

concepts, and frameworks of systems and organizations. The information transmitted through the training programs are all unique to the Japanese society and can be only understood through first-hand training experience.

- (3) The programs are opportunities for partner countries to share experience and create innovative knowledge together with other countries that face similar difficulties or issues.

JICA's Training and Dialogue Programs, which have the advantage of being implemented inside Japan as explained above, can produce significant effects when organically combined with past, on-going, or future technical cooperation or financial aid in partner countries.

2. Recent Changes in JICA's Training and Dialogue Programs

JICA's Training and Dialogue Programs have been conducted for many years as one of the oldest forms of technical cooperation. Their main objective has been human resource development focused on mid-level personnel in partner countries.

While the Programs have been contributing to the empowerment of future leaders, JICA decided to review the program objectives and modalities, considering recent changes in the business environment surrounding the programs. They include changes in needs of partner countries, changes caused by the progress of "Program Approach" in Japan's international cooperation, as well as the administrative reform of the Government of Japan to further improve efficiency. As a result, JICA's Training and Dialogue Programs are being largely transformed as explained below.

(1) Change in objective: Problem solving in addition to human resource development

JICA's Training and Dialogue Programs have traditionally aimed at human resource development of mid-level personnel. These traditional training programs have come to be reviewed in terms of efficiency since training opportunities in partner countries have been expanded and improved in recent years. Training in Japan should be re-focused at truly core professionals or decision makers in organizations or should be offered to only those organizations which are ready to take concrete steps in dissemination of the knowledge brought back by their personnel dispatched to the programs.

On the other hand, objectives of partner countries in sending personnel to Japan are not limited to medium or long-term human resource development. They also could send their personnel to study Japan's experience to re-create their own solutions for their specific issues such as introduction of new institutions/systems or improvements in the operation of their organizations. JICA is strengthening those programs which could effectively facilitate partner countries to create their own solutions by utilizing the advantages of the training program.

JICA has classified Training and Dialogue Programs into 4 standard categories as

shown below to clarify objectives of the Programs, of which the contents are becoming more diverse in response to recent environmental changes.

<Chart 2: 4 standard categories of JICA Training and Dialogue Programs>

Standard category	Concept
Leaders Training Programs	This type aims to enhance the capacity of the personnel that is involved in important decision makings in organizations or who is engaged in highly specialized areas.
Trainers Training Programs	This type aims to disseminate the kinds of knowledge and skills which become significant with wide acquisition among groups. This type of program target at mid-level personnel of "front-line" occupations such as teachers, nurses and extension officers. Such program is implemented with the aim of the specified final beneficiaries gaining knowledge and skill through program participants, in addition to the development of the abilities of the participants themselves.
Solution Creation Programs	This type aims to facilitate problem solving in organizations or societies such as making improvements in the operation of organizations or the creation of political measures and the establishment of systems. Programs of this type provide opportunities for partner countries to consider the measures needed to solve the problems in their countries by using the Japanese experience as a reference.
International Dialogue Programs	This type aims to share experience related to regional or global problems and to develop new knowledge. It promotes international dialogues and the creation of networks for important problems.

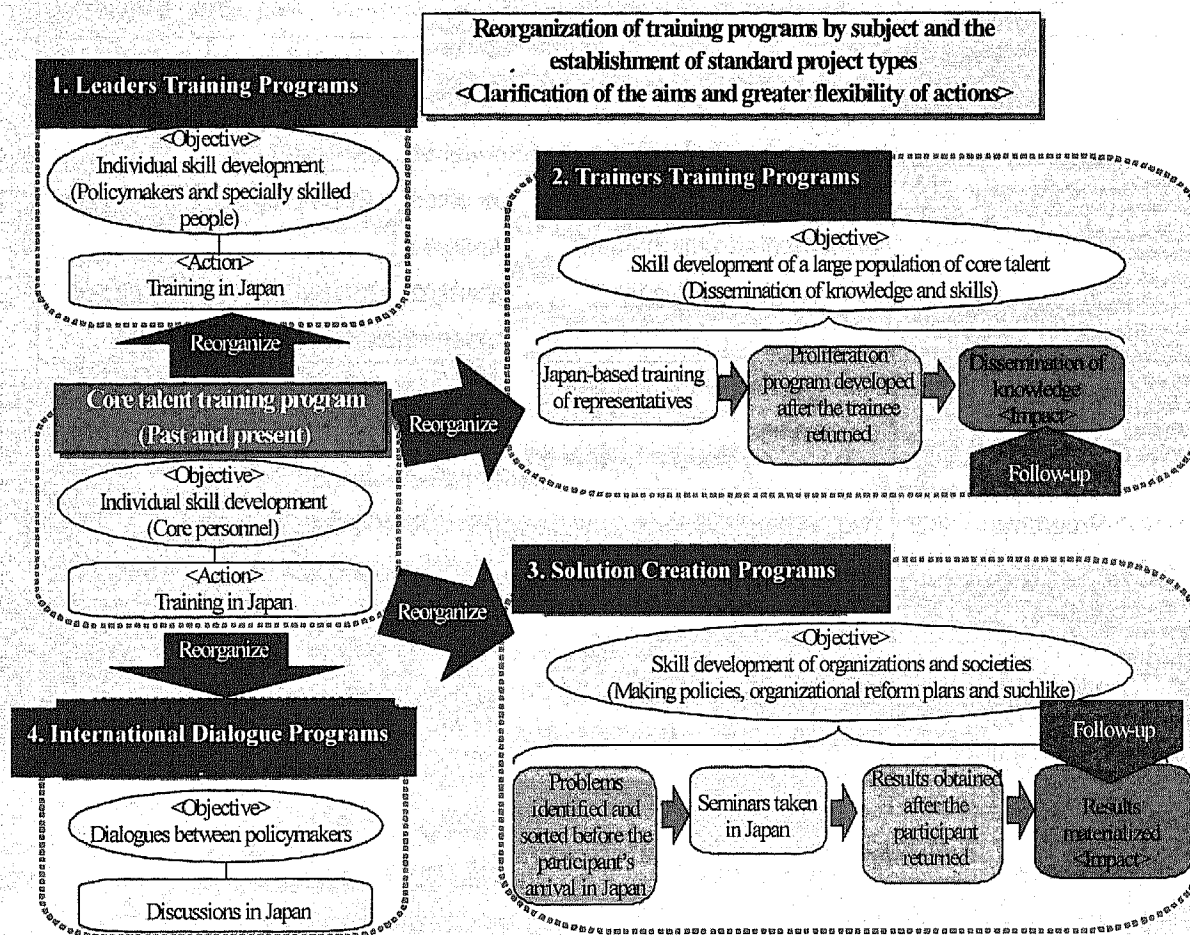
(2) Change in modality: From individuals to organizations

Conventional JICA Training and Dialogue Programs have been completed in Japan. However, when the program aims to disseminate knowledge or to solve problems of an organization rather than enhance the capacities of individual participants, it is necessary to have the involvement of the organizations which send participants to the program and to have activities before and after the programs in Japan. For this reason, JICA has now expanded the scope of program methods to include a "preliminary phase" which is held prior to programs in Japan, a "finalization phase" which is held after the participants' return to their countries, and "follow-up cooperation" after the programs ends. JICA is also diversifying the use of various tools in programs, such as distance learning using teleconference systems and complementary programs in third countries.

Such flexible approaches have led to the creation of various forms of Training and

Dialogue Programs which go beyond the traditional image. An example of the new form of programs include project-type trainings in which programs are held targeting similar countries for three years with different contents each year, enabling the achievement of the final results within the program period as a whole.

<Chart 3: Reorganization of JICA Training and Dialogue Programs, Establishment of Standard Aim by Category and Increase in Flexibility of Approaches>



(3) Change in contents: More focus on the “Japanese Way”

In the context of the administrative reform by the Japanese government, from the viewpoint of cost-effectiveness, the training programs in Japan are expected to be implemented only when they are really worth being carried out in Japan.

It may be said that in order to transfer universal technologies and theories, training programs would be more effective if they were implemented in other countries than Japan. However, as a result of Japan’s rapid adoption of the Western systems, approaches and technologies in accordance with its own conditions, Japan has achieved various unique experiences and knowledge. These precious resources unique to Japan range from

organizational systems like organizational and personnel management to social systems like campaigns for improvements in daily routine tasks and local administrations.

It may be difficult for partner countries to apply these unique experiences of Japan as they are because conditions in other countries would be very different from that of Japan. But they can utilize Japanese experience and knowledge as useful catalysts when they invent their own approaches or measures to solve the problems they face.

Recently JICA has formulated more programs than before that make the most of the advantages of the Japanese unique experiences and knowledge. It also has developed learning materials by which partner countries can understand the Japanese unique experience easily, overcoming the difference between both sides.

<Chart 4: Recent Examples of programs that make full use of the unique experience of Japan>

Subject	Name of program	Details
Japanese-style management	Seminar on Creating a New Methodology for the Knowledge society (Since 2004, revised 2010)	Internationally renowned economists summarize and systemize the approaches of Japanese-style organization management.
Japanese-style management	Management of Human Capacity Development Programs (Since 2006, revised 2010)	Some of Japanese leading companies cooperate in the systemization of Japanese approaches to personnel affairs and human resource development.
Japanese-style administrative reform	Local Government Reform Programme for Anglophone African Countries (Since 2006, revised 2010)	Reflecting the internationally unique development of Japan, program is scheduled to enhance the performance of local governance through sharing Japanese/participating countries' experiences and lessons
Japanese-style participatory development	Promotion of Enabling Environment for Civil Society and Community Development (Since 2006, revised 2009)	What is referred to as hometown science and other approaches unique to Japanese local development are systemized from the viewpoint of development.
Livelihood Improvement Approach	Rural Community Development by Livelihood Improvement Approach (Since 2006, revised 2009)	The combination of Japanese life improvement movement and agrarian reform was the driving force of the postwar rural development. The experience of the commitment is systemized.
Environmental Energy	Planning Support for Introduction of Solar Power Generation (Since 2010)	For government ministries in charge of renewable energy to understand characteristics of PV generation for its appropriate introduction/maintenance.
School health	School health (Since 2006)	The internationally rare system of our school health and the experience of its application are systemized.
Experiences of Okinawa	Water Resource Conservation Management in Islands Area (Since 2010)	Provides knowledge and skills of water resource management to person concerned with water resource issues, especially in rural areas.

3. Utilization of JICA Training and Dialogue Programs

(1) Combination with the JICA Programs

JICA's Training and Dialogue Programs have increasingly been combined with technical cooperation projects or individual programs such as expert dispatches and in-country trainings. As a result of the operation review of the Training and Dialogue Programs, it has become easier to combine them with other projects.

Major changes in the operation are as follows;

Changes in the allocations of programs

- In order to make it possible to utilize the programs in a systematic manner, the allocation of each program is fixed for the period of its implementation, which is generally three years. Accordingly, the official requests by partner countries and subsequent bilateral agreements are made for the period of three years.
- In order to make it possible to utilize the programs intensively, the maximum number of participants for each program in one year is set at two for the Group Training and four for the Region Focused Training.
- While the allocation of a program is fixed for the period of its implementation, partner countries can cancel the allocation of the second or third year. On the other hand, it would be possible as well to request allocation for a program on its second or third year even if the program wasn't allocated on its first year, while realization of the request may depend upon the situation of the program.

Changes in the procedures of the request survey

- To enhance the realization of requests and predictability of the training request survey, the number of participants is to be determined flexibly based on the request survey in the planning of JFY2011, instead of the previous system that conducted the survey after allocations of programs and participants to partner countries.
- In the planning for JFY2010, the request survey for International Training and Dialogue (former Group training) and Region Focused Training and Dialogue (former Region-focused training) were unified, and for each type, number of programs was determined based on the magnitude of requests. It is envisioned that programs will be conducted not only in English, but also in various other languages. At the same time, the number of regionally tailored programs are expected to increase.
- In the planning of JFY2010, the Long Term Training Programs (formerly

(independent) was integrated into JICA's Training and Dialogue Programs. This arrangement enabled the partner country, the Embassy of Japan, and the JICA overseas office to select as many "long term type" programs for academic degree as they wish. It is to be noted that a request for one participant in "long term type" programs is regarded as two seats for ordinary programs due to difference in costs.

It is expected that more Training and Dialogue Programs will be utilized for project formulation, follow-up activities after the completion of projects, and indirect support for ongoing projects. For more details, please refer to the appendix for the utilization of the Training and Dialogue Programs in Bilateral Programs.

(2) Promotion of organizational involvement

If Training and Dialogue Programs meet the organizational needs of partner countries, the programs produce considerable results. On the other hand, greater importance needs to be attached to the cost-effectiveness since JICA's Training and Dialogue Programs require as much cost as that of the short-term expert dispatches. Consequently, programs that require the organizational involvement of partner countries have been increased. In response to this trend, partner countries have begun to strive for more active organizational utilization of the training results obtained in Japan.

Continuous results will be produced efficiently by encouraging the efforts of partner countries on their own initiative. It is therefore expected that the respective country offices of JICA will be involved as much as possible in the following actions.

■ **Selection of the target organizations and nominees**

In order to attain objective outcomes in programs, target organizations and the nominees should be carefully chosen by confirming their commitment and readiness. From this viewpoint, priority should be given to organizations and people which are related to bilateral cooperation projects and activities as their commitment and readiness are already confirmed. Accordingly it is appreciated that target organization(s) and nominee(s) for each allocated program would be selected by the Government of partner country in close consultation with JICA overseas office. Organizations and nominees without linkage to bilateral cooperation projects and activities are eligible for programs on condition that their commitment and readiness are confirmed by the JICA overseas office. As for programs selected in relation to activities of JICA experts and volunteers, it is advised to involve them in the selection process as in the case of ordinary counterparts training.

■ **Promotion of continuous participation**

As most programs are to be allocated successively for three years, it is advised that the same organization or a group of mutually interrelated organizations should be selected for each program. Particularly, programs categorized as "Solution Creation" require the same organization or a group of mutually interrelated organizations to achieve a goal at the end of a three year program. In this connection, the application form, formerly called as "A2A3 form", has been revised so that commitment and readiness of applying organizations should be clearly described.

■ **Involvement with activities before and after core phase in Japan**

Each selected organization should be reminded to take necessary actions within the organization according to program plan described in "General Information". Special

attention should be paid to programs categorized as "Trainers Training" and "Solution Creation" since these programs include activities to be conducted in participating organizations before and/or after the core phase in Japan. Participating organizations are requested to prepare and send final reports to JICA overseas offices upon completion of programs. On the part of JICA, programs categorized as "Trainers Training" and "Solution Creation" are enriched with special components such as a supplementary program in third country, follow-up support and so on.

Appendix:

Manual for Utilizing JICA Training and Dialogue Programs in Bilateral Programs

I. How to utilize JICA 's Training and Dialogue Programs

JICA's Training and Dialogue Programs in which several countries participate have been carried out with about 500 diverse and unique programs. They have an advantage over Country-Focused Training Programs because they are elaborately prepared for a substantial period of time in cooperation with Japan's leading organizations and experts.

So far, Country-Focused Training Programs have generally been integrated into the JICA programs and projects, but we find International Training and Dialogue (former Group training) and Region Focused Training and Dialogue (former Region-focused training) utilized strategically more than before. Such cases are shown below as "Options 1-10" for your reference as you plan and implement your program and project.

<Promoting ownership by partner countries in project formation>

Option 1: Facilitating identification and formulation of a project

Option 2: Facilitating decision-making

Option 3: Creating "critical mass"

< For improving the effect and impact of project implementation>

Option 4: Dispatching key person to Japan outside of project's framework

Option 5: Building consensus among diverse stakeholders

Option 6: Substituting for a short-term expert

Option 7: Enhancing impact and sustainability after project completion

Option 8: Training opportunity for non-projects counterpart

<Flexible responses to particular needs>

Option 9: For use as a substitute for small-scale projects and development surveys

Option 10: Formulating and implementing South-South cooperation programs

<Promoting ownership by partner countries in project formation>

Option 1: Facilitating identification and formulation of a project

Formulating a program/project is generally carried out through project formulation advisors or project formulation surveys. JICA's Training and Dialogue Programs can be effectively used as a complementary measure. Either when planting the seeds of cooperation to reap five years later, or when a particular cooperation project is almost to be determined, JICA's Training and Dialogue Programs may be used as effective tools for partner countries to address

their genuine needs.

To be more specific, a partner country will choose Training and Dialogue Programs which are related to the issue being addressed, dispatch a concerned official to a program to let him or her explore what the root of the issue is in his or her own country, and contemplate what of Japan's experiences might be applied. Then, the participant shall make a proposal when he or she returns to his or her country. Among such proposals, highly sophisticated ones may be linked with local-survey results of JICA's program formulation advisors or project formulation surveys. On the other hand, a partner country can also dispatch officials who are suited for the related training program on the issue that the Japanese side has focused through their own surveys. It may enhance the quality of the project to be formulated. For instance, when a result of development study leads to a start of a new technical cooperation project, the ripeness of a project planned can be enhanced by using intensively the JICA Training and Dialogue Programs as a significant connector between them.

The training program which can be used for project formulation is classified as "Solution Programs". Although it is a International Training and Dialogue (former Group training) -type program, it can closely correspond to individual needs. Moreover, in order to improve the usefulness of Training and Dialogue Programs, we reexamined the principle of "one participant for one program" to be changed into a new system which will allow more than one participant per program for more than single fiscal year.

Case: An urban environmental conservation program of the Dominican Republic

The urban environmental conservation program of the Dominican Republic was formally launched in 2004. Among the program were participants from the counterparts of a project concerning solid waste. Here, the intensive execution of training programs for the counterpart organization, Santo Domingo City Hall, played a great role in setting the foundation for the activities thereafter. Since 2004, concerned personnel have been dispatched intensively to Japan to participate in JICA's Training and Dialogue Programs to study solid waste management, city planning, and environmental administration and formed a program-promoting group which was organized by more than 10 ex-participants. Year of 2005 marked the start of a development study, "Comprehensive Solid Wastes Management Plan of Santo Domingo City," as the core of this program. During the two-year preparation period, from the planning and proposal stage in 2003 to its commencement in 2005, the sense of ownership on the Dominican Republic side, as well as the effects of the study, were enhanced by the intensive use of JICA Training and Dialogue Programs.

Option 2: Facilitating decision-making

While the participants are in Japan, as the decision-makers of partner countries would come to realize the policy issues of their countries, and as they become more convinced of the necessity for improvements, their commitment to the project is expectedly reinforced with the program/project formation likewise expectedly promoted. Moreover, usually such high level officials hardly get to spend much time for a specific project in their own countries. However, as they participate in the program in Japan, away from their own busy office, they can spend substantial time enough to listen to the opinions of the Japanese side and to ponder their ideas as well.

In formulating a project that includes a policy or a system, the involvement of partner countries is particularly important. Such dialogue programs type of JICA Training and Dialogue Programs can be used as effective means.

Case: International Training and Dialogue (former "group training course"): "Local Finance / Forum of Top Management Leaderships-Dialogue of International Reform from Local Finance Perspective-"

This program invites a pair of participants, a high-level government official who has the decision-making authority in intergovernmental reform policies and mid-level senior staff from an organization responsible for local administration and finance reform and provides them with a place to examine how to solve policy issues of local administration and finance in detail. They will be provided support in making their policies and plans to promote reform and implementation. It is not a "training" in the general sense, but it is a program that features dialogues among participants and puts emphasis on the presentation of issues by the partner countries. At the same time, an overseas scholar is invited as a resource person to deepen the discussion. In order to continuously ensure results, partner countries and organizations are fixed for three years.

Option 3: Creating "critical mass"

The number of projects that focus organizational and social standards is increasingly in demand, such as business improvement via a bottom-up approach and collaboration between government administration and local residents. The concept behind these standards cannot be obtained from textbooks, but rather through experience. Therefore, it cannot easily be passed on from person to person. Only when people genuinely understand a new concept and a certain number of people agree with it, the concept will be accepted into organizations and the society, and take root as a new standard.

For creating "critical mass" of a certain number of people to change organizational & social standards, JICA's Training and Dialogue Programs are available for functional purposes.

Case: The Project for Strengthening District Health Services in Morogoro Region in Tanzania

"The Project for Strengthening District Health Services in Morogoro Region" is a technical cooperation project in Tanzania which was carried out between 2001 and 2006. 26 members among the counterparts consisting of administrators and medical officers from the regional government and six districts in the target region (1 city, 5 prefectures) were dispatched to Japan to participate in the training programs of "local health services" and "maternal and child health", and they formed a group to lead the project in each support region (22 participants for Region-Focused Training Programs, 2 participants for Country-Focused Training Programs, and 2 participants for Country-Focused Training Programs of other countries). These counterpart groups contributed to structuring the administration model to carry out formulation, evaluation and monitoring of regional and district health measures based on the actual data collected at the sites of medical activities. This project is also highly appreciated by the Tanzanian government and a nationwide project has been carried out since 2008.

<For improving the effect and impact of project implementation>

Option 4: Dispatching key person to Japan outside of Project's framework

For technical cooperation projects and development studies, officials of partner countries are basically dispatched to Japan under the framework of Counterpart training. However, since program approach is becoming a standard, it is justified more than before that personnel from partner countries who are involved in projects are dispatched to Japan. However, in some cases, certain important personnel is excluded from the framework of R/D. An example can be the case of new policy making, when concepts are introduced to high-level ministry officials that are usually regarded as external factors of the project but are, in reality, closely linked with the achievement of project objectives. Although they may not be direct players of the project, they play important roles in the supervision of projects.

In these cases, it is generally required that a new official request be issued for a Country-focused Training program and that an international agreement be concluded to carry out the program. To save transaction costs, the effective use of a line-up of about 500 JICA Training and Dialogue Programs is recommended. Please apply for the JICA Training and Dialogue Programs of your needs at the time of the request survey.

Option 5: Building consensus among diverse stakeholders

In projects related to regional development and environmental management,

stakeholders come with diverse backgrounds. The success of a project is often determined by the collaboration of the stakeholders.

As a way to coordinate diverse opinions among stakeholders, a steering committee meeting and a public hearing are generally organized, but it is not always easy to deepen the mutual understanding among participants in such public places. However, when a number of stakeholders participate as a team in Training and Dialogue Programs, their mutual understanding sometimes generate rapid progress so that projects go smoothly thereafter. In the first place, the participants find common experiences in Japan. In the second place, since they have plenty of time ranging from a week to around two months in Japan, they can engage in thorough discussions to deepen mutual understanding and find ways to address their issues.

Case: Technical cooperation project "The Local Management Cooperation Project in Thailand"

This project aims at formulating cooperation measures between local autonomies under the present law by holding many workshops at three pilot sites. High-level stakeholders of each bureaucratic level, including the Director-General of the Department of Local Administration and vice governors of the pilot sites participated in the training program held in Japan. Those executive counterparts who could not usually afford time for a series of meetings were confined in Japan for a certain period to give them time to focus on the magnitude of their project. After the training program in Japan is over, project activities, not only at the pilot sites but also on the part of the Department of Local Administration, have remarkably progressed, as well as achieved a marked improvement in the amendment of the Local Administration Code for local management cooperation.

Option 6: Substituting for a short-term expert

Generally speaking, advanced Japanese knowledge of natural science can be transferred to partner countries. On the other hand, that of social science cannot be transferred easily because it is inseparable from society nor context and Japanese experiences can be only used for reference. Therefore, partner countries need to harness their own knowledge in making policies, structuring systems and promoting organizational and business improvement.

When a project requires inputs of these social scientific "software", sending personnel from the concerned country to Japan to "uncover" its genuine problems and to create solutions is sometimes more effective than inviting an expert or a consultant from Japan to analyze the problem of a certain country and come up with solutions. In such cases, we substitute the short-term expert program with the JICA Training and Dialogue Programs. The programs focusing system and organizational issues, which are classified as the "Solution Programs", are carefully prepared to promote problem solutions of partner countries with notable Japanese experiences.

In addition, the line-up of about 500 JICA Training and Dialogue Programs include programs focusing standard problem-solving methods which would be adapted for issues of specific sectors such as “institutional development,” “human resources development,” “project management,” and “project evaluation.” These programs are implemented with the cooperation of Japan’s leading authorities. However, dispatching such personnel to the local site of a concerned country as an expert or having them individually provide a Country-Focused Training program is generally extremely difficult. Rather, the use of JICA Training and Dialogue Programs is strongly recommended.

Case: Region Focused Training and Dialogue (former “region-focused training course”) “Seminar on Creating a New Methodology for the Knowledge society ”

The seminar is conducted by Dr. Ikujiro Nonaka, Professor of Graduate School of International Cooperate Strategy, Hitotsubashi University. He is the world’s authority on knowledge management. This program features the “knowledge creation theory” applicable to foreigners, which theorizes on the strong points of Japanese organizations, such as Honda and Seven-Eleven to introduce the key concept of “tacit knowledge”. Public organization in concerned countries, that are interested in Japanese experiences to strengthen their organizations, dispatch a secretary, a director general, and university presidents to participate in the program. They work out practical measures to improve their organizations through the most noteworthy lectures and case studies.

Option 7: Enhancing impact and sustainability after project completion

After the completion of a technical cooperation project or development study, various measures are sometimes required to enhance impact and sustainability for the outcome. JICA Training and Dialogue Programs may be used as an effective measure just as well as dispatching an expert. If the allotment of JICA Training and Dialogue Program is already secured at the time of request survey, you can smoothly undergo it without any other international agreement.

Option 8: Training opportunity for non-projects counterpart

Unlike technical cooperation projects and developmental studies, when counterparts of individual experts or officials involved in individual projects such as in-country trainings, Japan Overseas Cooperation Volunteers (JOCV), or JICA Partnership Programs (JPP) is sent to Japan, it is required in the same manner as Option 7 to issue an official request for an individual program of Country-focused Training and to conclude an international agreement to implement the program. In such cases, JICA Training and Dialogue Programs are also very beneficial. Particularly for the Senior Volunteer of Japan Overseas Cooperation Volunteer (JOCV), or JICA Partnership Program (JPP), we presume that there is significant potential need for these kinds of training programs in Japan.