【Online】
Knowledge Co-Creation Program
(Group & Region Focus)

GENERAL INFORMATION ON

Capacity Development for the education policy formulation and analysis for learning improvement
課題別研修「学びの改善のための教育政策策定及び分析能力開発」
JFY 2022

NO. 202107745J001
Online Program Period: From October 3rd, 2022 to November 25th, 2022

※In the context of the COVID-19 pandemic, please note that there is still a possibility the course period will be changed, shortened, or the course itself will be cancelled.

This information pertains to one of the JICA Knowledge Co-Creation Program (Group and Region-Focus) of the Japan International Cooperation Agency (JICA), which shall be implemented as part of the Official Development Assistance of the Government of Japan based on bilateral agreement between both Governments.

'JICA Knowledge Co-Creation (KCC) Program' as a New Start
In the Development Cooperation Charter which is released from the Japanese Cabinet on February 2015, it is clearly pointed out that *"In its development cooperation, Japan has maintained the spirit of jointly creating things that suit partner countries while respecting ownership, intentions and intrinsic characteristics of the country concerned based on a field-oriented approach through dialogue and collaboration. It has also maintained the approach of building reciprocal relationships with developing countries in which both sides learn from each other and grow and develop together."* We believe that this 'Knowledge Co-Creation Program' will serve as a center of mutual learning process

I. Concept

Background

Goal 4 of *Sustainable Development Goals*, which coincides with the Education 2030 agenda, requires countries to demonstrate concrete progresses in addressing the critical issues such as inclusiveness, equity, and quality of education, with a focus on improved learning outcomes.

Meantime, international cooperation in educational development increasingly adopts a holistic policy-based support and a results-based financing modality, as used by the Global Partnership for Education and the World Bank. In these cases, aid money is released conditional on achieving program objectives and policy reforms, verified by indicators that are agreed on in advance, rather than being used to finance specific project activities.

However, a large stock of findings from researches, education practices and field-based lessons from education cooperation are not effectively used by policy makers as evidence to inform policy-making process, nor incorporated into designing intervention measures as a part of policy framework. This undermines the policy effectiveness and accordingly the education improvement on the ground.

In this context, the Center for the Study of International Cooperation in Education (CICE), Hiroshima University and Japan International Cooperation Agency (JICA) will jointly hold an international training program to develop capacity for policy analysis for education quality improvement using field knowledge and research results.

<u>For what?</u>

The major purpose of this program is to enable the participants to study and share the approaches of research/evidence-based policy formulation in education through making a feasible action and research plan (to be proposed in Knowledge Report and finalized in Final Report) for contributing to quality improvement of education.

<u>For whom?</u>

Expected participants of this program are: officials of Ministry of Education and researchers at the universities (and equivalent research organizations) in the target countries.

<u>How?</u>

This program is implemented by the Center for the Study of International Cooperation in Education (CICE), Hiroshima University, JAPAN as the leading institution, in cooperation with its partners in Japan. The training program will be provided remotely through the Internet.

II. Description

1. **Title (J-No.):**
   Capacity Development for the education policy formulation and analysis for learning improvement (202107745J001)

2. **Online Program Period:**
   From October 3rd, 2022 to November 25th, 2022

   ※ In the context of the COVID-19 pandemic, please note that there is still a possibility the course period will be changed, shortened, or the course itself might be cancelled

3. **Target Regions or Countries:**
   Thailand, Cambodia, Laos, Mongol, Bangladesh, Papua New Guinea, Jordan, Egypt, Ghana, Lesotho, South Africa, Zambia, Madagascar, Mozambique, Senegal, South Sudan, Montenegro and Tajikistan

4. **Eligible / Target Organization:**
   This program is designed for officials of Ministry of Education and researchers at the universities (and equivalent research organizations) in the target countries.

5. **Course Capacity (Upper limit of Participants):**
   26 participants

6. **Language to be used in this program:**
   English

7. **Course Objective:**
   To equip participants with critical skills for policy analyses that bring field knowledge of education practice/cooperation and research results as evidence into policy processes for education quality improvement. These skills include those required both for bottom-up processes (using field-based knowledge and research results to draw policy implications or to identify indicators as effective evidence for outcomes of policy measures representing educational improvements) and for top-down processes (translating policy statements into intervention measures for improvement in the field).

8. **Overall Goal:**
   To strengthen capacity of education management in developing countries for policy analysis so that the education policy framework developed by involving local stakeholders is effective in improving education quality on the ground, thereby to nurture leadership and ownership of the countries.

9. Expected Module Outputs and Contents:

Prior to the training program, each participant is requested to produce a Country Report (as per Annex) as an indication of commitment of the participants and their affiliated organizations.

Through this program, the participants are expected to achieve the following five (5) outputs:

1. To be able to explain the implication of changing aid modality in favor of the results-based releasing fund against policy actions rather than the project financing.

2. To be able to explain the consistency between main objectives of education policy and the corresponding process of education improvement in the participant's country using the Country Report; and to be able to explain the characteristics of participant's own country in education policy implementation in comparison with cases of other participants and Japan.

3. To be able to use research results and lessons from education practice and cooperation for informing the process of formulating the policy framework (bottom-up policy process) and for translating the policy objectives into policy measures (top-down policy process), and to apply this knowledge for the policy analysis including the preparation of the policy matrix.

4. To be able to utilize lessons from other countries in response to the COVID-19 pandemic and to consider the situation of own country in formulating and implementing education policies under such crisis.

5. To propose an action plan to involve key partners and stakeholders in the process of policy discussions and in preparing for the policy implementation plan, include it in a Knowledge Report that summarizes the learning, and revise it through consultation. (The Knowledge Report should also contain key points that each participant has learned and a proposed action and research plan.)

This program consists of the components in the table below, with a mix of lectures and video clips, followed by discussions in small groups and with the whole group. The participants are required to watch a total of three to four online lectures and/or video clips per week; later in the week, they are expected to participate in one small group discussion and one whole-group discussion. Details of each component are given below:

Title	Output	Subject	Methodology	Duration (day)			
				Lc*	Ds*	Pr*	Vis*
Pre-Program		1. Country Report	Each candidates prepare a **Country Report** as stated in Section III-3 (4) of this document, discusses it among the sending organization, and prepares for its presentation using PowerPoint or equivalent.	5			
		Sub Total		**5 days**			
Online Program		2. Course Orientation	Participants are familiarized with objectives, the schedule and expected outcomes of the program in Japan as well as the procedures and actions during and after the program.	1			
	O1	3. Knowledge Building	Participants learn the trend of international cooperation in the education sector and the practice of policy-based/ program lending.	2			
	O2	4. Knowledge Sharing	Participants present the Country Report and understand education policy issues in comparison with countries of other participants and Japan.		5	1	
	O3a	5. Policy analysis (bottom-up)	Participants understand relationships between problem-solving on the ground and achieving policy objectives, by participatory analysis of cases; understand education practice in Japan and how it informs the policy process; and understand how to link research results and policy planning and analysis.	3	1		1
	O3b	6. Policy analysis (top-down)	Participants learn methods and practice of education policy and institutional analyses; compare them with the reality of participant's own country and of other participant's countries to clarify issues in designing measures for achieving policy objectives concerning education quality improvement.	5	2		2
	O3c	7. Policy matrix	Participants prepare an education policy matrix and propose measures; explain them at an open workshop, have discussions with the seminar participants (including JICA staff, NGOs, researchers, etc.), make revisions to them.	2	4	1	
	O4	8. Reponses to COVID-19	Participants learn how various sectors and stakeholders in education have responded / are responding to the COVID-19 pandemic noting the immediate responses and mid-to-long term implications; consider how lessons learned from the Japanese cases may be applied to or compared to their own countries.	2	1		1
	O5	8. Knowledge Report	Participants prepare a Knowledge Report summarizing the learning through the process of producing the policy matrix and measures (outputs), and document issues; explain the outputs to country stakeholders via video conference (3 countries), and describe how the original outputs changed through consultation. Participants join a reflective workshop and discuss learning from this program in Japan.	3			
		Sub Total		**37days**			
Post-program		9. Post-training Follow-up	Participants share their action/improvement plan with Ministry of Education (and other stakeholders as necessary), discuss at a workshop, finalize and submit the Final Report to CICE and JICA within 2 months.	3			
		Sub Total		**3**			
		Total (net working)		**45**			

Note：the above contents may be subject to change.

* Lc: Lecture, Ds: Discussion, Pr: Presentation, Vis: Visit

III. Conditions and Procedures for Application

1. **Expectations from the Participating Organizations:**

   (1) This program is designed primarily for organizations that intend to address specific issues or problems identified in their operation. Participating organizations are expected to use this program for those specific purposes.

   (2) This program is enriched with contents and facilitation schemes specially developed in collaboration with relevant prominent organizations in Japan, which enables this program to meet specific requirements of applying organizations and effectively facilitate them toward solutions for the issues and problems.

   (3) As this program is designed to facilitate organizations to come up with concrete solutions for their issues, participating organizations are expected to make due preparation before attending their participants by carrying out the activities of the Preliminary Phase described in section II -9 .

   (4) Participating organizations are also expected to make the best use of the results achieved by their participants by carrying out the activities of the Post-Program Phase described in section II -9.

2. **Nominee Qualifications:**

   Applying Organizations are expected to select nominees who meet the following qualifications.

   (1) **Essential Qualifications**

   1) Those nominated by their government in accordance with the proper application procedure;

   2) Those who have been working in the field of education policy making and planning, or researches on related themes, and particularly those who have been involved in such tasks as;
   - Policy formulation
   - Education planning
   - Reform/project/intervention planning and designing
   - Project management
   - Research at universities or other equivalent research institutions

   ※If two participants are nominated from the same country, one should be a policy-maker/administrator, and another could be a researcher.

   3) Those who are university/college graduates or with equivalent academic backgrounds;

   4) Those who have a sufficient command of English for understanding lectures, reading textbooks, discussions, presentations and preparing the

country action/improvement plan.

　※ Language: have a competent command of spoken and written English which is equal to TOEFL iBT 100 or more　(This workshop includes active participation in discussions, which requires high competence of English ability. Please attach an official certificate for English ability such as TOEFL, TOEIC etc, if possible)

　5) Health: must be in good health, both physically and mentally, to participate in the Program.

(2) **Recommendable Qualifications**
1) Age: under fifty (50) in principle;
2) Those who have practical job experiences of minimum five (5) years in the above field;
   Qualified women are particularly encouraged to participate.
3) Gender Consideration: JICA is promoting Gender equality. Women are encouraged to apply for the program.

(3) **Specific Qualifications for Online program participation**
1) Have a device such as laptop PC that meets the conditions of the attached "Required Specification of Devices for Online Program in KCCP".
2) Have access to stable internet connection (5Mbps speed)
3) Have PC operation skills (including application software operations such as Microsoft Office and ZOOM etc.) required to participate in this online program.
4) Have availability for participation in all online program.

　※If there are any concerns on IT environment, please contact to JICA overseas offices. (However, please be noted that JICA overseas offices may not able to offer sufficient support.)

3. **Required Documents for Application**
(1) **Application Form**: The Application Form is available at the respective country's JICA office or the Embassy of Japan.
(2) **Photocopy of ID/passport**: to be submitted with the application form, If you don't have the passport, other identifications (e.g., National Identity card) is acceptable
　*Photocopy should include the followings: Name, Date of birth, Nationality, Sex
(3) **Nominee's English Score Sheet**: to be submitted with the application form, if you have any official documentation of English ability. (e.g., TOEFL, TOEIC, IELTS)

(4) **Country Report**: These documents will be used both during selection process and the training period. The forms are attached to this General Information as ANNEX. Please fill out and submit them together with the Application Form mentioned above.

Country Report should be discussed among and authorized by the concerned officials in your organization prior to the submission, in order for the participant to prepare a feasible action plan as an output of the training program based on these documents. Even if there are two participants from the same country, it is strongly requested that each participant should submit Country Report from different perspectives of education in the country. (**Handwriting is not recommended**.)

4. **Procedures for Application and Selection**：

(1) **Submission of the Application Documents:**
Closing date for applications: **Please send any inquiries to the JICA office (or the Embassy of Japan).**
（After receiving applications, the JICA office (or the Embassy of Japan) will send them to **the JICA Center in JAPAN** by **August 5th, 2022**

(2) **Selection:**
After receiving the documents through proper channels from your government, the JICA office (or the embassy of Japan) will conduct screenings, and then forward the documents to the JICA Center in Japan. Selection will be made by the JICA Center in consultation with concerned organizations in Japan. The applying organization with the best intention to utilize the opportunity of this program will be highly valued in the selection. Qualifications of applicants who belong to the military or other military-related organizations and/or who are enlisted in the military will be examined by the Government of Japan on a case-by-case basis, consistent with the Development Cooperation Charter of Japan, taking into consideration their duties, positions in the organization, and other relevant information in a comprehensive manner.

(3) **Notice of Acceptance**
Notification of results will be made by the JICA office (or the Embassy of Japan) **no later than August 19th, 2022.**

5. **Document(s) to be submitted by accepted candidates:**
   Only accepted candidates are required to prepare presentation materials for Country Report by Power Point.

(※Time allocation would be approxmately 10min (presentation) and 10min (Q&A) per person.)

The assignments should be sent to JICA by **September 20th, 2022.**

6. **Conditions for Attendance:**
   (1) to strictly adhere to the program schedule.
   (2) not to change the program topics.
   (3) to comply with the use conditions of copyrighted works by each copyright holder, when using texts and other materials distributed for KCCP. Especially, participants are strictly prohibited to record online lessons or use provided contents during the program without lecturers' permissions.

IV. Administrative Arrangements

1. **Organizer:**
   (1) **Name:** JICA Chugoku (JICA Chugoku Center)
   *"Chugoku" is the name of the region consisting of five (5) prefectures in western part of Japan's main island. JICA Chugoku is in charge of implementing JICA's projects/programs in the region.
   (2) **Contact:** Ms. HIRATA Yukari (cicttp@jica.go.jp)

2. **Implementing Partner:**
   (1) **Name**: Hiroshima University, the IDEC Institute,
      Center for the Study of International Cooperation in Education (CICE)
   (2) **Contact**
      Professor Kazuhiro Yoshida, Professor, CICE
      (yoshidak@hiroshima-u.ac.jp)
   (3) **URL**:
      https://cice.hiroshima-u.ac.jp/

3. Other Information

*YouTube of "Knowledge Co-Creation Program and Life in Japan" and "Introduction of JICA Center" are viewable from the link below.

Image videos of 'Introduction of JICA Center (YouTube)' show the following information of JICA Centers:

Part I: Knowledge Co-Creation Program and Life in Japan	
English ver.	https://www.youtube.com/watch?v=SLurfKugrEw
French ver.	https://www.youtube.com/watch?v=v2yU9lSYcTY
Spanish ver.	https://www.youtube.com/watch?v=m7I-WlQSDjI
Russian ver.	https://www.youtube.com/watch?v=P7_ujz37AQc
Arabic ver.	https://www.youtube.com/watch?v=1iBQqdpXQb4
Part II: Introduction of JICA Centers in Japan	
JICA Hokkaido (Sapporo)	https://www.jica.go.jp/sapporo/english/office/index.html
JICA Hokkaido (Obihiro)	https://www.jica.go.jp/obihiro/english/office/index.html
JICA Tohoku	https://www.jica.go.jp/tohoku/english/office/index.html
JICA Tsukuba	https://www.jica.go.jp/tsukuba/english/office/index.html
JICA Tokyo	https://www.jica.go.jp/tokyo/english/office/index.html
JICA Yokohama	https://www.jica.go.jp/yokohama/english/office/index.html
JICA Hokuriku	https://www.jica.go.jp/hokuriku/english/office/index.html
JICA Chubu	https://www.jica.go.jp/chubu/english/office/index.html
JICA Kansai	https://www.jica.go.jp/kansai/english/office/index.html
JICA Chugoku	https://www.jica.go.jp/chugoku/english/office/index.html
JICA Shikoku	https://www.jica.go.jp/shikoku/english/office/index.html
JICA Kyushu	https://www.jica.go.jp/kyushu/english/office/index.html
JICA Okinawa	https://www.jica.go.jp/okinawa/english/office/index.html

V. ANNEX

Country Report

Please write the Country Report with the following contents (**about 5 pages, not more than 10 pages**). In addition to the paper, you are asked to prepare for a **10-mint presentation** with focusing on section 5 and 6 at the training program.

1. Name	
2. Position/ Organization	
3. Duties you are in charge at your organization (in detail)	

4. Socio-economic situation in your country   Describe concisely the socio-economic situation using an appropriate set of indicators.
(Expand this section as necessary)

5. Concise description of the country's education sector and key issues of education quality
    Include (a) statement of issues and their background, and (b) corresponding policies and their means of implementation, of the issues, focusing on inclusive and equitable learning and its outcomes.
    Answer concisely the following questions:
 (1) First, explain the key education issues, their background, and corresponding policies
 (2) A. Who took the leading role in formulating the policy? (i.e. country ownership vs. influence of donor)
    B. Were key stakeholders involved in the process through, for instance, consultations between the central and local education systems? Who were they? How?
    C. Were the stakeholders informed of the policy reform before/during the implementation?
 (3) How were lessons from experiences used to achieve inclusive and equitable learning and its outcomes?
 (4) How evidence from research results were used?

(Expand this section as necessary)

6. A summary table of education policy matrix *

(a) Make a reference to the existing matrix or, in its absence, create a fresh one describing: i) overall policy goals, ii) indicators to assess achievement of the policy goals, iii) key policy actions that are planned for achieving the policy goals, iv) expected outcomes of the policy actions, and v) indicators to assess achievement of the expected outcomes. If the country uses results-based financing indicators, such as by the GPE new funding model or the World Bank disbursement-linked indicators, please use them. You are asked to reproduce a summary matrix for a major education sector program (or project). Explain the process of identifying the outcome indicators (or indicators for releasing funds), and discuss in what way it is useful to achieve the project/program objectives. This section should focus on issues of inclusive and equitable learning and its outcomes.

(b) Pick up one policy outcomes in the area of inclusive learning outcomes and draw a result chain**.
(Please bring a copy of existing education policy documents that contain the matrix.)
_____

* _A policy matrix is a document that is used to summarize an agreement between the government and aid agencies for the education sector program. It stipulates policy goals, policy measures and policy actions as conditions. Satisfying the conditions will trigger disbursement of donor funds. Examples of an extract of the policy matrix and the disbursement linked indicators are shown at the end of this Annex._
** _A result chain describes how intended results (policy objectives) will be achieved by showing the causal relationship between inputs/activities, outputs, and outcomes. Similarly, a "theory of change" is used in the policy formulation/evaluation,_

(Expand this section as necessary, or use a separate sheet.)

7. Process of evidence-based education policy formulation in your country

Explain (a) how (in what ways and to what extent) stakeholders and policy makers are (not) involved in the process of policy making and designing policy measures for achieving policy objectives, and (b) what conscious efforts are being made (if not, why) to incorporate knowledge from the successful education practice, lessons from international cooperation and findings from research.

(Expand this section as necessary)

A Sample Policy Matrix (extract)

Policy Area/Policy Objective	DPO-1 Prior-actions	DPO-2 Triggers	DPO-3 Triggers	End of Program Outcome	Monitoring Indicator	Baseline (as at DPO-1)	DPO-2 Target	DPO-3 Target
Policy Area 2: Improving the institutional and policy environment for growth and employment creation								
2.2: Improving Quality of Education								
Improving education information systems	**Piloted Education Management Information System (EMIS) in at least one secondary school in three selected local government authorities (LGAs)**	Roll out EMIS to all 18 LGAs	Publish Education Statistical Report based on decentralized system	Increased share of certified female science teachers located in rural areas	% share of certified female science teachers in total number of teachers located in rural areas	13%	15%	20%
Improving the quality of public technical and vocational education institutions	**Established School-Based Management Committees with broad representation in Technical and Vocational Education Institutions to carry out some of the responsibilities decentralized to the institution level**	Operationalize established School Based Management Committees through the development of an improvement plan and provision of budget.		Reduction in drop-out rates of female pupils at basic education level in rural areas	% drop-out rate of female pupils at basic education level in rural areas *(Data source: Ministry of Education)*	11%	8%	5%
Increasing the number of certified teachers in rural areas and in critical subject areas such as English, Science, and Mathematics	Conduct an assessment of gaps in number of teachers in rural areas and in critical subjects such as English Language, Science and Mathematics Develop an action plan for implementation of special incentives to attract teachers in critical subjects to rural areas	Carry out a special incentives pilot in 3 priority LGAs for female science teachers to locate in rural areas	Conduct an independent impact assessment of the special incentives pilot Develop a plan to roll out the special incentives scheme to all LGAs	Increased number of accredited courses in technical and vocational education institutions	Number of accredited courses in technical and vocational education institutions *(Data source: Ministry of Education)*	21	24	29

Source: World Bank (Nigeria: First Edo State Growth and Employment Support Credit)
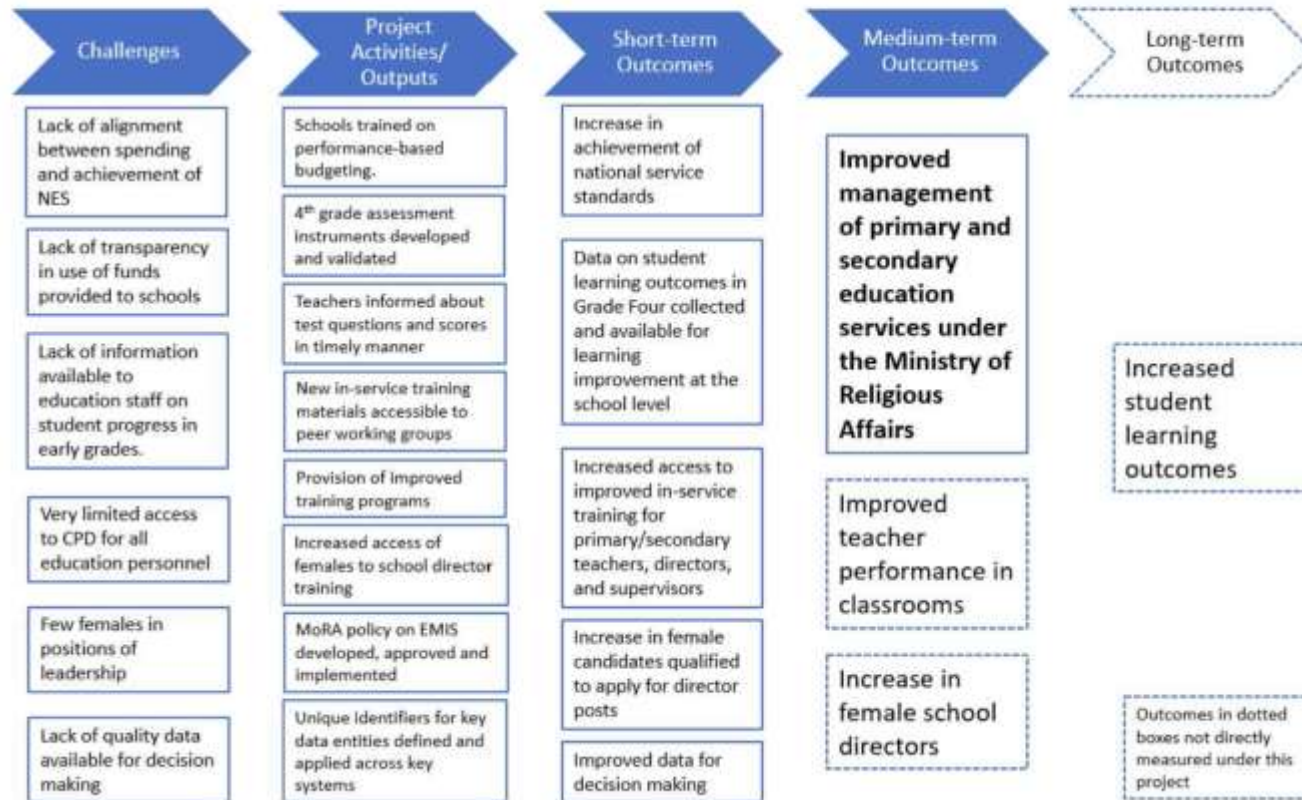
Sample of Results Chain (Indonesia)

The World Bank
Realizing Education's Promise: Support to Indonesia's Ministry of Religious Affairs for Improved Quality of Education (P168076)

D. Results Chain

Challenges	Project Activities/ Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
Lack of alignment between spending and achievement of NES	Schools trained on performance-based budgeting.	Increase in achievement of national service standards	**Improved management of primary and secondary education services under the Ministry of Religious Affairs**	
Lack of transparency in use of funds provided to schools	4th grade assessment instruments developed and validated	Data on student learning outcomes in Grade Four collected and available for learning improvement at the school level		Increased student learning outcomes
Lack of information available to education staff on student progress in early grades.	Teachers informed about test questions and scores in timely manner			
	New in-service training materials accessible to peer working groups			
Very limited access to CPD for all education personnel	Provision of improved training programs	Increased access to improved in-service training for primary/secondary teachers, directors, and supervisors	Improved teacher performance in classrooms	
	Increased access of females to school director training			
Few females in positions of leadership	MoRA policy on EMIS developed, approved and implemented	Increase in female candidates qualified to apply for director posts	Increase in female school directors	Outcomes in dotted boxes not directly measured under this project
Lack of quality data available for decision making	Unique Identifiers for key data entities defined and applied across key systems	Improved data for decision making		

Source: World Bank (Indonesia: Realizing Education's Promise)

Sample of Theory of Change (Malawi)

The World Bank
Equity with Quality and Learning at Secondary (EQUALS) (P164223)

D. Theory of Change

COMPONENT	SUB COMPONENT AND INTERVENTIONS		INTERMEDIATE OUTCOMES	OUTCOMES	IMPACTS
Component 1: Improving quality of science and math instruction	C.1.1: Minimum standards for quality instruction of Science and Maths	Teacher orientation to the revised Sciences and Mathematics curriculum	Improved capacity of Science and Maths teachers for curriculum implementation	Improved quality of instruction in Science and Mathematics	Improved learning and access to secondary education
		Provide teaching-learning materials and equipment in CDSSs for Forms 1-4	Improved student textbook ratios in Science and Maths at CDSSs		
		Train school heads in school management and instructional leadership	Improved school management and instructional leadership in CDSSs		
	C.1.2: Piloting student learning enhancement strategies	Implement a teacher support program for secondary Science and Maths teachers	Improved teacher effectiveness in Science and Mathematics instruction		
		Pilot summative Continuous Assessment (CA) system in two selected subjects	Foundational system for improved assessment of secondary school learners		
Component 2: Enhancing equitable access to secondary education in target areas	C.2.1: System strengthening for equity and efficiency	Policy and regulatory reforms targeting expansion of secondary education	Improved environment for secondary education expansion	Increased access to secondary education in selected remote areas	
		Develop and implement a teacher dev't, recruitment and management strategy	Increased qualified Maths and science teachers recruited and deployed to CDSS		
	C.2.2: Increasing equitable opportunities for secondary education	Reform the secondary schools selection and placement processes	Improved efficiency in selection and placement of Form 1 students		
		Reform and operationalize targeting system for bursaries and scholarships	Improved progression rates for disadvantaged students		
		Implement schools related gender based violence & adolescent health and hygiene promotion programs	Increased responsiveness to SGBV & adolescent health and hygiene in secondary schools		
	C.2.3: Upgrading of remote secondary schools	Improve infrastructure in public remote secondary schools	Increased capacity for enrollment in remote secondary schools		
Component 3: Project Coordination, M&E and Learning	C.3.1: Capacity enhancement for project implementation support		Improved effieciency in project implementation	Enhanced capacity for delivery of secondary education projects	
	C.3.2: Review and upgrade data collection, reporting and process monitoring for secondary education		Improved quality of secondary education data and information		
	C.3.3: Develop and implement an M&E system for the project activities/interventions		Enhanced monitoring and evaluation for secondary education programs		

Source: World Bank (Malawi Equity with Quality and Learning at Secondary)

JICA and Capacity Development

The key concept underpinning JICA operations since its establishment in 1974 has been the conviction that "capacity development" is central to the socioeconomic development of any country, regardless of the specific operational scheme one may be undertaking, i.e. expert assignments, development projects, development study projects, training programs, JOCV programs, etc.

Within this wide range of programs, Training Programs have long occupied an important place in JICA operations. Conducted in Japan, they provide partner countries with opportunities to acquire practical knowledge accumulated in Japanese society. Participants dispatched by partner countries might find useful knowledge and re-create their own knowledge for enhancement of their own capacity or that of the organization and society to which they belong.

About 460 pre-organized programs cover a wide range of professional fields, ranging from education, health, infrastructure, energy, trade and finance, to agriculture, rural development, gender mainstreaming, and environmental protection. A variety of programs are being customized to address the specific needs of different target organizations, such as policy-making organizations, service provision organizations, as well as research and academic institutions. Some programs are organized to target a certain group of countries with similar developmental challenges.

Japanese Development Experience

Japan was the first non-Western country to successfully modernize its society and industrialize its economy. At the core of this process, which 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 local skills, knowledge and initiatives. They finally became internalized in Japanese society to suit its local needs and conditions.

From engineering technology to production management methods, most of the know-how that has enabled Japan to become what it is today has emanated from this "*adoption and adaptation*" process, which, of course, has been accompanied by countless failures and errors behind the success stories. We presume that such experiences, both successful and unsuccessful, will be useful to our partners who are trying to address the challenges currently faced by 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.

JICA, therefore, would like to invite as many leaders of partner countries as possible to come and visit us, to mingle with the Japanese people, and witness the advantages as well as the disadvantages of Japanese systems, so that integration of their findings might help them reach their developmental objectives.

CORRESPONDENCE

For enquiries and further information, please contact the JICA office or the Embassy of Japan. Further, address correspondence to:

JICA Chugoku Center (JICA CHUGOKU)
Address: 3-3-1 Kagamiyama, Higashi-hiroshima, Hiroshima, 739-0046 Japan
TEL: 81-82-421-6310   FAX: 81-82-420-6313