



Knowledge Co-Creation Program (Group & Country Focus)

General information on

Non-formal Education: Beyond the Confines of Formal Schooling
課題別研修「ノンフォーマル教育：学校の枠を越えた学び」
JFY 2026

Course No.: 202514995J001 (Group)
202312086J001 (Country Focus)

Course Period online: From August 18, 2026 to August 25, 2026
Course Period in Japan: From August 31, 2026 to September 19, 2026

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.

JICA Knowledge Co-Creation Program (KCCP)

The Japanese Cabinet released the Development Cooperation Charter in June 2023, 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, practices 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 a 'education that is institutionalized, intentional and planned by an education provider. It's additional, alternative and/or complementary 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) 2026, it is estimated that there are 143 million out-of-school children in primary and lower secondary levels and 739 million illiterate adults in the world in 2024.
2. Education and training of life skills and vocational skills, some of which are with certificates and/or part of the equivalency program while others are non-certificate learning for quality-of-life improvement including income generation.
3. Community based learning through the participation and collaboration of various education stakeholders including schools and other sectors such as health, labor and information through local networks and partnerships.

When we look at the educational situation in Japan, it is generally believed that illiteracy is not a significant issue in the country. However, in reality, there are increasing numbers of students refusing to attend or dropping out of schools, in particular, children from socio-economically disadvantaged families, foreign migrants, or children with special educational needs. In response to the issue, Japan promulgated the Act on Guaranteeing Compulsory Education in 2016 to develop and implement policies to ensure basic education for adults and children in need. These issues are common in many other countries and require continuous dialogues for knowledge sharing and creation under this program.

In addition, there is a variety of lifelong learning opportunities outside of formal schooling in Japan 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 in preparation for and during emergencies, to cater to the learning demand of the people. In this knowledge co-creation program, participants are expected to learn from sharing and discussions the policies and practices of Japan and other Asia countries, as well as those of the participants' respective countries and to formulate action plans to enrich NFE in their respective countries.

For what?

This program aims to enable 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 related experience.

How?

Participants shall have the following opportunities:

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

II. Description

1. Title (Course No.)

**Non-formal Education: Beyond the Confines of Formal Schooling
(202514995J001) (202312086J001)**

2. Course Duration

Online (on-demand learning): From August 18 to August 25, 2026
In Japan: From August 31 to September 19, 2026

3. Target Regions or Countries

This course is organized jointly for group and country focus participants.
(Group) Pakistan, Egypt, Angola, and Burkina Faso
(Country Focus) Mexico, Pakistan

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

Group:5 participants, Country Focus:3 participants

6. Language

English

7. Objective(s)

Challenges and goals of non-formal education in the respective countries are clarified, and action plans for the promotion of non-formal education are prepared.

8. Overall Goal

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

9. Output and Contents

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

| 1. Pre-departure activities | |
|--|--|
| <i>Participants make the required preparation for the Program in their 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 August 21, 2026 |
| <u>Module-1: NFE overview</u> To acquire knowledge on the theories and practices of NFE from global and regional perspectives | Participants are requested to complete on-demand learning about the following topics and submit a short comment paper by e-mail to ACCU (education@accu.or.jp) by 31 August <ul style="list-style-type: none">Global and regional trends in NFETheory of NFENFE systems in Japan Details will be shared later. |

| 2. Program in Japan (August 31, 2026 to September 19, 2026) | | |
|---|--|-----------------------------------|
| Expected Module Output | Subjects/Agendas | Methodology |
| <u>Module-1: NFE overview</u> <ol style="list-style-type: none">To clarify challenges and opportunities for promoting NFE in the participants' respective countriesTo identify issues that participants wish to pursue during the program | <ul style="list-style-type: none">Review of on-demand learningPresentation on systems and the issues of NFE in each country | Presentation, Discussion, Lecture |

| | | |
|--|---|---|
| <p><u>Module-2: Understanding Education in Japan</u></p> <ol style="list-style-type: none"> 1. To acquire knowledge on education policy and system in Japan 2. To deepen understanding on current issues and challenges of education in Japan 3. To learn different approaches taken in Japan to ensuring learning opportunities for all | <ul style="list-style-type: none"> · National education policy/systems and its history · Formal Education (daytime/nighttime) · Educational opportunities provided/supported by community volunteers · The situation of <i>Futoko</i> (students refusing to attend or dropping out of schools), children from socio-economically disadvantaged families, foreign migrants, or children with special educational needs | <p>Lecture, Field visit, Discussion</p> |
| <p><u>Module-3: Lifelong learning and community development</u></p> <ol style="list-style-type: none"> 1. To acquire knowledge on lifelong learning policy and approaches at the decentralized level 2. To acquire knowledge on the role of NFE in terms of promoting citizenship 3. To learn various local initiatives to promote community-based learning and development, in particular with the view to disaster-risk reduction and management (DRRM) | <ul style="list-style-type: none"> · Lifelong learning policy and human resource development 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: Alternative learning systems</u></p> <ol style="list-style-type: none"> 1. To deepen understanding on the current situation of literacy across countries 2. To learn different approaches taken in Asia | <ul style="list-style-type: none"> · Global and regional trends in literacy · Validation, recognition and accreditation (VRA) and equivalency programs in Southeast Asia | |

| | | |
|--|---|--------------------------|
| to ensuring alternative learning opportunities for the vulnerable population | <ul style="list-style-type: none"> · Literacy situation and assessment in Japan · Expanding learning opportunities for socially disadvantaged children, youth and adults in Japan | |
| <u>Module-5: Action Plan</u> To develop a follow-up action plan for the further enhancement of the NFE system in respective countries | <ul style="list-style-type: none"> · Reflecting on each learning experiences through the program · Formulation and presentation of action plans | Presentation, Discussion |

| 3. Post program Activities | |
|--|--|
| <i>Participants are expected to implement some follow-up activities, making use of knowledge and experiences from program.</i> | |
| Expected Module Output | Activities |
| To share training results and discuss Action Plans within participant's organization for further improvement of NFE | <ul style="list-style-type: none"> · Sharing knowledge acquired through the program with their supervisors and colleagues · Presentation of action plans to the stakeholders and collecting feedbacks · Discussion on how to operationalize the plan with budget in a long term · Report the discussion and implementation result to JICA |

<<For your reference>>

Program schedule (Draft) (*Program may be changed)

Pre-departure online learning (On-demand):

Participants will be expected to watch videos and complete some tasks.

Detailed Instructions will be given for accepted candidates.

| Duration | Activities | Location |
|-----------|--|----------|
| 8/18(Tue) | [M1] Education in Japan | Online |
| - | [M1] Global and regional trends in NFE | |
| 8/25(Tue) | [M1] Theory of NFE system in countries | |
| | [M1] NFE systems in Japan | |

Course in Japan (* tentative)

| Date | Activities | Location |
|-----------|--|--|
| 8/31(Mon) | Arrival in Japan | Tokyo |
| 9/1(Tue) | Briefing [M1] Review of on-demand learning | Tokyo |
| 9/2(Wed) | [M2] Field Visit to Public Elementary School and Junior High School in Tokyo | Tokyo |
| 9/3(Thu) | [M1] Presentation on each country report [M2] Ensuring basic education in Japan [M2] Visiting Voluntary Night Junior High School (managed by volunteers) [M2] Field Visit to Public Junior High School (nighttime) in Tokyo | Tokyo |
| 9/4(Fri) | [M2] National education policy/systems and its history, Visiting Ministry of Education, Culture, Sports, Science and Technology (MEXT* tentative) [M5] Development of an action plan (first guidance) | Tokyo |
| 9/5(Sat) | Self-study day | Tokyo |
| 9/6(Sun) | Transfer to Sendai | Sendai (Miyagi Pref.) |
| 9/7(Mon) | [M3] Japan's Social Education and human resource development system [M3] Community-based learning: <i>Syakai-Gakkyu</i> | Sendai |
| 9/8(Tue) | [M3] Field Visits to Kominkans (CLCs) | TBD (Miyagi Pref.) |
| 9/9(Wed) | [M3] Field Visits to Kominkans (CLCs) | TBD (Miyagi Pref.) |
| 9/10(Thu) | [M3] Field Visits to NPO | TBD (Miyagi Pref.) |
| 9/11(Fri) | [M3] Community-based learning and school-community partnership for DRRM [M5] Development of an action plan | Sendai |
| 9/12(Sat) | Self-study day | Sendai |
| 9/13(Sun) | Excursion | Matsushima/ Kesenuma (Miyagi Pref.) |
| 9/14(Mon) | [M3] Visiting Social Educational Facility | TBD |
| 9/15(Tue) | [M3] Field Visits to NPO [M4] Visiting "Free Space" | Kesenuma |
| 9/16(Wed) | [M4] Lecture on Literacy (Global, Japan) | Sendai |

| | | |
|-----------|--|--------|
| | [M4] Lecture on Validation, recognition and accreditation (VRA) and equivalency programs in Southeast Asia | |
| 9/17(Thu) | [M5] Development of an action plan | Sendai |
| 9/18(Fri) | [M5] Action plan presentation Evaluation meeting / Closing ceremony Transfer to Tokyo | Sendai |
| 9/19(Sat) | Departure from Japan | |

◆2024's sample schedule

| Date | Time | Methodology | Activity/Contents | Lecturer(s) | | Location | Note | Accommodation |
|----------|---------------|-------------------------------------|--|--|--|--|-------------------------------|--|
| | | | | Name | Attribution | | | |
| | | | Arriving in Japan | | | | | SAKURA HOTEL Hatagaya |
| 03/09/24 | 10:00 ~ 12:00 | Briefing | | Saeko Furu | JICA Tokyo | JICA Tokyo(TIC) SR401 | | SAKURA HOTEL Hatagaya 1-32-3 Hatagaya Shibuya, Tokyo 〒81-3-3469-5211 |
| | | Lunch | | | | | | |
| | 12:30 ~ 13:45 | (Opening) Welcome remarks | | Maeno Suzuki Kiichi Oyama Yoko Wakayama Maho Arai | JICA Tokyo Director, Education Cooperation Dept., ACCU | | | |
| | 13:45 ~ 14:05 | Programme orientation 1 | | Yoko Wakayama Maho Arai | ACCU | JICA Tokyo Annex Room E | | |
| | 14:05 ~ 14:20 | Programme orientation 2 | | Makoto Suzuki | JICA Tokyo | | | |
| | 14:20 ~ 15:20 | Introducing each other | | Trainees | | | | |
| | 15:20 ~ 16:30 | | [M1] Overview of NFE Theory and NFE systems in Japan (Reflection on on-demand learning) | Kiichi Oyama | Director, Education Cooperation Dept., ACCU | | | |
| 04/09/24 | 8:30 ~ 9:04 | | Travel from Hatagaya to Takaido (40 min) | | | | | SAKURA HOTEL Hatagaya |
| | 9:04 ~ 11:30 | Field visit | [M1] Formal Education in Japan | | | Nishimura Elementary School, Suganami Ward | | |
| | 11:45 ~ 12:30 | | Travel from Takaido to Hatagaya (45 min) | | | | | |
| | | Lunch | | | | | | |
| | 13:30 ~ 14:30 | Lecture | [M1] Overview of NFE trends (Reflection on on-demand learning) | | | | | |
| | 14:30 ~ 16:00 | Presentation | [M1] Education and NFE systems in countries | Kiichi Oyama Sawata Chuanproy | Director, Education Cooperation Dept., ACCU Project Officer, UNESCO Bangkok | TIC SR405 | | |
| | 16:00 ~ 17:00 | | Preparing thematic discussion | Saeko Furu | Director, Education Cooperation Dept., ACCU | | | |
| 06/09/24 | 10:00 ~ 11:30 | Lecture | [M2] Night Junior High Schools: Ensuring better education in Japan | Yasutaka Sekimoto | Organization of Night HNS and Education | TIC SR401 | | SAKURA HOTEL Hatagaya |
| | 11:30 ~ 12:30 | | [M2] Introduction | Yasutaka Sekimoto Sawata Chuanproy | Organization of Night HNS and Education Project Officer, UNESCO Bangkok | | | |
| | | | Travel from Yoyoginohama to Matsudo (50 min) | | | | | |
| | 13:00 ~ 16:00 | Lecture | [M2] Voluntary Night Junior High School in Matsudo | Yasutaka Sekimoto | Organization of Night HNS and Education | Matsudo Voluntary Night HNS | | |
| | 16:00 ~ 17:00 | Discussion | [M2] Voluntary Night Junior High School in Matsudo | Yasutaka Sekimoto | Organization of Night HNS and Education | | | |
| | | | Walk or short bus-ride to another school | | | | | |
| | 18:00 ~ 19:00 | | [M2] Public Night Junior High School in Matsudo | | | Matsudo Daiichi HNS | | |
| | | Travel to Hatagaya FTA(hotel) 21:00 | | | | | | |
| 07/09/24 | | | Rest day | | | | Shipping suitcase in Sendai | SAKURA HOTEL Hatagaya |
| 08/09/24 | | | Travel from Tokyo to Sendai 13:00 TIC to Tokyo Station by chartered bus 14:20 - 15:51 Kansuichi 27 | | | | Receiving suitcases in Sendai | Comfort Hotel Sendai West |
| 09/09/24 | 11:00 ~ 11:45 | | [M2] Reflection of modules (for Development of Action Plan) | Kiichi Oyama Maho Arai | Director, Education Cooperation Dept., ACCU ACCU | | | |

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|---------------|---------------|--|--|------------------------------------|---|--------------------------------------|--|------------------------------|--|
| 09/09/24 | 11:45 ~ 12:00 | | [M3] Introduction to MJ | Maho Arai | ACCU | | | | |
| | 12:00 ~ 13:00 | Discussion | [M3] Discussion to MJ | Kiichi Oyama Ryubei Ishiyama | DEPARTMENT OF EDUCATION Dept., ACCU Associate Prof., Tohoku University | JICA Tohoku Large Meeting Room | | Comfort Hotel Sendai West | |
| | 14:00 ~ 16:00 | Lecture | [M3] Social education in Japan and human resource development | Ryubei Ishiyama | Associate Prof., Tohoku University | | | | |
| | 16:00 ~ 17:30 | Lecture | [M3] Experience of community-based learning and women's empowerment | Ryubei Ishiyama Atsuko Mizutani | Associate Prof., Tohoku University Lipin Net Sendai | | | | |
| 10/09/24 | 8:30 ~ 9:20 | | Travel to Yuriage, Natori city by chartered bus | | | | | | |
| | 9:30 ~ 11:50 | Lecture | [M3] Community development through Kominkan activities in Yuriage | Izumi Akagawa Ryubei Ishiyama | Miyagi Children's Education Support Network Mizutawa Associate Prof., Tohoku University | Yuriage Kominkan | | Comfort Hotel Sendai West | |
| | 13:00 ~ 15:40 | | [M3] Community development through Kominkan activities in Yuriage | Izumi Akagawa | Miyagi Children's Education Support Network Mizutawa Director, Education Cooperation | | | | |
| | 15:40 ~ 16:30 | | [M3] Reflection of the day (for Development of Action Plan) | Kiichi Oyama Ryubei Ishiyama | Dept., ACCU Associate Prof., Tohoku University | | | | |
| | 16:40 ~ 17:30 | | Travel to Sendai by chartered bus | | | | | | |
| 11/09/24 | 8:30 ~ 9:20 | | Travel to Sakawa, Shirasahi city by chartered bus | | | | | | |
| | 9:30 ~ 10:00 | Lecture | [M3] Introduction about Kominkan | Ryubei Ishiyama | Associate Prof., Tohoku University | Sakawa Kominkan | | | |
| | 10:00 ~ 10:45 | Lecture | [M3] Community development through Kominkan activities in Sakawa | Sachie Sato Ryubei Ishiyama | Sakawa Kominkan Associate Prof., Tohoku University | | | | |
| | 10:45 ~ 11:30 | | [M3] LLL policy in the decentralized context: Shirasahi City | Sateaki Sasaki Ryubei Ishiyama | Shirasahi City Community Development Promotion Section Associate Prof., Tohoku University | | | | |
| | 11:30 ~ 12:30 | Field visit | [M3] Community development through Kominkan activities in Sakawa | | | | | Comfort Hotel Sendai West | |
| | | | Lunch | | | | | | |
| | 12:50 ~ 14:50 | Field visit | Collaboration between Elementary School and CLC Shirakawa Elementary School | | | Shirakawa Elementary School | | | |
| | 15:00 ~ 16:00 | | [M3] Community development through Kominkan activities in Shirakawa (5.46k17r) | Keiko Ohata Ryubei Ishiyama | Shirakawa Kominkan Associate Prof., Tohoku University | Shirakawa Kominkan | | | |
| 16:00 ~ 17:00 | | [M3] Community development through Kominkan activities in Shirakawa (5.46k17r) | Keiko Ohata | Shirakawa Kominkan | | | | | |
| 17:20 ~ 18:30 | | Travel to Sendai by chartered bus | | | | | | | |
| 12/09/24 | 9:45 ~ 10:00 | | [M4] Introduction to Module 4 | Maho Arai | ACCU | JICA Tohoku Small Meeting Room | | Comfort Hotel Sendai West | |
| | 10:00 ~ 11:00 | Discussion | [M4] Discussion to Module 4 | Kiichi Oyama | ACCU | | | | |
| | 13:00 ~ 16:20 | Workshop | [M4] School-community partnership for citizenship education | | Shiogama High School | Shiogama High School | | | |
| | | | Travel to Sendai by train | | | | | | |
| 13/09/24 | | | Travel to Miyagi University of Education by train | | | | | | |
| | 10:00 ~ 12:00 | Lecture | [M4] School-community partnership | Tomonori Ichise | Professor, Miyagi University of Education | | | Comfort Hotel Sendai West | |
| | 13:30 ~ 15:00 | Lecture | [M4] Community-based learning for DRR | Tomonori Ichise | | Miyagi University of Education | | | |
| | 15:30 ~ 16:00 | | Reflection of the week | | | | | | |
| | | | Travel to Sendai by train | | | | | | |
| 14/09/24 | | | Rest day | | | | | Comfort Hotel Sendai West | |
| 15/09/24 | 9:40 ~ | Excursion | Matsushima - Minamisanriku - Kasemama | | | | | Hotel Pearl City Kasemama | |
| | 11:00 ~ 11:30 | Boat ride | Shiogama - Matsushima | | | | | | |
| | | | Lunch | | | | | | |
| | 14:30 ~ 16:00 | | Minamisanriku 311 Memorial | | | | | | |
| | | | Travel to Kasemama | | | | | | |

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|---------------|---------------|------------------|--|-------------------------------|--|--------------------------------------|--|
| 16/09/24 | 10:00 ~ 11:30 | Lecture | Alternative educational opportunities for youth Free-space Tsunagi | Michiyo Nakamura | Free-space Tsunagi | Free-space Tsunagi | Head Pearl City Kesennuma |
| | 12:30 ~ 14:00 | | Interaction with Students of Free Space Tsunagi Free-space Tsunagi | Michiyo Nakamura | Free-space Tsunagi | | |
| | 14:45 ~ 17:00 | | Community-based learning and disaster mitigation, Kesennuma experience, disaster prevention learning with resident participation | | | Kesennuma City Memorial Museum | |
| | 17:00 ~ 17:30 | | Travel to the hotel in Kesennuma | | | | |
| 17/09/24 | 10:00 ~ 11:00 | Lecture | [M4] NPO in Japan | Ryubei Ishiyama | Associate Prof. Tohoku University | Kesennuma Community Plaza | Ishinomaki Grand Hotel |
| | 11:00 ~ 12:30 | Lecture | [M4] School-community partnership for entrepreneurship development | Takashi Narumiya | Director, NPO Sakuga | | |
| | 14:00 ~ 15:30 | Lecture | Speeches by Entrepreneurs | | | | |
| | 16:00 ~ 17:30 | Lecture | Speeches by local business | | | | |
| | 17:30 ~ 19:00 | | Travel to the hotel in Ishinomaki | | | | |
| 18/09/24 | 9:00 ~ 10:00 | Lecture | [M4] Vocational/employment support and life skills for women | Yoshie Kozeki Kiichi Oyasu | General Incorporated Association Retiree Forum, Education Cooperation Dept. ACCU | Retreat | Comfort HotelS Sendai West |
| | 10:00 ~ 10:30 | | [M4] Vocational/employment support and life skills for women | Yoshie Kozeki | General Incorporated Association Retreat | | |
| | 11:00 ~ 12:00 | Lecture | [M4] Vocational/employment support and life skills | Yoshiko Takahashi | NPO Yappou | NPO Yappou | |
| | 12:00 ~ 12:30 | | [M4] Vocational/employment support and life skills | Yoshiko Takahashi | NPO Yappou | | |
| | 14:15 ~ 14:45 | Lecture | [M4] Vocational/employment support and life skills for youths | Juntaro Konno Kiichi Oyasu | NPO Switch Director, Education Cooperation Dept. ACCU | NPO Switch | |
| | 14:45 ~ 15:30 | Field visit | [M4] Vocational/employment support and life skills for youths | Juntaro Konno | NPO Switch | | |
| | 15:30 ~ 17:00 | Lecture | [M4] Vocational/employment support and life skills for youths | Juntaro Konno | NPO Switch | | |
| 17:00 ~ 18:30 | | Travel to Sendai | | | | | |
| 19/09/24 | 10:00 ~ 11:30 | | Reflection of modules | Kiichi Oyasu Yoko Wakayama | ACCU | JICA Tohoku Large Meeting Room | Shipping suitcases to TIC Comfort Hotel Sendai West |
| | 11:30 ~ 12:30 | | [M5] Preparing an action plan | Kiichi Oyasu Yoko Wakayama | ACCU | | |
| | 13:30 ~ 17:00 | | [M6] Preparing an action plan | Kiichi Oyasu Yoko Wakayama | ACCU | | |
| 20/09/24 | 10:00 ~ 13:00 | Presentation | Action Plan Presentation | | | JICA Tohoku Large Meeting Room | JICA TIC |
| | 14:00 ~ 15:00 | | Course evaluation | | | | |
| | 15:30 ~ 16:00 | | Closing ceremony | | | | |
| | | | Travel from Sendai to Tokyo ETA@TIC: 20:30 | | | | |
| 21/09/24 | | | Trainees leaving Japan | | | | |

III. Eligibility and Procedures

1. Expectations to the Applying Organizations

- (1) This course is designed primarily for organizations that intend to address specific issues or problems identified in their operation. Applying organizations are expected to use the program for those specific purposes.
- (2) This course is enriched with contents and facilitation schemes specially developed in collaboration with relevant prominent organizations in Japan. These special features enable the course 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 one staff member working in the following areas of NFE:

- Policy and planning
- Training and/or curriculum development

Please note that the nominee would not necessarily be employed by the applying organizations, as long as he/she is 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 the program subject.

Selected nominee should meet the following qualifications:

【Remarks】

Gender: Each Organizations is requested to strongly encourage female candidates to apply for the course to accelerate the realization of gender equality and women's empowerment.

Disabilities: Persons with disabilities who meet the required qualifications also have an opportunity to apply. Reasonable accommodations will be considered for participants with disabilities. Some programs of the course might have difficulty for persons with disabilities to participate due to environmental and other conditions. "Reasonable accommodation" means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case.

(1) Essential Qualifications

- 1) **Current Duties:**
 - be an official/manager involved in administration, planning and implementation of non-formal education, literacy education or lifelong learning in central or local government.
 - be a researcher or official in a teacher training institution or university, involved in non-formal education / literacy / education / lifelong learning.
 - be an official of an organization implementing non-formal education
- 2) **Educational Background:** be a graduate of university or with equivalent knowledge and experience
- 3) **Language Proficiency:** have a competent command of spoken and written English proficiency equivalent to TOEFL iBT 100 or above (This workshop includes active participation in discussions, which requires high competence in English. Please attach an official certificate for English ability such as TOEFL, TOEIC etc, if possible)
- 4) **IT skills and equipment:** have basic computer skills in office applications (e.g., MS Word, Excel, PowerPoint), and in possession of a laptop to work during

the program

*During the course, participants will be required to view learning materials on his/her device, prepare presentation slides using PowerPoint, and make reports using Word.

- 5) Health: must be in good health to participate in the program in Japan. Participant's health and safety should be most respected. Pre-existing conditions and pregnancy may lead to health problems that were not present prior to arriving in Japan due to stress from international travel, changes in climate, and a new living environment. In recent years, regrettable cases have occurred, including the exacerbation of symptoms after arrival and, in the case of pregnancy, stillbirth. Some participants have also incurred substantial out-of-pocket medical costs. If any of the conditions below may apply, please take a moment to consider whether to participate, and continue after confirming your agreement to the points below.

① Questionnaire

("QUESTIONNAIRE ON MEDICAL STATUS AND RESTRICTION")

If any of the following apply, you must state them accurately in the questionnaire, even if they do not affect your current work or daily life.

- a. Chronic diseases (e.g., hypertension, diabetes)
- b. Conditions currently under treatment
- c. Past illnesses that have resolved (including serious conditions affecting the heart, liver, or brain; tuberculosis, etc.)
- d. Pregnancy (for female applicants)

② Medical certificate

Please submit a medical certificate issued by a doctor that your condition is stable and that, from a medical standpoint, there is no problem with your participation in KCCP in Japan.

Applicable cases:

- a. Chronic diseases (e.g., hypertension, diabetes)
- b. Conditions currently under treatment
- c. Past illnesses that have resolved (including serious conditions affecting the heart, liver, or brain; tuberculosis, etc.)

③ Reporting changes

If pregnancy or any health issues are identified after submitting the form, please report them to JICA promptly.

④ Insurance coverage

Medical and additional living expenses related to pregnancy and pre-existing conditions are NOT covered by insurance arranged by JICA. Such costs must

be borne entirely by the participant; JICA assumes no liability.

* Please understand that insurance coverage applies only to sudden illness or injury occurring during your stay in Japan.

* Medical expenses in Japan could be a significant financial burden when not covered by insurance.

(2) Recommended Qualifications

- 1) Age: between the ages of twenty-five (25) and fifty (50) years
- 2) Gender Equality and Women's Empowerment: Women are encouraged to apply for the program. JICA is committed to promoting gender equality and women's empowerment, and provides equal opportunities for all applicants regardless of their sexual orientation or gender identity.
- 3) Participation from individuals involved in relevant JICA projects is encouraged. If candidates are involved in a relevant JICA project, please indicate this in the application form.

3. Required Documents for Application

(1) Application Form: The Application Form is available at **the 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.

* If you are affiliated with a JICA project, please indicate this on the application form.

(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, Sex, Passport Number and Expiry Date

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).**

(All required material must arrive at **JICA Center in Japan by July 13, 2026**)

(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 July 21, 2026.**

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

Accepted candidates are required to prepare a Country Report (Please read ANNEX I "Country Report" for detailed information.). The Country Report should be sent to JICA by **August 21, 2026**, preferably by e-mail to thictad@jica.go.jp

Presentations on country reports are scheduled for the second day of the program. The presentation format will be shared with the notice of acceptance. Presentation materials should be submitted together with the Country Report (by August 21, 2026).

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 any type of immoral

conduct including sexual harassment, 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.
- (13) to promptly notify JICA in the case that there are any changes in the health status since the time of application (such as changes requiring medical attention due to illness or discovery of pregnancy).

IV. Administrative Arrangements

1. Organizer (JICA Center in Japan)

- (1) **Center:** JICA Tohoku Center (JICA TOHOKU)
- (2) **Program Officer:** Ms. Ibu Tawarayama(thictad@jica.go.jp)

2. Implementing Partner

- (1) **Name:** Asia-Pacific Cultural Center 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
(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. JICA arrange the hotel outside Tokyo. JICA will let participants know which hotel they will be staying at in Miyagi Prefecture once it's decided.

5. Expenses

The following expenses in Japan will be provided by JICA

- (1) Allowances for meals, living expenses, 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 "KENSHU-IN GUIDEBOOK," (English/French/Spanish/Russian).

*Link to the Website:

https://www.jica.go.jp/english/activities/schemes/tech_pro/acceptance_training/forparticipants.html or

<https://jica-van-cms.jica.go.jp/custom/kccp/kccp01.html>

6. Pre-departure 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 Tohoku | https://www.jica.go.jp/tohoku/english/office/index.html |
| JICA Tokyo | https://www.jica.go.jp/tokyo/english/office/index.html |

V. Other Information

1. Computers

Participants are strongly requested to bring a laptop/notebook computer with them to make their individual Action Plan, receive materials, complete tasks and to communicate with their coordinators by email. All the materials will be shared online.

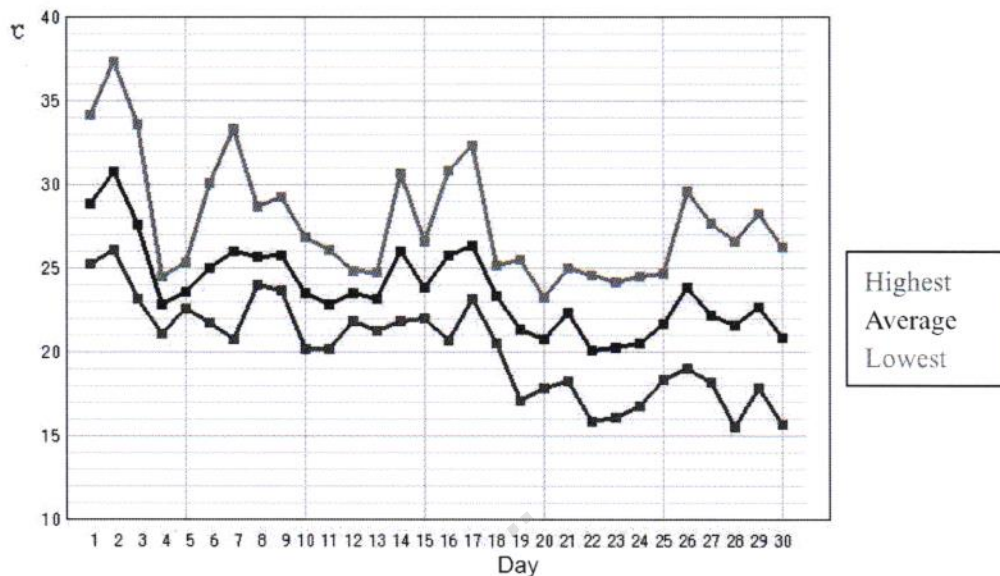
2. Japanese Currency

Allowance will be deposited to your temporary bank account in Japan 2 to 5 days after your arrival to Japan. The bank card will be given at the briefing in Tokyo Centre. It is highly advised to bring some cash/traveler's check to prepare for necessary expenses for the first week after your arrival.

3. Weather

The weather condition in Sendai is given below.

<September, 2025>



4. Certificate

Participants who have successfully completed the program will be awarded a certificate by JICA.

VI. Annex

Country Report

Country _____

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

-
-

Part 1: Overview of education and NFE system

1. Please briefly describe the current national laws and acts concerning education and NFE, including year of enactment, endorsing level/body and key contents.

| | |
|--|-------|
| Name of Laws/Act (year, level/body) | (,) |
| Key contents | |

| | |
|--|-------|
| Name of Laws/Act (year, level/body) | (,) |
| Key contents | |

2. Please list the current main national education policies and NFE including year of formulation, endorsing level/body, nature of the policy (such as statement, announcement, instruction) and key contents.

| | |
|--|---------|
| Name of Policy (year, level/body, nature) | (, ,) |
| Key contents | |

| | |
|--|---------|
| Name of Policy (year, level/body, nature) | (, ,) |
| Key contents | |

3. Please provide government management and administration structures of education sector including NFE at central and decentralized levels.

* Existing diagrams can be pasted or attached.

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 pasted or attached.

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 | |
| Number of out of school children | 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: Lifelong learning and community development

Please briefly describe the current program of the government and NGOs.

Your description should include a) coordinating agencies, b) mechanisms, c) main activities and d) resources.

Also, please explain key achievements and challenges in terms of following perspectives as much as you can.

- 1) capacity building of NFE staffs at different levels,
- 2) curriculum and material development,
- 3) project monitoring and evaluation, assessment of learning.

Lifelong learning programs for community development
(* if there are any programs or projects related to promoting disaster risk reduction, please explain)

Part 3: Alternative learning systems

- 1. Please briefly describe main programs and projects of the government and NGOs.**

Your description should include a) funding sources, b) providers, c) main contents and d) durations.

Also, please explain key achievements and challenges in terms of following perspectives as much as you can.

- 1) capacity building of NFE staffs at different levels,**
- 2) curriculum and material development,**
- 3) project monitoring and evaluation, assessment of learning.**

The programs and projects for out-of-school children

The programs and projects for youths and adult literacy and training

- 2. Please provide information about the current equivalency programs and their linkage with formal education and other sectors such as vocational training.**

Part 4: Expectations to this program

Please provide your personal and institutional expectations from this program.

- 1. Immediate challenges and needs your institutions face to enhance NFE in the country.**
- 2. Themes and topics you and your institutions are particularly interested in this program and/or Japan.**
- 3. Specific knowledge and skills participants expect to obtain from the program.**
- 4. Initial ideas on how to use the program experience/knowledge future 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.



Contact Information for Inquiries

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

JICA Tohoku Center (JICA TOHOKU)