

# Holistic Education: Japanese Hands-On Approach

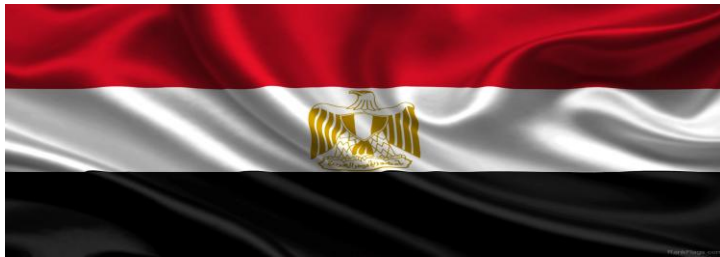
## JICA Knowledge Co-Creation Program 2025: Final Presentation

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**EGYPT**

- **Egypt** – Land of history and culture and the heart of the **Middle East**.
- **Egypt** is located in the north part of **Africa** and the number of population: ~111 million
- **Education**: largest student capacity in the Arab world.



# Introduction

***Name:*** Marwa Medhat Mahmoud Saleh

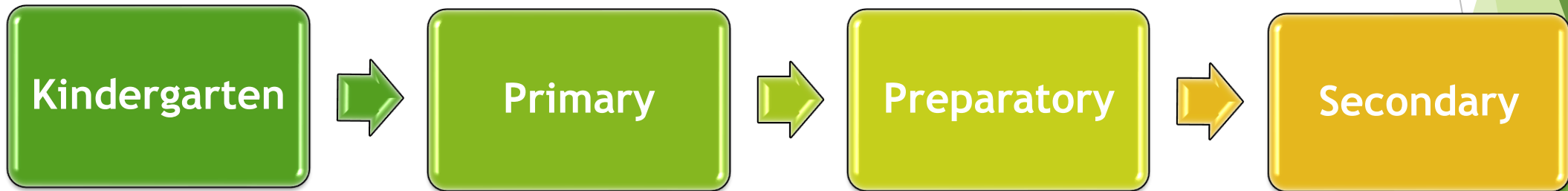
***Job Title:*** Kindergarten English Academic Advisor

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- **Over 25 million students are enrolled**
- **Education is compulsory from ages 6–15**

## Structure



# Challenges to focus on (PMU perspective)

- Teacher Training**
- Kindergarten structure and schedule**
- Activities and Events**
- Policies**
- Food Education**

# What is your plan?

## Teacher Training

### What I've learned:

- ↓ The course itself was holistic, built on teamwork, collaboration, communication, reflection and exploration.
- ↓ At Bunkyo, teachers emphasized social-emotional learning, reflection and collaboration.
- ↓ Continuous professional growth and peer learning were key to maintain quality of education.

### Action plan:

- Hold teacher development sessions focusing on holistic practices. (Monthly inside the schools) and (Online/offline twice per year).
- Create peer mentoring groups to encourage collaboration.
- Launch a video observation and reflection program to follow up with teachers. (PMU)
- Provide AED and CPR training to strengthen staff competence and confidence.

# Kindergarten structure and schedule

## What I've Learned:

- ↓ Structured classrooms and flexible daily routines help children become independent and curious learners.
- ↓ At Bunkyo and Haramachi, children confidently moved between play and learning in organized spaces.

## Action Plan:

- ↓ Organize classrooms with clear labeling and defined learning areas.
- ↓ Create a guide for teachers on the class corners and display.
- ↓ Implement a flexible daily schedule.
- ↓ Plan weekly library visit to let children choose their own books and small farm projects/School farm activity.
- ↓ Launch a Pet Theme Project to nurture empathy and responsibility.



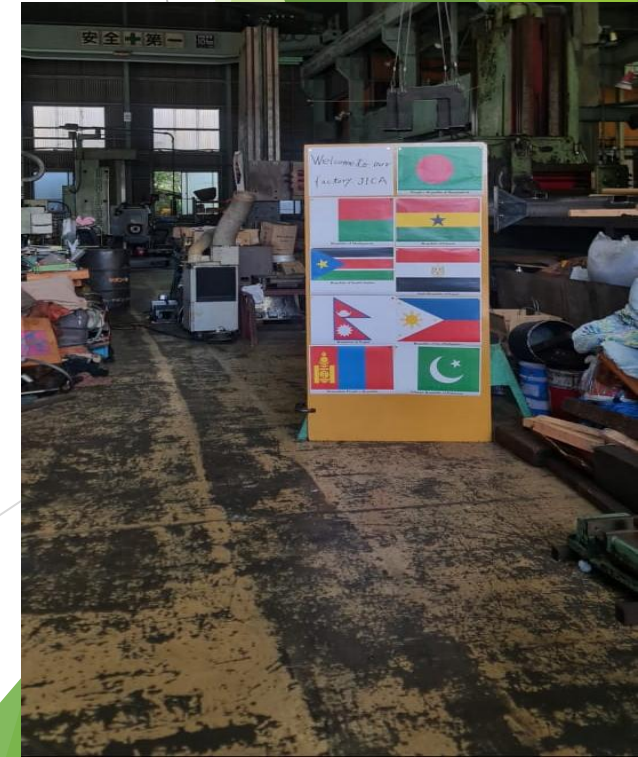
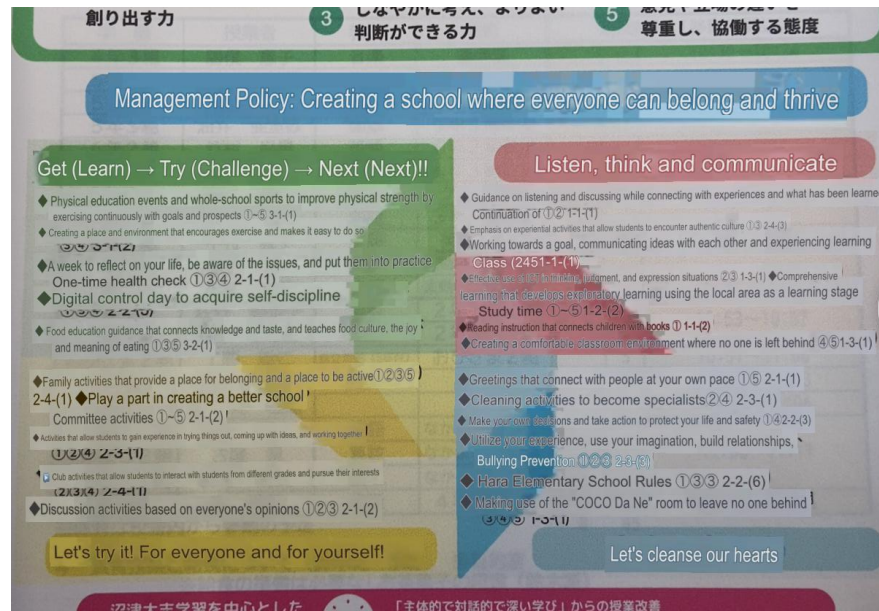
# Policies

## What I've Learned:

- From Numazu City schools, I learned about the PDCA cycle (Plan–Do–Check–Act) for continuous improvement.
- Environment-School collaboration. (Ex: Factory visit- *Nakamama Washi*- Collaborative Manufacturing)

## Action Plan:

- Develop a School Management Plan using the PDCA approach. (PMU collaboration)
- Integrate hands-on learning into the curriculum.
- Field visits for children.



# Activities and Events

## What I've Learned:

- ↓ Activities and events develop creativity, cooperation, and community spirit.
- ↓ At Haramachi, Hara, and Haneda, students learned through Sports Days, crafts, and traditional events with parent involvement.

## Action Plan:

- ↓ **Origami activities to reinforce the fine motor skills and to help children think effectively.**
- ↓ **Introduce traditional activities like the tea ceremony and the flower arrangement but in the Egyptian way.**
- ↓ **Organize recycling, music, and cooking projects and relate them to the national curriculum.**
- ↓ **Create a Popcorn Day for joyful parent–child engagement.**



# Project Management Unit of The Egyptian Japanese Schools

## What I've learned

- ↓ Successful implementation requires coordination, monitoring, and expert collaboration.
- ↓ Long-term change happens through small, consistent actions.

## Action Plan

- ↓ PMU: oversee training, policy, and monitoring.
- ↓ Collaboration with Sekini-san: provide advisory and technical support.

## Timeline

- 0–6 months: Teacher training & classroom model.
- 1 year: Expand activities & food education.
- 2–3 years: Institutionalize best practices.

# What is your plan?

## Food Education

### What we have learned:

- ↳ From Hara Elementary, Haramachi, and Bunkyo, I saw how food education fosters manners, nutrition awareness, and gratitude.

### Action Plan:

- ↳ Create a Food Guide with food nutrient and recipes and post it in every class.
- ↳ Hold monthly Eat Together sessions.
- ↳ Train teachers on food safety and nutrition.
- ↳ Give the school nurse the nutritionist task; as she will teach children and parents how to have a balanced diet and to know the types of nutrients in their food.



**Name:** *Asmaa Sabry Ahmed AlJabaly*

**Job Title:** Vice-principal at the Egyptian Japanese Schools (EJS).

**Extra duties:** Member of the Academic Support Team for Science at the Project Management Unit.

**Address:** Egyptian Japanese School 10th of Ramadan



# Challenges to focus on (School management perspective)

- Food Education.**
- Parents role.**
- Disability Classes.**
- Scientific method and inquiry-based learning.**
- Committees.**
- Environmental studies and home economics.**
- School festivals.**
- Library.**
- Research in science and social studies.**

# What is your plan?

## Parents' role

### What we have learned:

- ↓ Parents in Japan actively participate in school activities with their children.
- ↓ Schools send daily reports to parents to keep them informed about their children's progress.
- ↓ Parents attend birthday parties and taste their children's food to learn about healthy preparation methods.
- ↓ Menus are designed with six colors of healthy food to promote a balanced diet.

### Our Action Plan:

#### To implement what we have learned, we will:

- ↓ Invite parents to monthly meetings to explain the importance of participating in their children's school activities and learning experiences.

# What is your plan?

## Disability Classes

### What we have learned:

- ↓ In Japan, there are three main sections for children with disabilities:
  - 1- Schools for children with physical, visual, or hearing disabilities.
  - 2- Classes within regular schools for children with intellectual or autism-related needs.
  - 3- Resource rooms for students who need emotional or social support.
- ↓ It is common to see mothers attending classes to assist or learn how to support their children.
- ↓ There are also classes designed for children who refuse to attend school.

### Action plan:

#### To implement what I have learned I will:

- ↓ Encourage close teamwork between resource room teachers and classroom teachers so every child feels supported and understood.
- ↓ Create a welcoming and well-equipped resource room filled with engaging materials and tools that make learning easier and more enjoyable depending on recycling as we can.
- ↓ Regularly check on each student's progress and keep open communication with parents to celebrate successes and overcome challenges together.

# What is your plan?

## Scientific method and Inquiry based learning

### What I have learned:

- ↓ In Japan, teachers encourage students to ask “why” and “how” – not just to find the right answer, but to think deeply and enjoy discovering new ideas.
- ↓ Learning is hands-on; do researches about certain topic or theme, ask questions, do more researches, experiment, and discuss together, etc., just like a real scientists.
- ↓ Mistakes are seen as part of the learning journey – a chance to reflect and grow, not something to fear.

### Action Plan:

#### We will ask our teachers and train them to:

1. Ask and Wonder: encourage students to ask “why” and “how” questions – as learning is about discovery, not just answers. This can be implemented at the beginning of the year.
2. Explore and Do: let students search, ask questions, do more researches, do experiment, and work together, while teachers guide gently.
3. Grow Through Mistakes: treat errors as learning opportunities, help students build confidence and resilience.

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# What is your plan?

## Committees

### What I have already learned in Japan:

- ↓ Students choose the committees they are interested in.
- ↓ They have committees like, management, environmental, welfare and health committees.
- ↓ They plan for the school trips.

### Action plan:

#### To implement what I have learned I will:

1. Activating the role of school committees; management committee, environment committee and Japanese culture committee to spread it there (tea ceremony, Japanese language etc.....)
2. Engaging the students in preparing and planning for the school trips and where to go and who will do what.

# What is your plan?

## Environmental studies and home economics:

- ↓ What I have already learnt in Japan:
- ↓ Students have activities to explore the environment around.
- ↓ Students attend home economics class where they can learn cooking and weaving, as well.
- ↓ Students attend English classes from a broad perspective which is language communication activities.

### **Action plan:**

#### **To implement what I have learned I will:**

1. Engage students in activities to explore more about the environment; visiting factories and companies.
2. Have time for home economics activities; cooking together and learning weaving bags etc.
3. Implement and prepare the school theatre for implementing language communication activities and English fair.

# What is your plan?

## School Festivals:

### What I have already learned in Japan:

- ↓ Students collaborate to prepare for the school festivals and events.

### Action plan:

### To implement what I have learned I will:

1. Engage students to prepare and plans for school festivals e.g. graduation ceremony, the drama club and sports day.



# What is your plan?

## Library

### **What I have already learned in Japan:**

Students visit the library regularly to read and research.

### **Action plan:**

### **To implement what I have learned I will:**

Send students to the library, at least once a week, to read and research in the concepts that really interest them.



# What is your plan?

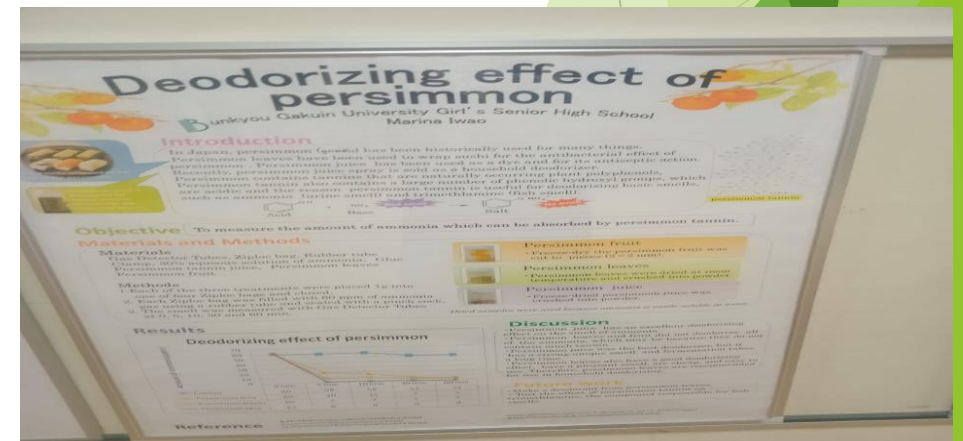
## Research in science and social

### What I have already learned in Japan:

Students research together in science and social studies about concepts and fields they are interested in together in groups.

### Action plan:

Assess students' comprehension of research and how to collaborate to produce come up with feasible results for their research problem and how to answer the research questions.



# Conclusion

**From the above-mentioned criteria we will conclude the following:**

We have witnessed the Japanese education system which has strongly impressed and inspired us to share and transfer “Holistic Education” in Egyptian classrooms and how to teach students to have a sense of responsibility and belonging to their society.



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