



Introducing JICA's Practices of Holistic Education

- **International trends and the Assistance Landscape of Other Donor Agencies**
- **JICA's Policy**
- **JICA's Track Record**
- **Case Studies (Technical cooperation project)**
- **Case Studies (Knowledge Co-Creation Program (KCCP))**

International Trends

- The 2017 Educational Policy Review of the OECD (Organization for Economic Cooperation and Development) points out that the provision of holistic education, aiming to fully develop children's all-round personalities through a well-balanced nurturing of academic learning, morality and physical health, is a key factor in the success of Japan's education system.
- Non-cognitive skills - such as self-esteem, perseverance, the ability to cooperate, and leadership - play a crucial role in enabling children to develop and realize their talents and abilities throughout their lives, in addition to cognitive skills.
- Holistic education, which is associated with future outcomes of children to a similar extent as intelligence and is considered more responsive to effort and educational intervention than intelligence, deserves greater attention as a corrective to education systems that tend to overemphasize cognitive ability and academic achievement.



Trends in Assistance from Other Donor Agencies

UNICEF

- Since around the 2000s, UNICEF has been advocating the comprehensive concept of “Life Skills,” and this includes non-cognitive skills. (Due to the promotion of Life Skills Education, over 140 countries have incorporated it into their primary and lower secondary education curricula, and 70 countries have made it a compulsory subject.)

UNESCO

- In the field of education, UNESCO has set a comprehensive goal to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030.” Of the three educational strategy goals linked to the above objectives, two are related to non-cognitive skills.

USAID

- Social and emotional learning is established within the “2018 USAID Education Policy.”
- Eight case studies are being conducted into how social and emotional learning is being integrated into USAID’s basic education activities.



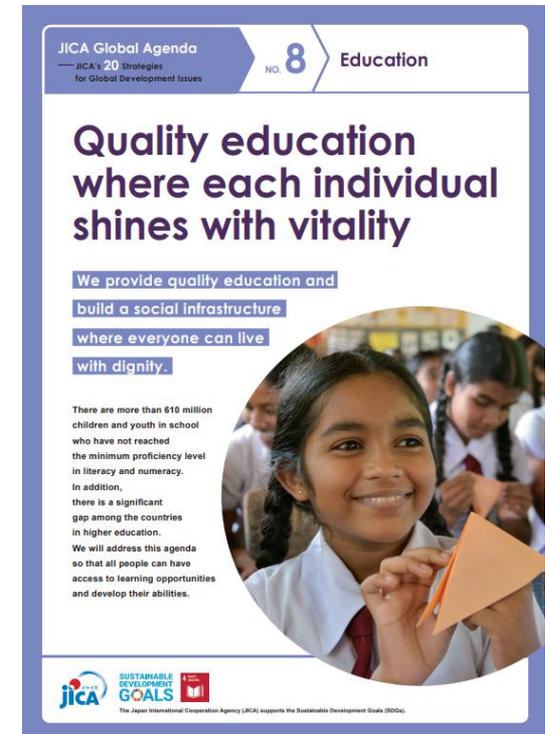
About the JICA Global Agenda

Three Policies for Cooperation in Basic Education under the JICA Global Agenda (GA)

- 1) Improving learning through the development of textbooks and learning materials
- 1) Cooperation with local communities and schools
- 2) Provision of education that leaves no one behind

The role of non-cognitive skills

1) Under the cluster for the improvement of learning through the development of textbooks and learning materials, in addition to the promotion of cooperation in the field of science and mathematics, in particular mathematics, this is defined in the learning process as the promotion of cooperation to address “the learning crisis,” with a focus on the improvement of “learning,” including social and emotional skills (non-cognitive skills) such as the cultivation of self-esteem and the ability to persevere in tackling difficult problems, cooperation and leadership developed through extracurricular school activities such as special activities (‘tokkatsu’).



The poster features the JICA logo at the top left, followed by the text 'JICA Global Agenda' and 'JICA's 20 Strategies for Global Development Issues'. A large number '8' is positioned next to the word 'Education'. The main title reads 'Quality education where each individual shines with vitality'. Below this, three blue boxes contain the text: 'We provide quality education and build a social infrastructure where everyone can live with dignity.' A circular photograph shows a young girl in a school uniform smiling and holding a piece of orange paper. To the left of the photo, a text block states: 'There are more than 610 million children and youth in school who have not reached the minimum proficiency level in literacy and numeracy. In addition, there is a significant gap among the countries in higher education. We will address this agenda so that all people can have access to learning opportunities and develop their abilities.' At the bottom left, the JICA logo is accompanied by the 'Sustainable Development Goals' logo, specifically goal 4 (Quality Education). A small note at the bottom right says 'The Japan International Cooperation Agency (JICA) supports the Sustainable Development Goals (SDGs)'.

JICA Initiatives

- As a contribution to the development of non-cognitive skills through holistic education, JICA is currently implementing technical cooperation projects, mainly in Islamic countries. (e.g., holistic education, Special Activities (*tokkatsu*)).
- Since 2003, the JICA KCCP Course “Holistic Education: The Japanese Hands-on Approach” has been implemented in Malaysia, Mongolia, Palestine, Egypt, South Africa, Ghana, Madagascar and other countries.
- The development of non-cognitive skills is important in the support of holistic education, and JICA’s contribution includes a number of ongoing projects.

Scheme	Main content
Japan Overseas Cooperation Volunteers (1966～)	Infant education, primary school education, youth activities, physical education, music, etc.
Grassroots Technical Cooperation Projects	Art, physical education, juvenile rehabilitation, prevention of delinquency, introduction of “Environment” as a subject, understanding of and cooperation with others, fostering of awareness of norms, life skills, etc. <ul style="list-style-type: none"> ■ Indonesia “Project to Establish ‘Environment’ as a Lower Secondary School Subject and to Support the Spread of Environmental Education” ■ Jordan “Project To Build a Structure and Implement Special Activities (<i>tokkatsu</i>) for the Purpose of Encouraging Sociability”
Public-Private Partnership	India “Preparatory Survey on BOP Business for Picture Books through Reading Out Loud Activities”
Technical Cooperation Projects (Non-Cognitive Skills)	<ul style="list-style-type: none"> ■ Egypt “Project for Enhancement and Dissemination of Tokkatsu Models” ■ Malaysia “Project for Promoting Holistic Education” ■ Jordan: “Project for Promoting Positive Learning Environment for All Children”
KCCP	<ul style="list-style-type: none"> ■ Holistic Education: The Japanese Hands-on Approach

【Case studies of Support】 Technical Cooperation Project to Support Holistic Education in Egypt

Phase 1 (2017-2021) :

The Project for Creating Environment for Quality Learning

- In Egypt, where education has traditionally placed strong emphasis on academic achievement, special activities (*tokkatsu*) were introduced to promote the development of autonomy, cooperativeness, social skills, discipline and other qualities. The initiative aimed to pilot and disseminate a “holistic education” model that fosters well-rounded development - including character formation and physical well-being- through implementation in approximately 90 pilot and newly established schools.
- Introduction of the *Tokkatsu* model (daily duty rotation, class meetings, homeroom guidance) and the formulation of dissemination guidelines, the establishment of standard specifications for school facilities and equipment, and the implementation of capacity-building measures for personnel of the Ministry of Education and target schools (training locally and in Japan), etc.
- Introduction of *Tokkatsu* into the curriculum. Among the surveyed students, 91% of third-grade primary students and 61% of first-year lower secondary students responded that “their school is improving.” In addition, 79% of parents reported positive changes in their children. Furthermore, 100% of principals and 91% of teachers evaluated that “positive changes have been observed in the school.”



Practicing hand-washing



Classroom discussion

【Case studies of Support】

Technical Cooperation Project to Support Holistic Education in Egypt

Phase 2 (2021-2027) :

Project for Enhancement and Dissemination of Tokkatsu Models

- The project aims to strengthen the institutional framework and establish mechanisms necessary for the sustainable implementation and scaling up of the Tokkatsu model developed in Phase 1, with the goal of gradually expanding it to general schools (approximately 18,000 schools).
- Over 30,000 teaching staff and others have already undergone training, and activities to disseminate *Tokkatsu* nation-wide are currently ongoing.



Cleaning the classroom



A school event

【Case studies of Support】 Cooperation Project in Jordan

● Technical Cooperation : Project for Promoting Positive Learning Environment for All Children (2021~2025)

- The influx of refugees and other factors have resulted in overcrowded classrooms and reduced class hours, further reducing the quality of education. In addition, challenges such as bullying, school violence, and discrimination have emerged, contributing to an increase in school dropouts.
- Through the implementation of pilot activities to introduce the “Positive Learning Environment (PLE) Model” aimed at promoting continued school attendance in Amman, and the northern and southern regions, the project seeks to establish a framework for scaling up the PLE Model that contributes to student retention, thereby facilitating its expansion beyond pilot schools.



A Class Meeting



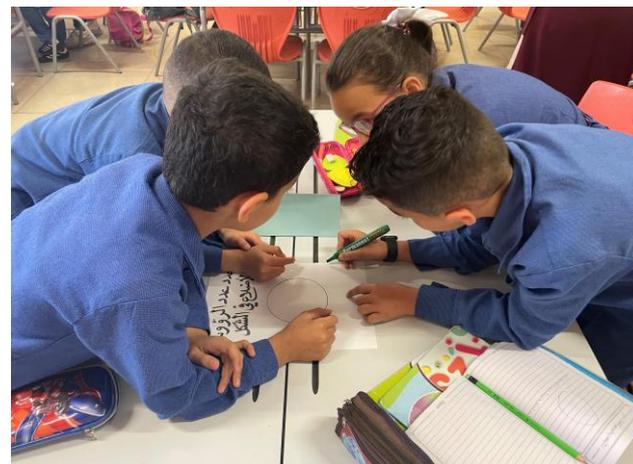
Knowledge-sharing session with Japanese education stakeholders

【Case studies of Support】

Cooperation Project in Jordan

● Grassroots Cooperation : Project to Establish a Foundation for the Continued Implementation and Dissemination of Tokkatsu (Special Activities) (Implementing Organization : NPO Kokkyo Naki Kodomotachi) 2023~2025

- Implemented with the aim of establishing a foundation to enable the promotion and continuation of Special Activities (Tokkatsu) in Amman and other target areas, through the training of teachers and Board of Education staff as Special Activity instructors, and by expanding opportunities for parents and guardians to participate in school activities.
- Participants engaged in exchanges with Japanese teachers and local boards of education and shared knowledge and experiences related to the implementation of Tokkatsu (Special Activities) in Japan.



A classroom discussion



Training by Japanese experts

【Case studies of Support】 KCCP “Holistic Education: The Japanese Hands-on Approach”

【Case summary】

- The aim of this project is for participants, after studying the framework, theory and practice of holistic education in Japan (including Special Activities or Tokkatsu) at the kindergarten/nursery school, primary and lower secondary levels and its cross-curricular characteristics, to create a workable action plan suited to the circumstances of their own country, through a comparison with and analysis of the target region of each country and thus contribute to the holistic cultivation of non-cognitive/socio-emotional skills.

【Content of Training】

(About 2 to 3 weeks, training implemented throughout Japan)

- Participants observe and study the characteristics of, approach to and classes in, holistic education in Japan through observation of the Japanese educational system (from kindergarten/nursery school to lower secondary school) and lectures by/discussions with experts (university professors and teaching staff at kindergarten/primary and lower secondary schools).
- Participants learn how to draw up lesson plans for holistic education (including the non-cognitive sphere) and engage in hands-on practices.
- Participants learn about the role of the teacher and school education in developing the child’s non-cognitive skills, and about teacher training and how to enhance teaching skills.
- Participants compare the differences between the Japanese approach and that of their own country, and analyze the strengths, weaknesses and problems of each.
- Participants draw up a workable action plan aimed at the development and dissemination of holistic education in schools in their own country.



Participants watch a film on the Japanese educational environment, and also engage in an exchange of opinions with Japanese teaching staff.



Observation of a kindergarten/nursery school

【Case studies of Support】 KCCP “Holistic Education: The Japanese Hands-on Approach”

【Comments by trainees】

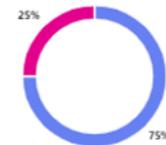
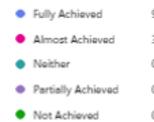
✂ With respect to overall achievement of the objectives, all trainees responded that they were either very satisfied or satisfied. (See left)

Some individual comments are given below.

- I was able to grasp a comprehensive understanding of the Japanese hands-on practices.
- I was able to understand Japan’s strengths in holistic education, and I was also able to understand the importance of building trust and relationships.
- I was able to gain knowledge that I want to apply in my own country.
- If there are any teacher training programs or teacher education courses that feature training in holistic education, I would like to study the structure and content as well.

5. I have achieved the course objective.

[詳細情報](#)



6. The knowledge and experience gained from this program can be fully utilized in my work.

[詳細情報](#)



