



Handover Procedures Report

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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:

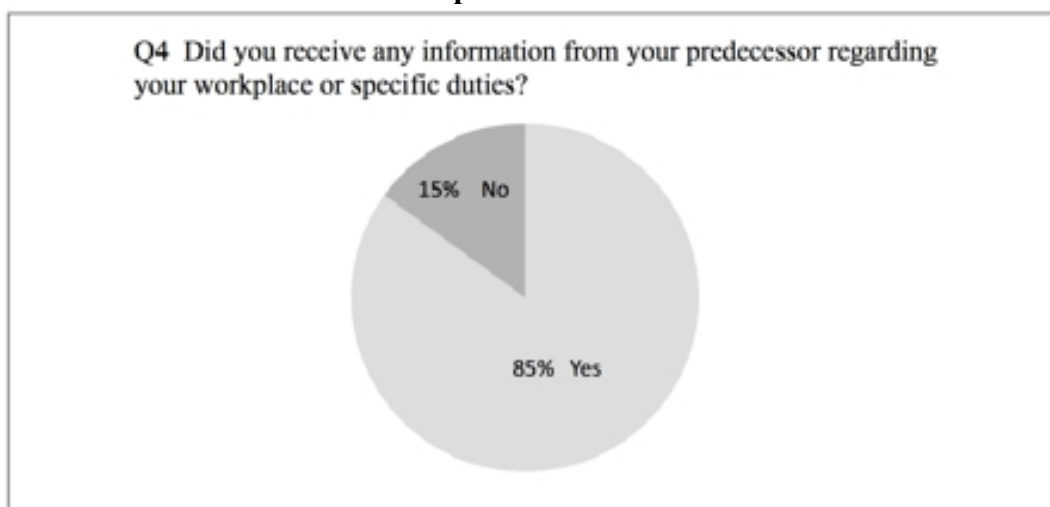
The data and analysis for this report is based on a survey conducted in October 2008. 496 JETs participated in this survey, with at least one respondent from each prefecture. 90% of respondents were ALTs while 10% were CIRs. Over half of all respondents were first year JETs (56%), 25% were in their second 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.

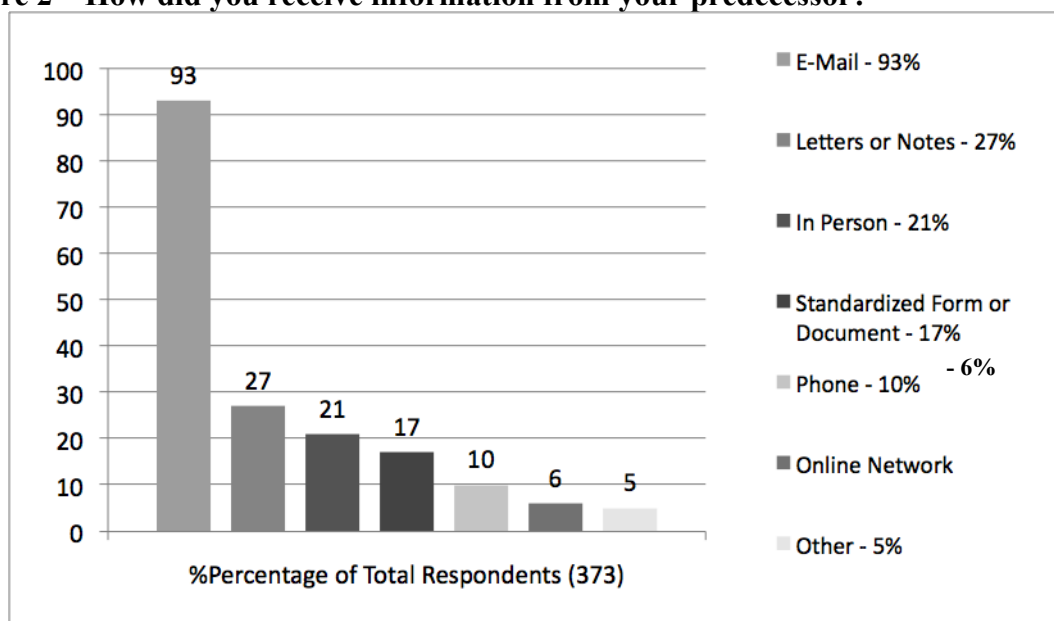
Figure 1 – Information received from predecessor



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:

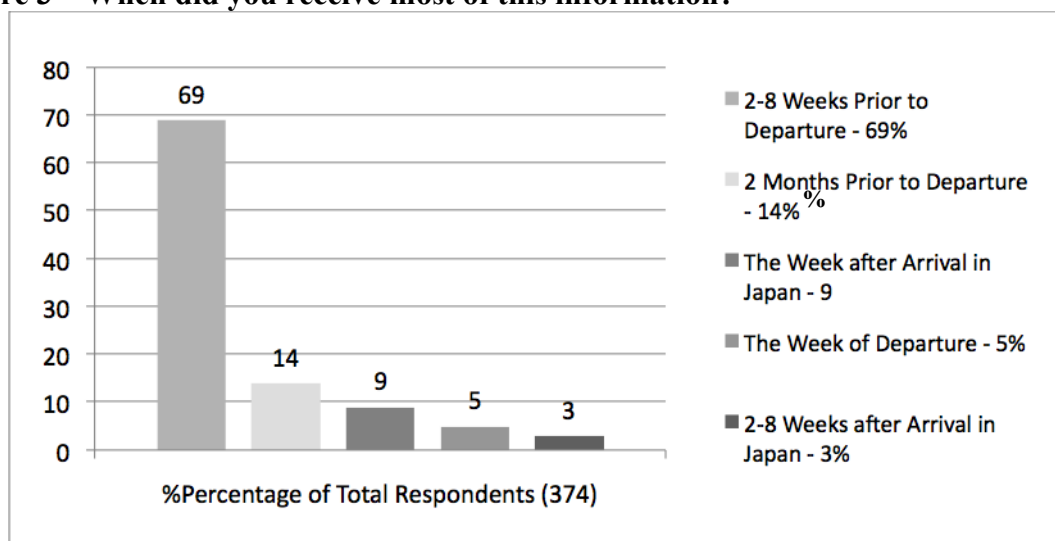
*My predecessor greeted me at the airport and helped me get settled in-- it was great.
(1st year ALT – Okinawa)*

Figure 2 – How did you receive information from your predecessor?



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

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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,

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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)

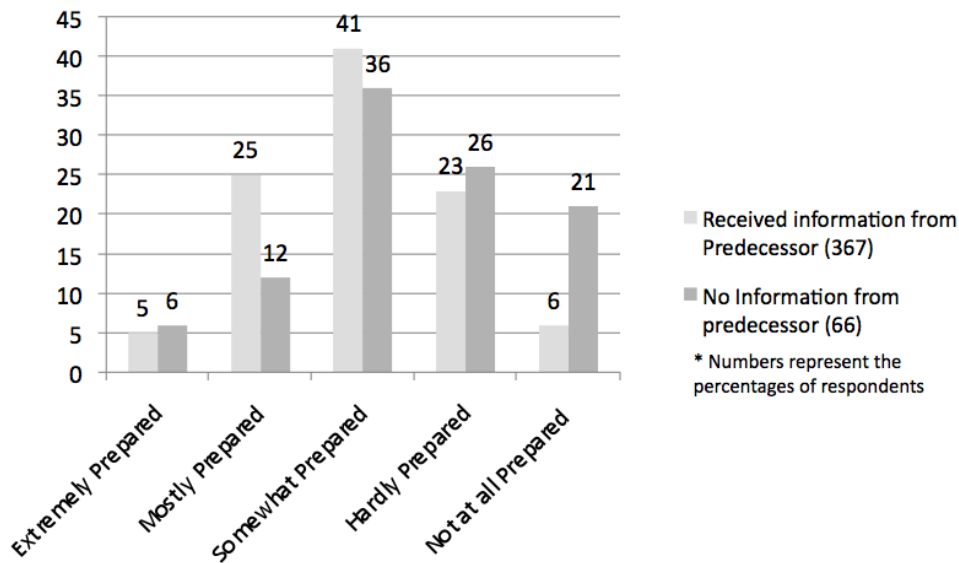
Yet, of all the respondents, the fact remains that more than 8% of new JETs are entering their jobs completely unprepared, while 23% are hardly prepared.

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**).

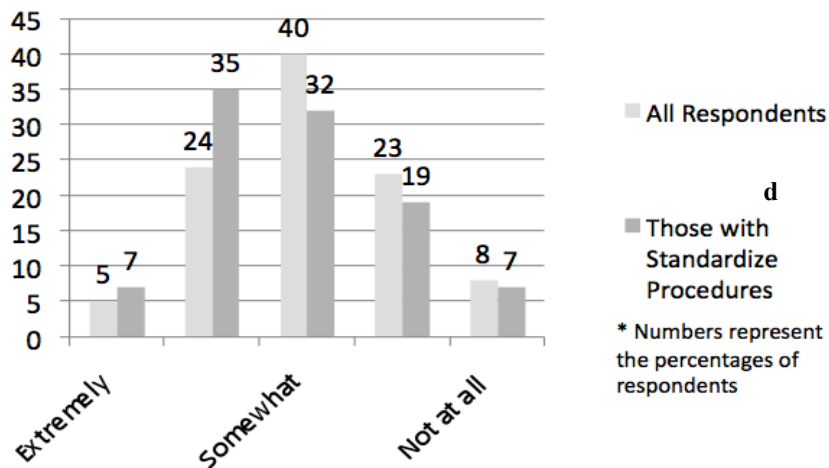
Figure 4 – Level of preparation of those who received information from predecessor and those who did not

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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.

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*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?

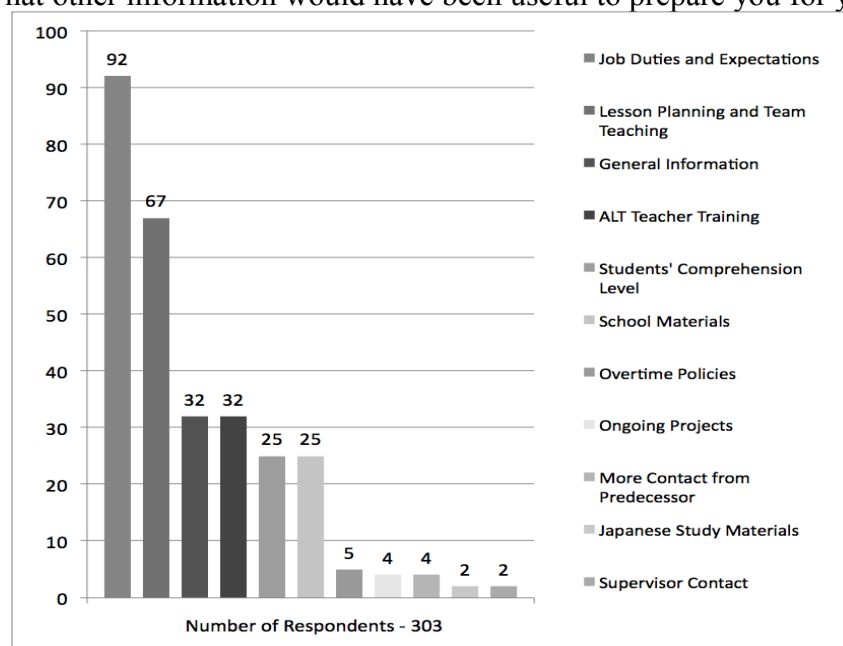
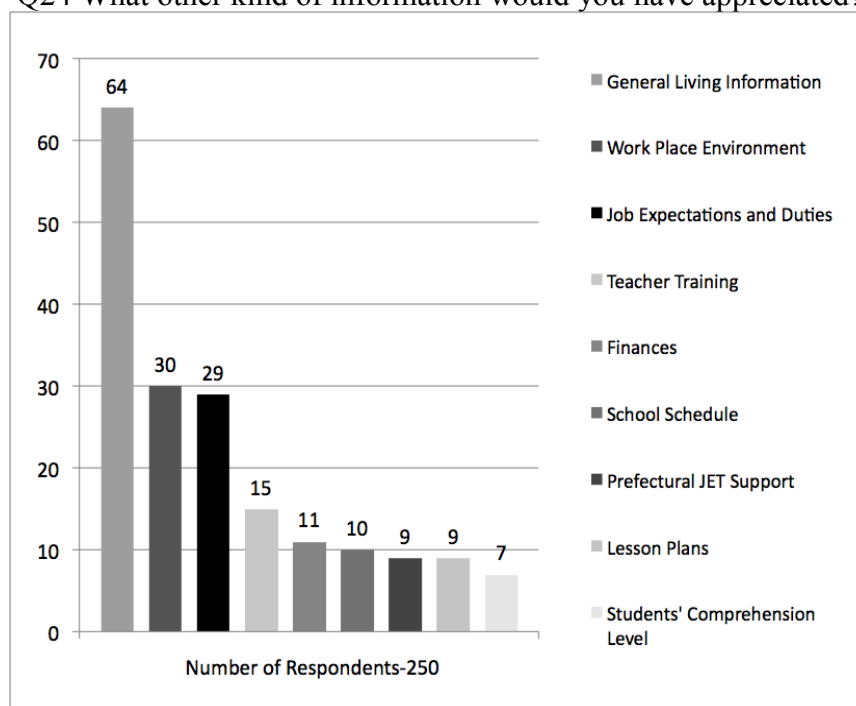


Figure 7 – Other appreciated information

Q24 What other kind of information would you have appreciated?



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

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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 phrase 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.

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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

Predecessor's name: _____
 Successor's name: _____
 Contracting Organisation: _____

Check as appropriate: Prefectural AIT Municipal AIT CIR

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

JET Programme Okinawa
What are your objectives here?

Predecessor Contact Information

Predecessor name: _____ Departing Japan on: _____
YYYY / MM / DD

Contact Information Until I Depart Japan

Address: _____
(see notes)

Home telephone: +81-98 _____ Fax: +81-98 _____
 Work telephone: +81-98 _____ Mobile: +81- _____
 Email address: _____

Contact Information After I Depart Japan

Address: _____
 Country: _____

Home telephone: country code + area code + number + _____ Fax: + _____
 Work telephone: + _____ Mobile: + _____
 Email address: _____

Alternate Contact Person in Home Country

Name of contact person: _____
 Relationship to predecessor: _____
 Address: _____
 Country: _____

Home telephone: country code + area code + number + _____ Work telephone: + _____
 Email address: _____

Additional Information

use this form only if you have more than one workplace

Work Schedule

Number of visiting schools: _____

Please give a simple weekly schedule of the schools or offices you visit:

Monday	am _____	pm _____	<input type="radio"/>
Tuesday	am _____	pm _____	<input type="radio"/>
Wednesday	am _____	pm _____	<input type="radio"/>
Thursday	am _____	pm _____	<input type="radio"/>
Friday	am _____	pm _____	<input type="radio"/>

Check here if schedule is the same every week

Person Who Sets My Schedule

Name: _____
 Position: _____
 Workplace: _____
 Contact telephone number: +81-98 _____

I am usually given my schedule _____ days in advance

Additional Information

use this form only if your base institution is an education office or board of education etc.

Base Institution Profile

Office Contact Information

Name of Base Institution: _____
 Address: _____
(see notes)

Telephone number: +81-98 _____ Fax: +81-98 _____

Staff Information

Number of staff: _____ if male / female

Name of Supervisor: _____ if male / female
 Supervisor's email: _____ Supervisor's personal email Shared office email
 Name of Director: _____ if male / female
 Name of Vice Director: _____ if male / female
 Names of helpful staff: _____ if male / female
 ...and their positions: _____

General Information

Work starts at: _____ Work finishes at: _____

Responsibilities at office during school term: _____

Responsibilities at office during school holidays: _____

Computer availability: None Shared computer available Personal computer available
 Accessible email sites: Hotmail Yahoo Gmail Personal office email address provided
 Email use: OK to email at work OK to email during breaks Personal emailing prohibited

Additional Information

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use this form only if you have a base school

Base School Profile

(page 1 of 2)

School Contact Information

School name and type: _____
 Address: _____ (zip code) _____
 Telephone number: +81-98 _____ Fax: +81-98 _____

Staff Information

Name of Coordinator: _____ if male if female
 Coordinator's email: _____ Coordinator's personal email Shared office email
 Name of Principal: _____
 Names of Vice Principals: _____ _____
 Name of English Dept Head: _____
 Names of helpful staff: _____ _____
 ...and their positions: _____ _____

School Information

Work starts at: _____ Work finishes at: _____ Lunch time: _____ ~ _____
 Number of students: _____ Students per class: _____ Number of English teachers: _____
 Ages taught: _____ Average no. of classes taught per week: _____
 School clubs available: _____
 Facilities available: _____
e.g. computer room, language lab etc.

Computer Information

Computer availability: None Shared computer Personal computer Can bring own laptop
 Accessible email sites: Hotmail Yahoo Gmail Personal school email address provided
 Email use: OK to email at work OK to email during breaks Personal emailing prohibited

Additional Information

use this form only if you have a base school

Base School Profile

(page 2 of 2)

What extra-curricular activities is the ALT involved in?

What school events and festivals are held each year?

What social activities do teachers usually participate in?

Briefly describe the school environment

Please give any other relevant information

make as many copies of this form as you need to provide information on each of your visiting schools

Visiting School Profile

(page 1 of 2)

School name and type: _____ Visits per month: _____
 Address: _____ (zip code) _____
 Telephone number: +81-98 _____ Fax: +81-98 _____

Name of Coordinator: _____ if male if female
 Coordinator's email: _____ Personal email address School/kit email address
 Names of helpful staff: _____ _____
 ...and their positions: _____ _____

Number of students: _____ Students per class: _____ Number of English teachers: _____
 Ages taught: _____ Average number of classes taught per week: _____
 Facilities available: _____

Additional Information

(page 2 of 2)

Gift Recommendations

In Japan, when you meet people who you are going to have to rely on for help or who you are going to be working with, it is customary to give them a small gift (known as omiyage in Japanese). Doing this upon your arrival will help you to make a good first impression and pave the way towards developing good relationships with the people you will be working with. Here is a list of the people you should get gifts for, suggestions of what to give them, and an idea of about how much you should spend.

Name of person or group of people (incl. number of people if group)	Their relationship to you (e.g. supervisor)	Suggested gift	Suggested price range
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥

Additional Information

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Local Information (page 1 of 2)

Area of Residence

Island → Island name: _____
Time and cost to mainland: ¥ _____

Okinawa mainland

General Information

Type of area: City Town Village

Name: _____

Population: _____ Map number: _____

Name of nearest city: _____ (map number: _____)

Time to nearest city: _____

Please briefly describe the local living environment:

Local Services

Time to nearest: Post office _____ Convenience store _____
Pharmacy _____ Hospital _____
Bank _____ Supermarket _____

key: airplane ferry bus car on foot

Local Information (page 2 of 2)

Local Services (cont.)

Recommended local recreational facilities: _____
(e.g. movies, sports etc.)

Recommended local cultural centres or sites: _____
(e.g. castle ruins, community centres, parks etc.)

Recommended local restaurants or hangouts: _____

Locally-Available Transportation

Monorail Nearest station: _____ Time to station: _____

Bus Nearest stop: _____ Time to stop: _____

Port Name of port: _____ Time to port: _____

Airport Name of airport: _____ Time to airport: _____

How do you get to your workplaces? _____

Do you recommend buying a car or scooter? Why? _____

key: airplane ferry bus car on foot

Housing Information (page 1 of 2)

General Information

Housing type: Separate house Apartment block Monthly rent: ¥ _____

Rooms: _____
1 _____ m by _____ m
2 _____ m by _____ m
3 _____ m by _____ m
4 _____ m by _____ m
5 _____ m by _____ m
6 _____ m by _____ m

Included free: Washing machine Gas stove Refrigerator Air conditioner Dryer
 Other (list): _____

On-site parking: Not available Available, cost per month: ¥ _____

Setup Costs

Deposit / bond (shūkū): ¥ _____ Not applicable

Key money (kaikin): ¥ _____ Not applicable

Rent in advance: ¥ _____ Not applicable

Real estate agent's fee: ¥ _____ Not applicable

Total: ¥ _____

IMPORTANT: This money MUST be paid before you can move in to your housing.
Apartment setup costs are very high in Japan, but they are unfortunately unavoidable. Please ensure you bring enough money to cover this and other setup costs for your first month in Japan.

Name of landlord or agent: _____

Contact telephone number: +81-98 _____

Additional Information

Housing Information (page 2 of 2)

Garbage Separation and Collection

Not applicable, garbage not separated

Collection day: _____

Burnable Non-burnable Glass Cans
Day: _____ Day: _____ Day: _____ Day: _____

Recyclable items Dangerous items Clothing PET plastic bottles
Day: _____ Day: _____ Day: _____ Day: _____
(books, cardboard, clothing, newspapers etc.) (fluorescent lights, broken glass, lighters, razors etc.)

Others (list): _____
Days: _____

Collection location: _____

Special bags required: No Yes (details): _____

Average Monthly Bills

Water: ¥ _____ Not applicable

Gas: ¥ _____ Not applicable

Electricity: ¥ _____ Not applicable

Phone line base charge: ¥ _____ Not applicable

Apartment maintenance: ¥ _____ Not applicable

Person Paying Bills After Predecessor Vacates Premises

Name: _____

Relationship: _____

Contact telephone: +81-98 _____

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use this form only if you are selling a car

Items for Sale: Car

Details:

Make: _____ Transmission: Manual Automatic

Year: _____ Compulsory insurance: ¥ _____ per month Note: optional insurance is strongly recommended

Model: _____ Optional insurance: ¥ _____ per month

Mileage: _____ km Shift: Full time Part time Full time Part time

Condition: (please list any damage or mechanical problems and give details about recent repairs made)

Included: Cassette player CD player Air conditioning Cup holders
 Pink fuzzy Hello Kitty steering wheel cover and matching accessory Hello Kitty hubcaps

Additional Information:

Photos:

(note: you can not insert digital images here)

Asking Price: ¥ _____ Negotiable Not negotiable

make as many copies of this form as you need to provide information on each of the items you are selling

Items for Sale: Other Items

Item	Description	Condition	Asking Price	Priority
			¥	<input type="radio"/>
			¥	<input type="radio"/>
			¥	<input type="radio"/>
			¥	<input type="radio"/>
			¥	<input type="radio"/>
			¥	<input type="radio"/>
			¥	<input type="radio"/>
			¥	<input type="radio"/>
			¥	<input type="radio"/>
			¥	<input type="radio"/>
			¥	<input type="radio"/>
			¥	<input type="radio"/>

Asking price for the lot: ¥ _____

Please inform me by _____ if you are interested in purchasing any of the above items

Additional Information:

Additional Information

Please include any other information you feel your successor should know:

Signature: _____ Date: _____

YYYY / MM / DD

Prefectural Advisor Use Only

Received: _____ Forwarded: _____

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CASE STUDY 2: Fukui

Standardised Form for Successors

**FUKUI BOARD OF EDUCATION
JET PROGRAMME HOME AND SCHOOL INFORMATION**

The following ALTs are asked to fill out this form:
 ◆ ALTs who are leaving JET ◆ ALTs wishing to stay at their school for a 3rd year
 ◆ ALTs who wish to transfer ◆ 4th year Elem. ALT candidates

1. ALT Information

Name: _____ Date: _____
 Nationality: _____ Year on JET: 1 2 3

2. Base School Information (5 pages)

Base School Name: _____ School Type: _____
 Address: _____

Is there a Visiting School?	Yes	No
School Name:	Frequency of Visits: _____	
Are there Elementary School visits?	Yes	No
How many schools?	Frequency of visits: _____	

Number of Students at Base Schools: _____ Male / Female %: _____

School Specialty: Curriculum: _____ n/a q
 Sports / Clubs: _____ n/a q

 English Department members (please indicate current ALT supervisor and Department Head):

Other English Speaking Staff: _____

Team Teaching Background: (feel free to append additional pages if you wish)

Lesson Planning: _____

In the Classroom: _____

Student Evaluation Procedures: _____

Students:

Level of English: _____

Interest in ALT's lessons: _____

Resources Used:



Typical Schedule / Hours / Grades / Special classes Taught:

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting						
1						
2						
3						
4						
5						
6						
Club Activities						

General Comments: (hours, clubs, holidays, sick days, school atmosphere, etc.)

Annual Schedule:

(E.g. Sports Day, Cultural Festival, Speech Contest, School Trip, Graduation, Entrance Ceremony, Teachers' Sports Day, School Cleaning Day, School Sketching Day, etc.)

Time of Year	School Event	ALT Involvement	Tips for Future ALT



Projects Initiated / continued: (feel free to include useful tips and advice)

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Extra Duties: (e.g. STEP Test certification, interview training, proof-reading exams, interview tests, etc.)

How would you describe the best-suited person for this position: (what attributes should they possess?)

Extra Comments: (please elaborate on any of the above topics)

5



Interest in ALT's lessons: _____

Resources Used: _____

Typical Schedule/ Hours/ Grades/ Special classes Taught:

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting						
1						
2						
3						
4						
5						
6						
Club Activities						

General Comments: (hours, clubs, holidays, sick days, school atmosphere, etc.)

7

2a. Visiting School Info (2 pages)

(Please copy and complete for each visiting school except elementary)

School Background:

Name: _____ School Type: _____

Location: _____

Days Visited: _____ Supervisor: _____

Number of Students: _____ Male / Female %: _____

School Specialty: Curriculum: _____ n/a q

Sports / Clubs: _____ n/a q

English Department: (including Department Head): _____

Other English Speaking Staff: _____

Team Teaching Background: (feel free to append additional pages if you wish)

Preparation: _____

In the Classroom: _____

Student Evaluation Procedures: _____

Students: Level of English: _____

6

3. Home Information (2 pages)

Name: _____ Date: _____

Nationality: _____ Year on JET: 1 2 3

Address: _____

Landline Phone Number: _____

Accommodation Type: House Dormitory Apartment Other: _____

Size: (number of rooms, etc.) _____

Tatami or Western style flooring: _____

Key Money/Deposit: ¥ _____ Other moving in expenses: _____

Monthly Rent Paid by ALT: ¥ _____ Includes: (water, gas, Internet etc.) _____

Is parking available? Yes No If yes, is it included in the monthly rent? Yes No

If paid separately, cost: ¥ _____

Monthly Bills: (how paid, average cost) _____

Who are the phone bills addressed to: _____

Who owns the phone line: _____

Who found your current accommodation? School You Other: _____

Is it considered yours or the school's? _____

Will it automatically pass to your successor? Yes No

Travel:

To Base School: Method: _____ Time Taken: _____

Comment: _____

To Visiting School: Method: _____ Time Taken: _____

Comment: _____



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Immediate Locality:

Neighbours / Near-by JETs:

Convenience: (nearby stores, restaurants, banks, post-offices, doctors, laundrettes, sports facilities etc.)

Other Information: (past difficulties, garbage pick-up, etc.)

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CASE STUDY 3: Nagano Standardised Form for Successors

Essential Information for Successors Prefectural (Senior High School) ALTs

JET PROGRAMME NAGANO

Predecessor's Name:

Successor's Name:

Contracting Organization:

Check as appropriate:

Prefectural ALT	Municipal ALT	OR
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Please submit by May 30th, 2008

Predecessor's Contact Information

Predecessor's name: Departing Japan on:

Contact information until I Depart Japan

Address:

Home Telephone: Fax Number:

Work Telephone: Cell Phone:

E-mail Address:

Contact information after I Depart Japan

Address:

Country:

Home Telephone: Fax Number:

Work Telephone: Cell Phone:

E-mail Address:

Alternate Contact Person in Home Country

Name of contact person:

Relationship to predecessor:

Address:

Country:

Home Telephone: Fax Number:

Work Telephone: Cell phone:

E-mail address:

Additional Information:

Work Schedule

Number of Visiting Schools: Use this form if you have more than one workplace

Please give a sample weekly schedule of the school or offices you visit:

Name of Office or School	Indicate Yes or No if the schedule is the same every week				
	Yes	No	Yes	No	
Monday	am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	pm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	pm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wednesday	am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	pm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thursday	am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	pm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friday	am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	pm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Person who sets my schedule:

Name:

Position:

Workplace:

Contact Phone number:

I am given my schedule days in advance.

Additional Information:

Base School/ Office Profile

Fill in this page only if your base institution is an education office, board of education or you are a CIR.

Office Contact Information

Name of Base Institution:

Address:

Telephone: 0081-26 Fax: 0081-26

Staff Information

Name of Supervisor: Male/Female

E-mail: Personal E-mail/Shared Office E-mail

Name of Director: Male/Female

Name of Vice Director: Male/Female

Number of Staff: Names of helpful staff: Male/Female Male/Female

General Information

Work starts at: Work finishes at:

Responsibilities at office during school term:

Responsibilities at office during school holidays:

Computer availability: None Shared Personal

Accessible e-mail sites: Hotmail Yahoo AOL Gmail Personal office e-mail provided

Time when e-mail use is ok: OK at work OK during breaks Personal e-mailing prohibited

Additional Information:

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Base School Profile

Fill in this page only if you have a base school

School Contact Information
School name and type: _____
Address: _____
Telephone: 81-26 _____ Fax: 81-26 _____

Staff Information
Name of Supervisor: _____ Male/Female
E-mail: _____ Personal Email/Shared Office Email
Name of Principal: _____ Male
Name of Vice Principal: _____ Female
Name of English Dept. Head: _____ Female
Names of other English Teachers: _____ Male/Female _____ Male/Female _____ Male/Female

School Info
Work starts at: _____ Work finishes at: _____ Lunch: _____
Number of students: _____ Students per class: _____ Number of English teachers: _____
Ages taught: _____ Average number of classes taught per week: _____
School clubs available: _____

Facilities available: _____
e.g. computer room, language lab, weight room, etc.

Computer Information
Computer availability: None Shared Personal Can bring own laptop
Accessible e-mail sites: Hotmail Yahoo Facebook Gmail Personal school e-mail provided
Time when e-mail use is ok: OK at work OK during breaks Personal e-mailing prohibited

What are the possible ways to get to school?
Mode of Transportation: _____ From where to where: _____ Approximate Time: _____

Additional Information: _____

Base School Profile 2

Additional information

Briefly describe the school environment: _____
School Rules/Expectation towards AET
Are there smoking rooms at the school? Where? _____
What dress code is expected of the ALT? _____
Are there any special rules of etiquette in the staff room? _____
How does your school deal with sick leave and vacation? _____
Things that are useful to know:
How do you get school supplies, materials for class, etc.? _____
What do you do at cleaning time? _____
Does your school receive English newspapers? If so, where are they kept? _____
Is there an English club? Number of people? When do they meet? _____
Non-Teaching Related Information:
What extra curricular activities is the ALT involved in? _____
What school events and festivals are held each year? _____
What social activities do teachers usually participate in? Is there a fee to participate in such activities? If so, how is this money paid? (e.g. from the monthly salary etc.) _____
Please give any other relevant information _____

Visiting School Profiles

make as many copies of this form as you need to provide information on each of your visiting schools.

School name and type: _____ Visits per month: _____
Address: _____
Telephone: 0081-26 _____ Fax: 0081-26 _____
Name of Supervisor: _____ Male/Female
Supervisor's e-mail: _____ Personal Email/Shared Office Email
Names of other English Teachers: _____ Male/Female _____ Male/Female _____ Male/Female

Number of students: _____ Students per class: _____ Number of English teachers: _____
Ages taught: _____ Average number of classes taught per week: _____
Facilities available: _____

What are the possible ways to get to school?
Mode of transportation: _____ From where to where: _____ Approximate Time: _____

Additional Information: _____

Gift Recommendations

In Japan, when you meet people who you are going to have to rely on for help or who you are going to be working with, it is customary to give them a small gift (known as *omiyage* in Japanese). Doing this upon your arrival will help you to make a good first impression and pave the way towards developing good relationships with the people you will be working with. Here is a list of the people you should get omiyage for, suggestions of what to give them, and an idea of about how much you should spend.

Name of person or group of people: (include number of people if group)	Their relationship to you	Suggested gift	Suggested price range
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥

Additional Information: _____

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Local Information

General Information

Type of Area: City Town Village

Name:

Population:

Name of Nearest City:

Area of Nagano Prefecture: North East Central South

Time to nearest city: by car by bus by train

Please briefly describe the local living environment:

Local Services

Post Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Closes at	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pharmacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ATM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convenience Store	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hospital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supermarket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
100 Yen Store	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Where is the nearest English-speaking doctor?
Office/Clinic Name:
Directions:

Where is the nearest English-speaking dentist?
Office/Clinic Name:
Directions:

Locally available transportation:

Bus station	<input type="text"/>	Time to station	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Train Station	<input type="text"/>	Time to station	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Local Information 2

Recommended local recreational facilities (gyms, swimming pools, etc.)

Name	Description	Time to facility			
		on foot	by car	by bus	by train

Recommended local cultural centers or sites:

Name	Description	Time to facility			
		on foot	by car	by bus	by train

Recommended local restaurants or hangouts:

Name	Description	Time to facility			
		on foot	by car	by bus	by train

Do you recommend buying a car or scooter? Why?

Which schools in the neighborhood also have an ALT

School Name	ALT Name	City/Town/Village

Do any other Japanese Teachers/ Co-workers live around you?

Name	Building Name

Housing Information

As far as you know, will the housing arrangements for the new JET be the same as t currently?

Yes No

General Information

Housing Type: House Apartment

check one: Private Landlord School/Municipality

Housing is owned by: Private Landlord School/Municipality

Do you have extra storage space, i.e. a storage shed or locker? Yes No

Rooms: Room Type (Kitchen, living, etc.) Approx Size in meter (Tatami? Y/N)

Room No.	Room Type	Approx Size (m by m)	Tatami? Y/N
1			
2			
3			
4			
5			
6			

Tatami mats are straw mats that are used as flooring in some rooms.

A small table with an electric heating device on the underside.

Items provided by the C.O. for the JET's use free of charge:

Washing Machine	Gas Stove	Fridge	Television	Kerosene Heater	A.C.	Kotatsu
-----------------	-----------	--------	------------	-----------------	------	---------

Check those that are applicable (Other(s):

On Site parking available: Yes No Cost per month:

Setup Costs

Deposit/bond (shikikin):	<input type="text"/>
Key Money (reikin):	<input type="text"/>
Rent in advance:	<input type="text"/>
Real Estate Agent Fee:	<input type="text"/>
Total:	<input type="text"/>

Important: This money must be paid before you can move in to your housing. Apartment set up costs are very high in Japan, but they are unfortunately unavoidable. Please ensure you bring enough money to cover this and other set up costs for your first month in Japan.

Name of landlord or agent:
Contact Telephone number:

Additional Information:

General Living Expenses

Average Monthly Bills

	Approximately ¥ per month	Not Applicable
Water	<input type="text"/>	<input type="checkbox"/>
Gas	<input type="text"/>	<input type="checkbox"/>
Electricity	<input type="text"/>	<input type="checkbox"/>
Sewerage	<input type="text"/>	<input type="checkbox"/>
NTT Phone	<input type="text"/>	<input type="checkbox"/>
Internet	<input type="text"/>	<input type="checkbox"/>
Apartment Maintenance	<input type="text"/>	<input type="checkbox"/>
Mobile/Cell Phone	<input type="text"/>	<input type="checkbox"/>
NHK TV bill	<input type="text"/>	<input type="checkbox"/>

Person paying bills after predecessor vacates the premises

Name:	<input type="text"/>
Relationship:	<input type="text"/>
Phone:	<input type="text"/>

Additional Information:

Paycheck Information:

What day of the month is payday?

How much money do you suggest bringing until your first payday?

Additional Information:

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Items for Sale

Car
 Details: Make: Year: Model: Mileage: km
 Sales tax/1st Estimate: every year(s)
(vehicle inspection certificate)
 Compulsory Insurance: Optional Insurance:

Condition: please list any damage or mechanical problems and give details about recent repairs made.

Included	Yes/No
Cassette	<input type="checkbox"/>
CD player	<input type="checkbox"/>
A.C	<input type="checkbox"/>
Cup Holders	<input type="checkbox"/>
Manual	<input type="checkbox"/>
Automatic	<input type="checkbox"/>
Seat Rack	<input type="checkbox"/>
Other	<input type="checkbox"/>

Additional Information:

Asking Price: Is it negotiable?

Item	Description	Condition	Asking Price

Please inform me by: Asking price for the list
If you want to purchase these things.
Additional Info:

Additional Information:

Please list any other additional information you would like to tell your successor.

Name: Date:

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CASE STUDY: Shizuoka

Standardised Form for Successors

Essential Information for Successors

Shizuoka Prefectural BoE

Predecessor's Contact Details

Predecessor's Name: _____ Date leaving Japan: ____ / ____ / 2008

Contact details:

Address: _____

Home telephone: +81- _____

Work telephone: +81- _____

Mobile number: +81- _____

Fax number: +81- _____

Email address: _____

Pre-Departure Suggestions

What to bring: _____
(What you can't get in Japan)

What not to bring: _____
(What you can get in Japan already)

What to send ahead: _____

How to pack for Tokyo
Orientation: _____

Other Pre-departure tips: _____

General Job Responsibilities

Teaching situation: (please circle all that apply)

Junior High	One-day school visit (One-shot)
Senior High	A number of regular schools
Elementary	Base school only

A sample weekly schedule

Monday	am	
	pm	
Tuesday	am	
	pm	
Wednesday	am	
	pm	
Thursday	am	
	pm	
Friday	am	
	pm	

A typical day at school:

Gift Recommendations

In Japan, when you meet coworkers or other people whom you will rely on for help, it is customary to give them a small gift (known as *omiyage* in Japanese). Doing this upon your arrival will help you make a good first impression and pave the way toward developing good relationships with the people with whom you will be working with. Here is a list of the people you should get *omiyage* for, suggestions of what to give them and an idea of how much you should spend.

Name of person or group	Relationship to you	Suggested omiyage	Suggested price range
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥

Housing Information

General Information on current housing

Type of accommodation: Apartment / Separate house / teachers housing (please circle)

Rent per month: ¥ _____

How far from home to school: _____
(Time / Distance / transport)

How far from home to nearest station: _____
(Time / Distance / transport)

General description of accommodation: _____

Local Information

General info (mark area on map with star) Type of area City / Town / Village (please circle)

Name of area: _____ Population: _____

Name of nearest major city: _____

(Time / Distance / transport) _____

Number of JETs in area: _____

Climate / temperature: _____

Other information about local living environment: _____

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General Information

Basic Introduction:

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