

EDU-Port Symposium for FY2023

“Expectation for Future International Cooperation in Education”

Tuesday, March 12, 2024

Activity report/successful case (1)



Internationalization and quality assurance of Tokkatsu aimed at fostering non-cognitive skills in Egypt

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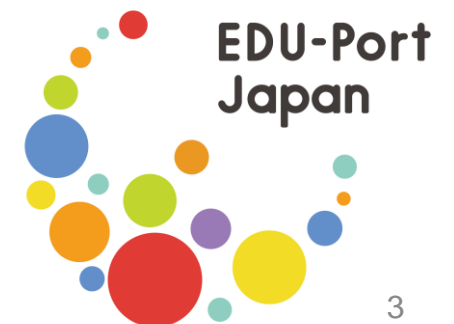
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1. Introduction

Overview of the research project

- The official name of this research is “Study on internationalization and quality assurance of extracurricular activities (Tokkatsu) aimed at fostering non-cognitive skills: Verification of the benefits of Tokkatsu in Egypt, a frontrunner in Japanese-style education “.
- The project was commissioned by a team led by the University of Tsukuba as part of the EDU-Port Japan (MEXT) “2023 Research Projects: Study on Sharing and Overseas Development of Learning Methods to Ensure Learning in Difficult-to-Predict Times”.
- The field study was conducted in Egypt (Cairo) from Saturday, December 23 to Monday, December 31, 2023





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EDU-Portニッポン

「非認知能力の育成に向けた特別活動の国際化と質保証に関する研究」

EDU-Port Japan

“Study on internationalization and quality assurance of Tokkatsu aimed at fostering non-cognitive skills”



Purpose of the study

- This project will examine the status of localization of extracurricular activities (Tokkatsu) introduced and conducted in elementary schools in Egypt and clarify the effect on non-cognitive skills (the ability to learn the necessary skills throughout life), said to be an element that supports individual and social well-being.
- In addition, in collaboration with Egyptian educators, we will develop a global standard Japanese-style education model based on international universality and ethics, through the creation of a diploma program aimed at quality assurance.

Purpose of the study

- Generating a synergistic effect with ongoing ODA projects in Egypt, with the cooperation of the Cairo Japanese School, the project will contribute to reinforcing a multi-layered network of human resources.
- Through collaboration with the Japanese Association for the Study of Extracurricular Activities, we aim to share the survey results with Japanese educational institutions and leverage them to the internationalization of education in Japan, as well as to generate knowledge that will contribute to the future improvement of education in countries known as the Global South.

The present situation of Tokkatsu in Egypt

Pioneer Schools
12 schools

Play responsible roles in class



Classroom meeting

Classroom guidance



Discussing students' own issues

Egyptian Japanese Schools
51 schools

Play responsible roles in class



Nicchoku
(daily coordinator)



Discussing students' own issues

Nationwide Schools
About 20,000 schools

Play responsible roles in class



Kakari (small group activities) /
Toban (chores)

Cleaning



Tokkatsu featured in NHK's Close-up Gendai (Today's Close-UP)



日直や掃除に給食当番...世界中で日本式教育が導入される理由「TOKKATSU」の意義とは？イスラム教とも相性がいい？【クロ現】 | NHK

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いま世界で、学級会や日直など日本式教育「特別活動（TOKKATSU）」に熱い視線が注がれている。「アラブの春」以降、混乱が続くエジプトでは大統領肝いりの政策として全国で導入され、子どもたちに革命的な変化が起きたと評されている。その効果とは？一方の日本ではいま特別活動が曲がり角を迎えている。働き方改革などから活動が削減されているのだ。世界を股に掛けた取材から子どもにとって大切な教育とは何か考え...more



<https://youtu.be/Ybb7yi5hM-Q?si=U6z9gwSZO063CEA5>

NHK Close-up Gendai (Today's Close-UP) (The first program featuring Tokkatsu was aired on December 6, 2023)

<https://www.nhk.or.jp/gendai/articles/4854/>

- Joint Paper
- Joint Conference Presentation
- Organizing Conference

- Higher degree programs
- Undergraduate compulsory subject of Tokkatsu

- Sharing the experience with other EJS, other schools

Framework of the EDU-Port Research Project

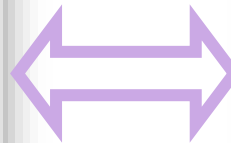
A. Joint development of the Tokkatsu diploma program

B. Effectiveness of non-cognitive skills development in primary schools

C. Interview on Localization of Tokkatsu

D. Activities to promote interaction between EJS and CJS

- MEXT EDU-Port Project of the Univ. of Tsukuba
- Research Project of JASEA (Japanese Association for the Study of Extracurricular Activities)



PADECO

- EJEP
- MOETE PMU & JICA Project
- EJS
- E-JUST
- Interested Universities
- Others



4 project leaders + 27 members

■ 京免徹雄 (筑波大学) Tetsuo KYOMEN (University of Tsukuba)



専門領域：特別活動、キャリア教育、比較教育学
Research Field: Extracurricular Activities, Career Education, Comparative Study
本研究における役割：全体統括、プロジェクトCリーダー
Role in the study: Principal investigator, Project C leader

■ 山田真紀 (楊山女学園大学) Maki YAMADA (Sugiyama Jogakuen University)



専門領域：特別活動、教育社会学
Research Field: Study of TOKKATSU, Sociology of Education
本研究における役割：プロジェクトBリーダー
Role in the study: Project B leader

■ 杉田 洋 (國學院大学) Hiroshi SUGITA (Kokugakuin University)



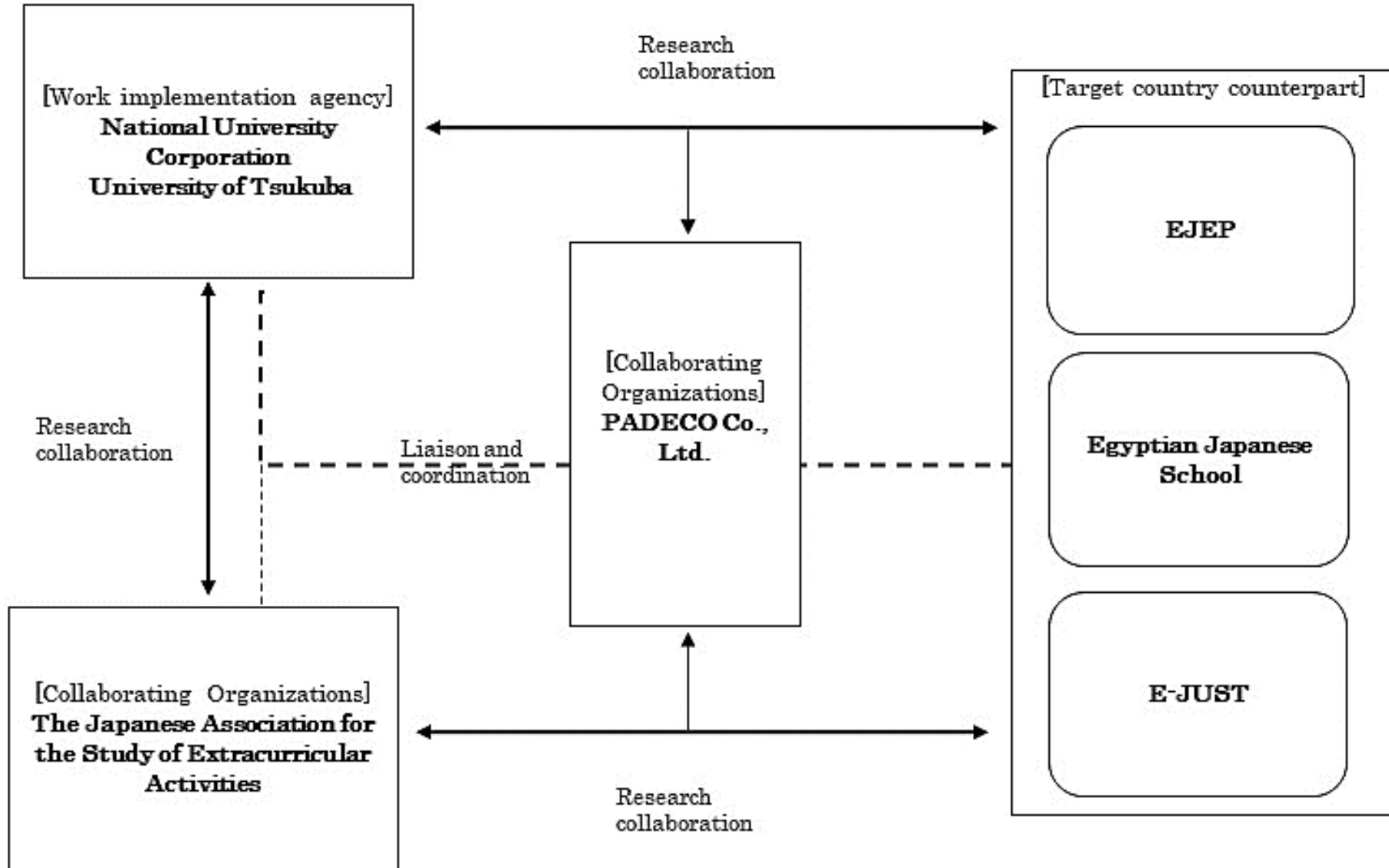
専門領域：Tokkatsu, Classroom Management, School Management
Research Field: Extracurricular Activities, Career Education, Comparative Study
本研究における役割：全体統括、プロジェクトAリーダー
Role in the study: Project A leader

■ 天野幸輔 (名古屋学院大学) Kohsuke AMANO (Nagoya Gakuin University)



専門領域：特別活動、道徳教育、いのちの教育
Research Field: Extracurricular Activities, Moral Education, Death and Life Education
本研究における役割：プロジェクトDリーダー
Role in the study: Project D leader

Operational Organization



2. Project A

Joint development of the Tokkatsu diploma program

The purpose of Project A

- Discuss details of the diploma program and its implementation structure with researchers from Egypt-Japan University of Science and Technology and Cairo University.
- Study the discussion process itself to find clues to building a “grassroots exchange” model for reciprocal and continuous learning led by practitioners and researchers.



The discussion process on the Tokkatsu diploma program

| | |
|--------------------------|--|
| December 2021 | Nine Tokkatsu Officers were certified. |
| September 2022 | The EJEP director general proposed the development of the Tokkatsu diploma program in Egypt. |
| June 2023 | 13 Tokkatsu Officers were certified. |
| July 2023 | The Egypt-Japan Education Partnership director general Prof. Hany Hilal visited Japan (and met responsible persons from Kokugakuin University, University of Tsukuba and the Japanese Association for the Study of Extracurricular Activities) |
| September 7, 2023 | The first online meeting was held between EJEP study and research project members and Egyptian officials |
| September 12, 2023 | An opinion exchange meeting was held with the education faculty committee of the Supreme Council for University, the Ministry of Higher Education of Egypt |
| October–November 2023 | Opinion exchange meetings (held on Oct.18, Oct. 30, Nov. 6, Nov. 16, and Nov. 28) |
| November 19, 2023 | A meeting between the priority research project and the EDU-Port study and research team was held. The Japanese side offered a proposal in relation to the Egyptian proposal on lecture and training courses |
| December 26 and 27, 2023 | An open training session for certifying Tokkatsu Officers, an event organized by Egypt-Japan University of Science and Technology A round-table discussion with Egyptian candidate universities, Signing of the Aide-mémoire |

The open evaluation process of the Tokkatsu Training and Certification System (TTCS)



(1) Classroom guidance in an open class



(2) Advice to teachers by the Tokkatsu officer



(3) A face-to-face meeting with evaluation committee members



(4) A grading standardization meeting

Events at Egypt-Japan University of Science and Technology



Presentations by participating institutions



Signing of the Aide-mémoire



Roundtable discussions



Group discussions

Some of the draft lectures and practices proposed by the Japanese side

| Code | Session name | Time | Style | Unit time | Class length (minutes) | | | |
|--------------|---|-------------|---------|-----------|------------------------|------------|-------|------------|
| | | | | | Theory | Practice | Field | Total |
| 1 | The goals and contents of Tokkatsu | 60 minutes | Lecture | 1 | 60 | | | 60 |
| 2 | The roles of Tokkatsu in holistic education | 60 minutes | Lecture | 1 | 60 | | | 60 |
| 3 | Japanese school life and Tokkatsu (1) (theory and practice) | 60 minutes | Lecture | 1 | 60 | | | 60 |
| 4 | Japanese school life and Tokkatsu (2) (theory and practice) | 60 minutes | Lecture | 1 | 60 | | | 60 |
| 5 | Teachers' guiding principle in Tokkatsu | 60 minutes | Lecture | 1 | 60 | | | 60 |
| 6 | Classroom meeting (theory) | 60 minutes | Lecture | 1 | 60 | | | 60 |
| 7 | Classroom guidance (theory) | 60 minutes | Lecture | 1 | 60 | | | 60 |
| 8 | Tokkatsu and lesson study | 60 minutes | Lecture | 1 | 60 | | | 60 |
| 9 | Preparing a guidance plan for a classroom meeting (seminar) | 120 minutes | Seminar | 1 | | 120 | | 120 |
| 10 | A guidance plan for classroom guidance (seminar) | 120 minutes | Seminar | 1 | | 120 | | 120 |
| 11 | A mock classroom meeting (seminar) | 120 minutes | Seminar | 1 | | 120 | | 120 |
| 12 | A mock classroom guidance (seminar) | 120 minutes | Seminar | 1 | | 120 | | 120 |
| Total | | | | 12 | 480 | 480 | | 960 |

3. Project B

Verification of Effectiveness of non-cognitive skills development in primary schools

The purpose of Project B

1. Analysis of classroom meetings

- See how children exercise and acquire non-cognitive skills before, during and after classroom meetings at Egypt-Japan Schools (EJS).
- Transcribe audio data and analyze lessons based on educational methodologies. In particular, visualize a scene of consensus building to look into its correlation with non-cognitive skills.

2. Participatory evaluation based on the Most Significant Change (MSC) technique

- Monitor a specific class to capture change in individual children and the group. Hold workshops for school teachers and parents or guardians to discuss factors of the most significant changes in children.

Participatory field observation of classroom meetings at three EJS schools



How to analyze the classroom meeting (prepared by Takuma Koizumi)

| | | | |
|--------------------|------------|--|--|
| Students' comments | White | | Opinions, questions and proposals by the facilitator |
| | Green | | Favorable opinions |
| | Red | | Unfavorable opinions |
| | Yellow | | Qualitative improvements (comments from which new ideas and values are created) They can be created from favorable or unfavorable opinions. |
| Teacher comments | Light blue | | Suggestions to encourage thinking (the teacher does not give an answer) |
| | Blue | | Instructions to clarify what to do (the teacher gives an answer) |
| | Purple | | Requests for students in hope of getting their answers (the teacher does not give an answer, but requests students to answer) |

Participatory field observation of classroom meetings at three EJS schools

Expressing the classroom meeting process in numbers

(1) The rate of interrelated comments (%) = the number of arrows / the total number of children's comments

The percentage of interrelated comments in the overall comments made by children

(2) The rate of teacher comments (%)

= the total number of the teacher's comments (in light blue + blue) / (the total number of children's comments + the total number of the teacher's comments)

The percentage of the teacher's comments in the overall comments (made by children and the teacher)

(3) The rate of teacher guidance (%) = the number of blue comments / (the total number of children's comments + the total number of the teacher's comments)

The percentage of the teacher's guiding comments in the overall comments (made by children and the teacher)

(4) The rate of qualitative improvement (%) = the number of yellow comments / the total number of children's comments

The percentage of comments in yellow in the overall comments by children

(5) The rate of no-response avoided (%) = (the number of opinions mentioned + the number of unfavorable responses and questions) / (the total number of opinions + the total number of unfavorable responses + the total number of questions)

The percentage of comments mentioned later in the total number of opinions (the number of opinions + the number of questions + the number of unfavorable responses)

A sample classroom meeting observation sheet

| 2023年 12月 25日(日) 参観者(小、泉) No.(2) | |
|----------------------------------|---------------|
| 導入・終末 話し合うこと(①・2・3) | 12:10~12:45 |
| 12月 司会 | 13月 22月25日 |
| 13月 13月 | 14月 13月 |
| 15月 32 | |
| 16月 地理 | 17月 13月 |
| 18月 11月 | 19月 13月 |
| 20月 13月 | 21月 13月 |
| 22月 13月 | 23月 13月 |
| 24月 13月 | 25月 13月 |
| 26月 13月 | 27月 13月 |
| 28月 13月 | 29月 13月 |
| 30月 13月 | 31月 13月 |
| 32月 13月 | 33月 13月 |
| 34月 13月 | 35月 13月 |
| 36月 13月 | 37月 13月 |
| 38月 13月 | 39月 13月 |
| 40月 13月 | 41月 13月 |
| 42月 13月 | 43月 13月 |
| 44月 13月 | 45月 13月 |
| 46月 13月 | 47月 13月 |
| 48月 13月 | 49月 13月 |
| 50月 13月 | 51月 13月 |
| 52月 13月 | 53月 13月 |
| 54月 13月 | 55月 13月 |
| 56月 13月 | 57月 13月 |
| 58月 13月 | 59月 13月 |
| 60月 13月 | 61月 13月 |
| 62月 13月 | 63月 13月 |
| 64月 13月 | 65月 13月 |
| 66月 13月 | 67月 13月 |
| 68月 13月 | 69月 13月 |
| 70月 13月 | 71月 13月 |
| 72月 13月 | 73月 13月 |
| 74月 13月 | 75月 13月 |
| 76月 13月 | 77月 13月 |
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| 94月 13月 | 95月 13月 |
| 96月 13月 | 97月 13月 |
| 98月 13月 | 99月 13月 |
| 100月 13月 | 101月 13月 |

| 2023年 12月 25日(日) 参観者(小、泉) No.(3) | |
|----------------------------------|-------------------------|
| 導入・終末 話し合うこと(①・②・3) | 12:20~12:45 35:10~35:20 |
| 51月 13月 | 52月 13月 |
| 53月 13月 | 54月 13月 |
| 55月 13月 | 56月 13月 |
| 57月 13月 | 58月 13月 |
| 59月 13月 | 60月 13月 |
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| 193月 13月 | 194月 13月 |
| 195月 13月 | 196月 13月 |
| 197月 13月 | 198月 13月 |
| 199月 13月 | 200月 13月 |



- Lower rates of teacher comments suggest a shift from a “classroom meeting organized and decided by the teacher” to a “classroom meeting organized and decided by children.”
- Higher rates of interrelated comments suggest a shift from a “classroom meeting where individual children assert their own opinions” to a “classroom meeting where children listen well to others and speak in relation to others’ opinions.”

Comparison of classroom meetings in the initial introductory period and five years later
(prepared by Takuma Koizumi)

| Stage | January 2019 | | December 2023 | |
|-------------------------------------|--------------|----------|---------------|----------|
| School | School A | School B | School C | School D |
| The rate of interrelated comments | 14% | 3% | 23% | 31% |
| The rate of teacher comments | 47% | 63% | 8% | 8% |
| The rate of teacher guidance | 22% | 21% | 8% | 8% |
| The rate of qualitative improvement | 17% | 17% | 14% | 27% |
| The rate of no-response avoided | 58% | 43% | 82% | 63% |

- The initial introductory period is characterized by high rates of Egyptian teacher comments. But the rate of teachers giving answers is low, and the rate of qualitative improvement is higher in Egypt than Japan.
- In 2023, Egyptian classroom meeting rates were close to the mean values of Japanese classroom meetings. But “the rate of teacher comments,” which can be controlled by teachers, was lower than the figure for Japan.

Comparison of mean values between Egyptian and Japanese classroom meetings

(prepared by Takuma Koizumi)

| School/year/grades | Egypt 2019 Lower grades | Japan 2023 Lower grades | Egypt 2023 Upper grades | Japan 2023 Upper grades |
|-------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| The rate of interrelated comments | 9% | 18% | 27% | 26% |
| The rate of teacher comments | 55% | 32% | 8% | 18% |
| The rate of teacher guidance | 22% | 19% | 8% | 14% |
| The rate of qualitative improvement | 17% | 15% | 21% | 22% |
| The rate of no-response avoided | 51% | 71% | 73% | 74% |

MSC-based participatory evaluation

- Participants

10 EJS teachers, 5 parents and 5 administrative officers (TOs)

- Steps

- (1) Teachers describe what changes have been observed and the reasons for the changes in a worksheet for “children,” “teacher” and “school.” (25 minutes)
- (2) Each group discusses what they think are the most significant changes and sums up their discussion. (30 minutes)
- (3) Each group presents the results of their discussion. (20 minutes)
- (4) A representative of the Japanese team makes a comment. (10 minutes)
- (5) The teachers write what they have learned through the discussions in their worksheet. (5 minutes)



The most significant changes observed after the introduction of Tokkatsu (Japanese-style education)

(prepared by Yukio Hirata)

| Group | Student | Teacher | School |
|-------------------------|---|--|--|
| Teacher A | <ul style="list-style-type: none"> - Became confident in themselves - Became inquisitive - Became able to make cooperative criticism, accept differences and resolve problems | <ul style="list-style-type: none"> - Have a long-term perspective and plan - Track children's performance - Promote educational processes | <ul style="list-style-type: none"> - The school was united as one team and community. |
| Teacher B | <ul style="list-style-type: none"> - Became cooperative and inquisitive, and began to show leadership - Became happy - Became able to express themselves freely | <ul style="list-style-type: none"> - Became able to improve and develop themselves - Became able to support children by different approaches and with alternative plans | <ul style="list-style-type: none"> - The school became a second home for children and teachers. - A healthy and new lifestyle was adopted. - Evaluations and improvements are carried out continuously. |
| Tokkatsu Officer | <ul style="list-style-type: none"> - Have developed a sense of responsibility - Became able to show stronger leadership - Have a greater sense of self-affirmation - Became able to accept others | <ul style="list-style-type: none"> - Became able to make better plans, considering colleagues' experiences - Became more thoughtful of each child's personality and feelings | <ul style="list-style-type: none"> - The school looks attractive to children. - The school can make a better plan in cooperation with parents. |
| Parent | <ul style="list-style-type: none"> - Became able to show leadership by taking on roles effectively | <ul style="list-style-type: none"> - Use diversified and new methods in giving classes and explanations | <ul style="list-style-type: none"> - The school listens to and uses others' opinions. |

Changes in children, teachers and schools

- **Children:** have improved qualities and capabilities as community members (citizens), and have developed a sense of self-affirmation and greater confidence in themselves, and can achieve self-fulfillment.
- **Teachers:** can give classes focused on children, while paying close attention to each child's personality, and can improve lessons and enhance professional abilities through stronger bonds among colleagues.
- **School:** became a place where children live together with others, who are different from themselves, an attractive place where they can propose and carry out what they want to do, and a school where teachers, children and parents work together as a team.

4. Project C

An interview on the localization of Tokkatsu

The purpose of Project C

- 1. Conduct an interview survey at Egypt-Japan Schools (EJS) and public schools (pioneer schools)**
 - Ask teachers and children about their understanding of Tokkatsu in interviews for the purpose of clarifying what activities and functions of Tokkatsu are and are not accepted, and how Tokkatsu are customized in the adoption process.
- 2. Investigate the training and certification programs for Tokkatsu Officers**
 - Conduct a participatory field observation of the training program and hold interviews with participants (TOs) at the Ministry of Education and Technical Education, training cooperation agencies and local administrative educational offices for the purpose of clarifying outcomes and challenges of the program as a quality assurance system.

The results of interviews with children

- The classroom meeting is good in that we can express opinions, do what we decide, and listen to opinions even if they are unfavorable.
- Daily coordinator is not necessary when everyone is quiet.
- I was recognized and thanked by others and became confident in myself.
- I learned to cooperate with others in and out of school.
- I learned to get over problems by talking with friends, and begin to have a different view of them.
- I used to have a scary image of teachers, but they became someone who thinks together and gives advice about what we are going to do.



The results of interviews with children

A sample interview with students (prepared by Takayuki Aiba)

| Question | student A | student B |
|--|--|---|
| Impressions of classroom meetings and resulting changes | <p>I am glad to <u>be respected</u>.</p> <p>Child: I can now <u>express my opinions</u>.</p> <p>Friends: We learned to <u>discuss problems</u>, rather than denying what others say. We <u>say good things</u> more than before.</p> <p>Classroom: We now <u>help with each other</u> like a family.</p> | <p>It was a bit hard at first because some people didn't listen to others.</p> <p>Child: I can now <u>express my opinions freely</u>.</p> <p>Classroom: I feel safe to say something in the classroom and <u>talk</u> about my worries more than before. I talk to my friends even outside the classroom meeting.</p> |
| Impressions of cleaning | <p>I was passive at first. But when I did cleaning, <u>everyone was happy</u>, and I felt motivated.</p> <p>I teach how to do it at home.</p> | <p>I am doing my best. I teach how to use brooms at home.</p> |
| Impressions of daily coordinator | <p>I am happy to <u>be respected</u> as a leader.</p> | <p>It's fun to <u>support</u> our teacher.</p> <p>I began to help my family at home.</p> |

The results of interviews with teachers

- Children became confident in themselves as they tried to understand and cooperate with each other and carry out activities with a sense of responsibility.
- In discussions, the role of teachers is to listen to children and wait. As a result, we came to understand what children were thinking.
- The Koran and Hadith mention the importance of cleaning, listening to other's opinions and talking with each other.



A sample interview with teachers (prepared by Takayuki Aiba)

| Question | Teacher C | Teacher D |
|---|---|--|
| The purpose and keywords of Tokkatsu | <p><u>Cooperation, participation, responsibility, expressing opinions, the ability to become happy, etc.</u></p> <p>For children's character building</p> <p>Personal relationships among children are also important.</p> | <p><u>Teamwork, behavior, confidence, etc.</u> Many of our students are active in nature. They will hopefully <u>be able to express their opinions</u>, and find someone to <u>talk to</u> about their worries.</p> |
| Activities of Tokkatsu that go or do not go well with Egyptian schools | <p>Easy - Morning meetings It is easy to set a daily goal.</p> <p>Difficult - Morning self-study (children don't stay quiet), cleaning (they have not done cleaning at home before)</p> | <p>It was easy to hold classroom meetings, imitating the way Japanese do. But it is a little hard for 4th to 6th graders. Cleaning is appreciated at home, too.</p> <p>But it is hard for me to keep myself from putting a word in discussions in the middle of a classroom meeting.</p> |
| Issues on decision by majority and pressure to conform | <p>If children have different opinions, I encourage them to talk to friends.</p> <p>If children are divided on a problem, I encourage them to persuade others.</p> | <p>If children are divided on a problem, I encourage them to talk and negotiate with each other. I sometimes ask them to put their opinions in the suggestion box and may talk about them.</p> |
| The outcomes of Tokkatsu | <p>Children got better understanding of classmates (through one-minute morning speech and other activities).</p> <p>More children became able to <u>fulfill responsibilities and cooperate with each other</u>.</p> <p>More children <u>became confident in themselves</u>.</p> | <p>Children learned to <u>behave with a sense of responsibility and have confidence in themselves</u>. They learned to talk softly instead of giving orders, <u>listen well to others</u>, and <u>help</u> teachers and other children.</p> <p>More children began to talk with each other, rather than disagreeing with everything, and to do activities in groups.</p> |

The results of interviews with Tokkatsu Officers

- We had not had opportunities to listen to or cooperate with others before. Individual children could not fully exercise their abilities. Tokkatsu has given a role to each child, and an opportunity to find and use their own abilities.
- Children learned not give in to pressure to conform, and a classroom culture of “accepting what others say” has been cultivated.
- In monitoring, we find bad points in teaching subjects, but good points in Tokkatsu.
- When I instructed teachers, I received feedback that they were teaching as written in the teachers’ guide.



Sample interviews with Tokkatsu Officers (TOs) (1) (prepared by Takayuki Aiba)

| Question | TO-E | TO-F | TO-G |
|--|--|--|---|
| The significance of Tokkatsu for Egyptian children | <p>Children do have their own abilities, but <u>were unable to use them properly.</u></p> <p>Giving the right instruction for each child helps with <u>character building.</u></p> | <p>Egyptians tend to assert themselves.</p> <p>Tokkatsu teaches us to <u>listen to and cooperate with others.</u></p> <p>Children have become able to listen to and cooperate with others.</p> | <p>It is one of the problems of Egyptian society that we do not have any opportunity to <u>listen to others' opinions.</u> We are learning from Tokkatsu that other people's opinions may be helpful for ourselves.</p> <p>Tokkatsu helps to improve children's ability to make a living.</p> |
| Adaptations of Tokkatsu at each school | <p>Interchanges among different grades and among parents</p> | <p>These days, we adapt morning self-study materials and morning meeting topics.</p> | <p>We even created activities that had elements common to the conventional Tokkatsu.</p> |
| Factors that keep Tokkatsu from spreading to ordinary schools | <p>An increase in burden.</p> <p>Egyptians do not have a specific image of Tokkatsu that is a custom of foreign culture.</p> | <p>Training is the biggest problem.</p> <p>Training is provided only partially and does not help participants understand the overall idea.</p> <p>There are not many training sessions.</p> | <p>We have many things unclear due to cultural differences.</p> <p>We feel resistance in changing things.</p> |
| Do Egyptian teachers have qualities necessary to do Tokkatsu? | <p>I don't know yet, but training is not adequate.</p> | <p>They can do if prepared, but the problem is that they are too busy.</p> <p>Tokkatsu can be a performance merely for demonstration.</p> | <p>EJS teachers have necessary qualities, but ordinary school teachers do not have adequate qualities because they don't receive enough training.</p> |

Sample interviews with Tokkatsu Officers (TOs) (2) (prepared by Takayuki Aiba)

| Question | TO-E | TO-F | TO-G |
|--|---|--|---|
| Are differences among schools and teachers taken as an issue? | This is not a so big problem. There may be differences in the way of consensus building. | We have the teachers' guide, so there are no wide differences. But teachers may change activities in their own ways. | Since the teachers' guide explain the steps, there is no major difference. There is no particular difference among teachers. |
| Engagement as a TO | I try to understand teachers' feelings when telling about Tokkatsu to schools. | I try to change things starting from my everyday life, such as by listening to others. | Training at public schools, guidance and consultation for EJS teachers, etc. |
| Abilities required for TOs | The abilities to flexibly understand others, find good points, and become a teacher's partner (pacemaker) | The ability to listen well to others, speak in an understandable manner as a role model, and grasp actual situations | The ability to communicate with others and provide information The ability to understand the philosophy of Tokkatsu and put it into practice |
| Difficulties with serving as TOs | Sometimes, I can provide guidance only a little bit because the number of classes has increased. | Teachers tend to do everything themselves. Competition among teachers brings disadvantages to children. | Tokkatsu teachers change every year, and we need to start from zero. This situation still has not changed. |
| The significance of being a TO in your own career | It helps me develop the ability to discuss with and listen to others. | I want to convey my opinions while working as a TO. | I noticed several changes in myself, such as thinking about minority people and talking to friends about my problems more than before. |

5. Project D

Activities to promote interaction between the Cairo Japanese School and Egypt-Japan Schools

The purpose of Project D

- Hold an exchange event for elementary school teachers from the Cairo Japanese School (CJS) and Egypt-Japan Schools (EJS).
- Deepen understanding about Tokkatsu and discuss the possibility of organizing joint school events, such as school plays and athletic meets, and exchange events for parents.
- Build a model framework for cooperation between Japanese and local schools from a series of processes, with an eye toward advancement of Japanese-style education.



Joint lesson study of classroom meetings

(1) Conduct a mock classroom meeting by all participants

- Subject: “Let’s decide a recreation activity for a group of elementary school children to enjoy together”
- The decision: “Janken (rock-paper-scissors) Train” (in the Egyptian way)

(2) Implement decisions

(3) Review activities after implementation

(4) Group interview

- Divide CJS and EJS teachers equally into two groups for review activities



Lesson study as an exchange model

- It is notable that members of the Japanese team expressed their opinions, taking into account the position of Egyptian participants. They responded to these remarks by saying things in consideration of the significance of exchange.
- They deliberately made it look like they were settling differences through discussions, trying to take in each other's good points and turn down improper points.

⇒ **Discussing how Japanese-style education should be like across national borders will help turn the current model into a more internationally open one.**



6. Conclusion

Suggestions about Future International Cooperation

- Explore a point of contact between the other country's culture (values) and Japanese-style education
- Convey and get them to understand the Tokkatsu “philosophy” of practice, not just the methods
- Pay attention to the negative aspects of Japanese-style education and learn with each other from “reverse import” of it
- Connect primary and secondary education with higher education junior in the Japanese style for the sake of quality assurance
- The impact of educational transfer of a “grassroots” model
- Overseas expansion of education through collaboration among government, practitioners and researchers

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Thank you for your attention.

