

**Arab Republic of Egypt  
The Project for Quality  
Improvement of Early Childhood  
Development  
PROJECT COMPLETION REPORT**

October 2021

**Japan International Cooperation Agency  
(JICA)**

**Human Development Department**

HM
JR
21-060

## Project Completion Report

**Project Title: Quality Improvement of Early Childhood Development (ECD-JICA Project)**

**Name: Mona El Shabrawy, Head of Title:  
the Central Department for Social Care/  
Project Director**

**Name: Tetsuo Kamitani**

**Title: Chief Advisor**

**Submission Date: October 20 2021**

### I. Basic Information of the Project

1. Country: Arab Republic of Egypt

2. Title of the Project: Quality Improvement of ECD

3. Duration of the Project: (Planned) June 2017 to June 2020 (3 years)

(Actual) June 2017 to October 2021 (4.3 years)

Reasons: In order to allow for sufficient amount of time for post training follow-up to facilitators and global spread of COVID19, the duration of Project has been extended, which is specified in the M/M signed on March 28,2019 and August 12,2020.

### 4. Background (from Memorandum of Cooperation/Official Protocol)

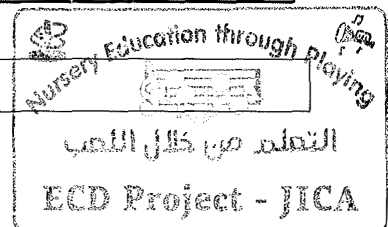
JICA has continuously dispatched Japan Overseas Cooperation Volunteers (JOCV) for the Early Childhood Development Sector since 1998. The total number of volunteers dispatched has now reached more than 70. The collaboration between MOSS and JOCV has promoted the "Learning through Playing" practice at nurseries in the 5 prioritized governorates, where many materials have been accumulated. MOSS has shown a will to utilize the accumulated knowledge and experience to improve the quality of nursery education and care by introducing the "Learning through Playing". Hence MOSS requested JICA's technical cooperation in August 2015.

### 5. Overall Goal and Project Purpose (from Memorandum of Cooperation)

#### 【Overall Goal】

"Quality of child development at nurseries is improved through introducing the learning through playing nationwide" in the original Memorandum of Cooperation dated on Feb. 7 2017, was changed in the Minutes of Meeting dated on Mar. 28 2019, to "Learning through Playing is practiced beyond the original pilot areas. "

Reason for amendment :To rephrase Overall Goal into realistically attainable concrete results of the Project mentioned in the M/M signed on March 28 2019



## 【Project Purpose】

Quality of child development at nurseries is improved through introducing the learning through playing in the pilot areas.

**6. Implementing Agency**

Ministry of Social Solidarity (MOSS/Egypt)

**II. Results of the Project****1. Results of the Project****1-1 Input by the Japanese side (Planned→Actual)**

## Experts

Chief Advisor(Kamitani)	36 months→52 months
ECD Specialist (Kajiyama)	36 months→45 months
ECD Specialist (Hasegawa)	36 months→36 months
ECD Specialist (Kawamura)	No Planned→6 months
Specialist for Visual Materials	2 months→Cancelled

\*The Project agreed to make a contract with domestic agent in regards to producing audio-visual materials instead of a short-term expert.

Specialist for Monitoring & Evaluation 3 months→Cancelled

\*The Project agreed to withhold the dispatch of a short-term expert for M&E because the concrete measures for M&E had been internally considered and examined in the ministry during the project period.

## Training in Japan

13 trainees (2017), 8 trainees (2018),13 trainees (2019)

## Toys, Sandpit, Picture books, etc

Picture books: 213,360LE

Stackable table: 153,000LE

Set-up of Sandpit in 12 nurseries: 263,000LE

Toys:132,000LE

Sanitary kit for precautionary measures against COVID 19: 954,300LE

Shoe Shelves and Fans for precautionary measures against COVID 19: 531,750LE

## Other local costs

Educational materials including printing texts: 1,407,200LE

Training: 1,057,560LE

Business trip: 1,259,130LE

Translation: 287,850LE

Survey:13,050LE

Communication: 58,820LE

Maintaining the Project office: 898,873LE

**TOTAL: 7,229,000LE**

※Cost for dispatching JICA Experts, Salary of Local staff, Training in Japan is not included.

## 1-2 Input by the Egyptian side

MOSS under the supervision of Central Department of Social Care allocated Project coordinators in the General Department of Family and Childhood and local coordinators in 5 target modereyas.

The travel expenses for Egyptian counterparts have been shouldered by MOSS as stipulated in the Memorandum of Cooperation and the office space/furniture and utility costs for the Project.

Under the National Program for ECD, the necessary cost for the smooth implementation of the project activities and its coordination was shouldered.

## 1-3 Activities (Planned and Actual)

※Please note that the timeline of each activity is shown in ANNEX 1.

<b>Output 1: The capacity of facilitators of nurseries to conduct the learning through playing is improved.</b>	
<b>Activities (Planned)</b>	<b>(Actual)</b>
1.1 MOSS and JICA experts review and list up all the materials that JOCV volunteers made in the past	The review and list of all the materials were presented at the kick-off meeting held on Jul. 27, 2017. The materials are posted on the ECD universe (community)website <a href="https://www.ecd-egypt.com/">https://www.ecd-egypt.com/</a> .
1.2 MOSS and JICA experts review the existing quality standards for nurseries in MOSS, and the ones of MOETE for kindergartens.	JICA experts commented on the latest version of Quality standards developed by MoSS on Dec. 17, 2017, by DT JICA ECD015-2017.
1.3 MOSS and JICA experts draft standards of MOSS on nurseries to incorporate the learning through playing in Egypt	MOSS finalized the updated standards in Sep 2020. JICA experts submitted some comments for further review in the future on Feb. 9, 2021.
1.4 MOSS implements a trial of drafted standards at selected nurseries.	In parallel with 1.5 below, MOSS has started the dissemination activities by training staff members of Modereya and Edara.
1.5 MOSS finalizes standards, whereas JICA experts provide technical advice.	With National Authorization for quality assurance and accreditation (NAQAA), MOSS accredited Quality Standards for nurseries on March 2021.
1.6 MOSS and JICA experts review existing learning materials in both MOSS and MOETE.	Done by 2018.
1.7 MOSS and JICA experts develop learning materials for facilitators about the learning through playing including visual materials.	JICA experts have submitted the learning materials draft called activity booklet reflecting the Quality standards by the end of 2019.  Testing the materials among 50 target nurseries was planned from the middle of Feb. 2020 but not implemented due to the spread of COVID 19.  JICA Experts organized two-days meetings with the expert team of Faculty of ECE, Alex University on Feb 7-8, 2021, to draft learning materials to apply the context of culture and practice of Egypt.  The first edition of the materials was submitted to MOSS in April

	<p>2021.</p> <p>The testing in 92 nurseries has done during June 2021.</p> <p>Having the result of the testing and the modification by the committee organized by the Faculty of ECE, Alex University, the second edition of the Activity booklet was submitted to the Minister through the head of the central department of social care for the final approval in September 2021.</p> <p>Due to the internal procedures on integrating the Activity booklet into the curriculum for ECD, MOSS would not be able to get the approval until the end of Phase 1, but it is expected to get it and practice the activity booklet on the ground.</p> <p>JICA team considered it as the final product of JICA-ECD Project phase 1.</p> <p>Other materials for Sand play, Corner play, Infant care, Create Your Joy, etc are provided in the box of the deliverable product. (see the list of deliverable products attached ANNEX 2.)</p>
<p>1.8 MOSS implements capacity building cycle (training-&gt;activity/care plan-&gt;do-&gt;evaluate-&gt;review-) on selected nurseries, whereas JICA experts provide technical advice.</p>	<p>The ECD-JICA team and UNICEF Egypt with National ECD Program prepared the comprehensive training package with the following inputs below.</p> <ul style="list-style-type: none"> <li>- Finalized national Quality Standards.</li> <li>- Second round of facilitators training implemented by the expert team of Faculty of ECE, Alex University from Jan to March 2020.</li> <li>- Learning materials made by the ECD-JICA team</li> <li>- Indicators of Early Education &amp; ECD and learning materials accumulated by UNICEF.</li> <li>- Perception and expertise of the expert team of Faculty of ECE, Alex University.</li> </ul> <p>Considering the following, 10days facilitator's training, 4days advanced facilitator's training, 3 days of manager's training are designed.</p> <ul style="list-style-type: none"> <li>- Our target facilitators has no academic background</li> <li>- Facilitators are to participate in the training while working (we need to limit the days for a series of training)</li> <li>- how do we assure easy access (admission, venue, not costly), the same quality of training</li> </ul> <p>Notably, the package includes the module of (1) how to monitor and record daily activities and (2) self-evaluation of the nursery.</p> <p>According to them, the third round of training for nursery personnel extended to 210 nurseries has completed by October 2021 with UNICEF and Alex University.</p> <p>Training for Precautionary measures against COVID 19 completed. See the details below.</p>
<p>1.9 MOSS trains selected trainers.</p>	<p>Training of Trainers(TOT) for Modereya staff (Family&amp;Childhood Dep.) of 27 governorates by National Program was implemented Period: May 18-29, 2021 Aim: prepare Modereya staff to be nurseries supervisors and trainers for facilitators according to the instruction from MOSS.</p> <p>The topics include performance indicators in Quality standards, how to monitor&amp;evaluate resource mobilization, community participation, etc.</p> <p>This TOT is based on the Training kit (Administrative management</p>

	kit) internally approved by MOSS.
1.10 Local modereya offices and selected trainers implement capacity building cycle on other nurseries in the pilot area.	The modereya staff members have started the local training and inspection visit to nurseries since June 2021.

**Output 2: Monitoring system on nurseries is improved in order to ensure quality of nurseries.**

<b>Activities</b>	<b>Progress from the start of the Project</b>
2.1 MOSS reviews the evaluation tools developed by JOCV, the assessment tools for KG developed by MOETE, and others, whereas JICA experts provide technical advice.	Evaluation forms used by JOCV, MOETE, UNICEF, and other related organizations and schools in Japan were collected.
2.2 MOSS reviews existing monitoring & guidance system on nurseries with local MOSS offices, whereas JICA experts provide technical advice.	ECD-JICA team proposed the possible monitoring model in July 2019 and resent the proposal to stakeholders in MOSS on Nov. 16, 2020.
2.3 MOSS revises the monitoring & guidance system to ensure that learning through playing will be incorporated, whereas JICA experts provide technical advice.	Based on the verification means mentioned in Quality standards, the ECD-JICA project strongly suggested MOSS figure out the possible, feasible monitoring system considering the capacity of Modereya, Idara (human resource, workload, and IT set-up), and the management of each nursery under the difficult circumstances.
2.4 Local MOSS offices implement the revised monitoring & guidance system at some selected nurseries as trial.	National Program has engaged in the preparation of the verification means of Quality Standards with the National Authority for quality assurance and accreditation of Education (NAQAAE) since March 2021
2.5 MOSS finalizes the monitoring & guidance system, whereas JICA experts provide technical advice.	It is expected to enhance the current monitoring procedures to more precisely identify the gaps between intended outcomes and current status by reviewing the Quality Standards with appropriate verification methods mentioned above, Training kit (Administrative management kit) of National Program, Training manuals of JICA&UNICEF, the related documents about monitoring and evaluation (M&E) provided by JICA and other agencies during the second phase of ECD-JICA Project.
2.6 MOSS collects data from nurseries continuously through the revised monitoring & guidance system.	MOSS carried out the survey/information collection of 11 governorates covered under the National Program. So the data is accumulated in the database of MOSS.
2.7 MOSS publishes NGO nurseries statistic, whereas JICA experts provide technical advice.	It is recommended that the periodical data collection survey would be carried out with the official release of the Quality Standards.
2.8 MOSS develops mechanism to give incentives to the nurseries which try to introduce the learning through playing, whereas JICA experts provide technical advice.	The Project examined the possible mechanism to give incentives to the nurseries together with MoSS. However, the specific and authorized mechanism have not yet been developed during the Project period.

**Output 3: Surrounding environment for implementing the learning through playing is improved.**

Activities	Progress from the start of the Project
<p>3.1 MOSS conducts awareness campaigns, such as workshops, to disseminate the importance of the learning through playing for child development.</p>	<p>A series of Awareness campaigns was carried out, and large impacts were observed on the ground along with the slogan "Eat well, Play well, and Sleep well".</p> <p>The food education events were held in each of the targeted governorates from January to March 2019. Total of 1038 parents and nursery personnel participated in the events.</p> <p>In order to extend the impact of the said events, the workshops were carried out in Hurgada, Aswan, Gharbiya, Giza, and Alexandria through coordination with the National Program from January to February 2020, and 893 parents and community leaders attended.</p> <p>JICA team prepared a simple guide for "physical exercise between children and parents". JICA experts implemented the workshops to disseminate the exercise.</p> <p>While attracting the participants by the said workshops, ECD-JICA emphasizes on the importance of Learning through Play.</p> <p>The series of the campaigns has been suspended because of the precautionary measures enforced by the Egyptian government. When the situation is getting better, and the enforcement is lifted, Phase 2 of the ECD-JICA team should resume the campaign, adding precautionary measures against COVID-19.</p>
<p>3.2 MOSS develops an implementation plan aligned with ministry's strategic plan to disseminate the result of the Project nationwide, whereas JICA experts provide technical advice.</p>	<p>JICA experts examined possible implementation plan with MOSS. The specific plan are under consideration and development in MOSS.</p>

## 2. Achievements of the Project (Please see the ANNEX 2)

### 2-1 Outputs and indicators

#### - Output 1 indicator: Number of facilitators at nurseries in the pilot area certified by MOSS.

Number of facilitators who received the certificate of attendance

- Local training for 2018: 75 facilitators
- Local training for 2019: 42 facilitators
- Local training for 2021: 209 facilitators
- Training for Precautionary measures against COVID 19: 391facilitators
- Training in Japan: see above 1-1

- Output 1 indicator: Number of activities from the activity booklet implemented by the facilitators

Because of the delay in the approval of the activity booklet, measurable activities are limited. However, through the OJT by JICA experts and the testing process of the activity booklet, a certain number of activities from the activity booklet are practiced in the target nurseries.

- Output 2 indicator: Number of target nurseries monitored by the improved monitoring guidelines and tools.

MOSS developed the administrative management kit and encouraged the modereyas to practice since May 2021. Thus the specific numbers would be measured and shared to JICA.

During Phase 2 of the JICA-ECD project, it is highly suggested to monitor the actual implementation of the kit on the ground and improve the monitoring part of the kit.

- Output 2 indicator: Number of nurseries that developed a performance improvement plan.

JICA team proposed the form of a performance improvement plan, but no action has not yet done by MOSS.

- Output 3 indicator: Number of parents with favorable views towards 'learning through playing'.

Through the awareness campaigns, the workshops, and the training activities carried by ECD-JICA Project, about 2,000 parents are in favor of Learning through Play. Because of the spread of COVID 19, the survey to parents was put off. So specific number of parents is not measured.

- Output 3 indicator: Number of parents at nurseries in the pilot areas attend positive parenting workshops.

About 2,000 parents through the awareness campaigns and the workshops.

## 2-2 Project Purpose and indicators

Indicators for Project Purpose:

[An indicator to show children's transformation (to be determined)]

[An indicator to show nurses' transformation (to be determined)]

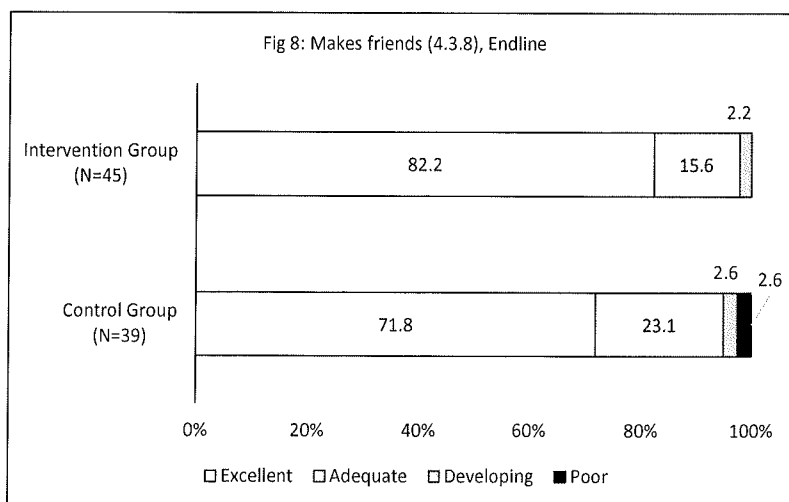
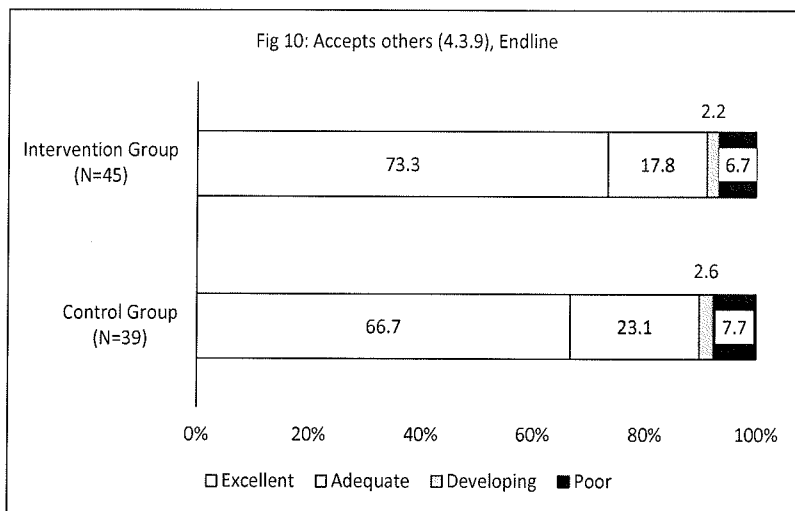
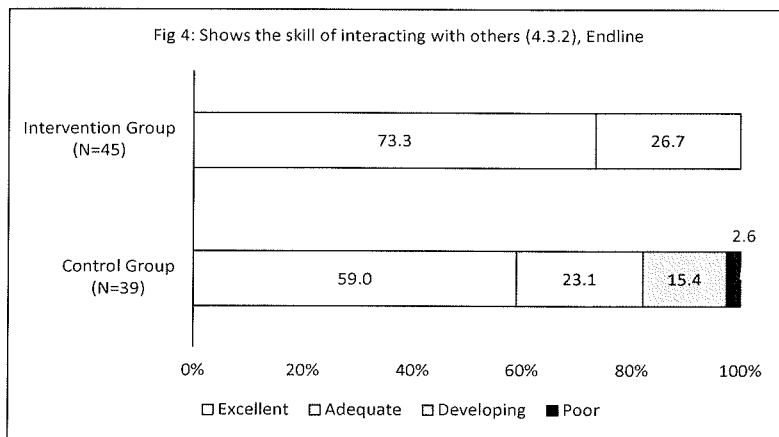
[An indicator to show environmental transformation (to be determined)]

The above areas of positive change had been proposed in PDM. However, the specific



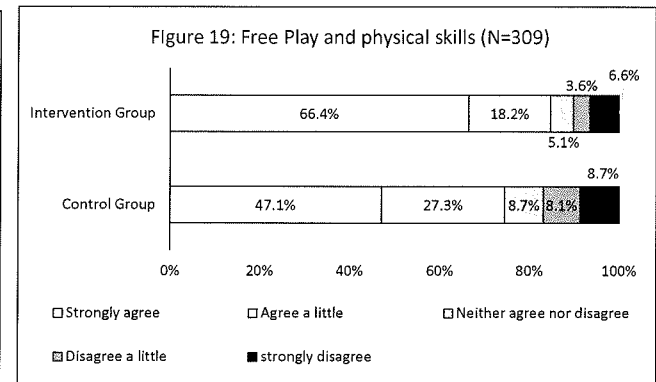
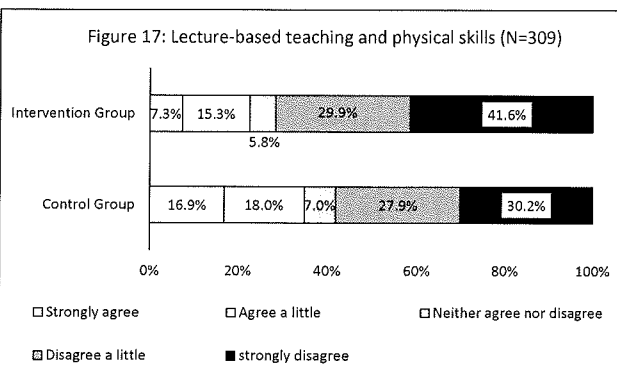
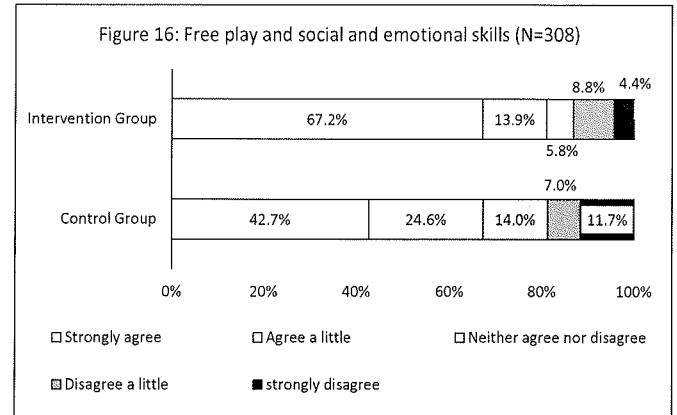
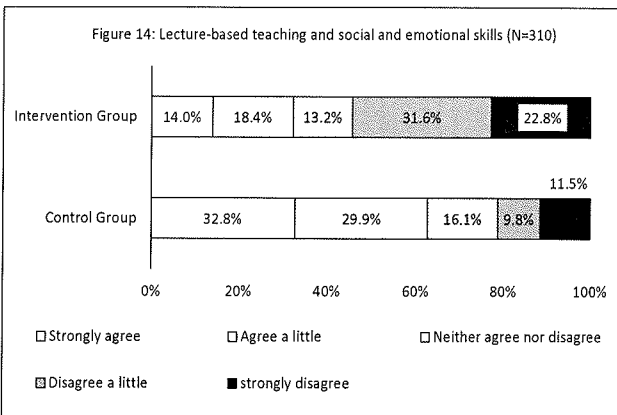
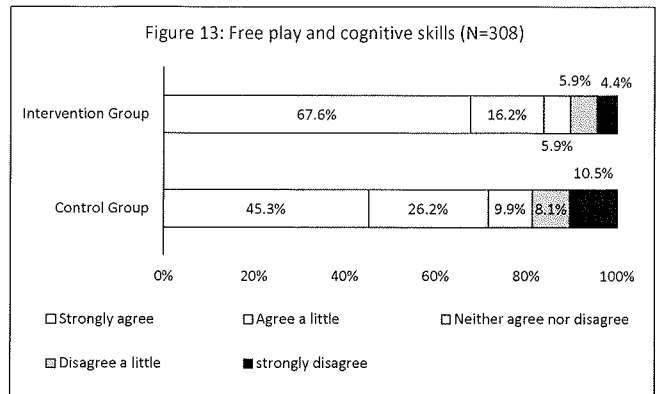
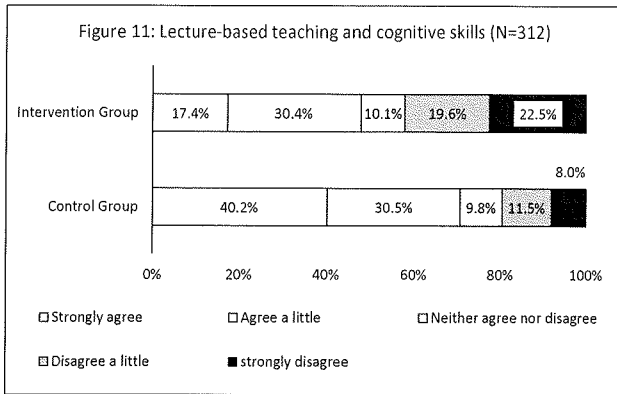
quantitative and qualitative indicators were not set after the discussion with Minister's advisor in March 2019. Thus, the followings are some references to show the children's transformation. This data was collected from January to March 2020.

Indicator to show children's transformation: a)Cognitive, social and behavioral development and motor abilities of children in accordance with Standards.



Indicator to show facilitators' and nurseries transformation: b)How well nursery facilitators implement learning objectives of Standards, c)Level of commitment of management in applying Standards.

facilitators' perspectives



Management

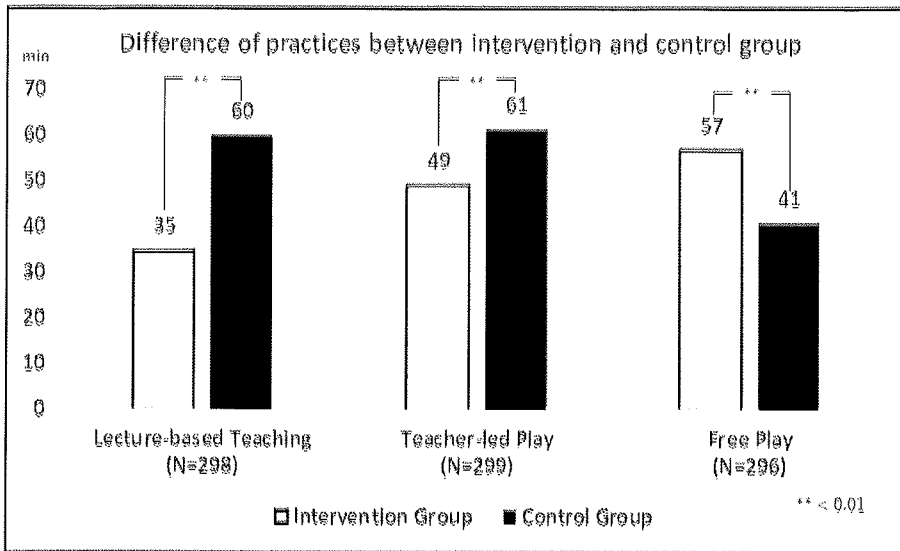


Table 5: Score of Rubric survey (nursery management), comparison between Baseline survey and Endline survey

Indicator	Target group	Baseline			Endline		
		Number	Average Score	Standard Deviation	Number	Average Score	Standard Deviation
1.2.6 The building has a small kitchenette or a place for heating and storing the children's meals	Intervention Group	46	2.24	0.899	46	2.50	0.782
	Control Group	45	2.20	0.894	45	2.42	0.991
1.2.8 The nursery building has play areas that are appropriate to the children's development and needs for every stage.	Intervention Group	46	2.74	0.713	46	2.80	0.619
	Control Group	45	2.49	0.767	45	2.60	0.539
1.2.9 All of the different areas and rooms are clean and sterilized.	Intervention Group	46	2.78	0.629	46	2.96	0.515
	Control Group	45	2.76	0.570	45	2.73	0.618
1.3.1 The nursery rooms are equipped in accordance with each age group and intended purpose.	Intervention Group	46	2.63	0.711	46	2.70	0.553
	Control Group	45	2.40	0.689	45	2.31	0.596
1.3.3 Educative entertaining tools and games according to each age group and developmental and learning goals.	Intervention Group	46	2.76	0.794	46	3.46	0.565
	Control Group	45	2.34	0.806	45	2.80	0.934
1.3.4 Indoors play equipment meet safety and security conditions.	Intervention Group	46	2.76	0.603	46	3.04	0.515
	Control Group	45	2.47	0.919	45	2.66	0.813
1.3.5 Nursery corners are furnished according to their purpose.	Intervention Group	46	2.37	0.997	46	2.83	0.609
	Control Group	45	1.78	0.765	45	1.93	0.863
1.4.2 The availability of a safe sandbox in the outdoors area	Intervention Group	46	1.82	0.937	46	2.91	1.007
	Control Group	45	1.10	0.576	45	1.24	0.635
3.1.1 The food is stored safely	Intervention Group	46	2.28	0.861	46	2.46	0.809
	Control Group	45	2.22	0.850	45	2.31	0.821
3.1.2 The nursery offers whole meals (prepared at home or nursery) keeping in mind each child's health condition and age	Intervention Group	46	1.85	0.894	46	2.52	0.889
	Control Group	45	1.93	0.939	45	2.33	0.826
3.1.4 Children learn proper nutrition habits at nursery	Intervention Group	46	2.67	0.762	46	2.96	0.556
	Control Group	45	2.69	0.514	45	2.73	0.688
3.3.2 The nursery monitors developmental aspects of each age group	Intervention Group	46	2.28	0.790	46	2.37	0.799
	Control Group	45	2.31	0.633	45	2.18	0.684
3.4.1 The availability of an effective mechanism of developing the social relationship between the children	Intervention Group	46	2.65	0.706	46	2.76	0.603
	Control Group	45	2.47	0.757	45	2.78	0.599
5.2.1 The nursery communicate with families effectively	Intervention Group	46	2.46	0.721	46	2.57	0.779
	Control Group	45	2.31	0.633	45	2.29	0.661
5.2.4 The nursery teaches families about the proper scientific methods of education	Intervention Group	46	2.11	0.567	46	2.09	0.590
	Control Group	45	1.93	0.654	45	1.89	0.487

Indicator to show environmental transformation: d)Percentage of parents who adopt positive child-rearing

See the above 2-1.

Based on the facts above, it was recognized that it is important for children to form not only cognitive but also non-cognitive skills such as physical and mental development, basic life foundation, and human relationships. "Learning through Playing" has been practiced in nurseries as an activity that enables children to acquire both cognitive and non-cognitive skills. Nursery facilitators recognize and incorporate "playing" as one of the learning approaches.

### **3. History of PDM Modification**

See the Minutes of Meeting signed on Mar. 28 2019 (ANNEX 4).

### **4. Others**

#### **4-1 Results of Environmental and Social Considerations**

Having increased needs of society to tackle significant challenges against the spread of COVID-19, trainings for nursery facilitators on precautionary measures and provision of necessary equipment (e.g., hygiene kits including gun-shaped thermometers, masks, sanitizers, etc., ventilator fans, shoeboxes, drawing books) completed for 300 nurseries in 5 targeted governorates

The social role of the nursery might be changed, preventing children from the infection of COVID-19.

#### **4-2 Results of Considerations on Gender/Peace Building/Poverty Reduction**

The Project encouraged man's participation in all activities since child-rearing is social responsibility regardless of gender.

## **III. Results of Joint Review**

### **1. Results of Review based on DAC Evaluation Criteria**

#### Relevance: Very High

Having about 2.5 million newborn babies every year, Early Childhood Development is considered the priority field in the National Development Plan, and MOSS embarked on the National Program for ECD since 2018.

Egypt Japan Education Partnership initiated by President Sisi shows the national interest, and ECD-JICA Project is the part of it.

JICA has dispatched more than 70 volunteers in the field of ECD since 1998 so accumulated knowledge and experience easily utilized.

ECD (=Early Childhood Education and Care) has become a major policy priority in OECD member countries including Japan.

Effectiveness: High

The following elements bring direct effects to achieve the project purpose.

- Facilitators' and nurseries transformation: b)How well nursery facilitators implement learning objectives of Standards, c)Level of commitment of management in applying Standards.

- Parents with favorable views towards 'learning through playing'.

As showed in the above 2-2, The Project has achieved certain outputs. Regarding Output 2, the administrative management kit has enforced since May 2021, Based on it and its implementation promoted by each modereya, Phase 2 of the ECD-JICA Project should examine it and improve how to carry out effective monitoring.

Efficiency: High

The Japanese side has provided all necessary supports timely. MOSS side is ready to undertake all necessary actions by the Central Department of Social Care and the National Program. The ECD-JICA Project faced obstacles: the two-time sudden resignations of the Minister's Advisor and the delay of accreditation of Quality Standards.

Impact: High

Having a good reputation from nurseries and communities, the food education campaigns extended to other 5 governorates. And the training for facilitators extended to other 250 nurseries in our target governorates.

Sustainability: Moderate

The accreditation of Quality Standard and dissemination of Administrative Management Kit are the great progress in the long term for the quality improvement of ECD.

The training manuals and Activity booklet jointly prepared by JICA, UNICEF, Alex University, MOET, and MOSS will help standardizing training activities and daily operation of nurseries.

On the other hand, Standard Operation Procedures (Plan-Do-See cycle consisting of Budget allocation, Appropriate Plan, Training of Human Resource, Monitoring system) have not been set yet.

In the second phase of the ECD-JICA Project, it is strongly expected to come up with feasible and practical Standard Operation Procedures.

## **2. Key Factors Affecting Implementation and Outcomes**

The delay of the accreditation of Quality Standards

Change of project leadership within MoSS due to sudden resignations of Minister's advisors

The spread of COVID 19

### **3. Evaluation on the results of the Project Risk Management**

Taking consideration the global spread of COVID-19 and the instructions from Egyptian government and JICA , some of the project activities have been postponed and suspended appropriately with thorough coordination with local modereyas.

Staring from November 2020, the Project has decided to carry out training for precautionary measures. It helped the nurseries to reopen and implement the ordinary training for facilitators smoothly since May 2021.

### **4. Recommendations and Lessons Learnt**

#### **【Implementation stage】**

To maximize result of training in Japan, when selecting trainees to Japan, it is recommended that the roles expected of them after coming back to Egypt should be clearly defined. Regarding human resource development in ECD, it would be effective to send people from the faculty of education for early childhood of various universities with policymakers from MOSS.

The compilation of the Activity Booklet has been addressed at the request of the Minister's Advisor since the beginning of the ECD-JICA project. Unfortunately, it took more than three years for the Quality Standards to be accredited as the basis for the activity booklet, and as a result, the activity booklet was not approved by MOSS within the period of the ECD-JICA project-Phase 1. However, as a technical cooperation project that aims to contribute to policies and strategies of the recipient government, it is essential to create learning materials that are consistent with them and the ways of the JICA team (be patient-wait-and adjust) was correct. When implementing similar projects in the future, it is essential to create a system and learning materials based on the policies of the partner country's government, even if it takes time.

It is recommended that Reporting to decision makers including EJEP Steering Committee needs to be done in a timely manner in order to have appropriate actions to tackle obstacles.

#### **【PDM】**

Indicators for measuring project purpose and outputs should be set being confirmed qualitatively and quantitatively. In Phase 2, the efforts should be made to set clear indicators soon after the Project starts.

Measuring child development is a time- and cost-consuming task. With the limited input of the Project and the limited human resources on the part of the Egyptian side, sample surveys are recommended to capture the development and transformation of children. In

addition, it is advisable to ask an external specialized organization to conduct the survey.

#### **IV. For the Achievement of Overall Goals and Ensuring Sustainability after the Project Completion**

##### **1. Prospects to achieve Overall Goal**

Strong initiatives of the Egyptian government with the formation of ECD-JICA Project-Phase 2 and the contributions of other related entities (UNICEF, related universities, NGOs, and local NGOs), the overall goal is to achieve.

The key to success is to connect the policy papers, curriculum, training manuals, and networks developed over the past four years to create and implement the Standard Operation Plan.

##### **2. Plan of Operation and Implementation Structure of the Egyptian side to achieve Overall Goal**

- Securing the budget for the extension of the National Program
- Setting up the PMU for ECD-JICA Project-Phase 2
- Strengthening the network with related entities
- Approval of Activity booklet ECD-JICA Project-Phase 1 submitted
- Create firm info.-sharing, info.-collecting system with all modereyas

##### **3. Recommendations for the Egyptian side**

See mentioned above.

##### **4. Monitoring Plan from the end of the Project to Ex-post Evaluation**

JICA Egypt will share all necessary information with MOSS accordingly until the start of the Phase 2.

##### **ANNEX 1: Results of the Project**

- Accomplishment report
- List of all activities according to the accomplishment report

##### **ANNEX 2: List of Deliverable Products (Report, Manuals, Handbooks, etc.) Produced by the Project**

##### **ANNEX 3: PDM (All versions of PDM)**

##### **ANNEX 4: R/D, M/M, ~~Min. level of IC (copy) (\*)~~**

##### **ANNEX 5: ~~Monitoring Sheet (copy) (\*)~~**

~~-(Remarks: ANNEX 4 and 5 are internal references only.)-~~

##### **Separate Volume: Copy of Deliverable Products Produced by the Project**

**Accomplishment report on The Project for Quality Improvement of Early  
Childhood Development**  
**(from June 2017 to October 2021)**

**Project Team:**

**Japanese Experts:** Tetsuo Kamitani - Chief advisor  
Miki Kawamura –ECD specialist

**Local staff:** Nashwa Nabil, Mohammad Ezzat  
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**Ministry Staff:** Ms.Mona El Shabrawy - Head of the Central Department of Social Welfare  
Mahmoud Shaaban - Director of the General Department for Family and Childhood  
George Abd el meseeh - Project Coordinator  
Team members of National ECD Program

This project is being implemented within the framework of the memorandum of cooperation signed by JICA and the Ministry of Social Solidarity on February 7, 2017 for technical cooperation through "The project for Quality Improvement of Early Childhood Development" The project started implementing its' activities since June 2017 and will continue until October 2021 .

The project aims to develop 50 nurseries ran by NGOs in 5 governorates which are: Port Said, Ismailia, Suez, Kafr El-Sheikh and Qalioubia with 10 targeted nurseries in each governorate.

**Project background:**

This project is based on the activities carried out by the Japanese volunteers sent by Japan International Cooperation Agency - JICA. It has sent more than 70 volunteers with experience in the field of early childhood development for about 20 years, who ensured the importance of the principle learning through play and its impact on the children. Japanese volunteers helped in building the capacity of supervisors (facilitators) and administrators through their activities, such as workshops, seminars, and creating educational materials for early childhood development.



## **The Protocol:**

The project works on improving the quality of childcare in nurseries through introducing learning through play in the pilot areas.

## **Expected outputs of the project**

- 1- Improving the ability of nursery facilitators to implement learning through play.
- 2- Improving the monitoring system of nurseries in order to ensure their quality service.
- 3- Improving the surrounding environment that is appropriate for implementing learning through play.

## **Project Plan**

**General plan:** In order to achieve the mentioned outputs, the project carries out some activities, such as: (1) Producing learning materials (2) Providing training for supervisors (facilitators) and trainers. (3) Carrying out awareness campaigns for parents, (4) Providing technical support in relation to quality standards and the unified educational curriculum, (5) Supporting the monitoring and follow-up system on nurseries. (6) Providing a training program in Japan to get to know the learning strategy through play and learn about the models of Japanese nurseries.

## **Project accomplishments until June 2021 in the field of:**

### **Human Resources Capacity Building:**

**(1) Carrying out training for supervisors (facilitators), nursery managers, and directorates' staff.**

#### **- Training in Egypt:**

In order to build the capacities of nursery facilitators, nursery managers and directorates' staff, JICA experts, in cooperation with the Ministry of Social Solidarity and its directorates, organized intensive training for nursery facilitators and employees of the Social Solidarity Directorate in the five target governorates, covering eighteen topics related to early childhood, based on the curriculum taught in colleges of Early childhood care and education in Japan.

The training was implemented in Cairo and in the five targeted governorates from January to July 2018

Training topics are: Principles of child care and learning, family and childhood welfare, social welfare, counseling and support, social protection , theories of caregivers ( facilitators ): Child Psychology (1) - Child Psychology (2) - Child Health (1) - Child Health (2) - Child nutrition - Family Support Theories - Theories of Childhood care

Curriculum - Overview of theories of childhood content - infant care - care for children with special needs - social protection - consultation and support for child care.

Exchange tours were conducted during the second half of 2018 to inspect the impact of training and lessons learned to exchange experiences between governorates (directorates and nurseries). The JICA team is working in cooperation with the Ministry of Social Solidarity to enhance the impact of training with the aim of improving the second round of training scheduled for implementation in 2019.

Meetings were held in the five governorates, in which all the facilitators who completed the training session made a presentation of what they learned from the training and how this affected the quality of work in nurseries, as a kind of exchange of experiences.

The Certificates of completion of the training course were delivered to 74 facilitators who have completed attending 15 subjects out of a total of 18 training subjects or more. The second round of the local training was implemented in Cairo from December 28, 2019 to February 9, 2019. It was with full coordination with the ministry and the national program. Alexandria University implemented the training.

The training consists of two phases, the first phase is the foundational one which focuses on the following subjects: Amendment of child's psychological and behavioral problems - child development and education- first aid, child safety and security - child nutrition and health - introduction to nurseries - Methods of raising and educating children - psychology of communication and speech disorders - psychology of play.

As for the second phase, it was practical, in which training has been made on:

Planning nursery child activities - Planning and organizing the child's environment - Children's motor performance games - Children's songs and corals - Children's stories and tales - Children's theater and puppets - Psychological programs for early intervention for children with special needs - Early detection and methods of evaluating the child - Child art and performance skills - Family partnership - Production Teaching methods for the child.

51 facilitators/managers from 31 targeted nurseries participated in the training. Where some nurseries sent more than one facilitator to participate in the training. 42 participants, those who attended 75% of the training or more received certificate of attendance.

Batch three of the training covered 13 subjects in 10 days( 2 days per week) carried out by professors from Alex University; training was held in 5 governorates on two batches including in total 209 facilitator from 209 non- target nurseries. Facilitator's training (batch 1 ) started in 20<sup>th</sup> of June and ended in 4<sup>th</sup> August 2021 including 108 facilitator/manager from each nursery , while facilitator's training (batch 2) started in 22<sup>nd</sup> of August and ended in 4<sup>th</sup> of October including 101 facilitator/manager from each nursery . For further details, please check information below.

Batch three ( batch 1 & batch 2)

Suez :48 Facilitator      Kafr el sheikh :43 Facilitator      Portsaid : 46 Facilitator  
Ismailia : 38 Facilitator      Qalyubia: 34 Facilitator

**Some pictures for 2018 training in Cairo and the governorates**



**Some pictures for 2019-2020 training in Cairo**



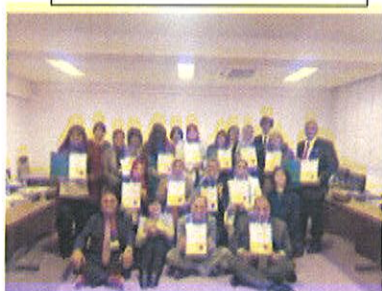
## Exchange of experiences in Japan

The first batch of 13 trainers from the Ministry of Social Solidarity and its directorates in Port Said, Suez and Qalubia traveled to Japan in November 2017. The trainees gained a deeper understanding about the concept of "learning through play" and how to implement it on the ground through a twenty-day integrated training at Tsurumi University and some Japanese nurseries.

The second batch was sent to participate in the training in Japan (observation tour) in November 2018, for 5 days. It was specifically designed for senior officials in the ministry and its directorates, and those who are expected to be a leader in the field of early childhood development, in order to know more about the policies of early childhood development in Japan and the educational / scientific content related to the qualification of service providers, as well as visiting the main models of the Japanese nurseries. Mrs. Sahar Mashhour, former Advisor to the Minister for Social Welfare and Dr. Atef Adly, Dean of the faculty of Education for Early Childhood - Cairo University participated in this observation tour, in order to emphasize the importance of communication between the Ministry's side and the academic side represented in the faculty.

The third batch of 15 trainees from the following governorates: Ismailia - Kafr El Sheikh - Qalioubeya - Cairo - Giza - Alexandria - Aswan - Red Sea (including the members of NGOs under the National Program for Early Childhood Development) , visited Japan during November 2019. The training was carried out from November 24, 2019 until December 14, 2019.

Training in Japan for  
2017



Training in Japan for  
2018



Training in Japan for  
2019



## (2) Observation tours:

In October 2018, The five targeted governorates exchanged visits to make use of the experiences. For example, a working group from Suez directorate visited the Ismailia directorate, and they made a presentation about the challenges facing the directorate and how to overcome them. They also talked about the means of working and monitoring in the directorate, and then visited one of the distinguished nurseries in



Ismailia. The same happened with the other governorates, as nursery managers and facilitators participated in the observation tour to other governorates.

The second round of exchange of experiences between the governorates was carried out, where these observation tours focused on corner play and how nurseries implement them. It was from October 15, 2019 to November 7, 2019.

### (3) Production of educational materials:

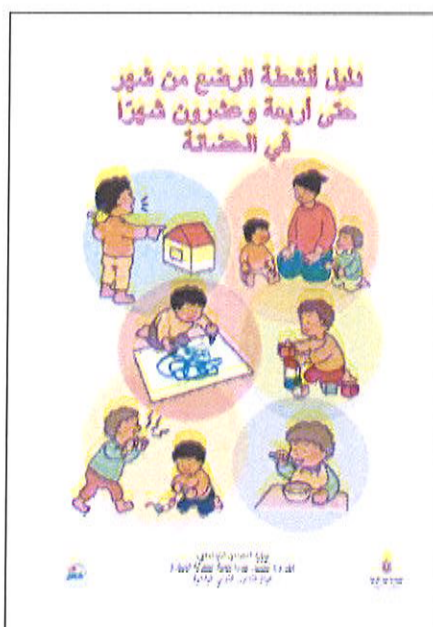
The draft of Learning Through Play booklet from the age of 0 to four years has been submitted to MOSS. This booklet explains the development of children through 4 basic skill areas, which are learning emotional and social skills, Physical skills , cognitive skills , language and communication skills, align with “the National Quality Standards for Nurseries” dated on September 27,2020.

This booklet is divided according to age groups, every -3 months for infants from one month to one year, and every 6 months for children from one to three years, and each year for children above age 3 years.

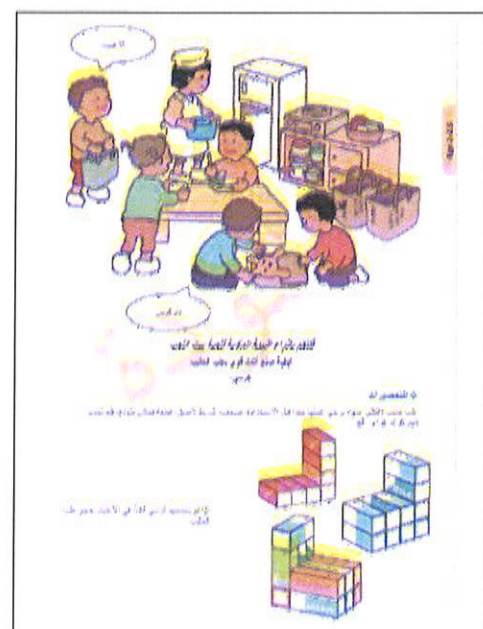
This booklet contains clear examples of how to develop child's skills through multiple activities that the facilitator can implement according to the skills that she wants the child to acquire. This guide is designed to be a harmonious and integrated tool with the unified educational curriculum developed by the MOSS.

The following are the Activity booklet finalization schedule:

- Activity booklet Orientation was held in 9 governorates (Ismailia-Portsaid-Suez-Qalyubia-Kafr el sheikh-Gharbeya-Cairo-Giza-Alexandria) including approximately 95 nurseries starting from 21<sup>st</sup> of June until 30<sup>th</sup> of June.
- The testing finished by the end of July.
- Data collection was at the beginning of August.
- Confirmation about the contents from Alex University was done.



Samples



#### **(4) Sessions on Infants' Care and Education**

One of the projects' experts organized those sessions about infants' care and education from birth until 24 months, focusing on the interaction between children and facilitators, during February 2020. Some handmade toys suitable for that age group were displayed.

During these sessions, the project provided the targeted nurseries (which has infants) with toys appropriate to the age group, and the learning materials for infants' care.



#### **(5) Cooperation with TOKKATSU project**

ECD project shared some educational materials with the basic education in the Japanese schools' project such as: Sand Pit Maintenance Manual.

The total number of 192 facilitators of the targeted nurseries from the project, and the supervisors of kindergartens of Egypt Japan schools exchanged the views and experiences on the following topics:

- 1- Activities that develop skills by playing with sand
- 2- How to enhance parents' understanding of the importance of playing in sand pits
- 3- Efforts to enhance playing in sand pits
- 4- How to keep sand pits clean and safe.

The maintenance manual and other materials for sandpits prepared by the Project was attached to the Teachers Guide for KG under Egyptian Japanese schools.

#### **Raising Parents' Awareness:**

The project has carried awareness campaigns based on the slogan "Eat well, play well , sleep well " as well as disseminating the importance of Learning through play .

#### **(1) Food Education Lectures:**

The project team carried out food education campaigns for "Eat Well" section during 2019 with informative lecture by Dr. Magdy Nazih - Nutrition Consultant Doctor and Professor and Head of the Nutrition Education Unit at the National Institute of Nutrition, the head of the Scientific Foundation for Food Culture and the Chairman of the Board of Directors of the Journal of Food and Nutrition.

Portsaid:

Day one, 26 January, 2019.

Attendance: approximately 100 beneficiaries

Day two: 27 January, 2019

Attendance: approximately 110 beneficiaries

Kafr el-Sheikh:

Day one, 2 February, 2019

Attendance: approximately 230 beneficiaries

Day Two: 9 February, 2019

Attendance: approximately 125 beneficiaries

Suez:

Day one, 16 February, 2019

Attendance: approximately 60 beneficiaries



Day Two: 23 February, 2019  
Attendance: approximately 35 beneficiaries

Ismailia:

Day one, 2 March, 2019  
Attendance: approximately 45 beneficiaries  
Day two: Date: 9 March, 2019  
Attendance: approximately 11 beneficiaries

Qalyubia:

Day one, 16 March, 2019  
Attendance: approximately 127.  
Day two: 23 March, 2019  
Attendance: approximately 160 beneficiaries

The total number of participants for 2019 is around 1003 beneficiaries.

Having the successful impact of the campaign in the target governorates of the project, The project expanded the campaign in the governorates under the National ECD Program from 15 January, 2020 to 13 February, 2020.

Hurghada:

16 January, 2020 Attendance: approximately 169 beneficiaries

Aswan:

20 January, 2020 Attendance: approximately 150 beneficiaries

Gharbya:

27 January, 2020 Attendance: approximately 195 beneficiaries

Cairo:

3 February, 2020 Attendance: approximately 139 beneficiaries

Giza:

10 February, 2020 Attendance: approximately 135 beneficiaries

Alexandria:

13 February, 2020 Attendance: approximately 105 beneficiaries

The total number of participants for 2020 is around 893 beneficiaries.



## **(2) Workshops on Physical Exercise:**

As for "Play Well", a project expert had conducted workshops for parents on physical activities with parents and children. The project conducted a pilot workshop in Suez in June 2019. The workshops in the rest of the governorates took place during July 2019 (Ismailia, July 16, 2019 - Port Said, July 18, 2019 - Suez, June 18, 2019 - Qaliubiya, July 3, 2019).

The seminars was organized at Qaliubiya and Portsaid, in the presence of 3 professors from universities from Japan, who told the attendees about children's health and proper nutrition, in addition to carrying out a workshop in the presence of parents and their children on the importance of physical exercises.



### (3) Seminars on the Importance of Reading

As for the "Sleep Well" section, the project, and Dar Al Balsam Publishing house, cooperated to conduct awareness-raising seminars for parents on the importance of reading picture books for children before bed, with the participation of one of the picture book's author, "Ms. Rania Hussein Amin."

Ismailia:

2 July, 2019

Attendance: approximately 28 beneficiaries

Qalyubia:

3 July, 2019

Attendance: approximately 45 beneficiaries

(Ms. Noriko Suzuki, the vice-president of JICA, attended)

Suez:

6 July, 2019

Attendance: approximately 13 beneficiaries

Kafir el-Sheikh:

9 July, 2019

Attendance: approximately 33 beneficiaries

Portsaid:

13 July, 2019

Attendance: approximately 34 beneficiaries



The total number of participants in seminars is around 153 beneficiaries.



## Improving the Physical Environment of Nurseries

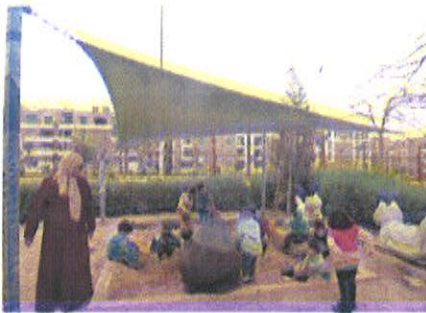
### **(1) Sand Pits**

JICA's experts have trained facilitators on how to use sand pits to promote the growth and development of children, as sand pits activities develop the cognitive, emotional, social and motor skills of children.

The ministry decided to support the establishment of sand pits in nurseries included in the investment plan of the Department of Family and Childhood.

The establishment of sand pits in 12 nurseries was completed using the ECD-JICA project's budget and 5 nurseries using the budgets for the nurseries themselves. The Ministry of social solidarity funded the establishment of sandpits at 27 nurseries (4 nurseries set up sand pits indoors).

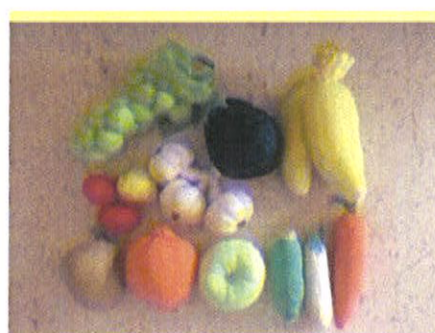
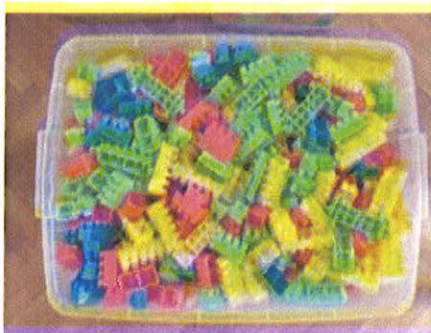
The project also funded the establishment of sunshades and covers for the sand pits in the 12 nurseries and provided toys suitable for sand playing.



### **(2) Corner Play**

The project's team introduced the concept of corner play in all target nurseries through workshops for nursery facilitators. Children can choose the toys they want through corner play, like the book corner or the building blocks corner or other corners that develop curiosity and interest. Besides having fun, children's cognitive, social and motor skills can be developed through corner play.

Toys has been distributed to the target nurseries to promote corner play. (Kitchen tools, building blocks, vegetables and fruit made from cloth).



### (3)Picture Books:

In 2018, the project provided 23 picture books and book shelves to the target nurseries in order to encourage facilitators to read books for children. Those books were chosen in coordination with the Department of family and childhood, Ministry of social solidarity.

In 2019, the project distributed 85 more picture books to the target nurseries selected through a committee formed by the staff of the family and childhood department and its five target Modereyas.

(A total of 4250 picture books were distributed to the target nurseries)

"Recommendation guide for picture books" which summarized 111 picture books with their educational goals were distributed to the target nurseries as a reference for facilitators and parents when choosing the stories.



### (4)Scales and measures

Emphasizing the importance of measuring children's weight and height regularly, and how this contributes to discovering different types of health problems early (such as dwarfism), the project distributed a length and a weight scale for each of the targeted nurseries in Port Said and Ismailia, and an expert carried out workshops on how to benefit from scales and the importance of periodic recording of height and weight.



### (5)Stackable tables

Noting the importance of providing space for the child to move freely, and the importance of classrooms not being stacked with tables and chairs, the project provided tables designed in a way that makes it easy to stack on top of each other, so that they can easily put them aside in classrooms and utilize space for the whole classroom so that children can play. The project, in cooperation with the Modereyas, collected requests for the number of tables each nursery needed based on the number of class room, and the total number of tables was 197 tables for the five governorates. They were distributed to nurseries in the targeted governorates during March 2019.



## Policy and Strategy Support

ECD-JICA project submitted the followings for the reference of Ministry of Social Solidarity.

- (1) The comments on " the draft of Quality Standards for nurseries".(2017)
- (2) The proposal for the feasible monitoring model for testing in the 50 target nurseries.
- (3) The translation of the Handbook for the implementation of special activities (Tokkatsu).
- (4) The booklet "Guidelines for Early Childhood Care and Education in Nurseries" in Japan.
- (5) The article on moral education in Japan through special activities.
- (6)The translation of a Japanese book about home nurseries.
- (7) The guideline for the prevention of infectious disease.
- (8) The comments on " the draft of Quality Standards for nurseries, Sep 2020"

## Additional support in light of the spread of COVID 19

Due to the COVID 19 pandemic, the project was forced to suspend its activities from March to November 2020.

Right after resuming the project's activities on November, the project decided to expand the scope of the project to 300 nurseries in the five target governorates, and to provide training on precautionary measures and goods needed (e.g., hygiene kits, ventilator fans, shoeboxes, colouring books), those are required to reopen nurseries.

Training Achievements (Batch1&2)

Qaliobeya 83 nurseries: 94 people

Kafr Sheikh 63 nurseries: 78 people

Suez 37 nurseries: 63 people

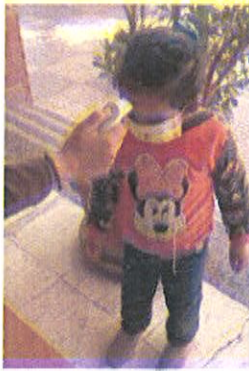
Port Said 60 nurseries: 70 people

Ismailia 58 nurseries: 90 people

Results as of June 13, 2021      301 nurseries: 395 nursery personnel







\*All photos are uploaded to the project's Google account. If you want to view them, kindly contact our office

Accomplishment of ECD-JICA Project (Each Governorate)

Governorate	Training							development of nurseries				Awareness campaigns			Provision of materials for sand play, corner play					Volunteers JOCV (total number in each governorate)	
	Local training JFY 2018	Local training JFY 2019	Local training JFY 2021 (ongoing training)	Training in Japan	Sessions for Infants' care	Collaboration with EJS	Precautionary measures training for COVID-19 with the provision of: fans, shoe shelves, sanitary kit	Testing of AB	Observation tours (General observation)	Observation tours focusing on corner play	Create your joy	Food Education (total number)	Physical activities	Reading books	Sand pits	sand pits toys	Toys	Stackable tabels	Scales , weights and height		Picture books <small>*Numbers mentioned below is the nurseries attended the workshops</small>
	Jan 2018-Jul 2018	Dec 2019-Feb 2020	Jun 2021-Oct 2021	Nov 2017 Nov 2018 Nov 2019	Feb 2020-	Nov-Dec 2019	Dec 2020-Jun 2021	June 2021-July 2021	Oct 2018	Oct-Nov 2019	June 2021-upto date	Jan-March 2019 Jan-Feb 2020	June-July 2019 Feb 2020	July 2019	Jan-Feb 2019	october-november2019	Jan-Feb 2019	March 2019	Dec 2018-Mar 2019	March	Since 1995-up to 2021
From MOSS				8																	
Governorates				21	×	×	×	×	×	×	△	×	×	×	×	×	×	×	×	×	×
From NGO				5																	
Suez	16	8	48		13	9	38	12	Done	10	On going	95	8	10	2	9	10	10		10	6
Portsaid	17	14	46		9	9	63	10	Done	10	On going	210	10	10	1	5	10	10	10	11	14
Ismailia	7	5	38		11	7	57	10	Done	10	On going	56	12	10	0	4	10	7	10	15	8
Kafr el sheikh	12	7	43		14	8	63	11	Done	10	On going	355	0	10	1	7	9	9		14	10
Qualobiya	14	8	34		12	8	76	7	Done	10	On going	287	3	10	8	9	10	10		10	7
Cairo								16			On going	139									7
Giza								9			On going	135									8
Gharbya								9			On going	195									
Alexandria								10			On going	105									1
Aswan												150									1
Hargada												169									11
Monefeya																					2
	74*	42	209	34	59	41	297	94		50		1896	33	50	12	34	49	46	20	60	75

\* by attending training 2019, 8 facilitators received the certificate of attendance for the training 2018. So number is not precisely coincide.

Deliverable Products of the Project "Quality Improvement for Early Childhood Development"(ECD-JICA) Phase 1(2017-2021)

المواد القابلة للتسليم من مشروع الجايكا لتحسين جودة تنمية الطفولة المبكرة المرحلة الأولى (2017-2021)

Related Activities	Title	Deliverable Product		
Training materials for Learning through Play based on the Quality Standards  مواد تدريبية للتعلم من خلال اللعب بناءً على معايير الجودة	Activity Booklet for infants 1 months- 24 months in the nursery دليل الأنشطة الرُّضَّع من شهر حتى أربعة وعشرين شهرًا في الحضانة	Text book كتاب	In the Box	
	Activity Booklet for children from 2- 4 years in the nursery دليل الأنشطة للأطفال من عمر عامين حتى أربعة أعوام في الحضانة	Text book كتاب	In the Box	
Training Materials for Infants' care  مواد تدريبية للعناية بالرُّضَّع	Interact with me a lot and give me a chance to explore فلتتفاعل معي كثيرًا وأعطني فرص للاستكشاف	Presentation material مادة عرض	In the file of the Box	
	Power of play for infants under 2 years (examples for the Exploratory play, and Interactive play) قوة اللعب للأطفال الرضع دون العامين ( أمثلة على اللعب الاستكشافي واللعب التفاعلي)	Brochure نشرة	In the file of the Box	
Training Materials for Sand Play  مواد تدريبية للعب الرمل	Educational goals through children playing with sand الأهداف التربوية من خلال لعب الأطفال بالرمل	Presentation material مادة عرض	In the file of the Box	
	Collaboration with EJS (report for the stalkholders) تقرير للأطراف المعنية	Report تقرير	In the file of the Box	
Training Materials for Corner Play  مواد تدريبية للعب الأركان	What's corner play? ما هو لعب الأركان؟	Presentation material مادة عرض	In the file of the Box	
Training Materials for Nursery Personnel with UNICEF and Alex University  مواد تدريبية للعاملين في الحضانة مع اليونيسف وجامعة الإسكندرية	Training manual (Nursery Quality Improvement Program) برنامج تحسين جودة أداء الحضانات	Text book كتاب	In the Box	

Awareness for Eat Well, Play Well, Sleep Well حملات توعية بعنوان "كل جيدًا، العب جيدًا ونام جيدًا"	Food Education (Training meeting on the concepts of food and nutrition during childhood stages) لقاء تدريبي حول مفاهيم الغذاء والتغذية خلال مراحل الطفولة	Report تقرير	In the file of the Box	
	Food Education (Food, Nutrition and Childhood Stages) الغذاء والتغذية ومراحل الطفولة	Presentation material مادة عرض	In the file of the Box	
	Create your joy collaborative work مجموعة أعمال كتاب "لَوْن سعادتك	Educational materials مواد تعليمية	in the Box	
	Physical activities تمارين بدنية للتقارب بين أولياء الأمور وأطفالهم	Brochure نشرة	In the file of the Box	
	Reading books (reading for children regularly) القراءة للطفل بشكل منتظم	Presentation material مادة عرض	In the file of the Box	
	Reading books(Recommendation guide for picture books) دليل ترشيحات الكتب المصورة	Text book كتاب	in the Box	
Precautionary measures training for COVID-19 تدريب الإجراءات الاحترازية للوقاية من فيروس كوفيد 19	Final Report التقرير النهائي لتدريب الإجراءات الاحترازية	Report تقرير	In the file of the Box	
Training in Japan التدريب في اليابان				
	Issues and Prospects for Child Welfare Policy in Japan قضايا وآفاق سياسة رعاية الأطفال في اليابان	Translated documents وثائق مترجمة	In the file of the Box	
	Childcare system and policies in Japan نظام وسياسات رعاية الأطفال في اليابان	Translated documents وثائق مترجمة	In the file of the Box	
	A Glimpse of Yokohama's Children's Day Care Policies لمحة عن سياسات الرعاية النهارية للأطفال في مدينة يوكوهاما	Translated documents وثائق مترجمة	In the file of the Box	



	Raising children with special needs تربية الأطفال ذوي الإحتياجات الخاصة	Translated documents وثائق مترجمة	In the file of the Box	
Administrative Document related to ECD in Japan وثائق إدارية متعلقة بتنمية الطفولة المبكرة في اليابان	Guideline for Baby and childcare and education in nursery schools/Japan الدلائل الإرشادية الخاصة بتعليم ورعاية مرحلة الطفولة المبكرة في دور الحضانة	Translated documents وثائق مترجمة	In the file of the Box	
	Guidelines for Evaluation in Nursery Schools reference materials (Self Evaluation sheet for nurseries) مواد مرجعية (استمارة التقييم الذاتي لدار الحضانة)	Translated documents وثائق مترجمة	In the file of the Box	
	Guidelines for Infectious Disease Control in Nursery Schools/Japan إرشادات التدابير الوقائية ضد العدوى في الحضانات	Translated documents وثائق مترجمة	In the file of the Box	
	Guidelines for the Implementation of home nursery/Japan الرعاية المحلية للطفل	Translated documents وثائق مترجمة	In the file of the Box	
	Child rearing support worker training program نظام تدريب داعمي تنشئة الطفل	Translated documents وثائق مترجمة	In the file of the Box	
	<b>Other references</b>			
accomplishment report تقرير الإنجازات	accomplishment report تقرير الإنجازات	Report تقرير	In the Box	
Toys, Stackable tables, Scales , weights and h	purchased items throughout the project's period ملف للأدوات والمواد التي تم شراؤها خلال فترة المشروع	Report تقرير	In the Box	
Excel file (info sheet of nurseries who received support from ECD JICA project) وثيقة للاستعلام عن الحضانات التي تلقت الدعم من مشروع الجايكا لتحسين جودة تنمية الطفولة المبكرة	Excel file (info sheet of nurseries who received support from ECD JICA project) وثيقة للاستعلام عن الحضانات التي تلقت الدعم من مشروع الجايكا لتحسين جودة تنمية الطفولة المبكرة	Report تقرير	In the Box	

<a href="#">Homepage</a>	ecd-egypt.com	<a href="http://www.ecd-egypt.com">www.ecd-egypt.com</a>		
youtube channel	Project ECD	<a href="https://www.youtube.com/channel/UCElvFQ2xY6MH1sjTa8YUUDg">https://www.youtube.com/channel/UCElvFQ2xY6MH1sjTa8YUUDg</a>		
facebook page	عالم الطفولة المبكرة	<a href="https://www.facebook.com/ECDEGYPT">https://www.facebook.com/ECDEGYPT</a>		

**Project Design Matrix**

**Project Title:** The project for Quality Improvement of Early Childhood Development (ECD-JICA)

**Implementing Agency:** Ministry of Social Solidarity

**Target Group:** Nursery staff in the 50 target nurseries

**Period of Project:** June 2017 to June 2020 (3 years)

**Project Site:** Ismailia, Kafr El Sheikh, Port Said, Qualiobiya, and Suez

**Version 1**

**Dated Jan,01,2018**

Original Narrative Summary	Original Objectively Verifiable Indicators	Original Means of Verification	Important Assumption
Overall Goal			
Quality of child development at nurseries is improved through introducing the learning through playing nationwide.	To be determined	To be determined	
Project Purpose			
Quality of child development at nurseries is improved through introducing the learning through playing in the pilot areas.	1. An indicator to show children's transformation (to be determined) 2. An indicator to show nurse's transformation (to be determined) 3. An indicator to show environmental transformation (to be determined)	To be determined	Social and economic conditions do not worsen drastically. Policies on nurseries are unchanged.
Outputs			
1.The capacity of nurses of nurseries to conduct the learning through playing is improved.	1-1.Number of nurses who are able to demonstrate activities of the learning through playing at least in role-playing increases.	Training record	
2.Monitoring system on nurseries is improved in order to ensure quality of nurseries.	2-1.One extra opportunity per school of the learning through playing is guaranteed with the improved monitoring system.	Monitoring record	
3.Surrounding environment for implementing the learning through playing is improved.	3-1. Number of people who have a favorable view of the learning through playing increases through awareness campaign, such as nationwide workshop. 3-2.Master plan to disseminate the project output nationwide is developed	Project report Master plan	

Activities	Inputs		Important Assumption
	The Japanese Side	The Egyptian Side	
1.1 MOSS and JICA experts review and list up all the materials that JOCV volunteers made in the past			
1.2 MOSS and JICA experts review the existing standards on facilitators and nurseries in MOSS, and the ones of MOETE for kindergartens.			
1.3 MOSS and JICA experts draft standards of MOSS on nurseries to incorporate the learning through playing in Egypt			
1.4 MOSS implements a trial of drafted standards at selected nurseries.			
1.5 MOSS finalize standards, whereas JICA experts provide technical advice.			
1.6 MOSS and JICA experts review existing learning materials in both MOSS and MOETE.			
1.7 MOSS and JICA experts develop learning materials for facilitators about the learning through playing including visual materials.			
1.8 MOSS implements capacity building cycle (training->activity/care plan->do->evaluate->review-) on selected nurseries, whereas JICA experts provide technical advice.			
1.9 MOSS trains selected trainers.			
1.10 Local modereya offices and selected trainers implement capacity building cycle on other nurseries in the pilot area.			
2.1 MOSS reviews the evaluation tools developed by JOCV, the assessment tools for KG developed by MOETE, and others, whereas JICA experts provide technical advice.			
2.2 MOSS reviews existing monitoring&guidance system on nurseries with local MOSS offices, whereas JICA experts provide technical advice.			
2.3 MOSS revises the monitoring&guidance system in order to assure the learning through playing will be incorporated, whereas JICA experts provide technical advice.			
2.4 Local MOSS offices implement the revised monitoring&guidance system at some selected nurseries as trial.			
2.5 MOSS finalizes the monitoring&guidance system, whereas JICA experts provide technical advice.			
2.6 MOSS collects data from nurseries continuously through the revised monitoring&guidance system.			
2.7 MOSS publishes NGO nurseries statistic, whereas JICA experts provide technical advice.			
2.8 MOSS develops mechanism to give incentives to the nurseries which try to introduce the learning through playing, whereas JICA experts provide technical advice.			
3.1 MOSS conducts awareness campaigns, such as workshops, to disseminate the importance of the learning through playing for child development.			
3.2 MOSS develops an implementation plan aligned with ministry's strategic plan to disseminate the result of the project nationwide, whereas JICA experts provide technical advice.			
	- Experts: specialized in Chief Advisor/Educational Development Early Childhood Education Learning through Playing Visual Materials Monitoring and Evaluation Others (if necessary) - Local staff: Interpreter Local administrative coordinator - Visit Japan programs: - Cost for travel of JICA experts - associated cost for trainings and workshops - materials of learning through Playing for pilot nurseries - Other operational cost for implementing activities.	- Counterpart personnel Head of Central Department of Social Care, MOSS (Project Director) General Manager of General Department for Family and Childhood, MOSS (Project Manager) Project Coordinator, General Department for Family and Childhood, MOSS Social Modereya Managers at 5 pilot governorates Modereya Staff in 5 pilot governorates Other staff necessary for the implementation of the project - Administrative personnel Staff necessary for implementing the project - Facilities Office space and necessary facilities for JICA experts Store rooms for goods for pilot nurseries - Cost for travel of MOSS staff	Adequate and qualified counterparts are assigned. Sufficient budgets are ensured and disbursed in a timely manner. Pre-Conditions Social situation of Egypt does not change for the worse.
			<Issues and countermeasures>

**Project Design Matrix Ver. 2)**

**Project Title:** The project for Quality Improvement of Early Childhood Development (ECD-JICA)

**Implementing Agency:** Ministry of Social Solidarity

**Target Group:** Nursery staff in the 50 target nurseries

**Period of Project:** June 2017 to October 2021 (4 years and 4 months)

**Project Site:** Ismailia, Kafr El Sheikh, Port Said, Qualiobiya and Suez

**Dated June,30,2021**

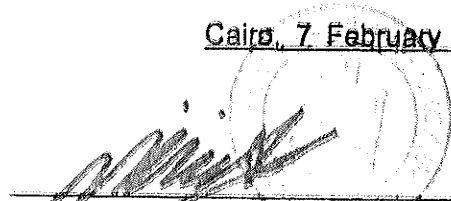
Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption
Overall Goal			
Learning through Playing is practiced beyond the original pilot areas.	- Percentage of nurseries practicing "learning through playing" approach in accordance with the National ECD Standards	- ECD monitoring reports	
Project Purpose			
Quality of child development at nurseries is improved through introducing the learning through playing in the pilot areas.	Indicator to show children's transformation: a)Cognitive, social and behavioral development and motor abilities of children in accordance with Standards.	a) Tests for children and questionnaire for teachers	Social and economic conditions do not worsen drastically. Policies on nurseries are unchanged.
	Indicator to show facilitators' and nurseries transformation: b)How well nursery facilitators implement learning objectives of Standards, c)Level of commitment of management in applying Standards.	b) Monitoring record Questionnaire c) Monitoring record Questionnaire	
	Indicator to show environmental transformation: d)Percentage of parents who adopt positive child-rearing	d)Home environmental survey	
Outputs			
1.The capacity of facilitators of nurseries to conduct the learning through playing is improved.	1-1.Number of facilitators at nurseries in the pilot area certified by MOSS. 1-2.Number of activities from the activity booklet implemented by the facilitators	Training records Certificates Facilitator's activity records	
2.Monitoring system on nurseries is improved in order to ensure quality of nurseries.	2-1.Numbew of model nurseries monitored by the improved monitoring guidelines and tools. 2-2.Number of nurseries that developed a performance improvement plan.	Monitoring reports Monitoring guideline & tools Performance improvement plans	
3.Surrounding environment for implementing the learning through playing is improved.	3-1.Number of parents with favorable views towards 'learning through playing'. 3-2.Number of parents at nurseries in the pilot areas attend positive parenting workshops.	Questionnaires for parents Workshop attendance sheets Project reports	
Activities	Inputs		Important Assumption
1.1 MOSS and JICA experts review and list up all the materials that JOCV volunteers made in the past	The Japanese Side		The Egyptian Side
1.2 MOSS and JICA experts review the existing standards on facilitators and nurseries in MOSS, and the ones of MOETE for kindergartens.	- Experts: specialized in Chief Advisor/Educational Development Early Childhood Education Learning through Playing Others (if necessary)  - Local staff: Interpreter Local administrative coordinator  - Visit Japan programs:  - Cost for travel of JICA experts  - associated cost for trainings and workshops  - materials of learning through Playing for pilot nurseries  - Other operational cost for implementing activities.		- Counterpart personnel Head of Central Department of Social Care,MOSS (Project Director) General Manager of General Department for Family and Childhood, MOSS (Project Manager) Project Coordinator,General Department for Family and Childhood, MOSS Social Modereya Managers at 5 pilot governorates Modereya Staff in 5 pilot governorates Other staff necessary for the implementation of the project  - Administrative personnel Staff necessary for implementing the project  - Facilities Office space and necessary facilities for JICA experts Store rooms for goods for pilot nurseries  - Cost for travel of MOSS staff  - Others
1.3 MOSS and JICA experts draft standards of MOSS on nurseries to incorporate the learning through playing in Egypt			
1.4 MOSS implements a trial of drafted standards at selected nurseries.			
1.5 MOSS finalize standards, whereas JICA experts provide technical advice.			
1.6 MOSS and JICA experts review existing learning materials in both MOSS and MOETE.			
1.7 MOSS and JICA experts develop learning materials for facilitators about the learning through playing including visual materials.			
1.8 MOSS implements capacity building cycle (training->activity/care plan->do->evaluate->review-) on selected nurseries, whereas JICA experts provide technical advice.			
1.9 MOSS trains selected trainers.			
1.10 Local modereya offices and selected trainers implement capacity building cycle on other nurseries in the pilot area.			
2.1 MOSS reviews the evaluation tools developed by JOCV, the assessment tools for KG developed by MOETE, and others, whereas JICA experts provide technical advice.			
2.2 MOSS reviews existing monitoring&guidance system on nurseries with local MOSS offices, whereas JICA experts provide technical advice.			
2.3 MOSS revises the monitoring&guidance system in order to assure the learning through playing will be incorporated, whereas JICA experts provide technical advice.			
2.4 Local MOSS offices implement the revised monitoring&guidance system at some selected nurseries as trial.			
2.5 MOSS finalizes the monitoring&guidance system, whereas JICA experts provide technical advice.			
2.6 MOSS collects data from nurseries continuously through the revised monitoring&guidance system.			
2.7 MOSS publishes NGO nurseries statistic, whereas JICA experts provide technical advice.			
2.8 MOSS develops mechanism to give incentives to the nurseries which try to introduce the learning through playing,whereas JICA experts provide technical advice.			
3.1 MOSS conducts awareness campaigns, such as workshops, to disseminate the importance of the learning through playing for child development.			
3.2 MOSS develops an implementation plan aligned with ministry's strategic plan to disseminate the result of the project nationwide, whereas JICA experts provide technical advice.			
			Adequate and qualified counterparts are assigned.  Sufficient budgets are ensured and disbursed in a timely manner.  Pre-Conditions  Social situation of Egypt does not change for the worse.  <Issues and countermeasures>

MEMORANDUM OF COOPERATION  
ON  
THE PROJECT FOR QUALITY IMPROVEMENT OF EARLY  
CHILDHOOD DEVELOPMENT  
IN  
ARAB REPUBLIC OF EGYPT  
AGREED UPON BETWEEN  
MINISTRY OF SOCIAL SOLIDARITY  
AND  
JAPAN INTERNATIONAL COOPERATION AGENCY

Cairo, 7 February 2017



Mr. Teruyuki Ito  
Chief Representative  
Egypt Office  
Japan International Cooperation Agency  
Japan



Ms. Nivine El Kabbag  
First Assistant to the Minister for Social  
Protection and Development  
Ministry of Social Solidarity  
Arab Republic of Egypt

Based on the minutes of meetings on the mission on the Project for Improving Nursery Schools signed on 28 January 2016 between Ministry of Social Solidarity (hereinafter referred to as "MOSS") and the Japan International Cooperation Agency (hereinafter referred to as "JICA"), JICA held a series of discussions with MOSS and relevant organizations to develop a detailed plan of the Project for Quality Improvement of Early Childhood Development (hereinafter referred to as "the Project").

Both parties agreed the details of the Project and main points discussed as described in the Appendix 1 and the Appendix 2.

Both parties also agreed that MOSS, the counterpart to JICA, will be responsible for the implementation of the Project in cooperation with JICA, will coordinate with other relevant organizations and ensure that the self-reliant operation of the Project is sustained during and after the implementation period in order to contribute toward social and economic development of Arab Republic of Egypt.

The Project will be implemented within the framework of the Agreement on Technical Cooperation signed on 15<sup>th</sup> June 1983 (hereinafter referred to as "the Agreement") between the Government of Japan and the Government of Arab Republic of Egypt.

Appendix 1: Project Description

Appendix 2: Minutes of Meetings on dated 28 January, 2016

## PROJECT DESCRIPTION

### I. BACKGROUND

JICA has continuously dispatched Japan Overseas Cooperation Volunteers (JOCV) for Early Childhood Development (ECD) Sector since 1998. The total number of volunteers dispatched has now reached more than 70. The collaboration between MOSS and JOCV has promoted the "learning through playing" practices at nurseries in the 5 prioritized governorates, where a large sum of materials and knowhow has been accumulated. MOSS has showed a will to utilize the accumulated knowledge and experience in order to improve quality of nursery education and care by introducing the "learning through playing". Hence MOSS requested JICA's technical cooperation on August 2015.

### II. OUTLINE OF THE PROJECT

Details of the Project are described in the Logical Framework (Project Design Matrix (PDM)) (ANNEX 1) and Tentative Plan of Operations (ANNEX 2).

#### 1. **Title of the Project**

Project for Quality Improvement of Early Childhood Development.

#### 2. **Overall Goal**

Quality of child development at nurseries is improved through introducing the learning through playing nationwide.

#### 3. **Project Purpose**

Quality of child development at nurseries is improved through introducing the learning through playing in the pilot areas (Ismailia, Kafr El Sheik, Port Said, Qalyubia, and Suez).

#### 4. **Outputs**

- 1) The capacity of nurses of nurseries to conduct the learning through playing is improved.
- 2) Monitoring system on nurseries is improved in order to ensure quality of nurseries.
- 3) Surrounding environment for implementing the learning through playing is improved.

#### 5. **Activities**

Details of the activities are described in ANNEX 1 and ANNEX 2.

#### 6. **Input**

- (1) Input by JICA
  - (a) Dispatch of Experts
    - Education Development
    - Early Childhood Education
    - Visual materials
    - Learning through playing

- Monitoring and Evaluation
- Others (if necessary)
- (b) Local staff
  - Interpreter
  - Local administrative coordinator
- (c) Training
  - Visit-Japan programs
- (d) Cost for travel of JICA Experts
- (e) Associated cost for trainings and workshops
- (f) Materials of learning through playing for pilot nurseries
- (g) Other operational cost for implementing activities (pcs, printer, photo copier and other equipment)

(2) Input by MOSS

MOSS will take the necessary measures to provide at its own expense:

- (a) Services and allowances of MOSS's counterpart personnel and administrative personnel as referred to in II-7;
- (b) Suitable office space at MOSS and store for pilot nurseries;
- (c) Credentials or identification cards to enter MOSS's premises, nurseries and schools;
- (d) Available data (including maps and photographs) and information related to the Project only for the Project use under MOSS guidance;
- (e) Running expenses necessary for the implementation of the Project in MOSS's premises such as electricity, water, internet;
- (f) Necessary facilities for the JICA experts for the remittance as well as utilization of the funds introduced into Arab Republic of Egypt from Japan in connection with the implementation of the Project;
- (g) Cost for travel of MOSS staff (only inside Egypt).

Input other than indicated above will be determined through mutual consultations between JICA and MOSS during the implementation of the Project, as necessary.

**7. Implementation Structure**

The Implementation Structure is given in the ANNEX3. The roles and assignments of relevant organizations are as follows:

(1) MOSS

- (a) Project Director
  - Head of Central Department of Social Care will bear the responsibility for the overall coordination of the Project as Project Director, in addition to his role as chairperson of Joint Coordination Committee (JCC)
- (b) Project Manager
  - General Manager of General Department for Family and Childhood will be responsible for the management of the Project as Project Manager.
- (c) Counterpart Personnel
  - a) Project Coordinator, General Department for Family and Childhood
  - b) Social Modirya Managers at 5 pilot governorates
  - c) Modirya staff in 5 pilot governorates
  - d) Other staff necessary for the implementation of the project

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(2) JICA Experts

The JICA experts will give necessary technical guidance, advice and recommendations to MOSS on any matters pertaining to the implementation of the Project.

(3) Joint Coordination Committee

Joint Coordination Committee (hereinafter referred to as "JCC") will be established in order to facilitate inter-organizational coordination. The JCC will convene at least once a year and whenever it deems necessary. The JCC will approve an annual work plan, review overall progress, conduct monitoring and evaluation of the Project, and exchange opinions on major issues that arise during the implementation of the Project. A list of proposed members of JCC is shown in the ANNEX 4.

**8. Project Site(s) and Beneficiaries**

- (1) The Project sites will be Cairo (MOSS HDQs), Ismailia, Kafr El Sheik, Port Said, Qalyubia, and Suez.
- (2) Beneficiaries will be children, parents of children, nursery managers, nurses of the 50 target nurseries (10 nurseries per governorate).

**9. Duration**

The duration of the Project will be three (3) years from the date when the first Japanese expert(s) for the Project arrive in Egypt, after signing the memorandum of cooperation.

**10. Reports**

JICA experts and MOSS staff will jointly prepare the following reports in Arabic and English for MOSS, and in Japanese or English for JICA;

- (1) Baseline Study Report;
- (2) Monitoring sheet on semiannual basis;
- (3) Final Evaluation Survey report and
- (4) Project Completion Report.

**11. Environmental and Social Considerations**

The Egyptian side agreed to abide by 'JICA Guidelines for Environmental and Social Considerations' in order to ensure that appropriate considerations will be made for the environmental and social impacts of the Project.

**III. UNDERTAKINGS OF MOSS**

MOSS will take necessary measures to support the smooth implementation of the Project within the framework of the Agreement on Technical Cooperation signed on 15th June 1983 between the Government of Japan and the Government of Arab Republic of Egypt.

**IV. MONITORING AND EVALUATION**

JICA and MOSS will jointly and regularly monitor the progress of the Project through the Monitoring Sheets based on the Project Design Matrix (PDM) and Plan of Operation (PO). The Monitoring Sheets shall be reviewed every six (6) months.

Also, Project Completion Report shall be drawn up three (3) months before the

termination of the Project.

JICA will conduct the following evaluations and surveys to verify sustainability and impact of the Project and draw lessons. Egyptian side is required to provide necessary support to them such as date provision and visit clearance.

- (1) Ex-post evaluation three (3) years after the project completion, in principle
- (2) Follow-up surveys on necessity basis

#### **V. PROMOTION OF PUBLIC SUPPORT**

For the purpose of promoting support for the Project, MOSS will take appropriate measures to make the Project widely known to the people of Arab Republic of Egypt.

#### **VI. MISCONDUCT**

If JICA or MOSS receives reports related to suspected corrupt or fraudulent practices in the implementation of the Project, JICA or MOSS and relevant organizations will provide the other party with such details, as the other party may reasonably request, including those related to any concerned personnel of the contractor, consultant, government, and/or public organizations.

The person and/ or company which shall report such corrupt or fraudulent practices in the implementation of the project shall be granted fair and favorable treatment by the concerned authorities, in accordance with its respective applicable national laws and regulations.

#### **VII. MUTUAL CONSULTATION**

JICA and MOSS will consult each other whenever any major issues arise in the course of Project implementation.

#### **VIII. AMENDMENTS**

The memorandum of cooperation may be amended by the minutes of meetings between JICA and MOSS.

The minutes of meetings will be signed by authorized persons of each side who may be different from the signers of the memorandum of cooperation. However, PO may be amended in the Monitoring Sheets.

END

- ANNEX 1 Logical Framework (Project Design Matrix (PDM))
- ANNEX 2 Plan of Operations
- ANNEX 3 Project Organization Chart
- ANNEX 4 A List of Proposed Members of Joint Coordination Committee

	<u>Pre-conditions</u>	Social situation of Egypt does not change for the worse.
<p>1-6 MOSS and JICA Experts review existing learning materials in MOSS &amp; MOETE.</p> <p>1-7 MOSS and JICA Experts develop learning materials for nurses about the learning through playing, including visual materials.</p> <p>1-8 MOSS implements capacity building cycle (training -&gt; activity/care plan -&gt; do -&gt; evaluate -&gt; review) on selected nurseries whereas JICA Experts provide technical advice.</p> <p>1-9 MOSS trains selected trainers.</p> <p>1-10 Local Modirya offices and selected trainers implement capacity building cycle on other nurseries in the pilot areas.</p> <p>2-1 MOSS reviews the evaluation tools developed by JOCV, the assessment tools for Kindergartens developed by MOETE, and others, whereas JICA Experts provide technical advice.</p> <p>2-2 MOSS reviews existing monitoring &amp; guidance system on nurseries with local MOSS offices, whereas JICA Experts provide technical advice.</p> <p>2-3 MOSS revises the monitoring &amp; guidance system in order to assure the learning through playing will be incorporated, whereas JICA Experts provide technical advice.</p> <p>2-4 Local MOSS offices implement the revised monitoring &amp; guidance system at some selected nurseries as trial.</p> <p>2-5 MOSS finalizes the monitoring and guidance system, whereas JICA Experts provide technical advice.</p> <p>2-6 MOSS collects data from nurseries continuously through the revised monitoring and guidance system.</p> <p>2-7 MOSS publishes NGO nursery statistic, whereas JICA Experts provide technical advice.</p> <p>2-8 MOSS develops a mechanism to give incentives to the nurseries which try to introduce the learning through playing, whereas JICA Experts provide technical advice.</p> <p>3-1 MOSS conducts awareness campaigns, such as workshops, to disseminate the importance of the learning through playing for child development.</p> <p>3-2 MOSS develops an implementation plan aligned with ministry's strategic plan to disseminate the result of the project nationwide, whereas JICA Experts provide technical advice.</p>	<p>Local staff</p> <ul style="list-style-type: none"> <li>➤ Interpreter</li> <li>➤ Local administrative coordinator</li> <li>➤ Visit Japan programs</li> <li>➤ Cost for travel of JICA Experts</li> <li>➤ Associated cost for trainings and workshops</li> <li>➤ Materials of learning through playing for pilot nurseries</li> <li>➤ Other operational cost for implementing activities</li> </ul> <p>2. Egyptian-side</p> <p>Counterpart Personnel</p> <ul style="list-style-type: none"> <li>➤ Head of Central Department of Social Care, MOSS (Project Director)</li> <li>➤ General Manager of General Department for Family and Childhood, MOSS (Project Manager)</li> <li>➤ Project Coordinator, General Department for Family and Childhood, MOSS</li> <li>➤ Social Modirya Managers at 5 pilot governorates</li> <li>➤ Modirya staff in 5 pilot governorates</li> <li>➤ Other staff necessary for the implementation of the project</li> </ul> <p>Administrative Personnel</p> <ul style="list-style-type: none"> <li>➤ Staff necessary for implementing the project</li> </ul> <p>Facilities</p> <ul style="list-style-type: none"> <li>➤ Office space and necessary facilities for JICA experts</li> <li>➤ Store rooms for goods for pilot nurseries.</li> <li>➤ Cost for travel of MOSS staff</li> <li>➤ Others</li> </ul>	

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Annex 1.

Project Design Matrix (PDM)

Project Title: THE PROJECT FOR QUALITY IMPROVEMENT OF EARLY CHILDHOOD DEVELOPMENT  
 Cooperation Period: June 2017 – May 2020  
 Target Group: Nursery staff in the 50 target nurseries (Ismailia, Kafr El Sheik, Port Said, Qalyubia, and Suez)

Version 0  
 Dated: 2017

Narrative Summary		Objectively Verifiable Indicators		Means of Verification	Important Assumption
<b>Overall Goal</b> Quality of child development at nurseries is improved through introducing the learning through playing nationwide.	To be determined	To be determined	To be determined	To be determined	
<b>Project Purpose</b> Quality of child development at nurseries is improved through introducing the learning through playing in the pilot areas.	1. [An indicator to show children's transformation (to be determined)] 2. [An indicator to show nurses' transformation (to be determined)] 3. [An indicator to show environmental transformation (to be determined)]			To be determined	Social and economic conditions do not worsen drastically.  Policies on nurseries are unchanged.
<b>Outputs</b>					
1. The capacity of nurses of nurseries to conduct the learning through playing is improved.	1-1 Number of nurses, who are able to demonstrate activities of the learning through playing at least in role-playing, increases.			Training record	
2. Monitoring system on nurseries is improved in order to ensure quality of nurseries	2-1 One extra opportunity per school of the learning through playing is guaranteed with the improved monitoring system.			Monitoring record	
3. Surrounding environment for implementing the learning through playing is improved	3-1 Number of people who have a favorable view of the learning through playing increases through awareness campaign, such as nationwide workshop. 3-2 Master plan to disseminate the project output nationwide is developed.			Project report  The master plan	
<b>Activities</b>					
1-1 MOSS and JICA Experts list up and review all the materials that JOCV volunteers made in the past.					
1-2 MOSS and JICA Experts review existing standards on nurses and nurseries in MOSS, and the ones of Ministry of Education and Technical Education (hereinafter referred to as "MOETE") for Kindergartens.					
1-3 MOSS and JICA Experts draft standards of MOSS on nurseries to incorporate the learning through playing in Egypt.					
1-4 MOSS implements a trial of drafted standards at selected nurseries.					
1-5 MOSS finalizes standards, whereas JICA Experts provide technical advice.					
					Adequate and qualified counterparts are assigned.  Sufficient budgets are ensured and disbursed in a timely manner.

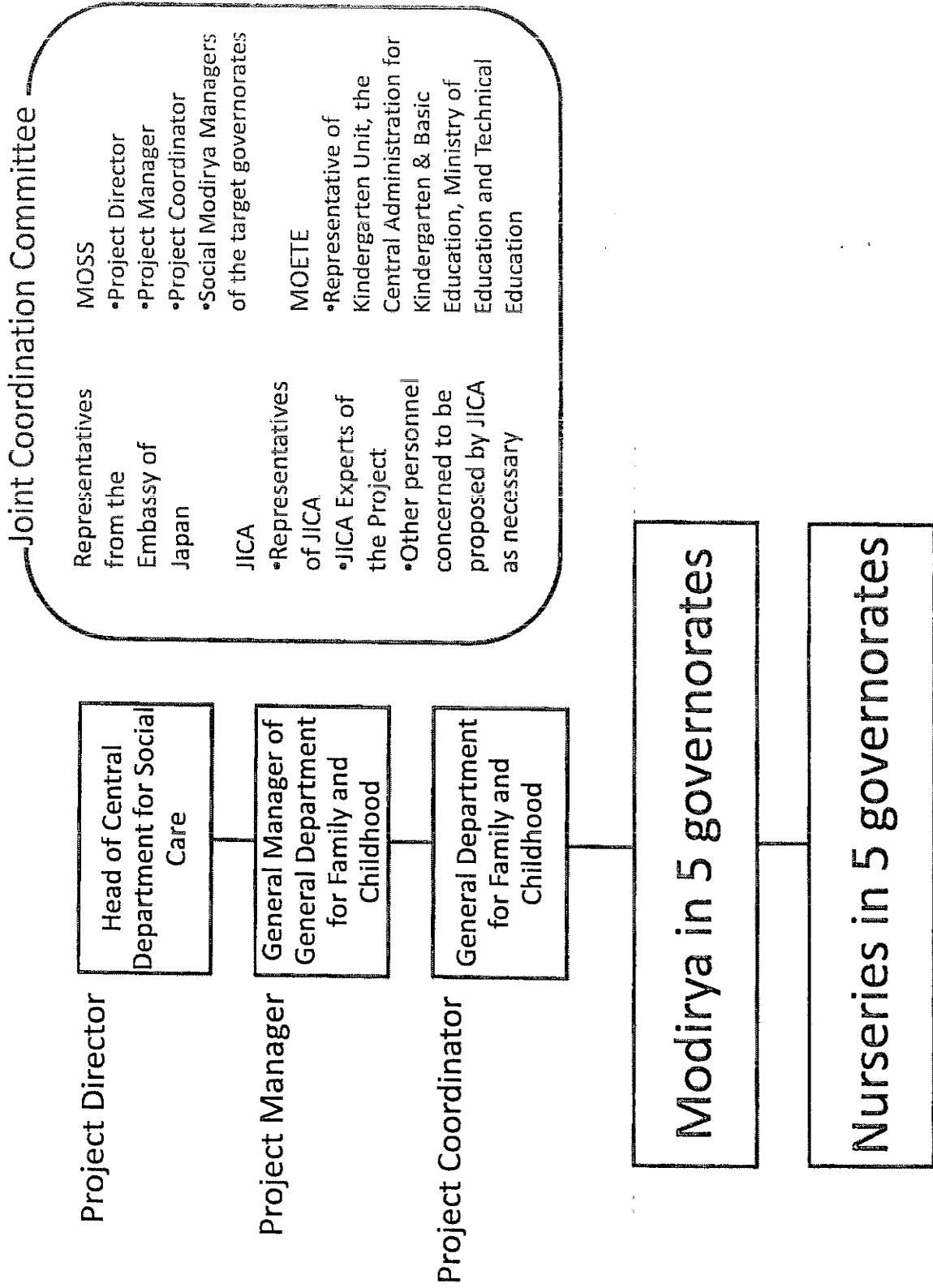
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Annex 2. Plan of Operation (PO)

Standards	2017			2018			2019			2020		
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	
	J	F	M	A	M	J	J	A	S	O	N	D
1-1 MOSS and JICA Experts list up and review all the materials that JOCV volunteers made in the past.												
1-2 MOSS and JICA Experts review existing standards on nurses and nurseries in MOSS, and the ones of MOETE for Kindergartens.												
1-3 MOSS and JICA Experts draft standards of MOSS on nurseries to incorporate the learning through playing in Egypt.												
1-4 MOSS implements a trial of drafted standards at selected nurseries.												
1-5 MOSS finalize standards, whereas JICA Experts provide technical advice.												
<b>Learning materials</b>												
1-6 MOSS and JICA Experts review existing learning materials in both MOSS and MOETE.												
1-7 MOSS and JICA Experts develop learning materials for nurses about the learning through playing, including visual materials.												
<b>Capacity building</b>												
1-8 MOSS implement capacity building cycle (training -> activity/care plan -> do -> evaluate -> review) on selected nurseries, whereas JICA Experts provide technical advice.												
1-9 MOSS trains selected trainers.												
1-10 Local Modirya offices and selected trainers implement capacity building cycle on other nurseries in the pilot area.												
<b>Monitoring and guidance</b>												
2-1 MOSS reviews the evaluation tools developed by JOCV, the assessment tools for Kindergartens developed by MOETE, and others, whereas JICA Experts provide technical advice.												
2-2 MOSS reviews existing monitoring & guidance system on nurseries with local MOSS offices, whereas JICA Experts provide technical advice.												
2-3 MOSS revises the monitoring & guidance system in order to assure the learning through playing will be incorporated, whereas JICA Experts provide technical advice.												
2-4 Local MOSS offices implement the revised monitoring & guidance system at some selected nurseries as trial.												
2-5 MOSS finalizes the monitoring and guidance system, whereas JICA Experts provide technical advice.												
2-6 MOSS collects data from nurseries continuously through the revised monitoring and guidance system.												
2-7 MOSS publishes NGO nursery statistic, whereas JICA Experts provide technical advice.												
2-8 MOSS develops a mechanism to give incentives to the nurseries which try to introduce the learning through playing, whereas JICA Experts provide technical advice.												
<b>Awareness campaign and Implementation plan for nationwide dissemination</b>												
3-1 MOSS conducts awareness campaigns, such as workshops, to disseminate the importance of the learning through playing for child development.												
3-2 MOSS develops an implementation plan aligned with ministry's strategic plan to disseminate the result of the project nationwide, whereas JICA Experts provide technical advice.												

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### ANNEX 3. Implementation Structure



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## ANNEX 4: A List of Proposed Member of Joint Coordinating Committee (JCC)

### 1) Functions

JCC is a steering body of the Project. JCC will meet at least once a year or whenever necessity arises. The main functions of the JCC are as follows:

- a. To formulate the annual plan of operation of the Project;
- b. To review the overall progress of the Project and achievement of the Project; and
- c. To identify issues that may arise during the implementation of the Project and to propose possible solutions.

### 2) Composition

Chairperson	Project Director (Head of Central Department of Social Care, Ministry of Social Solidarity, MOSS)
Secretariat	Project Manager (General Manager of General Department for Family and Childhood, MOSS)
Members (Egyptian side)	<ul style="list-style-type: none"><li>• Project Coordinator, General Department for Family and Childhood, MOSS</li><li>• Social Modirya Managers of the target governorates</li><li>• Representative of Kindergarten Unit, the Central Administration for Kindergarten &amp; Basic Education, Ministry of Education</li></ul>
Members (Japanese side)	<ul style="list-style-type: none"><li>• Representatives from the Embassy of Japan</li><li>• Representatives of JICA</li><li>• JICA Experts of the Project</li><li>• Other personnel concerned to be proposed by JICA as necessary</li></ul>

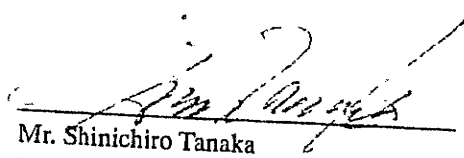
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MINUTES OF MEETINGS  
ON  
THE DRAFT RECORD OF DISCUSSION  
ON  
THE REQUESTED PROJECT FOR IMPROVING NURSERY SCHOOLS  
IN ARAB REPUBLIC OF EGYPT  
BETWEEN  
JAPAN INTERNATIONAL COOPERATION AGENCY  
AND  
THE AUTHORITIES CONCERNED  
OF THE GOVERNMENT OF ARAB REPUBLIC OF EGYPT

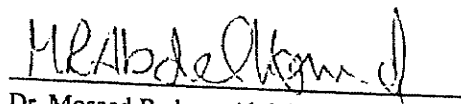
The mission headed by Mr. Shinichiro Tanaka, sent by the Japan International Cooperation Agency (hereinafter referred to as "JICA"), visited the Arab Republic of Egypt from 18 January 2016 until 29 January 2016 and discussed the outline of possible support for the requested Project for Improving Nursery Schools (here in after referred to as "the Project") with the Egyptian officials concerned, reflecting the findings identified through the preceding Fact Finding Study on Basic Education.

In the course of discussions, both sides confirmed the main items described on the attached sheet.

Cairo, 28 January, 2016



Mr. Shinichiro Tanaka  
Leader  
Basic Education Sector Study Team  
Japan International Cooperation Agency  
Japan



Dr. Mosaad Radwan Abdel hamid  
Assistant to the Minister for Social Care and  
Strategic Planning  
Ministry of Social Solidarity  
Arab Republic of Egypt



## ATTACHED SHEET

### 1. Consideration for the possible cooperation of MOSS and JICA

- (1) The Project is based upon the knowledge and practices generated through preceding collaboration of MOSS (Ministry of Social Solidarity) and JOCV (Japan Overseas Cooperation Volunteers) to date. The MOSS-JOCV collaboration promotes the "learning through playing" practices at nurseries in the 5 prioritized governorates (Ismailia, Kafr El Sheik, Port Said, Qalyubia, and Suez).
- (2) With such context, the Project is for MOSS to pilot a coordinated application of the knowledge and practices, at the selected focus nurseries (tentatively proposed approximately 30 out of 50 potential nurseries, to be discussed) across the same 5 governorates, to improve the nurseries with the "learning through playing" practices.
- (3) Dispatch of JOCV is currently suspended due to the security regulation laid by Japanese Government; therefore JICA is to support the Project by its Technical Cooperation modality instead of JOCV. With Technical Cooperation, JICA is to dispatch experts to be stationed at MOSS in Cairo, and the experts visit the 5 governorates to support project activities.
- (4) The outline of the proposed Project is defined during the mission's stay in Egypt as annexed (draft of the Record of Discussions), based on the official request made by MOSS and, reflecting the findings identified through the Fact Finding Study on Basic Education.
- (5) Both sides discussed some of the crucial issues related to the project as follows
  - (5.1) (Quality of child development) Both sides understood that the standard will be referred to indicate the "quality of child development" in objectively verifiable indicators of the Project Purposes.
  - (5.2) (The Standard) MOSS is currently drafting a new standard of nurseries. The Project will carefully review the draft guidelines and provide suggestion for the standards to best accommodate the promotion of the "learning through playing" practices. Also the documents to be monitoring generated on the course of project implementation (e.g., training materials, training guidelines, guidelines for nursery support, etc.) will be designed in a way to best assist materializing nursery described in the (draft) standard.
  - (5.3) (MOSS subsidization) It is also pointed out that MOSS subsidization for NGO-run nursery is one of the crucial areas to promote worthwhile practice including the "learning through playing. The project might explorer possible improvement of the current subsidization mechanism to encourage and motivate nursery to introduce worthwhile practices (which may be new to nursery) for the sake of better childhood development.

(5.4) (Training providers at local level) Not only MOSS but also NGOs have capable personnel to play a role of trainer at local level. Mobilization of NGO personnel beside government is worth considering.

(5.5) (Monitoring) Monitoring is not primarily for data collection and strict control of nursery, but it is expected to support nurseries that need more support. Current monitoring practice shall be reviewed and updated from such a point of view too.

(5.6) (Training in Japan) Participants to the training in Japan shall be strategically selected to form a group of professionals that can continuously promote "learning through playing" practices. From this angle, it is worthwhile for the Project to consider selecting participants candidate not only from MOSS officials (central and local), but also from various parties including academia/researchers, NGOs, nursery practitioners (nurses, nursery managers, etc.,) etc.

(6) (Further expansion of project benefit and sustainability) With support by the Japanese experts, MOSS will prepare implementation plan to promote the "learning through playing" practice beyond the 30 focus nurseries across the 5 governorate, and further to the rest of the governorates nationwide. The plan shall be prepared well before the project termination with clear demarcation of the roles to be played among related division of MOSS and intend to cover all the governorates after the project termination in phases, of which first phase budget approved by MOSS.

## 2. Way Forward

Both sides confirmed the tentative schedule as follows:

Before signing of R/D (by the end of February 2016)	Approval by the Government of Japan	GOJ
	Providing necessary information for appraisal in JICA HDQs	MOSS
	Clarifying the detail of necessary budget, personnel, equipment, vehicle, and specific location of office	MOSS
	Appraising the Project proposal in JICA HDQs	JICA
	Establishing Joint Coordination Committee and its secretariat	MOSS
	Nominating name, title, and number of PMU members a) Project Coordinator, General Department for Family and Childhood b) Social Modirya Managers at 5 pilot governorates c) Modirya staff in 5 pilot governorates d) Other staff necessary for the implementation of the project	MOSS
	Clarifying the approach of training/workshop for disseminating the "Learning through Playing" from pilot nurseries to other nurseries (scale, target numbers, frequency, training period)	MOSS/JICA
February 2016	Signing the Record of Discussions (R/D)	MOSS/JICA

April-July 2016	Recruiting experts	JICA
August 2016	Commencing the Project	MOSS/JICA

**List of Interviewees**

Ministry of Social Solidarity (MOSS)

Dr. Ghada Wali, Minister

Dr. Mosaad Radwan Abdel hamid, Assistant to the Minister for Social Care and Strategic Planning

Mr. Youssef Abdel Basset Ibrahim, Head of Central Department for Social Care

Dr. Aza Abraham Mohammad, General Director of Family and Childhood Unit

Mr. Yasser Elsayed Abdel Hady, Senior officer of Family and Childhood Unit

Ms. Hanan Ahmed, Junior officer of Family and Childhood Unit

ANNEX: Draft of Record of Discussions

END

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(Draft, 25<sup>th</sup> Jan 2016)

ANNEX

**RECORD OF DISCUSSIONS**  
**ON**  
**THE PROJECT FOR IMPROVING NURSERY SCHOOLS**  
**IN**  
**ARAB REPUBLIC OF EGYPT**  
**AGREED UPON BETWEEN**  
**MINISTRY OF SOCIAL SOLIDARITY**  
**AND**  
**JAPAN INTERNATIONAL COOPERATION AGENCY**

Cairo, XX February 2016

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Chief Representative  
Egypt Office  
Japan International Cooperation Agency  
Japan

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\*\*  
Ministry of Social Solidarity  
Arab Republic of Egypt

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(Draft, 24<sup>th</sup> Jan 2016)

In response to the official request of the Government of Arab Republic of Egypt /the Ministry of Social Solidarity (hereinafter referred to as "GOE/MOSS") to the Government of Japan, the Japan International Cooperation Agency (hereinafter referred to as "JICA") held a series of discussions with MOSS and relevant organizations to collect information and discuss outline of possible support in education sector and to work out the outline of the **Project for Improving Nursery Schools** (hereinafter referred to as "the Project").

Both parties agreed the details of the Project and main points discussed as described in the Appendix 1 and the Appendix 2, respectively, and to request their respective governments to proceed with the necessary procedures for implementation of the Project.

Both parties also agreed that MOSS, the counterpart to JICA, will be responsible for the implementation of the Project in cooperation with JICA, will coordinate with other relevant organizations and ensure that the self-reliant operation of the Project is sustained during and after the implementation period in order to contribute toward social and economic development of Arab Republic of Egypt.

The Project will be implemented within the framework of the Agreement on Technical Cooperation signed on 15<sup>th</sup> June 1983 (hereinafter referred to as "the Agreement") between the Government of Japan (hereinafter referred to as "GOJ") and GOE.

Appendix 1: Project Description

Appendix 2: Minutes of Meetings of Data Collection Survey

(Draft, 24<sup>th</sup> Jan 2016)

Appendix 1

## PROJECT DESCRIPTION

### I. BACKGROUND

JICA has continuously dispatched Japan Overseas Cooperation Volunteers (JOCV) for Early Childhood Development (ECD) Sector since 1998. The total number of volunteers dispatched has now reached 70. The collaboration between MOSS and JOCV has promoted the "learning through playing" practices at nurseries in the 5 prioritized governorates, where a large sum of materials and knowhow has been accumulated. MOSS has showed a will to utilize the accumulated knowledge and experience in order to improve quality of nursery education and care by introducing the "learning through playing". Hence MOSS requested JICA's technical cooperation on August 2015.

### II. OUTLINE OF THE PROJECT

Details of the Project are described in the Logical Framework (Project Design Matrix (PDM)) (ANNEX 1) and Tentative Plan of Operations (ANNEX 2).

#### 1. Title of the Project

Project for Improving Nursery Schools

#### 2. Overall Goal

Quality of child development at nurseries is improved through introducing the learning through playing nationwide.

#### 3. Project Purpose

Quality of child development at nurseries is improved through introducing the learning through playing in the pilot area.

#### 4. Outputs

- 1) The capacity of nurses of nurseries to conduct the learning through playing is improved.
- 2) Monitoring system on nurseries is improved in order to ensure quality of nurseries
- 3) Surrounding environment for implementing the learning through playing is improved

#### 5. Input

- (1) Input by JICA
  - (a) Dispatch of Experts
    - Education Development
    - Early Childhood Education
    - Visual materials
    - Learning through playing

- (2) Local staff
  - Interpreter

(Draft, 24<sup>th</sup> Jan 2016)

- Local administrative coordinator
- (b) Training
  - Visit-Japan programs
- (c) Cost for travel of JICA Experts
- (d) Associated cost for trainings and workshops
- (e) Materials of learning through playing for pilot nurseries
- (f) Other operational cost for implementing activities (pc, printer, photo copier, stationary, desk, chair cabinet, internet, car (rental), and other stuff)

(2) Input by MOSS

MOSS will take the necessary measures to provide at its own expense:

- (a) Services and allowances of MOSS's counterpart personnel and administrative personnel as referred to ANNEX 1;
- (b) Suitable office space
- (c) Credentials or identification cards to enter MOSS's premises and schools;
- (d) Available data (including maps and photographs) and information related to the Project only for the Project use under MOSS guidance;
- (e) Running expenses necessary for the implementation of the Project in MOSS's premises such as electricity, water, internet ;
- (f) Necessary facilities for the JICA experts for the remittance as well as utilization of the funds introduced into Arab Republic of Egypt from Japan in connection with the implementation of the Project

**6. Implementation Structure**

The Implementation Structure is given in the ANNEX3. The roles and assignments of relevant organizations are as follows:

(1) MOSS

- (a) Project Director
  - Head of Central Department of Social Care will bear the responsibility for the overall coordination of the Project as Project Director, in addition to his role as chairperson of Joint Coordination Committee (JCC)
- (b) Project Manager
  - General Director of Family and Childhood Unit will be responsible for the management of the Project as Project Manager.
- (c) Counterpart Personnel
  - a) Project Coordinator, General Department for Family and Childhood
  - b) Social Modirya Managers at 5 pilot governorates
  - c) Modirya staff in 5 pilot governorates
  - d) Other staff necessary for the implementation of the project

(2) JICA Experts

The JICA experts will give necessary technical guidance, advice and recommendations to MOSS on any matters pertaining to the implementation of the Project.

(3) Joint Coordination Committee

Joint Coordination Committee (hereinafter referred to as "JCC") will be established in order to facilitate inter-organizational coordination. The

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(Draft, 24<sup>th</sup> Jan 2016)

JCC will convene at least once a year and whenever it deems necessary. The JCC will approve an annual work plan, review overall progress, conduct monitoring and evaluation of the Project, and exchange opinions on major issues that arise during the implementation of the Project. A list of proposed members of JCC is shown in the ANNEX 4.

**7. Project Site(s) and Beneficiaries**

- (1) The Project sites will be Cairo (MOSS HDQs), Ismailia, Kafr El Sheik, Port Said, Qalyubia, and Suez initially.
- (2) Beneficiaries will be children, parents of children, nursery managers, nurses of the target nurseries.

**8. Duration**

The duration of the Project will be three (3) years from the date when the first Japanese expert(s) for the Project arrive in Egypt.

**9. Environmental and Social Considerations**

The Egyptian side agreed to abide by 'JICA Guidelines for Environmental and Social Considerations' in order to ensure that appropriate considerations will be made for the environmental and social impacts of the Project.

**III. UNDERTAKINGS OF GOE**

1. GOE will take necessary measures to:

- (1) ensure that the technologies and knowledge acquired by the Egyptian nationals as a result of Japanese technical cooperation contributes to the economic and social development of Egypt, and that the knowledge and experience acquired by the personnel of Egypt from technical training as well as the equipment provided by JICA will be utilized effectively in the implementation of the Project; and
- (2) grant privileges, exemptions and benefits to the JICA experts referred to in II-5 (1) above and their families, which are no less favorable than those granted to experts and members of the missions and their families of third countries or international organizations performing similar missions in Egypt.

2. GOE will take necessary measures according to the Agreement between GOJ and GOE:

- (1) provide security-related information as well as measures to ensure the safety of the JICA experts;
- (2) permit the JICA experts to enter, leave and sojourn in Egypt for the duration of their assignments therein and exempt them from foreign registration requirements and consular fees.
- (3) exempt the JICA experts from taxes and any other charges on the equipment, machinery and other material necessary for the implementation of the Project;
- (4) exempt the JICA experts from income tax and charges of any kind imposed on or in connection with any emoluments or allowances paid to them and/or remitted to them from abroad for their services in connection



(Draft, 24<sup>th</sup> Jan 2016)

- with the Implementation of the Project; and
- (5) meet taxes and any other charges on the equipment and other material, referred to in ANNEX 1, necessary for the implementation of the Project.
3. GOE will bear claims, if any arises, against the JICA experts resulting from, occurring in the course of, or otherwise connected with, the discharge of their duties in the Implementation of the Project, except when such claims arise from gross negligence or willful misconduct on the part of the JICA experts.

#### IV. MONITORING AND EVALUATION

JICA and MOSS will jointly and regularly monitor the progress of the Project through the Monitoring Sheets based on the Project Design Matrix (PDM) and Plan of Operation (PO). The Monitoring Sheets shall be reviewed every six (6) months.

Also, Project Completion Report shall be drawn up one (1) month before the termination of the Project.

JICA will conduct the following evaluations and surveys to mainly verify sustainability and impact of the Project and draw lessons. Egyptian side is required to provide necessary support to them.

- (1) Ex-post evaluation three (3) years after the project completion, in principle
- (2) Follow-up surveys on necessity basis

#### V. PROMOTION OF PUBLIC SUPPORT

For the purpose of promoting support for the Project, MOSS will take appropriate measures to make the Project widely known to the people of Arab Republic of Egypt.

#### VI. MISCONDUCT

If JICA receives information related to suspected corrupt or fraudulent practices in the implementation of the Project, MOSS and relevant organizations shall provide JICA with such information as JICA may reasonably request, including information related to any concerned official of the government and/or public organizations of the Arab Republic of Egypt.

MOSS and relevant organizations shall not, unfairly or unfavorably treat the person and/or company which provided the information related to suspected corrupt or fraudulent practices in the implementation of the Project.

#### VII. MUTUAL CONSULTATION

JICA and MOSS will consult each other whenever any major issues arise in the course of Project implementation.

#### VIII. AMENDMENTS

The record of discussions may be amended by the minutes of meetings between JICA and MOSS.

The minutes of meetings will be signed by authorized persons of each side who may be different from the signers of the record of discussions.

END

(Draft, 24<sup>th</sup> Jan 2016)

- ANNEX 1 Logical Framework (Project Design Matrix (PDM))
- ANNEX 2 Tentative Plan of Operations
- ANNEX 3 Implementation Structure
- ANNEX 4 List of Proposed Members of Steering Committee

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Annex 1. Tentative Project Design Matrix (PDM)

Project Title: The Project for Improving Nursery Schools  
 Cooperation Period: August 2016 – July 2019  
 Target Group: MOE staff

24 Jan 2016

Narrative Summary		Objectively Verifiable Indicators	Means of Verification	Important Assumption
<b>Overall Goal</b> Quality of child development at nurseries is improved through introducing the learning through playing nationwide.	-			-
<b>Project Purpose</b> Quality of child development at nurseries is improved through introducing the learning through playing in the pilot area.	1. [An indicator to show children's transformation (to be determined)] 2. [An indicator to show nurses' transformation (to be determined)] 3. [An indicator to show environmental transformation (to be determined)]	To be determined		Social and economic conditions do not worsen drastically. Policies on nurseries are unchanged.
<b>Outputs</b>				
1. The capacity of nurses of MOE to conduct the learning through playing is improved.	1-1 Number of nurses, who are able to demonstrate activities of the learning through playing at least in role-playing, increases.		Training record	
2. Monitoring system on nurseries is improved in order to ensure quality of nurseries	2-1 One extra opportunity per school of the learning through playing resulted from the improved monitoring system.		Monitoring record	
3. Surrounding environment for implementing the learning through playing is improved	3-1 Number of people who have a favorable view of the learning through playing increases through awareness campaign, such as nationwide workshop. 3-2 Master plan to disseminate the project output nationwide is developed.		Project report The master plan	
<b>Activities</b>				
1-1 MOSS and JICA Experts review and list up all the materials that JOCV volunteers made in the past.	<b>Input</b> 1. Japanese-side Experts: - Education Development - Early Childhood Education - Visual materials - Learning through Playing - Local staff - Interpreter - Local administrative coordinator			Adequate and qualified counterparts are assigned. Sufficient budgets are ensured and disbursed in a timely manner.
1-2 MOSS and JICA Experts review existing standards on nurses and nurseries in MOSS, and the ones of MOE for Kindergartens.				
1-3 MOSS and JICA Experts draft standards of MOSS on nurseries to incorporate the learning through playing in Egypt.				
1-4 MOSS implements a trial of drafted standards at selected nurseries.				
1-5 MOSS finalizes standards, whereas JICA Experts provide technical advice.				
1-6 MOSS and JICA Experts review existing learning materials in MOE&MOSS				

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		<u>Pre-conditions</u> Social situation of Egypt does not change for the worse.
1-7 MOSS and JICA Experts develop learning materials for nurses about the learning through playing, including visual materials. 1-8 MOSS implements capacity building cycle (training -> activity/care plan -> do -> evaluate -> review) on selected nurseries whereas JICA Experts provide technical advice. 1-9 MOSS trains selected trainers. 1-10 Local Modriya offices and selected trainers implement capacity building cycle on other nurseries in the pilot area.	Visit Japan programs Cost for travel of JICA Experts Associated cost for trainings and workshops Materials of learning through playing for pilot nurseries Other operational cost for implementing activities  2. Egyptian-side Counterpart Personnel > Head of Central Department of Social Care, MOSS (Project Director) > General Manager of General Department for Family and Childhood, MOSS (Project Manager) > Project Coordinator, General Department for Family and Childhood, MOSS > Social Modriya Managers at 5 pilot governorates > Modriya staff in 5 pilot governorates Administrative Personnel > Staff necessary for implementing the project Facilities > Office space and necessary facilities for JICA experts > Store rooms for goods for pilot nurseries. Cost for travel of MOSS staff Others	
2-1 MOSS reviews the evaluation tools developed by JOCV, the assessment tools for KG developed by MOE, and others, whereas JICA Experts provide technical advice. 2-2 MOSS reviews existing monitoring & guidance system on nurseries by local MOSS offices, whereas JICA Experts provide technical advice. 2-3 MOSS revises the monitoring & guidance system in order to assure the learning through playing will be incorporated, whereas JICA Experts provide technical advice. 2-4 Local MOSS offices implement the revised monitoring & guidance system at some selected nurseries as trial. 2-5 MOSS finalizes the monitoring and guidance system, whereas JICA Experts provide technical advice. 2-6 MOSS collects data from nurseries continuously through the revised monitoring and guidance system. 2-7 MOSS publishes NGO nursery statistic every year from 3rd project year, whereas JICA Experts provide technical advice. 2-8 MOSS develops a mechanism to give incentives to the nurseries which try to introduce the learning through playing, whereas JICA Experts provide technical advice.		
3-1 MOSS conducts awareness campaigns, such as workshops, to disseminate the importance of the learning through playing for child development. 3-2 MOSS develops an implementation plan aligned with ministry's strategic plan to disseminate the result of the project nationwide, whereas JICA Experts provide technical advice.		

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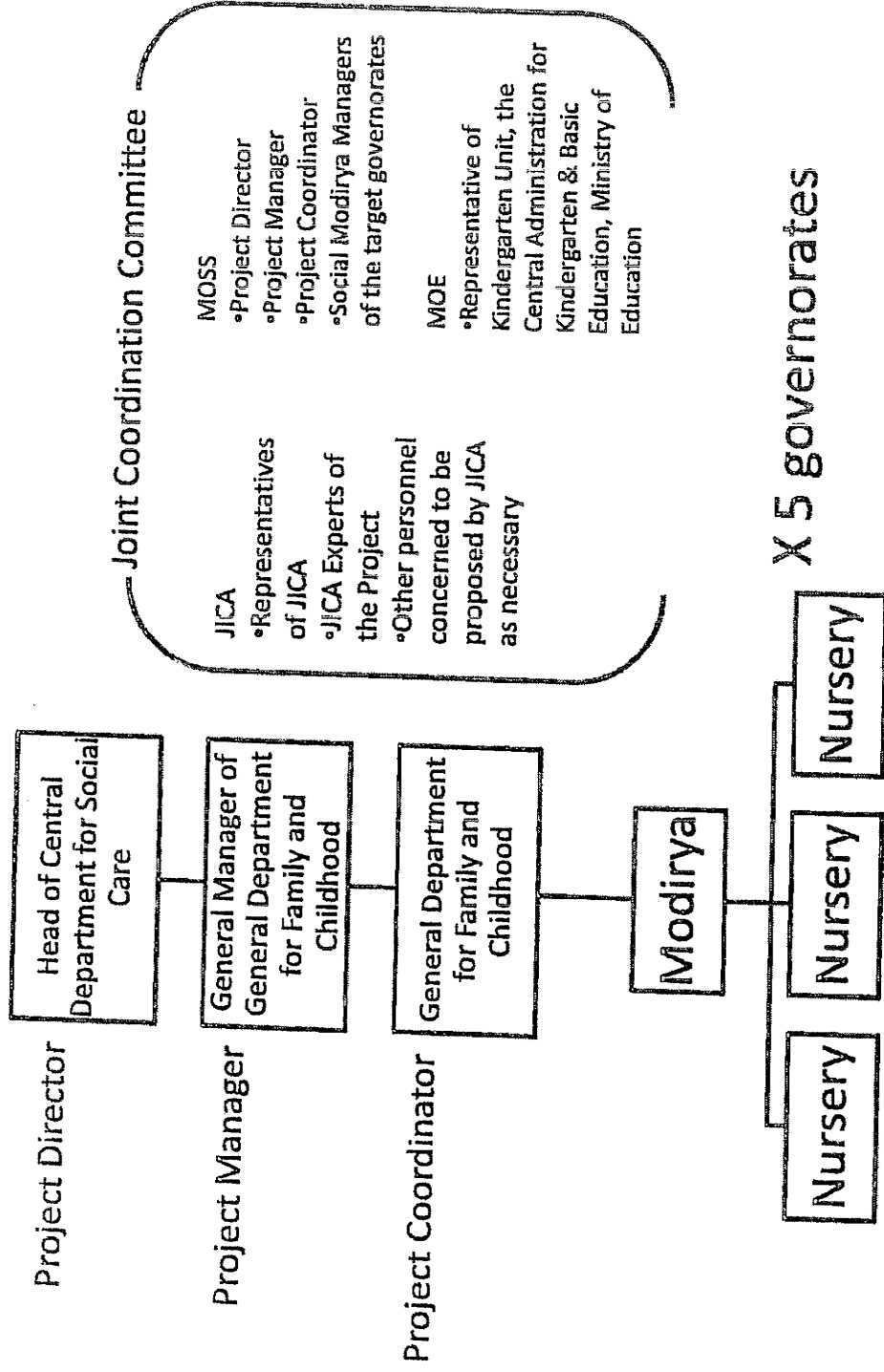
Annex 2. Plan of Operation (PO)

Standards	2016			2017			2018			2019		
	1Q	2Q	3Q	1Q	2Q	3Q	1Q	2Q	3Q	1Q	2Q	3Q
1-1 MOSS and JICA Experts review and list up all the materials that JOCV volunteers made in the past.												
1-2 MOSS and JICA Experts review existing standards on nurses and nurses in MOSS, and the ones of MOE for Kindergartens.												
1-3 MOSS and JICA Experts draft standards of MOSS on nurses to incorporate learning through playing in Egypt.												
1-4 MOSS implements a trial of drafted standards at selected nurseries.												
1-5 MOSS finalizes standards, whereas JICA Experts provide technical advice.												
Learning materials												
1-6 MOSS and JICA Experts review existing learning materials in both MOSS and MOE.												
1-7 MOSS and JICA Experts develop learning materials for nurses about the learning through playing, including visual materials.												
Capacity building												
1-8 MOSS implement capacity building cycle (training → activity/care plan → do → evaluate → review) on selected nurseries, whereas JICA Experts provide technical advice.												
1-9 MOSS train selected trainers, whereas JICA Experts provide technical advice.												
1-10 Local MoA/Minya officials and selected trainers implement capacity building cycle on other nurseries in the pilot area.												
Monitoring and guidance												
2-1 MOSS reviews the evaluation tools developed by JOCV, the assessment tools for KG developed by MOE, and others, whereas JICA Experts provide technical advice.												
2-2 MOSS reviews existing monitoring & guidance system on nurseries by local MOSS officers, whereas JICA Experts provide technical advice.												
2-3 MOSS revises the monitoring & guidance system in order to assure the learning through playing will be incorporated, whereas JICA Experts provide technical advice.												
2-4 Local MOSS officers implement the revised monitoring & guidance system at some selected nurseries as trial.												
2-5 MOSS finalize the monitoring and guidance system, whereas JICA Experts provide technical advice.												
2-6 MOSS collect data from nurseries continuously through the revised monitoring and guidance system.												
2-7 MOSS publishes NGO nursery statistics every year from 3rd project year, whereas JICA Experts provide technical advice.												
2-8 MOSS develops a mechanism to give incentives to the nurseries which try to introduce the learning through playing, whereas JICA Experts provide technical advice.												
Awareness campaign and implementation plan for nationwide dissemination												
3-1 MOSS conducts awareness campaigns, such as workshops, to disseminate the importance of learning through playing for child development.												
3-2 MOSS develops an implementation plan aligned with ministry's strategic plan to disseminate the result of the project nationwide, whereas JICA Experts provide technical												

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ANNEX 3. Implementation Structure

20<sup>th</sup> January 2016



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**ANNEX 4: List of Proposed Member of Joint Coordinating Committee (JCC)**

**1) Functions**

JCC is a steering body of the Project. JCC will meet at least once a year or whenever necessity arises. The main functions of the JCC are as follows:

- a. To formulate the annual plan of operation of the Project;
- b. To review the overall progress of the Project and achievement of the Project; and
- c. To identify issues that may arise during the implementation of the Project and to propose possible solutions.

**2) Composition**

Chairperson	Project Director (Head of Central Department for Social Care, Ministry of Social Solidarity, MOSS)
Secretariat	Project Manager (General Manager of General Department for Family and Childhood, MOSS)
Members (Egyptian side)	<ul style="list-style-type: none"> <li>• Project Coordinator, General Department for Family and Childhood, MOSS</li> <li>• Social Modirya Managers of the target governorates</li> <li>• Representative of Kindergarten Unit, the Central Administration for Kindergarten &amp; Basic Education, Ministry of Education</li> </ul>
Members (Japanese side)	<ul style="list-style-type: none"> <li>• Representatives from the Embassy of Japan</li> <li>• Representatives of JICA</li> <li>• JICA Experts of the Project</li> <li>• Other personnel concerned to be proposed by JICA as necessary</li> </ul>

**3) Other**

Progress of the Project will be shared in the XXXX.

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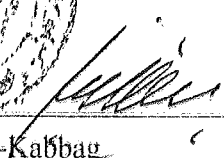
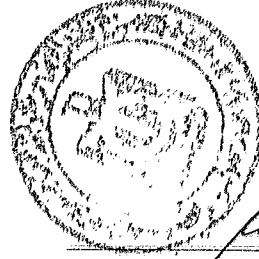




MINUTES OF MEETING  
BETWEEN  
JAPAN INTERNATIONAL COOPERATION AGENCY  
AND  
THE MINISTRY OF SOCIAL SOLIDARITY  
OF THE ARAB REPUBLIC OF EGYPT  
FOR  
AMENDMENT OF THE MEMORANDUM OF COOPERATION  
ON  
THE PROJECT FOR QUALITY IMPROVEMENT  
OF EARLY CHILDHOOD DEVELOPMENT

Based on the Minutes of Meeting (M/M) signed on 7th March 2019 by the Japan International Cooperation Agency (hereinafter referred to as "JICA") and the Ministry of Social Solidarity (hereinafter referred to as "MoSS"). JICA and MoSS hereby agree to amend the Memorandum of Cooperation as per the discussions summarized in the M/M of 7th March 2019. The amended MoC will come into effect on the date of signature by both parties.

  
  
Yoshifumi Omura  
Chief Representative  
Egypt Office  
Japan International Cooperation Agency  
Japan

Cairo, 28 March 2019  
  
  
Nivine El-Kabbag  
Deputy Minister for Social Protection and  
Development  
Ministry of Social Solidarity  
Arab Republic of Egypt

Attachment: Summary of discussions between MoSS and JICA in March 2019

- Annex 1: Details of the amendments to the MoC
- Annex 2: M/M signed on 7th Marh 2019
- Annex 3: Revised Project Design Matrix (PDM)
- Annex 4: Revised Plan of Operations (PO)

## Key findings:

## (a) Achievement so far

Output 1: *the capacity of nurses of nurseries to conduct the learning through playing is improved*

- The first round (R1) of the nursery facilitator training was conducted from January to July 2018. 74 out of the 100 target facilitators (2 from each of the 50 model nurseries) who completed more than 80% of the training modules were certified by the project (the total number of facilitators signed up for R1 was 243 including those participated as an observer.)
- Reasons behind the attrition include inadequate planning for logistics. For some facilitators Cairo, where about a half of R1 sessions took place, was prohibitively distant; training days falling on weekdays/busy seasons discouraged some from participating. Although the facilitator training plans had taken account of persistent high turnover of facilitators, it nonetheless impacted on the level of participation.
- Based on the lessons learned, the following round (R2, March to September 2019) is to take counter-measures (eg. holding the sessions in the governorates, during summer recess, or on weekends, etc.) to minimize the attrition.
- The contents and training of R2 will be aligned with the National Program based on the recently-finalized National Quality Standards of Nurseries.

Output 2: *Monitoring system on nurseries is improved in order to ensure quality of nurseries*

- Not much progress has been made under this Output largely because the Ministry does not have a functioning department/unit charged with monitoring/supervising nurseries.
- Through the extensive consultations during this mission, it was clarified that the scope of this output is developing a monitoring model to be piloted for the 50 model nurseries.

Output 3: *Surrounding environment for implementing the learning through playing is improved*

- Workshop modules have been developed to sensitize facilitators and parents. The first module on food education has started rolling out and raised their awareness on healthy eating habits and proper nutrition intake of over 700 parents and facilitators as of February 2019.
- The second module on physical exercise for children will be launched in the first quarter of 2019, to be followed by the third module on picture-book reading in the second half of 2019. Each module will take 3-4 months to complete one batch.
- A sandpit has been installed to 12 model nurseries that comes along with sandpit introductory sessions by trained facilitators for over 620 parents (MoSS will install another 38 sandpits in 2019).

## (b) Achievement anticipated toward/at the end of the Project

- Facilitators complete R2 (Mar-Sep 2019) and R3 (Jan-July 2020) are certified.
- Monitoring model developed and piloted in the 50 model nurseries, a preliminary report submitted to MoSS.
- Data from baseline survey (for the 50 model nurseries and 50 non-model nurseries, Oct 2018-Mar 2019) and endline survey (Oct 2019-Mar 2020) will be analyzed and key findings reported to MoSS.

- Awareness raising activities and messages disseminated through workshops, social media, video materials.
- A review session to be held to determine the benefit of the Project and the institutionalization of the project achievements to ensure sustainability.

(c) Gap found between (b) and current PDM

- The final round of the facilitator training (R3) is expected to complete in June 2020. This coincides with the closing of the Project and therefore leaving little time for post-training follow-up to support the facilitators sustain the training results.
- The tight schedule between the baseline and endline surveys are prone to unpredictable delays due to considerable amount of coordination and preparations required.

Both sides also noted that:

- 1) the MoSS Curriculum Kit (also known as the MoSS Training Manual) will immediately be shared with JICA. This is because the Activity Booklet, which is being developed by the Project, will be an integral part of the Curriculum Kit and therefore close alignments between the two documents are required.
- 2) during the courtesy call on Deputy Minister on March 4, 2019, it is of critical importance to institutionalize the Project's core concept of 'learning through playing' into the government's efforts on early childhood development, and of envisioning 'learning through playing' to spill over more broadly beyond the five governorates the Project currently works in for enhanced sustainability of the Project;
- 3) at the consultation meeting on March 6, 2019, the term 'Overall Goal' in the Project Design Matrix (PDM) was understood differently. MoSS sees it as a statement that describes the long-term impact of the Project and therefore should be phrased from a child-centered perspective in the light of human rights perspectives. JICA, on the other hand, understands it as a statement that describes a status observable within 3 to 5 years after the completion of the Project and therefore its scope should be limited to realistically attainable concrete results of the Project. Both sides at last agreed to take JICA's understanding of the term and to keep the record of the discussion in this Minutes of Meeting.

Based on these reviews and discussions, both sides agreed to amend the project design and make the following modifications to the original PDM as in Annex 1:

Annex 1: Details of the amendments to the MoC

1. Amendments to the Project Description of the MoC

II. OUTLINE OF THE PROJECT

2. Overall Goal

Original	Revised
Quality of child development at nurseries is improved through introducing the learning through playing nationwide.	Learning through playing is practiced beyond the original pilot areas.
Reason for amendment: To rephrase Overall Goal into realistically attainable concrete results of the Project	

9. Duration

Original	Revised
The duration of the Project will be three (3) years from the date when the first Japanese expert(s) for the Project arrive in Egypt, after signing the memorandum of cooperation.	The duration of the Project will be three (3) years and four (4) months from the date when the first Japanese expert(s) for the Project arrive in Egypt, after signing the memorandum of cooperation.
Reason for amendment: To allow for sufficient amount of time for 1) the endline data analysis and reporting and 2) post-training follow-up to the facilitators after the completion of R3.	

2. Amendments to the Logical Framework (Project Design Matrix: PDM) annexed to the MoC.

Annex 1. Project Design Matrix (PDM)

	Original	Revised
Overall Goal	Objectively Verifiable Indicators: To be determined.	Objectively Verifiable Indicators: - Percentage of nurseries participating the learning through playing approach in accordance with the National ECD Standards
	Means of Verification: To be determined.	Means of Verification: - Government ECD policies/strategies/plans/standards - ECD monitoring reports
Reason for amendment: to specify the OVIs that were left unspecified at the time of MoC being signed (Feb 2017)		

	Original	Revised
Project Purpose	<p>Objectively Verifiable Indicators:</p> <ol style="list-style-type: none"> <li>1. An indicator to show children's transformation (to be determined)</li> <li>2. An indicator to show nurses' transformation (to be determined)</li> <li>3. An indicator to show environmental transformation (to be determined)</li> </ol>	<p>Objectively Verifiable Indicators:</p> <ol style="list-style-type: none"> <li>1. Indicator to show children's transformation: a) Cognitive, social and behavioural development and motor abilities of children in accordance with the Standards</li> <li>2. Indicator to show nurses' transformation: b) How well nursery facilitators implement learning objectives of the Standards: c) Level of commitment of management in applying the Standards.</li> <li>3. Indicator to show environmental transformation: d) Percentage of parents who adopt positive child rearing.</li> </ol>
	<p>Means of Verification:</p> <p>To be determined.</p>	<p>Means of Verification:</p> <ol style="list-style-type: none"> <li>a) Tests for children and questionnaires for teachers</li> <li>b) Monitoring records; questionnaires</li> <li>c) Monitoring records; questionnaires</li> <li>d) Home environmental surveys</li> </ol>
<p>Reason for amendment: to furnish the details to the OVIs and MOVs that were left unspecified at the time of MoC being signed (Feb 2017)</p>		

	Original	Revised
Outputs	<p>Objectively Verifiable Indicators:</p> <ol style="list-style-type: none"> <li>1-1. Number of nurses, who are able to demonstrate activities of the learning through playing at least in role-playing, increases.</li> <li>2-1. One extra opportunity per school of the learning through playing is guaranteed with the improved monitoring system.</li> </ol>	<p>Objectively Verifiable Indicators:</p> <ol style="list-style-type: none"> <li>1-1. Number of facilitators at nurseries in the pilot areas certified by MOSS.</li> <li>1-2. Number of activities from the Activity Booklet implemented by the facilitators.</li> <li>2-1. Number of model nurseries monitored by the improved monitoring guidelines and tools.</li> <li>2-2. Number of nurseries that developed a performance improvement plan.</li> </ol>

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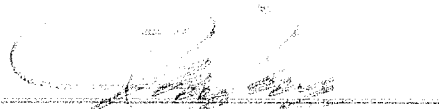
<p>3-1. Number of people who have a favorable view of the learning through playing increases through awareness campaign, such as nationwide workshop.</p> <p>3-2. Master plan to disseminate the project output nationwide is developed</p>	<p>3-1. Number of parents with favourable views towards 'learning through playing'.</p> <p>3-2. Number of parents at nurseries in the pilot areas attend positive parenting workshops.</p>
<p>Means of Verification:</p> <p>Output-1 Facilitator's record</p> <p>Output-2</p> <ul style="list-style-type: none"> <li>• Monitoring record</li> </ul> <p>Output-3</p> <ul style="list-style-type: none"> <li>• Project report</li> <li>• The master plan</li> </ul>	<p>Means of Verification:</p> <p>Output-1 Facilitator's record</p> <ul style="list-style-type: none"> <li>• Certificates</li> <li>• Facilitator's activity records</li> </ul> <p>Output-2</p> <ul style="list-style-type: none"> <li>• Monitoring reports</li> <li>• Monitoring guidelines &amp; tools</li> <li>• Performance improvement plans</li> </ul> <p>Output-3</p> <ul style="list-style-type: none"> <li>• Questionnaires for parents</li> <li>• Workshop attendance sheets</li> <li>• Project reports</li> </ul>
<p>Reason for amendment:</p> <p>Output-1: OVI and MOVs are revised to measure 1) the increase in the volume of certified facilitators, and 2) the extent to which learning through playing is implemented as part of daily activities at nurseries.</p> <p>Output-2: OVI and MOVs are revised to specify the scope of the monitoring model to be piloted in the 50 model nurseries.</p> <p>Output-3: OVI and MOVs are revised to measure the coverage of the awareness raising workshops to facilitate better understanding and practice of learning through playing.</p>	

1. Components of "Plan of Operation (PO)" of the MoC shall be amended as attached.
2. All other articles of the original MoC shall remain unchanged.


MINUTES OF MEETING  
BETWEEN  
JAPAN INTERNATIONAL COOPERATION AGENCY  
AND  
THE MINISTRY OF SOCIAL SOLIDARITY  
OF THE ARAB REPUBLIC OF EGYPT  
FOR  
AMENDMENT OF THE MEMORANDUM OF COOPERATION  
ON  
THE PROJECT FOR QUALITY IMPROVEMENT  
OF EARLY CHILDHOOD DEVELOPMENT

The Japan International Cooperation Agency (hereinafter referred to as "JICA") and the Ministry of Social Solidarity (hereinafter referred to as "MoSS") hereby agree that the Memorandum of Cooperation (hereinafter referred to as "MoC") on the Project for Quality Improvement of Early Childhood Development (hereinafter referred to as "the Project") originally signed on February 7, 2017 will be amended as in the attached document in accordance with the discussions held between JICA and MoSS while a JICA mission, headed by Shinichiro Tanaka was in Egypt from March 1 to 8, 2019.

Cairo, 7 March 2019



Shinichiro Tanaka  
Leader  
Basic Education (ECD) Mission to Egypt  
Japan International Cooperation Agency



Mashhour Sahar Moheb Abdelwahab  
Advisor to Minister, Social Care Department  
Ministry of Social Solidarity  
Egypt

Attainment:

Key findings:

(a) Achievement so far:

Output 1: the capacity of nurseries to conduct the learning through playing is improved

- The first round (R1) of the nursery Facilitator training was conducted from January to July 2018. 74 out of the 100 target facilitators (2 from each of the 50 model nurseries) who completed more than 80% of the training modules were certified by the project (the total number of Facilitators signed up for R1 was 243 including those participated as an observer.)
- Reasons behind the attrition include inadequate planning for logistics. For some facilitators Cairo, where about a half of R1 sessions took place, was prohibitively distant; training days falling on weekdays/busy seasons discouraged some from participating. Although the facilitator training programme was well received, the level of participation was lower than expected due to the level of participation.
- Based on the lessons learned, the following round (R2, March to September 2019) is to take counter-measures (eg. holding the sessions in the governorates, during summer recess, or on weekends, etc.) to minimize the attrition.
- The contents and training of R2 will be aligned with the National Program based on the recently-finalized National Quality Standards of Nurseries.

Output 2: Monitoring system on nurseries is improved in order to ensure quality of nurseries

- Not much progress has been made under this Output largely because the Ministry does not have a functioning department/unit charged with monitoring/supervising nurseries.
- Through the extensive consultations during this mission, it was clarified that the scope of this output is developing a monitoring model to be piloted for the 50 model nurseries.

Output 3: Surrounding environment for implementing the learning through playing is improved

- Workshop modules have been developed to sensitize facilitators and parents. The first module on food education has started rolling out and raised their awareness on healthy eating habits and proper nutrition intake of over 700 parents and facilitators as of February 2019.
- The second module on physical exercise for children will be launched in the first quarter of 2019, to be followed by the third module on picture-book reading in the second half of 2019. Each module will take 3-4 months to complete one batch.
- A sandpit has been installed to 12 model nurseries that comes along with sandpit introductory sessions by trained facilitators for over 620 parents (MoSS will install another 38 sandpits in 2019).

(b) Achievement anticipated toward/at the end of the Project

- Facilitators complete R2 (Mar-Sep 2019) and R3 (Jan-July 2020) are certified.
- Monitoring model developed and piloted in the 50 model nurseries, a preliminary report submitted to MoSS.
- Data from baseline survey (for the 50 model nurseries and 50 non-model nurseries, Oct 2018-Mar 2019) and endline survey (Oct 2019-Mar 2020) will be analyzed and key findings reported to MoSS.

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- Awareness raising activities and messages disseminated through workshops, social media, video materials
  - A review session to be held to determine the benefit of the Project and the institutionalization of the project achievements to ensure sustainability.
- (c) Gap found between (b) and current PDM
- The final round of the facilitator training (R3) is expected to complete in June 2020. This coincides with the closing of the Project and therefore leaving little time for post-training follow-up to support the facilitators sustain the training results.
  - The tight schedule between the baseline and endline surveys are prone to unpredictable delays due to considerable amount of coordination and preparations required.

Both sides also noted that:

- 1) the MoSS Curriculum Kit (also known as the MoSS Training Manual) will immediately be shared with JICA. This is because the Activity Booklet, which is being developed by the Project, will be an integral part of the Curriculum Kit and therefore close alignments between the two documents are required.
- 2) during the courtesy call on Deputy Minister on March 4, 2019, it is of critical importance to institutionalize the Project's core concept of 'learning through playing' into the government's efforts on early childhood development, and of envisioning 'learning through playing' to spill over more broadly beyond the five governorates the Project currently works in for enhanced sustainability of the Project;
- 3) at the consultation meeting on March 6, 2019, the term 'Overall Goal' in the Project Design Matrix (PDM) was understood differently. MoSS sees it as a statement that describes the long-term impact of the Project and therefore should be phrased from a child-centered perspective in the light of human rights perspectives. JICA, on the other hand, understands it as a statement that describes a status observable within 3 to 5 years after the completion of the Project and therefore its scope should be limited to realistically attainable concrete results of the Project. Both sides at last agreed to take JICA's understanding of the term and to keep the record of the discussion in this Minutes of Meeting.

Based on these reviews and discussions, both sides agreed to amend the project design and make the following modifications to the original PDM as follows:

1. Amendments to the Project Description of the MoC.

II. OUTLINE OF THE PROJECT	
2. Overall Goal	
Original	Revised
Quality of child development at nurseries is improved through introducing the learning through playing nationwide.	Learning through playing is practiced beyond the original pilot areas.
Reason for amendment: To rephrase Overall Goal into realistically attainable concrete results of the Project	

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9. Duration	
Original	Revised
The duration of the Project will be three (3) years from the date when the first Japanese expert(s) for the Project arrive in Egypt, after signing the memorandum of cooperation.	The duration of the Project will be three (3) years and four (4) months from the date when the first Japanese expert(s) for the Project arrive in Egypt, after signing the memorandum of cooperation.
Reason for amendment: To allow for sufficient amount of time for 1) the endline data analysis and reporting and 2) post-training follow-up to the facilitators after the completion of R3.	

ANNEX 1. PROJECT DESIGN MATRIX (PDM)

Annex 1. Project Design Matrix (PDM)		
	Original	Revised
Overall Goal	Objectively Verifiable Indicators: To be determined.	Objectively Verifiable Indicators: - Percentage of nurseries participating the learning through playing approach in accordance with the National ECD Standards
	Means of Verification: To be determined.	Means of Verification: - Government ECD policies/strategies/plans/standards - ECD monitoring reports
Reason for amendment: to specify the OVIs that were left unspecified at the time of MoC being signed (Feb 2017)		

	Original	Revised
Project Purpose	Objectively Verifiable Indicators: 1. An indicator to show children's transformation (to be determined) 2. An indicator to show nurses' transformation (to be determined) 3. An indicator to show environmental transformation (to be determined)	Objectively Verifiable Indicators: 1. Indicator to show children's transformation: a) Cognitive, social and behavioural development and motor abilities of children in accordance with the Standards 2. Indicator to show nurses' transformation: b) How well nursery facilitators implement learning objectives of the Standards: c) Level of commitment of management in applying the Standards. 3. Indicator to show environmental transformation: d) Percentage of parents who adopt positive child rearing.

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Means of Verification:	Means of Verification:
To be determined.	<ul style="list-style-type: none"> <li>a) Tests for children and questionnaires for teachers</li> <li>b) Monitoring records: questionnaires</li> <li>c) Monitoring records: questionnaires</li> <li>d) Home environmental surveys</li> </ul>
Reason for amendment: to furnish the details to the OVI and MOVs that were left unspecified at the time of the original design (1997-1999)	

	Original	Revised
Outputs	<p>Objectively Verifiable Indicators:</p> <ul style="list-style-type: none"> <li>1-1. Number of nurses, who are able to demonstrate activities of the learning through playing at least in role-playing, increases.</li> <li>2-1. One extra opportunity per school of the learning through playing is guaranteed with the improved monitoring system.</li> <li>3-1. Number of people who have a favorable view of the learning through playing increases through awareness campaign, such as nationwide workshop.</li> <li>3-2. Master plan to disseminate the project output nationwide is developed</li> </ul>	<p>Objectively Verifiable Indicators:</p> <ul style="list-style-type: none"> <li>1-1. Number of facilitators at nurseries in the pilot areas certified by MOSS.</li> <li>1-2. Number of activities from the Activity Booklet implemented by the facilitators.</li> <li>2-1. Number of model nurseries monitored by the improved monitoring guidelines and tools.</li> <li>2-2. Number of nurseries that developed a performance improvement plan.</li> <li>3-1. Number of parents with favourable views towards 'learning through playing'.</li> <li>3-2. Number of parents at nurseries in the pilot areas attend positive parenting workshops.</li> </ul>
	<p>Means of Verification:</p> <p>Output-1</p> <ul style="list-style-type: none"> <li>• Training record</li> </ul> <p>Output-2</p> <ul style="list-style-type: none"> <li>• Monitoring record</li> </ul>	<p>Means of Verification:</p> <p>Output-1</p> <ul style="list-style-type: none"> <li>• Training records</li> <li>• Certificates</li> <li>• Facilitator's activity records</li> </ul> <p>Output-2</p> <ul style="list-style-type: none"> <li>• Monitoring reports</li> <li>• Monitoring guidelines &amp; tools</li> </ul>

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- Part of the MoC implementation plan.

Output-3

- Project report
- The master plan

Output-3

- Questionnaire for parents
- Workshop attendance sheet
- Project reports

Reason for amendment:

Output-1: OVI and MOVs are revised to measure 1) the increase in the volume of certified facilitators, and 2) the extent to which learning through playing is implemented as part of daily activities at nurseries.

Output-2: OVI and MOVs are revised to specify the scope of the monitoring model to be

Output-3: OVI and MOVs are revised to measure the coverage of the awareness raising workshops to facilitate better understanding and practice of learning through playing.

1. Components of "Plan of Operation (PO)" of the MoC shall be amended as attached.
2. All other articles of the original MoC shall remain unchanged.

Annex 1: Revised PDM

Annex 2: Revised PO

Annex 3: The original MoC, signed on February 7, 2017

Annex 4: achievement

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Project Title: THE PROJECT FOR QUALITY IMPROVEMENT OF EARLY CHILDHOOD DEVELOPMENT  
Cooperative Period: June 2017- May 2018  
Target Group: Nursery staff in the 50 target nurseries (Ismailia, Kafr El Shek, Port Said, Qalyubia, and Suez)

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption
<p><b>Overall Goal</b> Learning through playing is practiced beyond the original pilot areas.</p>	<p>Percentage of nurseries practicing 'learning through playing' approach in accordance with the National ECD Standards</p>	<p>- ECD monitoring reports</p>	
<p><b>Project Purpose</b> Quality of child development at nurseries is improved through introducing the learning through playing in the pilot areas.</p>	<p>indicator to show children's transformation: a) Cognitive, social and behavioral development and motor abilities of children in accordance with Standards. indicator to show nurses' and nurseries' transformation: b) How well nursery facilitators implement learning objectives of Standards. c) Level of commitment of management in applying standards. indicator to show environmental transformation: d) Percentage of parents who adopt positive child-rearing</p>	<p>a) Tests for children and questionnaires for teachers b) Monitoring records: questionnaires c) Monitoring records: questionnaires d) Home environmental surveys</p>	<p>Social and economic conditions do not worsen drastically. Policies on nurseries are unchanged.</p>
<p><b>Outputs</b></p>			
<p>1- The capacity of facilitators of nurseries to conduct the learning through playing is improved.</p>	<p>-1 Number of facilitators at nurseries in the pilot areas certified by MOSS. -2 Number of activities from the Activity Booklet implemented by the facilitators.</p>	<p>Training records Certificates Facilitator's activity records</p>	
<p>2- Monitoring system on nurseries is improved in order to ensure quality of nurseries.</p>	<p>-1 Number of model nurseries monitored by the improved monitoring guidelines and tools. -2 Number of nurseries that developed a performance improvement plan.</p>	<p>Monitoring reports Monitoring guidelines &amp; tools Performance improvement plans</p>	
<p>3- Supporting environment for implementing the learning through playing is improved.</p>	<p>-1 Number of parents with favorable views towards 'learning through playing'. -2 Number of parents at nurseries in the pilot areas attend positive parenting workshops.</p>	<p>Questionnaires for parents Workshop attendance sheets Project reports</p>	

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Activities	Input: Japanese-side	Pre-conditions
<p>131 MOSS and JICA Experts list up and review all the materials that JOCV volunteers made in the past.</p> <p>132 MOSS and JICA Experts review existing standards on nurses and nurseries in MOSS, and the ones of Ministry of Education and Technological Education (hereinafter referred to as "MOETTE") for kindergartens.</p> <p>133 MOSS and JICA Experts draft standards of MOSS on nurseries to incorporate the learning through playing through MOSS.</p> <p>134 MOSS implements a trial of drafted standards at selected nurseries.</p> <p>135 MOSS finalizes standards, whereas JICA Experts provide technical advice.</p> <p>136 MOSS and JICA Experts review existing learning materials in MOSS &amp; MOETTE, including visual materials.</p> <p>137 MOSS implements capacity building cycle (training -&gt; activity/care plan -&gt; do -&gt; evaluate -&gt; review) on selected nurseries where JICA Experts provide technical advice.</p> <p>138 MOSS trains selected trainers.</p> <p>139 Local MOSS offices and selected trainers implement capacity-building cycle on other nurseries in the pilot areas.</p> <p>140 MOSS reviews the evaluation tools developed by JOCV, the assessment tools for Kindergartens developed by MOETTE, and others, whereas JICA Experts provide technical advice.</p> <p>141 MOSS reviews existing monitoring guidance system on nurseries with local MOSS offices, whereas JICA Experts provide technical advice.</p> <p>142 MOSS revises the monitoring &amp; guidance system in order to assure the learning through playing will be incorporated, whereas JICA Experts provide technical advice.</p> <p>143 Local MOSS offices implement the revised monitoring &amp; guidance system at some selected nurseries as trial.</p> <p>144 MOSS finalizes the monitoring and guidance system, whereas JICA Experts provide technical advice.</p> <p>145 MOSS collects data from nurseries continuously through the revised monitoring and guidance system.</p> <p>146 MOSS publishes MOSS nursery staff, whereas JICA Experts provide technical advice.</p> <p>147 MOSS develops a mechanism to give incentives to the nurseries, which try to introduce the learning through playing, whereas JICA Experts provide technical advice.</p> <p>148 MOSS conducts awareness campaign, such as workshops, to disseminate the importance of the learning through playing for child development.</p> <p>149 MOSS develops an implementation plan aligned with ministry's strategic plan to disseminate the results of the project nationwide, whereas JICA Experts provide technical advice.</p>	<p>A. Experts:</p> <ol style="list-style-type: none"> <li>1) Education Development</li> <li>2) Early Childhood Education</li> <li>3) Visual materials</li> <li>4) Learning through Playing</li> <li>5) Monitoring and Evaluation</li> <li>6) Others(if necessary)</li> </ol> <p>B. Local staff</p> <ol style="list-style-type: none"> <li>7) Interpreter</li> <li>8) Local administrative coordinator</li> </ol> <p>C. Visit Japan programs</p> <p>D. Cost for travel of JICA Experts</p> <p>E. Associated cost for trainings and workshops</p> <p>F. Materials of learning through playing for pilot nurseries</p> <p>G. Other operational cost for implementing activities</p> <p><b>Input: Egyptian-side</b></p> <ol style="list-style-type: none"> <li>11. counterpart Personnel</li> <li>9) Head of Central Department of social Care, MOSS (Project Director)</li> <li>10) General Manager of General Department for Family and Childhood, MOSS (Project manager)</li> <li>11) Project Coordinator, General Department for Family and Childhood, MOSS</li> <li>12) Social Modirya Managers at 5 pilot governorates</li> <li>13) Modirya staff in 5 pilot governorates</li> <li>14) Other staff necessary for the implementation of the project</li> </ol> <p>I. Administrative Personnel</p> <ol style="list-style-type: none"> <li>15) Staff necessary for implementation of the project</li> </ol> <p>J. Facilities</p> <ol style="list-style-type: none"> <li>16) Office space and necessary facilities for JICA experts</li> <li>17) Store rooms for goods for pilot nurseries.</li> </ol> <p>K. Cost for travel of MOSS staff</p> <p>L. Others</p>	<p>Sufficient budgets are ensured and disbursed in a timely manner.</p> <p>Social situation of Egypt does not change for the worse.</p>

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Annex 2. Plan of Operation (PO)

	2017												2018				2019				2020												
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q																		
	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S												
1-1	MOSS and JICA Experts list up and review all the national MOCV volunteers made in the past.																																
1-2	MOSS and JICA Experts review existing standards of nurses and nurses in MOSS, and the ones of MOETE for Kindergartens.																																
1-3	MOSS and JICA Experts draft standards of MOSS or learning through playing in Egypt.																																
1-4	MOSS arranges a trial of drafted standards at selected nurseries.																																
1-5	MOSS finalize standards, whereas JICA Experts provide technical advice.																																
1-6	MOSS and JICA Experts review existing learning materials in both MOSS and MOETE.																																
1-7	MOSS and JICA Experts develop learning materials for nurses about the learning through playing, including visual materials.																																
1-8	MOSS implement capacity building cycle (training -> activity/care plan -> do -> evaluate -> review) on selected nurseries, whereas JICA Experts provide technical advice.																																
1-9	MOSS train selected trainers.																																
1-10	Local Medina offices and selected trainers implement capacity building cycle on other nurseries in the pilot area.																																
2-1	MOSS reviews the evaluation tools developed by JICA, the assessment tools for kindergartens developed by MOETE, and others, whereas JICA Experts provide technical advice.																																
2-2	MOSS reviews existing monitoring & guidance system on nurseries with local MOSS officers, whereas JICA Experts provide technical advice.																																
2-3	MOSS revises the monitoring & guidance system in order to assure the learning through playing will be incorporated, whereas JICA Experts provide technical advice.																																
2-4	Local MOSS officers implement the revised monitoring & guidance system at some selected nurseries as trial.																																
2-5	MOSS finalizes the monitoring and guidance system, whereas JICA Experts provide technical advice.																																
2-6	MOSS collects data from nurseries continuously through the revised monitoring and guidance system.																																
2-7	MOSS publishes NGO nursery statistics, whereas JICA Experts provide technical advice.																																
2-8	MOSS develops a mechanism to give incentives to the nurseries which try to introduce the learning through playing, whereas JICA Experts provide technical advice.																																
3-1	MOSS conducts awareness campaigns, such as workshops, to disseminate the importance of the learning through playing for child development.																																
3-2	MOSS develops an implementation plan aligned with the ministry's strategic plan to disseminate the result of the project nationwide, whereas JICA Experts provide technical advice.																																

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## Annex 4 Achievement (The detail refer to Monitoring Sheet)

### Training in Egypt

The first round of the training was completed in July 2019. 74 trainees are given the certificate of attendance.

### Training in Japan

(Year 2017)

Thirteen administrators from Central department of MOSS and Modereyas (Port said, Suez, Quidbiya) visited Japan and three-weeks training organized by Tsurumi Junior College, November to December 2017.

(Year 2018)

The observation and training in Japan was organized for 7 Egyptian counterparts November 2018.

### Observation and exchange workshop among model nurseries and Modereya Staff

Carried out in each modereya and about 125 modereya staff and nursery manager attended.

### Food Education Event

Over 700 parents and nursery personnel participated in .

### Sandpit introductory session

Over 620 parents participated in.

### Provision of Picture Book

5200 picture books distributed by the end of April 2019 for 50 model nurseries

### Provision of Stackable tables

197 stackable tables distributed by the end of March 2019 for 50 model nurseries.

### Sandpit set-up

12 sandpits constructed by the end of March 2019 in 12 model nurseries

### Video Materials

Food Education 8 versions / Learning Through Play 1 version

### New letter

Published : 1 to 3 edition

### Activity booklet

Under preparation

### Provision of reference

Early Childhood Education Handbook with Video

SM



Annex 3.

Project Design Matrix (PDM)

Project Title: THE PROJECT FOR QUALITY IMPROVEMENT OF EARLY CHILDHOOD DEVELOPMENT

Cooperation Period: June 2017- October 2020

Target Group: Nursery staff in the 50 target nurseries (Ismailia, Kafr El Sheikh, Port Said, Qalyubia, and Suez)

Version 1.0  
Date: 17/ March 2017

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p><u>Overall Goal</u> Learning through playing is practiced beyond the original pilot areas.</p>	<p>- Percentage of nurseries practicing 'learning through playing' approach in accordance with the National ECD- Standards</p>	<p>- ECD monitoring reports</p>	
<p><u>Project Purpose</u> Quality of child development at nurseries is improved through introducing the learning through playing in the pilot areas.</p>	<p>Indicator to show children's transformation: a) Cognitive, social and behavioral development and motor abilities of children in accordance with Standards. Indicator to show nurses' and nurseries' transformation: b) How well nursery facilitators implement learning objectives of Standards. c) Level of commitment of management in applying standards. Indicator to show environmental transformation: d) Percentage of parents who adopt positive child-rearing</p>	<p>a) Tests for children and questionnaires for teachers b) Monitoring records questionnaires c) Monitoring records questionnaires d) Home environmental surveys</p>	<p>Social and economic conditions do not affect drastically Policies of nurseries are unchanged</p>
<p><u>Outcomes</u></p>			
<p>1. The capacity of facilitators of nurseries to conduct the learning through playing is improved.</p>	<p>1-1 Number of facilitators at nurseries in the pilot areas certified by MOSS. 1-2 Number of activities from the Activity Booklet implemented by the facilitators.</p>	<p>Training records Certificates Facilitator's activity record</p>	
<p>2. Monitoring system on nurseries is improved in order to ensure quality of nurseries</p>	<p>2-1 Number of model nurseries monitored by the improved monitoring guidelines and tools. 2-2 Number of nurseries that developed a performance improvement plan.</p>	<p>Monitoring reports Monitoring guidelines &amp; tools Performance improvement plans</p>	
<p>3. Surrounding environment for implementing the learning through playing is improved</p>	<p>3-1 Number of parents with favorable views towards 'learning through playing' 3-2 Number of parents at nurseries in the pilot areas attend positive parenting workshops.</p>	<p>Questionnaires for parents Workshop attendance sheet Project reports</p>	

<u>Activities</u>	<u>Input: Japanese-side</u>	<u>Pre-conditions</u>
<p>1-1 MOSS and JICA Experts list up and review all the materials that JOCV volunteers made in the past.</p> <p>1-2 MOSS and JICA Experts review existing standards on nurses and nurseries in MOSS, and the ones of Ministry of Education and Technical Education (hereinafter referred to as "MOETE") for Kindergartens.</p> <p>1-3 MOSS and JICA Experts draft standards of MOSS on nurseries to incorporate the learning through playing in Egypt.</p> <p>1-4 MOSS implements a trial of drafted standards at selected nurseries.</p> <p>1-5 MOSS finalizes standards, whereas JICA Experts provide technical advice.</p> <p>1-6 MOSS and JICA Experts review existing learning materials in MOSS &amp; MOETE.</p> <p>1-7 MOSS and JICA Experts develop learning materials for nurses about the learning through playing, including visual materials.</p> <p>1-8 MOSS implements capacity building cycle (training -&gt; activity/care plan -&gt; do -&gt; evaluate -&gt; review) on selected nurseries whereas JICA Experts provide technical advice.</p> <p>1-9 MOSS trains selected trainers.</p> <p>1-10 Local Modirya offices and selected trainers implement capacity-building cycle on other nurseries in the pilot areas.</p>	<p>A. Experts:</p> <ol style="list-style-type: none"> <li>1) Education Development</li> <li>2) Early Childhood Education</li> <li>3) Visual materials</li> <li>4) Learning through Playing</li> <li>5) Monitoring and Evaluation</li> <li>6) Others (if necessary)</li> </ol> <p>B. Local staff</p> <ol style="list-style-type: none"> <li>7) Interpreter</li> <li>8) Local administrative coordinator</li> </ol> <p>C. Visit Japan programs</p> <p>D. Cost for travel of JICA Experts</p> <p>E. Associated cost for trainings and workshops</p> <p>F. Materials of learning through playing for pilot nurseries</p> <p>G. Other operational cost for implementing activities</p> <p><u>Input: Egyptian-side</u></p> <p>H. Counterpart Personnel</p> <ol style="list-style-type: none"> <li>9) Head of Central Department of Social Care, MOSS (Project Director)</li> <li>10) General Manager of General Department for Family and Childhood, MOSS (Project Manager)</li> <li>11) Project Coordinator, General Department for Family and Childhood, MOSS</li> <li>12) Social Modirya Managers at 5 pilot governorates</li> <li>13) Modirya staff in 5 pilot governorates</li> <li>14) Other staff necessary for the implementation of the project</li> </ol> <p>I. Administrative Personnel</p> <ol style="list-style-type: none"> <li>15) Staff necessary for implementing the project</li> </ol> <p>J. Facilities</p> <ol style="list-style-type: none"> <li>16) Office space and necessary facilities for JICA Experts</li> <li>17) Store rooms for goods for pilot nurseries.</li> </ol> <p>K. Cost for travel of MOSS staff</p> <p>L. Others</p>	<p><u>Pre-conditions</u></p> <p>Adequate and qualified counterparts are assigned.</p> <p>Sufficient budgets are ensured and disbursed in a timely manner.</p> <p>Social situation of Egypt does not change for the worse.</p>
<p>2-1 MOSS reviews the evaluation tools developed by JOCV, the assessment tools for Kindergartens developed by MOETE, and others, whereas JICA Experts provide technical advice.</p> <p>2-2 MOSS reviews existing monitoring &amp; guidance system on nurseries with local MOSS offices, whereas JICA Experts provide technical advice.</p> <p>2-3 MOSS revises the monitoring &amp; guidance system in order to assure the learning through playing will be incorporated, whereas JICA Experts provide technical advice.</p> <p>2-4 Local MOSS offices implement the revised monitoring &amp; guidance system at some selected nurseries as trial.</p> <p>2-5 MOSS finalizes the monitoring and guidance system, whereas JICA Experts provide technical advice.</p> <p>2-6 MOSS collects data from nurseries continuously through the revised monitoring and guidance system.</p> <p>2-7 MOSS publishes NGO nursery statistic, whereas JICA Experts provide technical advice.</p> <p>2-8 MOSS develops a mechanism to give incentives to the nurseries, which try to introduce the learning through playing, whereas JICA Experts provide technical advice.</p> <p>3-1 MOSS conducts awareness campaigns, such as workshops, to disseminate the importance of the learning through playing for child development.</p> <p>3-2 MOSS develops an implementation plan aligned with ministry's strategic plan to disseminate the result of the project nationwide, whereas JICA Experts provide technical advice.</p>		

Annex 4. Plan of Operation (PO)

	2017												2018																																			
	1Q			2Q			3Q			4Q			1Q			2Q			3Q			4Q																										
	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J						
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**MINUTES OF MEETING  
BETWEEN  
JAPAN INTERNATIONAL COOPERATION AGENCY  
AND  
THE MINISTRY OF SOCIAL SOLIDARITY  
OF THE ARAB REPUBLIC OF EGYPT  
FOR  
AMENDMENT OF THE MEMORANDUM OF COOPERATION  
ON  
THE PROJECT FOR QUALITY IMPROVEMENT  
OF EARLY CHILDHOOD DEVELOPMENT**

The Japan International Cooperation Agency (hereinafter referred to as “JICA”) and the Ministry of Social Solidarity (hereinafter referred to as “MoSS”) hereby agree that the Memorandum of Cooperation (hereinafter referred to as “MoC”) on the Project for Quality Improvement of Early Childhood Development (hereinafter referred to as “the Project”) originally signed on February 7, 2017 and amended on March 28, 2019 will be further amended as follows;

1. Following amendment will be made to the Project Description of the MoC

9. Duration	
Before	Amended Version
The duration of the Project will be three (3) years and four (4) months from the date when the first Japanese expert(s) for the Project arrive in Egypt, after signing the memorandum of cooperation.	The duration of the Project will be three (3) years and nine (9) months from the date when the first Japanese expert(s) for the Project arrive in Egypt, after signing the memorandum of cooperation.
Reason for amendment: Because of the global spread of the coronavirus disease 2019 (COVID-19), some of the project activities have been suspended. In order to achieve the project purpose after the project team resume the activities, project duration needs to be extended.	

This amendment will become effective as of 12<sup>th</sup> August, 2020.

Annex 1: The original MoC, signed on February 7, 2017

Annex 2: Minutes of Meeting on the amendment of MoC, signed on March 28, 2019

Annex 3: Amended Project Design Matrix (only cooperation period amended)