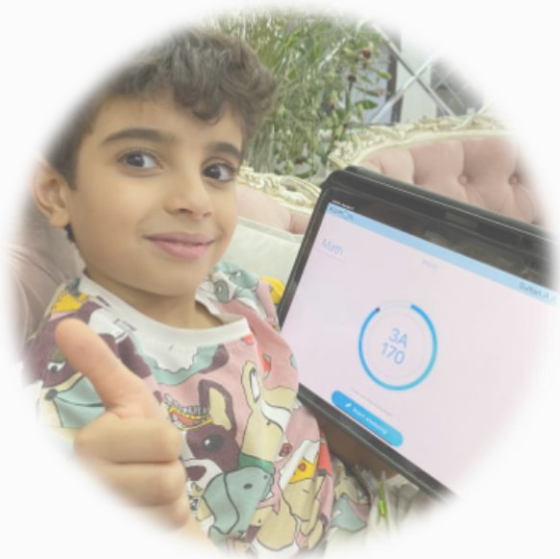


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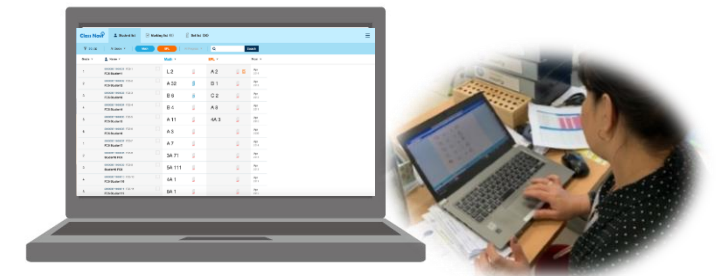
Project to Introduce KUMON to Schools in United Arab Emirates (UAE) -- KUMON in School --



Kumon Institute of Education Co., Ltd
Licensing Operations Promotion Department
Yosuke Sugawa

Table of Contents

1. Background of Project
2. Local Needs
3. Specific Content of Activities and Results
4. About Horizontal and Interactive Learning Under the “New Normal”
 - Lessons learned through this project (including viewpoints and attitudes that should be held)
 - What is hoped to be given back to Japanese education
 - Expectations for EDU-Port



1. Background of Project

[Outline]

This is a project that contributes to the improvement of academic skills and non-cognitive abilities of children in the Emirate of Abu Dhabi (Abu Dhabi) under the partnership of Abu Dhabi National Oil Company (ADNOC), Japan Oil Development Co., Ltd. (JODCO), and Kumon Institute of Education Co., Ltd. (KUMON).

【History】

- 1998: Start of project
- 2017: Change to current promotion system
- FY2021:

Currently providing the Kumon method of learning as content taught by school teachers for 4,202 students at 8 elementary schools.



【KUMON's hope】

By collaborating with partners and providing Kumon's experience and know-how to new countries and in new formats (introduction to elementary schools) according to local circumstances, we will deliver high-quality educational opportunities to more children and hope to contribute to realizing Goal 4 of the SDGs.

2. Local Needs



Characteristics of Abu Dhabi's School Education

- In the schools where the Kumon method of learning was introduced, there are many cases in which teachers are not local citizens (of UAE nationality), but are replaced every 2 to 3 years.
- Students speak Arabic at home, but math lessons with Kumon are taught in English.





Very difficult class management

Needs

- Improvement of academic skills and non-cognitive abilities
- Continuation of educational opportunities in times of new coronavirus

3. Specific Content of Activities and Results (Overall Picture)

	2018-19	2019-20 [Experimental introduction of tablets]	2020-21 [Realization of full-scale online learning]
Topics	Positive results from schools, such as improvement in the average math score of standardized tests sponsored by schools that introduced Kumon . But there was feedback of heavy burden on teachers .	Tablet learning was introduced experimentally to reduce the burden on teachers . We confirmed that learning results (pages of learned material, progress) were comparable to that of paper-based learning. 	[Emergency measure under new coronavirus] Although it became necessary to go completely online, it was difficult to secure tablets with pens. We provided learning that used keyboard input that would not be affected by device availability in emergencies and contributed to securing educational opportunities . 
Number of schools	4	6	8
Number of students (grade)	614 (G1)	1,892 (G1-2)	4,202 (KG2-G3)
Number of teachers under training	52	150	303
Target grades	G1	G1-2	KG2-G3
Format	Paper	Paper Tablets (3/67 classes)	Digital Kumon Online Prep Kumon

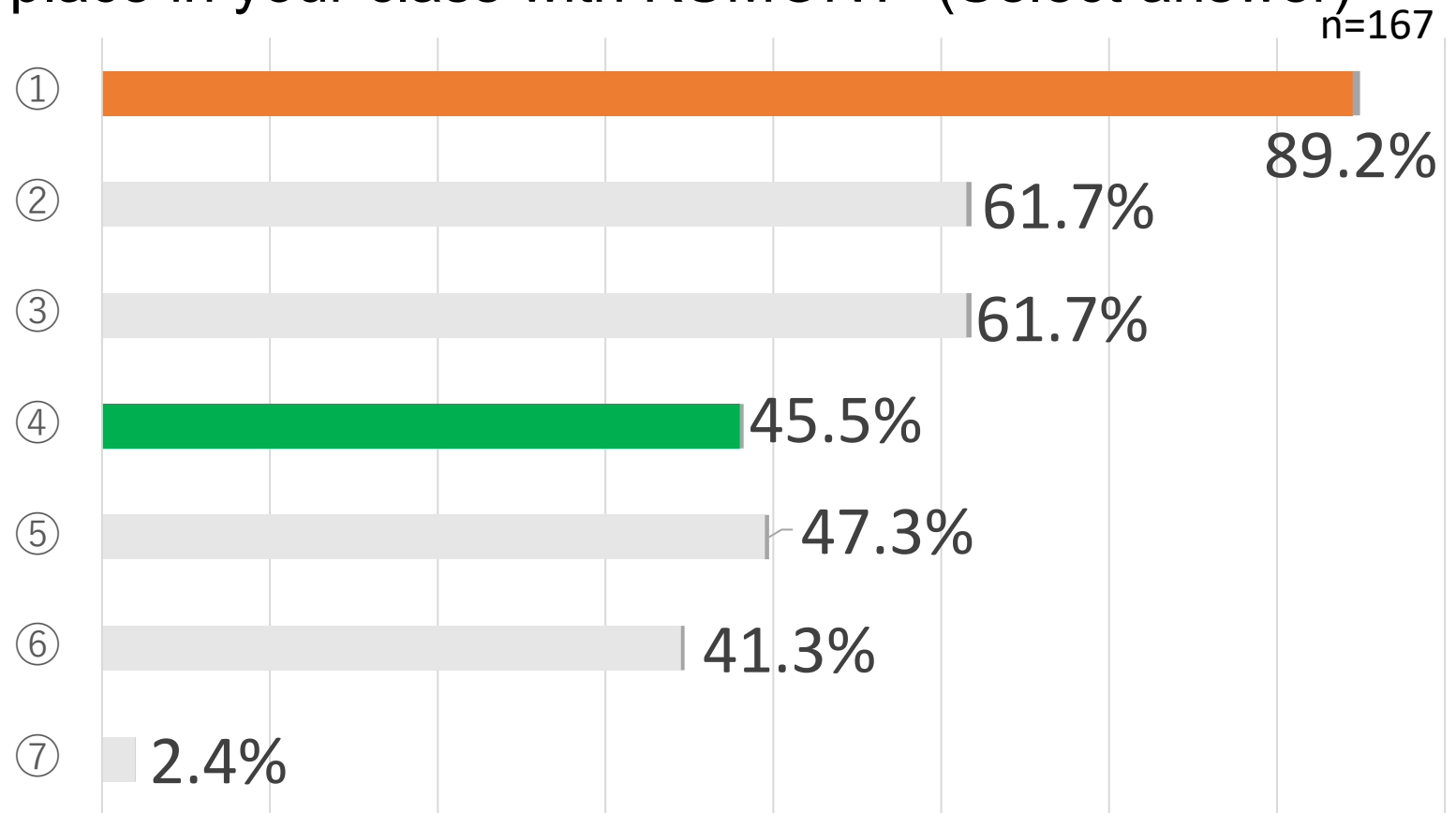
3. Specific Content of Activities and Results (Content of FY2021 School Support)

Meeting with the school operator	<ul style="list-style-type: none"> • About once a month on average Sharing the current situation, consideration of future measures, and requests for improvement through online meetings
Class teacher/CA training	<ul style="list-style-type: none"> • Total of 58 hours a year (Orientation workshops, monthly workshops)
School/Teacher Support	<ul style="list-style-type: none"> • Reduction of grading and reporting work through digitization • Support provided at any time through e-mail and WhatsApp • Publication of a newsletter to teachers every week (Sharing information and Kumon's ideas) • Sharing class data among Heads and Leads every week (Motivation is provided to teachers by the school) <p>[*School visits were not possible throughout the year under the new coronavirus]</p>
Student/Parent Support	<ul style="list-style-type: none"> • Support phone line set up for students and parents (accepts calls in English/Arabic) (A total of 822 cases, a monthly average of about 120 cases) (Basic usage of computers and iPads are explained and supported kindly and carefully to students and parents who have almost no digital knowledge)

3. Specific Content of Activities and Results (Comments from Teachers)

■ “What changes have taken place in your class with KUMON?” (Select answer)

1. Improvement of basic academic skills in math
2. Became able to count numbers
3. Became able to enjoy class
4. Students' life skills improved and class management has become easier
5. Improvement of learning in other classes
6. Improvement of students' IT skills
7. Other

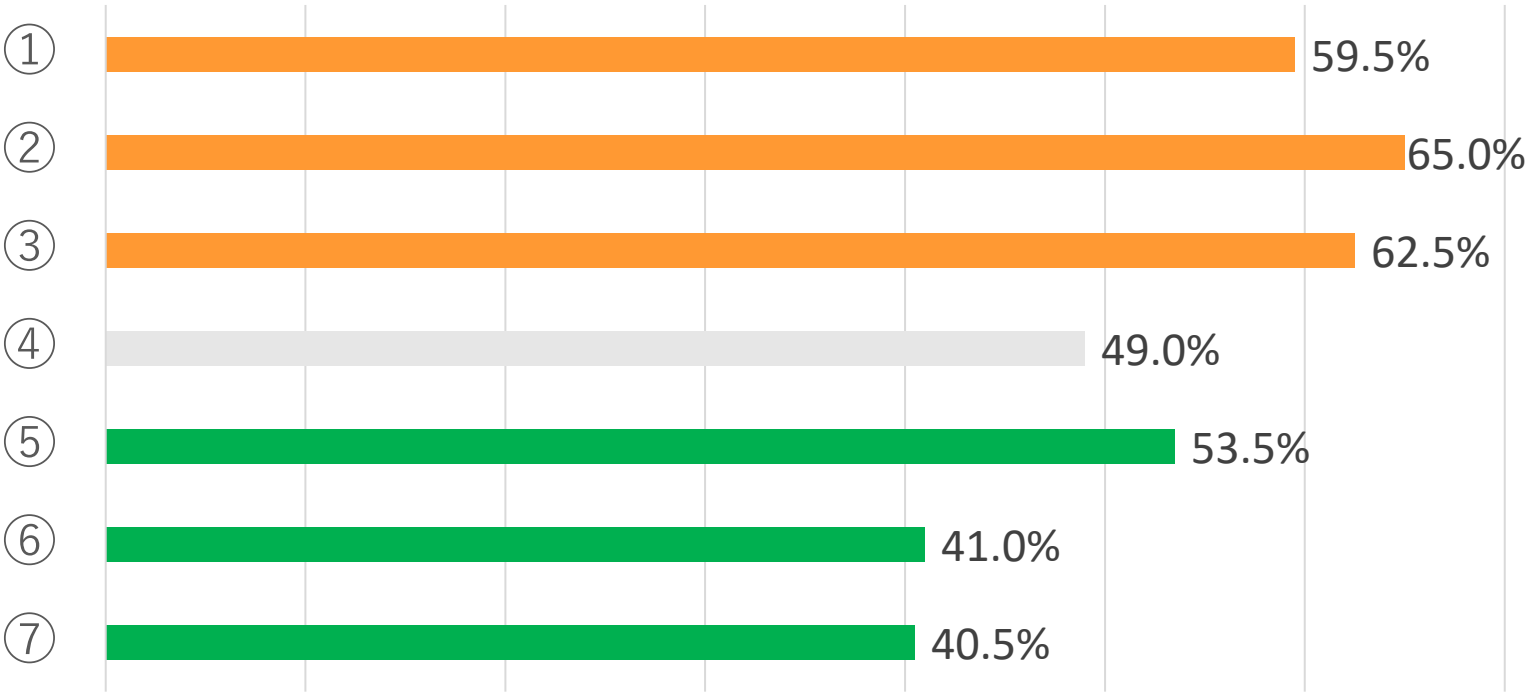


Nearly 90% of teachers chose “1. Improvement of basic academic skills in math” while nearly half chose “4. Students' life skills improved and class management has become easier”.
We were able to confirm KUMON's effect because it was used in schools.

3. Specific Content of Activities and Results (Comments from Parents)

■ "How do you feel your child has grown through the Kumon method of learning?" (Select answer)

- 1. Became able to **count numbers in daily life** (e.g. phone numbers, price tags on products)
- 2. Became able to **count numbers quickly**
- 3. **Computational ability improved**
- 4. Now enjoys math more than before
- 5. Concentration improved
- 6. Became able to study more **independently**
- 7. Became **confident in studies**



The top three were all about improvement in math skills (1, 2, 3). On the other hand, nearly 40-50% of parents chose 5. Concentration, 6. Independence, and 7. Confidence, which can be categorized as non-cognitive abilities. This confirms that **parents in Abu Dhabi recognize the improvement in academic skills and non-cognitive abilities that are cultivated through the Kumon method of learning in school.**

4. About Horizontal and Interactive Learning Under the “New Normal”

-- Lessons learned through this project (including viewpoints and attitudes that should be held) --

- **The importance and difficulty of grasping and understanding local circumstances and needs without preconceptions**
- **How to balance between understanding the circumstances and “The value which Kumon have been offering”**

Through the lessons learned above, the key to being accepted by schools in Abu Dhabi and to develop the project are summarized as follows:

- 1. Contributing to improving children's abilities through the Kumon method of learning as a tool for teachers**
In particular, we need to balance both raising the level of students with low academic ability because of a lack of readiness (bottom-up) and nurturing students with high ability to an even higher level (top-pull).
- 2. Being aware of contribution to school management and class management**
Need to help school management and class management in Abu Dhabi schools where teachers change frequently.
- 3. Setting indicators that measure the learning effect and can be understood by the school that is introducing Kumon**
Need to show convincing evidence of the effects of introducing the Kumon method of learning in the context of the school rather than through the logic of Kumon.

4. About Horizontal and Interactive Learning Under the “New Normal”

❖ Expectations for EDU-Port

Thank you for your attention