

Introduction of holistic education (Japanese-style Education) in Egypt

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Rie IWASAKI

Director, Basic Education Team 2

Japan International Cooperation Agency(JICA)

The encounter of Japanese-style Education and Egypt

The President of Arab Republic of Egypt decided to introduce Japanese-style education in Egyptian schools, when he visited a Japanese schools and observed the teacher and children's behavior in those schools.

Main differences between schools in Egypt and Japan

	General situation in Egyptian public schools	Japanese schools
Children's Capacity valued at school	Academic skills, cognitive skills	Building overall characteristic of children on not only solid academic ability, but also rich humanity and health body.
Teaching method	Mainly lecture from teachers (Top-down from teachers to students, passive)	Interactive between children and teachers, moreover, children learn and teach each other through interaction
learning	Focus on rote learning for exams	Learning through educational activities during daily classes, assessment not only the academic achievement, but also the holistic development of the child
Teachers' behavior	Authoritative, teacher is the one who teach the children	Try to understand the background of children's behavior, facilitate learning (not to lead children to learn)
Number of pupil in class	40 pupil per class based on the norm, however, 70-80 in reality	G1: maximum 35 pupil per class G2~9 : maximum 40 pupil per class
Feature of school facility	Set of combined desk and chairs designed for 3 to 4 students and heavy to move, no or limited playground,	Individual desks and chairs easy to move according to the activity, appropriate space for playground and gymnasium.

Context: Egypt-Japan Education Partnership (EJEP) was declared for the purpose of strengthening capacity of Egyptian youth to enhance prosperity, peace, stability and development of Egypt on Japan- Egypt joint statement in February 2016.

Summary: To provide comprehensive support for application and dissemination of Japanese education to whole Egyptian education system from early childhood, basic, technical to higher education through technical cooperation (hereinafter referred to as “TC”) and financial aid (Loan and Grant).

<https://www.mofa.go.jp/files/000136269.pdf>

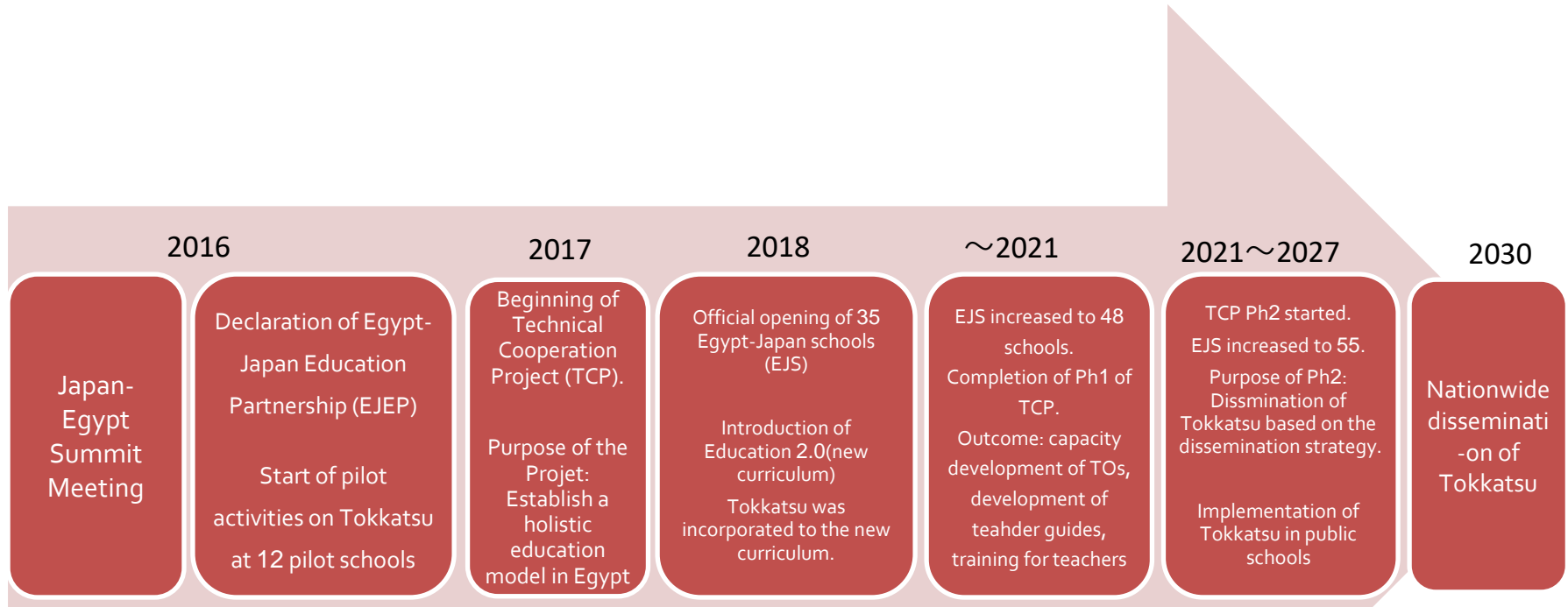
*Japan Overseas Cooperation Volunteers

** Senior Volunteer

【JICA’s assistance to each education stage in Egypt】

Early Childhood	TC (2017-)	JOCV* (1998-, more than 70)	To enhance ownership and healthy growth of Egyptian children through dissemination of “Learning through play” to nursery school in Egypt.	Human Resource Development	
Basic	TC (2017-)	Soft Loan (Budget Support)	JOCV * SV * *	Soft Loan (2017-)	
	To foster independence, cooperativeness, sociability and discipline, by introducing Japanese-style of education : “ Holistic Child Education Model ” known as “Tokkatsu+”.				TC
Technical	TC (2017-)	To promote human resource development through dissemination of practical and professional Japanese style of technical education.			To develop core human resource of Egyptian education through study and training in Japan.
Higher	TC (2008-2019)	Grant (2016, 2017 G/A)		<Research in Egypt-Japan University of Science and Technology (E-JUST)>	

Introduction of Japanese-style education in Egypt and its development



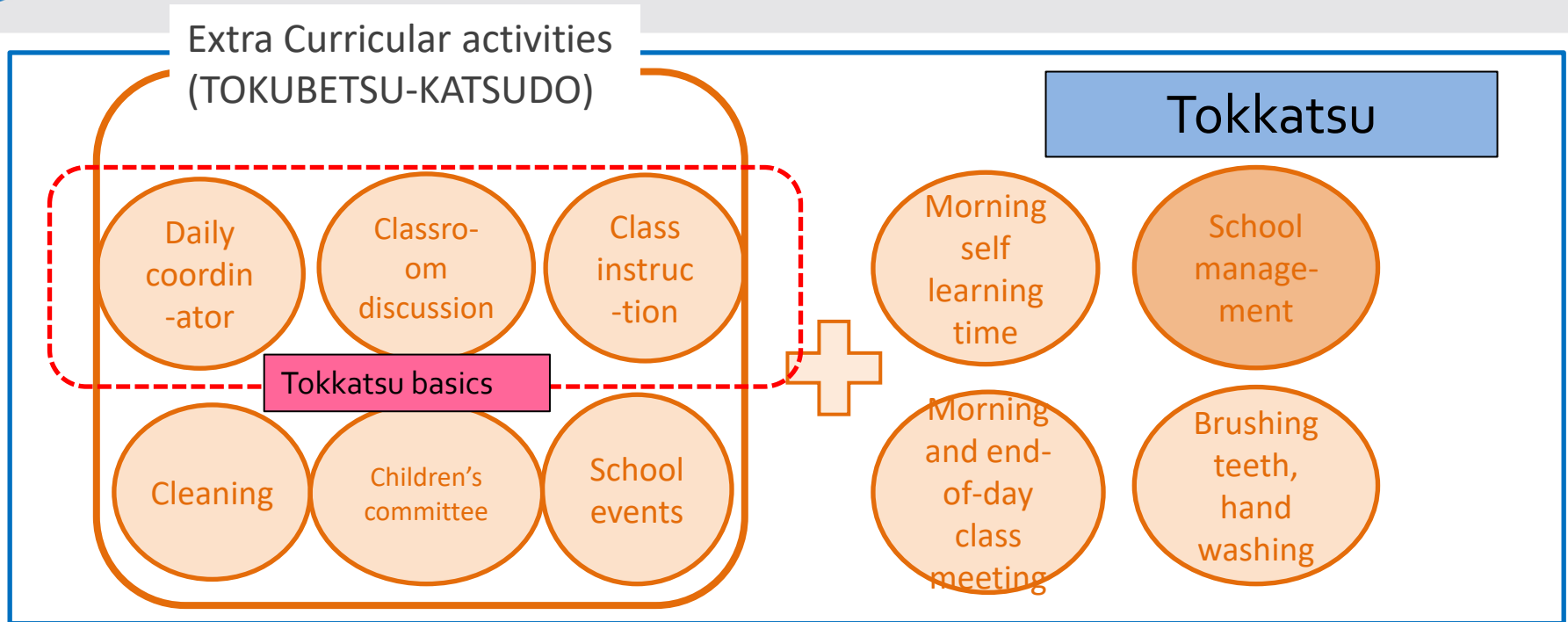
Classroom discussion



Daily coordinator

Pilot activities at pilot schools during 2016 to 2017

What is Tokkatsu?



The technical cooperation project aimed to introduce activities which are suitable with Egyptian culture and society rather than simply exporting what is done in Japan, through exchange with Egyptian counterparts and pilot activities. And the activities identified are called TOKKATSU,

- “Tokkatsu” includes variety of activities, such as daily coordinator, classroom discussion, class instructions, cleaning, school events and learning through play at kindergarten. EJS implements variety of Tokkatsu as model school.
- Other public schools implement Tokkatsu basic which is comprised of three activities namely, daily coordinator, classroom discussion, and class instructions, based on the new curriculum introduced from 2018.

Tokkatsu to be implemented once a week

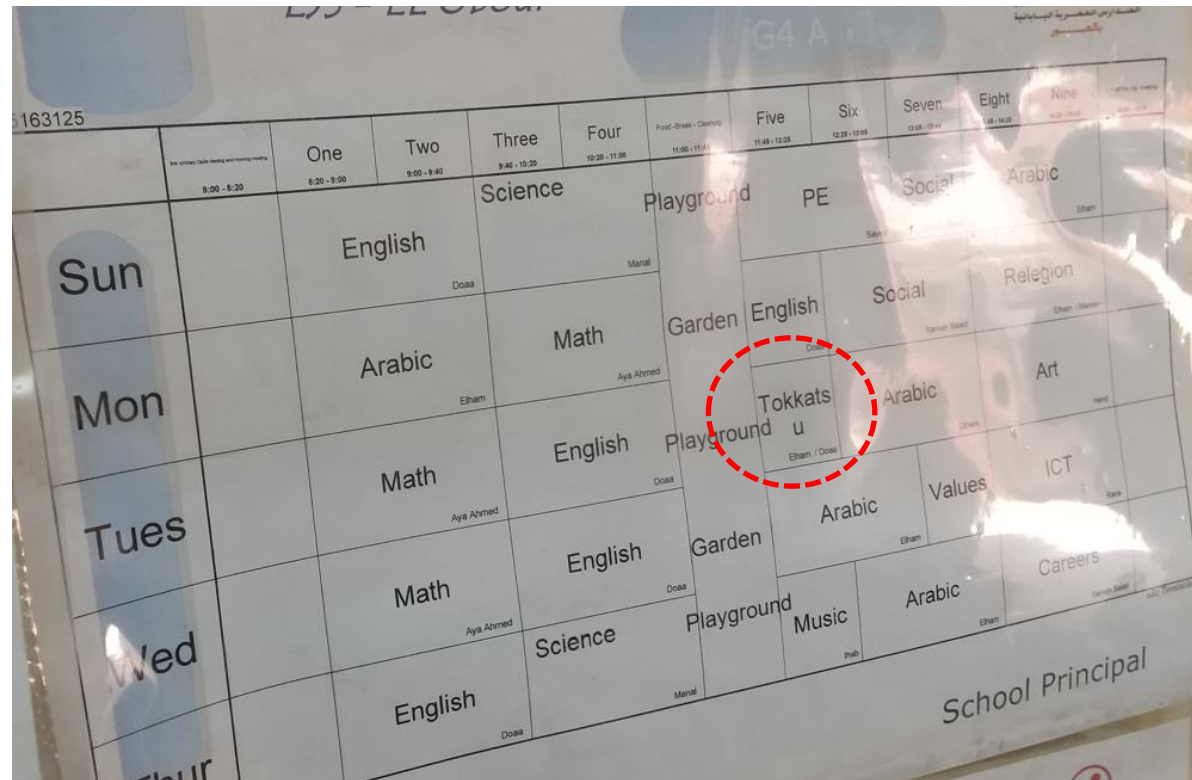
日/時間	8:00-8:45	8:45-9:30	9:30-10:15	10:15-11:00	11:00-11:30	11:30-12:15	12:15-13:00	13:00-13:45	13:45-14:30
日曜日	総合学習としてのアラビア語		英語		休み時間	総合学習としての算数		総合学習	
月曜日	総合学習としての算数		総合学習		休み時間	総合学習としてのアラビア語		体育	
火曜日	総合学習としてのアラビア語		総合学習としての算数		休み時間	英語		総合学習としてのアラビア語	
水曜日	総合学習		特活		休み時間	総合学習としてのアラビア語		総合学習	
木曜日	宗教		総合学習としてのアラビア語		休み時間	総合学習		総合学習としての算数	

出典：MOETE

Tokkatsu was incorporated in the new national curriculum to be implemented in all the national schools.

図 2-1 : EDU2.0 の時間割 (小学校 1-3 年生)

The actual school schedule of EJS Obour.



	One	Two	Three	Four	Five	Six	Seven	Eight	Nine
Sun	English	Arabic	Math	English	Playground	PE	Social	Arabic	Arabic
Mon	Math	English	Math	English	Playground	English	Social	Religion	Art
Tues	Math	English	Math	English	Playground	Arabic	Values	ICT	Arabic
Wed	English	Science	English	Science	Playground	Music	Arabic	Careers	Arabic

Egypt-Japan School (EJS)



Cleaning activity at EJS



Classroom discussion at EJS



Hand washing and brushing at EJS







Main Activities of the Technical Cooperation Project (1)

Human resource development: Capacity development of “Tokkatsu Officers(*)” and teachers at Egyptian schools



本プロジェクトチーム



図 2-14 : MT/TO の研修とワークショップの写真



出典：本プロジェクトチーム



図 2-12 : 新設校 (EJS) のための研修とワークショップの写真

朝の会の Training sessions in Japan 議

Training sessions in Egypt

* “Tokkatsu Officers” are education inspectors designated to train and monitor teachers in Tokkatsu implementation

National teacher training



Development of teaching and training Materials

- Teachers' guide on...
 - Tokkatsu Activities
 - Play-based Kindergarten life
 - School Operation Manual
- Monitoring Manual for Tokkatsu Officers
- Handbook for Tokkatsu implementation under Education2.0
- Video materials for teachers to implement Tokkatsu activities



Strong commitment by the Egyptian Government

- Incorporation of Tokkatsu in national curriculum
- Establishment of EJS and recruitment of its teachers
- Establishment of a structure designated to Tokkatsu implementation (PMU) and allocation of its personnels
- Recruitment and allocation of Tokkatsu Officers (TOs)
- Allocation of Japanese supervisors, experienced school principals and teachers
- Planning and conducting periodic training to teachers



Actual situation of Tokkatsu implementation and development

<Tokkatsu implementation and dissemination>

- **55 EJS** is established all over the country, and more than **16 thousands students** are implementing Tokkatsu at EJS.
- Moreover, more than 500 schools and 400 thousands students are introduced with Tokkatsu in public schools and starting to implement it, based on the national curriculum. (The project aims to introduce and implement tokkatsu to 1700 schools by 2027.)

<Human capacity development>

- More than 100 Tokkatsu officers were recruited and trained, more than 30 thousands teachers received training on Tokkatsu introduction.

<Behavior change of children and teachers>

- Teachers commented that “Children became cooperative”, “They can listen to opinion of others better.” Parents also commented that their children started to help actively at home, praise other friends as positive change.
- Moreover, teachers are acknowledging themselves that they are starting to value children’s holistic development and not only their academic achievement.



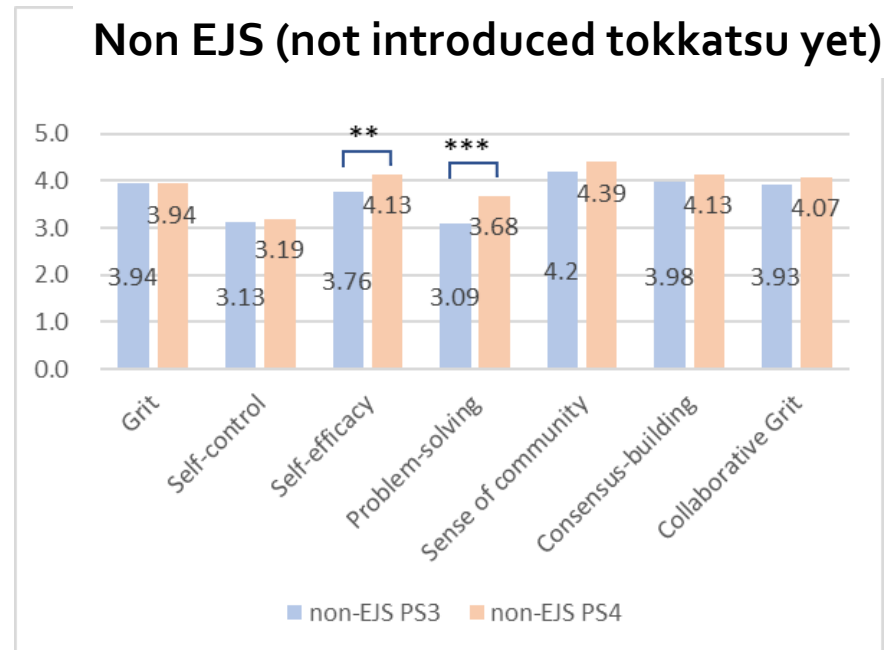
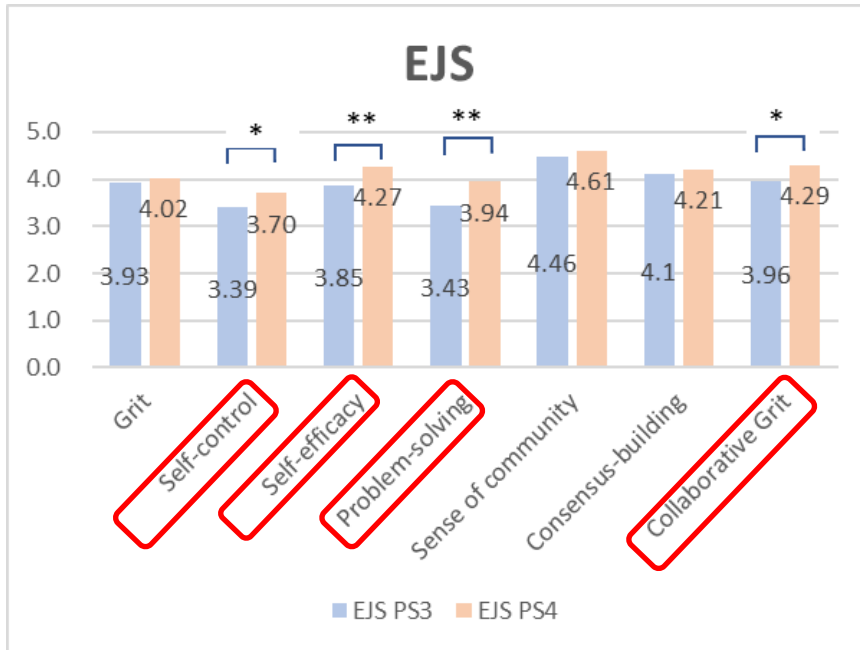
Non-Cognitive skills expected to nurtured through practicing Tokkatsu activities

Based on the discussion with the Ministry of Education in Egypt, the Project set seven non-cognitive skills (socioemotional skills) which are expected to be nurtured through practicing Tokkatsu activities.

The identified skills align with the core life skills that the Egyptian government aims to achieve through implementation of Educational reform Education2.0.

	Non-cognitive skills expected to nurture trough Tokkatsu implementation	Core life skills targeted in Education 2.0
1	Grit/Perseverance (粘り強さ)	Resilience
2	Self-control (自律性)	Self-management
3	Self-efficacy (自己肯定力)	
4	Problem-solving (問題解決能力)	Problem-solving
5	Sense of Community (帰属感)	Empathy, Respect for Diversity
6	Consensus Building (合意形成能力)	Communication, Negotiation, Decision Making
7	Collaborative Grit (共にやり抜く力)	Cooperation, Participation

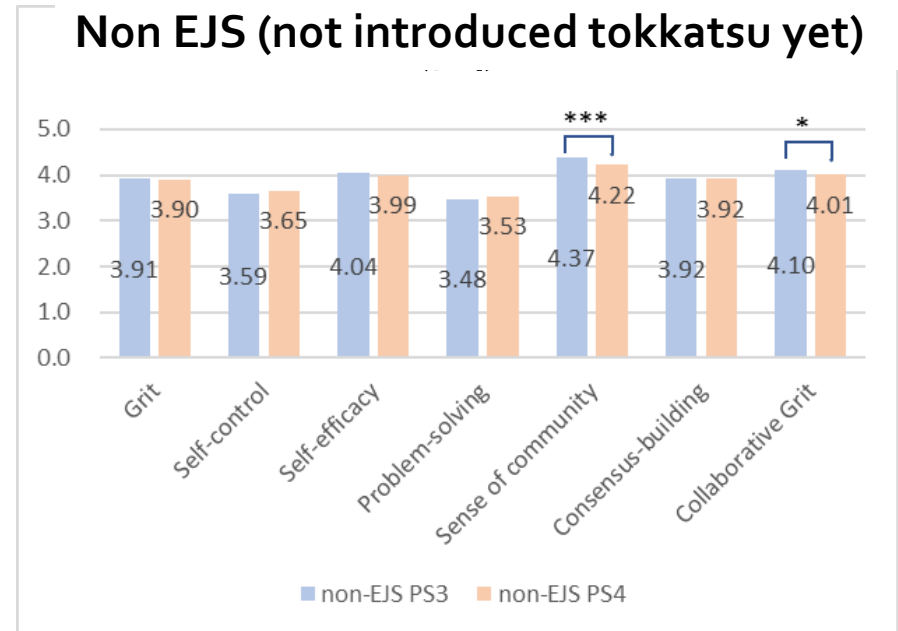
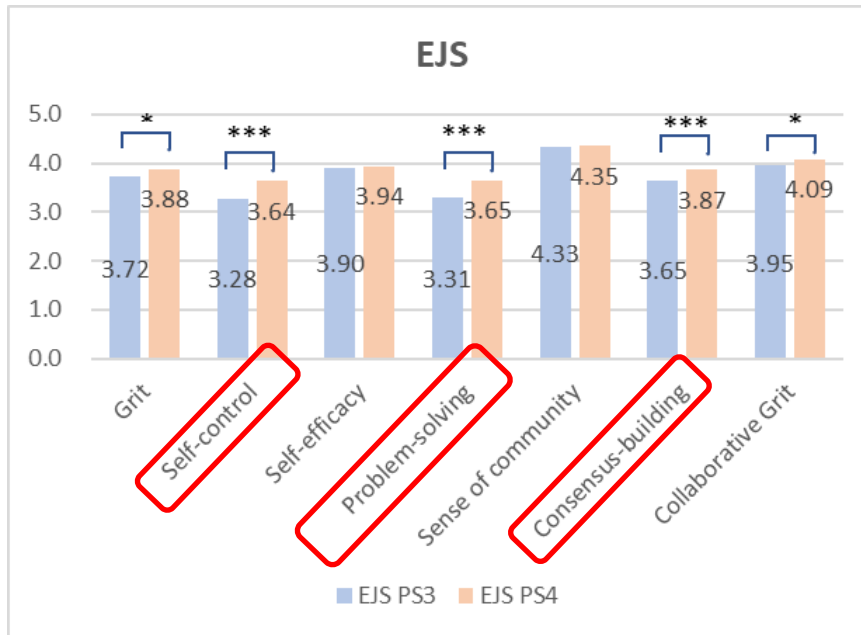
Improvement in non-cognitive skills through Tokkatsu implementation (response of **teachers**)



Significance level: * $p < .05$, ** $p < .01$, *** $p < .001$
 (number of response : EJS 84, non EJS 160)

- **Based on the responses from teachers at EJS, four (namely self-control, self-efficacy, problem-solving, and collaborative-grit) improved through tokkatsu implementation.**
- **As for non EJS schools, teachers responded only two skills, self-efficacy and problem-solving improved.**

Improvement in non-cognitive skills through Tokkatsu implementation (response of **parents**)



Significance level: * $p < .05$, ** $p < .01$, *** $p < .001$
 (number of responses : EJS494、 non-EJS 866)

- **Parents of EJS responded that five skills improved (self-control, problem-solving, consensus-building, grit, collaborative-grit).**
- **As for parents of non-EJS schools, there were no clear response of improvement.**

Future prospective

- Further human capacity development and implementation structure for sustainable Tokkatsu implementation and dissemination.
- Tokkatsu implementation at prep school level.(especially at EJS)
- Promotion of Tokkatsu implementation at public schools.
- Analysis on behavior change and impact on non-cognitive skills through Tokkatsu implementation.



References (some are only in Japanese)

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