



【In Japan】

Knowledge Co-Creation Program

(Group & Region Focus)

GENERAL INFORMATION ON

**Non-Formal Education:
The Learning Opportunities Leaving No One Behind
(In Japan)**
**課題別研修「ノンフォーマル教育：誰一人取り残さない学習機会」
(本邦研修)**
JFY 2022

Course No.: 202107748J001

Course Period in Japan: November 29, 2022 to December 15, 2022

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

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.

JICA Knowledge Co-Creation Program (KCCP)

The Japanese Cabinet released the Development Cooperation Charter in February 2015, which stated, *"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."* JICA believes that this 'Knowledge Co-Creation Program' will serve as a foundation of mutual learning process.

I. Concept

Background

This program aims to share and discuss theories, practice and challenges of Non-formal Education (NFE), utilizing knowledge and experiences of program participants and cases made available in Asia including Japan.

NFE is defined as 'institutionalized, intentional and planned by an education provider. It's additional, alternative and/or complement to formal education, with both official and non-official qualifications', according to the International Standard Classification of Education of UNESCO Institute of Statistics (UIS, 2011). In many countries, NFE covers the following areas:

1. Basic education for out-of-school children and illiterate adults including an equivalency program that provides equivalent certificates to formal education. According to Global Education Monitoring Report (GER) 2020, it is estimated that there are 120 million out-of-school children in primary and lower secondary levels and 773 million adult illiterates in the world.
2. Education and training of life skills and vocational skills, some of which are with certificates and/or part of the equivalency program and others are non-certificate learning for quality-of-life improvement including income generation.
3. Education for promoting community-based learning through participation and collaboration of various stakeholders of education including schools and other sectors such as health, labor and information through local networks and partnerships.

Though it is commonly understood that there is no significant illiterate population in Japan, there are increasing numbers of students refusing to attend or dropping out of schools, in particular children from socio-economically disadvantaged families, foreign migrants, truants/children with special educational needs. Act on Guaranteeing Compulsory Education was promulgated in 2016 to develop and implement policies to ensure basic education for adults and children in need. These issues are common in many countries and require continuous dialogues for knowledge sharing and creation under this program.

In Japan, there is a variety of lifelong learning opportunities outside of formal schooling such as libraries, museums and *Kominkan* (CLC: Community Learning Centers) for individual learning and community development for a sustainable society. Furthermore, since Japan is one of the countries most affected by natural disasters, a range of educational activities are organized outside and in cooperation with formal schools for preparation and during emergency periods, to cater to the learning demand of the people.

It is expected that sharing and discussions of Japanese practices together with those of other Asian countries under this program will contribute to enriching NFE in participating countries.

For what?

This program is for participants to acquire knowledge for the effective and feasible promotion of NFE.

For whom?

This program is offered for those who are responsible for planning and implementation of NFE in central or local governments, or who work for the NFE sectors such as NGOs with the related experience.

How?

Participants shall have following opportunities:

1. Lectures on theory and practices of NFE from global as well as regional perspective of Asia, with a focus on Japanese experiences through on-site as well as online sessions
2. Observations and field visits to schools, literacy classes, community learning centers, and civil society organizations
3. Interactive discussions with participants from other countries as well as the local stakeholders in Japan
4. Development and presentation of Action plans

II. Description

1. Title (Course-No.)

Non-Formal Education:

The Learning Opportunities Leaving No One Behind (202107748J001)

2. Course Duration in Japan

Course Period in Japan : **November 29, 2022 to December 15, 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.

3. Target Regions or Countries

Samoa, Palau, Pakistan, Kenya

4. Eligible / Target Organization

This program is designed for personnel in charge of non-formal education and/or literacy education in the Ministry of Education (central and local government), and those who work for the NFE sectors such as NGOs with relevant experience.

5. Capacity (Upper Limit of Participants)

8 participants

6. Language

English

7. Objective(s)

Challenges and goals of Non-formal Education in the respective countries are clarified, and Action Plans for Non-Formal Education promotion are prepared.

8. Overall Goal

The quality of non-formal education is improved in participating countries.

9. Output and Contents

This program consists of the following components. Details on each component are given below:

(1) Preliminary Phase	
<i>Participating organizations make required preparation for the Program in the respective countries.</i>	
Expected Module Output	Activities
To prepare a country report on NFE	Participants are requested to prepare a report, referring to the guideline and using the Report Form in Annex and send them by e-mail to JICA Tohoku (thictad@jica.go.jp) by November 18, 2022

(2) Program in Japan (November 29, 2022 to December 15, 2022)		
Expected Module Output	Subjects/Agendas	Methodology
<p><u>Module-1: NFE overview</u></p> <p>1-1. To acquire knowledge on the theory and practices of NFE from global and regional perspectives</p> <p>1-2. To clarify challenges and opportunities to promoting NFE in respective participating countries</p> <p>1-3. To identify issues that participants wish to pursue during the program</p>	<ul style="list-style-type: none"> ● Theory of NFE ● Global/regional trends of NFE and CONFINTEA VII outcome ● NFE systems in participating countries and Japan ● Presentation on the issues of NFE in each country 	<p>Presentation, Discussion, Lecture</p>
<p><u>Module-2: Alternative learning systems</u></p> <p>2-1. To deepen understanding on the current situation of literacy across countries</p> <p>2-2. To learn different approaches taken in Asia to ensuring alternative learning opportunities for the vulnerable population</p>	<ul style="list-style-type: none"> ● Global and regional trends in literacy ● Validation, recognition and accreditation (VRA) and equivalency programmes in Southeast Asia ● Literacy situation and assessment in Japan ● Expanding learning opportunities for socially disadvantaged children, youth and adults in Japan 	<p>Lecture, Field visit, Discussion</p>
<p><u>Module-3: Lifelong learning and community development</u></p> <p>3-1. To acquire knowledge on lifelong learning policy and approaches at the decentralized level in Japan</p> <p>3-2. To learn various local initiatives to promote social promotion and community development, in particularly with the view to disaster-risk reduction and management (DRRM)</p>	<ul style="list-style-type: none"> ● Lifelong learning policy in the decentralized context ● Promotion of social participation and community development through Kominkan activities ● School-community partnership in DRRM 	<p>Lecture, Field visit, Discussion</p>

<p><u>Module-4: Vocational training and life skills</u></p> <p>4-1. To acquire knowledge on TVET system in Japan and the role of NFE</p> <p>4-2. To deepen understanding on different cases/approaches to life skills development at the community level</p>	<ul style="list-style-type: none"> ● TVET system in Japan and the role of NFE in providing learning opportunities for work ● Policy and initiatives by different actors in Japan ● Gender and vocational skills 	<p>Lecture, Field visit, Discussion</p>
<p>Module-5: Action Plan</p> <p>5-1. To develop a follow-up action plan for the further enhancement of NFE system in respective countries</p>	<ul style="list-style-type: none"> ● Reflecting on each learning experiences through the programme ● Formulation and presentation of action plans 	<p>Presentation, Discussion</p>

(3) Finalization Phase in a participant's home country

Participating organizations are expected to produce outputs by making use of results brought back by participants.

Expected Module Output	Activities
<p>To share training results and discuss Action Plans within participant's organization for further improvement of NFE</p>	<ul style="list-style-type: none"> (1) Sharing knowledge acquired through the program with their supervisors and colleagues (2) Presentation of action plans to the stakeholders and collecting feedbacks (3) Discussion on how to operationalize the plan with budget in a long term (4) Report the discussion and implementation result to JICA

<For your reference> the training schedule (Draft)

(*Program may be changed)

1. Core Phase (Program in Japan):

Program in Japan

11/29(Tue)		Arrival in Japan	Tokyo
11/30(Wed)	Lecture	Briefing General Orientation	Tokyo
12/1(Thu)	Ceremony	Opening ceremony	Tokyo
	Lecture	Course overview	Tokyo
	Discussion	Introducing each other	Tokyo

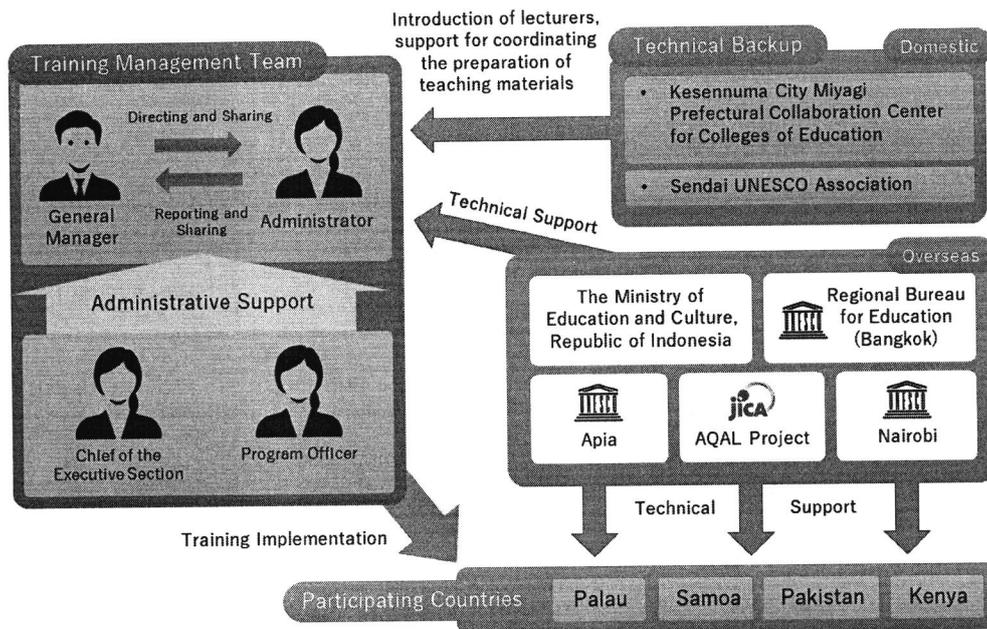
	Lecture	Introduction to JICA-VAN(E-learning system)	Tokyo
	Lecture	[M1] Introduction to Unit 1 (NFE Overview)	Tokyo
	Lecture	[M1] NFE theory	Tokyo
	Lecture	[M1] Global and regional trends in NFE: Reporting on CONFINTEA VII	Tokyo
	Lecture	Preparing for the presentations	Tokyo
12/2(Fri)	Presentation	[M1] Education and NFE system in countries	Tokyo
	Lecture	[M1] Japanese NFE system in the global context	Tokyo
12/3(Sat)		Self-study day	Tokyo
12/4(Sun)		Self-study day	Tokyo
12/5(Mon)		Transfer to Sendai	Sendai
	Lecture	[M2] Introduction to Module 2A (Alternative Learning Systems)	Sendai
	Lecture	[M2] Global and regional trends in literacy	Sendai
	Lecture	[M2] Equivalency Programme in Thailand -The role of non-formal education in times of the COVID-19 Pandemic	Sendai
	Lecture	[M2] Non-formal Education Legislation: Evidence from Indonesia	Sendai
	Discussion	[M2] Equivalency programme in Asia: Discussion and Q&A	Sendai
	Lecture	[M3] Introduction to Module 3A (Lifelong Learning and Community Development)	Sendai
12/6(Tue)	Lecture	[M3] LLL policy in the decentralized context: Natori City	Sendai
	Observation	[M3] Community development through Kominkan activities in Nachigaoka	Sendai
	Observation	[M3] Community development through Kominkan activities in Yuriage	Sendai
12/7(Wed)	Lecture	[M2] Introduction to Module 2B (Alternative Learning Systems: Case of Japan)	Sendai
	Lecture	[M2] Literacy assessment in Japan	Sendai

	Lecture	[M2] Night Junior High Schools: Ensuring basic education in Japan	Sendai
	Lecture	[M2] Introduction to the Night Junior High School in Japan	Sendai
	Lecture	[M2] Expanding opportunities for the nonliterates	Sendai
	Observation	[M2] Voluntary Night Junior High School	Sendai
12/8(Thu)	Lecture	[M4] Introduction to M4 (Vocational and life skills)	Sendai
12/9(Fri)		Transfer to Kesennuma (disaster affected area)	
	Observation	[M2] Supporting children, youths and adolescents	Kesennuma
	Lecture	[M3] Introduction to Module 3B (Learning for DRR)	Kesennuma
	Lecture	[M3] Disasters and NFE	Kesennuma
	Lecture	[M3] Inclusive community-based DRR	Kesennuma
	Discussion	[M3] Country presentation and discussion	Kesennuma
12/10(Sat)		Excursion	
12/11(Sun)		Self-study day	
12/12(Mon)	Lecture	[M3] Community-based learning for DRR in relation to global issues including DRR, climate change and teacher education)	Kesennuma
	Observation	[M3] Community-based learning for DRR in collaboration with local community, school and youth	Kesennuma
	Observation	[M3] School-community partnership for DRR	Kesennuma
12/13(Tue)		Transfer to Sendai	
	Observation	[M4] Gender and vocational skills	Sendai
	Practice	Reflecting on the field visits	Sendai
	Practice	[M5] Developing action plans: TOC or SWAT workshop	Sendai
12/14(Wed)	Presentation	[M5] Action plan presentation	Sendai
	Discussion	Evaluation meeting	Sendai

	Ceremony	Closing ceremony	Sendai
		Transfer to Tokyo	Tokyo
12/15(Thu)		PCR Test (if necessary) Leave from Japan	

*In the event that the training in Japan is cancelled due to COVID-19 or other reasons, the same theme will be held online.

2. Training implementation system



III. Eligibility and Procedures

1. Expectations to the Applying Organizations:

- (1) This program is designed primarily for organizations that intend to address specific issues or problems identified in their operations. Participating organizations are expected to use the project for those specific purposes.
- (2) This program is enriched with contents and facilitation schemes specially developed in collaboration with relevant prominent organizations in Japan. These special features enable the project to meet specific requirements of applying organizations and effectively facilitate them toward solutions for the issues and problems.

2. Nominee Qualifications:

Applying Organizations are expected nominate 2 core members working in the following areas of NFE:

- Policy and planning
- Training and/or curriculum development

Please note that nominees would not necessarily be employed by the applying organizations, as long as they are selected officially by the organizations for their specific purposes. However, the nominees must be either person who is engaged in the said field or directly related to program subject.

In addition, it is strongly encouraged that the applying organization form a team consisting of both nominees and others to participate actively in the preliminary and finalization phases of the training (i.e., preparation of country report, dissemination of learning outcomes and action plans) at the country level.

Select nominees should meet the following qualifications:

(1) Essential Qualifications

- 1) Language : have a competent command of spoken and written English which is equal to TOEFL iBT 100 or more (Please attach an official certificate for English ability such as TOEFL, TOEIC etc.)
- 2) Current Duties: be an official/manager in administration, planning and implementation of non-formal education or literacy education in central or local government
- 3) Educational Background: be a graduate of university or with equivalent knowledge and experience
- 4) Have basic computer skills, including ability to use Microsoft office software (Word, Excel, Power Point)

*During the course, participants will be required to prepare presentation slides

using Power Point, and reports using Word.

- 5) Health: must be in good health, both physically and mentally to participate in the entire Program.
- 6) PC with the Internet access and web camera: Possess a PC with the Internet access to YouTube (streaming), and Zoom. Also with a web camera for the online live sessions.

(2) Recommendable Qualification

Gender Equality and Women's Empowerment: Women are more encouraged to apply for this program. JICA makes a commitment to promote gender equality and women's empowerment, providing equal opportunity for all applicants regardless of sexual orientation and gender identity.

3. Required Documents for Application

- (1) Application Form:** The Application Form is available at **JICA overseas office (or the Embassy of Japan)**.

* If you have any difficulties/disabilities which require assistance, please specify necessary assistances in the QUESTIONNAIRE ON MEDICAL STATUS RESTRICTION (1-(c)) of the application form. Information will be reviewed and used for reasonable accommodation.

- (2) Photocopy of passport:** You should submit it with the application form if you possess your passport which you will carry when entering Japan for this program. If not, you are requested to submit its photocopy as soon as you obtain it.

*The following information should be included in the photocopy:

Name, Date of Birth, Nationality, Passport Number and Expiry Date

- (3) Valid Email address:** Participants are required to use JICA-VAN (LMS: Learning Management System) for taking the online program. Personal Log-in ID and Password will be issued by JICA after selection and it will be sent a notice to your e-mail address. Therefore, **please fill in your valid e-mail address on the Application form.**

4. Procedures for Application and Selection:

- (1) Submission of the Application Documents:**

Closing date for applications: **Please confirm the local deadline with the JICA overseas office (or the Embassy of Japan).**

*The closing date in your country is earlier than the date noted below.

(All required material must arrive at JICA Tohoku in Japan by **September 30, 2022**)

- (2) Selection:**

Primary screening is conducted at the JICA overseas office (or the embassy of Japan) after receiving official documents from your government. JICA Center

will consult with concerned organizations in Japan in the process of final selection. Applying organizations with the best intentions to utilize the opportunity will be highly valued.

The Government of Japan will examine applicants who belong to the military or other military-related organizations and/or who are enlisted in the military, taking into consideration of their duties, positions in the organization and other relevant information in a comprehensive manner to be consistent with the Development Cooperation Charter of Japan.

(3) Notice of Acceptance

The JICA overseas office (or the Embassy of Japan) will notify the results not later than **October 14, 2022**.

5. Additional Document(s) to Be Submitted by Accepted Candidates:

Inception Report -- to be submitted by **November 18, 2022**

Accepted candidates are required to prepare an Inception Report (Please read ANNEX-I "Inception Report" for detailed information.) before online training. The Inception Report should be sent to JICA by **November 18, 2022**, preferably by e-mail to thictad@jica.go.jp

6. Conditions for Participation:

The participants of KCCP are required

- (1) to strictly observe the course schedule,
- (2) not to change the air ticket (and flight class and flight schedule arranged by JICA) and lodging by the participants themselves,
- (3) to understand that leaving Japan during the course period (to return to home country, etc.) is not allowed (except for programs longer than one year),
- (4) not to bring or invite any family members (except for programs longer than one year),
- (5) to carry out such instructions and abide by such conditions as may be stipulated by both the nominating Government and the Japanese Government in respect of the course,
- (6) to observe the rules and regulations of the program implementing partners to provide the program or establishments,
- (7) not to engage in political activities, or any form of employment for profit,
- (8) to discontinue the program, should the participants violate the Japanese laws or JICA's regulations, or the participants commit illegal or immoral conduct, or get critical illness or serious injury and be considered unable to continue the course. The participants shall be responsible for paying any cost for treatment of the said health conditions except for the medical care stipulated in (3) of "5. Expenses", "IV. Administrative Arrangements",
- (9) to return the total amount or a part of the expenditure for the KCCP depending

on the severity of such violation, should the participants violate the laws and ordinances,

- (10)**not to drive a car or motorbike, regardless of an international driving license possessed,
- (11)**to observe the rules and regulations at the place of the participants' accommodation, and
- (12)**to refund allowances or other benefits paid by JICA in the case of a change in schedule.

IV. Administrative Arrangements

1. Organizer:

(1) **Name:** JICA TOHOKU

(2) **Contact:** Ms. ISAWA Hitomi (thictad@jica.go.jp)

2. Implementing Partner:

(1) **Name:** Asia-Pacific Cultural Centre for UNESCO

(2) **URL:** <https://www.accu.or.jp/en/>

3. Travel to Japan

(1) **Air Ticket:** In principle, JICA will arrange an economy-class round-trip ticket between an international airport designated by JICA and Japan.

(2) **Travel Insurance:** Coverage is from time of arrival up to departure in Japan. Thus traveling time outside Japan (include damaged baggage during the arrival flight to Japan) will not be covered.

4. Accommodation in Japan

Basically, JICA will arrange the following accommodation(s) for the participants in Japan:

JICA Tokyo Center (JICA TOKYO) Address: 2-49-5 Nishihara, Shibuya-ku, Tokyo 151-0066, Japan TEL: +81-3-3485-7051 FAX: +81-3-3485-7904 (where "81" is the country code for Japan, and "3" is the local area code) Please refer to facility guide of JICA TOKYO at its URL, https://www.jica.go.jp/tokyo/english/office/index.html
--

If there is no vacancy at JICA TOKYO, JICA will arrange alternative accommodation(s) for the participants.

During the program in Sendai, the participants are going to stay in the hotel.

5. Expenses

The following expenses in Japan will be provided by JICA

(1) Allowances for meals, living expenses, outfits, and shipping and stopover.

(2) Expenses for study tours (basically in the form of train tickets).

(3) Medical care for participants who become ill after arriving in Japan (the costs related to pre-existing illness, pregnancy, or dental treatment are not included).

(4) Expenses for program implementation, including materials.

(5) For more details, please see "III. ALLOWANCES" of the brochure for participants titled "KENSU-IN GUIDE BOOK," which will be given before departure for Japan.

*Link to JICA HP (English):

https://www.jica.go.jp/english/our_work/types_of_assistance/tech/acceptance/training/index.html

6. Orientation:

A pre-departure orientation will be held at respective country's JICA office (or the Japanese Embassy), to provide Participants with details on travel to Japan, conditions of the course, and other matters.

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

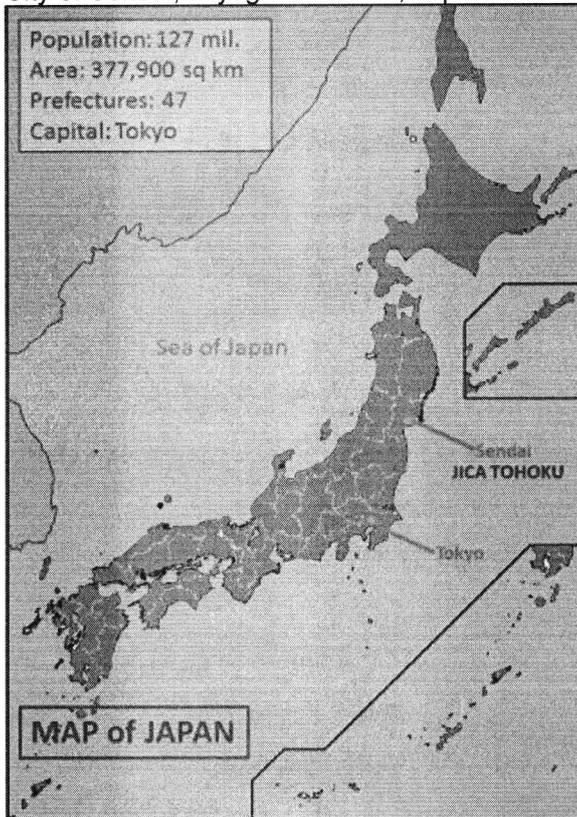
Image videos of 'Introduction of JICA Center (YouTube)' show the following information of JICA Centers: Location, Building, Entrance, Reception(Front desk), Lobby, Office, Accommodation(Room), Amenities(Hand dryer), Bathroom(Shower and Toilet), Toiletries, Restaurant, Laundry Room(Washing machine, Iron), ICT Room(Computer for participants), Clinic, Cash dispenser, Gym, Neighborhood

Part I: Knowledge Co-Creation Program and Life in Japan	
English ver.	https://www.youtube.com/watch?v=SLurfKugrEw
Part II: Introduction of JICA Centers in Japan	
JICA Tokyo	https://www.jica.go.jp/tokyo/english/office/index.html

V. Other Information

1. Location of the training site

City of Sendai, Miyagi Prefecture, Japan



The city of Sendai is located in the northern part of Japan, called the Tohoku region. The distance from Tokyo is about 350km, and it takes about 1.5 hours by shinkansen (bullet train). The population is about one million.

2. Climate

Average temperatures and precipitation in Sendai (2021)

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Average High (° C)	4.8	8.6	13.4	16.6	21.6	24.9	27.8	28.7	24.6	20.0	15.7	8.4
Average (° C)	1.2	3.7	8.6	11.6	17.0	20.6	24.1	24.9	20.8	15.8	11.1	4.7
Average Low (° C)	-2.3	-0.5	4.0	6.9	12.9	17.9	21.7	22.2	17.6	12.0	7.1	1.1
Precipitation (mm)	9.5	74.5	107.5	92.5	74.5	62.0	189.0	182.5	125.5	143.0	65.0	57.5

3. Computers

The participants are recommended to bring own laptop/notebook computers

(*1) to prepare for Action Plans and presentation slides, and to check personal e-mail.

(*1) Laptop/notebook computers should have antivirus software installed, and must not have file sharing softwares, such as Winny, WinMX, BitTorrent and Gnutella.

4. About JICA Tohoku Center

Website: <https://www.jica.go.jp/tohoku/index.html>



Find us on facebook at <https://www.facebook.com/Jicatohoku>



JICA Tohoku



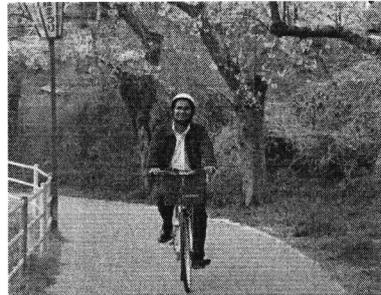
JICA Plaza Tohoku

5. International Exchange Programs with Local Communities.

JICA encourages international exchanges between JICA participants and the local communities. Participants are kindly requested to bring their national costumes, small gifts and visual aids, such as powerpoint slides, videos and photographs, to introduce their countries.



In Traditional Japanese
Costumes



Bicycling under
Cherry Blossoms

V. ANNEX-:

Country report guideline and form

The below is a guideline for your country report, which will be the basis for country presentations and discussions during this program. Please use the attached report form to submit to JICA by **18 November 2022**.

- It is suggested the report be prepared with the secondary information through document studies and firsthand information through visits, interviews and discussions. Please indicate source of information and references, such as authors and date of policy and legislation, survey reports, literatures and case studies.
- Existing documents may be copied in the report or attached, indicating source of information and references.
- The report includes five parts

The report includes four parts:

Part 1: Overview on education and NFE including legislation, policies, management, finance and statistics.

Part 2: Education for out of school children, and, literacy and training for youths and adults including main programs and projects, equivalency, quality assurance and challenges.

Part 3: Community based learning for individuals and community development including main programs and projects, equivalency, quality assurance and challenges.

Part 4: Expectations to this program by participants and institutions

Please contact below if there is any queries about this report preparation:

JICA thictad@jica.go.jp

ACCU wakayama@accu.or.jp / nagasato@accu.or.jp

Country Report

Country _____

Name of participants and affiliations. Please indicate the main author of this report.

-
-

Part 1: Overview on education and NFE

- 1-1. Please briefly describe the current national laws and acts concerning education and NFE, including year of enactment, responsible ministry and key contents.
- 1-2. Please provide brief descriptions on the current main national education policies and NFE including year of formulation, responsible ministry, nature of the policy (such as statement, announcement, instruction) and key contents.
- 1-3. Please provide government management and administration structures of education sector including NFE at the central and decentralized levels. Existing diagrams can be passed or attached.
- 1-4. Please provide information about public finance to education including a) total education budget, b) budget by sector, and c) budget by different government levels. Existing tables can be copied or attached.

Please also provide recent trends of education finance in terms of increase or decrease over the last 5 years or more below.

- 1-5. Please provide information about national education statistics, using the table below. Any other data considered relevant can be added here.

Population	Year: ()
- male	
- female	
Entrance age	
- Primary	
- Secondary	
Enrolment rate	Year: () / Gross or Net?
- Primary	
- Secondary	
Completion rate	Year: ()
- Primary	
- Secondary	
Official language(s) to measure literacy/illiteracy	
Country literacy rate	Year: ()
- male	
- female	
Youth literacy rate (age 15-24)	Year: ()
- male	
- female	
Adult literacy rate (over 15)	Year: ()
- male	
- female	

**Part 2: Education for out of school children and literacy
and training for youths and adults**

- 2-1. Please briefly describe main programs and projects for out of school children of the government and NGOs, including funding sources, providers, main contents and durations.
- 2-2. Please briefly describe main programs and projects for youths and adult literacy and training of the government and NGOs, including funding sources, providers, main contents and durations.
- 2-3. Please provide information about the current equivalency programs and its linkage with formal education and other sectors such as vocational training.
- 2-4. Please describe key achievements and challenges in NFE regarding the following perspectives. No need to repeat if any information is already provided in the previous sections.
- A) Capacity building of NFE staffs at different levels
 - B) Curriculum and material development
 - C) Project monitoring and evaluation, assessment of learning
 - D) Any other

Part 3: Community based learning for individuals and community development

- 3-1. Please briefly describe the current government programs on community-based learning for individuals, including information on coordinating agencies, mechanisms, main activities, resources, and monitoring and evaluation.

- 3-2. Please briefly describe the current government programs on community-based learning for community development, including information on coordinating agencies, mechanisms, main activities, resources, and monitoring and evaluation.

- 3-3. Please briefly describe the current government programs and projects to promote disaster risk reduction and management at the community level, including information on coordinating agencies, mechanisms, main activities, resources, and monitoring and evaluation.

- 3-4. Please describe key achievements and challenges in promoting community-based learning through NFE for individuals and community development regarding the following perspectives.
 - A) Capacity building of NFE staffs at different levels

 - B) Curriculum and material development

 - C) Project monitoring and evaluation, assessment of learning

 - D) Any other

Part 4: Expectations to this program

Based on the country report and experiences of daily operations working in NFE, please provide your personal and institutional opinions and expectations from this program.

- 4-1. Immediate challenges and needs your institutions face to enhance NFE in the country.**

- 4-2. Themes and topics you and your institutions are particularly interested in this program.**

- 4-3. Specific knowledge and skills participants expect to obtain from the program.**

- 4-4. Initial plans to utilize the program experience for further NFE planning and implementation.**

For Your Reference

JICA and Capacity Development

Technical cooperation is people-to-people cooperation that supports partner countries in enhancing their comprehensive capacities to address development challenges by their own efforts. Instead of applying Japanese technology per se to partner countries, JICA's technical cooperation provides solutions that best fit their needs by working with people living there. In the process, consideration is given to factors such as their regional characteristics, historical background, and languages. JICA does not limit its technical cooperation to human resources development; it offers multi-tiered assistance that also involves organizational strengthening, policy formulation, and institution building.

Implementation methods of JICA's technical cooperation can be divided into two approaches. One is overseas cooperation by dispatching experts and volunteers in various development sectors to partner countries; the other is domestic cooperation by inviting participants from developing countries to Japan. The latter method is the Knowledge Co-Creation Program, formerly called Training Program, and it is one of the core programs carried out in Japan. By inviting officials from partner countries and with cooperation from domestic partners, the Knowledge Co-Creation Program provides technical knowledge and practical solutions for development issues in participating countries.

The Knowledge Co-Creation Program (Group & Region Focus) has long occupied an important place in JICA operations. About 400 pre-organized courses 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 is being customized by the different target organizations to address the specific needs, 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, as the first non-Western nation to become a developed country, built itself into a country that is free, peaceful, prosperous and democratic while preserving its tradition. Japan will serve as one of the best examples for our partner countries to follow in their own development.

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 a process of adoption and adaptation, of course, has been accompanied by countless failures and errors behind the success stories.

Through Japan's progressive adaptation and application of systems, methods and technologies from the West in a way that is suited to its own circumstances, Japan has developed a storehouse of knowledge not found elsewhere from unique systems of organization, administration and personnel management to such social systems as the livelihood improvement approach and governmental organization. It is not easy to apply such experiences to other countries where the circumstances differ, but the experiences can provide ideas and clues useful when devising measures to solve problems.

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 Tohoku Center (JICA TOHOKU)

Address: 20th Floor, Sendai Dai-ichi Seimei Tower Bldg.4-6-1
Ichiban-cho, Aoba-ku, Sendai-shi, Miyagi-ken, 980-0811 Japan

TEL: +81-22-223-5775 FAX: +81-22-227-3090

E-mail: thictad@jica.go.jp