



アップテックイマージョン

Appropriate Technology Immersion

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「平成」の30年、なぜ日本はこれほど
凋落したのか
変革への対応が得意だった日本人が、この30年、負け続けた理由

2019.3.29 (金) 朝比奈 一郎

人物育成 時事・社会 教育



「平成」の元号は、1989年1月7日、宮内省で、小淵恵三官房長官から発表された（写真：Fujifotos/アフロ）

Why Japan fell so much in 30 years of "Heisei"

Why Japanese people, who were good at responding to change, continued to lose for the past 30 years

2019.3.29 (Friday) Ichiro Asahina

Human resource development

Current Affairs/Society education

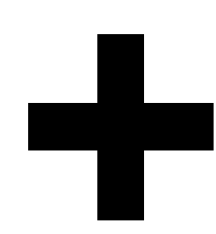
| | 1989 H01 | 2019 H30 | 2023 |
|-------------------------------|-----------------|------------------|------------------|
| Global GDP share | 17.9% | 5.8% | 4.2% |
| International Competitiveness | 1 st | 25 th | 35 th |
| Top 50 companies | 32 | 1 | 1 |

Education + α

"Go to a good school, go to a good company, and work hard there"



logical thinking, research capabilities, and recent advances in science and technology



"Find the problem by myself and find the appropriate answer by myself"



social awareness, empathy, creativity, communication, and problem-solving skills.

Focusing on passing the exam, getting into a good place, and working with peers who have similar background.

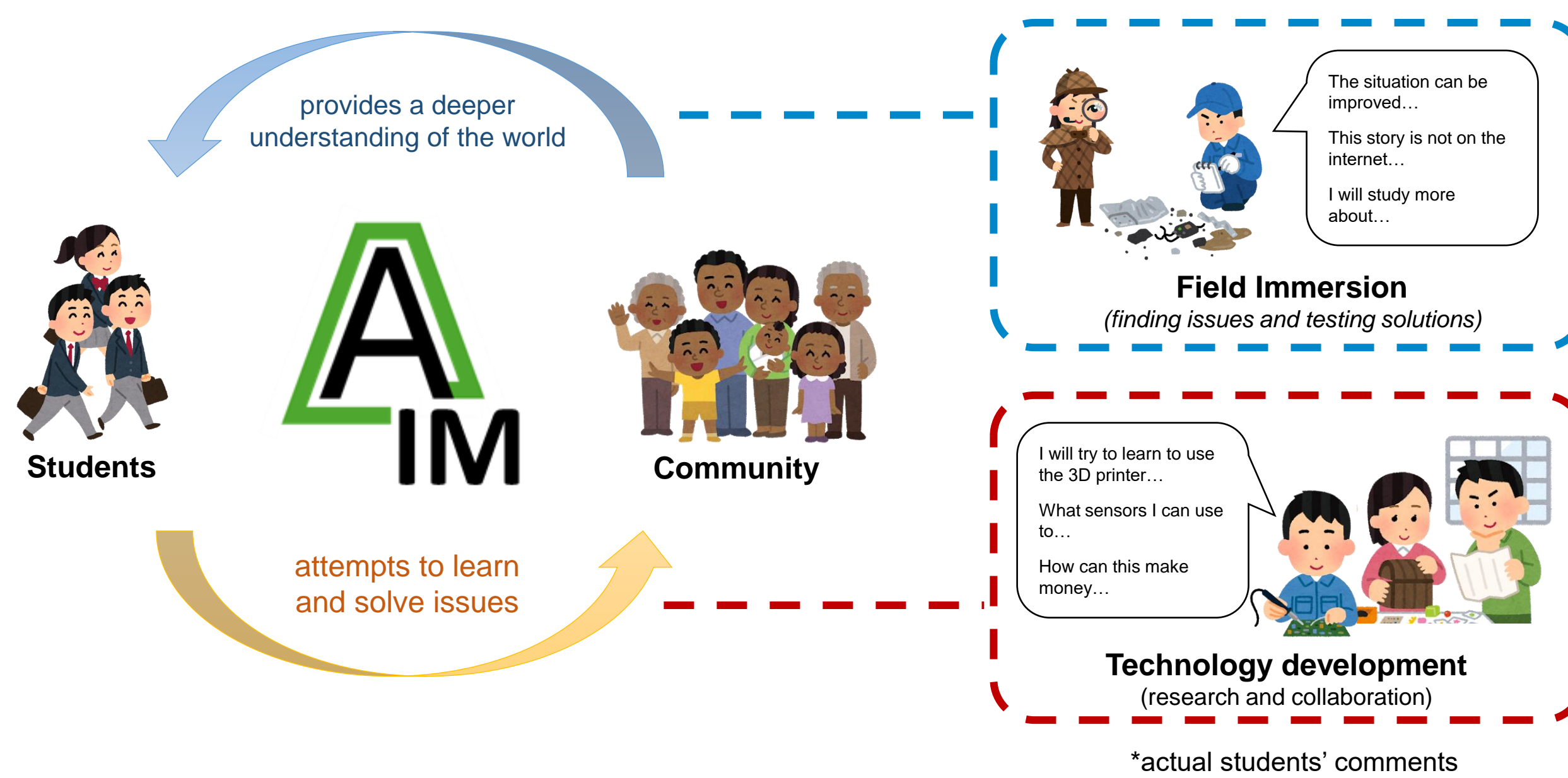
Learning to ask questions, Understanding the community, seeking help from different people, and doing something to solve it.

@im= "starts with me"

Students will initiate a project they are passionate about. Understand the pains of your target users, explore possible solutions, build their ideas into tangible prototypes, and communicate the output to the community.



An environment to cultivate social skills and curiosity



研究者、開発者、投資家



(left) Workshop at Kyoto U. Innovation Hub (right) Discussion for clinical trials with the hospital

NPO、ボランティア、行政



(left) Meeting with high school volunteers (right) partnership with NPO in Myanmar

各種技術開発



学生

all school levels

Appropriate
Technology
Immersion



強力な人的資源

Social skills + Innovation Capabilities

日本と海外の問題



Different projects initiated by AppTech students around the world.

| Previous fieldwork location | |
|-----------------------------|--|
| Class Organized | Student Organized |
| 2012 Fukushima | Timor Leste |
| 2013 Fukushima | Timor Leste |
| 2014 Fukushima | Bangladesh, Sri Lanka |
| 2015 Fukushima | East Timor, India |
| 2016 Fukushima | French Guiana, Philippines, Vietnam |
| 2017 Hitachi Oita | Indonesia |
| 2018 Nagano | Nagano, Vanuatu |
| 2019 Kanagawa | Okishima, Philippines, Yamanashi |
| 2020 Kanagawa | Kumamoto, Yamagata, Joze, Indonesia |
| 2021 Fukushima | Hyogo, Tokyo, Vietnam |
| 2022 Kyoto - Osaka | Orai (Ibaraki) |
| 2023 Ibaraki | Cambodia, Egypt, Indonesia, Okinawa, Vietnam |

フィールドワークの没入



地域社会からの支援



(left) Installation of the prototype in Okishima (right) Product introduction in the Philippines

@IM は、生徒が自主的に「オープン・ソーシャル・ラーニング」（社会的スキル、好奇心、創造性を育む環境）に取り組めるよう、各学校にロジスティクスとキャパシティを提供する。また、対象ユーザーの生活の質を向上させるための継続的な技術開発のハブとしても機能する。