

Educating the Total Child: Lessons from the Japanese Style of Holistic Education

Edited by Ryoko Tsuneyoshi, Nobuo Setoguchi, and Saki Kishimoto

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PADECO
Tokkatsu Project Team
Tokyo, Japan



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GMS Research Institute:

<http://www.gmsresearch.net>, office@gmsresearch.org

PADECO, Tokkatsu Project Team: holistic_edu@padeco.co.jp

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We also extend our appreciations to those below for their support in this ongoing project on holistic education. Such events allow us to analyze the role of the Japanese model of holistic education (the Tokkatsu model), as well as the significance of the emergence of various versions of holistic education in different societal/cultural contexts.

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Chapter 1

Introduction to the Topic

Ryoko Tsuneyoshi

Bunkyo Gakuin University
Vice President

&

Specially Appointed Professor
(The School of Foreign Studies)

Where We Are

The Japanese educational model of holistic education, often referred to internationally as Tokkatsu, has spread to several countries, and the people related to it have diversified. Though the holistic framework was seen as a major characteristic of Japanese schooling already in the 1990s to the early 2000s (Lewis 1995; Tsuneyoshi, 2001), and its potential for global leadership education (Shibuya, 2014), and developing the total child has been noted numerous times by Japanese educators and researchers¹, internationally, the large-scale expansion of the model took place around the mid-2000s with the Egypt-Japan Partnership (cf. the piece by Aziza Ragab Khalifa) and the JICA (Japan International Cooperation Agency) project to assist holistic education in Egypt (cf. Shinichiro Tanaka).

Since then, JICA's assistance has expanded to other countries. At the same time, there have also been individual efforts by researchers and educators abroad to construct their version of holistic education inspired by the Tokkatsu model (cf. Tatang Suratno and Kanako Kusanagi), as well as efforts by Japanese private companies (cf. Nobuhiro Setoguchi and Saki Kishimoto, Hiroshi Tamezawa). The Japanese government has launched a project named EDU-Port, to encourage Japanese corporations, universities, etc. to assist developing countries through the use of the Japanese model of schooling, and this has led to Japanese organizations taking on projects under the umbrella of this project (cf. Yuto Kitamura). Such diversification of agents involved in the Japanese model of holistic schooling, and how it is used, marks a new stage in the internationalization of the model.

Another development that needs to be noted, is that the need to link the Japanese model of holistic education (Tokkatsu) to an earlier model from based on a similar view of learning and teaching, lesson study, has become more evident (cf. Catherine Lewis). Both share the same view of the child, use similar techniques to foster inner motivation and to observe the child; the former is the collaborative learning of teachers bottom-up, the latter is the collaborative learning of children bottom-up.

Last but not least, there is more discussion about the need for countries to use their cultural resources to construct their versions of holistic education, in which the Japanese model serves as a source of inspiration. There are more discussions of how to avoid the danger of “transplanting” models which were born in one country to other countries, disregarding the local context—something that comparative education has long warned against. There are more calls for mutual learning, between countries, and between different actors within the countries.

This report briefly looks back at where we are now.

The chapters with a * are those which are based on the presentations of a symposium, titled, “The Japanese Model of Holistic Education in the International Context,” held online on Jan. 29th, 2022. As mentioned in the acknowledgement, the symposium was co-sponsored by the Grants-in-Aid for Scientific Research, KAKANHI C, Number 20K02557 (Head: Ryoko Tsuneyoshi), and 2021 EDU-

¹ There are various research associations in Japan in various subjects and nonsubjects in which teachers and related researchers learn from each other. For tokkatsu, there is the Nihon Tokubetsu Katsudo Gakkai, and there are various tokkatsu association nationally, and regionally around Japan. Cf. Nambu (2019).

Port Japan Research (Coordinated by: PADECO Co. LTD.). It was also supported by CASEER, Graduate School of Education, The University of Tokyo, Grants-in-Aid for Young Scientists, Number 21K13530, the Japan International Cooperation Agency (JICA), and Bunkyo Gakuin University Girls' Junior and Senior High School.

Events such as the above-stated symposium, emerging practices in different country contexts, the ending of the first phase of JICA's assistance to Egypt and the beginning of the second, efforts to strengthen the relationship between the Tokkatsu model and Lesson Study model, mark the start of a new phase of the internationalization of the Japanese model of holistic education, and this report tries to clarify more, what issues might be addressed in the future.

The Need to Develop the Total Child

Today, developing the total child or youth, not only the cognitive, but also the noncognitive, is an international concern. Many countries refer to this in their educational reform proposals, and a holistic educational framework is one means to reach this goal.

This need to address the noncognitive, is referred to internationally using various terms. The western version most well-known is probably social and emotional learning, perhaps also citizenship education, life skills education, and various forms of values education.

Now, the characteristic of the Japanese model of holistic education is that both subjects and nonsubject hours, cognitive and noncognitive learning, are part of the curriculum, and are to be integrated to educate the total child or youth.

The nonsubjects as part of education, are practiced nationwide since it is in the official curriculum, and teachers around the nation get together and adjust the contents to the situation of their children and families. This teacher collaboration and discussion lies at the core of Lesson Study, the model from Japan that became international before the Japanese version of holistic education (Tokkatsu), and is what supports collaborative children learning.

Since the activities of Tokkatsu (taken initially from its unabbreviated version tokubetsu katsudo) known abroad, such as children serving lunch, are most characteristic of the holistic Japanese framework which brings in nonsubject hours, the term Tokkatsu has often been used to indicate the nonsubject part of the Japanese holistic educational framework. However, since the nonsubject hours are not something that should be separated from subjects in the holistic curriculum, the entire holistic framework, which brings in both subject and nonsubject, cognitive and noncognitive, has often be referred to as the Tokkatsu model in the international context—as a model that brings in the nonsubjects/noncognitive (Tokkatsu) as a core part of learning. In this usage of the term, the “Tokkatsu model” refers to the Japanese version of holistic education (including subjects and nonsubjects) itself. I use the latter meaning when referring to the Tokkatsu model, but in order to avoid confusion, I use the phrase the “Japanese model of holistic education” whenever possible.

The Need for Transnational Exchange of Information

Today, addressing the needs of all children and helping them develop not just mentally, but in all

aspects in a balanced manner, is an international concern. Since the social/cultural resources available are different between countries, and regions and schools within countries, there is no one-size-fits-all for holistic education.

The report will help us think of this very important theme through the lens of the changing model of Japanese holistic education. Tokkatsu, even in Japan, is always being negotiated by the teachers, teachers and children, and the families. This became very clear during the COVID pandemic, as schools were doing different variations of Tokkatsu, since they were adjusting it to their children and communities. Tokkatsu practices have always had this bottom-up, creative aspect to it, much more than subjects which have a parent discipline.

This bottom-up nature, much in line with how Lesson Study works, it is hoped, will help teachers in different cultures adjust the teaching of nonsubject, noncognitive learning, to meet their needs.

At the same time, with a long history of dealing with nonsubject education, Japanese teachers have developed various techniques (e.g., mitori=ways of observing the child), practices to promote multi-age learning, methods of classroom discussion, etc. in their route to try to realize their goal of developing the child holistically. Japanese teachers have various research associations at the local level to the national level, which help teachers share their lessons and their ideas.

It is hoped that this internal process can be expanded to teacher learning and student learning in a transnational level, helping to promote discussions of concrete ways in which the total potential of the child and youth can be developed.

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Chapter 2.

Lesson Study and the Japanese Model of Holistic Education

Catherine Lewis

Distinguished Researcher, Mills College

President World Association of Lesson Study (WALS)

Introduction

In the following pages, I'm going to try and make the case that Lesson Study and Tokkatsu would be a good marriage.

So, what is Lesson Study? A team of about three to six educators conduct cycles of inquiry with a live research lesson at the heart of the inquiry cycle. And in school-wide Lesson Study teams throughout a school work on a shared school vision, which is called a research theme. The process is displayed below.



The research lesson is at the heart of this cycle.

Now, why do I think Lesson Study would be useful? There is a problem in the US, that has not been solved for 40 years until recently, and that problem is excellent, equitable mathematics instruction centered on problem-solving. Close to 50 years ago now, US mathematics education researchers said we need problem-solving centered mathematics instruction, in which students take a leading role. And everyone liked that idea, but we could never make that happen in schools, even though people tried very hard for 50 years. And I've listed a website where you can see a lot of the kind of instruction that I'm talking about on the web, there are lots of videos as well.

<https://lessonresearch.net/teaching-problem-solving/tp-in-action/>

What is school-wide Lesson Study and why has that helped us achieve something that we weren't able to achieve for 50 years? You might think of it as having three components: (1) there's vision, created when all the teachers in a school consider their long-term hopes for students and they together create a research theme. (2) Then there are experimenting teams of teachers at every grade level who plan lessons and experiment to bring the school's vision to life in the research lessons. (3) And then there's "integrate." Both the teachers throughout the school and also outside specialists observe and discuss the research lessons, draw out the implications and integrate this into future instruction.



What is School-wide Lesson Study?

1. **Vision.** Teachers consider their long-term **vision** for students and together create a “Research Theme”
2. **Experiment.** Teams of teachers study and **experiment** to bring the vision to life in research lessons
3. **Integrate.** Colleagues and outside specialists observe and discuss the research lessons, draw out the implications, **integrate** into future instruction



So, Lesson Study is cycles of inquiry, led by teachers around a vision that all of the teachers care about.

So, when Lesson Study is done school-wide, you can see these three elements, the vision that’s developed during the study phase, the experimentation that’s in the planning and teaching phases, and then the integration in the reflection phase; these keep being repeated as teachers keep working toward their vision and perhaps working on a new vision once they’ve achieved the original vision.



Agreeing on the Image of the Student in the Future

I’m going to try and tell you very briefly, the story of one school in San Francisco, John Muir Elementary School 84% low-income students, 42% English learners, almost all children of colour, 16% homeless children. So, the school serves students who are typically not well-served by U.S. institutions.

The teachers all got together in a faculty meeting and followed the process below to build a shared school-wide Research Theme.

<https://lessonresearch.net/study-step/develop-research-theme/>

The process starts with:

Imagine the students that you teach and think about them five to ten years from now.

What qualities do you hope your students will have five to 10 years from now?

If you meet them in 5 or 10 years, what qualities do you hope they will have?

And then think about their actual qualities now.

Who are they now?

What are the things that are wonderful and inspiring?

What are the things that worry you, or maybe make you angry?

List those qualities.

Finally, think about the gap between who they are now, and who you hope they will be to be in the future five or so years from now.

What's the gap between who they are now and who you would like them to be in the future that you would really like to work on as teachers?

What kind of growth would you like to see?

Japanese research themes always seem to *positively* express the ideal student qualities teachers want to work toward. It's not a negative statement, but a very positive statement that captures the student of the future.

And these are some of the research themes that US schools or one Japanese school have come up with when the faculty all get together and have a conversation.

“...Independent, self-confident learners.” (Muir School)

“...student perseverance...” (South Shore K-8 School, Chicago Public Schools)

“For students to have strong basic academic skills and a rich sense of human rights.” (Osaka School #2, Japan)

Usually, it takes maybe 40 minutes during a faculty meeting to talk about the vision for students, and to draft a research theme. At Muir, teachers wanted to nurture independent self-confident learners. Many students come from low-income communities that have been discriminated against. Many students are very well behaved and want to please the teacher, but they aren't necessarily very independent, and so teachers wanted to nurture students' self-confidence to be independent thinkers.

I will continue with the example of Muir School. The teachers said, “what would it mean to make our students become independent confident learners?” “What would that look like?” and they said, “one thing we could do is that we could have students try the problems themselves, first and explain it themselves rather than just imitating the teacher's model.” And then they develop certain independence and self-confidence. Rather than following the teacher's model, students would themselves develop and refine solutions.

Doing Lesson Study

In order to support students as active learners, teachers needed to build strong student-led discussions of student work. So they had the students try the problems, the students share their ideas, but then as they did that, teachers realized that students needed better structures to support conversation, so teachers created examples of questions, like: “tell me more about your idea” or “I don't understand why you did that” and help students build norms for speaking and listening. “What are the things that

you're going to do when you're listening?" and "how are you going to respond?" Teachers' Lesson Study helped them identify the structures they needed to build to support self-confident independent learners.

 **Experiment: Try Research Lessons
Centered on Students' Presenting Their Ideas**



You can see here a couple of examples of work to nurture independent learners. Rather than the teacher demonstrating a mathematical procedure initially, students come to the board with their solution strategies, and the teacher reproduces it on the board, so that the whole class can talk about the student's thinking, not about what the teacher has said. On the right, the children are given the problem $13-9$. Instead of being told how to subtract 9 from 13, they are experimenting themselves and coming up with ways. Several children present solutions and this boy shows how he decomposed 13 into 10 and 3 and took away 9 from 10, adding the left over 1 to the 3. Understanding this solution will help classmates understand why the subtraction procedure work. On the left, students were asked to prove whether $4/8$ or $1/2$ is greater. The student offered a proof that they are the same size, using a diagram.

 **Experiment: Colleagues and Outside Specialists
Observe, Discuss**



And then while teachers are doing the experiment phase, you can see that they're carefully looking at student work. Notice this picture. The teachers are not looking at the teacher at the front of the classroom, they are looking at the students. “

What are the students thinking?”

“What are they doing?”

In the integrate phase, teachers talked about what today's lesson means for the future of our school.

What do we want to keep doing?

What do we want to work on next?

You can see the teachers meeting as a school, and you can see them also spreading their work to other schools, and inviting lots of outside teachers to say, “come see how we're teaching math, give us your feedback, study how we're doing it.”

Integrate: Teachers Draw Implications for Future Student and Teacher Learning (With Input from Outside Specialists)

Students invite famous math educator to “Come Learn With Us”

The picture on the bottom right are the students, they are inviting a rather famous mathematics educator who wrote the US standards, and the children all have their notebooks open and on the blackboard, it says, “Come learn with us.” So, by sending these cute pictures, the classes got several very famous educators to come for free to their school to study their lessons.

Another way they integrated their learning from Lesson Study was a newsletter shared across the school. Initially teachers could not see all the research lessons, so they wrote them up in the newsletter.

Here, for example, they are sharing questions to support student discussion, such as,

“What convinced you that that was the right answer?”

“How can you prove that?”

“Can you explain your idea step by step?”

One grade level came up with these questions and then they shared them throughout the school with the newsletter.

Integrate: Teachers Share Learnings in School Newsletter

Newsletter Close-up:

Please consider trying out one of the three strategies the team found success in!

What convinced you that was the right answer?	Can you explain your idea step by step?
How can you prove that?	What do others think about what he/she said?
What does _____ represent in the problem?	_____ is similar to _____ strategy because _____

5th grade question frames glues to each students math notebook

Muir Lesson Study News 2nd Edition!

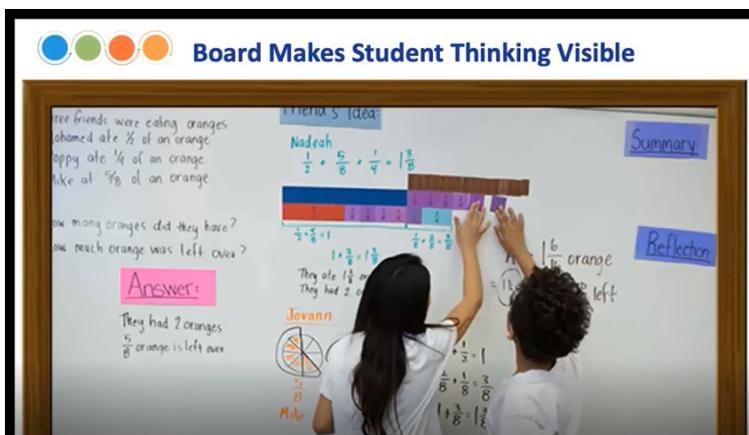
Congrats Second Grade Team!

Around Muir

They also formed a steering committee that includes teacher leaders from the lower grades, middle grades, and upper grades, who get together every other week, and come up with a data collection prompt.

For example, one data collection prompt, is how do you make student thinking visible in your classroom? Teachers snap photographs or show tools from their classroom, or maybe bring a video, and they share these every other week in their grade level meetings. So, the research theme is not just for the research lessons, which occurred about four so times a year, but the research theme is discussed when teachers share and discuss data from their classrooms every other week.

For example, teachers shared how they use the blackboard to make student thinking visible. The board has a section for “Friend’s Idea” up at the top, where they show the ideas of the different students to be discussed.



Over three years, as teachers noticed the value of school-wide Lesson Study, they changed the school professional learning schedule, little by little. In the following chart you can see they have times when they get together as a whole school; maybe they want to learn about student discussions from a specialist in classroom interaction, and maybe they want to learn about math from a math specialist, or maybe as a whole faculty they want to create the research vision or talk about how are they are making progress towards their research vision.



Integrate: Gradually Change School Schedule to Support Whole-School Lesson Study

Muir PD Calendar 2018-19

Tuesday Meetings: Staff Meetings and ILT (3:10-3:50)		Thursday Meetings: PD/GLC (1:50-3:50)	
Tuesday Dates	Topic	Thursday Dates	Topic
Aug 8/21	Staff Meeting	8/23	GLC
8/28	ILT Steering Committee: Planning Whole School Visioning	8/30	PD: Science
Sept. 9/4	Staff Meeting	9/6	GLC
9/11	ILT Steering Committee: Planning Whole School Visioning	9/13	PD: Whole School Visioning and Lesson Study Intro
9/18	Staff Meeting	9/20	GLC
9/25	ILT Steering Committee	9/27	PD: Lesson Study First Team Meeting
Oct. 10/2	Staff Meeting	10/4	GLC
10/9	ILT Steering Committee	10/11	PD: Lesson Study Meeting 2
10/16	Staff Meeting	10/18	GLC
10/23	ILT Steering Committee	10/25	PD: Lesson Study Meeting 3
10/30	No Staff Meeting		
Nov. 11/6	ILT Steering Committee	11/8	GLC
11/13	Staff Meeting: Committees	11/15	PD: Lesson Study Meeting 4
11/20	THANKSGIVING BREAK	11/22	THANKSGIVING BREAK
11/27	P/T CONFERENCE WEEK	11/29	P/T CONFERENCE WEEK

Dec. 12/4	Staff Meeting: Restorative Practices and Second Step	12/6	GLC: 2 Day District Wide Public Lessons Grade 1 and 5 Public Lesson
12/11	ILT: Fishbone & Defining "Independent Learners" as a staff (plan for Staff Meeting)	12/13	PD: Lesson Study Meeting 5
12/18	Staff Meeting: Fishbone & Defining "Independent Learners" as a staff	12/20	GLC
12/25	WINTER BREAK	12/27	WINTER BREAK
Jan. 1/8	ILT Steering Committee	1/10	PD: Lesson Study Meeting 6
1/15	Staff Meeting (Cont. defining Independent Learners as a staff + first whole school lesson logistics)	1/17	GLC
1/22	ILT Steering Committee	1/24	PD: Public Lesson 1- Second Grade Team
1/29	Staff Meeting (Health Advocate)/Committee (Black History Month Planning)	1/31	GLC
Feb. 2/5	Staff Meeting: Lunar New Year	2/7	PD: Lesson Study Meeting 7 K/1: Final before Public 2nd Reflection Day 3rd Unit Planning 4th Unit Planning
2/12	ILT Steering Committee	2/14	GLC
2/19	Staff Meeting: 2nd Grade LS Learnings, then team reflections Implication for our next lesson study cycle	2/21	PD: Public Lesson 2- Kinder/First Grade Team
2/26	ILT Steering Committee	2/28	GLC

ILT = Instructional Leadership Team
 GLC = Grade Level Community
 PD = Professional Development
 P/T = Parent/Teacher

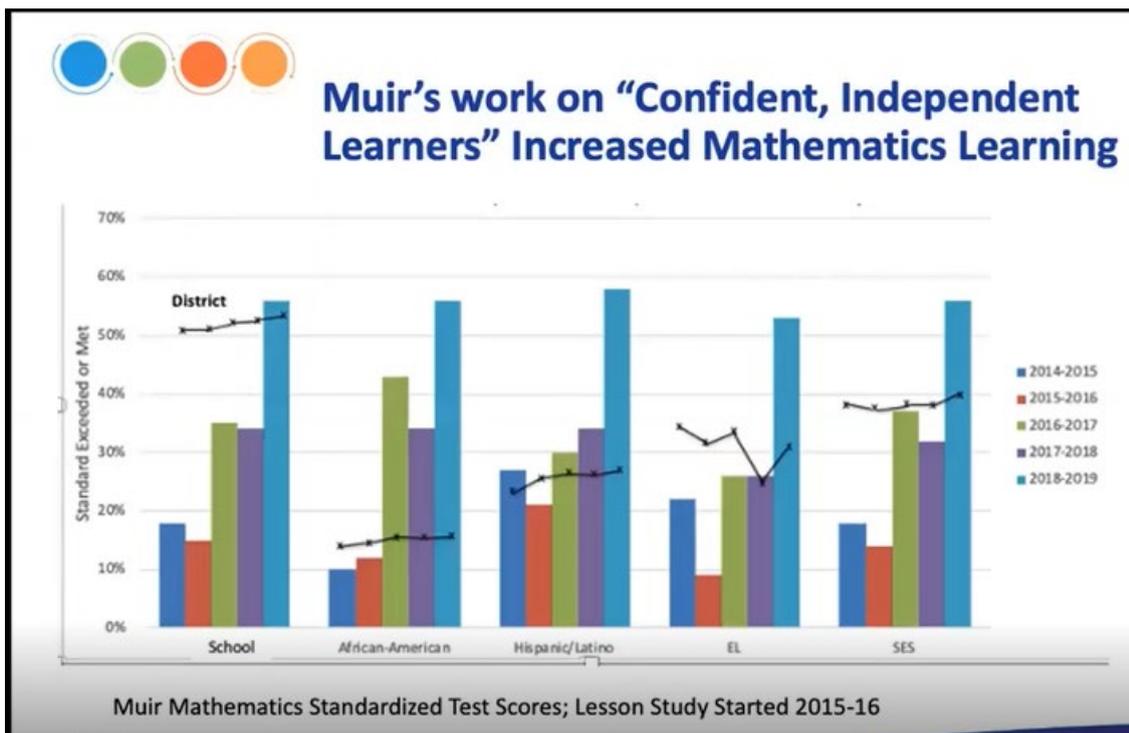
The Lesson Study activities are boxed in red and include whole-school and Lesson Study team activities, bi-weekly. Every other week they would meet in their grade-level teams. Therefore, it was a way of having a vision as a whole school, and then working in your grade level team to bring it to life, in actual lessons, because in Lesson Study, there's an actual lesson at the center of it. One American teacher said an interesting thing to me, that in America, we often write a school vision statement, but we put it in a drawer, and nobody looks at it again. And in Lesson Study, you bring your vision statement to life in lessons, and all of your colleagues get to see it so you can work together to strengthen and build your vision.

And it's important to realize that this schedule was not changed in a top-down way. The teachers themselves changed it little by little. They said, "we don't need the time that we used to be used for x, so let's devote it to school-wide Lesson Study instead."

The steering committee met every other week to plan for the Lesson Study and grade-level meetings.

The Results of School-wide Lesson Study

Now, the colored bars show the growth in mathematic standardized test scores at Muir School, by subgroup (whole school, African-American, Hispanic/Latino, Non-native English Learners, Low Income).



The left bar in each group is the year before Lesson Study started. The black line shows the district scores. So, you can see the district scores stayed relatively flat. The school went from way below district scores to above district scores. So, these are students from historically discriminated communities who are doing better than the district as a whole. The results are very unusual, and show the power of school-wide Lesson Study.

So, why is it that Lesson Study was so useful in improving instruction? One of the reasons is that it provides an opportunity for teachers think together about their long-term goals of "what do we want our students to be like in five or 10 years." Teachers find this powerful, because it reconnects them with their core professional goals. Teachers generally come into the teaching profession because they want to shape human beings. Yet much of the pressure on teachers relates to other goals (like raising test scores). Lesson Study can reconnect teachers with what is really important to them, and this provides strong emotional fuel for improvement.

As second reason Lesson study is useful is that teachers learn to carefully observe students. When you're observing students and you are with a whole group of your faculty who are also observing the same students, you realize what you miss and what other people noticed that you missed, and you learn to be a very careful observer of students.

Third, Lesson Study allows you to see instruction through eyes of the students. You see when a student might be excited or bored or their feelings are hurt, thus you can really feel a lot of empathy for students and that's also I think a good motivator to change when you feel that empathy for students.

Fourth, teachers build teamwork and trust with each other. They learn to plan a lesson together that is "our" lesson, not just "my" lesson. It's *our* vision of education, not just *my* vision of education. Teachers learn that when they don't understand something, their colleagues will help them. Teachers feel collective agency—"we can experiment and solve problems together." A teacher said to me, "This

is like being a researcher, you can figure out what your problem is and work on it to solve it and it feels so powerful.”

And finally, teachers invite in outside experts, rather than just receiving top-down expertise. So, the teachers would say, “Who do we want to come to watch our lesson and comment on it?” “Who is an outside specialist who could really help us?” Interestingly, these are American schools but often they invite Japanese mathematics educators because Japanese mathematics educators are very experienced observers of students and have a strong vision of how to organize mathematics around student-led problem-solving. Schools involved in school-wide Lesson Study are keen to invite outside expertise, and see it as a support for their work, rather than something top-down.

Tokkatsu and Lesson Study

Why do I think Lesson Study might be useful for Tokkatsu or holistic education?

The slide shows two quotes from Tokkatsu documents.

The teacher may be the organizer, but it is important to value the discussion process between children. It is important for them to be able to feel the joy of solving problems on their own. (The World of TOKKATSU: The Japanese Approach of Whole Child Education, A Guidebook for Teachers, based on the Tokyo Elementary School Research Group for Classroom Management, and put together by R. Tsuneyoshi, from homepage).

Use Lesson Study to Examine and Improve

The Teacher may be the organizer, but it is important to value the discussion process between children. It is important for them to be able to feel the joy of solving problems on their own.

Abilities to be Developed Through Tokkatsu		
Lower Grades	Middle Grades	Upper Grades
Develop the children's ability to have friendly interaction with classmates and make school life more enjoyable	Develop the children's ability to make classroom life more enjoyable.	Develop the ability to take part in many activities to make school life better.

This seems like such a good statement to research during Lesson Study. You plan the lesson the best way you know how. When you observe, however, you think of whether students are really able to have a strong discussion process. Are they able to feel the joy of solving problems on their own? And if not, what can we do as teachers to give them more opportunities to learn that?

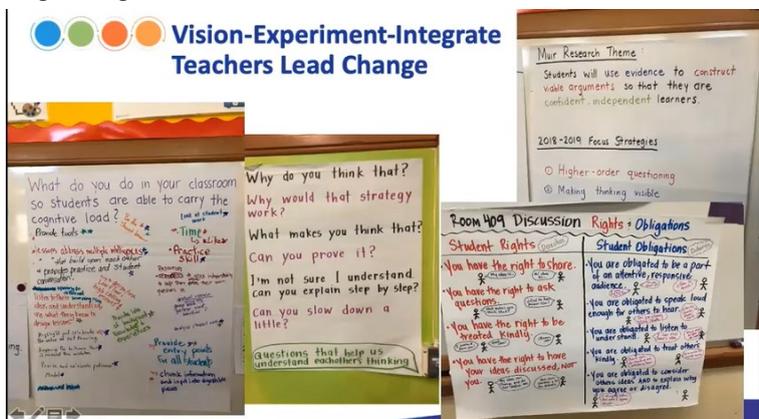
The second quote addresses the abilities to be developed through Tokkatsu. For lower-grades the focus is to develop the children's ability to have a friendly interaction with classmates and make school life more enjoyable. Lesson Study allows the study of Tokkatsu to see whether children are having

those friendly interactions. In the middle grades, are they able to make classroom life more enjoyable? In the upper grades, one might ask whether students are they able to take part in many activities to make school life better--not just enjoyable, but making one's life better.

I remember wonderful activities when my sons were in elementary school in Japan. The oldest students in the school had planned games for *tatewari*, cross-age groups. My children didn't speak any Japanese when they first went to a Japanese school, but they could still have fun playing these games! Fifth and sixth graders know a lot more about designing a game that's fun for younger children than adults do. So, my children thought Japanese school was great, due to Tokkatsu.

Lesson Study Mindset

The picture below shows posters from teachers at Muir; they're sharing their ideas at the very beginning of their work.



The prompt on the left-most poster says:

“What do you do in your classrooms so students are able to carry the cognitive load?”

All the teachers in the school shared their ideas about how to have students do the powerful intellectual work of the lesson. So right away, teachers learn from the knowledge of many teachers, and they can test different strategies. You can also see discussion prompts and discussion rights and obligations developed in different classrooms. You can see three tools, in different teachers' handwriting, all related to the school research theme and strategies to achieve it.

Here, I would like to share a few quotes from teachers that I think really capture some of the strengths of Lesson Study for Tokkatsu.

The opportunity to focus on two to four students' learning was incredible. You feel like you are in a true research mode.

Usually as teachers, you need to focus on 30 or more children, and it is difficult to carefully study [one student] for a whole period. Many teachers like this experience.

It is difficult to stand back and observe a lesson and not be an active participant.

These teachers talk about the power of observing students. Lesson Study gives you a chance to stand back and not be teaching; you can really be thinking and watching and learning from the students.

We learn to see the lesson from alternate vantage points.

For example, even if it was a lesson that seemed to be very smooth, colleagues might add data on different students' experiences of the lesson.

Even if you think that you have thought of all the student responses, there were will always be more.

In other words, students will always come up with things we adults haven't thought of, and that's one of the things that makes teaching really interesting and makes Lesson Study very educative.

The focus of observation is on student learning, not on teaching.

Great trust has developed over time that allows us to be both teachers and learners. Isn't that what it's all about?

The second quote really strikes me as important, because I think in a lot of schools, it's hard for teachers to be learners; Lesson Study allows you to develop the trust to learn with your colleagues. Lesson Study is just as much a state of mind, as it is a practice. It's a desire to learn from others and those more experienced. It is a desire to continue growing in your own practice, a sense of responsibility within the community, to support and encourage one another's growth.

I would like to particularly highlight this, because people often think that if they do a Lesson Study cycle, they are doing Lesson Study--but I do not think that this is correct. Lesson Study is really about building a state of mind. It's not just about "doing" the steps of the cycle, it's about building a desire to learn from others, a desire to grow your practice, a sense of responsibility to encourage your colleagues' growth.

At our website we have a set of reflection questions to ask about Lesson Study to help you think about, whether "I am building the real features of Lesson Study" because the real features are not just the steps of the cycle, but changes in teachers experience and habits of mind. You can find different sets of reflection questions at <https://lessonresearch.net/teacher-learning/overview/>

Concluding Words

I would like to close with a few words about what have we learned about designing for school-wide Lesson Study. In my efforts to build school-wide Lesson Study, I have failed more than I have succeeded in my career, but every time you fail you learn some important things.

1. It is important to join the practice of Lesson Study, which is a *teacher learning routine*, with a powerful *instructional vision* like Tokkatsu; those two need to go together. You need to have a routine for teachers to learn but you also need to have a powerful vision, like Tokkatsu, that helps you think about the student experiences that will support your school's vision. So, in the case of our mathematics work, the powerful vision was teaching through problem-solving in mathematics. Tokkatsu is also a powerful vision.
2. Teachers must drive the change, teachers must manage the change, teachers' questions and needs must be the central drivers of the work. It can't be driven by outside specialists or in a top-down way by administrators. It has to come from teachers, so that means it needs to be built slowly, starting with interested teachers.
3. Outside experts can play a crucial role by suggesting resources to study, reviewing lesson plan drafts and providing final comments on research lessons. They should be invited by the teachers, not imposed in a mandatory way.
4. Go slow. Lesson Study grew, and instruction changed, gradually as teachers saw the benefits, not because teachers were forced to adhere to a certain timetable. We shared with teachers the vision of how Lesson Study works in Japan or in successful U.S. sites, but teachers shaped the speed and content of the work.
5. Reconnect educators with their authentic long-term goals. This isn't about meeting someone else's goals, it's about creating the teacher learning routines that enable us to achieve what we really want for our students.
6. Attend to not only the visible elements such as the steering committee, but also the invisible elements, such as teacher agency, teacher sense of efficacy and power, teacher trust and identity. When teachers think, "This school is dedicated to holistic learning and we teachers learn from each other how to promote holistic student learning" that's an important identity that makes changes in practice possible.
7. Share emerging knowledge across classrooms in between Lesson Study cycles. Sometimes the Lesson Study cycles can become too much like performances, and then you wait two months and do another one. Instead, have a daily sharing, or a weekly or bi-weekly sharing of emerging knowledge across classrooms. And go public, sharing across schools and districts and countries. When teachers at Muir knew that they were going to be sharing their practice not just within their school, but also with teachers from other schools, they really deepened their study, and teaching through problem-solving became a stronger element of their identity and work.

Lesson Study Links:

www.lessonresearch.net

School-wide Lesson Study:

<https://lessonresearch.net/resources/schoolwide-lesson-study/overview>

Teaching Through Problem-solving

<https://lessonresearch.net/teaching-problem-solving/overview>

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Chapter 3

Japanese Model of Holistic Education and Education Development

Yuto Kitamura

Professor
Graduate School of Education
The University of Tokyo

Setting the Stage

In discussing the Japanese Model of holistic education and educational development, I will focus on the example of what is called the EDU-port Japan project, which is a project the Japanese government, the Ministry of Education etc., has been promoting.

So let me start by discussing the topic of sharing the idea of holistic education across the borders.

As a principle today, many countries and societies are seeking new educational models, because the situation and the environment surrounding societies and countries have been rapidly changing. This has put many people in a position that they really have to think of a new ways to educate the future generations in ways that they can learn how to respond to such rapid changes, and also so that they can really create a new society. This, among other reasons, has motivated people to share the ideas and education models across borders (Kitamura, 2015; Kitamura & Sugimura, 2012).

There's a long discussion about educational borrowing, particularly in the field of comparative education. There have been discussions on the importance of borrow educational ideas, systems, practices across the borders. Educational borrowing is basically done in many countries, including Japan.

Historically, Japan has borrowed so many systems and ideas from abroad. For instance, when Japan started its modernization about 150 years ago. Japan borrowed the educational administrative system from France, and educational contents from Germany. And then, after the Second World War, Japan borrowed a lot from the US. Like this, many countries borrow the ideas from abroad, but at the same time, in the last 50~60 years, we have been observing the phenomena called educational lending.

This educational lending is done, along with education development assistance. So basically, international organizations and in developed countries, donor countries “lend” not only money, but also ideas about education to developing countries. Now, this discussion, these concepts have been quite complex, and I cannot really discuss them in such a limited amount of space. However, participants have to be aware that basically educational borrowing is to be done in equal partnership between the societies. When educational lending is done as a form of educational development assistance or some other form, there is not always an equal status between the “partners”.

So, if we promote the transplanting of Japanese educational models to the South, educational lending as international cooperation, we may need to face certain criticisms. Some countries may be forcing other countries to follow, ideas, which may be understood as a form of “cultural imperialism,” or there may be a certain kind of the hegemony, I mean the competition to establish a hegemony among donor states, to be more influential in the field of education around the world.

So having said that, I really would like to focus on the concept of knowledge diplomacy which basically tries to promote more equal partnerships.

Knowledge Diplomacy

The concept of knowledge diplomacy spread quickly abroad in the field of international relation, for example, when people discuss about intellectual property rights in the last 10 years. Some people in the field of educational research, who are focusing on the globalization and internationalization started

using the term (Edwards & Kitamura, 2019).

We started using this concept of knowledge diplomacy to explain the sharing of knowledge among countries, and that in order to advance the goal of promoting common good for humanity.

Now, knowledge diplomacy is composed of four pillars. And often, people define this concept as belonging in the field of higher education because the higher education field discusses topics such as research on innovations.

Knowledge diplomacy, however, is a promising concept that can be applied in many other areas as well. It can be applied to understand other educational levels as well. And the reason why knowledge diplomacy is important, is because we consider students, researchers, such people, as in involved in the internationalization of education as a knowledge diplomats, who can promote cross cultural understanding, and to share educational models, as well as knowledge that is based on such models.

People who are involved in this process can be a good knowledge diplomats. This brings us to the question of how we can really play a role of knowledge diplomats to promote more equal and fair partnership between the countries in the sharing of certain educational models. I would like to focus on the topic of this chapter as an example.

Sharing the Japanese Model of Holistic Education

Following the previous discussion on knowledge diplomacy, I would like to discuss about the Japanese model of holistic education, and how Japanese might try to share this model with other countries.

These are the list of some characteristics and probably strengths of the Japanese holistic education model. What is most important is that the model tries to promote a well-balanced academic, moral, and physical education to develop autonomous citizens who assume roles in a democratic society. And when Japan tries to share this educational model with people and societies abroad, there is the question of what Japan is trying to do.

Japanese have to be careful not to impose the Japanese model and simply try to share what is good, or what is thing, or what is strong about the Japanese model with our partners abroad, our overseas partners. The certain educational model, I mean, certain country is shared by other country or society.

There can be certain criticisms about exportation of education, because this can be recognized as a promotion culture imperialism by critics. But I would like to question such criticisms, because is it really possible to export certain educational models if there is no need to do so on the part of the receiving country? which would like to accept that model or do we, but at the same time when we share our education model some which send it, which tried to share the model.

There are some things to keep in mind. Do we really understand that local needs of the receiving country? On both sides, there has to be a good understanding about the needs for certain educational models in that country or society.

For example, Lesson Study can be considered as something needed, among many stakeholders. Many educators thought that it is a good idea for the teachers to develop their professionalism. There's a need. That is why people wants to accept, and the people want to share. I'd like to focus on, and emphasize this today.

And here is the one effort. The Japanese government has been assisting efforts to share the Japanese model of education; this project is called the EDU-Port Japan.

EDU-Port Japan is a project launched by the Minister of Education, this ministry has a very long official name, which is the Ministry of Education, Culture, Sports, Science and Technology. So, it is usually called MEXT. So, Japanese MEXT set the following three goals for this project, EDU-Port.

First, developing future generations of those who are familiar with Japan; sharing Japanese style education or Japanese educational models with Japan's overseas partners, helps people become familiar with the Japanese way of education, and this creates and then promotes mutual friendship. So, this is a really that diplomacy, a really good example of the knowledge diplomacy.

Another objective is to internationalize Japanese education by interacting with Japan's overseas partners, which means, Japan is not just sending or disseminating Japan's educational model abroad, but also that there is interaction, so Japan's overseas partners help improve Japanese education because by interacting with overseas partners, Japanese could learn what is the strengths of Japanese education, and what is lacking in Japanese education as well. And there other areas of improvement we can focus on. For example, Internationalization is very important to improve the Japanese education today.

And the third objective is to continue to economic growth in Japan, because in fact that this project by next to EDU-Port Japan is quite unique as a next project because the Minister of Education in Japan, normally doesn't want to work so much is private sector. However, this project to really involve private sector, actors, and of course in this project has so many projects to already conducted a 66 pilot projects and talk in fact it 36countries and regions, since 2016.

So, there are so many people who have been involved, both outside and inside Japan. And we are now discussing about the next step of this EDU-Port Japan project in the postCOVID-19 era. Of course, we try to continue promoting the internationalization of the Japanese education so it's not just teaching and sharing. Sharing the Japanese educational model on what they're about we also really like to down from that. Those country and the societies, which have a practice the Japanese educational models and also, because we did you like to have more friends and sympathizers of Japan, and the harm. What are the difficulties to doing this. I mean, we have done the first phase, which was the six years, and then last year, 2022, the project started the second lounge the second phase. And then, as in the end of the first phase, The Daily discuss the weather.

We have already been promoting educational borrowing and we had already been engaged in educational lending, because some of these some projects in the EDU-Port Japan have not only been projects by the private companies. Actually, more projects have been done by schools and the universities, and then some projects were even done by JICA. In collaboration with some private sector organization, the ODA official development assistance has been utilized to promote, to send, to share the Japanese model, and how we try to avoid to promoting education lending which can be done a lot more equal partnerships that donor and recipient relationships.

Here is how we can proceed. I think the most important point to remember is that we were not aware of the host society's culture and values. It is important to see the model from the eyes of those

receiving it, and then help them modify the model in their own ways. So, for instance, the model practice of the Japanese educational model, is this good enough. Students clean up the classrooms, you know by themselves, because this is a space. We use. They these students use so they are supposed to clean up by themselves and some countries in Asia have been adopting this school clean up, but not exactly the same as the Japanese way. Sometimes they don't understand the way Japanese try to maintain common space.

After this process, then encourage students to maintain the situation by themselves, because it sounds like a good principal but coming from Western culture. They may consider these kinds of practices child labor, but of course this is not child labor. There was a sample of the criticisms against the school clean up. Anyway, we really would like to see that.

Concluding Remarks

Why would you like to share the Japanese education model? Basically, we understand that many societies like to see how Japanese education is promoting its style of holistic education, which tries to emphasize not only the academic side but also moral, emotional, and physical aspects. And when we share our models, we really have to be careful that some of the educational practices we in Japan, may have some side effects. For instance, teachers commit themselves to the extracurricular activities which may be one reason Japanese school teachers work for many hours, which has its negative sides; so it's not always simply advantages. So, we are not really considering Japanese education model as perfect. It's still evolving and there is room for improvement through sharing practices oversee partners.

Now, holistic education, which Japan has been promoting, is really consistent with international debates on the future of education, for instance the OECD has been promoting the concept of the key competencies for the last 20~30 years.

But, Japan's holistic education framework was well in place before the international debate on the big key competencies, but having quite similar ideas.

We share the same objective and the purpose of education, which is for autonomous citizens to play roles in the democratic society, and importing or introducing or transplanting new educational model is a first step.

Responding to the needs of a society, and lending models--that's not the end. the Japanese will also continue to change as a result of the partnership with other countries. So, what I am hoping will happen, is that there is feedback from our overseas partners and Japan will modify its model, and then, somehow this cycle continues.

Japan would also like to learn from its partner's educational models as well, because we are all working to realize a transnational learning community across borders, around the world.

And lastly, countries really have to collaborate and cooperate with each other. And here is where the concept of knowledge diplomacy is relevant.

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Chapter 4.

The Promoting of Holistic Education as a JICA Staff: Views from the Field *

Shinichiro TANAKA
Senior Advisor, JICA

*This is a slightly revised version of the presentation "Promoting Holistic Education; How JICA May be of Assistance" at the online conference, The Japanese Model of Holistic Education in the International Context, Jan. 29th, 2022 (see page iii for details). Both the presentation and this section based on it are personal views, not representing those of JICA.

Introduction

I'm going to start by touching upon a few examples of our work in holistic education. Then share a few useful points to understand the significance in educational knowledge transaction, to end with how JICA may be of your assistance.

Let me briefly introduce JICA. JICA is short for the Japan International Cooperation Agency; it is the Japanese governmental agency providing ODA (Official Development Assistance) services overseas.

In education, JICA has been active since the 1990s. JICA started cooperation work in math and science education during the 1990s. Gradually, our area of work has been expanding to include holistic education, the main topic of this conference today.

Basic Education Development Support by JICA

The 1990s- <ul style="list-style-type: none">• Math and science education (INSET, Lesson Study)• School construction• JOCV (JICA Overseas Volunteer)	Diversifying needs the late 2000s- <ul style="list-style-type: none">• Textbook/learning material• Assessment• Curriculum development and management• CPD (continuous professional development)• NFE (non-formal Education)• Holistic Education, etc.
The early 2000s- <ul style="list-style-type: none">• SBM (School-based management)	

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I think this expansion of JICA's assistance activities beyond math and science reflects extended interests in Japanese education to be an international reference.

In the past, educators overseas were interested why and how Japanese lessons are prepared, as Japanese students perform very well in international assessments such as PISA and TIMMS. And now, expectations are extended to non-academic aspects of unique features of Japanese school life, such as school clean-up, lunch served by students, and so on.

So, I think such extended interests are the background to the recent expansion of JICA's work, eventually covering non-academic or non-cognitive areas.

Assisting Holistic Education

Let me briefly introduce some of the recent cases in which JICA has been working with our client countries in holistic education.

<p>Egypt “Tokkatsu Plus” (16-)</p> <ul style="list-style-type: none"> • Tokkatsu+ (Primary): Part of national curriculum • EJS (45) • Learn by Play (Nursery) • Foster “great” Egyptian generation can solve conflict by dialogue, not gun fight. 	<p>Malaysia MAKMur (21-) Memperkasa Amalan Keberadaban Murid: Betterment of student behaviour</p> <ul style="list-style-type: none"> • KG + Primary • 15 schools (pilot) • 150 schools (replication pilot) • Generate proactive, critical and constructive (not only be obedient) generation 	<p>Jordan PLE (21-) (Positive Learning Environment) promotion</p> <ul style="list-style-type: none"> • KG + Primary • Prevent dropout • Vulnerable Jordanian and non-Jordanian students • School-based activities to facilitate safe and positive school • Teacher-student communication
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Dr Tanaka-JICA

The first is Egypt. The Japanese model of holistic education in Egypt is called Tokkatsu Plus. In Egypt, the focus is on the primary level to date. And Tokkatsu Plus is now part of the national curriculum in Egypt. Egypt has also built Egyptian Japanese Schools at more than 40 locations nationwide. Egypt plans to extend this to 100 locations in five or ten years. They also promote holistic learning by play practice at nurseries, referring to the Japanese model. A similar move started last year in Malaysia and Jordan, looking at the primary school level. In these two countries, we have started compiling good activities that can be practiced at school.

So, why is the attention to holistic learning? Let me share some practical observations from my experience at JICA now, though some parts may overlap with Lewis and Kitamura chapters.

Empowering Societies and Its People

We all should remember that more than 260 million children are still out of school, and maybe more due to the COVID19 pandemic. Meanwhile, "Learning" is now one of the central topics of international educational development discussions as access to education has been improved over the three-decade. As a result, we have more students enrolled at school, but many more are not learning.

So learning is such an important agenda; however, this still leaves the question of "why holistic learning" unanswered. I felt there is some critical reflection of the modern school education system at work. If education is to empower a student, then the current system or practice of school education should be shifted toward student empowerment rather than subject content mastery. I think such reflective thinking is a cause for us to look at this concept of holistic learning, which bridges cognitive and non-cognitive learning.

Through the discussion with my Malaysian colleague, I have heard that morals can be taught, and cooperation can be taught, too. However, the problem was that they were hardly practiced at school, which was very convincing. It was a convincing cause for Malaysia to consult with the case of Japanese education, which continuously attempts to bring in both to truly empowering students to positively participate in society in the future.

Ambiguous significance in cross-border education knowledge transaction

Now let me share some useful perspectives that I have noticed through my work with JICA in holistic education. First, I would like to start with school culture, and I think this has already been touched upon in Kitamura's chapter with the example of school cleaning. School cleaning can be an

activity for students to proactively do. In contrast, it can be an activity for students instructed to do, depending on different cultures and contexts reflecting teacher-student relationships. In this way, cultural differences lead us to different understandings, or even evaluations, of activities. And this cultural perspective leads us to the next perspective, "authenticity" and "locality."

Here, I have put two photos of Sushi, a very simple example for this discussion. This orange Sushi is called California roll, and the black one below is the original Japanese sushi roll.

Authenticity vs. Localities

Lost in translation and/or constructive improvisation?

"Is the California roll a sushi?"

- Does such question matter in education?
- In what case, yes/no?



- Improvisations upon localization: a beauty of cross-border knowledge transaction



So why they're so different, although they both are presented as "sushi." Is it lost in translation, or is it a result of constructive improvisation? A more straightforward question is whether the California roll is indeed a "sushi" or not. Does such authenticity questions matter in Sushi? How about in education? And in what sense does it matter or not.

While working on the trans-border **transaction of educational knowledge**, we continuously deal with this kind of authenticity question and puzzle. This "authenticity" versus "locality" or "localization" issue constantly arises in our work. And this authenticity and locality perspective now leads us to the third perspective, "surface" and "essence." What does the practice look like on the surface? What is its essence? The significance of the practice is often ambiguous both at the surface and in essence.

Surface vs. Essence – Ambiguous significances

- A very good classroom discussion on how to make school clean
- , but what if it turned out to be a semi-scripted discussion drama?
- "No good" as students play instructed, scripted discussion drama?
- Or "good" as role-playing is an equivalently good practice to foster holistic development?



I had an opportunity to observe a very good classroom discussion, which I think was in Egypt, and the discussion was about how to make the school clean. I was very impressed with the valuable and

lively discussion in the class. But later on, somebody informed me that it was a semi-scripted discussion drama play.

Then, my instant response was, "oh then, it was not very good" because the students were told what to do. I thought it was not a good example of a "Tokkatsu" practice referring to the Japanese one. Because in Japanese Tokkatsu ideas, students are supposed to do things proactively with some discretion rather than being told what to do.

I, however, eventually noticed that there is an area of education using drama play. With this angle, the classroom discussion that I observed can be a good example of education using drama. In this way, when borrowing and lending educational knowledge, there is a tendency to adhere to the original meanings and practices. However, once a model crosses (national) borders, the model can be significant in the new context, taking on "ambiguous significances," which leaves us puzzled. Therefore, we must be careful about the "ambiguous significance" of practices in a new context both on the activities' surface and essence, and at the same time, release ourselves from adhering to the authenticity.

The last point relates to indicators. When discussing an indicator to measure the effects of holistic education or non-cognitive development, we might think it is very difficult. I think we are at the very early stage of learning how to assess the effect of holistic education practices. Here, I would like to emphasize that it is measurable without extra difficulties. Psychologists have been doing this for a long time. We should not be hesitant too much about the difficulty of measuring it. We just need to accumulate experience utilizing those indicators in holistic education practice.

By the way, this discussion over indicators of holistic education ignites a more critical topic. Should it be marked or assessed? Even if it is possible to measure, should we mark it as we do so in math or English? One of the ideas maybe we better refrain from marking holistic learning; we only need to observe it. I'm going to leave it open for your thinking. From my experience in three countries as a practitioner, evaluating holistic learning has always been a critical discussion topic.

Invitation to Join Us

So, I end my message with an invitation to join us. Holistic education will bring more eased, flexible, and joyful activities.

And how may JICA be of your assistance? JICA is a governmental agency, and upon request from your governments, JICA can collaborate, as in the case of Egypt, Malaysia, and Jordan. Once our paperwork is done, JICA is ready to cooperate through our Technical Assistance Project and other modalities. In general, the Technical Assistance works to create or customize educational activities and interventions and measure its impact for further expansion. So holistic education becomes one possible arena where JICA can collaborate with you soon. I end this piece with this invitation. 1

Note

1. If you are interested, please do not hesitate to contact your JICA office in your location. Personal contact information: tanaka.shinichiro@jica.go.jp / shinichiro.tanaka@gmail.com

Chapter 5.

2021 EDU-Port Japan Research:
Japanese Style Public Health Education in terms of Holistic Education
Approach

PADECO Co., Ltd.
The Tokkatsu Project Team

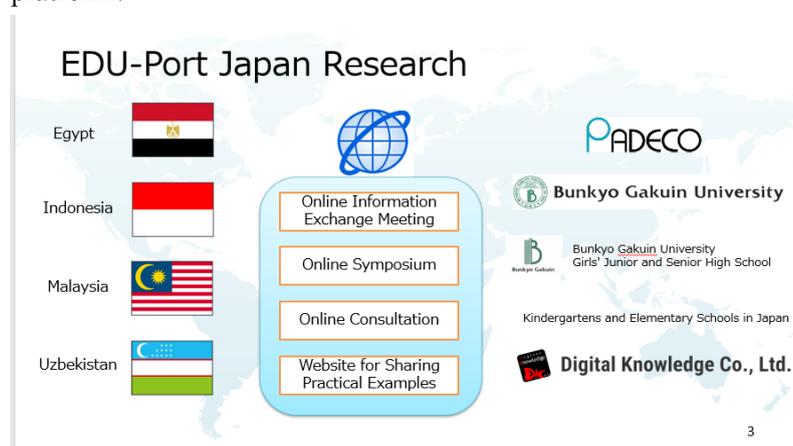
Introducing the EDU-Port Project

Our team from PADECO has been involved in introducing holistic education models to Egypt from Japan since 2015. Since then, there is a growing need for such educational practices around the world. Responding to that, our team applied to a research funding program supported by the Ministry of Education in Japan called the EDU-Port, which is a public-private partnership initiative for promoting experience sharing in the field of education. The following is a summary from our work under the EDU-Port Research 2021 project.

The project title is: “Development of an educational model for solving public health and SDGs issues through online “Tokkatsu” (special activities).” And its objective is “to verify the effectiveness of online Japanese-style “Tokkatsu” (special activities) in promoting public health education and learning to solve the SDGs issues in other countries.” The overall theme of EDU-Port Research 2021 is “Public Health Education,” so we searched for practices especially in health and hygiene education this year.

The Project

The project consists of four activities. (1) The first is information sharing by online meetings. So far, we held online meetings between Indonesia, Malaysia, and Egypt. (2) The second is to develop an online platform for sharing practical examples so that teachers can easily practice it in classrooms. (3) The third is to promote health-related or SDGs-related learning activities across the border (4) The fourth is to gather various examples of similar learning activities, especially in Tokkatsu for the web platform.



Findings

1. Kindergarten and Elementary School

In the next few pictures, I am going to show you what we found in the information gathering process of schools in Japan conducting such educational practices. The first slide here is the annual event schedule of one of the kindergartens in Tokyo that we visited. Health-related events are extracted on the table. Several types of health-related activities there. But what is remarkable is that body measurement is done every month along with regular exercise, that is said balance ball exercise in this example. So we picked the body measurement and developed a sample on the web platform.

Annual plan: Kindergarten

April:	School year begins, <u>Measuring height and weight</u>
May:	Balance ball exercise, <u>Medical check (general, oral)</u> , <u>Measuring height and weight</u>
June:	<u>Medical check (ear, eye)</u> , <u>Measuring height and weight</u>
July:	Balance ball exercise, , <u>Measuring height and weight</u> , End of 1 st term
Sep:	2 nd term begins, Balance ball exercise, <u>Measuring height and weight</u>
Oct.:	<u>Medical check (oral)</u> , <u>Measuring height and weight</u>
Nov.:	Emergency drill, Balance ball exercise, <u>Measuring height and weight</u>
Dec.:	<u>Measuring height and weight</u> , End of 2 nd term
Jan.:	3 rd term begins, Balance ball exercise, <u>Measuring height and weight</u>
Feb.:	Balance ball exercise, <u>Measuring height and weight</u>
Mar.:	<u>Measuring height and weight</u> , End of school year

月	行事	その他
4	始業式 入園式 開園記念日 こどもの日集會	保護者会 学級懇談会
5	バランスボール体操 (4・5歳児) 内科・歯科検診	園バス 保護者・学級懇談会 (4・5歳児)
6	日光まつり 避難訓練 歯科検診 英語で遊ぼう 遠足 (4・5歳児) 虫歯検診	お祭り・学級懇談会 (3歳児)
7	バランスボール体操 (4・5歳児) セア プール体操 終業式 夏季保育	園バス 保護者会
8		
9	始業式 生き生き運動会 バランスボール体操 (4・5歳児) 虫歯検診 防災クイズクイズ	学級懇談会
10	歯科検診 遠足 (4・5歳児) 英語で遊ぼう 自由の丘学園小学校運動会 運動会	心の言葉で講話
11	秋祭りに参加・お祭り参観 焼き芋会 バランスボール体操 (4・5歳児)	
12	作品展 英語で遊ぼう もちつき会 ぶら下がり会 終業式	園バス (5歳児) 保護者会
1	始業式 歯科検診 バランスボール体操 (4・5歳児)	学級懇談会
2	防災会 生活指導会 バランスボール体操 (4・5歳児) 遠足 (4・5歳児) 英語で遊ぼう	新入園児保護者会
3	ひな祭り お祭り会 餅つき 終業式	学級懇談会 保護者会 (3・4歳児)
備考	園バス 安全指導 避難訓練 身体測定	

<https://sanko-kg.minato-kyo.ed.jp/gyouji> 5

The next picture shows the table of annual plan of class activity two (2) from one of the elementary schools in Tokyo. The class activities (2) is one group of activities under Tokkatsu that is to stimulate students' inner motive or intrinsic motive, rather than having teachers to force them what to do.

Annual plan: Elementary school Tokkatsu

Health-related topics mentioned on the annual plan

Grade 1:	How to use toilet, how to do cleaning, how to brush teeth, name of body parts, protecting from cold, classification of food, etc.
Grade 2:	Mechanism of your body, how to brush teeth, how food works, belly button, food travelling in your body, growing up
Grade 3:	Eating all the food, brushing teeth properly, healthy life and one's posture, mechanism of food
Grade 4:	Growing of one's body, proper tooth brushing, 3 food groups
Grade 5:	Importance of early treatment, oral hygiene, first aid, looking after one's eyes, watching TV, proper posture
Grade 6:	Well-balanced diet, good nutrition for strong health

Blue: healthy environment, Orange: healthy life habit, Green: healthy body, Red: healthy eating

Source: Haramachi Elementary School, Tokyo

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Here I selected the health-related themes from the table. Those in blue are meant for healthy environment, such as cleaning or proper use of the toilet, those in yellow are for healthy life habits, such as washing hands, brushing teeth, those in green are for building a healthy body, including first aid, and the reds are those for healthy eating. They are offered according to the growth stages of children throughout the primary education stages.

This is a particular example from the kindergarten. Teachers talk about the importance of washing hands as one of the preventative measures against infectious diseases, including COVID-19. A song and interesting hand washing movements are utilized for children. Standing positions are clearly marked to keep distance from each other in front of the hand washing facility at the kindergarten. The example is uploaded on the web platform for you to see. It is still in Japanese, we will translate it into English at least. (40 sec.)

Examples from Kindergarten

- Washing hands



Here is another example from kindergarten. As mentioned earlier, body measurement is a very common health-related event in kindergarten, so we have it on our web platform. One point to notice is that a small notebook for information sharing between the kindergarten and home is utilized in it. It is called “otayori cho” “renraku cho” and literally means communication notebook, which has a designated page for recording the measurement. This example will be shared through our web site.

Examples from Kindergarten

- Body measurement



The third one is from an elementary school in Ibaraki prefecture. Students learn important protection measures against COVID-19, then take a quiz and receive certificates when they succeed. This case is also on the web site.

Example from Elementary School

- [COVID-19 Study \(including Certification\)](#)



On the last slides, I just listed the titles. The first one, “healthy club”, is for those children who are overweight. It is an example involving collaborative work between the healthcare teacher, homeroom teacher, and the PE teacher. The second is the one that was already introduced in Egypt. Each student uses a “Goal Card,” or a Gambari-card in Japanese, on which he/she sets his/her own goal and keeps practicing it for one or two weeks. You can see the goal card here on the site.

Examples from Elementary School

- [Healthy Club \(Activity for Overweight Students\)](#)
- [An example introduced in Egypt "Let's find a hand-washing method that suits me"](#)
- [Another example introduced in Egypt with a video titled "How to implement Tokkatsu Classroom Instruction "Let's wash our hands properly!""](#)

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2. Secondary School

At the secondary school stage, it is more important to raise awareness of students on hygiene and health issues through many school events and other non-subject activities.

One example is a school festival, called 'Bunkasai' which is organized by students themselves.

This photo was taken at Bunkyo Gakuin Junior & Senior High School, which is one of our partner schools of our EDU-Port Project. High school students study about SDGs in groups, and present about their outcomes at the festival.

Samples: Junior & Senior Secondary



In 2019, they studied about pregnant women and children in Africa. Their study ended up broadening to various SDGs issues, such as safe water supply, hygiene and health, and safe town planning through the topic of pregnant women and children.

Samples: Junior & Senior Secondary



Study on pregnant women and children in Africa

As you can see the photo, students creatively made use of bottles as donation boxes for visitors, and they donated the collected funds to UNICEF after the festival. Although issues in Africa is physically very far from Japan, they found things in common with the women, and felt these issues very close to them.

Samples: Junior & Senior Secondary



Since COVID pandemic, many schools have struggled to continue many of their school events and

activities. Especially, club activities are one of the biggest activities at high schools, and there usually are inter-school tournament regularly. In the earlier stages of the Covid-19, many clubs were forced to cease those tournaments and regular trainings, but once they resumed their activities, students all practice for the tournament, and as you can see in this photo, everyone wears their masks, including the coach and the teachers.

In order to avoid heat illness due to masks, especially during summer, the school clinic prepares first-aid kits for students to treat themselves, and teacher issues school letters for students and their parents to share information on health issues.



As for the tournament, in order to prevent over-crowding, only one parent is allowed to enter the gym to take video, and the other parents are watching the live-recorded matches on a screen in another room. Like this example, many schools and organizations have tried to continue their activities not to stop whole child education.



Future Plans

Currently we are planning to hold an online exchange event for students from Bunkyo Gakuin Girls' Junior and Senior High School with students from Egyptian School to share their school life during the Covid-19 period including their health care activities such as taking their trashes back home, sanitizing their hands when they enter the school, eating lunch without talking and so on.

Acknowledgements

We would like to take this opportunity to express our sincere appreciation to our partners in the project. Bunkyo Gakuin University, represented by Prof. Ryoko Tsuneyoshi and Prof. Kazunobu Nambu, for providing us advice from the very beginning of this project, Bunkyo Gakuin University's Girls' Junior and Senior High School for allowing us to gather the information, as well as agreeing to participate in the online classroom activities with Egypt to take place very soon (as of Feb., 2022). We would also like to thank some other kindergartens and elementary schools in Tokyo and Ibaraki prefecture for doing the same. Lastly, but not least, we thank Digital Knowledge for supporting us in ICT technology.

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(Chinese)

https://www.nier.go.jp/kaihatsu/pdf/tokkatsu_r020814-01_cn.pdf

The World of TOKKATSU - The Japanese Approach to Whole Child Education (A Guidebook for Teachers)

http://www.p.u-tokyo.ac.jp/~tsunelab/tokkatsu/cms/wp-content/uploads/2016/03/the_world_of_tokkatsu.pdf

Tokkatsu: The Japanese Educational Model Of Holistic Education (Education Systems and Policies) (available in Kindle from Amazon)

Further Information

In order to share these activity examples that we shared today, we newly launch a web platform named “Holistic Education for All”. We share the link of the website to all participants after the symposium. We hope you will visit there to find more examples.

Japan's holistic education that connects the world (top page)

<https://padeco.education/holisticeducation/>

Good practices of holistic education activities (archives)

<https://holisticedu.padeco.education/en/>

Contact Information

Any other inquiry on this EDU-Port project, please contact us any time.

Contact Information

PADECO CO., Ltd. EDU-Port Team

Email address:

Holistic_edu@padeco.co.jp

Other information on Japanese model of Holistic Education:

<https://padeco.education/holisticeducation/>



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Chapter 6

Japanese Style Public Health Education During COVID

Nambu Kazuhiko, Bunkyo Gakuin University

Yuji Nishiyama

Bunkyo Gakuin University Girl's Senior High School (physical education)

Yumiko Bessho

Bunkyo Gakuin University Girl's Junior High School (reading)

Public Health Education as Part of Tokkatsu

I was a former principal of various public elementary schools, and later, Bunkyo Gakuin Girl's Junior & Senior High School, before I came to my present profession as a Specially Appointed Professor at Bunkyo Gakuin University. Therefore, I would like to introduce Japanese schools from the side of practice.

I will show pictures reflecting the Tokkatsu spirit. Japanese style public health education aims to strengthen both the healthy development of the body, and intellectual growth.

Tokkatsu consists of four categories: 1) classroom activities, 2) student council activities, 3) club activities, and 4) school events. Public health education is dealt with in Tokkatsu, and instruction is included in classroom activities. In the second item in classroom activities is the theme of "the formation of living habits which ensure both health and safety of the heart and physically."

Content related to public health education is developed for example as the acquisition of healthy and positive the daily habits, such as washing one's hands before eating, and cleaning, and developing a good attitude which leads to a health in mind and body. This is the same in a junior high school and senior high school. The same is done in the kindergarten. Children have much knowledge and experience in public health education from a young age. This repetition and continuation of the experience is one of the strengths of public health education within the Tokkatsu framework.

There are guidelines from the government, revised frequently, aiming to prevent infection. The government has called for people to avoid crowded and confined spaces with poor air circulation. All educational activities have to be based on this type of guideline.

I will share with you what is happening from kindergarten to high school under the COVID Pandemic, using photos.

Kindergarten

The first picture is from kindergarten. Before entering the building, children have to disinfect their hands. Everyone does this, so it is routine for the children.



Kindergarteners wash their hand whenever it is seen as necessary, such as before eating, when coming into the classroom, etc. Washing hands was something that was there before the pandemic, a routine.

Other than emphasizing the basic habits of cleanliness, teachers ventilate the rooms constantly.

Masks are used for both children and teachers, and shields are used when seen as necessary. The children sometimes have lunch in the schoolyard to avoid being crowded, and to secure good ventilation. Please notice that the windows in the classrooms are open.



Elementary School.

The photo below is a medical thermometer that will calculate your temperature and tell you whether it is within regular limits. You can not only find it in schools, but in department stores, etc.



Below is an automatic hand sanitizer and disinfectant. You can find it everywhere in the school. If you put your hand below the sensor, it will sanitize your hands.



These are also hand sanitizers, sold in bottles. These are also popular, in schools, stores, homes, etc.



Below is a picture of sculptures of hand that a school nurse in elementary school made. It shows the effective way to wash one's hands. Notice that the washing involves washing between fingers and wrists and individual fingers. Such acquisition of basic living habits were encouraged from before COVID. It is simply something whose value is being reevaluated with the pandemic.



A pupil is washing his hands as usual, each finger, his nails as well, where germs can remain.



Here is a picture of children washing their hands in another school. The way to wash one's hands effectively (based on scientific advice), is posted above the sink. Children are in line distancing themselves from each other because of the COVID precautions. The pictures of feet on the floor are there to help distancing when waiting in line. Before the pandemic, children would be washing their hands standing close to one another. Some adjustments (such as social distancing) have been made because of COVID, however, the basic routines helping children to acquire basic living habits such as washing one's hands effectively, are things that precede the pandemic.



This picture shows children ineffective ways to wear masks. The mask is too small, does not cover the nose, is under one's chin, or not tight enough. The lower example shows the most effective way to wear a mask.



The school nurse and teacher also directly encourage children to wear their masks in an effective way, hiding both their mouth and nose.

In elementary school as well, teachers are ventilating rooms, always leaving the window open. When students receive lessons, shields are also used.

Before the pandemic, children used to form small groups and eat together. Right now, they are

facing the front of the room, and are eating silently while they have their masks off. During school cleaning as well, children work together more quietly than before during the pandemic. The experience of cleaning itself, however, precedes the pandemic. Children clean from kindergarten, elementary school, to secondary school.

Junior High School

Next, the junior high school.

Here again, there are medical thermometers, hand sanitizers, and the acquisition of basic living habits including washing hands and cleaning.

Some schools have changed their faucet to automatic faucets so that the student does not have to touch the faucet to wash his/her hands.



Also, the teachers always leave the window open for ventilation, as we saw in kindergarten and elementary school. School might also have additional equipment to clean the air. The teachers are also using antibacterial tape. They tape places the children are likely to touch, such as the doorknob.



Junior and Senior High School (Bunkyo Gakuin Girl's)



Here again, you see students washing their hands in the same manner that you have seen in kindergarten, elementary school, and junior high school. This has become a habit.

Cleaning is also a habit. They collaborate to clean. It is a habit that has been repeated since kindergarten.

Concluding Words

With the pandemic, preventing infection is the hardest part of teaching at the moment. Teachers gather after school to disinfect the school.



Although this is far from normal, many of the tokkatsu activities that we saw were already there when the pandemic started. It was a continuation of regular routines of building basic living habits, which were utilized to meet irregular circumstances.

The tokkatsu activities are not only the act of doing something, but are designed to help children develop attitudes and values, such as compassion, consideration, and a mind-set to help others. These

are necessary regardless of whether the coronavirus pandemic is here or not. The spirit of tokkatsu, as well as the activities which aim to develop it, are repeated from very young.

Such spirit of collaboration, compassion, etc. contributes not only to the individual, but also to others, and not only within the classroom, but also in the family, community, and the society at large.

Chapter 7

Japanese Style of Instrumental Music Education in Vietnam and Egypt

Hiroshi Tamezawa
Assistant Manager
Yamaha Corporation

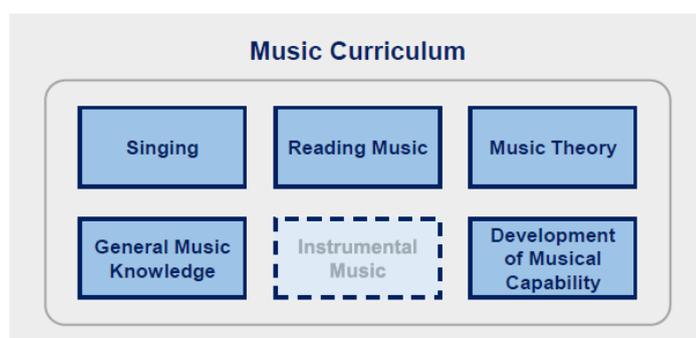


Introducing Music Education with Instruments

In this chapter, I will introduce the efforts of Yamaha Corporation in Vietnam. In Vietnam, thanks to Yamaha's activities assisting the development of music education using instruments for 5 years, instrumental music education has been included in the new educational curriculum. Music classes under the new curriculum have already started in September 2020.

This is the situation in Vietnam before our activity started (diagram 1). Even in primary and junior high schools, music classes were already being held. However, as you can see in diagram 1, education using musical instruments was not introduced. We conducted interviews, and it became clear that local educators considered this as a problem. After hearing these voices, we started our activities in Vietnam.

Diagram 1. The Music Curriculum in Vietnam Before the Project



When summarizing the activities for 5 years, I think our activities can be roughly divided into 3 types. I will introduce each of them below.

1) Recorder Clubs

The first is to develop recorder club activities and bring musical instruments to the field.

Recorders are not well known in Vietnam, and teachers had never played the instrument before. Therefore, we have developed teaching materials, some of which emphasize nurturing non-cognitive skills. In addition to textbooks, we also provided teachers manuals which could provide guidelines. Regarding the content, we also made an effort to bring in traditional Vietnamese songs, so that teachers and children might find the contents-more familiar. We also co-sponsored a festival with the Embassy of Japan in Vietnam and prepared a place for the children to present their musical instrument performance. Through these activities, we have tried to build the basis for the introduction of instrumental music education.

Develop localized teaching materials

Organize a recorder festival

Provided student textbooks + teacher manuals



“Desire to learn voluntarily”
Appeal to the fun
with localized teaching materials

Co-hosted event with the Embassy of Japan in Vietnam



Create momentum for implementation by
providing an occasion to perform

➔ Promoted introduction of recorders and laid the foundation for instrumental music education

After such activities, we have signed a MOU with MOET; the content of the MOU includes conducting teacher training for recorder clubs nationwide. Following with this memorandum, recorder club activities are finally being carried out at 275 primary schools in Vietnam.

2) Teacher Training

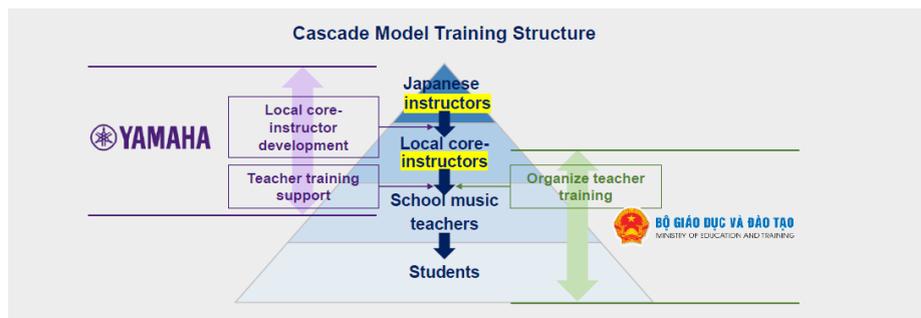
The second is teacher training for local music teachers.

As a major theme, we aimed for "a system that enables sustainable teacher training without any help from Japan." We hired Vietnamese “local core-instructors” and Japanese instructors helped them acquire the necessary skills. Local core instructors are in charge of training school music teachers. In another words, Japanese instructors are school music teachers’ teacher’s teacher.

In addition, having this teacher training sponsored by MOE, was important in that it was not forced by us (a foreign source). Teachers saw it as an activity that would be beneficial to the children, and their country.

Build a cascade model training structure that can be automated for local use

- Hired and trained six local instructors to be at the core (core-instructors)
- Training of schoolteachers and students will be conducted primarily by core-instructors
- Teacher training will be hosted by the Ministry of Education and Training, and our company will support the dispatch of instructors



The Japanese school invited to them to experience Japanese style instrumental music education in Vietnam.

Recorder performance and teaching method training



Lecture attended by 400 people from 200 schools in 10 cities

On-site observation of Japanese-style education



Made possible with support from the Japanese School

In addition, we have set up an instrumental music education course at Hanoi National University of Education, and have provided training not only for teachers, but also for students who will be teachers in the near future. Through these efforts, teacher training could be continued independently in Vietnam into the future, utilizing local human resources, which would contribute to the quality of music education.

3) Curriculum Reform

The third is to support the incorporation of instrumental music education when the educational curriculum is revised.

Basically, because the academic institution should be the main body of promoting music education, Yamaha assisted music education in Vietnam with Japanese university faculty. Yamaha played the role of introducing experts in the field to Vietnam, and setting a meeting, depending on the interests of the MOE. It was rewarding for us when Professor Masafumi Ogawa from Tokyo Gakugei University was appointed as a foreign consultant, because of the building of relationships with MOE through our activities.

The elements of music subjects learned in Japan, such as musical instruments, have been adopted by the Vietnamese people. Additionally, the Japanese method of making music textbooks, that allows students to study multiple areas of music, such as singing, and playing instruments, within a single textbook, was also adopted.

Instrumental music education began in primary schools in September 2020

- Original goals were achieved **in an ideal manner**
- **Specific business contributions are forthcoming**
- **Continue efforts for project to take root** as unforeseen circumstances can happen during these early days

Inculcating Japanese style music education

Music	A. Expression Singing Musical Instruments Making Music	B. Appreciation Appreciation
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Learning in multiple areas with one textbook

Textbooks for new educational curriculum



Incorporating the idea of Japanese textbook

Began learning using both western and traditional instruments

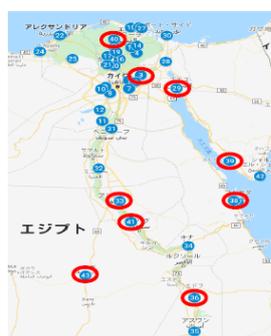
Supporting Music Education with Instruments in Egypt

Next, I would like to introduce the initiatives of Yamaha in Egypt. In Egypt, there are public schools called Egyptian-Japan Schools, EJS, that incorporates Japanese-style education. We hope, through assisting the recorder classes, to help nurture not just the cognitive skills, but also the non-cognitive skills of students.

The issue of development of non-cognitive skills, such as social skills, cooperation, and discipline, was raised among local educators in Egypt and education is currently being promoted based on a new curriculum in line with Education2.0.

Aiming to support the implementation of this new curriculum, we are working together with MOE, and JICA, to help facilitate interactive music classes between teachers and pupils and among pupils themselves, through Japanese-style music education using the recorder.

We selected the 10 pilot schools. We were told that it is significant to note that the pilot schools were selected not only near the capital Cairo city but also from all over Egypt.



1. Tahta – Sohag (41)
2. Tor – S.Saini (39)
3. Ridisya – Aswan (36)
4. Tamay el Amdeed – Dakahlya (13)
5. Khargha- New Valley (43)
6. Suez-Suez (29)
7. 10th of Ramadan 2 – Sharkiya (3)
8. Biyalla- Kafr Sheikh (40)
9. Hurghada 2- Red Sea (38)
10. Asuit- Asuit (33)

We have completed 23 teacher training sessions aimed at expanding Japanese-style interactive instrumental music education, and we prepared the certifications of completion from Japan as a further incentive to teachers' motivation.



We incorporated elements of lesson study conducted in Japan into the training. By playing the role of the students and standing in the students' shoes, the teachers were able to express opinions such as, "the instructions you gave were very easy to follow" and "you could have made that a bit clearer." Such comments helped us improve our training program.

With the actual students in their classes in mind, the teachers simulated what they would say in a classroom situation, and when the person in the role of the teacher said something that wasn't very appropriate, they came up with responses such as, "If you speak to me like that, I won't do it."



This kind of role-playing was unusual, but was accepted by the local teachers, and they participated proactively in the training, resulting in an in-depth learning experience. We believe the accumulation of such efforts will lead to enhancement of the quality of education.

After teacher training, it became easier for teachers to conduct recorder classes successfully.

In most other subjects, there is only one correct answer and giving the correct answer is the final goal.

However, in music, there is no correct answer for how music is expressed or interpreted, so we see many pupils expressing opinions and participating proactively in the music classes using instruments. Even teachers who in the past didn't often ask pupils for their opinion, now ask for their views, like facilitators, and lessons are becoming much more two-way and interactive.

Moving On

Yamaha is planning to hold a class concert in May/June, 2022, preparing an opportunity to share what children have learned and express themselves freely through playing the recorder.

I'd like to highlight one important point which is the importance of mutual learning as exemplified in the following words:

people's ways of thinking and perception can differ depending on their country, environment, and culture, and that values can be very diverse. I hope to use education that promotes mutual

recognition and respect to enrich education in Japan too.

(words of a EJS Supervisor, Ms. Akiko Otsuji)

We were also made aware again of the point that “not only with regard to music, people’s thinking and perceptions differ.” It is not enough to teach one-side from Japan, and there are many things to learn from people with different cultural backgrounds, so we came up with the idea that we must build a teacher training system with the concept of horizontal and two-way interactive learning.

In collaboration with Tokyo Gakugei University, we began considering ways of assessing non-cognitive skills using three methods in order to investigate how recorder education influences children’s non-cognitive skills (EDU-Port Japan, 2016, 2018, 2020).

Reference

EDU-Port Japan

- 2016 EDU-Port Certified Project: Introduction of playing musical instruments to the primary and secondary music classes in Vietnam
- 2018 EDU-Port Support Project: In-service training for musical instruments to take root in music education in Vietnam
- 2020 EDU-Port Support Project: Introduction of Japanese-style Instrumental Music Education in Primary Education in Egypt

[List of Pilot Projects | EDU-Port Japan \(mext.go.jp\)](#) Retrieved Feb., 2022.

Chapter 8.

Holistic Educational Practice in Indonesia: Continuity and Change

Tatang Suratno

Professor, Indonesia University of Education

Yohana Dhita Mahayani Dewi

Principal, St. Yusup Elementary School

Lidwina Eva Septiani

Principal, St. Yusup Junior High School

Introduction to the Video

The following script is from the video provided at the end of this section.

The Road to Develop Holistic Education

Hello Educators. We are folks from Santo Yusup School 2 Bandung. We are so happy to see you all. We are going to share a story on how we create a Happy and Healthy School.

We started to develop Holistic Education in this school in 2017. Inspired by educational practices in Japan, we firstly introduced Lesson Study and then Tokkatsu in 2019. Both are foundational for developing school as caring/learning community. When pandemic hit, the holistic paradigm became our compass in designing educational practices that nurture potentialities of school communities.

One of the ways to understand the idea of holistic education is by applying John Dewey's assertion that 'education is not preparation for life but life itself.'

Through circle of Lesson Study and of Tokkatsu, teachers and students reflect on whether the designed activities were regenerating or degenerating. We started to see diversity in terms of potentialities, inner-motivations, roles, and responsibilities.

In this presentation, we would like to share our reflection on holistic educational practices at Santo Yusup Bandung. Drawing on John Dewey's notion of Continuity and Interaction, we would like to invite you to carefully identify problematic and potential situations in order to transform them into a living democratic school.

The implementation of Tokkatsu at Santo Yusup Kindergarten Jalan Jawa is a great support for classroom activities to be more effective.

Children become more aware of themselves and their surroundings, including respecting their peers. They are aware of their respective roles and become confident with their respective abilities.

Children learn how to develop good communication, both in large or small groups, as well as to become brave enough to express their feelings and to learn to empathize both for themselves and for others.

Tokkatsu also nurtures caring relationships. Children learn to know when their friends need help.

Nowadays, teachers and children are still learning to develop more effective communication, cultivate caring leadership, share roles and responsibilities, as well as nurture collective reflection.

How beautiful. I am so impressed by the way kindergarteners create a living democracy. And it becomes our inspiration and reflection in developing holistic educational practices at elementary and junior high school.

We discussed back and forth, tried to think calmly and excavated the sign about what matters most in holistic education.

Our School Goals

There are three important things that we consider as our main goal in this school year.

First, how to develop self-awareness.

Second, how to nurture relationships and communication to foster students' social skills.

Third, how to cultivate students' creative innovation.

We even started to introduce what a classroom life looks like.

The first thing we developed was listening to each other through mindful and empathic listening. Students also learned about how to respond and to talk to each other. Such basic abilities are foundational in developing dialogic relationships.

They also learn how to take part and practice democracy by taking turn leadership role. They learned those through class meeting such as discussing daily chores (Tokkatsu activities).

S1: "Ara, what role do you want to take?"
S2: "Ehm, I want to lead afternoon prayer."
S1: "Fine. Zoe, what chore do you want?"
S3: "Lunch prayer."
S1: "Zoe lunch prayer. Raider, what do you want to take?"
S4: "Class orderliness."
S1: "Ok. Marco, how about you?"
S5: "Greeting"

Or even after school activities.

In this activity, students are given a room to explore their interest and inner-motivation. The teachers fully facilitate this without much intervention.

G: "Ms. Ary would like to ask you about after school activity."
G: " So, after the lesson, there will be some interesting activities. You can choose the one that interests you."
G: "Here we have Science; Art and Craft and Drawing; Library Exploration; Dance and Sport."
G: "Will Ms. Ary teach you? No. Ms. Ary and Ms. Cahya will only accompany you."
S1: "Carlo likes Science because when Carlo already grown up Carlo would like to make Dinosaur Robot."
S2: "Making craft."
G: "Oh, Aby want this Art and Craft and Drawing."

Seeing the way the first graders conducted class discussion, I came to understand the meaning of democracy as a way of life and democracy as a mode of associated living. I am thrilled to see how students might develop what John Dewey's meant by Creative Democracy.

For instance, "I like games." I asked students "Please make a game's club". The aim is not to play the games. Rather, I challenged them to create the games by themselves.

S1: "Are we going to design collaboration again, aren't we?"
S2: "Collaboration with who?"

S1: "For example, if we talk about games, we can design collaboration with a coding club. So, we design the characters to be played in the games and they program the games."
Ss: "Oh yes, can...can...can."
S1: "It means that in November we will do it. Agree?"
S2: "Yes, agree."

It turns out that from after school activities I can see that communication among students is growing. It nurtures collaboration. They learn to support each other and work together. They become confident to share and brainstorm ideas.

There still exist challenges that we have to deal with in order to sustain the continuity of school activities for creating a living and happy schooling. Mainly at elementary school, we actually do not have student committees, or as we know it, OSIS. But we can see students' potentialities in establishing students' organization (OSIS). And they can take part in creating school events which drive this school toward becoming a caring community.

Hearing the word of OSIS or student committee, the immediate idea that come to my mind is a badge.

Students' Organization

In the past, the role of OSIS was considered as something that was school-made. Teachers had the idea or planned the activities and then OSIS was asked to help and to do so.

But now, we are trying to give them a developmental activity in which members of the students' committee learn how to share their ideas and listen to each other. Then, they learn how to create a dialogic relationship in their own way. It is hoped that the committee can later create school events as well as engage the rest of the students.

And we started this by developing self-management in the members of student committee.

S1: From 06.30-0730 I wake up, prepare for school and have breakfast.
07.30-12.30 is school time.
12.30-13.30 have lunch.
13.30-17.00 I usually play or watch YouTube.
17.30-18.30 I take a bath and have dinner.
19.00-22.00 do home work and watch youtube aftermath.
22.00-06.30 take a rest.
F: Thank you. Really cool.

They also learned how to reflect, learned to be aware that before leading others. They needed to learn how to lead themselves. It underpins our effort in cultivating a caring leadership in all students.

S1: My take away from Breakout Room is about respecting each other. We were given time to

chit chat for example, about our hobbies or interests. I personally learn how to respond and appreciate others' stories although we can not meet face to face. Also I learn about time management. We were asked to make a clock and described how we make time in a day. It is about making a balance between school time, me time and the rest of the time. Mainly I learn about honesty. I mean we may lie about making time like we put school or study time more than we actually take. Yeah, learn to be honest to myself.

Future Directions

This year we are learning to trust student committee, give them space and chance to create school events. Then the student committee can take a pivotal role in driving school life in which teachers and students, students and parents and all students can take part.

23 January 2022. All students are back to school again. The principles of holistic education encourage elementary school teachers to engage fourth, fifth and sixth graders to design school reopening activities. We work together in welcoming our new school life. A living, happy and healthy school.

LINK for the VIDEO

<https://www.youtube.com/watch?v=PesddvgTlZw&t=6s>

Chapter 9

Tokkatsu as a Framework for Translating the 21st Century Curriculum into Practice: A Case Study from Indonesia

Kanako Kusanagi
Assistant Professor
CASEER

Graduate School of Education
The University of Tokyo

Introduction

As per the present-day global educational reform, teachers are expected to play a more active role in educating their students. In the past, teachers' roles were clearly defined; their job was limited to instructing and evaluating students based on the state-mandated curriculum and standards. However, they are now expected to be interpreters of the curriculum and pedagogy, and their roles are complex and ambiguous. This requires redefining the professional role of teachers especially how they support student learning. I raise three challenges associated with student learning relevant to the transformation of curriculum and pedagogy in the 21st century.

First, the scope of education has expanded to include both cognitive and noncognitive aspects and prepare students to be global citizens (Tsuneyoshi, 2019). This has exerted more pedagogical responsibilities on teachers in educating their students. Second, teachers need to design their lessons to prepare students to become "global citizens" to help build sustainable societies (Fredriksson et al., 2020). Moreover, there is no longer a standard set of curricula to teach; teachers are expected to interpret curriculum and design lessons based on the needs of their students. Integrated learning and project-based learning represent this change. Third, pedagogy needs to be shifted from teacher-centered to student-centered learning. Accordingly, teachers are anticipated to use active learning approaches in their classrooms.

Lesson study—a professional development model that originated in Japan—became popular since 1999 and is now practiced in over 60 countries (for example, in the U.S., Singapore, Sweden, U.K., Hong Kong, South Africa, Australia, Thailand, and Indonesia). The high performances of Japanese students in the Programme for International Student Assessment conducted by the Organisation for Economic Co-operation and Development triggered a worldwide interest in a Japanese education model. In lesson study, teachers engage in cycles of inquiry in which they collaboratively plan, observe, and discuss classroom 'research lessons' in order to improve their shared understanding of teaching, learning, students, and subject matter" (Lewis et al., 2011, p. 161). Lesson study serves as a platform for Japanese teachers to improve their practice because they share the responsibility to understand and support every student (Tsuneyoshi, 2019). However, since teachers' professional norms vary across countries, their engagement in lesson study may also vary.

For example, previous research suggested that in the American context, teachers were concerned for covering the curriculum but might not be responsible for "continual improvement to meet students' needs" unless they were being challenged (Lieberman, 2009, p. 85). In another word, the practice of lesson study itself cannot ensure pedagogic transformation. However, when teachers experienced the professional norms of openness and vulnerability through the participation in lesson study, they were motivated to support all students, implement student-centered pedagogy and collaborate with others (Lieberman, 2009).

In this paper, I discuss the paradigm shift in student-centered pedagogy as a prerequisite for curriculum and pedagogic transformation and propose a way to facilitate this process. First, I discuss the shared assumptions of student-centered pedagogy behind the practice of lesson study in Japan. Second, I explore a case of lesson study adaptation in Indonesia and the process of fitting the practice

to the local educational context. Third, I propose how to facilitate the process of transforming the 21st-century curriculum and pedagogy. I draw on a case observed in Indonesia and discuss how the introduction of another Japanese model of education—*tokkatsu*—provided a framework to realize student-centered pedagogy. This experience allowed teachers to understand the benefit of student-centered pedagogy, leading to the essential shift from teacher-centered pedagogy to student-centered pedagogy.

Lesson study and student learning

When introducing lesson study, the underlying assumption behind the model—shared understanding of student-centered pedagogy—is not clearly articulated. The practice of lesson study in Japan is deeply rooted in traditions of student-centered pedagogy. Influenced by John Dewey and other Western philosophers, two child-centered traditions were established in the New Education Movement of the 1920s and 1930s, which has continued to exist until today: *seikatsu tsuzurikata* (daily life writing) and *jissen kiroku* (narrative records of teaching). These traditions reflect a particular way of understanding learning as a holistic experience grounded in practice. Japanese teachers share the following personal, relational, process-oriented, and holistic concept of the nature of student learning (Kusanagi, 2021, p. 5):

- Learning is grounded in close student-teacher relationships.
- Learning is understood as closely linked to life experience and as a holistic experience.
- The learning process and inner reflection are emphasized.
- The unique experience of individual students and the learners' autonomy are emphasized.
- Learning is recounted in the narrative form using first-person accounts and as personal experience.
- Learning is interpreted in light of relevant contextual factors.

The understanding of student learning differs across educational contexts. The work of Japanese teachers is structured to support the holistic development of students. Based on this shared assumption concerning their role to support student learning, Japanese teachers use the holistic approach to support both the cognitive and noncognitive development of students in daily lessons. In the lesson study, they discuss both cognitive and noncognitive issues as well. Tsuneyoshi (2019) indicated this point as follows (p. 5):

Lesson study has become quite known abroad as a model which emphasizes the bottom-up improvement of teaching and learning. Teachers discuss a common theme that they think should be the focus (…). It is relatively well known abroad that lesson study is one of the primary means for Japanese teachers to learn from each other (Lewis, Perry & Hurd, 2009; Doig & Groves, 2011). What is less known abroad, however, is that lesson study is not limited to subjects since the Japanese curriculum encompasses both the cognitive and noncognitive aspects. Lesson study is utilized not just in math, leading, and social studies

but in periods like tokkatsu and noncognitive learning as well. The two are not separated.

The educational context in Japan is conducive to lesson study, which is largely absent abroad. In a foreign setting, the scope of lesson study tends to be limited to cognitive and subject-learning aspects in comparison to the Japanese model. Lesson study tends to focus on how to teach better but does not necessarily motivate teachers to collaborate or focus on long-term development of students (Kusanagi, 2021; Lee & Lim, 2014), reflecting what is valued in daily teaching and learning.

This characteristic of emphasizing both cognitive and noncognitive learning is evident in the Japanese curriculum. To illustrate, designated hours in the curriculum called *tokkatsu* are specially designed for student-centered activities. Tokkatsu is the abbreviation of *tokubetsu katsudo*, designated hours of non-subject activities that are part of the Course of Study (equivalent of the national curriculum) in Japan. School lunch and school cleaning are well-known examples of *tokkatsu*. However, what foreigners may not be aware of is the underlying purpose of these student-centered activities. The purpose of *tokkatsu*, according to the Course of Study, is for students to engage in various hands-on and group activities to develop skills to understand others, discuss, collaborate, and improve their lives and those of others (MEXT, 2017). This type of educational experience aims to prepare students to become responsible citizens. These *tokkatsu* activities provide opportunities for students to build a community and engage in collaborative problem-solving. Furthermore, these experiences support students to develop various social skills and competencies needed to engage in student-centered activities.

Lesson study and interpretation of student learning in the Indonesian context

In this section, I discuss the process of recontextualization of a case of lesson study in Indonesia within the local educational context. The discussion in this section is based on my previous study (Kusanagi, 2019; Kusanagi, 2021) and the experience of working with Indonesian schools for 16 years.

I will briefly familiarize readers with the context of the education reform and its relevance to the introduction of lesson study in Indonesia. Indonesian education reforms align with the curriculum and pedagogic reform trends stated in the introduction of this paper. A major change was made in the current curriculum—Curriculum 2013. The curriculum was restructured from subject-based learning to different learning themes. However, some schools still struggle to cope with this change and continue to use the previous curriculum. In 2017, the school hours were extended from a half-day to a whole day. This change was intended to provide students additional time for extracurricular activities aimed at moral and character building (Jakarta Post, 2016). The upcoming curriculum, *Merdeka Curriculum*, emphasizes the development of soft skills and character through project-based learning (Mendikbudristek, 2021). Over the past ten years, active learning and student-centered learning have been promoted in the curriculum (Tobias, et al., 2014).

Nevertheless, one of the recurrent problems in the Indonesian education system is the top-down and inefficient bureaucratic system; in particular, there has been a persistent problem of corruption (Rosser, 2017). President Joko Widodo was determined to rectify “a negative legacy” from the

authoritarian regime of former President Suharto. Decentralization efforts have attempted to delegate more authority at the school level and allow teachers more freedom to design their lessons. However, Indonesian teachers identify themselves as civil servants and prefer to abide by government orders. Thus, they prefer to adopt the top-down model instead of becoming autonomous educators (Bjork, 2005; Moyle et al., 2017).

Lesson study was first introduced in Indonesian schools in 2006 as a government project assisted by the Japan International Cooperation Agency. It was a part of the government's efforts to improve the quality of teaching and learning. In contrast to Japan where lesson study is embedded in daily routines, participation in professional development programs meant fulfilling additional duties for Indonesian teachers. Teachers were usually paid an honorarium to attend training courses held in conference halls of hotels or training centers. For them, lesson study—or any professional development program—was a government-mandated additional responsibility that needed to be compensated.

Consequently, while lesson study has been used to support shared professional responsibility to educate students in Japan, the situation has been different in Indonesia. In Indonesia, lesson study was introduced as a top-down policy. Teachers were “encouraged” by the government to introduce new pedagogy—group work and group presentation—through lesson study. However, this had little relevance in daily practice. The majority of teachers have continued to use didactic methods in daily teaching. Teachers' responsibilities toward students have been limited to the transfer of the curriculum. The following is taken from the fieldnote of a mathematics open lesson in Bali that I attended on May 6th, 2019. This describes a situation where students were unable to benefit from group work.

Students were working on a worksheet in a group of four. A boy stared at the space in front of him and looked confused. He did not seek support from other members in a group or ask a question to the teacher. He sat restlessly with a confused look on his face for a few minutes. When a teacher approached his group, he pretended to write down something on the worksheet and hid from the teacher that he was confused. The teacher patted on his shoulder and asked everything was ok with the group. She left to check another group. With relief, a boy laughed jokingly at other students in a group.

It is common to observe confused students in any classroom worldwide. However, there are cultural variations in how teachers fulfil their responsibility to these students. This difference becomes visible in the content of a post-lesson discussion. In the Indonesian setting, the lack of student participation has rarely been raised as an issue. This demonstrates that student participation is not a shared pedagogic concern in Indonesia. In exam-oriented Indonesian education, teachers minimize their support assuming that students should be able to solve problems autonomously. Thus, Indonesian teachers limit their interactions with students to giving instructions and tend not to intervene in the problem-solving process (Kusanagi, 2019; Kusanagi, 2021). Teachers do not problematize the differences in academic performance among students assuming that they have little control over them. Consequently, teachers do not discuss how to support students.

This difference in the implementation of lesson study reflects the differences in educational settings. In the Japanese setting, the lack of student participation would likely be a topic of discussion owing to the egalitarian education system. Japanese teachers are responsible for not only the cognitive development of students, but also for their noncognitive development. Thus, they aim to ensure the participation of every student. In contrast, due to the hierarchical nature of the Indonesian education system, teachers may consider the lack of student motivation as the students' personal problem.

This example of lesson study demonstrates a clear difference in understanding of professional development and teachers' role in student learning between the Japanese and Indonesian settings. Under the bureaucratic school system in Indonesia, lesson study lost its collaborative and student-centered characteristics. My aim is not to suggest that one is better than the other. However, I am indicating that this gap in professional responsibilities needs to be addressed in education transfer. This includes restructuring school activities to embed teacher collaboration and promote close teacher-student interactions in daily school activities.

Role of *tokkatsu* in building a learning community in an Indonesian school

In this section, I introduce a case study from Indonesia and discuss how *tokkatsu* and lesson study facilitated a transformation from teacher-centered to student-centered pedagogy. School Y is a traditional Catholic school located in Bandung City. It was established over one hundred years ago and consists of a kindergarten, an elementary school, and a junior high school. School Y has a good reputation owing to its emphasis on the character building of students. Although Indonesian schools are generally academic-oriented, School Y's vision—to cultivate students' reasoning ability, sensitivity, mind, and creativity—demonstrates their emphasis on the holistic development of students.

School Y introduced a school reform in 2017 after the board of directors became concerned that the school's focus on traditional religious values and pedagogy did not match the current education trend. School Y needed to adapt to the 21st century's changing needs of education and transform its pedagogical practices. The school management consulted with Mr. Tatang Suratno, a lecturer at the Indonesia University of Education, because of his experience in supporting schools in implementing lesson study for over 15 years. In the past, Mr. Suratno faced challenges similar to those discussed in section 3 in supporting lesson study in other schools. In reforming School Y, he considered it essential to build a good relationship among different stakeholders—teachers, students, and parents.

At School Y, Mr. Suratno introduced a particular approach of lesson study called School as Learning Community (SLC), advocated by Manabu Sato, an emeritus professor at the University of Tokyo. SLC redefines the school of the 21st century as a "learning community" and proposes the democratic school management to ensure that students, teachers, parents, and the community can all participate in "a way of associated living (Dewey)" based on a democratic philosophy (Sato, 2018). Through SLC, teachers share a public mission to ensure every child's right to learn. Mr. Suratno assumed that SLC could assist teachers to develop collegiality and build a professional learning community essential in supporting the holistic development of students. Even then, Mr. Suratno and his colleague, Mr.

Andrian Rizki—an in-house consultant at School Y—faced difficulties in supporting lesson study activities at School Y during the initial stage.

In the first year of reform (Table 1), lesson study was conducted in small groups to ensure the emotional safety of teachers. Teachers discussed their lesson plans, conducted an open class, and held a post-lesson discussion with one or two peers. However, even in these small groups, teachers faced difficulties related to being observed and discussing the issues they came across in their classrooms. Every time observers stepped into a classroom, teachers felt they were being monitored and evaluated. Teachers were used to being managed top-down and evaluated in bureaucratic ways. Despite the support of the facilitators—Mr. Suratno and Mr. Rizki—who encouraged the teachers to discuss the findings from students' activities and not criticize teachers' practice or evaluate their performance, there was little dialogue in lesson study.

Based on this experience of the first year, another Japanese model of holistic education—*tokkatsu*—was introduced in the second year of school reform (Table 1). The school introduced the following four types of *tokkatsu* student activities: a) class meeting; b) lunch-serving duties; c) cleaning duties; and d) inter-grade school events. The purpose of these activities was not to have students carry out these chores and activities *per se*; more precisely, they were targeted to give the students a chance to work collaboratively and to develop social skills for dialogue and problem-solving. Significantly, this experience gave teachers a positive experience of student-centered pedagogy and they began to trust their students' leadership. In academic subjects, when students were asked to work on their own, they were hesitant to take an initiative. In contrast, in *tokkatsu* activities, students were able to manage their activities by themselves. Through this experience, teachers realized that students were capable of managing activities if they were given opportunities, gradually nurtured social skills needed, and supported by their peers and teachers. Consequently, teachers started to listen to students' voices and pay attention to their emotions and feelings. The details of these activities can be found in Kusanagi and Suratno (2020).

Table 1: Progress of school reform using SLC and *tokkatsu* at School Y

Year	Semester	Aim of Activities
2018-2019	First semester	- Establishing relationships of trust among teachers - Building collaborations through lesson study
	Second Semester	- Reconsidering the lesson goals, redesigning lessons, and reflecting on student learning through lesson study
2019-2020	First semester	- Establishing relationships of trust between teachers and students
	Second Semester	- Initiating student activities through <i>tokkatsu</i> principles

After the introduction of *tokkatsu* activities, the teacher began to understand the importance of holistic student development student in enriching both students' and teachers' learning experiences.

Students started to be more responsible in carrying out their responsibilities, take care of other classmates' feelings, listen to each other carefully, and collaborate in their activities (both academic and non-academic). Consequently, teachers started to exchange students' stories and have a dialogue with some of their peers. Because *tokkatsu* activities were non-academic and new, teachers were able to experiment with their lessons and felt more comfortable discussing them. The challenge of extending this caring relationship to the whole school, especially to generate higher grades in academic-oriented studies, remains at School Y.

This case provided a unique example of school reform utilizing SLC and *tokkatsu*. This case demonstrated that lesson study provided a framework for professional development, but did not necessarily motivate teachers to support the process of student learning. However, *tokkatsu* provided the necessary framework—a set of student-centered activities—for teachers to closely work with students.

Several factors contributed to the successful adaptation of SLC and *tokkatsu* at School Y. The school vision—supporting the balanced development of students based on Catholic values—matched the philosophy of *tokkatsu*. Thus, the teachers at School Y were religiously motivated to support the wellbeing of students. They shared professional responsibility for character development based on religious values. Another factor was that the SLC principles to build a democratic school matched with the school principal's vision. The principal, with the support of Mr. Suratno and Mr. Rizki, made an effort to overcome the top-down school culture and build a relationship of trust among teachers. She frequently communicated with teachers and gradually delegated authority to teachers to be more involved in school management. She ensured that teachers received the support they needed and felt safe to experiment with lesson study and *tokkatsu* activities. With dialogue and building relations through lesson study and *tokkatsu*, the school was able to overcome a bureaucratic and top-down school culture and establish a learning community.

Potential of the holistic model of Japanese education

In this paper, I discussed how *tokkatsu* provided opportunities for teachers to experiment with student-centered pedagogy and facilitated the process of curriculum and pedagogic transformation. In conclusion, I discuss the potential of *tokkatsu* as a framework for translating 21st-century curriculum and pedagogy into practice. First, *tokkatsu* offers a structure for student-centered activities and an opportunity for students to experience “learning by doing.” More precisely, *tokkatsu* provides a concrete set of activities (e.g., school lunch duties) that enables teachers to design student-centered learning. Concurrently, it provides flexibility to accommodate it in the school setting. In the case of School Y, teachers chose four activities in the beginning (class meeting, lunch-serving duties, cleaning duties, and inter-grade school events) based on their educational goals and accommodated them to the existing school structure. Especially in the case of moral education and character development, implementing the curriculum is a major challenge. For example, teachers may think that their students understand how to be patient or be tolerant, but the reality may be different. Students learn these moral values through interaction with others and trial

and error in *tokkatsu* activities.

Second, *tokkatsu* is a social learning model that recognizes the importance of social relations. Students enjoy *tokkatsu* activities because of an opportunity to interact closely with their peers and create bonds in communities. This contributes to building a safe learning environment where students are able to learn from challenges and mistakes. In an exam-oriented culture (whether in Indonesia or Japan), learning is defined narrowly, and accordingly, students are in competitive relationships with their peers. As a result, they have little opportunity to work with others while engaged in rote learning. If students do not feel safe, they cannot express themselves or take leadership. Consequently, they are unable to benefit from student-centered activities. In *tokkatsu*, students learn how to cooperate in different groups and respect each other's differences with the support of communities. This is also true for teachers. In contrast to subject-based lesson study, teachers did not feel the pressure of being evaluated by their peers in *tokkatsu* activities. Whereas teachers considered lesson study to be an obligation, teachers willingly engaged in *tokkatsu* to make students happy.

Third, *tokkatsu* provides a framework for global citizenship education. It builds a community of learners and provides students an opportunity to engage in collaborative problem-solving. School Y is a privileged private school; however, *tokkatsu* does not intend to nurture elite citizens. While School Y education is based on Catholic values, *tokkatsu* is secular and does not depend on particular religious beliefs. It is based on egalitarian philosophy and equal participation; thus, it aims to equip every student (not just elites or leaders but everyone) with the necessary competencies and skills to be a global citizen. Since School Y serves families of relatively wealthy children, further study is needed to investigate the applicability of this study to a public school.

School Y had an advantage in implementing school reform because of its small size (there were only 12 teachers in the kindergarten, 22 teachers in the elementary school, and 10 teachers in the junior high school). The *tokkatsu* approach worked relatively well in the kindergarten, where the professional identity of teachers strongly aligned with the *tokkatsu* philosophy to care for and support every students. However, there was a limitation in incorporating *tokkatsu* and lesson study activities to subject-based learning, especially at the upper grades in elementary school and junior high school. Nevertheless, School Y has continued to show promising development after the school closure during the COVID-19 pandemic. The school was able to continue various *tokkatsu* activities from home because of their close relationship with parents. Teachers communicated daily with parents using digital devices. Whereas many Indonesian schools struggled to communicate with their students and parents to continue academic learning, School Y managed to create a new program. Students organized after-school club activities (modeled after *tokkatsu* activity) to have fun with their friends. This was critical for students because they felt isolated in the online learning environment and needed a place for socializing.

This case of school reform demonstrated how the dialogic and humanistic approach of *tokkatsu* can support teachers in a VUCA (volatile, uncertain, complex, and agile) environment to transform their practice to accommodate 21st century curriculum and pedagogy. This is also in line with the holistic

and systematic approach advocated by Education for Sustainable Development (UNESCO, 2020). Of course, *tokkatsu* is merely a framework; thus, it is perfectly possible to have a case of top-down *tokkatsu* where students merely follow the orders of teachers to conduct student activities. However, the case of School Y indicated the ability of SLC to establish a necessary structure to build a democratic school and implement *tokkatsu* to structure student activities for their holistic development. Moreover, the case of School Y showed the potential of bringing teachers joy and pride in their profession by restructuring school activities to support students. They enjoy learning with students and learning from students. It is a rewarding experience to witness motivated students organizing these activities.

Note

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Chapter 10.

Japanese Style Education in Egypt: Localization of Tokkatsu Activities in the Egyptian Educational Context

Dr. Aziza Ragab Khalifa

Science Counsellor at the Egyptian Ministry of Education
Technical Education & STEM Unit Manager

Research and Development Team leader

Egyptian-Japanese Schools Project Unit .

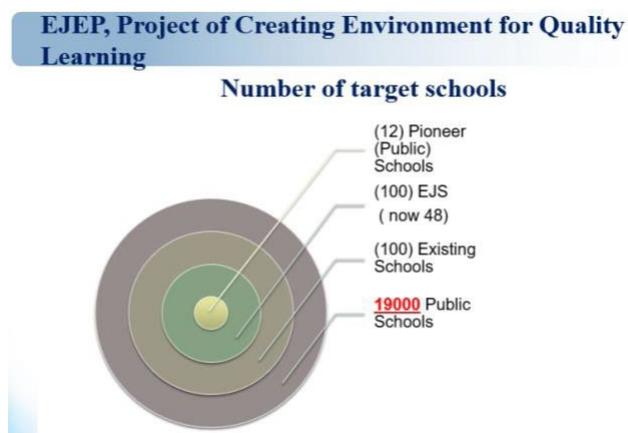


The History

On the occasion of the official visit to Japan by H.E. President. Abdel-Fattah El-Sisi, President of Egypt, in 2016, Egyptian president and Japanese Prime Minister of Japan announced the partnership on education: “EJEP” to empower Egyptian youth, through cooperation in the field of education including early childhood, basic, technical, and higher education, as well as scientific research, technology, and innovation.

The core of this partnership was about introducing the Japanese-style education in Egypt and the promotion of “Tokkatsu” in Egypt, as well as the capacity building of teachers and instructors.

Accordingly, implementation of Tokkatsu in Egypt started through EJEP in a project called the Project of Creating Environment for Quality Learning.



EJEP originally targeted 100 new Egyptian schools and 100 existing school and 12 pioneer schools totaling to 212, and 19,000 public elementary schools all over Egypt.

In order to understand the efforts of the localization of Tokkatsu Activities in the Egyptian Educational context, it is important to explain the unfolding of Tokkatsu implementation since 2015.

Pioneer Schools

We started in 2015/2016 from 2 public schools, in order to understand what kind of Tokkatsu activities can be implemented in Egypt.

Then in the year 2016-2017, 10 more pilot schools were added and it became 12 in total ; later we called them “pioneer schools”.

Development of TOKKATSU Implementation since 2015

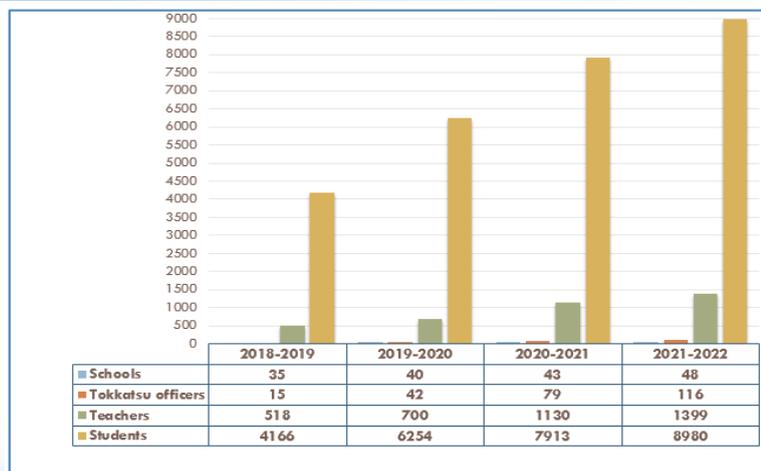


In 2018-2019 , the 1st batch of 35 brand new Egyptian Japanese schools were launched. In the same academic year, a very important Egyptian education reform took place, which is the introduction of the new curriculum based on competency, namely EDU 2.0 for KG ,KG2 and G1.

Gradually, we reached G4 in the current year academic year of 2021-2022. As you can see, the increase in numbers of EJS , in 2018, was 35, but now it has become 48.

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Development of Number of Schools, teachers and TOs in EJS until 2022



Tokkatsu Officers (TOs) responsible for monitoring tokkatsu activities in the schools started from 15 persons . It has now reached 116, teachers from 518 became 1399, students were 4166 and became 8980 (from KG 1 until G4) .

As part of our localization process, Tokkatsu had become part of the Egyptian educational system, through the following institutional structure.

Egyptian-Japanese School Project

Tokkatsu is implemented mainly through the Egyptian – Japanese School project managing unit. (PMU) .

The Project Management Unit (PMU) is responsible mainly for:

- Formulating policies and rules
- Cooperation with other entities
- Developing Educational Strategies
- Developing dissemination and Public relation plans etc.

In PMU, the Tokkatsu technical team is called the research and development team (R&D). (1)

The R & D team is responsible for :

- Developing curriculum and teacher manuals
- Developing Capacity Building Plans and its implementation
- TOKKATSU Officers 'capacity building, follow-up, and evaluation.

In addition, there are many TOs stationed all over Egypt, who are responsible for:

- Monitoring visits , follow up and evaluation
- School staff Capacity building, (principals and teachers ..etc)

For public school EDU 2.O supervisors are supporting for the follow up and evaluation of Tokkatsu as part of new curriculum.

Our Journey in Localizing Tokkatsu

We Started our journey for localization of Tokkatsu by a series of training visit by distinguished Japanese professors in Tokkatsu since 2016 , such as Prof. Sugita , and many other professors who helped us, and they are still supporting us in the process of knowing and understanding Japanese Tokkatsu, to be able to localize it together.

Many delegations of Tokkatsu Officers (TOs), teachers and officials of MOETE place. Some of these training programs were organized by JICA headquarter in many parts in Japan , mainly for TOs, and other training program mainly for teachers and principals were organized by the Egyptian government and delivered by Fukui university .

Accumulation of experience and the increase in scope of implementing Tokkatsu in Egypt made us build a system for cooperation between schools , TOs , Core TOs, and Japanese Experts(called the Technical Cooperation Team). The flow of information and experiences goes both ways from top- down, and from down- top.

The Tokkatsu Officers 'regular monitoring observation results are reported to the PMU by using Epicollect application, which transfers them into graphs. This monitoring visit is based on the rubric developed in the Tokkatsu teacher manual by Japanese experts and R&D team.

All the previous efforts lead to formulating many local experts of the Egyptian version of Tokkatsu, and many central and regional capacity-building events are organized by these local experts.

Various programs are implemented , and the target audiences varies between TOs , teachers , principals, etc. In addition, many national and international end of year seminars are organized, some with the faculty of educations, others with some countries implementing Tokkatsu such as Malaysia and Indonesia, etc.

The very recent step in the institutionalization of Tokkatsu in Egypt is the Certification and Training System of Tokkatsu in Egypt (TTCS) which started by accrediting 12 main core TOs by the Joint committee of Egyptian and Japanese experts, noted above.

A plan to extend the TTCS to include teachers, principals, and schools as well I ongoing (as of Feb. 2022).

Implementing Tokkatsu in Egyptian Schools

In the 1st level of elementary school in Egypt , Tokkatsu has been introduced to three difference schools,

Activities in Egyptian-Japanese schools, Existing schools and Public schools.

Egyptian-Japanese schools	Existing schools	Public Schools
Classroom Discussion	Classroom Discussion	Classroom Discussion
Classroom Instructions	Classroom Instructions	Classroom Instructions
Daily Coordinators	Daily Coordinators	Daily Coordinators
School Events	School Events	
Cleaning	Cleaning	
Morning and End of Day Meeting		
Morning Quiet Learning		
Chosen Task activity		
Maintaining Personal Health and Hygiene through an Integrated Approach (EJS Initiative)		

In the public schools, totaling around 19,000 , we apply 3 main Tokkatsu activities, namely classroom discussion, classroom instruction. and daily coordinators. The existing schools are normal schools operating already in Egypt, and they are near to the EJS, and have chosen to be part of the EJEP, and apply some Tokkatsu activities (adding school events and cleaning on the Tokkatsu basics applied in public schools).

In EJS which are brand new schools built similar to Japanese schools, and applying more activities, 9 activities , adding morning and the end of day meetings , morning quiet learning , chosen task activities, and health and hygiene integrated approach above the menu of existing schools, and this menu increases every year.

As explained, localizing Tokkatsu in the Egyptian educational context is happening in many kinds of schools , for example, public schools applied classroom discussion with available resources, and teachers explain for the students how to implement it.

In EJS you can see classroom discussion has supported the improvment of class life, and has helped the class students cooperate , understanding others' feelings , accepting each others differences through discussion until they reach a consensus and work together to implement it , then review it to improve the next time.

In classroom instructions , other teachers are tackling attitude problems in public schools.

The following pictures will show how we are implementing tokkatsu in Egyptian schools:



Classroom Discussion in ECS



Morning Meeting

Cleaning



Daily Coordinator



Brushing Teeth



**Learning through Playing in KG
"Sand Box"**



Partly due to our strong relations with the community and parents, many initiative took place at EJS such as , fraternity day , the pharaoh 's golden parade event, etc.



Not only in primary school, but our localization process extends to KG . Many of our schools are learning through playing , target and free playing . Also, all EJS schools have sand boxes installed, and you can see students enjoying playing in them.

Tokkatsu is implemented in the normal school day , and when The COVID- 19 crisis occurred, PMU started a plan to continue Tokkatsu at home. WinjiGo, an application designed for our students and teachers to interact and communicate and deliver academic content, was used. We also developed some alternatives for normal Tokkatsu class setups, such as word file instead of the normal board.

Our students continue to do the normal routine they learned in our schools, even at their homes , such as brushing teeth , washing hands, and even daily cleaning activity . And after they returned back to school, students continue learning more about health and hygiene.

Concluding Remarks

Finally, I want to share with you our strategy to disseminate Tokkatsu in Egypt. Part of this dissemination strategy is by choosing the existing school to be near to a EJS, so that they can exchange visits and learn together. Then, more neighbour schools can learn from these experiences accordingly .

In addition, many sharing experiential activities occurred all over Egypt, such as monitoring visits by TOs , lesson study by the R&D team and Japanese experts (JICA , volunteers , Japanese supervisors), as well as organizing regional and national sharing experiences conference.

Moreover, many orientation seminars for public school were organised.



Lesson study is a main method for teacher exchange, and supports dissemination all over Egypt; the presence of local and Japanese experts allows this to occur. Many activities of Japanese style education implemented in Egypt are covered by local news, TV programs and SNS platforms, etc .

PMU, with the support of JICA, is producing many videos to spread the correct information required for the implementation of Tokkatsu in Egyptian school. Many educators and teacher watch these videos and materials.

I will give the example of one video which was created as a model classroom instruction in one of the pioneer schools with title , “lets wash our hands properly “ ; as part of the precautions of preventing the spread of COVID- 19. (For watching this video, please scan the following QR code).



Lastly, I would like to share the same saying I heard from Prof. Ryoko Tsuneyoshi :

Tokkatsu in Japan and Egypt have the same goal, but each side has a different way to reach this goal, based on their own context and conditions.

And all of our efforts for localizing Tokkatsu in Egypt, is part of our journey for discovering the way that matches our conditions in Egypt.

Notes

(1) I am honored to be the R&D team leader and to be working with very skilful colleagues among the best team who know about Tokkatsu and its implementation in Egypt.

Further Resources

A series of documentary video materials is available for the use in Egypt, showing the real example of Tokkatsu activities and detailed explanations of how these activities can be put into practice in different school settings.

Please scan the QR code to see the following our official Youtube channel for more details.



Chapter 11

The TOKKATSU Plus Model in Egypt and Its Possibilities Abroad

Hiroshi Sugita

Kokugakuin University

Professor

The Introduction of TOKKATSU in Egypt

In the introduction, I would like to talk about Tokkatsu in Egypt and my involvement with it.

At the 2015 Japan-Egypt summit meeting, Egyptian President El-Shishi requested the introduction of Japanese-style education to Egypt. In the background, I think there was an interest in fostering "non-cognitive abilities" and "social emotional skills," which were becoming more and more popular around the world, exemplified in acts of cooperation, as can be seen in Japanese schooling.

Specifically, EJEP (Egypt Japan Educational Partnership) was formed between the two governments, and "Tokkatsu" in Egypt was to be promoted in basic education. Due to my career as a special curriculum officer (on Tokkatsu) of the Ministry of Education, Culture, Sports, Science and Technology of Japan, I became involved in this project as a JICA Tokkatsu education expert.

The main roles were training master trainers (the current "Tokkatsu Officers") who are Tokkatsu leaders, giving guidance to EJS (Egypt-Japanese school) teachers, giving lectures to other university personnel, providing enlightenment activities through the media, etc.

It was probably difficult for people in Egypt to understand the Tokkatsu philosophy (Sugita, 2020), Tokkatsu being a Japanese style model, because of the different cultures, values, social conditions, and educational systems between Egypt and Japan. With the emergence of excellent Egyptian leaders in Tokkatsu, however, educational activities at EJS are on track and are steadily moving forward.

Different Accessibility of Tokkatsu Activities

(1) Easily Understood Tokkatsu Activities

Regarding the cleaning duty, the logic, "schools are similar to a society (or home), so we will clean our school ourselves" was easily understood and cleaning activities spread. As a result, children learned to adopt the same attitude for cleaning at home or on the streets which they learned through their experience of cleaning school classrooms, school playgrounds, corridors, etc. Parents reported that the children would say that to throw garbage on the street was not something one does. Thus, the effect of such activities at school are starting to be seen beyond

the classroom. However, there are still many parents who ask, "Why do I need my children to clean up when it is possible to hire a janitor (or maid)?"

For daily monitors, it helps organize the child's life. It is popular because everyone can have the opportunity to take on the role of leader, and in the class, everyone gets a role (a position in which one feels accepted and belongs) and learns to accept and treat fairly, diverse people such as children who need special support. The effect is also beginning to appear in this area.

It is starting to be understood in the discussion and practice of classroom meetings, that it is not only the teacher who controls classroom life, but it is also the children who learn that they can solve problems in their classes and school life by consensus-building through discussions; children realize that they have the power to create a school life which is enjoyable. This has greatly reduced the number of children who are absent from school.

Regarding the discussion and practice of class guidance, it is now understood that it is important that children are able to exercise autonomy and independence by designing their own problem-solving methods rather than merely following the instruction of teachers.

Activities such as classroom discussion activities are highly regarded, and the sentiments can be summed up in words such as: "through activities, children acquire the qualities and ability to live and work well in the future. " "Children will be able to build a consensus with each other and make decisions on their own, which will help them acquire self-confidence", and as for the entire Tokkatsu activities including school events, " schools and communities collaborate to raise children, human resources, for families and society. " Due to such strengths, classroom meetings and discussions on class guidance will be held at all schools, as the period of "Tokkatsu" in the Egyptian Course of Study for one hour a week.

(2) Extracurricular Activities that were Difficult to Understand

Initially, there was a misunderstanding that the attitude of the teacher to encourage the child's initiative rather than the teacher taking control and teaching was Tokkatsu, and that it was a function, not the content. The same could be said of the teaching system in which the teacher cooperates in a team. Thus, there was a misunderstanding that "Tokkatsu should be incorporated into all subjects." Especially, it was confused with active learning, and it was difficult for teachers to understand.

Although discussions on classroom activities as a form spread, and there were positive responses, there was a confusion between "autonomous discussions for consensus building" and "discussion for decision making"; there tended to be cases in which the class took an easy way out by quickly adopting majority voting (over time-consuming discussion).

Also, when the form (as versus content) of discussion was emphasized, the guidance tends to become teacher-controlled, and the vision of the child behind the form (what kind of child you want to raise) tends to recede.

Tokkatsu in Egypt and Future Implications Abroad

In order to enable Japanese-style education centered on Tokkatsu in Egypt to take root, "continuous guidance by Japanese," "developing Egyptian leaders," "developing a curriculum for training teachers related to Tokkatsu at the university level," "building a training system for in-service teachers," "building an instructional system that clarifies the division of roles of the Ministry of Education ⇒ education office ⇒ board of education," "Tokkatsu taking into consideration the difference in the educational environment between Japan and Egypt, and localized practices that can be adopted in Egyptian schools and take root, and the localization of methods and contents" are major themes.

In addition, since Tokkatsu is an educational activity created by teachers of Japanese schools, and since there are few Japanese teachers concentrating on Tokkatsu who can speak English, it is important that good interpreters can be involved.

Regarding the "continuous guidance by Japanese people" plays a positive role in addressing the problem that only the method of the activity such as the format of discussion tends to spread, and it is difficult for the philosophy behind Tokkatsu solution to take hold.

In addition, regarding "Tokkatsu taking into consideration the difference in the educational environment between Japan and Egypt, and localized practices that can be adopted in Egyptian schools and take root, and the localization of methods and contents," the following are examples of the context in which Japanese teachers teach. The dissemination of Tokkatsu depends a lot on whether such factors can be adjusted to the Egyptian context and take root: the working hours and salaries of faculty and staff, and the actual Japanese-style education in the daily routine of the school, whether it is possible to secure time, "building an in-school organization that teaches in a team centered on the classroom teacher system" like

in Japan and "building in-school training that aims to improve teaching skills in a team such as lesson studies."

In particular, it is necessary to disseminate and apply routine discussion methods, list what should be done at each school, and determine priorities.

The introduction of Tokkatsu activities in Egypt was assisted by two major miraculous timing. These may be in some ways uniquely Egyptian, but there are many things which others adopting the Tokkatsu model can learn from.

A characteristic of Egypt is that the introduction of Japanese-style education started with the strong leadership of the president himself, and efficient and systematic dissemination was carried out under strong administrative guidance. In addition, shortly after the introduction of Tokkatsu began, a major educational reform called the Education 2.0 was carried out, and by reviewing the curriculum from scratch, it was possible to establish a "Tokkatsu" period for one hour a week in the new Course of Study. This made it possible for all 18,000 schools nationwide to work on Tokkatsu.

In general, when incorporating Japanese-style education, in most countries, it is extremely difficult to target schools across the country or add new time and content to the existing curricula. In such countries, Tokkatsu may be implemented with the guidance of a particular researcher who shows interest in Tokkatsu, and may take advantage of the school's discretionary time, etc., to practice Tokkatsu, or Tokkatsu may be incorporated as part of the existing curriculum. Tokkatsu can also become an educational function, for example, the child may be asked to solve issues in life in a self-initiated manner.

On the other hand, in Egypt, since it started with the instructions from above, not from the request of educators and people, building the commitment of teachers is all the more important. In the future, the decisive factor for the success of Tokkatsu will be "how can teachers and parents in the real setting, appreciate and understand the philosophy and effect and necessity of Tokkatsu activities?" This is possibly a common issue when introducing Tokkatsu in many countries.

Thus, it is important to mention that in Japan, the following two effects in general in the attitude survey of teachers of Tokkatsu research schools can be identified.

- In order to enable children to experience children-centered learning, teachers reply that they have learned to "believe," "anticipate good results and to not interfere," "to refrain from

explaining right away and to wait (for the children to engage in self-initiated learning)," "using praise and encouragement as the basis of instruction," and that this has changed their relationship with the children. Becoming able to recognize the deep relationship between subject guidance and extracurricular activities guidance, and become aware of related guidance.

Specifically, for example, it is conceivable to investigate the following items with Egyptian EJS teachers and utilize the results as evidence for the introduction of Tokkatsu activities.

○ As you started to work on Tokkatsu activities, was there any change in you that you noticed, such as in how you saw children, how you thought about children, your response and awareness etc.?

- The desired child image
- Children's perspective
- How you interact with children
- What you learned from children

○ If you answered "yes", why? Please be specific.

○ Do you want to continue to cherish such things in the future?

○ Did you have any particular feelings about the relationship between other subjects and Tokkatsu activities? What kind of subject is it related to in what way?

I think that the influence of changes in teaching views by teachers can be shared in other countries as well.

The second thing peculiar to Egypt is that EJS (Egypt / Japanese School) was set up in various parts of Egypt, and new teachers and students were recruited. At first, there was concern that the spread of Tokkatsu to general schools would be delayed, but in reality, the following spread effects were seen.

- There were many parents who wished to enroll their children in EJS, and many people became more interested in Japanese-style education.
- TO (Tokkatsu Officers) will be assigned there, and will make use of what they have learned to fulfill their guidance role, and newly hired excellent and motivated faculty members will

take the lead in Japanese-style education centered on Tokkatsu. A high-quality model school has been established (it will play the role of the pilot school). This may be seen as one of the ways to improve the performance of schools nationwide in many countries.

Also, the Egyptian government independently recruited Japanese supervisors, and actually hired many Japanese, and assigned them to EJS. They can directly assist the principal and this enhances the effect of introducing Japanese-style education. In the future, it is necessary to consider the division of roles between Egyptian Tokkatsu Officers (TO), and Japan Overseas Cooperation Volunteers; the collaboration with Japanese schools within Egypt is also a factor to be considered.

Even if the scale is different, these factors are similar in that they accompany the involvement of Japanese people in overseas assistance of the model. For example, it is conceivable that Japanese supervisors will utilize their knowledge of what was effective locally.

Furthermore, characteristic of Egypt is that it has begun to build a TTCS (Tokkatsu Training and Certification System), a Tokkatsu training certification system. The members consist of Egyptian Ministry of Education officials, university researchers, Japanese researchers and practitioners (I am one of the members), and after undergoing written tests, exercises, interviews, dissertations, etc., candidates are certified as TO (Tokkatsu Officers) officially. This might be difficult to utilize in other countries without changing it to the country context, but it will be helpful when thinking about when considering the training of leaders.

When transferring the Tokkatsu model, the focus tends to be on communicating the content of activities and teaching methods. However, we should pay attention more to the philosophy, the reasoning behind the Japanese-style education.

For example:

- General educational goals cannot be limited to the instruction of subjects alone. Personality formation (such as social emotional skills) , such as social skills and how one lives, non-subject and extracurricular activities, are indispensable. That is why extracurricular activities play an equivalent role as subjects in education, and that is why they are also officially positioned in the curriculum in school education alongside subjects (Tokkatsu and moral education as a special subject).
- Not only "lessons" but also "life" itself should be the subject of education (cleaning, etc.)
- It is not "life" given by the teacher, but a life (in school) that holds as its educational content,

a "PDCA activity of independent life creation by a team of children." In addition, importance is placed on accepting differences and diversity, and living in a group while thinking about the people around them.

- For example, children should be responsible for their living attitudes and living habits, health and safety. In addition, the guidance should not only be a one-way guidance from the teacher, such as in the case of disciplining, but should be aimed at helping the children develop their own goals and self-development (development of the skills which enable them to educate themselves). (Classroom Activities 2,3)

- For educational areas without textbooks, such as student guidance, teachers should work as a team to share and learn from each other's teaching philosophies; thus, teachers can influence each other to grow when collaborating in a team (Tokkatsu in general applies to this type of learning).

- For this reason, even in classes other than academic subjects, teachers improve their teaching skills through Lesson Study (lesson research).

In all of these cases, the quality of the children's group greatly determines the outcome of all educational guidance, which is why educational instruction and building the classroom community, and student guidance are interconnected (two wheels of the bicycle).

And Tokkatsu, which plays a central role in classroom management and student guidance, contribute to the children's ability to take independent initiatives in creating their classroom life, creating groups for learning, and developing themselves (classroom meetings, kakari activities, classroom assembly activities, etc.) as contrasted with a one-way guidance from the teacher.

- In terms of school life development, teams of children of different ages (multi-age groups) are important, and the older children should be motivated to take care of younger children, which would foster leadership and followership (children's councils, club activities, and school events)

- The school should place importance on raising the level of the floor, not on elite education. Not just a few leaders, but also the concept of "scene leaders" that allows more children to experience leadership by taking turns (in the primary education stage, students take turns to be on daily duty, presiding over class meetings, learning leaders, etc.)

Conclusion

Until now, Tokkatsu in Japan have been focused on "human relationship building (accepting differences and diversity and living together while acknowledging each other)," "social participation (fulfilling one's role in one's organization or society and contributing to its development)," and "self-actualization (living one's life while always being aware of what one wants to be). We have been fostering these attitudes through experiential and practical activities in school life. This is essential no matter how rapid the changes in society (society 5.0), such as the evolution of ICT and individual optimization using big data are. In other words, Tokkatsu can be said to be an activity that realistically embodies certain aspects of the SDGs (17 Sustainable Development Goals) through activities that aim to enrich classroom and school life- small societies, through activities in which students identify personal goals and strive for personal growth, and students also identify social issues and work together to improve society. What is important is the vision of "what kind of children we want to raise" as a shaper of such a society. This vision of the children we want to raise comes first; then, we can discuss how Tokkatsu can be used, and what kind of teaching can be utilized to reach that end.

The introduction of Tokkatsu in Egypt will also serve as an opportunity to verify this. It is a challenge not only to reproduce the content and form of Tokkatsu, but also to see how we can change the teachers' view of teaching and the quality of children's learning. In this respect, the series of various efforts, trial and error, and the knowledge gained through them in Egypt should serve as a reference for the overseas development of Tokkatsu in many countries in the future.

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Chapter 12

Future Directions

Ryoko Tsuneyoshi

Bunkyo Gakuin University
Vice President

&

Specially Appointed Professor (The School of Foreign
Studies)

Vision, Mission, and the “Core”

In this report, we have brought together various information, which is not yet systematically organized, but which nevertheless, together, show what kinds of activities are taking place around the Japanese model of holistic education, the Tokkatsu model.

Though the development of noncognitive skills, not just the cognitive, is now an international concern, there are various ways to target this.

The characteristic of the Japanese Tokkatsu model is that it sees the noncognitive as not just as something to be added on to the subject curriculum, but an equal (if not more fundamental) component of education. The situating of nonsubject hours beside subject hours within the official curriculum is an indication of this commitment.

However, if the goal was only to integrate the nonsubjects with the subjects, it would not have to be in a certain direction. For example, school cleaning is an activity which is a nonsubject, and is often cited as a Japanese educational strength. Yet school cleaning can be accomplished very undemocratically, with the teacher acting like a dictator, and punishing the children for being “lazy.” This would accomplish the goal of a clean classroom, but would not be seen as in line with the Tokkatsu model.

Why? Because children are being told to clean, not wanting to clean by themselves. The cultivation of inner motivation is at the core of the Tokkatsu model. If we take cleaning as an example, children should be doing it because they understand its meaning (thus the need for classroom discussion), and therefore, would be doing it even if no one is watching. The experience of collaborating with one’s classmates, with the community, at home, helps the growth of inner directedness. The method is to “learn by doing.”

In the transfer of educational models, it is always important that the receiving country adjust or recreate the model to meet the needs of their societal and cultural context. However, there are also revisions which the original country would see as disassociated, or even counter to the spirit of the original model. These are revisions which go against the “core” of what the original model was about.

Since the Tokkatsu model attempts to develop a certain child or children who will then contribute to creating a certain society, it is also vital for educators to clarify and share what that vision is, and what their mission of educating children is. All other matters, such as teaching skills, originate from this vision. Unlike math, which has a parent discipline, it is this vision that leads Tokkatsu practices in a particular direction.

Therefore, to start, I can identify two questions which have come up in the discussion of the Tokkatsu model in this report, which might help future discussions.

The vision of the holistic child will inevitably lead to an emphasis on developing not only cognitive skills, but noncognitive as well in an integrated way. It leaves open for discussion, however, how it is done, and where it is done, etc. The child is not only learning in school. he/she is also learning in the community and home. Therefore, advancing a holistic view of educating the child necessitates a learning community, not only among teachers, but among teachers, families, and the community.

1) What is the vision of the society and child/children schooling is to contribute to? What is the mission of educators?

What is the image of the child/children you are striving for? What are the qualities the child/children have? What is the vision of society, the world, which this child/children will contribute in creating? Identifying this drives the practices of Tokkatsu model in a certain direction.

2) Discussions on what the “core” is and why

While flexibly adjusting to the social and cultural context and adjusting to student needs is important, it is also important to maintain the core characteristics of what distinguishes that model from others. What are the core characteristics of a model that make it that model? What are the characteristics, if discarded, would make the practices a different model, even if it appears to be similar on the surface?

If we take the example of the Japanese Tokkatsu model, because the practices of the model are something they are too familiar with for many Japanese teachers, they often cannot explain what the “core” is. It is when the “core” is violated, that the boundaries of the model become clear.

What is at the “core” of the Tokkatsu model? I mention a few which have emerged in this report, but the process of explaining the core further, is the task of the future.

Supported by a view of the student and society which is democratic

Inner motivation cultivated by understanding, making sense of what one is doing

Learning by doing, learning by collaboration.

Covers a wide range of noncognitive skills, not limited to social and emotional skills, but also life skills, citizenship education, various value education, etc.

School is life for children

Integrating learning together and learning alone

Integrating nonsubject, noncognitive learning to raise a balanced child—intellect, values, and health, etc.

etc.

3) **Modernizing Tradition**

It seems that that one of the roles of an international model emerging from Japan, an Asian country, is that it presents an alternative or complementary model to western models which are dominant in the international sphere. All models have their strengths and weaknesses.

Many countries, including Asian countries, have had a view of the role of education as holistic, and have been experimenting with how to translate that into the language of education. The Japanese characteristic in this context is probably that nonsubject learning was brought into the official curriculum, integrating it with subjects, in a way to advance the postwar commitment to building a democratic and peaceful society.

4) **Creating Equal Partnerships**

Though educational models from nonwestern countries such as Singapore and Japan, as well as western countries but whose native tongue is not English, such as Finland, have attracted international interest and have diversified the landscape of educational transfer, the flow of transfer still tends to be from the economically developed countries of the west to “others.”

In cases in which the government engages in the transfer, especially when funding is involved, as noted by Yuto Kitamura’s chapter, this can present problems in creating mutual and equal partnerships.

However, equalizing partnerships lead to mutual learning, and the importance of mutual learning is noted by many of the chapters.

For example, some activities which might help to create equalizing partnerships might include:

A Forming international networks and internal networks of learning

B Establishing a platform to share information

Allows access to practices in other countries

Allows teachers to think about what works in countries which do not have a tradition of Tokkatsu (picking children to focus on and learning about them, cf. Catherine Lewis's chapter, skills which help teachers observe students, for example, creating lesson plans, *mitori*=how to observe students)

Identifying other holistic models, cultural resources within the countries involved, sharing visions

C Providing collaborative learning experiences for teachers across cultures

D Identifying areas that are most effective in realizing the vision

Existing areas in Japan: safety and health education, food education, etc.

E Identifying new areas of learning, learning technologies, which have the potential to do this, for example, using IT (Tsuneyoshi, 2022), techniques which allow multicultural communication, etc.

5) **Empowering Teachers and Children to Create**

One of the ways in which teachers can innovate new ways to conduct holistic education is through Lesson Study. Jointly discussing, observing, and analyzing practices seen as promoting the goal of educating children holistically can be done collaboratively. Such teacher learning serves as the basis of collaborative learning among children.

6) **Methods of Teaching, Target Skills/Competencies**

After educators have identified the vision of what direction they are moving, there is the topic of what kinds of methods are most effective to reach that end. Some examples of the practices are introduced below:

Methods of cultivating inner motivation--classroom discussions, learning by doing together, collaborative learning, etc.

Learning to balance between the individual and the group---use of small groups and collaboration (collaborative innovation and problem-solving, listening skills, speaking skills)

Extending the impact beyond the school to families, communities, and the society—

internalizing the behavior patterns, activities with the community, continuity from preschool to high school with growing complexity, and repeating learning by doing every school day (classroom meetings, lunch and cleaning every day), in various forms (club activities, lunch, cleaning, school events, etc.)

Changing the Original Model

The practices of the Tokkatsu model are remade by Japanese teachers as the children change, and the needs of the families and community change. Though government level committees may identify a basic trend, such as the nuclearization of families and the need for children to come to know others of a different age, in any particular school or community, the needs would be different. The children find themselves in a different socialization environment depending on, for example, whether the community is a new development of company employees, or whether the community is a depopulated area with an aging population. The needs of the children and their families would be different. This would necessitate identifying different challenges faced by one's students and what educators need to do.

This collaborative teacher learning process can be extended beyond the borders of one country. Learning from a cross-national, cross-cultural teams of teachers would indeed change the original model as well promote the intercultural learning of educators.

Final Remarks

I end this report with this list of items which might help take the Tokkatsu model of holistic education to a more universal stage, or at least to a more diversified stage. In the country context of Japan, collaboration of teachers supports the collaboration of children.

Likewise, the international collaboration of teachers, policymakers, and researchers could support the collaborative multicultural learning of teachers in various countries to better understand how to educate children holistically.

References

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Learners and Teachers (pp.221-226), OECD Publishing, Paris,
<https://doi.org/10.1787/bbeca162-en>. (from the OECD and World Bank).

Appendix

Further Resources:

- 1 **Educating the Whole Child: Tokkatsu (website)**
<http://www.p.u-tokyo.ac.jp/~tsunelab/tokkatsu/>
- 2 PADECO homepage on holistic education and on the EDU-Port project
<https://padeco.education/holisticeducation/>
(Practice models)
<https://holisticedu.padeco.education/en/>
(EDU-Port Research Project)
<https://www.eduport.mext.go.jp/case/research/project-list/>
- 3 **Global and Multicultural Research Institute** <https://www.gmsresearch.net>
- 4 **School Project, Yamaha Corporation EDU-Port Project**
https://www.yamaha.com/en/about/activities/school_project/
- 5 **EDU-Port Japan** <https://www.eduport.mext.go.jp/en/>
- 6 **World Association of Lesson Studies (WALS)** <https://www.walsnet.org/>
- 7 **Projects (includes former) of the Japanese model of holistic education at the Center for Advanced School Education and Evidence-based Research (CASEER), Graduate School of Education, The University of Tokyo**
<https://www.schoolexcellence.p.u-tokyo.ac.jp/projects-list/jpmodel/>
<https://www.schoolexcellence.p.u-tokyo.ac.jp/projects-list/jpmodel/>
- 8 **Egypt-Japan Schools**
<https://www.facebook.com/EJS.PMU/>
- 9 **Various Japanese model of holistic education related teachers' associations (Japanese)**
Nihon Tokubetsu Katsudo Gakkai JASEA <https://jaseatokkatsu.jimdo.com/>
Zenkoku Shogakko Gakkogyoji Kenkyukai <https://zensyo-gyou.com/>
Tokubetsu Katsudo Kibo no kai <https://kibounokai.web.wox.cc/>
and many others

People

Ryoko Tsuneyoshi chapters 1, 12

Bunkyo Gakuin University, Vice President and Specially Appointed Professor (Graduate School of Foreign Language). Former professor, Graduate School of Education, The University of Tokyo (2000-2020). Head of the GMS Research Institute (Global and Multicultural Society Research Institute): rtsuneyoshi@gmsresearch.org.

Catherine Lewis chapter 2

Professor Emeritus, Mills College. President, World Association for Lesson Studies.

Yuto Kitamura chapter 3

Professor, Graduate School of Education, The University of Tokyo. EDU-Port committee member. Ph.D. from UCLA. Formerly worked at UNESCO. Research Focus: Educational Development.

Shichiro Tanaka chapter 4

Collaborating Researcher. Senior Advisor in Education, Japan International Cooperation Agency (JICA). Former PADECO consultant. Ph.D. from the Graduate School of Education, the University of Tokyo.

Nobuhiro Setoguchi chapter 5

Senior Consultant, PADECO Co. Ltd.

Saki Kishimoto chapter 6

Consultant/Analyst, PADECO Co. Ltd.

Kazuhiko Nambu chapter 7

Specially-Appointed Professor, Head of Bunkyo Gakuin Affiliated CLEC (kodomo eigo kyoiku senta). Bunkyo Gakuin University. Chief Researcher of Global Multicultural Competence Development, GMC Research Institute.

Yuji Nishiyama chapter 7

Teacher, Bunkyo Gakuin University Girls' Junior and Senior High School.

Yumiko Bessho chapter 7

Teacher, Bunkyo Gakuin University Girls' Junior and Senior High School.

Tatang Suratno chapter 8

Professor, Universitas Pendidikan Indonesia (UPI) Bandung, Indonesia University of Education, Teacher Education. He has been actively educating students in the Japanese model of holistic education, and is helping schools in Indonesia as well. For publications, see: <https://upi.academia.edu/TatangSURATNO>.

Yohana Dhita Mahayani Dewi chapter 8

Principal, St. Yusup Elementary School. St. Yusup Elementary School has been engaging in holistic educational practices with the assistance of Professor Tatang Suratno and Professor Kanako Kusanagi.

Lidwina Eva Septiani chapter 8

Principal, St. Yusup Junior High School. Same as above.

Kanako Kusanagi chapter 9

Assistant Professor, CASEER, Graduate School of Education, The University of Tokyo. Chief Researcher (International Cooperation), GMS Research Institute. She has been assisting Indonesian schools with both Lesson Study and Tokkatsu.

Aziza Ragab Khalifa chapter 10

Minister Counsellor and Head of R & D Team, Ministry of Education and Technical Education. She has been involved with the Japanese model of holistic education (Tokkatsu) project from the very start.

Hiroshi Sugita chapter 11

Professor, Faculty of Human Development, Department of Elementary Education, Kokugauin University. Former Senior Specialist for Curriculum (*kyoka chosakan*), Ministry of Education. He has advised Egyptian teachers in adopting the Tokkatsu model.

