INTRODUCTION:

In the JET Programme, most JETs are fortunate enough to have predecessors who can pass on valuable information about both living and working in Japan. Yet, currently, there is no standardised system of passing down essential information. This report will explore what, if any, handover procedures are undertaken by JETs’ predecessors, as well as what information is included. Additionally, this report will look into systems of “hikitsugisho,” or documents that are produced in many Japanese offices by predecessors for their successors, that prefectures throughout the country use to communicate with incoming JETs. Finally, this report will evaluate what particular information should be provided to JETs during the handover process.

METHOD:

The data and analysis for this report is based on a survey conducted in October 2008. 496 JETs participated in this survey, with at least one respondent from each prefecture. 90% of respondents were ALTs while 10% were CIRs. Over half of all respondents were first year JETs (56%), 25% were in their second year, 12% were in their third year, 4% were in their fourth year and 3% were in their fifth year. There were no SEA respondents.

In Chapter 7: Leaving JET of the General Information Handbook (GIH), CLAIR provides a comprehensive list of suggestions regarding information that predecessors should pass on to their successors. This list was used to help generate survey choices about what kind of information JETs received not only from their predecessor, but also by other means, such as Contracting Organisations, supervisors, co-workers, other ALTs, etc. The survey contained 25 questions with a variety of answer choices, such as “yes” or “no” answers, Lickert scale answers (a scale of 1-5, 5 being the best and 1 being the worst), choices from a set list of answers, and free response sections. Moreover, several survey respondents allowed further contact via email, through which additional information was collected.

DATA ANALYSIS PART 1 - INFORMATION FROM PREDECESSOR:

85% of the survey respondents received information regarding their workplace and specific job duties from their predecessor (see figure 1). 15% of all respondents did not receive any information from their predecessor, and of this 15%, only 8% received information by other means, including their Contracting Organisation, their supervisor, their Prefectural Advisor (PA), other ALTs or their co-workers. However, the other 7% received no information at all.
The most common means of distributing information from predecessor to successor is via email (see figure 2), with 93% of respondents receiving information this way. 27% of respondents received letters or notes while 21% received information in person. As one ALT stated:

My predecessor greeted me at the airport and helped me get settled in-- it was great.
(1st year ALT – Okinawa)

As figure 3 shows, the majority (69%) of those receiving information from their predecessors received it 2-8 weeks before their departure. 14% received it two months prior to departure, 5% received it the week of departure, 9% received it the week after arrival in Japan and 3% received it 2-8 weeks after their arrival in Japan.
Figure 3 – When did you receive most of this information?

Some respondents commented that they would have liked the information sooner:

I would have appreciated receiving the information [about co-workers and teachers at my schools] sooner, near the first weeks of June. (1st year ALT – Fukuoka)

I would have liked to know a little more detailed information about what classes I was going to be teaching. I found this out when I arrived, of course, but it would have been nice to know more about it ahead of time. (3rd year ALT – Okinawa)

I did not even know where I was going or what I was to do or who my predecessor was until 4 days before departure! (1st year ALT – Hyogo)

DATA ANALYSIS PART 2 – STANDARDISED PROCEDURES:

23% of survey respondents stated that their prefecture has some standardised form or process for passing along specific, job-related information to successors. However, some respondents commented that while they received a standardised form from their predecessor, the form was sanctioned by their contracting organisations. In some instances, BOEs require the person leaving the job to fill out a document for his or her replacement. While sometimes there are standardised forms for predecessors to fill out, often the procedure for passing information involves giving the outgoing JET his or her successor’s email address (such as in Akita) or sending the new JET a copy of the contract:

Before arriving I only received the standard JET contract and my address, which ended up not being my actual address at all. (2nd year ALT – Yamanashi)

Regarding standardised procedures that are sanctioned by PAs, about 11 (or less than 25%) of the 47 prefectures in Japan have some type of standardised procedure in place. However, not all of these procedures are prefectural-wide. For example, in Nagano, the standardised form is sent only to prefectural ALTs and CIRs, but not to municipal JETs.

Many prefectures prepare leavers guides with suggestions about what information to leave for their successor, but there are no procedures in place to make sure that certain topics are
covered or that the information is passed on to the incoming JET.

The following are case studies of prefectures with standardised procedures for passing information to incoming JETS (the corresponding forms are attached in the appendix):

**CASE STUDY 1: Okinawa**

About 5 years ago, Okinawa PAs created a guide called “Essential Information for Successors.” This guide is filled out by predecessors and then mailed to successors prior to their arrival in Japan. This guide includes the following information:

- Predecessor contact information
- Work schedule
- School profile(s), including after-school activities, festivals and events, and the school environment
- Gift recommendations
- Local information, including transportation, facilities (post office, hospital), etc.
- Housing information
- Items for sale

In addition, an Okinawa JET DVD is included. This DVD provides an introduction to the PAs and “block heads” (regional block leaders), a history of Okinawa, some footage of the remote islands, apartment tours and some information about daily living in Okinawa. New JETs are also signed up for the Okinawa JET website about two-to-three months before they arrive. The website contains discussion forums, articles written by Okinawa JETs, and introductions to those in the Okinawa JET community. The following are comments by respondents from Okinawa:

*Okinawa JET website is the best website ever created. (1st year ALT – Okinawa)*

*The standardised form...is not a bad form, but it's limiting and I guess many predecessors don't feel the need to elaborate or go into detail unless forced to. I didn't know what questions to ask my predecessor before I left home so there were many things I never knew till I got here. (3rd year ALT – Okinawa)*

However, the system of handover procedures does not rely solely on the predecessor to pass on useful information. Okinawa has regional block representatives, or “block heads,” who serve as local liaisons between JETs and the PAs. As the current PA in Okinawa, Chris Madole, states, “At the heart of all of this is the block system which provides the first real link to local information and social scenes for our JETs, in their own respective areas.”

This system is constantly being refined, but perhaps the strength of it is that it is not PA-centric. Moreover, there are many avenues of communication so that incoming JETs do not have to rely solely on their predecessors, but rather, receive information from a variety of JETs living in their area. All Okinawa respondents (21 people) stated that the information
they received was useful. 20% found the information they received “extremely useful” while 40% found it “mostly useful” and 40% found it “somewhat useful.”

**CASE STUDY 2: Fukui**

Fukui has a "home and school" information form that is filled out by all leaving JETs. The PA collects the forms and sends them to the new ALTs once the placements have been determined. This form is mandatory for all prefectural JETs, but it is voluntary for municipal JETs. It is sent to JETs before they arrive in Japan, usually in late May or early June, and includes the following information:

- Predecessor contact information
- School information (address, Japanese Teachers of English (JTE), English-speaking staff, etc.)
- Team-teaching Background (including lesson plans, evaluation procedures, resources available, etc.)
- Information regarding students (level of ability)
- Work schedule
- Annual school schedule
- Projects initiated or continued
- Local information, including neighbors and transportation to work
- Information on housing (type of housing, amount of rent, etc.)

In addition, contact information of predecessors and successors is emailed to each other. As the current PA, Mellissa Avis, explains, the success of their system is two-fold. First of all of the PAs in Fukui, one is the “Kencho ALT.” The only responsibility of the Kencho ALT is to help Fukui JETs. Second, 90% of Fukui JETs are employed by the prefecture, all of whom are required to fill out the form for their successors.

However, as some respondents noted:

*This should have been emailed to me much earlier! I only found out minimal information about two or three weeks before leaving. (1st year ALT – Fukui)*

*I think that the information that I received was very biased, which made it difficult to use. (1st year ALT – Fukui)*

Of all Fukui respondents (17 people), 17% found the information they received “extremely useful” while 50% found it “mostly useful” and 33% found it “somewhat useful.”

**CASE STUDY 3: Nagano**

In Nagano prefecture, the Prefectural Board of Education sends out the “Successor Information Sheet.” However, this form is only sent out to prefectural leavers, namely,
senior high school ALTs. The outgoing ALTs fill out the document and email it to the ALT PA. The PA then emails them to the successors prior to their arrival in Japan. The form includes the following information:

- Predecessor contact information
- Work schedule
- School/Office profile
- Gift recommendations
- Local Information
- Housing Information
- Living expenses
- Items for sale

As Brian O’Donovan, the current ALT PA, states, “…they're EXTREMELY useful for newbies and that's the line I take when sending them out to leavers…I think it should be Nagano-wide.”

Similar to Okinawa, Nagano is broken up into regional blocks. Each block has two-to-three block leaders. Like a predecessor, the leaders contact new JETs, providing them with information about their new home. However, unlike a predecessor, the block leaders are not returning home but remain in Japan as part of the JET support network. Each block has its own system of passing information to new JETs before they come to Japan, usually via email, website or online network (such as facebook©).

As one respondent states:

"My change over was very smooth, some things just can’t be prepped for. I felt well taken care of. (1st year ALT – Nagano)"

All Nagano respondents (9 people) stated that the information they received was useful. 20% found the information they received “extremely useful” while 60% found it “mostly useful” and 20% found it “somewhat useful.”

**CASE STUDY 4 – Shizuoka**

Last year (2007), the Shizuoka prefectural PA started a new system of passing information on to successors. Each leaver is asked to fill out a form that is mailed to new JETs before they come to Japan. The form includes the following information:

- Predecessor Contact Information
- Pre-departure suggestions
- General Job responsibilities, including the teaching situation, a weekly schedule, explanation of a typical day
- Gift recommendations
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- Housing information
- Local information, including the climate, population, a map of the prefecture, number of JETs nearby, etc.

As one respondent stated:

*Before we arrive we are sent a detailed letter with answers to common questions, a city guide, bus map, recycling sheet etc in English. Makes you feel pretty good. (1st year ALT – Shizuoka)*

All Shizuoka respondents (16 people) stated that the information they received was useful. 42.9% found the information they received “extremely useful” while 28.6% found it “mostly useful” and 28.6% found it “somewhat useful.”

**DATA ANALYSIS PART 3 – LEVEL OF PREPARATION:**

This survey asked the question, “How prepared for your job did you feel prior to coming to Japan?” Many respondents (40%) said they felt “somewhat prepared.” 5% felt “extremely prepared,” 24% felt “mostly prepared,” 23% felt “hardly prepared” and 8% felt “not at all prepared.” Thus, more than half of all respondents (69%) felt that they had at least some preparation for their new job, as reflected in some of the comments:

*I think I felt as prepared as one could expect from any new job, especially one in a foreign language. However, more information on office policies (even now) would have been helpful. (1st year CIR – Tottori)*

Yet, of all the respondents, the fact remains that more than 8% of new JETs are entering their jobs completely unprepared, while 23% are hardly prepared.

Of those who didn’t receive information from their predecessor, 4.5% felt “extremely prepared,” 12.1% felt “mostly prepared,” 36.4% felt “somewhat prepared,” 25.8% felt “hardly prepared,” and 21.2% felt “not at all prepared.”

There was not much difference in the data when comparing all respondents to only those who received information from their predecessor. The largest difference, of only 2 percentage points, was in the “mostly prepared” and the “not at all prepared” categories. However, when comparing respondents who received information from their predecessor to those who did not, there is a dramatic decrease in the levels of preparation (see Figure 4).

**Figure 4 – Level of preparation of those who received information from predecessor and those who did not**
What is interesting to note is that the respondents who have standardised procedures in place felt an overall higher level of preparation, with 7% feeling “extremely prepared,” 35% feeling “mostly prepared,” 32% feeling “somewhat prepared,” 19% feeling hardly prepared” and 7% feeling “not at all prepared.” Even of the respondents who received no information regarding their workplace or job duties, neither from their predecessor nor by other means, 35% still felt “somewhat prepared” for their job. However, the levels of feeling “hardly prepared” or “not at all prepared” are very high, with 28% and 31% of respondents, respectively.

Figure 5 – How prepared for your job did you feel prior to coming to Japan?

As one may expect, the less information one receives about his or her job, the less prepared he or she feels about it. On the other hand, the data suggests that 32–40% of all respondents (regardless of what information they did or did not receive) did feel somewhat prepared for their jobs prior to coming to Japan. Moreover, receiving information from one’s predecessor does not necessarily indicate that a JET will be more prepared for his or her job, as there is no set standard for what information a predecessor must give to the successor.
I asked my predecessor [for specific information], but he wanted it "to be a surprise."
(1st year ALT – Nagasaki)

However, the data shows that prefectures with standardised procedures for passing information on to new JETs tend to pass on the most useful information for preparing JETs.

As one respondent stated:

My predecessor should have spent more time thoroughly filling out her standardised document, and less time trying to sell me her car and saying how far away my apartment is. (The only reason I felt as prepared as I was is due to majoring in English education and knowing I could handle anything thrown at me.) (1st year ALT – Nagano)

DATA ANALYSIS PART 4 – SUGGESTIONS:

According to the data, the most useful information for successors is:

All respondents
- Work schedule
- Supervisor details
- Outline of a typical day
- Transportation to and from work
- Giving gifts
- Paid leave
- Dress code
- Workplace etiquette
- General living information

ALT respondents
- ALT type
- School level
- School schedule
- Example of a lesson plan
- Visual example of team teaching
- Duties
- Materials available
- Materials to bring
- Introduction of teachers and school
- Expectations of JET, teachers and students

CIR respondents
- Office situation
- What to expect from colleagues
- Introduction of colleagues
- Hours outside of work
- Projects in Progress

Those who did not receive any information stated:

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I would have appreciated PROPER TRAINING. I received nothing from Tokyo orientation, nothing from Shiga work orientation, nothing from my predecessor, and nothing from my school. If JET simply refuses to stop saying "every situation is different" and actually take the time to explain those different situations, then the schools must be the ones to explain everything to the new ALTs. (2nd year ALT – Shiga)

I felt completely unprepared and dropped into a situation I didn't understand. (2nd year ALT – Nara)

Some stated that the information should have come from someone other than one’s predecessor:

*When I arrived my supervisor took me through everything. I don't think it should be the responsibility of the outgoing ALT.* (2nd year ALT – Miyazaki)

*It would be nice if a JTE could take even a few minutes and type up something outlining what is expected of me and how lessons work. Even upon arriving it was difficult to get someone to actually tell me what my job is.* (1st year ALT – Chiba)

*...The SCHOOLS THEMSELVES must maintain a comprehensive job description that THEY use to train new ALTs. Only the school can tell an ALT what they expect from them...* (2nd year ALT – Shiga)

**Figure 6** and **Figure 7** show what other information would be useful or appreciated in preparing JETs for their job:

**Figure 6 – Other useful information**

Q23 What other information would have been useful to prepare you for your job?
As we can see in figure 6, many respondents stated that expectations of them and their job duties are among the most useful information:

More information in more detail about what to expect in the office, and what would be expected of me...would have been useful. (2nd year CIR – Aomori)

The second most common response was information about team teaching and lesson planning. There were a number of responses regarding the new JETs’ lack of preparation for team teaching:

A video or CD of team-teaching lessons from past JETs would have been EXTREMELY useful in understanding the class setting. (5th year ALT – Fukuoka)

Though specific job details and duties are extremely important for incoming JETs, making the new JETs aware of the support network in place is just as important. As one respondent stated:

Most of what I received in handover was drawn out and pointless; the stuff I wish I had known I couldn’t possibly have predicted, therefore just making JETs aware of the support network is, in my opinion, adequate (2nd year ALT – Nara)

CONCLUSION:

Information from one’s predecessor is indeed useful for an incoming JET. Predecessors can help their successors understand their new job and life in Japan. However, there are some problems with predecessors as the main distributor of information:

1) A successor must rely on a person who may not be qualified to provide all the
necessary answers.

2) Predecessors cannot necessarily provide the details of what is expected of a new JET. Schools or offices should lay out specific expectations and duties.

3) At the moment, not all predecessors are required to provide information. This means that if a predecessor does not want to leave information, he or she does not have to. Moreover, a predecessor can choose what information to give or not give, regardless of what a successor needs or wants to know.

Yet, this report has shown that documents filled out by predecessors are very useful to help new JETs prepare for their job. However, these documents need to be administered and overseen, presumably by the PA. Moreover, the strength of successful handover procedures is not the result of a document filled out by a predecessor alone, but as part of a larger process of information sharing. The following should be considered as a part of this process:

- **Former JET participants and JET Alumni Association members** – This process of handing over information should begin prior to a JET participant coming to Japan. Many JETs must attend at least one pre-departure meeting so this is a great opportunity to distribute useful information. Such meetings are where a new JET can get a sense of what kind of working experience he or she will have in Japan.

- **The General Information Handbook** – This book is a wealth of information. What’s more, it contains a very thorough list of things a successor may want to know from their predecessor. New JETs should be encouraged to take a more proactive stance, using the GIH as a tool to guide them. In the absence of a standardised form, predecessors should also refer to the list when preparing information for their successor.

- **Prefectural AJET chapters** – AJET chapters provide a sense of community. Many AJET chapters contacted their new members through online networking mediums in order to begin introducing the new JETs to their new homes. Websites, often maintained by AJET chapters, also provide an important resource for JETs. Many of our survey respondents researched information about Japan and JET on the internet and cited websites as being very useful.

- **National AJET** – National AJET provides an additional contact for a new JET. Moreover, the NAJET website contains information about living and working in Japan. NAJET also publishes two major teaching resources, *Team Taught Pizza* and *Foxy Phonics*.

- **PAs** – PAs are often the main facilitators of handover information. Having a standardised document that is sent to a PA before it is sent to a new JET helps to ensure that the information provided will be useful and appropriate.

- **Regional block systems** – Having a regional block system is a great resource for incoming JETs. Block leaders can pass on valuable information as well as provide a strong support network, while the new JETs are in Japan.

Handover procedures are not something that the prefectural JET community alone should be responsible for. Contributions from the following would also be helpful:

- **CLAIR** – CLAIR is the first contact once a JET arrives in Japan. It has the opportunity to provide new JETs with the tools needed to be successful in their jobs, including demonstration lessons, teacher training, potential problem-solving, event planning, etc.
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- **Contracting Organisation** – COs must strive to make contact with their incoming employees. Sending a copy of one’s contract may be useful, but adding information such as brochures (in English, if possible) or maps would be appreciated.

- **Supervisor** – though many JETs were not contacted by their supervisors prior to coming to Japan, a supervisor should remember that a new JET may need a lot of help, and the more information he or she has, the more successful he or she will be.

- **Office or School** – It’s important for offices and schools to explain to JETs what is expected of them. The JET contract has general information, but it does not usually specify the details of one’s work duties or what an office or school expects from a JET.

- **Japanese teacher of English (JTE)** – One respondent pointed out that having a list of what a JTE expected from ALTs would have been useful. Communication is critical, especially for new JETs. It is difficult for JETs to know what to do unless they are told.

- **Individual JETs** – New JETs should take charge of their own futures by seeking out information for themselves when possible. They can do this by a) contacting their predecessor, b) contacting local and national AJET, c) searching online forums, networks, etc. for people in their areas, d) searching websites and e) contacting their PAs.

In addition, this report shows that while email, the preferred medium of contact, is convenient, it should not be the only means of contact. Sending information to JETs such as maps, brochures, DVDs, etc. is also useful. Furthermore, contact should be made with new JETs as early and as frequent as possible.

Though a popular phase in the JET Programme is “every situation is different,” many JETs stated that it is important to explain at least some of these different situations. Having information about a situation one may encounter is usually better than having no information at all.
POINTS FOR DISCUSSION:

1. Regarding the information that is given to incoming JET participants, are there guidelines set by CLAIR for pre-departure orientations? If so, what are they?

2. Does the new JET life video include a demonstration of a team-teaching lesson at a junior high, a senior high, or an elementary school? What are some of the other changes that have been made to the video?

3. How is information passed from predecessor to successor within the ministries? Are there any handover procedures used that may be beneficial to the JET Programme?

4. What do CLAIR and the ministries think is the most effective way for promoting these kinds of procedures to other prefectures? Would CLAIR be willing to distribute information about the issues raised in this report through the PA forums and perhaps the PA conference?

5. Would it be possible for a standardised procedure to be adopted and used by all prefectures? If so, could this procedure be recommended to Contracting Organisations as well?

6. With the participant numbers decreasing and contracting organisations moving toward the private sector, do CLAIR or the ministries think that having a standard handover procedure or form for incoming participants shows that the JET Programme has higher standards?
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Appendix
CASE STUDY 1: Okinawa
Standardised Form for Successors

Essential Information for Successors

Name:

Surname:

Contacting Organization:

Check as appropriate:  Professional JET  |  Municipal JET  |  Other

Add a photograph of your choice here after printing this document (note you can not insert a digital image here)

Work Schedule

Days

Name:

Position:

Contact number:

Additional Information:

New Instructor’s Profile

Name:

Address:

Office Contact Information

Phone number:

Fax number:

Additional Information:

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CASE STUDY 2: Fukui

Standardised Form for Successors

**Fukui Board of Education**

**JET Programme: Home and School Information**

- ALT who are leaving JET
- ALT who wish to stay at their school for a 3rd year
- ALT who wish to transfer

1. ALT Information

   **Name:**
   **Date:**

2. Base School Information (1 page)

   **Base School Name:**
   **School Type:**

   **School Name:**
   **Address:**

   **NumberOfStudentsatBaseSchool:**
   **School Type:**

   **School Specialty:**
   **Sports/Culture:**

   **English Experience:** please indicate current ALT separation and department head.

   **Other English Teaching Talk:**

3. Typical Schedule/Hours/Graded/Special courses Taught:

   **Period** | **Time** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Notes**
   --------- | -------- |------------ |------------ |-------------- |------------ |----------- |--------
   1        |          |             |            |              |            |           |         |        |
   2        |          |             |            |              |            |           |         |        |
   3        |          |             |            |              |            |           |         |        |
   4        |          |             |            |              |            |           |         |        |
   5        |          |             |            |              |            |           |         |        |
   6        |          |             |            |              |            |           |         |        |

4. General Comments:

   - Hours, rules, holidays, school year, school advertisements, etc.

5. Annual Schedule:

   - (e.g., Sports Day, School Festival, Speech Contest, School Trip, Graduation, etc.)

   **Year of Year** | **School Event** | **ALT Involvement** | **Why Do It?**
   ----------- | ------------ | -------------- | -------
   2012       |             |                |         |

6. Projects Envisaged / continued:

   - (e.g., Club, service project, etc.)

   **ALT Involvement** | **Why Do It?**
   ------------- | -------

7. Teacher Teaching Background:

   **(If there are any additional pages for you and the ALT, please put them here.)**

   **ALT Involvement** | **Why Do It?**
   ------------- | -------

8. Opinion Exchange Meeting:

   - 17-18 November 2008

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## Handover Procedures Report

### 2nd Visiting School Info (1 page)

**School Background**

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<thead>
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<tbody>
<tr>
<td>Location:</td>
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<tr>
<td>Type:</td>
<td>Senior High School</td>
</tr>
<tr>
<td>Number of Students:</td>
<td>1,200</td>
</tr>
<tr>
<td>School Language:</td>
<td>Japanese</td>
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<td>Other English Speaking Staff:</td>
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**Teacher, Teaching Background:** (Not to appear additional pages from now on)

| Preparation: | |
| In Her Class: | |
| Student Evaluation Procedures: | |
| Students: | |

### 3. Memo Information (2 pages)

**Format:**

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<th>Name</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Tuesday</td>
<td>[Name]</td>
</tr>
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<td>[Name]</td>
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<tr>
<td>Thursday</td>
<td>[Name]</td>
</tr>
<tr>
<td>Friday</td>
<td>[Name]</td>
</tr>
</tbody>
</table>

**Address:**

| [Address] |

**Room:**

| [Room] |

**In English:**

| [English] |

**Other Languages:**

| [Other Languages] |

**Interesting:**

| [Interesting] |

**Other Information:**

| [Other Information] |

**General Comments:**

| [General Comments] |

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**17-18 November 2008**
## Essential Information for Successors

**Prefectural (Senior High School) ALT's**

**Predecessor's Name**:

**Report from Japan on**: [Leave blank]

**Address**: [Leave blank]

**Contact Information**

**Notes**: (Leave blank)

### CASE STUDY 3: Nagano

**Standardised Form for Successors**

**Predecessor's Contact Information**

- **Predecessor's Name**: [Leave blank]
- **Japanese Name**: [Leave blank]
- **Address**: [Leave blank]
- **Fax Number**: [Leave blank]
- **Cell Phone**: [Leave blank]
- **Alternate Contact Details in Japan**: [Leave blank]
- **Name of Contact Person**: [Leave blank]
- **Emergency Contact**: [Leave blank]
- **Emergency Contact Phone Number**: [Leave blank]

**Base School/Office Profile**

- **Office Contact Information**: [Leave blank]
- **Name of Base School**: [Leave blank]
- **School's Address**: [Leave blank]
- **Fax Number**: [Leave blank]
- **Cell Phone**: [Leave blank]
- **Number of Staff**: [Leave blank]
- **Number of Teachers**: [Leave blank]
- **Number of Students**: [Leave blank]
- **Principal's Name**: [Leave blank]
- **Principal's Address**: [Leave blank]
- **General Information**: [Leave blank]
- **Facilities Available**: [Leave blank]
- **Closed Days**: [Leave blank]
- **Responsibilities of Office**: [Leave blank]

**Contact Person**

- **Name**: [Leave blank]
- **Role**: [Leave blank]
- **Address**: [Leave blank]
- **Fax Number**: [Leave blank]
- **Cell Phone**: [Leave blank]

**Additional Information**

- **Notes**: [Leave blank]

---

**Please submit by May 30th, 2008**

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**AJET-CLAIR-MEXT-MOFA-MIC Opinion Exchange Meeting**

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## Handover Procedures Report

### Base School Profile

**School Name:**

**School Location:**

**Telephone:**

<table>
<thead>
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<th>Subject</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
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<td>English</td>
<td>John Doe</td>
<td>123-456-7890</td>
</tr>
<tr>
<td>Japanese</td>
<td>Smith</td>
<td>987-654-3210</td>
</tr>
</tbody>
</table>

**School Information**

- **Name:**
- **E-mail:**
- **Website:**
- **Language:**
- **Number of Students:**
- **Number of Teachers:**

**School Facilities**

- **Number of Classrooms:**
- **Total Floor Area:**
- **Number of Computer Labs:**

**Computer Information**

- **Number of Computers:**
- **Number of Printers:**
- **Number of Projectors:**

**Gift Recommendations**

- **Appropriate Gifts:**
- **Suitable Item:**

### Base School Profile 2

**Additional Information**

**School Name:**

**School Location:**

**Telephone:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
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- **Appropriate Gifts:**
- **Suitable Item:**

---

**AJET-CLAIR-MEXT-MOFA-MIC Opinion Exchange Meeting**

17-18 November 2008
## Handover Procedures Report

### Items for Sale

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Condition</th>
<th>Asking Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1</td>
<td>Description 1</td>
<td>Condition 1</td>
<td>Asking Price 1</td>
</tr>
<tr>
<td>Item 2</td>
<td>Description 2</td>
<td>Condition 2</td>
<td>Asking Price 2</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

**Condition:** Please fill in any details or mechanical problems and give data sheet recent reports below.

### Additional Information

Please fill in any other information you would like to share your possession.

**Date:**

**City:**

**Name:**

**Contact:**
Handover Procedures Report
\[\text{引き継ぎ手順報告}\]

CASE STUDY: Shizuoka

Standardised Form for Successors

<table>
<thead>
<tr>
<th>Essential Information for Successors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Predecessor’s Contact Details</strong></td>
</tr>
<tr>
<td>Predecessor’s Name</td>
</tr>
<tr>
<td>Address</td>
</tr>
<tr>
<td>Home telephone</td>
</tr>
<tr>
<td>Work telephone</td>
</tr>
<tr>
<td>Mobile number</td>
</tr>
<tr>
<td>Fax number</td>
</tr>
<tr>
<td>Email address</td>
</tr>
</tbody>
</table>

| Pre-Departure Suggestions          |
| Where to stay                      |                                |
| What are you up in town            |                                |
| Who are you staying with           |                                |
| Where to wind up                   |                                |
| How to pack for Tokyo              |                                |
| Checklist                          |                                |

| General Job Responsibilities       |
| Teaching situation                 |
| Junior High                        |
| Senior High                        |
| A number of English classes        |
| Elementary                         |
| Real school only                   |

| A typical day at school            |
|                                    |
|                                    |

| G&T Recommendations                |
|                                    |

| Local Information                  |
|                                    |
|                                    |

| Housing Information                |
|                                    |
|                                    |

| Name of person                      |
| Relationship to you                 |
| Suggested language                 |
| Suggestion price range             |

| / |
| / |
| / |
| / |

AJET-CLAIR-MEXT-MOFA-MIC Opinion Exchange Meeting

17-18 November 2008