

# *YAMATO PROJECT*

**The free and sustainable school for ICT**



*WRITTEN BY YAMATO- ICT TEAM*

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# Introduction

We know that a few changes can make society better. We also know that it is difficult to make such "a little change".

Difficulties in making changes can be economic barriers, customary barriers, political and legal barriers, and so on. Our activity aims to overcome such barriers and make a social change. Of course, social change is achieved through not only us, but the work of all people. Living has become more and more convenient and there is no doubt that the development of technology helps people in facing difficulties.

However, in some areas of Asia, there is a big problem before working at a company - education. Various approaches to this problem have been making steady progress, and the UNESCO's education department is making steady progress in primary education.

We are aware of professional education rather than primary and secondary education. Improvement of professional education can directly lead to escape from poverty, and increasing the number of teachers with professional knowledge can increase competitiveness. However, as you all know, it is difficult to proceed with such professional knowledge without economical affluence. It is not easy to be skilled with professional knowledge while working either.

We do not think it is impossible to overcome studying while overcoming mental toughness, but we understand that it is exhausting to require such mental toughness. How wonderful it is if we can have an environment where we can immerse ourselves in only professional learning without caring about the economic situation. Anyone who cares about educational problems would be dreaming of such.

We also had such a dream, and we knew the means of collecting funds for managing a school through encryption currency. With this method, we thought it would be possible to conduct a long-term school management program while protecting the profit of people who invested the funds, and with such funds, we could establish an ideal school, allowing us to operate a business that can make the school sustainable.

Our team considered the method of this new era, and wrote this paper with hope and anxiety.

# 1. Nationality and educational situation in Cambodia

First of all, we would like to introduce the current status of Cambodia. If you already know about Cambodia, please read from "2. Stable school administration".

## Population

The population of Cambodia is about 15,762,370 (in 2016), and the population growth rate from 2011 to 2016 was 1.6%. The population ratio of young people is extremely high due to the massacre or civil war from the Pol Pot regime and the population under 15 makes up 29.4% of the total population. In terms of living distribution it is overwhelmingly a farm population, and about 80% of the population live in rural areas, while about 10% of the total population is concentrated in Phnom Penh (the capital of Cambodia, population of about 1.69 million people).

## Ethnicity, language and religion

Most of the population consists of Khmer (90%), and the rest are mainly Chinese, Vietnamese, and Cham origin (many of whom are Muslim).

The official language is Khmer and the adult literacy rate (over 15 years-old) is 78.3% according to the survey of World Data Atlas 7 statistics from 2015. Buddhism is established as a National religion under the Constitution, and 98% of the population is Theravada Buddhist (Hinayana Buddhism). However, freedom of religion is guaranteed under the Constitution, and there are small numbers of other religions, including Islam (1.1%) and Christianity (0.5%). Buddhist priests have strict commandments such as prohibition of drinking, killing and contact with women. People have high respect for priests due to the historical tradition of temples being at the center of education.

## Economic situation

According to the statistics of the World Bank 2016, GDP per capita is 1,270 US dollars and the average economic growth rate in the past five years exceeds 7%. The industry mainly consists of agriculture (31% of GDP), industry (27%), and the service industry (42%). The amount of exports is approximately 7.7 billion dollars per year (in 2014), and sewn products for the United States etc. are the largest export manufactures. Meanwhile, the trade deficit is continuing with imports of about 10.5 billion dollars per year (in 2014). The main manufactured imports are textiles, petroleum products, vehicles, etc. Cross-border investments are actively accepted, and the majority of the cumulatively approved amount from 1994 to 2014 was from China (resort development and hydroelectric generation) with the second largest from Korea (real estate). In terms of sector, tourism occupies 40% of the investment, and industry, service, agriculture etc. follow.

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Financially, about 30% of the national budget depends on supports from overseas, and the issue is to increase the revenue by expanding tax revenue.

Regarding individual income, the average annual salary of Cambodian including farmers is estimated to be around 2,000 dollars. Taking bonuses of salaried workers into account, the average monthly income is around 154 dollars.

### Political system

The national system is a constitutional monarchy with a King as the head. The current king is King Norodom Sihamoni who have succeed to the throne in October, 2004, and Prime Minister Hun Sen of the People's Party (CPP) has been inducted since 1998.

### 1-1. Education and working in Cambodia

After the independence of Kingdom of Cambodia in 1954, the education system was the 6 - 4 - 2 - 1 system created during the time of French rule. However, for approximately 4 years from 1975, a Pol Pot-centered dictatorship dominated Cambodia, and all educational systems were abolished. Educated people such as doctors and teachers in Cambodia were massacred. Later, the educational system was changed again, and the current Cambodian education system was introduced in 1996, resembling the system in Japan as it has a 6-3-3 format. Constitutionally, compulsory education is 9 years of elementary school and junior high school. However, especially in rural areas, there are few students who complete the compulsory education due to a variety of reasons, such as poor parents' understanding of the importance of education or poverty. People work from a young age and reach manhood without education, inevitably finding themselves in a situation of limited opportunities for employment.

In high school, students can obtain certificates of completion (certificate I, II, III) at the end of each grade. Students can learn about machine repair, computer technology (ICT), agricultural machinery, electricity, electronics, air conditioning repair, civil engineering etc. In Cambodia, there are many private universities in addition to national universities such as the Royal University of Phnom Penh, National Management University, Royal Law and Economics University, and there are more than 100 schools nationwide.

### 1-2. Problems in Cambodia Education

As mentioned above, Cambodia's compulsory education is elementary school and junior high school for a total of nine years. But in fact, there are many children who do not attend a school or drop out of school due to family circumstances. There are many forms of support from other countries like Japan, and the number of schools have been increasing, but many school facilities were destroyed during the civil war, and the number of classrooms are still not sufficient enough. Elementary school has introduced a twice-a-day system, morning school and afternoon school, as there are not enough school facilities and textbooks.

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Considering school enrollment rates, the net enrollment rate of preschool (corresponds to kindergarten in Japan) is 16.6% (Statistic in 2014).

Then, regarding the enrollment rate of elementary and junior high school which should be compulsory education, although the net enrollment rate of primary education is high at 94.7% (in 2014), the dropout rate of 53.1% (in 2013) means that more than half of the students drop out from school and can not graduate for some reason.

In secondary education, the net enrollment rate is even lower at 38.2% (statistic in 2008), and the total graduation rate is much worse at 32.9% (statistic in 2007).

Higher education offering more advanced study such as colleges, vocational schools, etc., have a net enrollment rate of 15.9% (statistic in 2011) and a total graduation rate of 4.2% (statistic in 2007), meaning only 5% or less of the total population graduates from higher education.

Although the enrollment rate has been getting higher year by year, it is an issue in which there are a lot of children who can not go to school or who go to school while working because of poor family conditions.

Not only the problem of the student side but also the lack of skilled teachers and the shortage of the teachers themselves are major problems of education in Cambodia. One of the reasons is that many of the intellectuals and educators were slaughtered during the civil war and the educational system had collapsed, so the number of teachers had decreased drastically. The current students - teacher ratio of primary education is 44.6 students per teacher (in 2014), and students - teacher ratio secondary education is 28.9 students per teacher (in 2007). According to the International Competitiveness Report released by the World Economic Forum in October 2017, the quality of primary education in Cambodia is 112th, the quality of secondary and higher education is 120th, among the 137 participating countries, and the ranking is as low as nations in Africa.

Currently, teachers have to present lessons despite not having the basic knowledge of the lessons, so it is difficult to provide children with proper education. In addition, corruption is widespread, and low educational ability of students who advance on to higher education by fraudulent acts in tests and exams and acceptance of bribes by teachers are common problems.

respected in a society and expected to be noble.

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The reason behind the problem is the low income of faculty staffs in Cambodia. In Cambodia, teachers' wages are low and their lives are not sufficiently guaranteed, so many teachers have side jobs; teaching at a cram school after school, or working as a taxi driver on holidays. Preparation time for classes is inevitably shortened and as a result, the content of the lessons is affected, so the proper teaching environment cannot be established. Following a serious social problem in that "an improvement of educational situation can not be achieved unless the income of the teacher rises", the government gradually raised the salary of the teacher from about 78 dollars in 2013 to about 230 dollars in April 2017. However, this salary is still not satisfactory. As a reference for comparison, the minimum wage for workers in sewing or shoemaking business in 2018 is 170 dollars. For this reason public elementary schools and junior high schools should be free as a form of compulsory education, but an implicit rule is to make various forms of payment such as tuition fees and examination fees for teachers, and such a rule is a big burden for poor families. Such situations occur due to the insufficient amount of income for teachers who are supposed to be respected in a society and expected to be noble.

### 1-3. Necessity of developing ICT human resources in Cambodia

#### 1-3-1. Current situation of ICT human resources in Cambodia

In order to promote the country's goal to encourage access to technology in education, the Ministry of Education Youth and Sport of Cambodia (MoEYS), Public Organization (Open Institute) and WordForge Foundation signed on a notation (MOU) for jointly improving the utilization of ICT in education on January 23, 2017.

In a survey 17) conducted by the International Cooperation Agency in 2007 as a national ICT human resource development policy, it is announced that "acts for developing ICT human resources in Cambodia are conducted by government agencies, higher education institutions, vocational training institutions, private ICT Training institutions, and NGOs".

The first is the National Information Communications Technology Development Authority (NiDA), which plays the most important role in ICT human resource development among government agencies. Because local schools of the Cisco Networking Academy are set up as an annex to the NiDA, it has been providing basic networking courses through the Networking Academy Program by using the facility. Training of ICT human resources by NiDA is carried out by the Human Resources Development Bureau, and it seems that training etc. is being carried out through funding aid from foreign countries such as Japan, Korea, Canada and interns. However, as of in January 2018, access to the official website (<http://www.nida.gov.kh/>) is disconnected and because it is not properly operated, it is difficult to estimate the current situation and current achievement.

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In the second level of higher education institutions, in addition to public universities, private universities also actively establish ICT-related courses. However, as mentioned above, there is a fact that the ratio of students who go on to the higher stage of education is low and the ICT department has many students who do not reach the required level for the company. Furthermore, a poor number of organizations to employ graduates are also an issue. In Cambodia, the domestic ICT industry is undeveloped and the system of employment mediation is not in order, and there is a problem that graduates can not get a job even though they have completed an ICT course.

The third is Vocational Education and Training (TVET). Training at computer, technical vocational and vocational training schools are provided. ICT education is also conducted at vocational training schools such as the National Technical Training University (NTTI) under the umbrella of the Ministry of Labor.

The fourth is an IT training institution managed by the private sector. There are cram school classes to vocational school classes, and most of which are concentrated in the capital Phnom Penh.

The fifth is the organization of other NGOs / NPOs. In the past few decades, Cambodia has relied on NGO / NPO activities from abroad for many parts of restoration for the country, and the field of ICT is no exception. However, it is difficult to cover the costs of personal computers, faculty staff, operations of classrooms, etc. with donations alone, and many schools are forced to shut down. Because teachers consist of volunteers, the problem is not being able to maintain the quality of teachers of a certain level.

As pointed out in the third vocational training institution, it is desirable that policies related to industrial human resource development in Cambodia is formulated according to the standards of ability required by companies. However, there are some cases where the function of the organization itself is insufficient, such as not being able to propose a training course based on the ability standards required by companies, although a public vocational training school that is a part of vocational training institutions conducts education and training from the 3rd grade of high school to the university level. It is one of Cambodia's important educational tasks to develop human resources who can respond to such highly added values. The Ministry of Education in Cambodia and the like should consider balanced ICT human resource development, that is, consider both quantitative and qualitative development, and further, positively attract foreign companies and respond to the demand of students for finding jobs.

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### 1-3-2. Lack of global ICT talent

As ICT technologies are expanding diversely, like Web application services, IoT (Internet of Things ; home appliances and products of interest connected via the Internet), AI (artificial intelligence), blockchain, cloud technology, big data analysis and VR (virtual reality), demands for ICT technologies are continuously expanding, and global ICT talent has become chronically short because of this. Firstly, there are no engineers enough to comply with the growing IT technology genres and services.

Secondly, the retirement and aging of engineers make a major impact on the lack of those in the profession. It is predicted that many of the engineers who have been active in the field until now will reach retirement age. It is an urgent duty to have young, well-trained engineers by that time. Currently, developed countries that have developed ICT industries are making up the shortage of human resources by ordering business to other countries.

From the current situation, future human resources required in Cambodia are both quantitatively and qualitatively harmonized talents skilled in the ICT that the country supports, and additionally those who are skilled in a second language such as English and Chinese, etc.

## 2. Maintaining stable school management

With economic problems, students can not perform their given assignments, especially in cases of advanced education. For the sake of maximum educational effect, we plan to produce an education environment with a boarding school with meals that require a bigger budget. Taking into account the shortage of global ICT talent, the school will set into force a policy for making international human resources that can deal with overseas projects. Therefore we plan to devote a lot of time to foreign language education such as English and Chinese. Furthermore, in order to retain an environment that can be learned without considering economic problems, it is necessary to secure school expenses every year. For that purpose we think that we issue YAMATO tokens and use the funds corrected by the ICO for school administration and profit business. With the practical curriculum we offer, students can generate profits as an immediate fighting strength. From the profits produced by them, the school of the following year can be managed and a new school can also be opened.

Number of students: 50

Number of teachers: 10

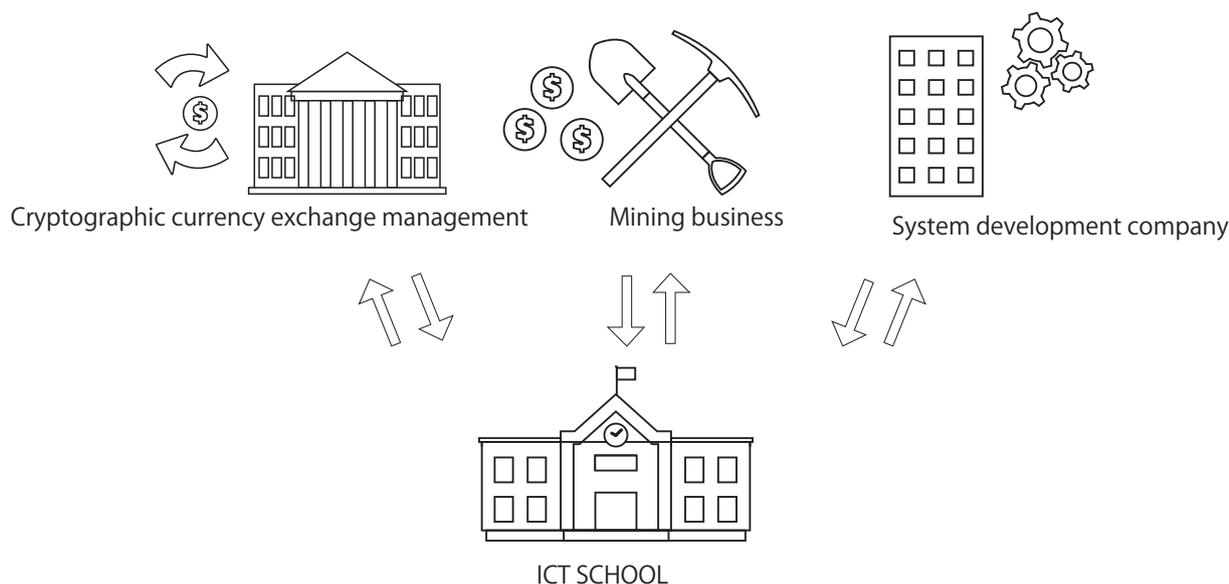
Student lodging system: quadruple room

Meals: day and night

School year: 1 year

Supplied separately as a school fee: 30 USD per month

We offer an environment where each student can use a highly functional PC and tablet, and encourage a curriculum for creating practical abilities. Our goal of the second year is having 100 students.



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## 2-1. Profitable business by new graduates and creating new schools

Even though students can rapidly develop their skills as engineers with a practical curriculum, there are individual differences as well and a lack of experience, the most important factor for engineers, is inevitable. If possible, we would like our students to grow with great experience through business. We hire our students at a company operated by us and are planning to use some of the profits from the business for school administration. We are planning three projects that can meet students at different levels with the ability to generate profits.

- Cryptographic currency exchange management
- System development company
- Mining business

### 2-1-1. Cryptographic currency exchange management

We are trying to run a free school with a dormitory to increase ICT talent in Cambodia. The YAMATO tokens is issued as a fund for that purpose and is also used as the market currency of the cryptographic currency exchange that we operate. Of course not only YAMATO tokens but BTC and ETH are market currencies, but the exchange fees of YAMATO tokens will be discounted.

Our exchanges store cryptographic currencies in a system using the cold wallet / multi signature / hardware security module. This system has the highest security in preventing outflow from inside or outside.

The large-scaled compliance database will be used for KYC (customer identity) checks one by one. In addition, advanced anti-money laundering management systems such as filtering and transaction monitoring will be created.

### 2-1-2. System development company

Through this ICO, we have discussed the curriculum with friends in the U.S.A., Japan and Korea and have created a feasible plan. They lament the shortage of their own ICT talents, and actually order work from overseas. Our system development company is ordered as a system consignor of some of this work. We have already discussed this project with some system development companies and we have made a curriculum that meets their needs relating to the stage of schools. Japanese or Korean system development companies can obtain the YAMATO tokens and can remit and pay for the system development fees for us with YAMATO tokens. In addition, we are not simply undertaking a development but also from the planning stage we will be deeply involved in a project and we plan to undertake over 20% of the revenue share projects. It will increase our planning skills and dramatically increase our students' experience.

### 2-1-3. Mining business

Mining is to gain encryption currency as a reward by the process of adding transaction records to the past transaction's ledger. Since it should be recorded in keeping consistency of all transactions, enormous computing ability is required. Therefore, computing computers need a large, stable electric power source for mining work. Using mining, the encryption currency is paid for as an incentive. We will cooperate with our friends to operate mining business in several Asian and European countries while planning to start using mining machines we have developed.

#### 2-1-3-1. Balance model of mining machine

Our mining machine is 5,000 dollars per machine and we receive 0.0031 btc / day (1/2018) as a mining fee.

	200 units	300 units	500 units
Investment amount (USD)	1,200,000	1,500,000	2,500,000
Quantity of mining /m (BTC)	18.6	27.9	46.5
Power consumption (kW)	130000	195000	325000
1bit=8,000USD (USD)	148,800	223,200	372,000
1bit=10,000USD (USD)	186,000	279,000	465,000
1bit=12,000USD (USD)	223,200	334,800	558,000
1bit=15,000USD (USD)	279,000	418,500	697,500

At the current rate of BTC / USD at (1/2018), with funds of 1,500,000 dollars, 300 mining machines can be installed and operated and get a bitcoin of 27.9 btc (\$ 338, 175) / per month. Although, electricity rates and rent are different depending on the country, the profit of the mining business is expected to be 75%. The initial investment can be collected in less than 6 months, but reinvestment is required in the six months after collection since the GPU cycle is one year.

Initially, we plan to start mining business with our friends in Japan, Korea and Ukraine who will cooperate with our project. Of course the cost of such expenses is important, but we consider that the priority is to mine in a legally and politically stable area.

## 3. What is cryptographic currency

The cryptographic currency collectively refers to currencies that have no institutions of issuance like statutory currencies and can be used for consideration of goods and services among unspecified numbers of people throughout the Internet. The cryptographic currency system is an electronic trading system based on an encrypted, not fiduciary certification. Based on this "encrypted certificate", trade between two desired parties can be performed directly without going through a third party organization. This system is managed by a P2P network without a central server and administrator. All transactions use cryptographic currencies and by adding the latest owner 's public key to the end of the coin with a digital signature, the latest recipient can verify past ownership. The exchange of cryptographic currency is supported by blockchain technology and it is characterized so that tampering is not possible.

### 3-1. Blockchain technology

As in mentioned above, the cryptographic currency system manages transaction data through a P2P network between distributed users. It is called a block in that several transactions are summarized, and the condition in which blocks are saved successively is called a blockchain. Blockchain technology is, in short, "a mechanism to share information in multiple places in a form that makes it difficult to tamper with".

It is promised for an investment of a blockchain that the data of the blockchain is confirmed by multiple participants and only those in a format conforming to the rules are recorded, and only the data agreed by all the participants are validated as effective data. It has a tamper-resistant data structure (hash chain structure), and when a tamper is attempted, it is detected immediately, and the data is recognized as corrupted. Damaged data can be retrieved automatically from other participants having normal data.

Once written, data can not be changed and deleted by anyone.

These features prove that the legitimate continuity of the book is mathematically and cryptographically guaranteed. In addition, a considerable advantage of the cryptographic currency is that a non-tamperable contract can be executed without going through a third party by executing a program on a blockchain called "Smart Contract".

## 4. YAMATO token sale

We believe that ICT human resource development will be the foundation of future economic growth. We have talked about school management that has escaped from economic problems and the three business operations that support it.

It is the cryptographic currency that connects this school and business management. We plan to conduct this project with funds generated by the issuing of cryptographic currencies.

### 4-1. Summary of YAMATO tokens

ICO is conducted by token sales on the website. The currency issued in this project is YAMATO.

Name of the token: YAMATO

Name of the code: YMT

Block chain: ERC20

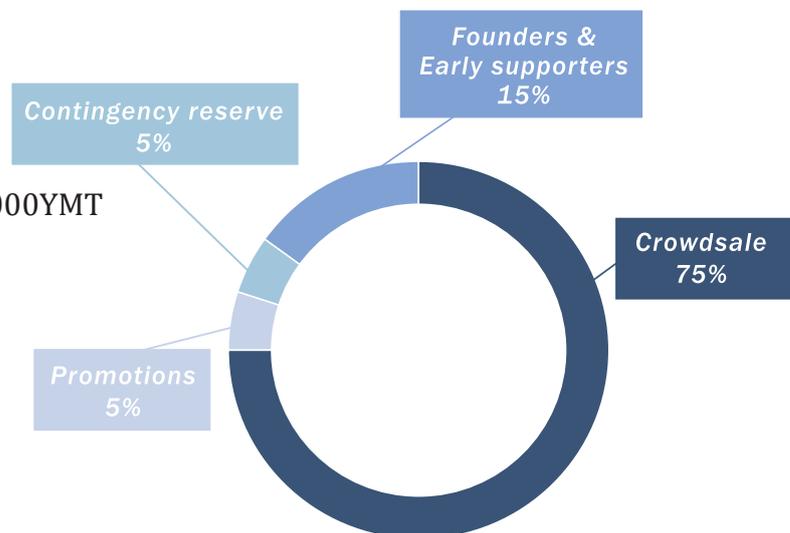
Total amount of issue: 20,000,000,000YMT

Hardcap: 15,000,000,000 YMT

Softcap: 200,000,000 YMT

#### TOKEN DISTRIBUTION

- Crowdsale
- Founders & Early supporters
- Contingency reserve
- Promotions



The total number of YMT issue is 20 billion. Issued YAMATO tokens are used in:

Funding through ICO, 75% •

Founding Team • Supporters Reserve, 15% •

Promotion fee, 5% •

Reserve expense reserve fee, 5%

Regarding the founding team, it is prohibited to sell tokens one year after listing. Regarding the tokens owned by supporters, it is prohibited to sell tokens two months after listing.

## 4-2. Token sale

YMT tokens can only be purchased from our site with Encryption Currency Etherium (ETH). 48 hours after the sale starts, a 30% bonus will be added as a pre-cloud sale, with participation of 3 ETH or more. In the next week, a 15% bonus will be added with participation of 1 ETH or more. It is possible to participate from 0.1 ETH or more through the sale, but if it is not reached the bonus grants a minimum participation amount, and you will not be granted a bonus.

It is discontinued at the point of 15 million YMT. If the token issuance limit has not been reached within the cloud sale period, the remaining tokens will be burned after the end of sale. When the remaining token is burned, the token distribution ratio will be maintained as above.

The funds collected during the ICO will be strictly held in a controlled, offline cold wallet.

### 4-2-1. Pre-cloud sale

48hrs sale max: 300M YMT	
1,300,000 YMT	1 ETH
Minimum participation amount	3 ETH
Maximum participation amount	20 ETH

Throughout sales period	
1,000,000 YMT	1 ETH
Minimum participation amount	0.1 ETH
Maximum participation amount	*u1 ETH

\*under 1 ETH

### 4-2-2. Cloud sale

1st Cloud sale max: 12B YMT	
1,150,000 YMT	1 ETH
Minimum participation amount	1 ETH
Maximum participation amount	100 ETH

2nd Cloud sale max: 2650M YMT	
1,050,000 YMT	1 ETH
Minimum participation amount	1 ETH
Maximum participation amount	100 ETH

### 4-2-3. Invitee Bonus Program

Investors who own over 10 M YMT, during a cloud sale, can invite other investors. 5% of the invoiced investor's deal is granted to the invite as a bonus.

## 4-3. Benefits of holding tokens

The Yamato token issued by us will be used effectively in our business. The main business partners of our system development company seem to be foreign partners, and in that case payments can be settled with YAMATO tokens. Fees are cheaper than cash remittances, and quick settlements can be expected.

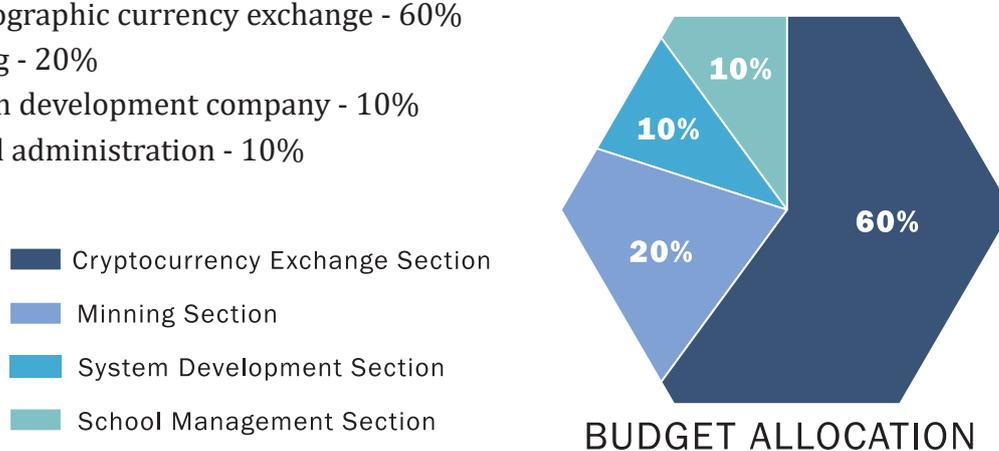
In addition, our profit-making business will purchase YMT once a year using profits. The purchased YAMATO tokens are used for excellent students as their incentives, and it is also used for a payment to the partners.

The YAMATO token can be used as a market currency at our cryptographic currency exchange. Of course, YAMATO tokens are discounted for fees compared to other market currencies. The start of the cryptographic currency exchange is October 2018. As soon as the operation starts, YMT is listed on the exchange and you can trade freely.

#### 4-4. Cash budget allocation

Funds collected at ICO are all used for our school and revenue businesses.

- Cryptographic currency exchange - 60%
- Mining - 20%
- System development company - 10%
- School administration - 10%



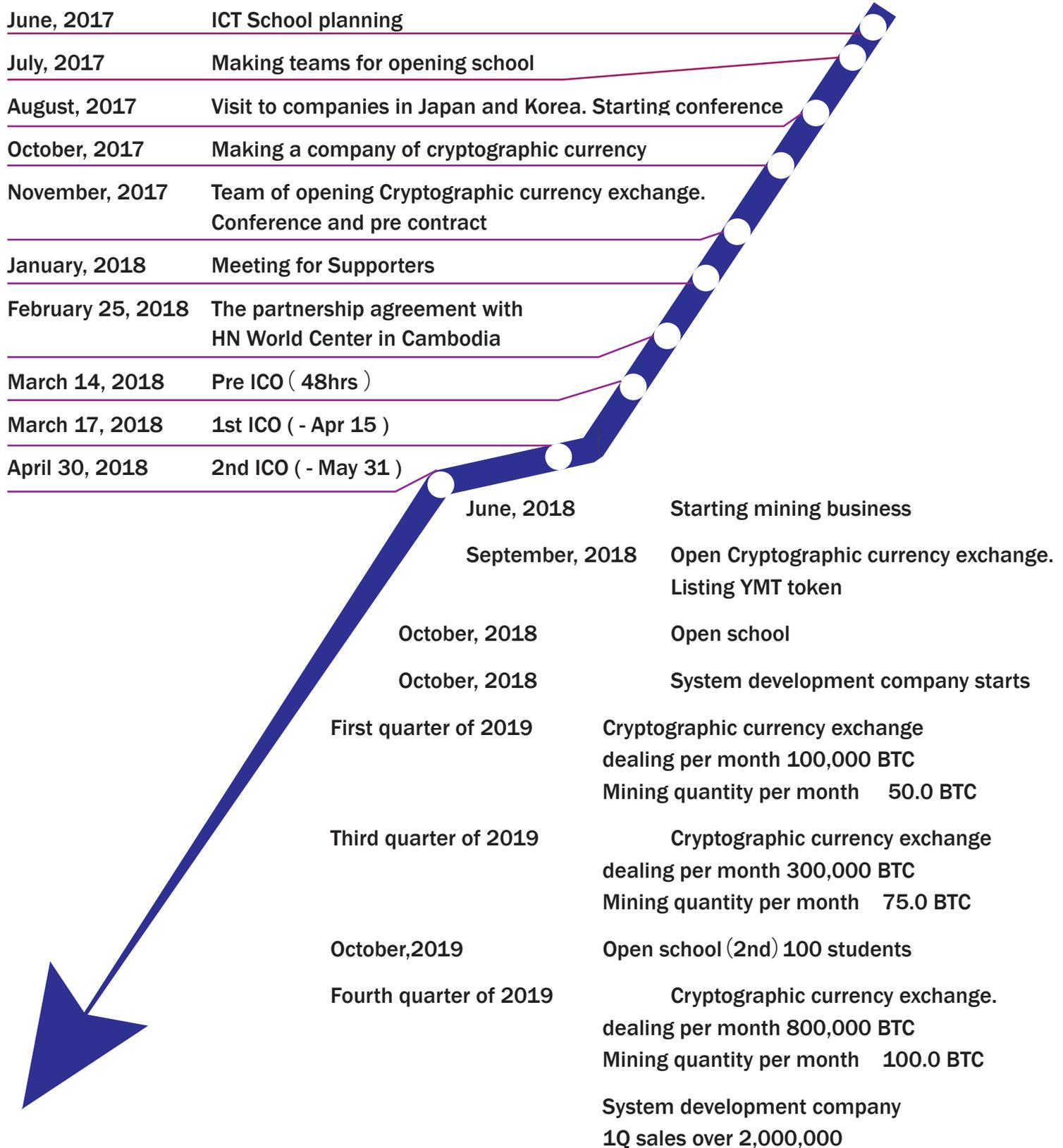
We invest most of the budget on the cryptographic currency exchange and aim to list YAMATO tokens in the first section of the stock market operating at the YMT market as soon as possible.

The more you pay for the mining business, the more you can expect bigger revenue. We recognize that it is an important business supporting our school management and allocating our budget for it. And the system development is the achievement of this school.

#### 4-5. ICO road map

Mar. 14-16, 2018	Pre ICO	Bonus +30%	HARD CAP: 300 ETH
Mar. 17 - Apr. 15, 2018	1st ICO	Bonus +15%	HARD CAP: 12000 ETH
Apr. 30 - May. 31, 2018	2nd ICO	Bonus + 5%	HARD CAP: 2650 ETH
All Sales Period	All ICO Period	No Bonus	

# 5. Road map



## 6. Contract

This white paper is for generally informational purposes only and does not invite participation in investment. The YAMATO token is neither securities nor stock, nor any other kind of investment property. The YAMATO token holder has no authority over the business and does not have the right to participate in the business management of the company. The Yamato token sales are final and non-refundable.

The YAMATO token shall not be purchased and used for speculation or investment purposes. All buyers of YAMATO tokens shall consider this white paper, and purchase at your own risk with an understanding of the risks, costs and benefits associated with the purchase.

Technology related to cryptographic currencies is supervised, controlled and investigated by regulatory agencies around the world. Depending on the measures of regulatory authorities, there is a possibility of change due to limited business development etc.

There is a possibility of failure of business due to unsuccessful marketing and management activities after ICO. The YAMATO token may lose value if you lose a platform due to business failure.

The funds gathered during the ICO procedure are not guaranteed. There are no individuals or public insurance institutions that buyers can seek assistance from if they lose these funds or if they lose value.

The YAMATO token is new and relatively unverified. In addition to the risks mentioned in this white paper, there are additional unpredictable risks of the YAMATO token. These risks may appear differently from the ones mentioned here.

### 6-1. Representation

By participating in the token sale, the buyer agrees to the above and expresses and warrants the following.

- I have carefully read and understood the terms and conditions attached to the white paper, and agree to all of its content.
- I am not a resident of the United States nor the People's Republic of China.

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- I understand all relevant regulations within the jurisdiction where you place the purchaser's residence and comply with all regulations and laws regarding cryptographic tokens within that jurisdiction.
  - I have a good understanding of the nature of the cryptographic currency and a sufficient understanding of blockchain based systems and services.
  - I will buy YAMATO token for use of YAMATO platform.
  - I will not purchase YAMATO tokens for speculative investment or purpose of use.
  - I have nothing to do with antisocial forces or similar organizations in the past or present.
  - We will not use cloud sales for misconduct as typified by money laundering and funding for terrorism.