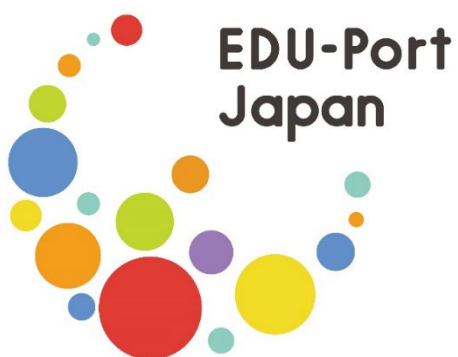


EDU-Port Japan

List of Projects

Ministry of Education, Culture, Sports,
Science and Technology- JAPAN



March 2024

Introduction of EDU-Port Japan

EDU-Port Japan is a public-private nationwide initiative to proactively introduce Japanese-style education overseas by providing a collaborative platform, which is organized by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), to foster momentum conducive to introducing distinctively Japanese education. The platform is supported by the Ministry of Economy, Trade and Industry (METI), the Ministry of Foreign Affairs (MOFA), the Japan International Cooperation Agency (JICA) and Japan External Trade Organization (JETRO) as well as local governments, educational institutions, private businesses and NPOs.

The three pillars of EDU-Port Japan are “Improvement of quality of Japan’s education through further internationalization”, “Enhancement of mutual understanding and contribution towards SDGs”, and “Contribution to Japan’s economic growth”.



113 pilot projects have been implemented in a total of 53 countries and regions since 2016. This leaflet summarizes 32 projects which were implemented in Fiscal year 2023 together with contacts of their implementing organizations.

You can explore the outlines of other projects on the EDU-Port Japan website by region, category and word search.

URL : <https://www.eduport.mext.go.jp/en/csearch/>



The EDU-Port Japan website also introduces you to other EDU-Port Japan platform member organizations, which are willing to make educational collaboration with international partners.

URL : <https://www.eduport.mext.go.jp/en/platform-member/>



We wish this leaflet will serve as a bridge between you and the EDU-Port Japan platform member organizations.

March 2024

EDU-Port Japan Secretariat
Mail : ml-eduport@k-rc.co.jp

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This project aims to contribute to the quality of education in the African region by developing schools for the 21st-century education and building professional learning communities and networks to support teachers' learning. For this purpose, University of Fukui will collaborate with Nalikule College of Education in Malawi to conduct lesson studies in conjunction with the online program. Moreover, this project aims to expand the scale of the roundtable that has been operated in Malawi in the African region and Fukui-Africa to establish a sustainable implementation framework. Furthermore, through these initiatives, this project also aims to improve the quality of students' learning.

Project Purpose

In Africa, improvement of the quality of education is required, in particular the establishment of a system for training in-service teachers is urgently needed. The project aims to establish appropriate in-service teacher training and in-school training in the region through collaboration between schools, administrative bodies, and teacher education institutions. Establishing a professional learning community network through roundtables and lesson studies, and improving the quality of children's learning through these initiatives.

Activities & Outputs

1. Follow-up on the activities within each country
 - Monthly meeting

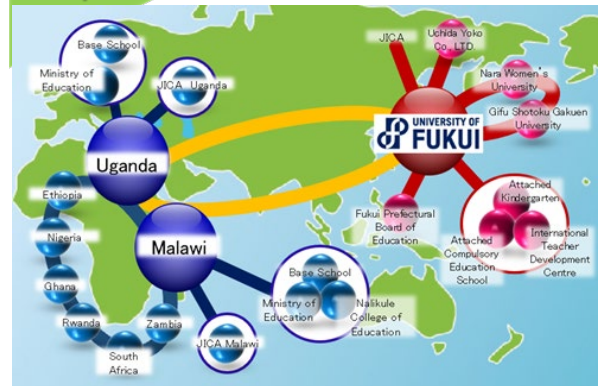
Hold monthly online follow-up meetings to share and review recent activities with other participants

 - Visit and analyze the current situation in the field

Malawi: Discussions with Nalikule College of Education and cluster schools .
South Africa: Presentation at the University of Pretoria and observation of a local pre-lesson planning session

2. Provide opportunities to share achievements from each country
 - Report in the Fukui Roundtable Sessions:
Share outcomes at the sessions in June 2023 and February 2024.
 - Participation in the World Association of Lesson Study (WALS) Conference: Attended WALS held in the Netherlands on November 26-29, 2023, and 6 participants shared activities and results in their countries during a poster session.

Implementation Structure



Meeting with Nalikule College of Education (Malawi)



Presentation at the University of Pretoria (South Africa)



WALS Conference poster session (the Netherlands)



Talks with the WALS president for development of the African lesson study community

Way Forward & Message from the Project

- Way Forward
 - Connecting practitioners of lesson study in various countries and building a network within Africa
- Message from the Project
 - The Fukui Roundtable for exchange of foreign practices and reflection is held semi-annually in February and June. We are waiting for your participation. For more information, please visit the university website. <https://www.fu-edu.net/>

In today's knowledge-based society, where people are expected to update their knowledge even after completing school, this project is to examine whether young people who are working can improve their discipline, self-esteem, and ability to devise solutions to problems (non-cognitive abilities) as well as their mathematics and logical thinking (cognitive abilities) by acquiring the habit of learning mathematics. This project will examine the meaning of these abilities and the process of their formation. For this purpose, we will combine Nagoya University's expertise in skill evaluation accumulated in Africa with learning materials tailored to individual abilities.

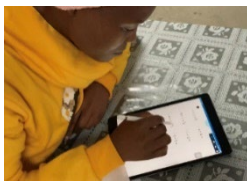
Project Purpose

We will examine how the habit of learning mathematics enhances cognitive and non-cognitive skills and productivity among young people working for local South African companies. Based on the findings from the validation, we aim to make recommendations for skills development in South Africa, and to develop them into learning services for the working population.

Activities & Outputs

Intervention and assessment completed for Seven Companies

We conducted a pre-assessment before the intervention and a post-assessment after the intervention with a total of 246 employees of seven South African sewing companies (123 in the intervention group and 123 in the control group), using an assessment designed in collaboration with Nagoya University. The intervention group learned Kumon math online using tablet devices for three months. As a result, we were able to obtain raw data to measure the change in workers' abilities in terms of cognitive, non-cognitive, and vocational skills. The final result will be released in April.



Learning is done using tablet devices



The pre-assessment including a skills test

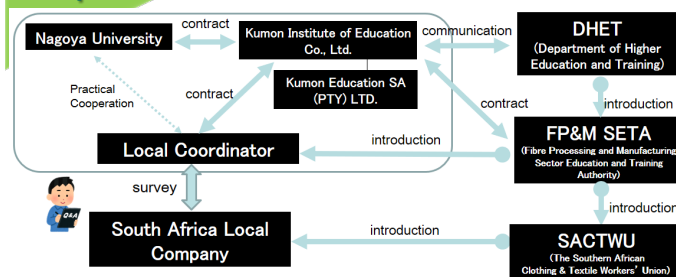


Factory employees in the local sewing industry in South Africa

Way Forward & Message from the Project

Based on the analysis of the assessment results that will be released in April 2024, we will develop Kumon learning program for industrial workers in companies outside of Japan, including South Africa. By improving workers' "soft skills" through Kumon learning, we believe we can contribute not only to develop people's abilities and skills but also their engagement with the companies.

Implementation Structure



Establishment of future cooperation with FP&M SETA

We explained the progress of the project and requested future cooperation from FP&M SETA, which is in charge of training in the sewing industry, and were able to receive continued support towards commercialization.

* FP&M SETA: Fibre Processing & Manufacturing Sector Education Training Authority

Expectations from Local South African Companies

We received positive feedback on the learning program from the managers and participants of the companies in which we conducted the survey. Several company managers expressed a desire to continue the program, depending on the results of the analysis.

Through collaboration with local teachers and trials at partner schools, science education content used in Japan will be recreated into a form that is in line with Turkish primary and secondary education curriculum and classes. By providing local schools with educational kits and teaching methods as a set, we aim to enhance opportunities for experiments and promote the introduction of hypothesis-validation classes, contributing to the improvement of the quality of science education which can encourage the development of higher-order thinking skills.

Project Purpose

To improve teaching methods for science education and to provide better education that contributes to the development of higher-level thinking skills.

Activities & Outputs

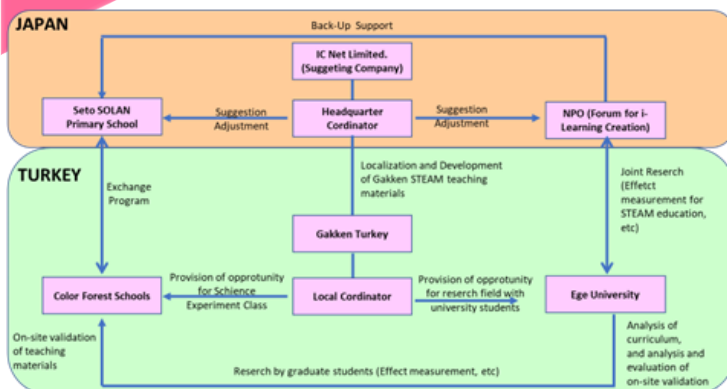
【Activities】

- Analyzed the Turkish curriculum and investigated the compatibility of Gakken's science experiment kits, and translated the manuals for the science experiment materials into Turkish.
- Conducted verification classes of science experiments at local partner schools, and now officially conducting science experiment classes at three elementary and junior high schools.

【Science experiment classes at elementary and junior high schools】



Implementation Structure



【Outputs】

- Alignment between Gakken's science experiment kits and the Turkish curriculum was ensured.
- Educational materials were developed using local materials and tested in the field.
- The project was officially introduced in December 2022 with contracts signed with three local schools, and the service was launched in September 2023.
- A science show was held to promote the science experiment classes.

Way Forward & Message from the Project

With the cooperation of our Japanese partners, local staff, teachers and principals of the partner schools, we were able to officially launch the science experiment classes and bring the excitement and thrill of science to Turkish children. We will continue to work hard to develop the remaining themes of materials and further improve the contents so that many schools in Turkey will be able to use the program.

Contact

IC Net Limited, Global Business and Entrepreneurship Department
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This project aims to integrate knowledge gained in online classes during COVID-19 pandemic with new Japanese-style education. This project will share the online learning experiences in Japan and Cambodia, and create an opportunity for students from both countries to participate together in an international presentation competition.

Project Purpose

- ① To implement collaborative teaching in both countries, compile insights, and design an E-learning course.
- ② To form teams with universities in both countries, and make presentations on SDGs at an international conference held in Japan.
- ③ To explore the approach to enhance learning experience through “one child one laptop”.

Activities & Outputs

- ① Conducted a study on a syllabus aimed at developing speaking skills for learners learning English as a Foreign Language (E.F.L.) and designed an E-learning program for it.
- ② Three teams formed by universities in Cambodia and Japan created a presentation and presented it at an international conference named World Youth Meeting with a scale of 1,000 participants.



Collaborative lesson

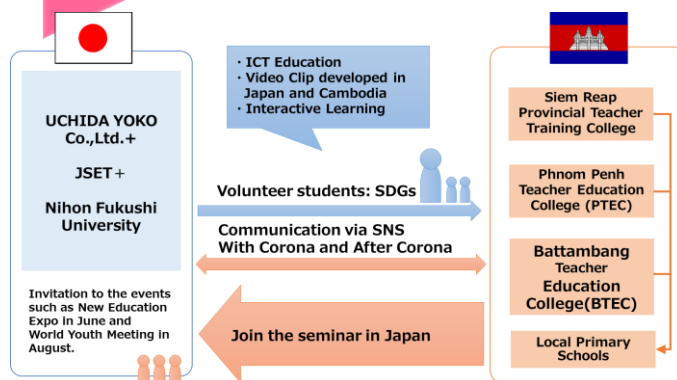


Meeting with Cambodian Teacher College



25th World Youth Meeting supported by MEXT and Cabinet Office

Implementation Structure



- ③ In February, conducted overseas fieldwork to promote internationalization of Japanese students. Visited schools in Cambodia and experienced teaching assistance in elementary schools.
- ④ Visited Battambang Education University, Phnom Penh Education University, and Siem Reap Teacher Training School, and developed a curriculum based on mutual exchange.

Way Forward & Message from the Project

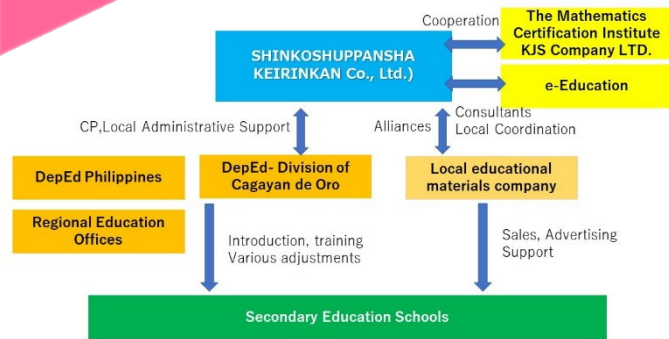
- ① Confirmed the intention to advance E-Learning, which connects students in the classroom and enhances speaking skills.
- ② To address SDGs challenges in both countries with continuity, Production activities play a crucial role in supporting these efforts. This includes collaborative presentations and sharing video clips. In the future, there is a desire to expand collaborative activities among multiple schools, fostering mutually beneficial exchange.

This project will introduce “Smart Lecture”, a combined paper-digital teaching tool, to public and private elementary and secondary schools in the Philippines to verify its effectiveness. Through improving math skills of students, this project aims to contribute to building a productive workforce that is the essential condition for industrial development and sustainable economic growth.

Project Purpose

The Philippines ranks 77th among 78 countries and regions in the OECD's 2018 Programme for International Student Assessment (PISA) in terms of mathematical literacy, making low math skills a major challenge. For the development of the Philippines, the advancement of its industries, and the development of its industrial human resources, we aim to improve mathematical literacy through the use of our educational material, “Smart Lecture”.

Implementation Structure



Activities & Outputs

Activities in Cagayan de Oro City, Philippines

We have been working on a pilot project with the Cagayan de Oro City Office of Education in Mindanao, Philippines. Our company has a video resource called “Smart Lecture” that explains the content of textbooks and teaching materials with audio and hand-drawings. We proposed the use of Smart Lecture so that teachers can easily understand Japanese-style explanations and teaching methods.

Pilot project and Commercialization

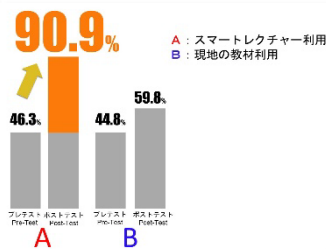
The learning effects were verified in Group A using Smart Lecture and Group B using local materials at public and private schools in Cagayan de Oro City. The learning effect was confirmed in the group using Smart Lecture. Smart Lecture was converted into an application and sold as a product for schools, and was adopted by a major private school, Xavier University - Ateneo de Cagayan junior high school.



Learning with Smart Lecture



Students of Xavier junior high school with their certificates



Smart Lecture's learning effectiveness was proven!



App-enabled products Smart Lecture ebook

Way Forward & Message from the Project

While appealing with the adoption of the EDU-Port Japan Supported Project and the advantages of Japanese-style mathematics, we are planning for business development with local partners. We have achieved sales results through application-enabled products, as smartphones use in learning has taken root. Through an alliance agreement with a local company, we aim to spread the product throughout the Philippines. We also hope to apply these evidences and experiences to education in Japan, deepen exchanges with the Philippines, and develop various businesses.

SHINKOSHUPPANSHA KEIRINKAN Co., Ltd.,

School Business Planning Dept. OKAMURA Toshiki

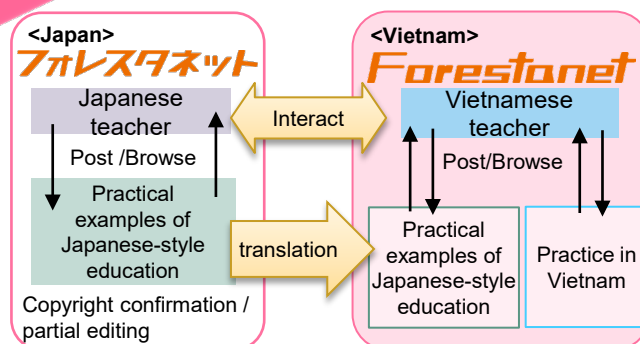
TEL : 06-6779-1531, Email : to-okamura@shinko-keirin.co.jp

“Forestanet” is an online platform among Japanese teachers to share their teaching methods (e.g. how to write on the blackboard, sample handouts, etc.), classroom management skills (e.g. how to maintain classroom environment, how to develop students’ capacity, etc.) and others. This project aims to establish Vietnamese version of the “Forestanet” system to encourage information-sharing among Vietnamese teachers and university students who want to become teachers by translating various contents created by Japanese teachers into Vietnamese and upload them to the “Forestanet”.

Project Purpose

We will directly deliver the high-quality and practical contents created in the Japanese educational scene, to meet the needs of the Vietnamese government for “dissemination of education and improvement of the quality of education”.

Implementation Structure



Activities & Outputs

(1) Maintenance of Vietnam version Forestanet

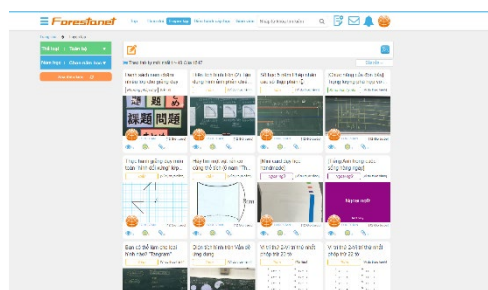
In collaboration with Kaopiz Co., Ltd., a Vietnamese corporation, we manage to operate Forestanet stably without any system troubles or communication failures. The system is maintained by Vietnamese engineers, who developed the system to match local culture and needs.



Forestanet
“Forestanet” in Vietnam

(2) Content selection / translation/posting

Among the contents collected in the Japanese version of Forestanet, we translated practices that were highly compatible with school education in Vietnam. 4,091 contents were posted which is 1.6 times more than originally planned.



Site content list page

Way Forward & Message from the Project

[Promotion of the site utilization]

The accumulation of contents has progressed further than planned by utilizing the Japanese-style educational practices stored in the Japanese version of Forestanet. We would like to focus on delivering these contents to teachers in Vietnam.

Contact

SPRIX Inc., Public Education Division

SHIMANUKI Ryota

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Creation of diverse learning opportunities through collaboration between Sri Lanka and Japan 【Sri Lanka】



We aim to enhance learning support to include people in poverty in Sri Lanka under the social disruption triggered by COVID-19 and worsening economic conditions. To expand the use of digital education, we will strengthen cooperation with NGOs in addition to schools and tuition centers. Also, Digital Math Contest incorporating Japanese-style math education will be held internationally including other operating countries like Indonesia, as well as an event to compete in the amount of learning. Through enhancing interaction between Sri Lankan and Japanese students, we aim to foster an international perspective among them.

Project Purpose

- To create learning opportunities with schools, tutoring schools, and NGOs in Sri Lanka where the long closure of schools due to COVID-19 and the economic crisis has led to a serious decline in academic performance.
- To foster learning motivation and an international perspective in the students of both Sri Lanka and Japanese through exchanges among them.

Activities & Outputs

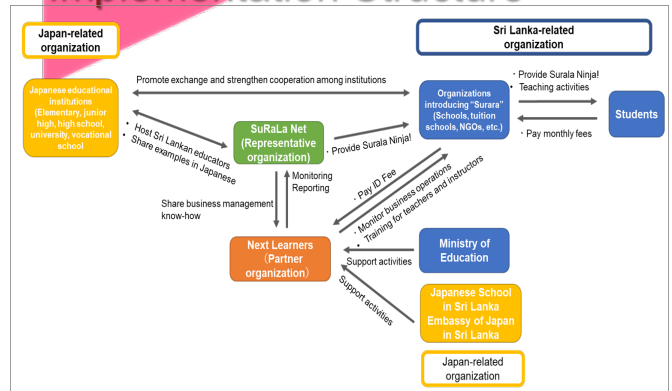
Working with NGOs to provide learning opportunities for children in poverty

COVID-19 and the subsequent economic crisis have resulted in long periods of school closure and severe loss of learning opportunities. The international NGO ChildFund Sri Lanka is working to improve the academic skills of children in poverty that can be utilized in daily lives, and it has introduced a digital mathematics material "Surala Ninja!" It is currently providing learning opportunities to about 800 children in 12 child support centers across Sri Lanka. The use of our digital learning material is expanding in other NGOs, such as Humedica International Lanka.

Way Forward & Message from the Project

In order to recover learning losses, through collaboration with NGOs, we have contributed to the improvement of basic academic skills by providing ICT materials that enable personalized and optimized learning for students who tend to be left behind, such as the poor and those in remote areas. In the future, we intend to strengthen our cooperation with companies and organizations in Japan in order to continue our educational activities in Sri Lanka.

Implementation Structure



In facing a lack of electronic equipment for digital learning, we also contribute to improving the learning environment for children in Sri Lanka by providing tablets free of charge.



During Class



Facilitator training

They participate in events such as the 'Digital Math Contest' and the 'Surala Cup', where they aim to achieve their learning targets. In addition to improving their basic academic skills, the students also develop self-esteem and an international perspective.

Through the meetings with Ministry of Education and Training in Vietnam, physical education teachers training and demonstrations in schools, Mizuno aspires to introduce our proprietary developed exercise program “Hexathlon” to all the public primary schools in Vietnam. Mizuno believes this will contribute to improve the physical education classes in Vietnam, of which currently lacks to provide to children with the opportunities to practice movements such as “running”, “jumping” or “throwing” under the limitation of time allocated to the classes. Furthermore, we aim to share the joy of exercise with the children, to decrease health problems such as obesity and contribute to the sustaining healthy lives of the Vietnamese people.

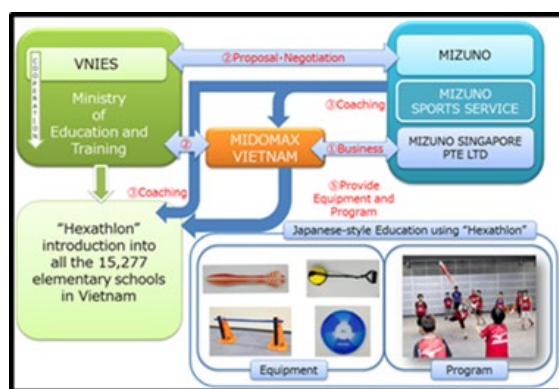
Project Purpose

The needs of physical education classes in Vietnam primary school education are

- 1) To teach children different kinds of movements efficiently within the 30 minutes of physical education class.
- 2) To enhance children’s physical strength and athletic ability
- 3) To decrease health problems such as obesity
- 4) To contribute to health enhancement.

By introducing Japanese-style Education, we do not only meet the needs mentioned above, but also improve children’ judgement and communication skills in a mid-long term.

Implementation Structure



Activities & Outputs

MOU signed under the presence of Ministers of Japan and Vietnam

On October 11, 2023, in the presence of the ministers of both countries, we Mizuno had signed a new memorandum of understanding with the Ministry of Education and Training of Vietnam.



Big smiles with Mizuno Hexathlon



NEW MOU signed



Physical Education Equipments Council in Vietnam

Monetization of Mizuno Hexathlon Business

Together with various partners, we Mizuno are currently working for adding Mizuno Hexathlon equipment to the Vietnamese National Equipment List, which is the most essential milestone toward monetization by unifying social contribution and business.

Way Forward & Message from the Project

In order to realize a global sustainable society, We Mizuno will continuously endeavor to prosper “SDGs business” with the sprits of “justice above profit”.



Contact

MIZUNO CORPORATION Global Corporate & Marketing Office
MIZUTANI Akira
TEL: 06-6614-8155, Email: amizutan@mizuno.co.jp

For third grade of Egyptian-Japanese School (EJS) which has no music subject, this project will create teaching materials based on Japanese-style music education, conduct music teacher training, and introduce music classes. For fourth grade which has music classes without instrumental music curriculum, this project will provide teacher training and recorder lessons by expanding the number of pilot schools. Through these activities, this project further seeks to contribute to the achievement of Goal 4, 10, 16 and 17 of SDGs in collaboration with the Ministry of Education and Technical Education.

Project Purpose

To support the promotion of EDUCATION 2.0, a new educational guideline with holistic curriculum at Egyptian Japanese Schools (EJS) from the angle of music education, and improve the quality and contents of education.

Activities & Outputs

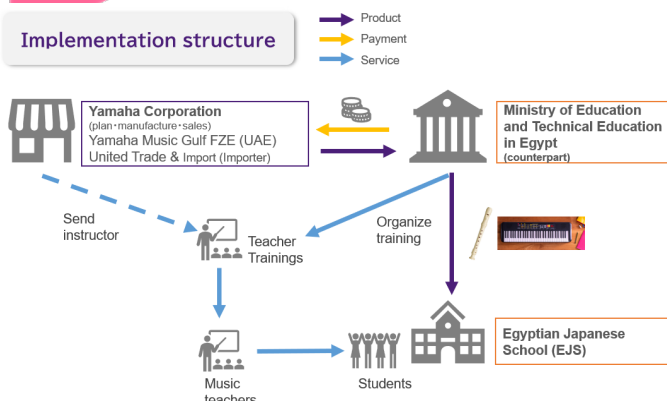
■ Implementation of classes using new educational materials

Classes were held in 40 schools using new educational materials that promote interactive learning by children rather than one-way teaching by teachers, such as pair work and group work.

■ Implementing Student Performance

School concerts were held in 35 schools.

Implementation Structure



■ Assessment of non-cognitive skills

A post-questionnaire survey was conducted for teachers and children in June 2023.

Approximately 1,300 responses were received from 40 schools.

Pre & Post-questionnaire results and class videos are currently being analyzed at Gakugei University Children Institute for the Future.



Engaging in group work



Learning using the new educational materials



Playing recorders in the classroom



Student performance

Way Forward & Message from the Project

As the new educational materials were first introduced, some children were seen happily singing and playing the recorder, while others seemed confused by their first group work. During the New Year holiday season, professor MORIJIRI of Tokyo Gakugei University, who participated in the production of the educational materials, traveled to Egypt to conduct training and school visits.

As the new school year begins, we are continuously working for the realization of independent learning through music.

Contact

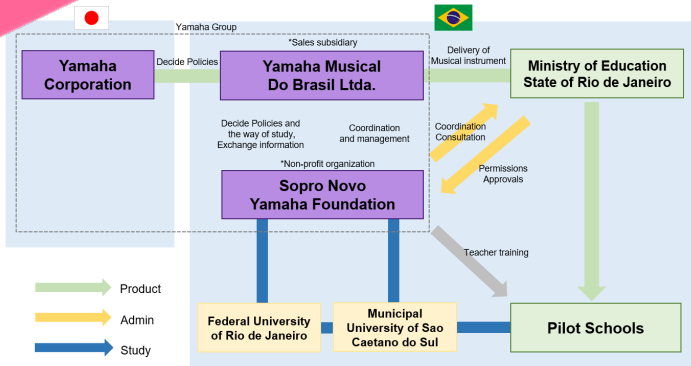
Yamaha Corporation, Musical Instruments & Audio Products Sales Unit,
 Asia-Pacific Sales Division HAYASHI, HIBINO
 Email: inquiry-school-prj-SMB@music.yamaha.com

To support the promotion of holistic education in Brazil, this project will provide students with Japanese-style instrumental music education using recorders. Based on the 10 competencies that the Ministry of Education in Brazil has set as the “Base Nacional Comum Curricular (BNCC)”, this project will conduct a research about what kind of “non-cognitive skills” can be nurtured by Japanese-style instrumental music education in Rio de Janeiro.

Project Purpose

To support the promotion of holistic education in Brazil following reforms to the curriculum of early childhood and primary education initiated in December 2017.

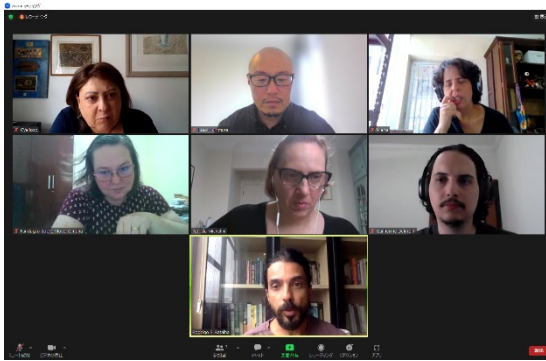
Implementation Structure



Activities & Outputs

Local optimization of research design

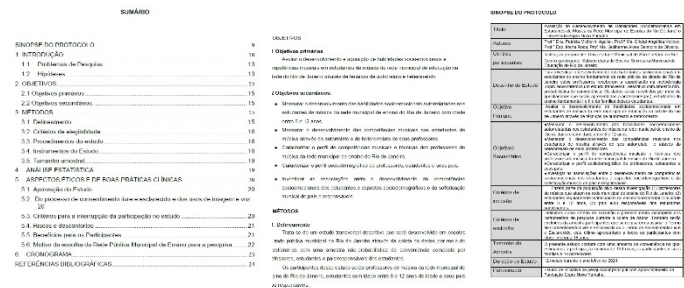
The Brazilian research team took the lead in arranging and optimizing the research design to make the pilot and non-cognitive skills survey more relevant to local situation.



Meeting with the Brazilian research team

Prepare and submit ethics application

The details finalized in the meetings described on the left are compiled into an ethics application form and submitted to the authorities.



Ethics application form with details of research objectives, design, etc.

Way Forward & Message from the Project

The project was pushed back one year from the start of activities scheduled in January 2023. Upon careful discussions with the Brazilian side regarding the non-cognitive skill survey methodology, implementation of the project was approved after optimizing the content of the research design to suit the local situation. As we head into the implementation phase of the pilot and survey, we will give our efforts to resolving any issues in order to support the promotion of holistic education going forward.

Development of model curriculum of food sciences and implementation of Japanese-style science education [Republic of Peru]

This project will improve and continue the contents of three existing courses (“Sake Studies-basic”, “Sake Studies-Advanced” and “Japanese Tea Studies”), offered at the Catholic University of Santa María (UCSM) in Peru.

Additionally, the development of two new courses namely “Taste and Aroma” and “Traditional Foods” was completed and both will be offered from March 2024 at the UCSM. Romanian American University (RAU) in Romania, which is a new participant, is planning to offer a course on “Sake Studies/basic” starting in February 2024, with faculty members from UCSM and Indiana University (IU)

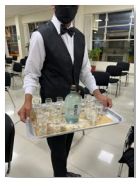
Project Purpose

The purpose of this course is to develop a model curriculum related to the production, distribution, and consumption of traditional Japanese foods, and to develop Japanese-style science education overseas.

Activities & Outputs

1) Development and conducting a course of “Sake Studies”

- 2017-2019: Sake seminar and lecture held at Indiana University (Indiana, USA)
- 2018: “Sake” lecture held at “Romania American University: RAU (Bucharest, Romania)”
- Development of new course on “Sake studies” with National Research Institute of Brewing
- 2021: “Sake studies” course was performed at UCSM
- 2022: “Sake-Basic” course was performed at UCSM
- 2023: “Sake-Advanced” course was performed at UCSM
- 2024: “Sake -Basic” course will be performed at RAU with faculties of UCSM and IU

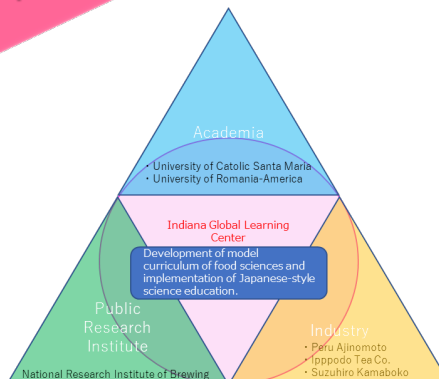


Sake tasting session



Tea tasting session

Implementation Structure



2) Development and conducting a course of “Tea Studies”

From the subjects of “Umami” and “Japanese Cuisine” in Sake Studies, a new course of “Tea Studies” was developed with Ippodo Tea company (Kyoto, Japan).

- 2022: “Tea studies” course was performed at “UCSM”
- 3) New lecture courses “Taste and Flavor” and “Traditional Food” will be offered at UCSM from March 2024.
- 4) Started developing new courses “Fermented Food Studies”, “Distilled alcohol Beverage Studies” and “Japanese Confectionery Studies”.
- 5) Lifelong education programs “Sake” and “Japanese Tea” will be held in the major cities such as Chicago using new equipment developed by the National Research Institute of Brewing.



Results debriefing session



UCSM

Way Forward & Message from the Project

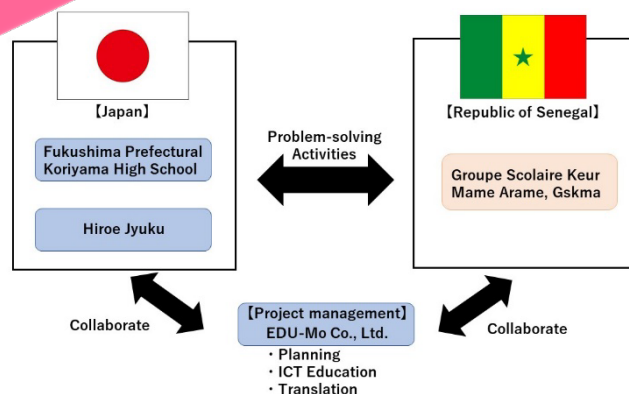
- Development of new lecture and experimental courses by deepening the contents derived from each subjects of “Sake Studies”.
- Development of teaching materials.
- Develop a science education curriculum based on the outcomes of food science research in Japan and implement educational curriculum overseas.

This project will provide elementary, junior high, and high school students in Senegal and Japan with Education for International Understanding to learn, think, and solve domestic problems of both countries on their own initiative. This project aims to improve the quality of education in Senegal (teachers, teaching methods, use of ICT, etc.). On the Japanese side, by providing opportunities to experience different cultures from childhood, the project will contribute to improvement of problem-solving skills and development of human resources for internationalization of both countries.

Project Purpose

The project aims to contribute to the improvement of "quality of education" as emphasized in "PSE: Plan Senegal Emergent (2014)", a proposal by the Senegalese government, and contribute to the internationalization of education in Japan. It will also serve as an opportunity to think about concrete solutions by turning our attention to social problems in both countries.

Implementation Structure



Activities & Outputs

【Building a cooperative system with Senegal】

We collaborated with educational institutions located within Senegal. Since they operate from kindergarten to university, we expect that we can interact with them regardless of age.

【Study group on Senegal】

Senegalese were invited to the high school to learn about Senegalese culture and educational conditions. Not only high school students but also local elementary school students were invited to learn together.



Study group at Koriyama H.S.



Creating a video using ipads



Video of the presentation taken on the Senegalese side

【 Online exchange between Japanese and Senegalese students 】

The students who participated in the program introduced themselves to each other and made videos of their schools in their countries and shared them with each other in the app. They also made an introductory video about social problems in their countries. In the future, the students will think about how the problems can be solved from a child's point of view and present their solutions to each other.

Way Forward & Message from the Project

We have been promoting cross-cultural understanding education for kindergarten and elementary school students, and this project will newly expand the scope of such education to high school students. We also believe that we can contribute to education not only in Senegal but also in Japan by working together with local communities in Senegal. We are aiming to accumulate knowledge through this project, and in the future, we will expand our collaboration with other countries around the world, as well as serve as a bridge between schools and education for international understanding.

This project will provide around 580 students with Japanese-style instrumental music education using recorders at 10 Indian public primary schools in collaboration with the Delhi Board of School Education (DBSE). In addition, for those affiliated schools where instrumental music education has not been introduced so far, the project will continue to provide teacher training for music teachers, focusing on how to play the recorder and use the teaching method of holistic education.

Project Purpose

From the perspective of Japanese-style music education, this project will support the breakaway from rote learning, shift to holistic education focusing on building character, as well as provision of global level education, which the Delhi Board of School Education is aiming at.

Activities & Outputs

■ Implementation of teacher training

The training was conducted several times, focusing on not only technical aspects on the recorder, but also the process of nurturing children's non-cognitive skills through music education.

Some teachers immediately incorporated the activities introduced during the training into their classes. It shows the effectiveness of the training.



Pair work in teacher training



Teacher training

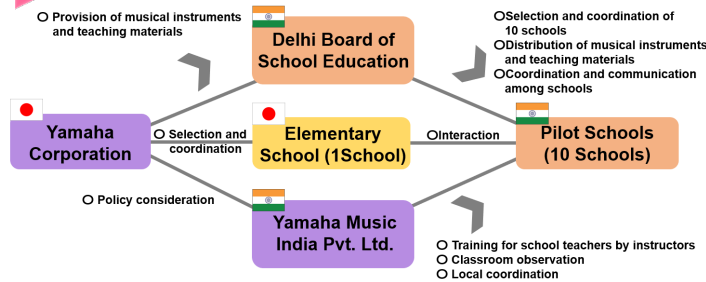


At the start of class



Performance

Implementation Structure



■ Conducting music classes using recorders

The recorder was introduced as a musical instrument for the first time at the pilot schools, where previously only singing was implemented in music class.

All children in the target grade, not just selected children, were able to engage in activities using the recorder.

Way Forward & Message from the Project

For most music teachers, it was their first time teaching musical instruments. As such, we have continued to provide thorough support through training and class observations. Next year, we will continue our activities using the recorder, assess the impact on students' non-cognitive skills and expand our activities to other graders.

Contact

Yamaha Corporation, Musical Instruments & Audio Products Sales Unit,
Asia-Pacific Sales Division Music Popularization Group, WATANABE
Email: inquiry-school-prj-SMB@music.yamaha.com

This project examines the status of localization of Tokkatsu introduced and conducted in elementary schools in Egypt and clarify the effect on non-cognitive skills, said to be an element that supports individual and social well-being. In addition, in collaboration with Egyptian educators, we develop a global standard Japanese-style education model based on international universality and ethics, through the creation of a diploma program aimed at quality assurance.

Project Purpose

This project develops a Japanese-style education Tokkatsu based on international universality and ethics by implementing four activities in Egypt.

- Tokkatsu Diploma Program development
- Examination of effectiveness of non-cognitive skills development in elementary schools
- Interview on localization of Tokkatsu
- Exchange between Cairo Japanese School(CJS) and Egypt-Japan School (EJS)

Activities & Outputs

A. Conference was organised to share the experience of Tokkatsu and look to this future, attended by the EJS, the Supreme Council of Universities, National Universities, Ministry of Education and Technical Education, E-JUST and Japanese Association for the Study of Extracurricular Activities.

C. Interviews were conducted with 8 teachers and 15 students and 9 Tokkatsu Officers for 30-60 minutes in three EJS.



A. Signing the Aide-mémoire for the development of the Tokkatsu Diploma



B. Participatory observation of classroom meetings by fifth-graders in the EJS

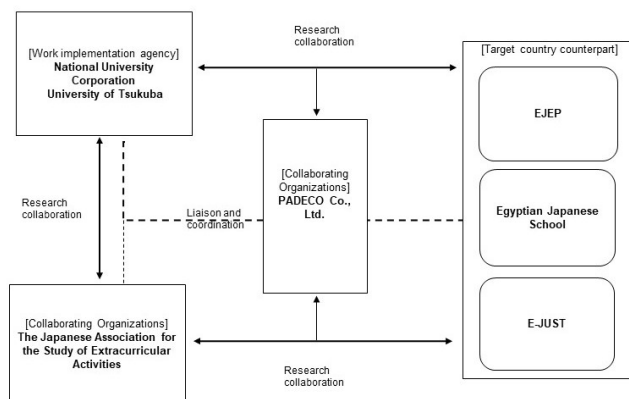


C. The interviews with students in EJS



D. Joint lesson study between CJS and EJS (mock class meeting)

Implementation Structure



B. Four classroom meetings were observed and post-interviews of 30 minutes were conducted with 2 teachers and 6 students. The effectiveness of Tokkatsu was examined through the dialogue by a total of 20 teachers, parents and Tokkatsu Officers.

D. Mock class meeting was held with 2 CJS teachers, 12 EJS teachers, and 9 other Japanese teachers. Immediately afterwards, they joined group reflection.

Way Forward & Message from the Project

[Findings] In EJS, Tokkatsu was understood as a philosophy rather than a mere formality. Students gained confidence as they had more opportunities to cooperate with and be recognised by others, and teachers put children at the center of their practice. The spread of Tokkatsu to public schools is a challenge.

[Prospects] The additional survey will be carried out in public schools, including pioneer schools. Try to introduce to Japan the culture of Egyptian class meeting that accommodates students to be assertive in expressing ones' opinions .



Project website

Contact

University of Tsukuba KYOMEN Tetsuo (Dr.) (Institute of human science) ,
AIBA Takayuki (Graduate school of comprehensive human science)
TEL : +81-29-853-4590, Email : kyomen@human.tsukuba.ac.jp

This project aims to expand environmental literacy from East Asia (Japan and Taiwan) and Southeast Asia (Indonesia and Vietnam) where it is currently undertaken laterally to South Asia (Nepal). Specifically, a fact-finding survey will be conducted of the actual situation and need for environmental education in schools and the environmental awareness of elementary and junior high school children in major cities in Nepal (Pokhara and Kathmandu). The project will also support experiential and exploratory environmental learning based on local CO₂ concentration assessments, and foster and assess environmental literacy to meet climate change as knowledge and skills to be acquired throughout life. It will contribute to educating children to face global environmental issues by comparing the results of the survey in Nepal with the results obtained in Japan, Taiwan, Indonesia and Vietnam and sharing what was learnt among the schools.

Project Purpose

Following expansion to Taiwan, Indonesia and Vietnam, this project aims to expand environmental education based on local CO₂ concentration surveys which has been conducted in Japan laterally to Nepal, and to foster and assess environmental literacy to address climate change, a common educational issue in the target countries and regions.

Activities & Outputs

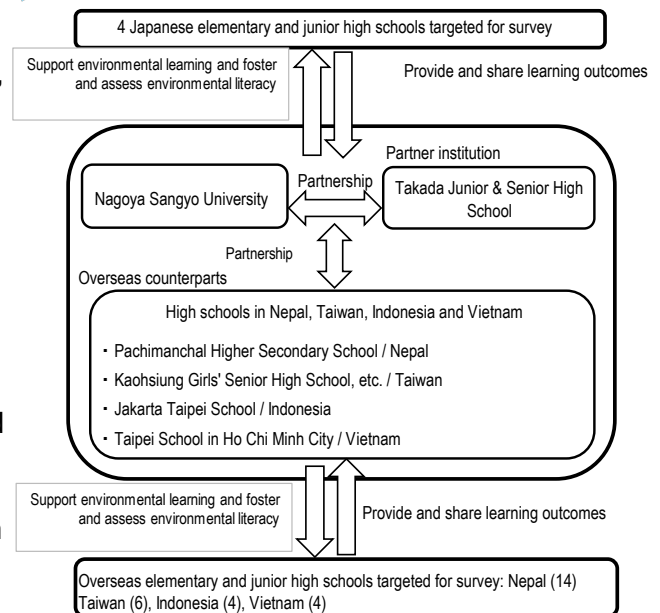
In Nepal, as well as 1) signing an MOU with local counterparts, 2) deploying CO₂ concentration measuring devices, and 3) creating teaching materials in Nepali, 4) we selected 14 elementary and junior high schools in Pokhara, Kathmandu and Lumbini as model schools. After that, 5) we visited the model schools, 6) investigated the actual situation of environmental education in the schools, 7) conducted a survey of the environmental awareness of the students, and 8) provided support for environmental learning.

In parallel with these efforts in Nepal, 9) we selected 18 model schools in Japan, Taiwan, Indonesia and Vietnam in partnership with our local counterparts, and 10) provided support for environmental learning. 1,282 students and 85 teachers from the model schools and counterparts participated in the environmental learning.

Way Forward & Message from the Project

In this project, the teaching materials will be revised based on feedback from the teachers at the model schools, and support for environmental learning will continue to be provided. In addition, a Zero Carbon Schools challenge program will be introduced at some of the model schools as an enrichment program. Through these initiatives, we plan to foster and assess environmental literacy to address climate change.

Implementation Structure



CO₂ concentration survey around the school



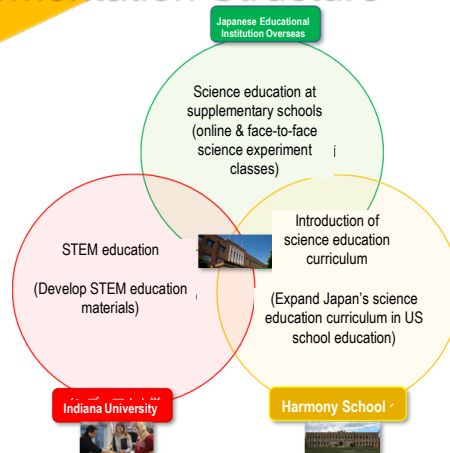
Interpreting the CO₂ concentration map as a learning outcome

Based in Bloomington Indiana Japanese Language School in the USA, this project will implement science lessons using science teaching materials developed in Japan, a private elementary and secondary educational institution. Furthermore, teachers in both countries will jointly develop teaching materials. The project also aims to expand these activities to public schools and provide high quality science education to students in schools with limited learning opportunity for observations and experiments due to management difficulties and students who are homeschooled.

Project Purpose

- (1) To introduce Japan's science education curriculum in the Harmony School, a Private School in the USA, in cooperation with the Bloomington Indiana Japanese Language School
- (2) To develop STEM education materials in collaboration with Indiana University
- (3) To promote science experiment classes at Japanese Educational Institution Overseas

Implementation Structure



Activities & Outputs

- (1) pH lab using mallow blue, metal oxidation lab and photosynthesis lab conducted in science education classes at Harmony School (56 students)
- (2) 20 hours total online science education with the following content provided for students at Japanese Educational Institution Overseas and supplementary school
Marine life, leverage, plant respiration, seawater pH, salt crystals, fish anatomy, wind power generation, energy, movement of the stars, and typhoons
- (3) Science experiment classes on electrical circuits, motor cars, pH lab using mallow blue, and leverage held at Indianapolis Sciencetech Club (50 participants)
- (4) Collaboration with Indiana University on STEM education
Teaching materials introduced through poster session during International Education Week at Indiana University School of Education



pH experiment class



Metal oxidation experiment class



Photosynthesis rate experiment class



Introducing teaching materials at Indiana University

Way Forward & Message from the Project

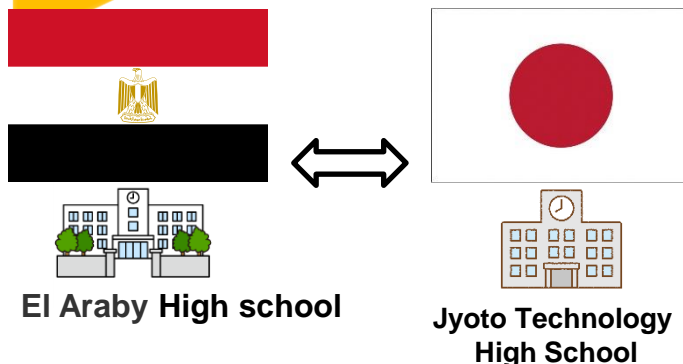
- (1) Introduction of Japan's science education curriculum to public high schools in Indiana.
- (2) Promotion of STEM education through the development of science observation and experiment teaching materials.

This project aims to improve the quality of vocational (Monozukuri or manufacturing) education in Egypt and Japan and promote mutual understanding through teachers learning from each other and student-to-student interaction. Specifically, workshops will be held for the teachers of both countries on the Monozukuri education curriculum and assessment methods with a focus on safety and quality, together with opportunities for interaction by the students.

Project Purpose

Egypt is very interested in Japanese manufacturing education. Teachers from both countries will exchange opinions on curriculum and evaluation methods for manufacturing education. Students from both countries will exchange technology and deepen international understanding.

Implementation Structure



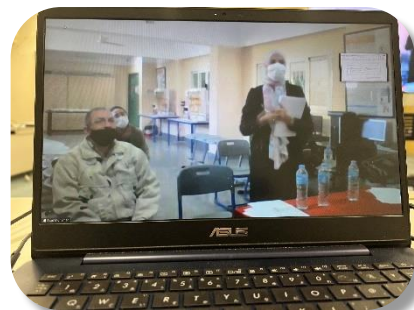
Activities & Outputs

• Lesson study

We exchanged opinions about the contents of the practical training and specialized education.



Learning Egyptian banknotes



Online exchange

• Student to student interaction

The students introduced their works to each other as a result of their manufacturing learning. Through this international exchange, we were able to take pride in the education we received.



Introducing the works produced during the practical training



Watching presentation by Egyptian students

Way Forward & Message from the Project

There is a 7-hour time difference between the two countries. At this exchange meeting, we were able to reconfirm that even in countries with different languages and cultures, there is a lot of common understanding among people who are learning the same technology. As for exchange meetings between teachers, we are currently planning to prepare and send Japanese lesson videos to Egypt and conduct lesson study by using them.

This project aims to strengthen interactive activities between the partner schools (National FongShan Senior Commercial & Industrial Vocational School in Taiwan and Koshigaya Kita High School in Saitama) through interactive dialogue-oriented learning using ICT, and grow the self-esteem of the students of both schools. Specifically, with the cooperation of experts, local governments and companies, students will learn about the global refugee crisis, global poverty and the initiatives aimed at solving these problems, and participate in support activities. The project will create opportunities for the students themselves to tackle the Sustainable Development Goals (SDGs) in a cross-sectional way.

Project Purpose

To strengthen interactive activities between the partner schools (National FongShan Senior Commercial & Industrial Vocational School (FSVS) in Taiwan and Koshigaya Kita High School in Saitama) through bidirectional dialogue-oriented learning and networking using ICT and international support activities, and grow the self-esteem of the students of both schools.

Activities & Outputs

Activity 1: Enhance understanding of international cooperation through support for disadvantaged areas in Cambodia

Output: Fostering students' awareness as global citizens and raising awareness of international goals such as SDGs

Activity 3: Students' global conversation on SDGs: Open collaborative learning session

Output: Improvement of self-esteem and sense of usefulness by reflecting on the international cooperation and support that students themselves have provided, and by holding dialogues and exchanges with experts and partner schools.



FSVS (Joint refugee study)



Banner delivered to refugee woman who fled to Jordan



FSVS and Ichimura High School's international support activities (Cambodia support activities)



FSVS and Ichimura High School's international support activities (Cambodia support activities)



Self-usefulness awareness survey (AIAI monkey)

*MEXT Support Project for Drastic Improvement and Enhancement of Moral Education

Implementation Structure



Activity 2: Enhance understanding of international cooperation through support activities for refugees in Jordan

Output: Students themselves realize that there is international cooperation and support that they can engage in.

Activity 4: Ichimura High School refugee support evening: Joint report session and learning from experts

Output: Improvement of self-esteem and sense of usefulness by reflecting on their own actions and achievements

Way Forward & Message from the Project

Utilizing ICT, students learn from experts and businesses, engage in international support (refugee support and poverty alleviation) with partner schools, and hold online or/and face-to-face networking events and debriefing sessions on the results of the initiatives. The number of people fleeing war and conflict worldwide has surpassed 100 million. Students continue to learn about the current global situation by studying the situation at the frontline, undertake UNESCO's activities to "build peace in the minds of men and women" and engage in networking and interactive learning.

Ichimura High School Attached to Nagoya University of Economics,
Social Studies teacher, MATSUNO

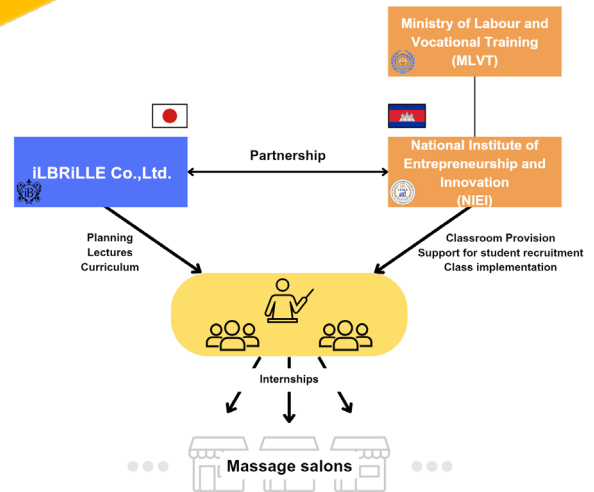
TEL : +81-52-721-0161, Email : i.matsuno@ichimura.ed.jp

This initiative aims to develop Cambodia's beauty industry and support women's economic independence through entrepreneurship. It will equip Cambodian women with advanced beauty skills and knowledge at National Institute for Entrepreneurship and Innovation, and enhance their business acumen through specialized courses, culminating in an official qualification upon program completion.

Project Purpose

The project is designed to advance Cambodia's beauty industry and support women's entrepreneurship and financial independence. Through educational programs at National Institute for Entrepreneurship and Innovation, Cambodian women will receive high-level beauty training and knowledge based on Japanese standards. Furthermore, to assist their economic independence and entrepreneurial ventures, the project will also provide business courses and issue official completion certificates (High Diplomas).

Implementation Structure



Activities & Outputs

Creation of Textbooks and Curriculum

After extensive consultations with the National Institute for Entrepreneurship and Innovation, under the Ministry of Labour and Vocational Training, the development of textbooks and curriculum has been completed, lectures started on January 23, 2024.

Establishment of Instructional System

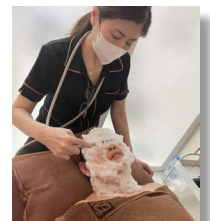
Japanese instructors regularly visit Cambodia to provide Cambodian instructors with massage techniques and beauty knowledge training to establish an instructional system.

Decision on the Opening Ceremony

The opening ceremony was held on January 26, 2024 with the attendance of H.E. Heng Sour, Minister of the Ministry of Labour and Vocational Training, and H.E. UENO Atsushi, Ambassador of Japan to Cambodia.



Classroom set up in the NIEI facility



Technical instruction from a Japanese instructor to a Cambodian instructor



With counterparts of NIEI

Way Forward & Message from the Project

Classes at the vocational training center in the NIEI facility began in January 2024. In line with the Cambodian government's national policy of "providing advanced vocational training to 1.5 million poor youths by 2030," we will contribute to the economic independence and self-reliance of Cambodian women through lectures based on Japanese standards, internships at actual stores, and the issuance of high diplomas. We will also establish a system to select new instructors for the vocational training center from among the graduates and establish a continuous and progressive class system.

Contact

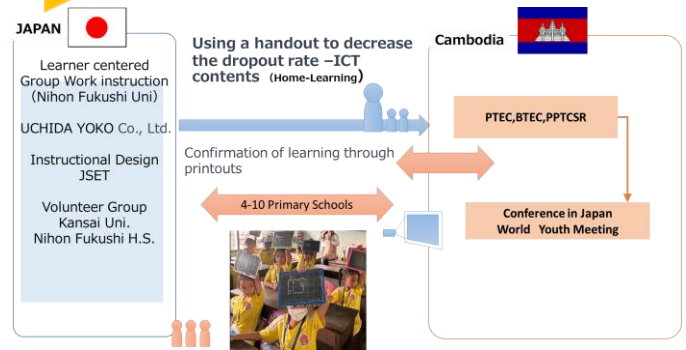
iLBRILLE Co.,Ltd.
 Project Manager NARITA Ayaka
 TEL : +855-87-814-737, Email : ilbrille.ayaka@gmail.com

This project aims to have children acquire basic academic skills using ICT teaching materials and printed materials and lower the rate of elementary school children in Cambodia repeating a grade. Specifically, leveraging the results of EDU-Port Japan certified previous projects, it will provide video materials, a learning site, and repetitive practices using printed material. Discussions will be held with teachers in the target schools on specific measures to reduce the rate of children repeating a grade.

Project Purpose

- ① By utilizing ICT materials (a learning site and video materials), enabling studying via mobile phones even from home.
- ② By introducing printed materials for reviewing, reducing the elementary school student retention rate.
- ③ By involving Japanese high school students to create educational drills, promoting internationalization of education in Japan.

Implementation Structure



Activities & Outputs

- ① Providing printers and paper to initiate the use of students' calculation drills. Leveraging the existing video materials produced by EDU-Port certified previous projects for the Home Learning Site.
- ② Expanding the initiative in three schools within Siem Reap city and two schools in the outskirts.
- ③ Implementing the Japanese-style 'calculation drills' in schools and conducting reviews before the monthly regular tests.
- ④ The awareness among teachers is shifting from the belief that "repeating a grade is unavoidable" to an understanding of the Japanese approach ("No one left behind").



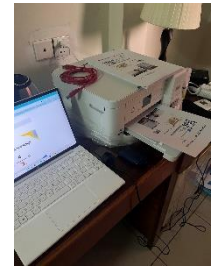
Prasat Kokchok Primary School



Parents participating in the seminars.



Calculation drills in Cambodia created by JICA volunteer Mr. Daiki Inoue



Solidifying understanding by drills

Way Forward & Message from the Project

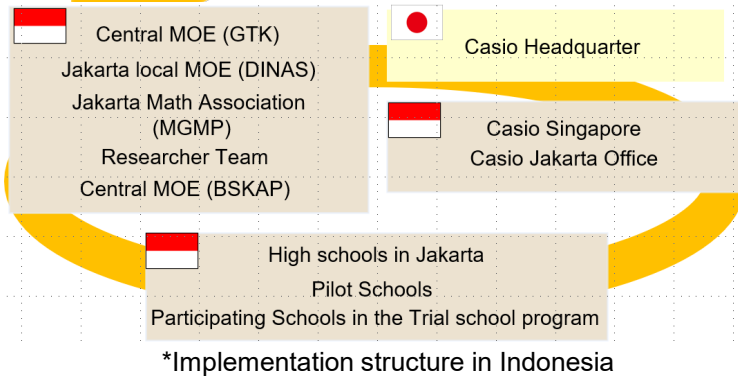
- ① To promote internationalization of education in Japan, we plan to seek the collaboration of university and high school student volunteers to assist in creating "calculation drills."
- ② We would like to gather equipment such as printers. We are considering reaching out to planning and cooperation companies or gathering recourses via crowdfunding.

This project aims to develop a methodology to expand and establish classroom practices that will contribute to improvement in independent learning and mathematical thinking skills, by revising and using teaching materials, etc. based on the results and improvements of inquiry-based lessons using scientific calculators developed and verified in the 2021 EDU-Port supported project. Through these activities, this project will contribute to the 'development of human resources who can think and learn for themselves' set out in the education policies of both target countries.

Project Purpose

We aim to increase the number of schools and teachers who practice inquiry-based mathematics classes that contribute to the improvement of higher-order thinking skills by providing packaged teaching materials including scientific calculators.

Implementation Structure



Activities & Outputs

Indonesia

- For class implementation of the new curriculum using scientific calculators, the target area was selected mainly in Jakarta. The Jakarta local MOE (DINAS) invited all 1,000 schools in the region to participate in the implementation.
- Teachers in 685 out of 1,000 schools received training (September 2023).

Thailand

- Local MOE (SESA) of 20 states nominated participating schools for inquiry-based mathematics education using scientific calculators, and 83 schools participated in the activity.
- Training is being conducted for teachers from participating schools, and actual classes are being practiced (from November 2023 to March 2024).



[Indonesia] Mathematics classes using scientific calculators



[Indonesia] Mathematics classes using scientific calculators



[Thailand] Mathematics classes using scientific calculators



[Thailand] Mathematics classes using scientific calculators

Way Forward & Message from the Project

In order to realize our educational business statement "Boost your Curiosity", we offer a solution package that includes a scientific calculator to support teachers and students. In addition, we believe that the skills acquired in this project will lead to the development of industrial human resources, and we will work to create a project that will gain the support of many people, including not only educators but also local companies.

Contact

Casio Computer Co., Ltd NISHIDA Koji
 TEL: +81-70-7405-3711 E-mail: ml_casio_gakuhan@casio.co.jp

In this project, Japanese-style storytelling activities will be conducted and seminars for teachers will be held with a view to popularizing children's books for schools, and the effects will be verified. A growing number of families in Vietnam are sending their children to cram schools to learn to read and write before they start school, creating a situation in which the economic divide between households is leading to an education divide. This project aims to correct that divide.

Project Purpose

- To rectify the divide between households that can send their children to cram schools to learn to read and write in preparation for starting school and those that cannot in Vietnam where the Japanese way of learning by reading picture books aloud to students does not exist
- To hold Japanese-style reading aloud activities and seminars for teachers, publish the effects of reading habits and explore the possibility of developing digital books

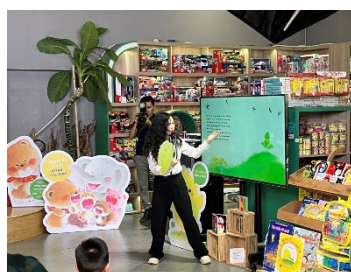
Activities & Outputs

【Activities】

1. Questionnaires and group interviews
2. Seminars on effects of reading aloud and reading habits
3. Reading aloud sessions at kindergartens, elementary schools and bookstores
4. Publication and sale of translated picture books/children's books for kindergartens and elementary schools

【Output】

- **Translation and publication of Japanese children's picture books**
22 titles as of December 2023 (done)
31 titles by March 2024 (planned)
- **Awareness raising of the effects of reading aloud from an early age**
Information diffusion by kindergarten visits and SNS

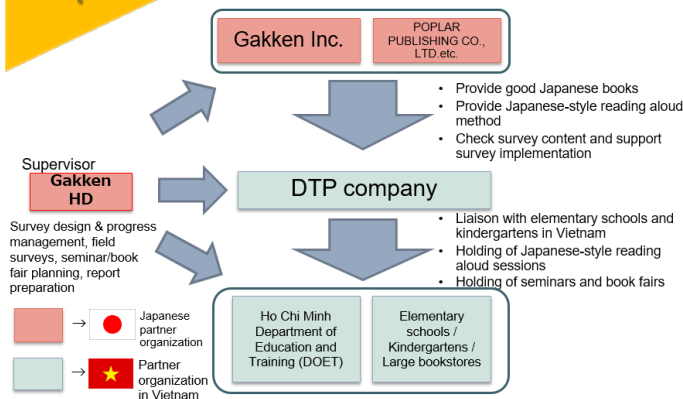


Seminar on "reading aloud" at bookstores



Sales of translated good Japanese picture books

Implementation Structure



Way Forward & Message from the Project

- Continue publishing translations of good Japanese books and holding seminars on reading aloud picture books
- Promote the benefits of exposure to books from an early age
- Create a service for delivering good Japanese books as a "monthly magazine" similar to that found in Japanese kindergartens
- Going forward, to consider translating and publishing not only picture books but also illustrated reference books, etc. that stimulate the desire for knowledge, and contribute to improving the knowledge of children in Vietnam

Gakken Holdings Co., Ltd. Global Strategy Division

SUEDA Harue

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In Ethiopia, due to curriculum revisions, new units have been added to the middle school science and mathematics subjects. However, due to budget constraints, teacher training has not been conducted. Instead of conventional training, teachers are acquiring the necessary knowledge for their classes using smartphones. They can learn repeatedly until reaching a certain proficiency level, and analyzing enrollment data enables expansion into other subjects.

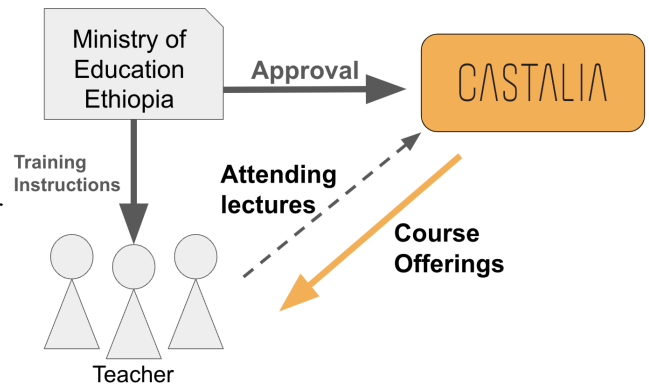
Project Purpose

- ① Digitize training content for the new "Practice" unit in Science for 1st and 2nd-year middle school students in collaboration with the local Ministry of Education's STEM Desk.
- ② Select around 10 teachers for a pilot demonstration and organize a one-month mobile training program for approximately 100 science teachers after holding an explanatory training session.

Activities & Outputs

- Develop a mobile training course for teachers on the newly added units in Science and Math for 1st and 2nd-year middle school students.
- Continue negotiations with the Ministry of Education to facilitate the implementation process.

Implementation Structure



- Develop teacher training course app for the Ethiopia Ministry of Education's STEM Desk.
- Propose the pilot demonstration plan.



Ministry of Education Ethiopia



BITS College President Tesfaye and our company's representative, Director, YAMAWAKI



Observation of classes at public middle schools in Addis Ababa



Director of the Ministry of Education's STEM Desk and our company's Representative Director, YAMAWAKI

Way Forward & Message from the Project

The surrounding environment in the country is becoming more challenging over time. In this context, teacher training using mobile technology transcends time and location, and is a cost-effective solution. Despite numerous obstacles, we aim to realize this initiative.

Contact

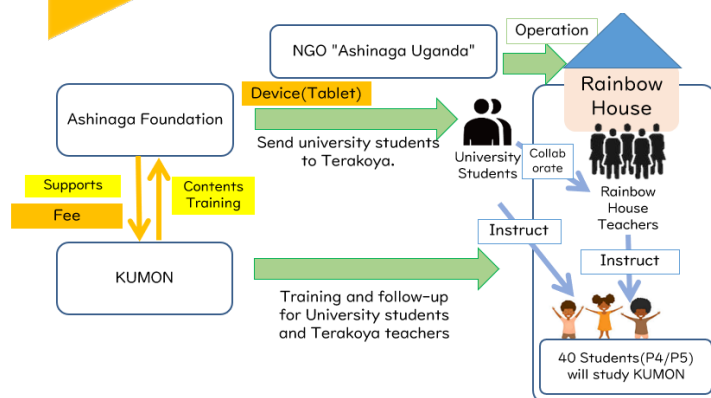
Castalia Co., Ltd. Representative Director YAMAZAKI Satoshi
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This project will introduce the Kumon learning method for mathematics using tablets at an educational facility "Rainbow House" for bereaved children run by NGO Ashinaga Uganda. It aims to contribute to improvement in the academic skills and non-cognitive abilities of orphaned children who are unable to attend elementary school or who have dropped out of school.

Project Purpose

We aim to improve the academic skills of children supported by Ashinaga Uganda Rainbow House who are unable to attend elementary school, leading to a smooth transition to elementary school. In particular, we believe that strengthening the learning of mathematics, which many children have difficulty with, will lead to a brighter future for them. Our goal is to increase children's motivation and confidence in learning, and to help them live motivated lives to achieve their dreams and goals.

Implementation Structure



Activities & Outputs

★ Students' Voice

- KUMON TIME is a wonderful time that teaches us how to calculate without using our fingers for counting.
- Thanks to KUMON, for me math is no longer "something I can't do" .



★ Teacher's Voice

Our expectations for KUMON are not only that children will develop great computational skills, but also that they will develop the ability to solve problems and take on challenges in their daily lives.

We hope that more children will have the opportunity to learn KUMON, and that KUMON will be able to make a contribution around the world.



Way Forward & Message from the Project

Going forward, we will use this project as a springboard for further collaboration with local educators and networks that support Africa. We will explore how we can contribute to improving the basic academic skills of African children.

※ Photo courtesy : Ashinaga Foundation

In this project, we will dispatch our own full-time instructors to kindergartens in the target country and provide physical education classes in which the children can develop their physical strength while consciously enjoying physical activity. We will also hold events, such as parent-child keep-fit classes, as well as seminars for teachers on building children's healthy minds and bodies. In addition, we aim to conduct living surveys and physical fitness tests of preschool children and use the results to develop and expand community-based programs in harmony with local conditions and needs.

Project Purpose

We aim to provide Japanese physical education that nurtures a healthy body and mind while respecting local traditional customs and sense of values.

Through exercises such as mats, vaulting boxes, horizontal bars, balance beams, balls and skipping ropes, we support the physical and mental growth of children and cooperate with kindergartens for their management.

Implementation Structure

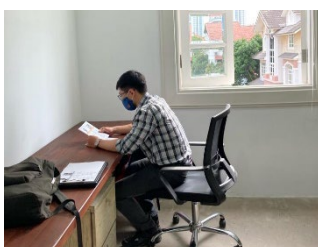


Activities & Outputs

Plan 1 Output	May.-Dec.2023: Trial lessons in kindergartens before the actual opening Children enjoyed our physical education class in 7 kindergartens.
Plan 2 Output	Jul.-Dec.2023: Recruiting activities for local instructors Needs of candidates (young generations) are grasped through 6 exams & interviews.
Plan 3 Output	Jul.-Dec.2023: Skill-Up training for existing local instructor OJT was conducted. The programs were reviewed to provide service in accordance with community's needs.
Plan 1 Output	Jul.2023: Promotion activities at the graduation ceremony Many parents and guests learned about our Japanese-style physical education class.



Trial lesson



Recruitment



Skill-Up training



Promotion activities

Way Forward & Message from the Project

- Expand our activities to local kindergartens.
- Provide local trainers with regular training.
- Increase the number of local instructor to strengthen our business system.
- Hold seminars for parents and teachers on building children's healthy minds and bodies.

Contact

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Verifying the results of academic ability development and non-cognitive skills development through digital arithmetic learning and teacher training [Indonesia, Sri Lanka, and Egypt]

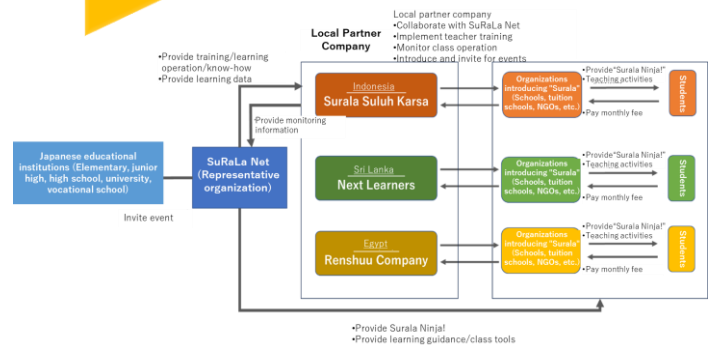


The project aims to verify whether digital education in three countries where post-COVID academic skills recovery is an issue are linked to improvement of basic academic skills and of non-cognitive abilities. We will roll out and measure the effects of adaptive learning using digital arithmetic teaching materials with implementation of teacher training. Also, Japan and the target countries will hold a joint arithmetic contest to enhance students' learning and broaden students' global perspective.

Project Purpose

- Verify the impact of digital education for the improvement of basic academic skills and of non-cognitive abilities by providing adaptive learning material and teacher training in Indonesia, Sri Lanka, and Egypt.
- Hold a joint arithmetic contest to enhance students' learning and broaden students' global perspective.

Implementation Structure



Activities & Outputs

International Digital Math Contest (DMC)

"International Digital Math Contest" was held from October to December 2023, in which participants competed on the accuracy and speed of their calculations and mathematical thinking skills, using digital teaching materials incorporating Japanese-style math education. In addition to the four countries of Japan, Indonesia, Sri Lanka, and the Philippines, this year for the first-time children from Egypt participated, bringing the total number of participants to 3,173. After domestic preliminary and final competitions in each country and an international final for the top performers, an awards ceremony and international exchange event was held online on December 3, 2023.

Besides the contest, the "DMC Challenge Award" was included this year in which 676 students received awards for achieving a set percentage of accuracy rate and answering time.



International Digital Math Contest

Regarding the verification on impact of digital education, we are continuing to develop effective management know-how for digital learning classes with local schools and NGOs, and plan to conduct effectiveness measurement.

Way Forward & Message from the Project

Through the International Digital Math Contest, we were able to create opportunities for students to challenge themselves to achieve their own goals and contribute to the development of their motivation for learning and a sense of self-esteem. In the future, besides holding the event, we intend to verify the improvement of basic academic abilities in regular learning activities, while providing classroom operation know-how along with digital teaching materials.

This project will provide interaction relating to environmental education between local schools in Kenya and Ethiopia, Japanese educational institutions overseas and schools in Japan, centered around JOES Davos Next (a keynote speech by an expert and a collaborative event by children in various countries), and roll out group work sessions and online joint school classes using 'a collaborative worksheet that transcends time difference'. Through these activities, the project will develop a learning method in which children all over the world take an interest in global issues, discuss them with their peers and cooperate in tackling them towards the common goal of 'achieving SDGs', and contribute to improving the quality of education.

Project Purpose

The world is currently facing many issues for which answers cannot easily be found. In order to solve these issues, it is necessary to discuss and brainstorm with people who have different opinions. Against this background, JOES Davos Next is held as a place that provides opportunities for children, who will lead the next generation, to develop an interest in global issues, foster the autonomy to "research, think, communicate and take action on their own," and cooperate and work with peers with different perspectives to resolve and improve these issues.

Activities & Outputs

Part 1. KEYNOTE SESSION

Dr. Hide Sakaguchi, President of the Ocean Policy Research Institute of the Sasakawa Peace Foundation, gave the keynote lecture remotely on the theme of "Messages from Marine Creatures: Is it getting harder to survive? Are species disappearing? Let's consider the current state and future of our oceans," followed by a Q&A session.

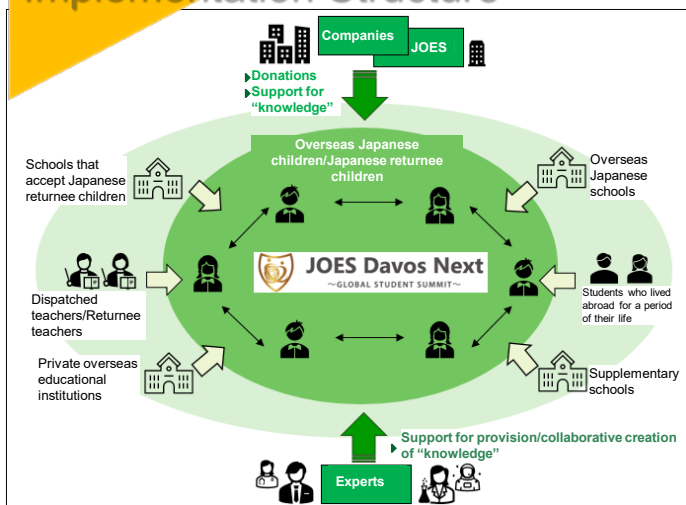
He then asked questions to children around the world about global ocean issues to encourage follow-up group work and continued learning at school.

During the Q&A session, children from overseas Japanese schools and local schools in Kenya asked him questions directly. Using on-demand distribution to allow for the time difference, 5,203 students from 49 schools all over the world participated.



Students listening to the keynote speech at an overseas Japanese school

Implementation Structure



Part 2. GROUP WORK SESSION

Volunteers from among the participants at the keynote lecture held online discussions and engaged in group work using a collaborative worksheet. They had the opportunity to discuss ocean issues such as marine debris and fishery resources management and to present ideas for solving the issues. Two university students and/or high school students, including those who lived abroad for a period of their life (due to their parents' business assignments) were assigned to each group as facilitators to support the students' learning. Participation certificates were issued to 94 participants who attended until the end.

Part 3. NETWORKING SESSION

An online networking session was held to enhance learning by sharing the students' feedback from the event in groups made up of different members from Part 2. (No. of participants: 79)

Way Forward & Message from the Project

Creating a place for learning requires an especially long-term perspective. JOES Davos Next would be meaningless if it ended up being a one-off event, so from the beginning it has been planned as an ongoing event. In 2022 we welcomed Nobel Prize-winning stem cell researcher Professor Shinya Yamanaka as the keynote speaker, followed by ocean policy researcher Dr. Hide Sakaguchi in 2023, and in 2024 we will enlist the cooperation of JAXA. Supporting future generations is our responsibility as adults and an important social contribution. Our challenge has just begun. We will continue to further improve the contents of the program with support from various sectors of society. We look forward to your support and active participation in JOES Davos Next!

Contact

Japan Overseas Educational Services (JOES), Davos Next Secretariat,
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 TEL : +81-3-4330-1351, Email : jdnnext@joes.or.jp

This project aims to verify ways of how to use constantly evolving digital technology in the classroom to improve the quality of learning. Specifically, as well as examining the current state of schools in Nepal, the project will conduct lesson studies, a distinctively Japanese approach, introduce ways of encouraging students to study on their own, provide lessons tailored to individual abilities, share practices among Nepalese teachers, study ways of improving the quality of students' proactive learning and consider the concept of rulemaking.

Project Purpose

1. To conduct a verification survey leading to the provision of high-quality educational content in Nepal where it is difficult to develop and distribute high quality teaching materials.
2. To contribute to improving the teaching skills of teachers by utilizing digital teaching materials.

Activities & Outputs

1. [Verification survey of digital teaching materials]

We conducted a survey on the status of introduction of digital teaching materials. Following discussion, it was decided that tablets would be introduced at one private school and one public school.



Learning using digital teaching materials at a public school in Nepal

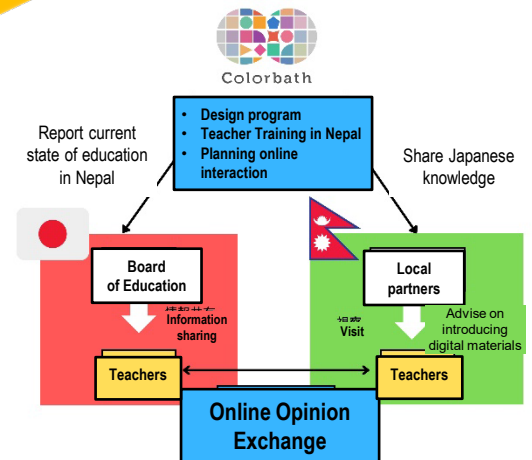


Online interaction between students



Sharing the current state of education in Nepal with Japanese educators

Implementation Structure



2. [Improving the teaching skills of teachers]
We reported on the current state of education in Nepal to Yamaguchi City Board of Education, and started online sessions and communication between teachers to promote mutual learning.

Way Forward & Message from the Project

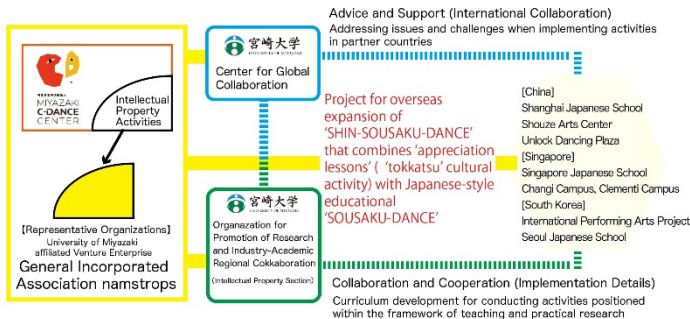
Japan, which has promoted the popularization of tablets through the GIGA School Program, can become a positive role model for Nepal, where educational reform using digital teaching materials is expected in the future. Going forward, we will continue our activities to encourage the creativity and ingenuity of teachers working on the frontline, rather than giving them instructions from above on how to use these materials.

This project will introduce to foreign countries 'independent and interactive deep learning' combining cultural 'appreciation lessons' that gradually deepen a sense of belonging to a group and feelings of solidarity, with SOUSAKU-DANCE in PE class, as SHIN-SOUSAKU-DANCE, a model for expanding Japanese-style education. Specifically, while providing an opportunity for Japanese schools and dance instructors in the target countries to engage in appreciation lessons and creative dance, the project will co-create a model that the stakeholders involved in the project can easily expand in their respective country or region and contribute to cultivating rich sensitivity in the children who participate.

Project Purpose

This project aims to deliver SOUSAKU-DANCE to children around the world and contribute to a rich learning experience. To this end, a sustained effort will be made to pass on what has been learned through practices in Japan to other countries and what has been learned through practices in other countries to Japan.

Implementation Structure



Activities & Outputs

- Unlock Dancing Plaza (Hong Kong) were invited to Japan to jointly implement this project

On July 12-13, 2023, SHIN-SOUSAKU-DANCE, in association with the 2023 Kitakami Youth Appreciation Project, was held at Kitakami Bunka Koryu Center Sakura Hall in Iwate Prefecture for 1,703 3rd and 4th graders from all 14 elementary schools in the city.

- This project was introduced and implemented on Jeju Island (South Korea) in collaboration with the International Performing Arts Project

We participated in the Jeju International Dance Festival held on Jeju Island in July and August 2023, and conducted activities for local children and people involved in the arts.



EDU-Port Japan Project News



Activities in Korea Digest Movie



Group photo after appreciation lesson (Kitakami Sakura Hall) Ong Yong Lock, Unlock Dancing Plaza artistic director, and local children in Kitakami



Participants in Collage Theater (South Korea) at Jeju International Dance Festival

Way Forward & Message from the Project

Continuing on from 2023, we are currently considering implementing this project with Taipei Japanese School and the Japanese School Singapore Clementi Campus. To teachers in schools in Japan and in Japanese schools overseas, why not include dance in your next appreciation class? If you are interested, please feel free to contact us.

namstrops / A venture company originating from Miyazaki University
 TOYOFUKU Akifumi, Artistic Co-director (Visiting researcher at Center for International Relations, University of Miyazaki)
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In collaboration with the Ministry of Education in Egypt, where the importance of inquiry-based instruction is increasing along with curriculum reform, this project will plan and implement teacher training in which teachers can experience simulation-supported inquiry-based lessons and support the implementation of inquiry-based lessons by trained teachers. The project aims to improve students' mathematical thinking skills through the realization of inquiry-based lessons in which students themselves learn independently using scientific calculators. The results of this project will be also reported to cooperating universities in Japan to contribute to the development of inquiry-based instruction methods in Japan.

Project Purpose

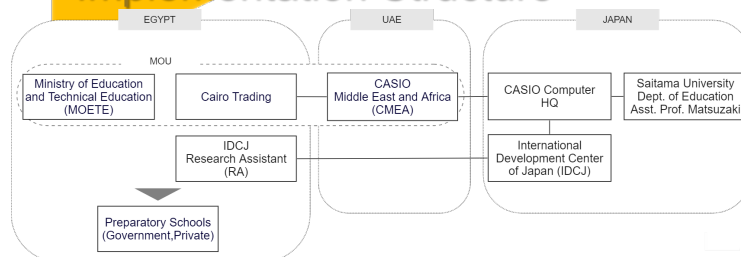
Through the practice of inquiry-based mathematics classes using scientific calculators, we aim to realize students' independent learning and improve their mathematical thinking skills.

Activities & Outputs

Activities

- ① **Planning of activity implementation and development of teaching materials**
 - Design activity plans in line with annual plan of the schools.
 - Create and revise teaching materials that reflect local needs.
- ② **Teacher Training for pilot schools**
 - Select implementation areas in consultation with the MOETE.
 - Explain teaching material concept to principals and teachers, conduct training to provide opportunities for simulated inquiry-based classes.
- ③ **Practice of inquiry-based teaching by teachers and monitoring**
 - Develop class practice checklists, understand practice content, and providing technical support as appropriate.
- ④ **Extraction of good practices and effectiveness analysis (summary)**
 - Summarize case studies through interviews with pilot schools.
 - Verify changes before and after the activities through questionnaires, and analysis of effectiveness.

Implementation Structure



Outputs

- ① We designed an activity implementation plan and developed teaching materials. As a result, we obtained agreement from the MOETE. We plan to revise the teaching materials to reflect requests from the Ministry of Education.
- ② We have obtained an agreement from MOETE to conduct pilot projects. This year, the program is planned to be implemented at eight schools.
- ③ We will obtain knowledge for improving teaching materials and expanding activities by practicing inquiry-based classes and identifying improvement points of teaching materials.
- ④ Based on the results of teacher training and the implementation of pilot schools, we aim to verify the validity of adoption in official teacher training sponsored by MOETE before the introduction of the new curriculum.

Way Forward & Message from the Project

Thanks to the support of the EDU-Port Support Project, as well as our continuous and steady proposal activities, we have finally realized a collaborative project with the Egyptian Ministry of Education. As teachers can be expected to reconsider their teaching methods in response to curriculum reform, we will work to help teachers to realize that the scientific calculator, a tool that has been used in education in Egypt for many years, can also be used effectively in inquiry-based instruction.

The new curriculum for grades 8 to 9 to be introduced in Bangladesh in 2024 emphasizes “practical learning that promotes better understanding of subjects.” This project, therefore, will provide a teaching package that combines Japan’s hands-on learning (learning linked to daily life and society) and learning methods that use scientific calculators which are popular in Bangladesh. Through dissemination and use of the package, the project aims to realize education in which students acquire sound judgment and are able to apply what they have learned to society. The results of this project will also be reported to collaborating universities in Japan, to contribute to the development of practical teaching methods in Japan.

Project Purpose

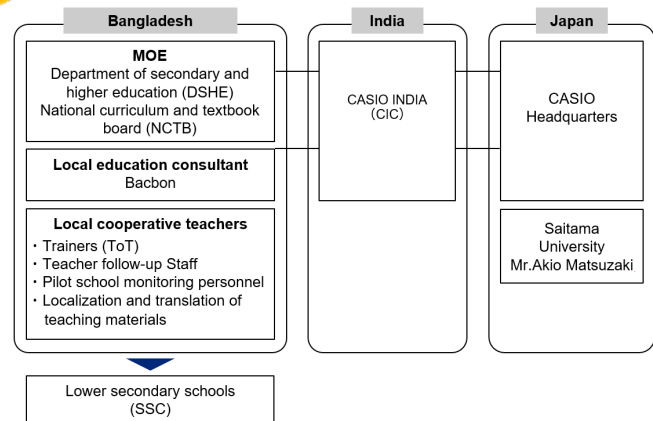
Through the use of scientific calculators, we aim to raise the level of practical learning guidance by teachers, improve students' thinking skills, and apply them to society.

Activities & Outputs

Activities

- ① **Development of activity implementation plans and teaching materials**
 - Formulation of activity plans in accordance with the local annual plan
 - Development of teaching materials that reflect local opinions and needs
- ② **Selection of participating schools and teacher training**
 - Consultation with DSHE/NCTB to select participating schools and request notification of participation from each school
- ③ **Support for teachers during practical classes (3 follow-ups)**
- ④ **Extraction and effectiveness analysis of good practices (Summary)**
 - Verification of the possibility of establishing and disseminating practical classes using scientific calculators and teaching materials through questionnaires, etc.

Implementation Structure



Outputs

- ① An action plan for the project in line with the school's annual plan and teaching materials that conform to the new curriculum are being developed.
- ② By the end of March, an agreement on the project with the Ministry of Education's NCTB will be formed to select participating schools and formalize teacher training.
- ③ Areas for improvement are identified, and knowledge is obtained for improving teaching materials and expanding activities.
- ④ Based on the results of teacher training, follow-up and monitoring, a revised plan for business continuity will be shared.

Way Forward & Message from the Project

In line with our educational statement "Boost your Curiosity", we aim to support practical learning, which is emphasized in the new curriculum in Bangladesh. Specifically, we will provide a scientific calculator that is widely used locally but can be expected to have further opportunities, as well as our original teaching materials, training, and follow-up. We will promote activities so that it will be an effective activity for teachers and students in Bangladesh to learn mathematics!

In collaboration with the Colombian Ministry of Culture, this project will conduct pilot lessons in Japanese-style music education using recorders for children at 30 public elementary schools. In the class, “musical instruments”, which is one of the characteristics of Japanese-style music education, is mainly used as well as singing, music appreciation, and music making.

Project Purpose

By adopting collaboration and exploration activities in the class, the project will realize “proactive, interactive, and authentic learning” overseas to contribute to globalize Japanese-style education. In addition, the project will measure what kind of “Non-cognitive Skills” Japanese-style music education can foster in children. Through these activities, this project aims to expand evidence-based Japanese-style music education overseas and improve the quality of education in public schools in Colombia.

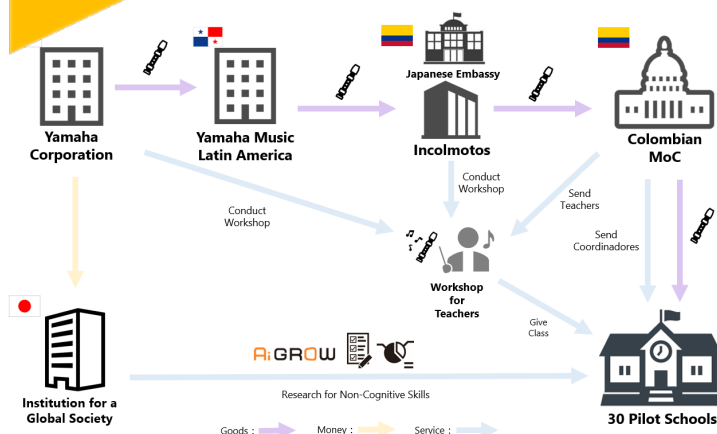
Activities & Outputs

Meeting with Colombian Ministries of Culture and Education

Explained the objective and contents of the pilot lessons and the methodology of the survey of Non-Cognitive Skills. The contents aligned with the Colombian government’s objective, and an agreement for implementation was obtained.



Implementation Structure



Core Teacher Training

Conduct training for Core Teachers (those who provide training to teachers) prior to training for general teachers. Teaching methods and tips on communication were delivered during the lectures.



Way Forward & Message from the Project

In accordance with a statement issued by the Colombian Government “transform education and culture to change the society,” we are preparing for the project implementation with the utmost respect. We will promote this project to improve the quality of education in Colombia, and at the same time, to contribute to the recognition and internationalization of Japanese-style music education.

Contact

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Please Visit our Website

EDU-Port Japan	<input type="text" value="search"/>
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Please Contact

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