3 Status

(Participants by region)

	2019	2020	2021	2022	2023
● Southeast Asia	24	33	43	43	43
● Pacific	17	22	30	30	30
● South Asia	7	7	5	5	5
● Middle East and Europe	0	1	3	3	3
● Central and East Asia	4	4	7	7	7
● Africa	1	59	60	75	75
● Latin and Caribbean	2	11	10	10	10

\*Figures from FY2021 to FY2023 are estimates.

### 4 Requirements

1. Junior or mid-level government officials, researchers, private-sector professionals, etc. expected to help formulate and/or implement policy for achieving the Sustainable Developmental Goals.
2. Age: Under 40 as a general rule.
3. Educational Background: Completed secondary education (or other education program of at least 12 years in duration) for the bachelor's degree program. Hold a bachelor's degree for the master's degree course and a master's degree for the Ph.D. course as requisite qualifications.
4. Language: Adequate English language proficiency to complete the programs.



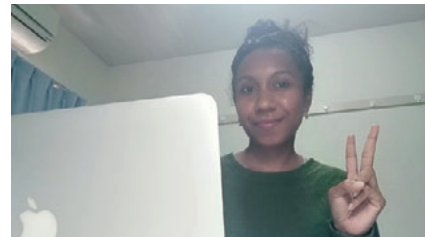


# Nurturing the Younger Generation, Who Will Play a Vital Role in the Country's Future

## Participant Feedback

### June Elizabeth Rofeta

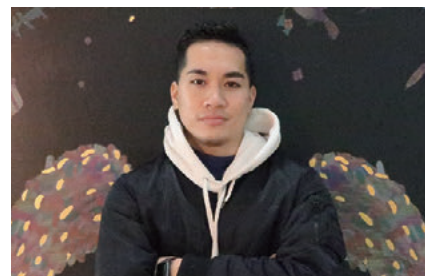
- Country of origin : Solomon Islands
- Agency/position : Senior Desk Officer for Pacific & Regional Organisations Branch, Ministry of Foreign Affairs & External Trade
- School in Japan : Waseda University  
(Master's: Graduate School of Asia-Pacific Studies / Class of 2021)



The focus of my master's thesis is Target 3.3 of SDG 3, "Good Health and Well-being." Specifically, I'm investigating how we can place the global issue of eradicating malaria within the context of a single country in the Solomon Islands and other island countries. Japan's universities offer a high level of education, my classmates come from a variety of specialties, and the professors are well-versed in their areas of expertise and possess a wealth of experience, making this an attractive place to study. SDGs Global Leader is of course an excellent program, and JICA provides attentive support. JICA arranges a variety of programs, including internships and seminars, so if you want to study in Japan, you can expect plenty of support to develop your career as an expert as you research, as well as support toward achieving your goals.

### James Francis Myazoe II

- Country of origin : Marshall Islands
- Agency/position : Project Engineer, Ministry of Works, Infrastructures, and Utilities
- School in Japan : Sophia University  
(Master's: Graduate School of Global Environmental Studies / Class of 2021)



My research topic is coastal measures to adapt to rising sea levels on islands where the land is near sea level. My lifestyle as a researcher in Japan is very pleasant. I have easy access to diverse resources for not just education, but also daily living. Furthermore, since SDGs Global Leader values the autonomy of participants, I can study with greater independence. When I go back to my country, I want to integrate the policies I learned about in Japan with my country's policies. One of them is the creation of a national building standards law to set building standards in the Marshall Islands. I've learned about many different methodologies and laws concerning Japan's coastal areas, so I'd like to apply them to my country's building standards law. Right now, I'm treasuring each and every day here in Japan. Being in Japan has been a valuable experience in my life.

### Emmilia Vuli Tuiwawa

- Country of origin : Fiji
- Agency/position : Monitoring and Evaluation Officer, Habitat for Humanity Fiji
- School in Japan : Nagoya University  
(Master's: Graduate School of International Development / Class of 2021)



SDGs Global Leader is an amazing program because it offers even people like me, who aren't government officials, just as much of an opportunity to study abroad, if you're willing and have government approval. In Japan, I wanted to conduct more research similar to the work I carried out in Fiji. The topic of my research is on validating what factors determine access to safe water particularly in rural communities, which is directly linked to SDG 6, Target 6.1. Even now during the pandemic, Japan has enabled students to achieve attainable goals by exploring ways we can study while preventing the spread of the coronavirus and by adopting a variety of alternative learning methods. Virtual tours have made a particular impression on me. The program offered information of very high quality by allowing me to visit places around Japan online. They also let me engage in deep discussions with instructors about how to use what I've learned in Japan to facilitate development and advancement in my country and about my country's future.

### Shubha Shalini Singh

- Country of origin : Fiji
- Agency/position : Teaching Assistant, SAGEONS - School of Agriculture, Geography, Environment, Ocean and Natural Sciences, The University of the South Pacific
- School in Japan : Kagoshima University  
(PhD: United Graduate School / Class of 2024)



One of the SDGs my research connects to SDG 14, "Life Below Water," which is about sustainable fisheries. The other is SDG 2, "Zero Hunger," which is about ensuring food security. I am currently working on research into Fiji's coastal fishing with a socioecological approach. In Fiji, coastal marine resources do not receive as much commercial attention in terms of exports to the degree that offshore fishing does, yet it is in dire need of management. In Japan, however, the approach to developing coastal fishing involved the evolution and rationalization of different parts of organizations related to everything from fishing industry management to the regulation and setting of marine product prices. I want to somehow apply this Japanese knowledge to Fiji's coastal fishing to promote sustainability. One of the SDGs my research connects to SDG 14, "Life Below Water." While many classes went online due to the pandemic, JICA paid very close attention to each one of us to provide a variety of care and support, both for our physical and our mental health. I'm reminded that joining SDGs Global Leader was a good choice.

## Alumni Researcher Feedback

### Japan's Research Facilities and Quality of Expertise Are World-Class

Pacific-LEADS, 1st Class (Class of 2018)  
Chief Meteorological Officer (Forecasting),  
Solomon Islands Meteorological Service



### Edward Maru

I joined Pacific-LEADS (1st Batch) with a motivation in disaster risk reduction. The Solomon Islands is located in a tropical cyclone-prone zone. In contributing to the country's preparedness and mitigation of such hazards, the need to understand the risks and characteristics of tropical cyclones has driven my choice of cyclones as my research topic. Specifically, my topic was "Statistical Analysis of Tropical Cyclones in the Solomon Islands". Another motivation for me was Japan's world-class research facilities and the quality of the expertise. Japan is one of the most developed countries. It was an opportunity to learn from the way the Japanese do things. Hard work, kindness, respect, and honesty are characteristics attributed to the Japanese.

The Pacific - LEADS program was immensely beneficial to my current job. It really enhanced my skills and knowledge. I sincerely thank my supervisor Professor Kosuke Ito for his tremendous advice and help.

One result of my work is the development of a high-resolution weather forecasting system customized for the Solomon Islands under the guidance of my supervisor. The system began operation in August 2020. The system can make a three-day forecast for ground wind speed, wind direction, and precipitation, updated once a day. This provides citizens with weather forecasts and disaster preparation information.

My days at the University of the Ryukyus were a golden opportunity. I encourage my young colleagues to join SDGs Global Leader program as it is an excellent opportunity to build their careers.



## Feedback from the Embassy in Tokyo

### Partnership for the Future

Ambassador Extraordinary  
and Plenipotentiary of  
the Federated States of Micronesia  
to Japan in Tokyo



### John Fritz

Japan and the PICs are connected by the sea, and they have deep connections geographically, historically, and economically. Since the Meiji Era (1868-1912), many Japanese people have crossed the sea as immigrants, and some countries have been part of a mandate of Japan. Economically, the Pacific is also an important source of resources for Japan. These include marine resources, iron, and natural gas. We catch fish, and Japan is the market. Since we form a single economic sphere spanning the sea, it is important that Japan, and our countries in the Pacific, which possess very large exclusive economic zones, cooperate to ensure regional peace and stability.

It is under these circumstances that Japan has taken leadership and produced many results by convening the Pacific Islands Leaders Meeting (PALM) once every three years. This is something that should be very highly commended. Some of the issues that our island countries face include economic independence, stable societies, quality healthcare, and responses to environmental problems. With the cooperation of the Government of Japan, a countless number of projects have been carried out through JICA and other organizations. Meanwhile, The Pacific-LEADS training program in Japan (now SDGs Global Leader) has yielded huge results for developing human resources. Students from the Federated States of Micronesia have visited Japan to study tourism and international relations, and I expect they will do great things back in their home country.

The PICs see Japan as an important leader and a partner. To further strengthen that cooperative arrangement in the future, I believe it is important for private citizens, not just the government, to build greater connections on the individual level.



# Advantages for Universities Participating in SDGs Global Leader

## Ensuring Quality Students

Over the three years between the 2016 and 2018 academic years, more than 100 students were accepted in Pacific-LEADS. This has been part JICA's contribution to developing professionals who are knowledgeable and positive about Japan. JICA will continue to ensure high-quality students through involvement in the SDGs Global Leader selection process.



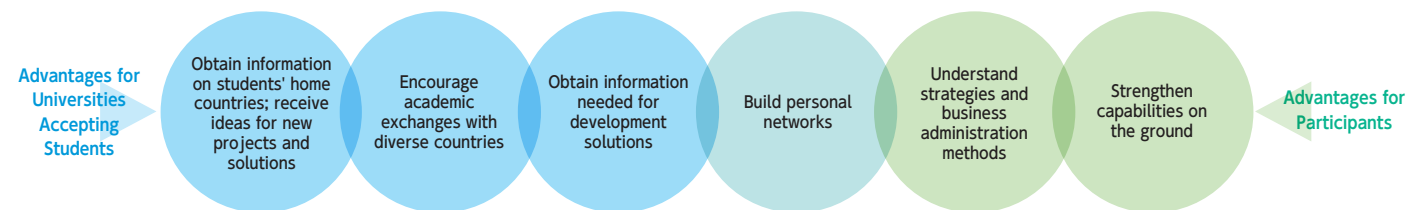
## Creating global human resources and supporting their network

In response to increasingly complicated development issues in each country, and in order to achieve complex and advanced Sustainable Development Goals, there is a growing need to develop high-level human resources. The Understanding the Japanese Development Experience program created by JICA and cooperating universities takes advantage of the strengths of each university and contributes to the education and development of human resources from around the world. Creation of an international campus environment also promotes the globalization of Japanese universities.



## Potential from Relationships Enduring after Returning Home

Maintaining relationships with students who could become leaders of their countries creates opportunities to connect with local government officials and reliable local business partners, build networks with universities and laboratories, and open up new fields of research.



Dr. Vo Tong Xuan of Vietnam, who has received the Ramon Magsaysay Award for International Understanding, which is also known as the Nobel prize of Asia, earned a Ph.D. in agriculture from Kyushu University in 1973. By learning about the trajectory of Japan's history and development, the laws and institutions behind it, and how producers operate, Dr. Vo Tong Xuan says that he recognized the importance of teaching producers techniques to boost rice crop yields, which is an objective of his research into seed breeding, and connecting those producers to markets.

By partnering with universities to share Japan's development experience, as well as to deepen understanding through both industry-academia partnerships and activities such as onsite tours, SDGs Global Leader can help international students grow in ways that connect their home countries and Japan through international cooperation.



Dr. Vo Tong Xuan in Mozambique when he was sent there by JICA as a Vietnamese expert

Sources: 1) Speech by Dr. Vo Tong Xuan to commemorate the 100th year of Kyushu University's Faculty of Agriculture on November 3, 2019;  
2) "Significance and Issues of JICA Development Studies Program and International Graduate Programs for Universities," Hisako Nomura, Jiro Inamura

## Feedback from Accepting Universities

### SDGs Global Leader Contributes to Universities' Cultural Diversity



Professor Yoichiro Sato  
Dean of the Graduate School of Asia Pacific Studies,  
Ritsumeikan Asia Pacific University

Ritsumeikan Asia Pacific University seeks to create a consistently diverse academic environment with students from over 100 countries and regions. Taking in students from a variety of countries contributes to the student body's cultural diversity. Instead of only learning about cultural differences between countries through books and television, the students can experience the differences for themselves through their classmates from other countries. I believe creating such a campus is crucial. For example, if students make friends with the students coming from PICs whose survival is threatened by rising sea levels accompanying climate change, then those students will learn to empathize with that sense of crisis. This forms the foundation for understanding other cultures. Many of the international students in my classes on international politics go on to become diplomats. In the future, they may become excellent diplomats handling Asian relations for PICs. In other words, because the international students whom I teach build bridges between their countries and Japan, I am happy to accept as many as we can from island countries. I also believe that SDGs Global Leader continues to hold great promise.

### Students Broaden Perspectives Through SDGs Global Leader



Professor Tetsuo Umemura  
Graduate School of International Development,  
Nagoya University

About 80% of students in the Graduate School of International Development are international students, the majority of whom come from Asia and Africa. Participants who come from the PICs through Pacific-LEADS or SDGs Global Leader study at our school. Many of them are civil servants or equivalent, so they have real-world experience. Accepting them into our university shines a light on the issues that island countries face. Sharing the issues that other developing countries confront also broadens the perspectives of each international student. Furthermore, since Pacific Islanders share opinions that are based on real-world experience, the exchange of ideas becomes more than armchair theory. Broadening students' knowledge this way creates a fine opportunity to rethink one's ideas about the SDGs. Personally, I think that since both PICs and Japan have similar resources in the Pacific Ocean, we have a shared obligation to contemplate that ocean's sustainability. The interpersonal interactions that Pacific-LEADS and SDGs Global Leader create can be an impetus to make that happen.

### Global Contributions to Disaster Management and Mitigation Through SDGs Global Leader



Associate Professor Kosuke Ito  
Department of Physics and Earth Sciences,  
Faculty of Science, University of the Ryukyus

The subject of my research is predicting the track and intensity of typhoons with great accuracy. Through Pacific-LEADS, my laboratory accepted Edward Maru, a participant from the Solomon Islands Meteorological Service, where cyclones and other natural disasters are frequent. He is powerful and full of enthusiasm, and I really get the sense that he wants to use what he's learned here to help his country. That hunger had a positive effect on the students around him. Mr. Maru had a hard time with his studies at first, but he worked hard and absorbed all sorts of knowledge. After going back home, I heard he's had the opportunity to share his knowledge about cyclones and weather with younger coworkers at the Solomon Islands Meteorological Service, as well as high school students. I'm happy he has opportunities to share scientific knowledge with more people. Pacific-LEADS (now SDGs Global Leader) is a great program that allows talents like Mr. Maru to contribute to their countries' development when they return home. It also creates a cycle that strengthens Japan's relationships with other countries. This is incredibly significant to my research because it contributes to disaster management and mitigation in countries around the world.



# SDGs Global Leader for the Pacific [Eligibility]

An applicant must pass a university's usual admission procedures, including examinations, to enter the participant's desired bachelor's degree, master's degree or Ph.D. program.

## Application Guidelines

Applicants must apply through the procedures below.

For the sake of Official Development Assistance, it is necessary for both the participant's government and the Government of Japan.

### 1 Procedures and Required Documents for Application:

Each applicant is required to submit the "Application Documents" listed in (2) below to the JICA overseas office in charge of the applicants' country. Inquire with JICA Headquarters or an overseas office for the guideline and format.

[https://www.jica.go.jp/jica-dsp/english/course/content/sdgs\\_global\\_leader.html](https://www.jica.go.jp/jica-dsp/english/course/content/sdgs_global_leader.html)\*1



### 2 Application Documents

- 1) Application materials check list (\*1)
- 2) JICA Application Form for Knowledge Co-Creation Program consists of: (\*1)
  - Personal information
  - Educational background
  - Work experience
  - Consent for the applicant to join this program from current employer/organization
- 3) Application Form for SDGs Global Leader consists of: (\*1)
  - Declaration of desired university or graduate school placement
  - Research plan, name of desired academic advisor (only for graduate/postgraduate programs)
  - Career plan
- 4) Graduation certificate/diploma
  - \* Officially certified copy of the original
  - \* Written in English or accompanied by an official translation
- 5) Academic transcript
  - \* Must contain all the grades earned at the university  
(For undergraduate programs, submit an academic transcript from high school/junior high school.)
  - \* Officially certified copy of the original
  - \* Written in English or accompanied by an official translation
- 6) Photocopy of English test certificate\*2
  - \*2) Once applicants pass the first screening by the JICA overseas office, they may request reimbursement of the application fee for IELTS/TOEFL. Please contact a JICA overseas office.
- 7) A copy of your passport with a photo (to confirm nationality, name, gender, and date of birth).
- 8) 2 ID photos (4cm x 3cm; original and copy) pasted on the application form
- 9) Health certificate (to be submitted later\*3)

Based on the above documents, applicants are nominated and approved by each country's government, and then selected by JICA. After this procedure, pre-matching will be conducted at the proposed universities. Applicants will be informed of the pre-matching results through JICA.

Please kindly note that an application may be halted due to a lack of required documents or a poor match between the accepting university and the research plan.

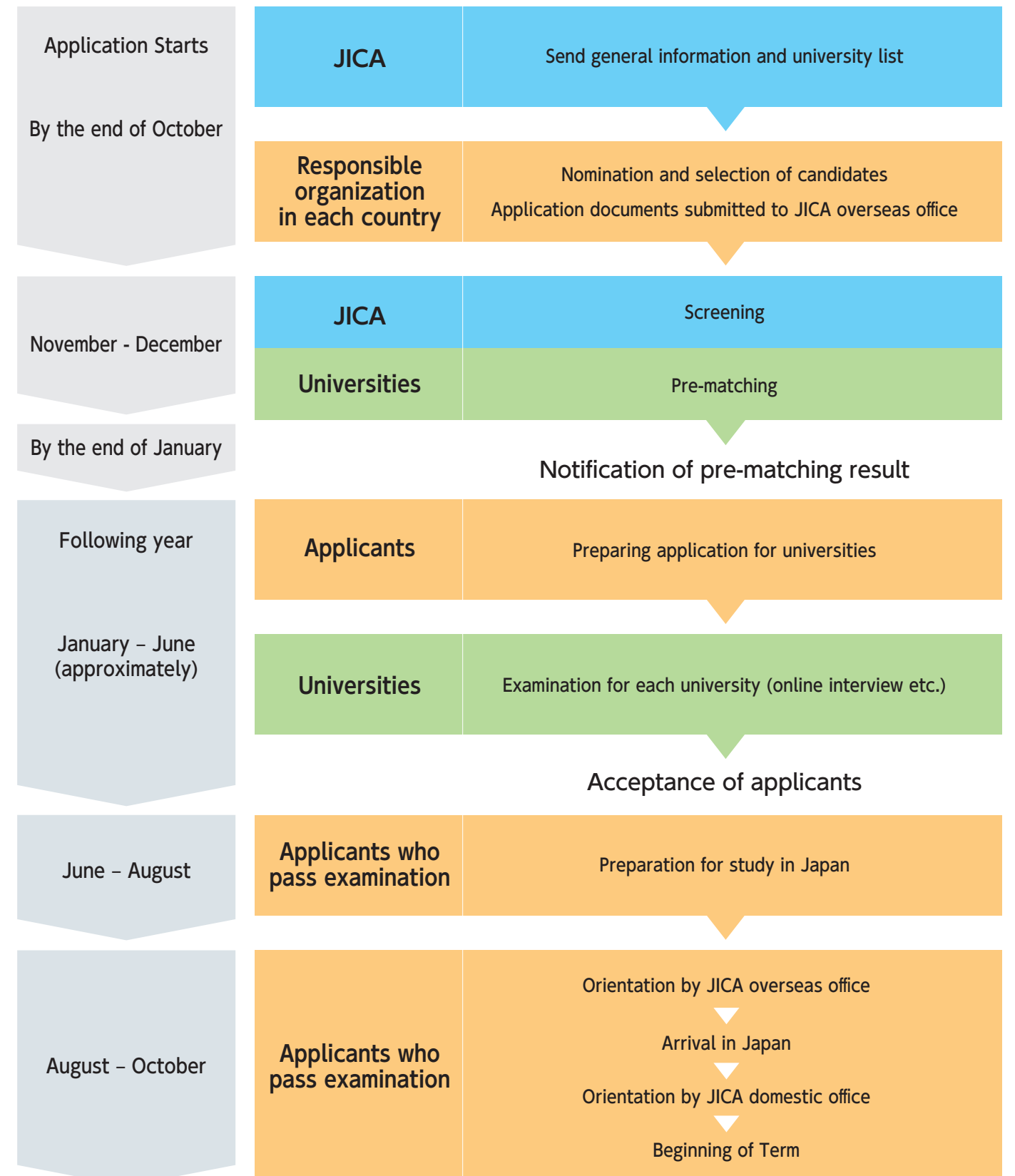
Pre-matching is for master's and Ph.D. programs only, not for bachelor's programs.

Applicants must apply according to each university's application procedure after the screening.

If applicants withdraw their application after their official application for to a university, they must send a letter to the universities.

\*3) If applicants pass the examination, a health certificate in the JICA format will be required. Without the certificate, admission might be rejected.

## Application Schedule (example)



\*Schedule for the application and examination depends on each university.

\*Schedule and program contents might be adjusted appropriately due to unforeseen circumstances.

\*For more information, please consult with the JICA overseas office in your respective country.



#### JICA Fiji Office

Level 8, Suva Central Building, Corner of Pratt Street and Renwick Road, Suva, Fiji  
● JICA Private Mailbag, Suva, Fiji  
● Tel : +(679)3302522 ● Fax : +(679)3302452  
● Purview : Fiji, Kiribati, Cook Islands, Samoa, Tuvalu, Tonga, Nauru, Niue, Vanuatu

#### JICA/JOCV Marshall Islands Office

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● P. O. Box F, Majuro, MH 96960 Republic of The Marshall Islands  
● Tel : +(692)625-5437 ● Fax : +(692)625-5439  
● Purview : Marshall Islands

#### JICA Micronesia Office

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#### JICA Palau Office

George Ngirarsaol Commercial Building, Koror, Palau 96940  
● P. O. Box 6047, Koror, Republic of Palau 96940  
● Tel : +(680)488-5373 ● Fax : +(680)488-3656  
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#### JICA Papua New Guinea Office

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● P. O. Box 1660, Port Moresby, N.C.D., Papua New Guinea  
● Tel : +(675)321-2677 ● Fax : +(675)321-2679  
● Purview : Papua New Guinea, Solomon Islands

#### JICA Samoa Office

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● P. O. Box 1625, Apia, Samoa  
● Tel : +(685)22572 ● Fax : +(685)22194  
● Purview : Samoa

#### JICA Solomon Islands Office

Ground Floor, ICSI Building, Mendana Ave, Honiara, Solomon Islands  
● P. O. Box 2046, Honiara, Solomon Islands  
● Tel : +(677)24170  
● Purview : Solomon Islands

#### JICA Tonga Office

Level 3, National Reserve Bank of Tonga Building, Salote Road, Fasi-moe-Afi, Nuku'alofa, Kingdom of Tonga  
● P. O. Box 413, Nuku'alofa, Kingdom of Tonga  
● Tel : +(676)23072 ● Fax : +(676)23284  
● Purview : Tonga

#### JICA Vanuatu Office

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● Purview : Vanuatu

#### Inquiries

1) Inquiries about program contents

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2) Inquiries about the JICA Development Studies Program and procedures for accepting participants

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