

**The Arab Republic of Egypt  
Detailed Study for Egypt Japan School  
(EJS) Dissemination  
Final Report**

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**Japan International Cooperation Agency  
INTEM Consulting, Inc.**



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### Abbreviation

CAPMAS	Central Agency for Public Mobilization and Statistics
CIDA	Canadian International Development Agency
EC1	Executive Committee
EJEP	Egypt Japan Education Partnership
EJS	Egypt Japan School
GAEB	General Authority for Educational Building
JICA	Japan International Cooperation Agency
KfW	Kreditanstalt für Wiederaufbau
MIIC	Ministry of Investment and International Cooperation
MT	Master Trainer
MOETE	Ministry of Education and Technical Education
MOF	Ministry of Finance
NAQAAE	National Authority for Quality Assurance and Accreditation
PAT	Professional Academy of Teachers
PMU	Project Management Unit
SC	Steering Committee
ST	School Trainer
STEM	Science, Technology, Engineering, and Math
SYPE	Survey of Young People in Egypt
WG	Working Group

# 1. Overview of the study

## 1.1 Background of the study

Primary school enrollment ratio of Egypt is comparatively high and it accounted for 97.1% recently due to rapid population increase (1.5 percent per annum) and a number of students in a class become congested thereby. For instance, an average number of students in a class in OECD country is 21.6 while the same of Egypt is 44. As for educational environment of Egypt, examination for promotion (move up to the upper grade) and graduation is done strictly in everywhere. And, high unemployment ratio spurs Egyptian parents too much emphasis on academic records. As a result of such environment, Egyptian education is believed that they had loosened important educational norms to foster sociality, cooperativeness, and discipline of students.

On the occasion of the official visit to Japan by his Excellency H. E. Mr. Abdel-Fattah El-SISI, President of the Arab Republic of Egypt in February 2016, education and human resource development was discussed as top priority agenda and, both governments agreed and announced to implement their joint partnership program: Egypt-Japan Education Partnership (EJEP). As a part of the cooperation, Japanese government expressed to introduce Japanese-Style education to enhance the balanced development of social, emotional and discipline for Egyptian children.

Egypt-Japan Education Partnership (EJEP)	<p>This is a partnership program which aims 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 program covers a comprehensive area of education such as Pre-school education<sup>*1</sup>, Primary education<sup>*2</sup>, Technical education, Higher education, and academic research/scientific innovation.</p> <p>Remark: *1、 *2 is the target area of EJS.</p>
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Under such concept of EJEP, the government of Egypt has started to develop Japanese-Style education to enhance willingness to learn and sociality of school children and then the government is scheduling to open 212 EJS (including 12 pilot schools) by 2019/2020. More in detail, EJS project is a project to be implemented as part of EJEP, practicing special education (Tokkatsu) which is the feature of Japanese-Style education for primary education in Egypt, fostering cooperation, social property etc. of pupils, improving academic development, and school management to promote these (Tokkatsu+). The executing agency of the project is Ministry of Education and Technical Education ((MOETE), hereinafter referred to as "Ministry of Education"), and the technical cooperation\* team of Japan to provide technical assistance for the dissemination of Tokkatsu+ model. Also, ODA loan will be applied as a part of project support.

Japanese-Style education is targeting the following achievements.

- ① Pre-school education (kindergarten) on the basis of “Learning through playing”
- ② Enhancement of Tokkatsu (EJS project is targeting Tokkatsu +)

- ③ Promotion of physical education and music
- ④ Improvement of school administration and educational activities
- ⑤ Upgrading of teachers and leader's ability

\* Technical cooperation: Tokkatsu+ introducing guideline and EJS dissemination guideline are to be verified and designed through the pilot school activities, which will lead to the utilization of Tokkatsu+ in all EJS. And educational equipment list necessary for Tokkatsu+ is to be prepared to contribute to the construction and equipment procurement of EJS borne by Egyptian side.

## 1.2 Objectives and targets of this study

Assistance from Japan in the field of basic education is targeting to dissemination and opening of EJS which introduces Japanese-Style education. The main objectives and targets of the Study are settled as follows:

- (1) Confirmation of the EJS Opening and Dissemination program (EJS project, hereinafter) in terms of policy, system/organization and finance and identification/analysis of difficulties

The main objective of the study is to identify the primary education policy as a basis and then collected/analyzed the current condition of EJS project in terms of preparation condition, finance, human resources of Ministry of Education. In addition, the study is focusing on identifying concerned policy, laws, and regulations. This target is completely different from the “Introducing Japanese Educational Approach to the Basic Education Sector in the Arab Republic of Egypt (Basic study, hereinafter) “ and part 2 study which is focusing mainly on introducing Japanese-Style Education and development of Egypt-adopted Tokkatsu+.

- (2) Project cost calculation

The Study team had clearly identified demarcation of the local portion (Egyptian portion of finance source) and the loan portion of the project budget after due discussion with Egyptian stakeholders. The team had collected necessary information on assistances made by other donors in order to avoid duplication of financial cooperation in the field of basic education.

- (3) Development of Task Schedule

Disbursement of the necessary budget had been made on the basis of achievement stipulated in Task Schedule duly agreed in both Japanese and Egyptian government. The Study team will draft a Task Schedule with a due discussion with Egyptian counter parts about project's target achievement in each year.

- (4) EJS supporting organization and plan

The Study team had identified the necessary organization, training models and etc. and then analyzed the current condition as well as constraints of the project.

- (5) Identify capability of governorates

The Study team had investigated local governorate to see how they (Mudiryya and Idara) are involved in the project and then analyses/identifies the difficulties.

(6) Identify current condition of community and difficulties to open/disseminate EJS

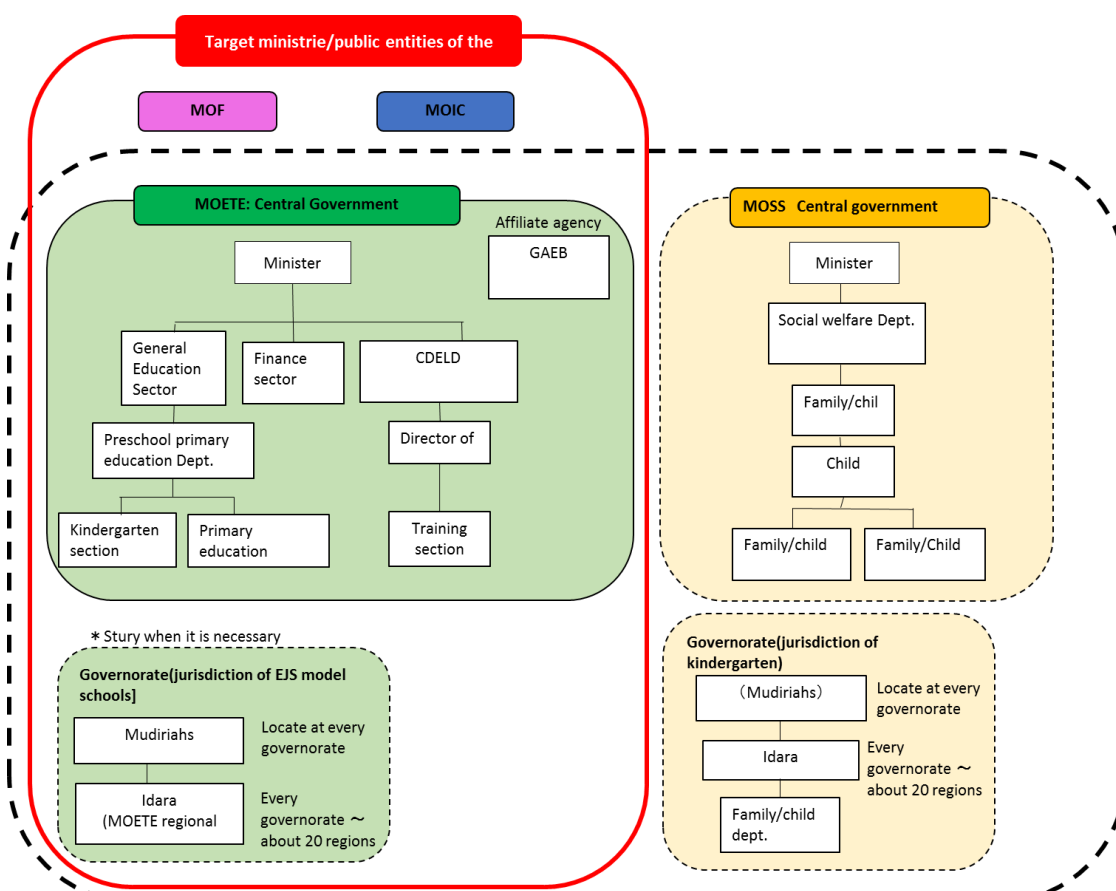
The Study team had identified/analyzed the reaction of school parents and communities about Tokkatsu+ in EJS, especially in pilot schools and considered measures to gain the understanding of them.

(7) Understanding targets and activities of other donors

The Study team had investigated both Kreditanstalt für Wiederaufbau : KfW and Canadian International Development Agency : CIDA to identify their target projects in Egypt especially in basic education projects to avoid duplication from our target area.

**【Target sectors and regions】**

This study is targeting to investigate basic education sector, especially Ministry of Education and Technical Education (MOETE), Ministry of Finance (MOF) and Ministry of Investment and International Cooperation (MIIC). These organizations are shown as below. In order to identify the realistic constraints what education front holds, the Study team visited Mudiryyas, Idara and Pilot school. The target area of the study covered Cairo and Qalyubeya.

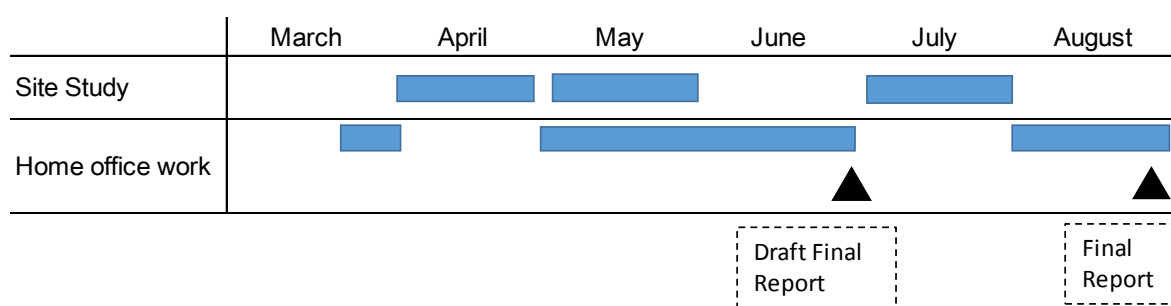


Source : Modified by the Study Team on the basis of organization chart made by the technical cooperation study team.

**Figure 1: Conceptual Illustration of Concerned Public Organizations**

### 1.3 Methodology of the study

The study was executed by the following consulting services as 1<sup>st</sup> home office work, 1<sup>st</sup> site study/ 2<sup>nd</sup> site study (data collection and confirmation study first half and latter half period), 2<sup>nd</sup> home office work, 3<sup>rd</sup> site study and 3<sup>rd</sup> home office work. During the 1<sup>st</sup> home office work, the team investigated and reviewed existing and similar studies as well as documents and then identified important actors/stakeholders of the project. During 2<sup>nd</sup> and 3<sup>rd</sup> site study, the team made interview survey to PMU, GAEB and pilot schools to identify current condition of the EJS project. Simultaneously, the team drafted a task schedule and confirmed various official procedures relating to external finance. During 2<sup>nd</sup> home office work, the team organized information collected during the site study and calculated the project cost to draft a Draft-Final Report. During the 3<sup>rd</sup> home office work, the team re-calculated the project cost carefully to finalize it. The whole study schedule is shown as below.



Source: The Study Team

**Figure 2: Study schedule**

### 1.4 Member List of the Study Team

Member of the Study Team is as follows.

1	Leader/EJS Facility · Equipment/EJS Teacher Training · Human Resource Development (HRD) I	Kaoru TAJIMA, Mr.
2	Basic Education Sector Policy I/EJS Open and Dissemination Plan	Yumiko ONO, Ms.
3	Basic Education Sector Policy II	Kinuko MITANI, Ms.
4	Operational and Effectiveness Indicator/ Basic Education Sector Policy III	Hirofumi YAMAUCHI, Mr.
5	EJS Teacher Training · HRD II/ Social and Educational Norms	Naoko ONO, Ms.

## 2. Overview of Egypt

### 2.1 Situation of education sector

The January 25 Revolution (the Egyptian Revolution of 2011) swept President Mubarak from power after three decades of his ruling. After the fall of Mubarak, Mohammad Morsi won the presidential election in 2012, but Egypt experienced political instability spurred by the tension over the new constitution (Kato and Iwaski, 2014; Takemura, 2015). In May 2014, the former army chief Abdul Fattah al-Sisi was elected as the president to assume the office until the present day.

Table 1 summarizes the current socioeconomic indicators of Egypt.

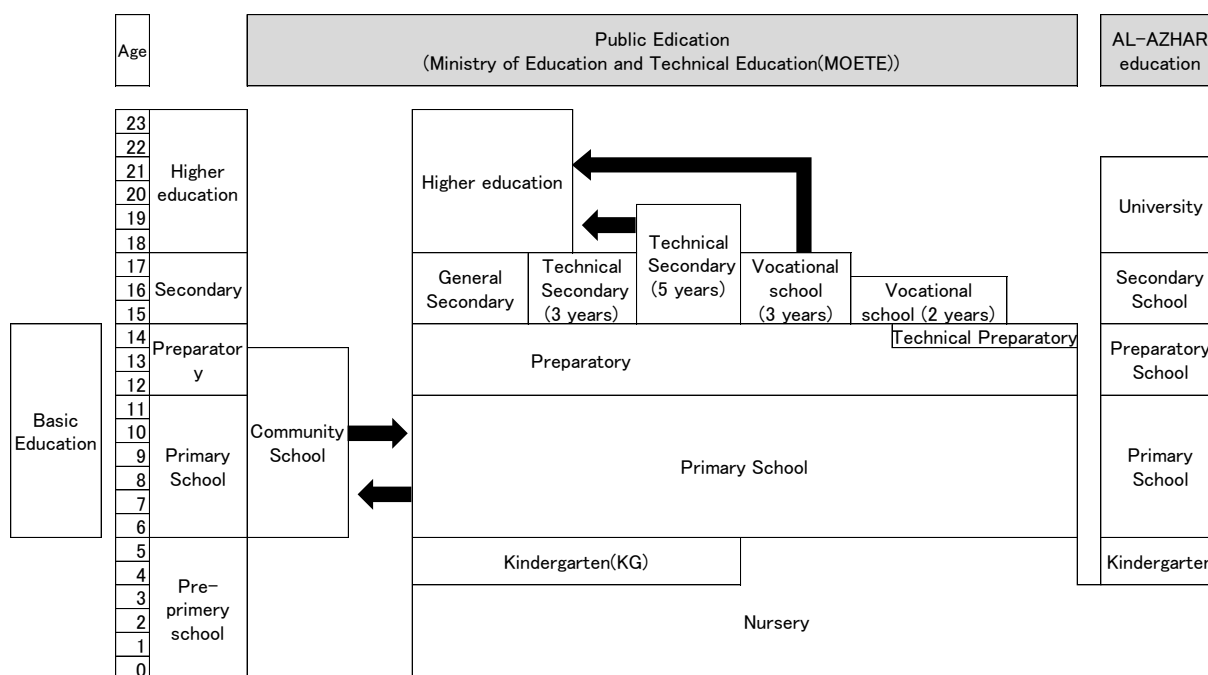
**Table 1: Socioeconomic Indicators of Egypt**

1. Name of country	The Arab Republic of Egypt
2. Area	100.1 Km <sup>2</sup> *2
3. Population	91.51million(2016)*1, annual growth rate: 2.51% (2016)*2
4. Ethnic groups	Predominantly Egyptians and others (Nubians , Armenians, Greek)*1
5. Languages	Arabic*1
6. Religions	Muslim 90%、 Christian (Majority Coptic Orthodox)10%*2
7. Major industries	manufactures (16%) , oil/natural gas (17%)、 merchandise (11%)、 agricultural/forestry/fishery (11%) (2015)*1
8. GDP	USD 3,428 billion (2016)*2
9. GDP Growth rate	3.8% (2016)*2
10. Per-capita income	USD 3,761 (2014)*1
11. Inflation rate	12.1% (2016)*2
12. Unemployment rate	13.1% (2016)*2
13. Currency/Exchange rate	LE 1=100 PT, USD1=18LE (As of Jan. 2017)*1
14. Life expectancy	Average : 72.7 year; Male : 71.4 years; Female : 74.2 years (2016)*2
15. Literacy rate	Average : 73.8%: Male : 82.2%; Female : 65.4% (2015)*2
16. HIV/AIDS	0.02%(2015)*2

Source: \*1Ministry of Foreign Affairs, Japan, \*2 Central Intelligence Agency

Egypt is divided into 27 governorates as local administration again. According to Central Agency of Public Mobilization and Statistics (CAPMAS), the Egyptian poverty line stands at LE 5,787.9 and about 27.8% of the population falls below the poverty line. In rural areas of Upper Egypt, the poverty level reached at 56.7%, while it was 19.7% in Lower Egypt. The governorates of Assiut and Sohag ranked the highest in poverty levels (66%) but only 18% of the inhabitants in Cairo were below the poverty line (Egypt Independent, 2016).

### 2.1.1 Education system



Source: Study report by JICA and Technical cooperation team

**Figure 3: Education System in Egypt**

The structure of education system is divided into the pre-university education system and university education (higher education). University education includes undergraduate education of 4 to 5 years, master degree program of 2 to 5 years, doctoral education program, medical schools (6 years) and academies supervised and controlled by the Ministry of Higher Education (MOHE). Pre-university education system under the control of Ministry of Education and Technical Education (MOETE) consists of four levels: kindergarten (2 years, not a part of the formal education system), primary education (6 years), preparatory education (3 years) and secondary education (3 years). Primary and preparatory education form basic education. The new Egyptian Constitution in 2014 expanded its compulsory education from 9 years to 12 years including secondary education (MOETE, 2014).

Education is grouped into general education provided and supervised by MOETE and MOHE and Al-Azhar education. Al-Azhar education offers religious instruction and the graduates of Al-Azhar secondary schools can enter only Al-Azhar University. In basic education stage, about 9 % and 24 % of learners are enrolled in Al-Azhar basic schools and secondary schools respectively (Table 2). Besides, there are various community schools under MOETE, which provide learning opportunities for drop-outs (MOFA webpage).

**Table 2: Number of Students enrolled in general education and Al-Azhar Education (2015/16)**

Level	General Education			Al-Azhar Education			Total	Ratio
	Male	Female	Total	Male	Female	Total		
Pre-school	634,501	585,494	1,219,995	*	*	*	1,219,995	
Primary	5,485,333	5,153,527	10,638,860	525,876	459,227	985,103	11,623,963	8.5%
Community	-	-	114,939	-	-	-	114,939	-
Preparatory	2,356,014	2,274,622	4,630,636	249,026	192,362	441,388	5,072,024	8.7%
General Sec.	731,188	845,148	1,576,337	229,765	170,768	400,533	1,976,870	25.4%
Vocational Sec.	1,006,391	819,234	1,825,625	-	-	-	1,825,625	-
Special needs	24,028	14,107	38,135	-	-	-	38,135	-
Total	10,237,455	9,692,132	19,929,587	1,004,667	822,357	1,827,024	21,756,611	9.8%

Source : CAPMAS (2017) \*Pre-school in Al-Azhar schools in 2015/16 unknown.

#### (1) Pre-school education

Pre-school education is divided into kindergarten targeting 4 and 5-years-old children and nursery targeting 0 to 4-years-old children. Kindergarten is supervised by MOETE and nursery is supervised by Ministry of Social Affairs. The government's policy aimed that the enrollment rate reached 60% (Krafft, 2012), however, the result of 2015/16 was 31.7%. While Vision 2030 sets the target at 47% by 2020 and 80% by 2030, the situation remains is far behind. The rapid population increase can be one reason. Since the population increase rate is 2.1% and about 1.5 million to 2 million children entry into the education system ever year, the financial resource and social service are insufficient.

**Table 3: Transition of enrollment of pre-school education**

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Total	23.7	24.3	26.6	29.6	31.3	31.7
Males	24.3	24.9	26.5	29.6	31.3	31.8
Females	23.1	23.7	26.6	29.6	31.3	31.7

Source: Children in Egypt 2016: A Statistical Digest (CAPMAS and UNICEF, 2017)

#### 1) The issue on pre-school education

##### ① Low rate of the enrollment

The first reason for the low rate is that the number of kindergartens is a few. Although number doubled from about 4,524,000 to 9,683,000 from 2002 to 2013 (Unicef, 2014), there still remains many needs, especially in rural areas. Also, the lack of transportation to kindergarten, the law awareness of the importance in early childhood education, and the law satisfaction of education in kindergarten are pointed out as the reason. Regarding the satisfaction, it seems that the education corresponding to the education stage does not satisfy parents' needs of learning. Additionally, the school fee and uniforms



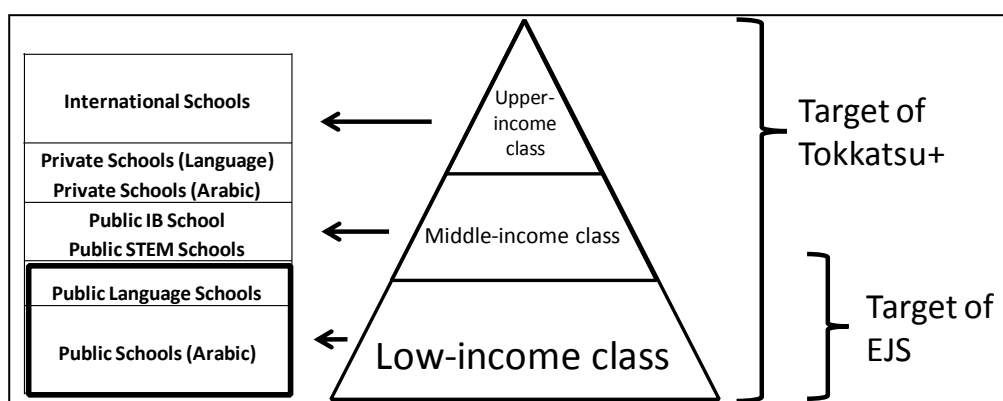
can be the obstacles. Furthermore, if children have older siblings, they may leave the kindergarten when the older siblings go to preparatory school from primary school (Unicef, 2014).

## ② Low quality of education

WB (2014) points out that inconsistency and mismatch with international standard regarding the quality education in pre-school education. Three factors are mentioned: (i) the outdated pedagogy focusing on the rote learning, (ii) insufficient furniture and learning materials which make difficult to do active-learning, and (iii) the education not connected with nutrition and health program which is necessary for children.

## (2) Primary education (Primary school)

General primary schools are divided into government (public) and private by type of providers. Government schools consist of Arabic schools whose language of instruction is Arabic and Official language schools where core subjects such as science and mathematics are taught in English or other foreign languages. Private schools include ordinary schools taught in Arabic, language schools which teach most of the curriculum in foreign languages and international schools. Though the Constitution prescribes free compulsory education, government public schools generally collect fees. Figure 4 shows the types of schools and socioeconomic status of families who are able to pay the tuitions and fees.



Source: Project Document

**Figure 4: School types and socio-economic groups**

From 1988 to 1999, primary education was 5 years and divided into the first cycle (3 years) and second cycle (2 years). Law No.23 issued in 1999 prescribed basic compulsory education to be 9 years: 6 years of primary and 3 years of preparatory education. The law stipulates that children enter primary schools at the age between 6 to 8 years old, but most of the children start their schooling at the age of 6. Though preparatory school is compulsory for all, it is a requirement to pass a standard regional examination to be enrolled in a preparatory school.

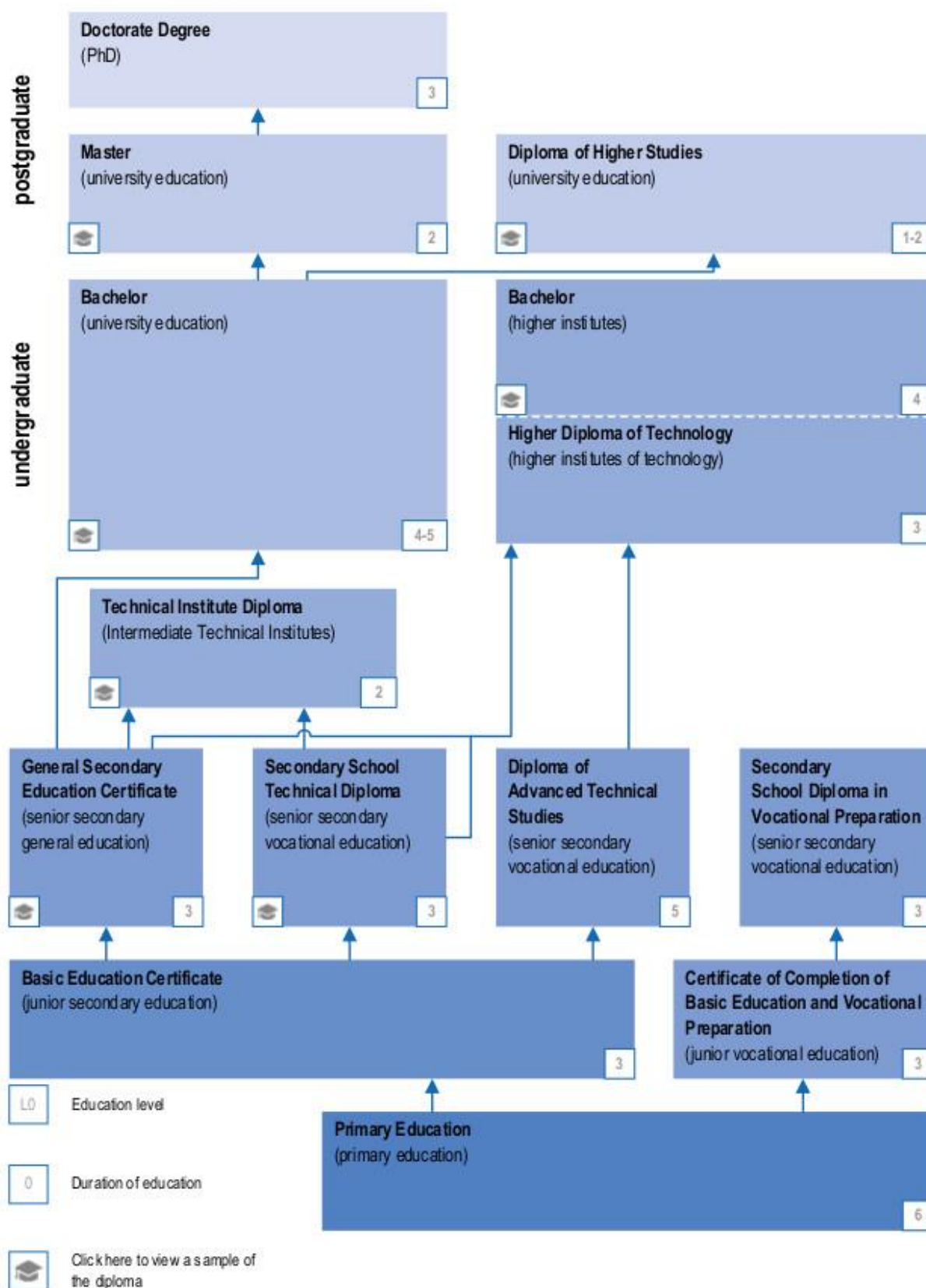
## (3) Lower secondary education (preparatory schools)

Two types of government preparatory schools accept students who have passed the end of primary education examination: government Arabic schools and government language schools. Children aged between 12 to 14 years are eligible for preparatory schools but most of them enter at the age of 12. At the completion of three-year education in preparatory schools, students must sit for national basic education completion certification examination. The results of this examination decide the type of high schools they enter: general schools leading to higher education and technical and vocational schools leading to work.

Besides the above-mentioned schools, there are schools for vocational preparation. They are the institutions to accept those who didn't pass the primary education completion certification examination or the students who failed the promotional examination in the first year of preparatory schools. A certificate of completion of basic education and vocational preparation is issued for those who have successfully completed this three-year course (See Figure 5).

#### (4) Upper secondary education (High schools)

High schools consist of general high schools (3 years) that prepare for higher education and technical/vocational high schools. Technical/vocational high schools are divided into 3 years and 5-year programs. All the high school students take matriculation examination at the completion of the prescribed curriculum and those who are successful will receive general secondary education certificate, secondary school technical diploma (3-year program) or diploma of advanced technical studies (5 year program) (see Figure 5).



Source : Nuffic (2015), Education System Egypt, p3

Figure 5: Egyptian education system and qualification

## (5) Higher education

There are two types of higher education institutions in Egypt: universities and advanced professional education institutions. According to CAPMAS, students are enrolled in 24 national universities and 19 private universities in 2015/2016. Many professional education institutions are private.

### 2.1.2 Competent government agency

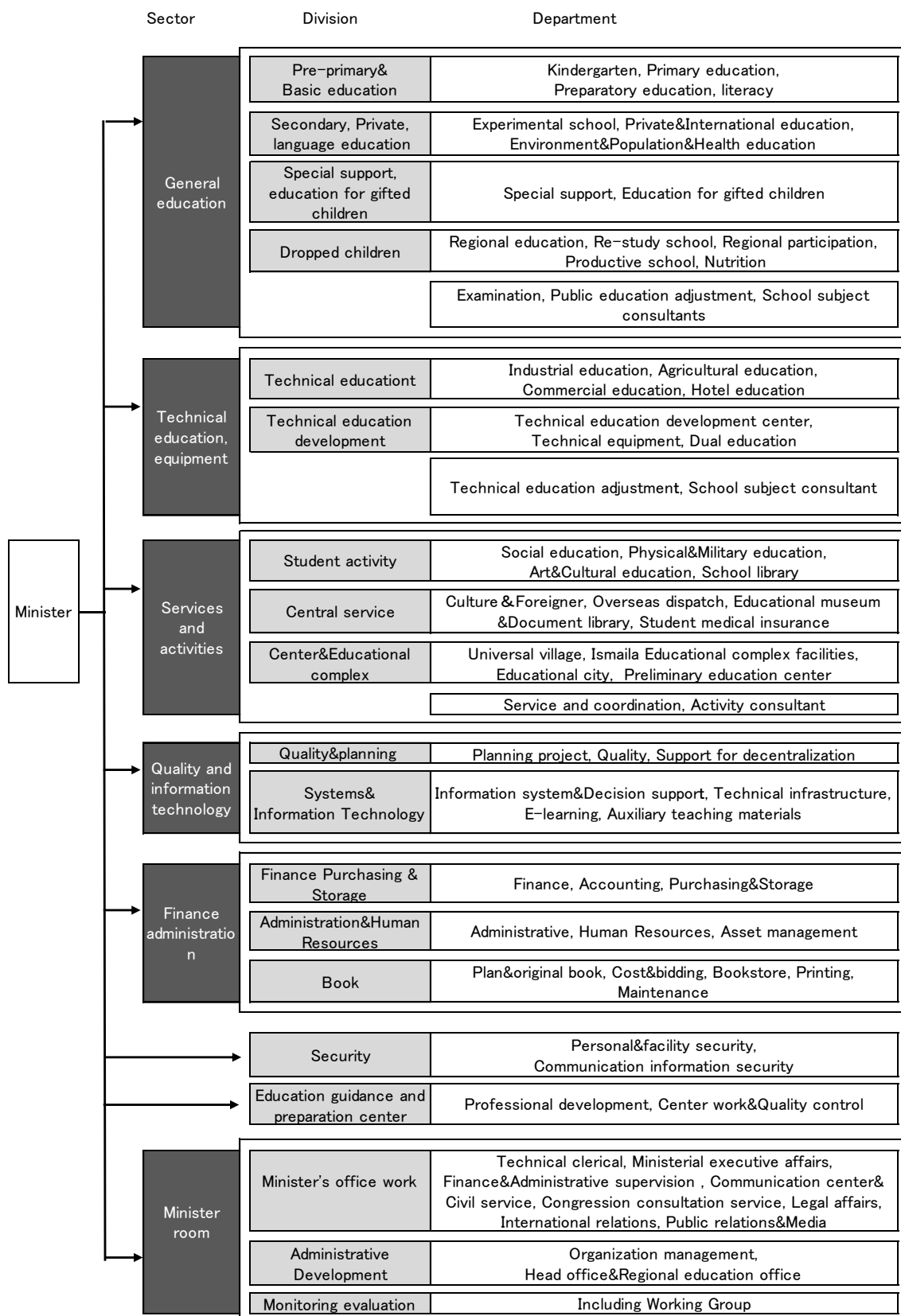
#### (1) Ministry of Education and Technical Education (MOETE)

MOETE administers school education from pre-school to pre-university education. Pre-school and basic education directorate is the section most closely related to the project. Figure 6 shows the organizational structure of MOETE.

The role of MOETE is to develop national policies, legislation, and standards based on the information collected by governorates. The organizational structure indicates six major areas of work.

- 1) Policies and strategic planning
- 2) Monitoring and evaluation (quality management)
- 3) Curriculum and education technology
- 4) Information and technology development
- 5) Developing human resources
- 6) Financial and administrative affairs

Decentralization and transparency are emphasized when implementing these works. Three national centers, namely the National Center for Curriculum Development, the National Center for Educational Research and the National Center for Examination and Educational Evaluation are to support MOETE to make decisions about national policies related to overall pre-university education system (OECD, 2015, p39).



Source: Study report by JICA and Technical Cooperation team

**Figure 6: The organization chart of MOETE**

## (2) Ministry of Higher Education (MOHE)

Universities with faculties of education prepare future teachers of basic education. They are under the jurisdiction of the Ministry of Higher Education (MOHE). MOHE is responsible for planning, policy formulation, and quality control. The MOHE umbrella includes public and private universities and technical colleges. These three sub-sectors are governed by different legal frameworks. The Supreme Council for Universities (SCU), the Supreme Council for Private Universities (SCPU) and the Supreme Council for Technical Colleges (SCTC) respectively. Each council exercises the functions to develop general policies and to establish the framework of guidelines for institutions under their authority. Al-Azhar University and American University in Cairo (AUC) are outside of the jurisdiction of the MOHE (OECD & World Bank, Higher Education in Egypt, 2010).

## (3) Local education administration

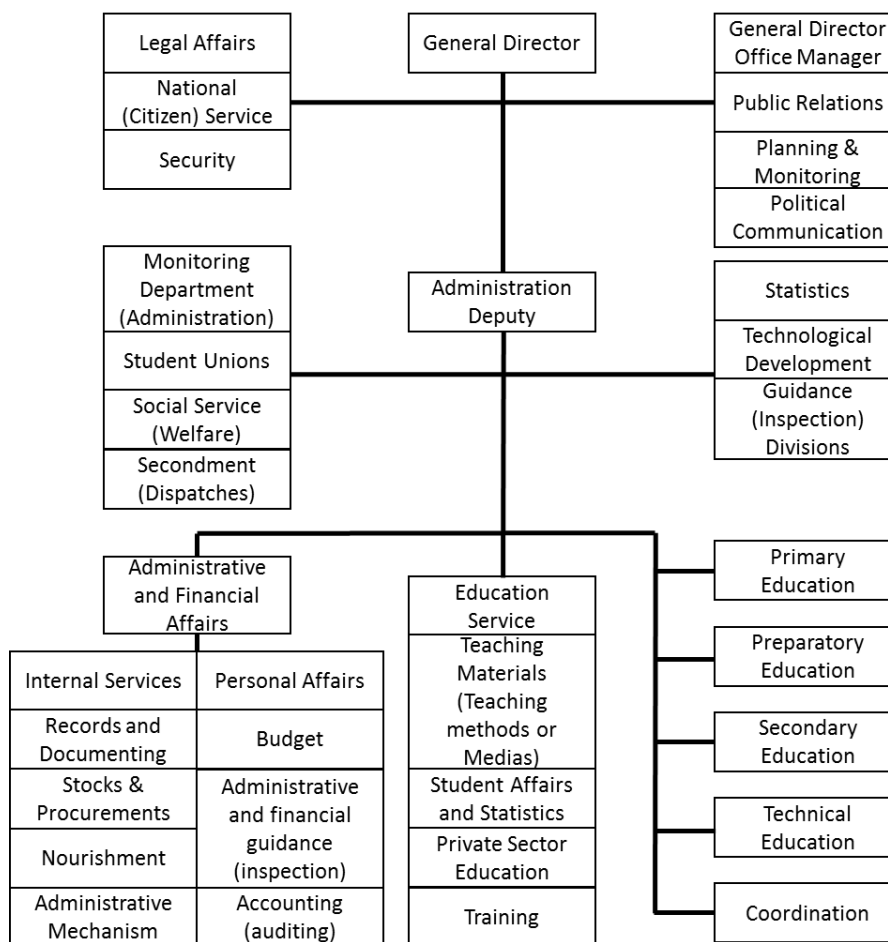
Egypt has governorates as units of local administration. Each central ministry has a directorate in a governorate and MOETE has education directorates (Mudirrya). Mudirrya consists of Idara, district education offices.

The roles of Mudirrya are:

- 1) Compiling comprehensive situation analyses of the districts' performance in light of standards determined by MOE
- 2) Providing technical support to the districts
- 3) Developing the educational plans at governorate level
- 4) Coordinating the decentralization of the curriculum
- 5) Managing the printing and distribution of books
- 6) Maintenance of educational buildings with Idara

(OECD, 2015, p39)

Mudirrya provides teacher training programs and they develop and administer end-of-cycle examinations for primary school and preparatory school levels (OECD, 2015, pp39-40). Idara is district education offices under Mudirrya's and they work more closely with schools. The number of Idara under a Mudirrya is varied, ranging from 4 to 37. For instance, the education directorate of Qalyubeya has 12 Idara and employ about 2,000 staffs. It supervises and co-ordinates 2, 164 pre-university schools and 137 technical high schools. The total number of enrolled students count 1,300,000 (study team interview). Figure 7 shows the organizational structure of an Idara in Qalyubeya.



Source: Idara in Banha

**Figure 7: Organization of Idara in Banha, Qalyubeya**

Study team learned of overlaps between the function of monitoring, so-called "follow up" in Egypt, of the MOE, governorates (Mudiryya) and district education offices (Idara). There are central follow-up officers, Mudiryya's follow up officers and Idara's follow up officers. Follow up practices at different levels were not coordinated or demarcated among the concerned officers. They are monitoring as if to check the performance of the subordinate offices rather than to provide necessary supervision or support. OECD report points out the issue of the vertical fragmentation between the three levels of educational governance. "The overlap adds to costs and bureaucracy but not to teaching or student performance improvement." (OECD, 2015, p54).

Study team was informed that when a staff of Idara or a principal need to apply for expenses (transportation cost involved in follow up visits, change of light, repair of broken school facilities and equipment, etc.), they may pay from their pockets if it is small amount or give up applying due to cumbersome and slow paperwork. Inefficient administration may demoralize teachers and staff and interfere with improving the quality of education.

### 2.1.3 Public Language School and STEM School, and their management system

This section describes the public language school and STEM school (Science, Technology, Engineering, and Math school) that provide special education service compared to public Arabic school so called normal public school.

#### (1) Public language school

The language school provides education by English or another foreign language. It started from “Experimental school” in the 1990s, and the name changed to “language school” in 2004. There are 721 public language schools in Egypt and 221 schools out of them are “Distinguished language school”. The education system and the student quota per class of two kinds of language school and public Arabic school are described in the table below. Textbooks used in language school are requested to MOETE by the pathway from schools to Idara and Mudiryaa. In addition to this, students have to buy the specified textbook of level-A (high level) English by their own due to the inefficient tender system.

The ministerial decree determines that the number of students per class is to be 36-40 in language school and 29-30 in distinguished school. Nevertheless, the former usually accepts around 50 students per class, and the latter usually accepts around 40 students per class because the number of applicants exceeds.

**Table 4: Education system and student quota per class**

	Public language school	Distinguished language school	Public Arabic school
Teaching language	English or another foreign language	English or another foreign language	Arabic
Curriculum	Science and math are offered by English, other subjects follow normal Egyptian curriculum	Science and math are offered by English, other subjects follow normal Egyptian curriculum	Normal Egyptian curriculum
English education	G1~English G3~level-A English	G1~English G3~level-A English G4~(+2 <sup>nd</sup> language) G7~(+3 <sup>rd</sup> language)	G1~English
Student quota per class	36-40	29-30	45.4 (Average <sup>1</sup> )

Source: Interview with the language school department in MOETE

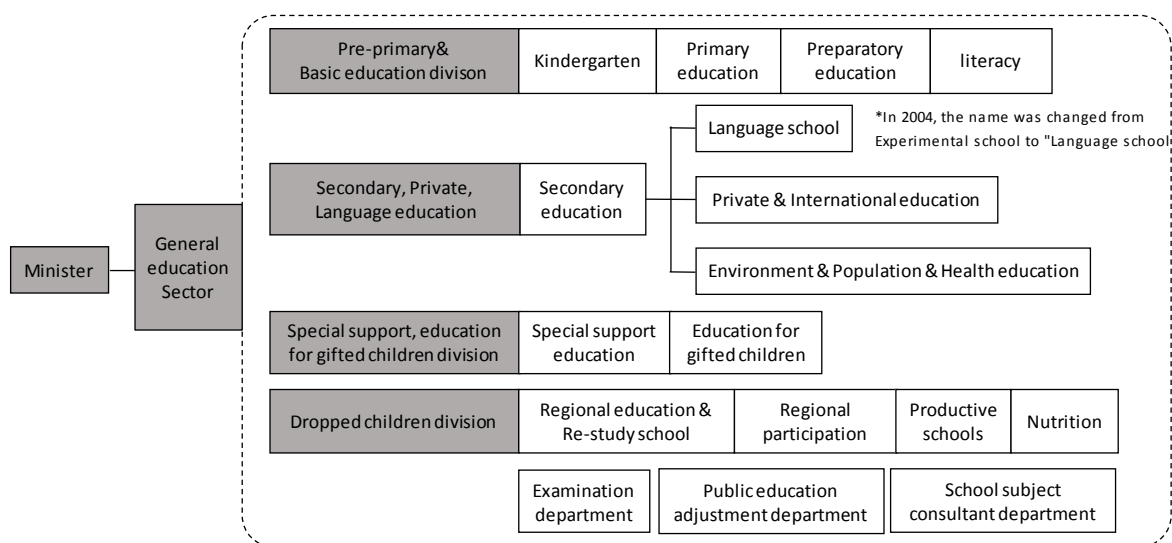
Language schools impose fees which include normal service, technology development, and language service. Parents pay this fee to the school. Within the total collected fees, the part of normal service, technology development and 90% of language service is retained by schools. The rest 10% of language

<sup>1</sup> The number refers data of 2015/16 in basic education



service is delivered to MOETE through Idara and Mudiryya, and 90% from this 10% is put in Mudiryya’s bank account for teachers’ incentive. Mudiryya delivers the amount of teachers’ incentive to Idara based on the request from schools, and Idara puts it in teachers’ account (source: an interview with PMU). The payment of incentives stops when the all collected resource of the year is run out. Since the amount of fee collected from a student is determined by the ministerial decree, the more students there are in a school, the more incentive the teachers can gain. This seems to cause the overcrowded classes.

From the interview with the language school department, the actual condition of the organization of the general education sector can be shown as below (Figure 8).



Source: Interview with the language school department in MOETE

**Figure 8: Revised organization of General education sector, MOETE**

The language school department is under the department of secondary education and is parallel with the department of private/international education and of the environment and population health education. While the education stages of the language school are from KG to secondary school, the language school department is overseen by the department of secondary education, not by pre-school & basic education division which control departments from KG to preparatory education. This management system sometimes interrupts language school department’s work.

11 officers are working for the language school department. Other than General Manager and Lead Director, the personnel varies in charge of British Council, training, follow-up, contact with the public, finance, and techniques.

The language school department is set at each Mudiryya and Idara as well as MOETE. The roles of each agency are described in the table below. Regarding follow-up, as with situation in normal school,

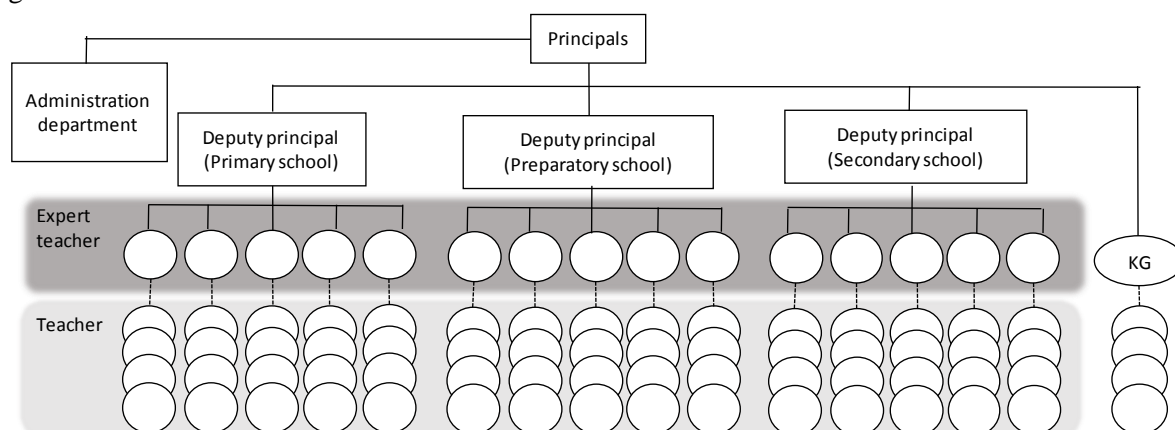
overlapped tasks between Idara, Mudiryya, and MOETE are pointed out. Also, it is reported that some language schools complain about a number of follow-ups as well.

**Table 5: Roles of language school departments in each agency**

Agencies	Roles
MOETE	Establishment of policies, planning of training, interaction and negotiation with embassies, problem-solving which whole language school would face, and follow-up
Mudiryya	Allocation of principals, planning of training which collaborate with universities within its governorate, and follow-up
Idara	Follow-up, collecting necessary information, and coordination

Source: The Study Team

The organization of public language schools is generally the same. Based on the interview, the organization chart of a school is described as below.



Source: The Study Team based on the interview with language school department in MOETE

**Figure 9: Organization of language school**

(2) STEM school (Science, Technology, Engineering, and Math school)

STEM school is established by USAID’s assistance. The interview with the department in charge in MOETE was not allowed because the schools were related to other nation’s donor and due to its security matter. This sector describes based on the academic paper (AbdelMeguid, 2017), data provided by technical cooperation team, and USAID webpage.

Two STEM schools were firstly established in 2011, and now there are 11 schools in total. The Government is establishing STEM schools in all 27 governorates for scaling up the model. The schools provide project-based and inquiry based education, focused around enhancing students’ critical thinking, problem solving and scientific research. Only high school education is offered, and the education language is any one of English, French or German. STEM school specializes in science and math education and admits students with excellent grades to enroll from all over the nation. Students in STEM

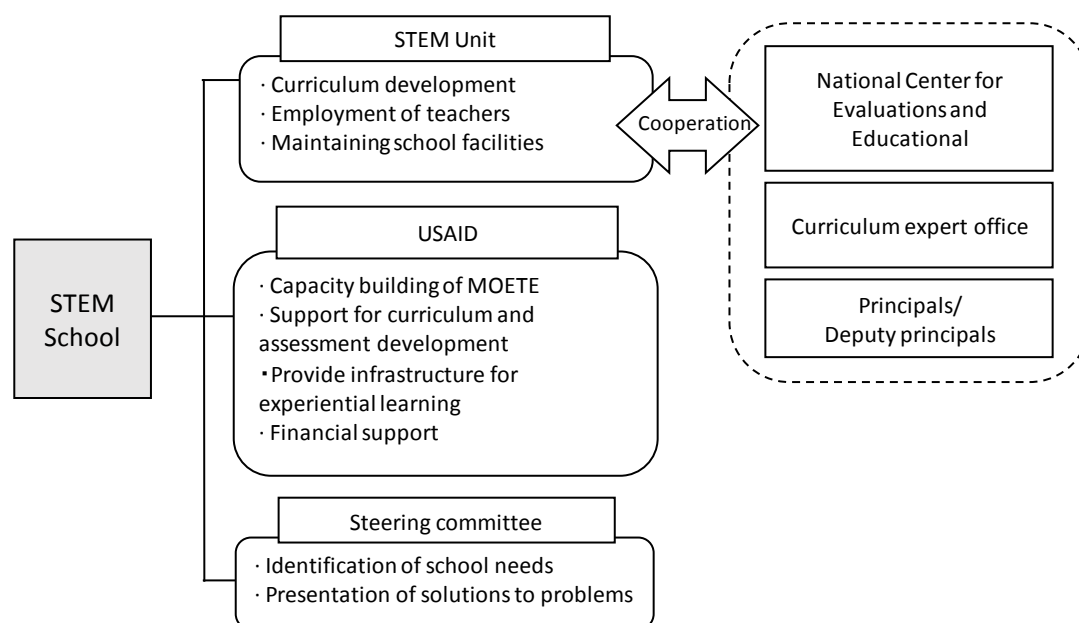
school are exempted from graduation exam so-called “Thanaweya Amma” which is required all students to enter universities in Egypt. So STEM school is able to set curriculum and courses which are different from normal Egyptian one focusing on rote learning for gaining scores in the exam.

Qualification to enter STEM school is: 1) to have more than 98% grade in secondary school, and 2) to have a full grade in at least two subjects among English, science, and math. Parents of students who satisfy this qualification will receive a recommendation letter from MOETE to encourage to enter their children in STEM school. Application procedure and entering exam are done only by online. Although students only from public secondary school were allowed in the past, students from the private school are allowed as well nowadays. The number of students per class is 25, which is severely controlled to maintain the quality education. 3,000 EGP for 3 years is collected from each student, and 2,000 EGP is returned to students when they graduate.

It is reported that teachers’ salary is 4 or 5 times than normal public school. On the other hand, it is also reported that their income is not sufficient because they are banned from doing private tutoring.

STEM school is managed by STEM Unit organized within MOETE and USAID. STEM school has a responsibility to make its curricula, hire teachers, and maintain facilities in collaborating with NCEEE, subject-expert office, and principal or deputy principal. USAID provides training and capacity building with MOETE. USAID also supports curriculum and assessment development and provides science lab and technology infrastructure in order to support experiential learning. Regarding financial aspect, MOETE bears 50% of all projects cost, including procurement facilities, furniture, and equipment, salary for teachers, maintenance of school facilities, etc.

At the initial stage of STEM establishment, National Board was set which members were the Minister of Higher Education, the Minister of Education and Technology Education, the Minister of Academic Research, and the representative of Misr El Kheir Foundation. However, this National Board is not functioning now due to the repeated revision of Ministries and personnel. Meanwhile, Board of Trustees is set which members are representatives of parents, civil society, teachers, and principals. The following figure shows the management system of STEM.



Source: Abdel Meguid (2017) and USAID (2017, August 14), developed by the Study team

**Figure 10: Management system of STEM**

#### 2.1.4 Access

##### (1) Enrollment number

Egypt is the most populous country in the Middle East and North Africa (MENA), and the number of students enrolled in pre-university educational institutions is more than 20 million. Table 6 summarizes the change in enrollment by gender in different stages of education from 2010/2011 to 2015/2016. The number of enrolled children is continuously increasing at all stages for boys and girls. The growth rate of enrollment is particularly high for early childhood education. It exceeded 10 % until 2013/14 against the previous year.

**Table 6: Total number of students enrolled in different levels of education by gender (MOETE and Al-Azhar schools combined)**

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
<b>Pre-school</b>						
Total	851,139	938,572	1,032,176	1,176,497	1,236,136	-
Male	446,271	491,164	536,382	611,722	641,294	-
Female	404,868	447,408	495,794	564,775	594,842	-
<b>Primary</b>						
Total	10,699,285	10,803,177	10,981,040	11,004,174	11,283,614	11,623,963
Male	5,577,586	5,632,048	5,711,226	5,704,290	5,841,580	6,011,209
Female	5,121,699	5,171,129	5,269,814	5,299,884	5,442,034	5,612,754
<b>Preparatory</b>						
Total	4,621,633	4,643,439	4,735,610	4,805,757	4,978,032	5,072,024
Male	2,377,571	2,387,365	2,437,841	2,457,800	2,551,449	2,505,040
Female	2,244,062	2,256,074	2,315,769	2,347,957	2,426,583	2,466,984

Source : CAPMAS and UNICEF, 2017

Generally, enrolled students in basic education schools are increasing, but a gradual decrease is observed for Al-Azhar schools (Table 8). The percentage of girls against the total enrollment remains at 48 to 49% for public schools while it decreases as the education stage advances. The percentage of girls in pre-school, primary and preparatory Al-Azhar schools are 49.2%, 46.1 %, 43.7% (2014/2015) respectively.

**Table 7: Total number of students enrolled in different levels of education by gender (MOETE schools only)**

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Pre-school						
Total	851,139	874,730	972,078	1,110,318	1,176,764	1,219,995
Male	446,271	457,955	505,362	577,412	611,165	634,501
Female	404,868	416,775	466,716	532,906	565,599	585,494
Primary						
Total	9,506,363	9,644,456	9,832,516	9,906,249	10,255,297	10,638,860
Male	4,920,738	4,999,044	5,087,613	5,111,434		5,485,333
Female	4,585,625	4,645,412	4,744,903	4,794,815	4,967,063	5,153,527
Preparatory						
Total	4,153,142	4,158,845	4,279,909	4,337,705	4,523,102	4,630,636
Male	2,105,980	2,107,054	2,168,036	2,194,688	2,295,188	2,356,014
Female	2,047,162	2,051,791	2,111,873	2,143,017	2,227,914	2,274,622

Source : CAPMAS and UNICEF (2017)

**Table 8: Total number of students enrolled in different levels of education by gender (Al-Azhar schools only)**

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Pre-school						
Total	60,640	63,842	60,098	66,179	59,372	-
Male	31,076	33,209	31,020	34,310	30,129	-
Female	29,564	30,633	20,078	31,869	29,243	-
Primary						
Total	1,192,922	1,175,183	1,148,524	1,097,925	1,028,317	985,103
Male	656,848	641,123	623,613	592,856	553,346	525,876
Female	536,074	534,060	524,911	505,069	474,971	459,227
Preparatory						
Total	468,491	489,703	473,701	468,052	454,930	441,388
Male	271,591	283,434	269,805	262,805	256,261	249,026
Female	196,900	206,260	203,896	205,247	198,669	192,362

Source: CAPMAS and UNICEF, 2017

## (2) Enrollment rate

**Table 9: Net enrolment rates for different levels of education by gender (%)**

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Pre-school						
Total	20.5	21.4	23.7	26.4	27.7	28.0
Male	21.0	21.9	23.7	26.5	27.7	28.0
Female	20.0	20.9	23.7	26.3	27.6	27.9
Primary						
Total	95.4	94.1	93.3	90.6	91.1	92.4
Male	96.1	94.6	92.4	89.6	90.0	91.3
Female	94.7	93.5	94.3	91.7	92.2	93.5
Preparatory						
Total	77.8	81.7	83.7	80.9	83.8	83.4
Male	76.4	79.8	80.4	77.4	80.8	80.6
Female	79.3	83.7	87.2	84.6	87.1	86.4

\*Exclude students enrolled in Al-Azhar schools

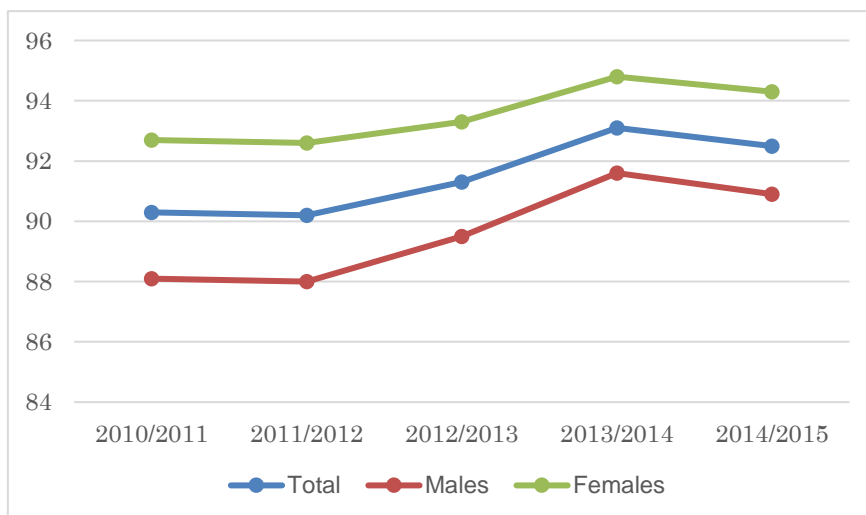
Source : CAPMAS and UNICEF, 2017

Gross enrolment rate reaches at 31.7%, 96.1% and 94.8% for pre-school education, primary education, and preparatory education respectively. The difference between the gross and net enrollment rate is bigger for preparatory education. There is no difference observed by gender in pre-school education, but the difference becomes visible in primary and preparatory education: girls' enrollment rate is higher than boys.

### 2.1.5 Internal efficiency

#### (1) Advancement rate/Primary education certificate examination pass rate

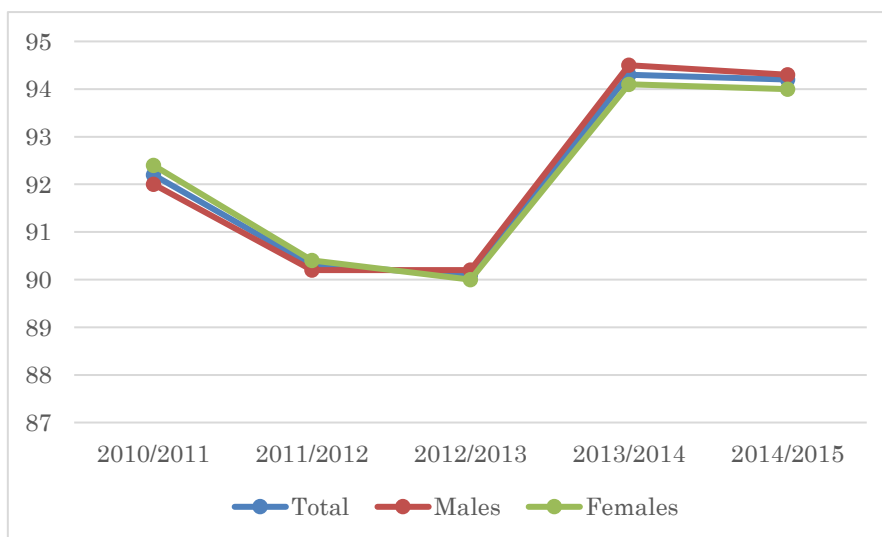
Figure 11 shows the pass rate of the end of the primary education examination. The rate is equivalent to advancement rate into preparatory education because to pass the examination is a condition to be accepted in preparatory education. The rate is within the range of 90 to 93% and girls exceed boys in advancement rate/examination pass rate.



Source : Developed by the Study Team based on CAPMAS and UNICEF (2017)

**Figure 11: Rate of students successfully passing the end of primary education examination by gender (MOETE schools only)**

The pass rate of the end of basic education examination for certificate varies between 90% and 94% from 2010/2011 to 2014/2015 and gender difference is almost negligible. This rate is close to advancement rate to secondary school because it is required to pass this examination for secondary school admission.



Source : Developed by the Study Team based on CAPMAS and UNICEF (2017)

**Figure 12: Rate of students successfully passing the end of basic education examination by gender (MOETE schools only)**

## (2) Dropout rate and grade repetition

**Table 10: Number and rates of dropout by levels and gender**

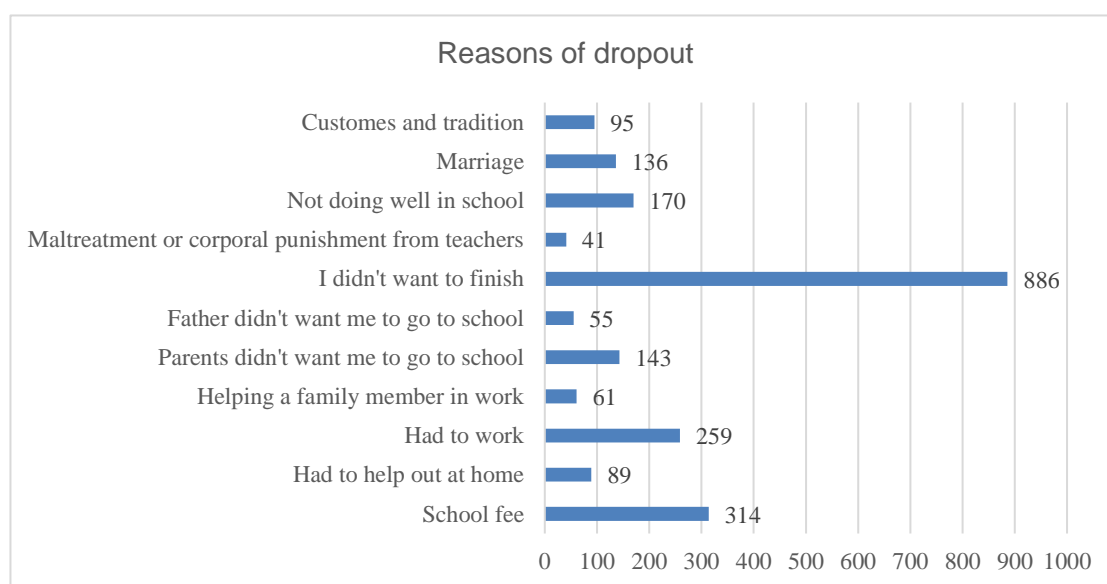
	2010/11- 2011/12	2011/12- 2012/13	2012/13- 2013/14	2013/14- 2014/15
Primary				
Total	26,093(0.3)	73,289(0.8)	53,238(0.6)	45,214(0.5)
Male	6,133(0.2)	45,521(1.0)	32,527(0.7)	27,068(0.6)
Female	19,960(0.5)	27,768(0.6)	20,711(0.5)	18,146(0.4)
Preparatory				
Total	161,195(6.0)	187,641(4.9)	173,967(4.5)	159,540(4.0)
Male	87,276(6.5)	94,589(4.9)	85,726(4.4)	77,412(3.9)
Female	73,919(5.6)	93,052(4.9)	89,241(4.6)	82,128(4.1)

Source : CAPMAS and UNICEF (2017) (%)

The dropout rate by gender and by year is presented in Table 10. UNICEF classifies as a dropout when a student who attended school in a previous year but no longer attended in the following year. The average dropout rate in 2013/2014-2014/2015 school year reads 0.5% in primary education and 0.6% for boys and 0.4% for girls. The rate is higher in preparatory education: average dropout rate is 4.0% and 3.9% for boys and 4.1% for girls (Table 10).

Figure 13 indicates the reasons of dropout. The most frequently cited reason is “I didn’t finish school” (43.8%), but “school fee” (15.5%), “I had to work” (12.8%), “I had to help out at home” (4.4%) and “Helping a family member in his/her work” (3.0%) are related to the economic conditions of household. It is evident that the economic condition of household is a major reason for leaving schools. Though not very many, the reasons such as “Maltreatment or corporal punishment from teachers” (2.0%) and “Not doing well in school” (8.4%) reflect the cultural aspects of Egyptian education: teachers as an authority and strict promotional/advancement examination system.





Source : Developed by the Study Team based on SYPE 2014<sup>2</sup>

**Figure 13: Reasons for dropout**

The rate of grade repetition is 2.9% for primary education while it is 7.6% in preparatory education. Between the urban and rural areas, the rate tends to be higher in the rural areas (UNICEF, 2017). Assad and Krafft (2015) reported the grade repetition rate for primary education and preparatory education as 5% and 9% respectively. The repetition rate is very low compared to the case in Tunisia, where about 25% of students repeated grades in their school years (OECD, 2011).

### (3) Out of school children

The number of enrolled students and the net enrollment rate have improved greatly over time, but there is a small number of out of school children including community school. According to SYPE 2014, about 4.0% of male and 3.1% of the female of under 18 years of age group had never attended a school. A significant difference is observed between region (urban<rural) and by education level and socio-economics conditions of parents. Some of the reasons most often cited by youth aged 10 to 14 include "Household can't afford education" (42.9%), "Parents don't want" (27.8%) and "Health" (Health%)<sup>3</sup>.

The Middle East and North Africa Out-of-School Children-Initiative (OOSCI) defines out of school children as children who did not attend school two consecutive years. In their 2013 survey, the out of school children is, 2.9% in primary education and 6.6% in preparatory education.

<sup>2</sup> Panel Survey of Young People in Egypt: SYPE 2014. A large scale panel survey conducted by CAPMAS and Population Council. A representative survey of 15,000 youth aged 10-29 in Egypt. A same survey in 2009: SYPE 2009.

<sup>3</sup> Used the results of 2009 survey because the question was asked only in 2019 survey. The Study Team used the youngest cohort believing the results is more likely to reflect current challenges.

**Table 11: Rates of out of school children (2013)**

		Female	Male	Total
Pre-school	Rate	68.5%	69.9%	69.2%
	Number	623,500	673,854	1,297,354
Primary	Rate	3.1%	2.8%	2.9%
	Number	165,757	153,370	319,126
Preparatory	Rate	6.8%	6.4%	6.6%
	Number	166,611	164,462	331,074

Source : UNICEF (2014)

### 2.1.6 Quality of education

#### (1) Learning environment

According to the 2015/2016 survey data by UNICEF, the average students per teacher is 27.8 in pre-school and 25.4 in primary education. The ratio falls to 18.3 in preparatory education. The average ratio for public basic education schools were 31.0 for pre-school, 24.8 for primary and 17.9 for preparatory education in 2014/2015.

The class density for different levels of education by location shows the gradual increase over the years, and the learning environment is slowly deteriorating (Table 12).

**Table 12: Class density for different levels of education by location (MOETE schools)**

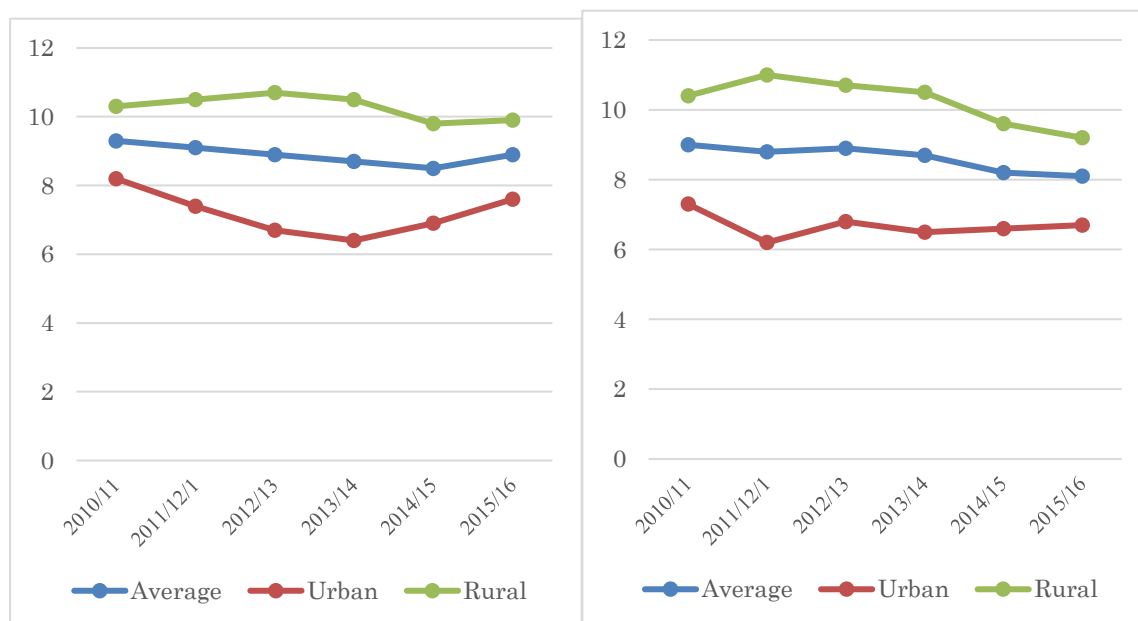
	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Pre-school						
Total	33.1	34.0	34.1	34.2	35.6	35.9
Urban	34.5	35.4	34.8	34.9	36.4	36.5
Rural	31.3	32.2	33.1	33.4	34.7	35.3
Primary						
Total	42.6	43.1	43.3	42.8	44.2	45.4
Urban	43.5	43.6	43.9	43.0	44.4	45.4
Rural	41.8	42.7	42.8	42.7	44.2	45.4
Preparatory						
Total	40.3	40.2	40.7	40.1	41.9	42.4
Urban	40.3	40.2	41.0	40.1	41.8	42.3
Rural	40.3	40.2	40.5	40.5	42.1	42.6

Source: CAPMAS and UNICEF (2017)

The average class density is 45.4 in primary education. A JICA survey reported that the area of a classroom of their sample ranged from 32m<sup>2</sup> to 43m<sup>2</sup> (JICA and Technical Cooperation team, 2016, p51). One obtains 0.7~0.9m<sup>2</sup> per student area occupancy by calculating using these figures, which are lower than 11m<sup>2</sup>, not meeting the GAEB standard. If nothing was done, the learning environment will worsen since the school-aged children continue to increase coming years due to the high population growth rate.

(2) Double-shift schools

The proportion of children enrolled in double-shift schools are shown in Figures 14 and 15. A double shift school caters for two different groups of children for morning and afternoon sessions. Children use the same buildings, equipment, and facilities. Vacating a classroom for another group of children takes more time and school management will be more complicated. For learners, chances are high that their learning time is shorter than regular schools, and its negative effect on learning outcomes may be expected. The proportions of schools of double-shifts were 5.5% and 4.2% for primary schools and preparatory schools respectively. The proportion of children enrolled in double-shift schools is about 9% and it is slightly higher in rural areas.



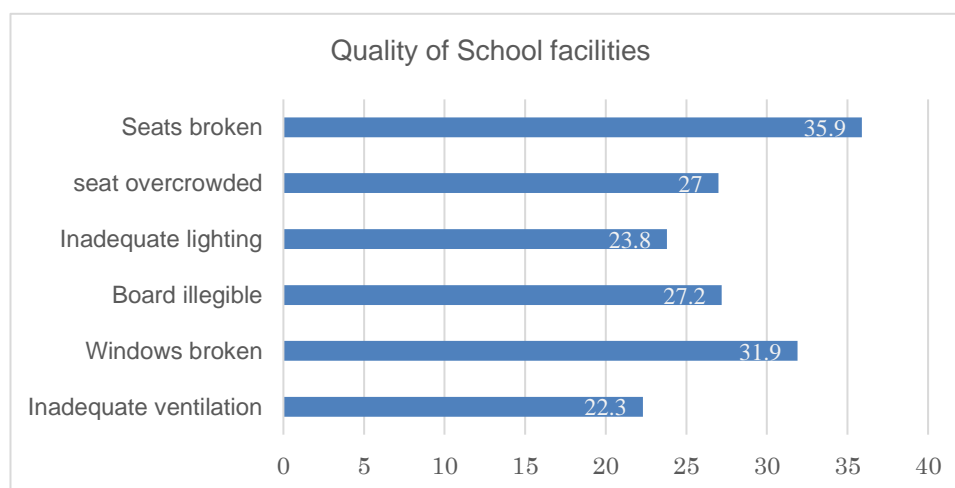
Source: Developed by the Study Team based on CAPMAS and UNICEF (2017)

**Figure 14: Rate of students enrolled in double-shift schools (Primary)**

**Figure 15: Rate of students enrolled in double-shift schools (Preparatory)**

(3) School equipment and facilities

SYPE 2014 asked the youth who were enrolled in schools at the time of survey about the school equipment and facilities.



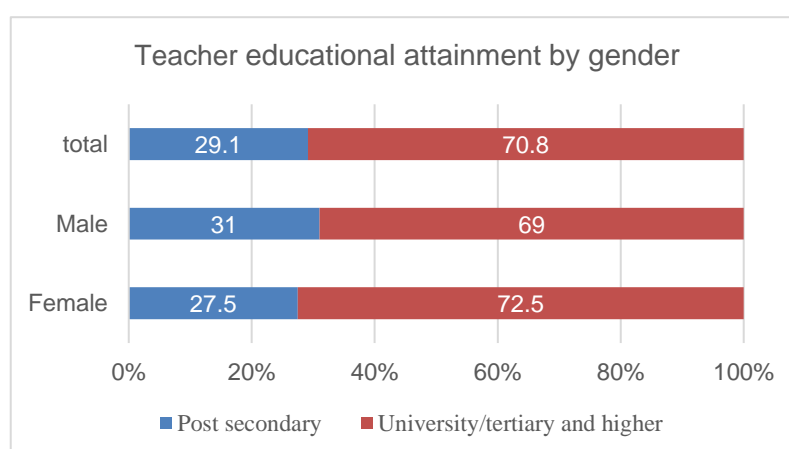
Source : SYPE 2014, p165

**Figure 16: Problems about school facility quality**

The equipment and facilities of minimum necessity for learning are often left broken or insufficient (See Figure 16). In addition to the lack of budget, the Study team learned that teachers and staff have to face cumbersome paperwork which often takes a long time for processing. SYPE 2014 report informs us of regional disparity in school equipment and facilities. Local schools suffer from broken chairs most often. On the other hand, the issues of poor quality of lighting, blackboard and insufficient ventilation were raised by 30 to 40 % of the respondents who lived in informal urban areas.

### (3) Education levels of teachers

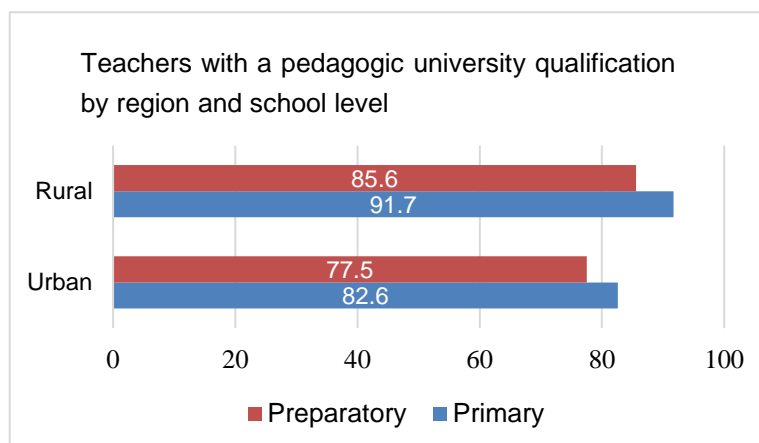
It is prescribed by law (Decree No. 24, 1988) that teachers are prepared in four year universities in Egypt. Figures 14 and 15 present the education level of current teachers by gender, education stage, and location. In 2011/2012 school year, there were 415, 617 male and 471, 634 female teachers and the total counted 887, 251. About 70% of the teachers were the graduates of universities. Female teachers with degree stand slightly more than male teachers (Figure 17).



Source : Developed by the Study Team based on CAMPAS and UNICEF(2017)

**Figure 17: Teacher educational attainment by gender**

Percentages of teachers with a university degree are higher for primary school teachers and in rural areas (Figure 18). Teacher preparation takes place in public universities in governorates. It is assumed that more university graduates in rural areas may pursue teaching positions and remain as teachers due to the scarcity of job openings.



Source : Developed by the Study Team based on CAMPAS and UNICEF (2017)

**Figure 18: Teachers with a pedagogic university qualification by region and school level**

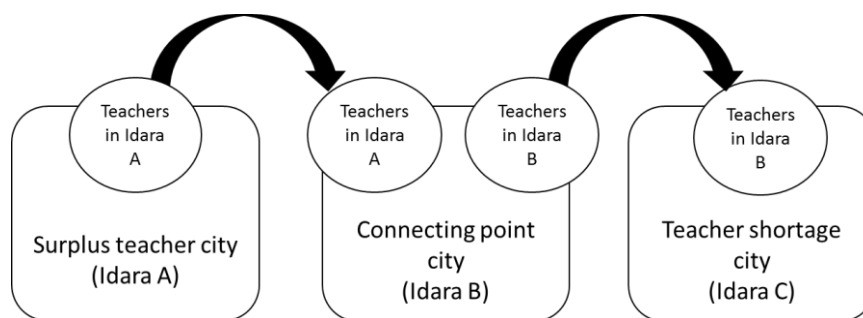
Generally, teachers in Egypt are more qualified than the teachers in developing countries. However, it doesn't necessarily guarantee the teacher quality. Research pointed out several challenges and issues of teacher quality. For instance, admission to teacher education is not by preferences of the candidates but by the scores of the final examination in high schools. Many students were assigned to programs for which they had not applied, in which they have little or no interest. This is the case for a large number of students in the faculty of education (OECD, 2015, p118). Teacher education curriculum is out of date, unstructured. Poor quality management of students' teaching practicum with unsatisfactory supervision and mentoring. Quality and effectiveness of teacher educators (OECD, 2015; Zaalouk, Sultana and Bradshaw, 2016).

#### (4) Deployment of teachers

Teacher deployment is not sufficient against the number of students in some areas. The Study team learned from a source that there are teachers in big urban cities while rural districts face a shortage of teachers. A Mudirrya tries to cater for teacher shortage by teacher transfer between districts.

In Qalyubeya governorate, teacher shortage is more serious in rural districts which are far from big cities. Transferring excess teachers in an urban district (Idara A) to a rural district which really need teachers (Idara C) requires a long traveling time and is not very practical. In the case like this, the Mudirrya first transfer teachers to a district (Idara B) located between Idara A and Idara C. Then some teachers whose positions are filled by excess teachers from Idara A will be dispatched to a teacher shortage Idara C (See Figure 16).

Under this system, a transfer teacher teaches 3 days in a school originally assigned. Then the following three days, he teaches at a school where he has been dispatched. During summer vacation, those transferred/dispatched teachers return to their homes so that it is difficult for some very rural schools to provide a summer program for their students. Because female teachers must take care of family and housework, it is male teachers that are transferred/dispatched to rural schools and their burden is quite large. Teacher transfer is practiced in Cairo by a source, but it is quite unique to relocate teachers in multiple districts in Qalyubeya.

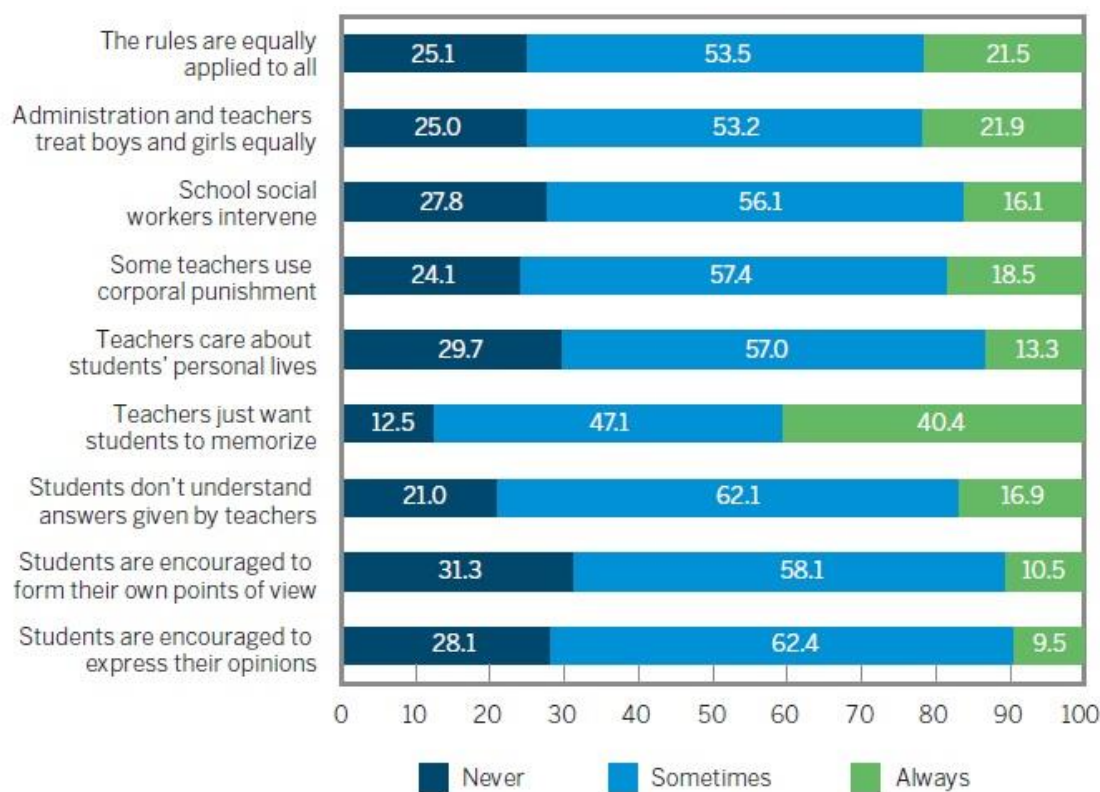


Source: Interview with Mudiryya in Qalyubeya

**Figure 19: Image of teachers' transfer in Qalyubeya**

#### (5) Education Process

Almost all literature about Egyptian school education points out its emphasis on rote memory. This is verified by a survey result by SYPE (Figure 20). SYPE 2014 asks the youth their opinions about their school experiences.



Source: SYPE 2014, p43

**Figure 20: Opinions of students who ever attended school about school experiences**

About 40% of the respondents (students) answered that teachers "always" want students to memorize information. On the other hand, about 10 % of the students said that they are "always" encouraged to form their own point of view or they are "always" encouraged to express their opinions. These are the questions about useful and necessary methods to promote critical thinking. The results confirm the arguments found in previous research (Hartmann, 2008; Loveluck, 2012; OECD, 2015).

The results imply general attitudes of teachers toward students. 13.3% of the students answered that teachers "always" care about students' personal lives. 22% of the respondents said that the rules are "always" equally applied to all" while 25% of them answered "never". Answers to the question about gender equity, "Administration and teachers treat boys and girls equally" show a similar pattern: 25% said "never" and 22% said "always". Use of corporal punishment was common in schools: only 24% of the students "never".

These questions about school experiences are focused on the teacher skills and attitudes which Tokkatsu+ cherish. Taking the students' opinions into consideration, it is suggested that rote memorization is still a norm of school education in Egypt and critical thinking is not encouraged or promoted. Insufficient attention is paid to gender equity.

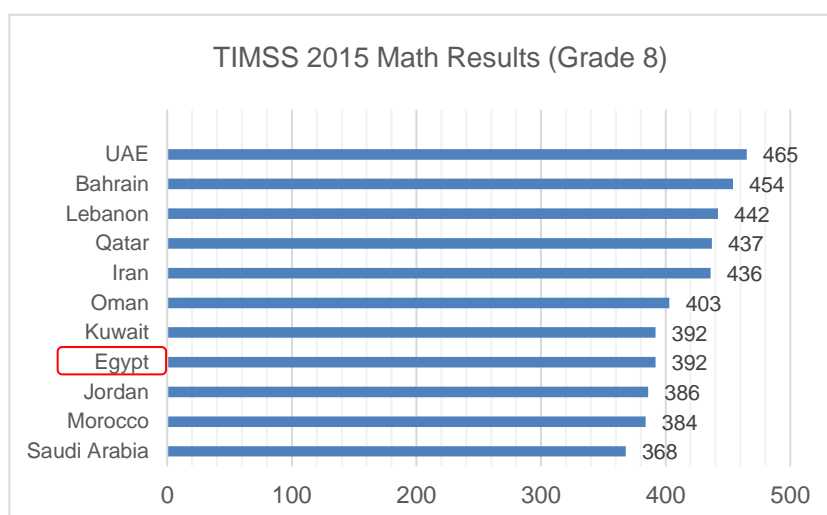
About teaching ability of teachers, the study observed a total of four mathematics and science lessons in two pilot schools. The report concluded that the teacher questions were predominantly memorization

dependent: true-false questions and memorization of right terms (JICA and Technical Cooperation team, 2016, p64).

A part of the second study (JICA and Technical Cooperation team, 2016), Japanese experts conducted an observation of Tokkatsu lessons and they found out that many of so-called Tokkatsu lessons were either teacher-dominated or left alone to children without any guidance. According to the report, active learning by children to pursue problem-solving based on individual critical thinking was not yet observed.

#### (6) Learning outcomes

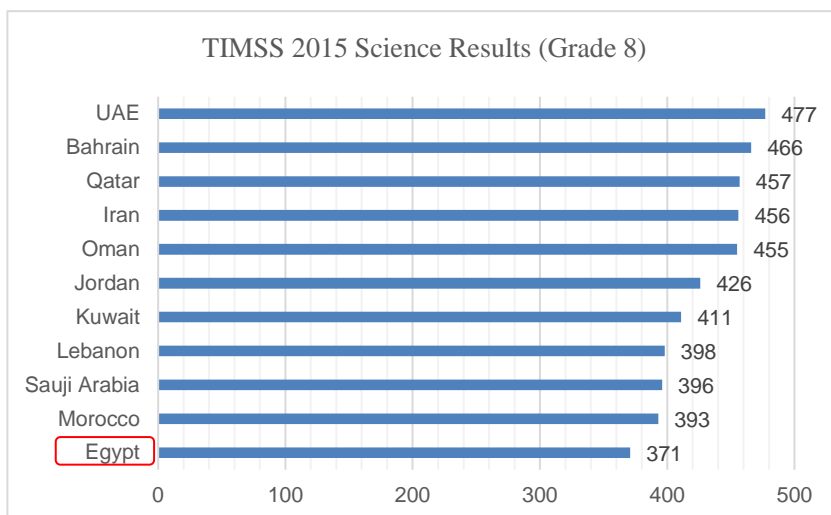
One measure to assess the quality of education is an international comparison of students' achievement. Egypt has participated in Grade 8 survey in 2003, 2007 and 2015 TIMSS study (Trends in International Mathematics and Science Study). In the most recent TIMSS survey in 2015, a total of 38 countries around the world participated in Grade 8 tests. From MENA region, 11 countries including Egypt participated. They are Bahrain, Egypt, Iran, Jordan, Kuwait, Lebanon, Morocco, Oman, Qatar, Saudi Arabia, United Arab Emirates (UAE). TIMSS questions are developed and adjusted to show 500 as average and 100 as standard.



Source : <https://nces.ed.gov/times/timss15.asp>. Developed by the Study Team

**Figure 21: TIMSS2015 Grade 8 Math Results**

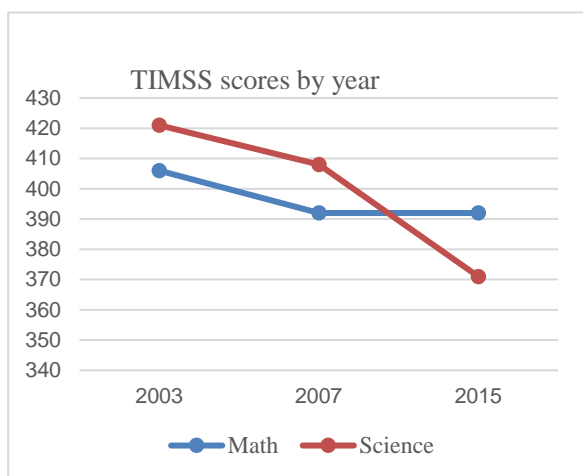




Source : <https://nces.ed.gov/times/timss15.asp> Developed by the Study Team

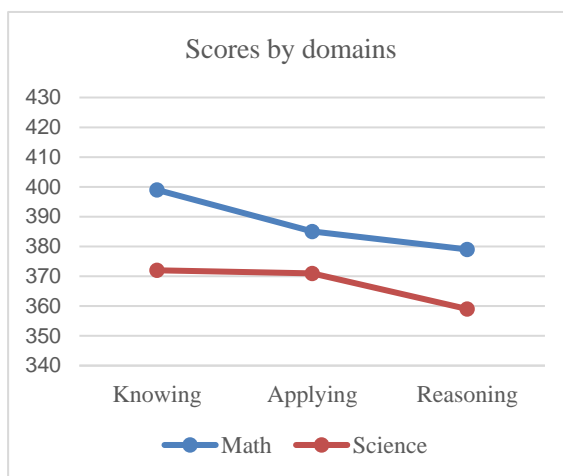
**Figure 22: TIMSS 2015 Science Results (Grade 8)**

Figures 21 and 22 represent scores in TIMSS 2015 by MENA countries. Out of 11 MENA countries, none has achieved average 500, the international benchmark either in Mathematics or Science. Egypt was 8<sup>th</sup> in mathematics and 11<sup>th</sup> in science out of 11 MENA countries. Japan was fifth in mathematics at 586 and the second in science at 571.



Source: <https://nces.ed.gov/timss/timss15.asp>  
Developed by the Study Team

**Figure 23: TIMSS scores by year**



Source: <https://nces.ed.gov/timss/timss15.asp>  
Developed by the Study Team

**Figure 24: TIMSS scores by domains**

As Figure 23 indicates, the average scores of Egypt in 2015 were lower than those of 2003. The decline of achievement score is larger in science. TIMSS also analyzes the achievement in three cognitive domains: knowing, applying and reasoning (Figure 24). Positive correlations are observed among the scores of three domains. This means that in the countries where students score high in knowing, they usually score high in applying and reasoning. In Egypt, having been criticized about its over emphasis

on mechanical memorization of knowledge, the scores of knowing do not reach the international average in both subjects.

The study evaluated the Egyptian science textbooks as high quality: They present high-quality content with effective illustrations and examples; they are well organized to understand the concepts easily (JICA and Technical Cooperation team, 2016, pp. 60-61). At the same time, it was pointed out that as a challenge that teachers were not using the textbooks effectively in classrooms. The report said that there were a certain number of students in upper grades of primary schools who were not able to read Arabic. If this is the case, the low score of Egyptian Grade 8 students may result from their poor comprehension skills.

Based on the foregoing information about the education quality in Egypt, it may not be exaggerated to say that grade repetition and drop outs due to poor achievement are partially produced by teachers. It is one of the urgent issues for Egypt to reexamine classroom teaching as well as the issue of private tutoring by school teachers.

#### (7) Absenteeism

SYPE 2014 reports that 61% of the students who answered the survey were absent from school one or more days during the semester. The mean days of absence are 9.4 days. Illness was the most common reason for absence (52.5%), followed by "No benefit from going to school" (27.7%), "To study" (22.1%), "To work or help family" (7.4%), "To help with housework" (5.6%) and "Private tutoring during the school day" (4.7%). Frequent absenteeism demonstrates that students do not attach a value to the school and it reflects how Egyptians evaluate the quality of school education. The reasons such as "To study" and "Private tutoring during the school day" prevailed at the general secondary level, especially before high-stake examinations (Hartmann, 2008).

Absenteeism seems serious in primary education. On March 15, 2017, when the Japanese project experts visited a pilot Arabic school, the attendance rate was 77.4% and 86.0% for primary and preparatory education stage. Grades 1 to 3 was lower than that on that day. Grade 9 students who were present was slightly more than a half (56.8%). School visit reports by the Japanese experts cited comments by a school principal like "more absences on Thursday" and "improved attendance since the introduction of Tokkatsu". Being asked about the reasons of absence by a Japanese expert, a principal gave some reasons, but not very convincing. Absenteeism seemed common since early grades of schooling. It is a problem that none of the teaching staff question the reasons for absenteeism and pursue a solution.

#### 2.1.7 Equity

The issue of education equity may be analyzed by gender, regions and socioeconomic points of view. In Egypt, no gender difference is observed in the national averages of the enrollment rate, percentages of success in the end of primary education certificate examination and the basic education certificate examination. Female students stay longer in the education system than male students. There emerges a gender disparity when data is examined and aggregated by region/location of residence and

socioeconomic quantiles. However socioeconomic differences and region of residence have more impact on equity (Ersado & Gignoux, 2014)<sup>4</sup>. For example, out of school children is 3.1 % in urban areas, while it is 5.3% in rural areas. They occupy 10.6% of families of lowest wealth quintile, while it is only 1.1% of highest wealth quintile (UNICEF, 2014). The reasons not attending school include "Parents don't want" (24.6%: 38.6%), "Father wouldn't agree" (2.2% : 11.6%) and "Customs and traditions" (2.4% : 11.6%), all of which are cited significantly more by females. The respondents who answered "Customs and traditions" as the reason reach as high as 32.4% in Frontier Governorates but none in urban lower Egypt. The percentage of respondents who finished primary education by the age of 13 years is 91.6% in Lower Egypt but 79.6% for Upper Egypt and 76.6% for Frontier Governorates.

Asaad & Krafft (2015) used Egypt Labor Market Panel Survey (ELMPS) of 2012, a large scale panel data and grouped families into five wealth quintiles for in-depth analysis. According to their study, a least advantaged child is "from the poorest quintile, lives in rural Upper Egypt, and has a mother with less than an intermediate education." A most advantaged child is "from the richest quintile, lives in either Cairo or Alexandria and Suez Canal, and has a mother with higher education." The chances to complete basic education for a least and most advantaged males are 61% and 94% respectively. They are 57% and 100% for a least and a most advantaged female.

A substantial difference exists in educational opportunities by socioeconomic conditions and region of residence, but more important is equity in learning outcome. Ersado & Gignoux (2014) explored learning opportunities as well as learning equity using TIMSS 2007 data and national examination data. Their findings support the widespread perception of inequalities in Egypt: unequal chance to acquire good education among different socioeconomic and geographic groups.

The analysis of TIMSS 2007 Grade 8 mathematics data revealed that Egypt has a low mean and a high dispersion in learning achievements (inequality) and Egyptian girls outscore boys by 13 points. At least a quarter of achievement inequalities at the end of the preparatory stage can be attributed to "circumstances", the variables that are beyond the control of students. The region of residence accounted more than any other circumstance factors (4.5~11.2%)<sup>5</sup>, and the next most important was the parental education level. Gender was not associated with inequalities in TIMSS math achievement (Figure 25).

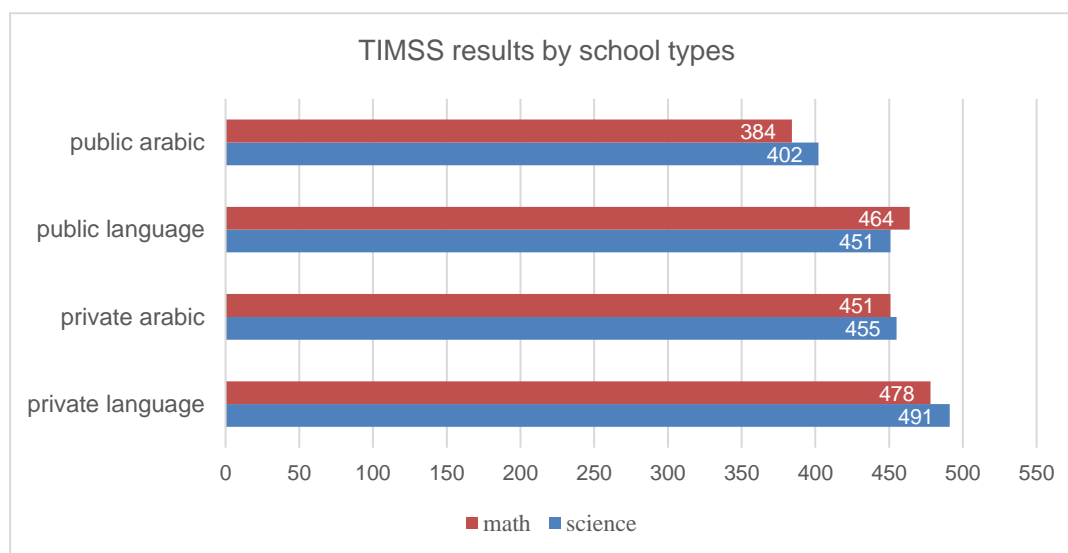
They further investigated inequality in achievements at national exams at primary, preparatory and secondary levels. The important finding is that a large amount of achievement inequality, about a quarter of achievement inequality is observed at the primary level. The achievement inequalities widen to 30% at the end of the preparatory level. Birth governorates explain 6% of the achievement gap at the preparatory level. Parental education level has a larger share in achievement at each level of education: 12% at primary, 16% at preparatory and 12% at secondary levels respectively. Wealth explains more than birth governorates but less than parental education attainments.

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<sup>4</sup> L. Ersado and J. Gignoux (2014) Egypt: Inequality of opportunity in education. World Bank.

<sup>5</sup> Effects by region varies by unit: by urban/rural (4.5%), by region (8.3%), by governorate (11.2%).

Ersado & Gignoux (2014) demonstrated that learning inequalities appear at early grades of basic education and are partially explained by the circumstance factors which are determined at the birth. As potential causes of these inequalities, they looked at the effects of school types, tutoring expenditures and secondary tracking system. The results indicated that tracking system reinforces learning gaps in early grades but no conclusive evidence was found about the effects of different school types (public Arabic, public language, and private schools). They concluded that household expenditure in private tutoring significantly contributes to achievement inequalities.



Source : Ersado and Gignoux, 2014, p30 Developed by the Study Team

**Figure 25: TIMSS results by school types**

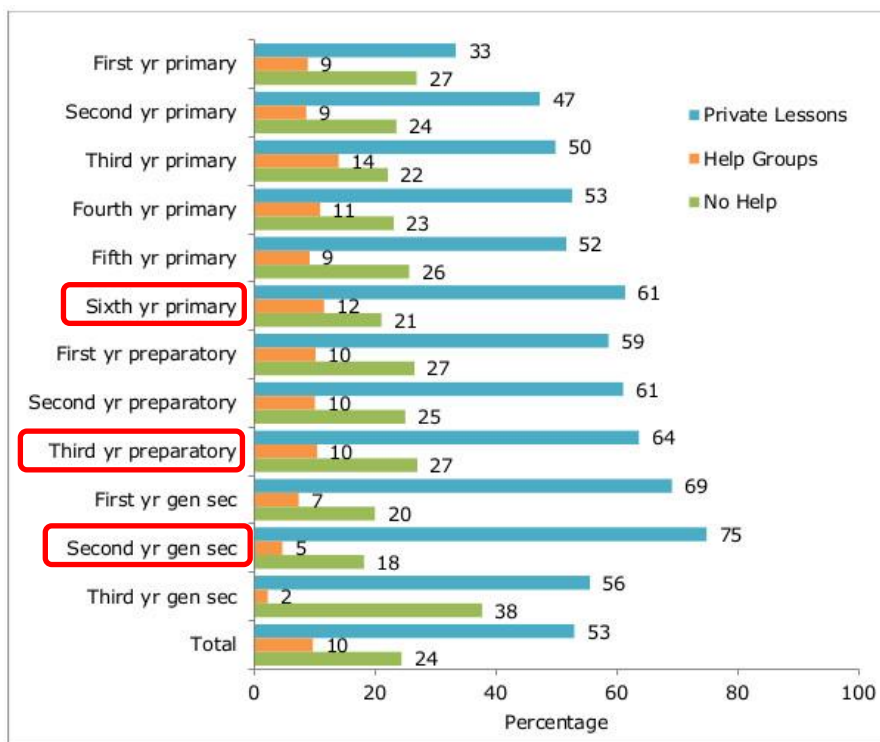
### 2.1.8 Issue of private tutoring

Esado & Gignoux (2014) suggest a need for further research on household expenditures in private tutoring outside schools. However, it is difficult to collect firsthand information from teachers because it is banned by law (Education Decree No. 592, 1998) that teachers teach privately outside schools. Instead, the Study team looked into a research by Assaad & Krafft (2015) using the nationally-representative Egypt Labor Market Panel Survey (ELMPS) 2012. This is the third round of a longitudinal survey with rich information on private tutoring.

(1) Percentages of private lessons, help group and no help by grade and education level

Figure 26 presents the percentages of students taking private lessons and help group. Help groups are not as common as private lessons, but they are offered after school in school premise and less expensive than private tutoring. 53% of current students in pre-university schools take private tutoring and 10 %

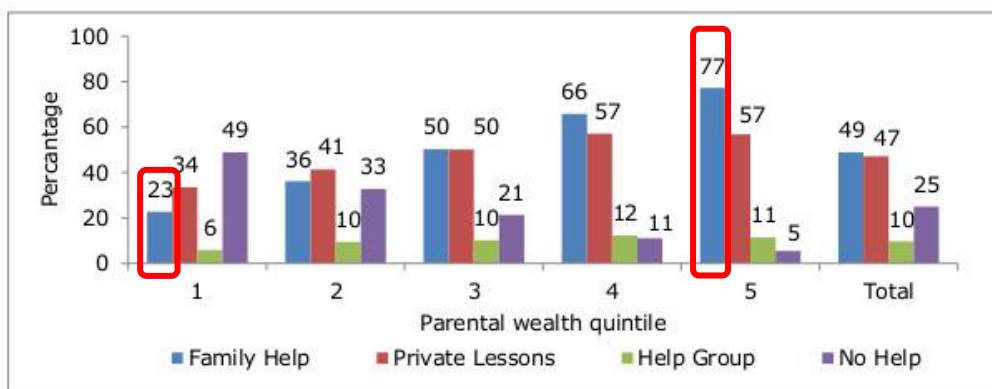
take help groups. Private tutoring is more common in years with high-stake government examinations: 6<sup>th</sup> year of primary, 3<sup>rd</sup> year of preparatory and 2<sup>nd</sup> year of secondary schools<sup>6</sup>.



Source : Assaad & Krafft, 2015, p18

**Figure 26: Percentage taking private lessons, help groups, no help by grade and level**

(2) Percentages of parental help, private tutoring and help groups by parent’s wealth quintile



Source : Assaad & Krafft, 2015, p21

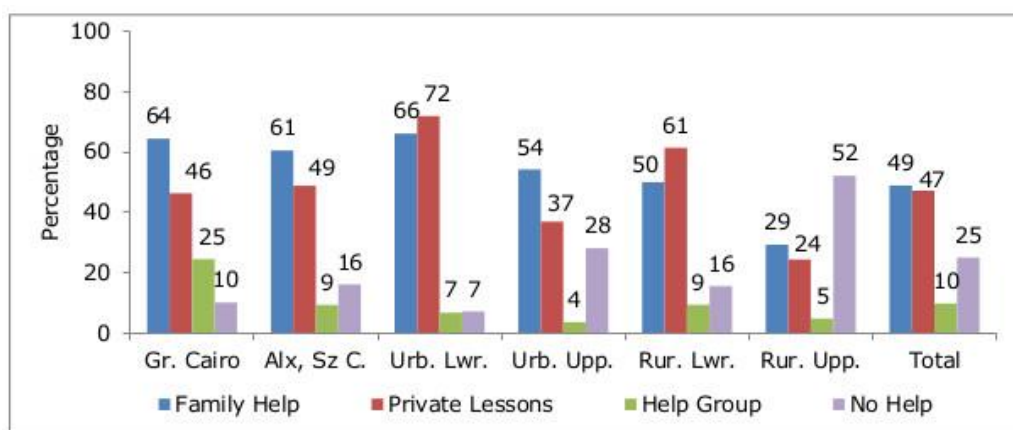
**Figure 27: Percentage with parental help, private tutoring and help groups by parent's wealth quintile**

<sup>6</sup> Examination for the secondary education certificate takes place in the second and the third year of secondary schools. The scores of two years are combined as the final score. The scores will decide which university and faculty a student can enter (See Tanaka, 2008 for more information). From 2013/2014, it was changed to use only one score in the third grade to lessen the burden (OECD, 2015).

More students take private lessons as their wealth quintile advances and the proportion of no help becomes overwhelmingly low. Students from group 1, the poorest quintile of households have a chance of 23% to receive family help compared with 77% for students from the group 5, the most advantaged quintile.

(3) Supplementary education by region

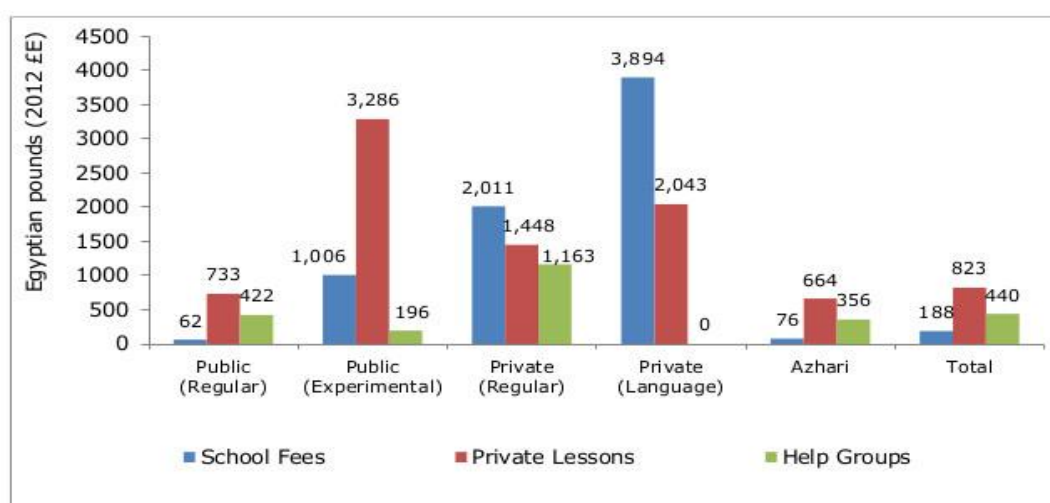
There are large and important disparities in access to supplementary education out of schools (Figure 28). More opportunities are available in Greater Cairo to receive help group, a relatively inexpensive supplementary education. On the other hand, in upper rural Egypt, students without any help exceed 50%. The chances for them to receive family help or private tutoring are the least among the six regions.



Source : Assaad & Krafft, 2015, p23

**Figure 28: Percentage of family help, private tutoring and help groups by region**

(4) Cost of school fee and out of school supplementary education by type of preparatory school

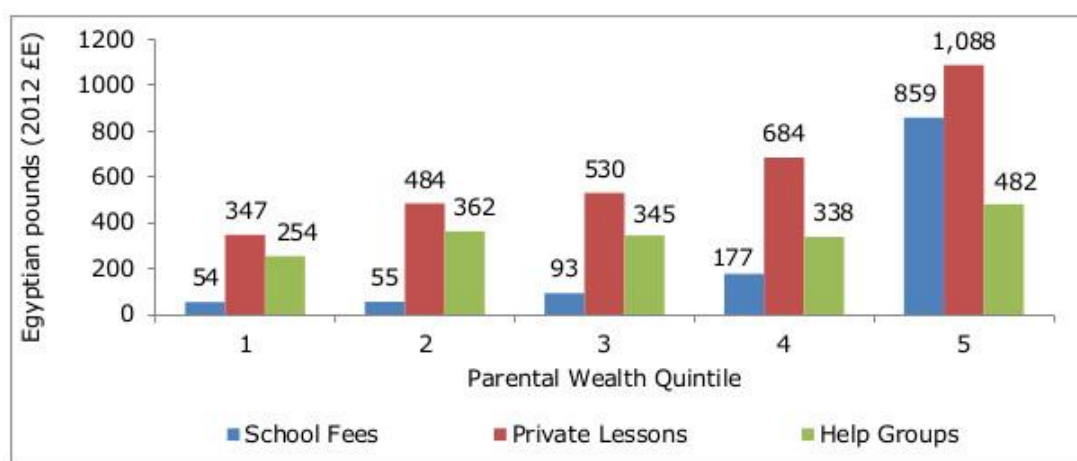


Source : Assaad & Krafft, 2015, p27

**Figure 29: Cost of school fee, private tutoring, and help group by preparatory school type**

Annual school fees and household expenditures on out of school supplementary education are shown by type of preparatory schools in Figure 29. It is misleading to look at the average because the number of private schools is very small. The difference of school fees is significant between public Arabic school and every other type of school except Azhari schools. Of language schools, private language schools are three and a half time expensive than public language schools in their school fees. Contrary, households spending on private tutoring is the highest for the group of public language schools (3,286 LE), which is more than four times of the group for public Arabic schools.

(5) Cost of school fee and out of school supplementary education by wealth quintile



Source : Assaad & Krafft, 2015, p28

**Figure 30: Cost of school fees, private tutoring and help group by wealth quintile**

The wealthier family spend more on school fees and on supplementary education. The difference of school fees is 1,600 percent between the most advantaged group 5 (859LE) and the least advantaged group 1 (54LE). The difference is 300 percent between the two wealth groups in the cost of private tutoring (Figure 30).

(6) The reasons to give private tutoring, the reasons to receive private tutoring

Most of the private tutors are in-service teachers. On average, a tutor teaches three subjects (Assaad & Klafft, 2015). The Study team learned from a source that the teachers of mathematics, science, English, and Arabic have more chances of private tutoring. A female, married teacher, an informant of the Study team did not do private tutoring because she could count on the income of her husband and she must take care of housework.

Hartmann (2008) reported a comment by a 2<sup>nd</sup> year female student of general secondary school: “If I stop going to school and just took private lessons that would be better.” (p57) When being asked about their motivation to take private lessons, the students interviewed in Hartmann's survey answered that

"The teachers at school don't explain well"(p56). Homework for private tutoring is more important than school homework because teachers don't expect them to do or they are not interested in seeing them (p57). Teaching and learning environment at schools may not be favorable for teachers to do their best, the students' trust in teachers and their teaching ability is remarkably low.

### 2.1.9 Gender situation

#### (1) Regulation of gender equality in law

The Constitution of Egypt assures that all children from 6 to 15 have rights to receive a free compulsory education (Ministry of Education, 2014). Furthermore, Law 139 of 1981 imposes parents to educate their children without any discrimination between boys and girls (Ministry of Education, 2014). From this, gender equality in education is secured under the law. In the Strategic Plan for Pre-University Education 2014-2030, gender equality is put in the center of its strategy raising the equality of educational opportunity and expansion of community school which targets girls and children in poor areas (Ministry of Education, 2014).

#### (2) Gender analysis of school enrollment

While the enrollment rate is 31.7% in pre-school education, it reaches 96.1% in primary and 94.8% in secondary school. Comparing boys and girls, the gender gap is almost nothing and the girls' enrollment rate is slightly higher than boys.

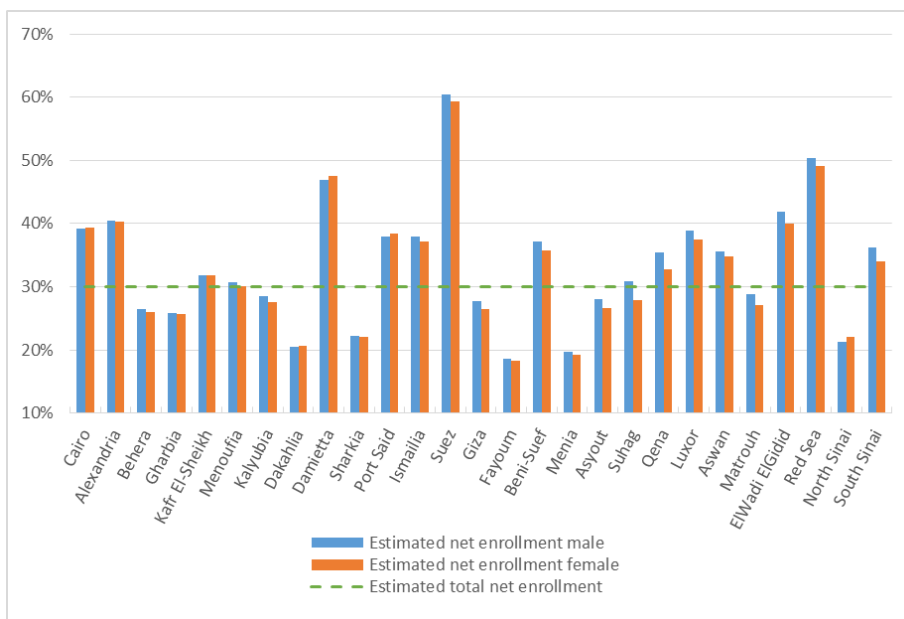
**Table 13: Enrollment rate in 2015/16 (Net enrollment)**

	Males	Females	Total
Pre-school	31.8% (28.0%)	31.7% (27.9%)	31.7% (28.0%)
Primary	95.5% (91.3%)	96.7% (93.5%)	96.1% (92.4%)
Secondary	93.3% (80.6%)	96.4% (86.4%)	94.8% (83.4%)

Source: CAPMAS & UNICEF (2017)

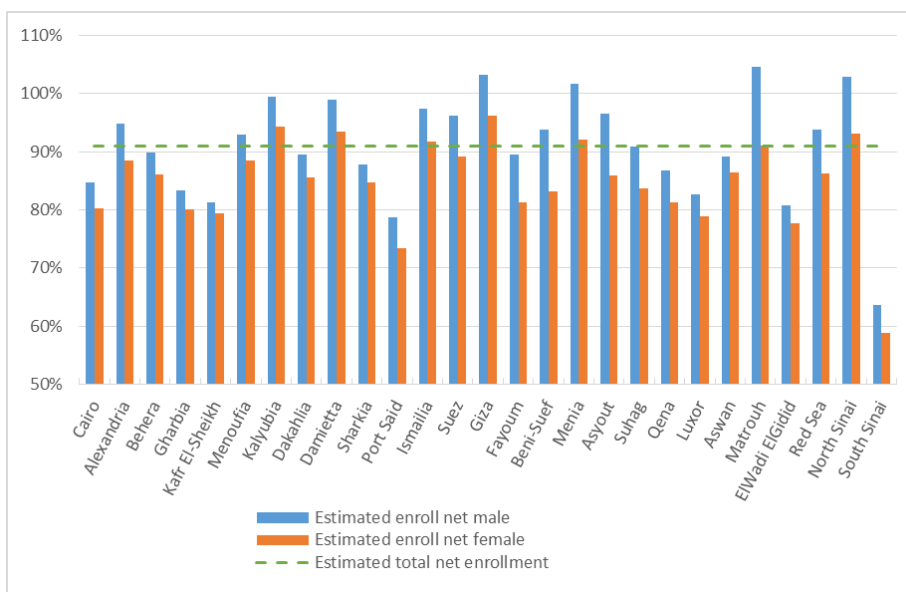
On the other hand, gender gaps are different among regions. Figure 31~33 show enrollment rate of 2012/13 in three educational stages by governorates. Although there are fewer gender gaps in the pre-school stage, there are more in primary and preparatory. The enrollment rate and the disparity of gender gap are different by the area.





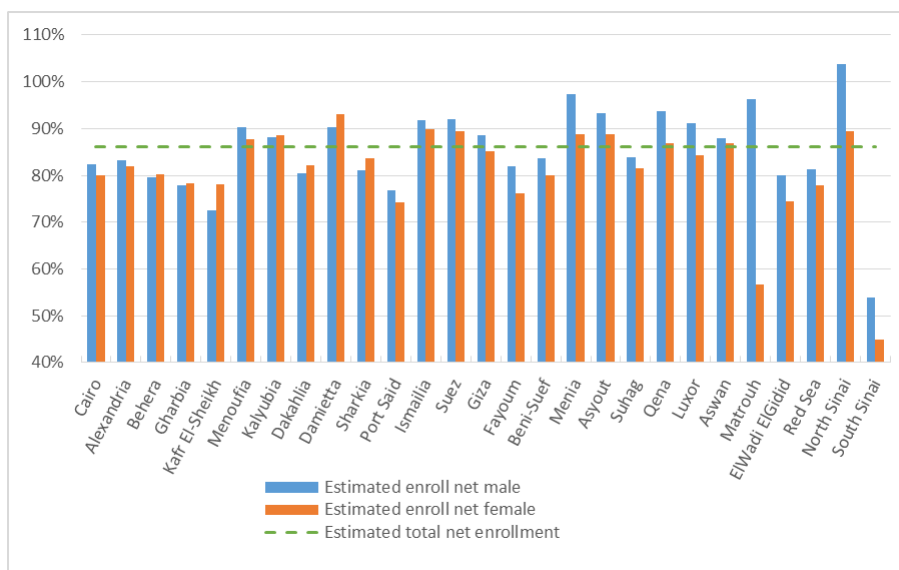
Source : Made by study team referring UNICEF (2014), Ministry of Education (2015), CAPMAS (2017)

**Figure 31: Enrollment rate in pre-school education**



Source : Made by study team referring UNICEF (2014), Ministry of Education (2015), CAPMAS (2017)

**Figure 32: Enrollment rate in primary stage**

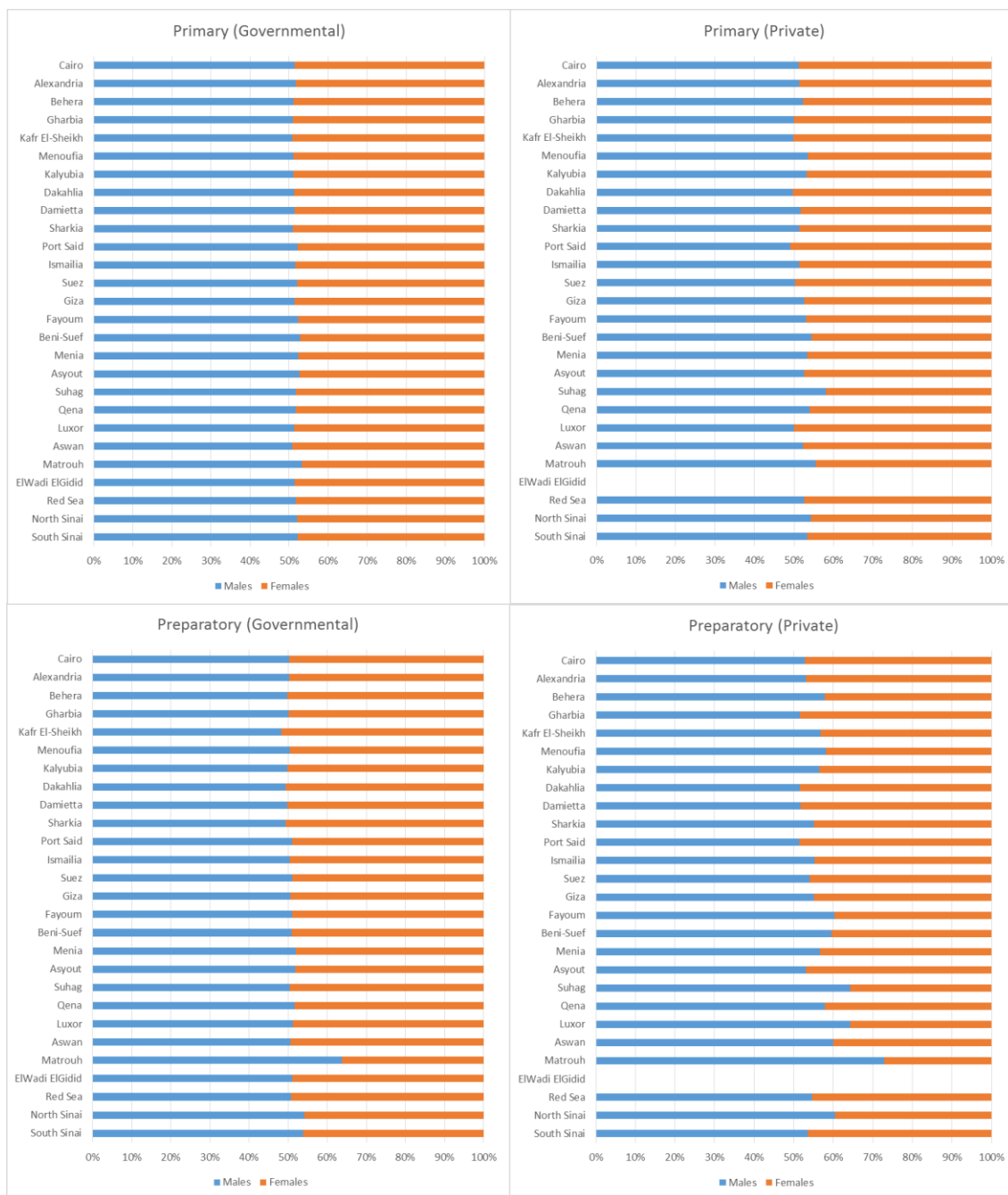


Source : Made by study team referring UNICEF (2014), Ministry of Education (2015), CAPMAS (2017)

**Figure 33: Enrollment rate in preparatory stage**

Beni-Suef, Menia, Asyout, Matrouh and North Sinai have more than 10% gender gap in enrollment rate in primary education. In preparatory stage, North Sinai marks more than 10%, Matrouh marks more than 40%.

Comparing the public and private schools enrollment number in the primary and preparatory stage, the clear gender gap appears in the private preparatory schools, marking 73:27 in Matrouh and 64:36 in Luxor. Regarding that the private school fee is much higher than public’s one, it is likely that male students are invested in their education higher than female students.



Source: Made by study team based on Ministry of Education (2015)

**Figure 34: Number of enrollment by gender in public/private primary and preparatory school**

On the other hand, it needs attention that male students’ dropout rate is higher than female. After 2011/12~2012/13, the rate of boy’s dropout tends to be higher than girl’s in primary education.

**Table 14: Number and rates of dropout by levels and gender**

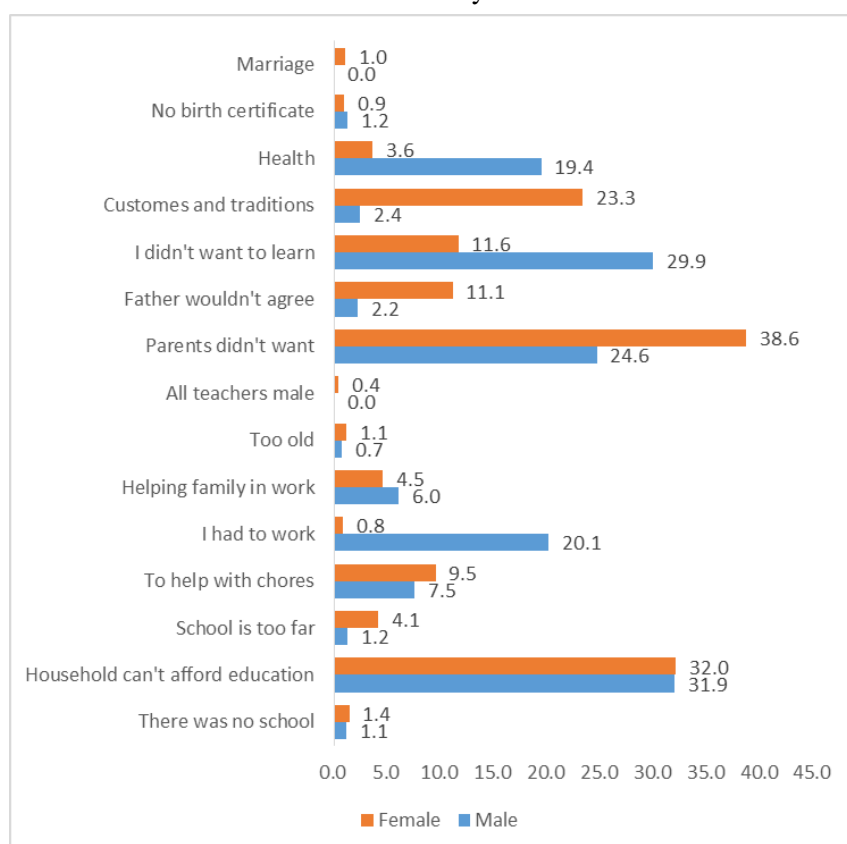
	2010/11- 2011/12	2011/12- 2012/13	2012/13- 2013/14	2013/14- 2014/15
Primary				
Total	26,093(0.3)	73,289(0.8)	53,238(0.6)	45,214(0.5)
Male	6,133(0.2)	45,521(1.0)	32,527(0.7)	27,068(0.6)
Female	19,960(0.5)	27,768(0.6)	20,711(0.5)	18,146(0.4)
Preparatory				
Total	161,195(6.0)	187,641(4.9)	173,967(4.5)	159,540(4.0)
Male	87,276(6.5)	94,589(4.9)	85,726(4.4)	77,412(3.9)
Female	73,919(5.6)	93,052(4.9)	89,241(4.6)	82,128(4.1)

Source: CAPMAS & UNICEF (2017)

Above all, although gender gap in basic education is going to narrow in Egypt as a whole, some areas still remain gender gap, particularly on girls' enrollment. Even in the family which is able to access basic education, the comparison between public schools and private schools results in that boys are tended to be invested more than girls.

### (3) Gender in barriers in entering schools

SYPE surveyed the reason of out-of-school. The survey result follows.



Source : SYPE (2014)

**Figure 35: Reasons reported for never attending school, youth aged 10-13, 2009 (%)**

This graph shows that the common barrier with boys and girls is that household cannot afford to invest in education, pointing 31.9% and 32.0% by each. Looking at other factors, the barriers vary by gender. The reasons among boys are: household cannot afford education (31.9%); I did not want to learn (29.9%), and parents did not want (24.6%). The reasons among girls are: parents did not want (38.6%); household cannot afford education (32.0%), and customs and tradition (23.3%). The factor which shows a big gap between genders in customs and tradition (20.9% more on girls), I had to work (19.3% more on boys), and I did not want to learn (18.3% more on boys). From these findings, the male cannot enter schools due to economic reason being expected to work, and female cannot enter schools because of the external factors such as customs and tradition despite that they are motivated to study.

Furthermore, reports by Sultana (2008) and Ministry of Education & NCERD (2014) analyze obstructive factors to girls' education in more detail as below.

- 1) Family environment
  - When they cannot afford education due to the poor, they prioritize their sons than daughters.
  - Children have to support household and farm work.
  - The family does not see the benefits of girls' education because the female labor opportunities are insufficient.
  - The family does not understand the importance of girl's education.
- 2) The contents of school education
  - School education does not provide necessary knowledge and skills for daily life, or there is less relevant between school education and daily life.
  - The relation between schools and communities is weak and they do not collaborate each other.
- 3) Security
  - There is no female-only bathroom in school.
  - Female students receive harassment by male teachers or students.
  - In the case of traditional communities, families do not make their daughters go to school far away from their community.
  - There is no appropriate transportation to schools.
- 4) Community culture and gender norm
  - Early marriage
  - They do not want girls to attend the class with boys.

Even though some factors above may be a barrier for boys, it seems that various factors are mixed and affect the access to girls' education.

#### (4) Gender issues in public school education

Gender analysis on entering school was illustrated in section (3). In this section, shifting the focus on after the enrollment, the school education in Egypt is analyzed from a gender viewpoint. In the field

study, study team interviewed local NGOs, which provide formal/informal education in Egypt, about gender issues in education in Egypt. Findings are divided into three categories below.

1) Gender issues in the Ministry level

- Gender sensitivity is not shared well within the Ministry. Even though officers were asked about gender, they would answer that “both men and women are friendly and working well each other” or “there are no gender issues”.

2) Gender issues in public school

- Bathroom: The number of the bathroom for women is less than that for men. Key of the bathroom is broken. Female students need to walk nearby crowded place with a risk like a canteen to get to the bathroom.
- Harassment: Male students harass female students in a crowded place like a canteen. There are no people who oversee the school after the class because teachers get home soon, then harassment happens easily. Secondary or high school students tend to be imposed the sexual violence more. However, female students are likely blamed saying that their how-to-dress and attitude are bad. Parents and teachers intervene their how-to-dress more as female students grow up.
- When children cannot bring their lunch from home, some female students cannot go outside to buy it while male students can.
- Male students are likely shyer than female students and cannot show their weakness or problems because of the stereotypes that boys should be strong.
- In coeducational school, some female students do not participate in physical education. Also, male students tend to be forced to play with active movement like soccer while female students tend to be forced to play calm activities.
- Women and girls are eager to learn and motivated. They are very interested in life skill, financial skill, and sports.
- It is important for female students that school is surrounded by tall fence or wall because they do not want to be seen by others when playing sports.

3) Gender issues among teachers

- Many teachers are conservative and have gender stereotypes. In the vocational training, they tend to think that boys should learn engineering or agriculture while girls should learn sawing machine and marketing.
- Only male teachers likely take part in school management and decision-making. Female teachers’ opinion is less likely reflected in school policy.
- Male students tend to go back home soon because they have private tutoring, but female teachers are less likely to engage in private tutoring – they do not need to work as private tutors because usually, breadwinner is their husband<sup>7</sup>.

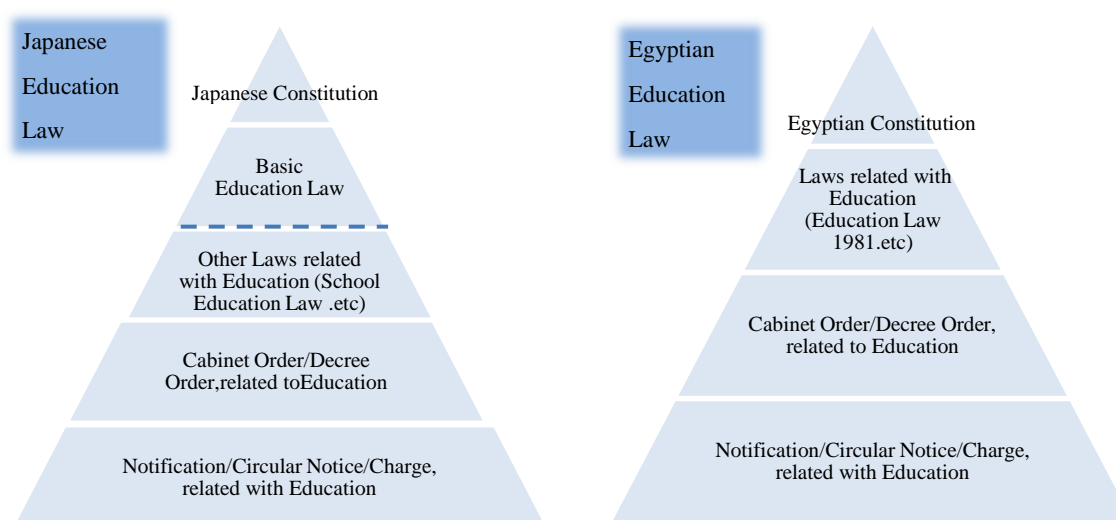
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<sup>7</sup> Hartman (2008) and Singerman (1995) analyze the reason why more male teacher do private tutoring than female teacher: 1) Female teachers, especially who have a family, need to use their time and labor in household activities; 2) In the case of young women, they are not socially allowed to stay outside in the afternoon or visit or invite students; and 3) Female teachers do not need additional income because they can gain economic support by their husband or family.

In conclusion, firstly the study found out that the barriers to entering school differ by genders. Boys' enrollment is affected by their families' economic situation, while girls' one is significantly affected by local customs and tradition. Also, the situation of enrollment and gender gap are different by areas. Furthermore, even if the enrollment issues are solved, gender issues exist within schools. Female students are more vulnerable due to security and harassment reason. The participation in the decision-making process is not equally shared by male and female teachers. Additionally, it can be critical issues that MOETE does not recognize or tackle with such gender issues.

## 2.2 Education policy

The written Education Law structure in Egypt is built with Constitution as the most authoritative in the structure, followed by laws related to education, cabinet order/decree order, and notification/circular notice/charge. In Japan, there has been a Basic Education Law, the equivalent of Constitution of Education. Then School Education Law, which aims to achieve the ideas declared in Constitution and Basic Education Law, is positioned below Basic Education Law. Japanese School Education Law sets the laws ranging from pre-school kindergarten to universities and post graduate studies, both of which are regarded as higher education (Article 1). On the other hand, Egyptian Education Law 1981 only sets laws for pre university education. Also, ministerial orders are issued from MOE, which is separated from Minister of Higher Education (See Figure 36).



Source: Developed by the Study Team based on Nakayama, Kawaguchi (2014, p37)

**Figure 36: Structure of Japanese and Egyptian Education Law**

### 2.2.1 Constitution

After the revolution in February 2011, the national consensus was gained through the national election for the constitutional amendment in March 2011. The new constitution has been authorized in 2012 by Muslim Brotherhood, gripping the political power at the time, and the President Mursi, endorsed by

Muslim Brotherhood. The new constitution has been in effect since 2013. However, due to the political turmoil, the cease of the 2012 Constitution was declared in July 2013. The 2014 constitution has been in effect since January 18<sup>th</sup>, 2014, after the national referendum for the constitutional amendment (Takemura, 2015).

Table 15 compares the 2014 constitution with 2012 and 1971, in terms of composition elements and numbers of articles. It can be seen that the composition elements of the 2014 constitution have close resemblance with the ones of 1971.

**Table 15: Comparison of three constitutions regarding composition elements and numbers of articles**

2014	2012	1971
1. The State(1-6)	1. The Basic Components of the State and Society (1-30)	1. The State(1-6)
2. The Basic Components of Society(7-50)		2. The Basic Components of Society(7-39)
3. Public Rights, Freedom, Duty (51-93)	2. Duty, Freedom(31-81)	3. Public Rights, Freedom, Duty (40-63 )
4. Rule of Law(94-100)		4. Rule of Law(64-76)
5. The Ruling System (101-221)	3. Public Authority (82-199)	5. The Ruling System(77-184)
	4. Independent Institution and Audit Institution (200-216)	
6.General and Transitional Provisions (222-247)	5. Conclusion, Transitional Provision(217-236)	6. General and Transitional Provisions(185-193)
		7. New Provision(194-211)

Source: Takemura (2015), p7.

The Basic Component of Society, which runs through Article 7 to 20, is divided into three categories: Social Basic Components (Article 7-26), Economic Basic Components (Article 27 -46), and Cultural Basic Components (Article 47-50). All articles related to education are categorized in Chapter 2 of the constitution, The Basic Components of Society. The only exception is Article 53 which defines the equality under the laws.



**Table 16: Articles Related to Education Under 2014 Constitution and corresponding educational law in Japan**

	Article	Provision	Articles corresponding to Japanese Constitution and Education Law
Chapter 2	Article 11	The place of women, motherhood, and childhood	Education Law Article 2
	Article 19	Education	Education Law Article 4
	Article 20	Technical education, professional training	
	Article 21	Academic independence	Constitution Article 23, Education Law Article 2, 7
	Article 22	Teachers	Education Law Article 9
	Article 23	Scientific research	Constitution Article 23、 Education Law Article 2
	Article 24	Arabic language, religious education, and national history	Education Law Article 2, 15
	Article 25	Illiteracy	Education Law Article 3
Chapter 3	Article 53	Equality in public rights and duties	Education Law Article 14

Source: [Developed by the Study Team, based on < www.constituteproject.org/constitution/Egypt\\_2014.pdf >](http://www.constituteproject.org/constitution/Egypt_2014.pdf)

The below are the English translation of the Article 19<sup>8</sup>, which defines education rights, and Article 22, which is strongly associated with this project, from the 2014 Constitution. The new constitution is seen as putting the strong emphasis on education as it mentions improvements of teachers (Article 22). Its emphasis on education is also can be seen in Article 19, stating the expansion of obligatory education to high school and its budget is no less than 4% of Egyptian GDP. Many 2014 Constitutional articles related to Education can be found on Education of Law of Japan (See Table 16).

### **Article 19: Education**

Every citizen has the right to education with the aim of building the Egyptian character, maintaining the national identity, planting the roots of scientific thinking, developing talents, promoting innovation and establishing civilizational and spiritual values and the concepts of citizenship, tolerance and non- discrimination. The state commits to uphold its aims in education curricula and methods and to provide education in accordance with global quality criteria.

<sup>8</sup> See Takemura (2015) for the translation of Article 19 into Japanese.

Education is obligatory until the end of the secondary stage or its equivalent. The state grants free education in different stages in state educational institutions as per the law.

The state commits to allocating a percentage of government spending that is no less than 4% of the GDP for education. It will gradually increase this until it reaches global rates.

The state oversees education to ensure that all public and private schools and institutes abide by its educational policies.

### **Article 22: Teachers**

Teachers and members of the teaching staff and their assistants are the main pillars of education. The state guarantees the development of their academic competencies and professional skills, and care for their financial and moral rights in order to ensure the quality of education and achieve its objectives.

## **2.2.2 Education Law**

Education Law No 139 of 1981 is to define and administer pre-University education and has been revised in 1988, 1994, 1999 and 2007. This law is regarded as an equivalent of Education Law in Japan. Articles and provisions related to EJS from 1981 Education Law No 139 of 1981 will be described in detail along with the comparison with Education Law in Japan.

Table 17 is the composition of Education Law No 139 of 1981.

**Table 17: Composition of Education Law No 139 of 1981**

<b>Chapter</b>	<b>Article</b>	<b>Provision</b>
Chapter 1	Article 1~ 14	Goals, General Ruling
Chapter 2	Article 15~21	Basic Education Stage
Chapter 3	Article 22~46	Secondary Education Stage
	Sub Chapter 1 <sup>9</sup> : 22—25	General Laws
	Sub Chapter 2 : 26—29	General Secondary Education
	Sub Chapter 3 : 30—37	Technical Secondary Education
Chapter 4	Article 38~46	The technical education 5 years system
Chapter 5	Article 47~53	Canceled by the 2007 Law
Chapter 6	Article 54~69	Private Education with Fee
Chapter 7	Article 70~89	Teaching Staff

Source: Developed by study team based on Education Law

<sup>9</sup> Based on the translated version of the Education Law 1981. It is provisional and some descriptions were unclear.

The below is the summary of “Chapter 1 Goals, General Ruling” and “Chapter 2: Basic Education” from the 1981 Education Law, which EJS must observe.

**Table 18: Education Law 1981, Chapter 1: Goals and General Principles**

	General Ruling	Contents	Note
Chapter 1	Article 1	To provide him with the suitable amount of values, theoretical & practical studies as well as the required qualifications that achieve his humanity, dignity, ability to prove himself, & participation efficiently in process & activities of production & services	Aim
	Article 2	A high council of Pre-University education is to be established headed by the ministry of Education who is charged with setting a vision for education, its plans & programs. The council shall include representatives of Education Fields, Universities, Al-Azhar, culture, planning, finance, production & services, working forces, and others who are considered with Education. The Decision of the Council Formation is to be issued, defining its specializations by the President of The republic upon the proposal of the ministry of Education.	High Council of Pre University education
	Article 3	Pre-University Education is a right for all citizens in the schools of the state For free, & students must not be asked to pay charges in return for their educational services.	Rights for education, free education.
	Article 3-2	Any extra services offered for the students can be charged, or insurance of tools & equipment or organizing pre-basic education necessary& these charges are to be decided upon by a decree from the ministry of education.	Charge is decree from the MoE
	Article 4	9 years for the necessary basic education. Three years for the Secondary stage (General and technical) 3. 5 years for the pressed Technical Education.	School system
	Article 5	Upon a decision from the ministry of Education after the approval of the high council of education, the duration of the educational year, the weekly lessons for each stage, subjects, distribution of lessons on classes, setting the syllabus, student number set for each class, Calendars, exams, grades, & exams' of certificate stages dates.	Domain of ministry of Education
	Article 5-2	The minister is also allowed- after discussions with governors & the approval of the high council of education- to add some subjects depending on the necessities of education progress or the local environment needs.	
	Article 6	Religion is an obligatory subject in all stages, & to pass the subject, the student shall obtain 50% at least of the total grade yet the subject grades are not to be included in the total Sum of the student's grades.	Education in Religion
	Article 6-2	The ministry of Education organizes periodical competitions for students who memorize the Holy Quraan and praise the excellent ones with rewards and motives according to the system set by the high council of education.	

Article 7	The ministry of Education is to decide –after discussion with governors- the dates of starting and ending the educational year. The governor is allowed to increase the maximum range of students' number at class in the governorate classes at all stages in case of necessity to do so but with a ceiling of 10% of the settled number of the ministry.	Dates of school year, number of students in a class, limit of students in a class at technical school
Article 7-2	In technical schools, the lab classes, technical drawing, & typing classes shall not increase 20 students.	
Article 8	The ministry of Education – after discussion with the concerned governor- can decide the establishment of kindergarten schools following or attached to official schools, and its characteristics- location, building, capacity, services, preparations, health conditions, education system, syllabus, plans, acceptance conditions, supervision units, teaching & salaries- are to be set by the minister.	Kindergarten
Article 9	The minister – after the approval of the high council of education- decides the establishment of experimental schools & sets the conditions of acceptance, regulations & exams at such schools.	
Article 9-2	These experimental schools are considered as a field of educational experiments as a gradual step to generalize & spread it. Also, the minister can issue the establishment of schools for excellent students aiming to develop their mentalities and skills, as well as special socialization schools for disabled students according to their needs & capacities.	Rule and aim for experimental school
Article 9-3	The decision of these mentioned schools establishment shall include the conditions of acceptance, educational plans, exams system & others.	
Article 10	The minister of educations sets the conditions for acceptance for all educational stages yet the acceptance at basic stages shall depend on the age of the student at October of each year. But acceptance at secondary stage takes pace upon the evaluation of the students regarding their age & total grade at the governorate level.	Condition for acceptance
Article 11	While considering the rulings of the private law of the local governance system, central pre-university educational units are to be responsible for setting general policies for education & missions of planning, evaluation, & follow ups.	Responsibility and Domain
Article 11-2	The governorates are responsible for the execution process and local follow up (supervision) as well as establishing, preparing, & administrating the schools entitled by the governorate according to the national plan of education necessity and in the frame of the budget set.	for Central MoE and governorate

	Article 11-3	The governorate is allowed to benefit from the self-efforts of its citizens in the execution of the local educational plan according to a system set by a governor decision after the approval of the minister of education. This system may include the establishment of a local financial box with self-efforts.	
	Article 12	At the level of each school, Educational Idara, & the republic, a council is to be formed and named "The board of trustees, parents & teachers". Also at all the previous levels, it is allowed to form councils for students unions that require a decree from the ministry of education to set its formation and functions.	School Council
	Article 13	This Article was canceled by article 4 in law number 155 for the year 2007.	
	Article 14	Considering what has been mentioned regarding the special decisions in this law, The minister sets- after the approval of the high council of education- the necessary conditions for acceptance at all stages, exam systems, success & failure rules, motives for students, punishment system and cases of exam cancellation, re-acceptance system which requires the imposition of charge estimated by the minister of education.	Exam System

Source: Education Law 1981

In the article of 1981 Education Law, Article 3 in Chapter 1 clearly describes as follows: Pre-University Education is a right for all citizens in the schools of the state For free, & students must not be asked to pay charges in return for their educational services. However, like in Japan, fees are charged for additional services (Article 3-2). Article 4 states that the school system is to set up and to maintain 9 years for the necessary basic education and three years for the Secondary stage. School planning is responsibility for central pre-university educational units and governorates are responsible for the execution process and local follow up. Article 9 allows establishing language experimental schools. For language experimental school, the detail has been determined by the 2014 ministerial order No.285.

**Table 19: Education Law 1981, Chapter 2: Basic Education Stage**

	Basic Education	Contents	Note
Chapter 2	Article 15	The basic education is a right for all Egyptian kids who reach the age of 6 & the state is obliged to provide it for all of them as well as the parents are obliged to execute it for 9 educational years, governors are responsible for setting decisions to regulate & execute this obligation on parents on the governorate level & they are also entitled to make decisions required to distribute the students on the basic education schools inside the governorate and in case of lack of places the governor may decrease the age to 5 years & half with the condition of not breaching the intensity set for each class.	Age for admission, obligatory education

	Article 16	The basic education aims to develop the students' skills & abilities to satisfy their tendencies, providing them with the necessary amount of values, behaviors, knowledge and practical skills that suit with their different environments which then would allow the student who accomplished the basic education stage to proceed to the next stage or to face life after a concentrated professional training, all of that in order to qualify the individual to be a productive citizen at home and for his society.	Aim for basic education: Ideal children
	Article 17	The regulation of education at the basic education stage to achieve the following aims:	Contents and methods to achieve objects of basic education
		1. Emphasizing on the importance of religion and national socialization with the focus on behaviors & sports through the different ages.	
		2. Emphasize the relation between education and productive work.	
		3. Enriching the linkage with the environment through diversifying the practical & professional fields with what suits the conditions of the local environment & development necessities.	
		4. The achievement of integration between the theoretical & practical fields in the syllabus of different subjects, & their plans.	
		5. Connecting education with youths' life and the realities surrounding them in a way that emphasizes the linkage between studying & its applications outside class. Also, the social & economic activities shall be from the primary sources of these syllabuses, knowledge & research in the different topics.	
	Article 18	An exam is to take place on two stages at the level of the governorate in the end of the basic education stage. & the successors shall have a certificate of the stage accomplishment, & according to this exam system a decision is to be issued by the minister of education after the approval of the high council of education. All those who accomplished the primary stage with technical tendencies are allowed to continue the obligation period of basic education through the enrolment in technical training centers or schools or technical preparatory classes according to the system set by the minister of education in agreement with the specialized organs. Graduates of these centers or schools or classes from the educational Idara are to be given a certificate in basic technical education.	Final Exam
	Article 18-2	The certificate holders are allowed to enroll in technical or agricultural secondary schools, according to the rules that are set by the minister of education after the approval of the high council of pre-university education.	

	Article 19	If the Student doesn't enroll at school on the specific time or if he doesn't follow on the absence sheet with no crucial excuse for 10 successive days or discrete 10 days, The School manager must send a warning to his parents in a letter that should be signed by the parent & in case of the parents' absence, the letter is to be submitted to the mayor or the police station or the center to submit it to the parents, but in case the parents don't appear in one week after sending the letter or the student started to re-disappear from school again without real excuses then his parents are to be considered breaching the laws and they shall be punished according to article number 21 of this law.	Non-enrollment and absence
	Article 20	The basic education school supervisors & those who are entitled by the governor from the supervision unit are to have the description of a judicial officer in executing the obligation decision.	Supervision
	Article 21	Parents are to be punished by an amount of money 10 Egyptian pounds in case their student is absent from school without accepted excuse in a week of receiving the letter mentioned in article 19 of this law.	Punishment for infraction
	Article 21-2	In case of repetition of the infraction, the punishment is to be repeated after the warning of the parents.	

Source: Education Law 1981

Chapter 2 of the Education Law 1981 determines school education at basic education stage. Chapter 15 specifies that the basic education is a right for all Egyptian kids who reach the age of 6 & the state is obliged to provide it for all of them as well as the parents are obliged to execute. Article 16 describes The basic education aims to develop the students' skills & abilities to satisfy their tendencies, providing them with the necessary amount of values, behaviors, knowledge and practical skills that suit with their different environments. In addition, Chapter 2 includes the regulation of education at the basic education stage (Article 17), thorough schooling and punishment ignorant parents (Article 19-21) and certification for basic education stage (Article 18).

The composition of School Education Law in Japan is as follows. The general rule in Chapter 1 determines the area of “school”, who established schools, free obligatory education, teacher configuration and qualification, notification of private school principal, prohibition of physical punishment, and execution of health checkup.

Chapter 2, obligatory education, shows the definition of those who are responsible for children to have an education (Article 16), a period of obligatory education (Article 17), help for schooling (Article 19), and goals for obligatory education (Article 21). From Chapter 3 to 11, objects, goal, period, age and process are roughly shown. Details for administration are based on Enforcement Law for School Education Law (ministerial order) and Enforcement Rule for School Education Law (ministerial order).

**Table 20: Composition of School Education Law in Japan**

Chapter	Article	Contents
Chapter 1	Article 1~15	General Rule
Chapter 2	Article 16~21	Obligatory Education
Chapter 3	Article 22~28	Kindergarten
Chapter 4	Article 29~44	Elementary School
Chapter 5	Article 45~49	Junior High School
Chapter 6	Article 50~62	High School
Chapter 7	Article 63~71	Secondary School
Chapter 8	Article 72~82	Special Needs Education
Chapter 9	Article 83~114	University
Chapter 10	Article 115~123	Higher Professional School
Chapter 11	Article 124~133	Advanced Vocational School
Chapter 12	Article 134~142	Miscellaneous
Chapter 13	Article 143~146	Punishment

Source: School Education Law

The Education Law of 1981, which is an Egyptian fundamental education law, clearly defines two of three principles of public education, free and obligation (another one is neutral). Also, it clearly defines the responsibilities of the state (minister of education and technical education) and local government (province) to establish and administer schools. Detailed decree orders have been utilized to operate education laws are also similarities with Japanese Education system.

### 2.2.3 Child Law

Child Law has been established in 1996 and revised in 2008. It defines a child as “age under 18) in Chapter 1 General Article 2. Also, Chapter 4 Child Education Chapter 1 Article 53 states that every stage in education aims the following aims:

- (1) The development of the children’s personality, talents, and mental and physical abilities to their fullest potential taking into consideration that the educational programs conform to the child's dignity, enhance his feelings of self-worth, prepare him to participate in society and assume his responsibilities.
- (2) The development of respect for the general rights and freedoms of human beings.
- (3) The development of respect for the child’s parents, his cultural identity, his language, and his religious and national values.
- (4) The development of the child’s sense of belonging and loyalty to his country, promote brotherhood, tolerance among human beings, and the respect of others.
- (5) The consolidation of values of equality and non-discrimination among individuals on the basis of religion, sex, ethnicity, race, social origin, disability, or any other forms of discrimination.



- (6) The development of respect for the natural environment and its preservation.
- (7) The preparation of the child for responsible life in a united civil society where rights' awareness is concomitant with the commitment to duties.

#### **2.2.4 Sustainable Development Strategy: Egypt's Vision 2030**

Sustainable developing strategy: Egypt 2030 set indicator and Key Performance Indicators (KPIs) in three areas, economy, society and environment, with 10 different dimensions. "Education and Training" is positioned in an area of society and the following strategic vision is presented.

A high-quality education and training system should be available to all, without discrimination, within an efficient, just, sustainable, and flexible institutional framework. It should provide the necessary skills to students and trainees to think creatively and empower them technically and technologically. It should contribute to the development of a proud, creative, responsible, and competitive citizen who accepts diversity and differences and is proud of his country's history, and who is eager to build its future and able to compete with regional and international entities.

Current values have been determined and target values for the years 2020 and 2030 have been set for the chosen KPIs (Key Performance Indicators) to provide access to all students without any kind of discrimination.

**Table 21: Basic Strategy for Education in Sustainable Development Strategy: Egypt's Vision 2030**

	<b>Indicator</b>	<b>Current Status</b>	<b>2020 Target</b>	<b>2030 Target</b>
1	Percentage of accredited pre-university educational institutions	4.6%	20%	60%
2	Illiteracy rate (15-35 years old)	28%	7%	
3	Egypt's rank in primary education quality index	141/144	≤80	≤30
4	Egypt's rank in TIMSS test results	Math 38/48 Science 41/48 <sup>10</sup>	30	20
5	Egypt's rank in PIRLS <sup>11</sup> studies	Did not Participate	To be determined later after ratification by Ministry of Education and setting objectives	
6	Percentage of school drop-out under 18 years old	6%	2%	1%
7	Average number of students per classroom (student/classroom)	42	38	35
8	Number of equipped schools for talented and outstanding students	Sports 65 Academic 3	Sports 70 Academic 5	Sports 75 Academic 12
9	Public spending on pre-university education per student	340 USD	Targets are set in consistency with an economic pillar.	
10	Percent pre-school enrollment rate	31.3%	47%	80%
11	Share of spending on pre-university education in GDP	3%	5%	8%

Source: MPMAR, Sustainable Development Strategy: Egypt's Vision 2030

<sup>10</sup> Result of TIMSS2007. In the latest TIMSS2015; Math 34<sup>th</sup>, Science 38<sup>th</sup>.

<sup>11</sup> Progress in International Reading Literacy Study conducted by International Association for Evaluation of Educational Achievement (IEA).

## 2.2.5 Strategic Plan for Pre-University Education 2014-2030

It is a policy document developed by Ministry of Education, describing goals and issues of the basic education sector for 2014 to 2030 to deal with social, economic and cultural needs and to maintain an identity as an Egyptian. Long and immediate goals are described as below.

The essence of Ministry of Education (MoE) vision revolves around the provision of human resources, enjoying an increasing capacity and efficiency as well as the highest degree of quality and professional ethics, aiming at building learning –based society and knowledge-based economy. To this end, the Ministry upholds a mission of leading, managing and developing the pre- university education sector to respond to the social, economic and cultural needs of the Egyptian society. The mission further seeks to maintain the national identity, inseparable from global approaches. Hence, the long-term goal for the sector is the holistic development of young people, instilling the principles and values of citizenship, tolerance, renunciation of violence, freedom, and justice, taking in consideration related rights and obligations in addition to the sense of responsibility towards the nation and fellow citizens.

The immediate goal is to underscore the commitment of ensuring every child’s right to equally receive quality educational service in accordance with international standards, allowing every child to contribute effectively to the social and economic development of the country, and compete regionally and globally.

## 2.3 Finance, education budget, and request procedure

### 2.3.1 Education budget in 2017 FY

The following table shows the education budgets for the fiscal year 2015 and 2016. Also, the budget plan for coming the fiscal year 2017 is listed.

**Table 22: Changes of budget for basic education (Unit: EGP)**

Basic education	2015	2016	2017	2015/2018
	2016	2017	2018 (Draft)	ratio
Land acquisition	1,600,000,000	1,700,000,000	1,650,000,000	-
Year-on-year ratio	-	106.3%	97.1%	103.1%
Construction & repair of school	1,800,000,000	2,000,000,000	3,000,000,000	-
Year-on-year ratio	-	111.1%	150.0%	166.7%
Equipment	850,000,000	935,000,000	1,000,000,000	-
Year-on-year ratio	-	110.0%	107.0%	117.6%
Operation and maintenance	2,800,000,000	3,029,000,000	5,250,000,000	-
Year-on-year ratio	-	108.2%	173.3%	187.5%
Human resource	42,000,000,000	44,095,000,000	55,000,000,000	-
Year-on-year ratio	-	105.0%	124.7%	131.0%
Training for teachers & staffs	27,300,000	30,000,000	35,850,000	-

Year-on-year ratio	-	109.9%	119.5%	131.3%
Administration	800,000,000	925,000,000	1,038,000,000	-
Year-on-year ratio	-	115.6%	112.2%	129.8%
Other (if any)	19,000,000	25,000,000	30,000,000	-
Year-on-year ratio	-	131.6%	120.0%	157.9%
Total	49,896,300,000	52,739,000,000	67,003,850,000	

Source: MOE

The budget plan for the fiscal year 2017/2018 has just submitted to Ministry of Finance and Ministry of Planning for assessing and has not fixed yet (as of 1<sup>st</sup> of June, 2017). However, the requested budget for 2017/2018 is bigger in terms of both year-on-year ratio and each accounting item is bigger than previous years. Especially, the biggest accounting item in terms of year-on-year ratio is “Operation and Maintenance” which accounted for 73% increase (year-on-year ratio), and “Construction & repair of school” follows (50% increase).

Even though the constitution of Egypt states that the nation shall guarantee to allocate educational budget 4% of GDP ratio, it shows descending tendency since the year 2005 until 2008 and was 4.8%, 4.0%, 4.0%, 3.7% and 3.7% respectively. The situation after 2009 until 2017 is unknown. However, it is lower than 4% according to MOETE’s general beliefs.

Equipment for a new fiscal year (2017/2018) is only 7% increase from the previous year. It is assumed that the equipment cost shown in the table is based on the conventional low-quality equipment and does not reflect the equipment cost estimated by the specialist in the Study team. In addition, expenses related to school construction under the jurisdiction of GAEB are not included.

The preparation of the EJS budget plan is described in Chapter 4

### 2.3.2 Procedure of establishing draft budget and its request

The organization responsible for budget management and application procedures at the Ministry of Education is the "Budget and Investment Plan".

The assessment of the education related budget application is not conducted by the Ministry of Finance in a centralized manner, but the Ministry of Finance has jurisdiction over expenditure on intangible assets (including consumable items), and for tangible assets such as school buildings and facilities are the jurisdiction of the MOP. Also, within the Ministry of Education, the head office does not centralize management of the budget, but sometimes entrusts subsidiary organizations to apply for budget and management. For example, GAEB is in charge of construction of school buildings and facilities, and its budget application is also done independently without going through the Ministry of Education. In Mudirrya, an annual budget for general expenditure such as operating expenses is applied directly to the Ministry of Finance, and budget applications related to education-related projects etc. other than

recurrent budget are requested to Ministry of Education. Meanwhile, all educational institutions such as schools apply for a budget to the MOETE.

### 2.3.3 Budget management

Division of Budget and Investment Plan of MOETE has adopted the international accounting standard since the fiscal year 2017 and itemize according to the following 8 categories thereof.

- ① Salary (bonus, incentives)
- ② Procurement of services/consumables (goods to be consumed within a year)
- ③ Repayment of loan interest
- ④ Subsidy for workers
- ⑤ Others
- ⑥ Procurement of tangible assets other than consumables
- ⑦ Purchase of CERT and holdings
- ⑧ Repayment of principal

New fiscal year budget is requested by each subsidiary agents independently to MOF, MOETE, and MOP and will be allocated directly by MOF.

The fiscal year's budget for the Ministry of Education is said to be allocated from the Ministry of Finance after each affiliated organization has applied to the Ministry of Finance, Ministry of Education and Ministry of Planning respectively. Education related institutions (total of 35 institutions including ⑦ Mudiryayas at each 27 governorates) apply for a budget to the MOP, respectively, and receive approval from the MOP be allocated by the MOF). The institution is as follows.

- ① MOETE (jurisdiction from kindergarten to senior high school)
- ② GAEB (Educational Institution Bureau)
- ③ Educational Administration Training Bureau (CDELD)
- ④ Center for developing test questions
- ⑤ Adult Education
- ⑥ Educational Fund
- ⑦ Other Mudiryya at each 27 governorate
- ⑧ Other 2 institutions

According to this accounting categories, salaries of officials of MOETE seem to be applying budget after the calculation within the ministry, but preparation and assessment of the actual budget plan of salaries for the whole official are done within the Ministry of Finance, The governorate is only managing salaries paid by the Ministry of Finance.

Regarding the accounting items other than salary, the MOETE applies for a budget to the MOF, and the administrative budget decided through the approval of the Diet is managed within the ministry for each item of ② to ⑧ above.

Following the inter-ministerial procedures of the Ministry of Education and Ministry of Finance, the procedure to apply the new fiscal year budget will be attached as a reference to the flow at the end of the document until the Diet approval is finally obtained (Appendix 2).

## (2) Application and assessment of educational budget in the Ministry of Planning

Social / Life Sector is in charge of education in the MOP, among which it is divided into three divisions: Education, Population / Labor force and Service and Education division mainly handle educational projects.

The period required for budget assessment/approval procedure (from receiving the application by MOP to the approval of the Diet) concerned by the MOP is almost 8 months. First, in December, budget proposals classified as public investment from each ministry including the MOETE will be submitted to the Department of Internal Affairs Department (General Department). It takes a few months to review the contents of the application and then forwarded to the Social and Life Department for additional review in March of the following year. Approval from the MOP will be given in April. At this stage, the budget is balanced between the MOF and the whole national budget settles. This total budget plan will be submitted to Cabinet for approval. The draft budget will finally be transferred to the National Assembly for final approval and then, the budget for the new fiscal year will be officially decided from June to July.

Regarding the application of construction fee to be handled by the MOP is somewhat special in Egypt. The first draft budget is submitted virtually by 27 each Governorate nationwide independently. This procedure is not official but direct negotiation has been conducted as a customary practice. Therefore, the political power of each Governorate greatly contributes to budget acquisition for the number of school construction to own Governorate.

## (3) Project budget request and ordinance of ministerial decree

When a large budget is required for a new project like the EJS project, hearings were conducted at the MOP as to whether there was any provision in the issuing ministerial decree and the scale of budget. As a result, there is no relation in the amount of money and issuing decree. The decision of issuing decree will differ depending on the Ministry, whether or not the minister will judge whether the budget acquisition will be carried smoothly by the issuance of the ministerial decree.

## 2.4 Assistance from other development partners in the Basic Education Sector

### 2.4.1 The past assistance

This section illustrates donor assistances in the education sector in Egypt conducted in past 10 years. Egypt has received many assistance programs from several donors. Among them, programs of World Bank (WB), United States Agency for International Development (USAID), and European Union (EU) which are similar to EJS project are picked up and their overview and outcome are described.

#### (1) World Bank (WB)

##### ① Overview of the program

**Table 23: Overview of Early Childhood Education Enhancement Project**

Program title	Early Childhood Education Enhancement Project
Implementation Period	2004-2010 (70 months)
Implementation authority	MOETE
Budget	20 mil USD
Main activity	Establishment of new KG, renovation of existing KG, development of KG curricula, capacity building of doctorate, NGO, and MOETE

Source: WB (2014), developed by the Study team

The program purpose was to increase access to pre-school education of aged 4-5-year-old children, especially children marginalized and to provide teaching materials to KG classes. Expected outcomes are to increase access to KG, to improve quality education, and to build the capacity of MOE and other related institutions. To achieve these, the establishment of new KG, renovation of existing KG, development of KG curricula, and training to related staffs were implemented.

##### ② Outcome

The increase of access:

1,324 KG in total were established or renovated. The number of children enrolled in supported KG1 and KG2 classes increased by 35,823, which is 6 times larger than the initially expected target.

Improvement of quality education:

74% of targeted KG engaged in play-based activities and children's readiness improved in all KG. Additionally, with/without evaluation clarified that children enrolled in KG showed better grade in the first year of primary school and teachers observed better performance than other children.

Capacity development:

The program developed national standard and teaching manual for KG education and utilized for teachers, supervisors, parents, and communities. Moreover, teachers' competition system was established and follow-up and monitoring activities were introduced to KG. These new activities

contributed to the sustainability. In-service training was introduced to 937 supervisors, 1,474 principal and deputy principal, 24,724 teachers, 21,269 community trainees and 10,189 community trainers. Additionally, 11,668 new teachers were hired during 2006/7-2012/13.

The program made achievements three components shown above. On the other hand, program cost reached 174% of initially planned budget and the implementation period extended for 3.5 years. The reasons for this delay were a lack of fund, lack of coordination between MOETE and the Ministry of Insurance and Social Affairs (MISA, currently the Ministry of Social Affairs), and frequent change of minister. This program delay affected price escalation, and as a result, the cost increased.

## (2) United States Agency for International Development (USAID)

USAID has implemented many education programs in Egypt as the following table shows.

**Table 24: Implemented program by USAID**

Program title	Duration
Girls' Improved Learning Outcomes (GILO)	February 2008-April 2011
Technology for Improved Learning Outcomes (TILO)	September 2007-September 2011
Educational Reform Program EQUIP1 (ERP1)	June 2004-September 2010
Educational Reform Program EQUIP2 (ERP2)	April 2004-March 2009
School Team Excellence Awards Program (STEAP)	September 2005-August 2009
New Schools Program (NSP)	January 2000-July 2009
Education Support Program (ESP)	October 2011-February 2015
Science, Technology, Engineering and Mathematics (STEM) school project 1	September 2011-March 2012
Science, Technology, Engineering and Mathematics (STEM) school project 2	August 2012-August 2017

Source: USAID (2010), USAID (2015) and USAID (2017, August 14), developed by the Study team

Among those, ERP1, ERP2, and ESP which are similar with EJS are described below.

### 1) Education Policy Reform (EPR1 and EPR2) (2004-2010, 2004-2009)

#### ① Overview

**Table 25: Overview of EPR1 and EPR2**

Program title	Education Reform Program (ERP1) / Education Quality Improvement Program1 (EQUIP 1)
Duration	2004-2010(70 months)
Implementation authority	MOETE
Budget	76.8 mil USD



Main activities	Effective school, adult literacy, training of teaching methodology, girls' scholarship, etc.
Program title	Education Reform Program (ERP2) / Education Quality Improvement Program2 (EQUIP 2)
Duration	2004-2009(60 months)
Implementation authority	MOETE
Budget	50 mil USD
Main activities	Support for formulating National Strategy, the establishment of PAT, development of evaluation tools, etc.

Source: USAID (2010) and EQUIP web page

EPR1 and EPR2 were conducted under the EQUIP initiative which USAID implemented all over the world. EPR1 was a school-based program which target was to improve quality education, while EPR2 targeted policy reform.

EPR1 offered adult literacy, training of new education methods such as active learning, capacity building for MOE and other related authority, girls' scholarship, and small funds to NGOs and civil society which engaged in school support. From 2009, activities of ERP2 were incorporated into ERP1. ERP2 focused on establishing a foundation of policy reform and institutional capacity building for the replicable reform.

## ② Outcome

### ERP1:

Toward decentralization, the program offered technical training to Idara and schools. These training were effective for their capacity building, especially contributed in the preparation of accreditation process. On the other hand, under the strong bureaucratic system, the school did not fully operate by themselves such as financial management and many issues remained to achieve decentralization. Girls' scholarship contributed in improving girls' enrollment. However, since the more critical issue was boys' drop out, the needs for more assistance to boys were pointed out. Many teachers satisfied the contents of the training, particularly pedagogy of active learning. Meanwhile, it was reported that the teaching method was not so effective in the classes where the number of students reached to 60. Also, some participants wanted not cascade-model training but direct training and explained that some schools had more needs of vocational training.

### ERP2:

The program significantly contributed to the national strategic planning. It also helped 29 governorates to plan their own strategy in line with national one. Decentralization was tried in Alexandria, involving not only MOETE but also MOF and the Ministry of State for Local Development (MSLD). School maintenance and collecting fees were approved, but other tasks which need a big amount of expenditure were not authorized to schools and Idara level. The establishment of PAT was a substantial achievement of ERP2. This became a foundation to foster qualified teachers in a sustainable way. Additionally,

evaluation tools called MAP, SCOPE, and CAPS were developed in order to evaluate the school-based reform in ERP1. CAPS was institutionalized and others were utilized unofficially in projects.

Toward the policy reform, the program tried to evaluate MOETE's function, roles and responsibilities, to develop a new institutional construction, and to formulate the plan of reducing cost and overstaffing. However, officers from all level of MOETE, Mudiryya, and Idara reacted against the plan to change their roles and positions.

One of the issues of ERP2 was that the formulated national strategic plan, CAPS, and the accreditation process were set in line with international standards and were not so appropriate to the situation in Egypt because MOETE depended strongly on USAID through the process. In addition to this, it was reported that the program's delay was caused by weak communication and collaboration between ERP1 and ERP2.

## 2) Education Support Program (ESP) (2011-2015)

### ① Overview

**Table 26: Overview of ESP**

Program title	Education Support Program (ESP)
Duration	2011-2014 (36 months)
Implementation Agency	MOETE
Budget	18 mil USD
Main activities	Training to BOT, Social Work Department, assistant teachers and Idara support for PAT

Source: USAID (2015)

After the political upheaval in 2011, public education system collapsed. Households which parents lost their work became not to pay school fee for their children. Part-time teachers demonstrated repeatedly, and government approved to increase the number of full-time teachers and their salary. As the emergent needs for public education increased, this program was implemented. The main approaches were (i) to construct more effective governance system by improving the capacity of Board of Trustees and Social Work Department in MOETE, and (ii) to improve the capacity of new-hired assistance teacher and Idara.

### ② Outcome

The program offered training to 115,722 new-hired assistant teachers, 271 staffs in Social Work Department and 23,533 BOTs. Also, the nationwide training enhanced the presence of program. Training was implemented by bottom-up and decentralized approach via 5 ESP local offices. Collaboration with Mudiryya and Idara officers realized smooth program implementation and assured the sustainability. Moreover, the cascade-model approach reinforced the local capacity, stability, and ownership.

The effect of training was observed by with/without evaluation. Trained BOTs became able to manage school more effectively than not-trained, such as dealing with prioritized school issues, effective fund raising responds to school needs and strong participation in the monthly meeting. Most of the trained teachers and social workers were women. While gender differences were not observed in training result among teachers, positive effects of women's empowerment improving self-confidence and professionalism were observed among social workers. This seemed because they and their work had been undervalued for a long time.

ESP contributed in the quality education as well. Students' reading and writing skills were improved and teachers' teaching skills were also enhanced. ESP fully supported PAT in order to improve their capacity and assure sustainability to provide high qualified education.

In sum, ESP responded the urgent needs for public education and achieved targets under the politically unstable situation. However, it was also pointed out that the sustainability was weak without continuous financial assistance.

### (3) European Union (EU)

#### ① Overview

**Table 27: Overview of Expanding Access to Education and Protection for at Risk Children in Egypt**

Program title	Expanding Access to Education and Protection for at Risk Children in Egypt
Duration	2015-2020 (70 months)
Implementation Agency	MOETE, UNICEF
Budget	36.15 mil Euro
Main activities	<ul style="list-style-type: none"> <li>① Scaling up the community schools model and improving access of out-of-school children to primary education</li> <li>② Supporting the inclusion of children with disability in the public education system</li> <li>③ Developing the national mechanism for child protection in the context of the Egyptian Child Law</li> </ul>

Source: EU webpage, developed by the Study team

The program is implemented under the partnership between EU, Government of Egypt, and UNICEF. The overall objective is to increase access to education for the most vulnerable and socially excluded children, as well as to strengthen the child protection system.

#### ② Expected Outcome

Main expected outcomes are as follows.

- 1,200 community schools enrolling 30,000 new pupils will be established and equipped;

- 200 public primary schools will be upgraded to cater to the needs of 6,000 additional children with disabilities following the "inclusion school model";
- Around 20,000 children will be supported by effective child protection mechanisms in 15 Governorates.

#### 2.4.2 Current assistance

According to the interviews to Dr. Rasha from MOE, Ministry of Investment and International Cooperation (MIIC) and JICA Egypt Office, it is JICA, Kreditanstalt für Wiederaufbau (KfW) and Global Affairs Canada that are providing assistance to Basic Education in Egypt.

The programs that KfW has been funding are as shown in Table 28. KfW is dissemination information related to the program through Facebook<sup>12</sup>.

**Table 28: Overview of KfW programs**

Program title	Quality Education Support Programme (QESP)	Quality Education Support Programme II (QESP II)
Target grade	Grade 1-6	Grade 1-6
Duration	2013-2017 (extended to September 2018)	2017-2020
Implementing Agency	MOE, GAEB	MOE, GAEB
Budget	Grant: 14 mil Euro. Arab Spring Debt Swap: 22.34 million Euro.	10 mil EGP (Half of the budget is allocated for human resource development)
Main activity	Construction of 70 schools	Construction of 20-25 schools, Procurement, and installment of school

Source: Interview conducted by the Study team (April 2017), 'Egypt Harmonizing Partner Support in Education' developed by JICA Egypt Office (March 2017)

The overview of Global Affairs Canada's program is shown below. Targeted schools are 20 public schools and 5 community schools. Save the Children Egypt Office is the implementation agency for this program.

<sup>12</sup> <https://www.facebook.com/qesp.egypt/>

**Table 29: Overview of Global Affairs Canada program**

Program title	Addressing Immediate Education and Child Protection Needs in Refugee-hosting Communities in Egypt
Target grade	Grade 1-9
Duration	2015-2017(35 months)
Implementing Agency	Save the Children Egypt Office
Budget	3,589,264 CAD
Main activity	Renovation of school Training of teachers, school management, child protection, social workers, psychologist, Board of Trustees and the Student Union Social cohesion and child centered initiatives through summer and winter camps

Source: Interview with Save the Children Egypt Office conducted by study team (April 2017)

As the result of the first study mission conducted by the Study team, the Study team understood that the EJS project and the programs assisted by KfW and Global Affairs Canada have different objectives and approaches for quality improvement of basic education in Egypt. Hence, there is going to be no overlapping between the assistances provided by JICA, KfW, and Global Affairs Canada. KfW is planning to shift its priority area of assistance from basic education to vocational training.

### **3. Basic information related to EJS opening and dissemination**

#### **3.1 Objectives and targets of EJS opening and dissemination**

##### **3.1.1 Concept of EJS**

###### (1) Objective

EJS introduces a Japanese-Style educational approach such as special activities (Tokkatsu), school management, learning through playing at kindergarten (collectively referred to as "Tokkatsu +") in order to achieve a whole-human education of which Egypt is aiming at. At EJS, in order to smoothly introduce and manage the Japanese-Style educational approach, school facilities, equipment, and materials are also improved.

###### (2) EJS : Image of Children where Tokkatsu + targets

EJS: Image of Children where Tokkatsu+ targets must be consistent with Egypt's educational goal and image of children to be trained. The following shows the image of the child what Egypt is trying to grow, that is, the childhood law in 2008 referring to the goal of education, Vision 2030 and the pinpointed sentences of pre-university education strategy.

Article 53 paragraph 1 of the Children Law stipulates educational goals as follows :

The educational program emphasizes the dignity of the child, to make the students maximize their individuality, talent, mental and physical ability by raising self-esteem, preparing for participation in society, having a sense of responsibility.

Vision 2030 aims to cultivate tolerant personnel to diversity, creative and internationally competitive citizens :

Education and training systems should provide the skills necessary for students and trainees to think creative, professional and technically empower. It should contribute to cultivating persons who can accept diversity and differences of individuals, has pride in own history, is proactive to develop own future, can compete with neighboring and international countries.

Pre-university education strategy sets forth the young people's whole-human development as a long term goal of education sector :

The long term goal of the education sector is young people's whole-human development, having a responsibility to the country and own citizens, instill citizenship tolerance, abandonment of violence, liberty and principle of justice and its value.

As a result, the child's image aimed at by Egypt is "children with balanced knowledge, virtue, and body". In other words, it is a child who can put forth own potentiality, who can esteem self-respect, responsible, creative, citizen hood, tolerance, non-violence, freedom, justice as a full set of personality. These

personalities and attitudes are not acquired overnight. It takes a long time to be consciously practiced and explored in all aspects of school education.

In the Tokkatsu + Project Document (2nd June 2017), schools that introduce a Japanese-Style educational approach<sup>13</sup> have largely cited two goals:

- i) Creating a climate in which educational activities are planned and implemented through exchange and sharing ideas with each other, including not only students but also teachers and parents.
- ii) Foster students' problem-solving abilities on the solid foundation of knowledge, virtue, and body.

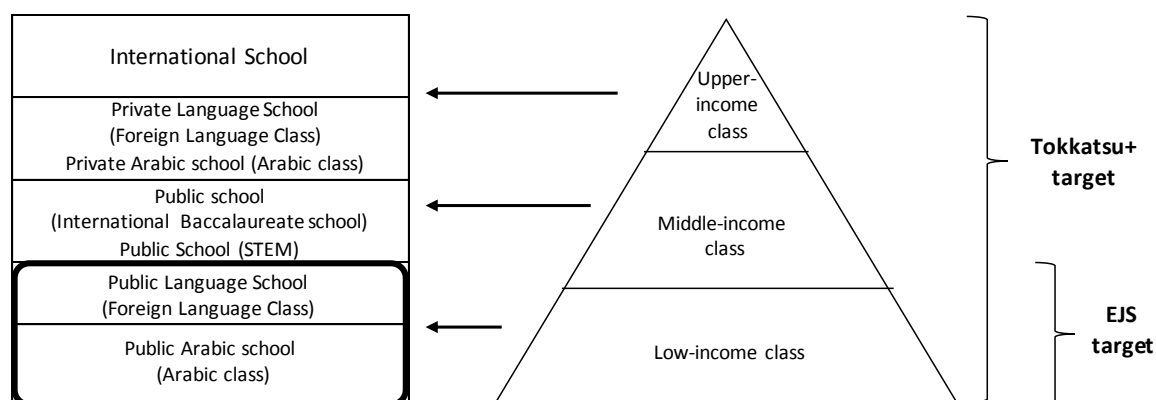
In particular, it attempts to make use of the experience and knowledge of Japanese special activities (Tokkatsu) in the development of children's social and emotional skills (unrecognized skills) which are also related to problem-solving abilities. Educators in Egypt want their children to get into through EJS Tokkatsu+ are the ability to overcome to the last, self-control, self-efficacy, critical thinking ability, affiliation feeling, consensus building ability and collaborative effort (Source: Technical Cooperation Study Team). The ability to stick to complete what one face leads to fostering a sense of responsibility. Consensus building ability trains tolerance, creativity, citizenship. Team activities and class events will create a feeling of belonging. Critical thinking ability is said to be one of indispensable nature for the education of the 21st century, but it is pointed out that Egyptian education had left behind. Furthermore, attitude to collaborating and considering others is dispensable for teamwork. But it is not clearly stipulated in the Egyptian educational goals. Attitude to 'put yourself in someone's place' and/or cooperate with others is a very important qualification in a mingle-up society. It is hoped that teacher, parents, and children realize the importance of these and practice. There is no contradiction between the child image aimed at by EJS Tokkatsu + and the child image that Egypt aims for.

### (3) Target of EJS

Child Law 2008 and SDS Egypt Vision 2030 targets to provide easy access to quality education for whole children. In this regard, Tokkatsu+ which is to introduce to public education targets whole children without any socioeconomic segregation. EJS targets both public language school and public Arabic school. And, is planned to introduce Tokkatsu+ at 100 new schools and another 100 existing schools. At 100 new schools, it is planning to introduce a full-scale Tokkatsu+ model to develop Egyptian whole-human education model and mechanism for scaling-up. While existing 100 schools practice using Tokkatsu+ model and scaling-up mechanism for its feasibility.

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<sup>13</sup> Pre-school education (KG) is not the main target of the project.



Source: Project Document (7<sup>th</sup> July 2017 Approved by EC1)

**Figure 37: Target of Japanese-Style Education**

#### (4) Schedule and Categorization of EJS

Practice, opening, and dissemination of Tokkatsu+ are categorized into 3 stages. "EJS project" refers to the stage of model development and implementation until 2021 when Japan manages directly, mainly by the JICA's technical cooperation team.

**Table 30: Stages and the target year**

Stage	Target year	Details
Model development and implementation stage	~ Year 2021	Develop Tokkatsu+ model for public schools in Egypt. Disseminate EJS model to 212 EJS using cascade type training mechanism.
Scale-up stage	~ Year 2030	Develop new type training mechanism other than cascade type to expand over 212 schools.
Mature stage	~ Year 2050	Disseminate and practice at least basic level Tokkatsu+ to public language schools and other public schools which teach in Arabic.

Source: Project Document (7<sup>th</sup> June 2017, approved by EC1)

There are 3 types of EJS in relation to model development and the period of opening.

##### 1) Pilot school (12 schools)

Two pre-pilot schools that have introduced Tokkatsu + as a pilot activity from August 2015 and ten schools that are newly conducting pilot activities since February 2017. Tokkatsu+ model was developed directly by JICA's technical cooperation team.

##### 2) New school(100 schools)

It is expecting to open 100 new EJS in step-by-step by 2019. Development of both whole human education model and scale-up mechanism practicing full-scale Tokkatsu+ will be done during the period.

##### 3) Existing school (100 schools)



Tokkatsu + will be introduced to 100 existing schools in step-by-step by 2019. The feasibility of the model developed at the new school and the scale up mechanism is confirmed.

Opening schedule for new schools and existing schools are as follows. However, the following is a very tight schedule, and 28 new schools are scheduled to be opened in the first batch confirmed in this report preparation stage. Details of EJS scheduled to be opened in September 2017 are attached as an appendix 3.

**Table 31: Opening schedule**

	1 <sup>st</sup> batch	2 <sup>nd</sup> batch	3 <sup>rd</sup> batch	Total
	2017/18	2018/19	2019/20	
New school	28	36	36	100
Existing school	—	50	50	100

Source: Project Document (7<sup>th</sup> June 2017, approved by EC1)

The roles of the new school and the existing school differ at each stage.

**Table 32: Roles of EJS at each stage**

Stage (Period)	New school		Existing school		Scale-up school (after 212 EJS)	
	No. of school	Rolls	No. of school	Rolls	No. of school	Rolls
Model development and practicing stage (~2021)	100	Stage of practicing Tokkatsu+. Outputs and learned during the stage will be used for the further improvement of guideline and modules.	100	Try Tokkatsu+ model to feed back to the guideline and modules. Develop a scale-up model.		
	100	EJS will be the place of classroom research and cluster activity in each governorate.	100	Participate in a cascade model that transfers knowledge and techniques to implement local Tokkatsu +. Continue building up the scale-up model.		
Scale-up stage (~2030)	100	Accept SBI and interns and teach Tokkatsu + to teachers and education faculty students.	100	Promote other public schools to transfer s knowledge and techniques to implement Tokkatsu+. Disclose information on lessons and learned from grass root level activity on Tokkatsu+.	~ 5,000	Learn Tokkatsu+ from neighboring schools and then practice in own school. Participate in information sharing activity on Tokkatsu+ and improve own capability.
Matured stage (~2050)	100	Accept research on Tokkatsu +, lesson development, teaching method development etc.	100	Same as above	~ 17,000	Same as above

Source : Project Document (7<sup>th</sup> June 2017, approved by EC1)

### 3.1.2 Overview of EJS project

Various preparation work is required to disseminate EJS such as: development guideline for opening EJS school, dissemination of EJS concept to stakeholders, train teachers who can practice, instruct and manage Tokkatsu+ at educational institutions, improvement of hardware which meet requirement of practicing Japanese-Style Education (classroom improvement, equipment improvement for practicing Tokkatsu+), promotion of understanding of EJS to PTA and communities, stipulation and legislation for incentive payment to teachers in correspondence with the increase of work hours due to practicing Tokkatsu+. EJS is shown in the following figure.



Source: The Study team

Figure 38: Overview of EJS project

Explanatory Note of the Figure 38:

1. This is the principle and legal basis of EJS opening and dissemination (EJS project, hereinafter). This include outline, objective, target achievement, concerned agents, and schedule.
2. Issuance of EJS's ministerial decree to implement the EJS project as a national project to procure big fund.
3. Implementation of pilot activity to develop EJS standard, guideline and to learn adaptability of Japan model of learning in Egypt.
4. Development of standard and guideline for EJS in terms of way of teaching, governance of classroom in view of Japan model of education.
5. This is an indicator to evaluate the effectiveness of Tokkatsu for improvement.
6. EJS project will start with existing 100 primary schools and additional 100 newly constructed schools in three years.
7. Accumulation of budget to start 200 EJS: construction, extra fee for teachers, furniture, and fixtures, facility, equipment, consumables etc.
8. Construction of 100 new EJSs over the country.
9. This is a capacity building program to nurture trainers of EJS teachers: master trainers and school trainers, and EJS administrative staff and government officials.
10. Development of HRD program for capacity building of EJS teachers, administrative staff, and governmental officials.
11. This is a facility/equipment improvement project for EJS implementation.
12. Enumeration of equipment and facility list as well as its specification to implement EJS activities such as Tokkatsu-plus effectively.
13. This is a PR effort to raise awareness of society on EJS concept and target achievement.

Figure 39 shows the Gantt chart to illustrate EJS dissemination. In the EJS project, as a goal until the end of the 2020/2021 fiscal year, it will construct 100 new EJS schools and Tokkatsu+ implementation, Tokkatsu for 100 existing school and at 12 pilot schools. However, in the Gantt chart shown below, it posts a procedure until September 2017 where various activities occur frequently.

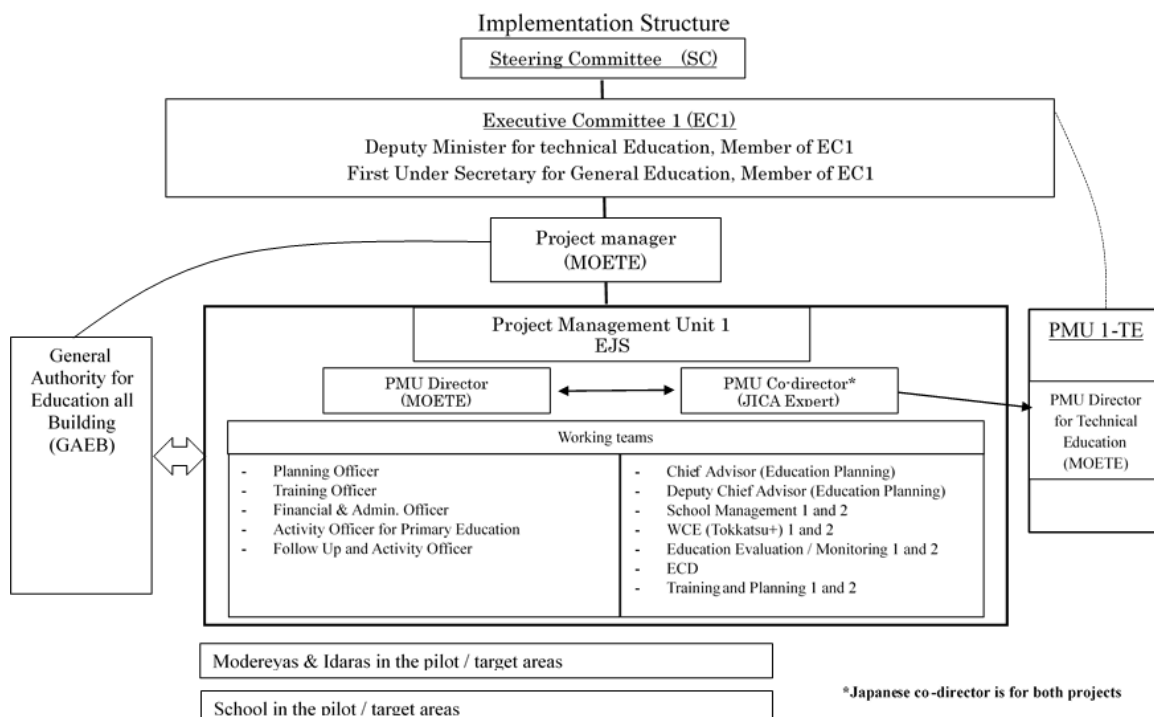


### 3.2 Plan of EJS opening and dissemination

#### 3.2.1 Administrative organization, roles, implementation structure of EJS opening and dissemination

(1) Implementation structure

EJS implementation structure as of the end of July 2017 is as follow.



Source : The Study Team modified based on the original structure made by JICA’s Technical Cooperation team

**Figure 40: EJS Implementation Structure**

SC (Steering Committee) is the responsible body that finalizes the whole EJS project. SC is chaired by security adviser. EC1 is an organization for conducting approval of activities related to EJS implementation (including budget proposals). EJS's activity program, budget, document, and draft decrees stipulated by the PMU and WG are admitted as formal after being approved by EC1.

The PMU is associated with staff selected from within the MOETE and concerned organization and is an organization dedicated to the administration and management of the EJS project.

PMU is divided into nine responsibilities. The top Project Director resigned in mid-April 2017 and is vacant as of June 7. However, PMU Director is mainly responsible for coordination with Governorates (Mudirrya, Idara) for opening EJS, contacting with MT, creating an EJS budget proposal, and so on. The Working Group is not permanently associated, it is appointed within the Ministry of Education when necessary. In early May 2017, the Ministerial Decree was convened for consultation.

GAEB is an organization under the umbrella of the MOETE responsible for building schools, building facilities in schools, and procuring equipment when necessary. MOETE, which has jurisdiction over the PMU, is a centralized organization, and centralized management of local education administration is also conducted centrally. For example, teacher recruitment/placement, budget allocation etc. are also decided and implemented by the MOETE, not by governorates.

There is one Mudirrya (Education Bureau in a governorate) in each of 27 governorates in Egypt, and Idara (Education District Bureau) exists in the lower district level of the governorate. There are 290 Idara nationwide.

Table 33 summarizes the roles of organizations involved in EJS implementation, including those mentioned above.

**Table 33: EJS Summary of EJS related organizations**

Organization	Role	Member / Current status
SC (Steering Committee)	<ul style="list-style-type: none"> <li>● Final determination of the entire project</li> <li>● Monitoring and evaluation of activities of EC1</li> </ul>	Egyptians and Japanese (Presidential Security Advisor, Representative from the concerned Egyptian government, Ambassador of Japan in Egypt, Chief Representative of JICA Egypt office)
EC1 (Executive Committee)	<ul style="list-style-type: none"> <li>● Approval of budget allocation</li> <li>● Approval of official activities which has been done according to the law</li> <li>● Monitoring and activity evaluation of PMU and WGs</li> <li>● Report to SC</li> </ul>	Egyptians and Japanese (Representatives of relevant public institutions, Embassy of Japan in Egypt, Staff of JICA Egypt Office)
PMU(Project Management Unit)	<ul style="list-style-type: none"> <li>● Secretariat activities of EC1</li> <li>● Coordination of WG and operation management of EJS project</li> <li>● Financial management of the project(Payment management of loans, various procedures related to payment, payment work to related organizations)</li> <li>● Report to EC1</li> <li>● Established based on Ministerial Decree No. 13, 2017</li> <li>● There are 9 positions as a whole with the PMU manager as the top</li> <li>● Selection of project target schools</li> <li>● Development of materials necessary</li> </ul>	<p>Egyptians and Japanese (Department Manager within the Ministry of Education, support staff within the Ministry of Education)</p> <ul style="list-style-type: none"> <li>● Of the 9 positions, only 2 positions are occupied</li> <li>● Planning officer is placed but not registered as regular staff (non-regular treatment)</li> <li>● IT staff is tentative</li> <li>● Finance also concurrently holds position with MOETE</li> <li>● Differences in both educational policy for EJS and correspondence for opening schools among advisors</li> </ul>

	<p>for project implementation</p> <ul style="list-style-type: none"> <li>● Selection of PMU staff candidate</li> </ul>	are large.
WG(Working Group)	<ul style="list-style-type: none"> <li>● Monitoring and evaluation of task schedule</li> <li>● Preparation of progress management report of EJS related activities stated in task schedule</li> <li>● Report to PMU</li> </ul>	<p>Egyptians (staff of Ministry of Education, staff of relevant agencies)</p> <ul style="list-style-type: none"> <li>● WG, at the initial stage of the technical project started, was expected to operate stably by the permanent staff, but in fact, it is an ad-hoc organization, and the routine work such as monitoring was carried out by the PMU.</li> <li>● The Technical Cooperation team is incorporated into the working group after MOD signed on July 26 with the aim of reflecting the actual situation and realistic response.</li> </ul>
MT(Master Trainer)	<ul style="list-style-type: none"> <li>● One or two people are selected from each governorate, they play a role as the leader of EJS teacher training in own governorate</li> </ul>	<ul style="list-style-type: none"> <li>● Actually, there are prefectures without MT.</li> </ul>
ST(School Trainers)	<ul style="list-style-type: none"> <li>● Cascade system EJS Second tier of teacher training. ST will attend about 5 people from representatives of each school.</li> </ul>	<ul style="list-style-type: none"> <li>● Although existing ST's exist, ST selection of a new school has not been started yet.</li> </ul>
School Teachers	<ul style="list-style-type: none"> <li>● EJS new school teacher will be covered by relocation from existing Language school</li> </ul>	<ul style="list-style-type: none"> <li>● Dr. Rasha's aims for new recruitment of subject teacher will give up for the time being. (Activity manager is willing to hire new graduates depending on budget.)</li> <li>● Concerned about whether training as an EJS faculty member will be in time for opening in September.</li> </ul>
Principals	<ul style="list-style-type: none"> <li>● Principals will be relocated from another school as well.</li> </ul>	
GAEB	<ul style="list-style-type: none"> <li>● School building/facility construction</li> <li>● School furniture, equipment (as necessary) procurement</li> <li>● Construction site selection</li> <li>● Preparation of school construction budget draft and application of budget to Ministry of Finance</li> </ul>	



	<ul style="list-style-type: none"> <li>● Negotiation of budget acquisition between the preparation of a new school construction plan and the Ministry of Finance and Planning</li> </ul>	
New school(EJS)	<ul style="list-style-type: none"> <li>● The level of Language school is targeted and then, construction of new building and facility as well as the installation of equipment to practice Tokkatsu and Tokkatsu+.</li> <li>● Incentives will be paid to EJS teachers to compensate for the increase of burden on the teachers: EGP 2000 to 4000 was decided.</li> </ul>	<ul style="list-style-type: none"> <li>● Based on the New Decree, teachers are transferred from other schools and trained EJS project intensively but by hiring fresh teachers.</li> <li>● For student recruitment, it was decided to satisfy the capacity by transferring from schools in the target area.</li> <li>● Equipment For preliminary furniture, the same specifications as existing schools are applied (it is impossible to prepare high-quality specifications in terms of time)</li> <li>● Under consideration for implementing the time for Tokkatsu + activities added to the current timetable for about 1 hour</li> </ul>
Existing school(EJS)	<ul style="list-style-type: none"> <li>● School at the bottom of the Egyptian basic education school</li> <li>● Educate in Arabic</li> <li>● Minimum Tokkatsu practicing is planned, but it is required to do within the time not exceeding the current curriculum.</li> <li>● Payment of incentives by Tokkatsu is not considered</li> </ul>	<ul style="list-style-type: none"> <li>● Tokkatsu's minimum will be implemented. The course of current curriculum is too full and it is quite difficult to make time for practicing Tokkatsu.</li> </ul>
Education Directorate (Mudiryya)	<ul style="list-style-type: none"> <li>● One of the governorate' administrative body</li> <li>● It stipulates education policy in governorate level.</li> <li>● It administrates curriculum for local level.</li> <li>● Delivery and control of educational books and textbooks.</li> <li>● Maintain educational facilities.</li> </ul>	
Idara	<ul style="list-style-type: none"> <li>● Total of 290 Idaras administrate regional education</li> <li>● Delivery of salary for teachers and staff.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Maintain educational facilities.</li> <li>● Follow-up, data gathering and coordination of educational administrations.</li> </ul>	
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Source: JICA technical cooperation team and The Study Team

## (2) Issues for implementation organization

### 1) Assignment of PMU staff

Nine positions or responsibilities are to be placed in PMU activities. However, due to the delay in personnel selection of the MOETE and budget constraints, currently only two people are officially assigned; PMU Director and Project Coordination in charge. One person is assigned to Training, but the name of the staff is not specified in the official registration list of the PMU, and it is in a dysfunction condition. According to PMU, IT is partly assigned as a part timer and is said to be mainly concerned with website development, but because EJS is not opened, the website has not been opened yet (as of July 31).

### 2) Role and responsibility of the Working group

The working group is not permanent and has been appointed within the MOETE to meet the needs of the work so far. Specifically, four people from the ministry had convened to stipulate ministerial decree for EJS dissemination. There is no specific plan shown on to the WG's roll about what kind of system and policy shall be applied to achieve the goal of the task schedule.

On July' meeting, a working team is newly organized as assist working group. This team is organized by PMU and Technical Cooperation team. As a result, the practical role of the working group will be consolidated into approval work based on the request from the PMU.

## 3.2.2 Guideline for implementing EJS and its progress of establishment

Development of the guidelines for implementing EJS is handled mainly by technical teams dispatched from October 2016. The guidelines for "Tokkatsu + practice introduction guidelines" that describes how to introduce Tokkatsu + for 212 EJS and will first be introduced at the pilot school training program on 13<sup>th</sup> August 2017.

The implementation guidelines for the EJS project are officially named "Tokkatsu+ Introduction Manual", and the latest version is the version created July 27, 2017. The manual consists of all six chapters. The main parts are summarized as follows.

- Target of Japanese-Style school by implementing EJS project (Chapter 2)
- Pre-conditions to be prepared by each school to practice Tokkatsu (Chapter 4)
- Practice of Tokkatsu (Chapter 5)
- Japanese-Style education for kindergarten children: learning through playing (Chapter 6)

### 3.2.3 Plan and approach of principals and teachers application

The new 28 EJS schools open in 2017/2018 with children from KG to Grade 3 (G3). As a result, recruitment and selection of principals and teachers for those schools are somewhat irregular. In 2018/2019, these schools add G4 classes as the enrolled students from KG to G3 will be promoted by accepting new entrants in KG 1. These schools will be complete as a primary school with KG to G6 students in 2020/2021. Grade 4 to 6 or Grade 4 to 3rd grade of a preparatory level will be added from 2018/2019 one by one and teachers will be recruited accordingly.

Teacher recruitment, selection, and placement are under the responsibilities of Mudiryya. Principals are recruited from those already working in the same Mudiryya where a new EJS is located. A candidate for principalship must meet the following requirements prescribed in the ministerial decree concerning the construction of some public schools and its implementation of Japanese Tokkatsu activities (Ministerial Decree Number 159, 2017<sup>14</sup>, Article 7).

#### Seventh Article:

Principals of The Egyptian-Japanese Schools must be qualified according to the conditions set by Law number 155 for the year 2007 amended by Law number 93 for the year 2012 & its executive regulations;

- 1- To be Egyptian
- 2- Holds a university educational degree.
- 3- Have experience in working at the ministry of Education & Technical Education for (10-15) years
- 4- Knowledge with Computer skills is preferred & fluent level of English is a must (with submitted proof)
- 5- Able to lead and accept working according to distinct cultures that use different activities that are not well-known in the Egyptian Culture.

For the Deputy position (Kindergarten- primary- preparatory), same previous conditions are applied to them with exception to the Experience condition to be set as (8-10) years.

PMU and the technical cooperation team plan an interview of the candidates shortlisted.

The newly issued ministerial decree on EJS (Number 224, 2017) states that “All EJS employees will be subject to Education Law No. 139 for 1981 and its executive regulations and amendments.” (Article 15, Provisional translation)

Article 72 of Education Law of 1981 prescribes the following criteria to meet to work in teaching positions:

1. Holding the Egyptian nationality or the nationality of any country that gives Egyptians the same degree as citizens regarding public positions. The minister of education is allowed to exempt foreign teachers from this condition at the agreement phase according to the rules of the executive statute.

<sup>14</sup> As of August 1, 2017, the provisional English translation of the signed decree was not available. The translation is cited from the draft decree.

2. A graduate of the faculty of education or a high similar degree in education or a suitable high degree besides a certificate in education.
3. Pass professional development programs for the position and the executive statute sets the conditions required for the qualifying process.

The Study team confirmed the technical cooperation project team the following information about teacher recruitment (as of August 1, 2017).

- Application site opens on July 31<sup>st</sup>, 2017 (upload advertisement of recruitment on MOETE website)
- Online application at <http://emis.gov.eg> (The Study team accessed the site and confirmed it has been uploaded)
- Due: August 9<sup>th</sup>, 2017
- Positions to apply: Principal, Deputy principal, teachers, expert/technical staff, clerical staff  
Applicants must be current teachers and staff working in a Mudiryya where a new EJS is located.
- Selection process: Screening of application documents  
After the due, a shortlist of principals will be sent to PMU by Mudiryya and interviews to be conducted by PMU. The results will be forwarded to the Head of General Education to be finalized.
- All the staff except principals will be selected and appointed at Mudiryya level.

#### **3.2.4 Plan and approach of students application for enrollment**

As of August 6<sup>th</sup> 2017, applications to EJS schools are not yet open. EJS has been widely reported in news media and SNS since April and the general Egyptians, especially with school-aged children show considerable interests in EJS. During the third visit to Egypt by the Study team, the team witnessed a stream of visitors to PMU office for EJS information.

The ministerial decree No. 224, 2017, Article 3, stipulates the age of students to accept in EJS schools. Clause 11, Article 3 defines the parental obligation to send their children to EJS schools. Article 4 details the conditions of transfer of students from different types of schools to EJS. No detailed procedures are documented in the decree how the application and transfer are handled at administrative and school levels. Based on the information gathered from PMU, when an EJS opens in a district where a student resides, and the student wants to enter the EJS, parents submit an application form to Idara. When applicants exceed the availability of the seats, they accept students on the basis of age. Students' age is calculated as of October 1<sup>st</sup> of a year and older students have priority for a seat. The decree does not state the dates of opening and closing of applications. However it reads the first screening list shall be announced by July 15 of each year, PMU should finish the selection process by June. This was the original schedule envisaged by PMU.

### **3.2.5 Plan and approach of charges**

In the implementation of Tokkatsu +, it is necessary to extend the existing class hours, to ensure the quality of the lesson, thereby requiring teachers to pay incentives to compensate income earned by tutoring, EJS is planning to set tuition and extra fees. On the other hand, the long argument on the amount of tuition and extra fees has been continued among stakeholders from the view point of fairness because EJS targets all social stratum including poor group.

As new EJS will be positioned as the same as public Language School, fees equivalent to that will be applied and collection of special charges related to the implementation of Tokkatsu + will be applied.

Collection of additional tuition as well as the payment of incentives to teachers is officially announced due to the issuance of the ministerial decree no. 224 on July 2017. Definitely, the decree clearly mentions collecting EGP2000 to EGP4000 from students at the New EJS to cover practicing Tokkatsu+. Although it is stipulated that this special charge will be used as a source of incentives for the increase in labor burden of teachers by Tokkatsu +, specific distribution method has not yet concluded. Only, it states that the amount is judged by principals and advisors and etc. according to the actual results. In addition, regarding the collection method, it is not decided whether special billing method/amount varies for each school, governorate, every region. The collected amount is scheduled to be escalated by an average of 7% every year from the fiscal year 2017/2018 as a standard value. However, it is stated that this rate is not fixed, it is set taking into consideration the price fluctuation. An article of the decree states that the students have right to receive education by receiving scholarships or in a case of poverty. However, it is limited to expressing that the specific content will be examined in the future.

### **3.2.6 Current understanding and countermeasure for regional disparity**

As mentioned in 2.1.7, social economic situations such as educational field and poverty are different by regions. However, the contents of EJS project such as education model, recruitment plan of teachers and transfer plan of students will not be changed or accommodated by regions. Meanwhile, the program has flexibility because each EJS can choose activities of Tokkatsu+, and EJS project aims to be localized in line with each regional character in the future. In this point, the program leaves room to change its contents and policies by regional status and character. Additionally, it highly seems that regional disparity is correlated to socio economic situation, however, the program's design does not reflect the social economic situation. However, three types of exemption policy for the extra fee of EJS have been discussed in regard to the point of equity (source: Project Document approved by EC1 on June 7, 2017).

### **3.2.7 Budget plan and its provision**

PMU is the only one unit who seizes a whole picture of EJS budget in the project MOETE manages EJS budget through PMU. In this regard, three EJS stakeholders demarcate detailed cost estimation as the whole picture of EJS by PMU, cost for construction and facilities by GAEB and cost for human resource development by the technical cooperation team. Details will be described in Chapter 4.

### 3.2.8 Equipment Procurement

#### (1) Current Procurement Department

The current procurement department of the school furniture, fixtures, and equipment in the MOETE is shown in Table 34. Procurement for 1, 2 (general furniture, science room special furniture) are handled by GAEB supply/price section, 3 academic subjects (equipment included in the “Activity” such as home economics, music, art, craft, physical exercises) and 4 (Audiovisual / IT equipment) are handled by Technical Infrastructure Department of System Information technology Bureau of MOETE, 5 (Science experimental equipment) is handled by Science Room Equipment Division of MOETE, 6, 7 (School furniture, equipment, and other consumables for existing schools) are procured by each school, Idara and Mudiryya.

**Table 34: Current Procurement Department (MOETE)**

		Furniture, Equipment	Department	Division	Group
New Schools	1	General furniture	GAEB	Supply/Pricing	School furniture group
	2	Special furniture (Science Room)	GAEB	Supply/Pricing	Science room furniture group
	3	Subject equipment (Home Economics, Music, Art, Craft, Physical Exercises and etc. equipment for "Activity")	General education department of MOETE	Person in charge of each subject and its General Manager	Purchasing & storage (practical operations)
	4	Audiovisual/IT Equipment	Systems and information technology department of MOETE	Technology Infrastructure	Purchasing & storage (practical operations)
	5	Science experiment equipment	Book management department of MOETE	Science Room Equipment Section (Function suspended)	Purchasing & storage (practical operations)
Existing Schools	6	School furniture and equipment of the above 1 to 5.	Mudiryyas and Idara formulate the each school budget. The main fund source is the overhead expenses which each school collects from parents. Each school purchases items on its own within the school budget. (Electronic equipment or goods of 200 EG or more are requested to be purchased by Mudiryyas or Idara)		
New Schools, Existing Schools	7	Other consumables			

Source: JICA · Technical cooperation team (2017) updated by The Study Team

## (2) EJS Furniture and Equipment Procurement Department

As shown in Table 35, most of the EJS (new schools and existing schools) furniture and educational equipment are to be funded by external finance source. Meanwhile, educational equipment and materials based on Egyptian ordinal curriculum are born by MOETE.

**Table 35: The Budget Source of EJS Furniture, Educational Equipment**

	Furniture, Equipment / teaching & learning materials	External finance source	MOETE's Recurrent Budget
1	Furniture for new schools and existing schools	○ (72 new schools, 100 existing schools)	○ (12 Pilot schools, 28 new schools in fiscal year 2017/2018)
2	Educational equipment for promoting Japanese- style Education(Formerly Japanese-style Education minimum package and Japanese-style Education optional package)	○ (all EJS: 12 pilot schools, 100 new schools, and 100 existing schools)	—
3	Kindergarten educational equipment/materials	○ (same as above)	—
4	Office printing equipment	○ (same as above)	—
5	Audiovisual, IT equipment	○	○ (all EJS (planned))
6	Educational equipment for Egyptian ordinal curriculum	—	○ (all EJS( planned))

Source: The Study Team

As shown in table 36, GAEB will procure furniture and MOETE will procure educational equipment, office equipment, IT equipment for EJS as per normal. However, EJS equipment is large in its amount and variety in both Egyptian and external finance source. It is indispensable that MOETE and GAEB collaborate in the whole process of equipment procurement-scheduling, preparation of bidding and its implementation, contract, delivery time management, delivery, installation, and turnover. Information exchange and coordination between those parties are essential. Specific suggestions and considerations on this point are described in Chapter 5.

**Table 36: EJS Procurement Department**

EJS		Furniture, Educational Equipment	GAEB	MOETE
New schools	1	Furniture (teacher's room, library, science room, home economy room, art room, music room, kindergarten etc.)	○	—
	2	Japanese-style educational equipment (Kindergarten educational equipment/teaching materials, physical strength measurement equipment, physical measurement equipment, physical exercise equipment, musical instruments, platform for morning assembly, digital printing machine, audio-visual/IT equipment etc.)	—	○
Existing schools	3	Furniture (teacher's room, library, science room, home economy room, art room, music room, kindergarten etc.)	○	—
	4	Japanese-style education equipment/teaching materials (Kindergarten educational equipment/teaching materials, physical strength measurement equipment, physical measurement equipment, physical exercise equipment, musical instruments, platform for morning assembly, digital printing machine, audio-visual/IT equipment etc.)	—	○

Source: The Study Team

## (3) Application/payment procedure

## 1) Procurement process of GAEB

Table 37 lists the conventional procurement process in GAEB.

**Table 37: The Procurement Process of Furniture and Fixtures (GAEB)**

	Process	Time required	Remarks
0	Study on school furniture/facilities	All year	Local GAEB in governorate office conducts a review of the current situation of school furniture based on the request of Idara throughout the year. Submit the results (those that need replacement) to the supply/price section of GAEB headquarters.
1	Preparation of bidding documents	1 month	With reference to the design from catalogs of furniture, prepare the necessary specifications together with bidding conditions (complete bidding documents).
2	Approval within GAEB	2 weeks	Approval of bidding documents by the department head.



3	Bid announcement	2 weeks	Announced in 2 major newspapers.
4	Bidding and selection of contractor	2 weeks	<p>In the contractor selection process, (1) Price bid → (2) Technical evaluation → (3) Selection of prospective contractors The outline is as follows.</p> <p>(1) Bid price evaluation Attendees: All bidders who submitted bid documents, one from purchasing and storage department, 1 from the legal department and one from state council. Time: Open bid price document 30 days after the bid announcement. Purpose: A supplier who bids within the range of scheduled price (not disclosed) set in the supply/price section can proceed to the next step; technical documents assessment.</p> <p>(2) Technical evaluation Attendees: The technical assessment will be conducted by the above participants and experts in the field (From inside GAEB). Time: After the bid price evaluation. Purpose: To assess the technical appropriateness of the bidders who passed the bid price evaluation and select contractors. Questions such as whether to modify suggested content are also asked the candidate contractors. A contractor who has a high technical point and submitted the lowest price within the range of the scheduled price is selected as a contracting party.</p>
5	Contract procedure	2 weeks	Director of GAEB Supply and Price Division, Finance Purchasing and Storage Director of the MOETE (and Minister of Education, if necessary) sign the contract and conclude it. (The signer is different depending on the contract contents). Although the warranty period is not set in the contract, it is a business custom in which returns and exchanges are carried out if they find it defective or the like.
6	Payment	2 weeks	<p>It is paid by the Budget and Investment Plan (finance department) of the MOETE to the GAEB Finance Accounting Department, and the payment is made from the GAEB Finance Accounting Department to the contractor.</p> <p>Payment from the MOETE to GAEB is usually paid 40% at a contract, 40% at completion of a building construction, 20% after turnover of building facilities in case of building constructions. In the case of purchasing goods, it is usual to pay 50% upon contract and 50% after delivery.</p> <p>Payment from the GAEB Finance and Accounting Department to the contractor cannot be prepaid nor partial payment, All goods will be paid after delivery/acceptance.</p> <p>The payment is ① Acceptance at the school by the officials of GAEB governorate office, ② Approval at the GAEB headquarters of the acceptance documents, ③ Payment. It takes 2 weeks for ① ~ ③.</p>

7	Audit	-	The internal audit of GAEB participates in all bidding procedures, and the bidding result report requires a signature of the department. The audit by the National Audit Institute is conducted by random sampling. If any problem is found, all projects will be audited.
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Source: JICA Technical cooperation team (2017) and updated by The Study Team

## 2) Procurement process of MOETE

The procurement process of the MOETE is similar to that of GAEB, and it takes 2 to 3 months from a bid to a contract taking a public proposal, competitive bidding method.

**Table 38: School supplies and equipment procurement process (MOETE)**

Process	Time required	Remarks
Procurement Plan		Requests for procurement are submitted based on the budget plan from each section <sup>15</sup> . Unlike GAEB designed by himself, goods to be procured are basically selected from the catalog.
Preparation of Bid Document (1)	1 week	Preparation of procurement specification document. At this time, they will also investigate the market price to set the planned price (budgetary gap).
Approval	2 weeks	Regarding bidding procedures, obtain approval from the Purchasing and Storage Manager, Finance Purchasing and Storage Bureau Director, and the Minister of MOETE, if necessary.
Preparation of bidding document (2)	2 days	Revise the requirement and definition of the procurement specifications in response to the approval content and prepare the final version.
Bid announcement	1 month	Announced in 3 major newspapers. Opening of bids 30 days later
Bidding and selection of contractor	2 weeks	To evaluate bidding prices and technical points, each of the following meetings will be held. ① Bid price evaluation Attendees: All purchasers submit bidding documents, 1 purchasing and storage department, 1 legal department, and 1 State Council. Time: Open bid price proposal 30 days after the public notice. Purpose: A bidder who made an application within the scope of the planned price (not disclosed) set in the procurement department can proceed to the next technical assessment stage <sup>16</sup> . A plurality of bidders may be selected as long as it is within the range of the planned price.

<sup>15</sup> Every year, each department prepares a budget plan for the next fiscal year before starts of the fiscal year and submits it to the Budget and Investment Plan (finance department). Then the budget is executed with the approval of the Ministry of Finance.

<sup>16</sup> In addition to the above methods, there is also a method that all proposers propose while lowering the bid price at the council for the bid price council.

		<p>② Technical assessment</p> <p>Attendees: In addition to the above participants, experts in that field (from within the Department of MOETE) will also attend and support technical assessment according to the content.</p> <p>Time: After the bid price evaluation.</p> <p>Purpose: To assess the technical points of the bidder who passed the bid price evaluation and select contract bidders. Questions such as whether to modify suggested content are also asked the bidders. A bidder who has a high technical point and submitted the lowest price within the range of the planned price is selected as a contracting party.</p>
Contract procedure	1 week	Purchasing and storage manager, finance purchasing and storage director, and the education minister as necessary signs the contract and concludes a contract (the signer is different depending on the contract contents).
Payment	2 weeks	The method of installment payment to subcontractors (Prepayment, partial payment, post-pay etc.) and the payment date are determined individually in the contract according to the case. Payment method is either a bank check or a bank transfer.
Audit	-	The person in charge of the Board of Audit and Inspection in the country that is dispatched to the MOETE conducts Audits. The audit by the National Audit Institute is conducted by random sampling. If any problem is found, all projects will be audited.

Source: The Study Team by interview with MOETE Preschool · Basic Education Bureau (Experienced in Purchasing and Storage Department)

Table 39 shows the procurement process when existing schools additionally purchase school furniture, fixtures, and equipment. From 2010 onwards, for the purchase of goods the authority has been transferred from the Mudiryya to schools, and now existing schools are conducting additional purchases of furniture, fixtures, and equipment. The target items are school furniture, science room furniture, equipment for practices, electronic equipment, science laboratory equipment, and consumables.

These expenses are basically covered by the budget using 15% of fees collected from children that each school can spend freely with their discretion.<sup>17</sup>

Especially at general public schools, school budget of this discretion is very limited because there are many families who cannot afford various expenses due to the household economic situation. Therefore, the following examples were seen at the schools visited during the survey. For example, electronic equipment is donated from Microsoft, smart boards are provided by the military, full set furniture and renovation of school buildings are supported by NOG and rotary clubs. School funding to compensate

<sup>17</sup> As for the details of school budget, please refer to chapter 7.3(5) of JICA technical cooperation team: Introducing Japanese Educational Approach to the Basic Education Sector in the Arab Republic of Egypt: Findings and Recommendations, July 2016.

budget shortage to improve furniture, fixtures, and equipment of existing public schools is managed by help from society.

**Table 39: Procurement process of school furniture, fixtures, and equipment at school (additional purchase at existing schools)**

Process Name	Remarks
Procurement plan, approval	A faculty member of a procurement manager (or a staff in charge of equipment maintenance, etc.) investigates the necessity of improvement and submits procurement request to the principal, and obtains approval.
Purchase	As described below, purchasers differ depending on the amount of budget and goods. Items with 200EGP or less: The above-mentioned faculty staff in charge purchase and paying for school. Items and electronic equipment of 200 EGP or more: Purchase in principal's sole discretion is not allowed, Idara needs a purchase request from the principal. Idara examines the necessity of the purchase, and then it is purchased at Idara and delivered to the school.
Clearing procedure	Items with 200 EGP or less: Submit a receipt from the principal to Idara at a later date, and make a refund payment. Items and electronic equipment of 200 EGP or more: Idara must estimate three companies at the time of purchase.

Source: The Study Team by interview with relevant school

(4) Maintenance and management system for school furniture, fixtures, and equipment of schools for diffusion.

The maintenance method of school furniture, fixtures, and equipment is as follows.

**Table 40: Maintenance and management system for school furniture, fixtures, and equipment**

Type	Overview
Simple maintenance carried out by each school	Part of the expenses that the school collects from parents at the beginning of the fiscal year will be used as maintenance costs. Details are as follows. Financial resources : General public school ① 15% of sundry expenses + ② (approx.. 20 EGP x number of pupils) Public Language School (Experimental School) ① 15% of sundry expenses

	<p>Because of general public schools have many households that are difficult to pay expenses due to economic conditions and their low financial resources, ② is mainly allocated for simple maintenance from various expenses. The above funds are managed centrally at Idara.</p> <p>Implementation method:</p> <p>① : Implemented by faculty staff in charge of maintenance.</p> <p>* Example of “A” Primary School — Maintenance personnel patrols around the school every day using an equipment inventory ledger prepared by the school and conducts inspections. If there is a problem, record it in the checklist. When repair is necessary, first try repairing inside the school.</p> <p>If repair expenses and additional purchase are necessary, consult the principal for repair / additional purchase using the check record.</p> <p>When approved by the principal, repair and purchase are carried out using the above-mentioned financial resources. The GAEB local office will provide assistance as necessary.</p> <p>②: Parents and community residents of each school maintain themselves in a volunteer system</p>
Regular maintenance carried out by Mudiryya and Idara	<p>Inspection of electrical system and window of classroom etc. by Idara: conducted once every 2 weeks</p> <p>Periodic inspection of all facility equipment by Mudiryya and Idara: 1 or 2 times per semester</p>
Regular maintenance carried out by GAEB	<p>Periodic inspections are conducted once every five years at each school.</p> <p>It is targeted at 20% of schools every year so that they can go to all schools in 5 years. The MOP will budget the governorate education office, identify the necessary areas with the cooperation of GAEB's local office, and the governorate office will order the construction. This maintenance work is usually carried out during the summer vacation period.</p>
Others	<p>① Emergency maintenance</p> <p>For example, it responds to emergency situations such as fire from the electrical system. The school notifies the governorate education office, and the office requests the contractor (that have annual maintenance contracts) to deal with it.</p> <p>② Maintenance of personal computer</p> <p>Response by Idara: If necessary, the principal can ask Idara to inspect the PC. Idara sends a PC maintenance staff to the school. Idara sends a personal computer maintenance staff to the school.</p> <p>Correspondence by GAEB: If the personal computer breaks, ask GAEB for replacement. Regularly periodic inspections of PC are conducted once every five years.</p>

Source: The Study Team by interview with relevant schools and GAEB

### 3.3 Legal framework of basic education and the program of EJS opening and dissemination

#### 3.3.1 Legal status of EJS

##### (1) Basic Education Law

According to the Constitution of the Arab Republic of Egypt, which was issued in 2014, education in Egypt is compulsory until the end of the secondary stage or its equivalent. Table 37 shows the articles of the Constitutions (2014) concerning Basic Education.

**Table 41: Articles of the Constitutions (2014) concerning Basic Education**

Subject	Article
Compulsory education	Article 19: Education is compulsory until the end of the secondary stage or its equivalent.
Eradication of illiteracy	Article 25: The State shall develop a comprehensive plan to eradicate alphabetical and digital illiteracy.
Coverage of free education	Article 19: The State shall provide free education in the various stages in the State's educational institutions according to the Law.
Gender equality	Article 11: The State shall ensure the achievement of equality between women and men in all civil, political, economic, social and cultural rights. Article 53: All citizens are equal before the Law.
Allocation of budget	Article 19: The State shall allocate a % of government spending to education equivalent to at least 4% of the GNP.

Source: English translated version of the Constitution of the Arab Republic of Egypt (2014)

Education Law no. 139, which was issued in 1981, defines pre-university studying period, the power of MOE, and religious education. Table 38 shows articles of the Education Law no. 139 concerning the ESJ Program.

**Table 42: Articles of the Education Law no. 139 (1981) concerning the EJS project**

Subject	Article
Pre-university studying period	Article 4: 9 years of basic education (6 years of Primary Stage and 3 years of Prep Stage); 3 years of Secondary Stage (general and technical); and 5 years for the Progressed Technical Education
Decision from MOE	Article 5: the duration of the educational year, the weekly lessons for each stage, subjects, distribution of lessons and classes, setting the syllabus, student set for each class, calendars, exams, grades and exams' of certificate stage dates are approved After the approval of high council of education, and then, by MOTE

Size of classroom	Article 7: In technical schools, the lab classes, technical drawing, and typing classes shall not exceed 20 students.
Experimental schools	Article 9: Experimental schools (including the conditions of acceptance, regulations, and exams) are established after the approval of the high council of education.
Basic education	Article 15: A right for Basic Education is given to All Egyptian children who reach the age of 6. Article 16: Basic Education aims to develop the students' skills and abilities to satisfy their tendencies, behaviors, knowledge and practical skills that suit with their different environments which then would allow the students who accomplished the Basic Education stage to proceed to the next stage or to face life after a concentrated professional training, all of that in order to qualify the individual to be a productive citizen at home and for his/her society.
Exam	Article 18: Exam to take place on 2 stages at the level of the governorate in the end of the Basic Education stage.
Absence of students	Article 19/Article 21: If students do not enroll on specific time or if they do not follow on the absence sheet with no crucial excuse for 10 successive days or discrete 10 days, school manager must send a warning to their parents./Parents to be punished by an amount of 10 EGP in case their child is absent from school without accepted excuse in a week of receiving the letter mentioned in Article 19.

Source: English translated version of the Education Law no. 139 (1981)

## (2) Laws for EJS (Decree/Ministerial Order)

Ministerial decree No. 159 “Concerning the construction of some public schools and its implementation of Japanese Tokkatsu activities” was issued on May 6<sup>th</sup>, 2017. This decree has given legal bases for the establishments for EJS and executions of Tokkatsu+. The below is a summary for the ministerial decree.

**Table 43: Ministerial Order 159 “Concerning the construction of some public schools and its implementation of Japanese Tokkatsu activities”**

Article	Contents
Article.1	The Egyptian-Japanese School is established as an Official School following the Egyptian Syllabus besides the commonly known activities as “Tokkatsu+” at the Kindergarten & basic education stages (Primary-Preparatory-Secondary), As well as Some Public Schools (Arabic-language) are to be qualified to implement these special activities with the same name “Tokkatsu +”
Article.2	The Egyptian-Japanese School aims to provide students with Morals, ethical principles, positive behaviors, encouraging their sense of belonging to their country, cooperation & teamwork, problem-solving & creating a suitable learning environment.
Article.3	This decree will be applied to the first 12 pilot official schools (Arabic- language)

Article.4	<p>Some of the public official schools (Arabic- language) are to be implemented Tokkatsu Activities to reach 100 schools besides the construction of 100 new schools named “The Egyptian-Japanese School” starting from 2017/2018:</p> <p>Year 2017/2018:45 new schools are to be established in addition to a No. of 55 existing schools to be qualified to implement the Japanese model.</p> <p>Year 2018/2019:55 new schools are to be established beside 45 existing schools to be qualified to implement the Japanese model.</p> <p>Expansion of the Japanese Model to other schools is allowed in the future.</p>
Article.5	The number of Students at class at the Egyptian- Japanese Schools for kindergarten & basic education stages is limited by a maximum number of 36 students per class with no exception to be made under any circumstances except according to what the Law has set to organize this issue.
Article.6	The regulations of acceptance & transfer of students at the Egyptian- Japanese schools will be determined by a detailed executive decree.
Article.7	Qualifications of principals and deputies of EJS
Article.8	The Egyptian-Japanese school has one uniform for the students of each stage (kindergarten-primary-preparatory- Secondary).
Article.9	Parents are obliged to submit Declaration/indorsement of their knowledge and acceptance to all the regulations & systems implemented at the Egyptian-Japanese schools.
Article.10	A ministerial decree is to be issued to regulate the Financial regulations & rules followed at the Egyptian-Japanese Schools.
Article.11	This Decree is implemented since its issue date – for all the concerned parts-starting from the following day of its announcement in the official newspaper.

Source: The translated version of Ministerial decree (2017 No.159)

With the Ministerial Decree No. 159 in 2017, 12 pre-pilot schools, 100 new EJS schools, and 100 existing schools have been officially approved government public schools implementing Japanese style Tokkatsu+ activities. Following this ministerial decree, another ministerial decree (No.224) has been approved to be effective. The ministerial decree (No.224) regulates student admission for new EJS (language school), scheduled to open for 2017/18, fees, and incentives for teachers. According to the ministerial decree, a new EJS language school is going to accept from KG to 3<sup>rd</sup> grades students (Article 2) and fee for students should be 2,000 to 4,000 EGP (Article 6). Like other language schools, it is notified that fees from students will be funds for incentives (bonus) for teachers (Article 13). For payments of salary and bonus for teachers are responsibilities of Idara and Mudiryya, the same as other schools (Article 15).



## (2) Decree for authorities and roles of organization supporting EJS

As the technical cooperation project team originally did not assume involvement of local educational administrative bodies, there are tiny mentions in Project Document on authorities and roles for Mudiryya and Idara. However, Article 16 of Ministerial Decree No. 224 in 2017 defines responsibilities of Mudiryya and Idara for administration of new EJS language schools as follows;

### Article 16

Financial and Administrative supervision and technical advisors at Idara and Mudiryya will be responsible for the follow-up and supervision of EJS, financially, administratively and technically, as per the normal procedures.

The technical project team plans on periodical monitoring on EJS by MT. In the future, it is planned that monitoring will be transferred to Mudiryya and Idara (Project Document, approved by ECI on June 7<sup>th</sup> 2017). However, there is no clear indication when this transfer to be done. Also, some MTs regard themselves as a trainer and believe that monitoring is not their responsibilities (information from the technical project team). It must be discussed and planned promptly how the monitoring roles and responsibilities are demarcated among the project team/MT, Mudiryya and Idara, and how their monitoring capacity should be developed.

### 3.3.2 Other laws related to implementation of EJS

The study team understood that the PMU has been preparing a Ministerial Decree concerning EJS. According to the draft version of the Decree concerning EJS, the following laws and decrees have been reviewed. The SAPROF team obtained below English translated version of the documents number ③, ④, and ⑦.

- ① State Civil Servants Law no.81 of 2006,
- ② Local Government Law no. 43 of 1979 and its executive rule,
- ③ Education law no. 139 of 1981 and its executive rule,
- ④ Law no. 12 of 1996 issuing the Child law, its executive rule and amendments,
- ⑤ Presidential decree no.271 of 1997 regulating the Ministry of Education,
- ⑥ Ministerial decree no. 313 of 2011 with regard to the reorganization of the comprehensive evaluation of the basic education stage, primary and preparatory
- ⑦ Ministerial decree no. 285 of 2014 with regard to official language schools and official advanced language schools

The study team understood that ⑦Ministerial decree no. 285 of 2014 with regard to official language schools and official advanced language schools (hereinafter Ministerial Decree no. 285) has been referred for the preparation of the draft version of Ministerial Decree concerning EJS. According to Ministerial Decree no. 285, students enrolled in public language schools are required to pay fees. There are two fee collection schemes (Article 19 for ordinary language schools and Article 20 for distinguished language schools). Both schemes exempt the sons of the martyrs, poor students of the deceased father,

sons of the family-headed women or the divorced mothers during their enrollment in the school or the sons of parents with special needs based on social search approved from the directorate of the social directorate in the governorate.

Details of the fee collection schemes are as shown in Table 44 and 45. The language services' fees are expected to increase 7% each year for ordinary language schools and 5% for distinguished language schools.

**Table 44: Article 19: Fees collected from students at language schools**

Unit: EGP

Additional services	KG	Basic education	
		Primary	Prep
Language services	500	550	600
General activity	100	100	100
Technology development	50	50	50
Total	650	700	750

Source: Ministerial decree no. 285 (English translated version, June 2014)

**Table 45: Article 20: Fees collected from students at distinguished language schools**

Unit: EGP

Additional services	KG	Basic education	
		Primary	Prep
Language services	1,200	1,500	1,800
General activity	100	100	100
Technology development	100	100	100
Total	1,400	1,700	2,000

Source: Ministerial decree no. 285 (English translated version, June 2014)

The Ministerial Decree 285, Article 26 allows to spend 90% of language service on following aims at language school;

- Fund for bonus for all faculty members at language schools (90% of 90% of Language School)
- Additions to the basic salary are; Principals 150%, Deputy 125%, Foreign Language Teacher 100%, Other teachers/Specialist/Staff 75%.
- For print, maintenance, repair, constructions for emergencies/supply/service, salary for part time staff. (10% of the above 90%)

According to PMU Planning Officer, parents pay fees to schools. Schools keep the service fees for general activity and technology development. 10% of fees from language service is allocated for the fund for the incentive at Mudiryya and Idara. The rest of 90% goes to the account of Mudiryya for the

purposes mentioned in the above section. With the application from the school, Mudiryya pay to Idara in accordance with the regulations, and Idara pays to each teacher/staff.

For example:

Primary school, 6 grades/2 classes, 36 students in each class;

1,500 EGP x 432 people x 0.9 x 0.9 = "524,880 EGP" will be allocated to the fund for staff incentives.

The Study Team learned from an interview that monthly salary for teachers with 20 years of service (in charge of activity) are 1,800~2,000EGP<sup>18</sup>. Assuming there are 30 teachers with the average salary of 2,000EGP, 720,000 will be required and the fund has a shortage. For language school, the maximum number of students for a class is set at 36, however, but according to the information the Study team collected, there are usually around 50 students in a class in language schools. The more students the schools have, the more fund will be available, it is assumed that a school allows having more students per classes than they are allowed to for teachers' bonus. New EJS, scheduled to open in 2017 is equivalent to language schools and it is presumed that teachers expect the bonus to be paid. Monitoring and intervention by PMU must be imperative to control the number of students per class not exceeding the standards.

### **3.4 Capacity building related to EJS opening and dissemination**

#### **3.4.1 Leadership required for EJS teachers**

The project suggests four competences below as essential for the teachers in EJS schools.

(1) The ability to support "whole child education"

The essence of whole child education rests on respecting students' dignity and autonomy. Specifically, the competence includes abilities and attitudes of teachers such as dealing each individual student equal, instead of imposing teachers' opinion, listening to students' ideas and opinions, encouraging students to make decisions and trust students' potential.

However, pointed out at section (4) of the chapter 2.1.6, many teachers in Egypt are perceived by students that they are not well equipped with those abilities and attitudes. It is yet to see how the project introduces the philosophy underlying the Tokkatsu and how the Egyptian teachers interpret and practice it in schools.

(2) Knowledge about Tokkatsu+

Knowledge about the aims and various activities incorporated in Tokkatsu+, and how to support children in Tokkatsu+ activities

(3) Practical teaching skill of Tokkatsu+

Teachers are able to practice Tokkatsu+ and can serve as a role model of a responsible citizen of the society.

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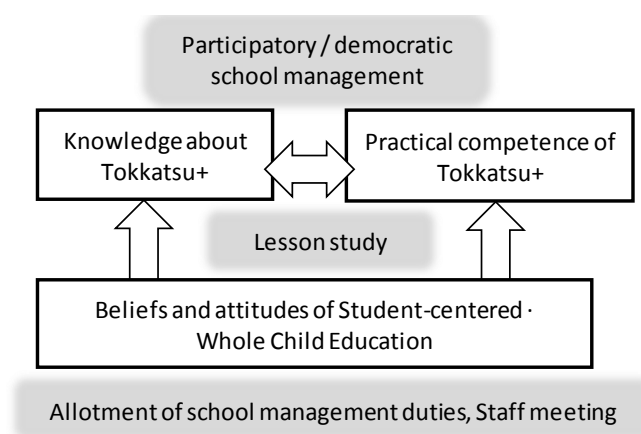
<sup>18</sup> According to the information the Study Team collected, the base salary for public school teachers is set very low. 1,800-2,000EGP is the sum of all fringe benefits.

## (4) More participatory school management skill

Teachers borrow the Japanese way of school management: they participate in regular staff meetings, share school management roles and responsibilities so that schools are managed more democratic and collegiality and trust will be nurtured among teachers.

(Source: Project monitoring report)

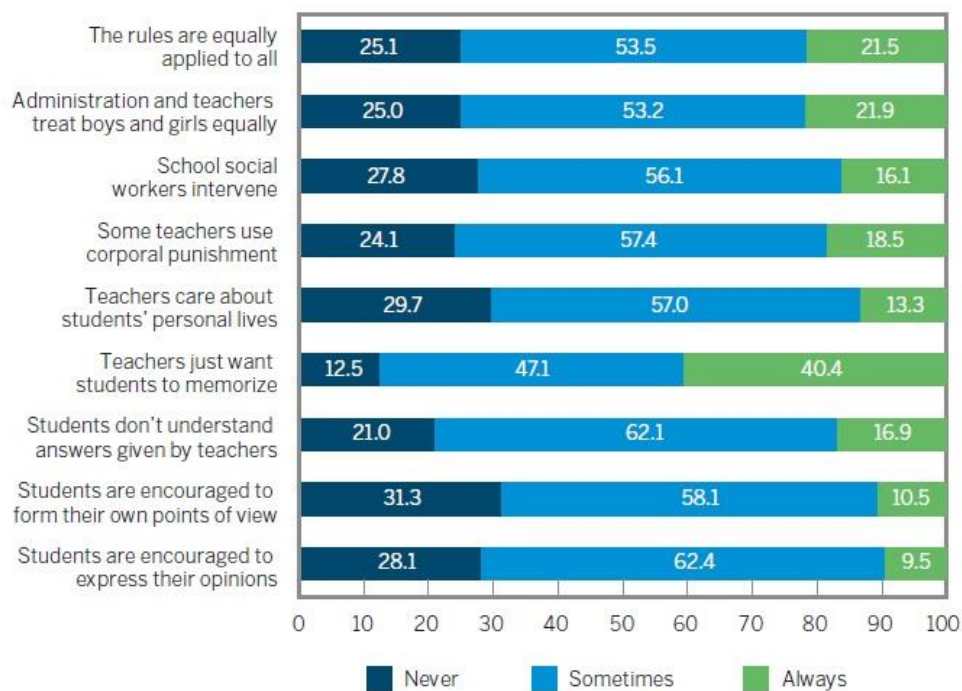
At the core of the teaching competence required when practicing Tokkatsu+, there lies the belief in learner-centeredness and whole child education philosophy. Knowledge and practical teaching skills of Tokkatsu+ build on the belief. It is expected that the knowledge and the practical skills of Tokkatsu+ advance and deepen as teachers continuously engage themselves in lesson study as school-based professional development. In other words, not only students but also teachers continuously learn to acquire the knowledge, skills, and attitudes in order to actualize whole child education: they recognize their own responsibilities as teachers, they learn to share ideas and reach consensus to fulfil the responsibilities, and they nurture collegiality and trust among themselves by collaboratively engaging in actualizing the educational goals of their own schools



Source : Developed by the Study Team

**Figure 41: Structure of competence required by EJS teachers**

Neither pre-service education nor in-service education in Egypt educate teachers to develop the learner-centered or the whole child education philosophy (OECD, 2015; SYPE, 2014; TEMPUS, 2014) As a result, as pointed out at section (4) of the chapter 2.1.6, teachers less encourage students to share own ideas or opinions or to develop their own views. About 20% of the students agree that their teachers and school administrators treat all students equal and fair.



Source : SYPE 2014, p43

**Figure 42: Opinions of students who ever attended school about school experiences**

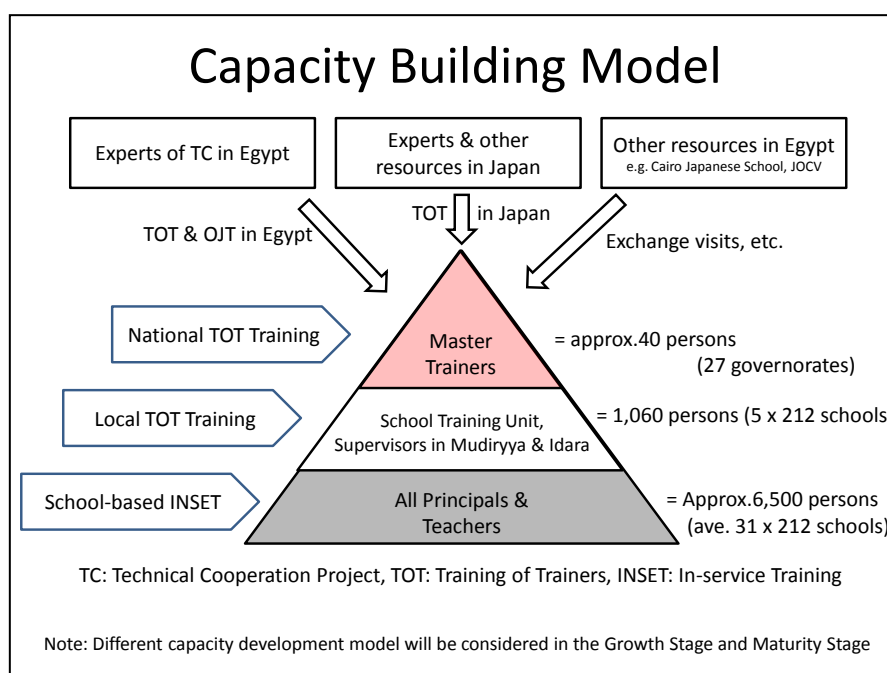
Teacher education in Egypt has been criticized as outdated, theory oriented, passive learning of students, a collection of not well-related courses, lack of development of critical thinking skill, reflection or problem-solving skill (OECD, 2015). The teacher educators themselves are the generation of students who were educated under the traditional type of education. The current pre-service teachers will have reinforced their conservative view of education and educational belief they had before entering into the programs<sup>19</sup>. Their educational views and beliefs will have little chance of being reflected and transformed because of the paucity of the continuous capacity building of teachers. Most of the in-service training programs are one-time and passive (OECD, 2015; TEMPUS, 2014).

When taken together, of the newly assigned teaching staff to 28 EJS schools, there will be only a few qualified principals and teachers who possess a belief in learner-centered and the whole child education philosophy, though they meet the eligibility requirements. The need and importance of school-based, continuous and collaborative professional development are evident, with a focus on Tokkatsu+ activities.

### 3.4.2 Capacity building plan of EJS

Continuous professional development is the most critical and urgent issue for capacity building in order to implement Tokkatsu+ in EJS schools. The JICA technical cooperation project designs and has started a three layered capacity building model shown in Figure 44 (Project Document, 2017).

<sup>19</sup> When a beginning teacher stands in front of students, what they remember and use is not what they learned in teacher training program but how his/her school teachers taught and interacted with students. New teachers have a four year teacher training in universities but it is 12 years in schools that they had a direct contact with teachers as students. It is understandable how powerful the influence of school teachers is on beginning teachers. Lortie called this as the apprenticeship of observation.



Source : Project Document dated June 5, 2017.

**Figure 43: Cascade Method of transfer of Tokkatsu+**

#### (1) Mater Trainer (MT)

The criteria to select master trainers read as follows:

- Certified by PAT<sup>20</sup> or NAQAAE<sup>21</sup>
- Fluency in English
- Possess general knowledge and experience in school education
- Additionally possess one or two expertise such as:
  - Project management
  - School management
  - School based in-service training (SBI)
  - Whole Child Education (Tokkatsu)
  - Early Childhood Education

The project admits that it is not easy to find people who meet all the conditions, especially English communication skills.

As of June 2017, forty MT were assigned and received the training on Tokkatsu, school management, etc. The first batch of 18 MTs was dispatched to Japan for two weeks from the end of June and learned firsthand about Tokkatsu and the underlying philosophy. The training program in Japan provided the

<sup>20</sup> Professional Academy of Teachers

<sup>21</sup> National Authority for Quality Assurance and Accreditation

trainees enough opportunities to visit schools so that their understanding of Tokkatsu philosophy and its practices should be improved.

#### (2) School trainers (ST)

The second layer of the cascade model is School trainer (ST) and their capacity building is within the responsibility of MTs. The project envisaged five member school training unit (STU<sup>22</sup>) of participating schools as school trainers. Three officers from Mudiryya and Idara are expected to join the unit. Since only 28 new schools open in 2017/2018, the target of the second level training will be around 300. According to the outline of the training described in the Project Document, 2 days in July on the philosophy of learner-centered approach and Tokkatsu+, 1 day orientation session for principals, 5 day training for STs in August on school management, school-based in-service training (SBI) and monitoring and evaluation. Tokkatsu introduction guidelines and manuals will be used as training materials, which were drafted by Japanese experts and reviewed/revised by MTs during the training in Japan.

In addition to the above-mentioned training in Egypt, EJS principals and one representative from school training unit of all participating schools (212 EJS schools) will participate in the training in Japan.

#### (3) School-based in-service training

Each participating schools is at the third and the bottom level of the cascade training model. STU plays the central role in organizing regular school-based in-service training (SBI) under principal supervision. Project expect 10 SBI training in a semester to share the knowledge STU gained from related training. Once in a semester, an experience sharing meeting is organized in a cluster.

#### (4) Challenges

##### 1) Time

As seen in the above sections, the introduction of EJS Tokkatsu+ depends very much on the capacity of MT. It requires the project to develop MTs as Tokkatsu+ experts in Egypt, but time planned for MT capacity building is absolutely insufficient. MT is not full time, but are called upon from their workplaces when EJS training is conducted. According to the capacity building plan, From February to July 2017, they receive 31 day training on Tokkatsu+. Since all the training sessions must be translated into Arabic or Japanese, the substantive training days will be half at the best. It is not reasonable to expect MTs to serve as an expert of Tokkatsu+ and the whole child education in 15 days or so. In the MT seminar in April offered by the project, the Japanese experts spent a significant amount of time and efforts to clear a firmly-held misconception among MTs that Tokkatsu+ is equal to active learning.

Based on the descriptions in the Project Document, the intensive capacity building of MTs is planned in the first year, and on the job training (OJT) from the second year and onward. MTs are not counterparts or full-time trainers of the project. After the initial inputs, they receive very limited inputs from Japanese experts only during the training, not continuously or systematically.

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<sup>22</sup> It usually includes principal, deputy principal and counsellor (information collected by the Study Team).

Although MTs have better credentials and competence than regular teachers, time planned to capacitate them as Tokkasu+ experts are far from sufficient. Eyeing 2021 and beyond, it is worth considering to pick up several potential MTs to train them as full-time national trainers (not assigned) suggested in the Project Document.

## 2) Training modality

Trainings cover a wide range of topics. Consequently, MTs learn wide but shallow and are not able to develop their expertise. Opportunities for MTs are limited to put their learning on Tokkatsu+ activities into practice. Tokkatsu+ activities are operated very differently from practices in Egyptian public schools, it is essential that MTs in the top layer of the cascade training model gain experiences of put knowledge into practice in an actual classroom situation. This helps MTs to enhance their practical teaching skills of Tokkatsu+. Without experience and good practical teaching skills of Tokkatsu+, MTs are not able to provide effective advice and support in lesson study as SBI.

## 3) Monitoring and evaluation

Project Document reads that MTs will be utilized in regular monitoring at the initial stage of the project, then the responsibility will be gradually transferred to the conventional way of monitoring. Conventionally the follow up<sup>23</sup> personnel in Mudirrya and Idara separately conduct follow up of the schools. The document lacks a clarity in what, when and how to transfer the responsibility.

Based on the information the Study Team gathered, a monitoring staff usually visit a school twice a month, 2 hours at a time. The main objective is to find and report school problems. Monitoring of EJS schools will be additional responsibility if it falls on them.

Three staff from Mudirrya and Idara are included in the second level of cascade model of capacity building. Of five day training program scheduled for the second level trainers, monitoring and evaluation are one of the many topics with Tokkatsu+ philosophy, school management school-based in-service training. Monitoring and evaluation of Tokkatsu+ are not inspections (check what is missing and give directions), but monitoring for professional development (support teachers' learning). Mudirrya and Idara follow up staff need a substantial transformation of their concept of monitoring<sup>24</sup>.

Research indicates that in order to practice new knowledge and skills in the classroom, teacher support by experts in a classroom is particularly effective to reduce teacher anxiety and to give teachers courage to try. Together with MTs, the follow-up staffs in Mudirrya and Idara should learn facilitation skills and communication skills to give practical advice to teachers in a democratic manner as an equal colleague. This is in line with the spirit of Tokkatsu+.

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<sup>23</sup> In Egypt, a term "follow up" is used for monitoring. In this report follow up and monitoring are used interchangeably.

<sup>24</sup> A project expert recorded in a school visit report that an Idara staff intervened in a lesson. In Cairo, Idara staff monitor twice a week and subject advisors visit once a month.



### 3.4.3 Principal training plan of EJS

In this project, the level of active implementation of Tokkatsu+ in classrooms is dependent on the effectiveness of STU, but a principal serves as an engine of this endeavor. Recently the importance of a group of school leaders headed by a principal is stressed in the reports by OECD (2016) and UNESCO (2012).

About principals, from the analysis of pre-pilot school visit records<sup>25</sup> by Japanese, it is learned that there was a frequent change of principals and the knowledge and leadership of principals seemed to influence the understanding of Tokkatsu+ and quality of practices<sup>26</sup>.

New EJS schools to open in 2017 start have principals and teachers without any knowledge about Tokkatsu+. They will be learning by doing, experiential learning. This type of learning makes principals and teachers difficult to foresee or predict what will happen based on previous experience. They may experience stress and frustration because the old and familiar ways are no longer effective. One of the roles that STU is expected to serve is to create a community of practice with lesson study as its core in order to share experiential learnings and draw lessons. Not only Tokkatsu+ activities but creating community of practice where teachers work collaboratively cannot come overnight. Carefully planned and continuous efforts are essential. The project must provide knowledge and skills to principals how to lead and support STU.

Table 46 outlines the technical input the project envisaged.

**Table 46: Capacity Building for Principals**

Item	Timing	Days	Content	Responsible
School awareness campaign	July 2017	2	Philosophy (Child-center approach), What is Tokkatsu+	PMU/ST
Orientation for principals	July	1	What is Tokkatsu+, Selecting ST at each school, School management	PMU/ST
ST <sup>27</sup> training	Aug	5	Tokkatsu+, School management, School-based Inservice Training (SBI), Monitoring & evaluation	PMU/ST
School management	Aug-Oct	3	School management (advance)	PMU/ST
Training in Japan <sup>28</sup> (Principals)	TBD	TBD	TBD	MOHE

Source: Project Document

During the EJS Tokkatsu Seminar in April 2017, the Study Team had a chance to interview a few principals of the pilot schools. They proudly showed some pictures saying that “We are practicing Tokkatsu”. All of the pictures and movies were cleaning. When introduced Tokkatsu, the schools implemented what they could see and what they found easy to do. On the contrary, the student classroom

<sup>25</sup> Conducted in December 2016 and March 2017.

<sup>26</sup> P-5 school was evaluated quite high by the Japanese experts in both visits (December 2016 and March 2017). The report read that they conducted the lesson not to show outside guests, and the learners were engaged in the tasks they should work. P-7 school printed and posted the school vision and the Tokkatsu Vision on the wall. They also developed an implementation plan which were not found in other pilot schools. Both principals in P-5 and P-7 schools were evaluated positively by Japanese experts.

<sup>27</sup> If STU members are School trainers, principals are included.

<sup>28</sup> Details to be decided, but it is planned to use a loan to send EJS principals and teachers in 14 batches for 6 week training in Japan.

discussion copied only the form and the surface of the activities, not the substance: relevant topic, meaningful discussion, decisions to be put into action by students. The school visit reports by Japanese experts suggested that what pilot schools were doing under the name of "Tokkatsu" was far from the intention of the project. It is almost impossible to understand all about Tokkatsu+ activities in 11 day training (6 days if a translation is involved). For the majority of EJS teachers, SBI is the only training opportunity to learn about Tokkatsu+. The biggest challenge that the principals face is maintaining teachers' motivation and implementing PDCA cycle of Tokkatsu+ step by step and continuously by using the guidelines and manuals and the audio visual materials the project have developed. How to support principals to successfully understand and empathize with the significance and the philosophy of Tokkatsu.

### 3.5 Approach and plan for promotion of EJS to communities

This section shows the public relation activities in technical cooperation project and the approach of EJS and Tokkatsu+ understanding to communities.

#### 3.5.1 Approach and plan for promotion

The public relation (PR) of the project is planned as below. In addition to those, information sharing between pilot schools and EJS schools is included in the plan of public relation activities.

**Table 47: Expected PR activities**

	Target	Detail	Media	Location
1	Students, parents, and teachers	Promote objectives of Tokkatsu+ and EJS	Poster	Schools
2	Community people	Promote objectives of Tokkatsu+ and EJS especially in the view point of well-being of neighboring community people	Radio	
3	Mass media	Promote Tokkatsu+ and EJS among mass media	Press release / observation tour	MOETE / Project
4	General public	Promote commencement of Tokkatsu+ and EJS among general public	Newspaper, radio, TV	
5	General public	Promote how public education will change through introducing Tokkatsu+ (TV documentary)	TV	
6	General public	Promote Tokkatsu+ and EJS's objectives, plan, status, together with comments from students, teachers, and parents	Web site	MOETE's web site
7	General public in Egypt, Japan, and other countries	Post photos, short videos, reports I three Facebook languages (Arabic, English, and Japanese)	Facebook	Facebook page of the project
8	General public in Japan	Promote JICA team's activities, achievements in cooperation in the project	Web site	JICA's web site

Source: Technical cooperation team (2017)

**Table 48: Work step and schedule for PR activities**

Item	Schedule
Awareness seminar for pilot schools	November 2016
Open seminar for various stakeholders	April 2017
Indicate budget for PR approved by JICA for the project team	March~April 2017
Study PMU's budget for PR	Same as above
Draft PR plan	May 2017
Develop PR material	May~August 2017
Conduct PR activities	September 2017
PR of the first local seminar	July 2018
PR of the second local seminar	July 2019
PR of the international seminar	July 2020

Source: Technical cooperation team (2017)

**Table 49: Seminars**

Seminar	Description	Schedule	Participants
Tokkatsu+ annual seminar	To have students and teachers from pilot and target schools report achievement of Tokkatsu+ annually	July 2018	300
		July 2019	300
International Seminar	To disseminate achievements of Tokkatsu+ and EJS project through the region	July 2020	Local : 300 Regional : 6 countries from the Arab region

Source: Technical cooperation team (2017)

### 3.5.2 Current situation and issues

#### (1) Current situation of PR activities

In the current PMU, the person in charge of IT also holds the post of PR. Furthermore, the detailed plan of public relation has not been established. Meanwhile, EJS project became known widely among Egyptian society because some PMU members and the minister have appeared on TV, and media has broadcasted about EJS project by their own. As a result, many people (mainly who have children of primary school age) have visited in MOETE or Japanese school in Cairo by confusion with EJS, and PMU has become busy in dealing with.

Following articles were on internet media so far.

- Egypt Independent “Japanese education system Tokkatsu to be applied in 45 Egyptian schools” (2017/4/19)
- Al-monitor “Egypt turns to Japanese model to reform education” (2017/2/19)
- Alyoum-assabia “بالفيديو-والصور-تعرف-على-تصميمات-المدارس-المصرية-اليابانية-الجديدة” (in Arabic) (The new plan of Egypt Japan School)
- Ten TV (YouTube) “رأى عام - المدارس اليابانية في مصر.. تساؤلات كثيرة وغموض حول التجربة - فقرة كاملة” (2017/8/6)

#### (2) Promoting policy and experience in pilot schools

12 pilot schools have promoted understandings among parents and communities by themselves. From interviews with 3 pilot schools (Abu Bakr Formal Primary School, Hassan Basha Tahel Formal Primary

School, Sarah Tokka Allah Helmy Primary School) and MTs, this section shows parents reaction to Tokkatsu+ activities and efforts which are taken to deal with.

Common with 3 pilot schools and MTs was that parents reacted strongly against cleaning activity. This was because that cleaning had a negative image of punishment for bad students and cleaning activity in schools was not socially allowed. Responding this reaction and comments, each school has taken action as follows.

1) Abu Bakr Formal Primary School

- Hold parent meeting.
- Persuade that classroom and home are same, principal and teachers show themselves cleaning up.
- Principal sends out his opinion to parents via school Facebook page.

2) Hassan Basha Tahel Formal Primary School

- Distribute school letters written about Tokkatsu+ activities including cleaning to parents.

3) Sarah Tokka Allah Helmy Primary School

- Tell the purpose of Tokkatsu+ activities through students.
- Parents communicate each other on the Facebook page.

Meanwhile, teachers in Sarah Tokka Allah Helmy Primary School showed their difficulties in getting the understanding of Tokkatsu+ activities, saying that school and parents could not communicate well because parents did not come to the parents meeting. The Study team found out that each school tried to find the way to explain to parents and increase their understanding.

(3) Issues

From the plan and the current situation above, two points below can be the issues. The recommendation is described in Chapter 5.

1) Absence of person in charge of PR in PMU

While EJS has been widely known among Egyptian society since many news reports have reported, PMU is not able to deal with queries from people due to the absence of a person in charge of PR.

2) Establishment of the trust with communities in new EJS

While study team found that pilot schools have established trust with communities, new EJS need to start to build the trust with their communities from scratch when they open. Promoting understandings and building trust can be the issues in the early phase of new EJS.

## 3.6 Pre-school education

### 3.6.1 Current situation of pre-school education in EJS

(1) Pre-school education (Kindergarten, KG) in EJS

KG is included in all new EJS and recognized as pre-school education within the Whole Child Education. While KG is a pre-school section of EJS, KG activities in EJS project differ from those in primary school classes.

## (2) Activities

KG activities are categorized by 5 realms.

- ① Activities similar to the “Tokkatsu”
- ② KG corner
- ③ Team play based on rules
- ④ Sports
- ⑤ Activities concerned with the health situation

Realm 1, activities similar to the “Tokkatsu”, is not about Tokkatsu+ which is introduced in higher grades than primary school but about activities such as day duty, discussion, recital, gathering with different age, morning meeting, and end-of-day meeting (source: Tokkatsu+ introduction manual Ver.1).

Common philosophy among all 5 realms is similar to ones of Tokkatsu+. For example, when playing to learn numbers, they do not just say “put balls in order and count their number”. In EJS KG, they use picture books and materials which attract children’s interest and introduce teaching method which will make children want to count willingly. It focuses on how to foster children’s ability to think and learn by themselves.

## (3) Human resource development (MT training)

KG activities are included in MT training. However, the number of MT who have a background of KG is very low, and contents related to KG are also a few. Technical cooperation team recognizes the necessity to consider the contents about KG activities.

### 3.6.2 Prospect and issues

Although it is difficult to explain that KG activities in EJS would solve the problems in pre-school education in Egypt because KG and nursery are different by their roles and targeted social class, the establishment of new EJS means that the number of KG and the enrollment rate will increase. Also, it can be expected that the 5 realm activities will improve quality education.

However, the core of EJS project is Tokkatsu+ and its target is above primary education stage. It can be important to collaborate well between KG and primary school. Additionally, MT training should be composed by KG contents as well as Tokkatsu+ contents with balance.

Another technical cooperation project targeting pre-school education started in June 2017, and nursery experts are assigned. In this project, experts will train directly in the nursery. Good collaboration between two projects is expected, considering their differences such as controlling ministries and targeted societal classes.

### 3.7 Gender perspectives on EJS opening and dissemination program

This section analyzes EJS project from gender viewpoint and clarifies the issues and obstacles. Recommendation to gender consideration in the program is mentioned in Chapter 5.

Based on the interview of PMU and related data, EJS project can be sorted out as follows.

#### (1) PMU

As of the end of July, the number of male and female member is same. A male and a female PMU members are in the position of decision-making. Information sharing among members seems active. When study team interview PMU, a staff said that PMU does not consider gender issues in the education sector in Egypt and not plan to take any action in EJS project regarding gender issues.

#### (2) Concept and activities

In Egypt, compulsory education is conducted under the law of gender equality such as Constitution, and there is no affirmative action which encourages one gender in school in general. EJS also follows this policy and any affirmative action is not regulated by ministerial decrees.

EJS and Tokkatsu+ introduce Whole Child Education approach in pre-school and basic education. Program's concept does not mention any gender consideration, however, it does not expect gender discrimination. From the interview with NGO, one gender issue was pointed out that some female students cannot participate in physical activities. The opinion from technical cooperation team on this point is that physical education is an activity within Egyptian curriculum and intervention into the contents of the curriculum will be out of the scope of their project. Also, the project team mentioned that they do not interfere Egyptian culture and tradition. On the other hand, they pointed out that some Tokkatsu+ activities may contribute to solving the gender issue. For example, making a line in morning assembly activity aims to build the ability to work with the group in order. In the NGO's report, girls feel unsecured or harassed when boys rush into the canteen. If students gain the ability to make a line in order through Tokkatsu+, gender issues in school will reduce. Furthermore, discussion activity may be the key component to reduce gender issues if students discuss the issues.

#### (3) Model of human resource development

Gender is not considered in the selection process of MT and ST. In the shortlist of MTs as of 8 August, the number of female MTs are more than male. However, there was a regional imbalance that some area does not have any MTs. MTs selection will be continued but some area will have only male MTs (source: Technical cooperation team).

Expected roles of MTs are to participate in training mainly held in Cairo, to gain knowledge and teaching skills as MTs, and to deliver that knowledge to STs in their area. So, many transportations from their area to Cairo and from city to city will happen. However, women's frequent movement is not socially

welcomed or not socially desirable in some areas in Egypt. Especially in Ramadan period, female MTs are not able to work in the daytime because they have to go back home and prepare meals.

#### (4) Application of students and teachers

Gender is not considered in the application process of students and teachers. Since new EJS is set to the similar system and targets to the public language schools, the male-female ratio of students will be the same order as public language schools. The pilot school where study team visited has same ratio or slightly more female than male.

#### (5) Male-female ratio of teachers in pilot schools

**Table 50: The number of teachers in pilot schools (study team visited)**

School	No. of male teacher	No. of female teacher	Total	Remarks
Sarah Tokka Allah Helmy Primary School	10	38	49	The number shows the teachers who participated in follow-up seminar, not the total number of the school
Abu Bakr Formal Primary School	12	19	31	All teachers are female
Hassan Basha Tahel Formal Primary School	5	22	27	All men are in charge of administration.

Source: Interview with pilot schools by The Study Team

The majority of teachers in pre-school and basic education in Egypt are women: 99.5% in KG, 60.9% in primary school, and almost half in preparatory school. In 3 pilot schools where study team visited, many teachers are women and the administrative section is dominated by men. An existing school nominated as EJS, Aziz Abaza School, is the only school which has female principal among schools where study team visited.

Each school holds regular teachers meeting once or twice per month and holds before examination and the new term starts or when problems happen. In Abu Bakr Formal Primary School, the principal establishes a trust committee and make a decision aside from the regular teachers meeting.

#### (6) Policy for regional disparity

Section 2.4.1 (1) mentions that gender gaps are different by regions. However, EJS project does not take any gender consideration in the plan. As described in 3.2.5, Tokkatsu+ activities are implemented based on the guideline and are not expected the difference between regions. Meanwhile, since each school can choose activities which fit its school, there remains flexibility to reflect regional characteristics in the activities.

## 4. Implementation of EJS opening and dissemination program

### 4.1 Budget procurement

Necessary accounting items to implement EJS are summarized as below. The EJS project cannot be managed within each recurrent educational budget, so it is undeniable that the possibility of a future necessity of having to ask for a new source of funds in future. However, according to past budgetary resources, it is as follows.

**Table 51: Breakdown of EJ Implementation Budget**

Item	Local currency/ foreign currency	Finance source
PMU Operation budget	Foreign currency	External finance source
Cost for human resource development including teacher training	Local currency Foreign currency (Training in Japan)	MOETE and External finance source
Operation and management cost for the whole EJS project (Seminar for motivating EJS concept)	Local currency	MOETE
The cost for activities to assure sustainable operation as well as an effective operation of RJS.	Local currency	MOETE
The cost for construction of EJS new schools and facilities.	Local currency/ foreign currency	GAEB
Procurement equipment to practice Japanese-Style Education (Tokkatsu, Tokkatsu+), including equipment for kindergarten.	Foreign currency	External finance source
Salaries for teachers of new EJS	Local currency	MOF
Incentives for EJS teachers	Local currency	MOETE

Source: The Study Team

The above is the source of funds as of the end of April which was estimated on the basis of consultation with the PMU and the Technical Cooperation team. Meanwhile, from May to June, the Study Team carried out accurate price estimation work in domestic at home office in Japan and made corrections to the price as of April. For reference, the entire EJS project budget is shown below.



**Table 52: EJS Project Budget Summary**

1EGP = ¥6.27

Item	Total (EGP)	Total (JPY)
PMU Operation	13,038,480	81,751,270
Technical Cooperation	17,224,880	108,000,000
Incentives(incentive for extrawork)	489,245,400	3,067,568,658
Capacity Building	26,944,457	168,941,745
Tokkatsu+ association(accreditation, teachers society, annual conference, award, etc.)	87,441,177	548,256,177
Furniture & Fixture (Egyptian Standard)	599,642,106	3,759,756,005
Construction of School Facility including land	1,948,800,000	12,218,976,000
Equipment, Teaching & Learning Material(Egyptian standard)	1,443,024,979	9,047,766,620
Equipment for Japanese-Style Education	626,407,644	3,927,575,927
Maintenance Fee	278,775,000	1,747,919,250
School Meals (Dry meal/biscuit)	282,165,660	1,769,178,688
Consultancy Fee	10,500,000	65,835,000
Salaries	502,898,760	3,153,175,225
School Operational Cost	66,749,760	418,520,995
<b>Total</b>	<b>6,534,321,704</b>	<b>40,970,197,090</b>
MOETE's Share	3,546,365,380	22,235,710,936
Technical Cooperation	17,224,880	108,000,000
External Finance Share	2,829,268,042	17,739,510,623
5% Contingency for External Finance	141,463,402	886,975,531

Source: The Study Team

## 4.2 Establishment of EJS's draft budget and management of its budget

The overall budget of the EJS project is divided into a budget based on external finance source and a budget based on the budget of the country. Regarding which of them is the source of funds, the PMU prepares a draft proposal, and EC1 and SC make final decisions and decide. Attach the EJS overall budget to the end of this report (Appendix 5).

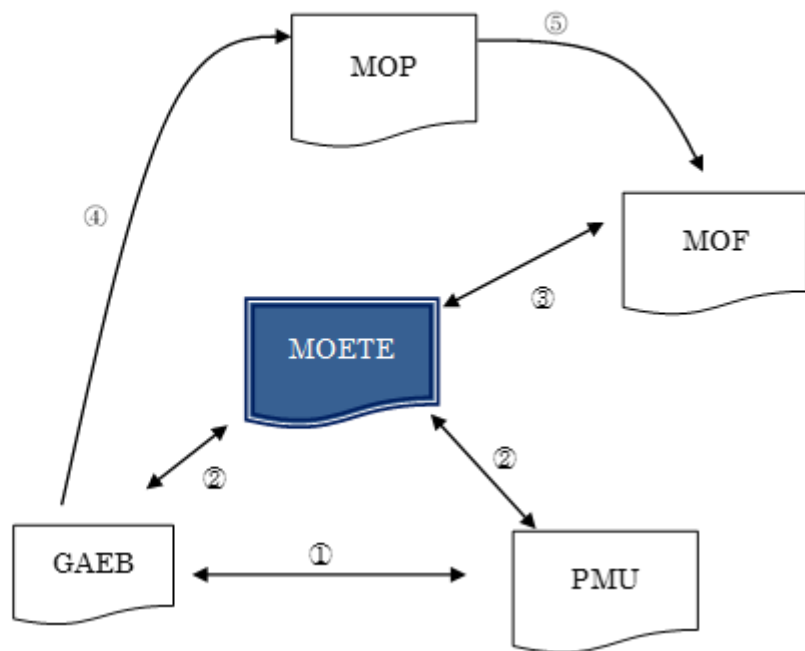
According to the organization chart, management of EJS budget has to be handled by the Administration and finance section. However, however, the position is vacant now. Therefore, the implementation budget of EJS was estimated by both PMU Director and PMU Coordinator with collaboration from technical cooperation team. This budget is submitted to the Budget and Investment Plan of the financial administration sector of the MOETE, and after initial assessment there, it is brought to the Ministry of Finance budget screening procedure.

#### **4.2.1 Procedure of budget request**

The flow of budget request (application for a budget) is as follows.

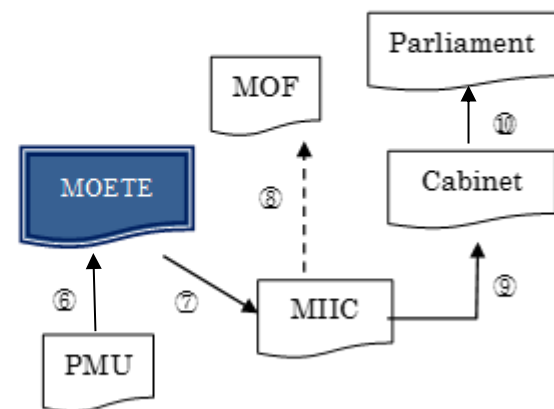
**Budget flowchart\***

**Budget request flow**



Legend:

- > Information sharing
- > Request and negotiation



Source: The Study Team

**Figure 44: Budget Request Flow**

Description of external finance request flow :

- ① Discussion on the total project cost for EJS such as school and facility construction, equipment procurement.
  - GAEB needs approval from MOP for the budget procurement.
- ② Drafting of EJS total budget by the PMU and submission to Budget and Investment Plan of the MOETE.  
Recurrent budget request from the GAEB.
  - PMU is obliged to submit the Task Schedule (indicators for controlling project's target achievement) to disburse additional budget for EJS to the finance department under the MOETE.
- ③ Request to MOF of the total amount of recurrent budget as well as to disburse budget sourced from the external finance.
- ④ Request of budget to MOP for asset accounting items such as school and facility constructing
- ⑤ Apply budget and negotiation for asset accounting items to MOF from MOP.
  - MOP initially accesses the application from the GAEB and then, start negotiation with the MOF for procurement.

Note : The budget application for the external finance source will be done only the first year, the next fiscal year and thereafter it requires only reporting of the annual budget amount. Also, after assessing the EJS budget, the MOF incorporates the loan amount as an expense account item into the annual budget. However, MOF does not control the EJS budget sourced from the external finance. Caring-over of external finance beyond the fiscal year can be done anytime.

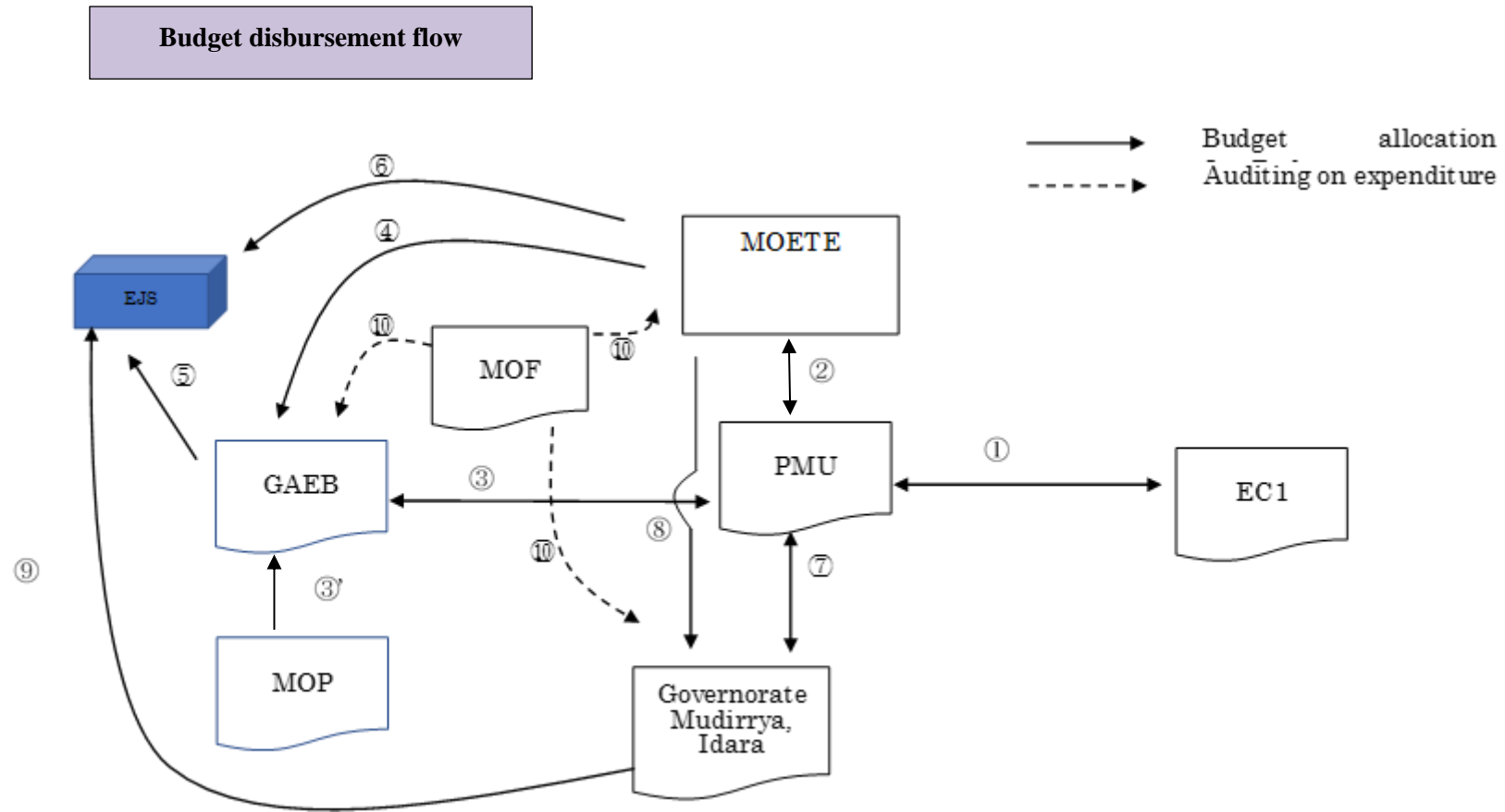
External finance procurement flow

- ⑥ Drafting and documentation of total EJS budget and submission to MOETE.
  - PMU needs not to obtain an approval from EC1 for the loan request. It is requested only when the original plan changes.
- ⑦ Evaluation of the draft EJS budget and its documents by the MOETE and documentation of necessary report for the interministerial procedure: Economic Report.
- ⑧ Review by the MIIC and report to MOF.
- ⑨ Submission to the Cabinet for approval to procure the external finance.
- ⑩ Approval by the parliament

#### **4.2.2 Procedure of budget allocation of Budget and Investment Plan of the MOETE**

The flow of budget allocation based on external finance source is different from the flow of budget allocation based on national recurrent educational budget. The EJS budget based on external finance source is transferred from the Egyptian Central Bank to the MOTE's bank account, and it will be transferred to related organizations. Meanwhile, the national recurrent education budget will be distributed through MOF and MOP to MORTE, GAEB, and local governorate.

However, since the MOF and the MOP conduct data management on the use of the national budget, it is necessary to receive reports from the auditing institution and the institution directly using the budget for the allocated budget usage.



Source: The Study Team

Figure 45: Budget Disbursement Flow

Description of external finance source allocation flow :

- ① Submission of budget allocation list and progress/achievement on task schedule from PMU to EC1 and approved by EC1.
- ② Budget allocation based on the request from PMU with an approval from EC1 (Disbursement of the loan will be conducted based on the request from PMU/MOETE to JICA)
  - The auditor from MOF inspects the expenditure of MOETE whenever necessary.
  - The audit report needs to be signed by PMU director.
  - PMU is 100% responsible for EJS expenditure management.
  - Incentives to Master Trainers are paid by the Central Administration for Leadership Preparation Center.
  - Account items (ledger account) of the audit report have regular accounting form.
- ③ Request for budget allocation for EJS construction to PMU and receipt of EC1's approval through PMU.
  - Documentation and procedure are not yet discussed internally.
  - GAEB needs to report to MOF and MOETE for approval when they request PMU an EJS budget.
  - Documentation and procedure with MOP have not yet discussed usage of EJS budget.
- ③' GAEB requests MOP the recurrent budget for school construction and receives approval.
  - After the completion of assessment on budget application from GAEB, MOP negotiates with the MOF for budget allocation. Budget is disbursed directly to the GAEB from MOF.
- ④ Receipt of budget from MOETE's bank account.
  - Payment to subcontractors from GAEB has not yet discussed internally.
  - Auditing system has not yet discussed internally.
- ⑤ Payment to contractors for building construction
  - Payment to building construction contractor has not yet discussed internally.
- ⑥ Payment to (EJS) equipment supplier.
- ⑦ Request of the budget allocation to PMU and receipt of EC1's approval through PMU.
- ⑧ Receipt of budget from MOETE's bank account.
  - Auditing will be done by the assigned personnel from MOF to MOETE.
- ⑨ Allocation of budget based on the schedule.
  - Documentation and procedure to request EJS budget from each school to governorate have not yet discussed internally. But, budget disbursement on the external finance is possibly controlled and handled by PMU.
  - For EJS project, Governorate will cover furniture, educational equipment including science, AV/IT equipment and consumables for existing schools, and for new EJS, it will be handled by PMU.
- ⑩ Audit EJS related expenditure at the end of fiscal year or when necessary.
  - Auditing EJS expenditure at Governorate and GAEB has not yet discussed internally.

### 4.3 Estimated cost of EJS project

#### 4.3.1 Policy and spec of furniture and equipment

The Study Team had discussions with Egyptian side on equipment and furniture based on the principles and policies below.

##### 【Principles】

Be a furniture/equipment which can be a supporting tool of Japanese-Style Education. In particular,

- Those that contribute to the improvement of rich human nature through fostering cooperativeness, creativity, and problem solving skills through discussion activities.
- Tokkatsu+, It promotes learning through playing.
- To promote group learning such as science, music, physical exercise, art, and home economics
- Consistent with the MOETE's policy and EJS concept

##### 【Equipment planning policies】

- (1) Based on the Japanese-Style Education minimum package and the Japanese-Style Education optional package which has been agreed upon basically between PMU and Technical Cooperation Team.
- (2) The Study Team will review and decide the final plan after the discussions on the kindergarten equipment/teaching materials between MOETE and Technical Cooperation Team.
- (3) Safety, durability, the frequency of use, ease of maintenance and management, inexpensive operation and maintenance and cost of consumables are taken into consideration.
- (4) Prioritize those with agents in Egypt
- (5) For quantity setting, refer to personal use, group activity use, demonstration use. Example: 40 people/class → 40 sets for personal use, 4 or 8 sets for group activities, 1 set for demonstration.
- (6) Regarding the specifications, the quality of EJS can be secured on the premise of the above (3). Specifically, we propose adding materials to the specifications of each equipment (aluminum is better than steel etc.) and describing strict observance of international standards as necessary (JIS, ISO, BS, DIN, CE, IEEE, etc.)
- (7) For EJS existing schools, since each building and facility environment is different, the proposed equipment plan formulated for the new school will be applied as appropriate.

##### 【Furniture planning policies】

- (1) For EJS new school and existing school furniture, since GAEB designs and constructs school facilities, GAEB consults with Technical Cooperation Team and agrees with the result.
- (2) The configuration of the furniture is as follows.
  - ① New schools (36~40 students/class, 64 m<sup>2</sup>/class): single-use desk and chair
  - ② Existing schools (40~50 students/class, 38~40 m<sup>2</sup>/class): dual type desk and chair  
Single-use desk and chair applied in case enough space is secured.
- (3) Egyptian Authority for Standardization & Quality adopted BSEN 1729\* (British standard of furniture), this standard is applied for EJS new school and existing school furniture.



(4) Although the specification is the same as (6) above, there seems to be a gap between GAEB and the Study Team. The Policy described below has been built after the discussions between two sides.

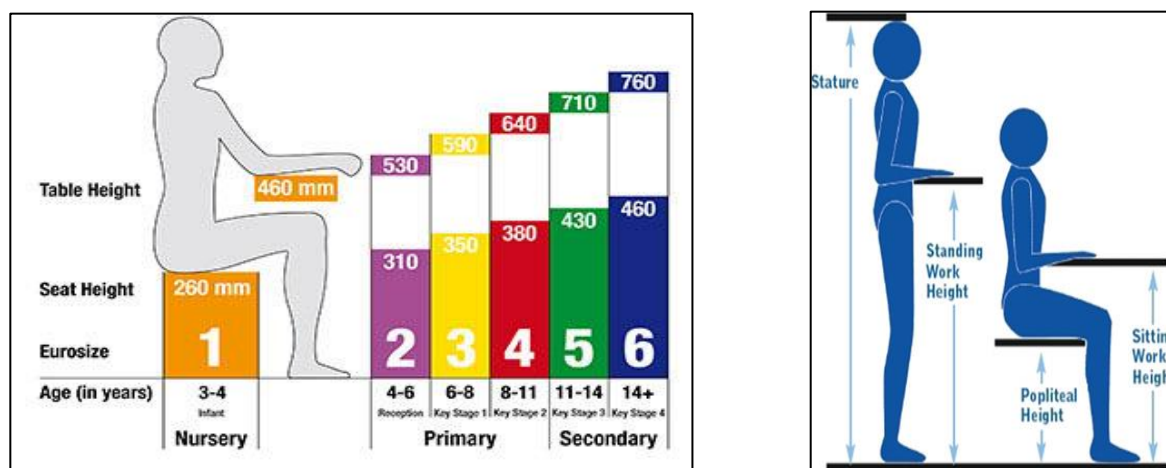
- ① Weight saving (heavy furniture prevents students to make enough space by moving when having Tokkatsu+ requiring wide space. There is a concern about getting injured when furniture falls down)
- ② Material (keeping light weight with a consideration about durability and robustness)
- ③ Shape (round corner and such a care to prevent injuries)

The Study Team has made furniture specification plan (chapter 6.1) and introduced and explained to GAEB about Primary school/KG desk and chair (July 2017).

#### \* BSEN1729

BS<sup>29</sup> EN<sup>30</sup> 1729 is the standard for classroom tables, desks and chairs applied in all UK schools. It was introduced following a study of 1500 people that revealed the average size of children has increased. It recognizes that furniture sizes need to increase to be ergonomically correct today.

- BS EN 1729-1 (Functional dimensions) : Analyzing the size and shape of the product and requiring furniture to be properly shaped to prevent long term damage to student's backs.
- BS EN 1729-2 (Safety requirements and test methods) : Ensuring the products can withstand the rigors of school use by testing strength and stability.



Source : school furniture uk

Figure 46: BS EN 1729 Standard size in ages

#### 4.3.2 Requested equipment list

Based on the above principles and policies, we finalized the furniture, school equipment and kindergarten equipment to be maintained at the EJS new school and existing school during the second field study.

<sup>29</sup> BS standard : National standard issued by BSI in UK

<sup>30</sup> EN standard : European consolidated standard issued by CEN (organized 30 European countries), CENELEC and ETSI

Furniture request is based on the EJS new school plan which GAEB designs and constructs. The content of the furniture is standard, it is a design based on the consideration of Japanese-Style Education that conducts discussion activities, Tokkatsu + etc.

Based on the Japanese-Style Education minimum package and Japanese-Style Education optional package that Technical Cooperation Team was discussing, we discussed and suggested specifications for school equipment and agreed with the MOETE.

Kindergarten equipment was consulted and finalized between the MOETE and the Technical Cooperation Team. The outline is as follows (For details see the Appendix 6-1, 6-2 and 7).

**Table 53: Outline of requested equipment**

	Equipment	Outline	Price per school 1 EGP=¥6.27
1	EJS furniture (new schools/existing schools)	General furniture (student, faculty and staff, office furniture) Special furniture (science room, drawing room, music room, home economics room, library etc.)	2,828,501 EGP (¥17,734,698)
2	Japanese-Style Educational equipment for <u>new schools</u> (Including kindergarten equipment/teaching materials. Former Japanese-Style Education minimum package + Japanese-Style Education optional package)	Japanese-Style Educational equipment for school (Tokkatsu +, Science, Home Economics, Music, Art, Craft, Physical Education etc), Audio-visual equipment, IT equipment, printing machine, etc. Japanese-Style Education promotion equipment for kindergarten (Picture story books, rope, fruit · vegetable model, music instrument, sandbox set, jungle gym etc)	3,662,526 EGP (¥22,964,037)
3	Japanese-Style Educational equipment for <u>new schools</u> (Including kindergarten equipment/teaching materials. Former Japanese-Style Education minimum package + Japanese-Style Education optional package)	Excluding Language Learning System and select items by its school own discretion (considering the building and utility conditions and their human resource)	2,322,813 EGP (¥14,564,037)
Total amount/new school			6,491,027 EGP (¥40,698,735)
Total amount/existing school (covering all of 1 and 3)			5,151,314 EGP (¥32,298,735)

Source: The Study Team

### 4.3.3 Draft budget for equipment procurement

Based on the finalization of the requested equipment above, we estimated the equipment cost. Total equipment cost is amounted 2,669,074,729EGP (¥16,735,098,551)<sup>31</sup>. The breakdown is as follows.

- ① External finance source : 1,112,909,730EGP(¥6,977,944,007)
- ② Egypt Budget : 1,556,164,999EGP(¥9,757,154,544)

Table 54: Total Equipment Cost of EJS New Schools/Existing Schools (by year and category)

Item/ Years	Target	Source of Fund	1EGP = ¥6.27		EGP				
			Total Cost (EGP)	Total Cost (JPY)	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
5.2 Furniture & Fixture (GAEB)	12 Pilot schools	Egypt	33,942,006	212,816,378	33,942,006	0	0	0	0
	100 New schools	Egypt	79,198,014	496,571,548	0	79,198,014		0	0
		External Finance	203,652,036	1,276,898,266	0	0	101,826,018	101,826,018	0
	100 Existing Schools	External Finance	282,850,050	1,773,469,814	0	0	141,425,025	141,425,025	0
5.3 Equipment, Teaching & Learning Material (Egyptian standard)	12 Pilot schools	Egypt	81,680,659	512,137,733	81,680,659	0	0	0	0
	100 New schools	Egypt	680,672,160	4,267,814,443	0	190,588,205	245,041,978	245,041,978	0
	100 Existing Schools	Egypt	680,672,160	4,267,814,443	0	0	340,336,080	340,336,080	0
5.4 Equipment for Japanese-Style Education	12 Pilot schools	External Finance	27,873,756	174,768,449	0	27,873,756	0	0	0
	100 New schools	External Finance	366,252,590	2,296,403,739	0	102,550,725	131,850,932	131,850,932	0
	100 Existing Schools	External Finance	232,281,298	1,456,403,739	0	0	116,140,649	116,140,649	0

Source: The Study Team

### 4.3.4 Draft budget for new school establishment

With regard to EJS new schools, GAEB receives support from Japan and is designing and integrating based on the concept below. Currently, construction of 45 schools is underway and 28 schools are planned to be opened in 2017/2018.

#### 【EJS New School Design Concept】 (Extracted from GAEB Guidelines)

- (1) Space per student: 10 m<sup>2</sup> : 10m<sup>2</sup>
- (2) One classroom space : 64 m<sup>2</sup>(8 x 8m, net dimensions)
- (3) Activity room (library, music room, science room, home economy room, drawing room etc.) : 96 m<sup>2</sup>(ordinary classroom x 1.5)
- (5) Office room : 3.2m<sup>2</sup>/ person secured. Room space depends on the number of faculty members
- (6) Nursing room : 32 m<sup>2</sup>
- (7) Furniture (Including Built-in) : Consider Tokkatsu+ such as Student Single Desk
- (8) Schoolyard : Attaching to the school building taking into consideration the landscape

<sup>31</sup> Including 5% price escalation

**Table 55: EJS opening schedule**

	2017/2018	2018/2019	2019/2020	Total
Pilot School	12			12
New School	28	36	36	100
Existing School	-	50	50	100
			Grand Total	212

Source: Project Document (7/6/2017 EC1 adopted)

The construction budget per EJS new school is 18,000,000 EGP (¥112,860,800). New schools are being accumulated based on 22 class schools which occupy the mainstream of Egyptian schools. Renovation cost 500,000EGP comes from that of the average of 12 pilot schools.

**Table 56: 2017/2018 EJS New school size / composition classification**

	No. of Class	No. of New School	KG	Primary SC	Preparatory SC	Secondary SC
1	42	1	○	○	○	○
2	28	4	○	○	○	○
3	<b>22</b>	<b>21</b>	○	○	○	
4	14	5	○	○	○	○
5	11	13	○	○	○	
6	8	1	○	○		
	Total	45				

Source: The Study Team based on the information from GAEB

The construction and renovation budgets for the EJS new school and the existing school are shown in the table below.

The total project cost for construction is 1,948,800,000 EGP(¥12,218,976,000), the breakdown is as follows.

- ① External finance source : 1,413,300,000EGP(¥8,861,391,000)
- ② Egypt Budget : 535,000,000EGP(¥3,357,585,000)

**Table 57: Total cost of EJS new school construction and existing school renovation**

Item / Years	Target	Source of Fund	1EGP = ¥ 6.27		EGP				
			Total Cost (EGP)	Total Cost (JPY)	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
5.1 Construction (or Renovation)	12 Pilot schools (renovation)	Egypt	6,300,000	39,501,000	6,300,000	0	0	0	0
	100 New schools	Egypt	529,200,000	3,318,084,000	0	529,200,000	0	0	0
		External Finance	1,360,800,000	8,532,216,000	0	0	680,400,000	680,400,000	0
	100 Existing Schools (renovation)	External Finance	52,500,000	329,175,000	0	0	26,250,000	26,250,000	0

Source: The Study Team

#### 4.4 Samples of financial support, and procedures of this program

This section described samples of JICA implemented program loan illustrating overview and evaluation result of its programs. The purpose of this section will lead the policy in EJS project loan from the lesson of them.

##### (1) Indonesia: Climate Change Program Loan (1)~(3) (2008 ~ 2010)<sup>32</sup>

###### 1) Overview

In order to support climate change policy of Government of Indonesia, Government of Japan approved to offer Climate Change Program Loan (CCPL), which was the first large scale program loan for Indonesia (3 tranches in 3 years), under Cool Earth Partnership. In August of 2008, Indonesia Climate Change Program Loan (ICCPL) were agreed by both Governments. The purpose of ICCPL was to support the policies of Government of Indonesia which aim to alleviate and apply climate change and to reinforce the cross-cutting issues through financial assistance and monitoring.

###### 2) Evaluation result

Evaluation results focused on two categories: monitoring and constructing partnership. Monitoring was applied by collaborating program loan and technical cooperation project. However, because of the timeframe difference between two types of the project, it was difficult in maintaining consistency of two monitoring processes. Furthermore, the evaluation report pointed out that monitoring system should function as the alarm system at an early stage and try to suggest most important issues.

Construction on partnership is necessary to solve the disconformity between long-term vision and short-term action. Risks such as urgent suspension of disbursement could be related to the insufficient outcome (insufficient achievement of the indicator), the institutional problem (political upheaval and lack of leadership), the problem of means (no implementation of technical cooperation project and no appeal in the qualification of loan qualification). Therefore, the transition should be considered from signal fiscal year to long-term partnership and exit strategy should be considered corresponding the risks. Moreover, financial assistance program can change the power balance between ministries and governmental authorities. Therefore, all inputs (fund, technical cooperation, the institutional framework established for monitoring financial assistance) should be taken into concern and conduct pre-evaluation for the effect in institutional aspects expected in the program.

##### (2) Philippine: Development Policy Support Program (DPSP) 2 and 3 (2008 ~ 2010)<sup>33</sup>

###### 1) Overview

The purpose of the program was to support 4 areas of economic and financial reform: (i) stabilization of macroeconomics and finance, (ii) improvement of governance and anti-corruption in the management of public expenditure, (iii) preparation of investment environment and infrastructure, and (iv) promotion of social development. This program was implemented by co-finance with Asia Development Bank.

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<sup>32</sup> Source: JICA (2010). ICCPL program evaluation report (in Japanese), and JICA (2014). ex-post evaluation of Indonesia "climate change program loan (1)-(3)" (in Japanese).

<sup>33</sup> Source: JICA (2012). Ex-post evaluation report of DPSP (in Japanese).

## 2) Evaluation result

The first recommendation was to promote reform in order to increase the added value of both DPSP program and reform program by clarifying both linkages. Since both programs are unified, many government officers worked for reform without notice DPSP. The second recommendation was to be mindful of a risk that consistency of policies and institutions could be obstructed during the program in countries where administrative officer was changed by regime change and priorities of policy changes by the revision of development plan when the program support the policies and institutions continuously in the medium term. Additionally, it should be careful that personnel changes of a higher level might affect the efficiency of the program by their coordination abilities.

## (3) Plan of the study

From the analysis of two JICA programs, the procedure of EJS loan can be as below.

1) Efficient and effective collaboration with other projects including technical cooperation project  
Processes and contents of monitoring should be consistent with other projects. In EJS project, it is necessary to establish monitoring system not overwhelming the schedule and human resource of a technical cooperation project. Moreover, the activity of technical cooperation has to be close to the indicator of disbursement in task schedule. Smooth implementation of technical cooperation project will lead the efficient implementation of program loan. Close collaboration between them is crucial.

## 2) Building and keeping of partnership with related authority

Program loan is a cross-cutting scheme over several ministries. It should be careful that the program implementation can affect the power balance between them. It is also important to share the guidelines and procedures with related agencies for smooth program operation. Moreover, many actors are related. Partnership building should be done in both levels among ministries and actors in the field.

## 3) Keeping of implementation system for policy action

The program should consider that actors can shift by regime change or political upheaval, and that may result in changes in policies and institutions. It is important that documents formulated by the program such as task schedule and Project Document are shared with actors and the operating system is constructed with actors who share same target and achievement.

## **5. Recommendations for effective implementation of EJS opening and dissemination**

### **5.1 Recommendations related to cooperation between existing JICA assistance**

#### **5.1.1 Strengthening support of PMU**

##### **(1) Systematizing monitoring duties by Mudiryya and Idara and their capacity building**

The Study Team found out that there is monitoring (follow-up) personnel both in Mudiryya and Idara, and that their inspection work looks overlapping to school staff. The Project Document explains that PMU through master trainers monitor regularly at the initial stages of the program in order to gradually transfer to the conventional monitoring methods. There are no detailed descriptions in the Project Document how to familiarize these monitoring officers with EJS Tokkatsu+ monitoring methods or how to share their roles and responsibilities between these two sections. The monitoring and evaluation of Tokkatsu activities are very different from conventional inspection type of monitoring. It will need considerable time for the follow-up staff to be knowledgeable about Tokkatsu+ monitoring and evaluation.

To make the best use of limited staff, PMU must take a quick action to organize and systematize monitoring work between Mudiryya and Idara. This will contribute to efficiency in EJS management. It is also helpful to school education in Egypt as a whole to develop experts in a new type of assessment used in Tokkatsu+. If the project starts developing standards of competence for monitoring officers to be certified by PAT as assessment experts, this may well serve as an incentive to the monitoring officers.

##### **(2) Professional Academy of Teachers (PAT)**

It is PAT that certifies teachers and provides training. Faculty of Education graduates and graduates of other disciplines work for two years in state schools on a contractual basis. Toward the end of this probation period, they must complete a five day training course provided by PAT. It is a prerequisite to passing the course for certification. Once certified, teachers must pass a package of training courses, achieve "efficient level" in their last two annual appraisals, and prepare a portfolio with evidence of professional development. For PAT, as important as issuing teacher certification function, is awarding official accreditation to all teacher training services in Egypt. PAT is the authority to accredit trainers, training materials, training centers and external reviewers (TEMPUS, 2015).

A large number of Tokkatsu experts will be necessary when the project expands Tokkatsu nationwide: trainers, and monitoring and evaluation officers. PMU/Project should be advised to seek collaboration with PAT from the beginning so that knowledgeable and competent teachers of Tokkatsu+ should be accredited as trainers by PAT. If the project, in collaboration with PAT, is successful in clarifying the standards of criteria to be accredited as Tokkatsu trainer/facilitator, this may well serve an incentive for practicing teachers. The full-time staff at PAT are potential candidates to develop as Tokkatsu+ experts at a national level.

### (3) Collaboration with faculty of education

From a perspective of sustainability and nationwide expansion of Tokkatsu+, collaboration with faculty of education is critical. Firstly, it should be a standard that new teachers are equipped with some knowledge and skills about the philosophy and practice of Tokkatsu+ before they are placed in schools. Secondly in order to provide incentives to in-service teachers. Dr. Rasha planned a diploma course on Tokkatsu+. The course titles and the contents need to be further studied, it could be an incentive to support a group of selected teachers who have been active and have played a central role at the school in implementing Tokkatsu+ to obtain a diploma. A measure or system must be discussed simultaneously that teachers with Tokkatsu+ diploma will be accredited as Tokkatsu+ facilitators or trainers.

To teacher educators at a faculty of education, they have chances for presentations in research conferences and submission of research papers to journals by engaging themselves in action research on Tokkatsu+ activities. However, teacher educators in Egypt are conservative and they see quantitative research as pure research but not qualitative research like action research. Utilizing a loan program to study in Japan, it is necessary to enhance the research capacity of teacher educators.

## **5.2 Recommendations for effective accomplishment of each target achievement in the task schedule**

### **5.2.1 Visualization of annual target achievement of task schedule**

The PMU is responsible for the management of annual achievement of the task schedule. However, a visual schedule management chart has not been prepared, and progress of the project process seems to be carried out based on the schedule which was filed on the personal computer of PMU staff. This schedule remains only within the individual or personal information, and it is not shared among stakeholders.

On the other hand, the role of the Technical Cooperation team is to effectively instruct Tokkatsu+ at EJS, to develop human resources and trainers who can practice Tokkatsu +, and contribute to an expansion of EJS. These consulting services are directly related to PMU activities. The Technical Cooperation team prepares a Gantt chart for managing the progress of the services and monitors the progress of the work with a full team.

Since the annual goal of the task schedule to be monitored by the PMU is largely related to the consulting services of the Technical Cooperation team, it is considered that the process management of the whole EJS project becomes much efficient by combining both party's target achievement into one Gantt chart.

### **5.2.2 Strengthening cooperation between PMU and Technical Cooperation team concerning management of annual achievement of task schedule**

As described in section 3.2.1 (1) Implementation Structure, the role of PMU is wide, but in reality, it is only 2 people staying in 9 positions. On the other hand, the assignment of the working group is inevitably burdened to PMU. MOETE has not been able to strengthen PMU though it has passed almost one year



since the start of PMU. External finance disbursement without any delay is important to step forward the operation of Technical Cooperation team effectively. Because, equipment, facility, and construction of new EJS which is necessary for Tokkatsu+ practices are fully relying on the external finance source. It is no exaggeration to say that the Technical Cooperation team is in the same boat as the PMU in terms of the progress of EJS. Therefore, it is realistic that both teams cooperate with not only the information sharing of the progress management using Gantt chart but also the annual target management of the task schedule.

### **5.3 Recommendations for management, organization, and strategy**

#### **5.3.1 Recommendations for PR**

Based on the current situation and issues described in 3.5.2, recommendations are as below.

(1) Preparation of PR activities' system

Environment and system for answering queries need to be prepared as soon as possible. The person in charge of PR should be assigned in PMU and it is preferable that he/she responds to media and other related activities.

(2) Consideration of PR way in existing schools

From the experience in pilot schools, it is expected that cleaning activity can cause the most negative reaction from parents and communities among Tokkatsu+ activities. It is desirable that the importance of the cleaning activity is delivered from project to them at an early stage. Moreover, the reaction from parents and communities can be different by schools. Each pilot school promotes its activities by their own. It can be effective to create a network among schools to share lessons from each school's experiences for PR.

(3) Early establishment of trust with communities in new EJS

New EJS need to establish trust with communities for smooth implementation and promotion of activities. EJS opened in 2017/18 have to draw on pilot schools' experience, and EJS opened after 2018/19 have to draw on other EJS opened previous year including pilot schools.

### **5.4 Recommendations for management on equipment procurement**

#### **5.4.1 Building a cooperation system between Ministry of Education and GAEB**

Educational equipment is to be procured for both new schools and existing schools in EJS project. It is essential for MOETE from the planning stage to thoroughly comprehend the conditions of the buildings/facilities and check whether the environment sufficient for equipment installation is in place. Specifically, the MOETE will take hold on information of construction and utilities -electricity, water supply/drainage, air conditioning, its space, and safety, etc. from GAEB and reflect them to the equipment plan. In case some utilities are missing in the GAEB's design, MOETE shall provide necessary information of utilities to be installed.

GAEB as an independent organization, separately from MOETE is conducting school constructions and rehabilitations. The Study Team finds a lack of communication between MOETE and GAEB at present. In order to proceed smoothly all the process related to equipment procurement and complete its installation without problems, it is first necessary to clarify the each responsibility and work role of MOETE and GAEB. And then cooperation system shall be established to have smooth operations on equipment works without any overlapping and leakage in a close relationship among concerned parties.

#### 5.4.2 Consistency between equipment and facilities of new schools/existing schools

Considering the climate of Egypt, the points of attention in planning the equipment plan are listed below. In the case of 45 new schools 2017/18, the design of the building preceded the equipment plan, therefore, the following points must be checked before its delivery and installation.

##### 【Requirements and requests for equipment installation and operation】

- EJS site conditions and their countermeasures (amount of dust, temperature, and humidity, rain frequency etc.)
- Building and utility environment of EJS and request for insufficient items.(equipment carry-in route, securing installation and operation space, electricity, blackouts, water supply/drainage, air conditioning, dust/mold countermeasures, intake/exhaustion, measures against heavy loads, safety measures for playing equipment/exercise equipment, etc.)
- Building and utility environment related to equipment storage and request for insufficient items.(securing indoor and outdoor storage space/ warehouse, air conditioning, dust/mold countermeasures)

Assumed tasks of GAEB and Ministry of Education are as follows.

**Table 58: List of tasks of MOETE and GAEB**

Items to be checked	GAEB	MOETE(PMU)	GAEB、MOETE (cooperation)
Enough space or installation base for planned equipment. (Including outdoor playground equipment and exercise equipment)	○	Check the items on the left, Request when in shortage	① Making bidding documents <sup>34</sup> ② Evaluation <sup>35</sup> ③ Equipment delivery/installation <sup>36</sup>
Sufficient electric capacity for operation of planned equipment	○	〃	〃
Building and facility design for the usage of special rooms (science room, crafts room, home economy room, music room, and library), gymnasium, and schoolyard.	○	〃	〃
Emergency power supply facilities considering the frequency of power failure	○	〃	〃

<sup>34</sup> GAEB Utilities plan (power distribution, water supply/drainage, air conditioning, etc.) shall be reflected in the bidding document.

<sup>35</sup> To evaluate whether bidders' offers are suitable for EJS buildings/utilities (to define whose fault it is in case of equipment problems and malfunctioning)

<sup>36</sup> To check EJS buildings/utilities have been completed according to the GAEB design (same as above)

Air conditioning/ventilation and dust prevention measures	○	"	"
Secure water supply/drainage and gas facilities	○	"	"
Adequate floor strength for heavy equipment		"	"
Disaster prevention equipment	○	"	"
Safety measures for playground equipment and outdoor exercise equipment (sufficient space, fences, foundation work, measures to prevent falls, etc.)	○	"	"
Special furniture such as laboratory bench, sink, cabinet	○	"	"
Storage of equipment, warehouse, and shelves	○	"	"
Anti-theft measures	○	"	"
Securing of personnel for managing equipment operation/maintenance	—	○	—
Securing budget for equipment operation/maintenance	—	○	—

Source : The Study Team

## 5.5 Other recommendations required new action programs

### 5.5.1 Recommendations for gender related issues

The analysis in 3.7 clarified that gender significantly affect the educational situation in Egypt and that gender situation varies in different areas. Based on this, actions taking gender viewpoint into consideration can be desirable in order to operate EJS project which will be expanded nationwide. To be precise, firstly Tokkatsu+ activities should be designed to suit for gender issues in each area recognizing regional characteristics. Additionally, the school fee should be concerned being in mind so as both boys and girls can enter and go to EJS. Secondly, monitoring has to be conducted standing at gender viewpoint. It is effective to collect data segregated by gender and to monitor activities and program carefully observing whether any change occurred in one gender. The observed targets for monitoring should cover all related actors such as students, teachers, MTs, PMU members, and so on.

## **6. Reference Information**

### **6.1 Recommendations for specification of furniture**

The Study Team made the draft of furniture specifications according to the list of GAEB. The specifications conform to 4.3.1 “Furniture planning policies”. They are placed as follows.

Appendix 6-1 Furniture List for EJS

Appendix 6-2 Furniture Specifications for EJS

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## **Appendix**

Appendix 1 : Task Schedule

Appendix 2 : Budget application, approval and auditing process

Appendix 3 : EJS opening schedule in the fiscal year 2017/18

Appendix 4 : Ministerial decrees

Appendix 5 : EJS budget summary table

Appendix 6-1 : Furniture list for EJS

Appendix 6-2 : Furniture specifications for EJS

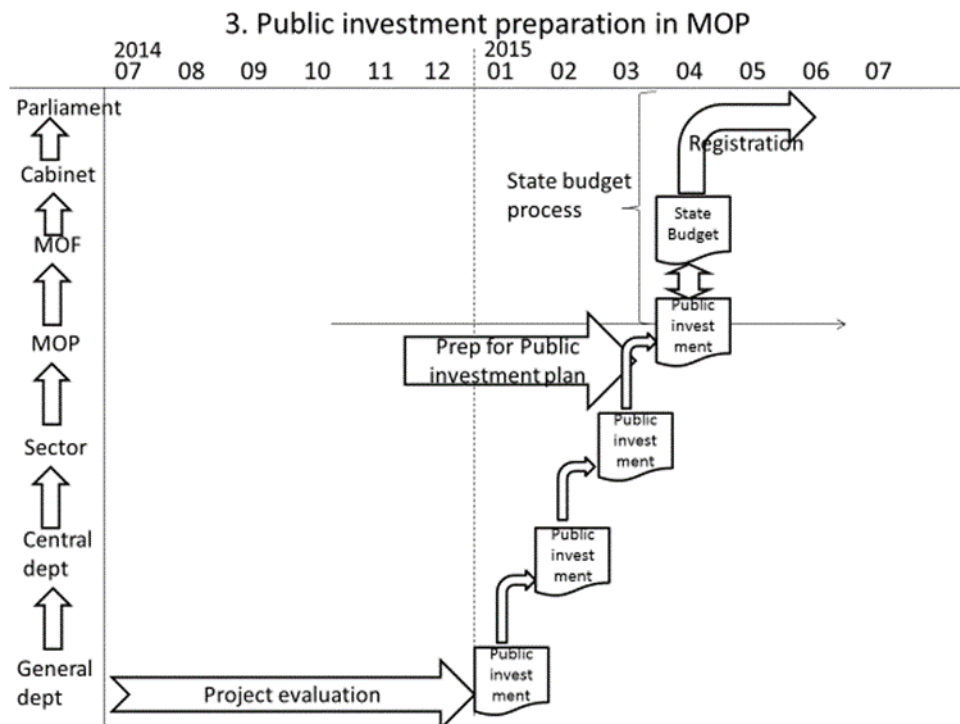
Appendix 7 : Equipment list for EJS

# Appendix 1 Task Schedule

\*Egyptian Fiscal Year starts from July 1st to June 30th

Category	Issue	Target	Policy Action							
			FY2017/2018	Verification of Achievement(FY2017/2018)	FY2018/2019	Verification of Achievement(FY2018/2019)	FY2019/2020	Verification of Achievement(FY2019/2020)	FY2020/2021	Verification of Achievement(FY2020/2021)
Standardizing EJS (EJS concept and activities, EJS model and guideline, etc)	Preparation of concept, model and guideline of EJS	EJS concept, specification and guideline (incl. teachers' operational rules and wage system) are prepared and utilized	1.Completion of EJS project documents considering sustainability, equity and inclusion (incl. concept, specification, teacher's operational rule, wage system and school governing regulation for EJS)	1.EJS project documents are approved by EC1	1.Update of EJS project documents reflecting the result and lessons from EJS	1.Updated EJS project documents are approved by EC1	1.Update of EJS project documents reflecting the result and lessons from EJS	1.Updated EJS project documents are approved by EC1	1.Completion of Japanese-style education dissemination (beyond EJS) guideline considering sustainability, equity and inclusion (incl. concept, specification, teacher's operational rule, wage system and school governing regulation for EJS)	1.Japanese-style education dissemination (beyond EJS) guideline is approved by EC1
Legalizing EJS (educational policy, ministerial decree, budget etc)	Preparation of Ministerial Decree and budget plan for EJS	Dissemination of EJS is stipulated on national education policy and required budget is allocated	2.Issuance of Ministerial Decree of MOE for EJS opening 3.Completion of budget plan with democratization of EGP/UPY portion for EJS opening 4.Allocation of EJS annual budget for FY2017 to MOE by MOF	2.Confirmation of Ministerial Decree of MOE for EJS opening by EC1 3.EJS budget plan for EJS opening is approved by EC1 4.Confirmation of EJS budget allocation of MOE for FY2017 by EC1	2.Allocation of EJS annual budget for FY2018 to MOE by MOF	2.Confirmation of EJS budget allocation of MOE for FY2018 by EC1	2.Allocation of EJS annual budget for FY2019 to MOE by MOF	2.Confirmation of EJS budget allocation of MOE for FY2019 by EC1	2.Issuance of Ministerial Decree of MOE for disseminating Japanese-style education (beyond EJS) 3.Allocation of EJS annual budget for FY2020 to MOE by MOF 4.Completion of budget plan for disseminating Japanese-style education (beyond EJS) 5.Stipulation of disseminating Japanese-style education (beyond EJS) in National strategic plan and/or Mid-term plan of Education sector	2.Confirmation of Ministerial Decree of MOE for disseminating Japanese-style education (beyond EJS) by EC1 3.Confirmation of EJS budget allocation of MOE for FY2020 by EC1 4.EJS budget plan for disseminating Japanese-style education (beyond EJS) is approved by EC1 5.Confirmation of stipulation of disseminating Japanese-style education (beyond EJS) in National strategic plan and/or Mid-term plan by EC1
Monitoring and Evaluation of EJS	Development of monitoring method and system for EJS	Monitoring and Evaluation system of EJS is established	5.Establishment of PMU with capable and committed staffs 6.Completion of monitoring and evaluation manual for EJS	5.PMU with capable and committed staffs is approved by EC1 6.Monitoring and evaluation manual for EJS is approved by EC1	3.Conducting monitoring, evaluation and improvement (if necessary) for 1st batch of EJS based on the manual 4.Update of monitoring and evaluation manual for EJS	3.Monitoring, evaluation and improvement (if necessary) report for 1st batch of EJS is approved by EC1 4.Updated monitoring and evaluation manual for EJS is approved by EC1	3.Conducting monitoring, evaluation and improvement (if necessary) for 2nd batch of EJS based on the manual 4.Update of monitoring and evaluation manual for EJS	3.Monitoring, evaluation and improvement (if necessary) report for 2nd batch of EJS is approved by EC1 4.Updated monitoring and evaluation manual for EJS is approved by EC1	6.Establishment of permanent management system for EJS with capable and committed staffs 7.Conducting monitoring, evaluation and improvement (if necessary) for 3rd batch of EJS based on the manual 8.Completion of monitoring and evaluation manual for disseminating Japanese-style education (beyond EJS)	6.Permanent management system for EJS with capable and committed staffs is approved by EC1 7.Monitoring, evaluation and improvement (if necessary) report for 3rd batch of EJS is approved by EC1 8.Monitoring and evaluation manual for disseminating Japanese-style education (beyond EJS) is approved by EC1
Opening EJS	Preparation of school facility, equipment and human resource development for EJS	EJS is opened and disseminated based on guideline	7.Completion of feasible EJS opening plan considering sustainability, equity and inclusion (incl. facility, equipment, advertisement of new students and capacity building for teachers) 8.Completion of preparing necessary and sufficient qualified teachers and staffs for 1st batch of EJS 9.Completion of advertisement of new student recruitment for 1st batch of EJS 10.Completion of preparing necessary and sufficient qualified facility and equipment for 1st batch of EJS 11.Completion of opening 1st batch of EJS (28 newly constructed) based on EJS opening plan 12.Review and update of feasible EJS opening plan (2nd and 3rd batch) based on	7.EJS opening plan (incl. facility, equipment, advertisement of new students and capacity building for teachers) is approved by EC1 8-11.Completion of opening qualified 1st batch of EJS is confirmed by EC1 (incl. sufficient qualified teachers and staffs, advertisement of new student, and sufficient qualified facility and equipment) 12.Update of EJS opening plan (2nd and 3rd batch) is approved by EC1	5.Completion of preparing necessary and sufficient qualified teachers and staffs for 2nd batch of EJS 6.Completion of advertisement of new student for 2nd batch of EJS 7.Completion of preparing necessary and sufficient qualified facility and equipment for 2nd batch of EJS 8.Completion of opening 2nd batch of EJS (36 newly constructed, 50 existing) based on EJS opening plan 9.Review and update of feasible EJS opening plan (3rd batch) based on the result of 2nd batch of EJS	5-8.Opening qualified 2nd batch of EJS is confirmed by EC1 (incl. sufficient qualified teachers and staffs, advertisement of new student, and sufficient qualified facility and equipment) 9.Update of EJS opening plan (2nd batch) (which is possibly revised) is approved by EC1	5.Completion of preparing necessary and sufficient qualified teachers and staffs for 3rd batch of EJS 6.Completion of advertisement of new student for 3rd batch of EJS 7.Completion of preparing necessary and sufficient qualified facility and equipment for 3rd batch of EJS 8.Completion of opening 3rd batch of EJS (35 newly constructed, 50 existing) based on EJS opening plan	6-8.Opening qualified 3rd batch of EJS is confirmed by EC1 (incl. sufficient qualified teachers and staffs, advertisement of new student, and sufficient qualified facility and equipment) 9.Completion of Japanese-style education dissemination (beyond EJS) plan considering sustainability, equity and inclusion (incl. facility, equipment, advertisement of new students and capacity building for teachers)	8.Japanese-style education dissemination (beyond EJS) plan (incl. facility, equipment, advertisement of new students and capacity building for teachers) is approved by EC1	

## Appendix 2 Budget application, approval and auditing process



Source : Dr. Naruo, JICA expert dispatched to the MOP (2016)

- (1) Budget applications of public investment prepared by ministries including MOETE are submitted to General Department of the MOP in December. Applications are reviewed and assessed for a few month, then it will be transferred to the Central Department for a close check and then going up to the Social/ Life sector in March, next year.
- (2) MOP will give approval in April. At this stage, a budgetary meeting with the MOF is conducted (ceiling check), and the whole national budget settles. This total budget plan will be again transferred to Cabinet for approval (Cabinet meeting), after which the Diet will officially decide the budget for the new year from June to July.
- (3) Generally, about 70 percent of recurrent budget allocated to ministries is the continuation of last year's results. When a large budget is required for a new project like the EJS project, hearings were conducted at the MOP as to whether there was any provision in the issuing ministerial decree and the scale of budget. As a result, there is no relation in the amount of money and issuing decree. The decision of issuing decree will differ depending on the Ministry, whether or not the minister will judge whether the budget acquisition will be carried smoothly by the issuance of the ministerial decree.

\* Regarding the application of construction fee to be handled by the MOP is somewhat special in Egypt. The first draft budget is submitted virtually by 27 each Governorate nationwide independently. This procedure is not official but direct negotiation has been conducted as a customary practice. Therefore, the political power of each Governorate greatly contributes to budget acquisition for the number of school construction to own Governorate.



## Appendix 3 EJS opening schedule in the fiscal year 2017/2018

As of 15/Jun/2017

### List of 45 New Schools which will apply Japanese-style education from September 2017

	Progress (as of Apr 2017)	Orig. No.	New No.		Governorate	School Code	School Name	District	Educational stage	Area in square meter	Ownership of the land	No. of classes	Year of the current	Type of construction	Submission of the first stage
1	18%	1	N-1	N-1-1	Cairo	127074	the Egyptian japanese school- Sherouq	Sherouq	primary	6365	New urban communities authority	8	2018-2019	new construction	first stage included in (30) projects
	12%	31	N-2	N-1-2	Cairo	128247	the egyptian japanese school- new cairo	1st district new cairo	from kindergarten to	19164.7	New urban communities authority	28	2018-2019	new construction	already done among (10) projects
	19%	32	N-3	N-1-3	Cairo	128324	the egyptian japanese school- 2 sherouq	sherouq	basic	6591.75	state ownership	11	2018-	new	already done among (10) projects
	12%	2	N-4	N-2-1	Alexandria	213393	the Egyptian japanese school- Montaza	montaza	basic	8600	agrarian reform	22	2018-	new	first stage included in (30) projects
	10%	3	N-5	N-2-2	Alexandria	213522	the egyptian japanese school- borg El-arab	new borg el	basic	15126.9	ministry ownership	22	2018-	new	first stage included in (30) projects
	9%	33	N-6	N-2-3	Alexandria	213825	the egyptian japanese school- 2 borg el-Arab	borg el-arab	from kindergarten to	17107.3	state ownership	14	2018-2019	new construction	already done among (10) projects
2	16%	42	N-7	N-3-1	Port-Said	302844	the egyptian japanese in Hay el Arab	Arab district	from kindergarten to	10000	state ownership	28		new construction	
3	26%	5	N-8	N-4-1	Suez	402603	the egyptian japanese school Faisal	faisal	basic	5500	state ownership	11	2018-	new	first stage included in (30) projects
	12%	6	N-9	N-5-1	Damietta	1106717	the egyptian japanese school- kafr El-	kafr el-bateekh	basic	8931	state ownership	22	2018-	new	first stage included in (30) projects
4	10%	7	N-10	N-5-2	Damietta	1106754	the egyptian japanese school new damietta	new damietta	from kindergarten to	7752	New urban communities authority	14	2018-2019	new construction	first stage included in (30) projects
5	22%	34	N-11	N-6-1	Daqahleya	1223091	the egyptian japanese school- Tama El-Amdeed	tama-El amdeed	from kindergarten to	10001	state ownership	14	2018-2019	new construction	already done among (10) projects
	18%	8	N-	N-6-2	Daqahleya	1224883	the egyptian japanese school- beni ebeed	beni ebeed	basic	10334.2	state ownership	22	2018-	new	first stage included in (30) projects
6	18%	35	N-13	N-6-3	Daqahleya	1228164	the egyptin japanese school - meet ghamer	meet ghamer	from kindergarten to	10585.9	business sector	28	2018-2019	new construction	already done among (10) projects
7	17%	9	N-	N-6-4	Daqahleya	1228767	the egyptian japanese school- gamasa	gamasa	basic	10000	ministry ownership	11	2018-	new	first stage included in (30) projects
8	20%	10	N-	N-7-1	Sharqeya	1322839	the egyptian japanese school- kafr Sakr	kafr-sakr	basic	13881	state ownership	22	2018-	new	first stage included in (30) projects
9	20%	11	N-16	N-7-2	Sharqeya	1328313	the egyptian japanese school-1 10th city	10th of ramdan	basic	12238.5	New urban communities authority	22	2018-2019	new construction	first stage included in (30) projects
10	28%	12	N-17	N-7-3	Sharqeya	1328337	the egyptian japanese school- 2 10th city	10th of ramdan	basic	9512	New urban communities authority	22	2018-2019	new construction	first stage included in (30) projects
11	15%	36	N-	N-8-1	Qalyubeya	1415446	the egyptian japanese school- obour	obour	basic	15093.3	state ownership	22	2018-	new	already done among (10) projects
12	17%	13	N-	N-9-1	Kafr-El	1516587	the egyptian japanese school- beela	beela	basic	11564.2	donation	11	2018-	new	first stage included in (30) projects
13	16%	43	N-20	N-10-1	Gharbeya	1607181	Shaheed Karim yehia Refaat mohamed shawki egyptian japanese	great mahala	basic	4920	state ownership	11		total substitution	
14	12%	14	N-	N-10-	Gharbeya	1615397	the egyptian japanese school- tanta	2nd district tanta	basic	8224.6	business sector	22	2018-	new	first stage included in (30) projects
Not yet	0%		N-	N-10-	Gharbeya		Samanod		basic	4208.31		11			
15	22%	15	N-	N-11-	Monofeya	1717307	the egyptian japanese school- quwesna	quesna	basic	14920.5	state ownership	22	2018-	new	first stage included in (30) projects
16	25%	16	N-	N-11-	Monofeya	1717673	the egyptian japanese school- shebeen El-	shebeen el	basic	5531.68	ministry ownership	11	2018-	new	first stage included in (30) projects
17	14%	17	N-	N-12-	Behera	1838228	The egyptian japanese school- nubari	west nubirya	basic	5000	ministry ownership	11	2018-	new	first stage included in (30) projects
	12%	37	N-	N-12-	Behera	1838366	the egyptian japanese school- abu El	abu- el	basic	5088	state ownership	11	2018-	new	already done among (10) projects
	12%	44	N-	N-12-	Behera	1838378	the egyptian japanese in Hosh Eisa	Hoosh Eisa	basic	5285	state ownership	22		new	
	22%	18	N-28	N-13-1	Ismailia	1907560	the egyptian japanese school- new ismailia	east Kantara	from kindergarten to	14634	state ownership	28	2018-2019	new construction	first stage included in (30) projects
18	13%	19	N-29	N-13-2	Ismailia	1907600	the egyptian japanese school- ismailia	2nd district ismailia	basic	10000	state ownership	22	2018-2019	new construction	first stage included in (30) projects
19	18%	20	N-30	N-14-1	Giza	2128445	the egyptian japanese school- hadaek october	1st district october	from kindergarten to	15493.3	military forces	42	2018-2019	new construction	first stage included in (30) projects
20	18%	38	N-31	N-14-2	Giza	2128647	the egyptian japanese school- industrial zone 6th october	2nd district 6th october	basic	7716.98	New urban communities authority	11	2018-2019	new construction	already done among (10) projects
21	20%	39	N-	N-14-	Giza	2128684	the egyptian japanese school- shiekh zayed	shiekh zayed	basic	4632.27	state ownership	11	2018-	new	already done among (10) projects
22	25%	21	N-33	N-15-1	Bani-Souef	2218603	the egyptian japanese school- new bani-souef	new bani-souef	basic	10481	New urban communities authority	22	2018-2019	new construction	first stage included in (30) projects
23	12%	22	N-	N-16-	Fayoum	2311209	the egyptian japanese school- fayoum	new fayoum	basic	9183.44	state ownership	22	2018-	new	first stage included in (30) projects
Not yet	0%		N-	N-16-	Fayoum		Snouras		basic	10000.3		22			
	20%	23	N-36	N-17-1	Menya	2421433	the egyptian japanese school- new menya	new menya	basic	4296.85	New urban communities authority	11	2018-2019	new construction	first stage included in (30) projects
24	18%	45	N-	N-18-	Assiut	2520815	The egyptian japanese school in new Assiut	new Assiut	all stages	7210.48	state ownership	14		new	
	9%	24	N-	N-19-	Sohag	2618329	the egyptian japanese school- tahta coast	tahta	basic	10532	business sector	22	2018-	new	first stage included in (30) projects
	9%	25	N-	N-20-	Qena	2718313	the egyptian japanese school- Qena	qena	basic	12000	ministry ownership	22	2018-	new	first stage included in (30) projects
25	12%	40	N-	N-21-	Aswan	2811018	the egyptian japanese school- El redesya	Edfo	basic	9000	state ownership	22	2018-	new	already done among (10) projects
	10%	26	N-41	N-21-2	Aswan	2811513	the egyptian japanese school- south aswan district	aswan	basic	12667	state ownership	22	2018-2019	new construction	first stage included in (30) projects
	27%	27	N-42	N-22-1	Red Sea	3102392	the egyptian japanese school- 1 hurghada	2nd district hurghada	basic	11546	state ownership	11	2018-2019	new construction	first stage included in (30) projects
26	24%	28	N-43	N-22-2	Red Sea	3102406	the egyptian japanese school-2 hurghada	2nd district hurghada	basic	10500	state ownership	11	2018-2019	new construction	first stage included in (30) projects
27	7%	29	N-	N-23-	Matrouh	3307331	the egyptian japanese school- El-hammam	El-hammam	basic	9000	ministry ownership	22	2018-	new	first stage included in (30) projects
28	15%	30	N-	N-24-	South Sinai	3502409	the egyptian japanese school- Toor Sinai	Toor	basic	10000	state ownership	22	2018-	new	first stage included in (30) projects



## **Ministerial Decree**

**Number 159 On 06.05.2017**

### **Concerning the construction of some public schools and its implementation of Japanese Tokkatsu activities**

Minister of Education and Technical Education:

After reviewing Civil workers' law of the Arab Republic of Egypt Number 81 for year 2016 as well as the following laws:

Local Administration Law Number 43 for year 1979 & its executive regulations

The Education Law Number 139 for year 1981, its amendments & executive regulations

Law Number 12 for year 1996; the Child Law, its amendments and executive regulations

Presidential decree Number 271 for year 1997; Regulation the ministry of Education

Ministerial Decree Number 313 for year 2011; concerning the re-organization the comprehensive educational Evaluation applied on Basic Education stages

Ministerial decree Number 285 for year 2014; concerning the official language schools & the excellent official language schools

& According to the Treaty between the ministry of Education & technical Education & the Japanese International Cooperation agency ( JICA) on 1<sup>st</sup> November 2016,

For the Common Good,

It is Decided:

#### **First Article:**

The Egyptian-Japanese School is established as an Official School following the Egyptian Syllabus besides the commonly known activities as "Tokkatsu+" at the Kindergarten & basic education stages (Primary-Preparatory-Secondary), As well as Some Public Schools (Arabic-language) are to be qualified to implement these special activities with the same name "Tokkatsu +"

## **Second Article:**

The Egyptian-Japanese School aims to provide students with Morals, ethical principles, positive behaviors, encouraging their sense of belonging to their country, cooperation & teamwork, problem solving & creating a suitable learning environment.

## **Third Article:**

This decree will be applied to the first 12 pilot official schools (Arabic- language) in Greater Cairo, where the Japanese Model has been applied during the school years 2015/2016& 2016/2017 .

## **Fourth Article:**

Some of the public official schools (Arabic- language) are to be implement Tokkatsu Activities to reach 100 schools besides the construction of 100 new schools named “The Egyptian- Japanese School” starting from 2017/2018:

### **Year 2017/2018:**

- 45 new schools are to be established in addition to a No. of 55 existing schools to be qualified to implement the Japanese model.

### **Year 2018/2019:**

- 55 new schools are to be established besides 45 existing schools to be qualified to implement the Japanese model.

Expansion of the Japanese Model to other schools is allowed in the future.

## **Fifth article:**

The number of Students at class at the Egyptian- Japanese Schools for kindergarten & basic education stages is limited by maximum number of 36 students per class with no exception to be made under any circumstances except according to what the Law has set to organize this issue.

## **Sixth Article:**

The regulations of acceptance & transfer of students at the Egyptian- Japanese schools will be determined with a detailed executive decree

### **Seventh Article:**

Principals of The Egyptian-Japanese Schools must be qualified according to the conditions set by Law number 155 for year 2007 amended by Law number 93 for year 2012 & its executive regulations;

- 1- To be Egyptian
- 2- Holds a university educational degree.
- 3- Have experience in working at the ministry of Education & Technical Education for (10-15) years
- 4- Knowledge with Computer skills is preferred & fluent level of English is a must (with submitted proof)
- 5- Able to lead and accept working according to distinct cultures that use different activities that are not well-known in the Egyptian Culture.

For the Deputy position (Kindergarten- primary- preparatory), same previous conditions are applied to them with exception to the Experience condition to be set as (8-10) years.

All workers at such schools are included under Education law number 139 for year 1981, its amendments & civil service law number 81 for year 2016

### **Eighth Article:**

The Egyptian-Japanese school has one uniform for the students of each stage (kindergarten-primary-preparatory- Secondary)

### **Ninth article:**

Parents are obliged to submit Declaration/indorsement of their knowledge and acceptance to all the regulations & systems implemented at the Egyptian-Japanese schools.

### **Tenth Article:**

A ministerial decree is to be issued to regulate the Financial regulations & rules followed at the Egyptian-Japanese Schools

### **Eleventh Article:**

This Decree is implemented since its issue date – for all the concerned parts- starting from the following day of its announcement in the official newspaper.

القاهرة فى ٨/٦/٢٠١٧

١١٢٢٧

جمهورية مصر العربية  
وزارة التربية والتعليم  
قطاع مكتب الوزير

السيد الأستاذ / مدير ادارة وحدة مشروع المدارس المصرية اليابانية

تحية طيبة وبعد :

فأرسل مع هذا القرار الوزاري رقم ( ٢٢٤ )

بتاريخ ٨/٦/٢٠١٧

رجاء التفضل بالاحاطة.

مع قبول فائق الاحترام ،،،

رئيس قطاع مكتب الوزير

( حسام أبو المجد )





جمهورية مصر العربية

وزارة التربية والتعليم

مكتب الوزير

قرار وزارى

رقم (٣٢٤) بتاريخ ٢٠١٧/٧/٨

بشأن: نظام العمل بالمدارس المصرية اليابانية

وزير التربية والتعليم والتدريب الفني:

بعد الاطلاع على قانون نظام الإدارة المحلية رقم (٤٣) لسنة ١٩٧٩، ولائحته التنفيذية، وعلى قانون التعليم الصادر بالقانون رقم (١٣٩) لسنة ١٩٨١، ولائحته التنفيذية، وتعديلاتهما، وعلى القانون رقم (١٢) لسنة ١٩٩٦ بإصدار قانون الطفل، ولائحته التنفيذية، وتعديلاته، وعلى قانون الخدمة المدنية الصادر بالقانون رقم (٨١) لسنة ٢٠١٦، ولائحته التنفيذية، وعلى قرار رئيس الجمهورية رقم (٢٧١) لسنة ١٩٩٧ بتنظيم وزارة التربية والتعليم، وعلى قرار رئيس الجمهورية رقم (٢٠٧) لسنة ٢٠١٦ بتشكيل لجنة تسيير مبادرة التعليم المصرية اليابانية، وعلى القرار الوزارى رقم (١٥٤) لسنة ١٩٨٩، بشأن قواعد القبول والالتحاق، وعلى القرار الوزارى رقم (٣١٣) لسنة ٢٠١١، بشأن إعادة تنظيم التقويم التربوى الشامل المطبق على مرحلة التعليم الأساسى بحلقتها، وعلى القرار الوزارى رقم (٢٨٥) لسنة ٢٠١٤، بشأن المدارس الرسمية للغات والمدارس الرسمية المتميزة للغات، وعلى القرار الوزارى رقم (٨) لسنة ٢٠١٥، والمعدل بالقرار الوزارى رقم (١١٨) لسنة ٢٠١٦، بشأن قواعد صرف مكافآت التجريب، وعلى الاتفاقية المبرمة بين وزارة التربية والتعليم والتدريب الفني، والوكالة اليابانية للتعاون الدولى بتاريخ ٢٠١٦/١١/١، وعلى القرار الوزارى رقم (١٣) لسنة ٢٠١٧، بشأن إنشاء وحدة إدارة مشروع المدارس المصرية اليابانية، وعلى القرار الوزارى رقم (١٥٩) لسنة ٢٠١٧، بشأن إنشاء المدارس المصرية اليابانية، وتحقيقًا للصالح العام،

قرر:

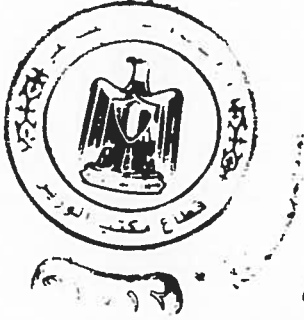
المادة الأولى:

تسرى أحكام هذا القرار على المدارس المصرية اليابانية، وتشمل: المدارس القائمة (عربى - لغات)، ومدارس التجربة الأولية (عربى - لغات)، وكذلك المدارس الجديدة (لغات فقط).

المادة الثانية:

يبدأ العام الدراسى فى تلك المدارس اعتبارًا من الأحد الأول من شهر سبتمبر، وينتهى فى الخميس الأخير من شهر يونيو من كل عام، باستثناء العام الدراسى ٢٠١٧/٢٠١٨ على أن تبدأ الخطة الدراسية بتلك المدارس فى ٩/١، وتنتهى فى ٦/٣٠ من كل عام.

التاريخ: ٢٠ / /





جمهورية مصر العربية

وزارة التربية والتعليم

مكتب الوزير

- ٢ -

تابع القرار الوزاري رقم (٢٢٤) بتاريخ ٨/٧/٢٠١٧

المادة الثالثة:

يتم قبول التلاميذ بالمدارس المصرية اليابانية بنوعيتها وفقاً للشروط والقواعد الآتية:

أولاً - بالنسبة للمدارس الجديدة:

١. ألا يقل سن الطفل في ١٠/١ عن أربع سنوات بالمستوى الأول لرياض الأطفال (KG1).
٢. يقبل الأطفال - في المستوى الأول بمرحلة رياض الأطفال (KG1) - حسب ترتيب المتقدمين للمدرسة من الأكبر سناً فالأقل، وبشرط ألا يقل سن الطفل عن أربع سنوات، ولا يزيد عن خمس سنوات.
٣. يقبل الأطفال - في المستوى الثاني بمرحلة رياض الأطفال (KG2) - حسب ترتيب المتقدمين للمدرسة من الأكبر سناً فالأقل، وبشرط ألا يقل سن الطفل عن خمس سنوات، وألا يصل لست سنوات، والأولية لمن اجتاز المستوى الأول لرياض الأطفال.
٤. يقبل التلاميذ في الصف الأول الابتدائي بهذه النوعية من المدارس، وفقاً لترتيب المتقدمين للمدرسة من الأكبر سناً فالأقل، وذلك من سن ست سنوات وأقل من سبع سنوات، والأولية لمن اجتاز مرحلة رياض الأطفال.
٥. لا يجوز الاستثناء من شرط السن الموضح بالبنود السابقة في ضوء مراحل التنسيق.
٦. الالتزام بالمربع السكني لولى أمر الطفل.
٧. يجب على المديرية التعليمية - بعد اعتماد نتيجة القبول - تسجيل النتيجة لديها، والاحتفاظ بجميع الكشوف المعتمدة لمراحل التنسيق بالإدارات.
٨. تعلن نتيجة التنسيق الأول لقبول رياض الأطفال في موعد أقصاه ١٥ يوليو من كل عام، على أن يتم الانتهاء من إعلان نتيجة باقى التنسيق في موعد أقصاه أول سبتمبر.
٩. توقيع ولى أمر الطفل المتقدم على إقرار يتضمن الآتي:

- أ. بالنسبة للمدارس القائمة، متابعته لنتيجة مراحل تنسيق المستوى الأول بمرحلة رياض الأطفال (KG1) حال إعلانها؛ لسداد قيمة المصروفات الدراسية في مدة أقصاها عشرة أيام، وإلا سقط حق نجله في القبول.
  - ب. بالنسبة للمدارس الجديدة، متابعته لنتيجة مراحل تنسيق المستوى الأول بمرحلة رياض الأطفال (KG1) حال إعلانها؛ لسداد قيمة المصروفات الدراسية في مدة أقصاها عشرة أيام، وإلا سقط حق نجله في القبول، أو تقديم طلب للحصول على منحة كلية أو جزئية، وإلا سقط حق نجله في القبول.
  - ج. التزامه بتطبيق النموذج الياباني بكافة أعبائه داخل وخارج المدرسة.
  - د. التزامه بخدمة المدرسة لمدة عشرين ساعة سنوياً وجوبياً، ووفقاً للقواعد التي تضعها المدرسة.
  - هـ. التزامه بسداد المصروفات الدراسية في موعدها، وفي حالة عدم السداد يتم حجب نتيجة الطالب لحين السداد، مع اتخاذ الإجراءات القانونية؛ للحفاظ على حقوق المدرسة.
- وفي جميع الحالات إذا أخل الطالب أو ولى أمره ببند من البنود السابقة ينذر ولى الأمر مرة واحدة، وفي المرة الثانية ينقل الطالب إلى مدرسة أخرى لا يطبق بها نظام الأنشطة اليابانية.



التاريخ

٢٠



جمهورية مصر العربية

وزارة التربية والتعليم



التاريخ: ٢٠ / /

-٣-

مكتب الوزير

تابع القرار الوزاري رقم (٢٢٤) بتاريخ ٨/٧/٢٠١٧

ثانياً - بالنسبة لمدارس التجربة الأولية، والمدارس القائمة التي تُضم مستقبلاً للتجربة:

• يتم العمل بنفس قواعد القبول، والنقل، والتحويل المعمول بها بتلك المدارس.

**المادة الرابعة:**

• يتم تحويل التلاميذ من المستوى الثاني بمرحلة رياض أطفال (KG2) حتى الصف الثالث الابتدائي

إلى المدارس المصرية اليابانية (عربي - لغات)، وفقاً للقواعد التالية:

١. يجوز نقل الطلاب من المدارس الخاصة للغات، والمدارس الرسمية للغات بنوعيتها، والمعاهد

الأزهرية للغات إلى المدارس المصرية اليابانية بنوعيتها حتى الصف الثالث الابتدائي.

٢. يجوز نقل الطلاب بين المدارس التي تجرى الدراسة فيها بلغات أجنبية أولى مختلفة، حتى الصف

الأول الابتدائي.

٣. يجوز نقل الطلاب من المدارس الخاصة (عربي)، والرسمية (عربي)، والمعاهد الأزهرية (عربي)

إلى المدارس المصرية اليابانية للغات حتى الصف الأول الابتدائي.

٤. يجوز نقل الطلاب من المدارس الخاصة (عربي)، والرسمية (عربي)، والمعاهد الأزهرية (عربي)

إلى المدارس المصرية اليابانية (عربي) حتى الصف الثالث الابتدائي.

وفي جميع الأحوال يشترط أن يتم التحويل في حالة وجود أماكن شاغرة، وبما لا يخل بالكثافة

المقررة، وفي حدود قواعد السن السابقة.

• يجوز لتلاميذ المدارس المصرية اليابانية (عربي - لغات) النقل إلى الصفوف المناظرة بمدارس المناهج

العربية والرسمية للغات، إذا استوفوا الشروط المقررة للقبول بها.

**المادة الخامسة:**

تحصل مصروفات الدراسية الإضافية من تلاميذ المدارس المصرية اليابانية، وفقاً للنظام المعمول به

في تلك المدارس قبل الإنشاء، وطبقاً للقرار الوزاري الذي يصدر سنوياً في هذا الشأن.

**المادة السادسة:**

تحصل مصروفات الأنشطة اليابانية (التوكاتسو بلس) من تلاميذ المدارس الجديدة ما بين

(٢,٠٠٠ - ٤,٠٠٠) جنيه مصري، ويتم زيادتها سنوياً بنسبة لا تقل عن (٧%)، وطبقاً لمعدل

التضخم، ويتم تحديد رسوم كل مدرسة بمعرفة لجنة مشكلة من مدير وحدة إدارة المدارس المصرية

اليابانية بديوان الوزارة، ومدير المشروع، بالتنسيق مع مدير المديرية بكل محافظة، وبرئاسة رئيس

قطاع التعليم العام أو من يفوضه.

**المادة السابعة:**

تقدم المدارس الجديدة منحاً دراسية سواء كلية أو جزئية، ويصدر بشأنها القواعد المنظمة لذلك.

**المادة الثامنة:**

يلتزم طلاب المدارس المصرية اليابانية (اللغات) بسداد ثمن الكتب الأجنبية المشتراة من الوزارة

(رياضيات، وعلوم، وحاسب آلي إن وجد)، وسداد قيمة كتب النشاط (المستوى الرفيع) التي تدرس بالمدرسة

المشتراة من دور النشر، وفقاً للإجراءات القانونية، على أن يكون سداد ثمن كتب المستوى الرفيع اختيارياً،

وليس إجبارياً طبقاً للأسعار المقررة، مضافاً إليها نسبة (١٠%) مقابل مصاريف النقل، والتلف، والمشال.

**المادة التاسعة:**

يجوز للمدارس المصرية اليابانية اتخاذ الإجراءات القانونية المتبعة في تقديم خدمة السيارات لنقل

التلاميذ إلى المدرسة ذهاباً وإياباً مقابل اشتراك سنوي، يحدد في ضوء التكلفة الفعلية للخدمة، مضافاً إليها

نسبة (١٠%) مصاريف إدارية.



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مكتب الوزير

المادة العاشرة:

تحصل المدارس المصرية اليابانية مقابل خدمات الأنشطة اليابانية (التوكاتسو بلس)، واشتراك السيارة إن وجد على قسطين، القسط الأول: بنسبة (٧٥%) على أن يسدد قبل بداية العام الدراسي، والقسط الثاني: بنسبة (٢٥%) على أن يسدد في أول ديسمبر من كل عام، على أن تحصل أثمان الكتب الأجنبية دفعة واحدة، مع القسط الأول بالنسبة لمدارس اللغات، واشتراك السيارة إن وجد، وتستخرج إيصالات (١٢٣) تربية وتعليم بقيمة كل قسط، ويتم تسليمه في الحال لولي الأمر، وتوريد جميع المتحصلات أولاً بأول للحساب الموحد.

المادة الحادية عشرة:

على المدرسة المصرية اليابانية الإعلان عن المصروفات الدراسية، وطريقة السداد في مكان ظاهر بها، قبل بداية العام الدراسي في لوحة الإعلانات، بثلاثة أماكن، وعلى الموقع الإلكتروني إن وجد.

المادة الثانية عشرة:

تصدر - بقرار وزاري - اللائحة المالية الخاصة بالمعاملة المالية للعاملين بالمدارس المصرية اليابانية، وكيفية إثابتهم على النحو الذي يحقق الهدف منها.

المادة الثالثة عشرة:

تلتزم المدارس المصرية اليابانية الجديدة بتوريد نسبة (١٠٠%) من مقابل خدمات الأنشطة اليابانية (التوكاتسو بلس) للوزارة أولاً بأول، على الحساب الموحد المفتوح بالبنك المركزي المصري لهذا الغرض.

المادة الرابعة عشرة:

يخضع جميع العاملين بتلك المدارس لقانون التعليم الصادر بالقانون رقم (١٣٩) لسنة ١٩٨١، ولائحته التنفيذية وتعديلاتهما، وقانون الخدمة المدنية الصادر بالقانون رقم (٨١) لسنة ٢٠١٦، ولائحته التنفيذية، وتتولى المديرية أو الإدارات التعليمية المختصة صرف أجور ومكافآت وحوافز لجميع العاملين بالمدارس المصرية اليابانية، خصماً على البنود المخصصة بموازنتها، وفقاً للقرارات الصادرة بشأن كل منها، على النحو المقرر للعاملين بالمدارس المناظرة، وبذات فئة المرحلة.

المادة الخامسة عشرة:

تلتزم إدارة التوجيه المالي والإداري بالوزارة، والتوجيهات الفنية بالإدارات والمديرية التعليمية - بالمتابعة والإشراف على المدارس المصرية اليابانية من النواحي المالية، والإدارية، والفنية، كما هو متبع.

المادة السادسة عشرة:

تنظم قواعد العمل الخاصة بالنواحي الإدارية والأكاديمية للمدارس: (المناهج - نظم الامتحانات والتقويم... إلخ) بقرار وزاري، وذلك على النحو الذي يحقق الهدف المرجو منها.

المادة السابعة عشرة:

ينشر هذا القرار بالوقائع المصرية، ويعمل به اعتباراً من اليوم التالي لتاريخ نشره.

وزير التربية والتعليم والتعليم الفني

(أ.د/ طارق شوقي)



٢٠١٧/٧/٨

## Appendix 4 Ministerial decrees (No. 224, temporary translation)

EJS にかかる省令 224 号 (2017 年 7 月 8 日) 仮訳

第 2 条 : 学年歴 : 9 月 1 日~6 月 30 日

第 3 条 : 受け入れる児童生徒に関する規定

第 1 項 : その年の 10 月 1 日現在で年齢を計算する。

第 2 項 4 歳以上、5 歳未満児を KG①に募集。

第 3 項 KG2、5 歳以上、6 歳未満、KG1 修了を優先。

第 4 項 1 年生 ; 6 歳以上、7 歳未満、KG 終了優先。

第 5 項 G2 は、7 歳以上、8 歳未満、KG 修了優先

第 6 項 G3 は 8 歳以上、9 歳未満、KG 修了優先

第 7 項 空席がない限り、年齢条項に例外は認めない

第 8 項 居住地域の学校区に属するもの

第 9 項 ムドレイヤが入学者のリストを承認、イダーラからすべての段階の申請書類の承認リストを保存する。

第 10 項 第一段階の入学者リストは毎年、遅くとも 7 月 15 日までに公示し、それ以外の結果は遅くとも 9 月 1 日までに公示する。

第 11 項 保護者は a-e の事項に同意してサインすること。

A すべての EJS 校 KG1 の入学受付プロセスの結果についてフォローアップし、10 日以内に定められた課金を支払うこと、さもないと入学の権利を失う。

B 新 EJS 言語学校の KG1 についても上記と同様、また奨学金申請書類を 10 日以内に提出。

C 日本式モデルの活動実施に全面的に合意する

D 全 EJS 校に課せられる規則に従って、年間 20 時間の学校奉仕に同意すること

E 新言語 EJS 校の年間授業料? を所定の期間内に支払うこと、さもないと生徒の試験結果を提示しない

上記の条件を破った場合には、警告を受ける。それでも従わないときには EJS 以外の学校に転校する。

第 4 条

KG2 以上 3 年生までの生徒は下記の条件を満たすことによって政府 EJS 校、言語 EJS 校へ転校が認められる。

第1項 Language school の学生は KG2 から G3 までの EJS に転校可能。

第2項 第一言語が英語以外の異なる言語学校の生徒の転校は、政府系、言語系 EJS 学校への転校が認められるのは K2 から G1 まで

第3項 アラビア語使用校から EJS 新規言語校への転校は G1 まで。

第4項 アラビア語使用校から既存校への転校は G3 まで。

EJS 校の生徒は、学校の条件を満たせば、他の公立校、言語校に転校可能。

#### 第 5 条

課金、特別サービス費の徴収 毎年の省令に基づく

#### 第 6 条

新規 EJS 校からは 2000-4000 の Tokkatsu+活動費を徴収、2017/2018 年をベースとして、毎年、最低 7%増額。インフレーション率を考慮。活動費は学校ごとに委員会で決定。委員会のメンバーは PMU ディレクター (Dr Heba)、PMU マネージャー (Mr Amr)、県教育事務所ディレクター、ムデレイヤの公教育セクターディレクター (議長)。

#### 第 7 条

奨学金を付与。後に規則を定める。

#### 第 8 条

新規 EJS 校の生徒は MOE が購入した輸入図書のコストを払うことを義務付けられている。アクティビティブックはオプション。

#### 第 9 条

EJS は学校バス導入可、年間の費用と 10%の手数料？

#### 第 10 条

EJS は活動費とバス代を 2 回に分けて徴収。75%は学年開始時、25%は 12 月 1 日。外国図書の費用は第 1 回の支払い時に、バス代と一緒に支払う？保護者には領収書を渡す。歳入はすべて EJS の銀行口座に。

#### 第 11 条

学費を公示、3 カ所、学校のウェブサイトには支払時期とともに提示。

#### 第 12 条

徴収した学費からの支払いは、省令に基づく。

#### 第 13 条

第1項 **According to authorities relevant decisions** に基づき、特別インセンティブが国から本目的のために配分されたリソースに加え、**EJS 活動費**として徴収した歳入から、すべての **EJS 被雇用者**に支払われる。

第2項 特別インセンティブは、**PMU** の定める規則により、学校長、アドバイザー、評価フォローアップ、**BOT** メンバーによってなされる業績評価によって支払われる。すべてのケースは、以下の事項が主たる条件となる。

- 1 教室の内外で特活プラスを応用しようとする度合い
- 2 校務分掌へのコミットメントの度合い
- 3 教師と保護者との効果的なコミュニケーション
- 4 学校運営との協力体制、教育プロセスを支援するためにいかなるアサインメントもこなそうとすること
- 5 毎月、最低 20 日の勤務日、2 月は 18 日以上

#### 第 14 条

**EJS** は日本式活動のために徴収した歳入の **100%**を本目的のためにエジプト中央銀行の口座に入金する。

#### 第 15 条

**EJS** 校は **1981** 年教育法の実施規則と修正条項、**2016** 年の公務員法と実施規則に基づく。該当するムデレイヤ、イダーラは、該当する省令に基づき、同様の学校の通常業務として、**EJS** 教職員の給与、インセンティブ、**Reward** の支払の責任を負う。

#### 第 16 条

イダーラ、ムデレイヤの財務、学校運営の指導助言アドバイザーは通常の、**EJS** の財務、学校運営、技術的な評価、指導助言の責任を負う。

#### 第 17 条

アカデミック・プロセス（カリキュラム、試験、評価制度）、**EJS** の学校運営を規定する省令については後程議論する。

#### 第 18 条

本省令は **El Wkaae El Masriya** に掲載され、掲載の翌日から発効する。

# Appendix 5 EJS budget summary table

## Estimated Cost for Opening EJS

Category	No	Item / Years	Target	Source of Fund	*Unit cost including 5% price escalation			Total Cost (EGP)	Total Cost (JPY)	EGP					
					Unit Cost (EGP)*	Unit Cost (JPY)	Unit			2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	
Admin & Wage	0	PMU Operation		Egypt	2,607,696	16,350,254	5	13,038,480	81,751,270	2,607,696	2,607,696	2,607,696	2,607,696	2,607,696	
	1	Incentives(incentives for extra work)	12 Pilot schools	Egypt	812,700	5,095,629	60	48,762,000	305,737,740	9,752,400	9,752,400	9,752,400	9,752,400	9,752,400	
			100 New schools	Egypt	812,700	5,095,629	292	237,308,400	1,487,923,668	0	22,755,600	52,012,800	81,270,000	81,270,000	
			100 Existing Schools	Egypt	812,700	5,095,629	250	203,175,000	1,273,907,250	0	0	40,635,000	81,270,000	81,270,000	
	2	Salaries	12 Pilot schools	Egypt	31,500	197,505	60	1,890,000	11,850,300	378,000	378,000	378,000	378,000	378,000	
			Principal Teachers	Egypt	680,400	4,266,108	60	40,824,000	255,966,480	8,164,800	8,164,800	8,164,800	8,164,800	8,164,800	
			Other staff	Egypt	123,480	774,220	60	7,408,800	46,453,176	1,481,760	1,481,760	1,481,760	1,481,760	1,481,760	
			100 New schools	Egypt	31,500	197,505	292	9,198,000	57,671,460	0	882,000	2,016,000	3,150,000	3,150,000	
			Principal Teachers	Egypt	680,400	4,266,108	292	198,676,800	1,245,703,536	0	19,051,200	43,545,600	68,040,000	68,040,000	
			Other staff	Egypt	123,480	774,220	292	36,056,160	226,072,123	0	3,457,440	7,902,720	12,348,000	12,348,000	
	Capacity Building	3	3.1.Awareness Seminars at Idara (Introduction about Tokkatsu, 2days) (5 participants / school)	Governorate	Egypt	402	2,521	23	9,249	57,994	1,206	4,022	2,011	2,011	0
				Idara	Egypt	402	2,521	110	44,237	277,363	4,022	8,043	16,086	16,086	0
12 Pilot schools				Egypt	402	2,521	60	24,129	151,289	24,129	0	0	0	0	
100 New schools				Egypt	402	2,521	500	201,075	1,260,740	0	56,301	72,387	72,387	0	
100 Existing Schools				Egypt	402	2,521	500	201,075	1,260,740	0	0	100,538	100,538	0	
3.2.TOT Tokkatsu+ Training for Master Trainers at Cairo (5days)		Master trainers	Egypt	2,901	18,187	40	116,025	727,477	116,025	0	0	0	0		
3.3.Tokkatsu+ Training for School trainers at Idara (5 days) (5 participants / school)		Governorate	Egypt	747	4,682	23	17,174	107,683	2,240	7,467	3,734	3,734	0		
		Idara	Egypt	747	4,682	110	82,138	515,007	7,467	14,934	29,868	29,868	0		
		12 Pilot schools	Egypt	747	4,682	60	44,803	280,913	44,803	0	0	0	0		
		100 New schools	Egypt	747	4,682	500	373,356	2,340,941	0	104,540	134,408	134,408	0		
3.4.Leaderships Training for School trainers at Idara(3 days) (1 leader / school)		12 Pilot schools	Egypt	469	2,940	12	5,626	35,274	5,626	0	0	0	0		
		100 New schools	Egypt	469	2,940	100	46,883	293,953	0	13,127	16,878	16,878	0		
	100 Existing Schools	Egypt	469	2,940	100	46,883	293,953	0	0	23,441	23,441	0			
3.5 Tokkatsu+ Training for all	12 Pilot schools	Egypt	21	132	4,800	100,800	632,016	20,160	20,160	20,160	20,160	20,160			
	100 New schools	Egypt	21	132	23,360	490,560	3,075,811	0	47,040	107,520	168,000	168,000			
	100 Existing Schools	Egypt	21	132	20,000	420,000	2,633,400	0	0	84,000	168,000	168,000			
3.6 Follow-up Training(monitoring and MOE evaluation ) at Mudriya	MOE	Egypt	809	5,069	20	16,170	101,386	0	8,085	8,085	0	0			
	Governorate	Egypt	809	5,069	108	87,318	547,484	0	43,659	43,659	0	0			
	Idara	Egypt	809	5,069	124	100,254	628,593	0	50,127	50,127	0	0			
3.7 Training in Japan (14 days)	Master trainers	TC	143,541	900,000	120	17,224,880	108,000,000	5,741,627	8,612,440	1,435,407	1,435,407	0			
3.8 e-learning for dissemination	Teachers	External Finance	26,536	166,378	712	18,893,347	118,461,287	0	0	0	9,605,887	9,287,460			
3.9 Additional Training	Teachers	External Finance	525	3,292	10,000	5,250,000	32,917,500	0	0	5,250,000	0	0			
Promotion	4	4.1Tokkatsu+ association	Teachers society	Egypt	315,000	1,975,050	212	66,780,000	418,710,600	1,260,000	10,395,000	22,365,000	21,105,000	11,655,000	
			Conference	Egypt	138,600	869,022	5	693,000	4,345,110	138,600	138,600	138,600	138,600	138,600	
	4.2 Promotion for EJS	N/A	Egypt	1,982,821	12,432,289	10	19,828,212	124,322,887	3,965,642	3,965,642	3,965,642	3,965,642	3,965,642		
	4.3 EJS guideline printing & delivery	MOE	External Finance	21	132	100	2,100	13,167	0	2,100	0	0	0		
		Governorate	External Finance	21	132	135	2,835	17,775	0	2,835	0	0	0		
		Idara	External Finance	21	132	494	10,374	65,045	0	10,374	0	0	0		
		12 Pilot schools	External Finance	21	132	336	7,056	44,241	0	7,056	0	0	0		
100 New schools	External Finance	21	132	2,800	58,800	368,676	0	29,400	29,400	0	0				
100 Existing Schools	External Finance	21	132	2,800	58,800	368,676	0	29,400	29,400	0	0				
Learning Environment	5	5.1 Construction (or Renovation)	12 Pilot schools (renovation)	Egypt	525,000	3,291,750	12	6,300,000	39,501,000	6,300,000	0	0	0	0	
			100 New schools	Egypt	18,900,000	118,503,000	28	529,200,000	3,318,084,000	0	529,200,000	0	0	0	
			100 Existing Schools	Sector Loan	18,900,000	118,503,000	72	1,360,800,000	8,532,216,000	0	0	680,400,000	680,400,000	0	
	5.2 Furniture & Fixture (GAEB)	12 Pilot schools	Egypt	2,828,501	17,734,698	12	33,942,006	212,816,378	33,942,006	0	0	0	0		
		100 New schools	Egypt	2,828,501	17,734,698	28	79,198,014	496,571,548	79,198,014	0	0	0	0		
		100 Existing Schools	External Finance	2,828,501	17,734,698	72	203,652,036	1,276,898,266	0	0	101,826,018	101,826,018	0		
	5.3 Equipment, Teaching &	12 Pilot schools	Egypt	6,806,722	42,678,144	12	81,680,659	512,137,733	81,680,659	0	0	0	0		
		100 New schools	Egypt	6,806,722	42,678,144	100	680,672,160	4,267,814,443	0	190,588,205	245,041,978	245,041,978	0		
		100 Existing Schools	Egypt	6,806,722	42,678,144	100	680,672,160	4,267,814,443	0	0	340,336,080	340,336,080	0		
	5.4 Equipment for Japanese-Style Education	12 Pilot schools	External Finance	2,322,813	14,564,037	12	27,873,756	174,768,449	0	27,873,756	0	0	0		
		100 New schools	External Finance	3,662,526	22,964,037	100	366,252,590	2,296,403,739	0	102,550,725	131,850,932	131,850,932	0		
		100 Existing Schools	External Finance	2,322,813	14,564,037	100	232,281,298	1,456,403,739	0	0	116,140,649	116,140,649	0		
5.5 Maintenance fee	12 Pilot schools	External Finance	472,500	2,962,575	48	22,680,000	142,203,600	0	5,670,000	5,670,000	5,670,000	5,670,000			
	100 New schools	External Finance	472,500	2,962,575	292	137,970,000	865,071,900	0	13,230,000	30,240,000	47,250,000	47,250,000			
	100 Existing Schools	External Finance	472,500	2,962,575	250	118,125,000	740,643,750	0	0	23,625,000	47,250,000	47,250,000			
5.6 School Meals (Dry meal/biscuit)	12 Pilot schools	Egypt	536	3,358	41,000	21,955,500	137,660,985	4,391,100	4,391,100	4,391,100	4,391,100	4,391,100			
	100 New Schools	Egypt	536	3,358	221,920	118,838,160	745,115,263	0	11,395,440	26,046,720	40,698,000	40,698,000			
	100 Existing Schools	Egypt	536	3,358	264,000	141,372,000	886,402,440	0	47,124,000	47,124,000	47,124,000	47,124,000			
Expert	6	Expert (Japan / Egypt)	N/A	Egypt	2,625,000	16,458,750	4	10,500,000	65,835,000	0	2,625,000	2,625,000	2,625,000	2,625,000	
<b>Total</b>			100.0%				<b>6,534,321,705</b>	<b>40,970,197,090</b>	<b>161,360,528</b>	<b>1,063,258,688</b>	<b>2,181,342,186</b>	<b>2,390,978,722</b>	<b>595,918,178</b>		
<b>MOE's share</b>			54.3%				<b>3,546,365,380</b>	<b>22,235,710,936</b>	<b>155,618,901</b>	<b>905,240,602</b>	<b>917,170,355</b>	<b>1,081,874,804</b>	<b>486,460,718</b>		
<b>Technical cooperation share</b>			0.3%				<b>17,224,880</b>	<b>108,000,000</b>	<b>5,741,627</b>	<b>8,612,440</b>	<b>1,435,407</b>	<b>1,435,407</b>	<b>0</b>		
<b>External Finance share</b>			45.5%				<b>2,970,731,444</b>	<b>18,626,486,155</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		
Amount of Sector loan							<b>2,829,268,042</b>	<b>17,739,510,623</b>	<b>0</b>	<b>149,405,646</b>	<b>1,262,736,424</b>	<b>1,307,668,512</b>	<b>109,457,460</b>		
5% Contingency for Sector Loan							<b>141,463,402</b>	<b>886,975,531</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		



# Appendix 6-1 Furniture list for EJS

July 2017

## EJS Furniture List(Final Version)

EJS of 22 Class room(KG&Primary School)				
		Description	Q'ty/Class	Q'ty of Total Classes
		<b>Kg classroom</b>		
1	1	KG circular table	12	48
2	2	KG chair	40	160
3	3	KG locker	2	8
4	4	Board	1	4
5	5	Two shuttered steel locker	2	8
		<b>Kg supervisor</b>		
6	1	Desk 120cm	1	1
7	2	Decorated drawers unit	1	1
8	3	Visitor chair	2	2
9	4	Treasury note with shutters	1	1
		<b>Primary school Class Room</b>		
10	1	Work bench	40	720
11	2	Chair	40	720
12	3	Teacher's table(HPI)	1	18
13	4	Teacher's seat	1	18
14	5	Board	2	36
15	6	Wooden safe for classroom	7	126
16	7	Announcement board	1	18
17	8	Steel locker one shutter	1	18
		<b>Principal</b>		
18	1	Manager desk 180cm with accessories	1	1
19	2	High back chair	1	1
20	3	Mid reception table 60cm	1	1
21	4	Mid reception table 120cm	1	1
22	5	Leather footie	4	4
23	6	Visitor chair	2	2
24	7	Wooden display wardrobe	1	1
		<b>Department</b>		
25	1	Desk 120cm	3	9
26	2	Decorated drawers unit	3	9
27	3	Employee visitor chair	6	18
28	4	Treasury note with shutters?	3	9
		<b>Teachers</b>		
29	1	Teacher's table(steel HPL)	32	64
30	2	Teacher's chair(visitor)	8	16
31	3	Locker with 4 compartments	8	16
32	4	Steel straight shelves	4	8
		<b>Cafeteria</b>		
33	1	Fiber dining table	17	17
34	2	Teacher's chair(visitor)	68	68
		<b>Gym</b>		
35	1	Fiber dining table	4	4
36	2	Locker with 4 compartments	5	5
		<b>Library</b>		
37	1	Library wooden table	8	8

38	2		Chair	32	32
39	3		Wooden wardrobe straight shelves	8	8
40	4		Duplicate library unit	2	2
41	5		Librarian chair(visitor)	1	1
42	6		Desk 120cm	1	1
43	7		Decorated drawers unit	1	1
		PC room			
44	1		Computer stand	41	41
45	2		Printer stand	1	1
46	3		Computer chair	41	41
		Clinic			
47	1		Desk 120cm	1	1
48	2		Decorated drawers unit	1	1
49	3		Chair(visitor)	2	2
50	4		Examination board	1	1
52	6		Solutions holder	1	1
53	7		Tools table	1	1
54	8		Insulation bed	1	1
55	9		Leather footie	1	1
56	10		Low back doctor chair	1	1
57	11		Doctor equipment cupboard	1	1
		Art			
58	1		Art work table	10	10
59	2		Atelier chair	40	40
60	3		Teacher's table	1	1
61	4		Developed chair	1	1
62	5		Board	1	1
63	6		Metal cupboard 2 shutters	3	3
64	7		Wooden drawers unit for classroom	2	2
		Domestic Economy			
65	1		Food table	2	2
66	2		Tailoring table	2	2
67	3		Activities chair	24	24
68	4		Kitchen cupboard	1	1
69	5		Activities cupboard	2	2
70	6		Teacher's chair	1	1
71	7		Teacher's table	1	1
72	8		Board	1	1
		Industry			
73	1		Carpentry table	2	2
74	2		Painting table	1	1
75	3		Electricity table	1	1
76	4		Activities cupboard	24	24
77	5		Activities chair	1	1
78	6		Teacher's chair	1	1
79	7		Teacher's table	1	1
80	8		Board	1	1
		Agriculture			
81	1		Food table	4	4
82	2		Activities chair	24	24
83	3		Activities cupboard	1	1
84	4		Teacher's chair	1	1
85	5		Teacher's table	1	1

## Appendix 6-1 Furniture list for EJS

86	6		Board	1	1
		Music			
87	1		Playground seat	4	4
88	2		Pupil chair	15	15
89	3		Board	1	1
90	4		Metal teacher's table	2	2
91	5		Metal cupboard 2 shutters	3	3
92	6		Theater metal wooden stand	1	1
		Resources			
93	1		Disabled bench	4	4
94	2		Chair bench	8	8
95	3		Library table	2	2
96	4		Teacher's chair	1	1
97	5		Metal cupboard 2 shutters	2	2
98	6		Teacher's table	1	1
99	7		Board	1	1
100	8		PC wooden table	1	1
		Multiples			
101	1		Theater chair	150	150
102	2		Theater metal wooden stand	1	1
103	3		Metal teacher's table	2	2
104	4		Teacher's chair	4	4
		Language lab			
105	1		Desk 120cm	1	1
106	2		Decorated drawers unit	1	1
107	3		Repeated work cell	20	20
108	4		PC chair	41	41
		Store			
109	1		Store stand	7	21
		Playground			
110	1		Playground seat	10	10
111	2		Table tennis table	1	1
		Addition for existing schools			
112	1		Dual desk & chair set	1	

## Appendix 6-2 Furniture specification for EJS

CODE NO.		MANUFACTURER :	MODEL :
DESCRIPTION	Desk and chair for Students(Existing Schools)	DIMENSIONS: (W) x (D)x (H)	Weight:
QTY		ELECTRICITY : AC V Hz -phase KVA	
		OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Desk : 1 Set</p> <p>2. Chair : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used for the class room.</li> </ul> <p>SPECIFICATION</p> <p>1. Desk</p> <p>(1) Type : for 2 students</p> <p>(2) Dimension (W x D x H) : 1,400 x 450 x 700 mm or wider</p> <p>(3) Material of legs : Steel, powder coating or equivalent</p> <p>(4) Material of top board : Melamine board or equivalent</p> <p>(5) Storage space : 2 spaces each under the top board</p> <p>(6) Thickness of top board : 25 mm or more</p> <p>(7) Weight : Approx. 23 Kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p> <p>2. Chair</p> <p>(1) :</p> <p>(2) Material of back and seat : PP molding or equivalent</p> <p>(3) Material of legs : Steel round pipe, <math>\phi</math> 22 mm or more</p> <p>(4) powder coating or equivalent</p> <p>(5) Dimension (W x D x H) : 400 x 340 x 680 mm or wider</p> <p>(6) Height of seat : 380 mm</p> <p>(7) Weight : Approx. 4.4 kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	1	MANUFACTURER :	MODEL :
DESCRIPTION	KG circular table	DIMENSIONS: (W) x (D)x (H) Weight:	
		ELECTRICITY : AC V Hz -phase KVA	
QTY	12	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used for classroom of kindergarten</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Folding type</p> <p>(2) Table diameter : 1,200 mm or more</p> <p>(3) Height of table : 450 mm</p> <p>(4) Material of table : Melamine board or equivalent</p> <p>(5) Legs : 4, steel baking finish or equivalent</p> <p>(6) Caster : Equipped</p> <p>(7) Weight : Approx. 17 kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	2	MANUFACTURER :	MODEL :
DESCRIPTION	KG chair	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	40	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used for classroom of kindergarten</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Seat size : 275(W) x 280(D) mm or wider</p> <p>(2) Height of seat : Approx. 290 mm</p> <p>(3) Material of seat : Molded chipboard, urethane painting or melamine</p> <p>(4) Frame : Steel pipe, chrome plating , baking finishing or equivalent</p> <p>(5) Overall height : 500 mm or more</p> <p>(6) Backrest : Equipped</p> <p>(7) Weight : Approx. 1.8 kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	3	MANUFACTURER :	MODEL :
DESCRIPTION	KG locker	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	2	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used for classroom of kindergarten</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Material : Decorative polyester plywood, printed plywood or equivalent</p> <p>(2) Hook : Steel or synthetic rubber</p> <p>(3) No. of compartment : 5 or more</p> <p>(4) No. of shelf : 2 or more</p> <p>(5) Dimension (WxDxH) : 170 x 400 x 900 mm or wider</p> <p>(6) Weight : Approx. 41 kg</p>			

CODE NO.	4	MANUFACTURER :	MODEL :
DESCRIPTION	Board	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used for classroom of kindergarten</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension : 1,800(W) x 900(H) mm or wider</p> <p>(2) Color of surface : White</p> <p>(3) Frame : Aluminum</p> <p>(4) Weight : Approx. 18 kg</p> <p>(5) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p> <p>(6) Accessories : Marker pen (black) x 1 Eraser x 1 Magnet x 2</p>			



CODE NO.	5	MANUFACTURER :	MODEL :
DESCRIPTION	Two shuttered steel locker	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	2	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used for classroom of kindergarten</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Double door type</p> <p>(2) Dimension (W x D x H) : 900 x 500 x 1,800 mm or wider</p> <p>(3) No. of shelf : 4 or more</p> <p>(4) Material : Steel, baking finish or equivalent</p> <p>(5) Weight : Approx. 57 Kg</p> <p>(6) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p>			

CODE NO.	6	MANUFACTURER :	MODEL :
DESCRIPTION	Desk 120cm	DIMENSIONS: (W) x (D)x (H) Weight:	
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>2. Chair : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for supervisor of kindergarten</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Flat type with drawer</p> <p>(2) Dimension (W x D x H) : 1,200 x 700 x 700 mm or wider</p> <p>(3) Material of main body : Steel</p> <p>(4) Material of top board : Melamine board , steel or equivalent</p> <p>(5) Color : Grey or white</p> <p>(6) Thickness of top board : 25 mm or more</p> <p>(7) Weight : Approx. 36 Kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p> <p>2. Chair</p> <p>(1) Reclining function : Equipped</p> <p>(2) Material of back and seat : Cushion, molded urethane or equivalent</p> <p>(3) Material of back and seat cover : Polypropylene or equivalent</p> <p>(4) Material of armrest : Polypropylene or equivalent</p> <p>(5) Caster : 5</p> <p>(6) Seat width : 410 mm or wider</p> <p>(7) Seat depth : 420 mm or wider</p> <p>(8) Height of seat, adjustable : 420 ~ 500 mm or wider</p> <p>(9) Weight : Approx. 18 kg <b>or BSEN1729 or equivalent</b></p>			

CODE NO.	7	MANUFACTURER :	MODEL :
DESCRIPTION	Decorated drawers unit	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for supervisor of kindergarten</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Side desk with 3 drawers</p> <p>(2) Dimension (W x D x H) : 400 x 700 x 700 mm or wider</p> <p>(3) Material of main body : Steel, powder coating or equivalent</p> <p>(4) Material of top board : Steel, melamine board or equivalent</p> <p>(5) Color : Grey or white</p> <p>(6) Thickness of top board : 25 mm or more</p> <p>(7) Weight : Approx. 32 Kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p>			

CODE NO.	8	MANUFACTURER :	MODEL :
DESCRIPTION	Visitor chair	DIMENSIONS: (W) x (D)x (H) Weight:	
		ELECTRICITY : AC V Hz -phase KVA	
QTY	2	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for supervisor of kindergarten</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : With armrest and mesh type backrest</p> <p>(2) Material of seat : Urethane cushion, fabric finish or equivalent</p> <p>(3) Caster : 5</p> <p>(4) Width of seat : 420 mm or wider</p> <p>(5) Depth of seat : 410 mm or wider</p> <p>(6) Height of seat, adjustable : 435 ~ 500 mm or wider</p> <p>(7) Weight : Approx. 18 kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	9	MANUFACTURER :	MODEL :
DESCRIPTION	Treasury note with shutters	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for supervisor of kindergarten</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Fireproof type</p> <p>(2) Lock system : Equipped</p> <p>(3) No. of drawers : 4 or more</p> <p>(4) Dimension (W x D x H) : 460 x 760 x 1450 mm or wider</p> <p>(5) Weight : Approx. 260 kg</p> <p>(6) Accessory : Divider plate, each drawer x 2</p>			

CODE NO.	10	MANUFACTURER :	MODEL :
DESCRIPTION	Work bench	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	40	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for primary school Class Room</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 1,800 x 800 x 700 mm or wider</p> <p>(2) Material of main body : Steel square pipe or steel round pipe</p> <p>(3) Material of top board : Melamine board, laminated wood or equivalent</p> <p>(4) Thickness of top board : 30 mm or more</p> <p>(5) Legs : Steel round pipe, <math>\phi</math> 50 mm or more</p> <p>(6) Caster : With double stopper</p> <p>(7) Weight : Approx. 47 kg</p>			

CODE NO.	11	MANUFACTURER :	MODEL :
DESCRIPTION	Chair	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	40	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for primary school Class Room</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 405 x 340 x 680 mm or wider</p> <p>(2) Material of backrest and seat : PP resin molding or equivalent</p> <p>(3) Legs : Steel round pipe, <math>\phi</math> 22 mm or more</p> <p>(4) Weight : Approx. 4.1 kg</p>			

CODE NO.	12	MANUFACTURER :	MODEL :
DESCRIPTION	Teacher's table(HPI)	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for primary school Class Room</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Having drawers on both sides of table</p> <p>(2) Dimension (W x D x H) : 1,800 x 900 x 800 mm or wider</p> <p>(3) Material of top board : Laminated wood or equivalent</p> <p>(4) Thickness of top board : 40 mm or more</p> <p>(5) Frame : Steel</p> <p>(6) Weight : Approx. 76 kg</p>			



CODE NO.	13	MANUFACTURER :	MODEL :
DESCRIPTION	Teacher's seat	DIMENSIONS: (W) x (D)x (H) Weight:	
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for primary school Class Room</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : With armrest and mesh type backrest</p> <p>(2) Material of seat : Urethane cushion, fabric finish or equivalent</p> <p>(3) Caster : 5</p> <p>(4) Width of seat : 420 mm or wider</p> <p>(5) Depth of seat : 410 mm or wider</p> <p>(6) Height of seat, adjustable : 435 ~ 500 mm or wider</p> <p>(7) Weight : Approx. 18 kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	14	MANUFACTURER :	MODEL :
DESCRIPTION	Board	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	2	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for primary school Class Room</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension : 1,800(W) x 900(H) mm or wider</p> <p>(2) Color of surface : White</p> <p>(3) Frame : Aluminum</p> <p>(4) Weight : Approx. 18 kg</p> <p>(5) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p> <p>(6) Accessories : Marker pen (black) x 1 Eraser x 1 Magnet x 2</p>			

CODE NO.	15	MANUFACTURER :	MODEL :
DESCRIPTION	Wooden safe for classroom	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	7	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for primary school Class Room</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : 3 rows x 2 tier, total 6 compartments</p> <p>(2) Dimension (W x D x H) : 1,200 x 450 x 1,600 mm or wider</p> <p>(3) Material : Wood or steel</p> <p>(4) Weight : Approx. 100 kg</p> <p>(5) Lock function : Padlock or equivalent</p> <p>(6) Accessories : Plastic name plate x 1 Padlock (if necessary) x 6</p>			

CODE NO.	16	MANUFACTURER :	MODEL :
DESCRIPTION	Announcement board	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for primary school Class Room</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Wall mount type</p> <p>(2) Dimension (W x D x H) : 1,200 x 20 x 900 mm or wider</p> <p>(3) Frame : ABS resin or aluminum</p> <p>(4) Surface : Cork</p> <p>(5) Weight : Approx. 8 kg</p> <p>(6) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p> <p>(7) Accessories : Color magnet (red, yellow) each 1 Hanging ring x 2</p>			

CODE NO.	17	MANUFACTURER :	MODEL :
DESCRIPTION	Steel locker one shutter	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for primary school Class Room</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Double door type</p> <p>(2) Dimension (W x D x H) : 900 x 500 x 1,800 mm or wider</p> <p>(3) No. of shelf : 4 or more</p> <p>(4) Material : Steel, baking finish or equivalent</p> <p>(5) Weight : Approx. 57 Kg</p> <p>(6) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p>			

CODE NO.	18	MANUFACTURER :	MODEL :
DESCRIPTION	Manager desk 180cm with accessories	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for principal</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Having drawers on both sides of desk</p> <p>(2) Dimension (W x D x H) : 1,800 x 750 x 720 mm or wider</p> <p>(3) Material of main body : Printed plywood or equivalent</p> <p>(4) Material of top board : Melamine board</p> <p>(5) Finish : Walnut pattern or equivalent</p> <p>(6) Locking system : Equipped</p> <p>(7) Weight : Approx. 80 kg</p>			

CODE NO.	19	MANUFACTURER :	MODEL :
DESCRIPTION	High back chair	DIMENSIONS: (W) x (D)x (H) Weight:	
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for principal</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Reclining function : Equipped</p> <p>(2) Material of back and seat : Cushion, urethane form or equivalent</p> <p>(3) Finish : Leather-covered</p> <p>(4) Material of armrest : Polypropylene or equivalent</p> <p>(5) Material of legs : Aluminum polishing finish</p> <p>(6) Caster : 5</p> <p>(7) Seat width : 470 mm or wider</p> <p>(8) Seat depth : 420 mm or wider</p> <p>(9) Height of seat, adjustable : 430 ~ 510 mm or wider</p> <p>(10) Weight : Approx. 26 kg</p>			

CODE NO.	20	MANUFACTURER :	MODEL :
DESCRIPTION	Mid reception table 60cm	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for principal</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 600 x 600 x 450 mm or wider</p> <p>(2) Material of main body : Lauan plywood or equivalent</p> <p>(3) Material of top board : Melamine board</p> <p>(4) Finish : Walnut pattern or equivalent</p> <p>(5) Weight : Approx. 18 kg</p>			



CODE NO.	21	MANUFACTURER :	MODEL :
DESCRIPTION	Mid reception table 120cm	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for principal</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 1,200 x 600 x 450 mm or wider</p> <p>(2) Material of main body : Lauan plywood or equivalent</p> <p>(3) Material of top board : Melamine board</p> <p>(4) Finish : Walnut pattern or equivalent</p> <p>(5) Weight : Approx. 25 kg</p>			

CODE NO.	22	MANUFACTURER :	MODEL :
DESCRIPTION	Leather footie	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	4	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for principal</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Armrest type</p> <p>(2) Overall dimension (W x D x H) : 660 x 700 x 720 mm or wider</p> <p>(3) Seat size (W x D) : 470 x 470 mm or wider</p> <p>(4) Seat height : Approx. 400 mm</p> <p>(5) Finish of back and seat : Leather finish</p> <p>(6) Color : Black or brown</p> <p>(7) Other : Urethane form cushion</p> <p>(8) Weight : Approx. 40 kg</p>			

CODE NO.	23	MANUFACTURER :	MODEL :
DESCRIPTION	Visitor chair	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	2	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for principal</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : With armrest and mesh type backrest</p> <p>(2) Material of seat : Urethane cushion, fabric finish or equivalent</p> <p>(3) Caster : 5</p> <p>(4) Width of seat : 420 mm or wider</p> <p>(5) Depth of seat : 410 mm or wider</p> <p>(6) Height of seat, adjustable : 435 ~ 500 mm or wider</p> <p>(7) Weight : Approx. 18 kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	24	MANUFACTURER :	MODEL :
DESCRIPTION	Wooden display wardrobe	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for principal</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Single door</p> <p>(2) Dimension (W x D x H) : 560 x 430 x 1,800 mm or wider</p> <p>(3) Material of main body : Printed plywood or equivalent</p> <p>(4) Material of top board : Melamine board</p> <p>(5) Finish : Walnut pattern or equivalent</p> <p>(6) Locking system : Equipped</p> <p>(7) Weight : Approx. 43 kg</p>			

CODE NO.	25	MANUFACTURER :	MODEL :
DESCRIPTION	Desk 120cm	DIMENSIONS: (W) x (D)x (H) Weight:	
		ELECTRICITY : AC V Hz -phase KVA	
QTY	3	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Desk : 1 Set</p> <p>2. Chair : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for department</li> </ul> <p>SPECIFICATION</p> <p>1. Desk</p> <p>(1) Type : Flat type with drawer</p> <p>(2) Dimension (W x D x H) : 1,200 x 700 x 700 mm or wider</p> <p>(3) Material of main body : Steel</p> <p>(4) Material of top board : Melamine board , steel or equivalent</p> <p>(5) Color : Grey or white</p> <p>(6) Thickness of top board : 25 mm or more</p> <p>(7) Weight : Approx. 36 Kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p> <p>2. Chair</p> <p>(1) Reclining function : Equipped</p> <p>(2) Material of back and seat : Cushion, molded urethane or equivalent</p> <p>(3) Material of back and seat cover : Polypropylene or equivalent</p> <p>(4) Material of armrest : Polypropylene or equivalent</p> <p>(5) Caster : 5</p> <p>(6) Seat width : 410 mm or wider</p> <p>(7) Seat depth : 420 mm or wider</p> <p>(8) Height of seat, adjustable : 420 ~ 500 mm or wider</p> <p>(9) Weight : Approx. 18 kg</p> <p>(10) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	26	MANUFACTURER :	MODEL :
DESCRIPTION	Decorated drawers unit	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	3	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for department</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : With armrest and backrest</p> <p>(2) Material of seat : Urethane cushion or equivalent</p> <p>(3) Caster : 5</p> <p>(4) Width : 520 mm or wider</p> <p>(5) Depth : 550 mm or wider</p> <p>(6) Height of seat, adjustable : 410 ~ 460 mm or wider</p> <p>(7) Weight : Approx. 20 kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p>			

CODE NO.	27	MANUFACTURER :	MODEL :
DESCRIPTION	Employee visitor chair	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	6	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for department</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : With armrest and mesh type backrest</p> <p>(2) Material of seat : Urethane cushion, fabric finish or equivalent</p> <p>(3) Caster : 5</p> <p>(4) Width of seat : 420 mm or wider</p> <p>(5) Depth of seat : 410 mm or wider</p> <p>(6) Height of seat, adjustable : 435 ~ 500 mm or wider</p> <p>(7) Weight : Approx. 18 kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	28	MANUFACTURER :	MODEL :
DESCRIPTION	Treasury note with shutters	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	3	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for department</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Fireproof type</p> <p>(2) Lock system : Equipped</p> <p>(3) No. of drawers : 4 or more</p> <p>(4) Dimension (W x D x H) : 460 x 760 x 1450 mm or wider</p> <p>(5) Weight : Approx. 260 kg</p> <p>(6) Accessory : Divider plate, each drawer x 2</p>			



CODE NO.	29	MANUFACTURER :	MODEL :
DESCRIPTION	Teacher's table(steel HPL)	DIMENSIONS: (W) x (D)x (H) Weight:	
		ELECTRICITY : AC V Hz -phase KVA	
QTY	32	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Teacher's table : 1 Set</p> <p>2. Chair : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for teachers</li> </ul> <p>SPECIFICATION</p> <p>1. Teacher's table</p> <p>(1) Type : Flat type with drawer</p> <p>(2) Dimension (W x D x H) : 1,200 x 700 x 700 mm or wider</p> <p>(3) Material of main body : Steel</p> <p>(4) Material of top board : Melamine board , steel or equivalent</p> <p>(5) Color : Grey or white</p> <p>(6) Thickness of top board : 25 mm or more</p> <p>(7) Weight : Approx. 28 Kg</p> <p>(7) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p> <p>2. Chair</p> <p>(1) Reclining function : Equipped</p> <p>(2) Material of back and seat : Cushion, molded urethane or equivalent</p> <p>(3) Material of back and seat cover : Polypropylene or equivalent</p> <p>(4) Material of armrest : Polypropylene or equivalent</p> <p>(5) Material of legs : Reinforced plastic</p> <p>(6) Caster : 5</p> <p>(7) Seat width : 490 mm or wider</p> <p>(8) Seat depth : 420 mm or wider</p> <p>(9) Height of seat, adjustable : 385 ~ 500 mm or wider</p> <p>(10) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	30	MANUFACTURER :	MODEL :
DESCRIPTION	Teacher's chair(visitor)	DIMENSIONS: (W) x (D)x (H) Weight:	
		ELECTRICITY : AC V Hz -phase KVA	
QTY	8	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for teachers</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : With armrest and mesh type backrest</p> <p>(2) Material of seat : Urethane cushion, fabric finish or equivalent</p> <p>(3) Caster : 5</p> <p>(4) Width of seat : 420 mm or wider</p> <p>(5) Depth of seat : 410 mm or wider</p> <p>(6) Height of seat, adjustable : 435 ~ 500 mm or wider</p> <p>(7) Weight : Approx. 18 kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	31	MANUFACTURER :	MODEL :
DESCRIPTION	Locker with 4 compartments	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	8	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for teachers</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) No. of compartment : 4</p> <p>(2) Overall dimension (W x D x H) : 900 x 510 x 1,790 mm or wider</p> <p>(3) Effective dimension of each compartment (W x D x H) : 168 x 482 x 1,647 mm or wider</p> <p>(4) Material of main body : Steel</p> <p>(5) Locking function : Cylinder key or dial key</p> <p>(6) Finish : Powder coating or equivalent</p> <p>(7) Weight : Approx. 52 Kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p>			

CODE NO.	32	MANUFACTURER :	MODEL :
DESCRIPTION	Steel straight shelves	DIMENSIONS: (W) x (D)x (H) Weight:	
		ELECTRICITY : AC V Hz -phase KVA	
QTY	4	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for teachers</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Open type</p> <p>(2) No. of shelf : 5</p> <p>(3) Dimension (W x D x H) : 1,800 x 450 x 1,800 mm or wider</p> <p>(4) Material of frame : Steel</p> <p>(5) Weight : Approx. 80 Kg</p>			

CODE NO.	33	MANUFACTURER :	MODEL :
DESCRIPTION	Fiber dining table	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	17	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for cafeteria</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 1,500 x 800 x 720 mm or wider</p> <p>(2) Material of legs : Steel round pipe or equivalent</p> <p>(3) Material of top board : Cedar laminated wood or equivalent</p> <p>(4) Weight : Approx. 27 kg</p> <p>(5) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	34	MANUFACTURER :	MODEL :
DESCRIPTION	Teacher's chair(visitor)	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	68	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for cafeteria</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Material of back and seat : PP molding, urethane form cushion or equivalent</p> <p>(2) Material of armrest : ABS molding or equivalent</p> <p>(3) Material of legs : Steel round pipe, <math>\phi</math> 25 mm or more, chromium plating or equivalent</p> <p>(4) Armrest : Equipped</p> <p>(5) Width : 560 mm or wider</p> <p>(6) Depth : 530 mm or wider</p> <p>(7) Height of seat : 430 mm or wider</p> <p>(8) Overall height : Approx. 780 mm</p> <p>(9) Weight : Approx. 6 kg</p> <p>(10) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	35	MANUFACTURER :	MODEL :
DESCRIPTION	Fiber dining table	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	4	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for gym</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 1,500 x 800 x 720 mm or wider</p> <p>(2) Material of legs : Steel round pipe or equivalent</p> <p>(3) Material of top board : Cedar laminated wood or equivalent</p> <p>(4) Weight : Approx. 27 kg</p> <p>(5) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	36	MANUFACTURER :	MODEL :
DESCRIPTION	Locker with 4 compartments	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	5	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for gym</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) No. of compartment : 4</p> <p>(2) Dimension (W x D x H) : 900 x 510 x 1,790 mm or wider</p> <p>(3) Material of main body : Steel</p> <p>(4) Locking function : Cylinder key or dial key</p> <p>(5) Finish : Powder coating or equivalent</p> <p>(6) Weight : Approx. 50 Kg</p> <p>(7) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p>			



CODE NO.	37	MANUFACTURER :	MODEL :
DESCRIPTION	Library wooden table	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	8	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for library</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Flat type</p> <p>(2) Dimension (W x D x H) : 1,800 x 900 x 700 mm or wider</p> <p>(3) Material : Wood</p> <p>(4) Material of top board : Melamine board</p> <p>(5) Thickness of top board : 28 mm or more</p> <p>(6) Weight : Approx. 34 kg</p>			

CODE NO.	38	MANUFACTURER :	MODEL :
DESCRIPTION	Chair	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	32	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for library</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Material : Beach wood or equivalent</p> <p>(2) Width : 420 mm or wider</p> <p>(3) Depth : 400 mm or wider</p> <p>(4) Height of seat : 380 mm or wider</p> <p>(5) Weight : Approx. 6 kg</p>			

CODE NO.	39	MANUFACTURER :	MODEL :
DESCRIPTION	Wooden wardrobe straight shelves	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	8	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for library</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) No. of helf : 6</p> <p>(2) Dimension (W x D x H) : 900 x 350 x 1,800 mm or wider</p> <p>(3) Chief material : Cypress smoking dried wood or equivalent</p> <p>(4) Material of shelf and rear panel : TNC board or equivalent</p> <p>(5) Rail support : 13 mm pitch</p> <p>(6) Coating : Urethane coating or equivalent</p> <p>(7) Weight : Approx. 29 kg</p>			

CODE NO.	40	MANUFACTURER :	MODEL :
DESCRIPTION	Duplicate library unit	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	2	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for library</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) No. of helf : 6</p> <p>(2) Dimension (W x D x H) : 900 x 600 x 750 mm or wider</p> <p>(3) Chief material : Plywood, oak pattern, embossing finish or equivalent</p> <p>(4) Material of top board : Melamine board</p> <p>(5) Weight : Approx. 32 kg</p>			

CODE NO.	41	MANUFACTURER :	MODEL :
DESCRIPTION	Librarian chair(visitor)	DIMENSIONS: (W) x (D)x (H) Weight:	
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for library</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : With armrest and mesh type backrest</p> <p>(2) Material of seat : Urethane cushion, fabric finish or equivalent</p> <p>(3) Caster : 5</p> <p>(4) Width of seat : 420 mm or wider</p> <p>(5) Depth of seat : 410 mm or wider</p> <p>(6) Height of seat, adjustable : 435 ~ 500 mm or wider</p> <p>(7) Weight : Approx. 18 kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	42	MANUFACTURER :	MODEL :
DESCRIPTION	Desk 120cm	DIMENSIONS: (W) x (D)x (H) Weight:	
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Desk : 1 Set</p> <p>2. Chair : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for library</li> </ul> <p>SPECIFICATION</p> <p>1. Desk</p> <p>(1) Type : Flat type with drawer</p> <p>(2) Dimension (W x D x H) : 1,200 x 700 x 700 mm or wider</p> <p>(3) Material of main body : Steel</p> <p>(4) Material of top board : Melamine board , steel or equivalent</p> <p>(5) Color : Grey or white</p> <p>(6) Thickness of top board : 25 mm or more</p> <p>(7) Weight : Approx. 36 Kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p> <p>2. Chair</p> <p>(1) Reclining function : Equipped</p> <p>(2) Material of back and seat : Cushion, molded urethane or equivalent</p> <p>(3) Material of back and seat cover : Polypropylene or equivalent</p> <p>(4) Material of armrest : Polypropylene or equivalent</p> <p>(5) Caster : 5</p> <p>(6) Seat width : 410 mm or wider</p> <p>(7) Seat depth : 420 mm or wider</p> <p>(8) Height of seat, adjustable : 420 ~ 500 mm or wider</p> <p>(9) Weight : Approx. 18 kg</p> <p>(10) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	43	MANUFACTURER :	MODEL :
DESCRIPTION	Decorated drawers unit	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for library</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : With armrest and backrest</p> <p>(2) Material of seat : Urethane cushion or equivalent</p> <p>(3) Caster : 5</p> <p>(4) Width : 520 mm or wider</p> <p>(5) Depth : 550 mm or wider</p> <p>(6) Height of seat, adjustable : 410 ~ 460 mm or wider</p> <p>(7) Weight : Approx. 20 kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p>			

CODE NO.	44	MANUFACTURER :	MODEL :
DESCRIPTION	Computer stand	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	41	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for PC room</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 700 x 600 x 700 mm or wider</p> <p>(2) Material of frame : Steel, white</p> <p>(3) Material of top board : Steel, melamine board</p> <p>(4) Thickness of top board : 25 mm or more</p> <p>(5) Cord hole : Equipped</p> <p>(6) Weight : Approx. 22 kg</p> <p>(7) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p>			



CODE NO.	45	MANUFACTURER :	MODEL :
DESCRIPTION	Printer stand	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for PC room</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) No. of shelf : 2 or more</p> <p>(2) Dimension (W x D x H) : 600 x 600 x 700 mm or wider</p> <p>(3) Material of frame : Steel or plywood</p> <p>(4) Material of top board : Melamine board</p> <p>(5) Thickness of top board : 25 mm or more</p> <p>(6) Caster : Equipped</p> <p>(7) Weight : Approx. 11 kg</p>			

CODE NO.	46	MANUFACTURER :	MODEL :
DESCRIPTION	Computer chair	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	41	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for library</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Material of seat and backrest : Urethane form or equivalent</p> <p>(2) Finishing : Fabric or vinyl leather or equivalent</p> <p>(3) Width of seat : 415 mm or wider</p> <p>(4) Depth of seat : 415 or wider</p> <p>(5) Height of seat : 380 ~ 470 mm or wider</p> <p>(6) Material of leg : Polyamide resin or equivalent</p> <p>(7) Caster : 5</p> <p>(8) Weight : Approx. 14 kg</p>			

CODE NO.	47	MANUFACTURER :	MODEL :
DESCRIPTION	Desk 120cm	DIMENSIONS: (W) x (D)x (H) Weight:	
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Desk : 1 Set</p> <p>2. Chair : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for clinic</li> </ul> <p>SPECIFICATION</p> <p>1. Desk</p> <p>(1) Type : Flat type with drawer</p> <p>(2) Dimension (W x D x H) : 1,200 x 700 x 700 mm or wider</p> <p>(3) Material of main body : Steel</p> <p>(4) Material of top board : Melamine board , steel or equivalent</p> <p>(5) Color : Grey or white</p> <p>(6) Thickness of top board : 25 mm or more</p> <p>(7) Weight : Approx. 36 Kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p> <p>2. Chair</p> <p>(1) Reclining function : Equipped</p> <p>(2) Material of back and seat : Cushion, molded urethane or equivalent</p> <p>(3) Material of back and seat cover : Polypropylene or equivalent</p> <p>(4) Material of armrest : Polypropylene or equivalent</p> <p>(5) Caster : 5</p> <p>(6) Seat width : 410 mm or wider</p> <p>(7) Seat depth : 420 mm or wider</p> <p>(8) Height of seat, adjustable : 420 ~ 500 mm or wider</p> <p>(9) Weight : Approx. 18 kg</p> <p>(10) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	48	MANUFACTURER :	MODEL :
DESCRIPTION	Decorated drawers unit	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for clinic</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : With armrest and backrest</p> <p>(2) Material of seat : Urethane cushion or equivalent</p> <p>(3) Caster : 5</p> <p>(4) Width : 520 mm or wider</p> <p>(5) Depth : 550 mm or wider</p> <p>(6) Height of seat, adjustable : 410 ~ 460 mm or wider</p> <p>(7) Weight : Approx. 20 kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p>			

CODE NO.	49	MANUFACTURER :	MODEL :
DESCRIPTION	Chair(visitor)	DIMENSIONS: (W) x (D)x (H) Weight:	
		ELECTRICITY : AC V Hz -phase KVA	
QTY	2	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for clinic</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : With armrest and mesh type backrest</p> <p>(2) Material of seat : Urethane cushion, fabric finish or equivalent</p> <p>(3) Caster : 5</p> <p>(4) Width of seat : 420 mm or wider</p> <p>(5) Depth of seat : 410 mm or wider</p> <p>(6) Height of seat, adjustable : 435 ~ 500 mm or wider</p> <p>(7) Weight : Approx. 18 kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	50	MANUFACTURER :	MODEL :
DESCRIPTION	Examination board	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>2. Safety guard with clamp(Left and Right) : 1 pair</p> <p>3. Irrigator pole with clamp : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for clinic</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>1. Main unit (Examination Table)</p> <p>(1) Material</p> <p>1) Mattress : Urethane foam covered with vinyl leather</p> <p>2) Leg : Steel tube, baked on melamine or equivalent</p> <p>(2) Table dimensions : 700(W) x 1,800(L) x 500(H)mm</p> <p>(3) Mattress thickness : 35mm</p> <p>2. Safety guard with clamp</p> <p>(1) Material : Steel tube, baked on melamine or equivalent</p> <p>(2) Dimensions : 160(W) x 750(L) x 330(H)mm</p> <p>(3) Clamp : Equipped (2pcs./Safety guard), for fixing of the Main unit and the Safety guard</p> <p>3. Irrigator pole with clamp</p> <p>(2) Material : Stainless steel</p> <p>(3) Clamp : Equipped, for fixing of the Main unit and the safety guard</p>			

CODE NO.	52	MANUFACTURER :	MODEL :
DESCRIPTION	Solutions holder	DIMENSIONS: (W) x (D)x (H) Weight:	
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for clinic</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : 2 hooks</p> <p>(2) Material : Stainless steel</p> <p>(3) Height adjustment : 1,400 - 2,000mm or wider</p> <p>(4) Base : Five (5) legs base with swivel casters (φ50mm)</p>			

CODE NO.	53	MANUFACTURER :	MODEL :
DESCRIPTION	Tools table	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for clinic</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Material : Stainless steel</p> <p>(2) Shelf : Equipped, Top and Lower</p> <p>(3) Guard rail : Equipped on each side of shelves</p> <p>(4) Drawer : 2 pcs. or more</p> <p>(5) Casters : <math>\phi</math>75mm or bigger</p>			



CODE NO.	54	MANUFACTURER :	MODEL :
DESCRIPTION	Insulation bed	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Bed : 1 Set</p> <p>2. Mattress : 1 Pc.</p> <p>3. Bedside handrail (Left and Right) : 1 Pair</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for clinic</li> </ul> <p>SPECIFICATION</p> <p>1. Bed</p> <p>(1) Material</p> <p>1) Frame : Steel with antimicrobial epoxy resin powder baking coating or equivalent</p> <p>2) Bottom : Wire mesh</p> <p>(2) Bottom height : 3 positions (355/410/465mm) adjustable</p> <p>(3) Caster : φ100mm with stoppers on diagonal</p> <p>2. Mattress</p> <p>(1) Material</p> <p>1) Cushion : Urethane foam and polyester</p> <p>2) Cover : 100% polyester</p> <p>(2) Dimensions (W x L x T) : 830 x 1910 x 100(Thickness)mm Mattress size matches the Main unit</p> <p>3. Bedside handrail</p> <p>(1) Size : 960(L) x 450(H)mm</p> <p>(2) Material : Steel-pipe</p> <p>(3) Surface finish : Antimicrobial epoxy resin powder baking coating or equivalent</p>			

CODE NO.	55	MANUFACTURER :	MODEL :
DESCRIPTION	Leather footie	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for clinic</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Material</p> <p>1) Backrest : Polypropylene or equivalent</p> <p>2) Seat : Molded urethane and steel or equivalent</p> <p>3) Leg : Polypropylene and steel or equivalent</p> <p>4) Seating material : PVC leathercloth or equivalent</p> <p>(2) Seat size : 375(φ) x 75(Thickness)mm</p> <p>(3) Dimensions : 510(φ) x 420 - 510(SH)/ 620 - 710(H)mm, height adjustable</p> <p>(4) Leg : Five (5) legs base with swivel casters</p>			

CODE NO.	56	MANUFACTURER :	MODEL :
DESCRIPTION	Low back doctor chair	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for clinic</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Reclining type</p> <p>(2) Material of back and seat : Cushion, molded urethane or equivalent</p> <p>(3) Material of back and seat cover : Leather or equivalent</p> <p>(4) Armrest : Pipe frame with leather or equivalent</p> <p>(5) Material of legs : Aluminum or equivalent</p> <p>(6) Caster : 5</p> <p>(7) Seat width : 500 mm or wider</p> <p>(8) Seat depth : 450 mm or wider</p> <p>(9) Height of seat, adjustable : 430 ~ 500 mm or wider</p> <p>(10) Weight : Approx. 25 kg</p> <p>(11) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	57	MANUFACTURER :	MODEL :
DESCRIPTION	Doctor equipment cupboard	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for clinic</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Overall height : 1,600 mm or more</p> <p>(2) Exterior material : Polyester decorative board or equivalent</p> <p>(3) Interior material : Printed plywood or equivalent</p> <p>(4) Upper unit</p> <p style="padding-left: 20px;">Type : 3 side glass, 4mm thickness, tempered glass or equivalent</p> <p style="padding-left: 20px;">Door : Double glass door</p> <p style="padding-left: 20px;">Shelf : 5mm thickness, glass shelf 4 or more</p> <p style="padding-left: 20px;">Dimension (W x D x H) : 900 x 300 x 920 mm or more</p> <p>(5) Lower unit</p> <p style="padding-left: 20px;">Drawer : 2 drawers with key</p> <p style="padding-left: 20px;">Door : Double wooden door</p> <p style="padding-left: 20px;">Shelf : Wooden shelf 1 or more</p> <p style="padding-left: 20px;">Dimension (W x D x H) : 900 x 300 x 680 mm</p> <p>(6) Weight : Approx. 45 Kg</p>			

CODE NO.	58	MANUFACTURER :	MODEL :
DESCRIPTION	Art work table	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	10	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for art</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Flat type with 2 shelves</p> <p>(2) Dimension (W x D x H) : 1,800 x 900 x 700 mm or wider</p> <p>(3) Material of main body : Wood</p> <p>(4) Material of top board : Oak planks</p> <p>(5) Thickness of top board : 40 mm or more</p> <p>(6) Weight : Approx. 60 Kg</p>			

CODE NO.	59	MANUFACTURER :	MODEL :
DESCRIPTION	Atelier chair	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	40	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for art</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Material of back and seat : Plywood or equivalent</p> <p>(2) Dimension (W x D x H) : 370 x 430 x 790 mm</p> <p>(3) Material of legs : Steel round pipe, melamine coated or equivalent, <math>\phi</math> 22mm or more</p> <p>(4) Height of seat : Approx. 420 mm</p> <p>(5) Weight : Approx. 5 kg</p>			

CODE NO.	60	MANUFACTURER :	MODEL :
DESCRIPTION	Teacher's table	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for art</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Flat type with vertical type 3 drawer and with storage with wooden door</p> <p>(2) Dimension (W x D x H) : 1,800 x 900 x 800 mm or wider</p> <p>(3) Material of main body : Wood</p> <p>(4) Material of top board : Oak planks</p> <p>(5) Thickness of top board : 40 mm or more</p> <p>(6) Weight : Approx. 75 Kg</p>			

CODE NO.	61	MANUFACTURER :	MODEL :
DESCRIPTION	Developed chair	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for art</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Material of frame : Beech wood or equivalent</p> <p>(2) Coating : Urethane coating or equivalent</p> <p>(2) Dimension (W x D x H) : 450 x 480 x 760 mm</p> <p>(3) Height of seat : Approx. 420 mm</p> <p>(4) Material of seat : Fabric or equivalent</p> <p>(5) Weight : Approx. 6 kg</p>			



CODE NO.	62	MANUFACTURER :	MODEL :
DESCRIPTION	Board	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for art</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension : 1,800(W) x 900(H) mm or wider</p> <p>(2) Color of surface : White</p> <p>(3) Frame : Aluminum</p> <p>(4) Weight : Approx. 18 kg</p> <p>(5) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p> <p>(6) Accessories : Marker pen (black) x 1 Eraser x 1 Magnet x 2</p>			

CODE NO.	63	MANUFACTURER :	MODEL :
DESCRIPTION	Metal cupboard 2 shutters	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	3	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for art</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Overall height : 1,760 mm or more</p> <p>(2) Exterior material : Steel, baking finish or equivalent</p> <p>(3) Upper unit</p> <p style="padding-left: 20px;">Type : Sliding glass door</p> <p style="padding-left: 20px;">Shelf : 2 or more</p> <p style="padding-left: 20px;">Dimension (W x D x H) : 1,760 x 400 x 880 mm or more</p> <p>(4) Lower unit</p> <p style="padding-left: 20px;">Door : Sliding steel door</p> <p style="padding-left: 20px;">Shelf : 1 or more</p> <p style="padding-left: 20px;">Dimension (W x D x H) : 1,760 x 400 x 880 mm or more</p> <p>(5) Base unit : Steel</p> <p>(6) Weight : Approx. 90 Kg</p>			

CODE NO.	64	MANUFACTURER :	MODEL :
DESCRIPTION	Wooden drawers unit for classroom	DIMENSIONS: (W) x (D)x (H) Weight:	
		ELECTRICITY : AC V Hz -phase KVA	
QTY	2	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Drawer unit : 1 Set</p> <p>2. Stand : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for art</li> </ul> <p>SPECIFICATION</p> <p>1. Drawer unit</p> <p>(1) Dimension (W x D x H) : 970 x 740 x 410 mm or wider</p> <p>(2) Exterior material : Steel, baking finish or equivalent</p> <p>(3) Internal dimension of drawer (W x D x H) : Approx. 880 x 660 x 45 mm</p> <p>(4) No. of drawer : 5 or more</p> <p>(5) Storage size : A1 size</p> <p>(6) Weight : Approx. 68 kg</p> <p>(7) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p> <p>2. Stand</p> <p>(1) Dimension (W x D x H) : Approx. 970 x 740 x 510 mm</p> <p>(2) Material : Steel</p> <p>(3) Weight : Approx. 12 kg</p>			

CODE NO.	65	MANUFACTURER :	MODEL :
DESCRIPTION	Food table	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	2	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for domestic economy</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 1,800 x 750 x 700 mm or wider</p> <p>(2) Material of frame : Steel, chromium plating or equivalent</p> <p>(3) Material of top board : Melamine board</p> <p>(4) Thickness of top board : 18 mm or more</p> <p>(5) Weight : Approx. 30 Kg</p> <p>(6) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	66	MANUFACTURER :	MODEL :
DESCRIPTION	Tailoring table	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	2	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for domestic economy</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 1,800 x 900 x 700 mm or wider</p> <p>(2) Material : Wood</p> <p>(3) Thickness of top board : 30 mm or more</p> <p>(4) Weight : Approx. 54 Kg</p>			

CODE NO.	67	MANUFACTURER :	MODEL :
DESCRIPTION	Activities chair	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	24	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for domestic economy</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 1,800 x 750 x 640 mm or wider</p> <p>(2) Material of legs : Steel pipe, powder coating or equivalent</p> <p>(3) Seat size : <math>\phi</math> 305 mm or more</p> <p>(4) Seat material : MDF, urethane form, vinyl leather or equivalent</p> <p>(5) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	68	MANUFACTURER :	MODEL :
DESCRIPTION	Kitchen cupboard	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for domestic economy</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 900 x 450 x 1,900 mm or wider</p> <p>(2) Material : Melamine board or equivalent</p> <p>(3) Upper compartment : Double door, tempered glass, 1 shelf or more</p> <p>(4) Lower compartment : Double door, melamine board or equivalent</p> <p>(5) Weight : Approx. 91 kg</p>			

CODE NO.	69	MANUFACTURER :	MODEL :
DESCRIPTION	Activities cupboard	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	2	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for domestic economy</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 1,200 x 640 x 1,800 mm or wider</p> <p>(2) Material : Steel, Powder coating or equivalent</p> <p>(3) No. of shelf : 3 or more</p> <p>(4) Height adjustment of shelf : Adjustable 50 mm pitch</p> <p>(5) Weight : Approx. 156 kg</p>			



CODE NO.	70	MANUFACTURER :	MODEL :
DESCRIPTION	Teacher's chair	DIMENSIONS: (W) x (D)x (H) Weight:	
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for domestic economy</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Reclining function : Equipped</p> <p>(2) Material of back and seat : Cushion, molded urethane or equivalent</p> <p>(3) Material of back and seat cover : Polypropylene or equivalent</p> <p>(4) Material of armrest : Polypropylene or equivalent</p> <p>(5) Caster : 5</p> <p>(6) Seat width : 410 mm or wider</p> <p>(7) Seat depth : 420 mm or wider</p> <p>(8) Height of seat, adjustable : 420 ~ 500 mm or wider</p> <p>(9) Weight : Approx. 18 kg</p> <p>(10) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	71	MANUFACTURER :	MODEL :
DESCRIPTION	Teacher's table	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for domestic economy</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Flat type with drawer</p> <p>(2) Dimension (W x D x H) : 1,200 x 700 x 700 mm or wider</p> <p>(3) Material of main body : Steel</p> <p>(4) Material of top board : Melamine board , steel or equivalent</p> <p>(5) Color : Grey or white</p> <p>(6) Thickness of top board : 25 mm or more</p> <p>(7) Weight : Approx. 36 Kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	72	MANUFACTURER :	MODEL :
DESCRIPTION	Board	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for domestic economy</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension : 1,800(W) x 900(H) mm or wider</p> <p>(2) Color of surface : White</p> <p>(3) Frame : Aluminum</p> <p>(4) Weight : Approx. 18 kg</p> <p>(5) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p> <p>(6) Accessories : Marker pen (black) x 1 Eraser x 1 Magnet x 2</p>			

CODE NO.	73	MANUFACTURER :	MODEL :
DESCRIPTION	Carpentry table	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	2	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for Industry</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 1,500 x x 750 x 740 mm or wider</p> <p>(2) Material : Steel</p> <p>(3) Coating : Powder coating or equivalent</p> <p>(4) Thickness of top board : 25 mm or more</p> <p>(5) Material of top board : Steel</p> <p>(6) Weight : Approx. 33 kg</p> <p>(7) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	74	MANUFACTURER :	MODEL :
DESCRIPTION	Painting table	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for Industry</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 1,200 x x 750 x 740 mm or wider</p> <p>(2) Material : Steel</p> <p>(3) Coating : Powder coating or equivalent</p> <p>(4) Thickness of top board : 25 mm or more</p> <p>(5) Material of top board : Steel</p> <p>(6) Weight : Approx. 33 kg</p> <p>(7) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	75	MANUFACTURER :	MODEL :
DESCRIPTION	Electricity table	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Electricity table : 1 Set</p> <p>2. Tool stand : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for Industry</li> </ul> <p>SPECIFICATION</p> <p>1. Electricity table</p> <p>(1) Dimension (W x D x H) : 1,200 x x 750 x 740 mm or wider</p> <p>(2) Material : Steel</p> <p>(3) Coating : Powder coating or equivalent</p> <p>(4) Thickness of top board : 25 mm or more</p> <p>(5) Material of top board : Steel, polyester finish or equivalent</p> <p>(6) Weight : Approx. 33 kg</p> <p>(7) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p> <p>2. Tool stand</p> <p>(1) Type : Can be fixed by a bolt and mounted on the table</p> <p>(2) Dimension (W x D x H) : 1,200 x x 300 x 450 mm or wider</p> <p>(3) Material : Steel</p> <p>(4) Coating : Powder coating or equivalent</p> <p>(5) No. of shelf : 1 or more</p>			

CODE NO.	76	MANUFACTURER :	MODEL :
DESCRIPTION	Activities cupboard	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	24	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for Industry</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 1,200 x 640 x 1,800 mm or wider</p> <p>(2) Material : Steel, Powder coating or equivalent</p> <p>(3) No. of shelf : 3 or more</p> <p>(4) Height adjustment of shelf : Adjustable 50 mm pitch</p> <p>(5) Weight : Approx. 156 kg</p>			

CODE NO.	77	MANUFACTURER :	MODEL :
DESCRIPTION	Activities chair	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for Industry</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 1,800 x 750 x 640 mm or wider</p> <p>(2) Material of legs : Steel pipe, powder coating or equivalent</p> <p>(3) Seat size : <math>\phi</math> 305 mm or more</p> <p>(4) Seat material : MDF, urethane form, vinyl leather or equivalent</p> <p>(5) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			



CODE NO.	78	MANUFACTURER :	MODEL :
DESCRIPTION	Teacher's chair	DIMENSIONS: (W) x (D)x (H) Weight:	
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for Industry</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Reclining function : Equipped</p> <p>(2) Material of back and seat : Cushion, molded urethane or equivalent</p> <p>(3) Material of back and seat cover : Polypropylene or equivalent</p> <p>(4) Material of armrest : Polypropylene or equivalent</p> <p>(5) Caster : 5</p> <p>(6) Seat width : 410 mm or wider</p> <p>(7) Seat depth : 420 mm or wider</p> <p>(8) Height of seat, adjustable : 420 ~ 500 mm or wider</p> <p>(9) Weight : Approx. 18 kg</p> <p>(10) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	79	MANUFACTURER :	MODEL :
DESCRIPTION	Teacher's table	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for Industry</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Flat type with drawer</p> <p>(2) Dimension (W x D x H) : 1,200 x 700 x 700 mm or wider</p> <p>(3) Material of main body : Steel</p> <p>(4) Material of top board : Melamine board , steel or equivalent</p> <p>(5) Color : Grey or white</p> <p>(6) Thickness of top board : 25 mm or more</p> <p>(7) Weight : Approx. 36 Kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	80	MANUFACTURER :	MODEL :
DESCRIPTION	Board	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for Industry</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension : 1,800(W) x 900(H) mm or wider</p> <p>(2) Color of surface : White</p> <p>(3) Frame : Aluminum</p> <p>(4) Weight : Approx. 18 kg</p> <p>(5) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p> <p>(6) Accessories : Marker pen (black) x 1 Eraser x 1 Magnet x 2</p>			

CODE NO.	81	MANUFACTURER :	MODEL :
DESCRIPTION	Food table	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	4	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for agriculture</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 1,800 x 750 x 700 mm or wider</p> <p>(2) Material of frame : Steel, chromium plating or equivalent</p> <p>(3) Material of top board : Melamine board</p> <p>(4) Thickness of top board : 18 mm or more</p> <p>(5) Weight : Approx. 30 Kg</p> <p>(6) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	82	MANUFACTURER :	MODEL :
DESCRIPTION	Activities chair	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	24	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for agriculture</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 1,800 x 750 x 640 mm or wider</p> <p>(2) Material of legs : Steel pipe, powder coating or equivalent</p> <p>(3) Seat size : <math>\phi</math> 305 mm or more</p> <p>(4) Seat material : MDF, urethane form, vinyl leather or equivalent</p> <p>(5) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	83	MANUFACTURER :	MODEL :
DESCRIPTION	Activities cupboard	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for agriculture</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 1,200 x 450 x 1,900 mm or wider</p> <p>(2) Material : Melamine board or equivalent</p> <p>(3) Upper compartment : Double door, tempered glass, 2 shelf or more</p> <p>(4) Lower compartment : Double door, melamine board or equivalent</p> <p>(5) Weight : Approx. 102 kg</p>			

CODE NO.	84	MANUFACTURER :	MODEL :
DESCRIPTION	Teacher's chair	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for agriculture</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Reclining function : Equipped</p> <p>(2) Material of back and seat : Cushion, molded urethane or equivalent</p> <p>(3) Material of back and seat cover : Polypropylene or equivalent</p> <p>(4) Material of armrest : Polypropylene or equivalent</p> <p>(5) Caster : 5</p> <p>(6) Seat width : 410 mm or wider</p> <p>(7) Seat depth : 420 mm or wider</p> <p>(8) Height of seat, adjustable : 420 ~ 500 mm or wider</p> <p>(9) Weight : Approx. 18 kg</p> <p>(10) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	85	MANUFACTURER :	MODEL :
DESCRIPTION	Teacher's table	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for agriculture</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Flat type with drawer</p> <p>(2) Dimension (W x D x H) : 1,200 x 700 x 700 mm or wider</p> <p>(3) Material of main body : Steel</p> <p>(4) Material of top board : Melamine board , steel or equivalent</p> <p>(5) Color : Grey or white</p> <p>(6) Thickness of top board : 25 mm or more</p> <p>(7) Weight : Approx. 36 Kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			



CODE NO.	86	MANUFACTURER :	MODEL :
DESCRIPTION	Board	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for agriculture</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension : 1,800(W) x 900(H) mm or wider</p> <p>(2) Color of surface : White</p> <p>(3) Frame : Aluminum</p> <p>(4) Weight : Approx. 18 kg</p> <p>(5) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p> <p>(6) Accessories : Marker pen (black) x 1 Eraser x 1 Magnet x 2</p>			

CODE NO.	87	MANUFACTURER :	MODEL :
DESCRIPTION	Playground seat	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	4	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for music</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 1,800 x 540 x 700 mm or more</p> <p>(2) Material of seat and back : Urethane form or equivalent</p> <p>(3) Finishing : Vinyl leather finish</p> <p>(4) Material of legs : Steel pipe</p> <p>Weight : Approx. 32 kg</p>			

CODE NO.	88	MANUFACTURER :	MODEL :
DESCRIPTION	Pupil chair	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	15	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for music</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Material of seat : Dymetrol core or equivalent</p> <p>(2) Material of backrest : Resin molding or equivalent</p> <p>(3) Material of legs : Steel pipe, powder coating or equivalent</p> <p>(4) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	89	MANUFACTURER :	MODEL :
DESCRIPTION	Board	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for music</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension : 1,800(W) x 900(H) mm or wider</p> <p>(2) Color of surface : White</p> <p>(3) Frame : Aluminum</p> <p>(4) Weight : Approx. 18 kg</p> <p>(5) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p> <p>(6) Accessories : Marker pen (black) x 1 Eraser x 1 Magnet x 2</p>			

CODE NO.	90	MANUFACTURER :	MODEL :
DESCRIPTION	Metal teacher's table	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	2	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for music</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Flat type with drawer</p> <p>(2) Dimension (W x D x H) : 1,200 x 700 x 700 mm or wider</p> <p>(3) Material of main body : Steel</p> <p>(4) Material of top board : Melamine board , steel or equivalent</p> <p>(5) Color : Grey or white</p> <p>(6) Thickness of top board : 25 mm or more</p> <p>(7) Weight : Approx. 36 Kg</p>			

CODE NO.	91	MANUFACTURER :	MODEL :
DESCRIPTION	Metal cupboard 2 shutters	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	3	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for music</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 880 x 400 x 1,790 mm or wider</p> <p>(2) Material : Steel, powder coating or equivalent</p> <p>(3) No. of shelf : 4 or more</p> <p>(4) Weight : Approx. 102 kg</p> <p>(5) Standard : <b>Conforms to JIS1 or Green Purchasing Law or equivalent</b></p>			

CODE NO.	92	MANUFACTURER :	MODEL :
DESCRIPTION	Theater metal wooden stand	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for music</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 4,500 x 600 x 600 mm or wider</p> <p>(2) Material : Aluminum or equivalent</p> <p>(3) No. of step : 3 steps</p> <p>(4) Accessories : Safety end cap</p>			

CODE NO.	93	MANUFACTURER :	MODEL :
DESCRIPTION	Disabled bench	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	4	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for resources</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Folding type</p> <p>(2) Frame : Aluminum</p> <p>(3) Seat : Fabric</p> <p>(4) Dimension (W x D x H) : 580 x 1,020 x 880 mm</p> <p>(5) Width of seat : 400 mm or more</p> <p>(6) Height of seat : Approx. 430 mm</p> <p>(7) Wheel : Front 6 inch, rear 22 inch</p> <p>(8) Weight : Approx. 15 Kg</p> <p>(9) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p>			



CODE NO.	94	MANUFACTURER :	MODEL :
DESCRIPTION	Chair bench	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	8	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for resources</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Material of seat and backrest : Urethane form or equivalent, Vinyl leather finish or equivalent</p> <p>(2) Material of leg and armrest : Beech wood or equivalent</p> <p>(3) Height of seat : Approx. 420 mm</p> <p>(4) Width of seat : 450 mm or more</p> <p>(5) Depth of seat : 410 mm or more</p> <p>(6) Weight : Approx. 9 Kg</p> <p>(7) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p>			

CODE NO.	95	MANUFACTURER :	MODEL :
DESCRIPTION	Library table	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	2	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for resources</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Flat type</p> <p>(2) Dimension (W x D x H) : 1,800 x 900 x 700 mm or wider</p> <p>(3) Material : Wood</p> <p>(4) Material of top board : Melamine board</p> <p>(5) Thickness of top board : 28 mm or more</p> <p>(6) Weight : Approx. 33.8 kg</p>			

CODE NO.	96	MANUFACTURER :	MODEL :
DESCRIPTION	Teacher's chair	DIMENSIONS: (W) x (D)x (H) Weight:	
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for resources</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Reclining function : Equipped</p> <p>(2) Material of back and seat : Cushion, molded urethane or equivalent</p> <p>(3) Material of back and seat cover : Polypropylene or equivalent</p> <p>(4) Material of armrest : Polypropylene or equivalent</p> <p>(5) Caster : 5</p> <p>(6) Seat width : 410 mm or wider</p> <p>(7) Seat depth : 420 mm or wider</p> <p>(8) Height of seat, adjustable : 420 ~ 500 mm or wider</p> <p>(9) Weight : Approx. 18 kg</p> <p>(10) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	97	MANUFACTURER :	MODEL :
DESCRIPTION	Metal cupboard 2 shutters	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	2	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for resources</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 880 x 400 x 1,790 mm or wider</p> <p>(2) Material : Steel, powder coating or equivalent</p> <p>(3) No. of shelf : 4 or more</p> <p>(4) Weight : Approx. 102 kg</p> <p>(5) Standard : <b>Conforms to JIS1 or Green Purchasing Law or equivalent</b></p>			

CODE NO.	98	MANUFACTURER :	MODEL :
DESCRIPTION	Teacher's table	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for resources</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Flat type with drawer</p> <p>(2) Dimension (W x D x H) : 1,200 x 700 x 700 mm or wider</p> <p>(3) Material of main body : Steel</p> <p>(4) Material of top board : Melamine board , steel or equivalent</p> <p>(5) Color : Grey or white</p> <p>(6) Thickness of top board : 25 mm or more</p> <p>(7) Weight : Approx. 36 Kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	99	MANUFACTURER :	MODEL :
DESCRIPTION	Board	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for resources</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension : 1,800(W) x 900(H) mm or wider</p> <p>(2) Color of surface : White</p> <p>(3) Frame : Aluminum</p> <p>(4) Weight : Approx. 18 kg</p> <p>(5) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p> <p>(6) Accessories : Marker pen (black) x 1 Eraser x 1 Magnet x 2</p>			

CODE NO.	100	MANUFACTURER :	MODEL :
DESCRIPTION	PC wooden table	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for resources</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 1,200 x 600 x 700 mm or wider</p> <p>(2) Material of frame : Steel, white</p> <p>(3) Material of top board : Steel, melamine board</p> <p>(4) Thickness of top board : 25 mm or more</p> <p>(5) Cord hole : Equipped</p> <p>(6) Weight : Approx. 30 kg</p> <p>(7) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	101	MANUFACTURER :	MODEL :
DESCRIPTION	Theater chair	DIMENSIONS: (W) x (D)x (H) Weight:	
		ELECTRICITY : AC V Hz -phase KVA	
QTY	150	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for multiples</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Manual rising type seat</p> <p>(2) Material of seat : Steel, urethane form or equivalent</p> <p>(3) Material of backrest : Beech molded plywood, urethane coating or equivalent</p> <p>(4) Finishing : Fabric finish</p> <p>(5) Armrest : Beech molded plywood or equivalent</p> <p>(6) Leg : Steel, melamine baking finish or equivalent</p> <p>(7) Width of seat : 405 mm or wider</p> <p>(8) Depth of seat : Approx. 400 mm</p> <p>(9) Height of seat : Approx. 420 mm</p> <p>(10) Overall height : Approx. 870 mm</p> <p>(11) Weight : Approx. 20 kg</p> <p>(12) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			



CODE NO.	102	MANUFACTURER :	MODEL :
DESCRIPTION	Theater metal wooden stand	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for multiples</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 4,500 x 600 x 600 mm or wider</p> <p>(2) Material : Aluminum or equivalent</p> <p>(3) No. of step : 3 steps</p> <p>(4) Accessories : Safety end cap</p>			

CODE NO.	103	MANUFACTURER :	MODEL :
DESCRIPTION	Metal teacher's table	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	2	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for multiples</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Flat type with drawer</p> <p>(2) Dimension (W x D x H) : 1,200 x 700 x 700 mm or wider</p> <p>(3) Material of main body : Steel</p> <p>(4) Material of top board : Melamine board , steel or equivalent</p> <p>(5) Color : Grey or white</p> <p>(6) Thickness of top board : 25 mm or more</p> <p>(7) Weight : Approx. 36 Kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	104	MANUFACTURER :	MODEL :
DESCRIPTION	Teacher's chair	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	4	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for multiples</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Reclining function : Equipped</p> <p>(2) Material of back and seat : Cushion, molded urethane or equivalent</p> <p>(3) Material of back and seat cover : Polypropylene or equivalent</p> <p>(4) Material of armrest : Polypropylene or equivalent</p> <p>(5) Caster : 5</p> <p>(6) Seat width : 410 mm or wider</p> <p>(7) Seat depth : 420 mm or wider</p> <p>(8) Height of seat, adjustable : 420 ~ 500 mm or wider</p> <p>(9) Weight : Approx. 18 kg</p> <p>(10) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	105	MANUFACTURER :	MODEL :
DESCRIPTION	Desk 120cm	DIMENSIONS: (W) x (D)x (H) Weight:	
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Desk : 1 Set</p> <p>2. Chair : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for language lab</li> </ul> <p>SPECIFICATION</p> <p>1. Desk</p> <p>(1) Type : Flat type with drawer</p> <p>(2) Dimension (W x D x H) : 1,200 x 700 x 700 mm or wider</p> <p>(3) Material of main body : Steel</p> <p>(4) Material of top board : Melamine board , steel or equivalent</p> <p>(5) Color : Grey or white</p> <p>(6) Thickness of top board : 25 mm or more</p> <p>(7) Weight : Approx. 36 Kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p> <p>2. Chair</p> <p>(1) Reclining function : Equipped</p> <p>(2) Material of back and seat : Cushion, molded urethane or equivalent</p> <p>(3) Material of back and seat cover : Polypropylene or equivalent</p> <p>(4) Material of armrest : Polypropylene or equivalent</p> <p>(5) Caster : 5</p> <p>(6) Seat width : 410 mm or wider</p> <p>(7) Seat depth : 420 mm or wider</p> <p>(8) Height of seat, adjustable : 420 ~ 500 mm or wider</p> <p>(9) Weight : Approx. 18 kg</p> <p>(10) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	106	MANUFACTURER :	MODEL :
DESCRIPTION	Decorated drawers unit	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for language lab</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : With armrest and backrest</p> <p>(2) Material of seat : Urethane cushion or equivalent</p> <p>(3) Caster : 5</p> <p>(4) Width : 520 mm or wider</p> <p>(5) Depth : 550 mm or wider</p> <p>(6) Height of seat, adjustable : 410 ~ 460 mm or wider</p> <p>(7) Weight : Approx. 20 kg</p> <p>(8) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p>			

CODE NO.	107	MANUFACTURER :	MODEL :
DESCRIPTION	Repeated work cell	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	20	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for language lab</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Flat-type</p> <p>(2) Dimension (W x D x H) : 1,400 x 700 x 720 mm or wider</p> <p>(3) Material of frame : Steel, powder coating or equivalent</p> <p>(4) Material of top board : Steel, melamine board or equivalent</p> <p>(5) Weight : Approx. 41 kg</p> <p>(6) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p>			

CODE NO.	108	MANUFACTURER :	MODEL :
DESCRIPTION	PC chair	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	41	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for language lab</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Material of seat and backrest : Urethane form or equivalent</p> <p>(2) Finishing : Fabric or vinyl leather or equivalent</p> <p>(3) Width of seat : 415 mm or wider</p> <p>(4) Depth of seat : 415 or wider</p> <p>(5) Height of seat : 380 ~ 470 mm or wider</p> <p>(6) Material of leg : Polyamide resin or equivalent</p> <p>(7) Caster : 5</p> <p>(8) Weight : Approx. 14 kg</p> <p>(9) Standard : <b>Conforms to Green Purchasing Law or BSEN1729 or equivalent</b></p>			

CODE NO.	109	MANUFACTURER :	MODEL :
DESCRIPTION	Store stand	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	7	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for store</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Type : Open type</p> <p>(2) No. of shelf : 5</p> <p>(3) Dimension (W x D x H) : 1,800 x 600 x 1,800 mm or wider</p> <p>(4) Material of frame : Steel</p> <p>(5) Weight : Approx. 98 Kg</p> <p>(6) Standard : <b>Conforms to Green Purchasing Law or equivalent</b></p>			



CODE NO.	110	MANUFACTURER :	MODEL :
DESCRIPTION	Playground seat	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	10	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for playground</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 1,800 x 540 x 700 mm or more</p> <p>(2) Material of seat and back : Urethane form or equivalent</p> <p>(3) Finishing : Vinyl leather finish</p> <p>(4) Material of legs : Steel pipe</p> <p>Weight : Approx. 32 kg</p>			

CODE NO.	111	MANUFACTURER :	MODEL :
DESCRIPTION	Table tennis table	DIMENSIONS: (W) x (D)x (H)	Weight:
		ELECTRICITY : AC V Hz -phase KVA	
QTY	1	OTHER UTILITY:	
BUYER'S SPECIFICATIONS (1/1)		TENDERER'S SPECIFICATIONS	
<p>COMPOSITION</p> <p>1. Main unit : 1 Set</p> <p>PURPOSE OF USE</p> <ul style="list-style-type: none"> <li>To be used as furniture for playground</li> </ul> <p>SPECIFICATION</p> <p>1. Main unit</p> <p>(1) Dimension (W x D x H) : 2,740 x 1,525 x 760 mm</p> <p>(2) Material of top board : Melamine resin</p> <p>(3) Thickness of top board : 22 mm, with 40 mm skirt</p> <p>(4) Material of legs : Steel, 28 mm square, with caster</p> <p>(5) Standard : Conforms to international certified game standards by International Table Tennis Federation</p> <p>(6) Accessories : Racket x 10 Ball x 120 Spare net x 1 Spare net support x 1 Racket, net and net support shall be qualified product by Japanese Table Tennis Association</p>			

## Appendix 7 Equipment list for EJS

### ①Equipment list for Japanese-Style Education

ITEM No.	Description	Q'ty * /shcool
<b>【Primary School Equipment】</b>		
1	Digital stop watch	4
2	Grip dynamometer	4
3	Measuring scale for forward bending	4
4	Measuring mattress for standing broad jump	4
5	Measure (50m)	4
6	Walking measure	1
7	Weighing scale A	1
8	Weighing scale B	1
9	Physical Education equipment	1
10	Soprano recorder	40
11	Key harmonica (melodica)	40
12	Drum	10
13	Electronic keyboard A	1
14	Electronic keyboard B	1
15	Speech podium	1
16	Digital rotary offset press	1
17	Tokkatsu-related teaching & learning materials	1
<b>【Kindergarten Equipment】</b>		
1	Jumping rope	30
2	Multi-sized balls	6
3	Football	5
4	Hoop A	15
5	Hoop B	15
6	Basketball hoop & net	10
7	Slide	3
8	Swing	5
9	Sandbox (sand tool & cover)	3
10	Jungle Gym	1
11	Story Books – large size	6
12	Story Books	30
13	History books	54
14	Cloth Board	1
15	Carpet	1
16	Flipping cards	1
17	Coloring pens	30
18	Crayons	30
19	Markers	30
20	Scissors A	1
21	Scissors B	30
22	Magnifying Glass	6
23	Balance Beam	4
24	Model cars	5
25	Vegetable Models	1
26	Fruit Models	1
27	Animal Models	1
28	Magnets	6
29	Triangle	5
30	Xylophone	5
31	Drum A	5
32	Drum B	1

## Appendix 7 Equipment list for EJS

ITEM No.	Description	Q'ty * /shcool
33	Melodica	5
34	Castanet	5
35	Keyboard A	5
36	Keyboard B	1
37	Hand Bell	5
38	Microphone A	4
39	Microphone B	1
40	CD	1
41	Kitchen tools	1
42	Mirror	1
43	Dolls	24
44	Professional tools	1
45	Blocks	3
46	Water colors and brush	30
47	Pastel Colors	30
48	Canson	300
49	Paper	30
50	Clay with plastic cover and box	30
51	Glue A(1kg)	1
52	Glue B	30
53	Gloves	60
54	Glitter Glue	10
55	Cupboards with 40 storage units	1
56	Towels , and holder and cup holders	30
57	Soap	30
58	Cleaning Set	1
59	A box for blocks and toys	1
60	Dictionary(additional) 45 copies each for primay & secondary	90
61	Encyclopedia(additional) 45 copies each for primay & secondary	90
62	Wall clock(additional)	27
63	Whiteboard(additional)	1
<b>Primary School Equipment + Kindergarten Equipment</b>		

Remark: \* Q'ty/Primary school is planed based on the 40-student class.

### ②Additional Equipment for Japanese-Style Education

For New EJS only

ITEM No.	Description	Q'ty * /shcool
<b>【Primary School Equipment】</b>		
1	LL system for 40 pupils	1
	Necessary accessories included	