



Republic of the Philippines  
**Department of Education**  
Region XI  
**SCHOOLS DIVISION OF DIGOS CITY**

**Office of the Schools Division Superintendent**

**June 20, 2025**

**DIVISION MEMORANDUM**

SGOD-2025-775

To: Assistant Schools Division Superintendent  
Division Chiefs  
Public Schools District Supervisors  
Education Program Supervisors  
Public School Heads  
Public School Teachers  
All Others Concerned

Subject: **CALL FOR NOMINATION FOR THE JICA KCCP-GRF HOLISTIC EDUCATION COURSE**

This is in reference to Regional Memorandum HRDD-2025-126 dated June 17, 2025, signed by Allan G. Farnazo, Director IV, re: **Call for Nomination for the JICA KCCP-JRF Holistic Education Course**

The Technical Education and Skills Development Authority-Foreign Scholarship Training Program (TESDA-FSTP) Unit announces its Call for Nomination for the Japan International Cooperation Agency (JICA) Knowledge Co-Creation Program Group and Region Focus (KCCP-GRF). Further details and information are found in the enclosure.

For clarification, coordinate with Maureen Ava B. Acuña (EPS-II Scholarship Program- NEAP-R Focal Person) through hrddneap011@gmail.com.

Immediate dissemination of this Memorandum is highly desired.

**MELANIE P. ESTACIO, PhD, CESO VI**  
Schools Division Superintendent

For and in the absence of the  
Schools Division Superintendent

*Cherrie Anne B. Bohol* 06/23/25

**CHERRIE ANNE B. BOHOL**  
EPS- SGOD  
Officer-In-Charge

Enclosed: As stated.  
SGOD/jsa



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Department of Education  
DAVAO REGION

Schools Division Office - Davao Region  
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June 17, 2025

REGIONAL MEMORANDUM  
HRDD-2025-126

CALL FOR NOMINATIONS FOR THE JICA KCCP-GRF HOLISTIC EDUCATION  
COURSE

To: Assistant Regional Director  
Schools Division Superintendents

1. The Technical Education and Skills Development Authority-Foreign Scholarship Training Program (TESDA-FSTP) Unit announces its **Call for Nomination for the Japan International Cooperation Agency (JICA) Knowledge Co-Creation Program- Group and Region Focus (KCCP-GRF)**, with details as follows:

Course Title and No.	Holistic Education: Japanese Hands-On Approach 202411547-J001	
Course Schedule	Online Program	September 5, 2005
Schedule	On-demand Learning Program (Lecture Video)	From September 8, 2025, until arrival in Japan
	Japan program	September 24, 2025 – October 11, 2025
	Online Follow-up Program	November 25, 2025
No. of Slot	One (1)	
Target Participants	Department of Education personnel on all governance levels, school principals, teachers, etc. with relevant experience and capacity to contribute to education and adopt gender mainstreaming in their outputs.	
Requirements	Below is the list of application requirements for training programs coursed through TESDA: <ul style="list-style-type: none"><li>• Certification from the human resource (HR) Head/Manager stating the following details of the nominee:</li><li>• No pending administrative or criminal case</li><li>• No pending nomination for another course</li><li>• Service obligation for a previous scholarship has been rendered</li><li>• At least <i>Very Satisfactory</i> performance rating for the two consecutive semesters immediately preceding the nomination</li><li>• Non-withdrawal from the course and non-cancellation of the scholarship/training without</li></ul>	



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Republic of the Philippines  
**Department of Education**  
DAVAO REGION

	<p>justifiable reason and without prior notice to the donor institution, TESDA, and DepEd</p> <ul style="list-style-type: none"><li>• Nominee Data Sheet</li><li>• Personal Data Sheet</li><li>• Statement of Present Actual Duties and Responsibilities</li><li>• Certificate of Health confirming that the nominee is "fit to travel and undergo training in Japan"</li><li>• Medical Results of CBC, ECG, X-ray, and pregnancy test (if applicable)</li><li>• Copy of Company ID</li><li>• Diploma/Transcript of Records</li><li>• JICA Application Form</li><li>• Copy of Passport (if passport is not in possession, copy of other valid government IDs such as voter's ID, driver's license, etc.)</li><li>• Other requirements specified in the General Information Brochure</li></ul>
<b>Deadline of Application</b>	May 20, 2025

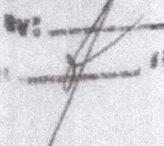
2. Other details and information are found in the enclosures.
3. For clarifications, coordinate with Maureen Ava B. Acuna, (EPS II-Scholarship Program- NEAP-R Focal Person) through, [hreddneapro11@gmail.com](mailto:hreddneapro11@gmail.com).
4. Immediate dissemination of this Memorandum is highly desired.

**ALLAN G. FARNAZO**  
Director IV

Encl.: As stated:

ROH9/maba

DEPARTMENT OF EDUCATION - DAVAO  
RECORDS SECTION  
**RELEASED**

By:   
Date: June 18, 2024  
120836



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## 9. Output and Contents

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

Expected Output	Subjects/Agendas	Methodology
1. To be able to understand and analyze activities (including tokkatsu) of holistic education implemented in Japanese schools (throughout preschool to secondary school)	(1) Participants will spend the first week of the program in Japan in a secondary school, following students throughout the school day and observing holistic education in its entirety, including club activities and student councils. During the two weeks in Japan, participants will visit different types of schools, from kindergarten and elementary schools to public and private secondary schools. Workshops will be given on how non-cognitive learning can be integrated with subject/cognitive learning and how education can address fostering a whole child. (2) Participants will visit sites outside the school for children and adults that adopt the same holistic framework, such as public children's centers, which children and their families can utilize free of charge. Participants will learn how the holistic framework extends beyond schooling, visit relevant sites, and receive lectures promoting understanding.	Field visit Workshop and exercises
2. To understand an overview of Japanese holistic education, lesson plans and practices	(1) Participants will observe a school event (non-cognitive learning period) and learn how to link it with teacher training. Lesson study, which is a form of teacher-initiated teacher training practiced throughout Japan, will be utilized. (2) Participants will learn how teachers are to develop lesson plan for non-cognitive learning based on (1) and will also learn the skills to develop a yearly instruction plan integrating subjects/cognitive and non-cognitive learning from a holistic framework.	Lecture Field visit
3. To understand the role of teachers and school education in helping children acquire non-cognitive skills, teacher training to promote holistic education in Japan, and ways to strengthen teacher capacity.	(1) Participants will experience in-depth integration into a class for the first week in Japan, observing the students and teachers, followed by visits to diverse holistic educational settings the next week. Experts in Japanese style holistic education will be available throughout the course. (2) Participants will be coached on how to design yearly instruction plans that integrate subjects (e.g., science, social studies, etc.) and non-cognitive learning (e.g., social skills, basic habits, values, etc.) holistically. Participants will also learn how a lesson plan for non-cognitive	Field visit and exercises Lecture Workshop at the site and exercises

Undersecretary  
Human Resource and Organizational Development

*Carmela Oracion*  
**CARMELA C. ORACION**  
Assistant Secretary  
Human Resource and Organizational Development  
(National Educators Academy of the Philippines)

SUBJECT	1. The Technical Education and Skills Development Training Program (TESDA-FSTP) Unit annexed to Japan International Cooperation Agency (JICA) Group and Region Focus (KCCP-GRF) <b>Japanese Hands-On Approach</b>	
	learning is developed and how a lesson study session for teacher learning from a holistic framework is conducted. Participants will also observe how a holistic framework is implemented and how to understand its effect on students.	
DATE	4. To be able to implement a comparative analysis of holistic education and integrate non-cognitive and cognitive learning between Japan and one's own country.	Participants will be given opportunities to present what they see as challenges faced by their country, and to learn how they might address the challenges holistically and effectively. There will be daily periods of reflection in which participants can receive feedback and an opportunity to receive comments from a wider audience of experts.
	5. To be able to develop a feasible action plan for introducing holistic education in one's country's schools.	Based on the training in writing holistic yearly instruction plans, the participants will learn how a curriculum framework which integrates subject learning and non-subject learning could be implemented in their country. They will have opportunities to present their plans and receive feedback.
Course Title and No.		Holistic Education at Japanese High Schools 20241154-J001
Schedule		Online Program On-demand Learning Program (Lecture Video) Japan Program 24 September – 11 October 2025



	Online Follow-up Program	25 November 2025
	<i>Note: Schedule of online programs are subject to change.</i>	
<b>No. of Slots</b>	One (1)	
<b>Target Participants</b>	Department of Education personnel on all governance levels, school principals, teachers, etc. with relevant experience and capacity to contribute to education and adopt gender mainstreaming in their outputs.	
<b>Requirements</b>	<p>Below is the list of application requirements for training programs coursed through TESDA:</p> <ul style="list-style-type: none"> <li>• Certification from the human resource (HR) Head/Manager stating the following details of the nominee: <ul style="list-style-type: none"> <li>◦ No pending administrative or criminal case</li> <li>◦ No pending nomination for another course</li> <li>◦ Service obligation for a previous scholarship has been rendered</li> <li>◦ At least <i>Very Satisfactory</i> performance rating for the two (2) consecutive semesters immediately preceding the nomination</li> <li>◦ Non-withdrawal from the course and non-cancellation of the scholarship/training without justifiable reason and without prior notice to the donor institution, TESDA, and DepEd</li> </ul> </li> <li>• Nominee Data Sheet</li> <li>• Personal Data Sheet</li> <li>• Statement of Present Actual Duties and Responsibilities</li> <li>• Certificate of Health confirming that the nominee is "fit to travel and undergo training in Japan"</li> <li>• Medical Results of CBC, ECG, X-ray, and pregnancy test (if applicable)</li> <li>• Copy of Company ID</li> <li>• Diploma/Transcript of Records</li> <li>• JICA Application Form</li> <li>• Copy of Passport (if passport is not in possession, copy of other valid government IDs such as voter's ID, driver's license, etc.)</li> <li>• Other requirements specified in the <i>General Information Brochure</i></li> </ul>	
<b>Deadline of Application</b>	<b>20 May 2025</b>	

- For selection purposes, the National Educators Academy of the Philippines (NEAP) requests each Central Office Bureau/Service and Regional Office to **nominate one (1) qualified participant**.
- All nominees must meet the qualifications and submit the abovementioned documentary requirements as well as those specified in the *Checklist of General Eligibility Requirements (Enclosure 1)*. The *Scholarship Clearance (Enclosure 2)* must also be submitted.



4. The **required documents must be accomplished and uploaded (in PDF form) on or before 20 May 2025**, through the Microsoft Office Form which can be accessed through the link <https://forms.office.com/r/uKrR2GExyn>. Kindly use official DepEd email accounts in submitting the requirements.
5. Please note that applications may be disqualified due to various reasons, such as but not limited to, incomplete requirements, lack of official endorsement/s, sending of application directly to the Secretariat's email, discrepancies in documents, etc.
6. Enclosed is the *General Information Brochure* on the program, for reference.
7. Should you have further questions or concerns, please coordinate with the **NEAP Scholarship Secretariat** through email [scholarships@deped.gov.ph](mailto:scholarships@deped.gov.ph) and/or landline (02) 8715-9919.
8. For dissemination and appropriate action.

**Copy furnished:**

OFFICE OF THE SECRETARY  
 OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING  
 OFFICE OF THE UNDERSECRETARY FOR OPERATIONS  
 OFFICE OF THE ASSISTANT SECRETARY FOR EXTERNAL PARTNERSHIPS SERVICE



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## Department of Education

NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES

Enclosure 1

### GENERAL ELIGIBILITY REQUIREMENTS/CHECKLIST

Name:	
Scholarship Program:	
Sponsoring Agency/Organization:	
Region/SDO:	
Work Station:	

Remarks (✓, X, others)	Eligibility	Documentary Requirements
	a. Must be a Filipino citizen.	Updated Personal Data Sheet
	b. Must have obtained a very satisfactory (VS) performance rating for two (2) consecutive years.	Latest rated performance rating with approved IDP
	c. Must present his/her Individual Development Plan (IDP) that is validated by the head of the office.	
	d. Must be holding a permanent item.	Updated Service Record
	f. Must have no master's degree (for those who will apply for a master's degree) and shall have no doctoral degree (for those who will apply for a doctoral degree).	Updated Personal Data Sheet
	g. Must have no current or pending enrollment in other institutions for graduate or postgraduate degree programs (for degree programs).	
	h. Must be willing to sign a Scholarship Contract and commit to its provisions.	(shall be complied after being officially nominated)
	j. Must have no pending administrative, civil, or criminal case, and must have not been found guilty of any violation involving moral turpitude, corruption, or fraud.	Certificate of no pending administrative/legal charges





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## Department of Education

NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES

Enclosure 2

### SCHOLARSHIP CLEARANCE

<b>I. NAME</b>		
<b>II. Position/Designation</b>		
<b>III. Permanent Station</b>		
<b>IV. Has availed any scholarship program</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, fill out sections V-X, as applicable.
<b>V. Scholarship Program</b>	<b>Program Type</b> <input type="checkbox"/> Degree <input type="checkbox"/> Non-Degree	<b>Title of the Program</b>
<b>VI. Scholarship Duration</b>		
<b>VII. Status</b>	<input type="checkbox"/> Completed the course (Submit a copy of Certificate of Completion)	<input type="checkbox"/> Withdrawn from the Course (State the reason below)
<b>VIII. Reason/s for Non-Completion</b> (must be supported by attachments)	<input type="checkbox"/> Resignation <input type="checkbox"/> Transfer <input type="checkbox"/> Retirement <input type="checkbox"/> Others <i>Explain further.</i>	
<b>IX. Service Obligation</b>	<b>No. of Months/Yrs Required</b>	<b>No. of Months/Yrs Completed</b>





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<b>X. Reason for Non-Completion</b> (must be supported by attachments)	<input type="checkbox"/> Resignation <input type="checkbox"/> Transfer <input type="checkbox"/> Retirement <input type="checkbox"/> Others <i>Explain further.</i>
<i>I hereby attest that the information in this form and the supporting documents attached hereto are true and correct.</i>	
<hr/>	<hr/>
Name and Signature of the Scholar	Date and Time
<i>This is to certify that the information in this form and the supporting documents attached hereto are true and correct.</i>	
<hr/>	<hr/>
Name and Signature of the Recommending Authority (SDO - HRDD)	Date and Time
<b>APPROVED</b>	
<hr/>	<hr/>
Name and Signature of the Recommending Authority (RO-HRDD)	Date and Time





# **[In Japan & Online] Knowledge Co-Creation Program (Group & Region Focus)**

## **General information on Holistic Education: Japanese Hands-On Approach 課題別研修「全人的な教育：日本の実践的なアプローチ」 JFY 2025**

Course No.: 202411547-J001

Course Period in Japan: From September 24, 2025 to October 11, 2025

Connection test: September 2, 2025\*

Online Program by Zoom: September 5, 2025\*

On-demand learning period(Lecture Video) : From September 8 until  
your arrival in Japan\*

Online Follow-up Program: November 25, 2025\*

\*Please note that the dates and times of the online program are subject to change.

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 a bilateral agreement between 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 be a foundation of mutual learning.

## **I. Concept**

### **Background**

In the Sustainable Development Goals (SDGs), Goal 4 is to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". JICA has prioritized addressing the "learning crisis" in basic education, particularly those who cannot acquire the minimum necessary reading and numeracy skills even after school.

In the 2017 OECD Education Policy Review, providing holistic education (educating the total child) that fosters a balance of knowledge, values, and body/health was identified as a success factor for education in Japan. It is clear that non-cognitive abilities/skills, such as the ability/skill to persevere, cooperate, to be considerate and to lead, integrated with cognitive abilities/skills through subjects, play an important role in enabling children to develop their talents and abilities in the future to their full potential. In Japan, non-cognitive education is part of the official curriculum alongside subjects, and an integrated, holistic curriculum which attempts to develop the total child is practiced every day throughout the nation, from preschool to high school.

Therefore, JICA is promoting cooperation to improve learning through exposure to the Japanese model of holistic learning, integrating cognitive and non-cognitive abilities while referring to typical holistic Japanese practices and experiences (e.g., multiage activities, linkage to lesson study). To date, JICA has supported the introduction of a Japanese-style holistic educational model Tokkatsu in Egypt. Similar efforts have also been initiated in Malaysia, Jordan, and other countries, reflecting the increasing interest worldwide.

This program aims to support the participants in developing an action plan to develop a holistic educational framework in their home countries by providing them with opportunities to learn about the Japanese holistic education model.

### **For what?**

This course aims to provide hands-on learning of the framework, rationale, skills, activities, and practice of a non-western model of holistic education (including a holistic model of child learning derived from the Japanese period called "tokubetsu katsudo", "tokkatsu", for short) to enable participants to develop unique practices of holistic education in one's own country's schools, building on local resources.

### **For whom?**

Staff in the Ministry of Education (Central/Local), school principals and teachers, etc. who have been involved in education policy and curriculum revision.

### **How?**

Participants shall have opportunities to identify approaches and strategies to ensure program effectiveness, enhance financial security, and improve organizational viability. They will also formulate an action plan describing what they will do after they return to



their home country, incorporating the knowledge and ideas acquired and discussed in Japan, among other places, into their ongoing activities.

The participants realize unique holistic education practices in their country's schools, building on local resources based on an action plan.

## II. Description

### 1. Title (Course No.)

Holistic Education: Japanese Hands-On Approach (202411547-J001)

### 2. Course Duration

In Japan: From September 24, 2025 to October 11, 2025

\*Connection test by Zoom: September 2, 2025

\*Online Program by Zoom: September 5, 2025

On-demand learning period (Lecture Video): From September 8 until your arrival in Japan

\*Online Follow-up Program: November 25, 2025

\*All Online Programs will be conducted from JST 16:00 to 19:00. Local time in each country is as follows. Please note that the dates and times of the online program are subject to change.

Bangladesh: 13:00-16:00

Egypt: 9:00-12:00

Ghana: 7:00-10:00

Madagascar: 10:00-13:00

Mongolia: 15:00-18:00

Nepal: 12:45-15:45

Pakistan: 12:00-15:00

Philippine: 15:00-18:00

South Sudan: 9:00-12:00

Vietnam: 14:00-16:00

### 3. Target Regions or Countries

Bangladesh, Egypt, Ghana, Madagascar, Mongolia, Nepal, Pakistan, Philippine, South Sudan, Vietnam.

### 4. Eligible / Target Organization

Staff in the Ministry of Education, school principals and teachers, etc. who have been involved in education policy and curriculum revision.

### 5. Capacity (Upper Limit of Participants)

12 participants

### 6. Language

English

### 7. Objective(s)

To be able to implement a comparative analysis between the Japanese model and one's own country's non-cognitive learning activities and develop a feasible action plan in own country's schools.

### 8. Overall Goal



### <The Structure of the Course>

This course on the **model of Japanese style holistic education** targets three components that sustain the model.

#### 1) Integrating subjects with non-cognitive learning holistically.

What does it mean to integrate subjects and non-cognitive learning?

The model systematically integrates **non-cognitive learning** into the curriculum and with **subject learning**. The course will show how subjects and non-cognitive learning are integrated in very different schooling and learning contexts.

Thus, students might learn about nutrition, different types of food, and healthy lifestyles **in subjects** such as home economics and hygiene education. These might be linked to **school events** (as part of tokkatsu), which might bring in the elderly in the community to eat with the students.



Students might do a **project** on the community (period for integrated study, "sogo" in Japanese), presenting the results to residents. Then, students would have **lunch activities every day**, bringing and serving lunch in small groups (tokkatsu). The students might **grow food in the school garden**, which might be used for home economics and school lunch (both subject and non-cognitive learning). Students learn about **food safety, food waste, and food cultures** in social studies, environment studies (non-cognitive), and other related periods.

**Learning is not just about subjects; it is about raising the total student holistically. School is life itself for the students.**

#### 2) Assuring the Continuation of Holistic Learning

How does the model ensure that lessons learned are effectively passed on throughout one's lifetime?

**Holistic education starts from preschool and is repeated every day, every year, throughout one's school years to high school, and life beyond schooling.**

**It crosses school types**—public and private, technical colleges, and regular high schools.



Pictures: Cleaning in kindergarten, elementary school, and secondary school

**It goes beyond schools.** Other institutions that address children, like public children's centers, which provide a place of belonging and after-school services, etc.,

also adopt this holistic model.

Life after school, such as in companies, adopts holistic educational practices that are reminiscent of school education. The 3S (seiri=sorting, seiton=putting things away, seiso=cleaning), as well as the 5S (seiketsu=sanitizing, shitsuke=learning, plus the 3S) are often heard in Japanese companies as part of realizing a safe, effective, and collaborative work environment.

#### 3) Administrators and Educators Gaining Expertise

**What are the skills involved in the model?**

There are various skills involved, but here we identify three areas:

- 1) Writing a yearly plan with integrated subject/cognitive and non-cognitive education.
- 2) Learning how lesson plans of /non-cognitive abilities (e.g., consideration) are to be linked to subject/cognitive learning as a lesson.
- 3) Learning how bottom-up collaborative learning among teachers, through lesson study, is conducted on non-cognitive learning, targeting the development of the total child.

### <Program Outline>

**Program in Japan: From September 24, 2025 to October 10, 2025**

**Week 1** focuses on the core components and practices of the Japanese model of holistic education practices. **Week 2**, expands this understanding of how the holistic framework progresses from kindergarten to high school to life after schooling. The first week lays the basics for the skills necessary (see above), and week 2 helps participants apply their skills to design an **action plan** (their version of the yearly instruction plan) that meets the needs of their society.

**Online program by Zoom: September 5, 2025**

We would like to promote communication and networking by having people get to know each other online. Accepted participants will be expected to present their own countries' educational challenges. Zoom Link and details will be provided later to the accepted participants.

\*Connection test will be conducted on September 2, 2025 beforehand.

\*The online program and connection test will be conducted from JST 16:00 to 19:00. Please check the local time in your country on page 3.

**On-demand learning(Lecture Video) : From September 8 until your arrival in Japan**

Participants will watch lecture videos at any time before their arrival in Japan. Viewing instructions will be provided after notification of acceptance to the accepted participants.

**Online Follow-up Program: November 25, 2025**

One month after returning to your country, an online follow-up will be held to share the progress of the action plan and exchange ideas for its continuation.

\*The Online Follow-up program will be conducted from JST 16:00 to 19:00. Please check the local time in your country on page 3.



### 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. Organizations applying for the program are expected to use it for those specific purposes.
- (2) In this connection, applying organizations are expected to nominate the most qualified candidates to address the said issues or problems, carefully referring to the qualifications described in section III-2 below.
- (3) Applying organizations are also expected to be prepared to use the knowledge acquired by the nominees for the said purpose.

#### 2. Nominee Qualifications

Organizations applying for the course are expected to select nominees with the following qualifications.

**[Remarks]** 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. Please consider to send two or more candidates while at least half of the candidates are women.

##### (1) Essential Qualifications

- 1) Current Duties: Staff in the Ministry of Education (Central/Local), school principals and teachers, etc. who have been involved in education policy and curriculum revision.
- 2) Experience in the Relevant Field: have more than 5 years' experience in education policy development and curriculum revision
- 3) Educational Background: be a graduate of university
- 4) 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)
- 5) Health: must be in good health to participate in the program in Japan. To reduce the risk of worsening symptoms associated with respiratory tract infection, please be honest in declaring in the Medical History (QUESTIONNAIRE ON MEDICAL STATUS AND RESTRICTION of the application form) If you have been a patient of following illnesses; Hypertension / Diabetes / Cardiovascular illness / Heart failure / Chronic respiratory illness.

##### (2) Recommended Qualifications

- 1) Age: between the ages of twenty-five (25) and fifty (50) years

- 2) Gender Equality and Women's Empowerment: JICA seeks more female applicants due to the past records of fewer applications from women. 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) Relationship with JICA projects: Staff or members of counterpart organizations of JICA past and ongoing technical cooperation projects related to holistic education.

#### 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 AND 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 the passport, you will carry when entering Japan for this program. If not, you are requested to submit a 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

\*It is recommended that your passport be valid for more than 6 months after the last day of the program.

- (3) **The English Score Sheet** will be submitted with the application form if the nominees have any official English examination scores. (e.g., TOEFL, TOEIC, IELTS)

#### 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 materials must arrive at the JICA Center in Japan by July.15, 2025)

##### (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 their duties, positions in the organization, and other relevant information 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 by July 31, 2025.

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

Accepted candidates are required to prepare an Inception Report. The Inception Report should be sent to JICA by September 1, 2025, preferably by e-mail to [jpholistic.edu@gmail.com](mailto:jpholistic.edu@gmail.com), [rtsunevoshi@bgu.ac.jp](mailto:rtsunevoshi@bgu.ac.jp), or [tictldop@jica.go.jp](mailto:tictldop@jica.go.jp).

\*Please add the course title and course number "202411547-J001" in the subject line of your e-mail.

Details on how to prepare an inception report will be provided to the accepted candidates later.

**6. Conditions for Participation**

The participants of KCCP are required

- (1) to strictly observe the course schedule,
- (2) to respect copyright and portrait rights. To refrain from recording and sharing the video material, audio material, text, images, graphics, and other content available during the program except for cases with specific permission,
- (3) not to change the air ticket (and flight class and flight schedule arranged by JICA) and lodging by the participants themselves,
- (4) 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),
- (5) not to bring or invite any family members (except for programs longer than one year),
- (6) 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,
- (7) to observe the rules and regulations of the program implementing partners to provide the program or establishments,
- (8) not to engage in political activities or any form of employment for profit,
- (9) 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 a 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",

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



## IV. Administrative Arrangements

### 1. Organizer (JICA Center in Japan)

(1) Center: JICA Tokyo Center (JICA TOKYO)

(2) Program Officer: Ms. Airi Nakazawa and Mr. Yasuhiro Morimoto  
([ticthdop@jica.go.jp](mailto:ticthdop@jica.go.jp))

(3) URL: <https://www.jica.go.jp/tokyo/english/office/index.html>

(4) Facebook: <https://www.facebook.com/jicatokyocenter>

### 2. Implementing Partner

(1) Name: Bunkyo Gakuin

(2) URL: <https://www.bgu.ac.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 (including damaged baggage during the arrival flight to Japan) will not be covered.

### 4. Accommodation in Japan

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 the 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.

### 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 ticket).

(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 GUIDEBOOK," which will be given before

departure for Japan.

\*Link to JICA HP (English/French/Spanish/Russian):

[https://www.jica.go.jp/english/our\\_work/types\\_of\\_assistance/tech/acceptance/training/index.html](https://www.jica.go.jp/english/our_work/types_of_assistance/tech/acceptance/training/index.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, the conditions of the course, and other matters.

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

Videos of 'Introduction of JICA Center (YouTube)' show the following information about 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.	<a href="https://www.youtube.com/watch?v=SLurfKugrEw">https://www.youtube.com/watch?v=SLurfKugrEw</a>
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#### Part II: Introduction of JICA Centers in Japan

JICA Tokyo	<a href="https://www.jica.go.jp/tokyo/english/office/index.html">https://www.jica.go.jp/tokyo/english/office/index.html</a>
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## V. Other Information

### <Reference Materials>

#### 1. Education In Japan (Video Materials)

- 1) Education System in Japan <https://youtu.be/-KhkzBhd-Lg>
- 2) School Teachers in Japan <https://youtu.be/gWLrHY8ZhA>
- 3) Leaving No One Left Behind: Challenges and Measures  
<https://youtu.be/5Kt2bF8f9A>
- 4) Elementary School in Japan <https://youtu.be/HUP0nJUyRQY>
- 5) Instruments of a Beating Heart <https://youtu.be/DRW0auOlqm4>

#### 2. JICA's Approach to Holistic Education

##### (1) Homepages

- 1) How Japan's Education System is Making a Difference in Egypt  
[https://www.jica.go.jp/english/news/field/2022/20230313\\_11.html](https://www.jica.go.jp/english/news/field/2022/20230313_11.html)
- 2) Case Study of Holistic education in JICA Project: Egypt-Japan Education Partnership (EJEP):  
[https://www.jica.go.jp/english/our\\_work/thematic\\_issues/education/study.html](https://www.jica.go.jp/english/our_work/thematic_issues/education/study.html)
- 3) [Egypt] Contributing to Neighboring Regions Through Human Resources Fostered by Mutual Trust:  
[https://www.jica.go.jp/africahiroba/english/activities/activities\\_190814\\_09.html](https://www.jica.go.jp/africahiroba/english/activities/activities_190814_09.html)

#### 3. General Information Related to the Japanese Model of Holistic Education

##### (1) Homepages

Information on the collaboration of the holistic education model (Tokkatsu model) and Lesson Study at the 2022 Malaysian World Association of Lesson Studies meetings can be obtained below.

<https://www.qmsresearch.net/%E3%83%9B%E3%83%BC%E3%83%A0-home/english/>

World Association of Lesson Studies

<https://www.walsnet.org/>

##### (2) Book and Papers

Tsuneyoshi, R., and others. (2019). *Tokkatsu: The Japanese Educational Model of Holistic Education*. World Scientific.

Can be obtained by World Scientific

(<https://www.worldscientific.com/worldscibooks/10.1142/10781#t=aboutBook>),

Amazon, UTokyo Biblio Plaza

([https://www.u-tokyo.ac.jp/biblioplaza/ja/E\\_00171.html](https://www.u-tokyo.ac.jp/biblioplaza/ja/E_00171.html)) etc.

Tsuneyoshi, R. (2020) Japan - Tokkatsu or Student-Led Collaboration Online (English). Education Continuity Stories Washington, D.C. : World Bank Group.  
<http://documents.worldbank.org/curated/en/829661599149709336>



## 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 the 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 to 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 traditions. Japan will serve as one of the best examples for our partner countries to follow in their 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**

Please get in touch with the JICA overseas office or the Embassy of Japan for inquiries and further information. Further, address correspondence to:

**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**