

**Ministry of Education and Technical Education
Arab Republic of Egypt**

**The Project for Creating Environment for
Quality Learning**

Project Completion Report

November 2021

JAPAN INTERNATIONAL COOPERATION AGENCY

**PADECO Co., Ltd.
International Development Center of Japan Inc.**

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Contents

Executive Summary	vi
1. Basic Information of the Project.....	1
1.1 Country.....	1
1.2 Title of the Project.....	1
1.3 Duration of the Project (Planned and Actual)	1
1.4 Background (from Record of Discussions (R/D)).....	1
1.5 Overall Goal and Project Purpose (from Record of Discussions (R/D)).....	1
1.6 Implementing Agency	2
1.7 Beneficiaries.....	2
2. Results of the Project	3
2.1 Results of the Project.....	3
2.1.1 Overview of the Inputs from Japanese side.....	3
2.1.2 Input by the Egyptian side.....	4
2.2 Activities	5
2.2.1 Output 1	5
2.2.2 Output 2.....	19
2.2.3 Output 3.....	34
2.2.4 Output 4.....	42
2.3 Achievements of the Project.....	48
2.3.1 Outputs and Indicators	48
2.3.2 Project Purpose and Indicators	52
2.4 History of PDM Modification	53
2.4.1 Project Design Matrix version 000.....	53
2.4.2 Project Design Matrix version 001.....	55
2.5 Others	57
2.5.1 Results of Environmental and Social Considerations (if applicable).....	57
2.5.2 Results of Considerations on Gender/Peace Building/Poverty Reduction (if applicable)	57
3. Results of Joint Review	59
3.1 Results of Review based on DAC Evaluation Criteria.....	59
3.2 Key Factors Affecting Implementation and Outcomes	62
3.3 Evaluation on the Results of the Project Risk Management	63
3.4 Lessons Learned.....	64
4. For the Achievement of Overall Goals after the Project Completion.....	65
4.1 Prospects to Achieve Overall Goal.....	65
4.2 Plan of Operation and Implementation Structure of the Egyptian side to achieve Overall Goal.....	66
4.3 Recommendations for the Egyptian side.....	71
4.4 Monitoring Plan from the End of the Project to Ex-post Evaluation	71

List of Tables

Table 2-1: Outline of the Inputs from Japanese Side	3
Table 2-2: Outline of the Inputs from Egyptian Side	4
Table 2-3: Key Concept of EJS	5
Table 2-4: Tokkatsu+ and “Mini Tokkasu” in Egypt.....	6
Table 2-5: Objectively Verifiable Indicators defined on the PDM ver.001	7
Table 2-6: Rubric Items and Example Statements	8
Table 2-7: Introduction Guidelines for WCE	11
Table 2-8: Teacher’s Guides (Tokkatsu).....	13
Table 2-9: Teacher’s Guides (KG)	13
Table 2-10: Teacher’s Guides (School Management)	14
Table 2-11: Training Materials	14
Table 2-12: Proposed Program for Tokkatsu in Nationwide Training of EDU2.0	15
Table 2-13: Teaching & Learning Materials	16
Table 2-14: Summary of the Dissemination Strategy.....	19
Table 2-15: Non-Cognitive Skills of Students Expected through Practicing Tokkatsu+	20
Table 2-16: Original Evaluation Schedule and Sample Schools	21
Table 2-17: Outline of Progress Studies for Pilot Schools	22
Table 2-18: Study Tools	22
Table 2-19: Training and Workshop for Pilot/Pioneer Schools	25
Table 2-20: Training and Workshop for New Schools (EJS)	26
Table 2-21: Training and Workshop for MOETE Officials.....	28
Table 2-22: Training and Workshop for TO	34
Table 2-23: Training and Workshop that involved Candidates for Existing Schools.....	37
Table 2-24: Proposed TOR of MOETE Officials for the Nationwide Dissemination of WCE...	38
Table 2-25: Seminars.....	40
Table 2-26: JC Members	42
Table 2-27: EJS Supervisors	43
Table 2-28: Materials and Tools for TO Evaluation.....	47
Table 2-29: Actual Schedule of TO Evaluation.....	47
Table 2-30: Outputs.....	48
Table 2-31: Output 1	49
Table 2-32: Output 2	50
Table 2-33: Output 3	51
Table 2-34: Output 4	51
Table 2-35: Project Purpose	52
Table 2-36: Overall Goal, Project Purpose, and Indicators (PDM v.000).....	53
Table 2-37: Project Activities (PDM v.000).....	54
Table 2-38: Overall Goal, Project Purpose, and Indicators (PDM v.001).....	55
Table 2-39: Project Activities (PDM v.001).....	56

List of Figures

Figure 2-1: Timetable of EDU 2.0 (Grade 1 – Grade 3)	6
Figure 2-2: Epicollect5 Input Screen	11
Figure 2-3: Folded Leaflet of the Handbook.....	12
Figure 2-4: Video (KG Learning through Play)	15
Figure 2-5: Examples of the Training Materials (powerpoint material).....	16
Figure 2-6: Mathematics Worksheet	17
Figure 2-7: EJS Facility Usage Guide.....	18
Figure 2-8: Strategy for Nationwide Dissemination	19
Figure 2-9: Logic Model toward Students’ Non-cognitive Skill Development	21
Figure 2-10: Logic Model with Outcomes Achieved.....	24
Figure 2-11: Photos of Training and Workshop for Pilot/Pioneer Schools	26
Figure 2-12: Photos of Training and Workshop for New Schools (EJS).....	27
Figure 2-13: Photos of Sensitization to Mudirrya (left) and Idara (right) Officials	28
Figure 2-14: Monitoring Result (Class Activities).....	29
Figure 2-15: Monitoring Result (School Management).....	29
Figure 2-16: Monitoring Result (Class Management)	30
Figure 2-17: Monitoring Result (Principal’s Commitment).....	30
Figure 2-18: Monitoring Result (Classroom Discussion – part 1)	31
Figure 2-19: Monitoring Result (Classroom Discussion – part 2)	31
Figure 2-20: Monitoring Result (Classroom Discussion – part 3)	31
Figure 2-21: Monitoring Result (Classroom Instruction).....	32
Figure 2-22: Monitoring Result (KG)	33
Figure 2-23: Photos of Training and Workshop for MT / TO	35
Figure 2-24: WCE Activities for Three Types of School (Discussion Paper).....	36
Figure 2-25: TOR set in the Dissemination Strategy	40
Figure 2-26: Photos of Experience Sharing Seminar (Pilot/Pioneer School).....	41
Figure 2-27: Photos of Seminar in cooperation with Ain Shams University	41
Figure 2-28: Photos of End-of-the-year Experience Sharing Webinar.....	42
Figure 2-29: ILO (School Management and Class Management).....	43
Figure 2-30: ILO (Tokkkatsu)	44
Figure 2-31: ILO (KG).....	44
Figure 2-32: Training Curriculum for First Year TOs	45
Figure 2-33: Draft Training Schedule for First Year TOs.....	46
Figure 2-34: Draft Condition for being a Training Provider	46
Figure 2-35: Photos of TO Evaluation	48
Figure 4-1: Tentative Plan of Operation of the Next Project (page 1 of 3)	67
Figure 4-2: Tentative Plan of Operation of the Next Project (page 2 of 3)	68
Figure 4-3: Tentative Plan of Operation of the Next Project (page 3 of 3)	69
Figure 4-4: Implementation Structure of the Next Project.....	70
Figure 4-5: Roles of Key Actors in Dissemination	71

Appendices

- Appendix 1: Results of the Project
- Appendix 2: List of Deliverables (Report, Manuals, Handbooks, etc.) Produced by the Project
- Appendix 3: PDM (All versions of PDM)
- Appendix 4: R/D, M/M, Minutes of EC1 (Internal document)
- Appendix 5: Project Monitoring Sheet (Internal document)
- Appendix 6: Plan of Operation (version 8)
- Appendix 7: Media Appearance Archives
- Appendix 8: Ministerial Decree Number (17) dated August 8, 2019

Abbreviations and Acronyms

AY	Academic Year
CCIMD	Center for Curriculum and Instructional Materials Development
EDU2.0	Education 2.0 (nick name of the new education system)
EJEP	Egypt-Japan Education Partnership
EJS	Egyptian Japanese School
GAEB	General Authority for Educational buildings
ILO	Intended Learning Outcomes
JICA	Japan International Cooperation Agency
JC	Joint Committee (of the TTCS below)
JPT	JICA Project Team
KG	Kindergarten
LMS	Learning Management System
MOETE	Ministry of Education and Technical Education
Mini Tokkatsu	Nick name of the essential menu of the Whole Child Education model introduced in the Egypt's new curriculum
MT	Master Trainer (This term was used until 2018/19) ¹
ODA	Official Development Assistance
OVI	Objectively Verifiable Indicators
PAT	Professional Academy for Teachers
PDM	Project Design Matrix
PMU	Project Management Unit
RD	Record of Discussion
R&D	Research and Development
TCP	Technical Cooperation Project
Tokkatsu	A general nickname of Whole Child Education model implemented in Egypt which was named after the abbreviated form of “Tokubetsu Katsudo (“special activities” implemented in Japanese schools under the Japanese curriculum).”
Tokkatsu+	Nickname of Whole Child Education model for Egypt implemented especially in EJS
TTCS	Tokkatsu Training and Certifying System
TO	Tokkatsu Officers (This term has been used from 2018/19)
WCE	Whole Child Education

¹ “Master Trainer” was renamed as “Tokkatsu Officer” during 2018/19 school year. This report uses Tokkatsu Officer or its abbreviation TO unless there is a specific reason for using Master Trainer or its abbreviation MT.

Executive Summary

The Project for Creating Environment for Quality Learning is a JICA Technical Cooperation Project initiative based on the agreement between the Ministry of Education and Technical Education Egypt and Japan International Cooperation Agency which was specified on a Record of Discussion dated 1st November 2016. The project purpose set in the most recent version of Project Design Matrix (PDM) is “The Whole Child Education (Tokkatsu+) model is in operation at selected schools.”

The project period was originally four years from February 2017 to February 2021, which was extended for seven months until September 2021 to span the entire school year of 2020/21. The Project's interventions were largely focused on the capacity development of Tokkatsu Officers as a local trainer for WCE model (Tokkatsu+), and school teachers which would total approximately 1,400 people. 55 schools directly benefited from the Project, with approximately 13,000 students. Approximately 500 teachers from the neighboring schools of the schools involved participated in lesson study workshops.

The Project achieved most of the outputs set forth on the PDM except output 3 related to existing schools due to the COVID-19 pandemic and the subsequent school closures nationwide. Therefore, only a limited kind of dissemination mechanism was tested in the Project. In addition, two activities of output 4 (Tokkatsu Training and Certifying System Pilot Project) are still ongoing at the time of this report.

The Project faced several challenges such as resignations of key positions, staff shortages, and financial difficulty especially in the early stages of the Project. In addition, COVID-19 forced schools practicing WCE model (Tokkatsu+) to pause operations three times when Egypt had spikes of COVID-19 infections toward the end of the project period.

This report summarizes that out of six DAC evaluation criteria four are very high, one mixed (i.e. some high and some unforeseen), and one not very high. The one judged not very high was largely due to the effects of COVID-19, a sort of force majeure that was out of the Project's direct control.

Lessons learned in the Project is that WCE model activities can generate positive changes at schools once it is practiced. Such changes have been observed not only EJS but also Pilot/Pioneer Schools which are regular public schools. From this evidence, it is highly probable that WCE model activities could generate similar impact to the rest of the schools nationwide, if proper training programs are provided and information sharing is arranged.

There is reasonable level of prospect for attaining overall goals after the project with the following reasons. 1) A ministerial decree is already set specifying the key actors in the dissemination of WCE model not limited to EJS, Pilot/Pioneer Schools, and Existing School, but also to all public schools nationwide. 2) MOETE agreed with JICA for the next project that targets the number of schools set in the Dissemination Strategy, whose primary objective is public schools nationwide. 3) MOETE maintains the direction for introducing Tokkatsu in EDU2.0 new curriculum until at least higher grades in primary school education stage. 4) The baseline and endline study results shows that public school teachers have not been properly introduced to Tokkatsu, and subsequently have not put the activity in practice. On the other hand, teachers of EJS did receive proper training and thus showed good level of practicing the activities. This tells that there is a possibility of having public school teachers to practice WCE model once they are properly trained.

1. Basic Information of the Project

1.1 Country

Egypt

1.2 Title of the Project

The Project for Creating Environment for Quality Learning

1.3 Duration of the Project (Planned and Actual)

Project has been extended for 7 months so that it covers the entire school year of 2020/21.

Planned: February 2017 – February 2021

Actual: February 2017 – September 2021

1.4 Background (from Record of Discussions (R/D))

The following is a background mentioned in the Record of Discussion (R/D) dated 1st November 2016.

On February 2015, the advisor to the President of Egypt for National Security, Amb. Fayza Aboulnaga, explained in a meeting at the JICA Egypt Office that President Abdel-Fattach Al-Sisi has expressed his interest to utilize the Japanese educational approach (classroom discussion, cleaning, school event, and ethical education as so forth) to improve pupil's sense of ethics, discipline and team work. Hence MOETE requested JICA's technical cooperation on August 2015.

There is another important agreement called the “Egypt-Japan Education Partnership²” made between the two governments when the President of Egypt visited Japan on February 2017, which mentions the intention of introducing the Japanese-style education in Egypt, especially “Tokubetsu Katsudo (Tokkatsu)³.”

1.5 Overall Goal and Project Purpose (from Record of Discussions (R/D))

Overall Goal

- v.000: Public schools in Egypt adopt the Whole Child Education (Tokkatsu+) model in their practice.
- v.001: Public schools in Egypt adopt the Whole Child Education (Tokkartsu+) model in their practice.

² <https://www.mofa.go.jp/files/000136269.pdf>

³ Tokkatsu refers to a range of educational activities aimed at students' holistic and balanced development of life skills and character. Tokkatsu is specially designed to foster students' attitudes and social skills which will be vital for fully participating in society when they grow up. In Tokkatsu, the school and classrooms are considered as “small societies” in which students are expected to learn how to be an active and responsible member of society through a range of group activities carried out in day-to-day real school life settings. Tokkatsu is aimed at providing learning-by-doing experiences for students to develop non-cognitive skills and capacities for individual and collective decision making, problem-solving, communication and relationship building skills as well as self-motivation and self-discipline.

Project Purpose

- v.000: The Whole Child Education (Tokkatsu+) model is in operation at selected target schools.
- v.001: The Whole Child Education (Tokkatsu+) model is in operation at selected schools.

1.6 Implementing Agency

Ministry of Education and Technical Education (MOETE)

1.7 Beneficiaries

The following direct and indirect beneficiaries were expected at the time of project formulation in 2016.

- Direct beneficiaries:
 - Ministry of Education and Technical Education
 - Central Administration for Kindergarten and Basic Education (CAKBE)
 - Specialists for Mathematics and Arabic Education at MOETE
 - Project Coordinators
 - Idara (Abdeen, El Sayeda-Zeinab, El Wayly, El Warak, Banha)
 - Pilot Schools (12)
 - Students at Pilot/Pioneer Schools⁴ (Approx. 7,000)
 - Teachers at Pilot/Pioneer Schools (Approx. 400)
 - Target Schools (200)
 - Students at Target Schools (not specified)
 - Teachers at Target Schools (not specified)
- Indirect beneficiaries:
 - Schools selected by MOETE for dissemination (not specified)

The Project's interventions have occurred largely on the following beneficiaries.

- Direct beneficiaries:
 - Tokkatsu Officers (77)
 - Pilot Schools (12)
 - Students at Pilot/Pioneer Schools (approx. 5,300)
 - Teachers at Pilot/Pioneer Schools (approx. 120)
 - EJS (43) as part of "Target Schools" mentioned above
 - Students at EJS (approx. 7,900)
 - Teachers at EJS (approx. 1,200)
 - Teachers from neighboring schools participated in lesson study workshops at EJS (approx. 500)

⁴ By the time Egyptian Japanese Schools were launched in 2018 (EDU2.0 with a 45-minute tokkatsu period per week), PMU decided to call the Pilot Schools as "Pioneer Schools". It was because the pilot period of tokkatsu trial at a small number of schools was over, and the scale-up period would be starting. Those 12 schools were at the frontline of the scale-up, so they were re-named as "Pioneer Schools." Hence, unless there is a specific reason, this report uses "Pilot/Pioneer School" for this category of school.

2. Results of the Project

2.1 Results of the Project

2.1.1 Overview of the Inputs from Japanese side

The overview of the inputs from the Japanese side is shown in the table below. See appendix 1 for detail.

Table 2-1: Outline of the Inputs from Japanese Side

Japanese experts: Total number of experts: 16 (Long-term: 28.00MM) (Short-term: 214.27MM)	<p><Long term expert></p> <ul style="list-style-type: none"> - The Education Advisor for PMU1 (Mr. Nakajima Motoe, 26/May/2019-30/Sep/2021) <p><Short-term experts></p> <ul style="list-style-type: none"> - Chief Advisor / Education Planning 1 (Dr. Kato Norio / Mr. Soma Takashi) - Deputy Chief Advisor / Education Planning 2 / School Management 3 (Mr. Setoguchi Nobuhiro) - School Management 1 / Monitoring 3 (Mr. Tanaka Kiyofumi) - School Management 2 (Mr. Nagumo Tatsuya) - Whole Child Education (Tokkatsu+) 1 (Prof. Sugita Hiroshi) - Whole Child Education (Tokkatsu+) 2 (Mr. Saito Kenji) - Education Evaluation / Monitoring 1 (Ms. Watanabe Masami) - Education Evaluation / Monitoring 2 (Ms. Kikuchi Mihoko / Mr. Sato Koji) - School Facility and Equipment (Mr. Isono Tetsuo) - Early Childhood Education (Ms. Sekine Reiko) - Training Planning Management 1 (Mr. Togo Takahiro) - Project Coordinator / Training Planning Management 2 (Ms. Suzuki Kanako / Ms. Kitabayashi Mayumi / Ms. Ohashi Yuki) - Training Planning Management 3 (Ms. Takagi Hiromi) - Education Policy / Dissemination (Ms. Kitadate Naoko) - Project Coordinator 2 / Training Planning Management 4 (Ms. Kishimoto Saki)
Project national staff:	<ul style="list-style-type: none"> - Project Coordinator - Program Officer (Guideline Development, Training, Monitoring) - Program Officer (Ealy Child Education) - Interpreter/Translator (English-Arabic)/Assistant Researcher - Interpreter/Translator (English-Arabic) /Project Staff (Training) - Project Staff (Monitoring)
Equipment:	<ul style="list-style-type: none"> - Laptop PCs (5) - All-in-one printer (1) - Duplicator (1) - Set of simultaneous interpretation transmitters and receivers (1)
Others	<ul style="list-style-type: none"> - Official Mission to Japan of His Excellency the Minister of Education and Technical Education Egypt (H.E. Minister (1), Advisors (4), Total (5)) - Participation in and observation of EJEP-HRDP training program (3)

	<ul style="list-style-type: none"> - Training in Japan (PMU (2), Master Trainer*¹ / Tokkatsu Officer⁵ (19+16+19=54), CCIMD (2), Faculty of Education (2), Total (60)) - Traveling allowance for Tokkatsu Officers (limited period only)
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Note: *1) The term “Master Trainer” is used on this table as the first group of trainees who travelled to Japan as “Master Trainers”

Source: Project Monitoring Sheets

2.1.2 Input by the Egyptian side

The input shown on the following table was provided by the Egyptian side.

Table 2-2: Outline of the Inputs from Egyptian Side

MOETE advisors, experts, and PMU staff:	<p><Advisor/Supervisor to EJS Project></p> <ul style="list-style-type: none"> - Advisor for the Minister for EJS Project - Minister’s Assistant for National Projects and Supervisor of EJS Project - Minister’s Assistant for Financial and Administrative Affairs - Minister’s Advisor for Strategic Affairs - Minister's Advisor <p><PMU></p> <ul style="list-style-type: none"> - Acting Deputy Manager - PMU Director - Training Officer - IT Officer - Planning Officer - Follow up and Activity Officer - Basic Education Officer - Kindergarten Officer - Administrative Officer - Financial officer - Training and follow up officer for Tokkatsu - Educational follow up officer - Follow up and Monitoring officer - Tokkatsu Team Leader - Tokkatsu Expert 1 - Tokkatsu Expert 2 - Tokkatsu Expert 3 - Financial & Administration - Financial Controller - Legal Officer - Janitor - Interpreters
Local Trainers	<ul style="list-style-type: none"> - Tokkatsu Officer (77) as of August 2021
Office:	<ul style="list-style-type: none"> - 2-room office space at MOETE HDQs (Feb. 2017 ~ Apr. 2021) - 2-room office space at Hadaek El Quobba (May 2021 ~ present) - Office Facilities and Furnitures

⁵ The term “Master Trainer” was originally used for the first group of trainees traveled to Japan. They were renamed as “Tokkatsu Officer” during 2018/19 school year. This report uses Tokkatsu Officer or its abbreviation TO unless there is a specific reason for using Master Trainer or its abbreviation MT.

Utilities:	- Water, Electricity, Internet, Maintenance, etc.
Others:	- Trainings: Operation cost for training programs - EJS: Construction fee and operation cost

Source: Project Monitoring Sheets

2.2 Activities

2.2.1 Output 1

Activity 1-1. Defining detail project activities, respective indicators and the concept of the “Egyptian Japanese School” where WCE (Tokkatsu+) is implemented

The Work Plan agreed on April 2017 proposed to form Working Groups for defining undecided issues in the concept of the EJS. However, PMU in collaboration with JICA Project Team (JPT) managed to achieve these tasks without forming such groups. A Project Document including a concept of Egyptian Japanese School (EJS) was submitted to the EC1 and approved in June 2017. The key concept is shown in the following figure and table.

Table 2-3: Key Concept of EJS

Element	Summary
Philosophy	Whole Child Education
Main Approaches	1. Tokkatsu (Basic Education Stage) 2. Learning through Playing (Kindergarten Stage) 3. Japanese style school management In addition to the above, school culture and other educational practices commonly seen in schools in Japan that are applicable in Egypt are referred to as WCE model (Tokkatsu+).
Curriculum	Egyptian Official Standard Curriculum with some additional features of Japanese-style education such as Tokkatsu
Target Schools	New Schools as demonstration schools of the WCE model (100) Existing Public Schools for testing the model with scaling-up (100)
Future expansion	Private schools in Egypt Rest of the public schools in Egypt
Development phases	~2021: Develop WCE model for Basic Education Stage Expand the model to 212 Target Schools ~2030: Scaling-up phase

Source: Project Document

In the process of preparation for the new education system (EDU2.0) which started from 2018/19, PMU and JPT experts had a series of discussions with the MOETE Minister’s special advisors for EDU2.0 and Center for Curriculum and Instructional Materials Development (CCIMD) in preparation for the new curriculum. H. E. the Minister and his special advisors were invited to Japan in February 2018 to observe how schools in Japan practice tokkatsu in daily school life. As a result, MOETE decided to allocate forty-five minutes a week in the EDU2.0 timetable for lower primary schools for the essential activities of Tokkatsu (namely *Classroom Discussion*, *Class Instruction*, and *Daily Class Coordinator*). Although these three activities were nicknamed “Mini Tokkatsu” during the preparation, the term “Tokkatsu” has been used on the official timetable instead. In addition, CCIMD, in collaboration with PMU and JPT, set the curriculum framework and student assessment form of Tokkatsu for lower primary school levels. EDU2.0 was launched with the three grades namely, KG 1, KG 2, and Grade 1 in 2018/19 and Tokkatsu was introduced in the Grade 1 curriculum. As EDU2.0 progressed one grade a year, it was introduced to Grade 2 in 2019/20, and then Grade 3 in 2020/21.

Day/Time	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
Sunday	Windows* (Arabic Language)	English Language		Break	Windows (Mathematics)	Multi-disciplinary			
Monday	Windows* (Mathematics)	Multi-disciplinary		Break	Windows (Arabic Language)	Physical Education			
Tuesday	Windows (Arabic Language)	Windows (Mathematics)		Break	English Language	Windows (Arabic Language)			
Wednesday	Multi-disciplinary	Tokkatsu	Multi-disciplinary	Break	Windows (Arabic Language)	Multi-disciplinary			
Thursday	Religion	Windows (Arabic Language)		Break	Multi-disciplinary	Windows (Mathematics)			

**Window* is the period designated for the study area of Arabic language and Mathematics in Multi-disciplinary subject
Source: MOETE

Figure 2-1: Timetable of EDU 2.0 (Grade 1 – Grade 3)

The following figure shows which elements of tokkatsu and other activities practiced in Japan are introduced in “Tokkatsu+” and so called “Mini Tokkatsu” in Egypt.

Table 2-4: Tokkatsu+ and “Mini Tokkatsu” in Egypt

Category of Tokkatsu in Japan	Tokkatsu+	Core Elements of Tokkatsu “Mini Tokkatsu”
Class activity (1) To participate in creating class and school life (2) To adopt daily life and study, self-development, and health and safety (3) To attain career development and self-fulfillment	Class Discussion (P)* Class Instruction (P)* Class Coordinator (P)* Cleaning* Morning meeting/End of day meeting* Choosing tasks*	Class Discussion (P)* Class Instruction (P)* Class Coordinator (P)*
Pupil council activities	Considers at Grade 4 and above	
School club activities	Carefully examine the pros and cons of this activity in Egypt	
School events	Sports day (JV: but not been materialized due to COVID-19)	
	Small group learning*, Quiet study (P)*, Communication notebook*, Learning through play (KG)*, Sand play (KG)*, Free play and planned play (KG), Staff meeting*, Distribution of school duties*, School-based training (Lesson study)*, Preparing next day lessons at school* Involvement of parents and guardians*, One way on school corridor, Changing shoe for indoor and outdoor, Eating lunch together, Washing hands, Brushing teeth, School garden, Keeping animal, Field trip, Measuring height and weight, Health check, Environment study (JV), Others	

Note, P:Primary only, KG:Kindergarten only, *:Introduced by Teacher’s guide, JV: Introduced by JICA volunteers

There were two objectively verifiable indicators on the PDM that were not decided at the beginning of the Project. When the PDM was revised in November 2020 for accommodating the extension of project period, the indicators were defined as shown on the following table.

At the time of the project design stage in 2015, it was expected that the practice of Tokkatsu and other Japanese methods (Tokkatsu+) would be conducted at normal schools. Then, the idea of creating special status schools came in, so that the Project Document (which was developed just after TCP begun in 2017) had to accommodate EJS (100) in addition to normal schools (100). Furthermore, MOETE had already started activities on their own initiative not only with Pre-Pilot Schools (2), but also additional Pilot Schools (10) in 2016 prior to the TCP. Hence, there were several types of schools that appeared on the Project Document, namely Pre-Pilot Schools, Pilot Schools, EJS, and Existing Schools, in chronological order. The Project Document planned for 2, 10, 100, 100 schools for the respective types of school (total 212) for being engaged in the TCP. However, the total number of schools were limited to 55 (2 Pre-Pilot School, 10 Pilot Schools, and 43 EJS) due to several reasons. One reason is that the government of Egypt prioritized EJS because of political pressure from the higher level. Second reason is COVID-19 hit Egypt in early

2020 from which the plan to start engaging 100 normal schools (Existing Schools) were hindered. By the time MOETE launched EDU2.0 in 2018 (in which Tokkatsu was taken in as one of essential curriculum activities), PMU decided to rename Pre-Pilot and Pilot Schools as “Pioneer Schools” as they ended the role of piloting Tokkatsu. Since then, the Pioneer schools received very limited interventions from the TCP.

Table 2-5: Objectively Verifiable Indicators defined on the PDM ver.001

Objectively Verifiable Indicator on the PDM ver.000	Objectively Verifiable Indicator on the PDM ver.001
2-3. XX% teachers in pilot schools* ¹ and target schools become familiar with how to conduct lessons and activities based on the Whole Child Education (Tokkatsu+).	2-2. 70% teachers in pioneer schools* ² , new and existing schools become familiar with how to conduct lessons and activities based on the Whole Child Education (Tokkatsu+).
3-1. More than XX schools participate in the training programs in target schools	3-1. More than 35 schools participate in the training programs in target schools

Note *1: At the time of PDF v.000, the term “Pilot Schools” were used.

Note *2: The Pilot Schools were renamed to Pioneer Schools and PDM v.001 used the latter term.

Source: PDM

In the beginning, the Project used a cascade model of training for Pilot Schools (later called Pioneer Schools⁶), where JPT experts trained Tokkatsu Officers (TO)⁷ (originally known as “Master Trainers”) and TO trained representatives from schools, and then the representatives of schools train the rest of teachers at their schools. When EJS was about to start in 2018, PMU chose not to utilize the cascade model. All newly recruited teachers for EJS were called at the training center at Mubarak Education City and JPT experts and TOs trained them directly. It was for ensuring better quality in understanding Tokkatsu+. The Project promoted school-based continuous professional development utilizing lesson studies through TO from the very early stage of the Project.

Activity 1-2. Development of standards and assessment tools for the WCE (Tokkatsu+) practice in Egypt

(1) Rubrics as a Standardized Assessment Tool

In order to assess Tokkatsu+ activities at EJS, a standardized monitoring tool was developed. The tool, a set of "Rubrics", was first trialed at Pilot/Pioneer Schools in 2017/18 and then applied to EJS from September 2018. The Rubrics consist of four parts; 1) Rubric for Classroom Discussion, 2) Rubric for Class Instruction by Teacher, 3) Rubric for other Tokkatsu activities, and 4) Rubric for KG activities⁸. These Rubrics are designed to assess activities' progress and make TOs (Tokkatsu Offices) identify ways to improve Tokkatsu activities at each EJS. The Rubrics for the primary level shows five STEPs (STEP 1 for the lowest level to STEP 5 for the highest level). The Rubrics for the KG level show four STEPs (STEP 1 for the lowest level to STEP 4 for the highest level). TOs always start from the statement in "STEP 1" for each monitoring item when they observe any activity. If the situation meets the statement of the Rubric, TOs move on to the next statement. If the situation does not meet the criteria of a certain level, for example, "STEP 4", Then TOs decide that the level is "STEP 3".

⁶ By the time Egyptian Japanese Schools were launched in 2018, where EDU2.0 (45-minute tokkatsu period per week in its new curriculum), PMU decided to call the Pilot Schools as “Pioneer Schools”. It was because the pilot period of tokkatsu trial at a small number of schools was over, and scale-up period was next. Those 12 schools were at the front of the scale-up, so they were re-named as “Pioneer Schools”

⁷ In the beginning of the Project the trainers were called as “Master Trainers”. They were later renamed as “Tokkatsu Officers”. This report used Tokkatsu Officer or its abbreviation TO unless there is a specific reason for using Master Trainer (MT).

⁸ Prior to the rubric for KG activities, a checklist with 17 criteria was developed for KG to see the situation of practicing “Learning through Play” activities. The items on the checklist were integrated into the rubrics.

The following table shows each item in the Rubrics. As you see on the table, there are more than 30 items and each item contains 5 STEPs. That sums up more than 150 descriptions in total on the whole set of Rubrics. It is expected that EDU2.0 Supervisors will be engaged in the monitoring work of Tokkatsu at normal public schools nationwide. However, EDU2.0 Supervisors have their original work which is monitoring Discover⁹ for the early grades. Considering the number of schools nationwide (which is very large compared to the number of EJS) 150 descriptions should be too much for EDU2.0 Supervisors. Reducing the number of items and STEPs may be necessary.

Table 2-6: Rubric Items and Example Statements

Rubric Item	Highest Level Statement
1) Classroom Discussion	
Purpose of classroom discussion	Classroom discussion is conducted for students to develop an attitude to play a role in realizing better classroom life.
Selection of topics	An appropriate topic is selected beforehand by students with guidance from the teacher.
Teacher's facilitation	The teacher has a clear vision of the skills that he/she wants the students to obtain through classroom discussion.
Student's interest and communication skills for consensus building	Students can express their opinion, considering what is the best for the whole class, without imposing on other's personal opinions.
Student's capacity to listen to others for consensus building	Students listen to other students' ideas, think about their pros and cons, and consider what is best for them and the whole class.
How to make a consensus	Students gather the best opinion from everyone and reach a decision through consensus without using a majority vote.
Decision and implementation plan	Students made a realistic decision and agreed on how to realize it and who to take part in by themselves, and they are engaged to work on it.
Implementation of what they decided	Implementation is realized only by students, according to the objectives and what they decided in the classroom discussion.
Reflection	Reflection is conducted by thinking about all the processes from discussion to implementation phases. Then, photos or comments by students on what they had implemented are put on the wall of the classroom to visualize and feel their accomplishments.
2) Class Instruction by Teachers	
Purpose of class instruction by the teacher	Class instruction is conducted for students to improve their everyday lives and set their own goals, and work on them.
Selection of topics	Appropriate topics are listed in the annual plan. The teacher follows it. In addition, the teacher chooses appropriate topics according to the students' needs and conditions.
Teacher's facilitation	The teacher has a clear vision of the class instruction period beforehand and facilitates appropriately.
Decision making and implementation	The teacher gives encouragement and advice to each student so that they can try to work on their own goals.
3) Other Tokkatsu Activities	
One-day class coordinator	Students show good followership and support the one-day class coordinator.

⁹ A multidisciplinary study which was introduced to lower primary school stage instead of traditional subjects such as mathematics, science, social studies, etc., in the education transformation in Egypt called Education 2.0 started in 2018. It consists of four main themes namely, "Who Am I?" "The World Around Me," "How the World Works," and "Communication." In one lesson, students may practice and apply skills related to mathematics, social studies, science and the arts. Projects are used as a means of formative assessment and allow students to demonstrate skills and knowledge across different content domains.

Rubric Item	Highest Level Statement
Clean up time	Teachers and students feel attached to the school. They have a positive attitude towards cleaning up the school by themselves and use the school facilities with care and keep things clean and in order.
Ten minutes quiet study time	Students autonomously conduct self-study without the teacher's supervision.
Capacity for school to improve continuously	The school has the capacity to improve continuously by implementing the cycle of planning, implementing, monitoring, and evaluating each year. All the stakeholders (principal, representatives from teachers, parents, and community) are involved.
Capacity for teachers to improve knowledge and skills	The effect of the training is measured for both teachers and students, and the results of the training are reflected in the performance of the teachers and students.
Capacity to develop a mutually beneficial relationship with parents and community	Collaboration between the community and school has progressed. School contributes to the community in such ways as opening school libraries or sharing what students learned at school.
Regular monitoring of five areas of EJS teacher standards on class management	Results of regular monitoring of 5 areas of EJS teacher standards on class management by the principal/vice principal are recorded for all the classes. Improvement in class management is visible from the record.
Class management by the class teacher	The teacher creates opportunities and groups where every student can make his/her contributions utilizing their differences and characteristics.
Principal's understanding on Tokkatsu and leadership to implement it	The principal understands the educational significance of each activity in Tokkatsu. He/She implements student-centered whole child education through cooperation with all teachers.
4) KG Activities	
Morning class meeting	The teacher organizes the morning class meeting for the children to have an overview of the day.
End of the day class meeting	During the end of the day class meeting, the teacher facilitates children to express their reflections of the day.
Safe and comfortable classroom environment	Desks and chairs are arranged according to the children's activities, and the classroom is set considering their safety and ease of movement.
Outdoor play and use of sandbox	Children freely select what they want to do and play in the playground taking turns or making room for others. In addition, the teacher introduces activities that require children to follow the rules or cooperate by utilizing the playground.
One-day class coordinator	Children understand the role of the one-day class coordinator, take the initiative and enjoy fulfilling tasks in turn.
Tidy up and cleaning	Children put things back after use, put rubbish in the rubbish bin, or use things with care.
Role of assistant teacher	The assistant teacher has a discussion with the main teacher on daily activities, has a clear role, and interacts with children.
Use of Communication Notebook	A communication notebook is used as a common tool between the teacher and the parents to facilitate information such as how the children are doing and their psychological and physical condition.
Learning through Play	The teacher develops children's free play into activities which have some educational objectives.
Respect to individual child's presence	The teacher gives children their attention and tries to draw children's ability to think or solve problems themselves through giving examples that are easy for children to understand or asking questions.

(2) Monitoring with Rubrics

To make TOs understand the Rubrics fully and make them apply for monitoring schools, JPT experts developed a monitoring manual. They also conducted training for TOs annually with feedback and reflection sessions.

With the Rubric assessment tool, TOs are able to monitor schools. Monitoring of Tokkatsu activities has the following purposes.

- To monitor the progress and quality of Tokkatsu activities at each school
- To improve the quality of Tokkatsu activities and teachers' and students' skills to practice Tokkatsu activities
- To collect the monitoring results so that the school, Idara, Mudirrya, Tokkatsu Officers, and Project Management Unit (PMU) can grasp the progress of Tokkatsu activities at each school
- To understand the need for further support to improve Tokkatsu activities at each school

At the end of the monitoring day, TOs advise how the principal, teachers, and students can improve the activities based on the STEPs in the Rubrics. Thus, monitoring does not only mean assessing the current situation, but also giving feedback and advice on improving Tokkatsu activities.

PMU assigns a few TOs at each governorate that has EJS. The number of EJS at each governorate varies from one to three. Each TO visits schools and conducts monitoring according to their availability, because most TOs had dual responsibility until recently, where they had to carry on their old duties in addition to the TO responsibilities. The average number of visits of TOs to EJS was 5.9 times a semester between October 2019 and January 2020 prior to the COVID-19 pandemic. The most monitoring sessions for a EJS was 12 times, while the lowest number was one time a semester in the same period. During the school closure due to the COVID-19 pandemic, TOs provided teacher training programs either online or physically at school depending on the situation.

(3) Feedback Session at School

After monitoring, TOs hold a feedback session to share with the principal and teachers the results of the monitoring, i.e., which STEP they are based on the Rubrics and explain the TOs' assessment reasons. TOs also give good comments and advice to them to improve each activity to the next Rubric STEP. TOs conduct a feedback session focusing on the following.

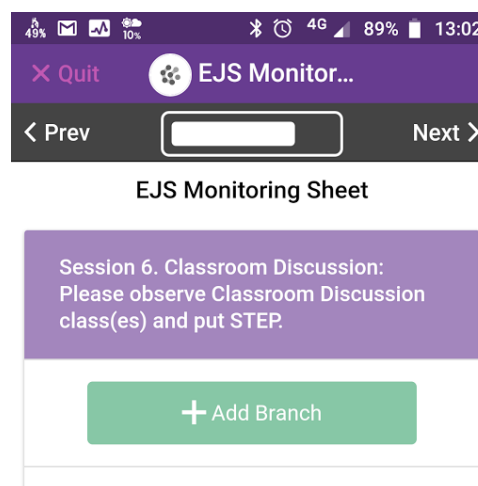
- Focusing on the major challenge that significantly impacts Tokkatsu implementation of the school and KG's learning through play implementation.
- Giving concrete examples based on the Rubrics so that the principal and teachers can understand exactly what to do or what to change.
- Having an interactive discussion with the principal and teachers so that they can think of the measures to take by themselves.

According to the data obtained through the reporting system mentioned below on approximately 350 cases, the average time that TOs spent for feedback sessions was 32 minutes. TOs have been instructed in monitoring trainings that they should provide at least 30 minutes of feedback each time they visit a school and conduct monitoring. Hence, it is fair to say that the intention of the feedback session has been achieved in a quantitative aspect. The COVID-19 pandemic disrupted

PMU members, JPT experts, and Japanese professors involved in TTCS, from visiting the schools when TOs were conducting monitoring and feedback sessions, which could have gathered the information in terms of quality.

(4) Reporting

In the beginning of the Project, reports were made in the form of excel files being submitted via e-mail. The project later developed a tool using one of the smartphone applications. Each TO submits monitoring results of all Rubric STEP figures to the PMU through *Epicollect5* (smartphone application) every time monitoring is conducted. Data sent from TOs via smartphones is immediately stored in the database of *Epicollect5*. By looking at that database, the PMU can check the Rubric values of each school. *Epicollect5* can also aggregate all the school data and see the average Rubric value for each activity and the variance of the Rubric STEPs. Therefore, based on the monitoring data, the PMU can grasp the schools' current situation, progress, and needs, including KG. Based on this, the PMU can plan refresher training for TOs in the future.



Source: JICA Project Team

Figure 2-2: Epicollect5 Input Screen

JPT experts are in the position to extract the data and analyze it and make a report at this stage, while Research and Development Team (R&D) does look at it and draft solutions for improving schools' weak points. R&D provided training programs physically through local TOs or online during the COVID-19 pandemic based on the results of the monitoring.

Activity 1-3. Development/revision of WCE (Tokkatsu+) practices introduction guidelines and its training materials

The Project developed an Introduction Guidelines, covering three major elements of Japanese style WCE, namely Tokkatsu, learning through play at KG, and school management and class management that are commonly practiced in Japan. Later, the Introduction Guidelines were transformed into a Handbook.

Table 2-7: Introduction Guidelines for WCE

Title	Version	Year
Tokkatsu+ Introduction Guidelines	N/A	2017/18
Handbook for Tokkatsu Implementation under Education 2.0	N/A	2020/21
Folded leaflet using some information from the Handbook	N/A	2021/22



Source: JICA Project Team

Figure 2-3: Folded Leaflet of the Handbook

From the year 2018/19, these three elements, namely Tokkatsu, learning through play at KG, and school management and class management, were made into three separated volumes.

In respect of the Tokkatsu Teacher's Guide, five different versions have been made in sequence between 2017 and 2021 according to the developing stages of Tokkatsu implementation at target schools. In each process, the guide was developed for use at EJS first, then respective parts for use at public schools under the EDU2.0 National Curriculum were extracted from it. Some supplemental explanations were provided in the Teacher's Guide for EDU2.0 National Curriculum, where necessary.

Version 1 provided detailed explanations of five Tokkatsu main activities, namely Classroom Discussion, Class Instruction, Daily Coordinator, Morning/End of the day meeting, and Cleaning.

In Version 2, Morning Quiet Learning was included as an additional activity, while the amount of explanation of each activity was reduced and simplified for the purpose of making it easier for the readers to comprehend. On the other hand, this version offered a sample annual plan and model teaching plan for each lesson period as an appendix, which was for Grade 1 under EDU2.0 at that time, for enhancing the effectiveness of the 45-minute Tokkatsu period. Thereafter, sample annual plan and model teaching plans were always provided as an appendix for the progressing grades of EDU2.0.

Version 3 introduced Chosen Task Activity, School Event, and Maintaining Personal Health and Hygiene as additional Tokkatsu activities for EJS. While JPT's draft manuscript offered only a few minor revisions in this version, Center for Curriculum and Instructional Materials Development (CCIMD) made major modifications to the draft manuscript just before printing. As a result, the final printed book had some contents that were not appropriate and expressions that were misleading unfortunately.

Therefore, JPT in cooperation with Research and Development Team (R&D) of PMU developed Version 3-2, in which the inappropriate information in Version 3 mentioned above were rectified.

In Version 4, JPT and R&D has been drafting a new section that talks about the relationship between Tokkatsu and other subjects and activities. A final review is currently underway between JPT, R&D, and PMU

Table 2-8: Teacher's Guides (Tokkatsu)

Title	Version	Year
(Provided as a part of Introduction Guidelines originally)	1	2017/18
Teacher's Guide of Tokkatsu Activities for EJS	2	2018/19
Teacher's Guide of Tokkatsu Activities for EDU2.0 National Curriculum	2	2018/19
Teacher's Guide of Tokkatsu Activities for EJS	3	2019/20
Teacher's Guide of Tokkatsu Activities for EDU2.0 National Curriculum	3	2019/20
Teacher's Guide of Tokkatsu Activities for EJS	3-2	2020/21
Teacher's Guide of Tokkatsu Activities for EDU2.0 National Curriculum	3-2	2020/21
Teacher's Guide to Special Activities (Tokkatsu)	4	2021/22
Teacher's Guide to Special Activities (Tokkatsu Basic) applied in EDU2.0 National Curriculum	4	2021/22

Source: JICA Project Team

For KG, sample activities were reinforced in the KG part of the book and issued in a separate volume.

Table 2-9: Teacher's Guides (KG)

Title	Version	Year
(Provided as a part of Introduction Guidelines originally)	1	2017/18
Teacher's Guide of Japanese-style Education for Students' Character Building (KG)	2.15	2018/19
Teacher's Guide: Play-based KG Life	3	2020/21
Teacher's Guide: Play-based KG Life	4	2021/22

Source: JICA Project Team

Version 1 of the KG teacher's guide was developed through observing KG classes from the Pilot/Pioneer Schools. At the schools, there was little play time for children, not many tools for painting, making, etc., few playgrounds were well maintained, and there were some teachers who did not have qualifications for teaching KG. Therefore, the guide was made for describing the general theory of children's play and not many sample activities were provided in this version.

KG teacher's guide version 2.15 reflected the realities of EJS that was newly established at the time. There is an activity time for learning through play during the fourth period specially set for EJS. A separate playground area was secured for KG students in EJS and a break time for children to play was allocated in the timetable. The newly hired KG teachers were all qualified, in principle. Hence, the description about early childhood education theory was kept to a minimum. The activities of Japanese-style early childhood education to be introduced in EJS, such as morning class meeting, end-of-the-day class meeting, one-day class coordinator, cleaning, packed lunch, communication notebook, etc., as well as many samples of play were introduced.

JPT experts had more opportunities for visiting and training at EJS during developing version 3 of the guide, which allowed the team to accurately capture the demand from EJS. For this reason, significant revisions were made from the previous version. Specifically, why the play is important for young children and how the time of play for young children should be accommodated by the KG teachers were additionally described. Examples of group and individual play in Japan were further introduced. Some considerations such as having boys and girls not to get too close to each other were made in the development process.

More inputs from the PMU and R&D team were taken in the process during the making of version 4, so that the guide will be easier to handle in Egyptian context. Additionally, it is hoped to further improve the practice of Japanese-style early childhood education, which is beginning to take root in the everyday KG life at EJS. In addition, PMU requested introducing not only the play aspects

for young children, but also information on KG education in Japan in general. Therefore, information about in-kindergarten training and kindergarten events was also added in the guide version 4.

There may be a need for introducing not only playtime for young children, but also education methods in general, commonly practiced in KG in Japan (i.e., social pedagogy type education or holistic education). In addition, even among qualified KG teachers, knowledge about non-cognitive skills development is still limited, so further reinforcement on this may be necessary as well.

Table 2-10: Teacher’s Guides (School Management)

Title	Version	Year
(Provided as a part of Introduction Guidelines originally)	N/A	2017/18
School Operation Manual for New EJS	1	2018/19
School Operation Manual for EJS	2	2019/20
School and Class Management Guide for Japanese-style Education	3	2020/21

Source: JICA Project Team

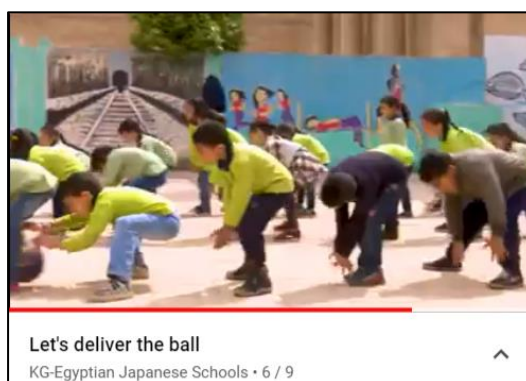
The School Management Guide was originally developed based on the experiences in Pioneer Schools, which introduced various Tokkatsu activities, but when Japanese experts visited these schools and observed their lessons, Japanese experts felt many schools tried to imitate Tokkatsu by the surface form only, without understanding Students-centered Education concept which is the base for Japanese-style Education and Tokkatsu. It was also observed in many schools that only principals decided on the school management issues without any consultation or collaboration with other teachers. Version 1 of the School Management Guide was developed to help EJS principals understand the importance of Student-centered education, and how they can establish a collaborative school management environment with all teachers. Version 2 of the School Management Guide was updated by replacing examples of various school plans from those in Japanese schools to those in Egyptian schools. Version 3 was renamed as School and Class Management Guide, because it added a chapter on Class Management as the important practice by the teachers to make their class more child-friendly, and was also slightly revised so that it can be used not only in EJS but also in interested public schools. Version 4 of the School and Class Management Guide was the first guide which PMU R&D Team reviewed comprehensively and updated with their own initiatives, and it also introduced the new session on homeroom teachers (“tan-nin” in Japanese), because we found many EJS do not have such specific teachers in charge of each class to take care of all children in the class at all times (even before and after the lessons). By specifying the roles and responsibilities of the homeroom teacher, they will be expected to feel responsible for the students in his/her class in terms of building each and every student’s personal character, as well as interpersonal relationships among the students. JPT hopes that this culture will be transferred from EJS to other schools in the future, at least to those who teach Discover at lower primary school grades. This is because teachers who teach Discover spend most of the working hours in a single class, unlike other subject and activity teachers who move from one class to the other every period.

Table 2-11: Training Materials

Title	Type	Intended Use
Primary School Tokkatsu – Examples from Japan	Video	19 short video clips showing actual practice of different activities of tokkatsu in a Japanese school. It was first used in TO training by JPT. It is now in the hands of TOs who are training EJS teachers every year.
KG Learning through Playing – Examples made in Egypt	Video	9 short video clips taken in one of the Pilot/Pioneer Schools. JPT first used for training TOs. The video clips were uploaded on PMU’s official YouTube channel and used in EJS teacher training by TOs.

Title	Type	Intended Use
A Day in EJS (Primary School Education Stage)	Video	A nine-minute long video clip showing a day in the life of EJS from the time teachers arrive in early morning till the end where they leave. This video is good for newly recruited EJS teachers to understand what the day is like in EJS. It is on PMU's official YouTube channel and there are more than 43,000 views.
A Day in EJS (KG Education Stage)	Video	Same as above
Promotion of EJS	Video	A short version of the above two videos that PMU used on MOETE's official Facebook account for attracting general public to send their kids to EJS.

Source: JICA Project Team



Source: PMU

Figure 2-4: Video (KG Learning through Play)

Activity 1-3-2. Development of training materials for the Tokkatsu component in the new national curriculum training

MOETE has been providing new curriculum national training programs through Discovery Education, which developed multidisciplinary subjects called “Discover” for lower primary school grades. In the launch year (2018/19) of EDU2.0, the Discover Education program for KG 1, KG 2, and Grade 1 teachers was only a short video on Tokkatsu. As it was not enough for teachers to fully understand what Tokkatsu is, PMU mobilized Core TOs and JPT experts to develop a training package to reinforce the Tokkatsu part of the training program. The following three-and-a-half hours program was prepared together with the training materials in a form of a power point document. Subsequently, PMU had a few meetings with the Professional Academy for Teachers (PAT) to get familiarized with the procedure of obtaining its certification for use in the teacher training programs nationwide. However, the EDU2.0 new national curriculum training had not been handled by PAT, but by Discovery Education's local affiliate in Egypt. The training package has not been used in the new curriculum training provided by the local affiliate at the time of this report.

Table 2-12: Proposed Program for Tokkatsu in Nationwide Training of EDU2.0

Suggested allocation	Session title	Type	Available resources
25 min.	1. Tokkatsu philosophy	Lecture	Chapter 1, 2, and 3 of Tokkatsu Teacher's guide (and the PowerPoint material explains the main points of the chapter)
20 min.	2. Daily coordinator	Lecture & video	Section 3 in Chapter 4 of Tokkatsu Teacher's guide (and the PowerPoint material explains the main points of the chapter) Video material (https://youtu.be/m_RtKoxBlJ8)

Suggested allocation	Session title	Type	Available resources
30 min.	3. Classroom discussion (lecture)	Lecture & video	Section 1 in Chapter 4 of Tokkatsu Teacher's guide (and the PowerPoint material explains the main points of the chapter) Video material (https://youtu.be/4VJJb8xvdEM)
25 min.	3. Classroom discussion (practice)	Group work	Same as above
10 min.	Break		
30 min	4. Classroom instruction (lecture)	Lecture & video	Section 1 in Chapter 4 of Tokkatsu Teacher's guide (and the PowerPoint material explains the main points of the chapter) Video material (https://youtu.be/90ILN3AP11c)
25 min	4. Classroom instruction (practice)	Group work	Same as above
20 min.	5. Health & hygiene activities	Lecture	Section 4 Chapter 4 of Tokkatsu Teacher's guide and the PowerPoint material explains the main points of the chapter Video material (https://youtu.be/WeSQ5c0oAls)
20 min.	Wrap up session	Discussion	
10 min.	Assessment		

Source: PMU



Source: PMU

Figure 2-5: Examples of the Training Materials (powerpoint material)

Activity 1-4. Development of supplemental teaching & learning materials

The Project obtained a set of data for the mathematics worksheets from JICA HDQs, which had been developed in another JICA project, and the Project translated them into Arabic. JPT in collaboration with mathematics subject councilors in MOETE HDQs reviewed it so that it will be usable under the Egyptian national curriculum. JPT and the councilors organized a workshop to introduce it to the representatives from Pilot/Pioneer Schools and EJS. The material has been used in the ten minutes quiet study time that was specially created in EJS's daily school timetable.

Table 2-13: Teaching & Learning Materials

Title	Type
Mathematics Worksheets	Worksheet

Source: JICA Project Team

Source: JICA Project Team

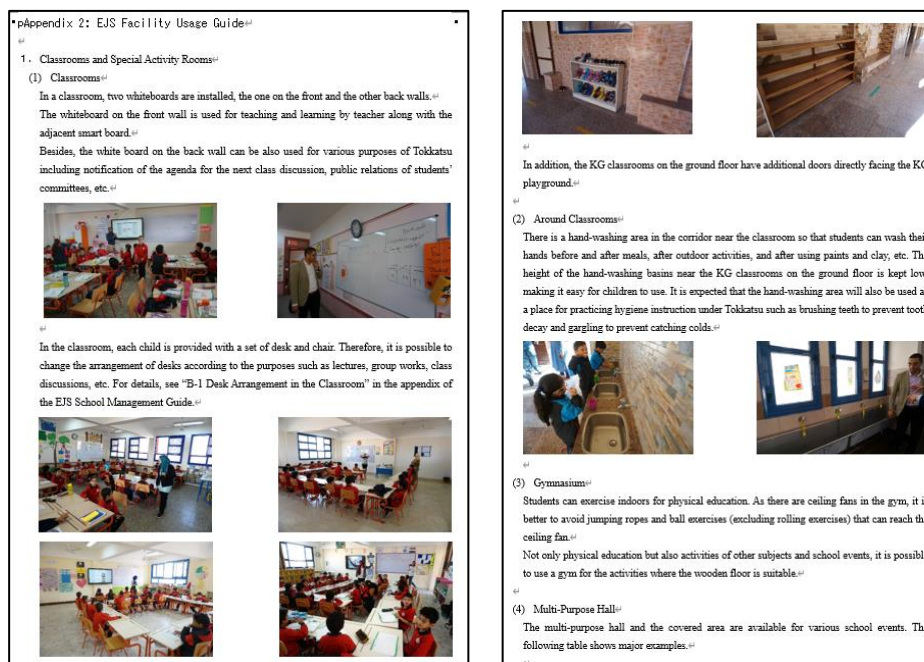
Figure 2-6: Mathematics Worksheet

Activity 1-5. Development of a model school design for the implementation of WCE (Tokkatsu+) (facility, furniture, & equipment)

Prior to the TCP, two officials from General Authority for Educational Buildings (GAEB) participated in the invitation program “Japan Study Tour on Special Activities (Tokkatsu) in Basic Education” in May 2016. The Project in collaboration with GAEB developed the following documents.

- *A report about design alternatives for new construction of 100 Egyptian Japanese Schools*
- *Design standard and guidelines for EJS*
- *EJS standard models*
- *3D images of 42- & 22-class type school building*
- *List of furniture and equipment*

In addition, JPT expert responsible for school building and facility studied some EJS in order to see how the facilities and equipment are used. Then, good practices observed at some EJS were made into sample cases, which were used in the *EJS Facility Usage Guide*. The Guide was provided as one of the appendix documents for the *Teacher’s Guide of School Management and Class Management*.



Source: JICA Project Team

Figure 2-7: EJS Facility Usage Guide

Activity 1-6. Development of dissemination strategy to replicate WCE (Tokkatsu+) practice

From the early stage of the Project, JPT had a series of discussions with PMU on how to replicate the practice of WCE (Tokkatsu+) to public schools beyond EJSs as part of the broader EDU2.0 reform initiative. It was the activity defined by the original PDM dated Nov 1st, 2017 as “1-6. Development / revision of dissemination guidelines to replicate Tokkatsu+ practice”

As PMU gained more experiences and lessons learned from the Project activities mainly through the introduction of WCE (Tokkatsu+) practice at EJSs, PMU has become increasingly keen and focused on concrete ways in which Tokkatsu should be disseminated to all schools in the country. When the RD (dated Nov 9th, 2020 including revised PDM) was agreed, the above-mentioned activity was modified to prepare a dissemination strategy by considering the fact that the dissemination activities will be limited during the first phase of TCP due to COVID-19 pandemic.

JPT technically supported PMU in the process of drafting the strategy by suggesting possible scenarios and preparing projections for the effective and efficient replication of WCE (Tokkatsu+) practice for public schools across the entire country.

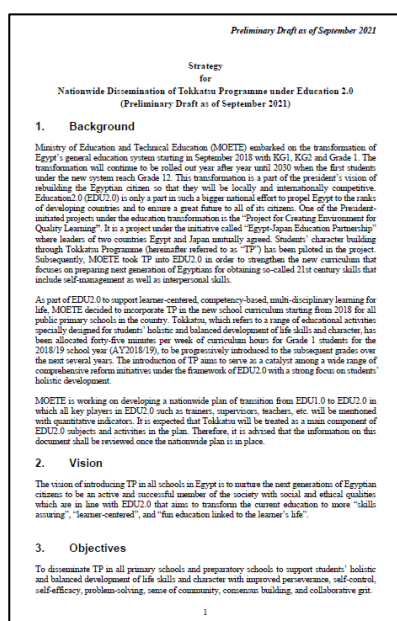
The first version of the dissemination strategy draft was approved by PMU in September 2021. The following table provides the summary of the strategy. It should be noted that MOETE is working on developing a nationwide plan of transition from EDU1.0 to EDU2.0 in which all key players in EDU2.0 such as trainers, supervisors, teachers, etc., will be listed with quantitative indicators. It is expected that Tokkatsu will be treated as a main component of EDU2.0 subjects and activities in the plan. Therefore, it is advised that the information on the working draft shall be reviewed once the nationwide plan is in place.

Table 2-14: Summary of the Dissemination Strategy

Timeframe	The timeframe of the dissemination strategy is in accordance with the overall dissemination plan of the EDU2.0, which covers the period from AY2018/19 to AY2029/30.
Objective	To disseminate WCE (Tokkatsu+) practice in all primary schools and preparatory schools to support students' holistic and balanced development of life skills and character with improved perseverance, self-control, self-efficacy, problem-solving, sense of community, consensus building, and collaborative grit.
Targets	The indicative targets of the number of schools practicing WCE (Tokkatsu+) practice according to the pre-defined criteria are set at 5,000 by the end of the year 2027 and 8,000 by the end of 2030 for Primary Schools, 200 by the end of 2027 and 800 by the end of 2030 for Preparatory Schools.
Outputs*1	<ol style="list-style-type: none"> Human resources to manage the implementation of WCE (Tokkatsu+) practice nationwide is developed at PMU Curriculum, Teachers Guides, and other materials necessary for WCE (Tokkatsu+) implementation are enriched/extended Human resources to practice WCE (Tokkatsu+) at the school level is developed.

Note: *1) It is the same composition as the PDM of TCP Phase 2.

Source: JICA Project Team



Source: JICA Project Team

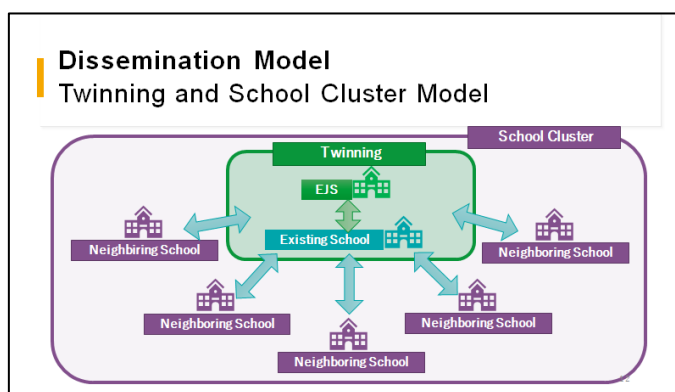


Figure 2-8: Strategy for Nationwide Dissemination

2.2.2 Output 2

Activity 2-1. Conduct baseline survey, and Activity 2-5. Conduct endline survey

(1) Framework of Impact Studies

The Project Design Matrix specifies the project purpose as “the whole child education (Tokkatsu+) model is operational at selected target schools”. However, introduction and implementation of Tokkatsu+ is not the ultimate goal, but a tool for children to acquire cognitive/non-cognitive skills. Tokkatsu+ activities implemented at each school need to be the activities that indeed produce good results for children. Therefore, it is important to conduct evaluations in order to assess the outcome of the Tokkatsu+ activities.

Together with the counterpart, the Project set 7 non-cognitive skills which are expected to be nurtured through Tokkatsu+ activities. The following table shows 7 non-cognitive skill indicators and corresponding students' competency, and Tokkatsu+ activities set by the Project.

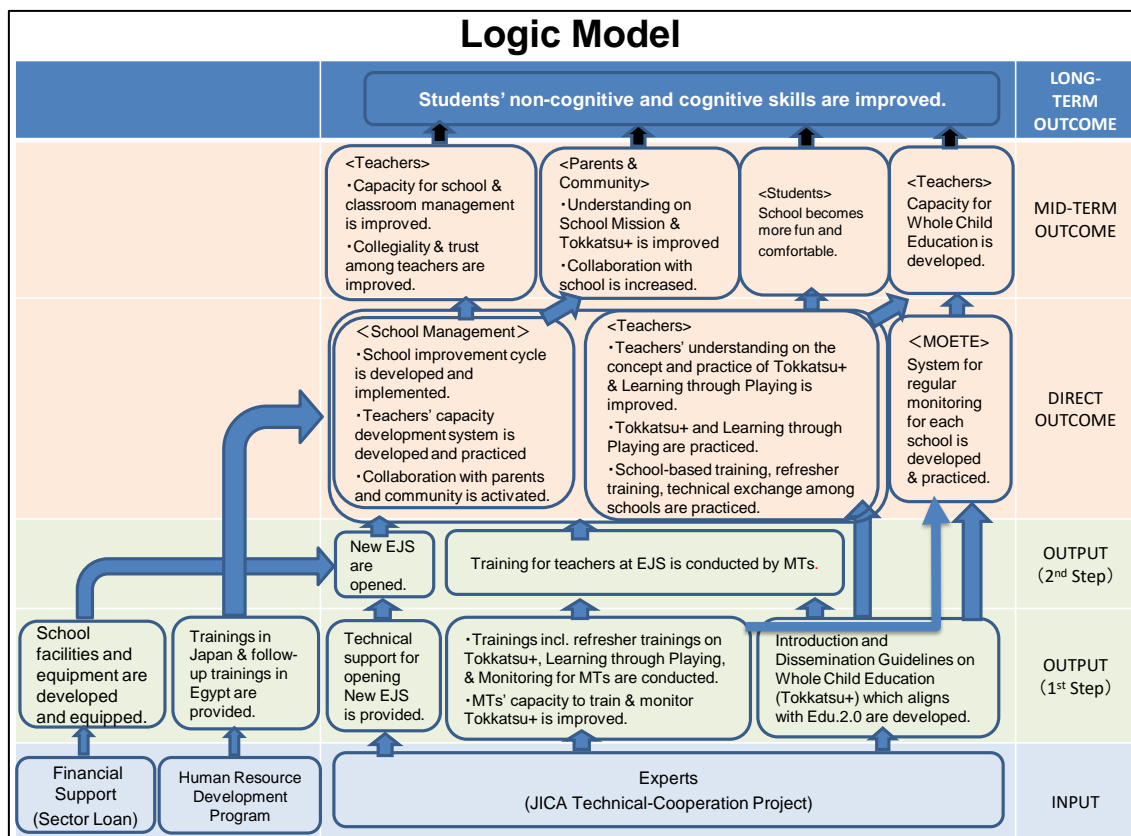
Table 2-15: Non-Cognitive Skills of Students Expected through Practicing Tokkatsu+

7 Non-cognitive skill	Expected Students' Competency	Corresponding Tokkatsu+ activities
Grit/ Perseverance	Students will be able to set their own goals and make an effort to accomplish them.	Classroom Discussion Class Instruction One-day Class Coordinator Math Drill
Self-control	Students will be able to control their emotions and act according to their values, and respect rules agreed upon.	Classroom Discussion Class Instruction
Self-efficacy	Students will be able to believe in their own abilities to achieve goals.	One-day Class Coordinator Classroom Teams Club Activities School Events Classroom Discussion/Choosing Task
Problem Solving	Students will be able to think freely and creatively analyzing information and using both conventional and unconventional methods when faced with unfamiliar problems.	Classroom Discussion Club Activities School Events Classroom/School Task Teams
Sense of Community	Students will enjoy being part of the class and school, and will be able to actively take part in classroom or school activities in order to create and maintain an enjoyable classroom and school life.	Classroom Discussion One-day Class Coordinator Cleaning Choosing Task in Class/School
Consensus building skill	Students will be able to express their opinions with reasons, listen to other's opinions, consider different options together by comparing different options and reach a consensus through discussion.	Classroom Discussion School Events Choosing Task in Class/School
Collaborative Grit	Students will be able to work together and pursue tasks until completion.	Classroom Discussion School Events Club activity Choosing Task in Class/School

Source: JICA Project Team

JPT also developed a Logic Model to explain its inputs, outputs, and outcomes through the Project, before conducting Impact Studies for new EJS opened in 2018/19.

As shown below there are several conditions to be met before the expected outcomes (i.e., fostering students' non-cognitive skills) are realized.



Source: JICA Project Team

Figure 2-9: Logic Model toward Students' Non-cognitive Skill Development

The original plan of the impact studies was to compare the outcomes of Tokkatsu+ activities in 3 categories of schools (pilot/pioneer schools, new EJS, and existing schools with Tokkatsu activities) versus control schools using a with/without comparison, as well as before/after comparison as shown below.

Table 2-16: Original Evaluation Schedule and Sample Schools

Study	Schedule	Pilot/ Pioneer Schools	1 st batch target schools		2 nd batch target schools		Control Schools	Total Sample Schools
			EJS	Existing	EJS	Existing		
BS1	2017 Oct	2	6	6	0	0	12	26
ES1	2018 May	2	6	6	0	0	12	26
BS2	2018 Oct	0	0	0	6	6	12	24
ES2	2020 May	2	6	6	6	6	12	38

BS stands for baseline study, and ES stands for endline study

Source: JICA Project Team

However, in October 2017 the commencement of EJS was postponed until Academic Year (AY) 2018/19 and the introduction of Tokkatsu to some existing schools was also postponed. Therefore, during the first year the project focused on the improvement of 12 pilot/pioneer schools and conducted BS and ES targeting 12 pilot/pioneer schools in AY2017/18. In September 2018, MOETE opened 35 new EJS, but intervention to the existing schools were further postponed. Therefore, we conducted BS and ES in AY2018/19 targeting new EJS and their control schools, which were normal public schools in the same area. As the intervention period between BS and ES was only 5 months, it was decided to conduct the second ES in March 2020, one year after the

first ES. However, due to the Covid-19 pandemic, schools were closed in March 2020 and the second ES was finally implemented in March 2021.

The table below shows the actual schedule of the 5 impact studies conducted under the project and the number of sample schools.

Table 2-17: Outline of Progress Studies for Pilot Schools

Study	Schedule	Pilot/Pioneer Schools	EJS	Control Schools	Total Sample Schools
PS1 (Baseline Study for 12 Pilot/Pioneer Schools)	Oct.-Nov., 2017	12 (G3&7)	0	0	12
PS2 (Endline Study for 12 Pilot/Pioneer Schools))	April, 2018	12 (G3&7)	0	0	12
PS3 (Baseline Study for EJS)	October, 2018	0	6 (KG1&2, G1)	6 (KG1&2, G1)	12
PS4 (First Endline Study for EJS)	April, 2019	0	6 (KG1&2, G1)	6 (KG1&2, G1)	12
PS5 (Second Endline Study for EJS)	March, 2021	0	6 (G1, 2 & 3)	6 (G1, 2 & 3)	12

Note: PS stands for Progress Study, BS stands for Baseline Study, and ES stands for Endline Study.

Source: JICA Project

For collecting information from respondents, the Project developed the following study tools.

Table 2-18: Study Tools

Study	Principal	Teacher	Parents	Students
PS1	Questionnaire	Questionnaire	Interview checklist	Questionnaire
PS2	Questionnaire	Questionnaire	Interview checklist	Questionnaire
PS3	Questionnaire	Questionnaire	Questionnaire	-
PS4	Questionnaire	Questionnaire	Questionnaire	-
PS5	Questionnaire	Questionnaire	Questionnaire	-

Source: JICA Project

(2) Main Findings and Considerations from Impact Studies on Pioneer Schools

The following are the main findings of the first 2 studies, PS1 and PS2. The period between PS1 and PS2 was only 5 months, so the main intervention was regular monitoring and feedback sessions conducted by assigned Tokkatsu Officers (TOs).

- **Non-cognitive Skills**

Analyzing the responses in PS1 and PS2, we found that there are difficulties in measuring children's non-cognitive skills through self-reported questionnaires, especially for G3 students. Looking at the responses of G3 and G7 students, we found that G3 students rated themselves much higher than G7 students, which implies that it is still difficult for G3 students to see themselves objectively. Teachers' responses to the questions on students' non-cognitive skills also did not correspond with those provided by their students. JPT needs to develop a better method to measure students' non-cognitive skills.

However, the students' response (yes, no, or I don't know) to the questions in PS2 asking about their current situation compared with the beginning of the academic year, shows that around 90% of G3 students and around 60% of G7 students responded that they like their class and school more, they feel they can listen to others' opinion better, and they cooperate better with the classmates. From these results we can assume that students felt that their affinity to class and school as well as their social skills were better than before.

- **Teachers' capacity to support whole child education**

It was assumed that the teachers' capacity to support whole child education (WCE) affects students' non-cognitive skills. Based on the study results, only 3 out of 12 schools showed significant improvement in teachers' capacity to support WCE. Our main intervention between PS1 and PS2 was monitoring and feedback sessions by TOs. From monitoring reports and JPT's observation of TOs during the school visits, it was observed that the quality of monitoring and feedback sessions varied considerably from TO to TO. The study results together with these reports and observations suggest that further inputs, including improvement of TOs' understanding of Tokkatsu and their monitoring and feedback sessions, should be necessary for enhancing teachers' capacity.

- **Positive changes at school**

The number of students and the number of teachers who observed positive changes in school were the two objectively verifiable indicators (OVIs) of the project purpose (i.e. the WCE (Tokkatsu+) model is in operation at selected schools) in the PDM. From the study results, 91% of G3 students and 61% of G7 students thought that their schools were getting better than at the beginning of the academic year, and 100% of principals and 91% of teachers agreed that they saw positive changes at schools. These results highlight the achievement of the project purpose at Pilot/Pioneer Schools.

(3) Main Findings and Considerations from Impact Studies on EJS

The target grades of both EJS and non-EJS are selected from the ones under the new curriculum, i.e., Education 2.0, which started AY2018/19. The new curriculum includes Mini Tokkatsu comprised of 3 Tokkatsu activities, Classroom discussion, Class instruction by teacher, and One-day Class Coordinator for the primary level. Therefore, the comparison between EJS as an intervention group and non-EJS as a control group was to compare EJS implementing Tokkatsu+ activities and non-EJS that were to implement Mini Tokkatsu for primary level under Education 2.0.

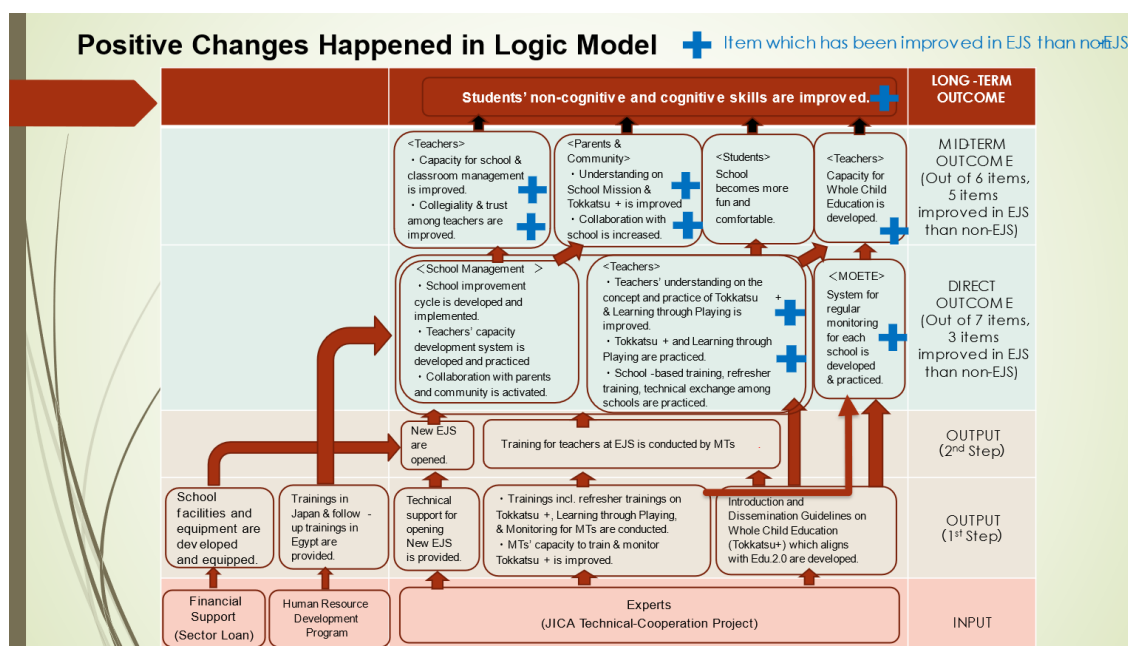
It is important to remember that PS3 and PS4 were conducted at the beginning and end of AY2018/19, prior to the onset of the Covid-19 pandemic, while PS5 was conducted in March 2021 which is in the midst of the pandemic. The school environment was drastically altered from March 2020 and schools were closed for several weeks at a stretch, and even after the schools reopened many students did not return to school on a regular basis as some parents preferred to keep their children at home for fear of contracting the virus. Therefore, the number of teachers and parents who took part in the PS5 (especially in non-EJS), was much smaller than PS3 and PS4 which made the comparison of PS5 results between EJS and non-EJS not as reliable. It is not reliable either to compare the PS5 results to the PS3 and PS4.

The following are the main findings of the PS3, PS4 and PS5 studies on EJS and control schools.

- **Non-cognitive Skills and Factors Affecting Them**

- Comparison of PS3 and PS4 results showed that students' non-cognitive skills such as grit, self-control, self-efficacy, problem-solving skills, consensus-building skills and collaborative grit, were enhanced to a greater extent at EJS than at non-EJS. It is not possible to determine a direct or causal link between the introduction of Tokkatsu and enhancement of students' non-cognitive skills from this study; however, the study results together with the logic model indicated a strong link between the project interventions, achievement of direct and mid-term outcomes, and the improvement of students' non-cognitive skills.

- Comparison of the PS5 results with PS3 and PS4 results showed that students' overall non-cognitive skills, *self-control*, *problem-solving skills*, and *collaborative grit*, were enhanced and remained that way from the baseline status for EJS. On the other hand, it was not clear for non-EJS, as PS5 results between teachers and parents differ considerably, and the skill which both teachers and parents showed significant increase was *problem-solving skills* only. This may be because only a few parents took part in the study and their responses may not have been represented by the target group.
- The study results together with the logic model indicated strong links between the project interventions, achievement of direct and mid-term outcomes and the improvement of students' non-cognitive skills as shown below.



Source: JICA Project Team

Figure 2-10: Logic Model with Outcomes Achieved

- Among the factors that may have influenced the students' non-cognitive skills, the following appeared important: teachers' understanding of Tokkatsu and Learning through Play, regular practice of Tokkatsu activities at school, regular monitoring of Tokkatsu and support to teachers, principals' and teachers' capacity for school and classroom management, teachers' capacity for WCE, parents' understanding of school mission and Tokkatsu, and parents' and community's collaboration with school.
- **Mini Tokkatsu not Implemented at Non-EJS**
 Even though Mini Tokkatsu is introduced and a 45-minute session of Tokkatsu per week is allocated for the students from Grade 1 to 3 at all public schools, the results indicated that many schools were still not practicing it. Sensitization and training on Tokkatsu at the different levels, i.e., Ministry of Education and Technical Education (MOETE), Mudirrya, Idara and school, are needed for the activities to be fully incorporated into school practices. It is also necessary to develop a system of monitoring Tokkatsu the same as other subjects to maintain the quality of the activities by supporting teachers.

- **Learning under Covid-19**

- As PS5 was conducted amid the Covid-19 pandemic, some additional questions on learning during the school closure were included in PS5. The study results showed that EJS teachers kept in touch with the students more often than non-EJS teachers. More EJS teachers provided online classes than non-EJS teachers, and that more EJS students took online classes than non-EJS students.
- However, student's life at home during the school closure, in terms of being active in studying, tidying up rooms spontaneously, and washing hands spontaneously, was not so different between EJS and non-EJS students according to the parents. These results seem reasonable considering the young age of the students, and this finding may suggest that it is important for lower grade students be guided both at school and home.

Activity 2-2. Conduct training and workshop for pilot schools and new schools

(1) Pilot/Pioneer Schools

Following the Pre-Pilot stage between 2015 and 2016, the project targeted 12 Pilot/Pioneer Schools in the early stage of the project period. The focus gradually shifted to EJS toward the latter half of the project period where less interventions were made for the Pilot/Pioneer Schools.

A cascade model was used in the training for Pilot/Pioneer Schools, where JPT experts trained Tokkatsu Officers (TO), and then TO trained representatives from schools (School Trainer Training), and the representatives then train the rest of teachers in their schools (School Training).

Table 2-19: Training and Workshop for Pilot/Pioneer Schools

Year	Month	Program	Approx. # of participants
2017	April	School Training (as part of OJT for TO)	60
2017	August	School Trainer Training	100
2017	August	School Training	400
2017/18		Monitoring and feedback by TOs	N/A
2018	July	Experience sharing workshop*	120
2019	February	Mini Tokkatsu Training (as a trial for national curriculum training)	55
2019	July	Experience Sharing workshop**	30
2019	August	School Trainer Training (using 2019/20 Teachers' Guide)	30
2019	September	School Training (School Management & Lesson Plan)	36

*Note: this is a part of experience sharing seminar among 12 Pilot/Pioneer School mentioned below

**Note: this is a part of experience sharing seminar between Pilot/Pioneer Schools and EJS mentioned below

Source: JICA Project Team



Source: JICA Project Team

Figure 2-11: Photos of Training and Workshop for Pilot/Pioneer Schools

(2) New Schools (EJS)

The same cascade model of training was applied to the first group of teachers for EJS in 2017. However, it was decided by the upper-level government officials that the launching of EJS would be postponed to the following year.

PMU chose not to use the cascade model for training the teachers for EJS. All EJS are new schools where not only school principals and vice principals, but also teachers were recruited from in-service teacher resources of both public and private schools. They are also relatively young compared to the ones working in other schools. For making the training occasion as an opportunity for team building, PMU called all members to come together at MOETE's training center in Giza (Mubarak Education City) to take part in the usual training during the summer holidays. JPT and TOs trained them directly to ensure better quality in understanding Tokkatsu+ in the beginning. The trainer's role in School Training has been gradually taken over by some top-caliber TOs (Core TOs). Since the time when some Core TOs were assigned at PMU, the role has been solely played by them. This type of School Training, which introduces the Tokkatsu+ concept as well as practical aspects, is usually conducted during summer breaks.

TOs make monitoring visits to EJS during the two semesters in a school year. TO does Tokkatsu lesson observations, Learning through Play lessons, and other Tokkatsu+ related activities followed by feedback sessions that are a part of capacity development for EJS.

Table 2-20: Training and Workshop for New Schools (EJS)

Year	Month	Program	Approx. # of participants
2017	August	School Training (13 expected EJS)*	260
2017	September	School Training (2 expected EJS)*	40
2017	October	School Principal Training (8 expected EJS)*	8
2018	September	School Training (34 EJS, principals and teachers)	700
2018	October	School Training (1 EJS)	13
2018/19		Monitoring and feedback by TOs (35 EJS)	N/A
2018	November	1st Principals Meeting and Training	35
2018	December	Lesson Study Workshop for EJS	100
2019	January	2nd Principals Meeting and Training	35
2019	March	3rd Principals Meeting and Training	35
2019	March	Lesson Study Workshop for EJS and neighboring schools	500
2019	July	End of year Experience Sharing Workshop	300
2019/20		Monitoring and feedback by TOs*	N/A

Year	Month	Program	Approx. # of participants
2020	January	School Training (Teachers recruited for 2019/20)	270
2020	October	School Training (Teachers recruited for 2020/21)	300
2020/21		Monitoring and feedback by TOs**	N/A
2021	August	4th School Principal and Vice Principal Training	94
2021	September	School Training (Teachers with 2 or more years of experience at EJS)	230
2021	September	School Training (Freshly recruited EJS teachers)	175

*Note: Monitoring and feedback in the second semester has been disrupted by the COVID-19 pandemic and the subsequent school closure.

**Note: Monitoring and feedback in 2020/21 had been disrupted in large scale as schools were closed two times due to the second and third wave of COVID-19 in Egypt.

Source: JICA Project Team



Source: JICA Project Team

Figure 2-12: Photos of Training and Workshop for New Schools (EJS)

In addition to the regular monitoring and feedback sessions provided to EJS by TOs, JPT experts were requested by the Egyptian side for doing similar inputs for EJS. However, this plan was disrupted due to the COVID-19 outbreak. Moreover, there was a plan to hold Lesson Study sessions at EJS with Japanese professors where neighboring ordinary public schools (including the candidates for existing schools) would be invited. However, this was cancelled as well due to the COVID-19 outbreak.

Other trainings for EJS include EDU2.0 new curriculum, how to teach recorder for music teachers by Yamaha, origami for art teachers from Japan Foundation, etc.

Activity 2-3. Conduct training and workshop for MOETE officials

Mudirrya and Idara officials were sensitized in the early stage of the project. When MOETE was preparing for the new education system in 2018, in which 45 minutes were allocated weekly for Tokkatsu, the project approached the Center for Curriculum and Instructional Materials Development (CCIMD) and introduced it. In the later stage of the project, Mudirrya Officials were once again targeted in anticipation of the start of existing schools.

Table 2-21: Training and Workshop for MOETE Officials

Year	Month	Program	Approx. # of participants
2017	March	Sensitization seminar for Idara Officials (for 12 Pilot/Pioneer School)	N/A
2017	April	Sensitization seminar for MOETE officials and Mudirrya directors	N/A
2018	April	Introduction of Tokkatsu to CCIMD	10
2019	October	Discussion with CCIMD (with Fukui University mission)	10
2020	November	Orientation to Mudirrya Officials	N/A

Source: JICA Project Team



Source: JICA Project Team



Figure 2-13: Photos of Sensitization to Mudirrya (left) and Idara (right) Officials

Activity 2-4. Conduct WCE (Tokkatsu+) lessons and activities in pilot schools and new schools

Due to Covid-19, EJS closed in the first semester until November 2020. The following analysis of monitoring data is based on the tabulation and analysis of the Rubric average values sent by TOs from December 2020 to May 2021. This analysis provides an update on the status of Tokkatsu activities in all 43 EJS, including KG.

(1) Overall Findings

In terms of the primary level Rubric items, STEP 3 (i.e. Satisfactory) showed the highest value (the largest percentage) on all items except "How to make consensus" and "Decision and implementation plan." This indicates that EJS as a whole, fully meets the basic level required for most of the activities since from STEP 3 it can be considered that Tokkatsu activities are implemented at a sufficient level. Similarly, in KG, STEP 4 is the highest value for all Rubric items, which means that the basic standard has been fully reached.

On the other hand, there are nine Rubric items, at the primary level, with STEP 2 being the second-highest value (the second largest percentage). This tendency is especially noticeable in Classroom

Discussion. Therefore, it is necessary to have a discussion between TOs and teachers on how to improve the quality of Classroom Discussion in the future.

In KG, "Outdoor play and use of sandbox" and "Role of assistant teacher" have a higher percentage of STEP 1 and STEP 2 compared to other items. Therefore, as a suggestion, it is important for TOs to focus on these two items, discuss them with teachers, and give appropriate advice.

The following are the positive outcomes for each Rubric item and the challenges to be tackled in the future.

< **Class Activities** >

There are 1) One-day Class Coordinator, 2) Clean-up Time, and 3) Ten Minutes Quiet Study Time in class activities.

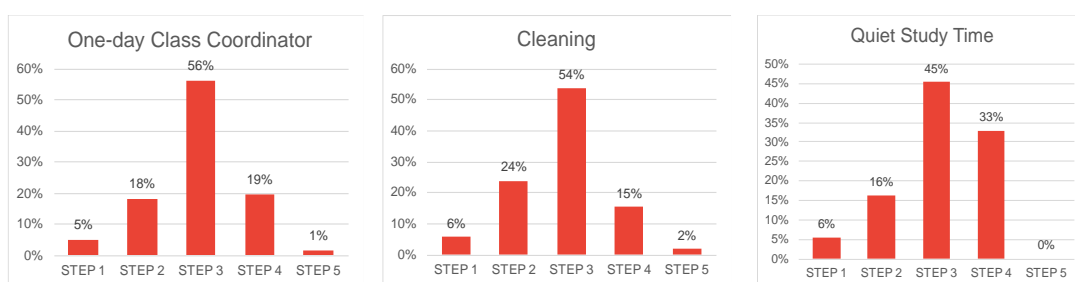


Figure 2-14: Monitoring Result (Class Activities)

For all three activities, STEP 3 of the Rubric shows the largest percentage. STEP 3 is a good sign, as it means that the quality of the activities fully meets the basic level. Among them, "Ten Minutes Quiet Study Time" achieved STEP 4 which is the second-highest value (the second largest percentage) after STEP 3. This indicates that "Ten Minutes Quiet Study Time" is moving to a higher level. This is also a good indication.

< **School Management** >

The school management in the Rubric consists of 1) "Capacity to Improve the School Continuously," 2) "Capacity to Improve Teachers' Knowledge & Skills," and 3) "Capacity to Develop Mutually Beneficial Relationship with Parents and Community."

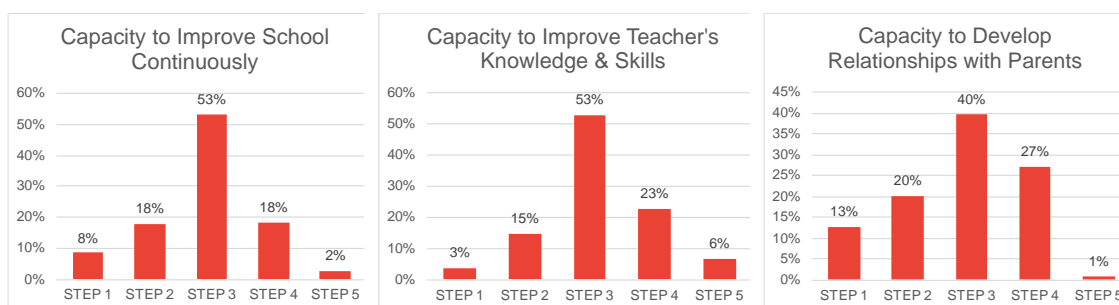


Figure 2-15: Monitoring Result (School Management)

For all three activities, STEP 3 shows the largest percentage. STEP 3 is a good sign, as it means that the quality of the activities fully meets the basic level. Having said that, "Capacity to Develop Mutually Beneficial Relationship with Parents and Community" shows that STEP 3 does not

exceed 50% as the others do. STEP 2 has the third-highest value (20%), and the value of STEP 1 still remains high by two digits. This indicates that the relationship with parents and community is working well in some schools, but not in many others.

< **Class Management** >

Class management has "Regular Monitoring of Five Areas of EJS Teacher Standards on Class Management" and "Class Management by Class Teacher."



Figure 2-16: Monitoring Result (Class Management)

For both activities, STEP 3 has the largest percentage. It means that the quality of the activities fully meets the basic level. "Regular Monitoring of Five Areas of EJS Teacher Standards on Class Management" shows rather a high percentage in STEP 4 and STEP 2. It means some EJS are moving up to STEP 4, while others are still stuck at STEP 2.

< **Principal's Commitment** >

It is noteworthy that 15% of the schools have reached STEP 5. This is a great sign of growth. On the other hand, it is also true that when STEP 1 and STEP 2 are combined, 20% of the principals are still stuck there. This will require further outreach to these EJS on an individual basis.

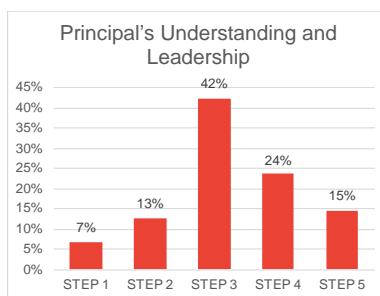


Figure 2-17: Monitoring Result (Principal's Commitment)

< **Classroom Discussion** >

Classroom discussion has nine Rubric items. They are 1) Purpose of classroom discussion, 2) Selection of topics, 3) Teacher's facilitation, 4) Student's interest and communication skills for consensus building, 5) Student's capacity to listen to others for consensus building, 6) How to make consensus, 7) Decision and implementation plan, 8) Implementation of what they decided, and 9) Reflection.

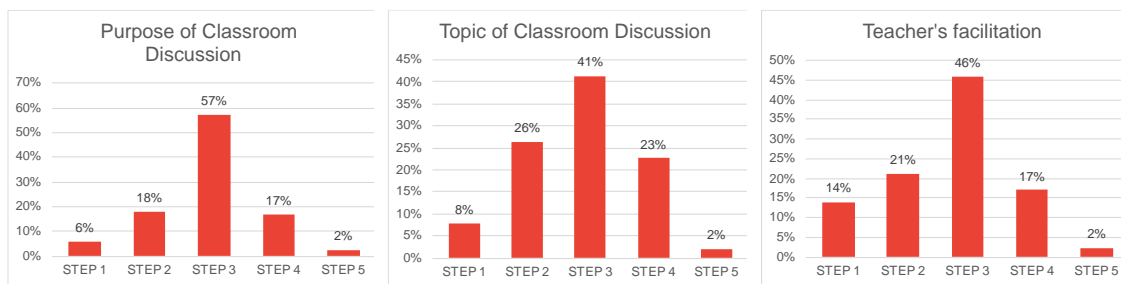


Figure 2-18: Monitoring Result (Classroom Discussion – part 1)

The first three, 1) Purpose of classroom discussion, 2) Selection of topics, and 3) Teacher's facilitation, respectively, have STEP 3 as the largest percentage. It means that the quality of these activities fully meets the basic level. Having said that, some EJS are moving to STEP 4, while others are still at STEP 2. Regarding "Teacher's facilitation," it is worrisome that the value for STEP 1 is 14%. In the next phase it will be required to consult with TOs, and individual support will be needed for EJS that have not reached STEP 3 as such.

The next three items are 4) Student's interest and communication skills for consensus building, 5) Student's capacity to listen to others for consensus building, and 6) How to make consensus.

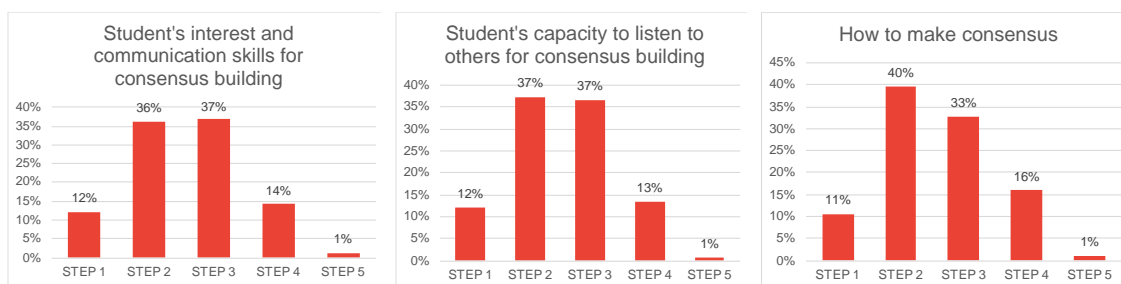


Figure 2-19: Monitoring Result (Classroom Discussion – part 2)

The common characteristic of these three items is that there is not much difference between STEP 2 and STEP 3. It tells that the situation is not very good. TOs need to provide further technical support and advice to the teachers on these two items.

The last three are 7) Decision and implementation plan, 8) Implementation of what they decided, and 9) Reflection.

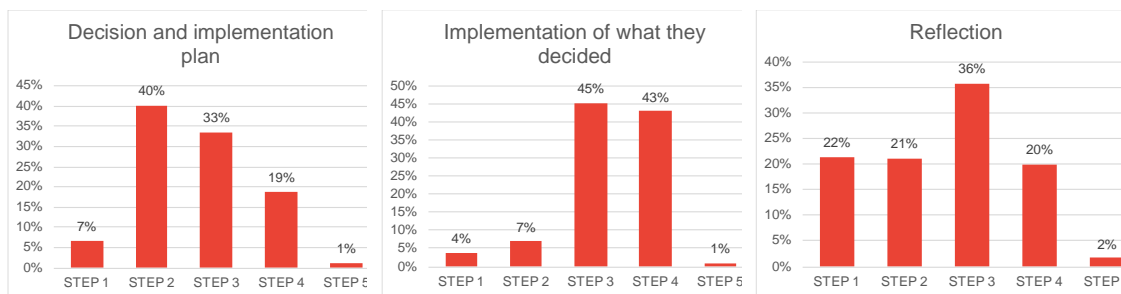


Figure 2-20: Monitoring Result (Classroom Discussion – part 3)

The feature of "Decision and implementation plan" is that STEP 2 is still high (40%). This result means that the quality of this item is still low. In the future, TOs need to discuss this item with teachers, identify issues, and develop measures to tackle it. On the other hand, the characteristic

of "Implementation of what they decided" is that the value of STEP 4 is high. It is a very good sign that the results of STEP 4 have already reached this level at this stage. The characteristic of "Reflection" is that the value of STEP 1 is the 2nd highest. This was not the case for the other Rubric items. The EJS with a high ratio of STEP 1 values for this item are known, so TOs need to discuss this matter with the teachers and take action.

< Classroom Instruction >

Classroom instruction has four Rubric items. They are 1) Purpose of class instruction by teacher, 2) Selection of topics, 3) Teacher's facilitation, and 4) Decision making and its implementation.

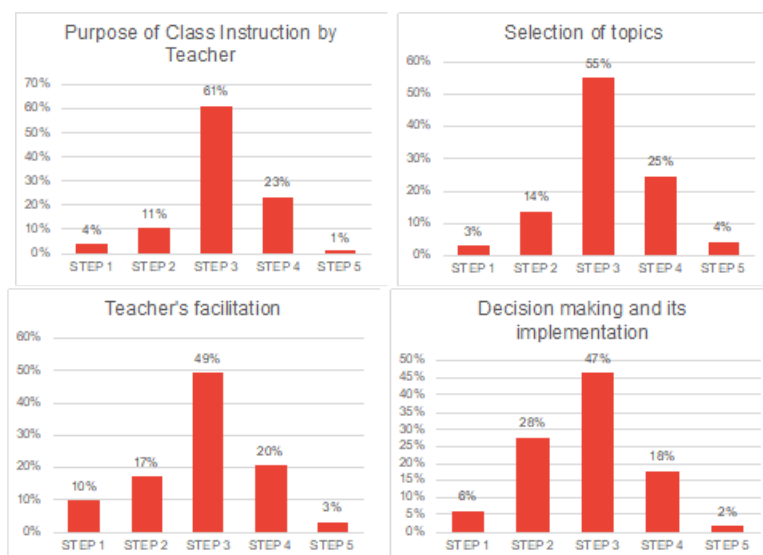


Figure 2-21: Monitoring Result (Classroom Instruction)

The Rubric results of first two, 1) Purpose of class instruction by the teacher and 2) Selection of topics show both high values of STEP 3, which means the quality of these activities fully meets the basic level.

The last two items, 3) Teacher's facilitation, and 4) Decision making and its implementation also both show high values of STEP 3. This is a good sign, and both items are well within the basic activity level.

< KG >

Rubric in the elementary school level is 5 STEP, but KG is 4 STEP. The KG's Rubric is the following ten items. They are 1) Morning class meeting, 2) End of the day class meeting, 3) Safe and comfortable classroom environment, 4) Outdoor play and use of sandbox, 5) One-day class coordinator, 6) Tidy up and cleaning, 7) Role of assistant teacher, 8) Use of communication notebook, 9) Learning through play, and 10) Respect to individual child's presence.

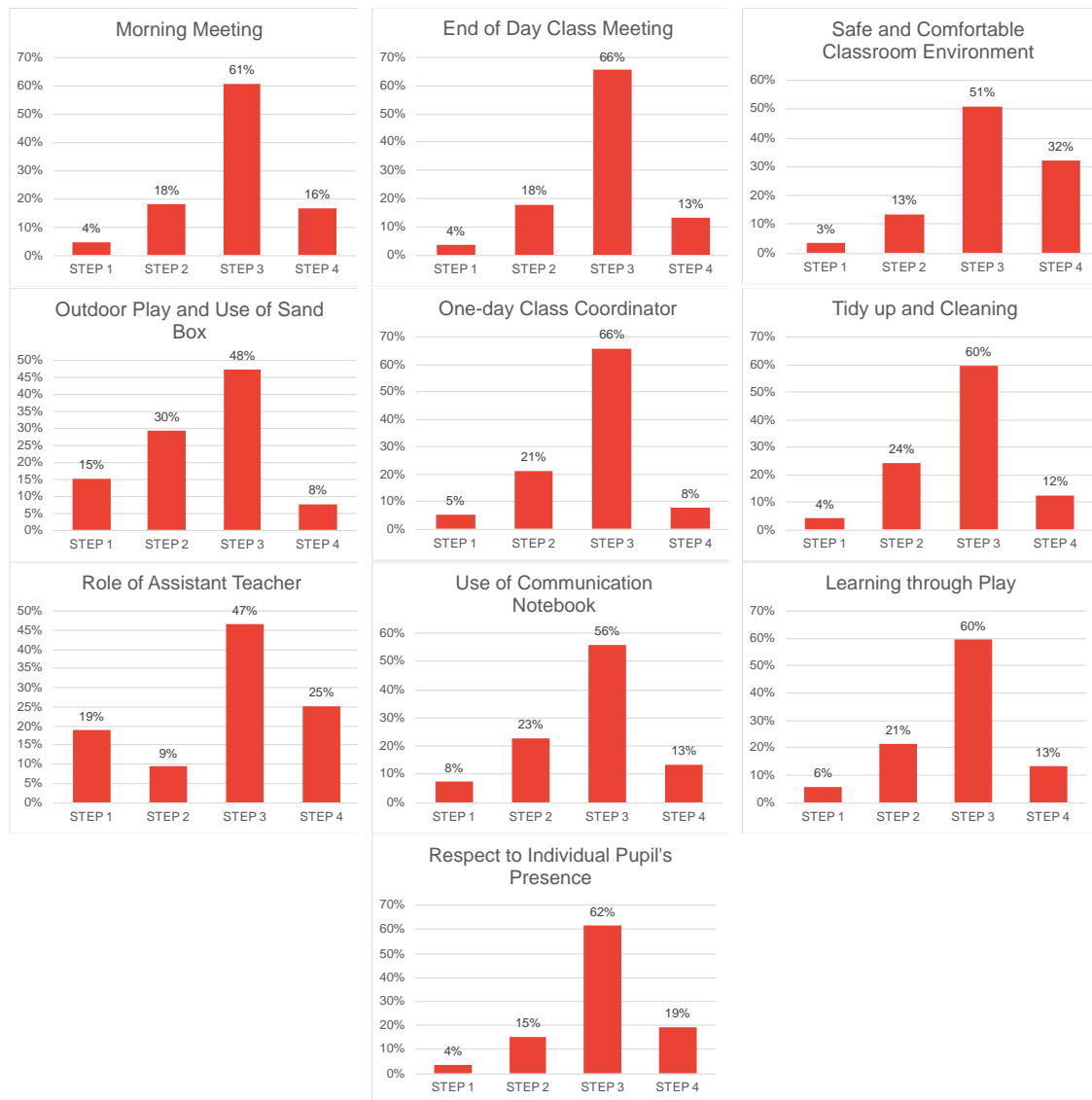


Figure 2-22: Monitoring Result (KG)

In "outdoor play and use of sandbox", STEP 1 and STEP 2 account for 15% and 30% respectively. This suggests that the activity has not been well-rooted yet. TOs need to provide more technical support to the teachers on this activity. The "role of assistant teacher" Rubric value shows that although STEP 3 has the highest value, STEP 1 counts 19% still. This indicates that there are a certain number of EJS that do not know how to utilize the assistant teacher well. TOs need to especially support these EJS.

2.2.3 Output 3

Activity 3-1. Conduct training and workshops for Muddyria and Idara personnel (TOs)

The Work Plan that was agreed on between PMU and JPT at the start of the Project stated that JPT trains TO, then TO¹⁰ trains school principals and teachers. Therefore, PMU and JPT provided trainings to TO according to the plan which is shown in the following table.

Table 2-22: Training and Workshop for TO

Year	Month	Program	Approx. # of participants
2017	April	TO Training (Introduction to Tokkatsu)	40
2017	April	TO OJT (School Training for 12 Pilot/Pioneer Schools)	12
2017	May	TO Training (Observation of Cairo Japanese School)	8
2017	June	TO Training (KG)	20
2017	June	TO Training in Japan (Practice of Tokkatsu in Japan)	20
2017	July	TO Training (Introduction guide version 1)	30
2017	August	TO OJT (School Training for 12 Pilot/Pioneer Schools)	27
2017	October	TO Monitoring Training (including OJT)	25
2017	December	2nd TO Monitoring Training	27
2018	March	3rd TO Monitoring Training	27
2018	July	TO Training (Introduction guide version 2)	70
2018	October	4th TO Monitoring Training	60
2018	November	TO OJT (1st Principals meeting and training)	60
2018	December	TO OJT (Lesson Study)	60
2019	January	5th TO Monitoring Training	60
2019	January	TO OJT (2nd Principals meeting and training)	60
2019	June-July	TO OJT (Developing Training Materials)	10
2019	July	Candidates for TO Training (Introduction to Tokkatsu+)	45
2019	August	TO Training (2019/20 Teacher's Guides)	50
2019	September	TO Training (Training on School management & lesson plan)	50
2019	September	6 th TO Monitoring Training	60
2019	September	TO TOT Training (2019/20 Teacher's Guides) for the 2 nd batch EJS (5)	30
2019	October	TO Training in Japan (Curriculum framework and current challenge of EJS)	20
2020	Whole year	Core TO OJT (Developing Teacher's Guides, etc.)	10
2020	January	Candidates for TO (Introduction to Tokkasu+)	45
2020	January	TO OJT (Teacher's Guide Training)	60
2020	Jan-Feb	TO Training in Japan (Student outcomes of Tokkaatsu, etc.)	20
2020	February	7 th TO Monitoring Training	45
2020	April	8 th Monitoring Training (online)	60
2020	April-May	TO Training (Good Practice Search for 2019/20 (online))	60
2020	October	TO Training (2020/21 Teacher's Guides) including 40 candidates for TO	90
2020	October	TO Training (2020/21 Teacher's Guides, online) including 40 candidates for TO	90
2020	October	9 th Monitoring Training (online)	90
2020	Nov-Dec	Candidates for TO (2020/21 Teacher's Guides, Monitoring Manual, Rubric, etc.)	40
2021	Jan-Jun	TO OJT (Developing Teacher's Guides, etc.)	10
2021	August	TO Training (2021/22 Teacher's Guide)	65

Source: JICA Project Team

¹⁰ The trainers were originally called "Master Trainers" and were later renamed as "Tokkatsu Officers". This report used Tokkatsu Officer or its abbreviation TO unless there is a specific reason for using Master Trainer (MT).

One of the challenges in introducing Tokkatsu+ in Egypt is to shift the teachers' mindset from "how teachers teach" to "what students learn", which was one of the major topics in the training held in Japan in October 2019 for 20 participants (16 TOs, 2 curriculum experts from CCIMD, and 2 professors from Ain Shams University).



Source: JICA Project Team

Figure 2-23: Photos of Training and Workshop for MT / TO

In the beginning, 40 TOs (known as Master Trainers at the time) took part in the trainings which were eventually reduced to half just after the training in Japan on June 2017. Then, the second training in Japan was cancelled to accommodate MOETE's request for having direct training by JPT for EJS principals and teachers before the opening of 35 EJS in 2018/19. The number of TOs have increased to approximately 40 in July 2018. The total number of active TOs are currently at approximately 60 at 2020/21.

By the end of 2018/19, some TOs left the project, which led to the absence of a TO in some governorates. PMU recruited new TO candidates. Following this, an introductory training for the candidates of TOs was conducted by some top-caliber TOs called "Core TOs", supported by JPT. Those TOs recruited in early 2018/19 also took part in this training as a refresher program.

In 2019/20, the following four-trainings were conducted by the Core TOs, supported by JPT, before the academic year started:

- 1) First, the training on the 2019/20 academic version guidelines/manuals, especially focused on the new/revised content compared with the previous academic year.
- 2) Second, in order to supplement the lack of understanding, another training on school management and lesson plan was conducted.
- 3) Third, the monitoring training, "How TOs monitor the school implementation, based on the guidelines/manual, and provide feedback", was conducted.
- 4) Fourth, TOT training on the training material was conducted for TOs who will be the instructors for 2nd batch EJS.

After the academic year started, the following support has been provided to TOs from TCP:

- Advising based on TOs' monitoring reports, upon necessity; and
- On-the-job training when JPT does school visits where TOs are conducting monitoring.

In general, the following sequence has been practiced for freshly recruited TOs.

- Introduction to the Tokkatsu+ teacher’s guide Summer break
- Monitoring training Summer break
- Practicing monitoring with experienced TOs at EJS First semester
- Monitoring training Winter break
- Practicing monitoring with experienced TOs at EJS Second semester
- Refresher training (second cycle starts) Summer break

Activity 3-1-2. MOETE officials develop plans to introduce WCE (Tokkatsu+) to selected existing schools

It was planned to start introducing Tokkatsu+ to existing schools along with EJS in 2017/18 according to the Project Work Plan made in April 2017. However, this had not been achieved as planned due to the heavy burden on PMU for opening EJS. At the time when the extension of the project period had been agreed, 2020/21 was set as the year for initiating existing schools, so that WCE model activities will be learned from EJS. Preparation was made during 2019/20, in which the following figure was used for selecting the additional activities for the existing schools. PMU chose 34 schools as the will-be Existing Schools from those schools that participated in the lesson study workshops held at EJS in the past. TOs and EJS school principals in the respective governorates were involved in the nominating process.

Category of Tokaktsu in Japan	Tokkatsu+ (EJS)	Basic Tokkatsu (Existing schools/ Pioneer Schools)	Core Elements of Tokkatsu "Mini Tokkatsu" (All schools)
Class activity (1) To participate in creating class and school life (2) To adopt daily life and study, self-development, and health and safety (3) To attain career development and self-fulfillment	*Class Discussion (P) *Class Instruction (P) (focus on health & hygiene) *Class Coordinator (P) Cleaning Morning meeting/End of day meeting Choosing tasks	Class Discussion (P)* Class Instruction (P) (focus on Health & hygiene)* Class Coordinator (P)* Cleaning (needs to examine pros & cons carefully) * Morning meeting/End of day meeting (needs to examine pros & cons carefully) *	*Class Discussion (P) *Class Instruction (P) (focus on health & hygiene) *Class Coordinator (P)
Pupil council activities	Considers at Grade 4 and above		
School club activities	Carefully examine the pros and cons of this activity in Egypt	More elements can be added according to the needs of school and community	
School events	Sports day (JV: but not been materialized due to COVID-19)		
	Small group learning*, Quiet study (P)*, Communication notebook*, Learning through play (KG)*, Sand play (KG)*, Free play and planned play (KG), Staff meeting*, Distribution of school duties*, School-based training (Lesson study)*, Preparing next day lessons at school*, Involvement of parents and guardians*, One way on school corridor, Changing shoe for indoor and outdoor, Eating lunch together, Washing hands, Brushing teeth, School garden, Keeping animal, Field trip, Measuring height and weight, Health check, Environment study (JV), Others	Communication notebook (KG)*, A part of Learning through play (KG)*, Measuring height and weight (SHP), Health check (SHP) SHP: JICA's School Health Project in Egypt (2008~2012)	

Note, P:Primary only, KG:Kindergarten only, *:Introduced by Teacher’s guide, JV: Introduced by JICA volunteers

Source: JICA Project Team

Figure 2-24: WCE Activities for Three Types of School (Discussion Paper)

R&D of PMU, in collaboration with JPT, developed a draft annual training schedule. Then, an orientation session was provided to Mudirrya officials who would be involved in the tasks for existing schools November 2019 according to the plan.

However, the plan was disrupted by the COVID-19 pandemic.

Activity 3-2. Conduct training and workshops for principals and teachers of selected existing schools

Some TOs who took part in the training in Japan begun practicing lesson study that they saw in Japan at their governorates on their own initiatives. JPT leveraged this initiative and promoted among all EJS especially utilizing the timing of Japanese professors visiting Egypt. When EJS hosted Lesson Study Workshops supported by JPT and Japanese professors, some neighboring public schools of EJS were invited. From this pool of schools, PMU in collaboration with TO in the respective governorates chose 34 schools as the existing schools that were to start practicing WCE model activities in 2020/21. However, COVID-19 disrupted this plan and the existing schools have not been initiated to date. Fortunately, the 34 existing schools have some sort of knowledge about WCE model activities as they are involved in the Lesson Study workshops at EJS.

Table 2-23: Training and Workshop that involved Candidates for Existing Schools

Year	Month	Program	Approx. # of participants
2018	December	Lesson Study Workshop for EJS	100
2019	March	Lesson Study Workshop for EJS and neighboring schools	500

Source: JICA Project Team

Activity 3-2-2. Experience sharing sessions is conducted at new schools for the selected existing schools

When EJS hosted Lesson Study workshops on two occasions (as shown on the above table) will-be existing schools were involved. Therefore, some level of experience sharing had been done during the workshops.

Then, 2020/21 was thought to be the year where existing schools would be involved in experience sharing with EJS. However, this was not achieved due to the COVID-19 pandemic and subsequent school closures three time since March 2020.

Hence, such experience sharing was not arranged for the existing schools after being officially selected.

Activity 3-3. Conduct baseline survey, and Activity 3-5. Conduct endline survey

(1) Existing Schools

To assess the baseline status of the 35 existing schools, data collection tools, i.e., school information sheet, a questionnaire for the principal and a questionnaire for the teachers, were developed in October-November 2020. The school information sheet contains the number of students by grade and by gender, the number of teachers by grade and by gender, and the school facilities. The principal and teacher questionnaires include personal information (gender, age, and teaching experiences), Tokkatsu practice at school, understanding of Tokkatsu.

Data collection would be conducted by assigned Tokkatsu Officers (TOs) and the data collection guide was developed to make a uniform data collection process in the 35 schools. A one-day orientation was conducted using the questionnaires and the data collection guide on December 1, 2019, and TOs were supposed to start data collection the following week. However, the PMU decided to postpone data collection from the existing schools to the second semester 2021/22 at the time of this report.

Activity 3-4. Conduct WCE (Tokkatsu+) lessons and activities in existing schools

Since the official start of existing schools was disrupted by the COVID-19 pandemic in 2020/21, the project did not confirm any lessons and activities related to WCE model to date.

Activity 3-5-2. Develop TOR of MOETE officials in implementation of WCE (Tokkatsu+)

As mentioned in “Activity 1-6. Development of dissemination strategy to replicate WCE (Tokkatsu+) practice,” the JPT supported PMU to develop the dissemination strategy which outlines the approaches and targets with regards to the nationwide dissemination of WCE (Tokkatsu+) practice to all public primary and preparatory schools in the whole country.

In the course of developing this dissemination strategy, the roles and responsibilities of MOETE officials for the dissemination process of WCE were also discussed and the following table shows the proposed terms of reference (TOR) of key MOETE officials

Table 2-24: Proposed TOR of MOETE Officials for the Nationwide Dissemination of WCE

Division/Unit within MOETE	Role & Responsibilities
PMU	<ul style="list-style-type: none"> -Formulate policy, standards, and plans for all activities related to WCE (Tokkatsu+) dissemination and implementation. -Building partnerships with different parties such as agencies and ministries that are concerned with providing support to WCE (Tokkatsu+) dissemination and implementation activities. -Develop teaching and learning resources related to WCE (Tokkatsu+) including curriculum frameworks, assessment frameworks, teachers guides, training materials, and monitoring and evaluation tools. -Plan, delegate, and supervise various training activities for WCE (Tokkatsu+) dissemination and implementation. -Compile monitoring and evaluation data from all Governorates and conduct periodic reviews of the progress of WCE (Tokkatsu+) implementation. -Plan and supervise information, education and communication (IEC) activities for promoting awareness of WCE (Tokkatsu+).
CCIMD	<ul style="list-style-type: none"> -Review the draft of the curriculum framework, assessment frameworks, Teachers Guides, other teaching and learning materials prepared by PMU and provide feedback and suggestions. -Approve and authorize the curriculum framework, assessment frameworks and Teachers Guides as the official documents of MOETE for distribution to all schools.
Department of General Education	<ul style="list-style-type: none"> -Coordinate and liaise with Governorate Education Offices for planning and implementing various training and experience sharing activities. -Each Mudirrya under Department of General Education: Plan and conduct various training and experience sharing activities for Idara and schools under its supervision and monitor its progress. -Idara under each Mudirrya: Plan and conduct various training and experience sharing activities for schools under its supervision and monitor its progress.
Printing House	<ul style="list-style-type: none"> -Print the approved Teachers Guides and distribute to all schools.
General Authority of Educational Buildings	<ul style="list-style-type: none"> -Plan and construct new schools including EJSs.

Source: Use Quick parts

A more detailed TOR will be further defined in the SOP to be developed in the next phase of this project.

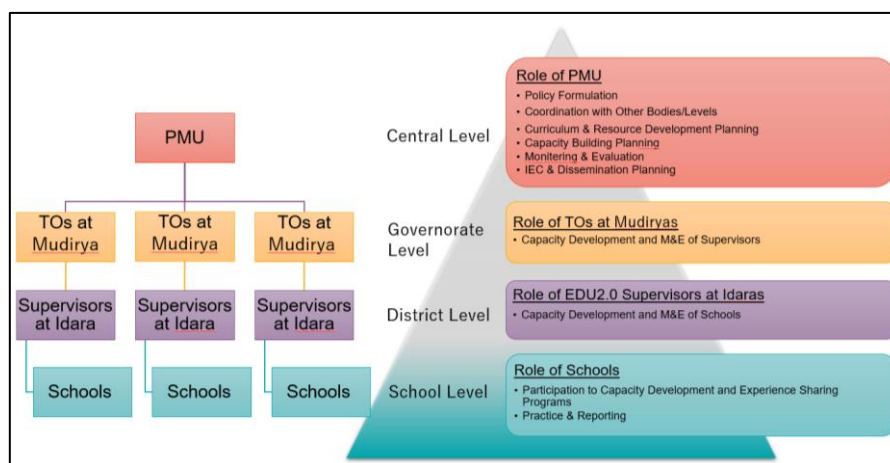
Moreover, article 5 of the Ministerial Decree No.17 (August 8, 2019) defines the following, which specifies the roles of EJS, PMU and its sub-units, Mudirrya and Idara, and Central Department for Information Systems.

Provisional Translation

The EJS, PMU, and all affiliated units on educational directorate (Mudirrya) level oversee the following roles:

1. Selecting schools to implement the Japanese Tokkatsu Activities, according to criteria that the unit assigns for this purpose, in coordination with the Japanese side and under cooperation with Mudirrya and educational departments (Idara) and these standards are to be approved by the competent authority.
2. Working to unify the methods and work process in this type of schools, and prevent the duplication of decision-making, and reach a common understanding concerning implementation of the objectives of the Japanese experiment, through guiding the Mudirrya, and Idaras in each governorate, as well as other departments within the secretariat of the ministry that are concerned with all the procedures needed to ensure the success and sustainability of the implementation of the activities.
3. Setting programs and applications necessary for the work of the PMU at the ministry level and its subunits under Mudirrya, such as: “creating web site – data bases - programs...etc.”, however the Central Department for Information Systems and Technology shall provide the infrastructure for that, and work to resolve any obstacles.
4. Recommending the employees required at the PMU and its sub-units after holding the required assessments and personal interviews for the candidates, in order to ensure the sustainability of the PMU in implementing its tasks and different activities on the school level, and that shall be done after the approval of the competent authority.
5. Suggesting, preparing and implementing training programs necessary for employees of the PMU, its sub-units and at schools in cooperation with the Japanese side.
6. Setting the criteria and selecting candidates to benefit from the scholarships provided by the Japanese side to the project, after holding the required assessments and personal interviews for the candidates, in coordination with the Japanese side.
7. Conducting regular follow-up and evaluation for the performance of the school staff and linking the performance to incentives set for the employees at the PMU, its sub-units or at schools, according to regulations set for this purpose.
8. Building partnerships with different parties such as agencies and ministries that are concerned with providing support to the Egyptian Japanese schools.
9. Promoting the Japanese Tokkatsu activities, in a way that ensures proper understanding of such activities and disseminating its implementation in all public schools nationwide.

When PMU and JPT drafted the Dissemination Strategy, additional personnel such as Core TOs, TOs at governorates, EDU2.0 Supervisors were mentioned as shown on the figure below. The strategy expects EDU2.0 Supervisors (who are currently doing monitoring of grades KG1 to Grd3) will be the key personnel in dissemination.



Source: JICA Project Team

Figure 2-25: TOR set in the Dissemination Strategy

Activity 3-6. Conduct seminars

Table 2-25: Seminars

Year	Month	Program (& Target)	Approx. # of participants
2018	July	Experience Sharing Seminar (Pilot/Pioneer Schools, TOs)	120
2019	July	End-of-the-year Experience Sharing Seminar (EJS, TOs)	300
2019	September	Seminar in cooperation with Ain Shams University (EJS, TOs, Faculty of Education, Ain Shams University)	250
2019	December	Local Seminar in Aswan (EJS, TOs, Mudirrya officials, local media)	200
2019	December	Local Seminar in Hurghada (EJS, TOs, Mudirrya officials, local media)	150
2021	August	End-of-the-year Experience Sharing Local Webinar (EJS, TOs)	230
2021	August	End-of-the-year Experience Sharing International Webinar (EJS, TOs, interested international audiences especially from Indonesia)	190

Source: JICA Project Team

The Project hosted a local seminar in July 2018 where 12 Pilot/Pioneer Schools presented their achievements in practicing Tokkatsu in 2017/18. The results from PS1 and PS2 were reported. Panel discussions were organized for the following three themes.

- Introduction of class discussion and instruction and its potential in children’s character building (non-cognitive development).
- Introduction of Tokkatsu and its potential in school management improvement including engaging more parents in school improvement.
- Introduction of daily class coordinator and cleaning by students as Tokkatsu and its potential.



Source: JICA Project Team

Figure 2-26: Photos of Experience Sharing Seminar (Pilot/Pioneer School)

The end of year seminar was conducted after the completion of the 2018/19 academic year for the 35 first batch EJS and 12 pilot/pioneer schools. On the first day, they separated into six-groups with different topics to review their implementation during the past year and find lessons learnt in Tokkatsu+ implementation. On the second day, the conclusion of each group was shared among all participants.

The seminar was held in cooperation with Ain Shams University in September, which targeted teachers, government officials, academics, and media, to raise awareness of the Project. The findings in the above end of year seminar, as well as the Baseline and Endline Survey were presented to the public.

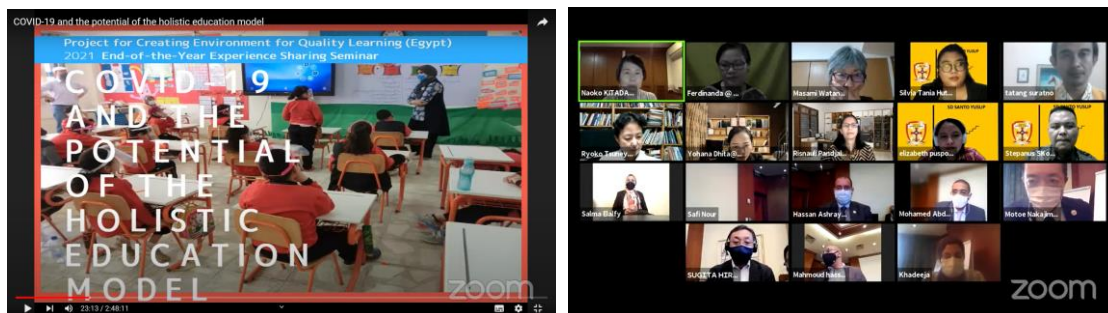


Source: JICA Project Team

Figure 2-27: Photos of Seminar in cooperation with Ain Shams University

The seminars in Aswan and Hurghada were conducted with the professors from Japan, aiming to improve the quality of WCE model activities (Tokkatsu+), and raise awareness for parents and local government officers. There was a plan for organizing local seminars at EJS in cooperation with Japanese professors in March 2020, which was not achieved due to the COVID-19 pandemic.

Two webinars, one for local and the other for international, were organized towards the end of the Project in August 2021. The practice samples that TOs collected in the past two years were presented in the local webinar. The professors from Japan involved in TTCS presented lectures in the international webinar. An Indonesian professor presented a case in his country in which a Kindergarten was practicing similar activity of Tokkatsu.



Source: JICA Project Team

Figure 2-28: Photos of End-of-the-year Experience Sharing Webinar

2.2.4 Output 4

Output 4 was added when PDM was revised by the RD dated 9/Nov/2020. It is mainly for reinforcing the sustainability of the Project by having certified local trainers conducting training programs. The certified trainers are also expected to play the other roles currently taken by JPT such as developing the teacher’s guide and other materials, etc. The other reason was that PMU wanted to avoid fraudulent un-certified trainers of Tokkatsu. It is called “Tokkatsu Training and Certifying System (TTCS) Pilot Project.”

Activity 4-1. TTCS Pilot project Joint Committee (JC) is formed

The secretariat for TTCS formed in PMU developed a Term of Reference of JC that consists of the specialists from Egypt and Japan shown on the following table. In addition to providing technical expertise in the four major components, namely 1) ILO, 2) training curriculum, 3) conditions for being training provider, and 4) evaluation and certification of TO, the JC is also expected as an advisory panel in the preparation stage and reporting stage. See TTCS Report for details.

Table 2-26: JC Members

Name	Position
Malek Ahmed, Mr.	Director of Project Management Unit (PMU), Egyptian Japanese Schools (EJS) Project
Esam R. Hamza, Prof.	Director/ Chairman of Liberal Arts and Culture Centre (LACC), E-JUST
Enas Farahat, Dr.	Lecturer of Curriculum and Instruction, Faculty of Education, Damietta University / Assistant Prof., Liberal Arts and Culture Center, E-JUST
Hiroshi Sugita, Prof.	Professor, Kokugakuin University
Yoshinari Kuroki, Prof.	Professor, Okinawa University.
Kyoko Abe, Ms.	Senior Researcher, National Institute for Educational Policy Research (MEXT-NIER)
Ryoko Tsuneyoshi, Prof.	The University of Tokyo
Yuki Hashitani, Prof.	Professor, Nippon Sport Science University
Tetsuro Wakita, Prof.	Professor, University of Teacher Education Fukuoka

Since COVID-19 disrupted international travel and the Japanese JC members were unable to visit Egypt, PMU arranged some Japanese EJS Supervisors¹¹ to act on behalf of the JC members in implementing TO evaluation. The following list shows the EJS Supervisors assigned to the task.

¹¹ A group of Japanese teachers, of which many had experience as school principals in Japan, were invited by the President of Egypt for serving as advisors for the school principals of EJS. They are called as “EJS Supervisors”. There were 10 EJS supervisors in 2020/21 and 12 in 2021/22.

Table 2-27: EJS Supervisors

Name	Assigned EJS
Junichiro Suzuki, Mr.	EJS New Cairo
Yuji Abe, Mr.	EJS Port Said, New Damietta, Kafr El Bateekh
Toyohiko Kawagoe, Mr.	EJS Aswan

Activity 4-2. Intended Learning Outcomes (ILO) is examined and approved by JC

The TC team drafted the Intended Learning Outcome (ILO) for TO on which Japanese JC members included some technical inputs. It was then approved at the second JC held on December 2020. The ILO is shown on the figures below according to the three major technical areas of Tokkatsu+.

ILOs Technical Area	Knowledge	Skill	Attitude
School and Class Management for Japanese-style Education	-To be able to understand "the basic concept (how it should be) of school management and class management" and "the activities that make the most of organization", used in Japanese school education, and explain it -To be able to understand the basic methods used in school management and class management in Japanese school education, and explain it	-To be able to analyse practical-cases of school on school management and class management	-To be able to be proud of supporting student and teachers
		-To be able to develop training materials for school management and class management	-To be able to show empathy with school and teachers (to understand school and teacher's feeling)
		-To be able to communicate with MOETE officers, local education officers, principals and teachers	-To be able to show respect to school and teachers
		-To be able to advice/guide, corresponding to each school/class's actual condition/situation	- To be able to provide proper advices, based on monitoring results
		-To be able to train/mentor local education officer, school principal and teacher on school management and class management (Training and guidance, based on achievements and challenges)	- To be able to motivate by evaluating good-points rather than only focusing on challenges - To be able to take in to account of students' actual situation and developmental level, and then show flexible attitude
		-To be able to advice and guide, corresponding to each one's challenge.	
	-To be able to monitor school management and class management (Achievement level)	-To be able to provide advices, corresponding to the uniqueness of each region/area and school	
	-To be able to evaluate school management and class management, in order to identify achievements and challenges		

Source: TTCS Report

Figure 2-29: ILO (School Management and Class Management)

ILOs Technical Area	Knowledge	Skill	Attitude
Tokkatsu (Primary Education)	To be able to understand the overall goal and guidance philosophy of Tokkatsu at Primary School Education, and explain it	-To be able to analyse practical-cases of Tokkatsu	-To be able to be proud of supporting student and teachers
		-To be able to develop training materials of Tokkatsu - To be able to develop lesson plans of Tokkatsu	-To be able to show empathy with school and teachers (to understand school and teacher's feeling)
	To be able to understand the contents, objectives and features of each activity including school event, in Tokkatsu at Primary School Education, and explain it.	-To be able to communicate with MOETE officer, local education officer, school principal and teacher -To be able to advice/guide, corresponding to each school/class's actual condition/situation	-To be able to show respect to school and teachers - To be able to provide proper advices, based on monitoring results
		-To be able to train/mentor local education officer, school principal and teacher on Tokkatsu (Training, Lesson plan, Advice for lesson, etc.) -To be able to advice and guide, corresponding to each one's challenge.	- To be able to motivate by evaluating good-points rather than only focusing on challenges - To be able to take in to account of students' actual situation and developmental level, and then show flexible attitude
To be able to understand the contents and teaching methodology of classroom discussion and class instruction, and demonstrate it upon necessity	-To be able to monitor practice of Tokkatsu at school and class, and identify achievements and challenges -To be able to evaluate the implementation of Tokkatsu based on each school goal/situation/condition and students' transformation	-To be able to provide advices, corresponding to the uniqueness of each region/area and school	

Source: TTCS Report

Figure 2-30: ILO (Tokkkatsu)

ILOs Technical Area	Knowledge	Skill	Attitude
Learning through Play (KG)		-To be able to analyse practical-cases of Learning through Play at KG	-To be able to be proud of supporting student and teachers
		-To be able to develop training material of Learning through Play at KG	-To be able to show empathy with school and teachers (to understand school and teacher's feeling)
	To be able to understand the basic concept of Learning through Play at KG, and explain it	-To be able to communicate with MOETE officer, local education officer, school principal and teacher -To be able to advice/guide, corresponding to each school/class's actual condition/situation	-To be able to show respect to school and teachers - To be able to provide proper advices, based on monitoring results
		-To be able to train/mentor local education officer, principal and teacher on Learning through Play at KG (Training, advice, etc.) -To be able to advice and guide, corresponding to each one's challenge.	- To be able to motivate by evaluating good-points rather than only focusing on challenges - To be able to take in to account of students' actual situation and developmental level, and then show flexible attitude
To be able to understand methods used in Learning through Play at KG, and explain it	-To be able to monitor practice of Learning through Play of KG at school and class -To be able to evaluate practice of Learning through Play of KG at school and class, and students' transformation	-To be able to provide advices, corresponding to the uniqueness of each region/area and school	

Source: TTCS Report

Figure 2-31: ILO (KG)

Activity 4-3. Training curriculum is examined and approved by JC

Draft training curriculum for freshly recruited TOs were submitted at the 4th and 5th JC meeting. Some parts of the training curriculum and draft annual schedule are shown in the figures below.

Course Name	ILO	Objective of the Course	Training Contents	Course Code	Training Methodology
1 Handbook for Tokkatsu Implementation under EDU2.0	[KT-1,2&3]	At the end of the module, participant will be able to: - Name key policy document for Education reform in Egypt: - Name essential files/links in EDU2.0; - Name target school grades and allocated curriculum time for Tokkatsu;	Session 1.2: - The purpose of the training - The procedure of the training - Chap. 1: Education Policy of Egypt and Tokkatsu - Chap. 2: Overview of Tokkatsu - Silent reading of the Handbook by himself/herself - Answering multiple choice test	H-001	The trainee takes the course using online LMS (Learning Management System) "Learning Curve". The course is offered in the following sequence: 1) Watch video instruction 2) Read handbook 3) Online test
	[KM-1&2]	At the end of the module, participant will be able to: - identify expected tasks throughout a whole academic year related to Tokkatsu; - name essential documents for Tokkatsu implementation in Egypt; - identify how to access the essential documents; - identify the nearest school practicing Tokkatsu - identify the Tokkatsu officer responsible for the area of his/her school; - name some means to improve practice of Tokkatsu at his/her school	Session 3,4,5: - Chap. 3: Process of Introducing Tokkatsu - Chap. 4: References - Chap. 5: Measures to Ensure Quality of Tokkatsu Practice at Schools - Silent reading of the Handbook by himself/herself - Answering multiple choice test - All the above		
2 School Class Management	[KM-1&2]	At the end of this module, the trainees will be able to: - Explain the main characteristics of Japanese-style schools - Explain how Tokkatsu is related with the objectives of Education 2.0 - Explain the major points on how the principals in Japanese-style Education manage the school	1.Introduction to Japanese-style Education 1.1 Education 2.0 and Japanese-style Education 1.2 Major Characteristics of the Egyptian Japanese Schools 1.2.1 Student-centered Education 1.2.2 Whole Child Education	S-001	The trainee will take the course using online LMS (Learning Management System) "Learning Curve". The course is offered in the following sequence: 1) Watch video instruction 2) Summarize what the trainee learn through the video 3) Make a pair and teach between each other 4) Q&A 5) Online test
			2. School Management by the Principal 2.1 Main Roles of the Principal in Japanese-style Education 2.2 Principal should not work alone - Organizing School Structure 2.3 Three Core Teams to be Established in Japanese-style Education 2.3.1 Tasks of School Improvement Team 2.3.2 Tasks of the Parents and Community Collaboration Team 2.3.3 Tasks of Teachers and Lesson Improvement Team	S-002	
			3 Class Management by the Teachers 3.1 What is Class Management? Why is It Important? 3.2 How to Conduct Class Management? (Teacher Standards on Class Management in Japanese-style Education)/33 3.2.1 Understanding the Students 3.1.2 Learning through Groups 3.1.3 Conducting Good Lessons 3.1.4 Arranging Good Learning Environment 3.1.5 Collaborating with Others	S-003	
3 Tokkatsu Philosophy	[KT-1,2&3]	Trainees to: -Have the basic understanding about Tokkatsu in Japan -Have the basic understanding about Tokkatsu in Egypt	- Why was Japanese education, mainly Tokubetsu-Katsudo introduced into Egypt? -History of Tokubetsu-Katsudo in Japan -Basic feature of Tokubetsu-Katsudo in Japan -Difference between Tokubetsu-Katsudo and other subjects -Relationship between Tokubetsu-Katsudo and academic ability -Difference between Tokubetsu-Katsudo and "Doutoku (moral education)" -Purpose of Tokkatsu -Expected outcome of students through Tokkatsu -Four features as implementing Tokkatsu -Relationship between Tokkatsu and social-experience -Assessment in Tokkatsu -Difference between Japan and Egypt -To improve the quality of Tokkatsu	TP-001, TP-002, TP-003	The trainee takes the course using online LMS (Learning Management System) "Learning Curve". The course is offered in the following sequence: 1) Watch video instruction 2) Self learning of the materials 3) Q&A via chat function or live session 4) Online test
4 Tokkatsu Activities	[KT-1,2&3]	Trainees to have the basic understanding about: -Classroom discussion -Classroom instruction -Daily Coordinator -Morning/ end of day meeting -Choosing tasks -Cleaning -School events -Morning quiet learning -Health and hygiene -School committee -Assessment	Classroom Discussion: -Objectives, methodology, etc -Activities beforehand -Discussion -Implementation and reflection -Annual plan	TA-001	The trainee takes the course using online LMS (Learning Management System) "Learning Curve". The course is offered in the following sequence: 1) Watch video instruction 2) Self learning of the materials 3) Q&A via chat function or live session 4) Online test
			Class Instruction: -Objectives, methodology, etc. -Preparation beforehand -Lesson -After the lesson -Annual plan	TA-002	
			-Daily Coordinator	TA-003	
			-Morning/ end of day meeting	TA-004	
			-Choosing tasks	TA-005	
			-Cleaning	TA-006	
			-School events	TA-007	
			-Morning quiet learning	TA-008	
			-Health and hygiene	TA-009	
			-School committee	TA-010	
-Assessment	TA-011				
5 KG Learning through Playing	[KP-1&2]	At the end of this module, participants will be able to: - Explain the Chap.1 - Explain Chap.2-2-2-2-3 - Explain Chap.2-2-2-2-4 - Explain Chap.3	1.EDU2.0 and Japanese-style KG education 1.1EDU2.0 1.2New Holistic education curriculum for Kindergarten 1.3Characteristics of Japanese-style Kindergarten education 1.4Importance of learning through play at Kindergarten 1.5Expected impact of Japanese-style Kindergarten education 2How to implement Kindergarten life that centered on play-based activities at EJS 2.1Time table used in EJS 2.2Teaching Plan 2.3Role of teachers 2.4Preparing suitable classroom environment 3Measures for attaining 14 core life skills of EDU2.0 3.1Linkage with Discover 3.2Linkage with school events 3.3Linkage with tokkatsu at primary education stage 3.3.1Activities leading to classroom discussion at primary education stage 3.3.2Activities leading to class instruction at primary education stage 3.3.3Exchange with primary stage (importance of KG-primary	K-001, K-002, K-003, K-004	The trainee takes the course using online LMS (Learning Management System) "Learning Curve". The course is offered in the following sequence: 1) Read the teacher's guide carefully 2) Watch video instruction 3) Online test (only those who answer all question correctly can go to the next session. Until all are answered correctly the trainee can take as many time as possible)
6 Monitoring Training	[SM-1&2] [SM-3to6] [SM-7&8] [ST-1to3] [ST-4to7] [ST-8&9] [SP-1&2] [SP-3to5] [SP-6to8]	At the end of this module, participants will be able to: - Define the purposes of TO's monitoring. - Explain what TOs prepare before monitoring schools. - Explain what kind of tools TOs use for monitoring schools. - Operate Epicollect5. - Define the importance of feedback session - Classify Tokkatsu activities. - Discuss contents of Monitoring Rubric and its STEPs. - Analyze each Tokkatsu activity in primary school. - Differentiate level of Tokkatsu activity by using Rubric STEP in primary school. - Facilitate teachers to improve Tokkatsu activities in primary school. - Reproduce good practices on what a teacher says and behaves in primary school. - Analyze each Tokkatsu activity in KG	- Purpose of Monitoring? - Who is in Charge of Monitoring? - What is Included in Monitoring Works for Tokkatsu? - Monitoring Rubrics - Procedure of Monitoring - How to determine STEP - Learning from examples - Monitoring Procedure - Feedback Session at Schools - Reporting - Accumulation of Monitoring Records - Feedback Sessions and Refresher Trainings Case study in which trainee watch videos of real tokkatsu lessons and use rubrics (e.g. EJS Tokkatsu Rubric, Rubric for Classroom Discussion, Rubric for Class Instruction by Teacher)	M-001, M-002, M-003, M-004	The trainee takes the course using online LMS (Learning Management System) "Learning Curve". The course is offered in the following sequence: 1) Watch video 2) Quiz 3) Read monitoring manual carefully
			To visit schools with the senior TOs (as Mentor) and conduct the following: -Grade the Tokkatsu+ activities according to the Rubrics -Discuss the result of grading with the senior TOs, and adjust the result if necessary -Present the result to schools with senior TOs -Provide mentoring about how to step up in the Rubric to school together with the senior TOs -Report all the above to PMU through Epicollect5 -In addition, search for good practices of Tokkatsu+ together with the senior TOs	M-005	
			-An example of lesson study -How to conduct seminar -How to gather and share good practices	CPD-001	
			-How to plan and implement training program related to Tokkatsu+ -How to facilitate sessions in the training program	CPD-002	
7 Practicum for Tokkatsu+ Monitoring and Mentoring	[SM-7&8] [ST-8&9] [SP-6to8] [CA-1to7]	-To be able to perform monitoring of Japanese-style school management and class management -To be able to perform monitoring of learning through play at KG -To be able to perform monitoring of Tokkatsu -To be able to provide mentoring of the above three items to schools -To be able to search and collect good practices of the three items above -To demonstrate empathy on schools and teachers individually			-One academe year after TO receive introductory training -TO visit school approximately twice a week with other TO who has more than 2 years experience as TO
8 Video lecture for explaining TO's actual work (to be developed)	[SM-3to6] [ST-4to7] [SP-3to5] [CA-1to7]	-To be able to plan and provide CPD events related to Tokkatsu+ -To be able to provide mentoring over Tokkatsu+ in the CPD events			Watch video lecture
9 Practicum on School-based CPD for Tokkatsu+	[SM-1&2] [SM-3to6] [ST-1to3] [ST-4to7] [SP-1&2] [SP-3to5] [CA-1to7]				On-the-job training (OJT) where first year TO go to school with other TO who has more than two years, and learn from the latter TO

Source: TTCS Report

Figure 2-32: Training Curriculum for First Year TOs

Month	Type fo training	Course Tytle	Course code
May	Selection of new Tokkatsu Officers (TO)		
June	Technology training (zoom, learning curve, etc.)		
July	Training on tokkatsu+ (Japanese style activities) Monitoring	1.Handbook for Tokkatsu Implementation under EDU2.0 2.School Class Management 3.Tokkatsu Philosophy 4.Tokkatsu Activities 5.KG Learning through Playing	H-001 S-001~S-003 TP-001~TP-003 TA-001~TA-011 K-001~K-004
August	Observing training sessions for teachers facilitated by TO who has more than 2 years experieice	9.Practicum on School-based CPD for Tokkatsu+	CPD-002
September	Training on activities and monitoring	6.Monitoring Training	M-001~M-004
October	<During the first semester>	7.Practicum for Tokkatsu+ Monitoring and Mentoring	M-005
November	School-based lesson study	8.Video lecture for explaining TO's actual work (to be developed)	CPD-001~CPD-002
December	School visit by R&D and TC team		
January	Mock lesson by TO		
February	Evaluation of monitoring training	6.Monitoring Training	M-002
March	<During the second semester>	7.Practicum for Tokkatsu+ Monitoring and Mentoring	M-005
April	Regional lesson study with Core TO	8.Video lecture for explaining TO's actual work (to be developed)	CPD-001~CPD-002
May	School visit by R&D		
June	Monitoring and evaluation workshop	6.Monitoring Training	M-002
July	Local seminar (governorate or regional)	9.Practicum on School-based CPD for Tokkatsu+	CPD-002
August	National seminar	9.Practicum on School-based CPD for Tokkatsu+	CPD-002

Source: TTCS Report

Figure 2-33: Draft Training Schedule for First Year TOs

Activity 4-4. Conditions for being a training provider is examined and approved by JC

Draft conditions for being a training provider was presented at the 6th JC meeting shown below.

Main Criteria	Sub Criteria	Pooints to be confirmed
1 Specific experience of the organizations relevant to Tokkatsu Programme	1-1 Experience and Performance of the Tokkatsu or related program for Educators in the organization	> Experience (years and numbers) of Tokkatsu Trainings and implementation > Experience (years and numbers) of Non-cognitive Education Trainings and implementation > Experience (years and numbers) of other related Trainings and implementation
	1-2 Management of the Tokkatsu or related program for Educators in the organization	> Academic degrees, diplomas, and other certifications that the organization is currently authorized to issue > Rigorous application of standards for awarding certification > Maintenance of appropriate numbers of trainers and trainees
	1-3 Network with other related organization	> Technical exchange friendship institutions for both inbound and outbound (especially in the field of Japanese-style tokkatsu at Primary and Secondary education stages and learning through play at KG stage) > Sample of collaborative program implemented
2 Adequacy of the proposed methodology and work plan in responding to the ILOs and Curriculums of Tokkatsu Programme	2-1 Technical approach and methodology of the training implementation	> Systematic organization of educational curriculum in accordance with curriculum policy of TTCS > Clear indication of distinctive quality and Response to change > Balance between theoretical tutoring and practical approach
	2-2 Work plan	> Specific and clearly defined content with simple documentation of course objectives > Formulation of training policies based on objectives > Be able to offer practical training related to tokkatsu and learning through play, in addition to the theory of such technical fields. > Incorporation of the course objectives in yearly and mid-term plans > Proper operation and administration of the training environment including facilities
	2-3 Staffing Schedule and Work Schedule	> Securement, assignment and professional development of trainers in line with TTCS objectives and curriculum > Development oppotunities to improve the quality and ability of trainers who are engaged in TTCS operation
3 Training Leader and Trainers' qualifications and competence for the Tokkatsu Programme	3-1 Education background and Position	> Education Background of Training Leaders and Trainers > Current status and position of Training Leaders and Trainers
	3-2 Working and participation experiences, special expertise in the field of Tokkatsu related courses	> Experience of Tokkatsu and Learning througy Play Trainings and implementation of Training Leaders and Trainers > Acquisition of TTCS Certification > Technical exchange experience with other resource person of Tokkatsu (or related activities)
	3-3 Working and participation experiences, special expetice in similar program of Tokkatsu	> Experience of Non-cognitive (or other related) Education Trainings and implementation of Training Leaders and Trainers > Acquisition of other related Certification
	3-4 Ability and performance as team Leader/course coordination and management	> Experience of Trainings for Educators (years) of Training Leaders and Trainers > Course details of experience training course as a trainer > Backup from other department in the organization in implementing the expected training

Source: TTCS Report

Figure 2-34: Draft Condition for being a Training Provider

Activity 4-5. Result of the evaluation of selected TOs using the developed certification criteria and tools is endorsed by JC

Five methods were tried in this Pilot Project for evaluating nine TOs, which were conducted in the period between April and September 2021. Prior to the five methods, candidate TOs had online self-learning sessions of teacher's guide and monitoring manual through LMS called "Learning Curve". Three EJS Supervisors played the role of evaluators on behalf of Japanese professors who were the JC members due to the travel restrictions from COVID-19. Other measures such as video recording and zoom online meetings were held to have the evaluation process done remotely.

Table 2-28: Materials and Tools for TO Evaluation

No.	Evaluation Method	Material / Tool
0	Online self-learning certificate Prior to the actual evaluation using the method from No. 1 to No. 4, TOs took online self-learning session through the LMS "Learning Curve".	Teacher's guides*
		Video lectures*
		Multiple choice test*
		Online self-learning schedule
1	Capacity for being training instructor Evaluators consisting of JC members and EJS Supervisors, observed TOs conducting training sessions for EJS teachers, and evaluated them according to the checklist.	Standard checklist on training skill
		Assessment checklist
2	Written exam Multiple-choice type questions on three major areas of Tokkatsu+ were given on paper.	Multiple choice test
		Standard of evaluation for written exam
3	Essay writing TOs were to write short essay of 300 words each on three themes from the three major areas of Tokkatsu+.	Instruction
		Essay questions Standard of evaluation for essay writing
4	Group discussion Group of TOs discussed the set themes on three major areas of Tokkatsu+. The scene was recorded on video and the evaluators assessed each candidate involved.	Instruction
		Group discussion topics
		Standard of evaluation for group discussion
5	Individual Interview Group of evaluators interviewed each TO through online meeting using zoom.	Content of the individual interview
N/A	Case study**	N/A
N/A	Practical training**	N/A
N/A	Recommendation from school principal**	N/A
N/A	Monitoring report**	N/A

Note*: Materials developed in other project activities than TTCS

Note**: Evaluation method not tried in this pilot due to COVID-19

Source: JICA Project Team

Table 2-29: Actual Schedule of TO Evaluation

No.	Evaluation Method	Actual Schedule
0	Online self-learning certificate	28 th March – 27 th April, 2021
1	Capacity for being training instructor	10 th April – 12 th April, 2021
2	Written exam	14 th August, 2021
3	Essay writing	
4	Group discussion	
5	Individual Interview	4 th , 7 th , and 9 th September 2021
N/A	Case study*	N/A

No.	Evaluation Method	Actual Schedule
N/A	Practical training*	N/A
N/A	Recommendation from school principal*	N/A
N/A	Monitoring report*	N/A

Note*: Evaluation method not tried in this pilot project due to COVID-19

Source: JICA Project Team



Source: JICA Project Team

Figure 2-35: Photos of TO Evaluation

Activity 4-6. Develop TTCS Pilot project report with the lessons learned and suggestions drawn from the implementation of TTCS pilot project

This activity is still ongoing at the time of this report.

Activity 4-7. Develop a proposal of establishing TTCS

This activity is still ongoing at the time of this report.

2.3 Achievements of the Project

2.3.1 Outputs and Indicators

The following outputs and indicators have been set for the Project.

Table 2-30: Outputs

Output No.	Narrative of the Output
Output 1	Guiding documents/ materials for introducing the Whole Child Education (Tokkatsu+) model are developed.
Output 2	Officials, Principals and Teachers become capable of putting the Whole Child Education (Tokkatsu+) model in practice.
Output 3	System to disseminate the Whole Child Education (Tokkatsu+) model from new to existing schools is piloted.
Output 4	Lessons learned and suggestions drawn through the implementation of Tokkatsu+ Training and Certifying System (TTCS) pilot project is compiled and a proposal for TTCS is formulated.

Source: PDM

The objectively verifiable indicators (OVI) set for each output in the PDM signed on the 9th Nov 2020 and the their final statuses are summarized below.

There are three OVI for output 1, and they all are achieved. Two OVI set for output 2 are also achieved. All OVI for output 3 are either partially achieved or not applicable (N/A). The rational for this judgement for output 3 is because the existing schools are not engaged in the Project due

to the school closures from COVID-19, and the expected dissemination mechanisms were not tested except for a few lesson study workshops held at EJS. There are two OVI for output 4, of which one is achieved and the other is still ongoing.

Overall, the Project generated satisfactory level of achievements, given the impact of COVID-19, which heavily affected the last two years of the Project. Due to the uncertain environment created by COVID-19 toward the end of the Project, it made the Project unable to engage with the existing schools and nationwide curriculum training.

The PDM indicates this important assumption, “policies of basic school education are unchanged.” However, the education system in Egypt has been in a drastic change from EDU1.0 to EDU2.0 currently since 2018. Therefore, it should be worth noting that the Project had to face double uncertainty during the period between 2018 and 2021.

Table 2-31: Output 1

OVI	Degree of achievement	Rationale
1-1. Standards, training materials, and essential teaching & learning materials for introducing the Whole Child Education (Tokkatsu+) model in Egypt are prepared.	Achieved	<p>A concept of the Whole Child Education model (WCE) for Egypt (Tokkatsu+) was approved as an official document called “Project Document” at EC1 in 2017.</p> <p>A curriculum framework for tokkatsu was developed for lower grades and upper grades of primary education stage. Teacher’s guides of Tokkatsu+ (formerly called “Introduction Guideline”) were issued as following.</p> <ul style="list-style-type: none"> - 2017/18 (version 1) - 2018/19 (version 2 and version 2.5) - 2019/20 (version 3) - 2020/21 (version 4) - 2021/22 (version 5) <p>The guides were divided into three different volumes from version 2, namely, school management and class management, tokkatsu, and learning through play at kindergarten.</p> <p>The teacher’s guides of tokkatsu, which was partially adopted as a compulsory activity for primary school new national curriculum, includes a student assessment matrix.</p> <p>In addition, the following two items were developed.</p> <ul style="list-style-type: none"> - Handbook for Tokkatsu Implementation - Monitoring Manual <p>The later includes rubrics for Tokkatsu+.</p> <p>Due to COVID-19, where the government imposed a restriction on the movement of individuals, the above materials were put on an online learning management system; google classroom first, then Learning Curve, which is a platform selected by PMU for EJS.</p>

OVI	Degree of achievement	Rationale
1-2. Standards, guidelines, and model designs of facilities and equipment are ready to use for new school construction.	Achieved	<p>The General Authority for Educational buildings (GAEB) developed basic principles for EJS building, EJS design guidelines and drawings, and furniture and fixture specifications.</p> <p>A template to check new EJS construction status which includes a checklist to see unsafe spots was developed together with a photo template.</p> <p>The EJS Facility Usage Guide was developed and set as one of the appendix documents for the Teacher's Guide of School Management and Class Management</p>
1-3. Training materials are prepared to reinforce the Tokkatsu component in the new national curriculum training.	Achieved	The training package has been developed. However, it has not been used in the national curriculum training at the time of this report.

Source: Project Monitoring Sheet

Table 2-32: Output 2

OVI	Degree of achievement	Rationale
2-1. Concerned MOETE officers, Mudirrya and Idarra officers (especially TOs), school principals become familiar with the Whole Child Education (Tokkatsu+).	Achieved	<p>Approximately 75% of TOs showed sufficient levels of understanding through a paper test.</p> <p>Approximately half of TOs showed sufficient levels of understanding for monitoring work of Tokkatsu+, according to the quality of the monitoring reports they submitted.</p> <p>Approximately 10 TOs showed a sufficient level of training skill, through observation by JPT, which was later tested and confirmed in TTCS by Egyptian and Japanese professors.</p> <p>The mean scores of EJS parents as well as teachers, who answered positively toward the questions about the school's and teacher's capacity for supporting WCE, were significantly higher than that of non-EJS parents for all Impact Studies (PS3, PS4, and PS5¹²).</p>
2-2. 70% teachers in pioneer schools* ¹ , new and existing schools become familiar with how to conduct lessons and activities based on the Whole Child Education (Tokkatsu+).	Achieved	There are seven questions related to teacher's capacity to support WCE. The average percentage on the three progress studies of teachers who answered either strongly agree or agree for the seven questions is 92.28%. However, existing schools were not engaged in the Project due to COVID-19 pandemic.

Note *1: formally called "pilot schools"

Source: Project Monitoring Sheet

¹² Impact Study: Progress Report (3), (4), and (5)

Table 2-33: Output 3

OVI	Degree of achievement	Rationale
3-1. More than 35 schools participate in the training programs through the system	Partially achieved	More than 100 schools including the existing schools were involved in a lesson study workshop held at EJS. An orientation session was organized for the Mudirrya officials of 21 governorates where the 35 existing schools situate. Some principals of existing schools participated in the session. However, schooling has been disrupted by the COVID-19 pandemic since March 2020, and there is no training for teachers to date except the above.
3-2. At least one experience sharing session from new to existing school is organized for all existing schools involved in the system	Partially achieved	EJS hosted lesson study workshops between 2018 and 2019 where more than 100 neighboring public schools were involved. The existing schools were selected from the list of schools that participated in the workshops.
3-3. All the existing schools involved in the system are monitored at least once a month by TOs	N/A	Schooling has been disrupted due to COVID-19, thus engaging existing schools in the Project has not officially started to date. Hence, the monitoring has not been conducted. Nevertheless, Tokkatsu is a part of EDU2.0 new curriculum activity and all public school (including existing schools) are supposed to practice this activity once a week theoretically. However, this has not been observed as they have not received proper training on Tokkatsu yet. EDU2.0 Supervisors for early grades are assigned by MOETE for conducting monitoring of the new curriculum subjects and activities including Tokkatsu. However, they have not had any proper training on Tokkatsu to date.
3-4. The responsibility of the WCE (Tokkatsu+) is specified in TOR of concerned MOETE officers	Partially achieved	The Ministerial Decree No.171 dated 8th August 2019 (Attachment 9) specifies the role of the several organizations under MOETE, such as Murirrya and Idara. In addition, TOR of concerned MOETE officials has been drafted in a Dissemination Strategy. It is expected that the TOR should be notified of the concerned members through MOETE's official communication channels.

Source: Project Monitoring Sheet

Table 2-34: Output 4

OVI	Degree of achievement	Rationale
4-1. Documentation of the process, lessons learned and suggestions drawn through the implementation of TTCS pilot project	Achieved	TTCS Project document, ILO for TO, TO training curriculum, various tools for TO evaluation, and conditions for TO training institution has been made.
4-2. TTCS proposal	ongoing	ongoing

Source: TTCS Report

2.3.2 Project Purpose and Indicators

Project Purpose: The Whole Child Education (Tokkatsu+) model is in operation at selected schools.

PDM considers the “Whole Child Education (Tokkatsu+) model is in operation at selected target schools” as the Project Purpose, and “the number of school students who observe positive changes in their schools increase” and “the number of teachers who observe positive changes in their schools increase” as the objectively verifiable indicators.

WCE model activities have been initiated in 12 pilot/pioneer schools and 43 newly established Egyptian Japanese Schools (EJS) as of July 2021, and the number of EJS is planned to be increased by 5 in the next academic year. The project intends to disseminate Tokkatsu+ activities to existing schools around EJS and 35 of these schools were selected. However, due to the COVID-19 pandemic and subsequent school closures in the latter half of 2019/20 through 2020/21, the progress in working with these existing schools has not been seen yet. Below is the level of achievement and the evidence from the studies on pilot/pioneer schools and EJS for each indicator of the Project Purpose.

Table 2-35: Project Purpose

OVI	Degree of achievement	Rationale
1. The number of school students who observe positive changes in their schools increase	High	<p><u>Pilot/Pioneer Schools:</u> At the time of the Impact Study No.2 (PS2) for Pilot/Pioneer schools, 91% of G3 students and 61% of G7 students think that their schools are getting better than at the beginning of the academic year. 79% of parents see positive changes on their children through schooling.</p> <p><u>EJS:</u> The parents who see positive change in the school since the beginning of the academic year account for 84% for the target schools (EJS) and 61% for the control schools during the first endline of the Impact Study (PS4)¹³. Two years after the first endline study, the same group of parents answered the same questions (PS5). The result is 81% for the target schools and 70% for the control schools. Although the percentage for the target schools decreased by 3%, it is still more than 10% higher than the percentage for the control schools.</p>
2. The number of teachers who observe positive changes in their schools increase	High	<p><u>Pilot/Pioneer Schools:</u> The result in the first two Impact Studies shows that the percentage of teachers seeing positive changes in their school slightly declined from 93% at the baseline study (PS1) conducted in October 2017 to 91% at the endline study (PS2). However, the percentage remains very high. The main positive changes that principals and teachers recognized were: “school became cleaner”, “students became more cooperative”, “students are more disciplined”, “students became more active in classes/activities”, and “students became able to respect others more”.</p>

¹³ The study had parents to answer the questionnaire on behalf of students. Because EJS had KG1, KG2, and Grd1 students only, and they might not be able to answer the questions on the questionnaire appropriately.

OVI	Degree of achievement	Rationale
		<p><u>EJS:</u> The results from Impact Studies in 2019 and 2021 shows that teachers who see positive change in the school since the beginning of the academic year account for 94% of the target schools (EJS) while it was 89% for the control schools at the first endline study (PS4). In comparison, 90% of teachers at the target schools see positive changes, while 70% for the control schools do at the second endline study (PS5). Although the percentage of the teachers who see positive change in school decreased by 4% for the target schools, and it still remains very high.</p>

Source: Impact Study: Progress Report

2.4 History of PDM Modification

2.4.1 Project Design Matrix version 000

Prior to the start of the Project, a Project Design Matrix (PDM) version 000 was agreed on in the Record of Discussion (RD) dated November 1, 2016.

(1) Cooperation period

February 2017 – January 2021

(2) Target group

Personnel of MOETE, personnel of Idaras in charge of pilot schools¹⁴ and target schools, 12 pilot schools, 200 target schools

(3) Target area

Pilot schools: Cairo, Giza, Qualiobia

Target schools: To be determined

(4) Overall goal, project purpose, and expected outputs of the project

Overall goals, project purpose, and output, and its objectively verifiable indicators on the PDM version 000 are shown in the following table.

Table 2-36: Overall Goal, Project Purpose, and Indicators (PDM v.000)

Overall Goal	Objectively Verifiable Indicators
Public schools in Egypt adopt the Whole Child Education (Tokkartsu+) model in their practice.	N/A
Project Purpose	Objectively Verifiable Indicators
The Whole Child Education (Tokkatsu+) model is in operation at selected target schools.	<ol style="list-style-type: none"> Number of school students who observe positive changes in their schools increases. Number of school teachers who observe positive changes in their schools increases.

¹⁴ At the time of PDM v.000, the term “Pilot Schools” were used.

Outputs	Objectively Verifiable Indicators
1. Guiding documents/materials for introducing the Whole Child Education (Tokkatsu+) model are developed.	1-1. Standards, training materials, and essential teaching & learning materials for introducing the Whole Child Education (Tokkatsu+) model in Egypt are prepared. 1-2. Standards, guidelines, and model designs of facility and equipment are ready to use in new school construction.
2. Officials/Principles/Teachers become capable of putting the Whole Child Education (Tokkatsu+) model in practice.	2-2. Concerned MOE officers, Idarra officers, school principals become familiar with the Whole Child Education (Tokkatsu+) 2-3. XX% of teachers in pilot schools and target schools become familiar with how to conduct lessons and activities based on the Whole Child Education (Tokkatsu+)
3. System to disseminate the Whole Child Education (Tokkatsu+) model from the pilot to the target schools is established.	3-1. More than XX schools participate in the training programs in target schools. 3-2. The responsibility of the Whole Child Education (Tokkatsu+) is specified in TOR of concerned MOE officers.

Source: RD (1 November 2016)

(5) Activities of the Project

The following table shows the activities set in the PDM version 000.

Table 2-37: Project Activities (PDM v.000)

Outputs	Activities
1. Guiding documents/materials for introducing the Whole Child Education (Tokkatsu+) model are developed.	1-1. Defining detail project activities, respective indicators and the concept of the <Egyptian Japanese School > where Tokkatsu+ is implemented.
	1-2. Development of standards and assessment tools for the Tokkatsu+ practice in Egypt.
	1-3. Development/revision of Tokkatsu+ practices introduction guidelines and its training materials.
	1-4. Development of supplemental teaching & learning materials.
	1-5. Development of a model school design for the implementation of Tokkatsu+ (facility, furniture, & equipment).
	1-6. Development/revision of dissemination guidelines to replicate Tokkatsu+ practice.
2. Officials/Principles/Teachers become capable of putting the Whole Child Education (Tokkatsu+) model in practice.	2-1. Conduct baseline survey.
	2-2. Conduct training and workshop for pilot schools.
	2-3. Conduct training and workshop for MOETE officials.
	2-4. Conduct tokkatsu+ lessons and activities in pilot schools.
	2-5. Conduct endline survey.
3. System to disseminate the Whole Child Education (Tokkatsu+) model from the pilot to the target schools is established.	3-1. Conduct training and workshops for governorate and Idarra personnel.
	3-2. Conduct training and workshops for principals and teachers of selected target schools.
	3-3. Conduct baseline survey.
	3-4. Conduct tokkatsu+ lessons and activities in target schools.
	3-5. Conduct endline survey.
	3-6. Conduct seminars (local and international).

Source: RD (1 November 2016)

2.4.2 Project Design Matrix version 001

PDM has been revised by the RD dated 9th November 2020 to version 001, which is described below.

(1) Cooperation period

February 2017 – September 2021

(2) Target group

Personnel of MOETE, Mudirrya, Idara, and schools (such as staff at Project Management Unit, Tokkatsu Officers (TOs), principals and teachers) in charge of pioneer schools¹⁵, new schools, and existing schools (approximately 90 schools in total including EJS)

(3) Target area

Pioneer schools¹⁶: Cairo, Giza, Qualiobia
New and existing schools: All over Egypt¹⁷

(4) Overall goal, project purpose, and expected outputs of the project

Overall goals, project purpose, and output, and its objectively verifiable indicators on the PDM version 001 are shown in the following table.

Table 2-38: Overall Goal, Project Purpose, and Indicators (PDM v.001)

Overall Goal	Objectively Verifiable Indicators
Public schools in Egypt adopt the Whole Child Education (Tokkartsu+) model in their practice.	N/A
Project Purpose	Objectively Verifiable Indicators
The Whole Child Education (Tokkatsu+) model is in operation at selected schools.	3. Number of school students who observe positive changes in their schools increases. 4. Number of school teachers who observe positive changes in their schools increases.
Outputs	Objectively Verifiable Indicators
1. Guiding documents/materials for introducing the Whole Child Education (Tokkatsu+) model are developed.	1-1. Standards, training materials, and essential teaching & learning materials for introducing the Whole Child Education (Tokkatsu+) model in Egypt are prepared. 1-2. Standards, guidelines, and model designs of facility and equipment are ready to use in new school construction. 1-3. Training materials are prepared to reinforce the Tokkatsu component in the new national curriculum training.
2. Officials/Principles/Teachers become capable of putting the Whole Child Education (Tokkatsu+) model in practice.	2-1. Concerned MOETE officers, Mudirrya and Idarra officers (especially TOs), school principals become familiar with the Whole Child Education (Tokkatsu+) 2-2. 70% teachers in pioneer schools and new and existing schools become familiar with how to conduct lessons and activities based on the Whole Child Education (Tokkatsu+)

¹⁵ From PDM v.001 the term “Pioneer School” were used instead of “Pilot Schools”, also “new schools” and “existing schools” instead of “target schools”

¹⁶ Same as above

¹⁷ However, JICA experts are restricted to visit some remote governorates due to JICA security regulations.

3. System to disseminate the Whole Child Education (Tokkatsu+) model from new to existing schools is piloted.	<p>3-1. More than 35 schools participate in the training programs through the system.</p> <p>3-2. At least one experience sharing session from new to existing schools is organized for all existing schools.</p> <p>3-3. All the existing schools involved in the system are monitored at least once a month by TOs.</p> <p>3-4. The responsibility of the Whole Child Education (Tokkatsu+) is specified in TOR of concerned MOE officers.</p>
4. Lessons learned and suggestions drawn through the implementation of Tokkatsu+ Training and Certifying System (TTCS) pilot project is compiled and a proposal for TTCS is formulated.	<p>4-1. Documentation of the process, lessons learned and suggestions drawn through the implementation of TTCS pilot project are created.</p> <p>4-2. TTCS proposal.</p>

Source: RD (9th November 2020)

(5) Activities of the Project

Table 2-39: Project Activities (PDM v.001)

Outputs	Activities
1. Guiding documents/materials for introducing the Whole Child Education (Tokkatsu+) model is developed.	1-1. Defining detail project activities, respective indicators and the concept of the “Egyptian Japanese School” where WCE (Tokkatsu+) is implemented.
	1-2. Development of standards and assessment tools for the Tokkatsu+ practice in Egypt.
	1-3. Development/revision of WCE (Tokkatsu+) practices introduction guidelines and its training materials.
	1-3-2. Development of training materials for the Tokkatsu component in the new national curriculum training.
	1-4. Development of supplemental teaching & learning materials.
	1-5. Development of a model school design for the implementation of WCE (Tokkatsu+) (facility, furniture, & equipment).
2. Officials/Principles/Teachers become capable of putting the Whole Child Education (Tokkatsu+) model in practice.	1-6. Development/revision of dissemination strategy to replicate WCE (Tokkatsu+) practice.
	2-1. Conduct baseline survey.
	2-2. Conduct training and workshop for pilot schools and new schools.
	2-3. Conduct training and workshop for MOETE officials.
	2-4. Conduct WCE (Tokkatsu+) lessons and activities in pilot schools and new schools.
3. System to disseminate the Whole Child Education (Tokkatsu+) model from the pilot to the target schools is established.	2-5. Conduct endline survey.
	3-1. Conduct training and workshops for Muddyria and Idara personnel (TOs).
	3-1-2. MOETE officials develop plans to introduce WCE (Tokkatsu+) to selected existing schools.
	3-2. Conduct training and workshops for principals and teachers of selected target schools.
	3-2-2. Experience sharing sessions is conducted at new schools for the selected existing schools.
	3-3. Conduct baseline survey.
	3-4. Conduct WCE (Tokkatsu+) lessons and activities in existing schools.
3-5. Conduct endline survey.	

Outputs	Activities
	3-5-2. Develop TOR of MOETE officials in implementation of WCE (Tokkatsu+).
	3-6. Conduct seminars.
4. Lessons learned and suggestions drawn through the implementation of Tokkatsu+ Training and Certifying System (TTCS) pilot project is compiled and a proposal for TTCS is formulated.	4-1. TTCS Pilot project Joint Committee (JC) is formed.
	4-2. Intended Learning Outcomes (ILO) is examined and approved by JC.
	4-3. Training curriculum is examined and approved by JC.
	4-4. Conditions for being a training provider is examined and approved by JC.
	4-5. Result of the evaluation of selected TOs using the developed certification criteria and tools is endorsed by JC.
	4-6. Develop TTCS pilot project report with the lessons learned and suggestions drawn from the implementation of TTCS pilot project.
	4-7. Develop a proposal of establishing TTCS.

Source: RD (9th November 2020)

2.5 Others

During the Project period, many noteworthy initiatives were proposed and undertaken at different EJSs as part of WCE (Tokkatsu+) activities, which shows the multifaceted potential of Tokkatsu practice to have positive impacts on the individual as well as society in Egypt. Below are some of the examples of such initiatives.

2.5.1 Results of Environmental and Social Considerations (if applicable)

(1) Environment

In EJS Harghada, as part of the school event, the pupils decided to plan and perform a play on the theme of waste management in the community, which has become a problem for the locality where tourism is the major industry. This performance was shown to the wider public including their guardians and the government officials, and was well received by the audience. This example shows the potential of Tokkatsu to promote the consciousness for the environment, not only for the pupils, but also for the local community.

2.5.2 Results of Considerations on Gender/Peace Building/Poverty Reduction (if applicable)

(1) Inclusiveness and Gender Equality

Public school education in Egypt is generally an exclusive one where students with challenges go to special education schools and the ones without challenges go to regular schools. EJS have been accepting limited numbers of students with learning challenges from the first year (2018/19). That was the launching year of EDU2.0 which outlined the direction toward universal inclusive education at all schools. EJS followed this direction and since then it has been trying to demonstrate inclusive education. From this fact it is reasonable to say that EJS is inclusive compared with other standard public schools.

In one of the EJS, there was an initiative to make daily school tasks more inclusive for pupils with disabilities. After introducing the practice of “daily coordinators” pupils realized that a classmate with Down syndrome has been excluded from taking the role of hoisting the national flag in the school courtyard for the flag hoisting ceremony in the morning assembly and therefore, suggested to the teacher that this classmate should be equally given the opportunity to take that role. Upon this suggestion, the classmate with Down syndrome can now take the leading role in the flag

hoisting ceremony. The guardian of this classmate very much appreciated this initiative and thanked the class and the school for the consideration. The above example shows the potential of Tokkatsu to promote and respect inclusiveness and diversity in the school.

It is important to note that taking the role of “daily coordinators” is on a rotation basis, which ensures that each and every pupil in the class has an equal opportunity to take part in the leading role for the class, irrespective of disability or gender, thereby promoting inclusiveness and gender equality. This demonstrates that the educational practices introduced to Egypt through Tokkatsu are gender-friendly and inclusive, too.

(2) Peacebuilding

On the occasion of International Day of Human Fraternity (4th of February), designated by the United Nations to promote peace and respect across different nationalities, religions, and cultures, many EJSs decided to organize a celebration of this day and performed different performances as part of the school event and posted the content on the official YouTube channel of EJS¹⁸. This example shows the potential of the practice of Tokkatsu to promote the importance of peace and tolerance.

¹⁸ Two examples of the video posted on the official YouTube channel of EJS:
<https://www.youtube.com/watch?v=1PqC5upJwLg>
<https://www.youtube.com/watch?v=wWqXzq8r-K4>

3. Results of Joint Review

3.1 Results of Review based on DAC Evaluation Criteria

(1) Relevance

The Government of Egypt announced the “Sustainable Development Strategy: Egypt Vision 2030” in 2015. “Education and Training” is one of the four pillars under the social dimension domain, and its strategic objective for basic education sub-sector includes the following.

- Improving the Educational System’s Quality to Conform with International Systems
- Availing Education for All without Discrimination
- Enhancing Competitiveness of the Educational Systems and its Outputs

MOETE launched a large-scale education transformation initiative called “Education 2.0 (EDU2.0)” in 2018, where the Ministry aims to provide next generation youth with holistic learning experiences to acquire meaningful life skills and to shape their character. EDU2.0 is in its third year currently and has been rolled out up to Grade 3 in 2020/21. The essential activities of Japanese-style Whole Child Education model¹⁹ form a component of EDU2.0 new curriculum for the students from Grade 1 to Grade 3. Hence, it is fairly obvious that the project is still relevant to Egypt’s priorities.

Looking at the classroom level, the educational activities introduced to Egypt through Tokkatsu and others (Tokkatsu+) are gender-friendly and inclusive as explained in the section 2.4.2 above. In addition, some activities of Tokkatsu deals with instilling healthy habits in children such as washing hands, which is very much important during life under COVID-19. There should be no doubt that relevance of the project is still high even after COVID-19 pandemic.

Therefore, Project’s relevance is very high.

(2) Coherence

Egypt has been transforming its school education system EDU2.0 to be compatible for the 21st century since 2018. International development partners, such as the World bank, UNICEF, USAID etc., support the transformation through various programs and projects. This Project is also one of them and is trying to develop a new educational activity called Tokkatsu for EDU2.0, a new curriculum which is for students’ character building and teamwork building.

The Japanese Prime Minister’s office has a policy for promoting the export of physical infrastructure overseas. The policy says that social infrastructure such as school education system is an asset for building human resources of the recipient countries for developing, operating, and maintaining such physical infrastructure. Following this move, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) Japan launched a project called “EDU-Port Japan” which would be a public-private initiative to introduce Japanese-style education overseas. Egypt is one of the target countries mentioned in the PR material made on the launching year.

Egypt and Japan agreed on an initiative called “Egypt-Japan Education Partnership (EJEP)” that is to empower Egyptian youth, as an important component in their endeavors to combat terrorism and extremism and to enhance peace, stability, development and prosperity. EJEP covers pre-

¹⁹ Three activities, namely daily class coordinator, classroom instruction, and classroom discussion. It was initially nicknamed as “Mini Tokkatsu”, however, the subject title on the MOETE’s official timetable as well as teacher’s guide is now “Tokaktsu”.

school education to tertiary education grades with several projects and programs funded by the Japanese as well as the Egyptian government. This Project is one of the projects conducted under EJET and it is building a school education model at the basic education level that can produce the next generation of Egyptian youth proposed by the EJET.

Thus, the coherence of the Project is also very high.

(3) Effectiveness

The monitoring results tell that there has been a relatively steady improvement in WCE model (Tokkatsu+) practices at EJS. This is supported by the results in the baseline/endline studies in which EJS teachers received teacher's guides on the WCE model (Tokkatsu+), proper training based on the guides, and regular monitoring by TOs on the activities presented in the guides. The evidence proves that the effectiveness of the Project is very high. Moreover, the studies on both April 2019 and March 2021 show that number of EJS principals, teachers and parents who answered either strongly agree or agree to the questions asking about whether they see positive changes happen at school are significantly higher than those of non-EJS in both PS4 and PS5. More parents and teachers observed positive changes in target schools than in control schools, which indicates a possibility that attaining the project purpose "The Whole Child Education (Tokkatsu+) model is in operation at selected schools" is high. Hence, it is reasonable to say that the given interventions are working positively for achieving the project purposes.

In addition, the analysis in the endline studies indicate a strong link between the project interventions and the improvement of students' non-cognitive skills, although the study has some limitations, for example, difference in school/ class size, student-teacher ratio, and parents' education level between EJS and the control schools (Non-EJS).

(4) Efficiency

Regarding "Output 1" of the PDM, all necessary teacher's guides, manuals, and related documents were developed and continuously updated in collaboration between Core TOs working at PMU, and JPT experts hosted at the PMU and based in Japan. The project provided various capacity development programs for TOs, of which approximately 10 are currently engaged in material development. Between March 2020 and February 2021, COVID-19 pandemic forced JPT experts to work remotely from Japan. This increased the Project's input more than originally planned as the remote work required more frequent communication and coordination using online meeting tools such as Zoom. In addition, the project period was extended for seven months covering the whole year of 2020/21. This extension further increased the Project's input from the original plan. Nevertheless, the extended project period allowed TCP to produce additional versions of teacher's guides which was not originally planned. Hence, efficiency was relatively reasonable except the period affected by the remote work of JPT experts due to COVID-19.

Regarding "Output 2", Training programs in Japan were provided on three occasions that included 60 participants in total. The majority of them were TOs that included 54, among which approximately 10 are currently working as counterparts to JPT experts. They are now involved in teacher's guide development, training of additional TOs and teachers, promotion work of tokkatsu, etc., which were initially done by JPT experts. Hence, the capacity development of TOs seems to be working well. Prior to the COVID-19 pandemic, the Egyptian side requested more input of JPT experts in the field for schools visit that allows EJS and the TOs supporting the schools to have direct intervention from the experts. So JICA had increased the input of JPT experts more than originally planned. However, this was also disrupted by the COVID-19 pandemic and the increased input of JPT experts were diverted to remote work during COVID-19. Besides, the endline studies revealed that schools' and teachers' capacity to support WCE is significantly higher at EJS than the control schools (Non-EJS). The capacity development for school principals

and teachers from the project were made, in many cases through TOs at Muddirrya and at PMU. Overall, input for this output was sufficient for making the expected changes at the class teacher level in the plan. So, it is presumed that the efficiency of this output is high, too.

Regarding “Output 3”, several neighboring schools were invited to a lesson study workshop held at EJS between 2018 and 2019. The existing schools were selected from the list of schools that participated in the workshop. As a part of preparation for existing schools, an orientation session for Mudirrya personnel responsible for the existing school was held in November 2019. However, since COVID-19 arose in March 2020, the expected commencement of implementing WCE model at classroom level has not been materialized. Thus, efficiency of output 3 is not high unfortunately, but it was due to a force majeure occurrence.

Regarding “Output 4”, the TTCS pilot project has so far achieved 3 components, namely Intended Learning Outcomes (ILO) of TO (component 1), training curriculum of TO (component 2), and evaluating TOs using the tools developed and approved by the JC (component 4), out of four originally set by the Project Document to date. Whole activities of this pilot project have been implemented during the COVID-19 pandemic. There was a heavy burden on both the Egyptian and Japanese sides in operating this pilot project while observing preventive measures against the pandemic. Although component 4 has not been finalized yet at the time of this report, which is due to the availability of members of the joint committee formed by Japanese and Egyptian professors and experts, the efficiency of this output 4 should be very high considering the situation of COVID-19.

Overall, efficiency of the Project was not very high as it had to increase input on several occasions. But it was largely due to the COVID-19 pandemic which required JPT experts working remotely from Japan. However, this fact brought a positive side effect where local human resources such as TOs started taking active roles in material development and capacity building of other TOs and teachers.

(5) Impact

The experience of schools practicing WCE model in the Pre-pilot Phase and the TCP Phase paved the way for MOETE to adopt the new activity “Tokkatsu” in EDU2.0, which now grants 45 minutes a week in the new curriculum for Grades 1, 2, and 3. However, the implementation of the new curriculum activities is not commonly observed in public school yet, which may be due to lack of training, monitoring, and guidance. Impact toward the overall goal, “Public schools in Egypt adopt the Whole Child Education (Tokkatsu+) in their practice”, would have been greater if some resources were spared for all the schools under the new curriculum.

The EDU2.0 new curriculum has been applied not only in public schools but also private schools as well as Al-Azhar schools. Some of these schools showed their interest in learning this new curriculum activity (Tokkatsu). In addition, it is worth mentioning that some universities in Egypt showed an interest in developing a diploma program for Japanese style WCE (in the form of the new curriculum activity of EDU2.0 “Tokkatsu”). In addition, Al-Azhar Institute also indicated an interest of building a similar model school like EJS under their umbrella.

Hence, the impact of the Project is high.

(6) Sustainability

The sustainability of the project is improving.

In relation to “Output 1” set in the PDM, more and more material development work such as, developing student outcomes and corresponding student evaluation in EDU2.0 curriculum

framework, teacher's guides, rubric for monitoring at schools, good practice search etc., are increasingly handled by the Core TOs. In addition to developing training materials that they have been doing from the early stages of the project, they have now become able to propose some new ideas for additional activities of WCE model.

Regarding "Output 2", PMU's capacity has been strengthened as it has now enrolled three Core TOs at PMU who devote time to developing the above-mentioned materials and capacity development of teachers using the materials. In addition, one of their colleagues who become a Subject Councilor at MOETE HDQs as well as other Core TOs from the governorates also support the work when time allows. PMU and the Core TOs are now capable of facilitating many sessions in introductory as well as refresher trainings. Many regular TOs are capable of conducting monitoring at EJS regularly, although the work had been interrupted three times between the second semester of 2019/20 and the end of 2020/21 due to COVID-19 pandemic which shut down all schools in Egypt including EJS. Nevertheless, before COVID-19 more than 30 EJS reached STEP 3 or above on the Tokkatsu Rubric for "Class Discussion" and "Class Instruction" at the Primary education level, and "Learning through Play" for KG.

With respect to "Output 3", planned dissemination model, where EJS acts as a mentor for its neighboring schools, has not been officially tested due the COVID-19 outbreak. There were some trial activities where EJS hosted a lesson study workshop where some neighboring schools including then-candidates for existing schools were invited.

"Output 4" is the activity added in the later stage of the Project from strong interest by the Egyptian counterparts. Nevertheless, most of the planned achievement in terms of document creation such as draft curriculum, online learning materials, evaluations tools etc., have been materialized so far, despite the very challenging environment under COVID-19. As we have these materials now, it may not be very difficult to follow the steps that the TTCS Pilot Project took. Once there is a strong will with sufficient financial resources and human resource for operating the training and evaluation, TTCS could be continued by the resources in Egypt to some extent. One concern is the involvement of Japanese professors and experts, if the future TTCS also requires heavy involvement like for the Pilot Project, further consideration of financial resources may be necessary to cover the expected cost.

In sum, the sustainability of the Project for aspects covered in the Project (such as teachers' guides for grades KG 1 to Grade 3 at EJS) already seems very high. However, there are another 52 EJS and 9 grades (from Grade 4 to Grade 9) in the pipeline, which the sustainability there is uncertain at this point of time. Moreover, disseminating WCE model (Tokkatsu+) practices among all public schools nationwide is a challenge in the next phase and its sustainability is unforeseen.

3.2 Key Factors Affecting Implementation and Outcomes

(1) Education 2.0

A new MOETE Minister was appointed in 2017 and brought a large-scale education transformation called "Education 2.0 (EDU2.0)" while the project was preparing toward 2018/19. JPT had to have numerous negotiations with the advisors for the new Minister responsible for EDU2.0. As a result, MOETE decided to allocate 45 minutes a week in the new EDU2.0 curriculum for lower primary school, where limited WCE model essential activities would be applied²⁰.

²⁰ On the official time table, it is named as "Tokaktsu", while people call it "Mini Tokkatsu" as it applies only three core activities of Tokkatsu, namely, Daily Class Coordinator, Classroom Instruction, and Classroom Discussion.

(2) Supervisor, Director, and Staff of PMU

During the first half of the TCP period which overlapped with the above preparation for EDU2.0, the Supervisor for PMU changed three times, and the Director of PMU did once. Decision making was not very easy during the two years until the current Supervisor and PMU Director were assigned. The number of staff at PMU was reduced to merely one at one point during the period as many of them left the position for seeking better benefits of work.

(3) PMU Operational Budget

Since there is no independent budget line for PMU in MOETE's regular budget allocation, all the costs necessary for operating PMU's work had been managed through either MOETE's other sources or TCP's financial resources. Later, financial support by JICA "Egypt-Japan Education Partnership: Egypt-Japan School Support Program" became available, which was followed by the provision of a Counterpart Fund of Non-Project Grant for supporting and enhancing the PMU of EJS.

(4) Opening of EJS Postponed

There were eight (8) Egyptian Japanese Schools (EJS) being planned for operation in 2017/18. However, high level decision came in by September 2017 just before the start of regular schooling that postponed the opening until the next year. It was a measure for making sure the quality of education offered there being further strengthened.

(5) COVID-19

The first case of COVID-19 in Egypt was reported in the middle of February among foreign travelers. The government decided to close all schools by 15th March including EJS. Following the announcement stating that international flights to and from Egypt will be suspended due to the outbreak of COVID-19, all Japanese experts of JPT had to leave the country before the measure being imposed. Since then, the experts communicated with PMU and project's national staff through various applications such as WhatsApp, Zoom, etc., and operated the TCP remotely for about a year. During the period between March 2020 and March 2021, schools in Egypt had to be shut down twice. The same measure had been imposed by the end of April 2021 when the country faced the third wave of COVID-19 infection, and the cabinet decided to end the school year 2020/21 there. During the period mentioned above, not only WCE model (Tokkatsu+) activities, but also other subject studies and non-subject activities were significantly affected as students had extremely limited amount of face-to-face interaction with their teachers at school. The capacity development of TOs and teachers also suffered under the COVID-19 outbreak as face-to-face mode of training would not be allowed. The launching of Existing Schools was also affected by the COVID-19 pandemic, which was ultimately not achieved by the end of the project period unfortunately.

Furthermore, EJEP Human Resource Development Program, in which EJS principals, vice principals, and teachers were to travel to Japan and take part in a month-long training program, was disrupted by COVID-19 after the second outbreak. Since February 2020, there has been no additional personnel, namely school principal, vice principal, teacher, and TO, who have had chance to get the opportunity.

3.3 Evaluation on the Results of the Project Risk Management

(1) Vulnerability in Project Management

As mentioned above, the initial vulnerability in the project such as the high turnover in PMU was an issue and greatly affected the Project. MOETE issued ministerial decrees twice in 2017 and

once in 2019 trying to establish the legitimacy of PMU in the ministry. MOETE recruited the current Supervisor and Director for PMU, and the situation became stable since then. JICA facilitated the coordination among the stakeholders of the Counterpart Fund of Non-Project Grant (US\$7.5 million), signed by the Embassy of Japan, MOETE, and the Ministry of International Cooperation in May 2019, that would support and enhance the capacity of PMU financially.

(2) Adequate Number of Qualified Counterparts

There were no technical specialist in the field of WCE model (Tokkasu+) activities at PMU in the beginning. JPT provided capacity development of MOETE officers working at governorate level through local and internationally training programs. They became so called Tokkasu Officers (TOs) who are responsible for capacity development of teachers and monitoring the practice of WCE model activities at the school level. Later several excellent TOs were identified for being utilized as trainers for local trainings for the WCE model. Those TOs are now called Core TOs and some of them now work at PMU's Research and Development Unit and engaged in developing various materials for the WCE model.

(3) Sufficient Budget for the Project

JICA TCP bore some cost such as the printing of teacher's guides, mathematics worksheets, and Daily Subsistence Allowance (DSA) for TOs travelling to other governorates for supporting either training or monitoring. Then JICA offered financial support, "Egypt-Japan Education Partnership: Egypt-Japan School Support Program", which would provide up to JPY18.626 billion through an ODA loan, in addition to the Counterpart Fund mentioned above.

3.4 Lessons Learned

(1) WCE model activities can generate positive changes at schools once it is practiced

According to the result of the baseline and endline studies on Pilot/Pioneer Schools mentioned above, more than 90% of school principals and teachers answered that they saw positive changes at school while practicing WCE model activities. Thus, it would be fair to say that their school had been improving. The top three examples of their comments about why they think so out of 312 samples are: "school became cleaner (116 answers)"; "students became more cooperative (97 answers)"; and "students have better life habit/ students are disciplined more (93 answers)".

The same change was observed at EJS, too. The baseline and endline studies on EJS found that school principals, teachers, and parents of EJS felt that they saw positive changes at schools. In comparison to EJS, school principals, teachers, and parents of non-EJS (which are the control schools that unfortunately rarely perform WCE model activities yet) gave percentage figures less than the ones observed at EJS.

Hence, it is highly probable that WCE model activities can generate positive changes at schools, not only EJS, but also at standard public schools, if it is actually practiced. The study indicated that a significant difference was observed on obtaining of teacher's guides for the activity and subsequent training on it. While most EJS teachers attended the respective training program and obtained teacher's guide, very few teachers of non-EJS did so. Therefore, from this evidence, it is highly probable that WCE model activities could generate similar impact to the rest of the schools nationwide, if proper training programs are provided and information sharing is arranged.

4. For the Achievement of Overall Goals after the Project Completion

4.1 Prospects to Achieve Overall Goal

The following is the overall goal of the current project.

Overall Goal (v.001): *Public schools in Egypt adopt the Whole Child Education (Tokkartsu+) model in their practice.*

(1) Policy

MOETE has several Ministerial decrees related to EJS and WCE in Egypt, of which the latest one includes statements saying that the units at the governorate level education offices (Muddirrya) and their affiliated offices (Idara) shall cooperate in implementing WCE model activities. PMU considers establishing a Tokkatsu Unit at each Muddirrya in the future for supporting not only EJS, but also other schools in practicing it.

MOETE proposed continuing the project, and subsequently reached an agreement with JICA for a new project titled “Project for Enhancement and Dissemination of Tokaktsu Model” in May 2021. The new project’s overall goal is “the holistic education model (Tokkatsu models) is well practiced at the number of schools targeted for 2030 in the Dissemination Strategy”, which is in line with the overall goal of the previous project. The Record of Discussion, on which the above-mentioned new project is agreed upon, suggests for preparing of a Standard of Operation (SOP) for the necessary tasks.

While discussing the Dissemination Strategy, PMU and JPT tried to set working phases in the dissemination process, expected roles of concerned MOETE offices and personnel, and schools and their staff etc., in the process. The Strategy also covers the figures such as number of schools, trainers, and teachers who will be targeted in the dissemination.

(2) Curriculum

Limited but very essential items of WCE model activities were already incorporated into the EDU2.0 new curriculums for Grade 1 to Grade 3 of primary schools. A 45-minute period has been allocated in the official timetable and named as “Tokkatsu²¹”. The curriculum framework, student assessment format, and teacher’s guide for Tokkatsu were set for the three grades. MOETE has expressed an intention for continuing to offer Tokkatsu for higher primary school grades.

(3) Human Resources

As the result of baseline and endline studies (PS3, PS4, and PS5) outlined in the above section 2.1.3, public primary school teachers have not been properly introduced to Tokkatsu, except the ones working in EJS. Therefore, not many Tokkatsu activities were put into practice in the schools.

In addition, the Tokkatsu Training and Certifying System (TTCS) pilot project is ongoing which could potentially pave the way for certifying TOs, and identifying a local entity for a local training program. It is also expected that the system may be applied to other actors in the WCE model such as school principals and teachers.

²¹ The limited but essential activities are nick named as “Mini Tokkatasu”, however, the term “Tokkatsu” is used on the official timetable and teacher’s guide.

(4) Overall

In conclusion, there is a reasonable level of prospect of attaining the overall goals after the project.

- There is a Ministerial decree specifying the key actors in the dissemination of WCE model not limited to EJS, Pilot/Pioneer Schools, and Existing School, but also to all public schools nationwide.
- MOETE agreed with JICA on the next project that targets the number of schools set in the Dissemination Strategy, whose primary objective is public schools nationwide.
- MOETE maintained the direction for introducing Tokkatsu within the EDU2.0 new curriculum until at least the rest of the grades in primary school.
- The baseline and endline study results shows that public school teachers have not been properly introduced to Tokkatsu, and subsequently have not put the activity in practice. In comparison, teachers of EJS did receive proper training and thus showed good a level of practicing the activities. This indicates that there is a possibility of having public school teachers practice WCE model once they are properly trained.

4.2 Plan of Operation and Implementation Structure of the Egyptian side to achieve Overall Goal

As mentioned above, MOETE and JICA agreed on the next project that would set the following overall goal and project purpose.

Overall Goal: *The Holistic Education model (Tokkatsu models) is well practiced at the number of schools targeted for 2030 in the Dissemination Strategy.*

Project Purpose: *The Holistic Education model is well practiced at the number of schools targeted for 2027*

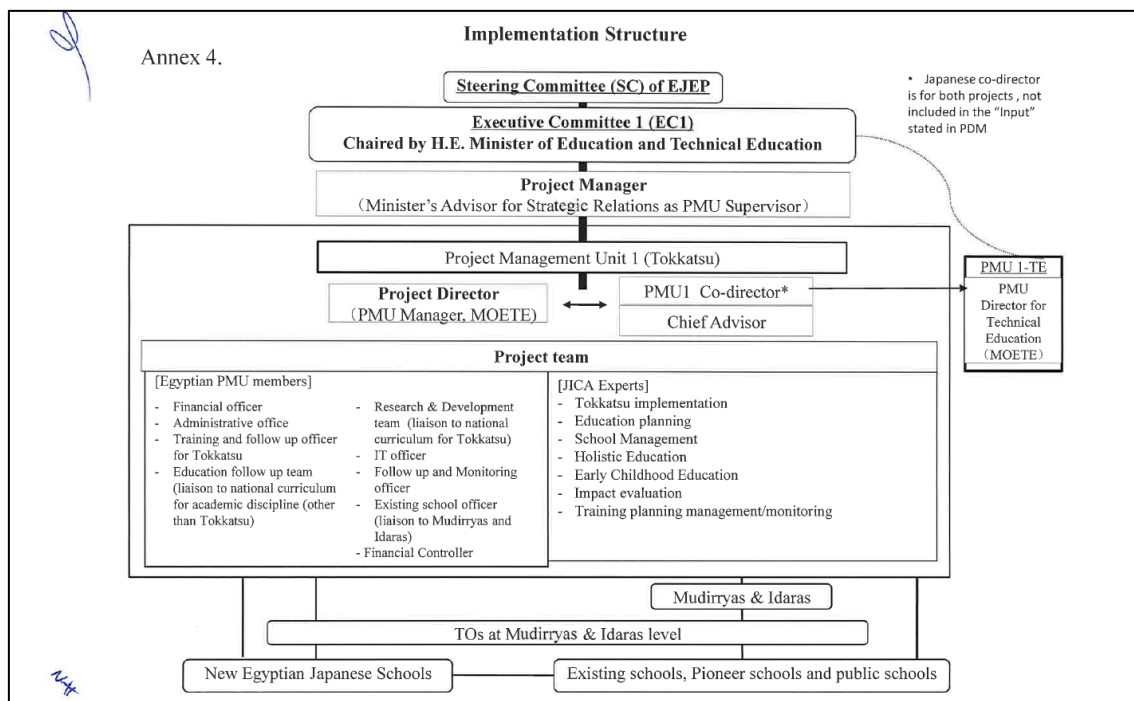
These are in line with the overall goal of the previous project which is “Public schools in Egypt adopt the Whole Child Education (Tokkartsu+) model in their practice.”

(1) Plan of Operation

The agreement, “Record of Discussions for The Project for Enhancement and Dissemination of Tokkatsu Models agreed upon between Ministry of Education and Technical Education of the Arab Republic of Egypt and Japan International Cooperation Agency” dated May 4, 2021, includes the following “Plan of Operation”. It proposes seven fields of technical experts, 8 sub-activities for outcome 1 of PDM, 4 sub-activities for outcome 2, and 8 activities for outcome 3.

(2) Implementation of Structure

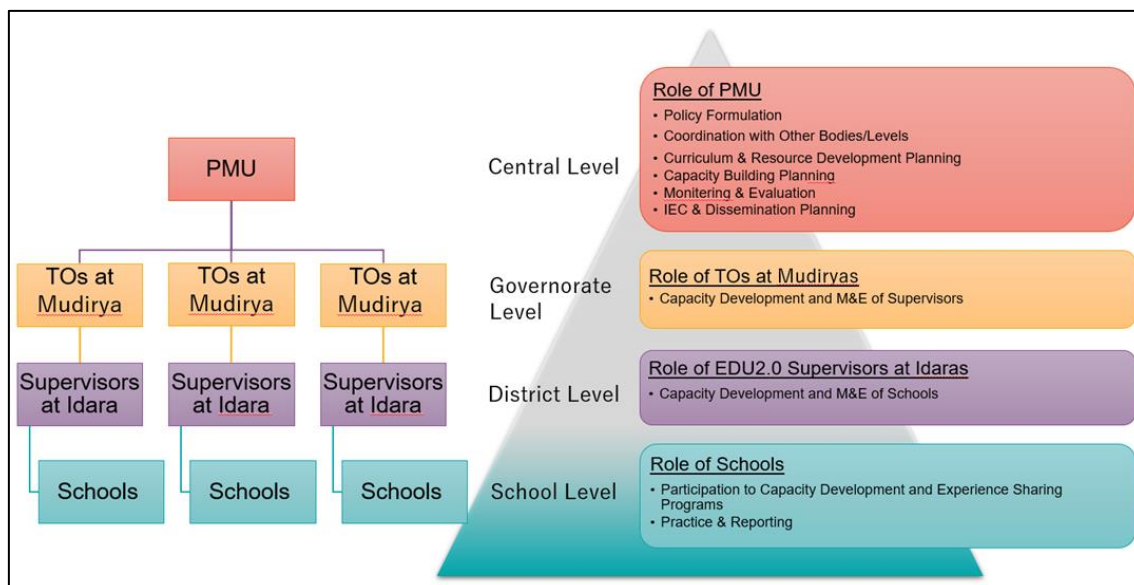
MOETE and JICA agreed on the following implementation structure for the new project in the Record of Discussion dated May 4, 2021. The agreed structure illustrates that a team and an officer in PMU, namely Research & Development Team and Existing School Officer are responsible for liaising the national curriculum to Muddirrya and Idara respectively. The MOETE’s affiliated local education offices, Muddirrya and Idara, have been placed between PMU and schools (pilot/pioneer schools, existing schools, and other public schools).



Source: Record of Discussion (May 4, 2021)

Figure 4-4: Implementation Structure of the Next Project

The draft Dissemination Strategy, which PMU and JPT have been discussing recently, relates to the following figure. It suggests a line of communication related to dissemination starting from PMU reaching down to schools, through Core TOs, TOs at Muddirrya, and EDU2.0 Supervisors at Idara. Capacity development as well as monitoring and evaluation of schools in nationwide dissemination will be the responsibility of the EDU2.0 Supervisors at Idara.



Source: Draft Dissemination Strategy (as of September 2021)

Figure 4-5: Roles of Key Actors in Dissemination

4.3 Recommendations for the Egyptian side

As the first attempt of introducing WCE (Tokkatsu+), which was a completely new teaching and learning practice in Egypt, the primary focus of the current phase of the project was to develop a concrete WCE model, which can be applicable and suitable for the educational environment and context of Egyptian schools on an experimental basis. MOETE has made great progress in this regard and “Mini Tokkatsu,” which is composed of a minimum but essential set of Tokkatsu activities, was recognized as a prototype of “Egyptian Tokkatsu model” and was fully incorporated as part of EDU2.0 curriculum from 2018/19.

To move this achievement forward in the next phase of the Project to successfully replicate WCE (Tokkatsu+) practice to the whole country, MOETE is strongly encouraged to have a collaborative approach and engagement both horizontally across different relevant central ministries, as well as vertically with different sub-national levels involved in the dissemination and implementation of WCE (Tokkatsu+) practice. Considering the very large number of schools and education personnel to be trained for the nationwide dissemination, it is particularly important to establish a decentralized implementation structure with delegated authorities to sub-national levels, namely Muddiriya, Idara and schools, so that local initiatives are promoted and accelerated to sustain the momentum for Tokkatsu in Egypt.

To that end, the SOP, which is planned to be developed in the next phase of the project, will be a key document to clarify the roles and responsibilities of relevant entities of different levels in WCE (Tokkatsu+) dissemination. It is highly recommended that MOETE should involve as broad of stakeholders as possible in an inclusive manner in the drafting process of this document, so that all the relevant stakeholders feel included and work collectively for the dissemination process.

4.4 Monitoring Plan from the End of the Project to Ex-post Evaluation

As explained in 4.1 and 4.2 above, the current project whose overall goal is that *public schools in Egypt adopt the Whole Child Education (Tokkatsu+) model in their practice* will be followed up with a 6-year project titled *Project for Enhancement and Dissemination of Tokkatsu Model* starting from September 2021. The overall goal of the new project is *the holistic education model*

(Tokkatsu models) is well practiced at the number of schools targeted for 2030 in the *Dissemination Strategy*. Therefore, PMU in collaboration with JPT should design and develop the monitoring and evaluation tools and procedures which, among other things, will assess the extent of achievement of the overall goal set for the next project. It is expected that this designing and planning of the monitoring in the new project will be carried out in the early stage of the new project. Once again, as the target number of schools in the next phase will be far greater than the one in the current phase, the project should engage much broader human resources of MOETE in the monitoring work.

The new project plans to conduct the baseline (2021), mid-term (2024) and endline (2027) evaluation studies, which include a quantitative assessment of Tokkatsu practice at schools as well as its impact to students and teachers. The quality of Tokkatsu is also assessed by observing Tokkatsu activities in selected schools at certain intervals.

Appendices

Appendix 1

Results of the Project

		現地人月(Field MM)	国内人月(Home MM)	合計人月 (Total MM)	
		計画(Plan)	計画(Plan)	計画(Plan)	
		実績(Actual)	実績(Actual)	実績(Actual)	
長期専門家 Long-term Expert					
1	PMU1教育アドバイザー 中島基恵	Education Advosor for PMU1 Mr. Nakajima Motoe	28.00	0.00	28.00
			28.00	0.00	28.00
	実績小計 (2021年10月時点)	Total (As of October 2021)	28.00	0.00	28.00
			28.00	0.00	28.00
短期専門家 Short-term Experts					
1	総括・教育計画1 加藤徳夫 / 相馬敬	Chief Advisor / Education Planning 1 Dr.Kato Norio / Mr.Soma Takashi	7.07	3.20	10.27
			5.53	3.15	8.68
2	副総括・教育計画2・学校運営3 瀬戸口暢浩	Deputy Chief Advisor / Educaion Planning 2 / School Management 3 Mr.Setoguchi Nobuhiro	26.50	8.90	35.4
			27.86	8.90	36.76
3	学校運営1・モニタリング3 田中清文	School Management 1 / Monitoring 3 Mr. Taknaka Kiyofumi	16.70	9.35	26.05
			17.17	9.35	26.52
4	学校運営2 南雲達也	School Management 2 Mr. Nagumo Tatsuya	6.97	0.20	7.17
			6.50	0.20	6.7
5	全人的教育(特別活動)1 杉田洋	Whole Child Education (Tokkatsu+) 1 Prof. Sugita Hiroshi	3.53	1.35	4.88
			3.54	1.41	4.95
6	全人的教育(特別活動)2 齋藤健二	Whole Child Education (Tokkatsu+) 2 Mr. Saito Kenji	12.80	7.10	19.9
			12.60	7.30	19.9
7	教育評価・モニタリング1 渡辺真美	Education Evaluation / Monitoring 1 Ms. Watanabe Masami	13.54	5.83	19.37
			13.14	6.24	19.38
8	教育評価・モニタリング2 青柳(菊池)美帆子 / 佐藤浩司	Education Evaluation / Monitoring 2 Ms. Aoyagi (Kikuchi) Mihoko / Mr. Sato Koji	10.17	9.78	19.95
			9.77	10.18	19.95
9	学校施設・機材 磯野哲郎	School Facility and Equipment Mr.Isono Tetsuro	4.00	0.50	4.5
			3.90	0.60	4.5
10	幼児教育 関根令子	Early Childhood Education Ms. Sekine Reiko	13.67	5.53	19.2
			13.77	5.53	19.3
11	研修計画①・全人的教育(特別活動)3 都甲貴廣	Training Planning Management 1 Mr. Togo Takahiro	26.00	10.35	36.35
			25.90	10.45	36.35
12	業務調整/研修計画② 石原(鈴木)加奈子 / 北林真弓 / 赤崎(大橋)悠紀	Project Coordinator / Training Planning Management 2 Ms. Ishihara (Suzuki) Kanako / Ms. Kitabayashi Mayumi / Ms. Ohashi Yuki	4.00	1.35	5.35
			4.00	1.35	5.35
13	研修計画③ 高木宏美	Training Planning Management 3 Ms. Takagi Hiromi	0.00	1.95	1.95
			0.00	1.95	1.95
14	教育政策分析・普及 北館尚子	Education Policy / Dissemination Ms. Kitabayashi Naoko	0.00	3.25	3.25
			0.00	3.25	3.25
15	業務調整②/研修計画④ 岸本	Project Coordinator 2 / Training Planning Management 4 Ms. Kishimoto Saki	0.73	0.00	0.73
			0.73	0.00	0.73
	実績小計 (2021年10月時点)	Total (As of October 2021)	145.68	68.64	214.32
			144.41	69.86	214.27
	実績合計 (2021年10月時点)	Total (As of October 2021)	173.68	68.64	242.32
			172.41	69.86	242.27

No	Position	Feb-17	Jul-17	Feb-18	Jul-18	Feb-19	Jul-19	Feb-20	Jul-20	Note	
Advisor/Supervisor to EJS Project											
1	Advisor for the Minister for EJS Project			Dr. Reda Abouserie (from July 2017) -PT	The advisor for strategic affairs mentioned below has been taking this position also until the time of this report.						
2	Minister's Assistant for National Projects and Supervisor of EJS Project			Ms. Heba Rizk (from July to September 2017) -PT							
				Ms. Hend Galal (from September 2017) -PT							
3	Minister's Assistant for Financial and Administrative Affairs				Gen. Akram El Nashar						
4	Minister's Advisor for Strategic Affairs				Ms.Nevine Hamouda	Ms.Nevine Hamouda	Ms.Nevine Hamouda	Ms.Nevine Hamouda	Ms.Nevine Hamouda		
5	Minister's Advisor	Dr. Rasha sharaf		Ms. Heba M Rizk	Ms. Hend Galal (until Feb 2018)						
PMU											
1	Acting Deputy Manager			Mr. Malek Ahmed (work as Acting from September 2017)	Mr. Malek Ahmad						
2	PMU Director	Mr. Amr Mohamed (resigned in September 2017)	Mr. Amr Mohamed (resigned in September 2017)	Mr. Amr Mohamed (resigned in September 2017)		Mr. Malek Ahmed El Refai	Mr. Malek Ahmed El Refai	Mr. Malek Ahmed El Refai	Mr. Malek Ahmed El Refai		
3	Training Officer	Ms. Azza Khalil	N/A								
4	IT Officer	Mr. Osama Nafady	Mr. Osama Nafady	Mr. Osama Nafady	Mr. Osama Nafady	Ms. Ghada Saeed Abdo	Ms. Ghada Saeed Abdo	Ms. Ghada Saeed Abdo	Ms. Ghada Saeed Abdo		
5	Planning Officer	Mr. Yasser El Gazzar	Mr. Yasser El Gazzar								
6	Activity Officer										
7	Follow up and Activity Officer		Ms. Lamia Hassan								
8	Basic Education Officer										
9	Kindergarten Officer										
10	Administrative Officer				Mr.Mustafa HassanMahamood	Mr.Mustafa Hassan Mahamood	Mr.Mustafa Hassan Mahamood	Mr.Mustafa Hassan Mahamood	Mr. Mustafa Hassan Mahamood		
11	Activities (Tokkatsu+) Monitoring and Evaluation Officer										
12	Training and Capacity Building Officer										
13	Financial officer							Yasser Mohamed Abdel Rahman			
14	Training and follow up officer for Tokkatsu					Ms. Nour El Hoda Ahmed Rashad**	Ms. Nour El Hoda Ahmed Rashad	Ms. Nour El Hoda Ahmed Rashad	Ms. Nour El Hoda Ahmed Rashad		
15	Educational follow up officer							Ms. Azza Mahmoud Hafez	Ms. Azza Mahmoud Hafez		
16	Follow up and Monitoring officer					Eng. Ghada El Maadawi	Eng. Ghada El Maadawi	Eng. Ghada El Maadawi	Eng. Ghada El Maadawi		
17	Tokkatsu Team Leader							Ms. Aziza Ragab Khalifa Mohamed**	Ms. Aziza Ragab Khalifa Mohamed**		
18	Tokkatsu Expert 1							Mr. Ahmed Tawfik Mohamed El Hossiny**	Mr. Ahmed Tawfik Mohamed El Hossiny		
19	Tokkatsu Expert 2								Ms. Sahar Hamed Nasr Eldin		
20	Tokkatsu Expert 3								Mr. Abu Elhassan Abu Elmagd Bakhet		
21	Financial Administration &	Mr. Khaled Abdel Fattah	N/A								
22	Financial Controller							Ms Ola Mohamed Abdel Rahman Ezz	Ms. Ola Mohamed Abdel Rahman Ezz		
23	Legal Officer								Mr. Mahmoud El Gazzar		
									Mr. Mohamed El Debiki		
24	Janitor			Mr. Adel (newly assigned from January 2018)	Mr.Adel Fayea	Mr.Adel Fayea	Mr.Adel Fayea	Mr.Adel Fayea	Mr.Adel Fayea		
25	Interpreter								Ms. Salma Elalfy		

List of National Staff of JICA Technical Cooperatoin Project

Oct-21

	Name	Position	Start	End
1	Ms. Randa Lasheen	Project Coordinator	Feb 2017	Current
2	Ms. Yara Mohamed Aly Awad	Interpreter / Translator (Arabic-English) / Assistant Local Researcher	Feb 2017	Aug 2019
3	Ms. Menna Allah Awad Al-Ghobary	Interpreter / Translator (Arabic-English) / Project Staff for Training	April 2017	Current
4	Mr. Islam Hosni Hussein	Research Monitoring and Evaluation Program Officer	Sep 2017	Nov 2018
5	Ms. Shrouk Salah Bayoumi	Project Staff for Monitoring	Nov 2018	Current
6	Mr. Mohamed Abdelmeguid Said Abdelmeguid	Program Officer (Guideline Development, Training and Monitoring)	Apr 2019	Current
7	Ms. Safaa Mahmoud Mohamed	Program Officer (Dissemination of Early Childhood Education)	Sep 2019	Current

Period	Place	Target group / No. of participants	Remarks
24th June - 9th July, 2017	JICA Tokyo	Master Trainers (later called Tokkatsu Officers) / 20	
24th February - 1st March 2019	JICA HDQs	Invitation of MOETE Minister and his aides / 5 (1 Minister, 2 advisors, and 2 assistants)	Using financial resource other than the Technical Cooperation Project.
6th - 19th October 2019	JICA Kyushu	Tokkatsu Officers / 20 (16 Tokkatsu Officers, 2 specialists from Center for Curriculum and Instructional Materials Development (CCIMD), and 2 Academics from Ain Shams University)	
26th January - 7th February 2020	JICA Yokohama	Tokkatsu Officers / 20 (19 Tokkatsu Officers and 1 PMU officer)	
7th February - 15 February 2020	JICA HDQs	Official mission of Secretary General of EJEP and MOETE Minister's Advisor for Strategic Affairs and EJS Supervisor / 3	

Country: Egypt

Oct-21

Item	Model Number	Qty	Value			Purchase Date	Place of Use	Status	Remark
			Value	Currency	JPY equivalent				
Copier	XEROX WC 7835i	1	145,000	EGP	896,154	2017/5/31	PMU Office	In Use	
Digital duplicator	RISO SF5230	1	89,270	EGP	553,658	2017/7/18, 2017/5/16	PMU Office	In Use	
Laptop PC (Standard)	Laptop-Dell-5559-C17 6500U-1TB-8GB-AMD 4GB R5 M335-DOS	4	47,600	EGP	338,551	2017/3/2, 2017/3/15	PMU Office	In Use	
Laptop PC (Standard)	Laptop-Dell-INS5570-C17 8550U-1TB-8GB-AMD 4GB 530- DOS Black	1	12,500	EGP	77,216	2018/5/7	PMU Office	Out of Order	
Laptop PC (High speck)	Laptop-Dell-Gaming-7577- C17 7700HQ-16GB-1TB+256 SSD-NVIDIA 6G GTX1060- 15.6FULL HD	1	25,500	EGP	157,521	2018/5/7	PMU Office	In Use	
Transmitter and receiver for simultaneous interpretation	Receiver (YT100R) ×14 Transmitter (Alnoran teacher unit) ×2	1	96,900	EGP	614,136	2018/12/12	PMU Office	In Use	
Laptop PC (High speck)	Laptop-Dell-Inspiron7373, C17-8550U1-8GHZ, 8M-16G- 512GB-SSD-Shared	1	26,999	EGP	167,381	2019/1/15	PMU Office	In Use	

Appendix 2

List of Deliverables (Report, Manuals, Handbooks, etc.) Produced by the Project

List of Deliverables of the Project

01	Tokkatsu+ Project Document Version 1 (5 th June2017)
02	EJS Monitoring Manual (including Egypt Japan School Tokkatsu Rubric)
03-1	Tokkatsu+ Introduction Guidelines 2017/18 (Arabic)
03-2	Tokkatsu+ Introduction Guidelines 2017/18(Japanese)
04-1	Handbook for Tokkatsu Implementation under Education 2.0 (Arabic)
04-2	Handbook for Tokkatsu Implementation under Education 2.0 (English)
04-3	Folded leaflet using some information from the Handbook (Arabic)
04-4	Folded leaflet using some information from the Handbook (English)
05-1	Teacher's Guide of Tokkatsu Activities for EJS 2018/19 (Arabic)
05-2	Teacher's Guide of Tokkatsu Activities for EJS 2018/19 (English)
06-1	Teacher's Guide of Tokkatsu Activities for EDU2.0 National Curriculum 2018/19 (Arabic)
06-2	Teacher's Guide of Tokkatsu Activities for EDU2.0 National Curriculum 2018/19 (English)
07-1	Teacher's Guide of Tokkatsu Activities for EJS 2019/20 (Arabic)
07-2	Teacher's Guide of Tokkatsu Activities for EJS 2019/20 (English)
08	Teacher's Guide of Tokkatsu Activities for EDU2.0 National Curriculum 2019/20 (Arabic)
09	Supplemental Explanation for Teacher's Guide of Tokkatsu Activities (Arabic)
10-1	Teacher's Guide of Tokkatsu Activities for EJS 2020/21 (Arabic)
10-2	Teacher's Guide of Tokkatsu Activities for EJS 2020/21 (English)
11	Teacher's Guide to Special Activities (Tokkatsu) for EJS 2021/22
12	Teacher's Guide to Special Activities (Tokkatsu Basic) applied in EDU2.0 National Curriculum 2021/22
13-1	Teacher's Guide of Japanese-style Education for Students' Character Building (KG) 2018/19 (Arabic)
13-2	Teacher's Guide of Japanese-style Education for Students' Character Building (KG) 2018/19 (Japanese)
14-1	Teacher's Guide: Play-based KG Life 2020/21 (Arabic)
14-2	Teacher's Guide: Play-based KG Life 2020/21 (Japanese)
15-1	Teacher's Guide: Play-based KG Life 2021/22 (Arabic)
15-2	Teacher's Guide: Play-based KG Life 2021/22 (Japanese)
15-3	Teacher's Guide: Play-based KG Life 2021/22 (English)

16-1	School Operation Manual for New EJS 2018/19 (Arabic)
16-2	School Operation Manual for New EJS 2018/19 (English)
16-3	School Operation Manual for New EJS 2018/19 Appendix (English)
17-1	School Operation Manual for EJS 2019/20 (Arabic)
17-2	School Operation Manual for EJS 2019/20 (English)
18-1	School and Class Management Guide for Japanese-style Education 2020/21 (Arabic)
18-2	School and Class Management Guide for Japanese-style Education 2020/21 (English)
19	Primary School Tokkatsu Videos
20	KG Learning through Playing Videos (See the appendix 2 below)
21	A Day at EJS (Primary School Education Stage) https://youtu.be/gAup_K0iBQA
22	A Day at EJS (Kindergarten Education Stage) https://youtu.be/mxhLklLCDys
23	Promotion Video of EJS https://youtu.be/yInFpou6hF8
24	Mathematics Worksheets
25	A Report about Design Alternatives for 100 New Construction Egyptian Japanese Schools
26	Design Standard and Guidelines for EJS
27	EJS Standard Models
28	3D Images of 42- & 22-class type School Building
29	List of Furniture and Equipment
30	EJS Facility Usage Guide
31	Strategy for Nationwide Dissemination of Tokkatsu Programme under Education 2.0
32	Summary of Five Impact Studies
33	Impact Study: Progress Report (5) June 2021
34	Summary of Monitoring Results
35	TTCS Report

Appendix 3

PDM (All versions of PDM)

ANNEX 1: Project Design Matrix (PDM)-.ver000

1/11/2016

Project Title: The Project for Creating Environment for Quality Learning

Cooperation Period: February 2017—January 2021

Target Group: Personnel of MOETE, personnel of Idaras in charge of pilot schools and target schools, 12 pilot schools, 200 target schools.

Target Area: (Pilot schools) Cairo, Giza, Qualiobia

(Target Schools) To be determined.

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption
<p>Overall Goal Public schools in Egypt adopt the Whole Child Education (Tokkatsu+) model in their practice.</p>	-		—
<p>Project Purpose The Whole Child Education (Tokkatsu+) model is in operation at selected target schools.</p>	<ol style="list-style-type: none"> 1. Number of schools students who observe positive changes in their schools increase 2. Number of teachers who observe positive changes in their schools increase 	<p>Questionnaire</p> <p>Questionnaire</p>	<p>Social and economic conditions are unchanged.</p> <p>Policies of basic school education are unchanged</p>
<p>Outputs 1. Guiding documents/materials for introducing and disseminating the Whole Child Education (Tokkatsu+) model are developed.</p>	<ol style="list-style-type: none"> 1-1. Standards, training materials, and essential teaching & learning materials for introducing the Whole Child Education (Tokkatsu+) model in Egypt are prepared. 1-2. Standards, guidelines, and model designs of facility and equipment are ready to use in new school construction. 	<p>Standards, training materials, teaching & learning material</p> <p>Standards, architectural design of the Whole Child Education (Tokkatsu+) model school</p>	
<p>2. Officials, Principals and Teachers become capable of putting the Whole Child Education (Tokkatsu+) model in practice.</p>	<ol style="list-style-type: none"> 2-2. Concerned MOE officers, Idarra officers, school principals become familiar with the Whole Child Education (Tokkatsu+). 2-3. XX% teachers in pilot schools and target schools become familiar with how to conduct lessons and activities based on the Whole Child Education (Tokkatsu+). 	<p>Questionnaire</p> <p>Questionnaire</p>	
<p>3. System to disseminate the Whole Child Education (Tokkatsu+) model from the pilot to the target schools is established.</p>	<ol style="list-style-type: none"> 3-1. More than XX schools participate in the training programs in target schools. 3-2. The responsibility about the Whole Child Education (Tokkatsu+) is specified in TOR of concerned MOE officers. 	<p>Project report</p> <p>TOR</p>	

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ANNEX 1: Project Design Matrix (PDM)-.ver000

Activities	Input	Adequate and qualified counterparts are assigned.
<p>1-1. Defining detail project activities, respective indicators and the concept of the <Egyptian Japanese School > where Tokkatsu + is implemented.</p> <p>1-2. Development of standards and assessment tools for the Tokkatsu + practice in Egypt</p> <p>1-3. Development/revision of Tokkatsu+ practices introduction guidelines and its training materials</p> <p>1-4. Development of supplemental teaching & learning materials</p> <p>1-5. Development of a model school design for the implementation of Tokkatsu + (facility, furniture, & equipment).</p> <p>1-6. Developpement /revision of dissemination guidelines to replicate Tokkatsu+ practice</p>	<p>1. Japanese-side</p> <ul style="list-style-type: none"> - Dispatch of Experts on following fields: <ul style="list-style-type: none"> ➤ Chief Advisor (Education Development) ➤ Deputy Chief Advisor (School Management) ➤ Whole Child Education (Tokkatsu+) ➤ Education Evaluation /Monitoring ➤ School Facility and Equipment (Tokkatsu+) ➤ Early Childhood Education ➤ Training Planning Management Project Coordinator, - Local staff <ul style="list-style-type: none"> ➤ Interpreter ➤ Local administrative coordinator - Trainings in Japan, seminar (local and international) - Teaching and learning materials for the pilot schools - Other essential operations for implementing the project <p>2. Egyptian-side</p> <ul style="list-style-type: none"> - Counterpart Personnel <ul style="list-style-type: none"> ➤ Undersecretary of the Central Administration for Early Childhood and Basic Education (She/he is the member of EC 1 and the project will be implemented within her/his sector of Basic and Early Childhood Education.) ➤ Project / PMU Director ➤ Project Coordinator(s) for Working Group(s) - Facilities <ul style="list-style-type: none"> ➤ Suitable office space and necessary equipment and furniture - Overtime pay for Extended working hours of teachers - Furniture and equipment for the pilot and target schools - Teaching & learning materials for the target schools - Local Trainings (Training site, travel fees and allowance for the participant, necessary materials) - Others 	<p>Sufficient budgets are ensured and disbursed in a timely manner.</p>
<p>2-1. Conduct baseline survey</p> <p>2-2. Conduct training and workshop for pilot schools</p> <p>2-3. Conduct training and workshop for MOETE officials.</p> <p>2-4. Conduct tokkatsu + lessons and activities in pilot schools</p> <p>2-4. Conduct endline survey</p> <p>3-1. Conduct training and workshops for governorate and Idara personnel.</p> <p>3-2. Conduct training and workshops for principals and teachers of selected target schools</p> <p>3-3. Conduct baseline survey</p> <p>3-4. Conduct tokkatsu + lessons and activities in target schools</p> <p>3-5. Conduct endline survey</p> <p>3-6. Conduct seminars (local and international)</p>		<p>Pre-conditions</p> <p>Social and economic conditions are unchanged.</p> <p>Policies of basic school education are unchanged.</p>

M

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Reds

Revision of Project Design Matrix

Project Title: The Project for Creating Environment for Quality Learning
Implementing Agency: Ministry of Education and Technical Education (MOETE)

Version: 001
Date: 9 Nov 2020

Cooperation Period: February 2017 – September 2021

Target Group: Personnel of MOETE, Mudirrya, Idara, and schools (such as staff at Project Management Unit, Tokkatsu Officers (TOs), principals and teachers) in charge of pioneer schools¹, new schools, and existing schools (approximately 90 schools in total including EJS²).

Target Area: (Pioneer schools) Cairo, Giza, Qualiobia
 (New and existing schools) All over Egypt³

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption
Overall Goal Public schools in Egypt adopt the Whole Child Education (Tokkatsu+) model in their practice.			
Project Purpose The Whole Child Education (Tokkatsu+) model is in operation at selected schools.	1. Number of students who observe positive changes in their schools increase 2. Number of teachers who observe positive changes in their schools increase	Questionnaire Questionnaire	Social and economic conditions are unchanged. Policies of basic school education are unchanged
Outputs			
Output 1: Guiding documents/ materials for introducing and disseminating the Whole Child Education (Tokkatsu+) model are developed.	1-1. Standards, training materials, and essential teaching & learning materials for introducing the Whole Child Education (Tokkatsu+) model in Egypt are prepared. 1-2. Standards, guidelines, and model designs of facility and equipment are ready to use in new school construction. 1-3. <u>Training materials are prepared to reinforce the Tokkatsu component in the new national curriculum training</u>	Standards, training materials, teaching & learning material Standards, architectural design of the Whole Child Education (Tokkatsu+) model school	
Output 2: Officials, Principals and Teachers become capable of putting the Whole Child Education (Tokkatsu+) model in practice.	2-1. Concerned MOETE officers, <u>Mudirrya and Idarra officers (especially TOs)</u> , school principals become familiar with the Whole Child Education (Tokkatsu+). 2-2. <u>70% teachers in pioneer schools, new and existing schools become familiar with how to conduct lessons and activities based on the Whole Child Education (Tokkatsu+).</u>	Questionnaire Questionnaire	
Output 3: System to disseminate the Whole Child Education (Tokkatsu+) model from <u>new to existing schools is piloted.</u>	3-1. <u>More than 35 schools participate in the training programs through the system</u> 3-2. <u>At least one experience sharing session from new to existing school is organized for all existing schools involved in the system</u> 3-3. <u>All the existing schools involved in the system are monitored at least once a month by TOs</u> 3-4. <u>The responsibility about the WCE (Tokkatsu+) is specified in TOR of concerned MOETE officers</u>	Project report Questionnaire Monitoring report TOR	
Output 4: <u>Lessons learned and suggestions drawn through the implementation of Tokkatsu+ Training and Certifying System (TTCS) pilot project is compiled and a proposal for TTCS is formulated.</u>	4-1. <u>Documentation of the process, lessons learned and suggestions drawn through the implementation of TTCS pilot project</u> 4-2 <u>TTCS proposal</u>	TTCS pilot project report Proposal for TTCS	

¹ Formerly called "pilot schools"

² Newly opened Egyptian Japanese Schools (EJS) are categorized as new schools

³ However, JICA experts are restricted to visit some remote governorates due to JICA security regulations

Activities	Inputs		Important Assumption
	The Japanese Side	The Egyptian Side	
1-1. Defining detail project activities, respective indicators and the concept of the "Egyptian Japanese School" where WCE (Tokkatsu+) is implemented.	<ul style="list-style-type: none"> - Dispatch of Experts on following fields: <ul style="list-style-type: none"> ➤ Chief Advisor (Education Development) ➤ Deputy Chief Advisor (School Management) ➤ Whole Child Education (Tokkatsu+) ➤ Education Evaluation /Monitoring ➤ School Facility and Equipment (Tokkatsu+) ➤ Early Childhood Education ➤ Training Planning Management Project Coordinator, - Local staff <ul style="list-style-type: none"> ➤ Interpreter ➤ Local administrative coordinator - Trainings in Japan, seminar (local and international) - Teaching and learning materials for the pilot schools - Other essential operations for implementing the project 	<ul style="list-style-type: none"> - Counterpart Personnel <ul style="list-style-type: none"> ➤ Project / PMU Director <ul style="list-style-type: none"> ✧ MOE Education related department ✧ MOE Related Centers ✧ Project Coordinator(s) for Working Group(s) ➤ Facilities <ul style="list-style-type: none"> ✧ Suitable office space and necessary equipment and furniture - Additional expenses for the project if necessary. - Equipment and education materials for activity implementation for the schools - Local Trainings (Training site, travel fees and allowance for the participant, necessary materials) - Others 	<p>Adequate and qualified counterparts are assigned</p> <p>Sufficient budgets are ensured and disbursed in a timely manner.</p>
1-2. Development of standards and assessment tools for the WCE (Tokkatsu+) practice in Egypt.			
1-3. Development/revision of WCE (Tokkatsu+) practices introduction guidelines and its training materials.			
1-3-2. Development of training materials for the Tokkatsu component in the new national curriculum training.			
1-4. Development of supplemental teaching & learning materials.			
1-5. Development of a model school design for the implementation of WCE (Tokkatsu+) (facility, furniture, & equipment).			
1-6. Development of dissemination strategy to replicate WCE (Tokkatsu+) practice.			
2-1. Conduct baseline survey.			
2-2. Conduct training and workshop for pilot schools and new schools.			
2-3. Conduct training and workshop for MOETE officials.			
2-4. Conduct WCE (Tokkatsu+) lessons and activities in pilot schools and new schools.			
2-5. Conduct endline survey.			
3-1. Conduct training and workshops for Muddyria and Idara personnel (TOs).			
3-1-2. MOETE officials develop plans to introduce WCE (Tokkatsu+) to selected existing schools.			
3-2. Conduct training and workshops for principals and teachers of selected existing schools.			
3-2-2. Experience sharing sessions is conducted at new schools for the selected existing schools.			
3-3. Conduct baseline survey.			
3-4. Conduct WCE (Tokkatsu+) lessons and activities in existing schools.			
3-5. Conduct endline survey.			
3-5-2. Develop TOR of MOETE officials in implementation of WCE (Tokkatsu+).			
3-6. Conduct seminars.			
4-1. TTCS Pilot project Joint Committee (JC) is formed			
4-2. Intended Learning Outcomes(ILO) is examined and approved by JC			
4-3. Training curriculum is examined and approved by JC			
4-4. Conditions for being a training provider is examined and approved by JC			
4-5. Result of the evaluation of selected TOs using the developed certification criteria and tools is endorsed by JC			
4-6. Develop TTCS Pilot project report with the lessons learned and suggestions drawn from the implementation of TTCS pilot project.			
4-7. Develop a proposal of establishing TTCS			
			<p>Pre-Conditions</p> <p>Social and economic conditions are unchanged.</p> <p>Policies of basic school education are unchanged.</p>

Appendix 4

R/D, M/M, Minutes of EC1

(Internal document)

Appendix 5

Project Monitoring Sheet

(Internal document)

Appendix 6

Plan of Operation (version 8)

Appendix 7

Media Appearance Archives

Media Appearances Archives
From September 2018 to October 2021

2018/09/09	Newspaper	Egypt Independent
Egypt's Education Ministry to open 34 Japanese schools nationwide		
https://egyptindependent.com/egypts-education-ministry-to-open-34-japanese-schools-nationwide/		
2018/09/12	Internet news	Veto
Education Minister: President opens schools of excellence and Japanese on Sunda		
https://www.vetogate.com/3300473		
2018/09/13	Internet news	Veto
How Japanese schools prepared for the new year		
https://www.vetogate.com/3301183		
2018/09/19	Newspaper	El Watan News
By Numbers Learn about the largest Japanese schools in Egypt: 42 classes for 1320 students (...President Abdel Fattah Al-Sisi opened the Egyptian-Japanese School in October Gardens, the largest Japanese school in Egypt through video conferencing)		
N/A		
2018/09/19	Newspaper	Ahram online
'I will personally monitor the progress of the new education system,' says Egypt's Sisi		
http://english.ahram.org.eg/NewsContent/1/64/311851/Egypt/Politics-/I-will-personally-monitor-the-progress-of-the-new-.aspx		
2018/09/19	Internet news	El Watan News
Governor of Beni Suef and Deputy Minister of Education open the Japanese school in Beni Suef		
N/A		
2018/09/20	Internet news	The Seventh Day
Japanese school teachers praise training on "Tokatsu" .. The ministry is preparing to study in the operations room to receive complaints .. And Thursday, the end of training the first batch of teachers on the new system ..		
N/A		

2018/09/23	Internet news	The Seventh Day
The new academic year begins in 12 governorates Start of the actual study in the Egyptian-Japanese schools October 7		
N/A		

2018/09/23	Internet news	The Seventh Day
Prime Minister visits the Egyptian-Japanese school in Assiut		
N/A		

2018/09/23	Internet news	The Seventh Day
Governor of Cairo visits the Japanese school of the fifth assembly		
N/A		

2018/09/23	Internet news	Saidi Online
(Governor of Qena) witness the first day of operation of the Egyptian-Japanese school in the housing area		
http://saidyonlion.blogspot.com/2018/09/blog-post_23.html?m=0		

2018/10/03	Internet news	共同通信
エジプトで日本式学校始動・学級活動で「人格形成」		
https://this.kiji.is/420180624884712545?c=39546741839462401		

2018/10/03	Newspaper	東京新聞
エジプトで日本式学校始動 学級活動で「人格形成」		
https://www.tokyo-np.co.jp/article/world/list/201810/CK2018100402000136.html		

2018/10/04	TV	NHK
エジプトで「日本式」学校が開校 学級会や日直など導入		
https://www.nicovideo.jp/watch/sm33962989 (動画を掲載していた NHK のサイトは既に閉鎖されたため、別サイトで示す)		

2018/10/04	TV	NNN
エジプトで「日本式教育」学校・“そうじ”や“手洗い”		
https://www.youtube.com/watch?v=Ywa6a2QINtw		

2018/10/04	Newspaper	日経新聞
エジプトの子供に日本式教育 掃除・学級会で協力学ぶ		
https://www.nikkei.com/article/DGXMZO36104400U8A001C1EAF000/		
2018/10/04	Newspaper	朝日新聞
日直・そうじ・学級会…エジプトで「日本式学校」に注目		
https://www.asahi.com/articles/ASLB401C5LB3UHBI03G.html		
2018/10/05	Internet news	NHK
「学級会・掃除・日直」エジプトで広め育成を外相		
https://www.nhk.or.jp/politics/articles/statement/9524.html		
2018.10.11	Internet news	産経新聞
【千夜一夜】根付くか「トッカツ」 日本の流儀		
https://www.sankei.com/world/news/181011/wor1810110009-n1.html		
2018/10/15	Newspaper	The Seventh Day
Education: We follow the study in Japanese schools and proceed in a disciplined manner		
N/A		
2018/11/09	Newspaper	Al Ahram
Students participate in their school day: Japanese schools		
http://www.ahram.org.eg/NewsPrint/679283.aspx		
2018/11/26	Newspaper	
JICA Delegation Visits Japanese New School in Damietta		
N/A		
2018/12/01	Internet news	Sada Elbalad
Education Minister arrives at Obour to inaugurate Egyptian-Japanese School		
http://en.elbalad.news/2401929		
2018/12/01	Website	MOETE
Shawky and Nasr open the Egyptian-Japanese school by crossing		
N/A (MOETE web site)		

2018/12/01	Internet news	MIIC
Ministers of Investment and Education Inspect the Japanese School in El-Obour City		
http://www.miic.gov.eg/English/MediaCenter/News/Pages/Ministers-of-Investment-and-Education-Inspect-the-Japanese-School-in-El-Obour-City.aspx		
2018/12/01	Newspaper	shorouknews
Minister of Education: Japanese schools invest the Egyptian government .. and grant to the best and sons of the martyrs		
https://www.shorouknews.com/news/print.aspx?cdate=01122018&id=1be020d2-5d55-4cee-8f91-29c7a4377005		
2018/12/06	Newspaper	The Seventh Day
Shawki sows roses at Egyptian-Japanese school: Education is fun for children		
https://www.almasryalyoum.com/news/details/1347571		
2018/12/17	Newspaper	Japan Times
Japanese education for Egyptian kids?		
https://www.japantimes.co.jp/opinion/2018/12/17/commentary/japan-commentary/japanese-education-egyptian-kids/#.XMw2lzD7Tbg		
2018.12.20	Newspaper	産経新聞
宮家邦彦の World Watch : エジプトの日本式教育		
https://www.sankei.com/column/news/181220/clm1812200004-n1.html		
2018/12/23	Internet news	Veto
The Sisi is mandated to govern the management of Japanese schools in Egypt		
https://www.vetogate.com/3384991		
2018/12/24	Newspaper	Ahram online
Sisi discusses developing education in Egypt with minister		
http://english.ahram.org.eg/News/320624.aspx		
2019/01/05	News paper	Egypt Today
Egyptian Japanese Schools bear fruit		
http://www.egypttoday.com/Article/2/63045/Egyptian-Japanese-Schools-bear-fruit		

2018/01/25	TV	dmc
Special dmc - Director of Japanese Tokatsu Program: Cooperation with Egypt will be through the processing of instructors for Japanese schools (2 minutes)		
https://www.youtube.com/watch?v=tYFk2nOjjPg&index=33&list=PLRO77SHVMirJ7iR-JnV3FLWirJYVbtUuWd&t=8s		

2019/01/25	YV	dmc
Special dmc - Japanese-Egyptian cooperation in the field of "education and investment" (40 minutes)		
https://www.youtube.com/watch?v=jo-f4fsOHE4&index=32&list=PLRO77SHVMirJ7iR-JnV3FLWirJYVbtUuWd&t=8s		

2019/02/07	Internet news	NHK News Web
エジプトの先生が日本型授業学ぶ		
N/A		

2019/02/07	TV	福井テレビ
エジプトの教員が視察		
N/A		

2019/02/07	Internet news	El Watan News
Red Sea Education: Application of Japanese Tokatsu in public schools		
https://www.elwatannews.com/news/details/4000628		

2019/02/13	Newspaper	Egypt Today
Minister of education reveals status of Japanese schools		
http://www.egypttoday.com/Article/1/64652/Minister-of-education-reveals-status-of-Japanese-schools		

2019/03/03	Newspaper	信濃毎日新聞
日本の教育 伊那小で興味津々 エジプトから視察団		
https://www.shinmai.co.jp/news/nagano/20190203/KT190202ATI090003000.php (https://www.47news.jp/3234898.html)		

2019/03/03	Internet news	El Watan News
"Education" meets the first mission of the Egyptian-Japanese school officials to Tokyo		
https://www.elwatannews.com/news/details/4036865		
2019/04/03	Newspaper	Al-Ahram
Japanese delegation visits Japanese new school in Damietta		
http://gate.ahram.org.eg/News/2138622.aspx		
2019/04/19	Internet news	El Watan News
"Home" inside a Japanese school .. Year on the experience and "Tokatsu"		
https://www.elwatannews.com/news/details/4114796		
2019/5/2	Newspaper	Ahram online
Egypt to open five new Japanese-style schools as registration starts for coming school year		
https://english.ahram.org.eg/NewsContent/1/64/330907/Egypt/Politics-/Egypt-to-open-five-new-Japanesestyle-schools-as-re.aspx		
2019/05/15	Internet news	Al Ahram
Egyptian-Japanese schools publish video showing students' school day system		
https://gate.ahram.org.eg/News/2154792.aspx		
2019/5/23	Internet news	Youm 7
Education Ministry received 11,000 applications for the EJS		
2019/06/01	Newspaper	Egypt Today
Egypt, Japan sign LE7.5M grant for Egypt-Japan Schools		
https://www.egypttoday.com/Article/1/71078/Egypt-Japan-sign-LE7-5M-grant-for-Egypt-Japan-Schools		
2019/06/29	Newspaper	中日新聞
福井、教育手法導入へ初等教育学ぶ		

2019/07/16	Newspaper	Egypt Today
After taking it to Egypt, a look on 'Tokkatsu' in Japan		
https://www.egypttoday.com/Article/1/72857/After-taking-it-to-Egypt-a-look-on-%E2%80%98Tokkatsu%E2%80%99-in		
2019/07	Japanese government official publication	Highlighting Japan Vol.134
Tokkatsu taking root in Egypt		
https://dwl.gov-online.go.jp/video/cao/dl/public_html/gov/book/hlj/20190701/html5.html#page=1		
2019/09/15	Internet news	Youm 7
The Egyptian-Japanese Schools Unit holds a workshop on learning outcomes		
https://www.youm7.com/story/2019/9/15/%D9%88%D8%AD%D8%AF%D8%A9-%D8%A7%D9%84%D9%85%D8%AF%D8%A7%D8%B1%D8%B3-%D8%A7%D9%84%D9%85%D8%B5%D8%B1%D9%8A%D8%A9-%D8%A7%D9%84%D9%8A%D8%A7%D8%A8%D8%A7%D9%86%D9%8A%D8%A9-%D8%AA%D8%B9%D9%82%D8%AF-%D9%88%D8%B1%D8%B4%D8%A9-%D8%B9%D9%85%D9%84-%D8%AD%D9%88%D9%84-%D9%86%D9%88%D8%A7%D8%AA%D8%AC-%D8%A7%D9%84%D8%AA%D8%B9%D9%84%D9%85/4418141		
2019/11/10	Newspaper	西日本新聞
学校変える「特別活動」＝”Tokkatsu” エジプトが熱視線		
https://www.nishinippon.co.jp/item/n/558334/		
2019/12/19	Internet news	Sada Elbalad
Find out why the Embassy of Japan and JICA visited South Sinai		
https://www.elbalad.news/4101699		
2019/12/19	TV	eXtra news
Egyptian-Japanese schools - a pioneering experience in education		
https://youtu.be/e1I4ibIz1CM		
2020/01/20	Internet news	Al Bawaba News, El Wafd News, Al Shrouk Times
Fayoum Governor attends the closing ceremony of student activities at the Egyptian Japanese School		

2019/01/29	Internet news	Youm 7
The Japanese ambassador in Cairo praises the experience of Japanese schools and stresses: It has 3 advantages		
https://www.youm7.com/story/2020/1/29/%D8%A7%D9%84%D8%B3%D9%81%D9%8A%D8%B1-%D8%A7%D9%84%D9%8A%D8%A7%D8%A8%D8%A7%D9%86%D9%89-%D8%A8%D8%A7%D9%84%D9%82%D8%A7%D9%87%D8%B1%D8%A9-%D9%8A%D8%B4%D9%8A%D8%AF-%D8%A8%D8%AA%D8%AC%D8%B1%D8%A8%D8%A9-%D8%A7%D9%84%D9%85%D8%AF%D8%A7%D8%B1%D8%B3-%D8%A7%D9%84%D9%8A%D8%A7%D8%A8%D8%A7%D9%86%D9%8A%D8%A9-%D9%88%D9%8A%D8%A4%D9%83%D8%AF-%D9%84%D9%87%D8%A7-3/4609948		
2019/4~2021/3	Monthly magazine	月刊道徳と特別活動
世界の Tokkatsu 便り (Vol. 36 No1 から Vol.37 No.12 まで全 24 回掲載)		
2020/01/30	TV	テレ玉
エジプト教育関係者「特別活動」視察/埼玉県		
2020/02/01	Newspaper	福井新聞
エジプト教員、日本の小学校に驚き -福井、教育手法導入へ初等教育学ぶ-		
https://www.fukuishimbun.co.jp/articles/-/1021259		
2020/02/07	Newspaper	タウンニュース高津区版
上作延小学校 エジプトから授業参加 「自主性重視」の利点伝える		
https://www.townnews.co.jp/0202/2020/02/07/516871.html		
2020/02/13	Newspaper	タウンニュース鶴見区版
エジプトの教育関係者ら潮田小・中を訪問 日本式教育を学ぶ		
https://www.townnews.co.jp/0116/2020/02/13/517461.html		
2020/06/12	Internet news	El Watan News
How did Japanese schools deal with the Corona virus crisis?		
https://www.elwatannews.com/news/details/4837688		
2020/02/13	Newspaper	日本教育新聞
エジプトから視察団 規律・協調性の育成、日本の「特活」に学べ！		
https://www.kyoiku-press.com/post-212921/		

2020/02/16	Newspaper	Egypt Today
Education ministry hires Japanese experts to supervise Tokkatsu system		
https://www.egypttoday.com/Article/1/81689/Education-ministry-hires-Japanese-experts-to-supervise-Tokkatsu-system		
2020/06)	Monthly magazine	文溪堂「ひとゆめ」第31号
エジプトの教育訪問団が日本の「Tokkatsu」を視察		
https://www.bunkei.co.jp/school/hitoyume/pdf/20_31_2.pdf		
2020/10/04	Internet news	Al Ahram
The Egyptian-Japanese Schools Project Unit meets with Japanese supervisors to implement "Tokatsu" systems		
https://gate.ahram.org.eg/News/2499011.aspx		
2020/12/11	Internet news	産経新聞
エジプトで日本式教育拡大 200校目標、掃除や学級会など取り入れ		
https://www.sankeibiz.jp/econome/news/201211/eci2012110924001-n1.htm		
2020/12/20	Internet news	Youm 7
An educational session to introduce the “Tokatsu” in Alexandria.. The Education Consultant: Develops a sense of community		
https://www.almasryalyoum.com/news/details/2194059		
2021/01/20	Internet news	Kyodo Nuews
FEATURE: Education adds to Japan's latest exports to developing nations		
https://english.kyodonews.net/news/2021/01/668f35a9c8b3-feature-education-adds-to-japans-latest-exports-to-developing-nations.html		
2021/01/26	Newspaper	読売新聞
元校長100人、招かれエジプトへ…「日本式」学級会や掃除当番制を現地指導		
https://www.yomiuri.co.jp/world/20210126-OYT1T50024/		
2021/01/26	Newspaper	読売新聞
リーダーになれる・家の掃除率先…エジプト、日本式の教育校は難関		
https://www.yomiuri.co.jp/world/20210125-OYT1T50206/		

2021/02/03	Internet news	Akhbar Al Youm
Japanese schools launch “Enjoy our time in our camp” activity for students		
https://m.akhbarelyom.com/news/NewDetails/3248791/1/%D8%A7%D9%84%D9%85%D8%AF%D8%A7%D8%B1%D8%B3-%D8%A7%D9%84%D9%8A%D8%A7%D8%A8%D8%A7%D9%86%D9%8A%D8%A9-%D8%AA%D8%B7%D9%84%D9%82-%D9%81%D8%A7%D8%B9%D9%84%D9%8A%D8%A9-%D9%86%D8%B3%D8%AA%D9%85%D8%AA%D8%B9-%D8%A8%D9%88%D9%82		

2021/02/05	Internet news	Akhbar Al Youm
Minister of Education: The Japanese system has three main advantages		
https://m.akhbarelyom.com/news/NewDetails/3250659/1/%D9%88%D8%B2%D9%8A%D8%B1-%D8%A7%D9%84%D8%AA%D8%B9%D9%84%D9%8A%D9%85--%D8%A7%D9%84%D9%86%D8%B8%D8%A7%D9%85-%D8%A7%D9%84%D9%8A%D8%A7%D8%A8%D8%A7%D9%86%D9%8A-%D9%8A%D8%AD%D9%85%D9%84-%D8%AB%D9%84%D8%A7%D8%AB-		

2021/03/25	Internet news	MOETE
The Minister of Education and the Governor of South Sinai inaugurate the Egyptian-Japanese School in Sharm El-Sheikh		
https://moe.gov.eg/en/what-s-on/news/egyptian-japanese-school/		

2021/09/23	Internet news	El Watan News
What are the activities of the tokatsu for fourth grade students?		
https://www.elwatannews.com/news/details/5707582		

2021/10/10	Internet news	El Watan News
Egyptian-Japanese schools welcome students on the first day of		
https://www.elwatannews.com/news/details/5737357		

2021/10/10	Internet news	El Watan News
“Activating the Mind” .. A New Curriculum in Egyptian-Japanese Schools		
https://www.elwatannews.com/news/details/5737573		

2021/10/11	Internet news	El Watan News
Smart board and skill activities .. Al-Watan inside the Egyptian Japanese School		
https://www.elwatannews.com/news/details/5739181		

2021/10/17	Internet news	El Watan News
Learn about the history of the tokatsu system applied in Egyptian Japanese Schools		
https://www.elwatannews.com/news/details/5749159		

2021/10/18	Internet news	El Watan News
Learn about the characteristics of tokatsu activities and their differences from the basic materials		
https://www.elwatannews.com/news/details/5751892		

2021/10/20	Internet news	El Watan News
Learn about the characteristics of the tokatsu activities applied in Japanese schools		
https://www.elwatannews.com/news/details/5755198		

Appendix 8

**Ministerial Decree Number (17)
dated August 8, 2019**

Ministerial Decree

Number (17) dated August 8, 2019

Concerning: establishment, operation, management, work organization and admission rules at Egyptian Japanese Schools

Minister of Education and Technical Education:

Having considered the constitution,

And having considered law number (43) for 1979 on local administration system, its implementing regulations and its amendments,

Law number (139) for 1981 on the issuance of the Education law, its implementing regulations and its amendments,

Law number (12) for 1996 on the Children act, its implementing regulations and its amendments,

Law number (81) for 2016 on Civil Service, its implementing regulations and its amendments,

Presidential Decree number (271) for 1997 on the regulation of the Ministry of Education,

Presidential Decree number (207) for 2016 on establishing a steering committee for the Egyptian – Japanese Education Initiative,

Ministerial Decree number (154) for 1989 on admission and enrollment rules, and its amendments,

Ministerial Decree number (313) for 2011, on the reorganization of comprehensive educational evaluation applied on Basic Education grades, and its amendments,

Ministerial Decree number (285) for 2014, on experimental language schools and distinguished experimental language schools, and its amendments,

Ministerial Decree number (13) for 2017, on the establishment of the Program Management Unit for the Egyptian Japanese Schools, amended by the ministerial decree no. (498) for 2017,

Ministerial Decree number (159) for 2017, on the establishment of the Egyptian Japanese Schools,

Ministerial Decree number (224) for 2017,

Ministerial Decree number (421) dated 22/10/2018 on the establishment of Program Management Unit for the Egyptian Japanese Schools at the secretariat of the Ministry of Education and Technical Education,

And the agreement between the Ministry of Education and Technical Education, and the Japan International Cooperation Agency dated 1/11/2016,

Has decided:

Article 1:

For the purpose of applying the provisions of this decree, the following terms refer to the meaning specified:

First – Egyptian Japanese Schools: are Egyptian schools governmental that apply the Developed Egyptian curriculum Education 2.0 through the English language package (Discover), besides teaching the curriculum for high level English language (Connect Plus), as well as a second foreign language which the student selects from the languages the ministry acknowledges for the educational grades applied at each school, and according to the requirements for the new system for curriculum and evaluation until the end of the secondary stage. These schools fully implement the system for the Japanese Tokkatsu activities, according to the Tokkatsu guideline on all educational grades, and include: Existing schools, Pioneer Schools, and new schools.

Second – EJS Program Management Unit (PMU): is a unit established at the secretariat of the ministry and has absolute control over the Supervision, follow-up and management of all affairs concerning EJS, and which operates directly under the office of the minister, and selection of the director of the unit is done by the competent authority.

Third – The Competent Authority: The Minister of Education and Technical Education.

Article 2:

The Egyptian Japanese Schools are considered assets owned by the ministry, and all operating expenses for these schools are borne by the ministry, such as: water usage, electricity, telephone etc, and the approval of any official documents concerning students or teachers is done by the unit.

Article 3:

Intellectual property rights concerning all systems implemented in the Egyptian Japanese schools as well as the Tokkatsu activities are vested solely in the ministry of education and technical education, represented by the PMU, and which includes the school management system, the full system for the Japanese Tokkatsu activities, including the Tokkatsu guidelines both printed and practiced, training programs, and building designs for all the educational grades at the school, with an entitlement to claim exploitation fees as specified by the competent authority, and such proceeds are to be assigned to cover the loan expenses, according to the agreement between the Ministry

of Education and Technical Education, and the Japan International Cooperation Agency dated 1/11/2016.

Article 4:

The Project Management Unit consists of the following:

1. Unit Director
2. Educational Officer
3. Monitoring and Coordination Officer
4. Tokkatsu Activities Training and Trainers' follow-up Officer
5. IT Officer
6. Financial Officer
7. Administrative officer

Also, a sufficient number of personnel is to be added to the unit, and who are chosen from among employees of the MOETE and its affiliated entities, through transfer, delegation, or assignment

The competent authority holds the right to extend further posts or new personnel in case the work requires that, also allowed is the utilization of persons from outside the administrative system to work at the unit through private recruitment in case of necessity, on condition financial resources for that is available, and all that shall be done in accordance to the regulations and legal procedures in that regard.

Article 5:

The EJS – PMU and all affiliated units on educational directorate (Mudireya) level oversee the following roles:

1. Selecting schools to implement the Japanese Tokkatsu Activities, according to criteria that the unit assigns for this purpose, in coordination with the Japanese side and under cooperation with Mudireya and educational departments (Idara) and these standards are to be approved by the competent authority.
2. Working to unify the methods and work process in this type of schools, and prevent the duplication of decision-making, and reach a common understanding concerning implementation of the objectives of the Japanese experiment, through guiding the Mudireya, and Idaras in each governorate, as well as other departments within the secretariat of the ministry that are concerned with all the procedures needed to ensure the success and sustainability of the implementation of the activities.
3. Setting programs and applications necessary for the work of the PMU at the ministry level and its subunits under Mudireyas, such as: “creating web site - data bases - programs...etc.”, however the Central Department for Information Systems and Technology shall provide the infrastructure for that, and work to resolve any obstacles.

4. Recommending the employees required at the PMU and its sub-units after holding the required assessments and personal interviews for the candidates, in order to ensure the sustainability of the PMU in implementing its tasks and different activities on the school level, and that shall be done after the approval of the competent authority.
5. Suggesting, preparing and implementing training programs necessary for employees of the PMU, its sub-units and at schools in cooperation with the Japanese side.
6. Setting the criteria and selecting candidates to benefit from the scholarships provided by the Japanese side to the project, after holding the required assessments and personal interviews for the candidates, in coordination with the Japanese side.
7. Conducting regular follow-up and evaluation for the performance of the school staff and linking the performance to incentives set for the employees at the PMU, its sub-units or at schools, according to regulations set for this purpose.
8. Building partnerships with different parties such as agencies and ministries that are concerned with providing support to the Egyptian Japanese schools.
9. Promoting the Japanese Tokkatsu activities, in a way that ensures proper understanding of such activities and disseminating its implementation in all public schools nationwide.

Article 6:

No party (including departments at the secretariat of the ministry, Mudireya or Idara) is allowed to transfer, delegate, cancel a delegation, or issue any tasks, or take any actions concerning the employees at the PMU, which would in turn cause disruption to the work system at the schools, or waste the capacity-building programs that its staff has received, without consulting the PMU director for approval.

Article 7:

It is allowed to assign any party or entity with managing and operating of the schools, including financial affairs, human resources, and the administrative affairs concerning students and teachers, and this shall be done based on an assignment issued by the competent authority and under the supervision of the PMU, with the assignment defining the roles, tasks and responsibilities of that party or entity.

Article 8:

Admission of Students at EJS is according to the following conditions and regulations:

1. Student must have an Egyptian citizenship, with Egyptian parents,
2. Age of KG grade 1 must not be below 4 years by the first of October and maximum age for each higher grade until the end of grades at the school must not exceed 12 months minus 1 day. The following table specifies the students'

Provisional Translation

age until the academic year 2020/2021, and thereafter age calculations shall follow the same standards.

Grade	Age	
	from	to
KG 1	4 years old	1 day before 5 years old
KG 2	5 years old	1 day before 6 years old
Grade 1	6 years old	1 day before 7 years old
Grade 2	7 years old	1 day before 8 years old

3. Under no circumstances will there be any exceptions concerning the age condition for any grade, where the age of applying students is to be calculated as of 1st of October each year.
4. Comply to the area of residence of the student's guardians.
5. The student's guardian must provide his assent to the following:
 - That his/her child shall apply the Japanese model with all its commitments both inside and outside the school.
 - That he/she shall provide 20 hours annually of volunteering service, based on the rules that the school decides.
 - To sign 2 copies of a declaration of consent regarding the conditions and regulations of the Egyptian Japanese schools, one copy is to be handed to the teacher, and the other to the guardian.
6. Application for EJS shall be via the specified electronic platform, therefore, paper admission is not allowed. The results are to be announced electronically.
7. The final results of admission shall be announced after personal interviews with the students.
8. The accepted students are to enroll at the school through paying the necessary fees according to the regulations concerning this matter.
9. In case during the personal interview it is decided that the applicant requires inclusive education, the screening of the application shall be postponed till after the case is submitted to a special committee for health and psychological evaluation, a committee which is established by the central department for special education, in order to take the proper decisions according to the rules and decisions regulating this matter.

Article 9:

Student admission to Egyptian Japanese schools is through registering with the child / student's information on the electronic platform specified for that purpose. School transfer is complete only after final acceptance. Enrollment or transfer of students to EJS is allowed from private language schools, experimental language schools with its two types, and azhar language institutes, according to the admission regulations to EJS. Also, the students of EJS (language) are allowed to transfer to the equivalent grades in Arabic curriculum schools and experimental language schools if they meet the prescribed conditions for acceptance. In all cases, vacancy availability is required, and

in a way that does not violate the decided student capacity, and within the abovementioned admission rules concerning age limits.

Article 10:

Number of students at EJS is limited to 36 students per class, capacity is allowed to increase with a maximum of 40 students per class, after receiving the PMU approval.

Article 11:

EJS students must conform to a unified uniform approved by the PMU after being presented to and approved by the competent authority. PMU assigns the entity responsible for school management with the procedures for implementing and distributing it to the students.

Article 12:

In the case that guardians fail to pay the school fees by the specified deadline, the student's file is transferred to the Idara whose jurisdiction EJS falls under, in order to be transferred to a public school that does not apply additional activities. And the school can proceed to take legal actions for debt claims according to the civil code provisions, and Civil and Commercial Procedures Law.

Article 13:

Applying for job positions at EJS (principal, vice-principal, teacher, co-teacher, subject teacher or activity teacher or specialist) is through the electronic platform specified for that purpose, and which the MOETE administers, and according to the regulations adopted by the competent authority. Application is allowed for both employees within the MOETE and outside it.

Article 14:

Provisions within this decree apply to all Japanese schools, including pilot phase schools (pioneer schools of applying Tokkatsu activities) with a total of 12 schools within greater Cairo, where implementation has started starting the academic year 2015/2016, or schools that have been established but not yet operated, or schools that will be established and operated thereafter.

Article 15:

Provisions within this decree apply to both public and experimental language schools that will be applying the Tokkatsu activities within the framework of the Japanese loan agreement, with a total of 100 schools nation-wide (called Existing schools), or the schools that are planned to be established or converted thereafter.

Article 16:

Enforcement of the following decrees will be annulled: Decree number (13) dated 17/01/2017, decree number (159) dated 06/05/2017, decree number (224) dated

Provisional Translation

08/07/2017, decree number (498) dated 27/12/2017 and decree number (421) dated 22/10/2018, and any provisions that contradict with this decree shall also cease to have effect.

Article 17:

This decree comes into effect on the date of its issue, and all stakeholders concerned are compelled to implement it.

Minister of Education and Technical Education

Dr. Tarek Shawky



جمهورية مصر العربية
وزارة التربية والتعليم والتعليم الفني
مكتب الوزير



التاريخ ٢٠٠٧ / ٧ / ٢٢

قرار وزاري

رقم (١٧١) بتاريخ ٢٠١٩/٧/٧

بشأن: إنشاء وتشغيل وإدارة وتنظيم العمل وقواعد القبول بالمدارس المصرية اليابانية

وزير التربية والتعليم والتعليم الفني:

بعد الاطلاع على الدستور،

بعد الاطلاع على قانون نظام الإدارة المحلية الصادر بالقانون رقم (٤٣) لسنة ١٩٧٩، ولائحته التنفيذية، وتعديلاتهما،

وعلى قانون التعليم الصادر بالقانون رقم (١٣٩) لسنة ١٩٨١، ولائحته التنفيذية، وتعديلاتهما،

وعلى القانون رقم (١٢) لسنة ١٩٩٦، بإصدار قانون الطفل، وتعديلاته، ولائحته التنفيذية،

وعلى قانون الخدمة المدنية الصادر بالقانون رقم (٨١) لسنة ٢٠١٦، ولائحته التنفيذية، وتعديلاتها،

وعلى قرار رئيس الجمهورية رقم (٢٧١) لسنة ١٩٩٧، بتنظيم وزارة التربية والتعليم،

وعلى القرار رئيس الجمهورية رقم (٢٠٧) لسنة ٢٠١٦ بتشكيل لجنة تسيير مبادرة التعليم المصرية اليابانية،

وعلى القرار الوزاري رقم (١٥٤) لسنة ١٩٨٩، بشأن قواعد القبول والالتحاق، وتعديلاته،

وعلى القرار الوزاري رقم (٣١٣) لسنة ٢٠١١، بشأن إعادة تنظيم التقويم التربوي الشامل المطبق على

مرحلة التعليم الأساسي بحلقتها، وتعديلاته،

وعلى القرار الوزاري رقم (٢٨٥) لسنة ٢٠١٤ وتعديلاته، بشأن المدارس الرسمية للغات والمدارس

الرسمية المتميزة للغات، وتعديلاته،

وعلى القرار الوزاري رقم (١٣) لسنة ٢٠١٧، بشأن إنشاء وحدة إدارة مشروع المدارس المصرية

اليابانية، المعدل بالقرار الوزاري رقم (٤٩٨) لسنة ٢٠١٧،

وعلى القرار الوزاري رقم (١٥٩) لسنة ٢٠١٧، بشأن إنشاء المدارس المصرية اليابانية،

وعلى القرار الوزاري رقم (٢٢٤) لسنة ٢٠١٧،

وعلى القرار الوزاري رقم (٤٢١) بتاريخ ٢٠١٨/١٠/٢٢ بشأن إنشاء وحدة إدارة المدارس المصرية

اليابانية بديوان عام وزارة التربية والتعليم والتعليم الفني،

وعلى الاتفاقية المبرمة بين وزارة التربية والتعليم والتعليم الفني، والوكالة اليابانية للتعاون الدولي

بتاريخ ٢٠١٦/١١/١،

القرار
الرقم
١٧١



جمهورية مصر العربية
وزارة التربية والتعليم والتعليم الفني
مكتب الوزير

التاريخ / / ٢٠٠٠

-٢-

تابع القرار الوزاري رقم (١٧١) بتاريخ ٧/٨/٢٠١٩

قصر:

المادة الأولى:

يقصد في تطبيق أحكام هذا القرار بالعبارات المعنى المبين قرين كل منها:
أولاً- المدارس المصرية اليابانية: هي مدارس مصرية حكومية تطبق المناهج المصرية المطورة (٢٠٠) باللغة الإنجليزية الباقية (Discover)، ويدرس بجانبها منهج المستوى الرفيع للغة الإنجليزية (Connect Plus) كما يتم تدريس لغة ثانية يختارها الطالب من بين إحدى اللغات التي تقرها الوزارة للمراحل الدراسية بالمدرسة، وفق متطلبات المنظومة الجديدة للمناهج، ونظم التقويم حتى نهاية المرحلة الثانوية، وتقوم هذه المدارس بتطبيق منظومة أنشطة التوكاتسو اليابانية الكاملة، وفق دليل أنشطة التوكاتسو على كل المراحل التعليمية بالمدرسة، وتشمل: المدارس القائمة، والمدارس الزائدة، والمدارس الجديدة.
ثانياً - وحدة إدارة المدارس المصرية اليابانية: هي وحدة منشأة بديوان عام الوزارة وصاحبة الولاية الكاملة في الإشراف والمتابعة والإدارة لكافة شؤون المدارس اليابانية، وتتبع تلك الوحدة مكتب الوزير مباشرة، ويتم اختيار مدير الوحدة بمعرفة السلطة المختصة.
ثالثاً - السلطة المختصة: وزير التربية والتعليم والتعليم الفني.

المادة الثانية:

تعد المدارس المصرية اليابانية أصولاً مملوكة للوزارة وتكفل الوزارة كافة مصاريف تشغيل تلك المدارس، مثل: استهلاك المياه، والكهرباء، والتليفونات..... إلخ، ويتم اعتماد الأوراق الرسمية الخاصة بالطلاب والمعلمين بمعرفة الوحدة.

المادة الثالثة:

تتول حقوق الملكية الفكرية لكافة النظم المتبع العمل بها في المدارس المصرية اليابانية، وكذا أنشطة التوكاتسو لوزارة التربية والتعليم والتعليم الفني دون غيرها، وتتمثل في وحدة إدارة المدارس، وتشمل نظام الإدارة المدرسية، ومنظومة أنشطة التوكاتسو اليابانية الكاملة، بما فيها دليل أنشطة التوكاتسو المطبوعة والممارسة، وبرامج وجهات التدريب، وتصميم الأبنية على كل المراحل التعليمية بالمدرسة، ويحق المطالبة برسوم استغلال تحددها الجهة المختصة، وتكون هذه الحصيلة موجهة لتغطية مصروفات القرض، وفق الاتفاقية المبرمة بين وزارة التربية والتعليم والتعليم الفني، والوكالة اليابانية للتعاون الدولي بتاريخ ١/١١/٢٠١٦.

المادة الرابعة:

تشكل وحدة المدارس المصرية اليابانية على النحو التالي:

١. مدير الوحدة.
٢. مسئول تعليمي.
٣. مسئول متابعة وتنسيق.
٤. مسئول تدريب ومتابعة مدربي أنشطة التوكاتسو اليابانية.
٥. مسئول تكنولوجيا المعلومات.
٦. مسئول مالي.
٧. مسئول إداري.



أحمد
الوزير



جمهورية مصر العربية
وزارة التربية والتعليم والتعليم الفني
مكتب الوزير

التاريخ / / ٢٠٠

-٣-

تابع القرار الوزاري رقم (١٧١) بتاريخ ٧/٨/٢٠١٩

ويلحق للعمل بالوحدة عدد كاف من العاملين يتم اختيارهم عن طريق النقل أو الندب أو المأمورية من بين العاملين بوزارة التربية والتعليم والتعليم الفني والجهات التابعة لها. ويجوز للسلطة المختصة إلحاق وظائف أخرى جديدة أو أشخاص جدد في حالة حاجة العمل لذلك، كما يجوز الاستعانة بأشخاص من خارج الجهاز الإداري للعمل بتلك الوحدة عن طريق التعاقد الخاص في حالة الاحتياج، بشرط توافر الموارد المالية اللازمة لذلك، ويكون ذلك كله وفقاً للقواعد والإجراءات القانونية المقررة في هذا الشأن.

المادة الخامسة:

تتولى وحدة إدارة المدارس المصرية اليابانية والوحدات التابعة لها على مستوى المديرية التعليمية

القيام بالمهام التالية:

١. اختيار المدارس التي يتم تطبيق أنشطة التوكاتسو اليابانية بها، وفق معايير تضعها الوحدة لهذا الغرض، وذلك بالتنسيق مع الجانب الياباني وبالتعاون مع المديرية والإدارات التعليمية، ويتم اعتماد هذه المعايير من السلطة المختصة.
٢. العمل على توحيد أسلوب وآليات العمل بتلك النوعية من المدارس، ومنع ازدواجية اتخاذ القرارات، والوصول إلى فهم عام موحد حول تنفيذ أهداف التجربة اليابانية، من خلال التوجيه للمديرية والإدارات التعليمية بالمحافظات، وكذلك الإدارات المعنية بديوان عام الوزارة بكافة الإجراءات التي تكفل نجاح واستمرارية تنفيذ الأنشطة.
٣. إعداد البرامج والتطبيقات اللازمة للعمل بالوحدة على مستوى ديوان عام الوزارة والوحدات التابعة لها بالمديرية التعليمية مثل: (إنشاء موقع إلكتروني - قواعد بيانات - برامج إلخ)، على أن تتولى الإدارة المركزية لنظم وتكنولوجيا المعلومات توفير البنية الأساسية لذلك، وتذليل أية عقبات.
٤. ترشيح العاملين المطلوبين للوحدة وأفرعها بعد إجراء الاختبارات، والمقابلات الشخصية اللازمة لهم؛ بهدف تمكين الوحدة من الاستمرار في أداء مهامها، وتغطية أنشطتها المختلفة على مستوى المدارس، وذلك بعد موافقة السلطة المختصة.
٥. اقتراح وإعداد وتنفيذ البرامج التدريبية اللازمة للعاملين بالوحدة وأفرعها وبالمدارس، بالتعاون مع الجانب الياباني.
٦. وضع المعايير واختيار المرشحين للاستفادة من المنح التي يوفرها الجانب الياباني للمشروع، بعد إجراء الاختبارات والمقابلات اللازمة لهم، بالتنسيق مع الجانب الياباني.
٧. المتابعة المستمرة وتقويم أداء العاملين بالمدارس، وربط الأداء بالحوافز المقررة للعاملين بالوحدة أو أفرعها أو المدارس، وفق القواعد التي يتم وضعها لهذا الغرض.
٨. بناء الشراكات مع الجهات المختلفة من الهيئات والوزارات المعنية بدعم المدارس المصرية اليابانية.
٩. الترويج لأنشطة التوكاتسو اليابانية، بما يساعد على فهم الأنشطة، وتعميم تنفيذها على جميع مدارس الجمهورية.



جمهورية مصر العربية
وزارة التربية والتعليم والتعليم الفني
مكتب الوزير

التاريخ / / ٢٠٠

-٤-

تابع القرار الوزاري رقم (١٧١) بتاريخ ٧/ ٨/ ٢٠١٩

المادة السادسة:

لا يجوز لأية جهة: (إدارة بديوان عام الوزارة - مديرية أو إدارة تعليمية) نقل أو نذب أو إلغاء نذب أو إصدار مأموريات عمل أو اتخاذ أي إجراءات بشأن العاملين بوحدة المدارس المصرية اليابانية، من شأنها الإخلال بمنظومة العمل داخل هذه المدارس، وإهدار برامج بناء القدرات التي حصل عليها العاملون بها، دون الرجوع لمدير وحدة إدارة المدارس للموافقة على القرار.

المادة السابعة:

يجوز تكليف أية جهة أو كيان بإدارة وتشغيل المدارس المصرية اليابانية، بما في ذلك الشؤون المالية والموارد البشرية والشؤون الإدارية للطلاب والمعلمين، ويكون ذلك بناء على تكليف من السلطة المختصة، وإشراف وحدة المدارس المصرية اليابانية، على أن ينص هذا التكليف على تحديد الأدوار والمهام والمسئوليات لهذه الجهة أو الكيان.

المادة الثامنة:

يقبل الطلاب بالمدارس المصرية اليابانية وفقاً للشروط والقواعد التالية:

١. أن يكون الطالب مصري الجنسية ومن أبوين مصريين.
٢. ألا تقل السن في أول أكتوبر عن (٤) أربع سنوات في مرحلة رياض الأطفال (المستوى الأول) وألا تزيد السن عن ١٢ (اثني عشر) شهراً، عدا يوم واحد لكل مستوى أعلى حتى نهاية الصفوف بالمدارس، والجدول التالي يحدد جدول السن للطلاب حتى العام الدراسي ٢٠٢٠/٢٠٢١، ويتم احتساب السن مستقبلاً بنفس المعايير:

السن		الصف الدراسي
من	إلى	
٤ سنوات	٥ سنوات عدا يوم واحد	المستوى الأول لرياض أطفال
٥ سنوات	٦ سنوات عدا يوم واحد	المستوى الثاني لرياض أطفال
٦ سنوات	٧ سنوات عدا يوم واحد	الصف الأول الابتدائي
٧ سنوات	٨ سنوات عدا يوم واحد	الصف الثاني الابتدائي

٣. لا يجوز الاستثناء من شرط السن بأي حال من الأحوال لكل مرحلة أو صف دراسي، على أن يكون حساب سن الأطفال المتقدمين بالمدارس، اعتباراً من الأول من أكتوبر في كل عام.
٤. الالتزام بالمرجع السكني لولى أمر الطفل.
٥. موافقة ولي الأمر على ما يلي:

- أن يطبق ابنه النموذج الياباني بكافة أعبائه داخل وخارج المدرسة.
- خدمة ولي الأمر للمدرسة لمدة عشرين ساعة سنوياً، وفقاً للقواعد التي تضعها المدرسة.
- التوقيع على إقرار بالموافقة على الشروط والقواعد الخاصة بالمدارس المصرية اليابانية من نسختين نسخة تسلم للمدرسة، ونسخة لولى الأمر.



جمهورية مصر العربية
وزارة التربية والتعليم والتعليم الفني
مكتب الوزير

التاريخ / / ٢٠٠٧

-٥-

تابع القرار الوزاري رقم (١٧١) بتاريخ ٢٠١٩/٨/٧

٦. يفتح باب التقدم للمدارس المصرية اليابانية عن طريق المنصة الإلكترونية المخصصة لذلك، ولا يجوز التقدم ورقياً، وتعلن نتيجة التنسيق إلكترونياً.
٧. تعلن النتيجة النهائية للتنسيق بعد عقد مقابلة شخصية للطلاب.
٨. يسجل الطلاب المقبولون بالمدرسة بعد سداد الالتزامات المالية، وفق القواعد المنظمة لذلك.
٩. حالات الدمج التي يتم اكتشافها أثناء المقابلات الشخصية، يتم تأجيل البت في قبولها لحين عرض الحالة على لجنة خاصة للتقييم الصحي والنفسي تشكل بمعرفة الإدارة المركزية لشئون التربية الخاصة؛ تمهيداً لاتخاذ القرار المناسب في ضوء القواعد والقرارات المنظمة لهذا الشأن.

المادة التاسعة:

يكون الالتحاق بالمدارس المصرية اليابانية من خلال تسجيل بيانات الطفل/ الطالبة على المنصة الإلكترونية المخصصة لذلك، ويتم التحويل أو النقل بعد القبول بشكل نهائي، ويجوز قبول أو نقل أو تحويل الطلاب من المدارس الخاصة للغات والمدارس الرسمية للغات بنوعيتها، والمعاهد الأزهرية للغات إلى المدارس المصرية اليابانية، وفق قواعد التقدم للمدارس المصرية اليابانية، كما يجوز لطلاب المدارس المصرية اليابانية (لغات) التحويل إلى الصفوف المناظرة بمدارس المناهج العربية والرسمية للغات إذا استوفوا الشروط المقررة للقبول بها، وفي جميع الأحوال يشترط وجود أماكن شاغرة، وبما لا يخل بالكثافة المقررة، وفي حدود قواعد القبول الخاصة بالسنة سالفه الذكر.

المادة العاشرة:

يحدد عدد الطلاب في المدارس المصرية اليابانية بعدد ٣٦ (سنة وثلاثون طالباً) في الفصل الواحد، مع جواز زيادة الكثافة المقررة، بما لا يزيد عن (٤٠) أربعين طالباً في الفصل الواحد، بعد الحصول على موافقة وحدة المدارس المصرية اليابانية.

المادة الحادية عشرة:

يلتزم طلاب المدارس المصرية اليابانية بارتداء زي موحد توافق عليه الوحدة بعد العرض وموافقة السلطة المختصة، وتكلف الوحدة الجهة المسؤولة عن إدارة المدارس بإجراءات تنفيذه وتوزيعه على الطلاب.

المادة الثانية عشرة:

إذا أخل ولى الأمر بسداد المصروفات الدراسية في المواعيد المحددة يتم تحويل ملف الطالب إلى الإدارة التعليمية التابع لها المدرسة المصرية اليابانية لنقله إلى مدرسة حكومية لا تطبق أنشطة إضافية، وللمدرسة اتخاذ إجراءات المطالبة القضائية بالدين وفقاً لأحكام القانون المدني، وقانون المرافعات المدنية والتجارية.

المادة الثالثة عشرة:

يتم التقدم لشغل الوظائف الخاصة بالمدارس المصرية اليابانية (مدير ووكيل ومعلم ومعلم مساعد ومعلم تخصص أو نشاط أو إخصائي... إلخ) عن طريق المنصة الإلكترونية المخصصة لذلك، والتي تديرها وزارة التربية والتعليم والتعليم الفني، وفقاً للقواعد المعتمدة من السلطة المختصة، ويسمح بالتقدم للعاملين بوزارة التربية والتعليم والتعليم الفني، أو من خارجها.

رصد
مكتب



جمهورية مصر العربية
وزارة التربية والتعليم والتعليم الفني
مكتب الوزير

التاريخ / / ٢٠٠

-٦-

تابع القرار الوزاري رقم (١٧١) بتاريخ ٢٠١٩/٨/٧

المادة الرابعة عشرة:

تسري أحكام هذا القرار على جميع المدارس اليابانية، سواء مدارس التجربة الأولية (المدارس الرائدة في تنفيذ أنشطة التوكاتسو)، وعددها (١٢) اثنتا عشرة مدرسة في نطاق القاهرة الكبرى، والتي بدأ العمل بها اعتبارًا من العام الدراسي ٢٠١٥/٢٠١٦، أو ما تم إنشاؤه ولم يتم تشغيله أو ما سوف يتم إنشاؤه وتشغيله مستقبلاً.

المادة الخامسة عشرة:

تسري أحكام هذا القرار على المدارس الحكومية والرسمية للغات التي سيتم تطبيق أنشطة التوكاتسو بها تحت مظلة اتفاقية القرض الياباني، وعددها (١٠٠) مائة مدرسة على مستوى الجمهورية (تحت مسمى المدارس القائمة) أو المدارس التي المزمع إنشاؤها أو تحويلها مستقبلاً.

المادة السادسة عشرة:

يلغى العمل بالقرارات الوزارية أرقام: (١٣) بتاريخ ٢٠١٧/١/١٧، و(١٥٩) بتاريخ ٢٠١٧/٥/٦، و(٢٢٤) بتاريخ ٢٠١٧/٧/٨، و(٤٩٨) بتاريخ ٢٠١٧/١٢/٢٧، و(٤٢١) بتاريخ ٢٠١٨/١٠/٢٢، كما يلغى كل ما يخالف هذا القرار من أحكام.

المادة السابعة عشرة:

يعمل بهذا القرار من تاريخ صدوره، وعلى جميع الجهات المعنية - كل فيما يخصها - تنفيذه.

وزير التربية والتعليم والتعليم الفني

طارق شوقي

