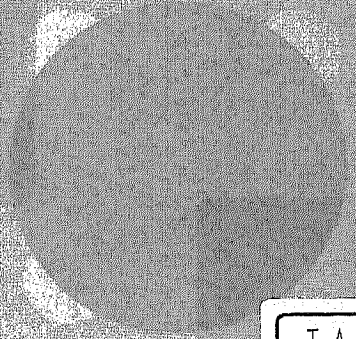
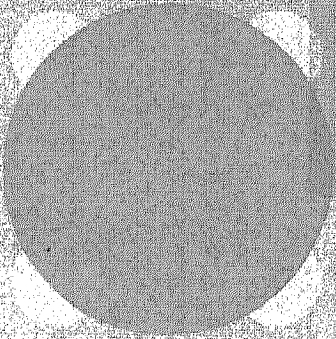
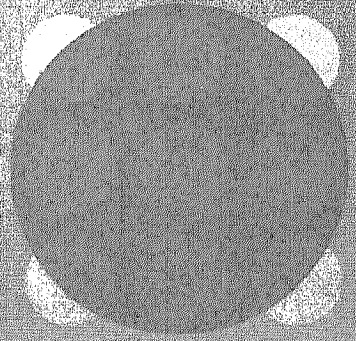
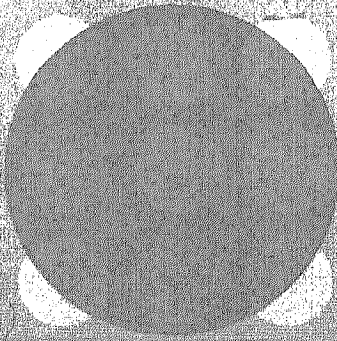
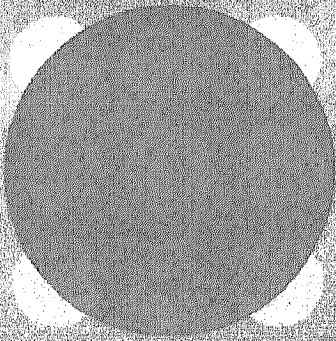
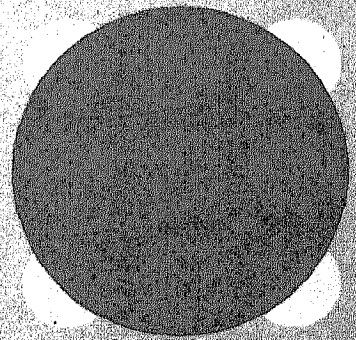
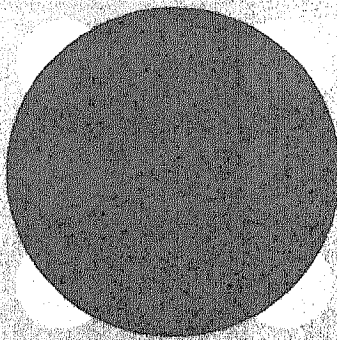
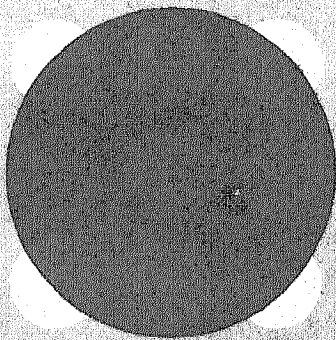



**OUTLINE OF  
GROUP AND REGION-FOCUSED TRAINING PROGRAMS  
IN  
JAPANESE FISCAL YEAR 2010**

**COURSES STARTING BETWEEN APRIL 2010 AND MARCH 2011**



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INVESTMENT  
PROGRAMS  
IN APRAIL FISCAL YEAR 2010

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## **Foreword:**

### **A new JICA and its Program for Training & Dialogue**

Since its re-organization as an incorporated administrative agency in October 2003, JICA has moved forward its reform activities with three major pillars: field based management, human security, and effective, efficient and prompt operation. In addition to this initial reform plan, in March 2005, JICA announced the second part of its reform plan. At the core of this second phase reform plan is the review of JICA's training & dialogue program conducted in Japan, particularly with respect to its effectiveness and appropriateness in meeting the evolving needs of its development partners.

#### **Technical Cooperation conducted in Japan**

JICA's training & dialogue program conducted in Japan has been occupying an important place in JICA's operations. Being conducted in Japan, the Program can mobilize inputs from almost every corner of the society. As this booklet illustrates, more than 500 courses/projects/forums of the JICA's training & dialogue program cover a wide range of issues such as agricultural technology, advanced industrial technology, hospital management and local governance systems to name a few. Being implemented in collaboration with Japan's leading organizations and academics in respective fields, the Program could provide ideal opportunities to those who would try to find answers for their own issues referring to Japan's experiences.

While recognizing the positive role that the Program can play, we are at the same time increasingly cognizant of the challenges to make it more relevant to practical needs and concrete actions in partner countries. For example, appropriate measures to encourage the ex-participants to put their acquired knowledge in practice need to be strengthened, especially for the capacity development of the organizations they work for. Based on this recognition, JICA is now starting to make strong efforts to meet such challenges. Our efforts include the integration of preparatory sessions and post-program activities in many of the course/projects/forums. Likewise, a systematic follow-up support for motivated ex-participants and interested organizations is to be strengthened.

This booklet provides information on such efforts for improvement. The reader may wish to refer to such information and, where applicable, use JICA's training & dialogue program not merely as a means of enhancing skills/knowledge of any particular individuals but also in relation to organizational capacity development needs.

## Japanese Development Experience

Japan was one of the first non-European countries to have successfully modernized and industrialized its economy. At the core of this process started more than 140 years ago was the *"adopt and adapt"* concept by which a wide range of appropriate skills and knowledge have been imported from developed countries; these skills and knowledge have been adapted and/or improved using the local skills, knowledge and initiatives. They finally became internalized in the Japanese society to suit its local needs and conditions.

From engineering technology to production management methods; from pollution prevention technology to rural community development, most of the know-how that has enabled Japan to become what it is today has emanated from this *"adoption and adaptation"* processes, which, of course, have accompanied countless failures and errors behind success stories. We presume that such experiences, both successful and unsuccessful, will be useful to our partners who are struggling with the current challenges facing developing countries.

However, it is rather challenging to share with our partners this whole body of Japan's developmental experience. This difficulty has to do in part with the challenge of explaining a body of *"tacit knowledge"*, a type of knowledge that cannot fully be expressed in words or numbers. Adding to this difficulty are the social and cultural systems of Japan that vastly differ from those of other western industrialized countries, and hence still remain unfamiliar to many partner countries. Simply stated, coming to Japan might be one way of overcoming such a cultural gap.

I therefore would like to invite as many leaders of partner countries as possible to come and visit us, to mingle with Japanese people, witness the advantages as well as the disadvantages of Japanese systems, so that the integration of their findings will become useful to the accomplishment of their developmental objectives.

Takamasa Hayase  
Director General  
Training Affairs and Citizen Participation Department  
Japan International Cooperation Agency

# Outline of JICA Training and Dialogue Programs in Japanese Fiscal Year 2010 Main Index

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# Outline of the Training and Education Program

## 1. Introduction and Objectives

The purpose of this program is to provide a comprehensive overview of the training and education process, covering the following areas:

1.1. The role of training and education in organizational success.

1.2. The importance of continuous learning and development.

1.3. The relationship between training, education, and performance.

1.4. The impact of training and education on employee engagement and retention.

1.5. The role of training and education in building a high-performance culture.

1.6. The importance of aligning training and education with organizational strategy.

1.7. The role of training and education in addressing the skills gap.

1.8. The importance of measuring the effectiveness of training and education.

1.9. The role of training and education in promoting diversity and inclusion.

1.10. The importance of staying up-to-date with the latest trends in training and education.

1.11. The role of training and education in preparing employees for the future of work.

1.12. The importance of creating a learning environment that supports growth and development.

1.13. The role of training and education in building a strong leadership pipeline.

1.14. The importance of investing in training and education as a strategic priority.

1.15. The role of training and education in driving innovation and creativity.

1.16. The importance of fostering a growth mindset among employees.

1.17. The role of training and education in building a resilient organization.

1.18. The importance of creating a culture of continuous improvement.

1.19. The role of training and education in building a strong brand reputation.

1.20. The importance of staying up-to-date with the latest research and best practices in training and education.

1.21. The role of training and education in building a strong organizational culture.

1.22. The importance of creating a learning environment that is inclusive and accessible to all employees.

1.23. The role of training and education in building a strong organizational identity.

1.24. The importance of creating a learning environment that is data-driven and evidence-based.

1.25. The role of training and education in building a strong organizational resilience.

1.26. The importance of creating a learning environment that is agile and responsive to change.

1.27. The role of training and education in building a strong organizational sustainability.

1.28. The importance of creating a learning environment that is future-focused and forward-thinking.



# I . Reference for Selection of JICA Training and Dialogue Programs



(Photos courtesy of Mr. Kenshiro Imamura)

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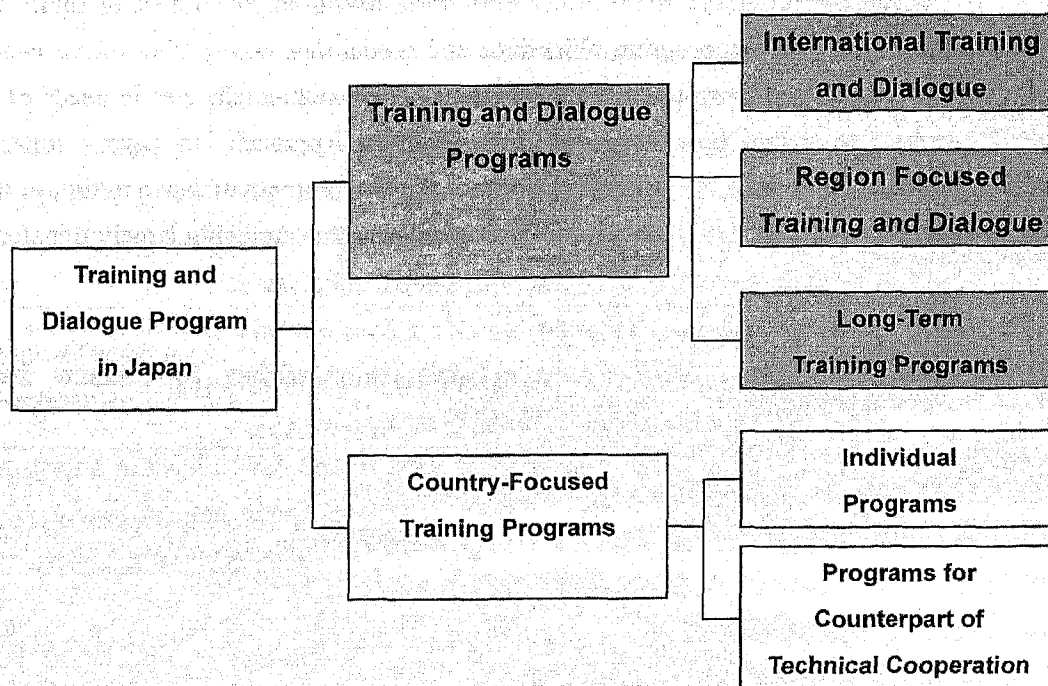


## Reference for Selection of JICA Training and Dialogue Programs

### 1. What are JICA Training and Dialogue Programs?

Being conducted in Japan, JICA's Training and Dialogue Programs offer rare opportunities for those who are interested in Japanese experience. Around five hundred programs are designed in collaboration with leading organizations in respective fields and offered to partner countries. While International Training and Dialogue (former "group training course") target the whole world, Region Focused Training and Dialogue (former "region-focused training course") are offered to specified regions with contents specific to issues in the region. In the Japanese fiscal year 2010, 548 programs will be implemented in total.

<Chart1: Types of Training and Dialogue Programs in Japan>



JICA's Training and Dialogue Programs have the following features which are not seen in other types of technical cooperation, because the programs are proposed by Japan and implemented inside Japan.

- (1) The programs are opportunities for leaders from partner countries to share knowledge, experience, and ideas with Japanese practitioners at forefront, and professionals who cannot normally be dispatched as mission members nor experts to partner countries.
- (2) The programs are opportunities to effectively transfer tacit experience and knowledge from Japan to participants from partner countries. Examples of these are sense of value, original