

HOLISTIC
EDUICATION
FOR ALL

PADECO

Igniting collaborative spirit among students and teachers through Tokkatsu and Lesson Study (A case of Egypt)

WALS 2024

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History

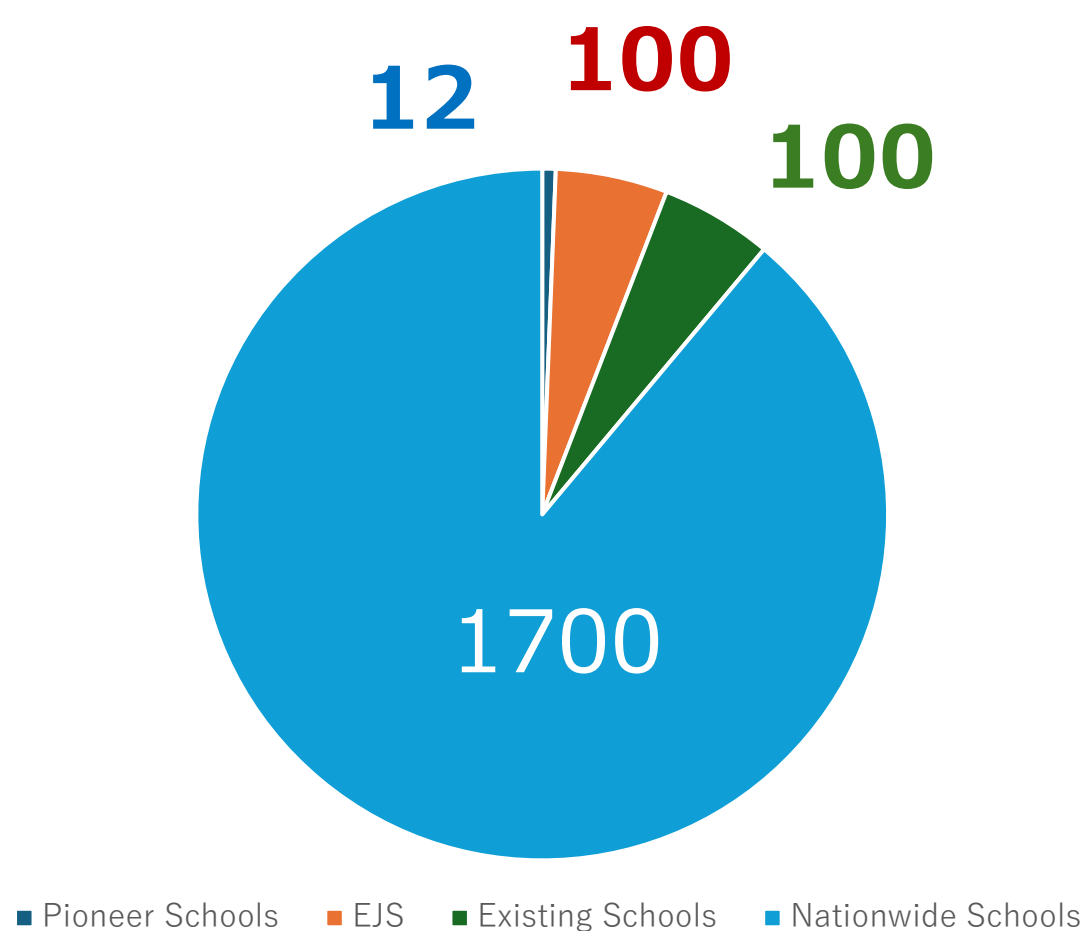
The dream ...

"The President of the Republic, Mr. Abdel Fattah Al Sisi, visited the State of Japan where the idea of the **"Egyptian-Japanese Education Partnership"** emerged for the first time in order to benefit from Japan's successful experience in public and technical education, based on Japan's global value in education."

Jan. 2015:	Summit between Egypt and Japan
Feb. 2015:	Request from Egypt to Japan for the cooperation in Education
Aug. 2015:	JICA' s Basic Study Project started
Oct. 2015:	Visit to Japan by the President' s Advisor for National Security and MOETE Minister, etc.
Oct. 2015:	JICA' s Pre-Pilot Activity started
Feb. 2016:	Summit between Egypt and Japan that agreed on "Egypt Japan Education Partnership (EJEP)"
May 2016:	First delegation from MOETE to Japan
Feb 2017:	JICA' s technical cooperation project started
Feb. 2018:	MOETE Minister visited Japan
Nov. 2021:	JICA' s technical cooperation project phase 2 started





Composition of target schools



- **Pioneer Schools** that had been engaged in the Project since pre-pilot stage in 2015 and pilot stage in 2016
- **Egyptian Japanese Schools (EJS)** where new activities of Tokkatsu Model have been tested before taking them to nationwide schools through EDU2.0
- **Existing Schools** will start from 2023 with collaboration with Hayah Karima Initiative that targets rural areas in Egypt
- **Nationwide Schools** have been engaged through the existing mechanism of MOETE so that all student will benefit from the EDU2.0 with Tokkatsu Model

List of Tokkatsu activities developed and introduced in EDU2.0

Tokkatsu activities introduced in EJS	Tokkatsu activities for EDU2.0
Daily class coordinator Classroom Discussion Class Instruction Morning & end of day meeting Classroom choosing tasks Cleaning School events Morning quiet learning School students' council School committee	Daily class coordinator Class Discussion Class Instruction  

Source:
JICA
Project for
Creating
Environment
for Quality
Learning

Timetable of EDU2.0 includes 45 minutes Tokkatsu every week

Day/Time	8:00–8:45	8:45–9:30	9:30–10:15	10:15–11:00	11:00–11:30	11:30–12:15	12:15–13:00	13:00–13:45	13:45–14:30
Sunday	Windows* (Arabic Language)		English Language		Break	Windows (Mathematics)		Multi-disciplinary	
Monday	Windows* (Mathematics)		Multi-disciplinary		Break	Windows (Arabic Language)		Physical Education	
Tuesday	Windows (Arabic Language)		Windows (Mathematics)		Break	English Language		Windows (Arabic Language)	
Wednesday	Multi-disciplinary		Tokkatsu	Multi-disciplinary	Break	Windows (Arabic Language)		Multi-disciplinary	
Thursday	Religion		Windows (Arabic Language)		Break	Multi-disciplinary		Windows (Mathematics)	

Source:
Ministry of
Education
and
Technical
Education,
Egypt

Pioneer Schools

Egyptian Japanese Schools

Nationwide Schools

“Day leader” / “daily class coordinator” for playing responsible roles in class

Photo

“Class Discussion” for making decision on students’ own

Impact study (JICA Project)

Teacher's Capacity Support WCF

Graph

According to the result of baseline and endline studies conducted in 2017 and 2019:

Findings on teachers:

Capacity of teachers who support Tokkatsu Model is significantly higher at EJS than the school without the model. So as trust and collegiality among them.

Findings on schools:

More school principals, teachers, and parents felt in EJS that there were substantial positive changes happened in school comparing to the one without Tokkatsu Model.

Findings on students:

Students' non-cognitive skills are developed further at EJS than the school without Tokkatsu Model.

Impact study (JICA Project)

- **Finding on teacher: Trust and Collegiality among Teachers**

Table 4.2-22 shows the t-test result between the mean score of EJS and non-EJS teachers for PS3, PS4 and PS5. The mean score that is significantly higher than the other is highlighted green.

Graph

The mean scores of EJS teachers were significantly higher than those of non-EJS teachers for PS3 and PS5 while not significantly different for PS4.

Impact study (JICA Project)

• Fi

219

Graph

- 5 out of 7 life skills improved in EJS students, while not recognizable positive changes observed at control schools

Source: JICA Project for Creating Environment for Quality Learning, Impact Study: Progress Reports

Impact study (MEXT EDU-Port Research 2023)

- **Children practicing Tokkatsu**

- I used to have a scary image of teachers, but they became someone who thinks together and gives advice about what we are going to do.
- I can now express my opinions freely.
- We now help with each other like a family.

- **Teachers facilitating Tokkatsu**

- In classroom discussions, the role of teachers is to listen to children and wait. As a result, we came to understand what children were thinking.
- Cooperation, participation, teamwork
- Children got better understanding of classmates
- They learned to talk softly instead of giving orders, listen well to others, and help teachers and other children.

- **Trainers (Tokkatsu Officers)**

- We had not had opportunities to listen to or cooperate with others before. Individual children could not fully exercise their abilities. Tokkatsu has given a role to each child, and an opportunity to find and use their own abilities.
- Children learned not give in to pressure to conform, and a classroom culture of “accepting what others say” has been cultivated.

Source: MEXT EDU-Port 2023 “Study on internationalization and quality assurance of extracurricular activities (Tokkatsu) aimed at fostering non-cognitive skills -Verification of the benefits of Tokkatsu in Egypt, a frontrunner in Japanese-style education-”

Impact study (MOETE)

Video



<https://www.youtube.com/watch?v=b33GR5EWg-Q>

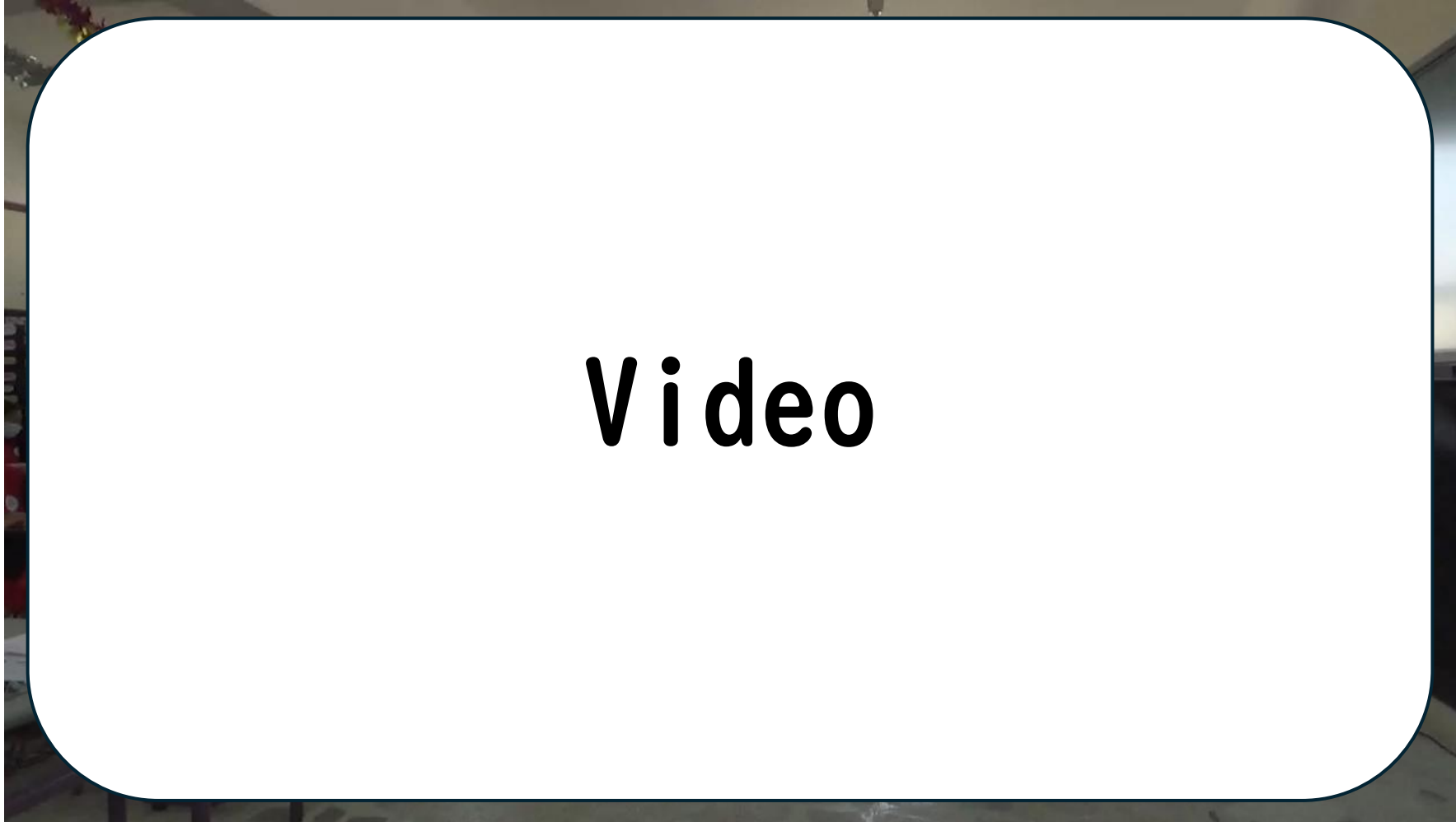
Source: Project Management Unit,
Egyptian Japanese School Project,
Ministry of Education and Technical
Education (MOETE), Egypt

Tokkatsu Lesson Study Video (Class Discussion)

Video

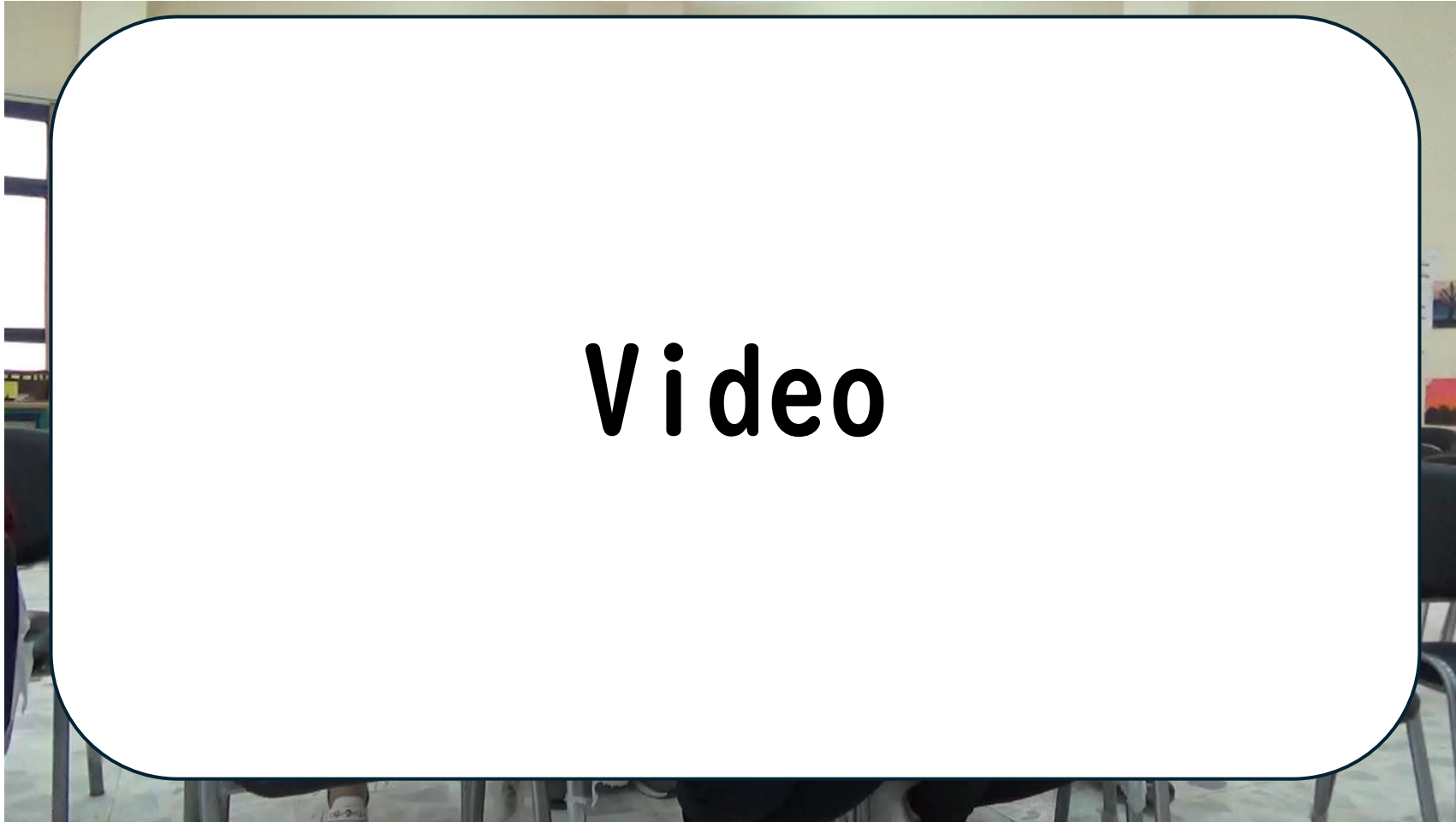
Source:
Egyptian
Japanese
School -
Obour

Tokkatsu Lesson Study Video (Class Project)



Source:
Egyptian
Japanese
School -
Obour

Tokkatsu Lesson Study Video (Reflection after the Class Discussion session)



Source:
Egyptian
Japanese
School -
Obour

Lesson Study and Tokkatsu (WALS 2024)

Tokkatsu

Tokkatsu is, in a sense, is a structuring of daily activities. It takes place every day, throughout one's school years (elementary-high school).

Key Concepts: Child-initiated activities

Inner-motivated action

Collaborative Learning

Learning by Doing

The results of *tokkatsu* like a clean classroom, is easy to observe.

The process in which the result was accomplished is harder to observe. However, the process is crucial for encouraging inner-motivation→e.g., use of classroom discussion.

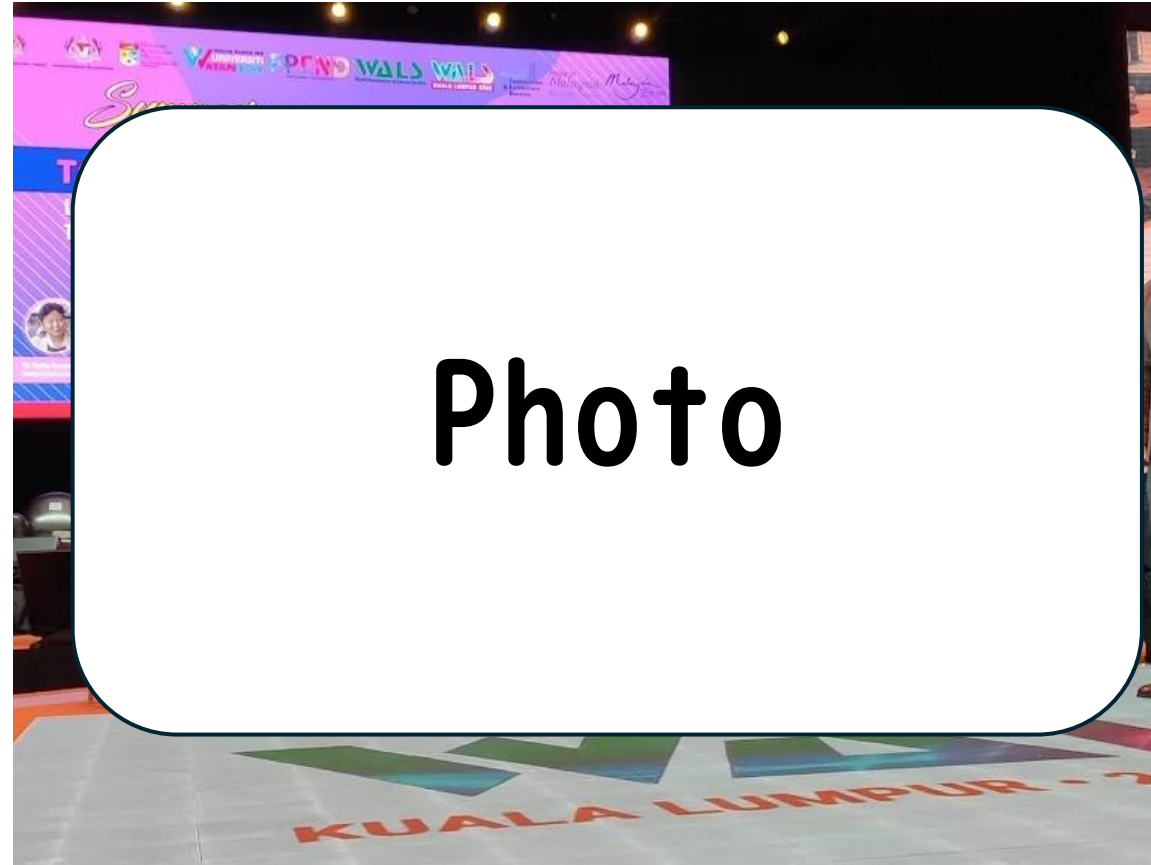
Lesson Study and Tokkatsu (WALS 2022)

Symposium title:

Lesson Study of
Noncognitive Skills: The
Japanese “Tokkatsu”
Model of Holistic
Education

presented by:

Prof. Tsuneyoshi,
Prof. SUGITA Hiroshi,
Dr. Kyomen, Dr. Tatang, Dr.
Safaa Nour, and
Dr. Mohmed Abdelmeguid

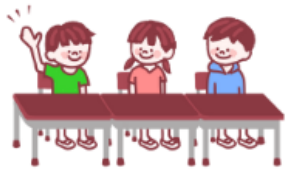




Photo

Lesson Study is teachers' Tokkatsu

- Student-initiated / teacher-initiated
- Classroom-based
- Topics from everyday study / everyday life
- Collaborative activity/ learning from each other
- Trial error / learning by doing
- PDCA cycle



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Special thanks to:

Japan International Cooperation Agency (JICA) “The Project for Enhancement and Dissemination of Tokkatsu Models”

Ministry of Education and Technical Education, Egypt

MEXT EDU-Port 2023 “Study on internationalization and quality assurance of extracurricular activities (Tokkatsu) aimed at fostering non-cognitive skills
~ Verification of the benefits of Tokkatsu in Egypt, a frontrunner in Japanese-style education ~”

Japanese Association for the Study of Extracurricular Activities (JASEA)

