

Training Management in Vocational Training Institutions 職業訓練管理		PITD Solution 1080345 Sector : Education Sub-Sector : Technical and Vocational Education and Training 10 participants / English	
OBJECTIVE	TARGET ORGANIZATION / GROUP		
<p>Management of vocational training institute understands activities to solve problems for effective management under limited situation and self-sustaining management, and to improve training quality autonomously, and to improve environment within stakeholders, and finally draw up action plan for improvement.</p> <p>Objective 1; To understand the responsibilities as a management and management method of facility and training course.</p> <p>Objective 2; To acquire method for self-directed management, quality improvement and its sustainability, and the system to realize them. And to have a vision of activities together with stakeholders and staffs.</p> <p>Objective 3; To identify and to clarify the problem to be analyzed and to be solved.</p> <p>Objective 4; To master effective method to carry out activities for problem-solving and improvement as a management.</p> <p>Objective 5; In vocational institute, improvement plan would be drawn up through review of action plan among managements and instructors.</p>	<p>1) Be ranked as a headship and be presently engaged in management of vocational training institution and be expected to work in the same field in future</p> <p>2) To have the experience as vocational training instructors,</p> <p>3) Be a graduate of university in engineering fields or equivalent</p> <p>4) Have a competent command of spoken and written English which is equal to TOEFL 550, TOEFL CBT 213, and TOEIC 730 or more</p> <p>5) Must be in good health, physically and mentally</p> <p>6) Must not be serving any form of military service.</p> <p>7) Age: be between the ages of thirty (30) and fifty (50) years</p>		
CONTENTS	PROGRAM PERIOD		
<ul style="list-style-type: none"> -Leadership as a management and problem-solving -management of vocational training institute and the method -Framework of cooperation between public and private sector -Activities for improving training quality -Career guidance -Management for improving sustainability -Group discussion -Making country report(in advance) -Presentation and discussion -Analysis of present situation, method to identify problem and to solve problem -SWOT analysis -Presentation and discussion -Review and advise to implement action plan (After coming back) -Review action plan and follow-up to carry out it by course leader 	<p>Oct / 12 / 2011 ~ Nov / 20 / 2011</p>		
	IMPLEMENTING PARTNER	OVERSEAS VOCATIONAL TRAINING ASSOCIATION	
	JICA CENTER	JICA Yokohama	
	COOPERATION PERIOD	2010~2012	
	REMARKS and WEBSITE		

Human Resources Development Administration 職業能力開発行政		PITD Solution 1080346 Sector : Education Sub-Sector : Technical and Vocational Education and Training 21 participants / English	
OBJECTIVE	TARGET ORGANIZATION / GROUP		
<p>Participants gather much and in depth from the know-how of the frameworks / operations of HRD system as well as from facts about labor affairs in Japan, consequently, present a clear view of effective approaches to improve their HRD systems and finally make out Master (Action) Plan to be adopted in their countries.</p> <p>[Output of Units #1] To recognize the outline and its policies of HRD administration as well as the situations/problems relating to the vocational educations and skills evaluations.</p> <p>[Output of Units #2] To find facts about the networking to promote HRD system and on the roles and commitment by the government and private sector.</p> <p>[Output of Units #3] To develop the resolutions for solving the problems of HRD.</p> <p>[Output of Units #4] At the first year, to prepare Master Plan (Action Plan). At the 2nd year, to review on it or prepare it. At the 3rd year, to review the performance by Master Plan (Action Plan) or to restructure the plan.</p>	<p>1) Be ranked as at least a director general or a director of a department in the central government who is presently engaged in the human resource development administration,</p> <p>2) Have the experience as human resource development administrators,</p> <p>3) Be a graduate of university or equivalent,</p> <p>4) Have a competent command of spoken and written English which is equal to TOEFL 550, TOEFL CBT 213, and TOEIC 730 or more</p> <p>5) Must be in good health</p> <p>6) Must not be serving any form of military service.</p> <p>7) Be between the ages of thirty-five (35) and fifty (50) years</p>		
CONTENTS	PROGRAM PERIOD		
<ul style="list-style-type: none"> [lecture] Historical/social background of HRD policies [lecture] HRD policies and specific programs [lecture] Outline of employment policies [lecture] Public VT and TMC (PDCA) for training [lecture] Promotion of skills and skills evaluation system [on-site study] Education and vocational training [on-site study] Training of skills by public and private sector [on-site study] Ability Development for the aged and the disabled [on-site study] Training of trainers [discussions/advice] Presentation of CRs and comparison study [discussions/advice] Effective approach to the problems [discussions/advice] Qualitative analysis by SWOT [discussions/advice] Interim follow-up [group discussions/advice] Preparation/presentation of Master Plan (Action Plan) [group discussions/advice] Report and review on Master Plan (Action Plan) 	<p>Nov / 14 / 2010 ~ Dec / 4 / 2010</p>		
	IMPLEMENTING PARTNER	Japan Vocational Ability Development Association (JAVADA)	
	JICA CENTER	JICA Yokohama	
	COOPERATION PERIOD	2010~2012	
	REMARKS and WEBSITE		

Enhancement of Vocational Training 職業訓練向上		PITD Solution 1080869 Sector : Education Sub-Sector : Technical and Vocational Education and Training 12 participants / English	
OBJECTIVE	TARGET ORGANIZATION / GROUP		
To identify and examine issues of each training process by training management method based on PDCA cycle, and to make a plan for improving/upgrading training courses responded to needs of labor market at core vocational training institutes. <Output>(1) To understand vocational training management system based on PDCA cycle that Japanese vocational training institutes implemented under the cooperation between public and private sector, and to recognize the role of vocational training instructor for improvement of training quality.(2)To recognize necessary activities to identify problem of participant's institution facing and to improve it.(3)To recognize necessary activities to identify problem of participant's institution are facing and to improve it. (4)To recognize necessary activities to identify problem of participant's institutions are facing and to improve it.(5)To make an action plan for improving training courses based on process management system. And after coming back, the action plan should be examined by concerned persons and set into action.	(1)Vocational training instructor of public vocational training institute (2)More than 8 years' experience (3)Be a graduate of university or equivalent (4)Competent command of spoken and written English (5)Both physically and mentally in good health (6)Not be service any form of military service		
CONTENTS	PROGRAM PERIOD	Aug / 31 / 2010 ~ Oct / 9 / 2010	
To understand vocational training management system based on PDCA cycle through lectures, study visit and discussion, and to make a plan for self-sustaining activities to improve training course of participant's institution In addition, this program plans cooperation each other in "Human Resources Development Administraion" for an executive in charge of ability for occupation development, "Training management in vocational training institutions" for the institution head, manager of human resource development institution, "Enhancement of Vocational Training" for the instructor of the vocational training center.	IMPLEMENTING PARTNER	Overseas Vocational Training Association	
	JICA CENTER	JICA Yokohama	
	COOPERATION PERIOD	2009~2011	
	REMARKS and WEBSITE		

Industrial Technology Education 産業技術教育		PITD Solution 1080891 Sector : Education Sub-Sector : Technical and Vocational Education and Training 10 participants / English	
OBJECTIVE	TARGET ORGANIZATION / GROUP		
[Objective] An action plans focusing on improvement of teacher training curriculum and textbooks for industrial technology education is formulated and the basic direction of the action plans are authorized in each organization. [Expected Outputs] 1. To clarify current domestic educational system, contents, methods, and evaluation through problem organization and discussion 2. To explain current school education, industrial technology, industrial technology education, teacher training, and selection of teaching materials in Japan 3. To explain the linkage between education and economic development through the Japanese case 4. To make an action plan to improve teacher training curriculum and textbooks for industrial technology education 5. An interim report is compiled with a result of internal consideration.	[Target organization] Offices/divisions/departments in charge of policy making for industrial technology education in the educational administration of central or local government. [Target Group] 1.Officials in policy making for technology education in the educational administration of central or local government 2.More than 5 years' experience 3.Ages of twenty-five (25) and fifty (45) years 4.Competent command of spoken and written English		
CONTENTS	PROGRAM PERIOD	Jun / 1 / 2010 ~ Jul / 17 / 2010	
[Preliminary Phase] The present conditions and problem of Industrial education in secondary education in the Inception report. [Core Phase] Lecture, Practice, Observation, and Discussion on the following subjects. 1. Education and Industrial Technology / Industrial Technology Education / Teacher Training and Teaching Materials 2. Industrial Technology Society / Visits to various companies 3. Formulation of Action Plan: Considering a concrete action for problem solution and compiling an action plan in the industrial technology education in own country using the graph with the time axis and the magnitude axis which include the educational system, contents, methodology, evaluation and so on. [Finalization Phase] Organizational Approval of Action Plan, Submission of Progress Report.	IMPLEMENTING PARTNER	Aichi University of Education	
	JICA CENTER	JICA Chubu	
	COOPERATION PERIOD	2009~2011	
	REMARKS and WEBSITE	This program is not designed to teach technical skills. There is no hands-on technical training.	

Vocational Training for its Application to Business for Central and South America 中南米地域 産業と連携した職業訓練		PRTD Leaders 1084225
		Sector : Education Sub-Sector : Technical and Vocational Education and Training 14 participants / Spanish
OBJECTIVE	TARGET ORGANIZATION / GROUP	
<p>[Objective] This program is designed to strengthen participant's knowledges and techniques in order to improve their curriculum of vocational training for its application to practical business fields.</p> <p>[Output] To be able to analyze problems through learning system of vocational training , school, policy and educational institutions in Japan. To be able to analyze problems through learning vocational training ,method to grasp the needs of industry fields, modification of the curriculum for its application to business and collaboration of vocational training schools with industries and universities in Japan. To be able to analyze problems through learning required human resources and education in enterprise, To be able to analyze problems and propose an Action Plan for their organization.</p>	Head of Vocational training school and Industrial high school, or its teacher who is in charge of curriculum formulation, or administrator in central government, with more than 5 year experience	
CONTENTS	PROGRAM PERIOD	Feb / 1/ 2011 ~ Feb / 28/ 2011
<p>Measures and policy of vocational training in Japan and Kitakyushu, Japanese system of vocational training, system of technical education, Japanese industrial structure, system of education-industry-government linkage. Vocational training school, Industrial high school, Polytechnic school, Technical college, Employment bureau, Method of making curriculum, evaluation of curriculum. Company visiting, Human resource management, Coaching, Management, Quality control, Cultivation of enterpriser, Lecture and workshop of Break Trough thinking. Job Report presentation, Action Plan presentation, Workshop.</p>	IMPLEMENTING PARTNER	Kitakyushu International Techno-Cooperative Association
	JICA CENTER	JICA Kyushu
	COOPERATION PERIOD	2010~2012
	REMARKS and WEBSITE	

Engineering Technology (Master's Degree: Engineering) 工学デザイン(長期)		LONG-TERM Leaders 1081106
		Sector : Education Sub-Sector : Technical and Vocational Education and Training 1 participants / English
OBJECTIVE	TARGET ORGANIZATION / GROUP	
<p>[Objectives] This program is designed for officials who are responsible for environmental conservation or engineering of central or local governments to develop their capacity through conducting research and education in the fields of mechanical, environmental, electrical and information engineering for promotion of industry and environmental conservation.</p> <p>[Outputs] One out of four majors below will be chosen by a participant. (1) Mechanical Systems Engineering: Design, Analysis and Processing of Engineering Materials, Thermal and Fluid Engineering, and AI and Mathematics. (2) Civil Engineering and Architecture: Environment Planning and Design, Structural Design Engineering, and Environmental Disaster Prevention Engineering. (3) Electrical and Electronics Engineering: Electromagnetic Energy Engineering, Electronics and Electronic Materials, and Electronic Systems Engineering. (4) Information Engineering: Computer Systems and Intelligent Systems.</p>	<p>[Target Organizations] Central and local government or research institutes which are related with environmental management and engineering</p> <p>[Target Group] • Technical officer in a field of environmental management or industrial engineering in the central government and/or local government authorities. • University graduate or equivalent. • Having fine command of English</p>	
CONTENTS	PROGRAM PERIOD	Sep / 5/ 2010 ~ Sep / 5/ 2012
<p>Followings are representing subjects provided at a major; <Mechanical Systems Engineering> Strength of Materials, Engineering Design Systems, Processing Systems, Mechanical Systems Dynamics, Fluid Engineering, Heat Transfer, Fluid Machinery, Energy Systems Engineering <Civil Engineering and Architecture> Urban and Regional Planning, Regional Environmental Engineering, Architectural Thermal Environmental Engineering, Earthquake Resistant Engineering, Geotechnical Engineering, Wind Resistant Engineering, Hydraulic Engineering and Coastal Environmental Engineering. <Electrical and Electronics Engineering> Energy Transport, Storage and Control of electric energy including new energy sources, Semiconductor Process Technology and Electronic Circuits, Control Engineering, Electrical and Optical Instrumentation Engineering, Systems Control Engineering. <Information Engineering> Computer hardware, Software, VLSI design for wireless communications, Image processing, Speech processing, Natural language processing, AI, Complex system, Intelligent robots, etc.</p>	IMPLEMENTING PARTNER	Graduate School of Engineering and Science, University of the Ryukyus
	JICA CENTER	JICA Okinawa
	COOPERATION PERIOD	2008~2010
	REMARKS and WEBSITE	<p>- Tutor system by Japanese students - Company observation program</p>

Education Administration and Finance: Focused on Quality and Equity of Basic Education 教育行財政-基礎教育の質と格差に焦点を当て-		PITD Solution 1080022
		Sector : Education Sub-Sector : Education Administration
		12 participants / English
OBJECTIVE	TARGET ORGANIZATION / GROUP	
To promote quality and gender equity in basic education in a national education strategy of each country, an reform action plan will be prepared and examined by the organizations to which participants belong. 1 Through the presentation of inception report and its discussion about education administration/finance, education quality and gender equity, the participants will understand the current status of their countries. 2 The participants will have in-depth understanding of the Japanese educational experiences through listening lectures and visiting education offices and local schools. 3 Based on social contexts of each country, participants will learn through lectures and discussions on various topics including policy level, community level and school level. 4 Making interim report to promote quality of education and gender/regional parity in basic education. 5 Presentation and examination of the interim report by the organizations to which participants belong	Department which is in charge of educational policy and finance. Governmental officer who is in charge of educational policy and finance in national or regional field, who has authority to implement policy of national or department. Job experience : more than 3 years Education: graduate university Those who can communication in English	
CONTENTS	PROGRAM PERIOD	Oct / 10 / 2010 ~ Nov / 6 / 2010
1.1 (Before coming to Japan) Drafting inception report and presentation materials that include current situations on education quality and girls' education of each country 1.2 Presentations and discussion for inception report 1.3 Discussion from education administration and finance 2.1 Lectures on Japanese educational experiences (e.g., history, transition of policies; educational administration/finance in current situations, engagement for improvement of education quality, school health program, and school feeding program) 2.2 Visiting primary schools, local administrative offices, and MEXT. 3.1 Effects and issues of school fees abolition 3.2 Management of educational expenditures 3.3 Multi-sectoral approach for child-friendly environment 4.1 Making interim report to promote gender parity. 4.2 Presentation of interim report 5 (After return home) 5 Presentation and examination of the interim report by the organizations to which participants belong	IMPLEMENTING PARTNER	Kobe University
	JICA CENTER	JICA Hyogo
	COOPERATION PERIOD	2010~2012
	REMARKS and WEBSITE	

Capacity Development for Research-based Policy Formulation towards Quality Improvement in Education for Sub-Saharan Africa アフリカ地域 研究を基礎とした教育の質的向上のための政策形成能力開発		PITD Solution 1080130
Target Countries: Sub-Saharan Africa		Sector : Education Sub-Sector : Education Administration
		6 participants / English
OBJECTIVE	TARGET ORGANIZATION / GROUP	
[Course Objective]: To study and share the approaches of research/evidence-based policy formulation in education through making action plan for quality education. [Expected Outputs]: 1. To deepen the understanding of methods and cases that translate research results into education policies and measures, based on experiences accumulated in Asia. 2. To review and share empirical cases of policies and practices on issues concerning education quality. 3. To deepen the understanding of mechanisms in which policy decisions are taken based on research outputs/evidence. 4. To be able to critically analyze the ways of research-based policy formulation implemented in Japan and other Asian countries and to draw lessons. 5. To write up an interim report which includes a draft action plan to be carried out in the country as well as the ways of research-based policy formulation. 6. To write up and submit a final report within 2 months after the program in Japan.	[Target Organization] Central Ministry of Education and University [Target Groups] (1) Educational Administrators or University researchers (2) Those with over five years' experience in (1) above	
CONTENTS	PROGRAM PERIOD	Nov / 8 / 2010 ~ Dec / 11 / 2010
<Third Country Phase in Asian Country> 1. Visiting one of Asian countries to learn the examples of research-based policy formulation in education and utilization of research outcomes to educational administration <Core Phase in Japan> 2-1. Inception report presentation to share experiences and cases in home country. 2-2. Lectures and discussions about relevant research question and methodology. 3. Lectures and discussions about the relationship between educational administration and research in Japan and possible ways of utilizing research outcomes. 4. Discussion of experiences and knowledge about research/evidence-based policy formulation in education among the training participants and the resource persons. 5. Individual country teams' work to produce an interim report including a draft action plan and make presentation. <Finalization Phase in home country> Submission of a final report based on the experiences acquired in the program.	IMPLEMENTING PARTNER	Center for the Study of International Cooperation in Education, Hiroshima University
	JICA CENTER	JICA Chugoku
	COOPERATION PERIOD	2009~2011
	REMARKS and WEBSITE	It is strongly recommended to nominate 1 researcher and 1 educational administrator as a team from the same country to promote collaboration between academia and administrator.

OBJECTIVE	TARGET ORGANIZATION / GROUP	
<p>【Objective】 Issues on domestic disparities in basic education will be clarified, and draft plans for reducing them will be formulated.</p> <p>【Output】 (1) Clarify the issues and constraints on basic education in terms of disparity of respective countries by comparing with those of Japan (2) Analyze the measure for improvement of disparity on basic education between central and remote area and disabled children by reference of the case and experience of Okinawa Prefecture (one of regional governments in Japan) including the roles of community participation (3) Formulate a feasible action plan to reduce disparity on basic education in respective countries</p>	Those who are in a position of policy making and planning of programs in basic education at Ministry of Education	
CONTENTS	PROGRAM PERIOD	Oct / 12 / 2010 ~ Nov / 13 / 2010
<p><Preliminary Phase in a participant's home country > Formulation and submission of Job Report <Core Phase > (activities in Japan) (1) 1. Issue analysis (exercise), 2. Education administration system in Japan (lecture, observation and discussion), 3. Laws, regulations and finance (lec and dsc) 4. Measures for remote area (lec, obs, and dsc), 5. Special education for the challenged (lec, obs and dsc), 6. Case study of Okinawa (lec, obs and dsc), 7. PDM(exc) (2) 1. Education administration system in Japan (lecture, observation and discussion), 2. Laws, regulations and finance (lec and dsc) 3. Measures for remote area (lec, obs, and dsc), 4. Special education for the challenged (lec, obs and dsc), 5. Measures for remote area by community (lec and obs) (3) 1. Project Design Matrix Method (exc) <Finalization Phase > (activities in home country) Within 6 months of the end of the course in Japan, participants are required to implement the plan proposed in the Action plan and report the progress.</p>	IMPLEMENTING PARTNER	Okinawa International Exchange and Human Resources Development Foundation
	JICA CENTER	JICA Okinawa
	COOPERATION PERIOD	2010~2012
	REMARKS and WEBSITE	

OBJECTIVE	TARGET ORGANIZATION / GROUP	
<p>【Objective】 An action plan of top-down and bottom-up approaches for improving educational system of participants' country is formulated, and shared among participatory organization for implementation.</p> <p>【Expected Results】 To reach the objective, participants are expected to achieve the following: (1) To analyze and share current situation and the issues of the education (2) To gain the knowledge of Education in Japan and to analyze utilization of knowledge in respective countries (3) To formulate a draft improved educational policy, especially on curriculum revision and execution cycle, utilizing the course outcomes as a proposal (4) To share the proposal in respective countries</p>	<p>【Target Organization】 Ministry of Education (central and region) of bilateral cooperation country with Japan</p> <p>【Target Group】 Director or sub-director of the department</p>	
CONTENTS	PROGRAM PERIOD	Jun / 13 / 2010 ~ Jun / 26 / 2010
<p>The problem of the curriculum (cycle of the revision and the execution) is the common challenge of educational system in the Latin American Caribbean region. Throughout of the course, participants will discuss and make a draft policy for improvement of educational system (curriculum cycle).</p> <p>【Preliminary Phase】 Preparation of Inception Report (Curriculum revision and the execution cycle) 【Program in Japan】 (1) Presentation: Inception Report (2) Lectures: Japanese educational system, Educational policy, Curriculum revision and its implementation (3) School visit, Ministry of Education, Culture, Sports, Science and Technology (MEXT), Education board (4) Formulate a proposal: Draft improved educational policy 【Post Program Activities】 Sharing the proposal in respective countries</p>	IMPLEMENTING PARTNER	JICA Tsukuba
	JICA CENTER	JICA Tsukuba (Training & Partnership)
	COOPERATION PERIOD	2009~2011
	REMARKS and WEBSITE	• The target rank is "senior officer". • Curriculum will be common theme of this course from 2009 to 2011.

School Management for improving quality of teaching learning practice 授業改善を目指した学校運営		PRTD Solution 1084231
Target Countries: Latin America		Sector: Education Sub-Sector: Education Administration 15 participants / Spanish
OBJECTIVE	TARGET ORGANIZATION / GROUP	
<p>[Objectives] An action plan to achieve school management for improving quality of teaching learning practice is implemented under cooperation between regional education office and core school, and the outcomes are shared with organizations concerned in the area.</p> <p>[Outputs]</p> <p>(1) To analyze issues and approaches on school management and lesson practices of schools of participants or those in the area where participants are responsible.</p> <p>(2) To extract applicable approaches from Japanese educational system and educational practices in Japan.</p> <p>(3) To organize specific methods and approaches for improving teaching learning practices.</p> <p>(4) To make an action plan for improving quality of teaching learning practice based on the PEI and POA, and have a presentation to educational organization concerned (regional education office, participants' school, association schools etc.).</p>	<p>[Target Organization] Regional education offices, municipal education board, primary schools</p> <p>[Target Group]</p> <p>(1) Current duties (1st year): Management position of a section in regional education office, which is in charge of activities for improvement of quality of education such as tutorship and In-service training for teachers *it is requested to cooperate and work together with other participants of the country.</p> <p>(2) To have at least four (4) years working experience in the relevant field</p> <p>(3) Being under 55 years of age</p>	
CONTENTS	PROGRAM PERIOD	Jan / 16 / 2011 ~ Feb / 5 / 2011
<p>This program is designed for quality improvement of school education. Participants will learn function and method of school management with improvement of teaching learning practice in Japan, and share those outcomes among participants' organization and institution concerned.</p> <p>[Preparatory Phase] -preparing an inception report</p> <p>[Core Phase in Japan]</p> <p>(1) Presentation of Inception Reports (Presentation, Discussion)</p> <p>(2) Japanese Educational System (Lecture, Visit, Discussion)</p> <p>(3) School Management, View point and methods on pedagogy analyzing improvement of teaching methods, etc. (Lecture, Workshop)</p> <p>(4) Making an action plan</p> <p>[Post Program Activity]</p> <p>(1) Report on learnings in Japan to organizations and people concerned.</p> <p>(2) Implementation of action plan, and submission of final report on the progress of action plan within four (4) months after completion of Program in Japan.</p>	IMPLEMENTING PARTNER	JICA Tsukuba
	JICA CENTER	JICA Tsukuba(Training&Partnership)
	COOPERATION PERIOD	2010~2012
	REMARKS and WEBSITE	*In 2nd and 3rd year, target group will be shift to practical level; Supervisors (Tecnico, Supervisor) of the same organization as participants of 1st year, and head teacher and curriculum coordinator of a core school of the area where supervisors are responsible for.

Seminar for Educational Evaluation and Monitoring 教育評価セミナー		PRTD Solution 1084158
Target Countries: English speaking countries in Africa		Sector: Education Sub-Sector: Education Administration 14 participants / English
OBJECTIVE	TARGET ORGANIZATION / GROUP	
<p>[Objectives] To enhance participants' organization ability for lesson evaluation by formulating viewpoints on lesson evaluation of participants</p> <p>[Outputs]</p> <p>(1) To share the viewpoints of lesson evaluation.</p> <p>(2) To understand elements of a "good lesson" in Japan.</p> <p>(3) To practice lesson evaluation in mathematics.</p> <p>(4) To understand "study of teaching contents".</p> <p>*Study of teaching contents" is called "Kyozaï-kenkyu" in Japan, which is a critical step for effective lesson delivery.</p> <p>(5) To formulate viewpoints of lesson evaluation</p>	<p>[Target Group]</p> <p>(1) Current Duties: be in charge of teacher education and training or lesson monitoring in the central administration of education (Ministry of education or attached research /training institute.</p> <p>(2) Experience in the relevant field: whichever a, b or c.</p> <p>a) Have more than 2 years' experience of teacher of Mathematics.</p> <p>b) Have more than 3 years' experience of in-service teacher training of Mathematics.</p> <p>c) Have more than 3 years' experience of pre-service teacher training of Mathematics.</p>	
CONTENTS	PROGRAM PERIOD	Oct / 21 / 2010 ~ Nov / 14 / 2010
<p>(Under planning)</p> <p>[Preparatory Phase] Formulate Inception Report</p> <p>[Phase in Japan]</p> <p>(1) Presentation of Inception Report, Pre-evaluation of Video recorded lesson.</p> <p>(2) Educational system and educational policy in Japan, Characteristics of a mathematics lesson in Japan and its educational value, Viewpoints of lesson evaluation: Basic structure of lesson in mathematics.</p> <p>(3) Theory of educational evaluation and lesson evaluation, Lesson observation and evaluation at primary schools, Discussion and exchange of ideas.</p> <p>(4) Lesson observation and evaluation at primary schools, Importance of lesson preparation, Relationship between textbook, curriculum and lesson, Writing a lesson plan, Demonstration of a lesson</p> <p>(5) To clarify the viewpoints of lesson evaluation, Post-evaluation of video-recorded lesson, Make an "Action Plan".</p> <p>[Finalization Phase] Formulate progress report</p>	IMPLEMENTING PARTNER	Tokyo Gakugei University
	JICA CENTER	JICA Tokyo(Human Dev.)
	COOPERATION PERIOD	2008~2010
	REMARKS and WEBSITE	Countries in Sub-Saharan Africa which is conducting/ will conduct JICA technical cooperation project in science and mathematics education.

INSET Management for Anglophone Countries in Africa アフリカ地域(英語圏)INSET運営管理		PRTD Solution 1084258 Sector : Education Sub-Sector : Education Administration	
Target Countries: Anglophone Countries in Sub-Saharan Africa		33 participants / English	
OBJECTIVE	TARGET ORGANIZATION / GROUP		
<p>【Course Objective】 To design an Action Plan for improving INSET and share and discuss it in related organizations which are in charge of INSET management for primary and secondary education.</p> <p>【Expected Outputs】 (1) To clarify current conditions and problems of INSET of each country. (2) To clarify the mechanism of INSET and the roles of educational administration office in Japan. (3) To clarify INSET management of district and school-level. (4) To formulate an feasible Action Plan for improving INSET. (5) To share the Action Plan in participants' organization and analyze the points for implementation.</p>	<p>【Target Organizations】 National or regional educational administration officers in charge of INSET management for primary and secondary education</p> <p>【Target Groups】 (1) Educational Administrative officers in charge of INSET at national level and/or regional level, and /or educational supervisors. (2) Have more than 5 years of experiences in (1) (3) Those who are related in SMASE-WECSA</p>		
CONTENTS	PROGRAM PERIOD	Nov / 17 / 2010 ~ Dec / 19 / 2010	
<p>【Preliminary Phase】 • To clarify the issues on INSET Management at each organization</p> <p>【Core Phase in Japan】 • Workshop: Issue and case Analysis Workshop • Lecture, Discussion: Outline of educational system in Japan, Legal framework of INSET, Role of board of Education • Lecture, Visit, Discussion: INSET in Educational Center, School-Based INSET, Lesson Study, Role of teacher consultant and head teacher for INSET, Japanese teachers' competency development • Practical work, Discussion: Design a action plan for improving INSET management</p> <p>【Finalization Phase】 • Share, improve and implement the action plan with related organization. • Submit a progress report to JICA within 3 month after program in Japan.</p>	IMPLEMENTING PARTNER	Hiroshima University, Hiroshima Prefectural Board of Education	
	JICA CENTER	JICA Chugoku	
	COOPERATION PERIOD	2009~2011	
	REMARKS and WEBSITE	This training course will be carried out twice. The second one will be carried out from Jan.25.2011 to Feb.27.2011 for Malawi.	

INSET Management for Francophone Countries in Africa アフリカ地域(仏語圏) INSET運営管理		PRTD Solution 1084003 Sector : Education Sub-Sector : Education Administration	
Target Countries: Francophone Countries in Sub-Saharan Africa		12 participants / French	
OBJECTIVE	TARGET ORGANIZATION / GROUP		
<p>【Course Objectives】 To design a plan for improving INSET and share it with related organizations.</p> <p>【Expected Module Output】 (1) To clarify the issues about INSET Management in respective countries and analyze the possible causes for them (2) To explain the legal framework and the role of educational administration offices on teacher training in Japan. (3) To design a feasible plan for improving INSET after learning from Japanese experiences and challenges. (4) To share the plan for improvement with related personnel and to analyze the points for implementation.</p>	<p>【Target Organizations】 National and regional educational administrative Offices</p> <p>【Target Groups】 (1) Two candidates from Educational Administrative officers in charge of Teacher Training at national level or regional level and/or educational supervisors (at least 1 candidate has to be an educational administrative officer at regional level) (2) Have more than 5 years of experiences in (1).</p>		
CONTENTS	PROGRAM PERIOD	Sep / 28 / 2010 ~ Oct / 31 / 2010	
<p>【Preliminary Phase】 • Clarify the issues on INSET Management at each organization</p> <p>【Core Phase in Japan】 • Workshop: Issue and case Analysis Workshop • Lectures: Educational system and outline of the role of educational institutes (Board of Education, Education Center, etc) in Japan, INSET system in Japan and other countries. • Observation & Discussion: INSET in Education Center, School-based INSET, Lesson Study • Designing a improvement plan for INSET management</p> <p>【Finalization Phase】 • Sharing the plan with related organizations and summarizing the feedbacks. • Revising the improvement plan by the related organization.</p>	IMPLEMENTING PARTNER	Hiroshima University, Hiroshima Prefectural Board of Education	
	JICA CENTER	JICA Chugoku	
	COOPERATION PERIOD	2008~2010	
	REMARKS and WEBSITE		

INSET Management for Francophone Countries ~ Assistance for Introduction and Improvement of School-Based Teacher's Training ~ 仏語圏アフリカINSET運営管理(校内研修導入・改善支援)		PRTD Solution	1084157
Target Countries: Francophone countries in Africa		Sector: Education Sub-Sector: Education Administration	10 participants / French
OBJECTIVE	TARGET ORGANIZATION / GROUP		
Objectives: To design a plan for improving INSET and share it with related personnel in each country. Expected Results 1: To clarify the issues about INSET Management in respective countries and analyze the possible causes for them Expected Results 2: To be able to explain the legal framework and the role of educational administration offices on teacher training in Japan. Expected Results 3: To design a plan for improving INSET realistically and rationally after learning from Japanese experiences and challenges. Expected Results 4: To share the plan for improvement with related personnel and to realize and analyze the points for action.	Target Organizations National and Regional Educational Administration Offices Target Group - Officials who are in charge of in-service training of teachers at central or local levels. Or, principals and teachers who are actively involved in in-service training of teachers (science/mathematics) at school levels. (Applicants who are related to the implementation of action plan with the first-year participants are prioritized.) - Practical Experience: be practically experienced in the field of teacher education over 5 years.		
CONTENTS	PROGRAM PERIOD	Jan / 15 / 2011 ~ Feb / 15 / 2011	
(Program in Japan) 1. Lectures and discussions on education system in Japan, roles of related institutions in education sector and management of in-service training 2. Observation of in-service Training in Japan 3. Site-visits of schools and discussions for schools for in-service training and lesson studies 4. Making of action plan to introduce/improve in-service training at school level (Program in participant's home country) 5. Submission of final version of Action Plan after 3 months of the training program in Japan and implementation of the plan.	IMPLEMENTING PARTNER	Naruto University of Education	
	JICA CENTER	JICA Shikoku	
	COOPERATION PERIOD	2008~2010	
	REMARKS and WEBSITE		

Intensive Course on Museology 博物館学集中コース		PITD Trainers	1080898
		Sector: Education Sub-Sector: Other Education Issues	10 participants / English
OBJECTIVE	TARGET ORGANIZATION / GROUP		
<Course Objective> The trainees will learn practical skills necessary for museum management, and they will be able to practice dissemination plan for spreading skills and accumulating know-how for effective and overall management of the museum. <Expected Module Outputs> (1) Become able to explain general issues necessary for museum management. (2) Become able to explain methodology for managing museum objects; acquisition, conservation and restoration, documentation and database development, photographing, video shooting. (3) Become able to explain methodology for utilizing museum objects through design and implementation of various types of exhibition. (4) Become able to explain the public relations of the museums through education services and collaboration with local community. (5) Draft dissemination plan of knowledge and skills inside his/her museum.	<Target Organization> Museum <Target Group> - to be museum specialists with practical experience in at least one of the following fields: acquisition, documentation, conservation, exhibition planning, museum education, and other closely related fields - have at least three years of experience in at least one of the above-mentioned fields.		
CONTENTS	PROGRAM PERIOD	Apr / 5 / 2010 ~ Jul / 17 / 2010	
<Activity in Preliminary Phase in home country> Country Report describing museum activities in the applicant's country and the applicant's own activities related to museums or specialization is formulated. <Activity in Core Phase in Japan> Lectures (1) Overview (Museology in Japan, Museum in the world, etc) (2) Collection and conservation (documentation, databases, risk management, etc) (3) Exhibition (permanent exhibition, temporary exhibition, buildings, etc) (4) Education and Public Relations (education, goods development, etc) Observation - Various Museums in Japan Presentation (1) Public Forum (introduction of museums in their home countries) (2) Dissemination Program (action plan after the training) <Activity in Finalization Phase in home country> The plan is approved by the home museum, and the progress is reported to JICA office by 6 month after the training.	IMPLEMENTING PARTNER	National Museum of Ethnology	
	JICA CENTER	JICA Osaka	
	COOPERATION PERIOD	2009~2011	
	REMARKS and WEBSITE	Specialized Program which participants can select based on their speciality is scheduled for three weeks. National Museum of Ethnology http://www.minpaku.ac.jp/english/research/rccr/museology.html	

Special Needs Education for South American Countries 南米地域 特別支援教育		PRTD Solution 1084010 Sector : Education Sub-Sector : Other Education Issues	
Target Countries: South America (Bolivia, Ecuador, Paraguay)		9 participants / Spanish	
OBJECTIVE	TARGET ORGANIZATION / GROUP		
<p>[Objective] To acquire the Japanese special needs education knowledge to develop Action Plan for quality improvement of teachers' education and training of special needs education's under the collaboration of government, school and university.</p> <p>[Expected Results] (1)To share information about the present circumstances and issues of Teachers' education and Training of special needs education in participant's region/school (2)To understand multiple approaches for special needs education's "Teachers education and Training" in Japan throughout of this course and to extract applicable approach in own country and school (3)To develop Action Plan for improving 'school educational quality' and 'Teachers education and Training' in participants' country and school (4)To share and implement (as a trial) Action Plan</p>	<p>[Target Organization](1)Department in charge of special needs education in the Ministry of Education (District or Central)(2)Special needs education school of intellectual disability and/or autism(3)University/teacher training school which has curriculum of special needs education [Target Groups]Current Duties:(1)Inspector of special needs education (2)Principal/vice-principal and head teacher of special needs education school of intellectual disability and/or autism (3)Professor of University or teacher training school which has curriculum of special needs education Experience in the relevant field: more than 3 years</p>		
CONTENTS	PROGRAM PERIOD	Sep / 1/2010 ~ Oct / 9/2010	
<p>[Preliminary Phase]To make Inception Report [Core Phase in Japan] (1)To make a presentation of Inception Report (2) · Japanese education system, Japanese special needs education system, JICA's approach on special needs education, Curriculum of special needs education · Basic knowledge of intellectual disability and autism · Teacher's education and training · Materials, tools and individual instructional planning and teaching plan · Lesson study and Open Class (3)To make Action Plan [Finalization Phase] · To share and implement (as a trial) Action Plan · To make and submit Final Report (within 6 months since returning home country) · TV conference</p>	IMPLEMENTING PARTNER	University of Tsukuba	
	JICA CENTER	JICA Tsukuba(Training&Partnership)	
	COOPERATION PERIOD	2009~2011	
	REMARKS and WEBSITE	Participants are expected to make Action Plan with the cooperation of ex-participants of this training course.	

Special Needs Education for Asian Region アジア地域 特別支援教育		PRTD Solution 1084060 Sector : Education Sub-Sector : Other Education Issues	
Target Countries: Asian region		16 participants / English	
OBJECTIVE	TARGET ORGANIZATION / GROUP		
<p>[Objective] Draft action plan for improving system and mechanism of Inclusive Education is formulated by participant's organization. [Output] 1. Understand JICA's cooperation for persons with disabilities, and the concept of "Inclusive." 2. Understand Japan's Special Needs Education (history and system) , analyse its characteristics and issues, and find the measures to be applicable for promoting Inclusive Education. 3. Understand the practices of Japan's Special Needs Education, analyse its characteristics and issues, and find the measures to be applicable for promoting Inclusive Education. 4. Formulate Action Plan for promoting Inclusive Education based on the above outputs, and share and discuss about Action Plan among stakeholders.</p>	<p>[Target Organization]Department in charge of Special Needs Education or Inclusive Education at Ministry / Institute, or University/Teacher's College which has a curriculum for such education. [Target Group] 1. Mid-career official at the department in charge of Special Needs Education or Inclusive Education at Ministry/Institute, or teacher at University/Teacher's College which has a curriculum for such education. 2. With more than 10 years of occupational experience in this field.</p>		
CONTENTS	PROGRAM PERIOD	Aug / 31/2010 ~ Sep / 29/2010	
<p>[Preliminary Phase] Analysis of current situation and issues of Special Needs Education in each country. [Core phase] · Presentation and discussion on the current situation and issues of Special Needs Education of respective countries. · JICA's thematic guideline and projects for supporting persons with disabilities. · Concept and philosophy on social participation of people with disabilities. · Japan's Special Needs Education and its training system -history, law and system. · Curriculum for Special Needs Education and Class in Japanese schools. · Collaboration among stakeholders in the field. · Networking with parents, community and society. · Discussion on promotion of Inclusive Education. · Formulation and Presentation of Action plan. [Finalization Phase]Hold a report meeting.</p>	IMPLEMENTING PARTNER	Yokohama National University	
	JICA CENTER	JICA Yokohama	
	COOPERATION PERIOD	2010~2012	
	REMARKS and WEBSITE		

Enhancing the Quality of Science and Mathematics Education at Primary and Secondary Education in Asia アジア地域 初中等理科教育の質的改善(長期)		LONG-TERM Leaders 1081115 Sector : Education Sub-Sector : Other Education Issues	
Target Countries: Countries with experiences of JICA education project		6 participants / English	
OBJECTIVE 【Course Objective】 Trainers at core training institutions and administration officers at ministries for primary and secondary education enhance the capacity of practical research with regards to the quality of science and mathematics education at primary and secondary education. 【Expected Outputs】 1. To be able to explain basic theory and research methodology in educational and development and its application 2. To be able to explain methods of science and mathematics education development 3. To be able to make a proposal on improvement on science and mathematics education for primary and secondary education through practical research.	TARGET ORGANIZATION / GROUP 【Target Organizations】 Teacher Training Institutions, National and Regional Offices of Ministry of Education 【Target Groups】 1) Three or more years' of experience in the field of teacher training or educational administration 2) Be university graduate or equivalent 3) Under 35 years old in principle		
CONTENTS - Lecture and practice on Education in Asian and African Countries, Theory and Practice of Educational Research, Human Resource Development in Education, Planning for Educational Development, Introduction of Statistical Analysis in Education, Cooperation for International Education - Lecture and practice on Science Education Development, Mathematics Education Development and Foundation of Curriculum Development for Science Education - School visits and Discussion, Seminar and writing up a Master's thesis	PROGRAM PERIOD	Mar / 22 / 2011 ~ Mar / 30 / 2013	
	IMPLEMENTING PARTNER	Graduate School for International Development and Cooperation, Hiroshima University	
	JICA CENTER	JICA Chugoku	
	COOPERATION PERIOD	2010~2012	
	REMARKS and WEBSITE	Participants will be awarded with Master's Degree in Education from Hiroshima University upon successful completion of this program.	

Enhancing the Quality of Primary and Secondary Education in Sub-Saharan Africa アフリカ初中等教育の質的改善(長期)		LONG-TERM Leaders 1081144 Sector : Education Sub-Sector : Other Education Issues	
Target Countries: Anglophone Countries in Sub-Saharan Africa		1 participants / English	
OBJECTIVE 【Course Objective】 To enhance the capacity of universities and other institutions providing teacher training and educational administration bodies which are in charge of improving the quality of primary and secondary education. 【Expected Outputs】 (1) To acquire basic theory and research methodology in education and development (2) To acquire skills and knowledge for education sector analysis and planning (3) To acquire practical knowledge and methods of science and mathematics education development (optional) (4) To write up a Master's thesis	TARGET ORGANIZATION / GROUP 【Target Organizations】 Teacher Training Institutions, National and Regional Offices of Ministry of Education 【Target Groups】 1) Three or more years' of experience in the field of teacher training or educational administration 2) Be university graduate or equivalent 3) Under 35 years old in principle		
CONTENTS (1) Lectures on perspective and issues in educational development, education and development in Africa and theory and practice of educational research (2) Lectures on planning for educational development, introduction of statistical analysis in education and international cooperation in education (3) Lectures on science education development and mathematics education development (4) Seminar and tutorial	PROGRAM PERIOD	Sep / 20 / 2010 ~ Sep / 30 / 2012	
	IMPLEMENTING PARTNER	Graduate School for International Development and Cooperation, Hiroshima University	
	JICA CENTER	JICA Chugoku	
	COOPERATION PERIOD	2008~2010	
	REMARKS and WEBSITE	Participants will be awarded with Master's Degree in Education from Hiroshima University upon successful completion of this program.	

OBJECTIVE	TARGET ORGANIZATION / GROUP	
<p>【Objectives】 Capacities of planning, designing and management of producing effective materials of distance leaning(e-learning) for staffs in charge of dissemination and education will be developed.</p> <p>【Outputs】 (1) Obtaining a knowledge of Instructional Design, which contribute to effective and efficient educational methods. (2) Obtaining a knowledge of Information Technology which are necessary for E-learning. (3) Obtaining a knowledge of Intellectual Property right like copyright, which are crucial in development and distribution of educational training course. (4) Obtaining a knowledge of Project Management, which are necessary for educational activities, educational business and development projects. (5) Obtaining a knowledge of special topics, and formulating a master thesis.</p>	<p>【Target Organizations】 Central and Local governments, or public organization.</p> <p>【Target Group】 - Officer in charge of human resource development and/or enlightenment and dissemination in ministries or local government - University graduate or equivalent - Having 2 years working experience in the related field - Having fine command of English</p>	
CONTENTS	PROGRAM PERIOD	Sep / 7 / 2010 ~ Mar / 31 / 2012
<p>Planned subjects, totally 30 units, are followings: (1) •Introduction to E-learning •Instructional Design (2) •Learning assistance Information and Communication system (3) •Intellectual Property and private right on networking (4) •Educational business management •Distance leaning practice logic (5) •E-learning practical examination •E-learning for Information literacy education •E-learning for higher education •E-learning for vocational training •Formulation of a master thesis</p>	IMPLEMENTING PARTNER	Kumamoto University
	JICA CENTER	JICA Okinawa
	COOPERATION PERIOD	2008~2010
	REMARKS and WEBSITE	28 units of the required 30 units are to be finished in Japan and the remained 2 units for master thesis will be done for research and drafting in home country and then for finalizing of thesis in Japan.