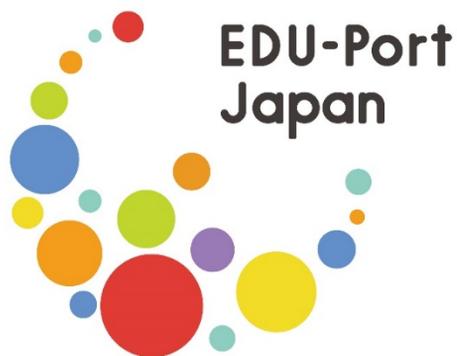


EDU-Port Japan

## List of Pilot Projects

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



March 2020

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The project will develop teaching guideline and train teachers of primary schools on physical education (PE) in Uganda by conducting several workshops in order to improve the current situation that PE incorporated in curriculum is not taught as desired. In teaching guideline, by applying the context of Ugandan primary schools as well as Japanese PE experience and knowledge, this project will develop the guideline which primary school teachers can utilize in their PE lessons. The contents of teaching guideline should match with both the government educational goals and the reality at the ground. As for the workshop, it will be held for teachers to acquire practical skill and knowledge of how to implement lessons using teaching guideline. Through these activities, the project aims to establish a system where primary school teachers can continue to conduct PE lessons by themselves.

## Project Purpose

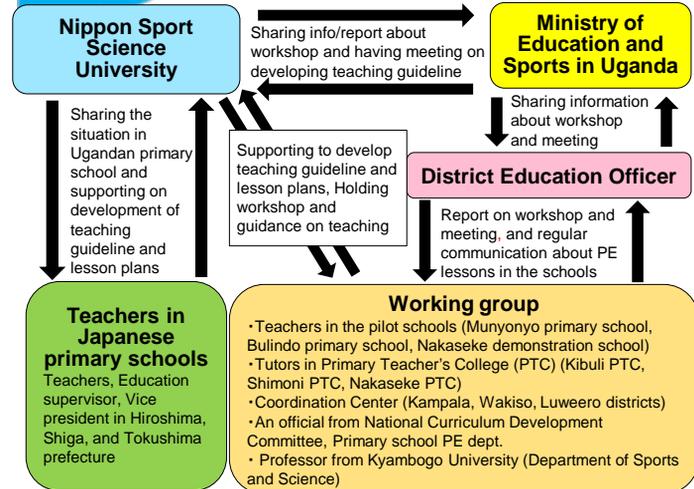
In Uganda, PE has not been taught in all schools due to lack of teacher experience/knowledge/teaching skills in addition to the shortage of teaching equipment in schools.

In this project, we are working on the following three activities:

1. Development of teaching guideline and lesson plans for teachers in cooperation between Ugandan and Japanese teachers, to be distributed to the primary schools in the three targeted districts.
2. Holding PE workshop for teachers to learn how to utilize the teaching guideline and the lesson plans.
3. Supporting improvement of teaching ability by observing regular lessons and consulting with teachers on a regular basis.

By implementing these activities, we support the three pilot schools and the primary teacher's colleges to be a center of PE and continuously carry out the quality lessons in the district.

## Implementation Structure



## Activities & Outputs

### (1) Development of teaching guideline and lesson plans

After the implementation of a PE lesson using teaching guideline created by a Japanese teacher at the Ugandan primary school, both parties finalized the format of the teaching guideline according to the discussions with the working group members.

### (2) Workshop (Introduction of ball games)

With the view of adjusting activities to students' reality, a Japanese project team created the lesson plans of ball games (*port ball*) and held a workshop to introduce it to the working group, in which a lesson was conducted for the Ugandan students (4<sup>th</sup> grade), and a wrap-up session was done after the lesson.

### (3) Regular lesson Observation

We observed regular lessons by the teachers in the pilot schools and the tutors in PTCs in the target three districts and consulted with them. We recorded the lessons and shared the videos with each pilot school for further development.



Conducting Japanese PE (Athletics) for Ugandan students



A Pilot school teacher is teaching balancing



Workshop of port ball lesson of primary four (P4) in order to share the idea of adjusting activities to reality of students



Explaining the important points of Japanese PE lesson

## Way Forward & Message from the Project

- Create** teaching guideline and lesson plans in ball games and expression activities (P1-P7) with the cooperation of Japanese and Ugandan project members. Ugandan teachers carry out the lesson based on the guideline.
- Develop** the skill of Ugandan teachers in teaching by sharing information and giving some advice based on their regular lesson reports.
- Spread** the influence over the neighboring schools and teachers who got interested in teaching PE through workshop with the initiative of the pilot schools.

Nippon Sport Science University

Physical Education Department, Prof. SHIRAHATA Kazuya

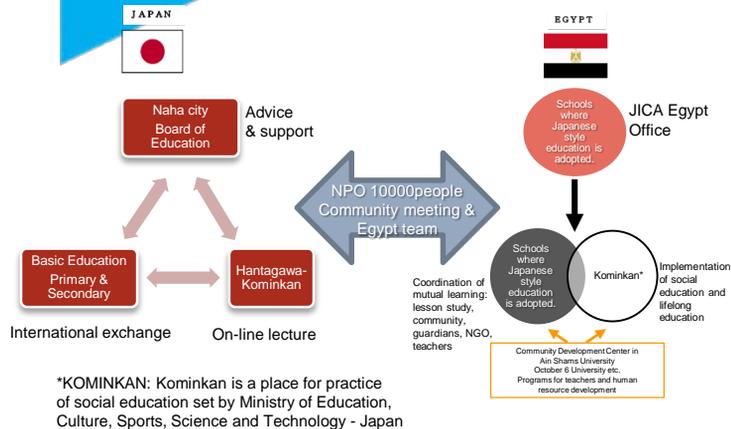
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Learning from experiences of Japanese-style KOMINKAN in social learning and collaboration with local communities, this project will create a model of educational innovation in Egypt that links school education and social learning. Promoting lifelong learning including entrepreneurship activities, the project will contribute to solve social and educational challenges by establishing a system to raise coordinators who can facilitate the learning and operating Japanese-style KOMINKAN.

## Project Purpose

This project aims at implementation of sustainable social education on the initiative of Egyptians utilizing the functions of Japanese KOMINKAN: Gathering, Learning and Connecting. These functions will work out only when Egyptians themselves cooperate with each other and opportunities for self-realization are secured. The project will create a model of educational innovation that links school education and social education.

## Implementation Structure



## Activities & Outputs

### ● Establishment of model Kominkan

Looked for a suitable building for model Kominkan in Cairo. (Jan 2020)

### ● On-line lectures on Japan and Egypt

Theme 1: "Let's compare the history of Egypt and Japan", 17 Egyptians and 9 Japanese participated (Aug 2019)

Theme 2: "Discussion with global news", 12 Egyptians and 11 Japanese (Sept 2019)

Theme 3: "Food culture", 11 Egyptians and 15 Japanese participated (Sept 2019)

### ● Activities in social and lifelong education and institute

Open seminar: "Report on TOKKATSU in schools in Egypt" was organized by JICA Okinawa in the cooperation with Hantagawa-Kominkan, 24 people participated.

### ● Human resource development program in Universities

Discussed possibility of open lectures and lesson study with representatives of Ain Shams University, October 6 University and Aswan University.



Candidate building for KOMINKAN



Presentation by Chief representative of JICA Egypt Office: Mr. Omura



Group photo of participants in On-line lecture



On-line lecture

## Way Forward & Message from the Project

Passions for learning by stakeholders have reached across in Egypt, and network for cooperation is being established. We organized a meeting with stakeholders to present the plan to establish KOMINKAN and promotion of activities at Japanese Embassy in Egypt in January of FY 2020. The project news will be published serially in a monthly journal of social education to increase the project visibility in Japan. Since the human resources development system and team building are progressing smoothly, we will work on regular lectures, club activities, and training of coordinators in FY 2020.

## Contact

Specified Nonprofit Corporation 10000people Community meeting  
**MINAMI Shinnosuke (Mr.)**, Representative Director  
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One of the characteristics of Japanese technical education is to combine theories and hands-on skills. In Bhutan, due to insufficient laboratories and equipment to conduct practical classes, it is often difficult for teachers and technical staff to make students realize the effectiveness of technical education. To achieve "Technical Education for Practical Use", the project supports collaborative activities with communities and aims to develop human resources with strong interest in improving technical skills.

## Project Purpose

Through the Japanese style technical education, Bhutanese teachers in JNEC will be able to:

- realize the importance of practical training.
- teach students practical training on the basis of learning sequence.
- work on the improvement of environment for implementation of practical training.

## Activities & Outputs

- **Development of manual of practical survey and technical guidance at JNEC**  
 Since teachers have not taught practical surveying due to lack of survey knowledge, we developed and provided a manual of practical surveying based on the Japanese method. We also carried out three-week technical guidance at JNEC according to the manual. We will continue the guidance in accordance with a request from JNEC.



Technical guidance for staffs



Guidance by trained staff

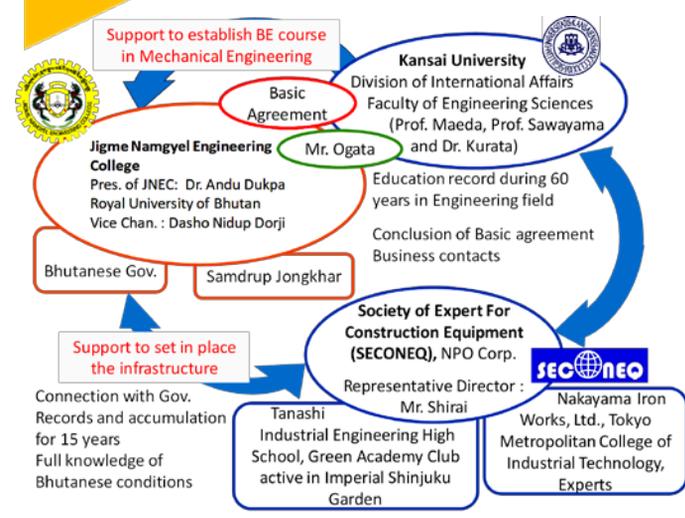


Practical survey off campus



Manual for practical survey

## Implementation Structure



- **Presentation in conference, etc.**  
 We presented current status and challenges of technical education in Bhutan in Japan Society of Education for History of Technology and universities.
- **Introduction of new experimental device**  
 We developed an experimental device of “resonance” and introduced it in accordance with the manual in English, so that students realized the importance of consideration based on mathematical models in engineering.

## Way Forward & Message from the Project

We have been applying for SATREPS program managed by JST and JICA. Before, we have discussed following technical guidance based on the regional social collaboration and improvement of infrastructure for education in JNEC. In addition, we are going to focus on the development of people who are taking over our activities in the future.

## Contact

Kansai University, Faculty of Engineering Sciences  
 Dr. KURATA Junichi Email: kurata@kansai-u.ac.jp

While the number of Japanese companies investing in Vietnam is increasing, the lack of understanding of Japanese companies is an issue in securing the talent of local people. By providing young people in the local communities with career education programs on our real society, we will realize proactive, interactive and deep learning, establish self-view of one's own career and promote deep understanding of Japanese companies. In addition, by teaching instruction methods, we aim to provide sustainable and wide-area training and job creation in Vietnam. Through these efforts, we aim to contribute to the economic development of Japan and Vietnam.

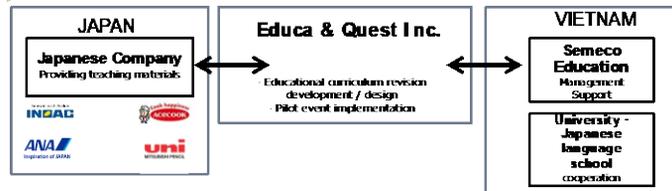
## Project Purpose

Although the need to develop 21st century skills is recognized in Vietnam, there are not many specific programs that address this.

In this project, we will offer skills necessary for living in the 21st century using Japanese companies as teaching materials, through group work activity of problem solving, recognizing the connection with society.

It is a new Japanese-style educational program, not a traditional way of learning, but inquiry-based, with a design of a unique Japanese learning process.

## Implementation Structure



## Activities & Outputs

"The 5th Quest Career in Hanoi 2019" was held at the Foreign Trade University on Sunday November 3, 2019. Four companies representing Japan and based in Vietnam were invited: INOAC CORPORATION, ACECOCK Vietnam, All Nippon Airways (ANA), Mitsubishi Pencil. Japanese personnel from those companies gave lectures on topics based on their own experiences such as company's mission and policy as well as dynamism and fun of working, to 350 students who are leaning the Japanese language. After that, the students worked on an assignment from the companies "to make a proposal of new business which realizes the company's mission" in the given two hours. Then they gave presentations in Japanese on the same day. The winner was team "Polaris" who made a proposal to ANA: a new application to be used for discount of public transportation with points earned as good activities for the environment. The team was also received an award of 3-day training in Japan from 21 to 24 February. They made a presentation to not only to executives of ANA, but also in "Quest Cup 2020 National Convention", in which Japanese junior high school and high school students make presentations to companies.



Participated by 350 Vietnamese students studying Japanese



Team of GP winner coming to Japan in February

## Way Forward & Message from the Project

- We will continue to conduct such events.
- We will establish an association among our company and our partner companies in Vietnam to provide the project activities stably and continuously.

Educa & Quest Inc.

Contact

OKAMOTO Tae (Ms.) · AKAMATSU Shigehiko (Mr.)

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Teaching approach often observed in Myanmar is memorizing educational contents by recital and rote memorization. To transform such approach to “Student-Centered Approach (SCA)” in which students themselves think and seek for answers, it is quite important to change the mindset of teachers and enhance their capacities. By introducing simplified "IGO" and "Rugby" into primary schools, the project aims to enhance teachers' capacities with establishment of a system where teachers and students communicate with each other and students develop their creativity and concentration abilities.

## Project Purpose

- Since teachers completed short-term teacher training system and have less knowledge, skills and mindsets, then intensive resource training is being implemented at the region.
- Establishing appropriate communication between students and teachers with suitable authority gradients.
- Encouraging teachers to recognize importance of adequate leadership and obtain essential skills and personal transformation.

## Activities & Outputs

- As of end of 2019  
Conducted Leadership, IGO and Rugby training in 9 hours session
    - From 11 to 12 May
    - From 20 to 21 July
    - From 14 to 15 September
    - From 2 to 3 November
- Will be planned in January and March 2020 as well.



Team building, making a IGO board with members



IGO game matches



Basic explanation of rugby rule



Playing a rugby

## Implementation Structure

ARTIC : Association for Renge-in  
Tangoji International cooperation



- Assessing issues on resource management of teachers in Myanmar.
- Established Human resource Development Center (HRDC)
- Started training in November 2018

## Partnership Agreement



- Started from internal Self Motivated suggestion system.  
(ANA Virtual Hollywood)
- Participated teachers resource training and contributing improvement of communication, leadership and team building skills.

- DAY1 <Leadership Training>
  - ① Ice braking game and Communication game (verbal, non verbal)
  - ② Leadership management and PDCA cycle
- DAY2 <IGO>
  - ① Rule explanation then, individual and team competition
  - ② Team building through IGO <Rugby>
    - ① Rule explanation and ball handling practice
    - ② Recognizing PDCA through practical game match

## Way Forward & Message from the Project

- Since 2018, the training program has been conducted for primary school teachers in Ayeyarwaddy district as a pilot program under permit of the Ministry of Education, Science and Technology (MEST) in Myanmar.
- In the future, we propose to expand the program nationwide to MEST.

ANA Strategic Research Institute Co., Ltd.

ODAGIRI Yoshinori (Mr.), Senior Researcher

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This project aims at enhancing the capacity of teachers and improving students' understanding on science in Vietnam, by introducing school-based in-service teacher training which contributes to quality primary science (experiments) education in Japan. The project develops experiment training packages and establishes training bases by utilizing Japanese experience to train core science teachers and form their network.

## Project Purpose

- This project aims to contribute to competency development of teachers concerning science education, as well as improvement of science learning of children by introduction of science experiments in Vietnam.
- The project provides packages of experiment training tailored to Vietnamese educational content as an international contribution of Osaka Kyoiku University.

## Activities & Outputs

### Preparation

- Analyzed the current situation of science education in Vietnam, so that the content of Japanese-style training was decided in cooperation with local teachers.
- Translated the chapter related to experiments of the science textbook of national elementary school in Vietnam.
- Developed packaged contents of units of Battery, Electric circuit, Flower structure, Air, Sound, Heat based on Vietnamese textbooks.

### Training Course

Training @ Hanoi Sep.18, 2019 (Photo 1)  
 Place : Panasonic Risupia Vietnam  
 Participants: 40 Public elementary school teachers  
 5 museum staff members  
 Content: "Electricity utilization"

Training @ Ho Chi Min City Sep.21-22, 2019 (Photo2)  
 Place : Department of Primary Education HCMUE  
 Participants: 60 Public elementary school teachers  
 20 Faculty staff members and undergraduate students  
 Content: "Sound", "Air" & "Heat"

- ❖ Translation (Vietnamese-Japanese) was supported by the Faculty of Japanese Languages Studies Staff and Students of HMCUE & Hanoi Univ.



Training at Hanoi



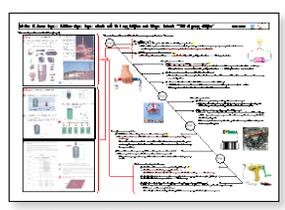
Training at Ho Chi Min



Japanese-style science experiment class in local school

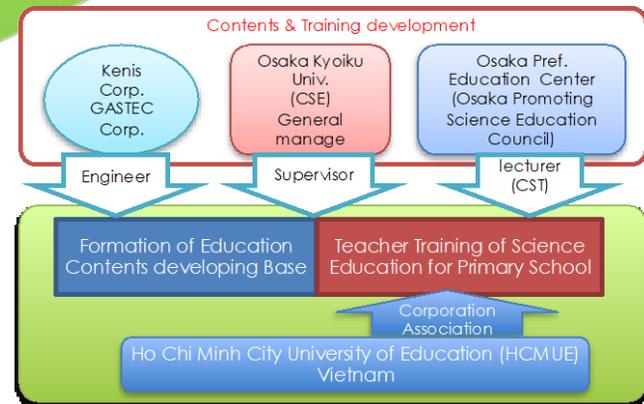


Long-term training



Material in Vietnamese

## Implementation Structure



### Conduct & Collaboration

- Dissemination to elementary schools in Vietnam
  - Teachers in the local elementary schools arranged the courses themselves and conducted Japanese-style science experiment classes
- Long-term training (2 months) for HMCUE researchers (Science, Mathematics, Art and Craft)
  - Joint research on Japanese-style experimental education and STEAM education

## Way Forward & Message from the Project

- The training contents were highly evaluated and enjoyed by not only the elementary school teachers but also university staff and students. They strongly requested continuation of Japanese-style science education training.
- In a discussion after the training, we were asked for cooperation to establish a science laboratory at HCMUE's School Education Faculty and we accepted HCMUE staff at Osaka Kyoiku University for survey on Japanese Style Science education.
- Through the output in 2018-2019, we saw strong interest of Vietnam side in Japanese education and their high motivation for educational reform. Osaka Kyoiku University is considering organizational cooperation for science education in Vietnam.
- In the next step, we will provide new training contents including the contents of in-school training to share recognition of importance of experiment, and verify its effects.
- We would like to express our gratitude for interpretation and translation by Faculty of Japanese Languages Studies to carry out the training smoothly.

Osaka Kyoiku University

Dr. KATAGIRI Masanao, Director of Center for Science Education

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The project purpose is to develop contents for human resource development to meet the needs of both Indian and Japanese enterprises. This project will conduct surveys to grasp the current situation of local vocational training centers, their graduates, and their employers, and then try out a Japanese style educational program in India to validate its effectiveness. The project aims at creating new educational value by merging the excellent elements of Indian educational contents and essence of Japanese's educational contents based on enterprise needs.

## Project Purpose

The purpose of the project is to establish human resources development content that meets the needs of Indian and Japanese companies in India, and to create a route for trained workers to find jobs in Japanese companies, thereby contributing to reduce India's skilled labor shortage. It is also to strengthen the relationship of trust between Japan and India.

## Activities & Outputs

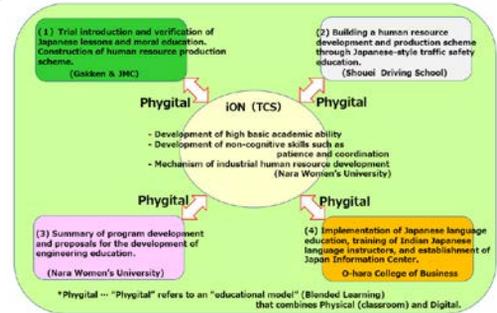
### (1) Trial introduction and verification of Japanese lessons and moral education/ Establishment of human resource production scheme.

Trial of TCS matching site "iON Pro Cert" was conducted. (Nov 2019)

### (3) Program development and summary of proposals for the development of engineering education.

Drone classes at KV-IIT Bombay and Singhania were conducted and compared the learning results. (Nov 2019)

## Implementation Structure



### (2) Human resource development and production scheme through Japanese-style traffic safety education.

The counterpart was decided. (Oct 2019)  
A safe driving simulator was prepared. (Nov 2019)

### (4) Japanese language education/Training of Indian Japanese language instructors/ Establishment of Japan Information Center.

Japan Information Center was established at Reva University in Bangalore, and a Japanese language instructor was sent to teach Japanese to the university students. (Sept 2019)



Learning effect measurement at KV-IIT Bombay School



Drone class at KV-IIT Bombay School



Opening ceremony of Japan Information Center, Reva University



Japanese language class

## Way Forward & Message from the Project

- (1) Building a system in which recruiters of Japanese companies that use the TCS matching site actually interview Indian matched people in India.
- (2) Challenging the collaboration in Engineering Education between Nara Women's University and IIT (KV-IIT, Bombay).
- (3) Implementing safe driving evaluations of professional drivers and piloting a safe driving simulator.
- (4) Stabilizing JIC by training Indian Japanese language instructors.

The barriers between different values are not small, but the Indian tolerance for different cultures is notable. This project to build trust between the two countries will bring significant contributions to both countries over the long term.

This project supports dissemination of Ecohealth education throughout teacher training colleges (TTCs) in Laos by teacher training involving ICT and active learning, and also on the basis of knowledge and experiences by practice and research on environmental education and health education in Japan, stemming from lessons learned from tragic victims of environmental pollutions. Therefore, Ecohealth education, which is promoting health and sustainability using Japan's experiences globally, is aiming to realize harmonious relationships between social development, ecosystem, human livelihood and human health. This project is conducted in cooperation with some Japanese universities, teacher training colleges and their affiliated schools in Laos. Training is conducted to enhance teachers and students' knowledge on Ecohealth, to motivate them to teach, and to improve their ability to plan and implement activities in schools and communities. This project also contributes to strengthening teacher training colleges' research function for sustainable development of eco-health education in Laos.

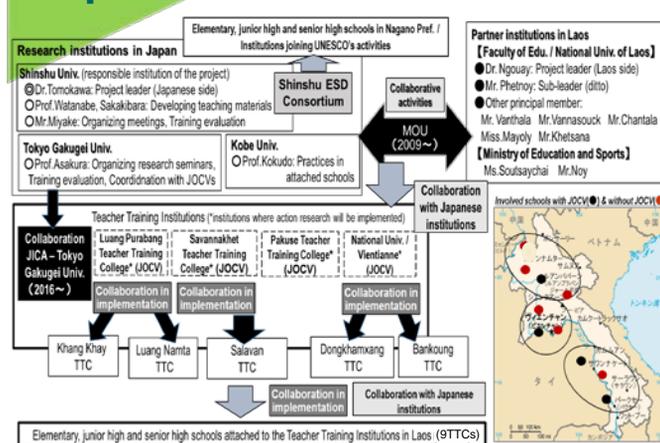
## Project Purpose

This project implements education research, teacher training and in-service teacher refreshers based on collaboration between TTCs and their attached schools, utilizing accumulated know-how in the Japanese education system. Principal activities are as follows:

- 1) Teacher trainings with practice teaching in attachment schools.
- 2) Refreshers for in-service teachers by introducing a system of in-house training at each school.
- 3) Training and practitioner research for capacity-building on education research (collaborative research and participation in academic meeting, etc.)

Overall purpose of the project is to realize sustainable Ecohealth education through development of teaching materials, teacher training, and capacity-building of teachers in evaluation study of practices at schools.

## Implementation Structure



## Activities & Outputs

The following activities were implemented in 2018 and 2019 to introduce and disseminate Ecohealth education in Laos:

- 1) **Development of a teacher training system and training materials with ICT:**  
Project developed a teacher training system. (procedures of preparation, implementation and evaluation, training materials).
- 2) **Training of core-trainers and master-trainers**  
- Training of core-trainers for 5 staff from National Univ. (NUOL) and teachers from 3 Teacher Training Colleges (TTCs).  
- Training of master-trainers for 75 teachers (25 teachers from NUOL and 2 TTCs in central prefectures, 25 teachers from 3 TTCs in southern prefectures, and 25 teachers from 3 TTCs in northern prefectures).
- 3) **Seminar for teachers to disseminate ecohealth education in each TTC and attached school:**  
- Kick-off seminar was held in September 2018 with responsible persons of NUOL and 8 TTCs.  
- Seminars for teachers were held various times to disseminate Ecohealth education with around 170 participants in total.
- 4) **Support for practice of ecohealth education during student teaching:**  
About 200 student teachers in Pakse TTC took a course of Ecohealth education and implemented practical lessons as a part of their teaching practice. As a result, about 400 students in primary and lower secondary schools attended an ecohealth class.
- 5) **Support for meetings to revise the textbook, and to develop a teacher's guidebook:**  
Meetings with representative teachers from 9 TTCs were held to share the practical experiences. Through the meetings, achievements and challenges were clarified and textbook was revised along with development of a teacher's guidebook.
- 6) **Training and exchange of researchers (acceptance of trainees, educational research seminar on Ecohealth, etc.):**  
- 2 staff members of NUOL visited Japan and reported the project activities at Shinshu ESD debrief meeting in January 2019.  
- In Laos, the project held educational research seminar on Ecohealth in NUOL and 3 TTCs in which more than 100 Laotian researchers participated.



Cultural exchange in Japanese school



Ecohealth training in Japanese University



Practice by TTC students in attachment school (health check up)



Meeting for revising text books and develop teacher's guide on Ecohealth education

## Way Forward & Message from Project

- The project will continue to provide support for the sustainable implementation of Ecohealth education by developing training and research system and conducting teacher training on skills of evaluation and research on educational practice.
- We want to promote Ecohealth education in Japan and other Asian countries.
- We would like to develop and disseminate digital educational materials, food and equipment related to health, hygiene, safety by collaborating with private companies.

Formation of professional learning community / network for the schools in the 21st century and teacher learning, which supports capacity development of teachers in Africa and Middle East regions. For that purpose, this project organizes international roundtables in both regions and sets up teaching development centers in Malawi and Egypt. Furthermore, based on the knowledge gained through these activities, International Teacher Development Center will be established as a center for practice sharing on lesson development and school development which are two pillars that support school education in Japan.

## Project Purpose

Efforts in reforming schools are widely spreading in African and Middle East regions. However, the old transmission approach in teacher education is hindering its progress. This project categorically addresses such issues by cultivating professional learning communities and disseminating Japanese education features. In particular, the features are: (a) designing lessons from practices of base schools, (b) lesson studies as a result of collaboration among teachers, (c) presence of a coordinator to support teacher collaboration, and (d) strong collaboration between the school and the community. By incorporating these features in African and Middle Eastern contexts and collaborating with foreign partners, a new international model of professional development will emerge, and regional and international professional learning communities will be cultivated.

## Implementation Structure



## Activities & Outputs

### Africa Region

- Roundtable Efforts in AFRICA
  - Roundtable attended by approx. 300 educators during the national teacher training (Oct 2018)
  - Roundtable attended by approx. 40 educators from different local schools (Dec 2019)
- Efforts on Collaborative and Practice-based Discussion Sessions by Teacher Development Centers
  - Workshops and discussions focusing on Teacher Collaboration (Oct 2018) and Educational Community Practices (Dec 2019)



Roundtable in Africa



Lesson scenario at Malawian Base School

### Middle East Region

- Roundtable Efforts in MIDDLE EAST
  - Roundtable attended by approx. 25 Egyptian Ministry of Education members (Oct 2019)
- Co-Hosting of Practice-based Study Groups with Teacher Development Center
  - Study groups on learning development (Dec 2018) and teacher collaboration (Oct 2019)

### Africa and Middle East Region

- Participation in Fukui Roundtable (Feb & June 2019)



Roundtable in Middle East



Study Group in Egyptian Base School

## Way Forward & Message from Project

- Way Forward
  - Sustainable implementation of meaningful reflective roundtable sessions that support practice-based discussions and exchanges in partnership with teacher development centers in Africa and Middle East
- Message from the Project Heads
  - Opportunities to exchange practices and learning among EDU-Port implementers and stakeholders, and plans toward establishing meaningful reflective roundtable for those involved in EDU-Port projects

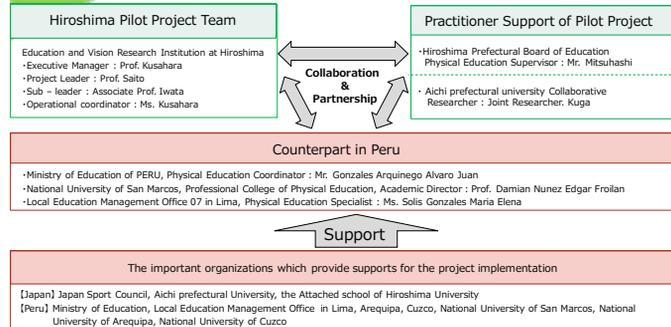
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In Peru, lesson hours of physical education classes in elementary schools increased from 2 hours to 3 hours per week. One of the challenges is to bring up teachers to implement appropriate lesson. This project provides knowledge and skills of Japanese physical education, and establishes in-service teacher training system utilizing lesson study to support capacity development of physical education teachers in Peru.

## Project Purpose

Since the number of hours for physical education classes has increased, it is urgently required to formulate a teacher training program on how to conduct and manage the classes. This project aims to design a physical education teacher training system based on lesson study in collaboration with Peruvian specialists in physical education, and also to spread this training system throughout Peru.

## Implementation Structure



## Activities & Outputs

【2018】

- The first lesson study workshop in Peru was held in Lima, inviting physical education experts and current physical education teachers from Ministry of Education of Peru, National University of San Marcos, and Regional Bureau of Education.
- We made presentations on how to conduct the teacher training utilizing lesson studies in the workshop in Lima.
- We visited Arequipa and Cuzco to investigate the condition of physical education at schools and prepared for holding lesson study workshops in the following year in both cities.



The lesson study workshop



Lesson observation (Goalball)

【2019】

- A physical education team consisted of physical education experts from Hiroshima University, Board of Education in Hiroshima, and Lima. This team held the lesson study workshop in Arequipa and Cuzco.
- In the workshops, the lesson study model and Japanese physical education classes were introduced by lectures. Then, the entire flow of a lesson study [discussion before observed lesson – lesson observation – discussion after observed lesson] was demonstrated by Japanese team.
- Approximately 900 physical education experts from all over Peru and physical education teachers from the two cities participated in this workshop, which resulted in adopting the lesson study models in the two cities for the future.



Lesson observation (Volleyball)



Discussion after observed lesson

## Way Forward & Message from the Project

- We believe that the lesson study model can be adopted in more schools if it is expanded into other subjects in the future rather than exclusively adopted in physical education alone. We will passionately continue to advocate and support the expansion of this model.
- We hope that the lesson study model, as developed jointly by Japan and Peru, will be widely adopted in many other Latin American countries and other regions to contribute to improve the quality of education.

Hiroshima University, Graduate School of Education

Dr. SAITO Kazuhiko

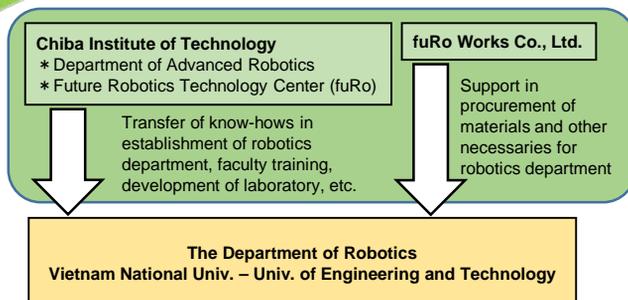
Tel: +81-82-424-7151 Email: [saitoh@hiroshima-u.ac.jp](mailto:saitoh@hiroshima-u.ac.jp)

Based on a partnership agreement, Chiba Institute of Technology (CIT) supports Vietnam National University - University of Engineering and Technology (VNU-UET) to establish Department of Robotics by providing educational contents including curriculum and teacher training. By utilizing human resources development, technology transfer, and industrial development, this project aims at making the department internationally competitive by introduction of Japanese-style education.

## Project Purpose

To answer the pressing issue of strengthening the robotics field in Vietnam, CIT assisted VNU-UET to establish the Department of Robotics in 2018, the first in Vietnam, through this project. This year, we will ensure smooth operation of the new department by continuously providing expertise on technical/management training at the robotics at the Department of Advanced Robotics and the research/development at Future Robotics Technology Center (fuRo) in the form of activities listed below.

## Implementation Structure



## Activities & Outputs

### ◎ Invitation of VNU faculty (July 2019)

Two faculty members of VNU were accepted as visiting researchers at fuRo in July 2019. They learnt not only the way of teaching at lecture classes but also coaching at laboratory classes and development of robot hardware and software.

### ◎ Curriculum at VNU (September 2019)

Faculties of CIT visited VNU in September 2019 and gave short courses, attended classes by VNU faculty, and checked the progress with curriculum. We agreed that the total quality of robot education was established.

### ◎ Workshop at VNU (September 2019)

A workshop on robotics research at both CIT and VNU was held in September 2019 to enhance the recognition of this project. Invitees include VNU faculty officials, high school teachers and students, recruiting staff of local industry, and personnel from the Japanese embassy.

### ◎ Guide robot FUSO (November 2019)

VNU researchers have developed FUSO, a guide robot, under advice from fuRo and demonstrated its function to the Prime Minister Nguyen Xuan Phuc (wearing a purple necktie in the right picture below).



Technical instruction to Visiting researchers



Intensive short course



Workshop



Guide robot FUSO and the Prime Minister of Vietnam

## Way Forward & Message from the Project

- Grade progression: Introduction of more research related courses including senior study course.
- Teaching style: More provision of short courses from CIT to show the Japanese way of teaching to VNU faculty. Introduction of curriculum is not sufficient for exporting Japanese education.
- After graduation: Establishment a graduate school at VNU and admission of VNU graduates at CIT, plus cooperation with local industry for assisting career planning of the graduates.

Chiba Institute of Technology, CHIYODA Kazuo (Mr.)  
Director of Academic Affairs Division

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This project will develop human resources in accordance with National Skill Standard (NSS) at GLORY Career Training Centre, Yangon, where Okayama Institute of Science and Technology implements automobile mechanic courses by (1) creating internship opportunities for students in local industry, (2) conducting seminars, and (3) developing curriculum based in accordance with NSS. This project aims at increasing the number of graduates studying in Japan and employed by Japanese companies, and establishing a high standard automobile mechanic course.

## Project Purpose

The project aims to develop and make a trial use of a curriculum and instructional textbooks based on the needs of the time to train human resources with highly-practical skills in the area of automobile mechanics in Myanmar. The goal is to promote and improve vocational training/ professional engineering education and create job opportunities at the same time.

## Activities & Outputs

### ● Holding Seminars on HR Development of Professional Technician (Dec 2019)

Conducted seminars in two big cities (Yangon and Mandalay) for over 360 people from mostly educational institutes and young people who have strong intention to be professional technicians. Topics were introduced including Japanese-style vocational training system, changes made so far in Myanmar, progress of NSS, etc.



Opening Speech by Deputy Director of MoE Myanmar



Over 180 young people attend the event - Yangon

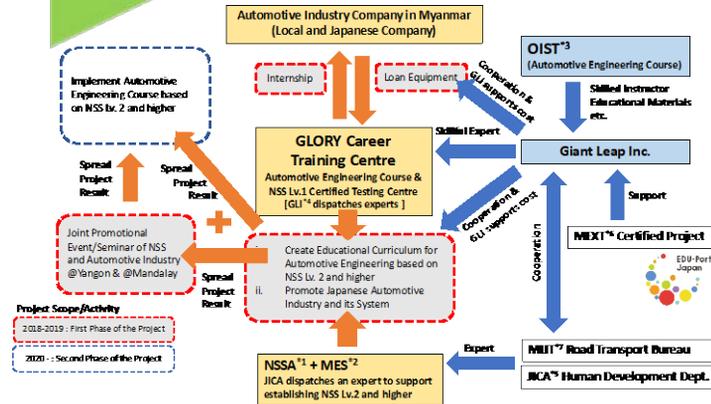


Internship at Automotive Company



Discussion on NSS Lv.2 at MES

## Implementation Structure



### ● Internship at Automobile-related Companies (Jan 2019)

With the cooperation of 6 companies, 14 students received internship opportunities with them. Planning 2<sup>nd</sup> round in Jan 2020.

### ● Development of Curriculum equivalent to NSS Lv.2 (thru 2019)

Developed a curriculum for training automobile mechanics, which is equivalent to NSS Lv.2 and will be used in the associated schools.

## Way Forward & Message from the Project

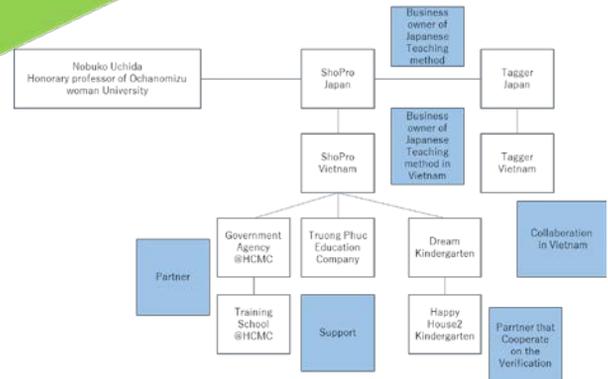
We will continue to spread the effectiveness of human resources development in Myanmar through Japanese-Style Vocational Training System to all kinds of people in government, industry and academia. Many people in Myanmar have strong intension to learn skill+ Japanese language and to get a job. We also would like to continue to explore opportunities to collaborate with such people.

This project prepares kindergarten teachers who can practice Japanese style pre-school education methods in Vietnam. It will provide kindergartens with support in both "soft" aspects (teacher training and information sharing) and "hard" aspects (advice on kindergarten design, safety design and playground equipment) under the brand name of "The ShoPro Method". This project aims at enhancing quality of pre-school education in Vietnam through capacity development of kindergarten teachers.

## Project Purpose

The number of kindergartens is rapidly increasing in Vietnam due to the increase of double-income households from economic growth. As a result, the poor quality of kindergartens has become an issue and child abuse by teachers is now a serious social issue. Under such circumstances, high-quality Japanese style education has caught much interest in the society. This project aims to help solve the quality issue of the local kindergartens by improving teacher skills with Shogakukan-Shueisha Production Method (SPM).

## Implementation Structure



## Activities & Outputs

### - Seminar for educational institutions

A two-day seminar to give an overview of SPM was held at the request of an educational university (a nursery development school) in Nha Trang. About 100 directors and owners participated. (September 2019)

### - Training in Japan

The training for Vietnamese staff was held in Japan. They visited Ochanomizu Women's University Kindergarten, Children's Garden and Nursery by the introduction from our adviser UCHIDA Nobuko. They deepened understanding of child-centered childcare. (October 2019)



Training in Nha Trang



At Ochanomizu Women's University Kindergarten



Hearing at a local contract kindergarten



Training completion ceremony at contract kindergarten

### - Visit of Japanese staff to Vietnam.

#### Hearing of local garden in Vietnam

Japanese staff visited the 3 contract kindergartens and learned about the local curriculum. (November 2019)

### - Increase of contract kindergartens

There are currently about 10 contract kindergartens. Each kindergarten actively shares information via SNS that it has adopted the Japanese-style early childhood education and childcare law, which has attracted the interest of other owners who have seen it. (As of January 2020)

## Way Forward & Message from the Project

We will continue to work to improve the quality of kindergartens in Vietnam.

In addition, since we are currently expanding the connection of local kindergartens and government agencies in charge of childcare, we are considering collaboration with manufacturers and distributors who want to sell wholesale goods to the kindergartens.

If you are interested, please contact me.

Shogakukan-Shueisha Productions Co. Ltd., Education Division

YASUDA Atsushi (Mr.)

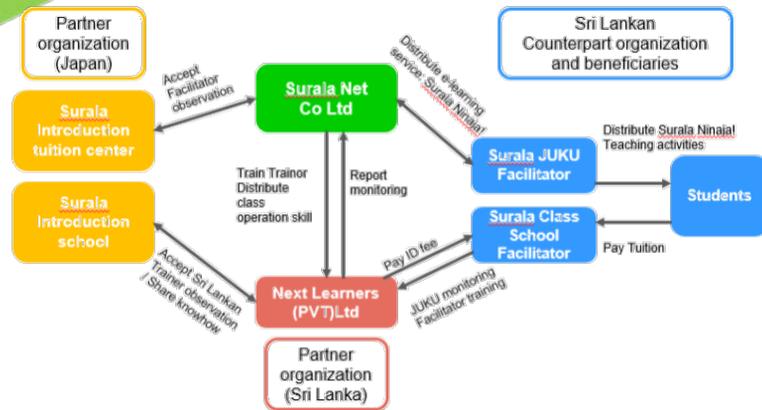
Tel: +81-90-7942-6275 Email: yasuda-atsushi@shopro.co.jp

This project provides tutorial schools and schools in Sri Lanka and other Asian countries with digital learning materials, namely "Surala Ninja!" which motivates primary school students to study and enjoy interactive conversation with Japanese animation characters. It accustoms students to self-study and to Japanese-style "discipline" and "manners", and enhances their learning achievement while improving teachers' skills to operate e-learning.

## Project Purpose

In primary education of Sri Lanka, there are many cases that adopt Japanese style education methods such as "100 Box calculation", and parents and school officials are highly interested in Japanese education. In this project, mathematics classes through e-learning are developed at local schools and tuition centers for elementary school students, and instruction such as discipline and autonomous study is conducted, along with Japanese style math education, in order to establish higher learning habits and produce results.

## Implementation Structure



## Activities & Outputs

### ● Promotion of understanding of education in Japan for Sri Lankan education officials

Invited 3 Sri Lankan trainers to Japan with the aim of strengthening the ability of facilitators who manage "Surala Class": learning the operation know-how of e-learning classes and teaching method in elementary school, through the tour of Surala introduction schools and elementary schools.

### ● Strengthening the operation of Introduction tuition centers and schools

Dispatch facilitators who received the training of the trainers to the school and instruct class management intensively.

### ● Impact creation project through Japan Festival (math contest)

Hold a Math-themed event with the aim of raising interest in Japan and further motivation of students learning by "Surala". Students experience Japanese games as well as 100 Box calculation contest.



Educational IT Solutions Expo



Japanese School visit



100 box calculation contest in Kandy



Japan Festival in Colombo

## Way Forward & Message from the Project

After this project, in order to contribute to improving Sri Lankan students' math abilities, we will try not only to expand operations to the island-wide, but also to further enhance the quality of Japanese style math education by leveraging the leadership of the trainers who participated in the training in Japan.

SuRaLa Net Co., Ltd.

Overseas Business Development Department, OGAWA Jo (Mr.)

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Contact

To mitigate children's health issues such as obesity and malnutrition in cities of Vietnam, this project provides primary school students with Japanese-style home economics lessons including cooking activities. Reducing obesity and enhancing health awareness contributes to Sustainable Development Goal 3 (Ensure healthy lives and promote well-being for all at all ages). Starting from food education, this project aims at strengthening relationship between Vietnam and Japan by enhancing mutual understanding of both cultures and introducing Japanese-style discipline and manners.

## Project Purpose

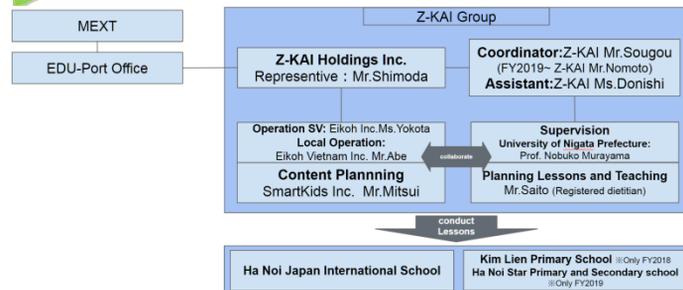
This project aims at solving children's obesity, one of urban social problems, and enhancing health awareness through the following:

- The provision of home economics lessons, cooking activities to primary school students under Japanese style food and health education project.
- The enhancement of mutual cultural understanding between Vietnam and Japan through providing social education including Japanese-style discipline and manners.

## Activities & Outputs

- Developed a new class based on a "Snack" which is suspected of having a major impact on the background of the local obesity problem.
- Conducted "Snack" classes:
  - Nov 5 at Hanoi Japan International School.
  - Dec 24 at Hanoi-Star Primary and Secondary School.
- 24 teachers and staff at Hanoi-Star Primary and Secondary School received training, on Dec 24, to hand over teaching materials and ideas, and to practice Japanese-style education.

## Implementation Structure



- This fiscal year, "Self-Driving in Vietnam from the next fiscal year" was taken as an important theme. In order for local teachers to conduct developed classes on their own, not only handing over the teaching plans and teaching materials, but also video shooting staff of Z-kai Group were dispatched to Vietnam to record the classes and training.
- These resources will be widely spread through media such as YouTube and will also aim to raise parent awareness of obesity prevention through local "dietary education."



Using local standard snacks as teaching materials



Measure the amount of snacks with "hand scale".



Lesson style to promote questions and teamwork



Hand over to teaching materials to 24 teachers

## Way Forward & Message from the Project

In order to achieve our goal of "Localization of teaching materials and classes" we conducted a field survey on the state of snacks and conducted a questionnaire: "My favorite snack" before the class in this fiscal year.

Through these surveys, we completed the lesson based on snacks sold in the local market.

Furthermore, in order to promote "Shokuiku", it is important to change the awareness and behavior of families and teachers. We took movies of the class and shared them with families so that it would not become a closed program at schools.

We will continue our activities through our local subsidiaries so that we can solve the problem of obesity in children, which has become a social problem.

Z-kai Inc., Business Management Department

NOMOTO Tatsuya (Mr.)

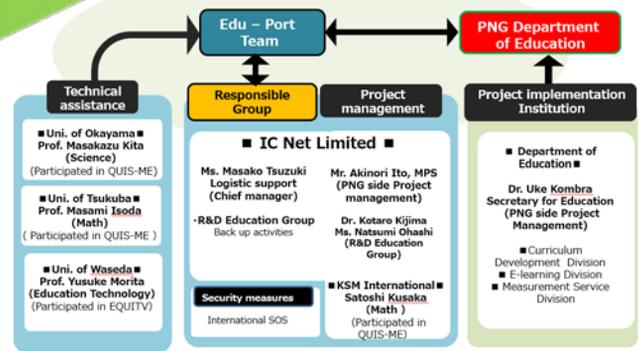
Tel: +81-55-976-8306 Email: t-nomoto@zkai.co.jp

This Project develops an assessment tool to evaluate students' achievement in accordance with new curriculum and textbooks that are newly developed through Japan assistance. The Project also introduces feedback sheets on assessment results to students, and schools to improve their lesson delivery. Through this process, the Project applies the concept and methodologies of "curriculum management" practiced in school education in Japan including PDCA cycle of curriculum (development, implementation, evaluation, and improvement).

## Project Purpose

In Papua New Guinea, where new curriculum is launched, assessment on students' learning is increasingly important to evaluate the effects of the new educational contents as well as to improve students' learning and teachers' lesson delivery. This Project brings in the concept of Japanese "curriculum management" by assisting PNG in the development of assessment and feedback tools to students and teachers. The Project purpose is to further improve educational contents and activities through the Japanese "curriculum management" model.

## Implementation Structure



## Activities & Outputs

### 1) June 2019

- Held kick-off meeting with the officials of the Department of Education of PNG to confirm the Project overview and work plan.

### 2) July 2019

- Finalized assessment tools.
- Discussed about detailed contents of feedback sheets to be used at pilot schools.

### 3) September, November 2019

- Conducted the assessment at pilot schools with the officials of the Department of Education of PNG.
- Scored the results
- Discussed with the officials about the way to make feedbacks to the students and teachers.



Conducting the assessment at pilot schools -1



Conducting the assessment at pilot schools -2

The feedback sheet shows a student named Pola from Kolen Primary School. It includes a table for 'Your Score' with columns for Subject, Add score, and Average score. The scores are: Mathematics (30, 12, 14.7), Science (30, 12, 11.6). Below this is a 'Your Level of Achievement' table with columns for Subject and Your level. The levels are: Mathematics (C), Science (B). The sheet also features sections for 'Your Score by Area of Study' for Mathematics and Science, each with a grid for Chapter, A, B, C, D. There are cartoon characters and text boxes providing feedback and encouragement, such as 'Let's check your level!', 'What can I do??', and 'Let's study more and get better score next time!'.

Sample feedback sheet

## Way Forward & Message from the Project

Through the following activities, we seek ways for school education of PNG can improve and develop strategies for the improvement together with Papua New Guinean people.

- To finalize the feedback sheets which reflect analysis on the results of assessments and discussion with teachers and officials of the Department of Education.
- To hold feedback meetings to pilot schools and the Department of Education.
- To summarize the outputs of the Project, and discuss about further action.

## Contact

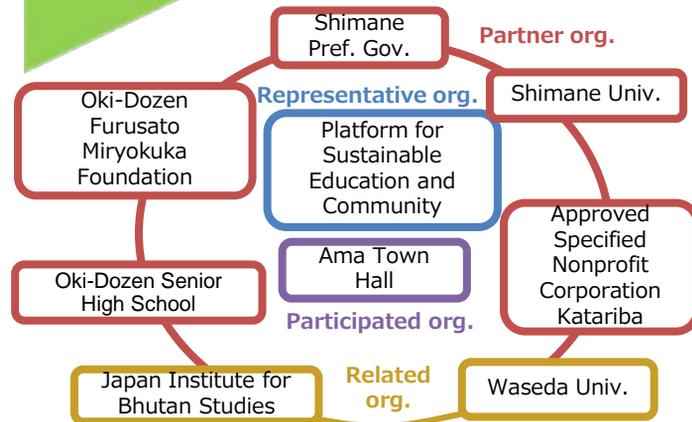
IC Net Ltd., Tsuzuki Masako (Ms.)  
Tel: +81-48-600-2503 Email: tsuzuki@icnet.co.jp

This project expands "School centered Community Revitalization (Sustainable Development School Project)" in Bhutan, which started from the small town of Ama, Shimane Prefecture and has spread all over Japan. This project encourages schools and communities to foster "people who will be responsible for the future of community" by efforts such as project-based learning, community club activities, and 21st century style "TERAKOYA" (learning center). It contributes to create a new flow of people from urban to rural areas and develop sustainable communities.

## Project Purpose

- In Bhutan, the 'Preservation and Promotion of Culture' and 'Community Vitality' are the main issues for the government aiming for GNH (Gross National Happiness). On the other hand, the youth culture is becoming westernized rapidly and outflow of youth from regions to cities occurs.
- This project is to develop sustainability of local community and culture by developing the next generation with community and in schools while solving problems of community and promoting cultural values.

## Implementation Structure



## Activities & Outputs

- **On-site survey and framework agreement**  
Visited Bhutan to form a general agreement with the counterpart, Ministry of Education. Visited the pilot project site and held a workshop with local teachers and students.  
(June 2018, October 2018, February 2019)
- **Exchange program between Oki-Dozen High School and Bhutan**  
Accepting international students from Bhutan at Oki-Dozen High School and conducting exploratory learning in Bhutan.(July 2018)

- **Implemented Project-based Learning (PBL) program**  
3 days PBL workshop to create a PR video for tourists was implemented. Facilitation training for teachers was held and the trained teachers facilitated the PBL workshop. Through this workshop, we created a PBL introduction movie that shows how students and teachers have changed. (July 2019)



PBL for GNH workshop



Teacher Training



Students fieldwork in PBL



Presentation of their project

## Way Forward & Message from the Project

- From now on, we will develop a program for continuous PBL toward the realization of GNH through the JICA Grassroots Technical Cooperation Project. At the same time, training of local coordinators and teachers, and development of tools for PBL for GNH will be promoted.
- Japan has something to learn from Education for GNH in Bhutan. Based on the results of this project, we would like to promote the development of PBL for GNH so that it can be re-imported to Japan.

Platform for Sustainable Education and Community

Contact IWAMOTO Yu (Mr.)

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This project establishes a system for editing and utilizing textbooks in Cambodia, based on Japanese-style education. It is textbook-oriented in Cambodian context, but realizes not only understanding of subject contents but also children's inquiry-based learning and teachers' autonomous research on teaching materials. Its main activity is human resources development including curriculum and textbook development, editing and publication of textbooks, and pre-service and in-service teacher training. This project aims at fostering editors who can plan and publish new social studies textbooks, and teachers who can utilize such textbooks.

## Project Purpose

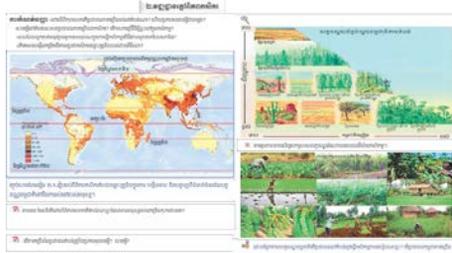
This project produces the following outputs to establish a system for editing and utilizing textbooks in Cambodia, based on Japanese-style education:

- (1) To formulate a manual on editing and publishing social studies textbook for sustainable human resource development.
- (2) To develop model lessons for teacher educators to realize philosophy and goals of new social studies curriculum.

## Activities & Outputs

### (1) To formulate a manual on editing and publishing social studies textbook for sustainable human resource development

- Sharing new model units on social studies education with a textbook company in Cambodia (Dec 2018, Feb and Dec 2019)
- Implementing a training program in Japan for a chief textbook editor (e.g., at Hiroshima University and Tokyo Shoseki Co., Ltd. in July, 2019)
- Formulating a manual on editing and publishing social studies textbook (July to Feb 2019)



A model textbook unit

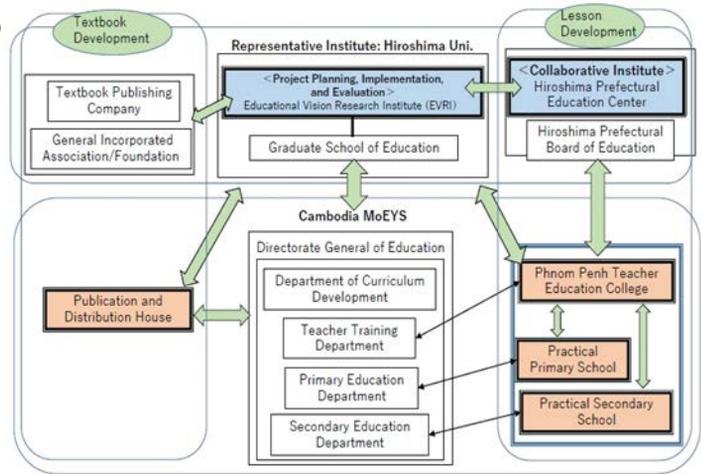


A training session in Tokyo Shoseki Co., Ltd.



A model lesson by an teaching consultant from Hiroshima, Japan

## Implementation Structure



### (2) To develop model lessons for teacher educators to realize philosophy and goals of new social studies curriculum

- Developing model lessons in a practical school of the Teacher Education College by a teaching consultant of the Hiroshima Prefectural Board of Education on G8 Economics ("Unemployment and Employment" in Feb 2019) and G8 History ("French protectorate and modernization" in Dec 2019)

## Way Forward & Message from the Project

The counterpart institutions are expected to make best use of the developed manuals as follows:

- (i) The Publication and Distribution House, the sole textbook publisher in Cambodia, will edit and publish the future social studies textbook with the design principles localized from the Japanese-style.
- (ii) The Department of Curriculum Development will conduct an in-service teacher training program for new curriculum implementation at the school level. Also, the Teacher Training Department will utilize the project outcome for designing a pre-service teacher training program on social studies education in the newly-established Teacher Education Colleges.

## Contact

Hiroshima University, Educational Vision Research Institute (EVRI)/  
 Graduate School of Education, Dr. KUWAYAMA Hisashi  
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This project supports Ministry of Education, Youth and Sports (MoEYS), Cambodia to implement pre-service teacher training for nursing teachers. Main project activities are composed of training in Japan to introduce pre-service teacher training and roles of nursing teachers and to dispatch experts to Cambodia.

## Project Purpose

This project aims at development of Japanese style pre-service training model for nursing teachers based on school health system in Cambodia. Specifically, development of:

- i) a high-quality school health room model in Phnom Penh.
- ii) a training model on school nursing teachers' activities.
- iii) a collaboration model between the school health room and local organizations.

## Activities & Outputs

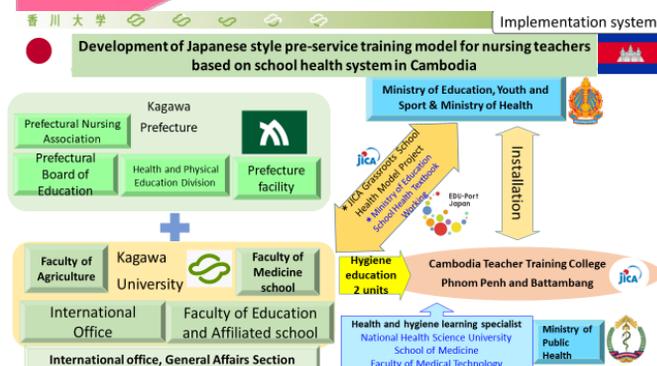
### 【Activities】

- i · ii) Conducted health checkups with 100 children of Westline School and 130 of Kandal Steung District with health teachers: dental checkup for 115, and general health checkup for 108 children.
- iii) Conducted health checkups in the capital and suburbs, in cooperation with MoEYS, Ministry of Health, Kandal State, Kandal Steung District, University of Health Sciences, school principal, school nurses.

### 【Outputs】

- i · ii) The purpose, significance, and method of health checkups including dental and general health checkup, which is a normal activity in the school health room, were transferred to school administrators, teachers, and school nurses.
- iii) The role of the government, administration, schools and research institutes in school dental checkup was transferred. Although cavities were found in about 20% of permanent teeth, brushing instruction at a suburban primary school contributed to oral cleaning. One child had a neurological abnormality and 10% required a detailed examination.

## Implementation Structure



Dental checkup in Phnom Penh



Checkup in Kandal Steung



Participants in Kandal Steung



General health checkup

## Way Forward & Message from the Project

- An academic exchange agreement as Memorandum Of Understanding between Kagawa University and the University of Health Sciences in Cambodia was concluded in October 2019, and we will work together to solve health problems.
- We were adopted as A PROJECT FOR GLOBAL GROWTH OF MEDICAL TECHNOLOGIES, SYSTEMS AND SERVICES THROUGH HUMAN RESOURCE DEVELOPMENT IN 2019. We will consider the continuation of the activity in the next year.

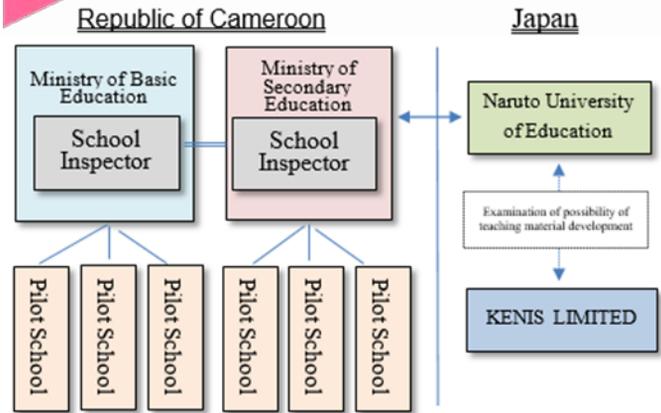
Kagawa University, Faculty of Medicine  
 Prof. SHIMIZU Hiroko R.N., PhD.  
 Email: hshimizu@med.kagawa-u.ac.jp

In Cameroon, pilot schools (primary and lower secondary schools) conduct lesson studies in science and mathematics to introduce a competency-based curriculum. To improve the quality of education in Cameroon, this project supports implementation of Japanese-style lesson studies based on study of teaching materials ("KYOZAI KENKYU") and enhances its quality and continuity.

## Project Purpose

This project aims to improve learning of Cameroon children through support for consolidation, and deepening on the efforts of "Lesson study to promote learning among teachers" who have practiced in Japan. We will also consider the possibility of introducing inexpensive and easy-to-use learning materials developed in Japan with support of study of teaching materials.

## Implementation Structure



## Activities & Outputs

- ☆ Open forum for International Education in Naruto University of Education to share the outline of this EDU-Port pilot project
- ☆ Consultation with the Ministry of Basic Education and the Ministry of Secondary Education
- ☆ Implementation of workshop for science and mathematics school inspectors
- ☆ Support for holding a lesson-studies workshop by school inspectors
- ☆ Examination of possibility of teaching materials development suitable for the actual situation in Africa



Lesson observation



Lesson observation



Discussion after lesson



Small writing board

## Way Forward & Message from the Project

- To observe the lesson study at the pilot schools with the school inspectors and monitor the quality improvement of actual science and mathematics lessons for the students.
- To provide advice to teachers through school inspectors to improve the quality of lesson studies.
- To examine the dissemination plan of lesson studies based on study of teaching materials in the future.

## Contact

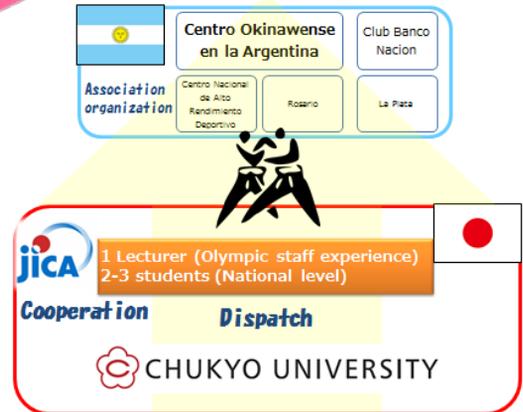
Naruto University of Education, International Cooperation Center for the Teacher Education and Training (INCET), MOTOMURA (Mr.)  
 Tel: +81-88-687-6043 Email: [hmotomura@naruto-u.ac.jp](mailto:hmotomura@naruto-u.ac.jp)

Foreign countries have expressed an interest in the method of instruction and code of honor of Japanese sports. This project aims at transmitting Japanese culture, history and the Judo spirit to Japanese communities in Argentina and contributing to development of their society, by teaching Judo techniques, the methods of teaching and practicing, and politeness to “judo” groups through Japanese student athletes and instructors. The project also explores opportunities to expand the number of target countries and target sports.

## Project Purpose

Organizations where Japanese student athletes and instructors will be dispatched to teach respect “rei” (courtesy) and try to succeed to instruct Japanese Judo focusing on safety and technique. However, instructors in Argentina who have not been trained in Japan have limited experience, so this project aims to enhance capacity of instructors and train competitive players in Argentina.

## Implementation Structure



## Activities & Outputs

### Activities:

- Communicating the purpose and basic philosophy of Japanese JUDO
- Basic operation and interpersonal skills of Japanese judo

**Dispatch period:** Feb 12 to March 11, 2019

### Associated organizations:

- Centro Okinawense en la Argentina
- CeNARD (National team)
- La Plata (Related to Japanese school)
- Police school etc.

**Output:** Instruction to about 1000 instructors and players in 9 organizations

### Dispatched members

- Keisuke Miyake** (Chukyo University)
  - Lecturer of the School of Health and Sport Sciences
  - Head coach of the Judo Team
  - Performance-enhancement staff of Japanese Olympic Committee (JOC)
- Hiroaki Hayakawa** (Chukyo University)
  - Senior of the School of Health and Sport Sciences
  - Captain of the Judo Team
- Ryohei Yamamoto** (Chukyo University)
  - Senior of the School of Health and Sport Sciences
  - Member of the Judo Team



Communicate the Yawara spirit



Instructed about 1000 people (1 month)



State of training



Published in the local newspaper

## Way Forward & Message from the Project

- Exploring the possibility of providing instruction to other Japanese and local communities with a wide range of generations, and introducing Japanese culture, history, and judo spirit.
- In order to maximize the educational effects of dispatched students in Argentina, we provide students with preliminary study to deepen knowledge and skills of Judo instruction and acquire local language, etc. We put a system in place to organize reporting sessions by the students after returning to Japan to encourage junior students to join this project.

**Contact** CHUKYO University, Management Strategy Department  
NAKAMURA Shinya (Mr.)

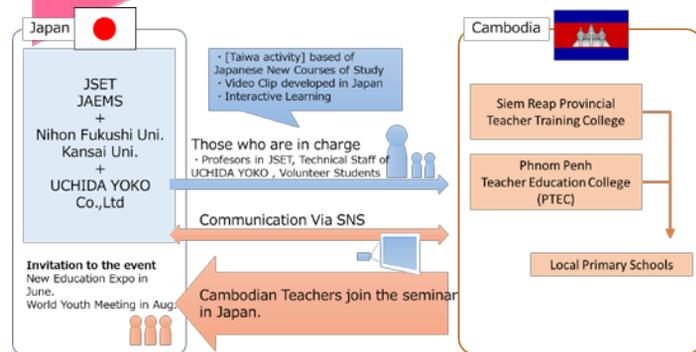
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This project conducts teaching method training for primary English by utilizing digital materials developed by Japan. It provides learners with active learning and makes them appreciate what they can do. This project is being conducted at both Siem Reap and Phnom Penh Teacher Education College under academic-industrial alliance: JAPAN SOCIETY FOR EDUCATIONAL TECHNOLOGY as a hub of consortium collaborating with academic institutes on ICT education.

## Project Purpose

- As cooperation between universities and industry: providing know-how of ICT education by JSET and creating an educational environment by Uchida Yoko.
- English teacher training for primary schools in Siem Reap and Phnom Penh Teacher Training College utilizing digital teaching materials developed in Japan.
- Applying ICT to help interactive learning.

## Implementation Structure



## Activities & Outputs

- **Establishment of a lesson style**  
On-site workshops and demo lessons were conducted by JSET and UCHIDA, in which students learned by watching activities and listening to conversations in video clips. As a result, a teaching method with the use of video clips was established.
- **Establishment of ICT education**  
One PC was provided per group of four to implement interactive Learning based on "Learner Centered Theory." Group presentation was conducted on a daily basis. Graduates also expanded the lesson style.

- **Lesson study by Japanese student volunteers**  
Japanese student volunteers visited Cambodia three times a year and implemented lesson studies with the local teachers using the ICT equipment.
- **On-Line session with Japan**  
Cambodian side shared their classroom activities via SNS and Skype. Japanese side regularly monitored them and gave comments. Continuous discussion was conducted between both sides for further improvement.



Group work with PC



Teacher Training with video clips



English lesson by a graduate



Handover ceremony

## Way Forward & Message from the Project

The followings are driven under the collaboration with Cambodian Teachers.

- Stable utilization of ICT in the implementation of "Learner Centered Education".
- Students' participation in New Education Expo 2019 in June and World Youth Meeting in August to share their experiences and learn about overseas educational projects.
- Discussion on the possibility of introduction of Japanese qualified education in Cambodia.

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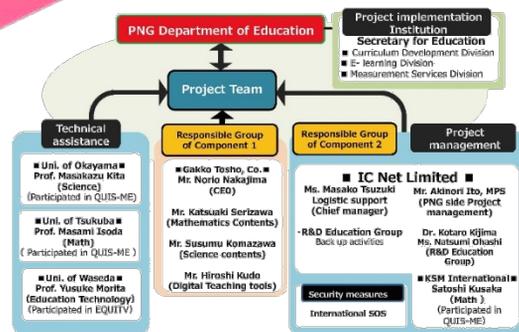
In Papua New Guinea (PNG), the National Textbooks are developed by Japanese Development Assistance utilizing textbook development technique of a publishing company. To implement quality lessons after the distribution of new textbooks, this project tries out training for instructors of teacher training colleges and school teachers utilizing Digital Teacher's Manual. Digital Teacher's Manual provides teachers with timely visual model lessons to meet the needs of this island country and enhance learning achievement of students.

## Project Purpose

The PNG government has introduced a new curriculum and is developing National Textbooks that encourage teachers to provide student-centered and problem solving lessons with the aim to "deliver quality education for all students." To ensure that the lessons will be implemented according to the new textbooks, this Project works together with the Department of Education (DoE) to develop models for Digital Teacher's Manuals (DTM) and to provide training and guidance. DoE and Project team will realise co-production of PNG version of DTM using trial results.



## Implementation Structure



## Activities & Outputs

Project team has:

- shared information and progress of the Project among stakeholders
- confirmed video contents list for PNG version of DTM
- produced video scripts, prepared and recorded video contents
- conducted capacity development for counterparts on preparing of science video contents

### 1. Japanese Project team meeting (June & Oct 2019, Activities in Japan)

Project members in Japan shared progress of the Project and discussed challenges at Division of Digital Editing in Gakko Toshi. Some of the planned activities were delayed because counterparts in DoE have been overworking for the development of new curriculum. Members decided to take countermeasures to speed it up.

### 2. Project team meetings in 2019 (July & December 2019, Activities in PNG)

Japanese team presented inception report in 2019 and contents of DTM to PNG Project counterparts from Curriculum Development Division (CDD) and E-learning Division (ELD) in July 2019. Japanese team reported the progress to DoE in December 2019.

### 3. Production of video contents list and scripts, and Recording of video contents (July, Sep, Oct and Dec 2019, Activities in PNG)

As the 1<sup>st</sup> year activities, Project team discussed about video contents which should be used for the preparation of lesson and in class effectively with PNG counterparts. In this year, Project team reviewed and made a content list for topics in magnetism, light and electricity and produced scripts for them. After completion of scripts, Project team conducted rehearsal of recording and recording of video contents at National Education Media Centre.

### 4. Capacity Development for PNG Counterparts (July to Dec. 2019, Activities in PNG)

Japanese team conducted capacity development for PNG counterparts. In script producing, Japanese team provided advice that contents should be in line with National Textbooks and Teacher's Manual, and should include necessary information with technical aspects for teachers to conduct experiments easily. In addition, Japanese team advised counterparts to conduct actual experiments for confirming the steps of the experiments and scripts. After each session, reflection sessions were conducted to discuss and share ideas for improvement of activities, their knowledge and skills for utilizing next activities.



Production of video contents list



Production of video scripts



Rehearsal of video recording



Science video contents recording

## Way Forward & Message from the Project

In 2019, PNG counterparts have been occupied with their main task of curriculum development. Therefore, only some parts of planned activities were conducted. In 2020, Project team will continue to record video contents and complete sample of DTM, then conduct trial demonstration lessons using DTM by students at Primary Teachers College. After that, Project team will conduct a feedback meeting to present result of the trial with Primary Teachers College and DoE and will produce user-friendly sample DTM including necessary information. Finally, DoE and Japanese team will prepare co-production of PNG version of DTM.

## Contact

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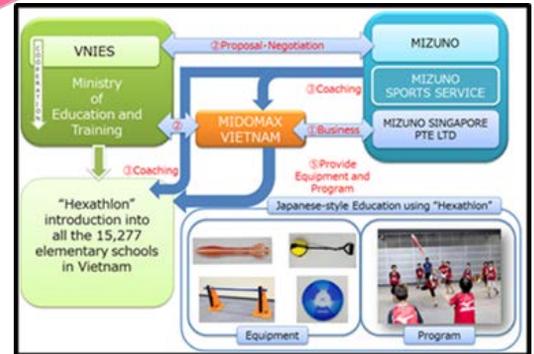
Through the meetings with Ministry of Education and Training (MOET) in Vietnam, physical education teachers' training and demonstrations in schools, Mizuno aspires to introduce its proprietary developed program Hexathlon to all the public primary schools in Vietnam. Mizuno believes this will contribute to improve the physical education classes in Vietnam, of which currently lacks to provide children with opportunities to practice movements such as "running", "jumping" and "throwing" under the limitation of time allocated to lessons. Furthermore, the aim is to share joy of exercise with children, to decrease health problems related to obesity and to contribute to Vietnamese people's health.

## Project Purpose

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

- 1) To enable to teach children about different kinds of movements efficiently within a 30-minute class.
  - 2) To enhance children's physical strength and athletic ability.
  - 3) To decrease health problems related to obesity.
  - 4) To contribute to health enhancement.
- Introducing Japanese-style education will not only meet the above needs, but also improve judgement and communication skills in mid- long- term as additional value.

## Implementation Structure



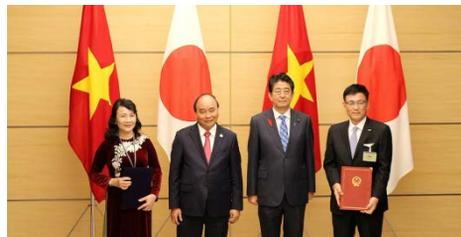
## Activities & Outputs

### 1. Official Agreement to Introduce Mizuno Hexathlon Program into Vietnam Primary School Education Curriculum

On October 8, 2018, in the presence of the Prime Ministers of Japan and Vietnam, Mizuno and MOET in Vietnam have signed a Memorandum of Cooperation to introduce Mizuno Hexathlon Program into Vietnam Primary School Education Curriculum.



Big smiles with Mizuno Hexathlon



Agreement ceremony of Memorandum of Understanding



Big smiles with Mizuno Hexathlon

### 2. Consensus Building with MOET

Based on the signed Memorandum of Cooperation, Mizuno and MOET have started to discuss and plan the details to introduce Mizuno Hexathlon Program to the physical education program in Vietnam. With the support of MOET, in January 2019, Mizuno started to conduct Mizuno Hexathlon workshops for 252 teachers selected from the 63 provinces all over Vietnam. In addition, Mizuno and MOET are working on building consensus to train 5,000 Vietnamese "Evangelists" of Mizuno Hexathlon by March 2021.

## Way Forward & Message from the Project

In order to realize a global sustainable society, we Mizuno will endeavor to prosper "SDGs business" with the spirit of "Justice above profit".

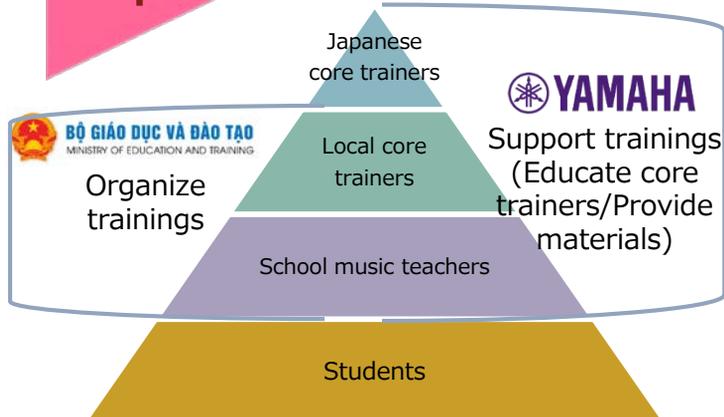


The project has been promoting introduction of musical instruments education in new primary and secondary education curriculum (2020) in Vietnam since 2016. It aims at contributing to Sustainable Development Goal 4 to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all " through in-service teacher training under a cooperation with Ministry of Education and Training (MOET), Vietnam.

## Project Purpose

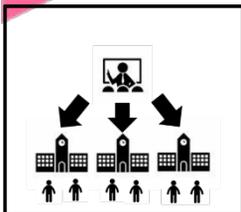
- To build up the sustainable scheme for the inexperienced to implement instrumental music education as a school music subject
- To promote the cycle of teacher training by finding and educating new core trainers to make it sustainable

## Implementation Structure



## Activities & Outputs

### 1. In-service teacher training



•Based on the MOU between MOET and Yamaha, in-service training for music teachers at 273 primary schools in 10 cities has been implemented

- Assign and educate local core trainers
- Introduce instrumental music education in a teachers conference organized by MOET



In-service training for music teachers in 10 cities (Nha Trang)



Teachers conference organized by MOET (Ha Long)

### 2. Class for future teachers



•Based on the MOU between National Hanoi University of Education (NHUE) and Yamaha, Yamaha supports to hold a music course to learn the way of teaching with musical instruments



Instrumental music education course in NHUE (Ha Noi)

## Way Forward & Message from the Project

Following the implementation of new national curriculum in 2020, melody musical instruments such as Recorders will be introduced to above grade four students after 2021. Yamaha will continue a collaboration with MOET and support various layers of teachers to make the implementation of new curriculum sustainable. We hope that children in Vietnam can feel the joy of music through playing musical instruments.

Yamaha Corp., AP Sales Division

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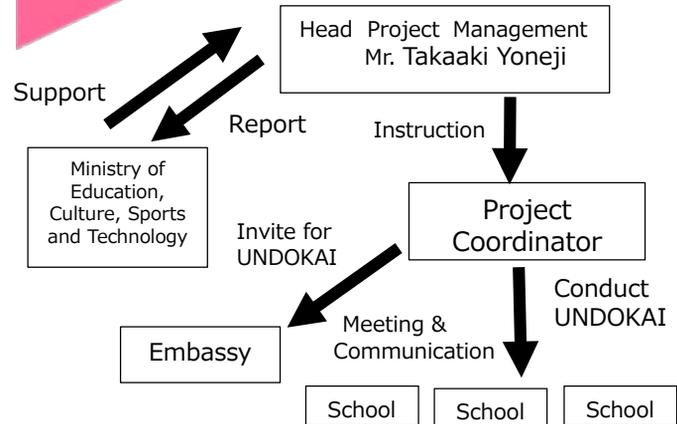
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In 2017, girls were permitted to attend physical education lessons in public schools of Saudi Arabia. This project supports "UNDOKAI" (sports day) in Saudi Arabia to deliver the joy of physical exercise to female students and support them to enjoy physical exercise. At the same time, through this activity the project informs teachers about leadership and teamwork which are features of Japanese-style education.

## Project Purpose

Physical education for girls was just recently permitted in public schools in Saudi Arabia. The plan is to introduce the fun aspects of sports to inexperienced teachers and students through UNDOKAI. At the same time, we aim to inform them about leadership and teamwork, which are features of Japanese style education.

## Implementation Structure



## Activities & Outputs

- To conduct UNDOKAI at public schools in Saudi Arabia, we planned to support management of UNDOKAI to be conducted at Riyadh Japanese School. However, the plan was postponed due to sensitive international tensions.
- The following preparations were made in 2019:
  - Information collection from the Embassy of Saudi Arabia in Tokyo.
  - Information collection from EDU-Port seminar focusing on the Middle East area.
  - Information collection of Japanese companies based in Saudi Arabia.
  - Communication with the principal of Riyadh Japanese School.



Rwanda UNDOKAI



India UNDOKAI



Laos UNDOKAI



Thailand UNDOKAI

## Way Forward & Message from the Project

- ① To support management of UNDOKAI to be held at Riyadh Japanese School in/after 2020.
- ② To invite school teachers and education officials to observe UNDOKAI at Riyadh Japanese School.
- ③ To conduct UNDOKAI either at a private boys school or an international school where Saudi Arabian students are enrolled.
- ④ Ultimately to conduct UNDOKAI at public girls schools.



"Expressive activity" in physical education in Japan is an important and effective element of Inclusive Education which appreciates "individualities of body and movement". This project is conducted in cooperation with Kanazawa Seiryu University which researches inclusive physical activities and NGO Asian Development with the Disabled Persons which supports persons with disabilities in Laos, to contribute to development of inclusive schools and communities in Laos.

## Project Purpose

This project aims :

- ① To be an expansion model that realizes inclusive society which create a new value for the Laotian society and embrace diversities, through “expressive activity” which is useful and effective for inclusive education.
- ② To contribute SDGs’ mission “Realization of a world where no one is left behind”.

## Activities & Outputs

### ● Effort being made in Vientiane, Laos

With the goal of improving the talents and abilities of teachers such as ability of educational material development, “expressive activity” and dance lessons not part of the curriculum in Laos, these activities were introduced as a pilot program in local shown below in Vientiane with students requiring special needs education. (February 2019)

- Pasai primary school (visual, intellectual disability)
- Piawat secondary School (physical, visual, developmental, autism)

“Expressive activity” and dance lessons will be introduced in the following two schools where on-site inspection and meeting was implemented in 2019 as pilot schools. Also, a brainstorming session and workshop for a Japanese style education “expressive activity” will be implemented to students and teachers at the Art Education College of Laos, the teacher training institution. (March 2020)

- Sikai secondary school (visual)
- Sapantong primary school (autism)



Workshop in Phaxai primary school



Photo book of Laos project

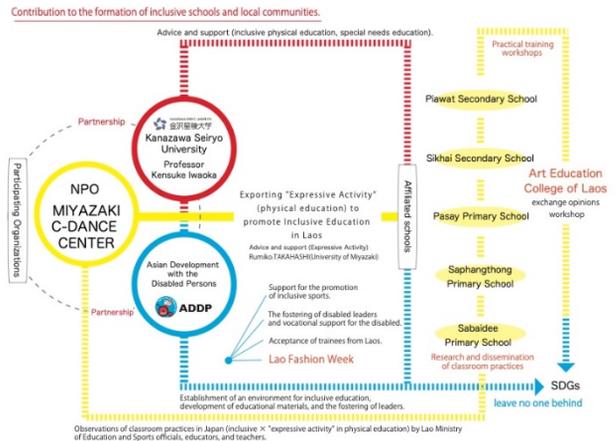


Laos Ministry of Education and Sports



Laos Fashion Week 2018

## Implementation Structure



### ● On site inspection of the teacher training institution, the Art Education College of Laos.

A meeting was conducted to discuss details of the workshop to be held in Vientiane in March 2020, as well as to visit the Art Education College and request the collaboration. (June 2019)

### ● A courtesy visit to the Inclusive Education Center / Laos Ministry of Education and Sports (February 2019)

### ● A courtesy visit to the Japanese embassy in Laos (February 2019)

### ● Choreography and production in Laos Fashion Week 2018

In Laos Fashion Week 2018 held in Vientiane, which is the Laotian largest international fashion event, an event where athletes with disabilities (students) walked down a runway with first-class fashion models was conducted with the support of ADPP, aiming at popularization of effective “Expressive Activity” and inclusive education via the live performance. ※ Lao fashion week 2020 is also set.

## Way Forward & Message from the Project

- Collaboration with local companies aiming at self-running of the project exporting "expressive exercise" for the promotion of inclusive education in Laos.
- Re-import of the results of the implementation with local companies in order to create a model of "inclusive × Expressive Activity × industry".

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