

EGYPT
Higher Education Sector Cooperation
Planning Survey in Egypt
Scholarship Program

FINAL REPORT

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EGYPT
Higher Education Sector Cooperation Planning Survey in Egypt Scholarship Program
DRAFT FINAL REPORT

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List of Abbreviations

CDELD	Central Directorate for Educational Leadership Development
CDM	Central Department of Mission
CAPMAS	Central Agency for Public Mobilization and Statistics
DAAD	Der Deutsche Akademische Austauschdienst
EC2	Executive Committee for Scholarship in Japan
ECEB	Egyptian Cultural and Education Bureau Unit
EJEP	Egypt-Japan Education Partnership
E-JUST	Egypt-Japan University of Science and Technology
EU	European Union
JETRO	Japan External Trade Organization
JICA	Japan International Cooperation Agency
MOE	Ministry of Education and Technical Education
MOH	Ministry of Health and Population
MOHE	Ministry of Higher Education
OJT	On the Job Training
PAT	Professional Academy for Teachers
PMU	Project Management Unit
SC	Steering Committee
TOT	Training of Trainers
USAID	United States Agency for International Development
WB	World Bank
WG	Working Group

1. Survey Team and Schedule

1.1. Survey Team

This survey is conducted by six members as shown in the following table. During the survey, Mr. Ishida replaced Ms. Takano.

Table 1 List of Team Members

Name	Responsibilities	Affiliation
HAMANO Masahiro	Team Leader / Higher Education Sector Cooperation Planning I	Asia SEED
SHIMIZU Hideaki	Sub-team Leader / Higher Education Sector Cooperation Planning II	Asia SEED
TERANO Mayumi	Higher Education Sector Analysis I	Individual Consultant
TAKANO Mari (predecessor)	Higher Education Sector Analysis II	Asia SEED
ISHIDA Yasushi (successor)		Asia SEED
SAKAGUCHI Chie	Needs Analysis of Industries	Asia SEED
SUEHIRO Mayumi	Economic and Financial Analysis	Asia SEED

1.2. Field Survey Schedule

During this survey, 8 times of field survey was performed. The main activity for the first half was information collection activity while that for the second half was making program proposals. The Executive Committee 2 (EC2) was being held during most survey period. The team assisted Fact Finding Mission in May and Appraisal Mission in July dispatched from JICA Headquarters

Table 2 Field Survey Schedule

Survey	Schedule	Main Event	Visitor
1 st Field Survey	11 Mar – 19 Mar, 2016	1 st EC2	Hamano, Shimizu, Takano
2 nd Field Survey (former)	8 Apr – 23 Apr, 2016		Takano Sakaguchi

2 nd Field Survey (latter)	26 Apr – 27 May, 2016	2 nd EC2 3 rd EC2 FF Mission	Hamano, Shimizu, Terano, Suehiro
3 rd Field Survey	17 Jun – 2 Jul, 2016	4 th EC2	Hamano, Shimizu, Terano, Suehiro
4 th Field Survey	22 Jul – 30 Jul, 2016	5 th EC2 Appraisal Mission	Hamano, Shimizu
5 th Field Survey	2 Sep – 11 Sep, 2016		Hamano, Ishida
6 th Field Survey	21 Oct – 29 Oct, 2016	6 th EC2	Hamano, Sakaguchi, Suehiro
7 th Field Survey	10 Dec – 17 Dec, 2016	7 th EC2	Hamano, Shimizu, Suehiro
8 th Field Survey	13 Jan – 21 Jan, 2017	8 th EC2 (preparation)	Hamano, Shimizu, Suehiro

1.3. List of Organization visited during domestic survey

The survey team visited many universities and institutions in order to understand the possibility to accept the study / training programs and its capacity. The team also accompanied Japanese ambassador in Egypt while he visited Japanese universities and institutions in April.

Table 3 List of Japanese Universities and Institutions Survey Team visited

Date	University / Institution	Field	
Mar	23	St. Luke's International University	Health
	25	International University of Health and Welfare	Health
	29	Tenshi College	Health
	30	Kobe University (School of Health)	Health
		Kobe University (Graduate School of International Cooperation Studies)	Education
	31	Osaka Jogakuin University	Education
		Ritsumeikan University	Education
Apr	1	Hiroshima University (Graduate School for International Development and Cooperation)	Education
	4	St. Mary's Hospital	Health
	5	St. Luke's International Hospital	Health
		Japanese Red Cross Kyushu International College of Nursing	Health
	7	Kinki University (with Japanese Ambassador)	
		Kansai University (with Japanese Ambassador)	

	8	Kobe International Frontier Medical Center (KIFMEC) (with Japanese Ambassador)	
		Kwansei Gakuin University (with Japanese Ambassador)	
	11	Kyushu University (with Japanese Ambassador)	
	12	Ritsumeikan Asia Pacific University (with Japanese Ambassador)	
		Southern Tohoku General Hospital	Health
	13	University of Tsukuba (with Japanese Ambassador to attend Japan Egypt Higher Education Forum)	
	14	University of Miyazaki	Education and Health
	15	Naruto University of Education	Education
		Ministry of Education, Culture, Sports, Science and Technology	Education
	19	Hiroshima University (with Japanese Ambassador)	
	21	Waseda University (with Japanese Ambassador)	Education
21-22	Hokkaido University of Education	Education	
25	Yamanashi Prefectural University	Health	
May	12	Hiroshima University Hospital	Health
	16	Japan Society for the Promotion of Science (JSPS)	
	18	University of Tsukuba (School of Health and Physical Education)	Education
	27	Saku University	Health
Jun	14	Kokushikan University	Health
Jul	28	ECEB Tokyo	
Aug	5	University of Tsukuba (Department of International Affairs)	
	8	Yamanashi Prefectural University	Health
	24	Kokugakuin University	Education
Sep	2	Saitama University	Education
	14	St. Luke's International University	Health
Oct	4	Shonan Kamakura General Hospital	Health
	12	University of Tsukuba (School of Education)	Education
	13	Naruto University of Education	Education
	14	Ministry of Health, Labour and Welfare	Health
	14	Japan Red Cross Ashikaga Hospital	Health
	18	Kobe University (School of Health)	Health
20	Hiroshima University (Graduate School of International Cooperation Studies)	Education	
Nov	1	Tokyo Women's Medical University	Health
Dec	10	University of Tokyo	Education
	22	Naruto University of Education	Education

2. History and Current Situation of Higher Education Sector in Egypt

2.1 History

The higher education system in Egypt is known to have the longest history in the world. Its original form started in 988AD with Al-Azhar University, which is the highest educational institution for Sunni Islam and is still in operation. In 1908, National Egyptian University, a precursor of Cairo University, as a private institution and other universities were established nation-wide. After the 1952 revolution, the government introduced a constitution amendment which stated the rights of free access to education at all levels, including higher education, as declared in the Presidential Decree in 1962 and later enshrined in the Constitution in 1971. This led to the rapid increase of higher education enrolment and then the expansion of the sector.

Egyptian government provides scholarships also to foreign students from neighboring Arab and Islamic countries as well as those from Africa, and dispatch researchers to Gulf countries. This makes the country's higher education sector influential to a development of human resources in the region.

Foreign influence in its higher education sector began American came in and established American University in Cairo as a cultural mission in 1919. Law on Private Universities (Law 101/1992) was later established, to clarify the rights and autonomy of private institutions. This led to the establishment of institutions such as German University in Cairo (GUC), Ahrum Canadian University, and the British University in Egypt as well as the University of Science and Technology (also known as Zewail University), which was built by the Egyptian government but with a distinct status. In 2010, the Japanese Government had established the Egypt-Japan University of Science and Technology (E-JUST), in collaboration with the Egyptian Government, and it is the only public university set up by the foreign government.

2.2 Policy

2.2.1 The Constitution of 2014

According to the Egyptian Constitution of 2014, which took effect on 18 January 2014, has been evaluated that it puts more emphasis on the education than before¹. Those can be seen in the following articles such as 19, 21 and 22.

¹ Kazuaki TAKEMURA, "Egyptian Constitution of 2014", IDE-JETRO, 2015, http://www.ide.go.jp/Japanese/Publish/Download/Seisaku/201503_takemura.html (original in Japanese)

The Article 19, which states the right of education, confirms that every citizen has the right to education. It continues that the goals of education are to build the Egyptian character, preserve the national identity, root the scientific method of thinking, develop talents and promote innovation, establish cultural and spiritual values, and found the concepts of citizenship, tolerance and non-discrimination. The state shall observe the goals of education in the educational curricula and methods, and provide education in accordance with international quality standards. It also states that education is compulsory until the end of the secondary stage or its equivalent. The State shall provide free education in the various stages in the State's educational institutions according to the Law. The State shall allocate a percentage of government spending to education equivalent to at least 4% of the Gross National Product (GNP), which shall gradually increase to comply with international standards.

Higher education is described in the Article 21. It guarantees the independence of universities and other higher education institutions. It also states that the States shall allocate a percentage of government spending to university education equivalent to at least 2% of the GNP, which shall gradually increase to comply with international standards.

The following Article 22 recognizes that teachers and faculty members and their assistants are the main pillars of education. The State shall guarantee the development of their academic competencies and professional skills and shall care for their financial and moral rights in order to ensure the quality of education and achieve its goals.

2.2.2 Egypt Vision 2030

President Abdel Fattah El Sisi launched the Sustainable Development Strategy (SDS), "Egypt Vision 2030". SDS has followed the sustainable development principle as a general framework for improving the quality of lives and welfare, taking into consideration of the rights of new generations in a prosperous life; thus, dealing with three main dimensions; economic, social and environmental dimensions.

"Education and Training" is chosen as one of four target areas under the social dimension. It aims to achieve a high quality education and training system available to all, without discrimination within and efficient, just, sustainable and flexible institutional framework. Providing the necessary skills to students and trainees to think creatively, and empower them technically and technologically. Several key performance indicators are set to achieve those goals. The following is example of the indicators.

Indicator	Current value	2020 target	2030 target
Number of Egyptian universities will be listed among the top 500 universities in the world ranking	1	3	7
Percentage of faculty members who obtained research scholarships from international universities	0.2%	1%	3%

2.2.3 Strategy for Higher Education Development

Corresponding to Egypt Vision 2030, Ministry of Higher Education prepares “The Government’s Strategy to Develop Higher Education in Egypt 2015 – 2030”. In Chapter One, current higher education system in Egypt is diagnosed and analyzed with plenty of data and information from eight aspects; Quality, Equity, External Efficiency, Financing, Scientific Research and Innovation, Internationalization, Internal Efficiency and Management and Governance.

Based on the analysis, following vision and mission are presented.

VISION	Educated cadres with creative qualifications in line with demands of local, regional and international labor market, thus catapulting economy into sustainable environment.
MISSION	Providing educational and research service at an appropriate quality and resilient enough to accommodate changes at all levels, and ensure availability of efficient members in the Egyptian society, patriotic within a framework of values and morals, and contributing positively to the Egyptian knowledge- and technology – oriented economy.

The last chapter shows executive plan to realize the vision and mission. The executive plan is made in 12 paths or fields, clarifying the strategic objectives, projects, target, activities, implementation period, implementation indicators, implementation risks, entities in charge, supervising entities, and finance source. The following chart shows 12 paths and its objectives.

Path	Strategic Objectives
1. Access	Increasing access opportunities at higher education establishments
2. Admission	Developing admission policies and systems for education institutions
3. Faculty members and	Supporting and developing capacities of faculty members and

university leaders	holders of leading positions Achieving the target of 25 students per a faculty member in applied science disciplines Achieving the target of 60 students per a faculty member in humanities disciplines
4. Administrators and administrative leadership positions	No objectives description
5. Students	Developing and strengthening capacities of students for practicing scientific and student activities in education institutions within and ethical and healthy framework of ethics Strengthening links between graduates and different employers
6. Scientific Research and Innovation	Controlling encroaching upon intellectual property rights Motivating applied sciences research and international publication Increasing research productivity at a suitable quality level
7. Technical, applied higher education	Enhancing applied skills of students Building distinguished capacities for technical applied faculty members Developing programs and courses in line with requirements of the labor market
8. University Hospital	No objectives description
9. Governance and institutional management	Enhancing flexibility and responsiveness within clear framework of being held to account Developing organizational structures of higher education institutions Distinguished leadership, transparency and cooperation Introducing a kind of integration and coordination among higher education, pre-university education, scientific research and technical, applied education Continuous development of the master plan of higher education
10. Quality and Accreditation	Providing disciplines according to needs of labor market and targeting knowledge and technology economy Enhancing techniques of education, learning and assessment while innovating and diversifying the same Promoting continuity of quality of academic programs to ensure accreditation
11. Internationalization	Expanding partnership agreements with distinguished foreign universities Academic exchange and international mobility of faculty members and students

	Regional existence of Egyptian universities Promoting enrollment of expatriate students Expanding internationally funded projects International ranking of Egyptian universities Maximizing return from international representation and missions
12. Information technology and education	Improving communications and information system in the field of education management and processes of education, learning and scientific research

Among detailed and specific projects and initiatives planned or each “path”, the following are noteworthy.

Path	Projects & Initiatives	Targets	Activities
③	Developing the system of overseas scholarships and studies	Issuing new regulations for developing the system of overseas scholarships and studies	<ul style="list-style-type: none"> • Holding workshops at the university
		Doubling the annual numbers of those studying abroad	<ul style="list-style-type: none"> • Training programs for qualification of support staff to process requirements for obtaining overseas studies and scholarships according to updated systems • Signing agreements with advanced universities to overcome difficulties faced by overseas students
⑪	Protocols for academic exchange and international mobility for faculty members and staff	Signing protocols for academic exchange between each university and its foreign counterpart	<ul style="list-style-type: none"> • Signing MOU with foreign universities • Reviewing existing MOU to put into effect articles of international mobility and academic exchange • Developing skills of faculty members / students in writing research projects and participating in research groups • Providing opportunities for students to participate in student

			exchange and international training programs
	Making preparations for fulfilling requirements for regional and international rankings and highlighting unique characteristics of Egyptian universities	Advanced rankings of Egyptian universities in regional and international rankings	<ul style="list-style-type: none"> Establishing a unit / office for international ranking in each university
	Developing Egypt cultural representation and overseas studies system abroad through government missions	Developing systems of scientific overseas studies / missions / joint supervision	<ul style="list-style-type: none"> Linking system of scientific mission / tasks / joint supervisions to the state scientific research plan and national priorities Verifying whether universities and research centers select new and rare disciplines for their nominees for overseas students and in line with the State scientific research plan

2.3 Education System in Egypt

Egyptian education system consists of general education and Al-Azhar education. Al-Azhar institutes provides education in Islamic and Arab culture, religion and Arab sciences to all levels of education, including a university, and currently about 10% of student population receive Al-Azhar education. General higher education institutions including universities and technical colleges are governed by the Ministry of Higher Education and Scientific Research, and Al-Azhar University is regulated by the Central Administration of Al-Azhar Institutes. Due to this independent system, the graduates of Al-Azhar high schools are only admitted to Al-Azhar University.

Admission to general universities are determined based on scores in the standardized exam, Thanaweya Amma, which students take in the second to third year in a high school, rather than exams by each university. One's choice of subject specialty in university is largely determined by this test score, and a student will in principle continue on to a graduate school within the same subject. The subjects that require high test scores of Thanaweya Amma are engineering, law and medicine, and one's subject choice tends to be determined by the test score rather than individual preferences.

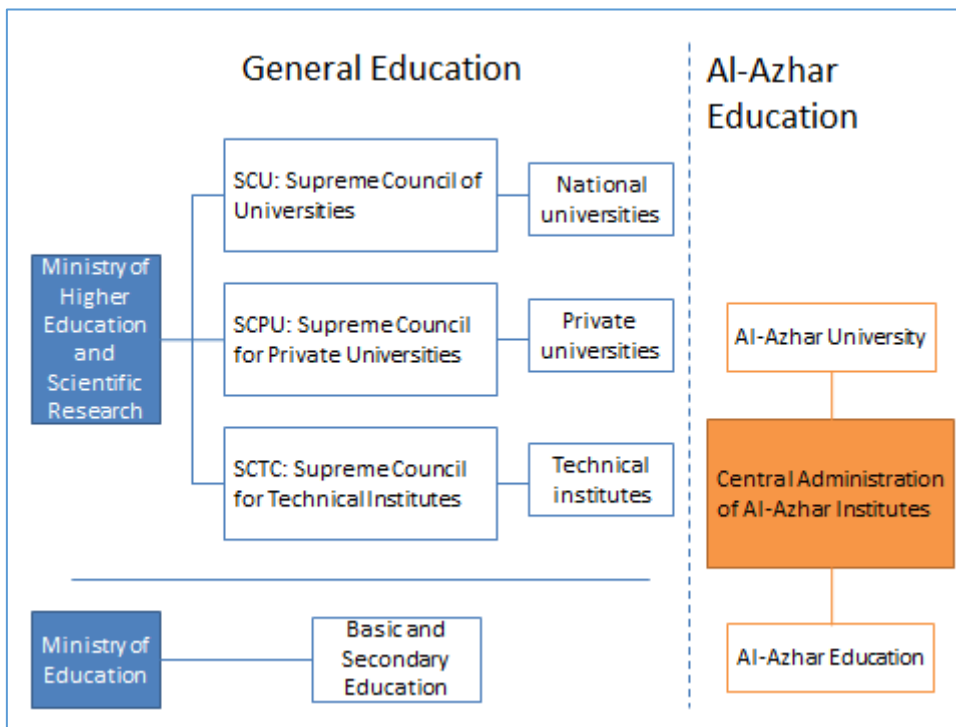


Figure 1 Governing Bodies of Higher Education Sector

Source: Created based on Tempus, Higher Education in Egypt (2012)

As depicted above, the Ministry of Higher Education and Scientific Research (MoHESR) is supported by 3 councils responsible for each type of institutions. National universities are regulated by the Law 49 (1972) and governed by the Supreme Council of Universities (SCU). Private universities are regulated by the Law 101 and governed by Supreme Council for Private Universities (SCPU). Technical Colleges and Institutes are regulated by the Law 528 (2003) and are under the Supreme Council for Technical Institutes (SCTI). SCU was set up in 1950 with five members representing national university presidents and civic professionals. It develops policies for university education and scientific research, and enrolls high school graduates to appropriate institutions. SCPU is formed by private university presidents and representatives from public organizations and the civil society, and the SCTC is formed by the representatives of technical institutes and civil representatives.

The Central Dept. for Missions and Cultural Representation is part of the MoHESR and administers national scholarship schemes provided to students in national universities.

2.4 Educational Institutions

Egyptian higher education sector has diversity of institutions due to its evolution and the number of these institutions is as the following.

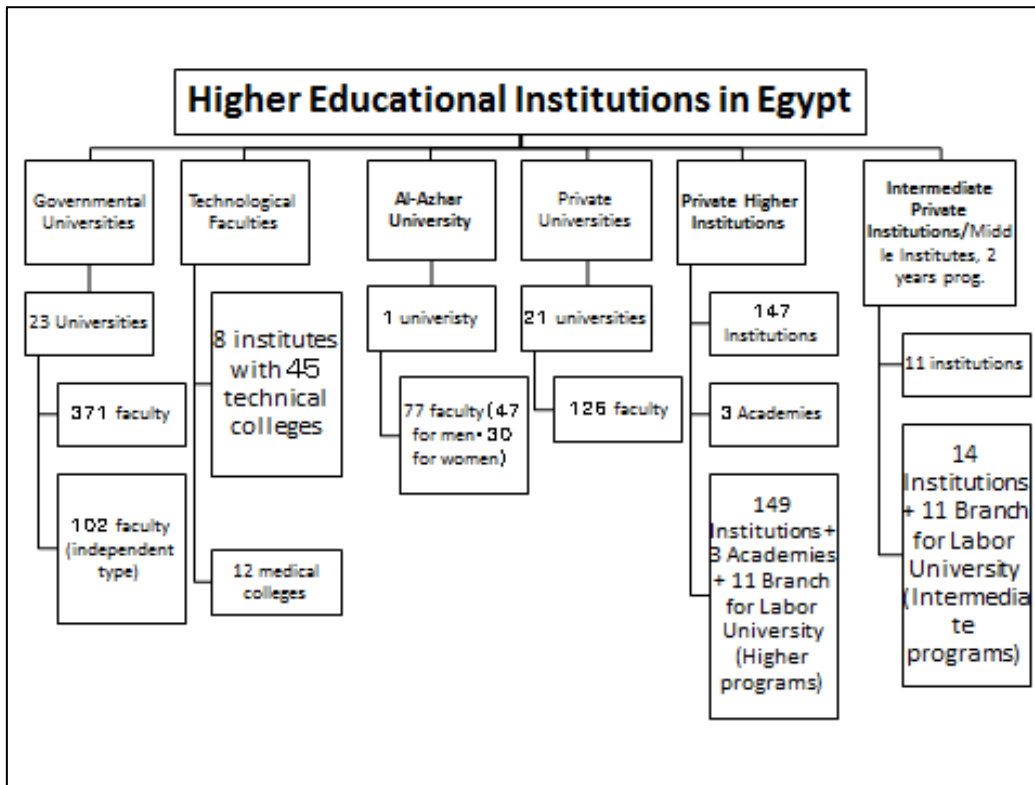


Figure 2 Egyptian higher education institutions (2012-13)

Source: Created based on *The Government's Strategy to Develop Higher Education in Egypt 2015 – 2030* (Strategic Planning and Policy Support Unit) (p.15)

There is an increase of private universities set up by foreign governments and, with the growing concerns for the educational environment and the quality of national university education, the enrolment for private universities is on an increase. National universities compete this situation by setting up the program called the New Mode, whose curriculum is based on credits rather than the traditional curricula which is based on years. The New Mode programs are designed to be flexible to reflect the needs from the industry by employing programs such as e-learning. Their New Mode programs in national universities are gaining popularity.

Table 4 Trend of higher education enrolment in Egypt

Higher Educational Institutions	2006 - 2007		2012 - 2013		Growth rate
	Number of enrollments	%	Number of enrollments	%	
Governmental Universities	1,104,105	44.1	921,608	41.2	-3
Governmental Universities (New patterns)	398,977	15.9	455,637	20.3	2.2
Al-Azhar University	350,236	14.1	280,123	12.5	-3.7
Technical Faculties	136,041	5.4	92,497	4.2	-6.4
Private Universities	48,269	1.9	97,936	4.4	11.8
Private Higher Institutes	431,959	17.3	359,154	16	-3.1
Private Intermediate Institutes	31,974	1.3	32,368	1.4	0.2
Total	2,501,561	100	2,239,323	100	-1.8
Gross enrolment rate		31			28

Source: Created based on *The Government's Strategy to Develop Higher Education in Egypt 2015 – 2030* (p.17) (Strategic Planning and Policy Support Unit)

2.5 Curriculum

Undergraduate programs are consists of two types: the Traditional System or Semester System and the Credit Hours System (Also known as the New Mode System). The semester system has 4 years in general, 5 years for the degrees in pharmacy and engineering, 5 years (plus 1 year training) for dentistry, and 6 years (plus 1 year training) for medicine. The credit hour program is offered with fees (per credit) and is on the increase, and is designed to reflect labour market needs and can be adjusted with study abroad and absence. For example, the engineering undergraduate degree requires approximately 175 credit hours and has features considered to strengthen the employability of the graduates, such as smaller classroom, English language instruction, and a longer industry internship requirement. In this way, national universities attempts to improve its education, and universities use the revenues from the credit hour systems to improve their facilities. However, universities need to keep the number of credit hour students to be within 20% of overall student body.

Postgraduate programs are in general credit hour system with some exceptions, and is consists of 36 to 42 credits for master's program, involving both lecture based classes and thesis requirements. Doctoral degree requires about 40 credits and thesis takes up more than half of them.

Table 5 Requirements of semester system and credit hour systems (Example of the Faculty of Engineering, AinShams University)

	system	students number	tuition fees (EGP, the whole degree)	internship duration for graduation
Bachelor's degree	semester	more than 10,000	400 (app. 45USD)	5 weeks (recommended)
	credit hours	about 3,000	25,000 (app. 2,800)	12 weeks (compulsory)
Master's degree	credit hours	about 3,000	19,000 (app. 2,100USD)	
Doctoral degree	credit hours	about 3,000	24,000 (app. 2,700USD)	

Source: Created based on the survey conducted in June 2016

2.6 Faculty Members

In Egyptian universities, in general, a limited number of well-performed undergraduates are hired by the university. While working in the university, they pursue graduate studies with tuition support from the university. This means the university professors in a university are mostly those who obtained a degree from the university and faculty they belong. It is of course not the case for some of the new universities.

Those who achieved high marks in an undergraduate program are selected and are employed as the Assistant Faculty (as a Teaching Assistant – TA or a Demonstrator). Upon completing a master's degree, s/he proceeds to a doctoral program but they are encouraged to study abroad either part of the degree program or for the entire degree. In some of the prestigious universities, 70-80% obtain a doctoral degree from abroad. Upon obtaining a doctoral degree, they are hired formally as a faculty member and start teaching as an Assistant Professor, and develop their career through undertaking postdoctoral research and short term research or teaching abroad.

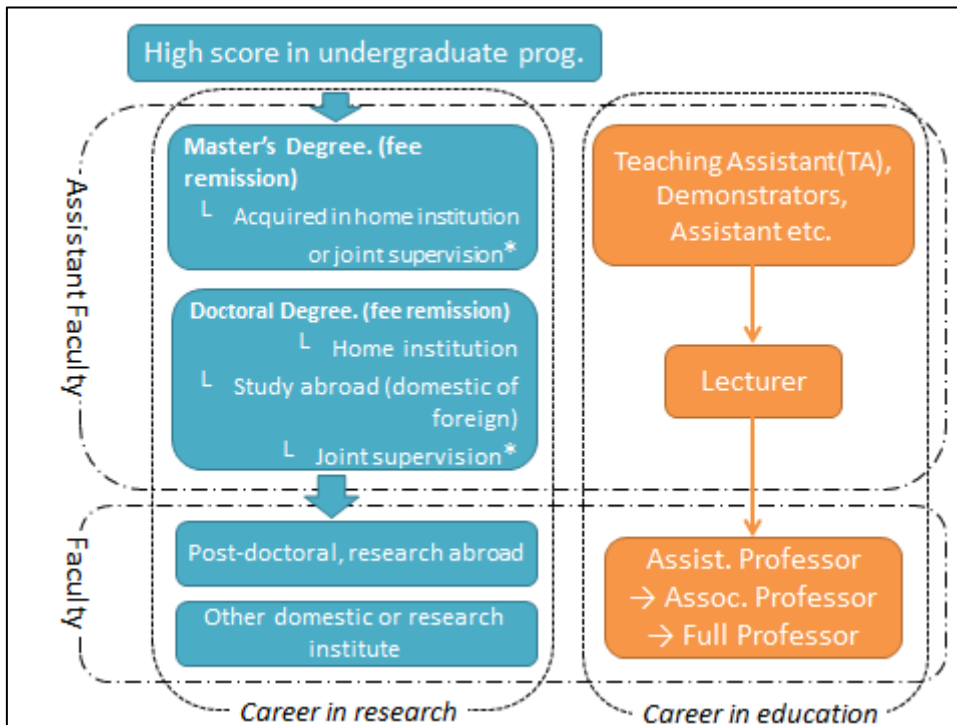


Figure 3 Career path of faculty members at Egyptian national universities

*Channel Program, Joint Supervision

Source: Created based on the survey mission in June, 2016

After obtaining a faculty position in a university, they commonly spend a certain period in another domestic or foreign university (both public and private) to undertake research or teaching. During this activity, they take a leave of absence and they are allowed to be absent up to 10 years during the lifetime of a faculty member. Therefore, there are constantly a large number of faculty members absent and the law regulates the absence should be within 25% of the faculty body. In the Faculty of Engineering, Cairo University, there are 200 out of 800 faculty members who are currently absent.

2.7 Study Abroad

2.7.1 Overview of Study Abroad Programs

Study abroad, regardless of the length, is encouraged as part of the career in many disciplines. About 70-80% of doctoral students undertake study abroad in some form or another and, in some prestigious universities, only cases one does not study abroad are those who have family issues or severe language difficulties. Study abroad take many forms based on the destination, durations, purposes, scholarships, and the needs of the field, and each has some specific challenges.

2.7.1.1 Forms and purposes of study abroad

Study abroad can be broadly categorized as ones for those who before obtaining PhD and after the degree. Study abroad can be for obtaining a degree and for spending part of the degree program, which is called a Partial Program. For disciplines that use equipment and experiments, scholars go to institutions to learn the skills of using equipment that they cannot access otherwise, under the supervision of a specialist. This can take 1-2 years study abroad and, the cases of these experience become part of one's degree program is called a Channel Program or a Sandwich Program. The supervisor in the host institution involved in this Channel Program commonly becomes part of the committee to supervise the final degree thesis of the student.

A national scholarship for study abroad, provided by the MoHESR requires the candidate to be employed by the university, but it can be for a degree of research abroad after obtaining a degree. Student could stay in the host institution abroad to undertake a postdoctoral research, or do so after returning. Some students end up obtaining the employment in the host institution. The following shows a common study abroad format.

Table 6 Common Study Abroad Format and the Target

Target	Purpose	Duration	Target
Students	Degree Program	2 – 5 years	Postgraduate students who are employed by public universities
	Channel Program / Sandwich Program	1 semester – 1 year	Postgraduate students (with a focus on master students); undergraduate students (when exchange program is available)
	Partial Program	1 week – 1 month	Undergraduate / Postgraduate Students
Faculty members	Postdoctoral Research	Half year – 1 year	Students who obtained doctoral degree in foreign universities; students who were not able to study abroad
	Research Abroad	Half year – several years	Faculty members

Source: Created by the mission team based on the survey in June, 2016

A study abroad could take place domestically in some cases, by funded to study in another institution, such as Egypt-Japan University of Science and Technology (E-JUST), which sometimes gives students the opportunity to study abroad during the degree program. The majority of faculty members in E-JUST are actually professors in Alexandria University and

they are expected to return in a few years.

In addition to the study abroad purposes as above, some expressed the interest of short term training (from 2 weeks to 1 month) for the purpose of teaching training. The program could aim at gaining the teaching skills of problem-based learning, project-based learning which focus on practices rather than lectures and memorization commonly seen in Egyptian higher education.

2.7.1.2 Study Abroad Destination

Major destinations are North America (USA and Canada), followed by European countries like Germany, France, UK, and a minority goes to Japan, South Korea, Australia, and New Zealand. A slow increase is seen for India and China. The pull factor of popular destinations are; the awareness of strong research in a given field, availability of scholarship, an institutional agreement with the home university, and a low language barrier. A cultural aspect can be the impression for better access to foreigners and migrants, leading to a possibility of obtaining employment and migration. Popular destinations of research abroad are in Gulf countries. In the Faculty of Engineering, Cairo University, currently has about 15 scholars, among 800, obtained doctoral degrees from Japan, and the major field is civil engineering.

2.7.1.3 Scholarship Schemes

The scholarship those scholars obtained for study abroad can be largely in two categories: one is a government scholarship called the Mission Department Scholarship, and the other is ones obtained either from a foreign government or from other entities including the host institution or private foundations. The scholarship provided by the host institution often comes with the responsibility of teaching or research assistant jobs. The scholarship from the MoHESR is called Scientific Mission, which started in early 1900s which aimed at fostering Egyptian education, research and development. Under the Universities' Law of 1972, the government encouraged university faculties strengthen their expertise abroad either through research or attending conferences, which is still continuing.

Currently, there is no MoHESR scholarship for postdoctoral scholars, so they obtain funding from foreign governments, host institutions, and other funds. MoHESR Scholarships are limited in number but comes with generous payment, which also covers funding for spouse and family members. Recipients do not have the responsibility of working as the TA or RAs in the host institutions but they are expected to return to the home institutions and work for certain years. Some foreign government scholarships impose a similar requirement as well as additional language and training requirements. Refer to additional information on government scholarships in the later section.

Central Department of Mission (CDM), one of department of MoHESR, is responsible for MoHESR scholarship program, including announcement, selection, dispatch, and payment of scholarship. While participants are studying abroad, Egyptian Cultural and Education Bureau Unit (ECEB) is taking care of participants in association with CDM.

MoHESR scholarship program consists of three components:

1. PhD Program:	Participants study at doctorate program abroad
2. Joint Supervision Program	Participants studying at doctorate program at Egyptian universities join foreign university to be supervised both Egyptian and foreign supervisors. The duration of the program is, in principle, one year, which can be extended another one year upon the approval by CDM. This program is also called as “Channel Program.”
3. Data Collection Program	Participants studying at doctorate program at Egyptian universities stay at foreign university for the purpose of obtaining data needed for dissertation. The period is six months.

The scholarship items and conditions are listed as below

Table 7 MoHESR Scholarship Items and Conditions

Item	Unit	Unit Price (JPY)	Quantity	Remarks
Tuition Fee	Yearly	Ave. 500,000 – 700,000		At cost
Travel	Round-trip		2	At cost
Dependent Travel (per family member)	Round-trip		2	At cost
Monthly Stipend (single)	Monthly	230,000	36	Lump sum
Monthly Stipend (with family)*	Monthly	350,000	36	Lump sum
Arrival Allowance	Once	100,000	1	Lump sum
Returning back allowance	Once	600,000	1	Lump sum
Health Insurance	Monthly	About 3,000	36	At cost
Dependent Health Insurance	Monthly	About 3,000	36	At cost

Source: Made by survey team based on the hearing to CDM

Remarks

- One-way air ticket is provided at the beginning and the end of the program respectively. From the second year, the participant is entitled to receive round-trip air ticket each year.
- Additional stipend with families are: +30% for spouse and +10% for child (maximum two)
- Medical expenses can be reimbursed by claiming ECEB

- Amount of “Returning allowance” is decided depending on the period the participant stay abroad, i.e. 200,000 yen for one year.
- Joint Supervision Program provides travel costs for Egyptian and foreign supervisor to travel each country.
- Participants of Data Collection Program receive monthly stipend only although they get additional 50% every month.

Process of participant’s selection is as follows;

1) Establishment of Selection Committee

Selection Committee is established at each discipline, such as Humanities, Social Sciences, Water Resource, Energy, Basic Science and Engineering. The committee member is selected from academic staff at public university and member of CDM. In 2015, about 300 persons worked as the member of the committee.

2) Selection

Scholarship application information is released on the website of Cultural Affairs & Mission Sector (CASM). First of all, CDM checked submitted documents and participants who meet the requirement or eligibility can proceed to next step. Selection Committee examines the documents to decide the applicants who can take the interview. Interview is provided by two interviews in the same field, and those who pass the interview is put on the final list of scholarship recipient. Gender is not considered during the selection process.

In 2015, about 1,500 persons applied for MoHESR Scholarship. After the paper screening and interview, 810 receive the successful result. Due to the surplus of budget, CDM set the second round of screening by which 143 were provided scholarship.

2.8 Support in Higher Education Sector by Donor Agencies

2.8.1 Support in Higher Education Sector by JICA

Recognizing the catalytic role of education in promoting human security, JICA has been providing support to the education sector. In the higher education sector, JICA commits to providing assistance to quality improvement and quality assurance with a main focus on engineering field.

2.8.1.1 Grant aid and technical cooperation

JICA's grant aid and technical cooperation in higher education sector can be classified into the following five categories.

The first is "Support of core universities." In order to develop or reinforce core universities in the partner countries, JICA supports either establishment of new higher education institution or reinforcement of existing institution through variety of technical assistances such as construction of campus, improvement of curriculum, capacity building of lectures, and introduction of educational and research equipment. This type of technical cooperation dates back to a series of cooperation projects for the King Mongkut's Institute of Technology Ladkrabang (KMITL) in Thailand. KMITL projects begun in 1960 to enhance capability of KMITL (it was Nonthaburi Telecommunication Training Center at the time the projects started) through construction of campus, curriculum improvement, training of lectures and enhancement of research/educational function. Similar form of technical cooperation includes Jomo Kenyatta University of Agriculture and Technology (JKUAT) project, Campus Development Project of Indian Institute of Technology, Hyderabad, and Egypt-Japan University for Science and Technology (E-JUST).

The second is "Support for Networking," a new wave of technical cooperation in higher education sector which began early 2000's. The purpose of this type of cooperation is not only to strengthen the higher education institution itself but also to enhance educational/research capabilities of its educators and students through revitalizing educational/research exchange activities in Asian region including Japan. One of the key achievements of this type of cooperation is the Southeast Asia Engineering Education Development Network (SEED-Net) Project. As a result of this project, 1,100 students obtained master's degree and/or PhD, 700 joint researches were conducted, and 1,000 research papers were published. Furthermore, a professional network with 600 university faculty members (consists of 400 of ASEAN professionals and 200 of Japanese professionals) was also developed through SEED-Net activities².

The third is "Science and Technology Promotion," which promotes and supports joint research activities of educators in Japan and in developing countries. One of the milestones of this type of support is the Science and Technology Research Partnership for Sustainable Development (SATREPS) which began in 2008. Taking advantage of Japan's strength in science and technology, SATREPS supports education that is in need in developing countries to tackle with challenges and issues they face. The aim of SATREPS includes promotion of international joint researches, capacity building of human resources for them to be capable to address issues comprehensively, and enhancement of scientific technology for sustainable development. Another unique feature of this project is its collaborative implementation scheme. SATREPS

² "JICA Position Paper in Education Cooperation" (October 2015)

is structured as collaboration between JICA and the Japan Science and Technology Agency (JST), which provides competitive research funds for science and technology projects.

The fourth is grant aid study abroad projects in Japan for human resource development. Leading examples include Japanese Grant for Human Resource Development Scholarship (JDS), African Business Education Initiative for Youth (ABE Initiative), Project for the Promotion and Enhancement of the Afghan Capacity for Effective Development (PEACE), Pacific Leaders' Educational Assistance for Development of State (Pacific-LEADS). Purpose, duration and the number of participants of respective projects are summarized in Table 8.

Table 8 JICA's Grand Aid Projects for Human Resource Development

Project Title	Duration	Objective	Main Target Group	Number of Participants
The Project for Human Resource Development Scholarship (JDS)	2000 – 2024	Master's Degree ³ (Public Administration, Public Policy, Economy, Law, etc)	Young government officials from ASEAN and neighbouring countries ⁴	3,434 (2000 - 2015)
African Business Education Initiative for Youth (ABE Initiative)	2014 - 2020	Master's Degree (Engineering, Economics, Management, Agriculture, Law, Policies/Public Policy, ITC, etc)	Human resources of private/public sectors and educators from 54 African countries	1,000
Project for the Promotion and Enhancement of the Afghan Capacity for Effective Development (PEACE)	2011 -2019	Master's Degree (Engineering, Agriculture, etc)	Government officials of Afghanistan	Maximum 500
Pacific Leaders' Educational Assistance for Development of State (Pacific-LEADS)	2015 - 2021	Master's Degree (disaster risk reduction, climate change, environment, sustainable development, oceans and maritime issues/fisheries, trade/investment/tourism, etc)	Government officials/civil servants of 14 Pacific Islands countries ⁵	100

The fifth is a technical support through volunteer projects. JICA dispatched 2,050 volunteers to

³ Participants who obtained master's degree through JDS program may be able to proceed doctoral course from 2017.

⁴ Uzbekistan, Laos, Cambodia, Vietnam, Mongolia, Bangladesh, Myanmar, China, Philippines, Indonesia, Kyrgyz, Tajikistan, Sri Lanka, Ghana

⁵ Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Republic of Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu

78 countries in the area of higher education sector⁶.

2.8.1.2 Yen Loan Projects for Human Resource Development

As part of the higher education sector support, study abroad programs used Yen Loan are also implemented. Since 1989 when the first Yen Loan Scholarship program “Science and Technology Manpower Development Program (STMDP)” for Badan Pengkajian dan Penerapan Teknologi (BPPT) was launched, a number of Yen Loan Scholarship programs were conducted for the purpose of capacity building and university reinforcement with a main focus on Southeast Asian countries.

Considering development objectives, Yen Loan Scholarship programs can be classified into the following three categories.

- Study abroad for capacity building of civil servants (Example: Professional Human Resources Development Project in Indonesia)
- Study abroad for capacity building of industrial human resources (Example: Higher Education Loan Fund Project in Malaysia)
- Study abroad for university reinforcement (Example: Thailand-Japan Technology Transfer Project)

However, the above three categories are not always clear-cut, and in some cases project aims to achieve multiple development objectives concurrently. One of such examples is the Higher Education of Engineering in Mongolia. This project has been carried out with the purpose of strengthening particular university in order to develop industrial human resources in Mongolia. In addition, the project provides training programs for capacity building of civil servants in Mongolia.

2.8.2 Support in Higher Education Sector by Other Donor Agencies

Since 1990s, international agencies, foreign government agencies, foundations, and academic institutions had implemented projects for higher education development in Egypt. Brief outlines of these programs are shown below, particularly the study abroad programs that are marked in bold.

⁶ “JICA Position Paper in Education Cooperation” (October 2015)

Table 9 Education Assistance by Other Donor Agencies

Categories	Agencies	Projects	Duration
International Organizations	World Bank	Higher Education Improvement Project	2002 - 2008
	World Bank / OECD	Education sector Analysis	Oct 2008 - Mar 2009
	IFC	Exploring the possibility of educational loan market (conducting research)	1998
	European Commission	Tempus	1990 - 2013
		FP2	2007 - 2013
		Research, Development and Innovation (RDI) Programme	2007- 2015
		Erasmus +	2014 - 2020
	UNESCO	UNITWIN Network on Forced Migration Studies	1996-
		UNESCO-Cousteau Ecotechnie Chair (Network in Environment and Sustainable Development)	1997-
		UNESCO Human Rights Committee	2002-
Governmental Organizations	USAID	U.S.–Egypt Science and Technology Fund Awards 15 Research Grants	2014-2019
		LINKAGES program	1993 - 2003
		Leadership for Education and Development (LEAD) Scholarship Program	2007-2016
		Establishment of the American University in Cairo	1919
		Career Development Centers: Employability and Career Development Centers (ECDC) and Linking Education and Employment Program (LEEP)	2012-2016
		STEP (Scholarships, Training and Exchanges for Professionals – Opportunities for a New Egypt)	2012–2017
		US-Egyptian HEI Partnership Program	2015 -2020
		Cairo Initiative Scholarship Program	2011-2017
		Leadership Opportunity for Transforming University Students (LOTUS)	2010-2019
		Scholarships to U.S. Colleges and Universities [HEI STEM and MBA Scholarships for Women]	2014 -2019
		National Scholarship Program[HEI Local Scholarships for Public Universities / HEI Local Scholarships for Private Universities]	2015 -2022
		Fulbright Scholarship Program	2014-2018
	USAID	United States – Middle East University Partnership Program	

	British Council	Connecting Higher Education	
	British Council	Newton - Mosharafa Research and Innovation Programme	2014-2019
	DAAD	German-Egyptian Long-Term Scholarship (GERLS)	
		German-Egyptian Research Short-Term Scholarship (GERSS)	
		German Egyptian Mobility Program for Scientific Exchange and Excellence Development (GE-SEED)	
		New German Egyptian Research Fund (GERF)	
	JICA	Project of Establishing Egypt-Japan University of Science and Technology (E-JUST)	Aug 2008 -2014
		Project of Establishing Egypt-Japan University of Science and Technology (E-JUST) Phase 2	2014-2019
		Training Program for Long-Term Experts	
	JST	SATREPS	
Foundation	Ford Foundation	Pathways to Higher Education	
		Discovery Program	October 2006 -

Source: Made by survey team based on searching Website

2.8.2.1 European Commission

European Commission had implemented number of programs since 1990 for the purpose of policy development, research and development, and human resource development in higher education, which include TEMPUS, FP2, RDI, and recent Erasmus+ Program. Tempus and Erasmus+ Programs promote mobility of people among target countries for the purpose of research and education. Tempus aimed at modernization of higher education and strengthening network and collaboration with EU and neighboring countries, and targeted about 30 countries in West Balkan, Eastern Europe, Central Asia, North Africa, and the Middle East. There were about 64 projects in total in Egypt which include a modernization of curricula, introduction of quality assurance program, and awareness development of Bologna Process. Tempus Program was known to have brought some sustainable development, which lead to their collaboration toward Higher Education Enhancement Strategy from the year 2000.

Erasmus+ began in 2014 and focused on the mobility of people, cooperation for innovation, policy improvement, as well as Jean Monnet and sports, and aims to achieve social development through: education, training, youth, and sports. This program came into being through an integration of other programs including TEMPUS. It allocates 60% of the total budget on mobility, which was the first focus, which is mobility, and aims to improve the quality, increase the opportunity and the quality. The 'mobility' program is categorized as following.

Table 10 Summary of Erasmus+

	Purpose	Duration	Expected degree/field	Countries
Students	study abroad	3-12 months	Bachelor's Master's Doctoral	Target countries of Consortium
	short-term training internship	2-12 months	Prior fields on the project	
	Erasmus Mundos Joint Master's Degree (EMJMD)	up to 2 years		
Faculties	Education	8 lesson hours	anything	
	Training (participation to training program, or, observation of the business)	5 days to 2 months	Prior fields on the project	

Source: Created based on document by the European Commission

The program respects the applicants' autonomy to set up programs, select partners, and evaluation method. Government agencies might intervene as necessary. The applications are evaluated based on the contents of the benefit from the partnership. Detailed selection criteria are as follows:

- Details of program impact after completion
- Programs leading to a long-term partnership
- Consideration for equality and diversity for program participants and selection process

The third aspect may be observed based on the presence of a representative from their partner institutions. The study abroad program is concerned with a brain drain problem and a quality transfer and accreditation in the home university. The first problem is tracked by obliging the grantees to obtain their full degree by the home institution, which obliges the grantees to return to their home institution. The latter requires a prior approval from the SCU but there are cases where the approvals from SUC were not granted. The European Commissions expressed that they will continue working with the SCU to establish a more stable and credible credit transfer system.

2.8.2.2 United States Government

USAID and the United States Department of State have been conducting educational assistance programs since the 90s, but there are many scholarship schemes offered by individual universities. Between 2010 and 2016, it has granted scholarship for about 600 students with social-economic difficulties, sent 250 experts for training in US universities. Current program by USAID is called the U.S.-Egypt Higher Education Initiative, and numbers of programs are planned until 2022.

- 1) US-Egyptian Higher Education Institution Partnerships
- 2) Scholarships to U.S. Colleges and Universities
 - a) Higher Education study for women in science and MBA: HEI STEM⁷ and MBA Scholarships for Women
- 3) National Scholarship Program
 - a) HEI Local Scholarships for Public Universities
 - b) HEI Local Scholarships for Private Universities
- 4) Fulbright Scholarships
- 5) Leadership Opportunities Transforming University Students -LOTUS

1) aims at the capacity building of higher educational institutions, and it set up joint degree programs, quality assurance within Egypt, Improvement of research institutes, experiential learning through internships and labs. 2) aims at strengthening of employability in the area of science and technology, business, agriculture, and renewable energy, particularly among women in low social and economic difficulties. 3) assist disadvantaged students to enroll in private universities by providing financial and educational support. This program includes a study abroad program to the United States and currently it sends 395 students in 5 universities.

The strength of the USAID program is the way programs are ground on a large-scale market research and analysis about the domestic needs. Their labour market needs research costed the USAID some 50 million to conduct. The research outcomes were used to decide the priority areas.

The implementation and management of the program is done between USAID and private institutions such as IIE.

2.8.2.3 Germany

Higher education assistance by the German government is done through DAAD. The support includes ones focused on individuals and institutions.

1. Scholarships for Egyptian student.
2. Academic cooperation
3. Research collaboration
4. Scholarship for German students
5. Other programs
6. Bi-lateral master's program

⁷ The specified depiction of science fields, STEM means science, technology, engineering and math.

7. Promotion of partnership through German Science Senate.
8. Short and long term lectures.

Study abroad scholarships have the programs as below. It does not include the ones just for domestic study.

Table 11 Scholarship for Egyptian students

Target	Program	Target	Duration
Indiv.	Study Visits / Study Seminars and Practicals	groups of foreign students (10 – 15 students)	7-12 days
	German-Egyptian Research Short-Term Scholarship (GERSS)	Students in MS · PhD courses or young post doctoral scholars	3-6 months
	Development-Related Postgraduate Courses		
	German-Egyptian Long-Term Scholarship (GERLS)	Those who completed master's program	
	DLR-DAAD Research Fellowships in the fields of Space, Aeronautics, Energy and Transportation Research	Doctoral program, post-doctoral, researchers	
	Bilateral Exchange of Academics	Doctoral degree holders, employed by a research institute	14 days-3 months
	Re-invitation Program for Former Scholarship Holders	Those who have received scholarship from DAAD before.	1-3 months
	Leibniz-DAAD Research Fellowships	Doctoral degree holders	
Facility	GE-SEED – German Egyptian Mobility Program for Scientific Exchange and Excellence Development		
	New German Egyptian Research Fund (GERF)		
	PAGEL (Partnerships for the health sector in developing countries)		

Source: Mission Team members based on website information

GERF provide scholarship for research funds and funded by both Egyptian and German governments. DAAD programs emphasize fairness of the selection process. The preparation course in Egypt includes learning of team work, leadership, discussions for academic purposes and workshops on daily lives and cultures are provided after students go to Germany. Selection is done by scholars in both Germany and Egypt selected from a pool of researcher made in the database.

2.8.2.4 British Government

Their main program is the Newton - Mosharafa Research and Innovation Programme, which is commonly known as the Newton Mosharafa funds, which is part of Newton Funds. The program is managed by the British Department of Business, Innovation and Skills-BIS as part of ODA program, and is available in 16 countries. It aims at strengthening science and innovation for ending poverty and exploring further financial assistance.

The funds budgets GBP 20,000,000 for 5 years from 2014. It promotes exchange of students and scholars, research collaboration. Specific target areas include

1. Sustainable water management
2. Renewable energy
3. Sustainable food supply
4. Cultural heritage and program
5. Low-cost and comprehensive healthcare

The achievement for 2014-15 was as following:

- 64 Egyptians obtained doctoral degree in UK
- 25 scholars did short term research in UK
- 9 research partnership with 300,000 GBP each
- 350 Workshops and conference attendance
- 100 researchers received workshops on communication

2.8.2.5 Consideration for study abroad programs

These organizations have various areas of consideration to tackle concerns related to study abroad.

Table 12 Study abroad concerns and example strategies

Concerns	Strategies
Language and preparation	<ul style="list-style-type: none">• Providing preparatory training programs for about six months prior to departure to teach language, academic habit or customs in that country (e.g. DAAD)
Brain Drain	<ul style="list-style-type: none">• Imposing penalty to return back scholarships on participants who do not return to Egypt• The program overseas does not provide degree but credits only, while the degree can be obtained at Egyptian universities (e.g. Erasmus+)
Awareness of program	<ul style="list-style-type: none">• Promoting study abroad program during the free course at Egyptian university (e.g. DAAD)• Establishing branch office to coordinate and promote study abroad program

	at Egyptian universities (e.g. DAAD)
Fairness	<ul style="list-style-type: none"> • Establishing special programs or quata to bridge gaps among areas and gender. (e.g. USAID) • Giving additional points for female participants who applied for a certain field to which female participants rarely apply for. (e.g. USAID) • Giving additional points to female, ethnic minority, handicapped people or other social vulnerable group (e.g. USAID) • Only direct application from the individuals can be accepted (e.g. DAAD, British Council)
Selection equality	<ul style="list-style-type: none"> • Partner universities joining the program dispatch the member to screening committee (e.g. Erasmus+) • Making the database of screening committee member at each discipline (e.g. DAAD) •
Recognition of credit	<ul style="list-style-type: none"> • Program coordinator is negotiating with SCU so that the credit recognition is going smoothly (e.g. Erasmus+)
Diversity of demands	<ul style="list-style-type: none"> • Agent companies develop new programs and support university collaboration to meet the demands of various groups (e.g. USAID) • ECEB takes care of Egyptian students (e.g. British Council) •
Report of program completion	<ul style="list-style-type: none"> • Imposing obligation to participants to submit thesis by the end of program (e.g. USAID)
Guaranteed result	<ul style="list-style-type: none"> • Setting clear indicators to recognize achievement of target (e.g. USAID) • Clarifying institutional and individual responsibilities before the program starts, and during the program implementation (e.g. USAID)

Source: Survey Team based on the hearing

2.9 Other Sectors

2.9.1 Basic Education Sector

Education ratio at primary level in Egypt in 2012 is 97.1%, while 86% at secondary level in 2014, which have been rapidly growing for the past few years. The adult literacy rate is a little more than 75 % in 2014. Egypt is one of the rare countries where illiterate population decreased more than one million from 2000 until 2010. The literacy rate of female adult is steadily growing, 31% in 1990, 64% in 2010 and currently 67%.

Table 13 Socioeconomic Indicators

Population (thousand)	87,614
GDP (billion dollars)	910
GDP per person (USD)	10,383
Adult Literacy Rate (%)	75.06
Female Adult Literacy Rate (%)	67.18
Youth Literacy Rate (%)	92.02
Female Youth Literacy Rate (%)	90.33
Government spending to Education against GDP (%) (2008)	3.76
Government spending to R&D against GDP (%) (2008)	0.68

Source: UNESCO Institute for Statistics

Faculty of Education is in charge of training school teachers. Committees at Supreme council for University (SCU) decide the list of training subject, and each university established the content for each subject. Practice teaching is implemented in a year by the frequency of once in a week at 3rd and 4th grades. At the end of the program, intensive two-week training is provided. PAT is responsible in providing the training for assistant teachers and issuing the license while governorate education office is responsible in providing the training for promotion under the supervision of PAT and assessment of the qualifications⁸.

2.9.2 Health Sector

Access to a basic health and medical care service increased in early 1990's and health index is improving remarkably in Egypt. However, the regional gaps of healthcare service are still wide. In order to narrow the gaps, health is positioned as one of priority fields of social dimension by Egypt Vision 2030.

The number of doctors and nurses per 10 thousand citizens which is 28.3 and 35.2 respectively in Egypt, needs to be increased corresponding to rapid population growth and urban centralization. Especially, the number of nurses is definitely small considering the fact that that in Japan is 115. In addition, insufficient number and low skill of medical workers is a main issue in health sector due to the low quality of training system and curriculum, enough trained teachers, lack of opportunity of on-the-job-training as well as rapid population growth and urban concentration.

There were three tracks to become a nurse in Egypt. 1. Spending two years training at the hospitals under the Ministry of Health to receive the work license after graduating from "Nursing School", 2. Joining "Technical Institute of Nursing" for two years after graduating

⁸ Survey Report on Egyptian Basic Education conducted by PADECO in 2015 - 2016

from “Nursing School”, 3. Joining “Technical Institute of Nursing” or undergraduate nursing program after graduating from high school. There are 245 “Nursing School” in whole Egypt with around 10,000 graduates per year, which occupies 85% of all graduates under the nursing education. The number of “Technical Institute of Nursing” is 12 (main institutes) with 27 branches located in different governorate. The institute provide two-year program with 7 subspecialties (general, ICU, obstetric, geriatric, emergency, psychology and tumor). Since 2004, the first track (receiving two-year training at the hospital) has been no longer valid, and all graduates of Nursing School must join the technical institutes. It is easily imagine that the existing institutes cannot accommodate the total numbers of nursing schools, therefore, it is planned to transform current Nursing School to Technical Institute. The undergraduate program is provided at 15 universities under the control of Ministry of Higher Education. The excellent student continue postgraduate programs.

3 Challenges of the Higher Education Sector

3.1 Educational System

3.1.1 Educational Environment

Higher education is accessible for free in national universities by law, hence they are the main provider of the sector. The office of statistics (CAPMAS, 2014) reports there are currently 1,740,000 university students, of which 1,650,000 study at public institutions (as of 2012-13). The universities in metropolitan areas are particularly large, and Cairo University has 230,000 students. A teacher-student ratio is generally high, especially for social science disciplines and education is commonly based on lecture and memorization. Faculties that require labs and practices, such as engineering, pharmacy, medicine and agriculture suffer from insufficient and outdated equipment and infrastructure.

3.1.2 Higher Education System and Industry

Some issues at Higher Education System in Egypt are miss-matching between higher education system and industry, and low-retention rate which is caused by job turnover or brain drain of professional human resources in the industry. These issues are not only the problems of education system, but also problems of curriculum, teaching methods and linkage with industry.

Gross Domestic Products (GDP) of Egypt is 301 billion USD (2014) which is ranked at 24th in the world ranking (World Bank, Database⁹). And, Gross National Income (GNI) per capita is 3,210 USD (2014) which is ranked at 146th in the world rank (World Bank, Database¹⁰). GDP growth rate is gradually increasing as 2.1% (2013), 2.2% (2014), and 4.2% (2015). In fact, industry in Egypt has been diversified to the various fields. The oil and gas, Suez Canal as a distribution junction, sightseeing, agricultural products and mining industry and 90 million population are all the essential resources in Egypt. A number of industries in a country could be the dispersion of risk for economic progress. For example, the income of sightseeing industry is depending on world economic situation and safety which is not easily controlled. The huge domestic market with a big population and export businesses are the advantages of Egyptian industry.

Those market situation is an attractive point of Egypt, while, there are some problems of higher education and industry in Egypt mentioned in the report by OECD (2010 ¹¹.)

⁹ <http://databank.worldbank.org/data/download/GDP.pdf>

¹⁰ <http://databank.worldbank.org/data/download/GNIPC.pdf>

¹¹ OECD" Reviews of National Policies for Education Higher Education in Egypt", 2010, p.184

- There is a chronic over-supply of university graduates.
- Many university graduates (50% in one institution) fail to obtain employment in the fields in which they have studied; students identified difficulties especially for graduates in humanities, law (Arabic stream), commerce (Arabic stream) and agriculture.
- Employers seek graduates that have more than technical subject knowledge but also “soft skills” of communication, team work, problem solving, reliability, and adaptability.
- Many university graduates have inadequate skills for the jobs they apply for; the commercial post-university tutoring market inflates university graduates’ claims to employability on prepared Curriculum Vitae (CVs).
- University students are dissatisfied that their courses fail to help them develop practical skills; many seek to work overseas as graduates partly as a means of gaining practical experience.
- There are serious shortages of below-university qualified, skilled personnel.

And, high-rate of turnover is an issue in terms of human resource development as mentioned on the above. There is a trend that technical personnel are tending to change the job to well-paid and better working environment in Egypt as well as other countries. In addition to this, people who are working at the service-oriented industries such as medical service, education and food-service move to a job abroad since it seems less difficult to find a job in foreign countries with cultural and language similarities. Thus, if they obtain particular skills, knowledge or higher degrees at university in abroad, brain drain would be happened. In the view of this point, the occasion of study abroad might not be effect for quality improvement of Egyptian industry.

3.2 Curriculum

Main challenge of Egyptian higher education is seen in relation to the size of national universities. Education style is predominantly rote learning, focused on theories, which lack practical training. In the Faculty of Agriculture in Benha University, faculty expressed concerns for a lack of practical training, which is particularly important for agriculture professionals and even for scholars. They are due to a lack of animal samples, infrastructure, as well as courses to learn the modern fields such as nano technology and stem cell research. In Medicine, doctors go through the following path to obtain the medical license.

1. Bachelor of Medicine and Surgery
2. Master’s (in any field) , those who pursue MD requires residency training during Master’s program
3. Enroll in a MD course. Passing all courses an lead you to obtain a medical doctor’s license, and it does not require a national exam like in Japan

Those who pursue the academic path (instead of a practitioner path), typically in pathology and anatomy, are not required to do a residency during their Master's training. However, they are both required to engage in theory based courses, they some criticize this path is not effective in terms of producing number of medical doctors efficiently.

3.3 Faculty

Lack of infrastructure and the problem of large size in Egyptian universities challenge Egyptian scholars. This includes old and limited numbers of equipments prevent scholars to conduct effective research activities. Due to these challenges, universities are keen to send their faculty members to abroad to obtain high quality education and research experience to improve the condition. The favourable research environment often allow them to publish a number of academic articles and expend their network, which lead them to further research collaboration upon improve the curriculum, post-graduate guidance, improvement of research practices. A salary level of national universities are considered to be low, but while maintaining the stable faculty position, many of them undertake private business or consultancy work in order to obtain additional income. Some scholars expressed that they do not have enough opportunity to learn teaching skills. They are planning to develop certification programs of teaching in the faculty or fulfillment.

3.4 Study Abroad

Scholars expressed following points as the challenges of study abroad schemes in Egypt:

- 1) Expansion of government scholarship
- 2) Allow students who are not working in a university should be able to access to the scholarship.
- 3) Expansion of opportunities to pursue post-doctoral research

The increasing needs are seen in students development of soft skills and faculty also need to constantly upgrade their knowledge and research skills. There are needs for strengthening soft occasions but training opportunities or courses development of research skills are not available commonly in Egyptian universities. Therefore some depend on study abroad schemes to benefit training opportunities.

Individual consider following factors when deciding to study abroad, or the barriers as described earlier.

- Availability of scholarships
- Needs for foreign language skills

- Cultural differences (generosity toward migrants, systems for accepting foreigners in the country)
- Awareness of the quality of education and research in the field
- Individual conditions (Economic or other responsibilities toward their family, Whether or not a woman can obtain an approval from their family, Health condition, etc.)

3.4.1 Basic Education Sector

Net- enrolment ratio in primary school in Egypt seems to be a good number. However, illiteracy rate over 10 years old is 19.3% in Cairo and over 40% in rural area like Menia. And, there is remarkable gender gap of illiteracy rate as well as regional gap. 30% of men are illiterate, while, 53% of women are illiterate in Menia. The reason of those educational issues is rely on geography matter. The land area in Egypt is three times of Japan, but only 7% of the land along with Nail River is suitable area for living and population concentration happens in that area. And, the increasing rate of population is 1.81% high. The schools must enlarge buildings for accepting students which number keep growing up and enlarged buildings make play ground narrow. On the other hand, the population density is low in rural areas. The administration in education is not well-maintained and it brings inferior quality in education and regional disparity in that area. In addition to that, the strict standard of senior-examination and graduation-examination accelerates examination-centered education and tend to ignore the important role in basic education such as fostering sociality inside the schools.

Even though the enrolment rate in Egypt is high, it does not mean students could receive good learning environment. A number of students have to study in a small classroom and to share a narrow table space with other students. The extracurricular activities and school events besides main subjects are not seemed to be important in the school. Sometimes, students' guardians who work at medical related areas might give lectures of health matter. However, these kind of special lectures or activities are not well organized in education system.

With regard to the teachers' situation, teachers' rooms are not common facility at the schools. There are no place where teachers can stay if there is not the teachers' room in a school and teachers' meeting attended by all teachers who belong to the school is occurred in only once in a few months. And, school teachers become private tutors after schools and therefore they are not concentrating on daily classes caused by low-salary of teachers and overemphasis on academic qualifications by guardians. The number of teachers itself is relatively large in Egypt, although, they stay schools very short time and get home at 1p.m. Teachers do not spend time for lesson preparation or lesson study, therefore, the quality improvement of education in schools is the serious problem.

To introduce Japanese-style education in teachers training, government officials of Ministry of

Education, teachers, staff members and manager of PAT (Professional Academy for Teachers), head masters and senior teachers should be the target of the training in Japan.

Under this circumstance, President El-Sisi has shown the interest to possible support by Japanese government regarding Japanese education (principles, ethics, cleaning and school activities which will foster teamwork spirit and morality) at the meeting with the national security assurance advisor of president in Egypt and JICA office in Egypt in February 2015.

And then, the target fields are indicated in the Egypt-Japan Education Partnership (EJEP). These are introduction of Japanese-style education in Egypt, promotion of Special activities (Tokubetu Katsudo or “Tokkatsu”), designated model schools which apply for Japanese-style education, improvement of educational activities in school and school management, promotion of subjects of physical education and music education, promotion of “learning by playing” at nursery and kindergarten.

The current situation mentioned above is recognized in Ministry of Education or the surveys in the related organizations. There is necessity of human resource development for basic education innovation and for concerned personnel such as teachers in school, school managers, supervisors in regional education office, government officials of Ministry of Education and related organizations. They request to take short-time training for acquiring more practical skills and knowledge rather than enrol the degree courses.

3.4.2 Health Sector

Health matter is one of the important issues in social sector in Egypt Vision 2030. And, human resource development in health sector is clearly mentioned as a program. The current situation and issues of health sector in Egypt are analyzed in the prior survey named “Data Collection Survey on Health Sector in Egypt” by JICA. With regard to human resource development, their needs are appeared through the officer of Ministry of Health.

- To progress health system to provide effective and sufficient medical services
- To train nurses with high ability of management and leadership
- To improve education system for nurse with introducing practical education system
- To progress nursing ability on specific areas
- To provide chances of practical training to young physicians
- To improve hospital management situation
- Maintenance of emergency medical environment, needs of human resource development in related areas

Especially, strong needs of training in Japan for medical staff members who work in medical

institutions under Ministry of Health are strongly appeared. As well as the needs by basic education sector, clinical training, group training of TOT (Training of Trainers) which may bring spreading effect is requested rather than degrees program intake. Through the training, participants will realize the whole of health system in Japan as well as obtain skills and methods. Then, they will bring what they have acquired through the training to improve their organizations. Furthermore, they assume the training achievement will be a long-term vision which supports the innovation of health system as a whole in Egypt.

4 Higher Education Sector in Japan, Current Situation and Issues on Foreign Students (in comparison to European/American Education System)

4.1 Major Policies and Plans of Higher Education in Japan

“The 100,000 International Student Plan” which highlighted “Education”, “Friendship”, and “International Cooperation” aspects, was initiated by the Prime Minister Nakasone in 1983, to encourage more foreign students to study in Japan, aiming to accept 10 million students by 2000. However, due to the challenges in accommodating the sudden surge of foreign students/immigrants, it was in the year of 2003 that the goal was finally achieved. As a national strategy, this project was aimed at recruiting highly-skilled foreign human resources into Japan as a way of contributing to the global community as well as to ensure that Japan did not fall behind other countries in the global competition for talented and high-skilled professionals. Therefore, in order to make Japan a nation that is more open to the world, and to develop a global strategy expanding the flow of people, materials, money and information between (Japan and) Asia and the world, the “300,000 Foreign Students Plan” was announced in 2008 along with the establishment of six ministries including the Ministry of Education, Culture, Sports and Sciences and Technology (MEXT), the Foreign Ministry and the Justice Ministry, aiming to boost the number of foreign students to 300,000 by 2020. In 2009, the Japanese Ministry of Education, Culture, Sports and Sciences and Technology (MEXT) launched the “Global 30” Program in order to further promote the globalization of higher education in Japan where 30 universities were being selected. Additionally, 13 universities were selected to serve as hubs, where students can earn degrees by studying in the courses taught in English, further contributing to the internationalization through the establishment of joint offices in the universities abroad.

Furthermore, as a pilot project, along with China and Korea, MEXT has launched the “CAMPUS Asia (Collective Action for Mobility Program of University Students in Asia)” project in 2011, aiming to establish a higher educational network among universities in Japan, China and Korea, with the hope to facilitate collaborative endeavours between Japanese and international students from China, Korea, the United States of America etc. Under this “Re-Inventing Japan Project”, the themes are changed each year, starting with the “Support for the Formation of Collaborative Programs with ASEAN Universities in 2012, followed by the “Support for the Formation of Strategic Higher Educational Partnership with global universities through ASEAN International Mobility for Students Program (AIMS)” in 2013, “Support for the Formation of Collaborative Programs with Russian and Indian Universities” in 2014, “Support for the Formation of Collaborative Program with Latin America and the Caribbean” in 2015 and “Strengthening the Framework of Collaboration with Universities in Asia” in 2016.

On the other hand, the Project for Promotion of Global Human Resource Development was launched in 2012, designed to send Japanese students to study abroad. This program was aimed to overcome the Japanese younger generation's "inward-looking attitude" and to foster human resources who can positively meet the challenges and succeed in the global field, as the basis for improving Japan's global competitiveness as well as enhancing the ties between nations. Furthermore, in Japan's efforts to double the number of Japanese students studying abroad (60,000→120,000) by the year 2020, 7.7 billion yen has been allocated for the initiative launched in October 2013, "Tobitate!Ryuugaku Japan" ("Go abroad!Study Overseas, Japan") under Abe Cabinet's "Japanese Revitalization Strategy" released in June 14 2013,

Given these circumstances, the Top Global University Project was launched in 2014 aiming to enhance and strengthen the international cooperation among universities and further promote university governance reforms. This project was aimed to enhance the international competitiveness in the field of higher education, providing support for the world-class universities targeted towards the internationalization of Japanese universities, with 13 universities were selected for Type A (Top Type);referring to the world-class universities that have high potentials to be ranked in the top 100 in world university rankings and 24 universities were chosen for Type B (Global Traction Type); referring to innovative universities that lead the internalization of Japanese society as a whole, based on their performances and achievements.

4.2 International Students in Japan

The number of international students at higher education institutions as of March 2016 is 208,379, 24,224 increase over the previous year, according to the survey by Japan Student Services Organization. Out of 208,379, 152,062, which is record level, belong to the institutions except for Japanese language institutions. Looking at the recent trend, the number of international students had been growing steadily until 2010, but the trend changed after 2011 effected by the Great East Japan Earthquake in March 2011. The number again increased in 2014, especially from 2015 and 2016 remarkably. The largest contribution of the increase is the growing number of students at specialized training college or *Senshu Gakko*.

It is safe to assume that the current governmental policies, such us Global 30 and Top Global University Project, to enhance globalization of Japanese higher education have facilitated to launch new international programs at each university, which enable international students who do not have enough Japanese language ability to study at Japanese universities.

4.3 Acceptance of Egyptian students in Japan

In May 2015, there are 284 Egyptian students studying in Japan and we see the improvement in number since 2006 toward the Arab Spring but increased since then. Funding sources are predominantly private but there are students who go to study abroad.

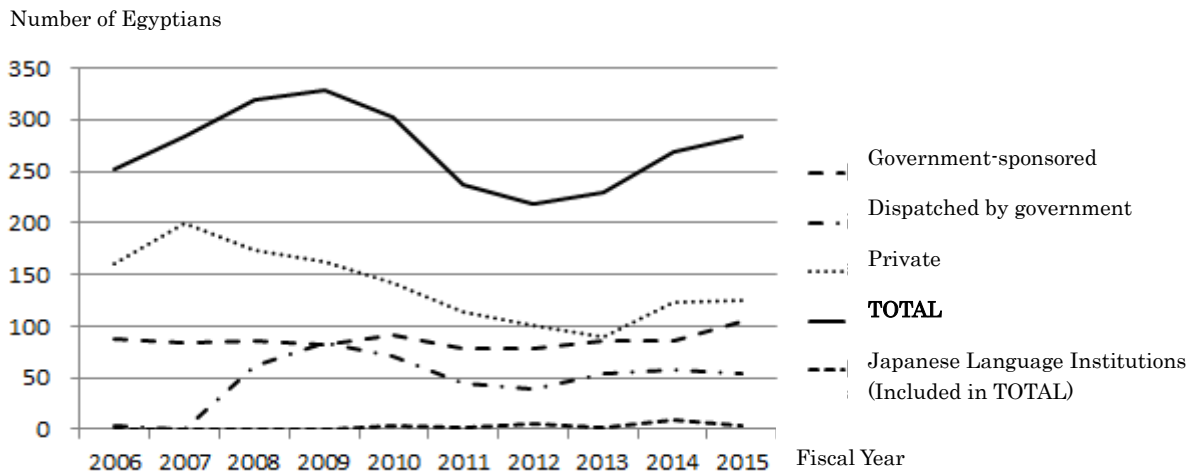


Figure 4 Trends of Egyptian students studying in Japan (2006-2015)

Source: Created based on JASSO document, *survey of international students*.

In 2015, we can observe that the majority is at the post-graduate levels, so we can see the strong need for post-graduate study. Host institutions are for example, Kyusyu Univ (42 students), Hokkaido Univ. (19), Kyoto Univ. (16), Hiroshima Univ (11). There are 14 other universities that have more than 5 students, which are all national universities.

Table 14 Egyptian Students per levels in Japan (May, 2015)

level of school	national budget	dispatched by government	private budget	total
graduate school	95	54	97	246
undergraduate school	10	0	19	29
college	0	0	0	0
tertiary college	0	0	0	0
training college	0	0	4	4
Preparatory education	0	0	1	1
Japanese institute	0	0	4	4
	105	54	125	284

Source: Created based on JASSO document, *survey of international students*

University	Number of students
Kyusyu University	42
Hokkaido University	19
Kyoto University	16
Hiroshima University	11
University of Tsukuba	10
Nagoya University	10
Kumamoto University	10
Osaka University	9
Tokyo University	8
Tokyo Institute of Technology	7
Tokyo University of Foreign Studies	6
Obihiro University of Agriculture and Veterinary Medicine	5
Tohoku University	5
University of Toyama	5
Gifu University	5
Kobe University	5
Yamaguchi University	5
Nagasaki University	5

Figure 5 Host universities of Egyptian students in Japan (as of May, 2015)

Source: Created based on JASSO document, *survey of international students*

As we analyse per discipline, one-third are engineering, followed by healthcare, agriculture, and social sciences. The healthcare sector is predominantly medicine, veterinary medicine in Agriculture, and Japanese studies of Humanities study. Fund sources are mainly private, followed by national scholarship (MEXT) and the Egyptian government.

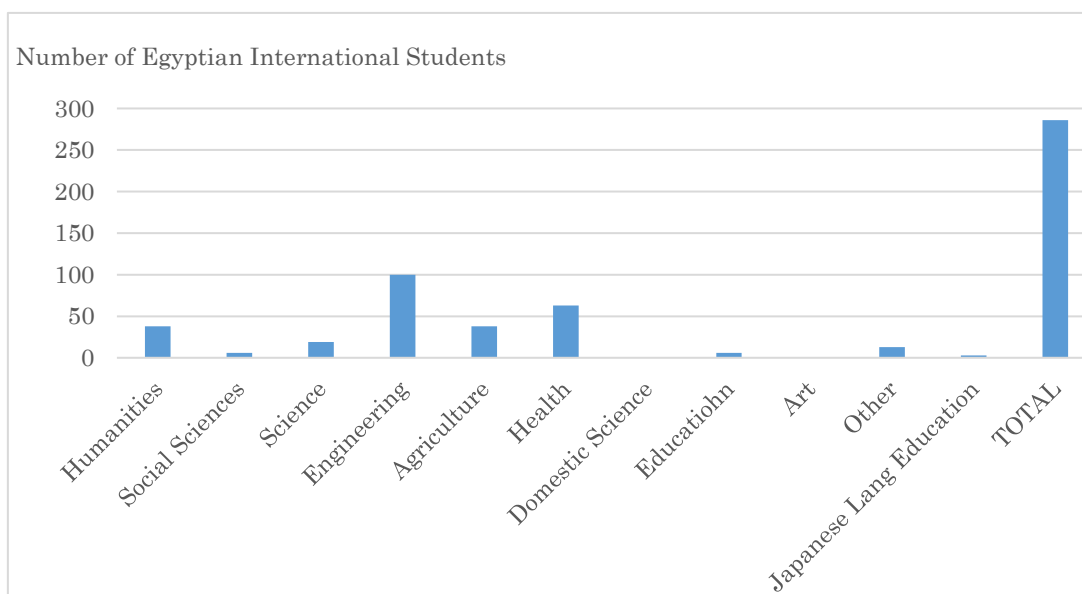


Figure 6 Egyptian international students per academic field (May 2015)

Source: Created based on JASSO document, *survey of international students*

4.4 Current Situation and Future Prospect of the Joint Research between Egypt and Japan

It is deemed necessary to take the current situation of research cooperation between Japan and Egypt into account regarding the acceptability of the Egyptian students into Japanese universities. The future directions of this academic and educational cooperation are identified by examining the current situation.

When analyzing the current situation of the joint research program between Egypt and Japan, it is easier to view the record of various international exchange activities, carried out by the Japan Society for the Promotion of Science or commonly known as JSPS. The following are the list of the projects conducted by JSPS:

1) Bilateral Exchange Program (Joint Research and Seminars)

In 2009, in the occasion of the bilateral exchange program (joint research and seminars), JSPS has signed a Memorandum of Understanding (MOU) with the Egyptian Ministry of Higher Education and Scientific Research. There is no fixed condition but since this project is carried out under the bilateral agreement, both sides will bear any costs incurred.

2) JSPS RONPAKU PROGRAM

JSPS coordinated a special program under this agreement in which grants are awarded to Asian and African scientists who wish to obtain their Ph.D. degrees from Japanese universities by submitting a dissertation. There is more than 80 Ronpaku applicants annually.

3) HOPE Meetings

HOPE meetings provide opportunities for excellent doctoral students and young researchers from Asia-Pacific and African region to engage in interdisciplinary discussions with Nobel laureates and other distinguished scientists. The meeting was initiated since 2007. The recommendation institution in Egypt is the Ministry of Education.

4) Postdoctoral Fellowship for Foreign Researchers

JSPS carries out programs that provide overseas researchers who have an excellent record of research achievements with an opportunity to conduct collaborative research, discussion, and exchanging opinions with researchers in Japan. (Postgraduate fellowships; standard, short-term, and pathway to University Positions in Japan) (Invitation Fellowships; long term and short term) (2 years).

5) Core-to-Core Program

JSPS has launched Core-to-Core Program in 2012; comprising of two components: (1) Advanced Research Networks and (2) Asia-Africa Science Platforms.

6) Bridge Fellowship Program

The Bridge Fellowship Program is offered exclusively for regular members of officially established associations who have conducted research activities in Japan under the postdoctoral fellowships for foreign researchers or other JSPS programs. It provides them an opportunity to create and strengthen research collaborations with Japanese colleagues. Egypt's JSPS Alumni was established in April, 2008. Currently, there are 40 members in the Alumni.

Looking at previous examples of the fellowship programs, Health, Medical Science, Agriculture, and Environment are among the popular chosen fields in educational exchange with Egypt. It is, therefore, deemed necessary to conduct these joint research programs with Egyptian counterpart as a good stimulus for Japanese researchers.

It does, however, pose some challenges when it comes to the fields that are not of the interest of the Japanese researchers; Electronics and Machinery. Nonetheless, there are still the possibilities to promote joint researches between two countries in these fields. Statements like, “I would like to accept excellent foreign researches regardless of their nationalities as my contribution to the human resource development”, or “I want to conduct a joint research if I could find an excellent local researcher can often be heard.

The complexity of the process of accepting foreign researchers under the joint research program may be one of the reasons why the Japanese researchers are a little bit hesitant. Given these circumstances, there is an immediate need to appoint Consultants serve as the research/ project coordinator maintaining good relations between both sides while ensuring every task is being run smoothly. Additionally, the appointed consultants will be responsible in coordinating the academic activities and discussing with the Japanese researchers on the foreign researcher’s field of interests prior to their departure to Japan.

It is relatively easy to conduct this Joint Research program, even without middlemen acting as the Third Person as it can be great stimuli for both sides, provided that both sides are committed in this program and there is no issue such as financial problem. In addition, it is safe to say that some adjustments are needed for the Joint Research and Joint Supervision program in other fields.

5. Project Proposal

5.1 Background and Necessity

5.1.1 Higher Education Sector

In regards to Higher Education system in Egypt, national education institution has become the main subject due to the free access to higher education in Egyptian public universities. According to a report released in 2014 by Egypt's Central Agency for Public Mobilization and Statistics (CAPMAS), out of 1,740,000 Egyptian university students, 1,650,000 students are enrolled in the public universities (2012-2013). Notably, since universities in urban area are large in scale, student enrollment in Cairo University grew nearly to 2,300 000 number of students. The number of both students and professors are high (particularly in the field of Social Sciences¹²), with typical traditional lecture style and memorization learning method being prioritized, and as for the Department of Engineering, Department of Pharmaceuticals, Department of Medicine and Department of Agriculture etc., where practical work is an essential component, challenges surrounding learning environment such as old equipments and lack of necessary equipments have arisen. There is, therefore, an immediate need to improve the quality of university professors and their career path by sending them to study abroad in efforts to raise educational attainment levels in Egypt.

As a matter of fact, students have been encouraged by the government to obtain a degree abroad or to undergo short-term overseas training in various fields. This survey mainly aims/focuses at those 70% to 80% of Doctoral students in the national universities specializing in engineering, pharmaceuticals, medicine and agriculture-related fields whom somehow manage to study abroad, along with those top school's students at urban regions who still remain in the country due to some family circumstances and special educational barriers. Study abroad can take several forms: as previously described in details in Chapter 3, and there are several factors that affect and influence students' decision making for studying abroad including location/destination, periods of studying abroad, his/her purpose and whether the scholarships are being awarded or not, and the discovery of a unique research study. Considering these circumstances, the government itself has acknowledged the importance of increasing opportunities for Egyptians to study abroad.

¹² According to the "The Government's Strategy to Develop Higher Education in Egypt 2015 – 2030", the student-teacher ratio in the field of Basic Sciences is 11 students per teacher while as for the Social Sciences the student-teacher ratio is 227 students per teacher (p.29).

5.1.2 Basic Education Sector

Even though basic education system in Egypt seems greatly improving as manifested in early childhood education rate, reaching 97.1% (according to the pre-university education strategy 2014-2030 released in 2012), the percentage of illiterate children age of 7 years old and over was 19.3% in Cairo, while in rural areas such as Menia city, the illiteracy rate exceeded 40 percent, being 30% for boys and 53% for girls, portraying a startling division in literacy rates between boys and girls in Egypt. It is perceived that the existing educational challenge is largely due to geographical factors. Egypt, where the size is 3 times larger than Japan, the majority of the population representing 7% of the total population is concentrated along the fertile banks of the Nile River. Additionally, as the population growth rate has accelerated to 1.81% higher, the immediate need to ensure that the classrooms and other school facilities, namely athletic fields, playgrounds etc. are built as many as possible to accommodate the growing number of students. On the other hand, in addition to the low population density, the inefficient educational administration in rural areas is considered as one of the factors contributing to the growing regional inequality in education. Furthermore, main features of the education system in Egypt, including strict examination for promotion to higher grade and graduation is more likely to reduce the chance in fostering social skills at school as a results of the already high unemployment rate (low employment rate) and the accelerated exam heat.

Despite the fact that the enrollment rate in Egypt is generally high for both primary and lower secondary schools, the learning environment is still in poor quality where the classrooms are overcrowded-to the extent that some children have to sit on a small long table. Additionally, in the case of organizing events or initiatives under the subjects other than the main subjects, for example, if you have guardians who work in the health-related fields, lectures or programs can be arranged under special condition- although it is regarded as uncommon practice and non-structural components of the school's system.

On the other hand, concerning the teachers' situation, the teachers do not have their own space-where there is only one part of the school being provided as staff room. The staff meeting is held once in a few months. In addition, with regards to the teachers who are more often than not underpaid and who put a priority on the guardians' educational background, teacher absences and taking up a second paid job as private tutors has become more prevalent. Relatively speaking, most of the teachers in Egypt do operate/manage the school work but due to the very short working hours where the teachers would go home at 13 o' clock, and as such they do not conduct any after school supplementary lessons or even preparing for the next day's lesson-shows how degrading the learning quality is in Egypt.

In regard to the subject of teacher training, most of the Egyptian teachers completed their 4-year education degree in university and there is no such place as teacher training college in Egypt.

The general content/syllabus for the university's Degree of Education has been regulated by the respective Sub-Committees of Supreme Council for University (SCU) meanwhile the University has been assigned to design the guidance on the contents for each subject. The teacher training takes place once a week during their 3rd year to 4th year annually, with the last 2-week having to undergo continuous training program aimed at the final year students. After being employed/ appointed, the Professional Academy for Teachers (PAT) will be responsible to provide trainings etc and to issue teaching licenses where they first begin as assistant/trainee teachers before being appointed as permanent teachers¹³. On the other hand, after being appointed as permanent teachers, the provision of necessary training and all the teaching requirements will be determined by the Provincial/State Education Department and during this phase, the PAT will be responsible in ensuring the training quality provided. However, if the Japanese style of teaching were to be introduced/ implemented, immediate action must be taken by sending the teachers, the officials at the Ministry of Education, the teachers and administrators of the Professional Academy for Teachers (PAT), school principles and senior officials for trainings in Japan.

Given these circumstances, during JICA's interview/consultation with the Egyptian National Security Council Presidential Advisor in February 2015, the President Abdel Fattah El-Sisi has expressed strong interest to provide full support to this initiative by introducing Japanese-style education, with an emphasis on discipline, ethics, teamwork skills as well as cleaning duties and moral education. In addition, following the Egyptian's President's visit to Japan in February 2016, both sides have agreed to establish Egyptian-Japanese Educational Partnership (EJEP) aimed to incorporate some of the Japanese-style educational features such as "*Tokubetsu Katsudou*" or commonly known as "*Tokkatsu*" into schools at Egypt as well as designing "*model schools*" based on Japanese-style education system, capacity building of teachers and instructors/ administrators, improving the school management and its educational activities, adopting physical education and music as school subjects and promoting "*learning through playing*" approach at nurseries and kindergartens etc.

Based on the actual hearing survey conducted within the Ministry of Education and its associated institutes, they have acknowledged the fact that the immediate measures must be taken to develop human resources including the reformation of human resources in-charged in the basic education fields, mainly targeted at school teachers, the administrative staffs who manage the schools, and also the director of the Regional Education Offices. Instead of long-term study abroad program, a more detail-oriented approach aimed in implementing more practical training in shorter period of time is deemed necessary at this time.

¹³ Based on a report on Egypt's Basic Education-related Information Gathering and Survey Report published in February 16 by Padeco Co., Ltd. (Retrieved March 2016)

5.1.3 Health Sector

Health has been highlighted in the Sustainable Development Strategy: Egypt's Vision 2030 as one of the important pillar in social dimension in the pursuit of achieving Universal Health Coverage (UHC) as well as developing human resources for healthcare sector has been deemed necessary. JICA has pioneered this "Information Collection and Verification Survey for Egypt Health Sector" and although the situation and issues surrounding Egypt Health Sector are being analyzed, when it comes to the development of human resources, several issues that need immediate consideration according to the interview with the officers who are in charged in the Ministry of Health, are as follows:

- to reform the healthcare system in Egypt by providing more efficient and sufficient medical services;
- to provide management and leadership training to nurses;
- to improve the nursing education system by implementing practical nursing education system;
- to boost nursing ability in specialized fields;
- to provide platforms for practical training to young doctors;
- to improve hospital management situation;
- to fully equip the hospitals with emergency medical services environment and to develop relevant human resources.

The survey team recognized strong demand of the training in Japan for medical staff to meet above needs. Especially, it prefers effective group training such as on the job training or "Training of Trainers" to long-term study abroad program (degree program). Officers seem to expect that trainees not only gain technology, knowledge and method through the training in Japan but also understand the health management system, and they will bring it back to Egypt. Finally, they hope to improve their capacity at their own work place, resulting in reforming health system in Egypt.

Whereas importance for Technical Institute of Nursing in the scheme of nursing education in Egypt is growing, it is clarified that the institute has some issues as follows:

- Lack of capacity and budget of Technical Institute of Nursing
- Insufficient facility for nursing
- Outdated curriculum and training method
- Insufficient trainer's ability

5.1.4 Egypt-Japan Educational Partnership

During the official visit of H.E. Mr. Abdel-Fattah El-Sisi, the President of the Arab Republic of Egypt to Japan, from 28 February to 2 March 2016, H.E. Mr. Shinzo Abe, the Prime Minister of Japan and H.E. Mr. Abdel-Fattah El-Sisi, President of the Arab Republic of Egypt announced their bilateral partnership in the educational field: Egypt-Japan Educational Partnership (EJEP) which aims to empower Egyptian youth, as an important component in their endeavors to combat terrorism and extremism as well as to enhance peace, stability, development and prosperity. This partnership has been formed based on the strong interest and commitment of Prime Minister Abe and President El-Sisi. The two leaders place a high priority on the cooperation in the area of education including early childhood, basic, technical and higher education, as well as scientific research, technology and innovation. Both leaders therefore commit themselves to implement the mutually agreed policy in the partnership.

Various fields will be focused under this bilateral partnership, with a priority of sending more Egyptian students and trainees to Japan. During the past 50 years, more than 8,000 Egyptians have either studied or received training in Japan. After returning to Egypt, many occupied prominent positions such as cabinet ministers, professors, scientists and business persons/entrepreneurs. In the recent years, nearly/approximately 200 Egyptians were sent to Japan annually for studying or training in both long and short term.

During the visit of President El-Sisi to Japan, both governments announced at least 2,500 Egyptians, particularly students, researchers, teachers, and government officials especially those in the fields of education and health, will be dispatched to Japan in the upcoming 5 years, whereby contributing to the realization/implementation of the Government of Egypt development and reformation plans as well as its efforts to empower its promising youth (generation of young people). The Government of Japan has acknowledged/recognized the importance of providing the necessary support to the Government of Egypt through all possible means needed to achieve this goal/aim/purpose including scholarship loan scheme for foreign students.

5.2 Needs for Study Abroad to Japan in Egypt

5.2.1 Overall Trend

We also learned that Egyptian higher education sector would benefit from following experiences gained from study abroad particularly to Japan:

- 1) Advanced research and focused training (such as a use of advanced equipment and teaching skills), practice oriented experience, and industry experience (such as internships).

- 2) Learning of the culture of collaboration and group work as well as the work ethics from Japan along with learning the academic knowledge, skills and practical training.

Concerns about study abroad to Japan commonly expressed or perceived are the following.

- 1) Not enough awareness about the benefit of studying abroad to Japan (There are less scholarship schemes to study in Japan compared to the ones to North America or Europe.)
- 2) Difficulty in finding study abroad host institution or the supervisor when there is no previous exchange agreement or research collaboration
- 3) Language skills (English or Japanese)
- 4) Need for the awareness for Japanese culture before travelling to Japan
- 5) Possibility for brain drain (the trend differs depending on the academic field, study abroad destination, and whether it is for partial or full degree program)
- 6) If the scholarship is based on an open call application, the opportunity could be dominated by students from the limited prestigious and academically strong institutions, therefore the ones in remote areas may not have enough access (but some strong institutions prefers the open call system).
- 7) The opportunity should not be restricted to those who have teaching positions in universities.

5.2.2 Study Abroad and Human Resources Development Needs

We also identified differing needs for study abroad format per levels of study. Preferred timing, duration and format of study abroad are related to the graduation requirements, curriculum structures, career needs, and personal situations. And most respondents (university representatives) described the needs according to the levels of study. In general, study abroad was considered to be less complicated and preferred for post-graduate levels rather than undergraduate, although there are cases of universities setting up summer programs based on agreements with foreign institutions, such as the one set up through the Erasmus+ funding scheme.

Study abroad needs are summarized in the table 16 and the following section provides further details per stage.

Table 15 Study Abroad Needs per Academic Level

Programs	Ideal duration	Expected # per year per university	Format, content of study abroad
Undergraduate	1-3 months during the summer (July-Sept), 3 rd or 4 th year of UG	2-3	Research project toward graduation thesis, or/with internship
Master's	1 year	Less than 10	Sandwich / Channel program, joint supervision
Doctorate	1 – 3 years	2-3	Channel program or full degree program
Post-doctorate	6 months to 1 year	2-3	Extension from PhD or for those who did not have the chance to study in PhD
Short programs	2-3 weeks to 1 month	5-10	Young academics, focused training in teaching, Use of equipment, etc.

Source: Created by the Mission Team based on survey with university representatives

5.2.2.1 Undergraduate Program

In undergraduate program, the preferred formats of study abroad slightly differ depending on the courses, i.e., the traditional year/semester-based system and the new credit hour system. For students in the semester system where they need to register for courses specific to each semester, being away during semesters may result in delay of graduation. Therefore, making use of the summer break to be away up to 2 months will be the ideal. For those who are in credit-hour system, there is a possibility to take a semester with transferrable credits. In both cases, the preferred activities are research activities toward graduation projects; hence ideally organized in 3rd or 4th year, or practice-based experience such as the internship. Internship experience is part of the graduation requirement of some programs, such as the engineering program. The internship program requires coordination between the home and host institution as well as the host company, in a way that students are able to obtain the proof of internship, so that the experience will be counted toward the graduation requirement.

5.2.2.2 Post-Graduate Program

Universities are in general more accustomed to sending students study abroad at postgraduate levels, which include both master's and doctorate programs. It is because: 1) those who proceed to postgraduate programs are hired by the university, and students are keen to build their academic credentials with study abroad experience for their future career; and 2) the Egyptian government scholarship is made available to those who have the teaching position in a

university¹⁴. In addition, postgraduate programs are mostly organized as a credit-hour system, which also makes it easier for students to arrange a study abroad experience to count toward their graduation requirements; hence would not delay their graduation.

Preferred study abroad duration for postgraduate students are: 1) partial program where a student spend 1 year in the host institution but obtain the degree from the home institution (called 'Channel Program' or 'Sandwich Program'; and 2) full degree program where a student spend a few year abroad until s/he obtains a degree from the host institution. The partial program is preferred for the master's program than the doctorate program. The partial program is considered beneficial from the following perspectives:

- 1) The joint supervision will lead to further research collaboration between the institution
- 2) Students return to the home country to obtain the degree; hence it will prevent the brain drain.
- 3) It is easier for students who have a family (both for those who take their family to study abroad and travel alone)

However, short programs require the agreement between the institutions for credit transfer and course requirements, hence it could take time to set up.

5.2.2.3 Post-Doctoral / Special Program

Those who complete their Ph.D. degrees are employed as the assistant professor and will embark on the career as an academic. And university representatives expressed that there is increasing needs for updating the skills of the young scholars and strengthen their teaching skills through postdoctoral studies and short term studies. Post-doctoral research abroad is considered useful for those who did not have the chance to study abroad during their PhD program due to family constraints and lack of foreign language skills. Postdoctoral is also useful for those who complete their doctoral degree but would like to extend their stay to undertake or complete more specialized research in the destination institution.

5.2.3 Collaboration with existing JICA project

Egypt-Japan University of Science and Technology (E-JUST) is a governmental Egyptian university built in partnership with Japan in New Borg El-Arab City in Alexandria for postgraduate and undergraduate programs. Currently, E-JUST accepts students whom wish to continue their studies for master (M.Sc.) or doctor of philology (Ph.D.) in 8 different

¹⁴ The Government scholarship schemes for university students are, according to the MoHESR, Study Abroad Program for PhD program, 2 years Joint Research Program for PhD Students, and Data Collection Program (6 months for PhD students).

departments in the field of Engineering¹⁵. Thanks to the cooperation of Ministry of Higher Education in Egypt and E-JUST's partner universities in Japan, almost all the Ph.D. students are able to study and conduct their research in Japan for a period of 6-9 months to uplift and ensure their research quality¹⁶. Such opportunities are not open for M.Sc. yet, but opportunities of studying in Japan are needed especially for research capability development. Therefore, it is recommended to prepare a chance to study in Japan for M.Sc. students, in order to have them attain a better understanding of Japanese research oriented educational system and reinforce their research capability.

E-JUST is planning to open three undergraduate (UG) programs, namely the engineering department, business and humanities department and the basic and applied sciences department in the next several years. Firstly, the establishment of the engineering department is scheduled in September 2017. The Japanese educational system will be new to majority of UG students and therefore it is recommended to prepare a scholarship program especially for qualified UG students. Preparing an opportunity of studying in Japan for UG students shall contribute to produce competent graduates who have discipline of Japanese research style.

5.3 Capacity of Japanese University / Institution

During the survey, the team visited universities and training institutions to understand the capacity to accept Egyptian students and trainees.

5.3.1 Degree / Non-degree Study

- Almost all universities where the survey team visited answered that they were very active to accept international students, especially at post graduate level, one of the key indicators of “globalization” of universities. On the other hand, international program in which courses are provided in English is limited to certain field.
- The fields that are familiar with international program at post graduate level are; Natural Sciences such as Engineering, Basic Science, Medicine and Agriculture, Public Policy and Economics. The fields that are rarely provided in English are Education and Nursing. As long as the survey team recognizes, universities which provide international program in the field of Education are Hiroshima University,

¹⁵ Electronics and Communications Engineering (ECE), Computer Science and Engineering (CSE), Industrial Engineering and Management Systems (IEM), Materials Science and Engineering (MSE), Mechatronics and Robotics Engineering (MTR), Energy Resources Engineering (ERE), Chemicals and Petrochemicals Engineering (CPE) and Environmental Engineering (ENV)

¹⁶ Ph.D. students who are funded by MOHE scholarship programs are eligible to study at EJUST partner universities in Japan. From 2012 to May 2016, a 93 Ph.D. students visited Japan for research activities and thesis writing.

Naruto University of Education, and University of Tsukuba, and Nursing field are St. Luke's International University and Kobe University.

- Although not a few universities provide international degree programs at post graduate level, those for undergraduate level is very limited. However, many universities have launched international program with limited period, normally one semester or one year.
- Many Japanese universities currently offered international students to join short program, called “summer program” during summer holidays from July to September. Typical topics of the program are basic Japanese language and Japanese cultures, but some universities provide more professional or special activities such as laboratory and research experience.

5.3.2 Training for Basic Education Sector

It is highly possible that universities or institutions that provide short trainings for foreign participants arranged financed by JICA or foreign governments will be able to establish new training program for Egypt. The survey team visited those universities during this survey and received positive replies from some universities such as Hiroshima University, Kobe University, University of Tsukuba and Naruto University of Education. The topics those universities can cover are “Lesson Study”, “Science and Mathematics Education Methodology”, “School Governance and Management” and “Educational Administration and Finance”. Regardless of the topics, the participants may make site visit at local schools, public training centers for teachers, board of education at local governments. Many universities answered similarly that the following months are not suitable for training implementation since trainees cannot visit the local schools; April (beginning of school year in Japan), July & August (summer vacation season at Japanese schools). On the other hand, universities expressed concern about the implementation scheme, especially logistical arrangement and coordination of the program since they are not familiar with those activities.

5.3.3 Training for Health Sector

It might be an efficient to find out the candidate training institutions in similar way as mentioned in the previous section. The survey team approached the institute that has the plenty of experiences in providing trainings for JICA or foreign government as such institute has high potentiality in meeting the demand of Egypt. Egyptian side requests to hold the training on nursing, hospital management and emergency pre-hospital care. Another survey team for health sector contacted Kokushikan University and they positively considered in providing the training on “emergency pre-hospital care”. The other candidate institutions for the training on nursing would be Kobe University and Yamanashi Prefectural University. Those universities accepted the international training program or had the experiences in

participating in international cooperation project. Regarding Hospital management, Tokyo Women's Medical University is one of the candidates.

On the job training (OJT) will be implemented under the scheme of “Advanced Clinical Training of Foreign Medical Practitioners” authorized by Ministry of Health, Labour and Welfare of Japan. The survey team assumed that the hospitals that have received trainees in the past by the program or Joint Commission International (JCI), the international accreditation for hospitals, have high possibility of acceptance of trainees, and sent the questionnaire to 40 such hospitals. Out of 40, 6 hospitals replied positively in accepting the trainees. The team made on-site visit to St.Luke's International Hospital, Shonan Kamakura General Hospital and Ashikaga Red Cross Hospital during the survey.

5.4 Project Overview

A description of the proposed project is as follows: taking the present higher educational situation and problem in Egypt and other sector-relevant information as well as policies agreed in the bilateral partnership of Egypt-Japan Education Partnership (EJEP) into accounts. This project will be implemented with the purpose to increase the number of Egyptians students and trainees studying abroad. In addition, as a means of procuring funds necessary for the project, Yen Scholarship Loan/Loan Repayment program will be offered as a way of showing Japanese government's full commitment in supporting Egypt's ownership.

Table 16 Overview of the Project

ITEM	DESCRIPTIONS
Project Title	“Egypt-Japan Education Partnership : Human Resource Development Project (EJEP:HRDP)”
Background	<p>Over 1.5% annual population growth causes the increasing of the number of students per class in primary schools in Egypt (44), which is almost double of OECD countries average (21.6). In higher education sector in Egypt, insufficient practical and research skill is attributed to excessive students per teacher and emphasis on classroom.</p> <p>On the other hand, the number of doctors and nurses per 10 thousand citizens which is 28.3 and 35.2 respectively in Egypt, needs to be increased corresponding to rapid population growth and urban centralization. Especially, the number of nurses is definitely small considering the fact that that in Japan is 115. In addition, insufficient number and low skill of medical workers is a main issue in health sector due to the low quality of training system and curriculum, enough</p>

	<p>trained teachers, lack of opportunity of on-the-job-training as well as rapid population growth and urban concentration.</p> <p>In such context, “Egypt-Japan Education Partnership “EJEP” is announced at the timing of official visit of the President of the Arab Republic of Egypt to Japan in February 2016 to empower Egyptian youth and to enhance peace, stability, development and prosperity for both countries. EJEP clearly states that at least 2,500 Egyptians in particular students, teachers and government officials in the fields of education and health will be dispatched to Japan in the coming five years, whereby contributing to the realization of the Government of Egypt development and reform plans as well as its efforts to empower its promising youth.</p>
Objectives	<ol style="list-style-type: none"> 1) To empower Egyptian youth, as an important component in their pursuit of increasing the youth employment rate and as well as combating terrorism and extremism along with promoting peace, stability, development and prosperity by sending students, researchers, faculties, government officials in the fields of both basic and higher education as well as health-related fields to study and undergo training in Japan. 2) To introduce Japanese-style education into Egyptian basic education system and healthcare sector by working closely with the relevant entity to the EJEP project 3) To strengthen the ties between the Egyptian government the Japanese government by giving fully support to the human resource development in the fields of science technology, innovation, basic education and health sector in Egypt through activities outlined above.
Duration/Timescale	Approximately 8 years since April 2017 (Plan)
Central Agencies/ Related Organizations/Stakeholders	<ul style="list-style-type: none"> • Executing Agency: Ministry of Higher Education • Implementing Agencies: Ministry of Higher Education, Ministry of Education, and Ministry of Health • Steering Committee (SC): An organization responsible for the whole projects under EJEP • Executive Committee 2 (EC2): An organization responsible for making decisions relevant to the project • Project Management Unit 2 (PMU2): Project implementing body
Components of the Project	This project is comprised of 3 components (see 1-3) depending on the program and target candidates. Each component is then subdivided into 8 parts based on the implementing organization and the contents of the

	<p>programs (see A-I).</p> <ol style="list-style-type: none"> 1. Post Graduate Program <ol style="list-style-type: none"> A) Post graduate program 2. Non-degree Education & Research program <ol style="list-style-type: none"> B) Short-term study abroad program C) Semester study abroad program D) 1-year study abroad program E) Joint-research, Joint Supervision, Post-doctoral, Researcher Exchange Program 3. Non-degree Training Program <ol style="list-style-type: none"> F) Short Training on Basic Education G) Short Training on Health Sciences H) On the Job Training for Medical Staff I) Capacity Building for Project Management Staff
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The details and the objectives of each program are listed as follows.

1-A) Post Graduate Program

- Relevant organization: Ministry of Higher Education
- Duration: Two years for Master degree, three years for Doctorate degree

(Objectives and Targets)

Post graduate program is divided into Master's Degree program and Doctoral Degree program. The target candidates are the researchers belong to faculties of higher education institutes like E-JUST as well as other research institutes and government officials in related ministries. This program is offered in various fields of studies such as Japanese language and a wide range of Science-related fields including engineering, healthcare, agriculture, physics and education. This program aims to improve higher education institutions in Egypt through the development of human resources in the field of higher education along with contributing to a better policy planning.

(Priority Area)

The priority areas for study will be decided every year after taking Egypt's national policies as well as higher education policy along with science and technology policy into considerations. The priority areas for the first batch are as below.

- A) New & Renewable Energy
- B) Desalination of Water Resources
- C) Computer Science & ICT
- D) Medical Sciences
- E) Agriculture & Food Resources

- F) Commercial Sciences
- G) Social & Human Sciences (including Japanese Studies, Japanese Education System: Whole Child Education (Tokkatsu))
- H) Modern & Rare Engineering & Technological Sciences

(Language)

The program will be taught mainly in English while Japanese-language ability is required for those who will be pursuing studies in the Japanese language and Japanese culture. The field of studies may be varied according to the universities and institutions.

2-B), C), D), E) Non-degree Education & Research program

- Relevant organization: Ministry of Higher Education
- Duration:
 - B) Short-term study abroad program: Less than one month
 - C) Semester study abroad program: Six months
 - D) 1-year study abroad program: One year
 - E) Joint-research, Post-doctoral, Researcher Exchange Program: Six months to Two years

The programs outlined above, B, C, and D are designed for students who are enrolled in Bachelor's degree program and Master's Degree Program whereas Program E aims at Doctorate students who are enrolled in the faculties as well as researchers from relevant research institutes. This program aims to expand the skills and knowledge of Egyptian youth by creating study opportunities in Japan so that they can obtain degrees from Japanese universities in the future, with the hope to strengthen relationship between universities in Egypt and Japan as well as establishing new joint researches programs between institutes in Egypt and Japan. The focused areas for study will be decided every year after taking Egypt's national policies as well as higher education policy along with science and technology policy into considerations. The field of studies may be varied according to the universities and institutions.

3-F) Short Training on Basic Education

- Relevant organization: Ministry of Education
- Duration: 6 weeks

The thematic group-based short-term training scheme will be implemented for the development of human resources in the field of basic education. Specifically, five types of programs shall be implemented and 15 to 20 participants per intake are likely to be dispatched to training institutions in Japan (the number of participants may vary according to the contents of the program and the capacity of the university). By the year 2020, 550 or more Egyptians shall be invited to Japan for capacity building.

This training programs are expected to complementary contribute to JICA’s technical cooperation “The Project for Creating Environment for Quality Learning¹⁷”. Therefore, the target candidates for this training programs are the principals, teachers and supervisors of relevant schools, namely 12 pilot schools and 200 model schools, and the government officials at Ministry of Education and regional education offices (Mudiryya and Idara) who are related to the JICA’s technical project.

Type	Topic	Period	# of Participant / # of Batches
Group Training	1. Tokkatsu & School Governance Management	Six (6) weeks	20 participants x 10 batches = 200
	2. Tokkatsu (Advance)		15 participants x 3 batches = 45
	3. Tokkatsu & Learning Improvement (Lesson Study)		20 participants x 5 batches = 100
	4. Tokkatsu & Learning Improvement (Literacy and Numeracy for Earlier Graders)		20 participants x 5 batches = 100
	5. Tokkatsu & Early Childhood Education		20 participants x 5 batches = 100
			Total 545 (28 batches)

To make sure that all the participants obtain the basic knowledge of Japanese educational system, variety of educational practices, and fundamental knowledge and skills on special activities known as “Tokkatsu”, all of the training programs consist of two modules, namely, common modules on Japanese education system and on special activity known as “Tokkatsu” (2 weeks), and specialized modules that are designed and established according to the specific needs of each topic (4 weeks). This training scheme is generally accepted by both the Egyptian side and the candidate training institutions. However, it is noteworthy that some think that common module is enough for one week and others think that it may be difficult to clearly distinguish between common modules and specialized module depending on the topic (for example, it may be more efficient to include a portion of Tokkatsu in specialized module). Therefore, it is necessary to continue coordinating with the Egyptian side and the Japanese side in formulating training programs.

¹⁷ This is JICA’s technical cooperation project which aims environmental improvement for improving the quality of learning by introducing the essence of Japanese-style education at basic education in Egypt. The requirement paper of “Whole Child Education Model (Tokkatsu+)” which is consistent with the curriculum guideline of MOE would be formulated based on 12 pilot schools in Cairo, Giza and Kaliobeya. Thereafter this Model would be disseminated in 200 schools to promote introduction of Tokkatsu+ in all target public schools in Egypt. The period of this Technical Cooperation Project is from February 2017 to February 2021 (48 months in total).

Regarding the composition of training programs, Egyptian side proposes classroom lectures consists of 30 %, practices (case studies, skill practice, job shadowing, etc) 40% and activities (visiting relevant organizations, presentation of action plan, etc) 30%. As for the feasibility and materialization of such proposal, it is necessary to continue coordinating with candidate training institutions. Furthermore, it is important to bear in mind that Japanese-Arabic interpreter who obtain specialized knowledge in the field of basic education is needed in implementing training programs. Since the number of such interpreters in Japan is considered to be limited, the information on skilled Japanese-Arabic interpreters not only in Japan but also in Egypt likely be required by training institutions.

Another point to bear in mind is that the Egyptian side has an idea of entrusting all the works related to program implementation to the training institutions. Prospective scope of work includes logistic support such as arrangement of program coordinator, interpreter, domestic transportation and accommodation. Therefore, even the universities that are positive toward program implementation (i.e, Hiroshima University, University of Tsukuba, Kobe University, and Naruto University of Education) strongly hope that they are able to obtain external assistance especially for labor intensive logistic support, just like the case of JICA's knowledge Co-Creation Programs. In fact, many Japanese universities suffers from chronic shortages of manpower, and therefore, it is not easy for them to provide all the works related to training implementation without employing new staff who have know-how of training implementation and is fluent in English. To find the solution of such issue, it will be necessary to share practical knowledge about logistic support with the candidate training institutions.

Another concern is the selection method of training institutions. This issue is still being discussed, but Egyptian side appears to prefer open tender method from the view point of fairness and cost cutting. It is true that open tender is the most transparent method but it requires laborious and time consuming tasks such as drafting, presenting, and examining diversity of official documents. Therefore, in case of adopting open tender method, it is necessary to coordinate and agree in advance who shall handle these additional works. Furthermore, it is critical to formulate a selection scheme that places more emphasis on the quality of proposed program than offering price for the sake of maximization of the training outcome.

The Egyptian side is seeking active involvement of the Japanese side for this joint project in many element including selection of training institutions, participants' selection and setting selection criteria. The counterparts of the training programs in the field of basic education is the members of Working Group that will soon be established under the Ministry of Education. On the other hand, the signer of the contract with training institutions is the Ministry of Higher Education. For that reason, it is necessary to consult with all the stakeholders including the Ministry of Education, the Ministry of Higher Education, and Japan side in drafting contract of the training programs. Moreover, upon concluding the contract, thorough explanation and

logistical assistance to the training institutions likely be required.

3-G) Short Training on Health Sciences

3-E) On the Job Training for Medical Staff

- Relevant organization: Ministry of Health
- Duration:
 - G) Health training program: One to two months
 - H) On-site medical training: Three months to 1-year

In the field of health sector, two types of training, namely, thematic group-based short-term training courses and on-site medical training program (hereinafter referred as “OJT”) are planned in order to develop skillful human resources who will contribute in improving nursing and medical services in Egypt. Group-based trainings are classified into three categories: nursing related, hospital management related, and emergency medical related. Nursing related programs consist of leadership management and nursing education, and the target participants include nurse managers at the hospitals under the umbrella of the Ministry of Health and the Ministry of Higher Education and the nursing instructors in the Nursing academy. For the field of hospital management, the target participants are the physicians and staffs at the hospitals and the governmental officials at the Ministry of Health, whereas for the field of emergency medical, the target participants are the instructors of the Ambulance Academy to be established by the Egyptian Ambulance Organization (EAO).

OJT is aimed at the physicians and nurses. The objective of this training program is to enrich the participants’ understanding about Japanese medical system and to allow them to get hands-on experience in the Japanese hospitals. OJT will be conducted within the framework of “Advanced Clinical Training of Foreign Medical Practitioners” (for details, see Table 17 in page 63) regulated by the Ministry of Health, Labor and Welfare, and the participants enrolled in OJT are expected to undergo trainings fruitfully with clinical experiences.

The outline of the trainings is as follows (for details, see Appendix 3: Concept Paper). By the end of 2020, 260 or more Egyptians are expected to be dispatched to Japan for capacity development.

Type	Topic	Period	# of Participant / # of Batches
Group Training	1. Nursing Management & Leadership	1 - 2 months	10 participants x 4 batches = 40
	2. Nursing Education		10 participants x 4 batches = 40
	3. Hospital Management		10 participants x 4 batches = 40
	4. Emergency Pre-Hospital Care		10 participants x 4 batches = 40
OJT	All disciplines	3 months	100 participants

		- one year	
Total			260 participants

【Group Training】

For the three training programs other than nursing education, consensus has already been formed on outline of the programs including objectives, expected outcome, target group, and schedule of the program. On the other hand, discussion on the nursing education program is on hold as of January 2017. This discussion shall be resumed after submission of the action plan for newly proposed “Nursing Division Strategic Plan” which emphasize on reform of the nursing educational institutions, whereas the Ministry of Health is expected to present the said action plan in the middle of February 2017. In connection with the Strategic Plan, inputs and appropriate advice from Japan side has been requested by the Egyptian side.

With regard to the composition of training programs, the Ministry of Health proposes classroom lectures accounts for 40-50%, practices (case studies, skill practice, job shadowing, etc) 40-50% and activities (visiting relevant organizations, presentation of action plan, etc) 10%. Additionally, for the emergency medical field, Egyptian side requests further on-site trainings in the emergency facilities such as ambulance car and doctor helicopters¹⁸. As for the feasibility and materialization of such requests, it is necessary to continue coordinating with candidate training institutions. Furthermore, for the training programs for health sector, Egyptian side requests to conduct classroom lectures in English as much as possible (arrange Japanese-English interpreter only when the instructor is not proficient in English), to prepare all the presentation materials in English, and to arrange Japanese-Arabic interpreters for practices and activities. Therefore, some training institutions may need to arrange not only Japanese-English interpreter but also Japanese-Arabic interpreter.

Yamanashi Prefectural University, Kobe University, Kokushikan University, Tokyo Women's Medical University are listed as candidate training institutions for group training in the health sector. However, likewise group trainings for basic education sector, Egyptian side intends to adopt open tender method in selecting training institutions from the view point of fairness and cost cutting. It is true that open tender is the most transparent method but it requires laborious and time consuming tasks such as drafting, presenting, and examining wide range of official

¹⁸ The Egyptian side requested further on-site trainings such as 48 hours riding on the ambulance car, 48 hours training at the command and control centre, 48 hours training by shadowing at the accident and emergency centre or secondary medical care centre, and practical training by boarding on doctor helicopter initially. However, these requests are accommodated after the invitation program of director and vice-director of EAO to Japan in December 2016. The concerned parties adjusted the general direction of this training such as the availability of boarding doctor helicopter is left to the implementing agency, and riding on the ambulance is included into the training plan but the command and control centre would be visited for observation purpose only.

documents. Therefore, in case of adopting open tender method, it is essential to coordinate and agree in advance who shall handle these additional works. Furthermore, it is crucial to formulate a scheme that places more emphasis on the quality of proposed program than offering price in order to maximize the outcome of the trainings.

The Egyptian side is seeking active involvement of the Japanese side for this joint project in many element including selection of training institutions, participants' selection and setting selection criteria. The counterparts of the training programs in the health sector is the members of Working Group that will soon be established under the Ministry of Health. On the other hand, the signer of the contract with training institutions is the Ministry of Higher Education. For that reason, it is necessary to coordinate with all the stakeholders including the Ministry of Health, the Ministry of Higher Education, and Japan side in drafting contract of the training programs. Moreover, upon concluding the contract, thorough explanation and logistical assistance to the training institutions likely be required.

【OJT for Doctor and Nurse】

Advanced Clinical Training is a system that Japanese Health Minister grants a foreign doctor and nurse permission to have a Japanese medical training involving medical practices.

Table 17 Advanced Clinical Training of Foreign Medical Practitioners

Purpose	To achieve improvement of clinical standard and international exchange in the field of clinical, Japanese Health Minister grants a foreign doctor and nurse permission to have a Japanese medical training.
Definitions	Advanced medical training is conducted under the direct guidance and supervision of an instructor certified by the Minister of Health, Labour and Welfare.
Conditions	One who does not hold a Japanese medical license can receive medical training two years at maximum. ① To have as one's purpose for entering Japan the mastery of knowledge and skills related to dental treatment ② To have sufficient ability to understand and communicate in Japanese to allow the pursuit of advanced clinical training ③ To have in excess of three years' experience in a practice after receiving the license or its equivalent in his/her home country

Resource : The Minister of Health, Labour and Welfare

In order to examine if the Japanese hospitals are willing to accept Egyptian medical practitioners utilizing Advanced Clinical Training of Foreign Medical Practitioners, survey team conducted questionnaire targeting medical institutions that have accepted foreign medical practitioners in the past, namely, hospitals that obtain Joint Commission International (JCI) or

Japan Medical Service Accreditation for International Partners: JMIP), and received positive responses from multiple institutions. Nonetheless, for the actual placement of the participants, it is necessary to consult with Japanese and Egyptian side based on the needs of the Egyptian side and the expertise of the OJT participants.

The challenge of this OJT program is the feasibility of dispatching nurses. From 2011 to 2015, the Minister of Health, Labor and Welfare granted permission to 343 foreign medical practitioners for them to pursue advanced clinical training in Japan. Nevertheless, foreign nurses were not included in them¹⁹. According to the Ministry of Health, Labor and Welfare, unlike physicians, qualification and required educational background for nurses differs country to country, so it has been difficult for them to identify if the capability of applied nurses is equivalent to the nurses in Japan. It is said that there was some application in the past, but the information submitted was not sufficient for them to grant permission.

Additional Documents (English)	Legal documents or/and other official documents which define and clarify the role of nurses and the nursing qualification system in Egypt Documents which provide the necessary information on nursing education in Egypt such as curriculum and course syllabus
Deadline	The early February

After receiving above documents, it is necessary to support translating them into Japanese, to find the Japanese institution that will cooperate with the application, and to persistently communicate with the Ministry of Health, Labor and Welfare. Considering difficulty in dispatching nurses for OJT program, the Egyptian side targets to dispatch two (2) nurses and 23 physicians (25 in total) for the first year. According to Egyptian side, one of the candidates is a nurse in the Cairo University Specialized Pediatric Hospital and another in a hospital under the Ministry of Health. Regarding OJT for nurses, some Japanese medical institutions expressed concern that it may be difficult for them to pursue tasks if they are not fluent in Japanese, as one of the major task of nurses in Japan is communication with patients. Bearing in mind such concern, it is essential to consult with Japanese and Egyptian side for effective and efficient placement of nurses.

¹⁹ According to the Ministry of Health, Labor and Welfare, in the case of nurses, it is required to submit supplementary documents to prove nurses' qualification and capability is equivalent to that in Japan in addition to general documents such as copy of license, graduate certificate, and certificate of more than three years of clinical experience. The supplementary documents include structure of nursing education, curriculum/syllabus of nursing educational institutions, and legal documents or/and other official documents which define and clarify the role of nurses and the nursing qualification system. In the past, there were some inquiries and applications for Advanced Clinical Training for foreign nurses, however, due to the fact that none of the medical institution was able to submit sufficient and satisfactory documents, there are no cases of approval for foreign nurses.

For OJT program, selection method of medical institutions has not yet been discussed with Egyptian side. However, OJT program is similar to Joint Research or Joint supervision in nature, and therefore it is reasonable and practical to apply the same selection method as Post Graduate Program and Non-Degree Education & Research program.

3-I) Capacity Building for Project Management Staff

This is the training program aiming to enhance the capacity of staff who are in charge of the management of this project. The main target of the program will be the staff at Central Department of Mission, one of the departments in the Ministry of Higher Education and the total number of participants will be 10. They will receive the training at Japanese institutions such as universities for the purpose of improving the management and administrative skills as well as establishing a network with Japanese higher education institutions which enable the efficient and smooth project implementation. The proposed program contents is shown as the Appendix 4.

The following table shows the number of new students expected to be enrolled in each program every year. In total, 1,215 candidates are expected to be dispatched to Japan by the end of 2020 enrolling in the eight programs mentioned above.

Table 18 The number of new students expected to be enrolled in each program every year

Program	2017	2018	2019	2020	Total
1. Post Graduate Program					
A) Post Graduate program	25	55	55	55	190
2.Non-degree Education & Research program					
B) Short-term study abroad program	10	10	20	20	60
C) Semester Study Abroad Program	15	15	25	25	80
D) 1-year Study Abroad Program	15	15	30	30	90
E) Joint-research, Post-doctoral, Researcher Exchange Program	30	30	30	30	120
3.Non-degree Training Program					
F) Short Training on Basic Education	135	135	140	140	550
G) Short Training on Health Sciences	40	40	40	40	160
H) On the Job Training for Medical Staff	25	25	25	25	100
I) Capacity Building for Project	10				10

Management Staff					
					1,360

5.5 Project Implementation Structure (Role of each organization and agencies)

Both Egyptian and Japanese governments have expressed the need to establish “Joint Steering Committee” in the joint statement, with the purpose of policy adjustment, follow-up and regular evaluations in conducting any events related to Egypt-Japan Education Partnership (EJEP). There are two Executive Committees (EC) comprised by high ranking officials of both governments that is founded under the Joint Steering Committee. The first EC is responsible to control all matters regarding basic education and technical education, as well as coordinating programs along with adjustment, execution and follow-up of subject matters. Meanwhile, the other EC is in- charge of making decisions to matters related to loan scholarship program, managing the student allocations, recruitment and selections, dispatch preparation, and management and evaluation for the whole program. Both governments have discussed and agreed with the establishment of the operating Joint Steering Committee and EC in order to ensure that the project is implemented thoroughly and smoothly.

As a result, the established Steering Committee serves as an organization responsible to the whole EJEP policy adjustment. The Executive Committee 2 (EC2) is put under Steering Committee, being responsible for scholarship program as well as a decision maker for this project. Management Unit2 (PMU2) is put under EC2 to implementing daily tasks deemed necessary for this project.

One of the special features of this project is a concept called “Joint Implementation” which is portrayed both in Steering Committee and EC2. This concept shows that the program should be executed together since this is the partnership program. The Japanese Co-Director is representative of this Joint Implementation from the Japanese side and works as a member of PMU who also manages the project together with the Egyptian Director.

Additionally, a working group has been formed and put in each ministry involved in this project namely, the Ministry of Higher Education, Ministry of Education and Ministry of Health.

Egyptian Cultural and Education Bureau Unit (ECEB) has been found who is currently working under the Embassy of Egypt in Tokyo is responsible for all money payment-related matters including students’ scholarship, universities’ tuition fees and so on.

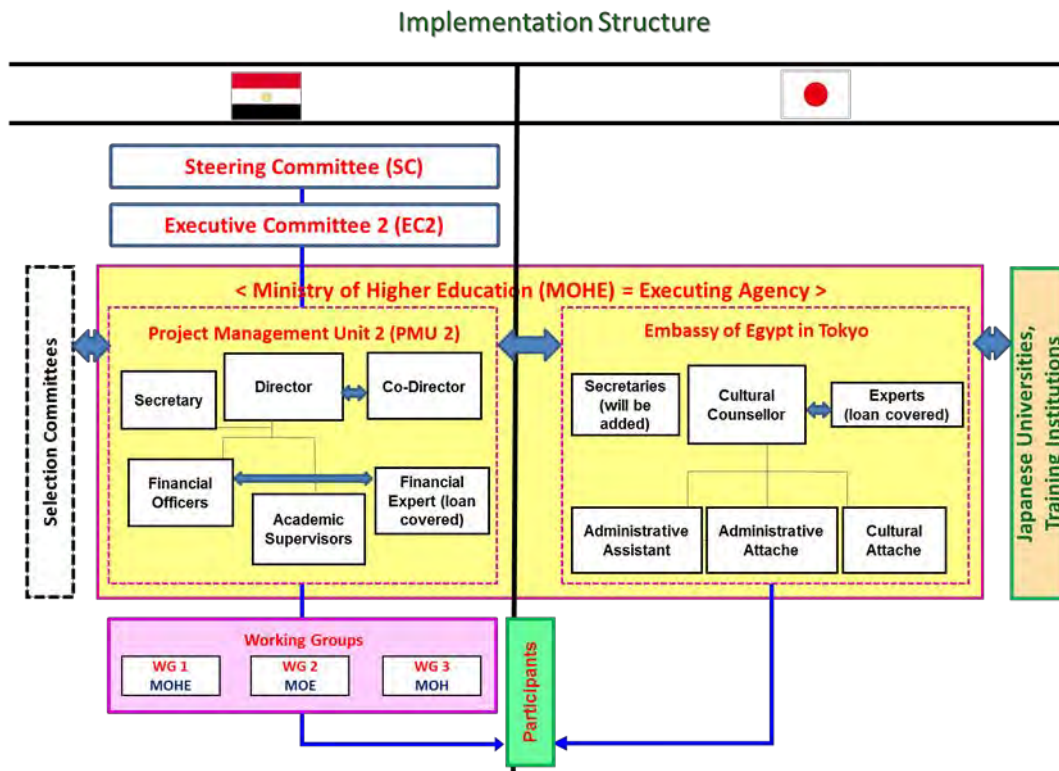


Figure 7 Project Implementation Structure

The role and members of each organization are as follows.

(Steering Committee (SC))

Role	<ul style="list-style-type: none"> • Making decisions for the overall Project • Monitoring and evaluating activities of EC2
Members	Both Egyptian and Japanese (the Advisor to the President for National Security, relevant Egyptian authority (minister level), Ambassador of EOJ, JICA Chief Representative etc.)

(Executive Committee 2 (EC2))

Role	<ul style="list-style-type: none"> • Approving allocation of budget and participants number to each program • Approving program regulation and criteria for participants selection • Approving program planning proposed by each WG through PMU2 • Approving participants selection proposed by each WG through PMU2 • Monitoring and evaluating activities of PMU2 , WGs and Consultants • Reporting to SC
Members	Both Egyptian and Japanese (Relevant Egyptian authority, Embassy of Japan, JICA Egypt Office etc.)

(Project Management Unit 2 (PMU2))

Role	<ul style="list-style-type: none"> • Secretariat of EC2 • Overall project management and coordination of 3 Working Groups • Managing project finance (Loan disbursement management) including making payment and preparing for documents for Disbursement • Reporting to EC2
Members	<p>Egyptian Director from Ministry of Higher Education, Central Department of Mission</p> <p>Egyptian Supporting Staff (Ministry of Higher Education)</p> <p>Japanese Co-Director</p>

Japanese Co-director

Role	<ul style="list-style-type: none"> • Supporting and advising Egyptian Director for PMU management in following areas • PMU management • Public relations • Supporting Egyptian Director to organize EC2 • Advise the Minister of Higher Education
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(Working Groups (WG))

Role	<ul style="list-style-type: none"> • Creating program regulations and criteria for participants selection • Program Planning including making annual implementation plan, preparing for “position paper” for each program • Implementing programs including selecting participants, placement of participants, finding training institutions, monitoring the progress of implementation • Reporting to PMU2
Members	Egyptian only (Staff of Ministry of Higher Education, Ministry of Education and Technical Education, Ministry of Health)

(Egyptian Embassy in Tokyo)

Role	<ul style="list-style-type: none"> • Payment of scholarship to students in Japan • Students counseling • Reporting to PMU2
Members	Cultural Attaché, Education Attaché, ECEB staff

(Egyptian Embassy in Tokyo)

Role	<ul style="list-style-type: none"> • Scholarship payment to students in Japan • Students counseling
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	<ul style="list-style-type: none"> • Reporting to PMU2
Members	Cultural Attaché, Education Attaché, ECEB staff

(Japanese Experts for Capacity Building for Joint Implementation)

Role	<ul style="list-style-type: none"> • Program Development and Capacity Building <ul style="list-style-type: none"> - Developing training course both fits the aims of the Egyptian and Japanese acceptability - Establishing collaborative scheme with Japanese universities - Coordinating Joint Supervision and Joint Research - Selecting candidates fit best with Japanese universities /organizations - Training Program for CDM staff - Training Program for ECEB Tokyo staff • Technical Transfer to Egyptian Embassy in Tokyo <ul style="list-style-type: none"> - Technical transfer for smooth implementation of the program and efficient logistics arrangement in Japan such as: <ul style="list-style-type: none"> ✓ Academic monitoring, daily life assistance and emergency support ✓ Quarterly reporting to PMU on the financial issues • Technical Transfer to PMU & WG <ul style="list-style-type: none"> - Technical transfer for smooth preparation and implementation of program in Egypt such as: <ul style="list-style-type: none"> ✓ Pre-departure orientation for better understand about life in Japan and program purpose/contents/outcome ✓ Initial and Subsequent Disbursement Request by making assisting financial forecast
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“Implementation Structure: Authority” (Appendix 5) shows the role and authority of each implantation body. Details of the activities of each body are described in “Job Description of Implementation Organization for Scholarship Program and Allocation of Roles” (Appendix 6).

Experts are expected to be hired for the purpose of capacity building of staff in charge of overseas fellowship program under JICA loan. The purpose of Capacity building for Joint Implementation are as follows. The project goals must be set to achieve the aims while supporting PMU, WG and Egyptian Embassy in Tokyo.

The purposes of Capacity Building for Joint Implementation:

- 1) To support partnership project management for the development of basic and higher education, science-related researches and healthcare system in Egypt while supporting PMU2,

WG, Egyptian Embassy in Tokyo

2) To build strong trust relationship with universities and training organizations in both countries while thoroughly supporting program management by PMU, WG and Egyptian Embassy in Tokyo

3) To build strong, lasting mutual cooperative relationship between Egypt and Japan in the fields of academic researches, technology and innovation, basic education and health through project management by supporting PMU2, WG, Egyptian Embassy in Tokyo

The Draft plan of Terms of Reference of Capacity Building for Joint Implementation is shown in the Appendix 7.

The role of ECEB Tokyo is of crucial importance in the success of this project. The survey team visited ECEB, which is responsible for managing Egyptian government scholarship program in Japan in association with Central Department of Missions, to understand its management capacity for existing scholarship programs, and new programs under JICA loan projects, and also issues to be improved. The result of the survey is shown as “Appendix 8”.

5.6 Flow of Program Implementation

Each program has its own program implementation flow. Implementation activities are described in this section.

Degree Program

Necessary activities in implementing degree program is as below.

- ① Program Development
- ② Selection of Participant
- ③ University Placement
- ④ Admission Procedure
- ⑤ Housing Arrangement
- ⑥ Immigration Documents Arrangement
- ⑦ Pre-departure Orientation
- ⑧ Post-arrival Assistance
- ⑨ Academic Monitoring
- ⑩ Daily Life Assistance
- ⑪ Returning Assistance
- ⑫ Reporting

Appendix 9 shows the implementation flow for degree program. The most important activities for the first year of the project is program development and participants selection.

【Program Development】

Degree programs do not require the special activities in development of programs since participants apply for existing international program at Japanese universities. However, the activities such as collecting international program information, developing the cooperation network among Japanese universities, are needed for smooth implementation of the program. The team made “Degree Program Guide” (Appendix 10), which will be useful tool for Egyptian students in finding suitable program or understanding the higher education system in Japan. The guide will be uploaded on the website when calling the candidates.

When establishing the network among Japanese universities, which enable smooth placement of students, universities which has relationship with Egypt should be considered. The candidate universities for the network are; Kyushu University and Hiroshima University (having branch offices in Cairo), EJUST assisting universities, universities accepting Egyptian students under ABE Initiative and member universities of “Japan-Africa Academic Network (JAAN)”.

【Selection of Participants】

Selection criteria and procedure was approved by EC2. Originally, the program would be announced in December 2016 but the schedule delayed due to some reasons. Since many Japanese universities close application for September 2017 intake by April 2017, the selection must complete at the end of March. To meet the deadline, the program should be released at the beginning of February at the latest and every steps for the selection should be shortened as much as possible (Appendix 11). The criteria and requirement of the section including age, position-experience, academic performance, language proficiency is compiled as Appendix 12.

Selection is conducted jointly, and both Egyptian and Japanese side involve in the process (Appendix 13). Japanese co-director participate in the process of evaluation and interview and Joint Selection Meeting attended by Embassy of Japan and JICA will be held twice in the process in order to secure the transparency and fairness.

The Selection committee checks the eligibility of the applicants, and those who pass the check can go on to the next step. The eligible candidates list is reviewed by the 1st Joint Selection Meeting, in which evaluation criteria will be confirmed. Selection Committee by field is established according to the field of applicants. The evaluation has two steps; technical evaluation on paper basis and oral interview. The evaluator gives score on Evaluation Sheet (Appendix 15), and PMU summarize the result of evaluation. The 2nd Selection Meeting confirm the final selection result considering the balance of field and EC2 approves it.

Non-degree Study / Research Program

The details of the implementation of Non-degree study (short-term study, semester study, one-year study and research) hasn't been discussed enough. The implementation activities are depending on the content of each program. Anyway, it might be difficult to implement short-term study since such program is usually provided summer season (July – September) at Japanese universities.

It is not difficult to implement “Joint Supervision Program” as this is one of existing scholarship program of CDM. However, existing program has a problem in finding suitable supervisor under whom Egyptian students study. The appropriate system for the placement should be developed by when the program starts.

“Joint Research Program” facilitate the joint research between Egyptian universities / institutions and Japanese ones. Under the scheme, Egyptian scientists are dispatched to Japan to conduct the research. Since this is the new scheme for CDM, the program implementation structure including finding research unit, providing information of resources at Japanese side, strengthening existing joint researches, monitoring and managing the joint research. In terms of the existing joint research, Appendix 1 is worth to refer.

Training Program

The implementation flow of “Training Program” is shown diagrammatically as Appendix 16. Appendix 17 and 18 show the whole schedule of the program implementation. There is a slight difference in the implementation between Short Training and OJT Program. For OJT Program, the participants are selected first since the training institution is decided depending on the interest of the participants. On the other hand, participants for Short Training will be followed by fixing the training institution.

It is not easy to find the training institutions, especially the short training (group type program) since not many Japanese universities / institutions can develop and implement the short program in English. Prior to selecting the training institutions, Egyptian side should prepare for concept papers which contain brief idea of the training as well as the back ground and necessity of the training program. Based on the concept papers, the training institutions will make training proposal.

With regard to the selection procedure of the training institution, the Egyptian side strongly urges the competition of the selection to ensure the validity of the price and content. The details of the procedures is under the discussion.

An outline of the selection procedure of the participants is as shown in Appendix 19. Specifically, it begins with launching the Selection Committee within Working Group (WG).

The committee consists of members of WG and PMU2. The committee establishes the selection criteria, then carries out screening by document evaluation and interview. After the screening, the committee drafted the selection result. The Joint Selection Meeting reviews the validity of the selection process and the list of candidate trainees, the final trainee will be approved by EC2. The Joint Selection Meeting is organized by the Embassy of Japan, JICA Egypt Office and Japanese Co-director in addition to Egyptian members.

As mentioned above, the selection criteria of the participants will be established by Selection Committee, but some elements have been decided as below by January 2017.

Type	Degree	Age (max)	Minimum work experience
Group Training (Education)	Bachelor or higher	Principal (new school): 45 Principal: (existing school): 50 Teacher: 40	Up to program
Group Training (Health)	Diploma or higher	Nurse: 45 Others: up to program	Nurse: 5 years Others: up to program
OJT	Nurse: Diploma or higher Physician: Bachelor or higher	Nurse: 45 Physician: 35	Nurse: 3 years Physician: 3 years

5.7 Project Cost

5.7.1 Cost Estimation

Based on the project outline and the implementation structure proposed in this chapter, the project cost estimates are shown in Table 19.

In the Table 19, the cost of each component is categorized into the cost incurred in foreign currency including Japanese Yen (FC) and the cost incurred in local currency, Egyptian Pound (LC). Price escalation cost at 1.6% per annum for the foreign currency cost and 4.5% per annum for the local currency cost were added to the cost, as well as 5.0% per annum contingency for implementation following JICA's stipulations. The exchange rate is EGP1=JPY12.4 which brought up the total project cost to 10,133 million yen.

Although they are not being directly included in the project cost, other necessary costs for project implementation such as tax (goods and service tax), interests during construction and

front-end fee. GST of 10% (standard rate) is allocated in local currency. For the Yen Loan program, interests during establishment of 0.3% and front-end fee of 0.2% have been allocated. Estimated total project costs including these relevant costs reached to 10,263 million yen.

The estimated project cost every year is shown in Appendix 20. The cost estimations for each program are calculated based on the existing scholarship program in Egypt (dispatch allowances such as per diem allowance, living allowance and pre-departure/arrival allowance) and according to the interviews with Japanese institutions (program fee such as application fee, matriculation fee and tuition fee) and public information (travel fee and health insurance). Details of cost estimations for each program are shown in Appendices 21 to 23. Furthermore, manning schedule for the Japanese experts and overall implementation schedule (divided by dispatched unit base) are shown in Appendix 24 and Appendices 25 and 26 respectively.

Table 19 Summary of project cost estimates

Item		Total		
		FC	LC	Total
A. ELIGIBLE PORTION				
I)	Program	8,661	0	8,661
	Scholarship Program	7,792	0	7,792
	Base cost for JICA financing	7,792	0	7,792
	Price escalation	456	0	456
	Contingency for Implementation	412	0	412
II)	Capacity Building for Joint Implementation	837	11	976
	Base cost	759	9	875
	Price escalation	38	1	55
	Contingency for Capacity Building for Joint Implementation	40	1	46
Total (I + II)		9,498	11	9,637
B. NON ELIGIBLE PORTION				
a	Procurement / Construction	0	0	0
b	Land Acquisition	0	0	0
c	Administration cost	0	39	482
d	VAT	0	1	14
e	Import Tax	0	0	0
Total (a+b+c+d+e)		0	40	496
TOTAL (A+B)		9,498	51	10,133
C. Interest during Implementation				
	Interest during Implementation (Program)	115	0	115
	Interest during Implementation (Japanese Expert)	0	0	0
D. Front End Fee		20	0	20
GRAND TOTAL (A+B+C+D)		9,633	51	10,268
E. JICA finance portion incl. IDC (A + C; FC only)				
		9,613	0	9,613

5.7.2 Financial Resource

Fundamentally, JICA's yen loan project covers the maximum 85% costs of the project, including non-eligible cost consisting of administrative costs, tax and customs, and the rest of the project cost incurred will be borne by the borrower. However, there are some exceptional cases, for instance, in the case of the costs in the foreign currency where it exceeded 85% of the overall project costs, JICA will bear all the costs in the foreign currency while the borrower bears costs in the local currency. It is thus deemed appropriate to apply the latter method for this project. As a result, the project costs of 9,613 million yen including interests during implementation will be allocated in the Yen Loan Project.

5.7.3 Disbursement Procedure

Yen Loan execution method from JICA includes "Advance Procedure" (the borrower will open designated account in Japanese Yen in which JICA make disbursement for advances based on the financial forecast for the project. During the project implementation, the borrower needs to submit evidence periodically for payments made using advances), "Commitment Procedure" (commonly applied to trade administration which proceed payments through Letter of Credit), "Reimbursement Procedure" (JICA reimburse the borrower for expenses) and "Transfer Procedure" (direct payment from JICA to suppliers).

Advance Procedure is deemed suitable for projects that need to pay expenses in a small amount frequently. In the case of study abroad projects, it is necessary to pay relatively small expenses such as scholarships, tuition fees to the universities, living allowances and air tickets. Furthermore, these expenses have mostly been pre-determined and therefore calculable in advance. Therefore, Advance Procedure is considered as the most appropriate procedure for this proposed project. In fact, similar projects such as the Professional Human Resources Development Project VI in Indonesia (PHRD VI) and the Project for Higher Education of Engineering in Mongolia also adopt this Advance Procedure.

Egyptian government dispatches a number of Egyptian students abroad for scholarship programs every year and therefore has gained sufficient experience in the area of the studying abroad related expenses payment. Nonetheless, it is the first time for Egypt to adopt Advance Procedure as Yen Loan execution method. In order to ensure that the proposed project is operated smoothly, capacity building through cooperation and collaboration with Japanese Co-Director and Japanese experts is deemed necessary.

5.7.4 Risks, considerations and countermeasures in implementing the project

This project consists of three different components, namely Post Graduate Program, Non-Degree Program Study and Research Program and Non-Degree Training Program. These three components will be simultaneously conducted, and therefore, will involve a lot of

procedures both in Egypt and Japan. The main task is to develop, implement and conduct evaluation on a variety of programs thoroughly and smoothly while closely coordinating and arranging the schedule with both Egyptian side and the Japanese side. The central actors in this project is not limited to executing agency, the Ministry of Higher Education, Scientific Research, but it also includes a wide range of organizations such as the Ministry of Education and Technical Education, the Ministry of Health, the Egyptian Embassy in Tokyo and various implementing institutions in Japan. As a matter of fact, every selections of scholarship under this project must be fairly and thoroughly conducted. Furthermore, it is important to proceed with the preparation as early as possible.

At the early stage of this project, implementing agencies should establish a project implementation body and appoint experienced external specialists to assist with the establishment of a system to deal with any upcoming complicated tasks so that the project is being run smoothly and fairly.

5.8 Operation and Effective Indicators

Operation and effective indicators of each program are shown in Table 20.

Table 20 Operation and Effective Indicators (Draft)

Operation and Effective Indicators	Target
1. Post Graduate Program	
Percentage of participants who obtained a degree in Japan	Over 80%
A selection of breakdown of female participants	Over 25%
2. Non-Degree Program Study and Research Program	
Percentage of participants who completed Non-Degree Program in Japan	Over 95%
A selection breakdown of female participants	Over 25%
Percentage of participants who obtain predetermined credit from Japanese universities (semester/on-year study programs)	Over 90%
Percentage of participants who published at least one paper during the program or within y months after completion of the program based on the outcomes of the program (Joint Research, Post-doctoral, Research Exchange programs)	Over 65%
3. Non-Degree Training Program	
Percentage of participants who completed Non-Degree Program in Japan	Over 95%

5.9 Environmental and social considerations, gender consideration

Social and environmental issues, along with gender-related issue must be taken into great consideration prior to the implementation of project. The implementation of this project is less

likely to trigger any negative impacts to the surrounding environment. Furthermore, 25% of the quota will be allocated for women in order to enhance female participations in the program.

Appendices

Appendix 1: International Projects supported by Japan Society for the Promotion of Science (Projects related to Egypt)

1. Joint Egyptian Japanese Scientific Cooperation (JEJSC)

- Japan and Egypt concluded MOU to facilitate the research exchange (joint research and seminar) in 2009. There is no quota for the research to be financed. Both countries provide the research fund.

Examples of Joint Researches:

“Development of genotype 4 hepatitis C virus replication system and functional analysis of NS4b protein” (J: National Institute of Infectious Diseases E: National Research Center, Microbial Biotechnology department, Genetic Engineering and Biotechnology Research Division)

“Collaborative Research of Gamma-ray Bursts by Coordinated Astronomical Observation between Egypt and Japan” (J: Hiroshima Astrophysical Science Center E: National Research Institute of Astronomy and Geophysics)

“Innovative biofuel and green chemical production by novel Egyptian aquatic bacterial isolates from designed and modified biomass” (J: Kyushu University, Faculty of Agriculture E: Alexandria University, Faculty of Science)

“First Egypt - Japan Workshop on Practical Education for Mechatronics and Robotics” (J: Waseda University, Faculty of Science and Engineering E: EJUST)

“First-principles electronic structure calculation of Piezoresistive effect of nanoscale material and its application to nanosensor” (J: Kyoto University, School of Engineering E: EJUST)

2. RONPAKU (Dissertation PhD) Program

- RONPAKU (Dissertation PhD) Program is to provide tutorial and financial support for promising researchers in Asia and Africa or other specified countries who wish to obtain their Ph.D. degrees from Japanese universities through the submission of a dissertation without matriculating a doctoral course. There are about 80 applicants every year

3. HOPE Meeting

- Since 2008, the Japan Society for the Promotion of Science (JSPS) has held a HOPE Meeting in Japan. HOPE Meetings give opportunities for excellent doctoral students and young researchers selected from countries/areas in the region around the Asia-Pacific region to engage in interdisciplinary discussions with Nobel laureates and other distinguished scientists. Their programs include dialogue with distinguished scientists pioneering the frontiers of knowledge; exchanges among the participants themselves, who live under the same roof for one week; and cultural lectures and activities.

4. Core-to-Core Program (A. Advanced Research Networks B. Asia-Africa Science Platforms)

B. Asia-Africa Science Platforms (List of Adopted Project) :

“Establishment of Toyama-Asia-Africa Pharmaceutical Network (TAA-PharmNet) for Development of New Drugs Based on the Natural Medicine” University of Toyama

(Graduate School of Medicine and Pharmaceutical Sciences) and Cairo University)

“Collaborative work to develop platform for zoonotic infectious diseases among Japan, Egypt and Asian countries”

(Kyoto Prefectural University of Medicine, School of Medicine and Damanhour University)

“Establishment of Chemical Hazard Commission for Africa”

(Hokkaido University, Graduate School of Veterinary Medicine and Zagazig University)

“Study on Education Finance and Administration in Asia and Africa/ A Sustainable Program to Nurture Young Researchers”

(Kobe University, Graduate School of International Cooperation Studies and Cairo University)

“New Consortium Creation and Cultivation of Young Scientist on Earth Resources in Asia and Africa Region”

(Kyushu University, Faculty of Engineering and Nuclear Materials Authority)

“Integrated Water Resource and Environmental Management for Asian and African Mega-delta under Climate Change Effects”

(Tokyo Institute of Technology, Graduate School of Science and Engineering and Egypt-Japan University of Science and Technology)

5. Bridge Fellowship Program

These include about 40 former JSPS fellows visiting their past host institutions in Japan, or coming to Japan to plan or implement joint research projects and seminars, to offer training or lectures for young researchers, or to prepare or attend scientific conferences and research meetings.

Appendix2: Concept Paper for Training Programs in Basic Education

January 2017

Concept Paper for Training Programs in Basic Education Sector

1. Background

Under H.E. Abdel-Fattah Al-Sisi, President of the Arab Republic of Egypt, Egypt's newest cabinet formed and developed the "Sustainable Development Strategy: Egypt Vision 2030" (hereinafter, referred as "SDS") in February 2016. SDS aims at creating a modern, democratic, and productive society, and at promoting human resources development through two main pillars: education and health.

Consequently, the Ministry of Education developed the "Strategic Plan for Pre-University Education 2014-2030" to respond to the social, economic and cultural needs of the Egyptian society. The plan emphasizes the commitment of the government in its immediate goal: to ensure "every child's right to equally receive quality education service in accordance with international standards, allowing every child to contribute effectively to social and economic development of the country, and compete regionally and globally."

Given such circumstances, during the official visit of H.E. Mr. Shinzo Abe, Prime Minister of Japan, to Egypt in January 2015, H.E. Mr. Abdel-Fattah Al-Sisi expressed his interest in benefiting from the Japanese educational system in Egypt to improve students' sense of ethics, discipline, and team work. As a result this interest was materialized during H.E. Mr. Abdel-Fattah El-Sisi's official visit to Japan, from 28 February to 2 March 2016, when both leaders announced their joint partnership on education: the Egypt-Japan Education Partnership (EJEP)¹ based on their belief that the education and development of human resources are the foundation of a nation building and the most important project for building a peaceful and prosperous society.

2. Challenges in Basic Education Sector and JICA's support

In the light of the education partnership, EJEP, Japan International Cooperation Agency (hereinafter referred as "JICA") has agreed with Ministry of Education and Technical Education (hereinafter referred as "MoETE") to execute a Technical Cooperation Project which supports the introduction and implementation of Japanese style education in the Egyptian-Japanese Schools (hereinafter referred as "EJS") in Egypt.

In addition to Technical Cooperation Project, JICA formulated Yen Loan Scholarship Program, named "EJEP: Human Resource Development Project", in order to enhance the capacities of Egyptian officials and people through providing study and training

¹ The Government of Egypt expressed strong interest in developing school activities, which address the ethics, discipline as well as collaborative spirits among Egyptian youth, through introducing the essence of the Japanese-style education in Egypt including various school activities and school management, based on the Japanese experience and know-how such as "Tokubetsu Katsudo (Tokkatsu)".

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

opportunities in Japan. During the formulation of the Project, both sides agreed to utilize the Yen Loan Scholarship Program for the capacity development of human resources of EJS, such as the teachers, principals, and governmental officials, in order to disseminate Japanese style education effectively in Egypt.

In order to formulate Yen Loan Project, JICA dispatched a survey team (hereinafter referred as “JICA survey team”) to Egypt to identify the necessary support to the Government of Egypt through the Project. Based on a series of discussions between MoETE and JICA Survey team, the following points have come to light as issues and challenges to be urgently addressed in adopting a Japanese style education system in Egypt:

- Necessity to develop knowledge and skills of central and/or local policy makers in-charged in the basic education system
- Necessity to provide opportunities for teachers to receive practical training on planning, delivering, observing, and evaluating classes
- Necessity to develop teaching materials to improve the quality of lessons and to promote pupils’ active and independent learning.
- Necessity of training of government officials/staff/teachers responsible for improving school management and administration
- Necessity to develop knowledge and skills of government officials/staff/teachers in a field of early childhood education
- Necessity to develop trainers for Tokkatsu programs

These issues and challenges imply the urgent need of trainings in each field, in order to strengthen qualified leaders and trainers, as well as enhance teaching skills to improve the quality of the basic education system in Egypt.

3. Training Capacity in Japanese side and Proposed Programs

In order to identify the capacity and availability of Japanese universities or training institutions, JICA Survey team visited variety of organizations and confirmed the feasibility of implementing group type training in collaboration with several host institutions. Considering the issues and challenges abovementioned to be overcome, JICA Survey team proposes the following training programs through the Yen loan scholarship Program.

Type	Topic	Period	# of Participant/ # batches
Group Training	1. Tokkatsu & School Governance Management	Six (6) weeks	20 participants / 10 batches = 200
	2. Tokkatsu (Advance)		15 Participants / 3 batches= 45
	3. Tokkatsu & Learning Improvement (Lesson Study)		20 Participants / 5 batches= 100
	4. Tokkatsu & Learning Improvement (Literacy and Numeracy for Earlier Graders)		20 Participants / 5 batches= 100
	5. Tokkatsu & Early Childhood Education		20 Participants/ 5 batches= 100

	Total 545 (28 batches)
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To make sure that all the participants obtain the basic knowledge of Japanese educational system, variety of educational practices, and fundamental knowledge and skills on special activities known as “Tokkatsu”, all of the proposed training programs consist of two modules that are closely linked, namely, common modules on Japanese education system (C1-A focus on basic education & C1-B early childhood education) and on special activity known as “Tokkatsu” (C2), and specialized modules (S1 – S5) that are designed and established according to the specific needs of each theme. Therefore, participants shall be ready to implement and/or collaborate with their colleagues to apply/implement not only their specialized knowledge and skills but also Tokkatsu+ activities upon completion of the programs.

	Training Programs (6 weeks)	Common Module 1 (1 week)	Common Module 2 (1 week)	Specialized Module (4 weeks)
1	Tokkatsu & School Governance Management	C1-A Outline of Japanese Basic Education System	C2 Tokkatsu	S1: School Governance Management
2	Tokkatsu (advance)			S2: Tokkatsu+
3	Tokkatsu & Learning Improvement (Lesson Study)			S3: Lesson Study
4	Tokkatsu & Learning Improvement (Literacy and Numeracy for Earlier Graders)			S4: Literacy and Numeracy for Earlier Grades
5	Tokkatsu & Early Childhood Education	C1 - B Outline of Japanese ECE		S5: Early Childhood Education

All the modules shall be developed as “Training for Trainers (TOT)” training and comprise classroom lectures, workshop, case studies (group work), field-visits to relevant organizations, observation and discussions by featuring a practical and participatory curriculum. Total duration of each program is six (6) weeks, and average time allocation for practical training, theoretical training and other activities is shown in below table.

	Theory	Practice	Activities
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Group Trainings (1 – 5)	30% (Classroom lectures, seminars, review and discussion, etc)	40% (case studies / skill practice, work alongside experienced counterparts / job shadowing, review and discussion, action plan, etc)	30% (site visits to related organizations, observation, action plan, etc)
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For further details of each training program such as program objectives, target participants and tentative training schedule, please refer to Appendix: Program Description.

4. Expected Outcomes

Participants are expected to learn Japanese Basic Education System in-depth and obtain specialized knowledge and techniques to develop and manage Egyptian Japanese Schools (hereinafter referred as “EJS”). After returning to Egypt, either being teachers, supervisors or policy makers, they are expected to deliver acquired training module or topics as a trainer with a clear sense of output that those whom he would be training need to achieve. Such output is expected to be accompanied by a follow-up tool that is to be taken to their home EJS. Furthermore, participants are obliged to implement “Action Plan” prepared during the program. Hence, the effect through those activities will not be limited to change the basic education environment, but it also extends to the systematical change of basic education system throughout Egypt.

5. Qualifications and Experience Required

1. Degree Background: Bachelor or Higher
2. Maximum Age: Principal (45 years old for new schools; 50 years old for existing schools), Teacher (40 years old)
3. Practical Experience on Related Field: TBD
4. Obligation: Returning to Egypt and working under the umbrella of Ministry of Education for at least 24 months.

1. Proposed Training Program on Tokkatsu & School Governance Management

1. Title
Tokkatsu & School Governance Management (tentative)
2. Background/Rationale
In order to achieve effective, efficient, and sustainable management of EJS, it is crucial to develop superior leaders who obtain in-depth understanding of Japanese educational system. In this respect, this program is designed for existing/candidate school managers and their trainers to acquire features and effect of basic education system in Japan including Tokkatsu. Participants are expected to understand the role, responsibility and activity of school managements and develop capacity of leadership. They are also expected to formulate plans for effective, efficient and sustainable school management mechanism of EJS upon completion of the training program.
3. Program Objectives
Ensure good school management and leadership with the clear educational objective of introducing Whole Child Education (Tokkatsu+) model
4. Expected Outcome
Upon completion of this training program, participants would be able to:
 1. Gain overall understandings on Japanese education and Tokkatsu.
 2. Obtain managerial and planning knowledge and skills to run EJS
 3. Acquire knowledge of being leaders and skills to run EJS
 4. Prepare plan to introduce Tokkatsu+ activities to school
5. Target participants
The number of participants for the program is thirty (30) to forty (40) in total per year (fifteen (15) to twenty (20) x 2 batches). Priority will be given to applicants whose major tasks involve the critical aspects of principals/supervisors/government officials training. The target groups are;
 1. Idara / Modiriya
 2. Principal
 3. Supervisor
 4. MOETE
 5. Teacher
6. Training Period
Six (6) weeks
7. Language
Arabic (through interpreter)
8. Plan of Program
The training program consists of lectures, workshop, discussions, case study, practices, and site visits by featuring a practical and participatory curriculum. Time allocation of the

program is shown in below table.

	Theory	Practice	Activities
School Governance Management and Leadership	30% (classroom lectures, seminars, review and discussion, etc)	40% (work alongside experienced counterparts / job shadowing)	30% (site visits to related organizations, observation, action plan, etc)

The topics to be covered during the program includes:

- Overview of Japanese Education System and Tokkatsu
- Role of Principals
- School Management skill
- Education Policy, Planning and Budgeting
- Reflection and Evaluation

In addition to the above, participants are expected to present job report (current situation of school management and leadership in Egypt) and action plan (suggestions and plans to be implemented back home). Participants are also expected to deliver acquired training module or topics as a trainer with a clear sense of output that those whom he would be training need to achieve.

9. Candidate of Implementing Agency
Saitama University and another university (subject to availability)

Training Schedule (tentative)

Training Course: Tokkatsu & School Governance Management (tentative)

Training Period:

Date		Program
		Arrival at Host University/Institution
1st Week (C1-A)	Brief.	Program Briefing
	WS	Presentation on Assignment (Job Report)
	Lec.	Basic Education System in Japan <ul style="list-style-type: none"> - Japanese Education Overview - Japanese School Overview - Social Education Common topics (summary) <ul style="list-style-type: none"> - Learning Improvement: Lesson Study (LS) - Learning Improvement: Literacy and Numeracy for Earlier Graders (LNEG) - School Governance, Management and Leadership (SGML) Distinctive Features of Japanese Education: The highest Achievement with the Least Disparity <ul style="list-style-type: none"> - MEXT (Ministry of Education, Culture, Sports, Science and Technology) and prefectural / municipality board of education - Measures to ensure compulsory education in Japan - Organization and implementation of the course of study and the assessment - PRESET (Pre-Service Teacher Training), INSET (In-Service Teacher Training), RD (Recruitment and Deployment), and CPD (Continuous Professional Development), - Ensuring numeracy and literacy of early graders - School management regulation - School management and leadership - Collaboration with community - School support services of the supervisor
	Obs.	Visiting board of education (central/regional) Visiting teacher training center Visiting Schools (lesson and other activities)
2nd Week (C2)	Lec.	Tokkatsu (basic) <ul style="list-style-type: none"> - Tokkatsu Concept - Tokkatsu+ in Japan (summary) <ul style="list-style-type: none"> ➤ Tokkatsu ➤ Class discussion ➤ Other school activities - School Management Classroom Management
	Obs.	Observation of Special Activities (cleaning, school meal, class discussion, etc)

		Observation of school facilities and equipment
3rd Week	Lec.	<p>Managerial Skills</p> <ul style="list-style-type: none"> - School management regulation / School organization / Duty allocation / Teacher evaluation / Budget plan and control / School evaluation / Community collaboration (PTA [Parent-Teacher Association], school council) <p>School management (focused on key Tokkatsu+ activities)</p> <ul style="list-style-type: none"> - Staff meeting / Lesson Study / SBI (School Based INSET) / Support for slow learner/remedial at earlier grades / Student Guidance / Annual school management plan / Official school record <p>Leadership</p> <ul style="list-style-type: none"> - Role of principal - Motivation and Trust - De-concentrated / Decentralized leadership
	Obs.	<p>Visiting Schools</p> <ul style="list-style-type: none"> - Work alongside experienced counterparts (1. Role of principal; 2. Management skill; 3. Supporting learning disability [LD] students) <ul style="list-style-type: none"> ➤ School management system observation ➤ Analyze and discuss on observed cases ➤ Discussion with school managements ➤ Identify and address issues related to school management and leadership in Egypt
4th/5th Week	Prac.	<p>Role-playing (leadership)</p> <p>School organization with duty allocation among teachers</p> <p>Refine the action plan to introduce Tokkatsu+ to a school</p>
6th Week	Lec.	<p>Reflection (summary, review, and Q&A session)</p> <p>Methodology of training (planning, implementing, managing, assessment of training)</p>
	WS	<p>Preparation and examination of Action Plan</p> <p>Evaluation Meeting</p>

2. Proposed Training Program on Tokkatsu (Advance)

1. Title
Tokkatsu (Advance) (tentative)
2. Background/Rationale
“Tokubetsu Katsudo, or commonly known as “Tokkatsu,” is an essential component in the Japanese education curriculum to achieve whole-child education which aims at a balanced development of social, emotional, physical and academic aspects of children, through various activities such as school events of culture and sports as well as interactive classroom discussion between teachers and students, for promoting active learning among students. The Government of Egypt expressed strong interest in introducing it in Egypt. At the request of the Government of Egypt, under EJEP, the Government of Japan expressed its commitment to undertake to promote Tokkatsu at schools in Egypt.

Tokkatsu is an effective group activities and are practiced in various ways throughout the day. For the purpose of in-depth and practical understanding of Tokkatsu in Japan, this training program offers the opportunities for participants to observe and participate in variety of Tokkatsu at elementary schools in Japan. Through active participation in the Tokkatsu activities, participants are expected to familiarize with the concept, importance and the role of Tokkatsu in the Japanese education context. Additionally, participants are expected to contribute in developing Egyptian Tokkatsu for EJS that are suitable for Egyptian context upon completion of the training program.
3. Program Objectives
Key players in the project acquire essential knowledge and techniques to ensure Whole Child Education (Tokkatsu+) model will be transferred to 200 model schools.
4. Expected Outcome
Upon completion of this training program, participants would be able to:
 1. Gain overall understandings on Japanese education and Tokkatsu
 2. Familiarize with the concept, importance and the role of Tokkatsu and related activities
 3. Understand how to introduce and implement Tokkatsu and related activities
 4. Prepare plans to introduce Tokkatsu to school and develop Egyptian Tokkatsu
5. Target participants
The number of participants for the program is thirty (30) to forty (40) in total per year (fifteen (15) to twenty (20) x 2 batches). Priority will be given to applicants whose major tasks involve the critical aspects of teachers/supervisors training and the monitoring and evaluation of Tokkatsu. The target groups are;
 1. MOETE
 2. Idara / Modiriya
 3. Supervisor
 4. Principal
 5. Teacher

6. Training Period

Six (6) weeks

7. Language

Arabic (through interpreter)

8. Plan of Program

The training program consists of lectures, workshop, discussions, case study, practices, and site visits by featuring a practical and participatory curriculum. Time allocation of the program is shown in below table.

	Theory	Practice	Activities
Tokkatsu (Advanced)	30% (Classroom lectures, seminars, review and discussion, etc)	40% (case studies / skill practice, review and discussion, evaluation)	30% (site visits to related organizations, observation, action plan, etc)

The topics to be covered during the program includes:

- Overview of Japanese Education System and Tokkatsu
- Tokkatsu advance (Tokkatsu in school/kindergarten and local/central education governance, evaluation and assessment, text book and material, etc)
- Lesson study practice
- Class Observations
- Case Studies / Skill practice
- Reflection and Evaluation

In addition to the above, participants are expected to present job report (current situation in Egypt) and action plan (suggestions and plans to be implemented back home). Participants are also expected to deliver acquired training module or topics as a trainer with a clear sense of output that those whom he would be training need to achieve.

9. Candidate of Implementing Agency

Kokugakuin University and another university (subject to availability)

Training Schedule (tentative)

Training Course: Tokkatsu (Advance) (tentative)

Training Period:

Date	Style	Contents
		Arrival at Host University/Institution
1st Week (C1-A)	Brief.	Program Briefing
	WS	Presentation on Assignment (Job Report)
	Lec.	<p>Basic Education System in Japan</p> <ul style="list-style-type: none"> - Japanese Education Overview - Japanese School Overview - Social Education <p>Common topics (summary)</p> <ul style="list-style-type: none"> - Learning Improvement: Lesson Study (LS) - Learning Improvement: Literacy and Numeracy for Earlier Graders (LNEG) - School Governance, Management and Leadership (SGML) <p>Distinctive Features of Japanese Education: The highest Achievement with the Least Disparity</p> <ul style="list-style-type: none"> - MEXT (Ministry of Education, Culture, Sports, Science and Technology) and prefectural / municipality board of education - Measures to ensure compulsory education in Japan - Organization and implementation of the course of study and the assessment - PRESET (Pre-Service Teacher Training), INSET (In-Service Teacher Training), RD (Recruitment and Deployment), and CPD (Continuous Professional Development), - Ensuring numeracy and literacy of early graders - School management regulation - School management and leadership - Collaboration with community - School support services of the supervisor
Obs.	<p>Visiting board of education (central/regional)</p> <p>Visiting teacher training center</p> <p>Visiting Schools (lesson and other activities)</p>	
2nd Week (C2)	Lec.	<p>Tokkatsu (basic)</p> <ul style="list-style-type: none"> - Tokkatsu Concept - Tokkatsu+ in Japan (summary) <ul style="list-style-type: none"> ➤ Tokkatsu ➤ Class discussion ➤ Other school activities - School Management - Classroom Management
	Obs.	<p>Observation of Special Activities (cleaning, school meal, class discussion etc)</p> <p>Observation of school facilities and equipment</p>
3rd Week	Lec.	<p>Tokkatsu (advance)</p> <ul style="list-style-type: none"> - Tokkatsu Concept

		<ul style="list-style-type: none"> - Classroom Management - Tokkatsu+ in Japan <ul style="list-style-type: none"> ➤ Tokkatsu <ul style="list-style-type: none"> • Class Activities (Class Assembly / Daily Monitor / Cleaning) • Student Association • Club • School Event ➤ Other School Activities <ul style="list-style-type: none"> • Wall clock / Worksheet / Early bed and rise and breakfast / Washing hand / Physical fitness test / Fixed order in school line / School library ➤ School Management <ul style="list-style-type: none"> • School organization / Staff meeting / School duty allocation / Lesson study / Ensuring numeracy and literacy / official record / Collaboration with community, etc - School support by supervisor
	Obs.	<p>Visit schools (Tokkatsu & other activities)</p> <p>Preparation of case studies (1. Class activities; 2. Student association; 3. Club/school event)</p> <p>School facilities and equipment</p> <p>Discussion with Japanese teachers</p>
4th/5th Week	Prac.	<p>Case Studies</p> <ul style="list-style-type: none"> - Develop Tokkatsu+ activity - Role-playing in the LS setting (demonstration of good practices) - Planning 1: making and EJS (Introducing Tokkatsu+ activity at school) - Planning 2: Replicate EJS
6th Week	Lec.	<p>The role of teacher training collage and its attached school in Japan</p> <p>The role of special activity for whole child education</p> <p>Reflection (summary, review, and Q&A session)</p>
	WS	<p>Methodology of training (planning, implementing, managing, assessment of training)</p> <p>Development/Preparation/Presentation of Action Plan</p> <p>Evaluation Meeting</p>

3. Proposed Training Program on Tokkatsu & Learning Improvement (Focused on Lesson Study)

1. Title
Tokkatsu & Learning Improvement: Focused on Lesson Study (tentative)
2. Background/Rationale
Lesson Study, a core feature of Japan's system of professional learning, is a powerful mean for teachers to improve their lessons in collaboration with their colleagues and supervisors. Lessons are built by communication between teachers and students through teaching materials. In order to enhance the quality of education, it is essential to develop not only teachers' individual teaching skills but also their interpersonal skills and networking amongst teachers. In Japan, lesson study has a function as an opportunity for teachers to learn and enhance each other, and this function is the reason why Japanese lesson studies are gained international attention. And in EJEP context, Lesson Study has been featured as one of the distinctive features of EJS adopting Tokkatsu+. Through this training program, participants are expected to acquire the know-how of Japanese lesson study and develop their ability to cooperate with one another to contribute in providing quality education in Egypt.
3. Program Objectives
Improve academic achievement level of individual students through enhancement of teachers' teaching and interpersonal skill in providing lesson.
4. Expected Outputs
Upon completion of this training program, participants would be able to:
 1. Gain overall understandings on Japanese education and Tokkatsu
 2. Familiarize with the concept of Lesson Study and related activities
 3. Understand how to introduce and implement Lesson Study to a school
 4. Develop a new mind-set of Lesson Study
 5. Prepare plan to introduce Lesson Study to school
5. Target participants
The number of participants for the program is fifteen (15) to twenty (20) in total per year. Priority will be given to applicants whose major tasks involve the critical aspects of training for teachers and supervisors of EJS. The target groups are;
 1. Teacher
 2. Subject head teachers
 3. Supervisor
 4. MOETE
 5. Idara / Modiriya
6. Training Period
Six (6) weeks
7. Language

Arabic (through interpreter)

8. Plan of Program

The training program consists of lectures, workshop, discussions, case study, practices, and site visits by featuring a practical and participatory curriculum. Time allocation of the program is shown in below table:

	Theory	Practice	Activities
Learning Improvement (Lesson Study)	30% (classroom lectures, seminars, review and discussion, etc)	40% (case studies / skill practice, review and discussion, evaluation)	30% (site visits to relevant organizations, observation, action plan, etc

The topics to be covered during the program includes:

- Overview of Japanese Education System and Tokkatsu (common module)
- Lesson Study Process
- Video Study
- Curriculum/Lesson Plan/Evaluation Analysis
- Teacher Training/Learning
- Reflection and Evaluation

In addition to the above, participants are expected to present job report (current situation of lesson study in Egypt) and action plan (suggestions and plans to be implemented back home). Participants are also expected to deliver acquired training module or topics as a trainer with a clear sense of output that those whom he would be training need to achieve.

9. Candidate of Implementing Agency

Hiroshima University

Training Schedule (tentative)

Training Course: Tokkatsu & Learning Improvement: Focused on Lesson Study (tentative)

Training Period:

Date	Style	Contents
		Arrival at Host University/Institution
1st Week (C1-A)	Brief.	Program Briefing
	WS	Presentation on Assignment (Job Report)
	Lec.	<p>Basic Education System in Japan</p> <ul style="list-style-type: none"> - Japanese Education Overview - Japanese School Overview - Social Education <p>Common topics (summary)</p> <ul style="list-style-type: none"> - Learning Improvement: Lesson Study (LS) - Learning Improvement: Literacy and Numeracy for Earlier Graders (LNEG) - School Governance, Management and Leadership (SGML) <p>Distinctive Features of Japanese Education: The highest Achievement with the Least Disparity</p> <ul style="list-style-type: none"> - MEXT (Ministry of Education, Culture, Sports, Science and Technology) and prefectural / municipality board of education - Measures to ensure compulsory education in Japan - Organization and implementation of the course of study and the assessment - PRESET (Pre-Service Teacher Training), INSET (In-Service Teacher Training), RD (Recruitment and Deployment), and CPD (Continuous Professional Development), - Ensuring numeracy and literacy of early graders - School management regulation - School management and leadership - Collaboration with community - School support services of the supervisor
Obs.	<p>Visiting board of education (central/regional)</p> <p>Visiting teacher training center</p> <p>Visiting Schools (lesson and other activities)</p>	
2nd Week (C2)	Lec.	<p>Tokkatsu (basic)</p> <ul style="list-style-type: none"> - Tokkatsu Concept - Tokkatsu+ in Japan (summary) <ul style="list-style-type: none"> ➤ Tokkatsu ➤ Class discussion ➤ Other school activities - School Management <p>Classroom Management</p>
	Obs.	<p>Observation of Special Activities (cleaning, school meal, class discussion etc)</p> <p>Observation of school facilities and equipment</p>
3rd Week	Lec.	<p>Lesson Study (concept and methodology)</p> <p>Relevant topics to Lesson Study</p>

		<ul style="list-style-type: none"> - Classroom Management - Learner-Centered Teaching and Learning / Student-centered Approach - Material Research - Lesson Plan - Blackboard planning - Teaching material (incl. worksheet practice) - Remedial for slow learning student - Guidance
	Obs.	Preparation and discussions (Primary / Junior secondary) <ul style="list-style-type: none"> - Preparation of case studies (1. LS; 2. Teaching material; 3. Drill work; 4. Lesson) - LS (in-house training) on literacy and numeracy for early graders - Discussion with Japanese teachers Visiting board of education Visiting education center
4th/5th Week	Prac.	Case Studies <ul style="list-style-type: none"> - Video Study - Role playing / practicing LS among participants <ul style="list-style-type: none"> ➤ PDCA lesson in LS format ➤ Review and refine lesson plan and teaching material (problem solving) - Planning 1: Introducing LS at school - Planning 2: Replicate LS
6th Week	Lec.	Reflection (summary, review, and Q&A session) Sustainable Lesson Study cycle
	WS	Methodology of training (planning, implementing, managing, assessment of training) Development/Preparation/Presentation of Action Plan Evaluation Meeting

4. Proposed Training Program on Tokkatsu & Learning Improvement (Focused on Literacy and Numeracy for Earlier Graders)

1. Title

Tokkatsu & Learning Improvement: Focused on Literacy and Numeracy for Earlier Graders (tentative)

2. Background/Rationale

Egypt has ranked 38th in mathematics in the international competition TIMSS (Trends in International Mathematics and Science Study) in 2007, of which score was below the international average. Such phenomenon can be considered to be caused by insufficient mastery of basic literacy and numeracy skill of especially early graders. In fact, JICA study team for designing EJS technical cooperation found that many of 4th grade students have been failed to acquire a good level of basic literacy and numeracy.

Being left behind in the learning from lower grades shall have negative impact on cognitive learning at later stage as well as on non-cognitive personnel development. Furthermore, it shall accelerate exclusion of the students from the school, which seems to be an issue in Egyptian society nowadays. Therefore, consensus is built that ensuring basic numeracy and literacy is indispensable feature of EJS.

To address the above issue, this training program is designed to ensure literacy and numeracy of the students in the first three elementary years. Participants are expected to understand outline of Japanese practices on ensuring literacy and numeracy which emphasizes joyful active learning.

3. Program Objectives

Ensure literacy and numeracy skills of students at early grades.

4. Expected Outcome

Upon completion of this training program, participants would be able to:

1. Gain overall understandings on Japanese Education and Tokkatsu.
2. Understand how to ensure literacy and numeracy of students at early grades.
3. Understand how to introduce and implement practices at school.
4. Prepare plan to introduce practices to ensure literacy and numeracy of early graders.

5. Target participants

The number of participants for the program is fifteen (15) to twenty (20) in total. Priority will be given to applicants whose major tasks involve the critical aspects of teachers/supervisors training. The target groups are;

1. Teacher
2. Subject head teacher
3. Supervisor
4. Principal
5. MOETE
6. Idara / Modiriya

6. Training Period

Six (6) weeks

7. Language

Arabic (through interpreter)

8. Plan of Program

The training program consists of lectures, workshop, discussions, case study, practices, and site visits by featuring a practical and participatory curriculum. Time allocation of the program is shown in below table.

	Theory	Practice	Activities
Learning Improvement: Focused on Primary Mathematics Education	30% (Classroom lectures, seminars, review and discussion, etc)	40% (case studies / skill practice, review and discussion, evaluation)	30% (site visits to related organizations, observation, action plan, etc)

The topics to be covered during the program includes:

- Overview of Japanese Education System and Tokkatsu
- Outline of Japanese Science Education in Japan
- Booklet on Learner-Centered Teaching and Learning
- Lesson Study (advance)
- Student-centered Approach
- Lesson plan and effective teaching material
- Lesson Analysis / Evaluation Methods
- Reflection and Evaluation

In addition to the above, participants are expected to present job report (current situation of teaching material development in Egypt) and action plan (suggestions and plans to be implemented back home). Participants are also expected to deliver acquired training module or topics as a trainer with a clear sense of output that those whom he would be training need to achieve.

9. Candidate of Implementing Agency

- Tsukuba University

Training Schedule (tentative)

Training Course: Tokkatsu & Learning Improvement: Focused on Literacy and Numeracy for Early Graders (tentative)

Training Period:

Week	Style	Topics / Activities
		Arrival at host university/institution
1st Week (C1-A)	Brief.	Program Briefing
	WS	Presentation on Assignment (Job Report)
	Lec.	<p>Basic Education System in Japan</p> <ul style="list-style-type: none"> - Japanese Education Overview - Japanese School Overview - Social Education <p>Common topics (summary)</p> <ul style="list-style-type: none"> - Learning Improvement: Lesson Study (LS) - Learning Improvement: Literacy and Numeracy for Earlier Graders (LNEG) - School Governance, Management and Leadership (SGML) <p>Distinctive Features of Japanese Education: The highest Achievement with the Least Disparity</p> <ul style="list-style-type: none"> - MEXT (Ministry of Education, Culture, Sports, Science and Technology) and prefectural / municipality board of education - Measures to ensure compulsory education in Japan - Organization and implementation of the course of study and the assessment - PRESET (Pre-Service Teacher Training), INSET (In-Service Teacher Training), RD (Recruitment and Deployment), and CPD (Continuous Professional Development), - Ensuring numeracy and literacy of early graders - School management regulation - School management and leadership - Collaboration with community - School support services of the supervisor
Obs.	<p>Visiting board of education (central/regional)</p> <p>Visiting teacher training center</p> <p>Visiting Schools (lesson and other activities)</p>	
2nd Week (C2)	Lec.	<p>Tokkatsu (basic)</p> <ul style="list-style-type: none"> - Tokkatsu Concept - Tokkatsu+ in Japan (summary) <ul style="list-style-type: none"> ➤ Tokkatsu ➤ Class discussion ➤ Other school activities - School Management <p>Classroom Management</p>
	Obs.	<p>Observation of Special Activities (cleaning, school meal, class discussion etc)</p> <p>Observation of school facilities and equipment</p>
3rd	Lec.	Ensuring literacy and numeracy

Week		<ul style="list-style-type: none"> - Worksheet practice - Evaluation of students' achievement - Remedial for students - Support for LD students - Guidance - Lesson Study (Concept and methodology) - Selected topics relevant to Lesson Study <ul style="list-style-type: none"> ➤ Classroom Management ➤ Learner-Centered Teaching and Learning / Student-centered Approach ➤ Material Research ➤ Lesson Plan ➤ Blackboard planning
	Obs.	<p>Primary / junior secondary</p> <ul style="list-style-type: none"> - Preparation of case studies (grade 1, 2, and 3) - Lesson study on practices of ensuring literacy and numeracy at earlier grades <ul style="list-style-type: none"> ➤ Worksheet practice ➤ Remedial activities - Discussion with Japanese teachers
4th/5th Week	Prac.	<p>Video study</p> <p>Role-playing the worksheet practice among participants</p> <ul style="list-style-type: none"> - PDCA of worksheet practice <p>Planning: Introducing worksheet practice at EJS</p>
6th Week	Lec.	Reflection (summary, review, and Q&A session)
	WS	<p>Methodology of training (planning, implementing, managing, assessment of training)</p> <p>Development/preparation/presentation of Action Plan</p> <p>Evaluation Meeting</p>

5. Proposed Training Program on Tokkatsu & Early Childhood Education

1. Title

Tokkatsu & Early Childhood Education (tentative)

2. Background/Rationale

This course features “Learning through Playing” and Tokkatsu-alike activities that are an inevitable part of kindergarten at EJS to ensure smooth transition from early childhood education to primary education. In early childhood education in Japan, playing and learning are not conflicting concepts. Rather, learning through playing is an important concept of early childhood education in Japan, due to the fact that the playing in early childhood is connected to numeric, reading and writing learnings as well as cultivation of children’s social nature.

There are a variety of Tokkatsu-alike activities practiced in Japanese kindergarten and nurseries before children enrolling in primary schools. With these consideration, this training program provides the opportunities for participants to obtain practical knowledge and skills of the system, concept, and measures of early childhood education in Japan. Upon completion of the training program, participants are expected to contribute in planning and implementing Egyptian “Learning through Playing” and Tokkatsu activities that develop creativity, knowledge and physical abilities of kindergarten students in Egypt.

3. Program Objectives

Strengthen educational activities of “learning through playing” at kindergarten stage that could pave the way to smooth implementation of Whole Child Education (Tokkatsu+) model at basic education stage.

4. Expected Outcome

Upon completion of this training program, participants would be able to:

1. Gain overall understandings on Japanese education and early childhood education.
2. Familiarize with the concept, importance and the role Learning through Playing (LP) and Tokkatsu.
3. Understand how to introduce and implement LP and Tokkatsu-alike activities.
4. Prepare plans to introduce LP and Tokkatsu to kindergarten

5. Target participants

The number of participants for the program is fifteen (15) to twenty (20) in total per year. Priority will be given to applicants whose major tasks involve the critical aspects of kindergarten teachers/supervisors training. The target groups are;

1. Kindergarten teacher
2. Supervisor
3. MOETE
4. Idara / Modiriya
5. Principal

6. Training Period

Six (6) weeks

7. Language

Arabic (through interpreter)

8. Plan of Program

The training program consists of lectures, workshop, discussions, case study, practices, and site visits by featuring a practical and participatory curriculum. Time allocation of the program is shown in below table.

	Theory	Practice	Activities
Early Childhood Education	30% (Classroom lectures, seminars, review and discussion, etc)	40% (case studies / skill practice, review and discussion, evaluation)	30% (site visits to related organizations, observation, action plan, etc)

The topics to be covered during the program includes:

- Overview of Japanese Education System and Tokkatsu
- Laws and regulations/principles/curriculum of preprimary education in Japan
- Current situation and measures of Early Childhood Education in Japan
- Tokkatsu activities in kindergartens in Japan
- Case studies / skill practice
- Reflection and Evaluation

In addition to the above, participants are expected to present job report (current situation of early childhood education system in Egypt) and action plan (suggestions and plans to be implemented back home). Participants are also expected to deliver acquired training module or topics as a trainer with a clear sense of output that those whom he would be training need to achieve.

9. Candidate of Implementing Agency

To be specified

Training Schedule (tentative)

Training Course: Tokkatsu & Early Childhood Education (tentative)

Training Period:

Date	Style	Contents
		Arrival at Host University/Institution
1st Week (C1-B)	Brief.	Program Briefing
	WS	Presentation on Assignment (Job Report)
	Lec.	<p>Japanese early childhood education (ECE) overview Japanese kindergarten / Nursery overview Educational Administration and Finance (ECE focus) Common topics (Summarized" version of following modules)</p> <ul style="list-style-type: none"> - Learning Improvement (Lesson Study) - Learning Improvement (LNEG) - School governance, management and leadership (SGML) <p>Distinctive features of Japanese ECE</p> <ul style="list-style-type: none"> - Learning through playing - Tokkatsu-alike activities - Education with mixed-age group - Collaboration with community
Obs.	Visiting board of education (central/regional) Visiting teacher training center Visiting Schools (lesson and other activities)	
2nd Week (C2)	Lec.	<p>Tokkatsu (basic)</p> <ul style="list-style-type: none"> - Tokkatsu Concept - Tokkatsu+ in Japan (summary) <ul style="list-style-type: none"> ➤ Tokkatsu ➤ Class discussion ➤ Other school activities - School Management Classroom Management
	Obs.	Observation of Special Activities (cleaning, school meal, class discussion etc) Observation of school facilities and equipment
3rd Week	Lec.	<p>Learning through playing / Tokkatsu-alike activities</p> <ul style="list-style-type: none"> - Health / Human relations / Environment / Language / Expression / Tokkatsu-alike activities <p>Kindergarten and other institutions related to early childhood development</p> <ul style="list-style-type: none"> - Nursery / Centers for Early Childhood Education and Care / Children's home / Child-rearing support center, etc. <p>The role of teacher training universities and vocational schools</p> <ul style="list-style-type: none"> - Training curriculum at universities and vocational schools <p>The ways of disseminating early childhood education (ECE) in Japan and other countries</p> <p>The methodology of evaluation</p> <ul style="list-style-type: none"> - The quality of ECE

		- The development of students in kindergartens
	Obs.	Observation of kindergartens in Japan - Discussion with Japanese teachers and managers Other institutions related to early childhood development
4th/5th Week	Prac.	Skill practice - Health / Human relations / Environment / Language / Expression / Tokkatsu-alike activities Participatory exercise in kindergartens Preparation for case studies on: - Learning through playing / Learning materials / Tokkatsu activities / Teacher training system / Children's access to ECE / Quality of ECE
6th Week	Lec.	Reflection (summary, review, and Q&A session)
	WS	Methodology of training (planning, implementing, managing, assessment of training) Prepare Action Plans to improve ECE - How to improve ECE in Participant's kindergartens - How to improve the curriculum of the faculty of ECE in universities and vocational schools - How to improve the access to kindergartens in Egypt, etc. Presentation and examination of Action Plans Evaluation Meeting

Appendix3: Concept Paper for Training Programs in Health Sector

January 2017

Concept Paper for Training Programs in Health Sector

1. Background

The “Sustainable Development Strategy (SDS): Egypt Vision 2030”, which was launched on 24 February 2016, puts great value on “Health” as one of the 12 SDS pillars. It also stresses the needs for “achieving universal health coverage (UHC), including financial risk protection, access to quality essential health care services, and access to safe, effective, quality, and affordable essential medicines and vaccines for all.”

Simultaneously, on the occasion of an official visit of the President of the Arab Republic of Egypt to Japan in 2016, the Government of Egypt and the Government of Japan announced Japan-Egypt Joint statement on cooperation for the leap towards a new stage in bilateral relations. One of the key areas of cooperation is human resource development especially in the field of education (Egypt-Japan Education Partnership: EJEP), though statement also highlighted the needs of enhancement of health and medical service for sustainable development of countries and society. In this regard, both governments agreed to train human resources for health in Egypt, including nurses and physicians, in Japan in order to strengthen the health system in Egypt.

2. Challenges in Health Sector in Egypt

Under the above circumstances, a series of discussions between Ministry of Health and Population, and JICA Survey team was conducted and the following necessities of training have been pointed out through these discussions:

- Necessity to strengthen the health system in Egypt to provide more efficient, quality and sufficient health service to the population
- Necessity of training leaders of nurses who should be equipped with enough managing skills
- Necessity to strengthen nursing education system by introducing more practical training courses
- Necessity to develop the knowledge or skills of specialized nurses in specified fields
- Necessity to provide more opportunities for physicians to receive practical/technical training
- Necessity to strengthen hospital management system
- Necessity to strengthen trainers for emergency pre-hospital care

These issues and challenges imply urgent necessity of trainings in each field, to improve the skill of trainers as well as enhance practical skills of human resources for health to uplift the quality of health system in Egypt.

3. Training Capacity of Japanese side and Proposed Programs

In order to identify the capacity and availability of Japanese universities or training institutions, JICA Survey team visited several organizations. As a result of the survey, the

survey team found the feasibility of implementing two types of the trainings; Group Training and On-the-Job Training (OJT). Considering the issues and challenges abovementioned to be overcome, JICA Survey team proposes the following training programs.

Type	# of Participant	Period	Topic
Group Training	10 / program (40 / year)	1 – 2 months	1. Nursing Management & Leadership 2. Nursing Education 3. Hospital Management 4. Emergency Pre-Hospital Care
On-the-Job Training (OJT)	1-2 / program (25 / year)	3 months – 1 year	All disciplines

All of the proposed programs shall be specially designed and established according to the specific needs of each priority topic. Group trainings, which is designed as “Training for Trainers (TOT)”, shall include classroom lectures, seminars, site visits to related organizations, observation and discussions by focusing on a practical and participatory curriculum. Group trainings also include practical sessions where participants are able to work alongside experienced counterparts. Through this practical session, participants are expected to gain insight into the roles and responsibilities of their counterparts and understand more about how the Japanese health institutions and system function. Duration of the program is 1 – 2 months and the flow and typical structure of the program is as follows:

	Group Training	Theory	Practice
1	Nursing Management (Leadership)	40-60% (Classroom lectures, seminars, review and discussion, etc)	40-60% (site visits to related organizations, participation in practical training sessions, work alongside experienced counterparts / job shadowing, observation, review and discussion, action plan, etc)
2	Nursing Education		
3	Hospital Management		
4	Emergency Pre-Hospital Care		

On the other hand, OJT program provides hands-on training opportunity through daily activities as medical profession. Duration of program varies from 3 months to one year depending on the needs of the participant and the capacity of host hospitals in Japan. OJT program will be conducted under the “Advanced Clinical Training System” of Ministry of Health, Labour and Welfare of Japan, in which qualified foreign medical staff are given the special permission to conduct clinical activities other than issuing prescription.

For further details of each training program such as program objectives, target participants and plan of program, please refer to Appendix: Program Description.

4. Expected Outcomes

Participants are expected to learn Japanese Health System as well as specialized knowledge and techniques in the field. After returning to Egypt, either as the trainers of training institutions or leaders of each department, they shall share the knowledge, techniques and new mindset gained in Japan to overcome the issues and challenges above mentioned in order to create a wide range of spin-off effects to other human resources for health. Hence, the effect through those activities will not be limited to the individual capacity building of the trainees themselves, but it also extends to the systematical change of health system throughout Egypt.

I. Proposed Training Program on Nursing Management & Leadership

1. Title

Nursing Management & Leadership (tentative)

2. Background

The quality of nursing care is considered a challenge in the health sector in Egypt. 20% of the total number of nurses who graduated from university have profound knowledge and skills, on the other hand, it is said that the remaining 80% who graduated from Nursing Technical Institutes and Nursing Schools have limited knowledge and skills as well as adequate attitude to perform quality nursing services demanded by the population. In order to tackle such situation, it is necessary not only to improve individual skills of nurses but also to strengthen their teamwork capability and management skills. The Ministry of Health and Population in Egypt puts much priority on the improvement of leadership and management capacity of nurses, hence, they are planning to offer the leaders of nurses to attend the training in Japan, where nurses are expected to provide professional services in a medical team, and the role of nursing managers is emphasized to provide patient-centered care.

3. Program Objectives

Quality of nursing management and nursing services will be improved in participant's workplace through strengthening participant's managerial capacity.

4. Expected Outputs

Upon completion of this training program, participants would be able to:

1. Understand the nursing management and nursing services in Japan.
2. Acquire better understanding of theories and practices of nursing management and to obtain the required knowledge, skills and attitude as managers.
3. Clarify the problems in nursing management in participants' workplace and discuss measures of improvement.
4. Develop action plans and training materials for participant's staff based on the learnings from the course.

5. Target participants

The number of participants for the program is ten (10) in total per program. Priority will be given to applicants whose major tasks involve the critical aspects of training of nurses and head nurses. The target group is:

1. Nurses at managing position at hospitals under Ministry of Health and Ministry of Higher Education

6. Training Period

1 - 2 months

7. Language

- Theory: English in case of availability of English spoken instructor²
- Practice & Activities: Arabic through interpreter

8. Methodology

The training consists of the following activities

- Lectures
- Sites Visits and Observation
- Training in Groups at Hospital (job shadowing)
- Discussion on Problem Solving Method
- Action Plan development and presentation

9. Training Program

The training program consists of lectures, discussions, site visits and training in hospitals by focusing on a practical and participatory curriculum. Time allocation of this program shall be as follows:

	Theory	Practice	Activities
Nursing Management & Leadership	40% (Classroom lectures, seminars, review and discussion, etc)	50% (work alongside experienced counterparts / job shadowing)	10% (site visits to related organization, observation, action plan, etc)

The topics to be covered during the program include:

- Leadership of nursing managers and team building in team medical care and nursing
- Coaching/motivation/communication improvement,
- Human resource development and career development,
- Evaluation of nursing (nursing process and nursing records)
- Problem analysis and problem solving method

In addition to the above, participants are expected to present job report (current situation of nursing management system in Egypt) and action plan (suggestions and plans to be implemented back home).

10. Candidate of Implementing Agency

Yamanashi Prefectural University

² If the training institute cannot provide lecturers who are good at English, the training institute can use the interpreter in such cases.

Training Schedule (tentative)

Training Course: Nursing Management

Week	Method	Contents
		Arrival at host university/institution
1st Week	Briefing	Program briefing / registration
	Workshop	Presentation on assignment (Job Report) and discussion
	Lecture	Introductory subjects <ul style="list-style-type: none"> - Nursing ethics - Health and welfare system in Japan - Nursing administration in Japan - Nursing research - Medical Safety - Leadership and management, etc
2nd-3rd Week	Lecture	Advanced Subject 1 <ul style="list-style-type: none"> - Outline of nursing management - Objective management in nursing department - Role of nursing manager - Service management - Information management in nursing - Human resource development - Hospital management, etc
	Practice	Site visits to relevant organizations Observation Work alongside experienced counterparts (job shadowing) Review and discussion, etc
4th-5th Week	Lecture	Advanced Subject 2 <ul style="list-style-type: none"> - Nursing in the specific fields such as disaster nursing, cancer nursing, pediatric nursing - In-service education & capacity building - Nosocomial infection control in hospital and risk management - Problem-solving method related to Nursing Management
	Practice	Site visits to relevant organizations Observation Work alongside experienced counterparts (job shadowing) Review and discussion, etc
6th Week	Lecture	Methodology of training (planning, implementing, managing, assessment of training) Reflection (Wrap-up session)
	Practice	Development/preparation/presentation of Action Plan Review and discussion on Action Plan Evaluation meeting

II. Proposed Training Program on Nursing Education

1. Title

Nursing Education (tentative)

2. Background

There are three tracks to become nurses in Egypt: 4 years of study in university after high school, 2 years of study in Technical Institute of Nursing (hereinafter referred as “TIN”) after high school, and 5 years of study in Nursing School after middle school. Out of 180,000 nurses in Egypt, 75% graduated from TIN or Nursing School and 24% from university. The graduates from university have profound knowledge and skills, on the other hand, it is said that graduates from TIN and Nursing Schools have limited capacity to perform high quality nursing services demanded by the population.

The challenge can be addressed by improving three factors: academic curriculum, quality of teaching staff, outdated training methodology, equipment and facilities. In response to the situation, the Egyptian government is planning to conduct the training on nursing education in Japan, which train nurses appropriately even at the technical level with extensive expertise and practical training programs.

Concurrently, MOH formulated the “Technical Institutes of Nursing Strategic Plan 2017-2024” based on input from faculty, staff, students, administrators and members of the community. Ultimate goal of the plan is to deliver high quality nursing education with graduates who contribute positively to improve the community health and foster intellectual development & excellence in nursing education through academic excellence, innovation, collaboration responsibility and fairness, citizenship and respect, caring & trustworthiness by year 2024 to contribute in the Egyptian citizens’ welfare. Participants in this training program are expected to make a great contribution to achieving the mission of TIN Strategic Plan.

3. Program Objectives

Nursing Education system is improved through:

- Continuous updating of the curriculum and ensure evidence base in courses/syllabuses;
- Renovate infrastructure to ensure the schools/institutes/collages could be an engaged partner with a rapidly changing community;
- Presence of faculty, students, and clinical partners that collaborate to ensure innovative, individualized, and evidence-based nursing education;
- Enhance undergraduate new teaching methodologies /using up to date teaching methods (e.g. simulation, service learning courses); and
- Enhance and expand specialized programs to overcome the increasing complexity of providing nursing care with the high technology, complex medical therapies and treatments, and chronic health conditions (in all age groups)

4. Expected Outputs

Upon completion of this training program, participants would be able to apply the gained

knowledge & skills in facilitating the existing improving process in the two institutes (Ismailia & Zagaziz) to fulfill the prerequisites for the accreditation process, scaling up would take place to other institutes after complete evaluation. They will be able to do the following:

6. Clarify the issues and challenges of current nursing education
 7. Understand Japanese nursing education and training system
 8. Oriented with the new technology, methods used for nurses' education
 9. Understand the accreditation process basic techniques
 10. Get oriented with curricula development & update
 11. Develop action plans to transfer such new items to be applied in Egypt
5. Target participants
The number of participants for the program is ten (10) in total per year. The target group is;
1. Teaching staff at educational institutions for nurses
 2. Government officials of Ministry of Health and Ministry of Higher Education in charge of curriculum development
6. Training Period
1 - 2 months
7. Language
- Theory: English in case of availability of English spoken instructor³
 - Practice & Activities: Arabic through interpreter
8. Methodology
The training consists of the following activities
- Lectures
 - Sites Visits and Observation
 - Training in Groups at Nursing Education Institutions (job shadowing)
 - Discussions on Problem Solving Method
 - Developing and Presenting Action Plan
9. Plan of Program
The training program consists of lectures, workshop, discussions, and site visits by featuring a practical and participatory curriculum. Time allocation of this program shall be as follows:

	Theory	Practice	Activities
Nursing Education	40% (Classroom lectures, seminars, review and discussion, etc.)	50% (work alongside experienced counterparts / job shadowing)	10% (site visits to related organizations, observation, action plan, etc.)

³ If the training institute cannot provide lecturers who are good at English, the training institute can use the interpreter in such cases.

The topics to be covered during the program include:

- New educational and training methodology used for nurses in Japan (eg. simulation, service based learning)
- New facilities and equipment used for nursing education and training in Japan
- Attend training programs for curricula updating & development
- Accreditation process steps
- Orientation with the new subspecialties which nurses could enrolled in & identified with roles and responsibilities of nurses

In addition to the above, participants are expected to present job report (current situation of nursing education in Egypt) and action plan (suggestions and plans to be implemented back home).

10. Candidate of Implementing Agency
Kobe University

Training Schedule (tentative)

Training Course: Nursing Education

Week	Method	Contents
		Arrival at host university/institution
1st Week	Briefing	Program briefing / registration
	Workshop	Presentation on assignment (Job Report) and discussion
	Lecture	Introductory subjects <ul style="list-style-type: none"> - Health and welfare system in Japan - Japan's policy for nursing education - Nursing administration in Japan - Outline and structure of nursing education - Nursing ethics, etc
2nd-3rd Week	Lecture	Advanced Subject 1 <ul style="list-style-type: none"> - Nursing educational methods - Curriculum of nursing education (including practice of curriculum formulation) - Curriculum evaluation - New methodology used for clinical training system, etc
	Practice	Site visits to relevant organizations Observation Work alongside experienced counterparts (job shadowing) Review and discussion, etc
4th-5th Week	Lecture	Advanced Subject 2 <ul style="list-style-type: none"> - Facility / equipment for nursing education and training - Faculty development in nursing education institutions - Evaluation of nursing education / training - Accreditation process, etc
	Practice	Site visits to relevant organizations

		<p>Observation</p> <p>Work alongside experienced counterparts (job shadowing)</p> <p>Review and discussion, etc</p>
6th Week	Lecture	<p>Methodology of training (planning, implementing, managing, assessment of training)</p> <p>Reflection (Wrap-up session)</p>
	Practice	<p>Development/Preparation/Presentation of Action Plan</p> <p>Review and discussion on Acton Plan</p> <p>Evaluation Meeting</p>

III. Proposed Training Program on Hospital Management

1. Title

Hospital Management (tentative)

2. Background

Hospitals play a vital role in the health systems in providing healthcare to the population. Hospitals are often times the first point of contact by patients for diagnosis and care and a designation for patients to receive specialized and inpatient care. In order to provide adequate quality care, hospital management needs to be addressed to strengthen the country's health systems as a whole and to promote universal health coverage under resource constraints.

Hospitals in Egypt are under several different regulating authorities such as Ministry of Health and Population, Health Insurance Organization, Ministry of Higher Education, Armed Forces, and other ministries or entities. Some hospitals face resource constraints such as human resources for health, financial resource, medical supplies, etc. Under such circumstances, it is demanded that hospital managers are equipped with adequate knowledge on hospital management, such as human resource management, financial management, supply management, information management, safety management, etc., and make optimum use of the available resources for providing better quality of healthcare to the population.

3. Program Objectives

At the public hospitals in Egypt, efficient and effective plan of hospital management is formulated and implemented

4. Expected Outputs

Upon completion of this training program, participants would be able to:

1. Understand the concept and practical know-how of hospital management system in Japan
2. Acquire necessary knowledge and practical skills on management issue such as administrative duties, financial, personnel, material, medical information system and marketing
3. Identify areas to be improved in their hospital management
4. Develop action plans based on learnings in the course

5. Target participants

The number of participants for the program is ten (10) in total per year. Priority will be given to applicants whose major tasks involve the critical aspects of training for managing staffs at hospitals and officials at Ministry of Health. The target groups are;

1. Management staff at hospitals under Ministry of Health and Ministry of Higher Education including administrative staff and physicians
2. Officials in charge of hospital management at Ministry of Health and Ministry of Higher Education

6. Training Period
2 months

7. Language
English

8. Methodology
The training consists of the following activities

- Lectures
- Sites Visits and Observation
- Training in Groups at Hospital (job shadowing)
- Workshops and Discussions
- Developing and Presenting Action Plan

9. Plan of Program
This training program consists of lectures, site-visits, discussions and training in hospitals on the following topics. Time allocation of this program shall be as follows:

	Theory	Practice	Activities
Hospital Management	40%-50% (Classroom lectures, seminars, review and discussion, etc)	40%-50% (work alongside experienced counterparts / job shadowing)	10% (site visits to related organizations, observation, action plan, etc)

The topics to be covered during the program include:

- Administrative operation (hospital management strategy, policy and leadership, supply chain management material/inventory control, human resources management, health care information system, management of medical records, financial management and budget control)
- Management (financial, budget control, personnel, hospital marketing, etc)

In addition to the above, participants are expected to present job report (current situation of nursing management system in Egypt) and action plan (suggestions and plans to be implemented back home).

10. Candidate of Implementing Agency
To be specified

Training Schedule (tentative)

Training Course: Hospital Management

Week	Method	Contents
		Arrival at host university/institution
1st-4th Week	Briefing	Program briefing / registration
	Workshop	Presentation on assignment (Job Report) and discussion
	Lecture	<p>Introductory subjects</p> <ul style="list-style-type: none"> - Health and welfare system in Japan - Hospital management strategy, planning and leadership - Management policy <p>Site visits to relevant organizations Observation Review and discussion</p> <hr/> <p>Advanced subjects</p> <ul style="list-style-type: none"> - Management of each department of hospital - Hospital information system / management of medical records - Financial Accounting & Managerial Accounting - Supply chain Inventory and material management - Human resource development - Hospital information system - Management of medical records <p>Site visits to relevant organizations Observation Review and discussion</p>
5th-8th Week	Lecture	<p>Methodology of training (planning, implementing, managing, assessment of training)</p> <p>Reflection (Wrap-up session)</p>
	Practice	<p>Work alongside experienced counterparts (job shadowing)</p> <ul style="list-style-type: none"> - human resource management - Supply chain management - Financial management - Information management and medical record management <p>Review and discussion Development/preparation/presentation of Action Plan Evaluation meeting Site visits to relevant organizations</p>

IV. Proposed Training Program on Emergency Pre-Hospital Care

1. Title

Emergency Pre-Hospital Care (tentative)

2. Background

Improving medical emergency services is set as one of the priorities in the Egypt's Ministry of Health and Population's Strategy 2015-2018 within the framework of promoting health services provided to the citizens. Egyptian Ambulance Organization (EAO) was established in 2009 and is responsible for emergency pre-hospital care which previously was under the emergency central management division of the Ministry of Health and Population. By 2014, pre-hospital care function of all governorates was incorporated into EAO, though the pre-hospital care system is yet to be unified in all governorates.

Education of paramedics needs to be standardized and strengthened for stronger pre-hospital care in Egypt. The level, knowledge and educational background of paramedic in Egypt varies significantly: there are paramedics who graduated from health technical institutes (3 years after high school), those who graduated from nursing schools (3 years), universities (4 years), and those who worked as emergency medical technicians abroad and received 6 months training at EAO. The education needs to be standardized and upgraded. Also, in 2015, to cope with the delay in emergency transportation due to traffic which could lead to lower survival rate, EAO established a 2 years fellowship program with the cooperation of MoH, aiming to educate and produce higher technical paramedics (HTP) who can carry out necessary life support to patient including tracheal intubation, fluid transfusion etc., similar to the Japanese system. However, only 30 paramedics have been able to participate in this course among 11,000 ambulance crew (among which 5,000 are paramedics), and EAO recognizes the necessity to extend the training capacity, aside from the necessity for making legislative arrangements. To cope with such challenges, EAO is planning the establishment of Ambulance Academy (4 years university) for the purpose of improving the quality of ambulance personnel.

3. Program Objectives

To understand the emergency medical system in Japan and develop an appropriate curriculum/training program to improve the capacity of ambulance crew in Egypt, in order to improve the quality of education on pre-hospital care in Egypt.

4. Expected Outcome

This program is specially designed for trainers of Egyptian Ambulance Organization (EAO). Upon completion of this training program, participants will:

1. Understand the emergency medical system, emergency medical technician (EMT) system and its history and the collaboration system of pre-hospital service and emergency medical institutions in Japan
2. Understand the training programs for ambulance crew and EMT
3. Learn the eligibility (competency) of the instructor for practical training program of EMT and the evaluation methodology of practical skills training
4. Through discussion and referring to the Japanese system, summarize an idea on how to

develop the pre-hospital care education program in Egypt

5. Target participants

The number of participants for the program is ten (10) in total per year. The target group is;

1. Trainers of Egyptian Ambulance Organization (physicians)

6. Training Period

2 months

7. Language

English

8. Plan of Program (To be specified through discussion with EAO in December in Japan)

This training program consists of lectures, site visits, and discussions on the following topics. Time allocation of this program shall be as follows:

	Theory	Practice	Activities
Emergency Pre-Hospital Care	<40% (Classroom lectures, seminars, review and discussion, etc)	>50% (Simulation trainings, riding ambulance cars, job shadowing in ambulance cars and hospitals)	<10% (site visits to related organizations, observation, development of action plan, etc)

The topics to be covered during the program include:

- Emergency medical system in Japan
- Education System of EMT
- EMT education curriculums
- Simulation trainings
- Emergency medical hospitals
- Medical Control System, etc

In addition to the above, job shadowing on the following topics are requested by Egyptian side. Proposed time allocation of each practice is as follows:

- At least 48 hours riding ambulance car
- At least 48 hours in trauma centers and secondary hospitals
- At least 1 participant per year riding the doctor helicopter

During the program, participants are expected to present job report (current situation of pre-hospital care in Egypt) and action plan (suggestions and plans to be implemented back home). They are also expected to share and report their learnings to colleagues after the course.

9. Candidate of Implementing Agency

Kokushikan University

Training Schedule (tentative)

Week	Type	Topics and contents
1 st week	Lecture	<p>Briefing</p> <ul style="list-style-type: none"> ➤ Emergency medical system in Japan ➤ History of EMT system ➤ Approved treatment by the law of EMT system ➤ Differences between Ambulance crew and EMT in Japan ➤ National Examination and EMT education program ➤ Medical Control system
	Lecture	<ul style="list-style-type: none"> ➤ Administrative role of Fire department in the field of pre-hospital care ➤ The role of Emergency call and Dispatch center in the Fire department (Triage, Protocol of reporting) ➤ Disaster dealing
	Visit	<ul style="list-style-type: none"> ➤ Fire station facility
	Lecture	<ul style="list-style-type: none"> ➤ Medical equipment in Ambulance car
	Practice	<ul style="list-style-type: none"> ➤ Importance of the environmental situation as the waiting place for the ambulance crew ➤ Role and Responsibility of Fire station ➤ Riding the Ambulance car to understand the prehospital care service in Japan
	Lecture	<ul style="list-style-type: none"> ➤ Composition of EMT curriculum by Basic medicine field ➤ Outline of Emergency medicine, Special field (Emergency semiology, Pathophysiology) ➤ Emergency care on diseases ➤ Composition of Practical training curriculum ➤ Basic human anatomy and hominal physiology
	Lecture	<ul style="list-style-type: none"> ➤ Significance and Role of prehospital care, Basic prehospital care (Ambulance crew/EMT) ➤ Principle of Rescue ➤ Teaching component of Safety management of Patients ➤ Teaching component of Safety management of Ambulance crew
2 nd week	Lecture, Practice	<ul style="list-style-type: none"> ➤ Role of the Secondary level hospital in Japan ➤ Emergency Unit condition, Composition of staff ➤ Dealing for emergency patient transported by EMT
	Practice	<ul style="list-style-type: none"> ➤ Dealing for emergency patient transported by EMT
	Lecture	<ul style="list-style-type: none"> ➤ Teaching component and meaning of Emergency semiology and Pathophysiology ➤ Teaching component of Respiratory failure and disturbance of consciousness ➤ Teaching component of Circulatory insufficiency (Shock, Cardiac failure), sever hemorrhage, Cardiac arrest ➤ Teaching component of chest pain, it's mechanism, observation and assessment, evaluation of severity and urgency (First aid and important point of transportation)
	Lecture	<ul style="list-style-type: none"> ➤ Teaching component of Cardiac arrest (pathology, diagnose, AED, Bystander CPR training , Monitoring and evaluation, Utstein style) ➤ Teaching component of convulsion, it's mechanism, observation and assessment, evaluation of severity and urgency (First aid and important point of transportation)
	Lecture	<ul style="list-style-type: none"> ➤ Teaching component of disturbance of consciousness (Level of consciousness; GCS and atypical consciousness disorder, severity and

		urgency, First Aid and important point of transportation (ECG, Pulse oximeter and respirator)
	Lecture	<ul style="list-style-type: none"> ➤ Teaching component of abdominal pain, its mechanism, observation and assessment, evaluation of severity and urgency (First aid and important point of transportation) ➤ Teaching component of headache, its mechanism, observation and assessment, evaluation of severity and urgency (First aid and important point of transportation) ➤ Teaching component of numbness, its mechanism, observation and assessment, evaluation of severity and urgency (First aid and important point of transportation) ➤ Infant emergency care
	Practice	➤ Dealing for emergency patient
3 rd week	Lecture	➤ Teaching component of Traumatology (basic rescue, acute pathology, organ failure, traffic accident/falling, typical puncture wound, traumatic shock, circulation change by hemorrhagic shock), observation of the site, assessment of injured patients, First aid and important point of transportation
	Lecture	<ul style="list-style-type: none"> ➤ Teaching component of head trauma, pathology, observation and assessment, evaluation of severity and urgency (First aid and important point of transportation) ➤ Teaching component of facial and cervical trauma, its mechanism, observation and assessment, evaluation of severity and urgency (First aid and important point of transportation)
	Lecture	➤ Teaching component of thoracic injury, its mechanism, observation and assessment, evaluation of severity and urgency (First aid and important point of transportation)
	Lecture	<ul style="list-style-type: none"> ➤ Obstetric and Gynecological emergency care ➤ Delivery support ➤ Self-assessment to evaluate effect of writing examination
	Lecture Practice	<ul style="list-style-type: none"> ➤ Role of the Tertiary level hospital in Japan ➤ Equipment, Preparation and activities of Doctor Ambulance
4 th week	Lecture	➤ Interim Report
	Practice	<ul style="list-style-type: none"> ➤ Introduction method of Practice training ➤ Teaching method of CPR (Cardiopulmonary Resuscitation) ➤ Teaching method of Observation, Consultation and Assessment of patients ➤ Assessment of Severity and urgency ➤ Treatment of Foreign body, Suction, Intubation, Oxygen therapy
	Practice	<ul style="list-style-type: none"> ➤ Teaching method of CPR : Cardiopulmonary Resuscitation ➤ For Adult, Child, Infant ➤ How to teach Bystander CPR
	Practice	<ul style="list-style-type: none"> ➤ Assessment of Severity and urgency ➤ Treatment of Foreign body, Suction, Intubation, Oxygen therapy
	Practice	<ul style="list-style-type: none"> ➤ Assessment of Severity and urgency ➤ Treatment of Foreign body, Suction, Intubation, Oxygen therapy
	Practice	Preparation and activities of Doctor Ambulance
5 th week	Lecture	➤ Skill and teaching method of Emergency medicine treatment
	Lecture	➤ Trauma observation
6 th week	Lecture	<ul style="list-style-type: none"> ➤ Trauma observation ➤ Method for transporting emergency patients ➤ How to use Medical equipment

	Lecture	➤ Method for transporting emergency patients
	Practice	➤ How to use Medical equipment ➤ importance of position management ▪ management of body temperature ➤ Practical training
	Practice	➤ Mass casualty dealing ➤ Prehospital equipment in the training room
7 th week	Practice	➤ Simulation training ➤ Understanding of Comprehensive training method by Simulation ➤ Management of Maintenance of equipment
8 th week	Practice	➤ Comprehensive simulation training
	Practice	➤ Leader training of First aid
		➤ Exchange opinion at EMT academic meeting ➤ Writing the action plan ➤ Presentation of the action plan

V. Proposed Advanced Clinical Training for Physicians and Nurses

1. Title

Advanced Clinical Training for Physicians and Nurses (tentative)

2. Background

The education for physicians and nurses in Egypt has long history and every level of education from technical until post-graduate is also well established although its contents need to be improved continuously. On the other hand, continuous trainings for those who receive the license are still not provided sufficiently, and there are strong demands of physicians and nurses for practical training to enhance their capabilities which lead to the systematical improvement in Egypt.

3. Program Objectives

Improve medical treatment and health care service system through enhancement of knowledge and skills of Egyptian physicians and nurses

4. Expected Outcome

Upon completion of this training program, participants would be able to:

1. Understand the role, responsibly and activity of nurses and physicians in Japan
2. Understand and experience the health system in Japan and clarify the challenges in participants' workplace
3. Enhance knowledge and skills of state-of-the-art medical and nursing technology

5. Target participants

The number of participants for the program is twenty-five (25) in total per year. The candidate groups are;

1. Young physicians at the hospitals under Ministry of Health
2. Leader nurses at the hospitals under Ministry of Health and Ministry of Higher Education

*Note: The participants should be provided with special permission from Ministry of Health, Labour and Welfare of Japan, under the scheme of “Advanced Clinical Training” so that they can be engaged in practical activities during the program. Under the provisions of the Law concerning the Exceptional Cases of the Medical Practitioners’ Act, Article 17, on the Advanced Clinical Training of Foreign Medical Practitioners, etc., participants are obliged to have more than three (3) years of clinical experience after acquisition of license for a medical practitioner or nurses in home country.

6. Training Period

3 months – 1 year

7. Language

English or Japanese

8. Plan of Program

- This training program focuses on hands-on trainings through daily activities as medical profession. Therefore, the contents of the program vary according to specialty of participant. Priority area of the program for physicians includes emergency medicine, intensive care, neonatology, neurosurgery, orthopedic, and for nurses includes operating room, cardiac surgery, neurosurgery, oncology, intensive care, perinatal and neonatal health care, midwifery, emergency care, community health and primary health care.
- Activities of the participants shall be recorded and certified by the counterpart physicians or nurses.

9. Candidate of Implementing Agency

To be determined (public / private hospitals)

Appendix4: Concept Paper for Capacity Building Program for Project Management Staff (Draft)

Concept Paper for Capacity Building Program for Project Management Staff (Draft)

December 2016

1. Background

The Project

On the occasion of the official visit to Japan by the President of Egypt in March 2016, Prime Minister of Japan and President of Egypt announced their joint partnership on education: Egypt-Japan Education Partnership “EJEP” to empower Egyptian youth, as an important component in their endeavors to combat terrorism and extremism and to enhance peace, stability, development and prosperity.

This partnership has been realized based on the strong interest and commitment by Prime Minister Abe and President El-Sisi. The two leaders placed a high priority on the cooperation in the area of education including early childhood, basic, technical and higher education, as well as scientific research, technology and innovation. The two leaders commit themselves to the implementation of the policy measures incorporated in the agreed upon partnership.

Under this partnership, the two governments announced that at least 2,500 Egyptians, in particular students, researchers, teachers and government officials, especially in the fields of education and health, will be dispatched to Japan in the coming five years, whereby contributing to the realization of the Government of Egypt development and reform plans as well as its efforts to empower its promising youth. The Government of Japan recognized the importance of providing the necessary support to the Government of Egypt, through all possible means needed for that purpose including a Yen loan scholarship.

Based on the above background, JICA has implemented the research from March 2016, and formulated the Yen loan scholarship project named “Egypt Japan Education Partnership: Human Resource Development Project” (hereafter referred to as “the Project”).

The objectives of the Project is to promote human resource development through providing study and training opportunity in Japan mainly in education and health sector thereby contributing to sustainable development, peace and stability of Egypt.

Implementation System

The implementation system of the Project is designed based on the joint implementation concept between Egypt and Japan. The system composed of the following bodies:

- “Steering Committee (SC)”: a supreme decision making body of whole EJEP
- “Executive Committee 2 (EC2)”: a decision making body of the Project

- **“Project Management Unit 2 (PMU2)”**: a day to day management body of the Project composed of members of **“Central Department of Missions (CDM)”** and **“Japanese Co-director”** as a core person of joint implementation
- **“three Working Groups (WG)”** in each sector of higher education, basic education and health for the operational level management
- **“Egyptian Embassy in Tokyo”** as a representative and counsellor in Japan
- **“Experts for Capacity Building for Joint Implementation”** is expected to support PMU2, WG and Egyptian Embassy in Tokyo to achieve the objectives of the Project.

CDM

The Central Department of Missions (CDM) is a background organization of Project Management Unit 2 (PMU2) in terms of staff and operational know-how and others. Therefore, capacity building of the staff of CDM is the key for success of the project.

CDM is an organization under the Ministry of Higher Education (MOHE) of Egypt, having the primary responsibility of managing scholarships for university lecturers and researchers who are funded by the Government of Egypt (GOE). Additionally, it is responsible for monitoring the academic progress of all other Egyptian students who pursue education abroad. These responsibilities are carried out with assistance from the Egyptian Cultural and Educational Bureau (ECEB) located in Tokyo, Japan. The CDM is located in Cairo, Egypt. It has 250-260 employees that are split between two main functional units: Scientific Affairs and Financial Affairs. The Scientific Affairs unit manages programmatic aspects such as application intake, selection, pre-departure document processing, and post-scholarship document processing. In addition, it assists in the monitoring of academic performance and serves as a liaison between the ECEB and Egyptian universities. The Financial Affairs unit is responsible for the timely payment of all allowable expenses related to scholarships, including but not limited to allowances, tuition, conference fees, and travel.

The ECEB links the CDM to Egyptian students studying abroad and their Japanese universities. The CDM in turn serves as the link between the ECEB and Egyptian universities. The ECEB is responsible for developing agreements with Japanese universities, assisting students with enrollment in Japanese universities, responding to requests from students currently studying in Japanese universities, and monitoring the academic progress of students studying in Japan.

2. Objectives

The purpose of the Training Program is to develop the capacity of Central Department of Missions (CDM) project management to manage the different scholarships programs effectively through CDM office located in Cairo-Egypt. The program may include but not limited to the following:

- 1) Establish a network of high standard Japanese universities to be accessible to CDM and enable its staff to communicate in an effective way with those universities and better understand the universities requirements and regulations for Undergraduate and Graduate studies to avail these information to Egyptian Scholars.
- 2) Improve the management and administrative skills of CDM staff for effective management of different types of study abroad programs, (activities could include but not limited to effective recruitment - placement – screening & selection – finance – cross cultural adjustments and orientation- traveling procedures)
- 3) Shadow Japanese universities' international student office services staff for exposure to best practices.
- 4) Improve the Business Financial Management skills related to scholarship program as to enable CDM staff to manage the program in cost effective way.
- 5) Maximizing CDM staff leadership skills

3. Target and number of participants

10 persons from Scientific Affairs and Financial Affairs of CDM

4. Training Period

3 months in 2017

5. Language

English

6. Plan of Program

The training program consists of lecture, workshop, shadowing, practice and site visit.

The topics to be covered during the program includes:

- Overview of Japanese Higher Education System and international education
- Management of study abroad programs
- Shadowing at Japanese universities' international student office
- Financial Management of international education program

7. Candidate of Training Institution

- Ritsumeikan University, Kyoto or another university (subject to availability)

Appendix5: Implementation Structure- Authority

Implementation Structure : Authority		SC	EC2	PMU	WG	Selection Committee
Implementation Body						
Member		Advisor to the President for National Security, relevant Egyptian authority(minister level), Ambassador of EOJ, JICA Chief Rep. etc	Both Egyptian and Japanese (Relevant Egyptian authority, Embassy of Japan, JICA Egypt Office. etc.)	Egyptian Director, Central Department of Mission (CDM) staff, Egyptian Supporting Staff, Egyptian Culture and Education Bureau Unit (ECEB), Japanese Co-Director	Staff of Ministry of Higher Education, Ministry of Education and Technical Education, Ministry of Health	Academicians, Experts of the field Some Members of WG Representative of PMU
	Issue					
1	Allocation of budget and participants number to each program	Approval	Main responsibility	Making draft		
2	Program regulation and criteria for participants selection	Overall Management	Approval	Cordination	Making draft	
3	Program contents planning	Overall Management	Approval	Coordination	Program Planning including making annual implementation plan, preparing for "position paper" for each program	
4	Finding training institutions	Overall Management	Approval	Main responsibility	Making draft	
5	Contracting with training institutions	Overall Management	Approval	Main responsibility		
6	Participants selection	Overall Management	Approval	Main responsibility	Main responsibility	WG delegates the selection tasks which needs expertise of the field to the Selection Committee, including document evaluation and interview
7	Program implementation	Overall Management	Overall Management	Main responsibility		
8	Project finance management (Loan disbursement management)	Overall Management	Overall Management	Main responsibility		
9	Monitoring and evaluation	Overall Management	Monitoring and evaluation of PMU2 and WGs	Monitoring and evaluation of the programs and WGs	Monitoring and evaluation of the participants and the programs	
10	Reporting	Reporting to the Government	Reporting to SC	Reporting to EC2 and JICA	Reporting to PMU	

Appendix6: Job Description of Implementation Organizations for Scholarship Program and Allocation of Roles

Job Description of Implementation Organizations for Scholarship Program and Allocation of Roles							
Task		PMU		WG		EEJ	JE x
			JDC		SeC		
A. Project Planning and Development							
1. Project Planning							
1)	Management of the Project to contribute to the strategic plan of the country for developing and upgrading the capacity of the Basic Education, Higher Education and Scientific Research, and Health systems	✓	✓	✓		✓	✓
2)	Drafting policy of the project, recommending study and training areas and basic concept of new programs	✓	✓				
3)	Development of periodical plans of project implementation	✓	✓				
4)	Allocation of the budget to each program	✓	✓				
5)	Periodical evaluation of the Project implementation and outcomes	✓	✓	✓			
6)	Periodical development of the project plans and mechanisms of implementation to maximize the outcomes of the subsequent stages on the basis of the experiences gained and evaluations of the previous stages	✓	✓	✓			
7)	Making necessary or potential modifications in the Project plans to cope with the priorities and needs of the country	✓	✓	✓			
8)	Periodical assessment of the Project impact	✓	✓	✓			
2. Promotion and Socialization of the Project							
1)	Advertising the Project in the Egyptian newspapers, universities, research institutes, and governmental organizations, as well as through the portal of CASM (Cultural Affairs & Missions Sector-MOHE)	✓	✓	✓			
2)	Establishment of portalization of Japanese higher education and training program information so that participants easily access and find out suitable program	✓	✓	✓		✓	✓
3)	Coordination of works conducted at CDM and Egyptian universities and research institutes for promotion of the project	✓	✓	✓			
4)	Coordination between the Egyptian and Japanese organizations involved in the Project (MOHE, MOE, ECEB-Tokyo, JICA, WGs, etc.) for effective and smooth implementation of the Project	✓	✓				
5)	Dissemination of information on the Japanese systems of Basic Education, Higher Education and Scientific Research, and Health	✓	✓	✓			✓

6)	Planning for sustainable cooperation between Egypt and Japan in the fields of Basic Education, Higher Education and Scientific Research, and Health	✓	✓	✓			✓
7)	Developing strong, wide range and long-lasting bilateral cooperation between Egypt and Japan through the project operations	✓	✓	✓			✓
8)	Establishing Alumni for the graduates of the Project (the participants) and following their progress after coming back to Egypt	✓		✓			
3. Supporting EC2 as a secretariat							
1)	Organizing EC2	✓					
2)	Periodical reporting to EC2 on current status and progress of the Project	✓	✓				
B. Capacity Building Programs in Japan for Project Staff							
1)	Planning the training program and schedule for Project staff		✓				✓
2)	Contacting Japanese institutions for the training						✓
3)	Logistical arrangement for the training, including air tickets and accommodation						✓
4)	Assistance in the implementation of the program						✓
C. Post Graduate Program (Program A)							
1. Participants Selection							
1)	Setting the criteria for selection of qualified participants	✓	✓				
2)	Forming the selection committees			✓			
3)	Coordination with the WGs to form the selection committees	✓					
4)	Determining the documents to be submitted by the candidates			✓			
5)	Calling for candidates to apply for the program	✓					
6)	Coordinate with PMU for calling for candidates to apply for the Project programs			✓			
7)	Evaluating the eligibility of the applicants to the criteria of the scholarship		✓		✓		
8)	Evaluating the technical qualifications of the candidates (evaluation of the submitted research plans: study objectives, methodology, program and expected outcomes)				✓		
9)	Personally interviewing the technically qualified applicants by two professors in the same specialty for final evaluation				✓		
10)	Reporting the selection results and its justification to the working groups as well as to PMU				✓		
11)	Managing the process of selection of participants			✓			
12)	Supervising the process of selection of participants	✓	✓				
13)	Releasing the selection results	✓					
2. University Placement							

1)	Recommending appropriate university or supervisor based on the participants' research interest, which provide the courses or programs in English		✓	✓		✓	✓
2)	Coordinating with the ECEB in Tokyo for finding hosting universities	✓					
3)	Promoting wide range of systematic international exchange schemes between Egyptian and Japanese universities which beneficial for placement and other academic collaboration		✓				✓
4)	Contacting the university or supervisor to seek the possibility of acceptance		✓	✓		✓	✓
5)	Arranging online meeting between students and Japanese supervisors if necessary to discuss about the research topic		✓				✓
3. Application to Japanese University							
1)	Collecting the application information and other necessary procedures from Japanese universities, and providing the information to the participants						✓
2)	Assisting applicants to fill in the application forms if the form is provided in Japanese		✓				✓
3)	Collecting the application documents from the participants, and forwarding them to Japanese universities along with application fee by due date					✓	✓
4)	Arranging the entrance examination (such as online interview) if any						✓
5)	Compiling the information of application status of each participant						✓
4. Enrollment to Japanese University							
1)	Collecting the screening result information and sharing with the applicants						✓
2)	Contacting Japanese universities to notify the withdrawal of the acceptance if the applicant chooses to enroll at another university						✓
3)	Assisting applicants to fill in the enrollment documents if the form is provided in Japanese		✓				✓
4)	Collecting the enrollment documents (such as registration form, pledge, medical check) and forwarding them to the participants						✓
5)	Collecting the enrollment documents from the participants, and forwarding them to Japanese university by due date						✓
6)	Payment of matriculation (entrance) fee by due date						✓
7)	Compiling the enrollment status of each participant						✓
5. Accommodation Arrangement (in case university has dormitory)							

1)	Obtaining university dormitory and its application information, and sharing them with participants						✓
2)	Application to the dormitory						✓
3)	Payment of application fee if needed	✓				✓	✓
6. Accommodation Arrangement (in case university does not have dormitory)							
1)	Obtaining housing information around the university through the real estate agency, and sharing them with participants					✓	✓
2)	Hearing the preference of participants, and application of the housing to the real estate agent						✓
3)	Arranging contract between participants and owners.						✓
4)	Being the guarantor for the contract and providing “Seal Certificate” to the owner						✓
5)	Payment of initial fees, such as key money, deposit and advance monthly rent	✓				✓	✓
7. Certificate of Eligibility and Visa Arrangement							
1)	Preparing for the application documents for Certificate of Eligibility (COE) to be submitted to immigration bureau in Japan (Obtaining the seal from Japanese universities on its application form)						✓
2)	Application for COE at immigration bureau in Japan					✓	✓
3)	Obtaining the COE and forwarding them to participants						✓
4)	Assisting student visa application at Japanese consular office in Egypt			✓			
8. Pre-departure Orientation							
1)	Holding pre-departure orientation in Egypt to provide necessary information to participants, such as Japanese public administration and immigration system, national health insurance system, scholarship regulations, daily living tips and so on	✓	✓	✓			✓
9. Departure Preparation							
1)	Collecting the information of Entrance Ceremony or First Academic Orientation at Japanese universities						✓
2)	Drafting the departure schedule of each participant depending on the schedule of each university			✓			✓
3)	Finding out the most suitable and reasonable travel route of each participant, including the international flight to Japan, port of entry and domestic travel in Japan		✓	✓			✓
4)	Arranging the international flight ticket and domestic transportation tickets, and providing them to participants	✓					
10. Arrival Assistance (including administrative works at the city hall)							
1)	Arrangement of picking up the participants at the international airport, and escorting to their final destination					✓	✓

2)	Accompanying the participants to the local government office for mandatory registration of residence and National Health Insurance program application						✓
3)	Opening Japanese bank account for the participants for the receipt of monthly allowance						✓
4)	Assisting the participants to commute to their universities from the accommodation						✓
11. Arrangement of Overseas Travel Insurance							
1)	Buying overseas travel insurance for the participants, and paying the insurance fees	✓					✓
12. Academic Monitoring							
1)	Making the database of the participants in Japan, inputting necessary information such as name of university, school, supervisor, home address, mobile phone number, and date of entry						✓
2)	Understanding the conditions for the degree program completion for each participant, such as number of credits, number of published papers						✓
3)	Contacting the participants and supervisor at least every semester to understand the study progress, and requesting the academic transcript					✓	✓
4)	Visiting the participants and supervisor if the participants have academic problems					✓	✓
13. Daily Life Assistance							
1)	Emergency support for participants, such as traffic accident, physical or mental problems, troubles with neighbors					✓	✓
2)	Understanding the participants' temporary leaving Japan, and change of home address					✓	✓
3)	Documenting and evaluating the academic progress of participants in Japan			✓			✓
14. Repatriation							
1)	Collecting the information of Graduation Ceremony						✓
2)	Drafting the repatriation schedule for each participant based on the schedule of graduation ceremony						✓
3)	Arrangement of international flight ticket	✓					
4)	Collecting the graduation documents (certificate of graduation, academic transcript and thesis abstract)						✓
5)	Assisting in termination of housing contract						✓
6)	Attending the room check by the real estate agent, and receiving the refund of deposit on behalf of participants (return the cash to the participant later)						✓
15. Reporting							
1)	Quarterly reporting to PMU on the academic and financial status of the participants			✓			
2)	Reporting to PMU on the returning participants and their roles in the home institutions			✓			
D. Non-degree Study & Research Program (Program B, C, D, E)							
1. Participants Selection							
1)	Setting the criteria for selection of qualified	✓	✓				

	participants						
2)	Coordination with the WGs to form the selection committees	✓					
3)	Forming the selection committees			✓			
4)	Determining the documents that submitted by the candidates			✓			
5)	Calling for candidates to apply for the program	✓					
6)	Coordinate with PMU for calling for candidates to apply for the programs			✓			
7)	Evaluating the eligibility of the applicants to the criteria of the scholarship				✓		
8)	Evaluating the technical qualifications of the candidates (evaluation of the submitted research plans: study objectives, methodology, program and expected outcomes)				✓		
9)	Personally interviewing the technically qualified applicants by two professors in the same specialty for final evaluation				✓		
10)	Reporting the selection results and its justification to the working groups as well as to PMU				✓		
11)	Managing the process of selection of participants			✓			
12)	Supervising the process of selection of participants	✓					
13)	Releasing the selection results	✓					
2. Coordination of the Program Implementation							
1)	Finding the host institution in Japan to provide the study programs / Joint Research programs, which meet the demand of Egyptian side		✓			✓	✓
2)	Promoting Joint Research, Joint Supervision and wide range of systematic international exchange schemes between Egyptian and Japanese universities			✓			✓
3)	Contacting Japanese institutions to adjust the program contents and study schedule conveying the requests of Egyptian sides as well as negotiating training costs		✓				✓
4)	Coordinating to conclude the agreement between PMU and Japanese universities if such agreement is needed to implement the program					✓	✓
5)	Confirming the contents of the training			✓			
6)	Signing on the agreement with Japanese universities	✓					
3. Logistic Arrangement for the Participants							
1)	Finding the accommodation near the training institutions, and making the booking						✓
2)	Obtaining necessary documents for visa application, such as Invitation Letter, Guarantee Letter, Travel Itinerary, and providing them to the participants						✓
3)	Fixing the travel schedule, and recommending the flight information to PMU			✓			✓
4)	Buying the air tickets for the participants	✓					
5)	Arranging international travel insurance	✓					✓
4. Pre-departure Orientation							

1)	Holding pre-departure orientation to provide necessary information to the participants, such as environment of study site, climate, travel and study schedule, accommodation information	✓	✓	✓			✓
5. Logistic Arrangement for Joint Supervisors (Joint Supervision Program)							
1)	Contacting Egyptian/Japanese Joint Supervisors of their travel schedule to Japan/Egypt			✓			
2)	Obtaining necessary documents for visa application, such as Invitation Letter, Guarantee Letter, Travel Itinerary, and providing them to the participants			✓			
3)	Buying the air tickets for the participants	✓		✓			
4)	Arranging accommodation			✓			
5)	Arranging international travel insurance	✓		✓			
6. Arrival Assistance							
1)	Arrangement of picking up participants at the airport, and accompanying to their destination						✓
7. Daily Life Assistance							
1)	Emergency care for participants, such as natural disasters (earthquake etc.), traffic accident, physical or mental problems, troubles with neighbors					✓	✓
8. Program Reporting							
1)	Quarterly reporting to PMU on the academic and financial status of the participants			✓			
2)	Reporting to PMU on the returning participants and their roles in the home institutions			✓			
E. Non-degree Training Program (Program F, G, H)							
1. Participants Selection							
1)	Setting the criteria for selection of qualified participants	✓	✓				
2)	Coordination with the WGs to form the selection committees	✓					
3)	Forming the selection committees			✓			
4)	Determining the documents that submitted by the candidates			✓			
5)	Calling for candidates to apply for the program	✓					
6)	Coordinate with PMU for calling for candidates to apply for the programs			✓			
7)	Evaluating the eligibility of the applicants to the criteria of the scholarship				✓		
8)	Evaluating the technical qualifications of the candidates (evaluation of the submitted research plans: study objectives, methodology, program and expected outcomes)				✓		
9)	Personally interviewing the technically qualified applicants by two professors in the same specialty for final evaluation				✓		

10)	Reporting the selection results and its justification to the working groups as well as to PMU				✓		
11)	Managing the process of selection of participants			✓			
12)	Supervising the process of selection of participants	✓					
13)	Releasing the selection results	✓					
2. Coordination of the Program Implementation							
1)	Finding the host institution in Japan to provide the training programs which meet the demand of Egyptian side					✓	✓
2)	Contacting Japanese institutions to adjust the program contents and training schedule conveying the requests of Egyptian sides as well as negotiating training costs						✓
3)	Developing network with Japanese training institutions and promoting more collaboration schemes between Egypt and Japan			✓			✓
4)	Coordinating to conclude the agreement between PMU and Japanese universities if such agreement is needed to implement the program					✓	✓
5)	Confirming the contents of the training			✓			
6)	Signing on the agreement with Japanese universities	✓					
3. Logistic Arrangement for the Participants							
1)	Finding the accommodation near the training institutions, and making the booking						✓
2)	Obtaining necessary documents for visa application, such as Invitation Letter, Guarantee Letter, Travel Itinerary, and providing them to the participants						✓
3)	Fixing the travel schedule, and recommending the flight information to PMU			✓			✓
4)	Buying the air tickets for the participants	✓					
5)	Arranging international travel insurance	✓					
4. Pre-departure Orientation							
1)	Holding pre-departure orientation to provide necessary information to the participants, such as environment of training site, climate, travel and training schedule, accommodation information	✓	✓	✓			✓
5. Airport Assistance							
1)	Arrangement of picking up participants at the airport, and accompanying to their destination upon their arrival in Japan						✓
2)	Accompanying participants from the accommodation to the airport upon their departure from Japan						✓
7. Daily Life Assistance							
1)	Emergency care for participants, such as natural disasters (earthquake etc.), traffic accident, physical or mental problems, troubles with neighbors					✓	✓
F. Financial Management							
1. Project Account Management							
1)	Capacity building of project staff on Japanese ODA		✓				✓

	Loan management for Study Abroad Project						
2)	Opening Loan Account / Designated Account (D/A) for the project	✓	✓				
3)	Monitoring the balance of D/A	✓	✓				
4)	Obtaining the balance of D/A periodically	✓	✓				
2. Initial Disbursement Request							
1)	Making “Financial Forecast”: financial forecast for two terms, or six months	✓	✓				✓
2)	Making “Request for Disbursement”	✓	✓				
3)	Preparing for “Evidence of Opening D/A”	✓	✓				
4)	Submission of documents to JICA	✓					
3. Subsequent Disbursement Request							
1)	Making “Financial Forecast”: financial forecast for the next two terms, or six months	✓	✓				✓
2)	Making “Reconciliation Statement”, and check the Recovery Percentage	✓	✓				
3)	Making “Request for Disbursement”	✓	✓				
4)	Compiling “Statement of Expenditures (SOE)” and preparing for “Summary Sheet for Payment”	✓	✓			✓	✓
5)	Submission of documents to JICA	✓					
4. Payment to participants							
1)	Paying pre-departure allowance and other allowances which should be paid prior to the departure to participants by cash or other method	✓					
2)	Paying the living allowance and other allowances to participants during their stay in Japan by cash or bank transfer	✓				✓	✓
3)	Collecting the evidence of payment (receipt, bank transfer record etc)	✓				✓	✓
5. Payment to university / training institutions							
1)	Collecting the invoice or payment slip from Japanese universities for degree programs	✓				✓	✓
2)	Collecting the invoice or payment slip from Japanese universities or training institutions for non-degree programs	✓				✓	✓
3)	Execution of payment with designated order	✓				✓	
4)	Collecting evidence of payment (receipt, bank transfer record etc)	✓				✓	✓
6. Payment to other organizations (travel agent, hotel, insurance company)							
1)	Collecting the invoice or payment slip, and settling the payment with designated order	✓				✓	✓
2)	Collecting evidence of payment	✓				✓	✓
7. Closing of D/A							
1)	Discussion with JICA about the timing of the last disbursement and D/A closure	✓					
2)	Refund of the balance when disbursed amount	✓					

	exceeds justified amount						
8. Program Reporting							
1)	Quarterly reporting to PMU on the financial issues					✓	✓
G. Project Reporting							
1. Completing quarterly progress reports							
1)	Collecting and providing necessary data for quarterly progress report			✓		✓	✓
2)	Completing quarterly progress reports which contains project progress, program implementation plan, financial management, activities to be conducted in next quarter and academic performance	✓	✓				
2. Preparing for the Project Completion Report (PCR)							
1)	Preparing for the Project Completion Report (PCR) which contains the analysis of project implementation by contrasting the original plan and actual progress, overall achievement, and lessons and learnt	✓	✓				

Appendix7: Capacity Building for Joint Implementation of Education Sector Development Project (Scholarship) Terms of Reference (Draft)

**Capacity Building for Joint Implementation
of
Education Sector Development Project (Scholarship)**

**TERMS OF REFERENCE
(Draft)**

BACKGROUND

Education Sector Development Project (Scholarship) is a project under the Egypt Japan Education Partnership (EJEP).

On the occasion of the official visit to Japan by the President of Egypt in March 2016, Prime Minister of Japan and President of Egypt announced their joint partnership on education: Egypt-Japan Education Partnership “EJEP” to empower Egyptian youth, as an important component in their endeavors to combat terrorism and extremism and to enhance peace, stability, development and prosperity.

This partnership has been realized based on the strong interest and commitment of Prime Minister Abe and President El-Sisi. The two leaders place a high priority on the cooperation in the area of education including early childhood, basic, technical and higher education, as well as scientific research, technology and innovation. The two leaders commit themselves to the implementation of the policy measures incorporated in the agreed upon partnership.

Under this partnership, the two governments announced that at least 2,500 Egyptians, in particular students, researchers, teachers and government officials, especially in the fields of education and health, will be dispatched to Japan in the coming five years, whereby contributing to the realization of the Government of Egypt development and reform plans as well as its efforts to empower its promising youth. The Government of Japan recognized the importance of providing the necessary support to the Government of Egypt, through all possible means needed for that purpose including a Yen loan scholarship.

Based on the above background JICA has implemented the research from March 2016, and formulated the Yen loan scholarship project named “Education Sector Development Project (Scholarship), Egypt”, hereinafter called “the Project”.

The objectives of the Project are as follows:

- 1) To dispatch Egyptians students, researchers, teachers and government officials to Japan, especially in the fields of higher education, basic education and health, to empower Egyptian youth, as an important component in the endeavors to combat terrorism and extremism and to enhance peace, stability, development and prosperity
- 2) To introduce the Japanese-style education in Egypt in the field of basic education and health, through the above operations, with close coordination with the related projects under the EJEP
- 3) To develop strong, wide range and long-lasting bilateral cooperation between Egypt and Japan, through the above operations, to strengthening human resources development in Egypt in the fields of scientific research, technology and innovation, basic education and health

The project implementation system of the Project is designed based on the joint implementation concept between Egypt and Japan. The system composed of “Steering Committee (SC)” as a supreme decision making body of whole EJEP, “Executive Committee 2 (EC2)” as a decision making body of the Project, “Project Management Unit 2 (PMU2)” as a day to day management body of the Project, “Japanese Co-director” as a core person of joint implementation, “three Working Groups (WG)” in each sector of higher education, basic education and health for the operational level management, “Egyptian Embassy in Tokyo” as a representative and counsellor in Japan, and “Capacity Building for Joint Implementation” is expected to support PMU, WG and Egyptian Embassy in Tokyo to achieve the objectives of the Project.

OBJECTIVES

- 1) To assist capacity building of PMU, WG and Egyptian Embassy in Tokyo for joint implementation of the Project to contribute to the strategic plan of the country for developing and upgrading the capacity of the Basic Education, Higher Education and Scientific Research, and Health systems
- 2) To assist the precise and proper project management of PMU, WG and Egyptian Embassy in Tokyo, through which to foster mutual trust between the institutions of two countries, to contribute to the achievement of the objectives of the Project
- 3) To assist PMU, WG and Egyptian Embassy in Tokyo to develop strong, wide range and long-lasting bilateral cooperation between Egypt and Japan through the project

operations in the fields of scientific research, technology and innovation, basic education and health

TERMS OF REFERENCE FOR EXPERTS

1. Capacity Building Programs in Japan for Project Staff

2.1 To arrange capacity building programs in Japan for the project staff. Topics of the training program includes Financial Management of Japanese OAD Loan for Study Abroad, Japanese Higher Education system and its features, Japanese Basic Education and Health System and its features, How to Work with Japanese Universities, Special Features on Monitoring in Japan, and so on. This task includes the followings:

- 1) Assisting in planning the training program and schedule for Project staff
- 2) Contacting Japanese institutions for the training
- 3) Logistical arrangement for the training, including airtickets and accommodation
- 4) Assistance in the implementation of the program

2.2 To assist capacity building of PMU, WG and Egyptian Embassy in Tokyo for joint implementation of the Project also through the project operations below

2. Promotion and Socialization of the Project

1.1 To assist PMU, WG and Egyptian Embassy in Tokyo to develop strong, wide range and long-lasting bilateral cooperation between Egypt and Japan Promotion and Socialization of the Project. This task includes the followings:

- 1) Collecting and reporting the information on the Japanese systems of Basic Education, Higher Education and Scientific Research, and Health
- 2) Assisting in establishment of portalization of Japanese higher education and training program information so that participants easily access and find out suitable program
- 3) Contacting Japanese universities and training institutes to develop strong, wide range and long-lasting bilateral cooperation between Egypt and Japan through the project operations

3. Project Management Support in Japan

3.1 To assist PMU, WG and Egyptian Embassy in Tokyo for the precise and proper project management mainly in the tasks in Japan as specified in the followings, through which to foster mutual understanding and trust between the institutions of two countries, to contribute to the achievement of the objectives of the Project

3.2 Post Graduate Program

Program A (Max 64 participants per year)

(University Placement)

- 3.2.1 To assist PMU, WG and Egyptian Embassy in Tokyo in university placement of participants for better acceptance and matching by way of developing network with Japanese higher education institutions and promoting more academic collaboration schemes between Egypt and Japan. This task includes the followings:
- 1) Recommending appropriate university or supervisor based on the participants' research interest, which provide the courses or programs in English
 - 2) Promoting wide range of systematic international exchange schemes between Egyptian and Japanese universities which beneficial for placement and other academic collaboration
 - 3) Contacting the university or supervisor to seek the possibility of acceptance
 - 4) Arranging online meeting between students and Japanese supervisors if necessary to discuss about the research topic

(Admission Process)

- 3.2.2 To assist PMU and Egyptian Embassy in Tokyo in participants application and enrollment process to Japanese University so that applicants surely follow the requested procedure and successfully apply for the university.
- 3.2.3 To assist PMU and Egyptian Embassy in Tokyo in enrollment process to Japanese University so that the participant surely follow the requested procedure and successfully enroll at the university where they will study in Japan.

(Logistic Arrangement)

- 3.2.4 To assist PMU and Egyptian Embassy in Tokyo in logistic arraignment concerning participants' departure to Japan, arrival at Japan, residence registration, opening bank account etc., and returning from Japan.

(Monitoring in Japan)

- 3.2.5 To assist Egyptian Embassy in Tokyo in Academic Monitoring. This task includes the followings:
- 1) Making the database of the participants in Japan, inputting necessary information such as name of university, school, supervisor, home address, mobile phone number, and date of entry
 - 2) Understanding the conditions for the degree program completion for each participant, such as number of credits, number of published papers
 - 3) Contacting the participants and supervisor at least every semester to understand the study progress, and requesting the academic transcript

- 4) Visiting the participants and supervisor if the participants have academic problems
- 5) Documenting and evaluating the academic progress of participants in Japan

3.2.6 To assist Egyptian Embassy in Tokyo in Daily Life Assistance. This task includes the followings:

- 1) Emergency support for participants, such as natural disasters (earthquake etc.), traffic accident, physical or mental problems, troubles with neighbors
- 2) Understanding the participants' temporary leaving Japan, and change of home address

3.3 Non-degree Study & Research Program

- **Program B (Max 20 participants per year)**
- **Program C (Max 25 participants per year)**
- **Program D (Max 30 participants per year)**
- **Program E (Max 30 participants per year)**

(University Placement)

3.3.1 To assist PMU, WG and Egyptian Embassy in Tokyo in finding university of the program implementation, promoting Joint Research, Joint Supervision and wide range of systematic international exchange schemes between Egyptian and Japanese universities. This task includes the followings:

- 1) Assisting in finding the host institution in Japan to provide the study programs which meet the demand of Egyptian side
- 2) Promoting Joint Research, Joint Supervision and wide range of systematic international exchange schemes between Egyptian and Japanese universities
- 3) Assisting in contacting with Japanese institutions to adjust the program contents and study schedule conveying the requests of Egyptian sides as well as negotiating training costs
- 4) Coordinating to conclude the agreement between Egyptian and Japanese universities if such agreement is needed to implement the program

(Logistic Arrangement)

3.3.2 To assist PMU, WG and Egyptian Embassy in Tokyo in logistic arrangement concerning participants' departure to Japan, arrival at Japan, daily lives in Japan, and returning from Japan.

(Emergency Care)

3.3.3 To assist PMU, WG and Egyptian Embassy in Tokyo in Emergency care for participants, such as natural disasters (earthquake etc.), traffic accident, physical or mental problems, troubles with neighbors

3.4. Non-degree Training Program

→ **Program F (Max 80 participants in 5 training units per year)**

→ **Program G (Max 70 participants in 7 training units per year)**

→ **Program H (Max 10 participants per year)**

(Finding & Coordinating with Training Institution)

3.4.1 To assist PMU, WG and Egyptian Embassy in Tokyo in finding the training institution. This task includes the followings:

- 1) Listing up the candidates training institutions based on the research on past training programs held in Japan, and listing up Finding the host institution in Japan to provide the training programs which meet the demand of Egyptian side
- 2) Contacting and visiting Japanese institutions to seek the possibility to implement the program

3.4.2 To assist PMU, WG and Egyptian Embassy in Tokyo in finding the training institution of better matching with Egyptian training needs, and by way of developing network with Japanese training institutions and promoting more collaboration schemes between Egypt and Japan for the future. This task includes the followings:

- 1) Contacting and visiting Japanese institutions to seek the possibility to implement the program adjust the program contents and training schedule conveying the requests of Egyptian sides as well as negotiating training costs
- 2) Developing network with Japanese training institutions and promoting more collaboration schemes between Egypt and Japan
- 3) Coordinating to conclude the agreement between PMU and Japanese universities

(Logistic Arrangement)

3.4.2 To assist PMU, WG and Egyptian Embassy in Tokyo in logistic arrangement concerning participants' departure to Japan, arrival at Japan, daily lives in Japan, and returning from Japan

(Emergency Care)

3.4.3 To assist PMU, WG and Egyptian Embassy in Tokyo in emergency care for participants, such as natural disasters (earthquake etc.), traffic accident, physical or mental problems, troubles with neighbors

4 Financial Management

4.1 To assist PMU for Initial Disbursement Request. This task includes the followings:

- 1) Capacity building of project staff on Japanese ODA Loan management for Study Abroad Project
- 2) Assistance in making "Financial Forecast": financial forecast for two terms, or six months

4.2 To assist PMU for Subsequent Disbursement Request. This task includes the followings:

- 1) Assistance in making “Financial Forecast”: financial forecast for the next two terms, or six months

4.3 To assist PMU and Egyptian Embassy in Tokyo for payment to participants during their stay in Japan. This task includes the followings:

- 1) Supporting Embassy in Tokyo for keeping right timing and accountability of payment of the living allowance and other allowances to participants during their stay
- 2) Collecting the evidence of payment (receipt, bank transfer record etc.)

4.4 To assist PMU and Egyptian Embassy in Tokyo for payment to university / training institutions. This task includes the followings:

- 1) Collecting the invoice or payment slip from Japanese universities or training institutions for payment
- 2) Collecting the invoice or payment slip from Japanese universities or training institutions for non-degree programs
- 3) Collecting evidence of payment (receipt, bank transfer record etc)

4.5 To assist PMU and Egyptian Embassy in Tokyo for payment to other organizations (travel agent, hotel, insurance company). This task includes the followings:

- 1) Collecting the invoice or payment slip for the payment
- 2) Collecting evidence of payment

4.6 To assist Embassy in Tokyo for Program Reporting. This task includes the followings:

- 1) Quarterly reporting to PMU on the financial issues

5 Reporting

5.1 To assist PMU for Completing Progress Reports. This task includes the followings:

- 1) Assisting in completing the periodical report by collecting and providing necessary data for quarterly progress report

[End]

Appendix8: Survey on Capacity of ECEB and Japanese Universities / Institutions

Survey on Capacity of ECEB and Japanese Universities / Institutions

1. Survey into Egyptian Cultural and Educational Bureau in Tokyo

1.1. Objectives

Survey team visited ECEB Tokyo, which is responsible for managing Egyptian government scholarship program in Japan in association with Central Department of Missions, to understand its management capacity for existing scholarship programs, and new programs under JICA loan projects, and also issues to be improved.

1.2. Structure of ECEB Tokyo

There are following three positions in the structure of ECEB

Cultural Counselor (selected among faculties, the position is currently vacant) manages the whole system concerning study abroad program in Japan, and contacts with students and universities.

Cultural Attaché (selected among faculties, the position is currently vacant) is mainly responsible for supporting students, administrative matters such as extension of study duration and for attending cultural activities.

Administration & Financial Attaché (dispatched from Ministry of Higher Education) is in charge of financial related matters such as payoff for staff members and students, payment of tuitions fee and other costs.

Two secretaries support operation of Counselor and Cultural Attaché.

SUGGESTION 1

Cultural Counselor and Cultural Attaché must be fulfilled immediately.

1.3. Process of Egyptian Scholarship Program

The following table shows the process and activities of Egyptian scholarship program. The example of Indonesian project is shown as well for comparison.

Table 1 Activities of Egyptian Scholarship and role of ECEB

Activities	Survey Result	Indonesian Project Case
University Placement		
Does ECEB support university placement such as introducing laboratory/supervisor?	Student has to find supervisor by own. ECEB will support to contact with supervisors in case if there is no reply from expected supervisor.	Consultant leads to find supervisor/laboratory based on students' request. Sometimes student contacts to supervisor/laboratory directly.
Application and Enrolment		
<u>Application information/documents</u> Who is responsible for obtaining application information/documents?	<u>Application information/documents</u> Student (University or supervisor may send information/documents directly)	<u>Application information/documents</u> Consultant
<u>Documents submission</u> Who is responsible for submission of application documents? <u>Examination fees</u> Who does pay examination fee?	<u>Documents submission</u> Student submits documents to university directly. Embassy secretary will support documentation if it requires adding information in Japanese. *There are almost no troubles for application procedure such as documentation delays up to date. (Supervisor takes necessary application procedures instead of student in many cases) <u>Examination fees</u> Embassy pays if they have necessary information of examination fee beforehand.	<u>Documents submission</u> Consultant submits documents to university. Student has to submit documents to Consultant one week before dead line. For avoiding insufficient paperwork, Consultant explains application procedure and necessary documents in advance. <u>Examination fees</u> Consultant pays examination fees.
Who is responsible for enrolment procedure? Is ECEB or student?	Student. Entrance fee payment is done by the embassy directly.	Consultant.
Support to visit Japan		
<u>Accommodation arrangement</u> Who does find apartment if there is no university	<u>Accommodation arrangement</u> Student or university finds accommodation. Embassy	<u>Accommodation arrangement</u> University dormitory is arranged by university, and private apartment is arranged by

dormitory? Who does cover initial cost of accommodation before student coming to Japan?	does not look for the apartment, however, they could be a cosigner if it is required. Student could find living information through ESAJ (Egyptian Students Association in Japan) as well as apartment information.	Consultant if there is no university dormitory provided. Consultant is supposed to be a cosigner.
<u>Arrival support</u> Who does support upon student arrival at the airport? Who does give direction if student has to move to accommodation by him/herself?	<u>Arrival support</u> Friends, university tutor, laboratory members, supervisors, etc	<u>Arrival support</u> Consultant
<u>Citizenship registration support</u> Who does support citizenship registration, national insurance and pension participation?	<u>Citizenship registration support</u> Friends, university tutor, laboratory members, supervisors, etc	<u>Citizenship registration support</u> Consultant
<u>Bank account</u> Who does support to open bank account? Is there any designated bank? What is the solution if there is no designated bank nearby the accommodation/university?	<u>Bank account</u> Friends, university tutor, laboratory members, supervisors, etc. In general, they support to open bank account at Japan Post Bank.	<u>Bank account</u> Consultant opens bank account at Mitsubishi Tokyo UFJ Bank, Marunouchi Branch in Tokyo.

Procedure before student starts study in Japan is almost the same process as private funded student does. Hence, almost all activities should be taken care of by themselves, in addition, cooperation and support from Japanese university members such as administrative staff, supervisor and laboratory members are also necessary to accomplish those activities in order for the students to start study in Japan.

Post Graduate Program and Joint Supervision Program which are similar to existing programs could be handled by ECEB by increasing the numbers of staff as long as they provide as same level of support as they currently do. On the other hand, ECEB may not have the concrete idea about activities to support short study and short programs since they

have no experience of management these new type of trainings which are different from current programs. It seems to be challenging for them to manage short study and short training programs under current structure, therefore technical and knowledge transfer from experts are highly recommended.

SUGGESTION 2

Experts who are familiar with Japanese higher education and training should engage in technical and knowledge transfer for the implementation of Short Study / Research and Training Programs.

1.4. Support for students in Japan

The weak points of current ECEB supporting system is “passive” system. Under the current system, ECEB does not request “progress report” periodically to students in order to recognize their study progress and living situation in Japan. Currently, students submit the transcript only once when they complete study. Problems or issues on both academic and daily lives might not be promptly identified under current passive management system which supports their study only if students or supervisors ask for the embassy support. Periodical report system from students and supervisors is strongly required to find any issues. On the other hand, it is noteworthy that ECEB members such as Counselor, Cultural Attaché and Secretary deal with problems adequately. They seem to provide appropriate support for students and supervisors when they report problems to ECEB.

SUGGESTION 3

Academic mentoring system through periodical report and on-site interview to students and supervisors should be developed to detect problems at early stage.

1.5. Student Database and other Information Management System

ECEB well understands historical records of communication between students and supervisors prior to their departure to Japan. However, they do not establish the database for students which contains basic information such as home address, email address and telephone number which are essential for emergency contacts in emergency cases. ECEB should develop the system to recognize the latest information of students, and establish appropriate database.

CDM establishes common database system called MIS which has the information on participants’ academic record, letter of acceptance, contact address in Egypt and host institution abroad. ECEB cannot update the data in MIS since CDM has the authority to

do so. Secretaries at ECEB cannot access the MIS.

SUGGESTION 4

Participants database should be established and updated perpetually to recognize the latest contact information of all participants.

1.6. Financial Management

The secretary frequently contacts Japanese universities, and they understand about tuition fee payment, including the timing and methodology very well. Payment delay will not be happened as long as ECEB Tokyo has enough fund. Financial Attaché makes financial report to Ministry of Higher Education every month by sending original payment certificate and bank statement. ECEB makes fund transfer request to Ministry of Higher Education in every three month. The system of financial report and request should be developed and modified since JICA loan project should be followed by special procedures in accordance with JICA's manual.

SUGGESTION 5

Experts who are familiar with Japanese ODA Loan Project should engage in technical and knowledge transfer for the management of financial issues.

2. Survey into Japanese Universities who accept Egyptian Students

2.1. Objectives and Methodology

To understand the information of current environment and supporting system for Egyptian students at Japanese universities, which will be utilized in considering the implementation structure of JICA Loan Scholarship Project.

Questionnaire based survey towards top ten universities which accept a number of Egyptian students in Japan. Telephone or visiting interview is implemented after obtained the answers.

Table 2 Top ten universities which accept a number of Egyptian Students

No.	University	
1	Kyushu University	National
2	Hokkaido University	National
3	Kyoto University	National

4	Hiroshima University	National
5	University of Tsukuba	National
6	Nagoya University	National
7	Kumamoto University	National
8	Osaka University	National
9	University of Tokyo	National
10	Tokyo Institute of Technology	National

Source: JASSO

2.2. Result of Survey and Evaluation

[Status of Egyptian Students]

- The number of students assisted by foreign governments are not many. In other countries' case, the university experienced troubles such as scholarship payment delay or daily life problems, in which the embassy did not make appropriate responses. The university is afraid of facing similar situation in this project. The university experienced other cases in which the issue was getting complicated due to the involvement of Embassy. (University of Tsukuba)
- The university had difficulties in contacting with Egyptian students who had not reported the temporary leaving Japan (Kumamoto University)

[Matching with University / Supervisor]

- Students tend to contact several professors at the same time which confuses those professors. Someone should manage the contact between students and professors. (Tsukuba)
- Faculties receive numerous of emails every day and sometimes a mail which is directly sent from unknown student might go to junk-mail box, which causes confusion among students. To avoid this confusion, university would like to arrange a position who is taking care of inquiries from expected foreign students and introducing research contents for them. However, it is difficult to do so because of budgetary reason. (Tsukuba, Tokyo Tech)

[Daily Life and Culture in Japan]

- Student has to understand Japanese culture, daily life and system at the university before coming to Japan. Japanese research style and laboratory activities should be explained to student as well. Especially, students who study in the field of science should underrated that they stay at the laboratory for researches all day long in general. (Tsukuba, Tokyo Tech)

[Non-Degree Program]

- Regarding non-degree programs such as “One-year program” and “Joint-research program”, applications are usually submitted from partner universities and very few cases sent through other tracks. Since there is no special coordinator for Non-degree program, the university hesitate to accept candidates from unfamiliar university due to uncertainty and fear. (Tsukuba)

[Previous Troubles of Egyptian Students]

- There was a severe conflict case between supervisor and student. Another case is daily issues related family members. If a student is accompanied by many family members, troubles, such as financial issues and health problems, which affect student’s academic activity, tend to happen. The university recognizes the necessity to allocate human resources to take care of those troubles, however, budget constraint makes it impossible.

It is possible to mention that universities concern about accepting students supported by the embassy only. In addition to this, a student who contacts an expected supervisor directly should understand well about the available research contents, university system and research style at laboratory in Japan. For successful implementation of JICA Loan Scholarship Project, improvement and development of the supporting functions and capacity building of the Egyptian Embassy in Tokyo are absolutely necessary eliminate concerns from university.

3. Survey into Training Institutions

3.1. Objectives and Methodology

The survey team contacted Japanese universities which will be highly possible to provide training programs for Egyptians based on survey to identify their capabilities especially on logistic arrangement, training assistance and support for trainees as well as additional cost to provide such kind of services. The survey is conducted by means of email correspondence, telephone communication and visit.

3.2. Survey Result and Evaluation

The followings description and chart show the result of survey and evaluation.

[Hiroshima University (Basic Education)]

- Concerning the logistics arrangement, one staff needs to be employed since existing staff cannot take care of all duties. Considering the preparation and follow up works, the staff

should be employed for two months more beside the training period; ie three months if the training period is one month. Hiroshima University is concerned if a talented staff can be hired with such a short period.

- One coordinator, who is in charge of program coordination and assisting trainees, also needs to be employed. They have same concern abovementioned.
- Unless appropriate staff and coordinator can be hired, it is impossible to implement the training program.

[Kobe University (Basic Education)]

- Kobe University has plenty of experiences to develop and provide training courses under the scheme of JICA grant projects, in which logistics arrangement and trainees assistance activities were taken care of by JICA. Hence, Kobe University has little manpower and know-how for those activities.
- If Kobe University should be responsible for those activities, they should hire full-time assistant staff for whole year since it is difficult to find capable staff with short contract period.

[Naruto University of Education (Basic Education)]

- In principle, Naruto University would like to provide the training programs for Egyptian project with the exactly same condition with other JICA grant training courses since they have little experiences to make logistics arraignment and trainees assistance.
- If the university is obliged to be in charge of logistics and trainee's management, they should hire appropriate assistance staff and coordinator. However, there is no guarantee that competent people can be easily found, and in such a case, the training course should be cancelled.
- The staff should be hired one or two months before and after the training to be engaged in preparatory and follow-up works.

[University of Tsukuba (Basic Education)]

- University of Tsukuba can provide logistics and trainees assistance service by hiring additional staff at least two persons. In order to accumulate technology and know-how on the activities, the staff should be hired for whole year, not periodically.

[Kokushikan University (Health)]

- Kokushikan has the experience of renting private housing for trainees. The same methodology can be applied for this project.

- Kokushikan has small bus, which can be used during the program as long as number of participants is 10 or less.

[Kobe University (Health)]

- A coordinator can be hired for the program. The contract period should be two months (additional one month onto the program period)

[Yamanashi Prefectural University (Health)]

- The University has little experiences in coordinating and implementing such short training, and everything should be established from the beginning. They would like to carefully consider what kind of duties they can or cannot provide
- They strongly wish to be supported by the professional organizations who takes care of logistics arrangement and trainees assistance.

Some universities, such as Kokushikan University and Kobe University (Health), answered that they can provide services concerning logistics and trainees' assistance. Others answered that it was not easy for them to provide such kind of services since universities had few experiences and know-how. If they were really obliged to do so, they should hire new staff with yearly contract basis so that competent staff can be secured. In a case the university cannot hire appropriate staff, ECEB staff who are transferred the technology and knowledge by Experts should be responsible for some part of the activities.

SUGGESTION 6

Additional staff who are transferred the technology and knowledge to manage short training program should be allocated to ECEB.

3.3. Financial Restriction

When implementing the training program, we should pay the program fee to the training institutions. The fee covers 1) development of training materials, 2) development of training contents, 3) arrangement of trainers / lectures, 4) providing lectures / training and its ordinary amount is about JPY 300,000 yen according to the past similar training programs. If we ask the training institutions to be responsible for other activities such as logistics arrangement and training / trainers assistance, additional fee is needed since the institution needs to hire special staff or coordinator for the training, and pay the transportation.

According to the latest cost estimation of the Project budget, JPY 700,000 per person per month is allocated for Short Training Program. The amount is divided into two parts; training fee (JPY 300,000) and additional charge for program supporting activities (JPY 400,000). On the other hand, JPY 300,000 per person per month is allocated for OJT Program which consists of training fee (JPY 200,000) and additional charge for program supporting activities (JPY 100,000). The additional charge prepared for each program is calculated as below.

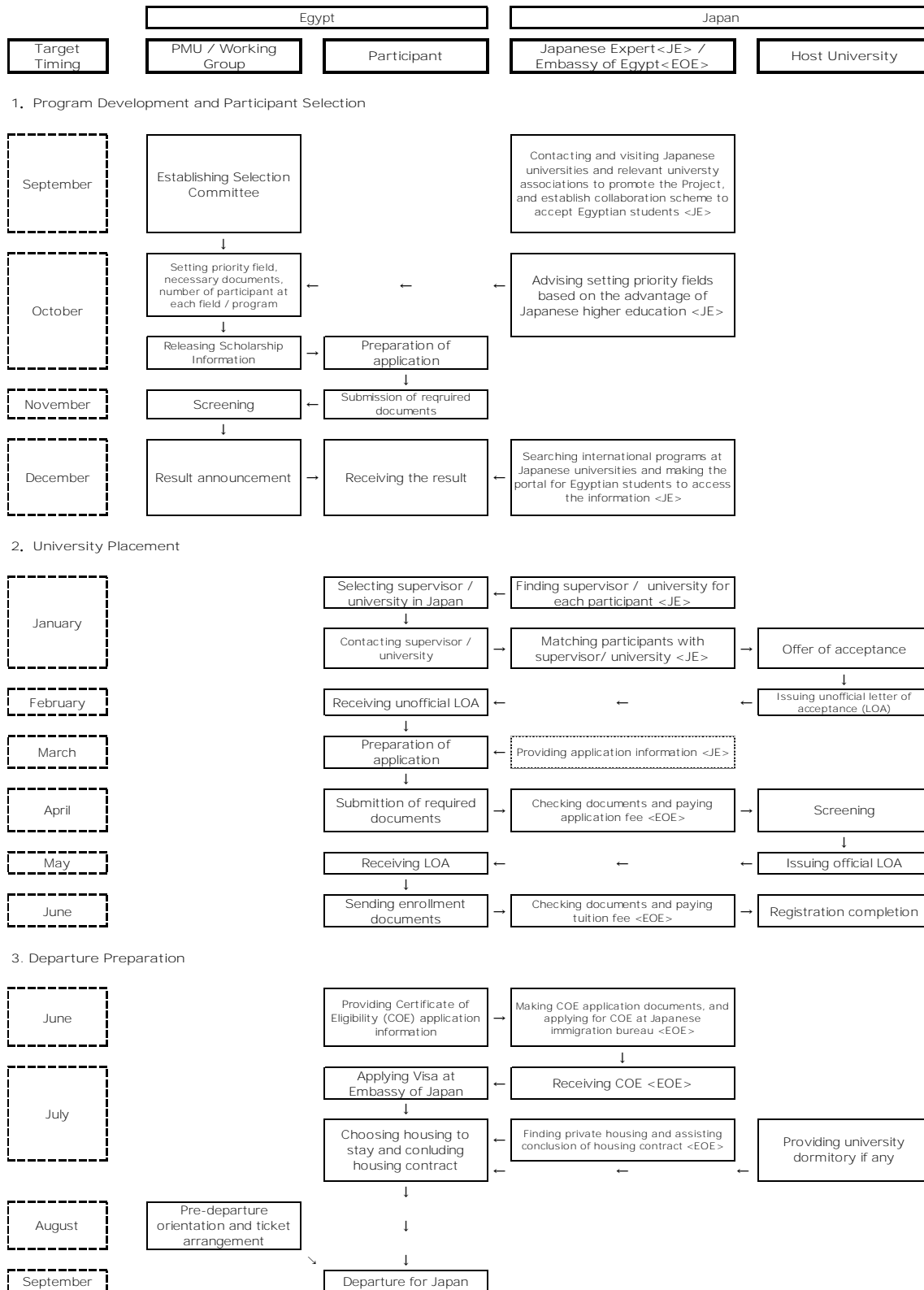
Table 3 Cost Estimate for “Additional Charge”

Program	Unit price	Participant number	Period (month)	Total
Short Training (Basic Education & Health)	400,000	20	2	16,000,000
OJT (Health)	100,000	1	12	1,200,000

The survey team was asking the potential training institutions of the necessary additional charge for program support. The answers are shown in chart on the last page. The highest amount answered by a university for Short Training Program is JPY 8,000,000 per month while OJT Training JPY 1,200,000 per 12 months both of which are still within the budget of the Project.

Appendix9: FLOW CHART for Post Graduate Degree Program (October Intake)

FLOW CHART for Post Graduate Degree Program (October Intake)



Appendix10: Degree Program Guide

1. Finding a School in Japan

- For Egyptian students who wish to enroll in graduate schools in Japan, first step is to find a school.
- You can search for a university which offers degree courses in English through the following websites:



- JASSO Official Guide
<http://www.jasso.go.jp/en/>
 - ✓ Japan Student Services Organization (JASSO) is an independent administrative institution established under the Ministry of Education, Culture, Sports, Science and Technology (Monbukagakusho).
 - ✓ Further Information on this site is available in the following pages
- University Search Websites operated by private agencies
 - ✓ “Study in Japan”: www.studyjapan.jp/en/
 - ✓ “Japan Study Support”: <http://www.jpss.jp/en/>

2. “Japan Study Support” operated by JASSO

- “Study in Japan”
 - ✓ This site contains comprehensive information regarding study in Japan
 - ✓ The major information on graduate schools are in the following
- “School Search”
http://www.Jasso.go.jp/en/study_j/search/daigakukensaku.html
 - ✓ Information related to application qualifications, major field of studies, medium of instruction and on-campus scholarships of Japanese graduate schools, universities and junior colleges is available for searching through Excel files posted online.
 - ✓ Information listed here was based on the answers of survey conducted by JASSO in March 2016. For latest information, it is necessary for you to contact respective universities.

3. Quick Search for Degree courses in English

- For quick search, extracted result of "English (meaning fully taught in English)" as "Medium of Instruction" is available at the following website.
- University Degree Courses Offered in English

http://www.jasso.go.jp/en/study_j/search/_icsFiles/afieldfile/2016/05/10/degree_english16_2_1.pdf

- ✓ For further inquiries and detailed information with regard to the list, please refer to the following website of “School Search” and directly ask.
- ✓ This data is compiled as of March 2016. Please contact the university directly for the latest information.

4. Researcher Search Site

- You can start searching university by searching researcher in Japan whose research area match to yours
- Websites for searching Japanese researchers are available below
J-BLOBAL
<http://jglobal.jst.go.jp/en/researchmap>
<http://researchmap.jp/search/?lang=english>

5. Other useful site to find degree courses in English

- “Global 30”
<http://www.uni.international.mext.go.jp/course/>
- ✓ With the introduction of the “Global 30” Project, the best universities in Japan are now offering degree programs in English.
- ✓ 13 universities were selected by the Japanese Government to be a member of the “Global 30” Project.
- ✓ These selected universities aim to nurture internationally competent individuals by creating an academic environment where international and Japanese students can learn from one another and build lasting international bonds that will propel them into the international scene.

6. Japanese University Ranking based on QS University Rankings: Asia 2016

- 74 Japanese universities are ranked in the QS University Rankings: Asia 2016 – highlighting the top 350 universities in Asia (see Attachment)
- The ranking indicators of QS are as follows:
(1) Academic Reputation, (2) Employer Reputation, (3) Faculty Student, (4) Faculty Staff with PhD, (5) Papers per Faculty, (6) Citations per Paper, (7) International Faculty, (8) International Students, (9) Inbound Exchange, (10) Outbound Exchange

7. Useful sites for general information on study in Japan

- Student Guide to Japan
www.Jasso.go.jp/en/study_j/sgtj.html#contents
 - ✓ "Student Guide to Japan" is an essential book for international students planning to study in Japan.
- Gateway to Study in Japan
www.g-studyinjapan.Jasso.go.jp/en/
 - ✓ Contains features, quick guide and success stories for study in Japan
- Japan Student Services Organization
www.Jasso.go.jp/en/
 - ✓ Contains news on international education in Japan

Appendix11: Selection Schedule for First Batch of Post Graduate Degree Program

		2016				2017							
		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1	Selection of participants												
1-1	Setting priority area of study, criteria, selection method and target participants	■											
1-2	Calling for candidates to apply for the program						■						
1-3	Document evaluation							■					
1-4	Review of eligible candidate list (1st Joint Selection Meeting)								■				
1-5	Evaluation by selection committee								■				
1-6	Interview for short listed candidates								■				
1-7	Confirmation of the recommended selection list (2nd Joint Selection Meeting)									■			
1-8	Final decision of selection									■			
1-9	Releasing the selection results									■			
2	Application and enrollment to Japanese Univ.												
2-1	Application information released					■	■	■	■	■			
2-2	Submitting application documents						■	■	■	■	■		
2-3	Evaluation and Online interview by Japanese Univ.							■	■	■	■	■	
2-4	Screening Result Announcement								■	■	■	■	■
2-5	Placement confirmation by ECEB									■	■	■	■
2-6	Submitting Enroll Docs & Payment of Entrance Fee										■	■	■

Note: ■ : Fixed schedule
 ■ : Schedule is depend on the university applied

Appendix12: Application Requirement

Condition	PhD Degree Applicants	Master Degree Applicants	Joint Supervision Applicants	Post Doctorate Applicants
Age	To the date of announcement - No more than 32 Years	NA	To the date of announcement - No more than 35 Years	Preferable is to participants under age of 50 Years
Position- Experience	Assistant Lecturer or Assistant Researcher or Demonstrator	Minimum 2 years experience in his home institution	Assistant Lecturer or Assistant Researcher	Lecturer or Assistant professor or professor or Demonstrator
Required Certificates	Master Degree & Bachelor with at least GPA 3.2	Bachelor with at least GPA 3.2	Master Degree & Bachelor with at least GPA 3.2	PhD Degree
Language Profession	6.0 IELTS - 79 IBT	6.0 IELTS - 79 IBT	5.5 IELTS - 59 IBT	5.5 IELTS - 59 IBT
Registration	If he/she registered for PhD in his/her home Institution - Duration must not exceed One year to the date of the announcement, otherwise Master degree must be obtained at least 2 years to the date of announcement	NA	The applicant has to register his PhD before Traveling as a mandatory condition. Also, his/her registration period don't exceed two years to the date of announcement	NA
Recurrence	It's only allowed Once and if participant is already granted scholarship, his/her request will be rejected	It's only allowed Once and if participant is already granted scholarship, his/her request will be rejected	It's only allowed Once and if participant is already granted scholarship, his/her request will be rejected	One grant only in each position (Lecturer, A. Prof., Prof.) following the CDM regulation

Appendix13: Selection Process

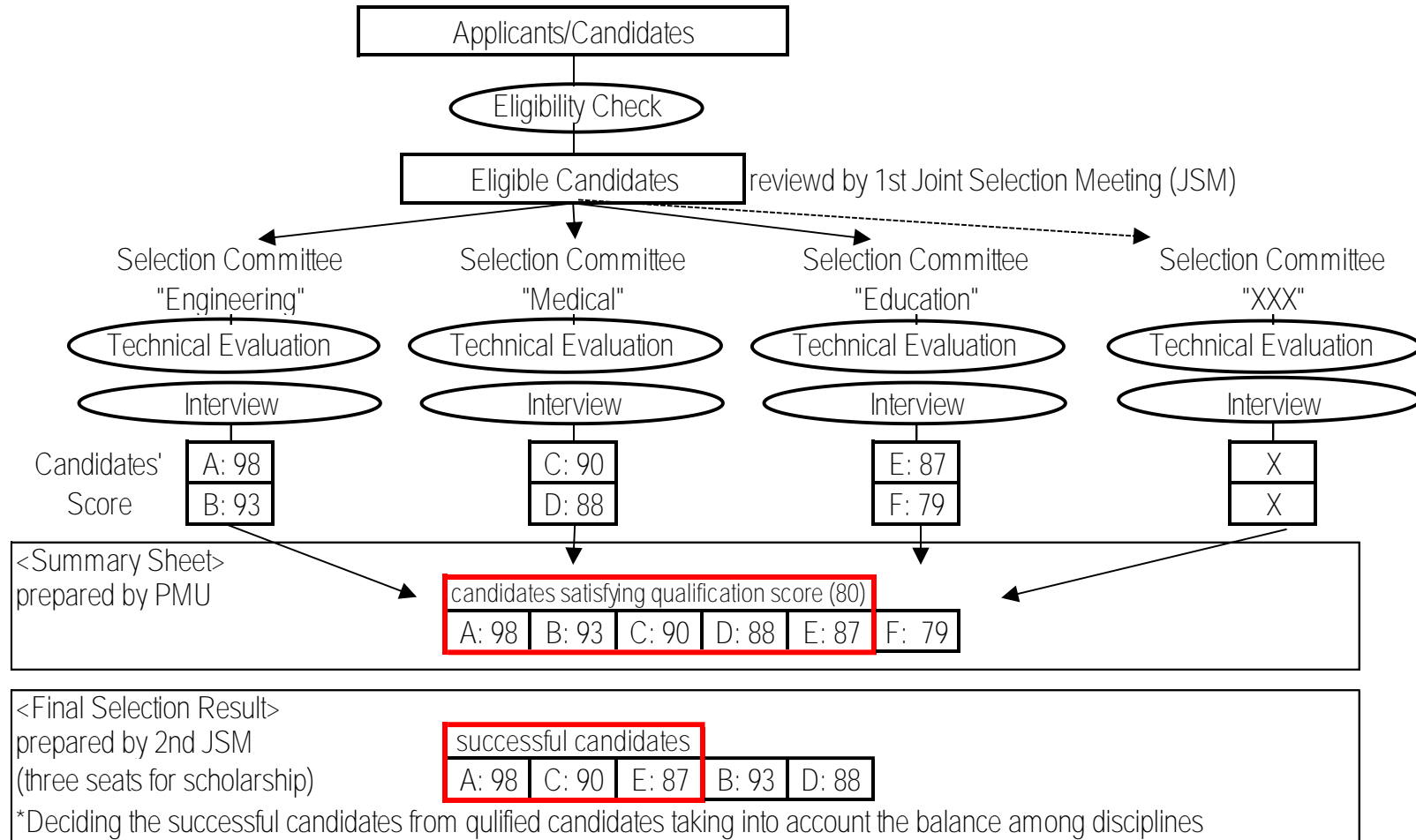
Selection Process		Target Date	Role/ Products	Responsibility Body	Japanese side Involvement
1	Setting priority area of study, criteria, selection method and time plan		General policy of the selection	EC2	Japanese EC2 members are involved
2	Calling for candidates to apply for the program through Website and other Media	1 Feb - 21 Feb 2017	Announcement/ First candidates	PMU	
	Grace Period (period to receive additional/missing documents if necessary)	22 Feb - 28 Feb 2017			
3	Document evaluation/ eligibility check	22 Feb - 7 Mar 2017	Eligible Candidates	PMU	Japanese Co-Director participates in the process
4	Review of eligible candidate list	8 Mar 2017	Review of the procedures	1st Joint Selection Meeting	Representatives of Japanese Embassy* and JICA, Japanese Co-director participate
5	Technical Evaluation by selection committee	9 Mar - 15 Mar 2017	Short listing	Selection Committee	Japanese Co-Director participates in the process. Japanese academicians also participate when possible
	Contact Candidate (via e-mail and tele communication)	16 Mar - 19 Mar 2017			
6	Interview for short listed candidates	20 - 22 Mar 2017	Screening	Selection Committee members / PMU	Japanese Co-Director participates in the process, taking part in some of the interviews. Japanese academicians also participate when possible
7	Drafting selection result list	23 Mar 2017	Draft selection result	PMU	Japanese Co-Director check the draft
8	Confirmation of the recommended selection list	26 Mar 2017	Review of the selection process and results	2nd Joint Selection Meeting	Representatives of Japanese Embassy* and JICA, Japanese Co-director participate
9	Approval of the selection	29 Mar 2017	Approval of selection results	EC2	Japanese EC2 members are involved
10	Releasing the selection results	30 Mar 2017		PMU	

*Who is in charge of Science and Culture and Scholarship Program

Note:

1. The above schedule assumes 2017 September enrollement
2. Target dates are based on premise that the budget is secured before the end of January 2017

Appendix14: Flow Chart of Selection



Appendix15: Evaluation Sheet for Postgraduate Degree, Post-doctoral & Researcher Exchange Program

Evaluation Sheet for Postgraduate Degree, Post-doctoral & Researcher Exchange Program (HRDP-EJEP 1st Batch)

Evaluation Format (Technical)

Applicant's information

Reg.No		Name	
--------	--	------	--

Home University/Institution

University/Institution		Specialty	
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Evaluation Element	Points of Evaluation	Technical Evaluation (0-5)
1. Aptitude of Applicant		
a) Academic Performance	Academic results	/5
b) Recommendations	Value of recommendation letters	/5
c) Personality	Activities at home institution, Cross-cultural adaptation, etc	/5
d) Linguistic Ability	English or Japanese proficiency	/5
e) Personal Advancement Plan	Long-term plan for personal development	/5
2. Quality of the Research Plan		
a) Academic Quality	Research topic & target, etc.	/5
b) Academic Preparation	Progress of research preparation	/5
c) Academic Feasibility	Research methodology & time plan, etc.	/5
d) Contribution to Egypt	Impact to Egyptian society	/5
e) Contribution to EJEP	Consistency with EJEP objectives	/5
TOTAL SCORE (1 + 2)		/50

Evaluation Scale

1 & 2	5: Excellent 4: Good 3: Average 2: Below Average 1: Poor 0: Very Poor
-------	--

Comments by Evaluator:

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Date	
Name of Evaluator	
Signature	

**Evaluation Sheet for Postgraduate Degree, Post-doctoral & Researcher Exchange Program
(HRDP-EJEP 1st Batch)**

Evaluation Format (Interview)

Applicant's information

Reg.No		Name	
--------	--	------	--

Home University/Institution

University/ Institution		Specialty	
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Evaluation Element	Points of Evaluation	Interview (0-5)
1. Aptitude of Applicant		
a) Academic Performance	Academic results	/5
b) Recommendations	Value of recommendation letters	/5
c) Personality	Activities at home institution, Cross-cultural adaptation, etc	/5
d) Linguistic Ability	English or Japanese proficiency	/5
e) Personal Advancement Plan	Long-term plan for personal development	/5
2. Quality of the Research Plan		
a) Academic Quality	Research topic & target, etc.	/5
b) Academic Preparation	Progress of research preparation	/5
c) Academic Feasibility	Research methodology & time plan, etc.	/5
d) Contribution to Egypt	Impact to Egyptian society	/5
e) Contribution to EJEP	Consistency with EJEP objectives	/5
TOTAL SCORE (1 + 2)		/50
3. Condition		
a) Acceptability by Japanese University	Presence of unofficial acceptance letter/notification by Japanese university	Yes / No
b) Family Commitment	Understand and Agree on single status	Yes / No
Qualification of the applicant		Qualified / Disqualified

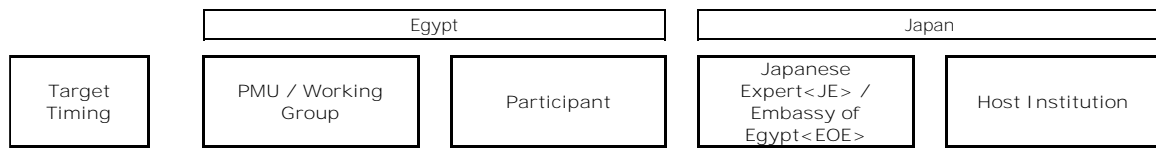
Evaluation Scale	
1 & 2	5: Excellent 4: Good 3: Average 2: Below Average 1: Poor 0: Very Poor
3	Yes = Qualified No = Disqualified

Comments by evaluator:

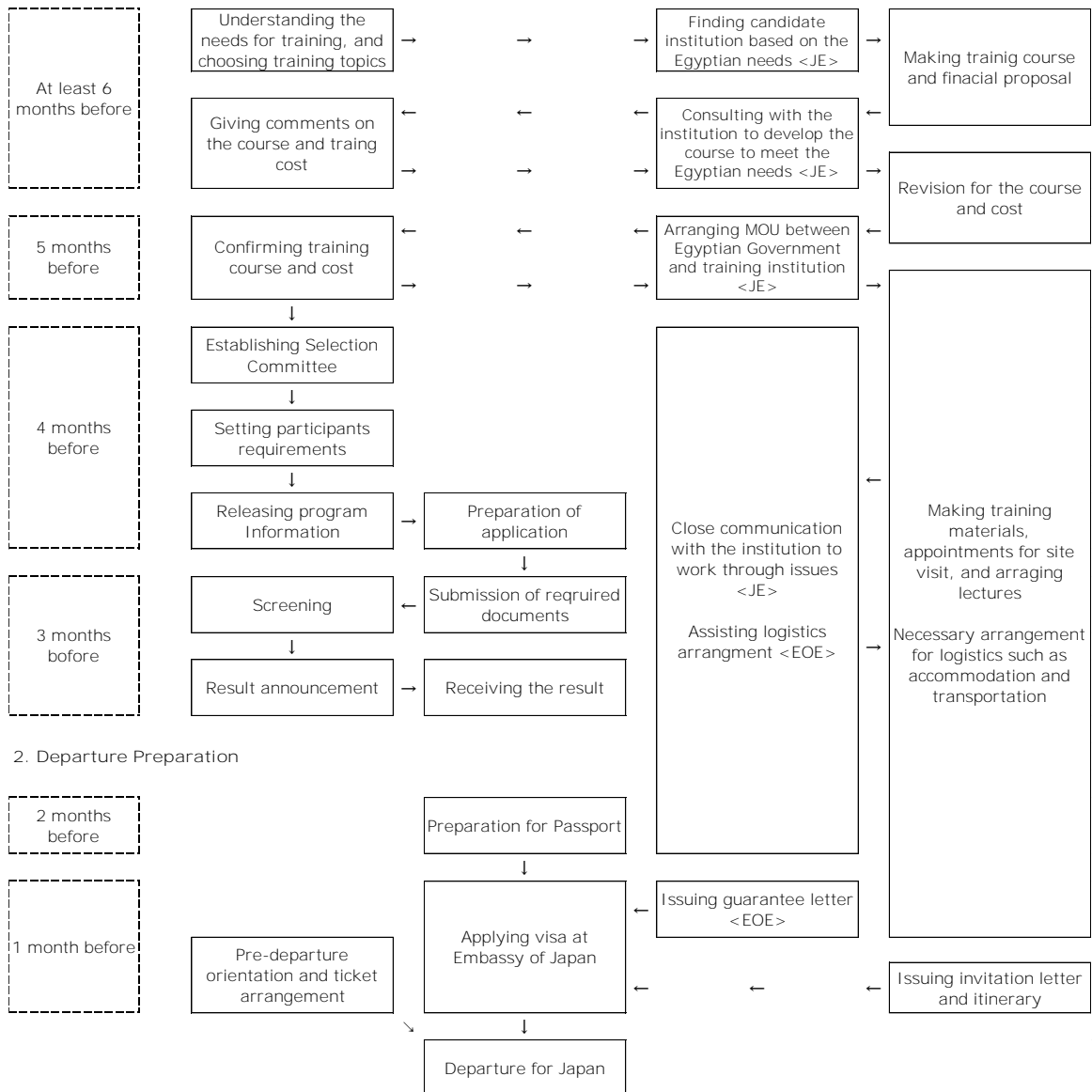
Date	
Name of Evaluator	
Signature	

Appendix16: FLOW CHART for Non-degree Training Program

FLOW CHART for Non-degree Training Program



1. Program Development and Participant Selection



Appendix17: Schedule for Short Training Program

Project Activities To Do List: Schedule for one year from September 2016 (Short Training) (Summary)

Activities		2016				2017										
		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
How many months before training implementation		12	11	10	9	8	7	6	5	4	3	2	1	Program Implementation	Post Program	
SHORT TRAINING																
1	Establishing Working Group)	←→														
2	Making Concept Paper (fixing training topic, brief contents)		←→													
3	Making Training Proposal (planning program)				←→											
4	Fixing program contents and concluding contract							←→								
5	Selection of participants							←→								
6	Program Preparation							←→								
7	Program Implementation and Post Program Activity													←→		

Appendix18: Schedule for On the Job Training

Project Activities To Do List: Schedule for one year from September 2016 (OJT)

Activities		2016				2017									
		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
How many months before training implementation		13	12	11	10	9	8	7	6	5	4	3	2	1	Program
OJT															
1	Establishing WG (Working Group)	←→													
2	Collecting training institution information	←	→	→	→	→	→	→	→	→	→	→	→	→	→
3	Selection of participants						←	→	→	→					
4	Training Institution Placement										←	→			
5	Fixing program contents and concluding contract										←	→	→		
6	Program Preparation										←	→	→	→	
7	Program Implementation and Post Program														→

Appendix19: Selection Process of Participants of Short Training Program and On the Job Training

Selection Process		Role/ Products	Responsible Body	Japanese Side Involvement
1	Forming selection committee	Selection committee	WG	Japanese Co-Director participates in the process
2	Setting participants selection criteria	General policy of the selection	Selection Committee	Japanese Co-Director participates in the process
3	Providing training information to organization concerned and calling for candidates	Announcement	Selection Committee	
4	Documents evaluation / eligibility check	Selection	Selection Committee	Japanese Co-Director participates in the process
5	Interview (if necessary)	Selection	Selection Committee	
6	Review of selection process and result, and confirmation of the result	Review and confirmation	Joint Selection Meeting	Representatives of Japanese Embassy, and JICA, Japanese Co-director participate in the process
7	Approval of the selection	Approval	EC2	Japanese EC2 members are involved

Appendix21: Cost for Scholarship Program

Scholarship Program			Loan Coverage Ratio				100
item	unit	Quantity	Unit Price		Cost		Total
			Foreign	Local	Foreign	Local	
			JPY	EGP	JPY	EGP	
Postgraduate Program (MA): A	person	55	9,873,000		543,015,000		543,015,000
Postgraduate Program (PhD): A	person	170	19,081,000		3,243,770,000		3,243,770,000
Short Study Program: B	person	60	1,170,000		70,200,000		70,200,000
Semester Study Program: C	person	80	2,352,000		188,160,000		188,160,000
One-Year Study Program: D	person	90	4,204,000		378,360,000		378,360,000
Joint Supervision Program (2 years): E	person	120	9,658,000		1,158,960,000		1,158,960,000
Short Training Program: F-G	person	540	3,040,000		1,641,600,000		1,641,600,000
OJT Program: H	person	100	5,684,000		568,400,000		568,400,000
Total					7,792,465,000	0	7,792,465,000

Appendix22 Unit Cost of Scholarship Program

Unit Cost of Program

Postgraduate Program (MA): A

Item	Unit	Unit Cost	Quantity	Total
Application Fee	Once	35,000	1	35,000
Matriculation Fee	Once	230,000	1	230,000
Tuition Fee	Year	920,000	2	1,840,000
Travel Fee	Round-trip	300,000	2	600,000
Living Allowance	Monthly	227,000	24	5,448,000
Pre-departure / Arrival Allowance	Once	200,000	1	200,000
Book Allowance	Once	200,000	2	400,000
Clothing Allowance	Once	200,000	2	400,000
Returning back Allowance	Once	400,000	1	400,000
Health Insurance	Monthly	5,000	24	120,000
Printing Allowance	Once	100,000	1	100,000
Book Shpping	Once	100,000	1	100,000
Total in JPN				9,873,000

Postgraduate Program (PhD): A

Item	Unit	Unit Cost	Quantity	Total
Application Fee	Once	35,000	1	35,000
Matriculation Fee	Once	230,000	1	230,000
Tuition Fee	Year	920,000	4	3,680,000
Travel Fee	Round-trip	300,000	4	1,200,000
Living Allowance	Monthly	227,000	48	10,896,000
Pre-departure / Arrival Allowance	Once	200,000	1	200,000
Book Allowance	Once	200,000	4	800,000
Clothing Allowance	Once	200,000	4	800,000
Returning back Allowance	Once	800,000	1	800,000
Health Insurance	Monthly	5,000	48	240,000
Printing Allowance	Once	100,000	1	100,000
Book Shpping	Once	100,000	1	100,000
Total in JPN				19,081,000

Short Study Program: B

Item	Unit	Unit Cost	Quantity	Total
Program Fee	Montly	200,000	1	200,000
Travel Fee	Round-trip	300,000	1	300,000
Daily Allowance	Daily	22,000	30	660,000
Health Insurance	Monthly	10,000	1	10,000
Total in JPN				1,170,000

Semester Study Program: C

Item	Unit	Unit Cost	Quantity	Total
Program Fee	Year	920,000	0.5	460,000
Travel Fee	Round-trip	300,000	1	300,000
Living Allowance	Monthly	227,000	6	1,362,000
Pre-departure / Arrival Allowance	Once	200,000	1	200,000
Health Insurance	Monthly	5,000	6	30,000
Total in JPN				2,352,000

One-Year Study Program: D

Item	Unit	Unit Cost	Quantity	Total
Program Fee	Year	920,000	1	920,000
Travel Fee	Round-trip	300,000	1	300,000
Living Allowance	Monthly	227,000	12	2,724,000
Pre-departure / Arrival Allowance	Once	200,000	1	200,000
Health Insurance	Monthly	5,000	12	60,000
Total in JPN				4,204,000

Joint Supervision Program (2 years): E

Item	Unit	Unit Cost	Quantity	Total
Program Fee	Year	920,000	2	1,840,000
Travel Fee	Round-trip	300,000	2	600,000
Living Allowance	Monthly	227,000	24	5,448,000
Pre-departure / Arrival Allowance	Once	200,000	1	200,000
Returning back Allowance	Once	400,000	1	400,000
Health Insurance	Monthly	5,000	24	120,000
Travel for Supervisors	Round-trip	300,000	2	600,000
Stipend for Supervisors	Day	22,000	20	440,000
Insurance for Supervisors	Time	5,000	2	10,000
Total in JPN				9,658,000

Short Training Program: F-G

Item	Unit	Unit Cost	Quantity	Total
Program Fee	Monthly	600,000	2	1,200,000
Travel Fee	Round-trip	300,000	1	300,000
Daily Allowance	Daily	22,000	60	1,320,000
Health Insurance	Monthly	10,000	2	20,000
Interpreter	Once	200,000	1	200,000
Total in JPN				3,040,000

OJT Program: H

Item	Unit	Unit Cost	Quantity	Total
Program Fee	Monthly	200,000	12	2,400,000
Travel Fee	Round-trip	300,000	1	300,000
Living Allowance	Monthly	227,000	12	2,724,000
Pre-departure / Arrival Allowance	Once	200,000	1	200,000
Health Insurance	Monthly	5,000	12	60,000
Total in JPN				5,684,000

Appendix23: Cost Breakdown for Japanese Expert for Capacity Building for Joint Implementation

USD = JPY 105.5
EGP = JPY 12.0

	Unit	Qty.	Foreign Portion		Local Portion		Combined Total
			(JPY)		EGP		
			Rate	Amount ('000)	Rate	Amount ('000)	('000) JPY
A Remuneration							
1 Professional (A)	M/M	193	2,090,155	403,400	0	0	403,400
2 Professional (B)	M/M	0	0	0	0	0	0
3 Supporting Staffs	M/M	0	0	0	0	0	0
Subtotal of A				403,400		0	403,400
B Direct Cost							
1 International Travel	Time	43	500,000	21,500		0	21,500
2 Domestic Airfare	Time	40		0	3,100	124	1,490
3 Domestic Travel in Japan	Time	196	60,000	11,760		0	11,760
4 Insurance	Month	43	10,000	430			430
5 Vehicle Rental	Month	43		0	23,000	989	11,884
6 Report Preparation	Month	20		0	1,500	30	360
Subtotal of B				33,690		1,143	47,424
Total				437,090		1,143	450,824

Appendix24: Manning Schedule for the Japanese Expert for Capacity Building for Joint Implementation

Manning Schedule for the Japanese Expert for Capacity Building for Joint Implementation															8																					
															22																					
	Position	Billing Rate	2015			2016			2017			2018			2019			2020			2021			2022			2023			2024			Total			
		JPY / LG/EGP	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32		
A	1 Short Study & Research Program Expert (1)	2,200,000	0																															47		
A	2 Short Study & Research Program Expert (2)	2,000,000	0																																47	
A	3 Training Program Expert (1)	2,200,000	0																																40	
A	4 Training Program Expert (2)	2,000,000	0																																40	
A	5 Financial Expert (Jp)	2,000,000	0																																19	
	(Total of Pro-A)		0						18					51				51			51				6			6			6		4	193		
	(Total of Pro-B)		0						0					0				0			0				0			0			0		0	0		
	(Total of Pro-A+Pro-B)		0						18					51				51			51				6			6			6		4	193		
	Total Cost of FC for Each Month(Pro-A)		0						37,600,000					106,800,000				106,800,000			106,800,000				12,400,000			12,400,000			12,400,000		8,200,000	403,400,000		
	Total Cost of FC for Each Month(Pro-B)		0						0					0				0			0				0			0			0		0	0		
	Total Cost of LC for Each Month(Pro-A)		0						0					0				0			0				0			0			0		0	0		
	Total Cost of LC for Each Month(Pro-B)		0						0					0				0			0				0			0			0		0	0		
C																																		0		
C																																			0	
C																																				0
	(Total of Supporting Staff)		0						0					0				0			0				0			0			0		0	0		
	Total Cost of LC for Each Month(SS)		0						0					0				0			0				0			0			0		0	0		
	Grand Total		0						18					51				51			51				6			6			6		4	193		

