

EDU-Port Japan

List of Projects

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



March 2025

Introduction of EDU-Port Japan

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

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



123 projects have been implemented in a total of 53 countries and regions since 2016. This leaflet summarizes 28 projects which were implemented in Fiscal year 2024 together with contacts of their implementing organizations.

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

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



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

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



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

March 2025

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

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2024 Research Projects

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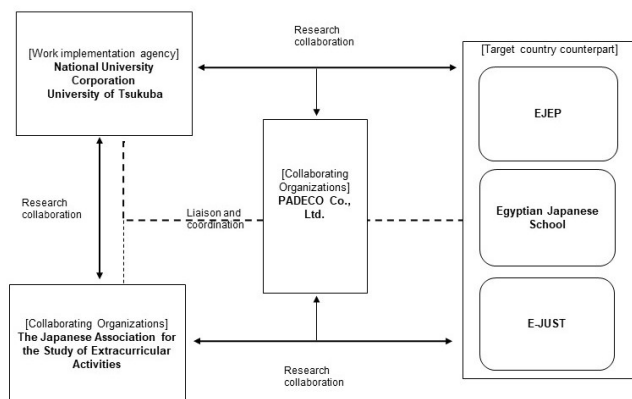
This project examines the status of localization of Tokkatsu introduced and conducted in elementary schools in Egypt and clarify the effect on non-cognitive skills, said to be an element that supports individual and social well-being. In addition, in collaboration with Egyptian educators, we develop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

Project Purpose

This project develops a Japanese-style education Tokkatsu based on international universality and ethics through a two-way learning process with Egypt.

1. Joint development of a quality assurance system for Tokkatsu
2. Examination of effectiveness of non-cognitive skills
3. Reconsideration on classroom meeting in Japan by applying Egyptian experience
4. International workshop based on the survey results

Implementation Structure



Activities & Outputs

1. Japanese specialists and Egyptian professors develop evaluation criteria together on the Tokkatsu Training and Certification System (TTCS), which certifies outstanding Tokkatsu officers.
2. Participatory observation in public pioneer schools and regular schools in addition to the Egyptian Japanese Schools and comparisons
3. Based on the survey in Egypt, the Japanese classroom meetings was reviewed, and a new style of lesson study was conducted that made use of the students' free ideas while also persistently trying to reach a consensus.
4. Workshop based on the reported of Tokkatsu in Egypt was held at World Association of Lesson Studies (WALS) conference in Kazakhstan.



1. Standardization of evaluation for the final exam at TTCS



2. Participatory observation of classroom meeting at a public school in Egypt



3. Classroom meeting in Fukaya-city by applying Egyptian experience



4. WALS Workshop: "Child-Centered Activities Based on Classroom Assessment"

Way Forward & Message from the Project

[Findings] Through Tokkatsu, Egyptian teachers' views of teaching and learning changed, and the learning culture shifted from teacher-centered to child-centered, which led to the development of non-cognitive skills. By learning from Egyptian classroom meetings, where students accept each other through tenacious persuasion, Japanese-style education can be improved.

[Prospects] In order to internationalize Japanese-style education, it is important for countries other than Japan that have adopted it to connect with each other. It is hoped that lesson study on Tokkatsu will be conducted by multiple countries, including Egypt.



Project website

Contact

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

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

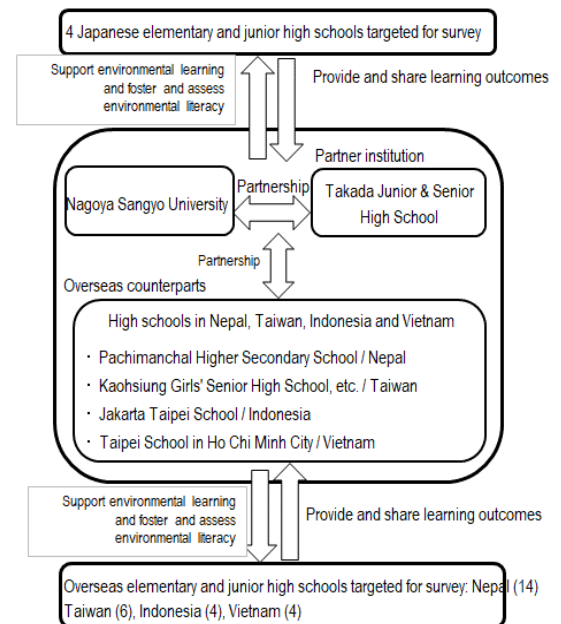
Project Purpose

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

Activities & Outputs

In Nepal, as well as 1) signing an MOU (Memorandum of understanding) with local counterparts, 2) providing support for environmental learning at 14 model schools in Pokhara, Kathmandu and Lumbini, and 3) conducting environment awareness surveys among school children, we also worked to foster and assess environmental literacy to address climate change. In addition, we also 4) signed an MOU with Tilottama Municipality in Lumbini Province aimed at the promotion of environmental education. A total of 1,403 schoolchildren participated in the environmental learning in Nepal, which exceeded the initial plan of 400 participants per year. In parallel with these efforts in Nepal, we also 5) provided support for environmental learning in model schools in Japan, Taiwan, Indonesia and Vietnam, in collaboration with our local counterparts.

Implementation Structure



Way Forward & Message from the Project

In this project, as part of a supplementary curriculum surveying CO₂ concentrations in local communities, we are working to support the activities of 'Zero Carbon School', a program that explores carbon neutrality in school life. Going forward, we plan to utilize the results of this project to promote the spread of 'Zero Carbon School' both in Japan and overseas, while also encouraging local activities to become self-sustaining.

Nagoya Sangyo University, Faculty of Current Business

ITO Masakazu (Dr.)

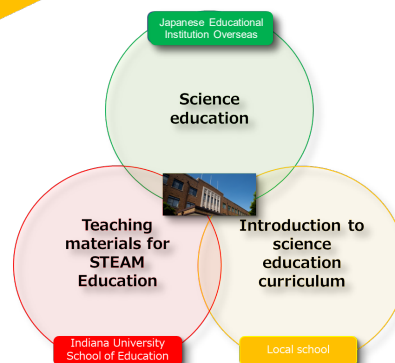
TEL:+81-561-55-5101, Email: m-ito@nagoya-su.ac.jp

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

Project Purpose

Based in Bloomington Indiana Japanese Language School in the USA, this project will implement science education at educational institutions in the US using teaching materials developed by Ochanomizu University in Japan. Furthermore, teachers in both countries will jointly develop teaching materials.

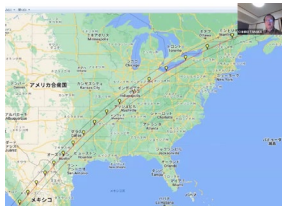
Implementation Structure



Activities & Outputs

- ① Cultivation and observation of mutant lines of the model organism morning glory (at Harmony School)
- ② Implemented 20 hours of science education online for students at Japanese Educational Institution Overseas and supplementary school.

- ③ STEAM education initiatives with Indiana University- Development of STEAM education materials using genetic resources in collaboration with the National Bio Resource Project and Morning Glory- Presenting this initiative and its results during International Education Week at Indiana University School of Education.



Total Solar Eclipse (online)



Pulley (online)



Strata and Earthquakes (online)



Development of STEAM biology education materials (Morning glory)



Way Forward & Message from the Project

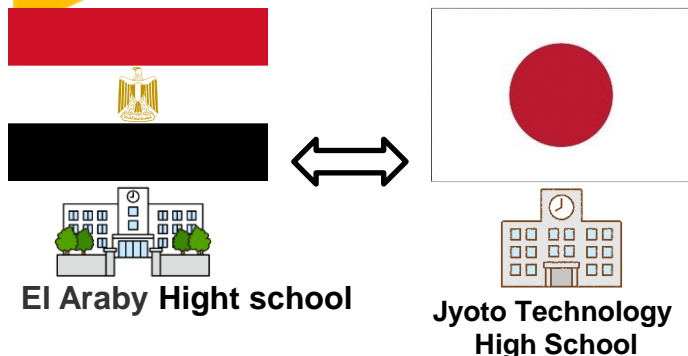
1. Introduce the Japanese science education curriculum to schools in the United States.
2. Promote STEAM education by developing related teaching materials.

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

Project Purpose

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

Implementation Structure



Activities & Outputs

• Lesson study

Research lessons were conducted by observing each other's videos of practical exercises.



Video of practical training at El Arabi High School



Prior learning about Egypt

• Student exchange

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



Jan ken tournament



Watching presentation by Egyptian students

Way Forward & Message from the Project

There is a 7-hour time difference between the two countries. At this exchange meeting, we were able to reconfirm that even in countries with different languages and cultures, there is a lot of common understanding among people who are learning the same technology. As for exchange meetings between teachers, we conduct lesson studies by observing each other's videos of practical exercises. We hope to continue the exchange between students and that in the future students can visit schools in both countries.

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

Project Purpose

The aim of this project is to contribute to peace in the international community while cultivating a global-citizenship perspective and raising the self-esteem of participating students through two-way interactive learning and communication using ICT, and through the provision of support for refugees together with experts.

Activities & Outputs

Activity 1 :

Fostering a deeper understanding of international cooperation through support for impoverished areas of Cambodia
Donation to schools (Swings, hand-washing facilities, horizontal bars)

Output: Fostering awareness of oneself as a global citizen, raising awareness of international goals such as the SDGs, etc.



International charitable activities in each country (Taiwan, Japan)

Visit to a public elementary school in an area of abject poverty
Joint donation of horizontal bars (Siem Reap, Puok District)

Activity 3 : SDGs Global Dialogue by High School Students

- Open Collaborative Learning Sessions -

Output: The "face-to-face activities" were more than just temporary activities; they promoted dialogue with experts as well as dialogue and interaction with partner schools, helping students develop the ability to embrace diversity.



SDGs EXPO AICHI 2024
(Online session with participants from Taiwan, South Korea, Jordan and UNRWA)

Discussion meeting with National Fongshan Senior Commercial & Industrial Vocational School of Taiwan (Kaohsiung City, Taiwan)

Way Forward & Message from the Project

Peace activities with experts "where you can see the recipients' faces" (aimed at coexistence based on a good understanding of the realities of the recipient country, leading to the happiness of the recipients) not only enhanced students' self-esteem, but also provided an opportunity for both supporters (Japan, Taiwan, South Korea) and supported (Jordan, Cambodia) to learn from each other on an equal footing. In addition, international support activities in collaboration with other countries promoted understanding of 1) multiculturalism (equality of cultures), 2) cultural relativism (the absence of hierarchy or superiority among cultures), and 3) global citizenship (awareness of being global citizens). Going forward, we will continue to strengthen collaboration with overseas educational institutions, UN agencies, JICA, NGOs, etc., and contribute to solving educational issues through experiential international support activities that value human connections, aiming to build a peaceful world.

Implementation Structure

Locations and activities shown in the diagram:

- Jordan: Learning support for female refugees and women support activities, with experts
- JICA Cambodia: Learning support for Cambodian schools and support activities, with experts
- Taiwan National FongShan Senior Commercial and Industrial Vocational School: Briefing sessions in Taiwan and Japan, Courtesy visit to Nagoya Municipal Board of Education
- South Korean National Commission for UNESCO
- JAPAN FOR UNHCR: Learning from the experts; open discussion session
- Korea Suwon Academy of world languages
- Japanese School in Seoul
- JOCV: Learning from the experts; open discussion session
- SAITAMA KOSHIGAYA KITA HIGH SCHOOL: Learning together with partner schools
- Learning and acting with people from industry

Activity 2 :

Fostering a deeper understanding of international cooperation through support activities for refugees in Jordan

Output: Students experienced first-hand 'international cooperation and support that they could take part in themselves' and became aware of world issues as something that concerned them personally rather than something that was happening to someone else.



Visit to an UNRWA refugee camp
Students from Taiwan and Japan donate school supplies (Amman, Jordan)

Support for female refugees in Syria and Palestine
Fair Trade experience-based educational activity (Amman offices of TRIBALOGY)

Activity 4 : Joint meeting to report results

Output: By reflecting on the "face-to-face coexistence activities", students realized that they could contribute to the world through international support that connects people (enhanced self-esteem and awareness of contributing to society)



Survey of recognition of personal usefulness (AIAI Monkey)

※MEXT Support Project for Drastic Reform and Enhancement for Moral Education

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

Project Purpose

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

Activities & Outputs

Opening ceremony

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

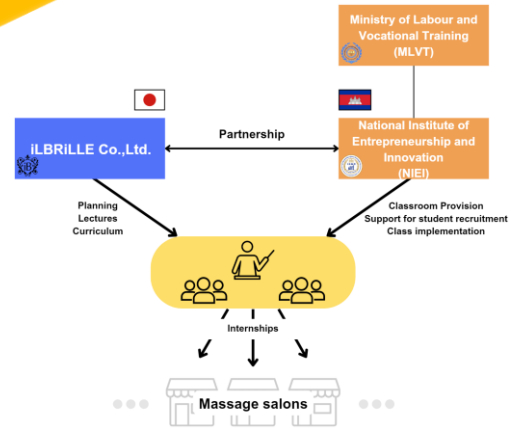
Beginning of class

The study program started on January 23, 2024, after discussions with the National Institute for Entrepreneurial Innovation (NIEI) under the Ministry of Labor and Vocational Training (hereafter MLVT). Japanese instructors visited Cambodia regularly to provide students with guidance on massage techniques and cosmetic knowledge, and a guidance system was established.

Examinations

The first final exam was held in late August 2024 to check the degree of retention of acquired knowledge and skills. Many students passed the exam and are moving on to the next step of the body massage curriculum.

Implementation Structure



Opening ceremony

Technical instruction from a Japanese instructor to a Cambodian instructor



Group photo of 30 students and Japanese instructors

Way Forward & Message from the Project

Classes at the vocational training center began in January 2024. In line with the Cambodian government's national policy of "providing advanced vocational training to 1.5 million impoverished youth by 2030," the program will contribute to the economic independence and self-reliance of Cambodian women through lectures based on Japanese standards, internships at actual stores, and the issuance of high diplomas. In addition, in FY2025, we would like to establish a system to select new lecturers from graduates of the vocational training institute and establish a continuous and developmental class system. Furthermore, in March 2025, the institute plans to accept a new second cohort of 30 students to provide educational opportunities for more women.

Contact

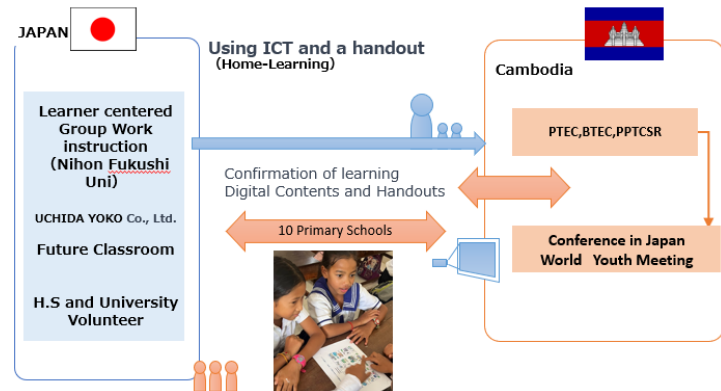
iLBRILLE Co.,Ltd.
 Project Manager OKAMOTO Rio
 TEL : +81-3-5341-4793, Email : ilbrille.riookamoto@gmail.com

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

Project Purpose

- ① Training session with MoEYS (Ministry of Education, Youth and Sport)
- ② Use video clips and worksheets
- ③ Achieve home learning
- ④ Interactive learning based on "Learner-centered"
- ⑤ Cambodian Edition of Elementary School English
- ⑥ Japanese H.S. volunteers create English materials for Cambodia's primary schools

Implementation Structure



Activities & Outputs

- ① Use printed materials in class and discussion activities (21st century skills).
- ② Currently being implemented in several schools in Siem Reap. Some schools have started using paper-based tests for the twice-yearly retention assessment.
- ③ Presented Cambodia's ICT use to Japanese teachers at an EDU-Port seminar.
- ④ Two Cambodian teachers reported on ICT practices in English at an international collaboration event.



Print materials created by Japanese H.S. students



Collaboration with MoEYS for three training sessions per year



Speaking activities in class (ZPD - Zone of Proximal Development).

Way Forward & Message from the Project

- ① Japanese high school volunteers create "paper materials" and digital content for domestic internationalization.
- ② In Cambodia, only 4% of primary schools have printers and projectors for children's use. We want to use crowdfunding and other methods to support them.

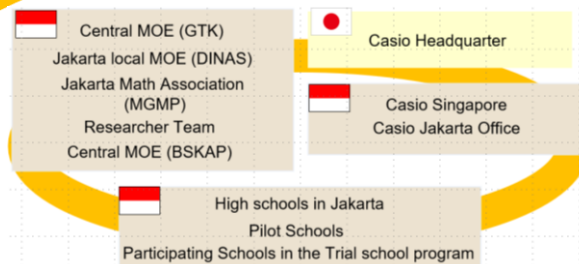
This project aims to develop a methodology to expand and establish classroom practices that will contribute to improvement in independent learning and mathematical thinking skills, by revising and using teaching materials, etc. based on the results and improvements of inquiry-based lessons using scientific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

Project Purpose

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



Implementation Structure



*Implementation structure in Indonesia: Project in Thailand has also established an implementation structure with the Thai Ministry of Education Basic Education (OBEC) and Local Education Authority (SESA).

Activities & Outputs

- Held teacher training and shared method for maths inquiry-based classes utilizing scientific calculators.
- Provide lesson plans and teaching materials created by CASIO, and support implementation of the class.

[Indonesia] Implementation of teacher trainings and class practice supports projects in each province

DKI Jakarta: 203 schools (junior high and senior high schools)
 5 provinces in Java and Bali : 1057 teachers (high schools and Maths teacher Working Group<MGMP>)
 West Sumatra : 437 teachers (General and vocational high schools)

- Trainer training and training methods established using the cascade method
- Expanded to direct mathematics training for high school students by student interns from the Faculty of Education at the University of Jakarta (UNJ)

[Thailand] Hosting Trial School Program (TSP)

125 schools from 33 prefectures are participating as of 2nd Sem.

- The number of schools wanting to participate in the TSP increased by 29 schools from the 1st to 2nd semester.
- More than 40% of the schools participating in the first TSP, which had not originally incorporated scientific calculators into their classes, continued to participate in the TSP in the 2nd semester.



Indonesia: Teacher training



Thailand TSP
 Teacher training(→)
 And implementation (↓)



Way Forward & Message from the Project

Based on the educational policies of both countries, which advocate "developing human resources who can think proactively and continue to learn," we were able to make proposals and provide support to many educators in a wide area. Based on our educational business statement "Boost your Curiosity," we will continue to aim to support teachers and students in increasing their curiosity and to establish our activities.

In Vietnam, a growing number of families are sending their children to cram schools to learn to read and write before they start school, creating a situation in which the economic divide between households is leading to an education divide. The introduction of Japanese-style story-telling activities (both paper and digital media) would seem to be an effective means of resolving this problem. With a view to the distribution of children's books to schools as a means of correcting these disparities, this project will conduct story-telling activities, hold seminars for teachers, and verify their effectiveness.

Project Purpose

Vietnam does not have Japanese-style learning involving story-telling. There is a growing gap between those households that can send their children to cram schools to learn to read and write as preparation for entering school, and those households that cannot. This project aims to correct this divide.

- We will conduct Japanese-style story-telling activities and hold seminars for teachers. We will then making the benefits of the reading habit known to a wider range of people and explore the possibility of developing digital books.

Activities & Outputs

(1) Storytelling sessions

An exhibition of picture books is held in cooperation with a kindergarten, at which a trial storytelling session is held.

(2) Publication and sale of translated picture books and children's books

Translation and publication of books, establishment of sales corners in Vietnamese bookstores, sales of books at story-telling sessions, sales of books at EXPOs and other events related to preschool education.

(3) Study sessions and seminars for teachers and parents

Holding seminars on storytelling and reading week for teachers and instructors, making use of the network linking DTP with the Vietnam Bureau of Education and professional educational bodies.



Exhibition at a kindergarten



Our booth at a book fair

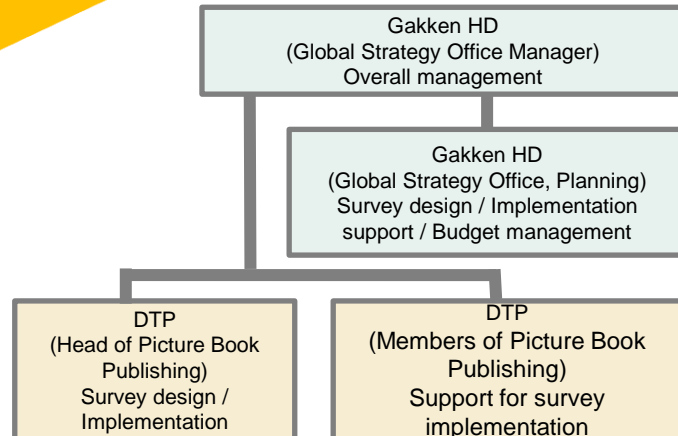


A bustling book fair venue



We managed to reach a lot of children

Implementation Structure



Way Forward & Message from the Project

- We will continue to translate and publish good books from Japan, and to hold seminars on the storytelling of picture books
- Making known the beneficial effects of early exposure to books
- We will establish a service to deliver good books from Japan, similar to the 'picture book of the month' of Japanese kindergartens.
- In the future, we would like to contribute to the improvement of knowledge in Vietnamese children by considering the translation and publication of not only picture books but also illustrated reference books, etc., that will stimulate the thirst for knowledge.

Gakken Holdings Global Strategy Office

SUEDA Harue, TEL: +81-80-7465-4740

Email: h.sueda@gakken.co.jp

In Ethiopia, curriculum revisions have added new units to middle school science and mathematics, but teacher training has not been conducted due to budget constraints. Instead of in-person training, the goal is to enable teachers to acquire the knowledge necessary for their classes using smartphones. Teachers can repeat the learning process until they reach a certain level, and by analyzing learning data, additional features necessary for continuous learning can be developed. This approach also allows for the potential expansion of the program to other subjects.

Project Purpose

Collaborate with the STEM desk of the local Ministry of Education to digitize training content for the newly added "Practice" (experiments) units in the Science curriculum for Grade 7 and Grade 8. Select approximately 10 teachers to conduct a pilot test, while also organizing an app usage training session for around 100 Science teachers. This will be followed by a one-month mobile-based training program.

Activities & Outputs

① Build a digital learning environment necessary for large-scale implementation. Install an edge computing system (hardware) using "GOOCUS Edge," a server software that enables digital group learning even in low-network environments. The system will be set up in two locations in Ethiopia: the seminar room at the Education Research Center of Addis Ababa University and the seminar room at Hawassa University.



The seminar room at Addis Ababa University



The seminar room at Hawassa University

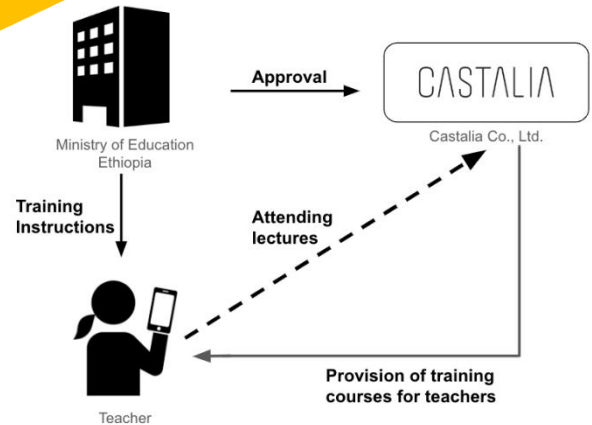


A group photo of pilot test participants



Scenes from the TICAD exhibition

Implementation Structure



- ② Conduct a small-scale pilot test and its briefing session prior to the large-scale implementation.
- ③ Participate in the TICAD reception exhibition hosted by the AU Representative Office. Showcase the GOOCUS Edge system and conduct demonstrations by connecting it to smartphones and tablet

Way Forward & Message from the Project

We aim to contribute to improving the quality of education in Ethiopia by leveraging digital learning to enhance teaching skills in science and mathematics. We also plan to further develop the mobile training program for teachers in Ethiopia and expand it to other countries.

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

Project Purpose

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

Activities & Outputs

★Students' Voice

"Thanks to KUMON, for me math is no longer something I can't do."

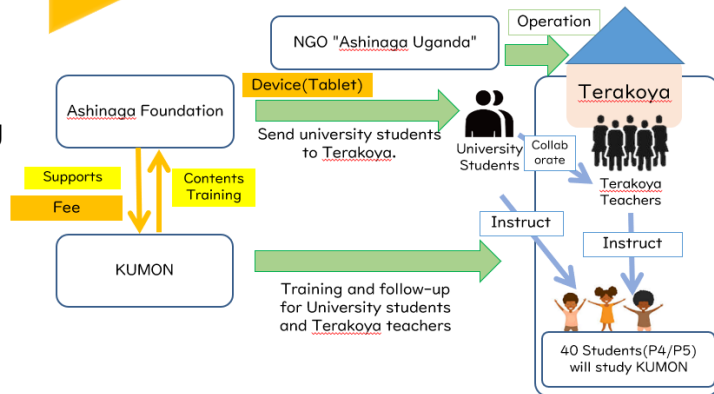
★Teacher's Voice

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



※ Photo courtesy : Ashinaga Foundation

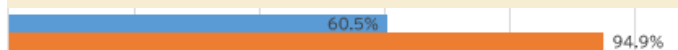
Implementation Structure



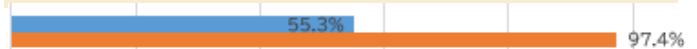
★Changes in non-cognitive abilities

In Kumon's unique questionnaire that measures non-cognitive abilities, we could see an improvement in the students' sense of challenge and goal awareness.

Q. I think it is interesting to try to solve difficult problems.



Q. I think and solve problems on my own that I encounter for the first time.



※Students who answered "yes" or "somewhat yes" (Blue:Before / Red:After)

Way Forward & Message from the Project

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

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

Project Purpose

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

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

Implementation Structure



Clients: Japanese, International, local Kindergartens

Activities & Outputs

Plan & Output 1	May.-Jul. 2024: Trial sessions to open morning class and extracurricular classes. About 200 children had fun exercising in the physical activities.
Plan & Output 2	Jul.-Dec. 2024: Recruitment to hire more local instructors to expand business.
Plan & Output 3	Sep.-Dec. 2024: Skill-Up training for local instructors was conducted by experienced senior instructors.
Plan & Output 4	Feb.2025: Our business partners in Japan came to Vietnam to observe our class. This also became an exchange opportunity between Japanese and Vietnamese teachers.



Sep. Trial lesson 1



Sep. Trial lesson 2



Nov. Signing Ceremony



Dec. Gym Class

Way Forward & Message from the Project

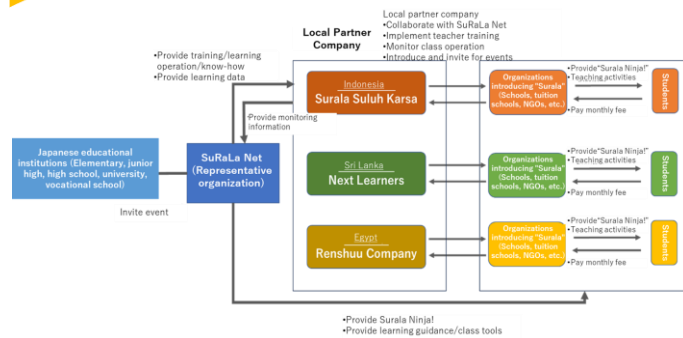
- Regular training for local instructors.
- Further procurement of Japanese and Vietnamese PE equipment
- Assuming more students, we will hire more manpower for stronger organizational structure.
- Seminars for parents and teachers about children's physical strength and health.

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

Project Purpose

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

Implementation Structure



Activities & Outputs

International Digital Math Contest (DMC)

The "International Digital Math Contest" was planned and held from September to December 2024, in which participants competed on the accuracy and speed of their calculations and their mathematical thinking skills, using digital teaching materials incorporating Japanese-style math education. In addition to the five countries of Japan, Indonesia, Sri Lanka, Egypt, and the Philippines, this year, for the first time, children from Cambodia participated, bringing the total number of participants to over 38100. After domestic preliminary and final competitions in each country and the international final for the top performers, an awards ceremony and international exchange event was held online on November 23, 2024.



International Digital Math Contest

Planning a research of non-cognitive skills
Regarding the learning effects of the introduction of digital teaching materials for math, tests are being conducted to measure the impact at each of the partner school. Furthermore, we are preparing to conduct a survey at an NGO that has been using for many years to evaluate the improvement of non-cognitive abilities, such as fostering a sense of self-efficacy. In collaboration with a company who provide survey tools and a researcher, we plan to conduct a trial survey during this fiscal year and a full survey in FY2025..

Way Forward & Message from the Project

As the number of countries joining the International Digital Math Contest increases each year, we feel that it is rewarding to be able to provide more children and students with opportunities to challenge their goals and interact with students from other countries. We will continue to conduct research on the improvement of non-cognitive skills to evaluate the effects of introducing digital materials and make efforts to provide better educational activities.

Contact

SuRaLa Net Co.,Ltd. Overseas Business Development Dept.
FUJIHIRA Tomoko, MATSUMOTO Mami
TEL: +81-3-5283-5158 Email: info-overseas@surala.jp

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

Project Purpose

1. To conduct a verification study that will lead to the provision of high-quality educational content in Nepal where it is difficult to develop and distribute high-quality teaching materials.
2. To contribute to improving teachers' teaching skills by making use of digital teaching materials.

Activities & Outputs

1. 【Introduction of digital teaching materials in schools】

The use of digital teaching materials that were individually optimised for each student was tested, and monitoring was carried out. Our continued involvement led to changes in the teaching methods of the teachers and students' learning outcomes.



Learning using digital materials in a school in Nepal

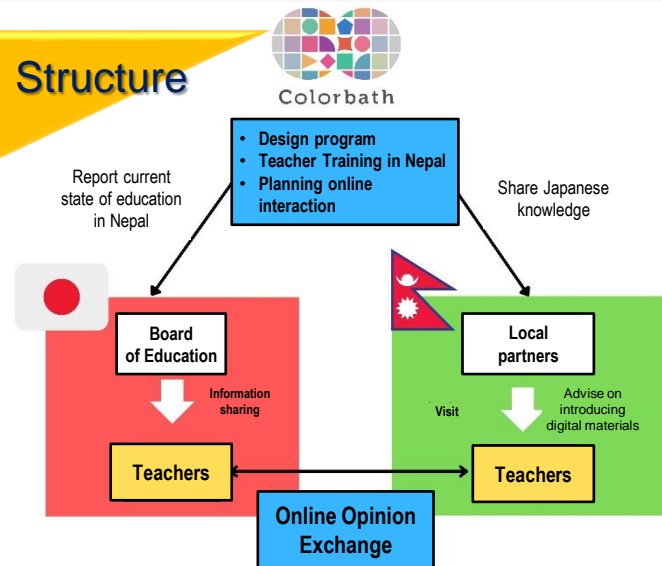


Training and discussions were implemented for school teachers



A visit by teaching staff from Nepal to a school in Yamaguchi Prefecture

Structure



2. 【Mutual learning through a visit to Japan】 Teachers and students from Nepal were invited to Japan, toured schools and engaged in discussions. Through real interaction, they were able to experience first-hand the distinctive features and meaning of Japanese-style education.

Way Forward & Message from the Project

It is important to understand that digital content is not some kind of 'wonder drug' that in itself educates students; it is the teacher that educates the students, *using* digital content. We were able to engage in communication to build the perspective that 'Digital content does not replace what the teacher does; the use of digital content enables the teacher to provide a greater variety of instruction'.

Project for overseas expansion of 'SHIN-SOUSAKU-DANCE' that combines 'appreciation lessons' ('tokkatsu' cultural activity) with Japanese-style educational 'SOUSAKU-DANCE' [China, Singapore, and South Korea]



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

Project Purpose

We want to contribute to the enrichment of learning by bringing SOUSAKU-DANCE to children around the world. To that end, we will continue with our efforts to introduce to other countries what we have learned from activities in Japan, and to bring back to Japan what we have learned from our activities in other countries.

Implementation Structure



Activities & Outputs

● Participation in '#dancelesscamp2024/Teaching Artists in community' (Hong Kong)

This event was held from August 22 to 25, 2024 under the sponsorship of our collaborating organization Unlock Dancing Plaza. The theme was 'Explore' 'Collaborate' 'Connect'. Artists and instructors from Guangzhou, Japan and Hong Kong (approximately 50 persons) came together to share what they had learned about educational and artistic practices in their different cultural contexts. Linking in to our project, we gave a practical introduction and demonstration of SOUSAKU-DANCE and also held workshops for dance instructors and for parents with their children.



At #dancelesscamp2024 (Hong Kong)



● 'SOUSAKU-DANCE' Training Course 2024 (Beijing)

This course, aimed at developing SOUSAKU-DANCE together while acknowledging our differences, was held in Beijing From October 1 to 6, 2024, under the sponsorship of the collaborating organization Shouze Arts Center. From the SOUSAKU-DANCE series of teaching materials (the intellectual property of namstrops, numbering 130 sets of teaching materials as of 2024) 6 pieces of material were chosen and presented to the 40 participants (university lecturers, teachers of elementary, junior and senior high schools, post graduate students, undergraduates, artistes, etc). The next event is scheduled to be held in May 2025.



Scenes from the SOUSAKU-DANCE Training Course 2024 (Beijing)

Way Forward & Message from the Project

Following on from 2024, we are currently considering holding events in collaboration with Japanese schools overseas. Teachers of schools in Japan, teachers of Japanese schools overseas; why not try bringing dance into your next appreciation class? If you are interested, please contact us.

Namstrops/ a venture company associated with University of Miyazaki
 Vice President TOYOFUKU Akifumi (Visiting researcher at University of Miyazaki
 Center for International Relations)
 TEL : +81-985-33-9110, Email : info@namstrops.com

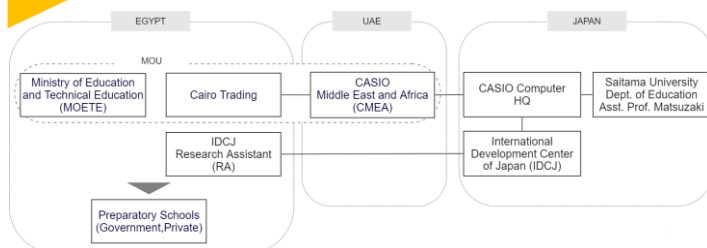
In collaboration with the Ministry of Education and Technical Education in Egypt, where the importance of inquiry-based instruction is increasing along with curriculum reform, this project will plan and implement teacher training in which teachers can experience simulation-supported inquiry-based lessons and support the implementation of inquiry-based lessons by trained teachers. The project aims to improve students' mathematical thinking skills through the realization of inquiry-based lessons in which students themselves learn proactively using scientific calculators. The results of this project will be also reported to cooperating universities in Japan to contribute to the development of inquiry-based instruction methods in Japan.

Project Purpose

This project will introduce to educators how scientific calculators, which have been used in Egyptian schools, can be used as an effective tool to enable students to learn proactively under the new curriculum, and will contribute to improving students' mathematical thinking skills.



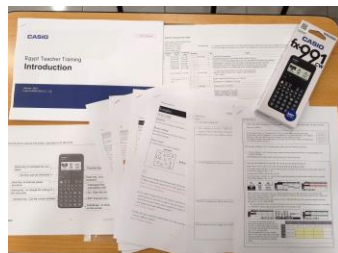
Implementation Structure



Activities & Outputs

- Developed mathematics teaching materials that can be incorporated into instruction utilizing the scientific calculator at the discretion of teachers for both the old and new curriculums, and distributed them to educators (24 topics about algebra, 8 topics about probability and statistics)
- Conducted teacher training and class monitoring at six private schools in three prefectures to verify the establishment of training methods and instruction
- Conducted trial training for current students who aim to become teachers by the Department of Mathematics, Faculty of Education, Ain-Shams University in corporate with CASIO.

- Established training methods that encourage active learning among teachers
- Based on the results at private schools, a proposal for teacher training for public schools was made to the Ministry of Education and Technical Education in Egypt, and procedures are currently underway with the relevant parties to conclude an MOU
- The decision was made to continue the training hosted by the Department of Mathematics, Faculty of Education, Ain-Shams University, and CASIO will continue to support the production of training content, provide teaching materials, and provide feedback on training methods



Scientific calculator (fx-911CW), teacher training materials, and teaching materials produced by CASIO

Teacher training at a private school

Providing training where participants actively learn through group work, assignments, and presentations

Desk-to-desk instruction during training for students aiming to become teachers (Ain-Shams University)

Way Forward & Message from the Project

Although there were some changes to the original plan due to various local circumstances, we were able to collaborate with a wide range of education stakeholders. In addition to continuing the collaboration we have built so far, we aim to collaborate with the Ministry of Education and Technical Education in the future by proposing activities that increase the curiosity of teachers and students, centered on our educational business statement "Boost your Curiosity." We will continue to support the transition to the new curriculum.

Casio Computer Co., Ltd. SHIODA Teppei

TEL: +81-90-1808-7998

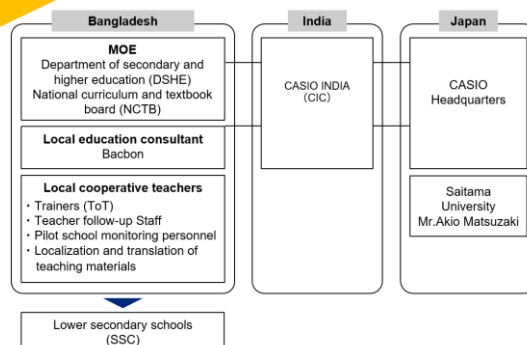
E-mail: ml_casio_gakuhan@casio.co.jp

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

Project Purpose

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

Implementation Structure



Activities & Outputs

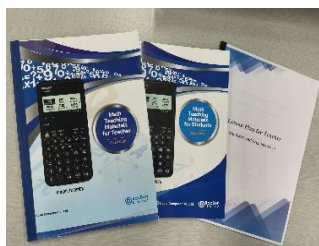
Pilot Project: October–December 2024

- 1) Development of materials for 9th-grade students, incorporating real-life problem solving using scientific calculators.
- 2) Teacher training for participating schools
- 3) Implementation and monitoring of lessons in line with teacher training
- 4) Extraction of best practices and analysis of effectiveness.

- Creating a practical example of scientific calculator use through the pilot program
- Developing a learning support model suited to classroom needs

<Feedback from Teachers and Students>

- Materials are easy to understand.
- I would recommend teacher training to others.
- Scientific calculators are helpful for understanding mathematics.



Teaching Materials



Teacher Training



Implementation of class



Student classroom activities

Way Forward & Message from the Project

Due to last July’s political changes, we postponed the official project with the Ministry of Education and conducted a pilot program supported by the Bangladesh Mathematical Society. While the effectiveness of scientific calculators was confirmed through few lessons at each school, ensuring consistent use throughout the year remains a challenge. Despite ongoing changes under the interim government, we remain committed to supporting local educators and students in line with our mission, "Boost Your Curiosity."

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

Project Purpose

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

Activities & Outputs

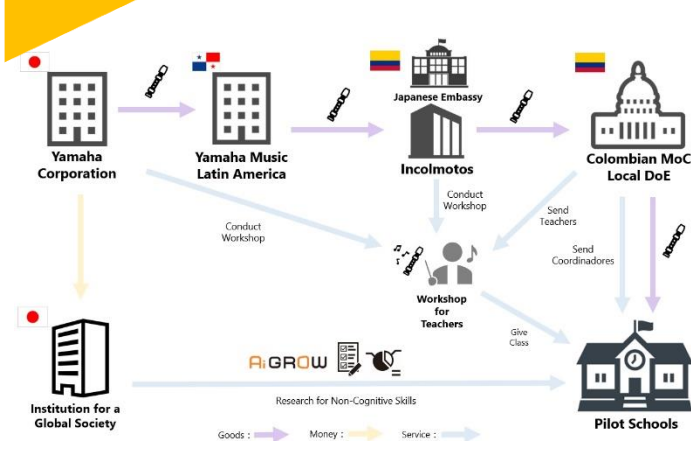
Started Pilot Class in 3 Regions, 5 Cities

Started Pilot Class using recorder. The contents which nurture not only musical skills but also lifeskills such as respect for the others, mutual understanding, received a great response by all people involved.



Scene of Pilot Class using recorder (Group Work)

Implementation Structure



Measurement of “Non-Cognitive Skills”

Measured the change of students through 4 type of questionnaires. Already finished Pre/Post research, the analysis is currently ongoing.



Students answering the questionnaires

Way Forward & Message from the Project

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

Contact

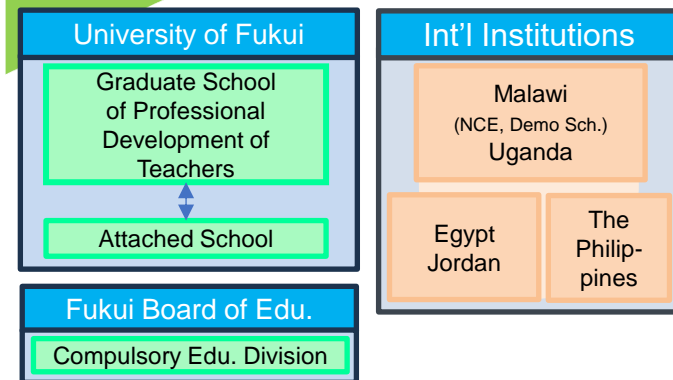
Yamaha Corporation, Asia-Pacific Sales Division,
 Music Popularization Group, KONDO Yusuke
 Email: inquiry-school-prj-SMB@music.yamaha.com

Aiming to promote teacher education worldwide and to build a new international collaborative model for teacher education that will support regional school reform and collaborative practices among teachers in the 21st century, this project will engage in advancing school-based practical studies in various countries and regions, developing the supportive capacity of teachers, and enhancing the collaborative research structures that support them, while weaving together multiple professional learning communities in collaboration with international partners. In addition, as part of the investigation into the effects of the internationalization and qualitative improvement of Japanese education, reports from 113 EDU-Port Japan Supported Projects implemented to date will be analyzed and reviewed to identify challenges and insights for the future.

Project Purpose

In this project, we work with international members to tackle global issues of school and teacher education reform in the 21st century, while weaving together a Professional Learning Community of: ① School-based Lesson Development ② Teacher Collaboration through Lesson Study ③ Build Capacity for Teacher Collaboration Coordinators ④ University and Government Network ⑤ International Collaboration Network connecting Africa, the Middle East, and Asia. In addition, reports from Japan-supported EDU-Port projects are analyzed and reviewed to identify challenges and insights for the future.

Implementation Structure



Activities & Outputs

- Activities with Schools in Malawi
 - Nalikule College of Education (NCE) and 8 Cluster Schools (including NCE Demo School) Lesson Study and Lesson Improvement [Picture ①]
 - Lesson Development in Collaboration with UF Attached School [Picture ②④]
 - Class with Public JHS in Fukui [Picture ③]



① Conducting experiments with equipment developed in a lesson study (Malawi)



② Lesson study collaboration with Malawian and Japanese teachers (Malawi)



③ Japanese students and African teachers share and discuss global issues (Public JHS in Fukui City)



④ Japanese students and African teachers working together in Social Studies on "Africa" (UF Attached School)

- Planning to Build a University Consortium
 - University of Fukui, Malawi NCE, Uganda Makarere University
- Creating a Global Network
 - Exchange and discussion of practice at the Fukui Roundtable (July) [Symposium speakers: Malawian teacher, Egyptian EJS principal, Egyptian EJS teacher]
- Analysis and review of Japan-supported EDU-Port Project Report
 - Analysis utilizing AI and Interview Surveys

Way Forward & Message from the Project

- Way Forward
 - Development of this project through participation and involvement of EDU-Port stakeholders
 - Continuing research into the effects of internationalization of Japanese education
- Message from the Project
 - The Fukui Roundtable for exchange of foreign practices and reflection is held semi-annually in February and July. For more information, visit: <https://www.fu-edu.net/>

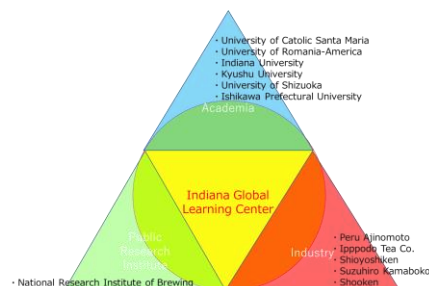
Develop a model curriculum and offer courses for the curator of characteristic foods in Japan [Peru, Romania, United States of America]

In addition to continuing to offer four existing courses related to the most traditional Japanese foods (Basic and Advanced Sake Studies, Japanese Tea Studies, and Taste and Aroma) at the Catholic University of Santa Maria in Peru and the Romanian-American University in Romania, this project will develop and launch five new courses. Versions of these courses tailored for social science majors at Indiana University (USA) will also be developed and efforts made to expand enrollment. By developing a model curriculum for training curators in the production, consumption and culture of traditional Japanese foods and providing education overseas, the international applicability of Japan's education curriculum will be enhanced along with understanding of Japanese culture.

Project Purpose

The aim is to develop a model curriculum relating to the production, distribution and consumption of traditional Japanese foods and to promote Japanese-style science education overseas.

Implementation Structure



Activities & Outputs

1) Development and offer "Sake Studies" course with the National Research Institute of Brewing (NRIB)

- 2021: "Sake" (UCSM)
- 2022: "Sake: Basic" (UCSM)
- 2023: "Sake: Advance" (UCSM)
- 2024: "Sake: Basic" (RAU)
Develop Sake "Practical"

2) "Japanese Tea Studies"

- 2022: "Japanese tea" (UCSM)
- 2024: Develop "Japanese Tea Studies" "Practical"

3) "Taste and Aroma"

- 2024: "Taste and Aroma" (UCSM)

4) "Japanese Confectionery Studies"

- 2024: Develop a new course at Shioyoshiken (Kyoto)

5) Implement lifelong Learning program

- 2024: "Science of Tea"(Chicago)



New courses offered "Taste and Aroma" (UCSM)



Sake Basic (RAU)



Konashi making (Shioyoshiken)



Tea sensory evaluation (Ippodo tea company)

Way Forward & Message from the Project

Continue offering the four existing courses, develop new courses, and further expand the number of consortium member universities. Through this initiative, we will promote science education and also introduce Japanese food and culture.

This project will open a kindergarten for local children in Kuala Lumpur, Malaysia, and incorporate and implement Japanese-style/Daito-style early childhood education into a curriculum that aligns with the guidelines of the Malaysian Ministry of Education. This initiative will increase children's vocabulary by exposing them to various languages, while also verifying the degree to which the content of Japanese-style early childhood education taught in Japanese is conveyed.

Project Purpose

1. To open a kindergarten in Malaysia, a country with a multi-ethnic population, and to examine how to provide instruction in Japan's unique educational practices (such as morality, meditation, and calligraphy), which are not easy to explain, and how to convey them.
2. To use the results gained from the project to help in resolving issues (in communication, etc) with the growing number of non-Japanese children attending kindergartens in Japan.

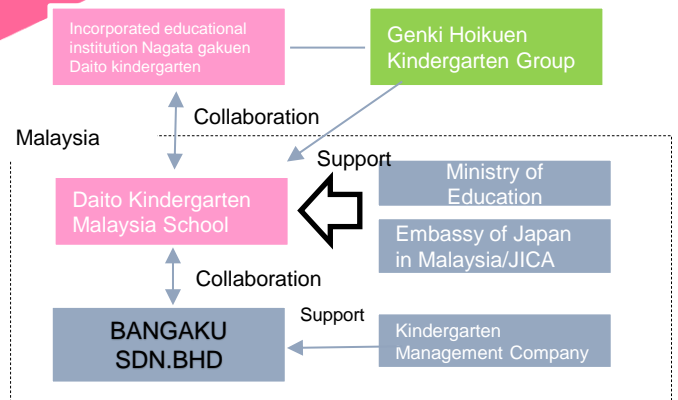
Activities & Outputs

1. We opened a kindergarten in Kuala Lumpur, Malaysia and implemented educational programs incorporating Daito-style early childhood education. We prepared videos and teaching manuals for local staff so that they could understand the teaching methods.
2. We surveyed parents' expectations with respect to Japan's unique educational practices (maintaining good posture, meditation, calligraphy, etc.) and the outcomes. Verification enables us to further respond to local needs.



Japanese Daito-style early childhood education (calligraphy lesson) at the Malaysia School. A little girl learns how to hold the brush, correct posture, etc.

Implementation Structure



Way Forward & Message from the Project

We were able to ascertain that there is a great deal of interest in and demand for Japanese-style early childhood education in Malaysia; by incorporating our educational programs and expertise into local educational practices and identifying the issues and solutions, we will contribute to the improvement of the quality of early childhood education in Malaysia and the internationalization of early childhood education in Japan.

This project will translate various contents created by Japanese teachers and stored on Class Preparation Net (formerly Foresta Net). The wide-ranging educational contents will include subject lessons, classroom management, etc., which can only be found in Japanese-style education, and will come in the form of videos, examples of writing on the blackboard, lesson plans, lesson records, and handout data. They will be used by Vietnamese teachers and university students aspiring to become teachers as the “content recipients.” Additionally, the outcomes of the project will be reported and shared with Japanese teachers who will be invited to submit content for international use, thereby fostering an international perspective in educational settings.

Project Purpose

In response to the Vietnamese government's needs for "universalization of education and improvement of the quality of education," we will directly deliver high-quality, practical content created in Japanese educational settings.

Activities & Outputs

(1) System maintenance/repair

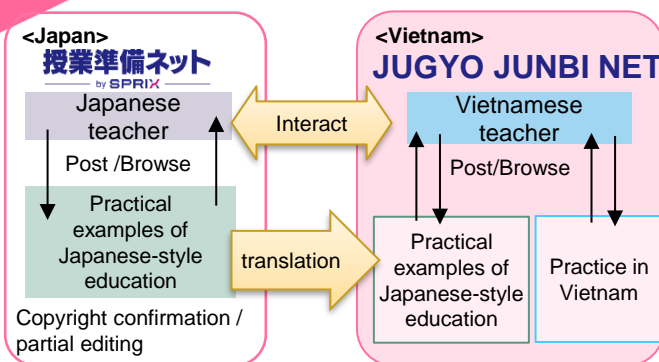
By collaborating with our local subsidiary, Kaopies Co., Ltd., we are able to operate the system stably without any system troubles or communication failures.

We have also implemented modifications to ensure safe use, including raising the security level.



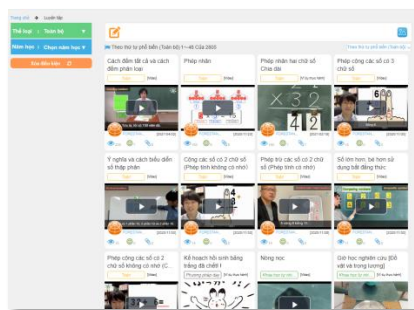
Vietnamese version JUGYO JUNBI NET

Implementation Structure



(2) Proposal, translation, and publication of content

We have translated and posted practices that are highly relevant to school education in Vietnam from the content that continues on the Japanese version of the preparation network. We have released 4,550 items, which is 1.1 times the original plan.



Content list page

Way Forward & Message from the Project

[Promotion of site utilization]

By utilizing the Japanese-style teaching practices stored on the Japanese version of the lesson preparation network, the accumulation of content is proceeding faster than planned. In the future, we would like to deliver these contents to teachers in Vietnam and carry out activities to spread awareness and use, including holding seminars.

In this project, we aim to promote online international exchange education platform, 'WorldClassroom,' in Asian countries and foster cultural exchange between students in Japan and other Asian countries. Since WorldClassroom has unique content related to cultural introduction and business, we also aim to develop global talent in Japan and foster cultivate pro-Japan and industrial human resources in Asian countries.

Project Purpose

By promoting the international exchange platform "WorldClassroom", which connects classrooms worldwide online, in target countries, we aim to foster cultural exchange with peers abroad and enhance foreign language learning."

Implementation Structure



Activities & Outputs

- ① Approximately 500 international exchange lessons will be conducted in 10 target countries during FY 2025.
- ② Approximately 27,000 participants from Japan and other Asian countries joined the international exchange lessons, engaging in foreign language learning and deepening their understanding of different cultures.
- ③ In Mongolia, the Philippines, Indonesia, and Taiwan, collaboration with local governments has advanced, including signing MOUs (expected in March). Additionally, a local base was established in Taiwan.



MTG with Mongolian Government



International Exchange Class



Brochure

Way Forward & Message from the Project

Through this project, we have been able to deliver international exchange classes to many children in Japan and across Asian countries. We hope to continue providing international exchange lessons, particularly in Asian countries, in collaboration with governments and school officials. By doing so, we aim to contribute to fostering friendly relations among Asian countries and Japan."

Contact

HelloWorld Inc. Representative of Global Business Development
KOIZUMI Taiga
 TEL : 050-1743-2566, Email : biz_mgr@hello-world.city

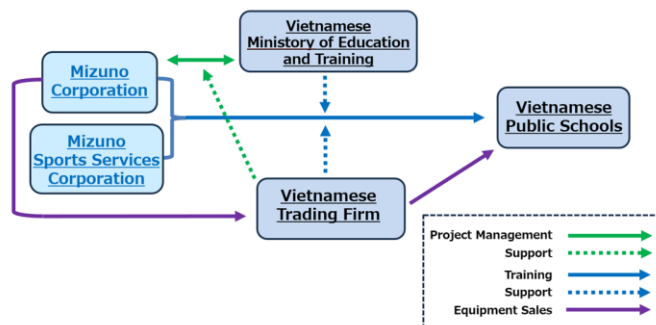
Through the meetings with Ministry of Education and Training in Vietnam, training for PE teachers, and demonstration experiments, Mizuno aspire to introduce unique PE program “Hexathlon” to all the public primary schools in Vietnam. Mizuno believe this program, focusing on RUN, JUMP, and THROW, will contribute to the improvement of PE classes in Vietnam. Furthermore, Mizuno will provide children with fun and joy of exercise and are committed to the realization of healthy lives of the Vietnamese citizens.

Project Purpose

The primary purposes of PE classes in Vietnamese primary schools include;

- 1) Teach children different kinds of movements efficiently in 30 minutes of PE classes
 - 2) Improve physical strength and athletic ability
 - 3) Decrease health problems like juvenile obesity
 - 4) Contribute to the general health improvement
- In addition to the above, Mizuno will help children develop the ability of judgment and communication.

Implementation Structure



Activities & Outputs

Signed the MOU to Promote Hexathlon

Mizuno signed the new MOU with the Vietnamese Ministry of Education and Training with a view to introducing Mizuno Hexathlon program into Vietnamese public primary school education on Oct 11, 2023.

Hexathlon training Session in Hanoi

Mizuno invited 150 PE teachers to a lecture & practical training session in October 2024

Monetization of Hexathlon project through CSV business management

Together with various partners, Mizuno have been working to supply Mizuno Hexathlon equipment to the Vietnamese public schools, which eventually contributes to the health of Vietnamese citizens as well as bringing corporate profits to Mizuno.



Mizuno Hexathlon Training
@ a Local School



MOU Signing Ceremony
between MOET and Mizuno



Mizuno Hexathlon Training Session
for Local PE Teachers



Way Forward & Message from the Project

Mizuno will continuously endeavor to invent and grow “SDGs-centric businesses” with the sprit of “Justice above Profit”, for the purpose of realizing a sustainable society on a global scale.

In collaboration with the Delhi Board of School Education, this project will conduct pilot lessons of Japanese-style music education using recorders for approximately 1,000 students in grades 5 and 6 across 10 partner public primary schools. Working with a Japanese company, the project will measure whether this approach develops “Non-Cognitive Skills” which have been attracting worldwide attention in recent years. Additionally, the project will seek new local education board partners with the aim of further expansion of the program.

Project Purpose

- ① Contribute to improve the quality and content of Education in India by supporting the implementation of Japanese Style Music Education.
- ② Measure the growth of “Non-Cognitive Skills” during the School Project’s Music Education using Recorder.

Implementation Structure



Activities & Outputs

■ Conduct music education using recorders and teacher training

Started the 2nd year with the music class using recorder. Teacher training focusing on nurturing “Non-Cognitive Skills” was held for continuous class implementation.

■ Conduct “Non-Cognitive Skills” survey

Measure the student growth of “Non-Cognitive Skills” during the music class implemented by Yamaha’s School Project. Using IGS measure tool, conducted the survey at 5 DBSE schools.



Students doing pair work during class



Teacher training



Students answering a questionnaire for the survey



Students answering their feelings before and after music class

Way Forward & Message from the Project

Since the class using musical instruments started in 2023, teachers are getting used to teach and handle the class. “Non-Cognitive Skills” Survey will be conducted at this moment when teachers are getting used to it. We’re expecting good results which shows the growth of the “Non-Cognitive Skills”. For the future we’ll be trying to expand into schools in other states for public schools and also deepen the level of teaching for each school for a better and higher quality music education.

Contact

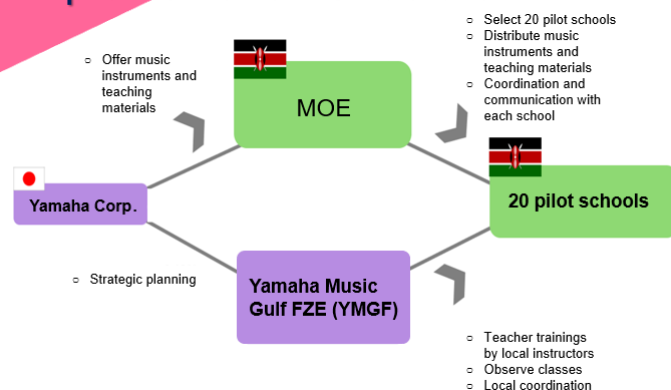
Yamaha Corporation, Asia-Pacific Sales Division, Music Popularization Group, SHIRATORI Ryo
 Email : inquiry-school-prj-SMB@music.yamaha.com

This project aims to implement music education using recorders. We will introduce to pilot schools' music education including musical instrumental activity utilizing Japanese-style music education expertise. The project will support writing textbooks and teaching guides to ensure that classes based on competency-based curriculum are properly conducted.

Project Purpose

- ① Conduct music classes that include instrumental activities such as playing the recorder based on Competency-based curriculum
- ② Support developing music textbooks to strengthen the foundation of music education in schools

Implementation Structure



Activities & Outputs

Promoting the 'Japanese-style education' and building intergovernmental relations

During the visit of three members of Education Committee of the Kenyan Parliamentary to Japan.

- Observations of music classes at a primary school and a teacher training university course
→ Deepen understanding of music classes, including instrumental activities
- Courtesy visits to the MEXT, the MOFA, and the Japan-African Union Parliamentary Friendship Association
→ Reflect Japanese government's high expectations for this project



Parliamentary delegation's visit to a primary school

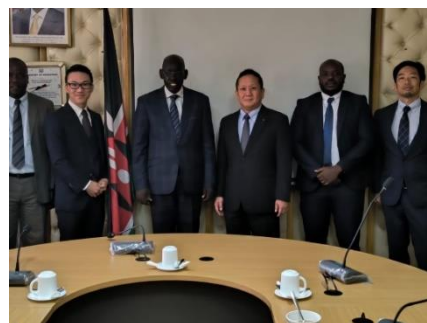


Parliamentary delegation's visit to the MEXT

Coordination with the Ministry of Education in Kenya

Our subsidiary, YMGF, held a meeting with the Private Secretary of the MOE in Kenya

→ Confirmed the necessary processes for launching the pilot classes



Meeting between the Private Secretary of the MOE in Kenya and YMGF

Way Forward & Message from the Project

The new curriculum, which will be fully implemented across Kenya by 2028, is Competency-based and interdisciplinary, aligning well with Japan's approach of promoting proactive, interactive, and authentic learning. While there are uncertainties due to the political situation and other factors, we will continue to push forward toward the launch of the pilot classes.

Contact

Yamaha Corporation
 Asia-Pacific Sales Division, Music Popularization Group
 UEDA Mizuka Email : inquiry-school-prj-SMB@music.yamaha.com

We provide Japan-origin school reform methods, focused on participatory observation-based Lesson Study, to public schools and in-service teachers in Cambodia. In addition to training at teacher education collage-affiliated schools, we also directly operate laboratory school. By supporting children from low-income families at risk of dropping out, we aim to create classrooms where all students can access high-quality education and address "educational poverty".

Project Purpose

The primary school completion rate rose from 17% in 1997 to 73% in 2014. However, only 10% of 10-year-olds have adequate literacy skills (World Bank, 2019). To improve education, teachers must rethink their methods and adopt a growth mindset. Our initiative trains under-supported in-service teachers to develop more effective, student-centered approaches.

Implementation Structure



Activities & Outputs

1. Training Programs at teacher education collage-affiliated schools

We conduct ongoing lesson study at middle schools affiliated with Teacher Training Colleges under Cambodia's Ministry of Education. The program emphasizes "teachers learning from students' learning" to foster teacher transformation.

2. Training and Lesson Development at Our Experimental School

At our experimental school, we run a supplementary school for 120 students from nearby public elementary schools. This initiative focuses on developing high-quality lessons by Cambodian teachers, with lesson study sessions to enhance training.



Training session at a middle school with Japanese experts.



Lesson study using cameras to capture students' learning.



Collaborative learning activities at the laboratory school



Collaborative learning activities at the laboratory school

Way Forward & Message from the Project

Addressing the challenges in education quality requires a continuous system that supports teacher growth. Unlike costly external training programs, the ability to engage in frequent learning within the classroom and to learn directly from one's own students has gained strong agreement and empathy. We will continue our efforts in collaboration with dedicated Cambodian teachers.

Contact

Specified Nonprofit Corporation SALASUSU
Corporate Planning Department SUGAWARA Hiroe
TEL : +81-3-6277-2419, Email : info@salasusu.com

Laos is currently considering the introduction of practical experiment lessons. This project will build an extracurricular education model that nurtures children's science skills through having fun in taking an interest in the nature around them, and conducting hands-on activities involving observation, recording, thinking, and communication.

Project Purpose

Through its activities, the project aims to help children develop the ability to relate what is written in their textbooks to what is going on around them, and to raise the next generation to appreciate their local natural environment through the provision of numerous opportunities for awareness and discovery.

Activities & Outputs

1. Workshop: Holding workshops for elementary school students on mosquitoes and butterflies, and for teachers on lesson structure and teaching plans.
2. Extracurricular activity: During the summer vacation, the Science Club provided an extracurricular activity in which the children observed and recorded the life cycle of the butterfly and the relationship with the plants it eats. It became a place for children to go to during the summer vacation.



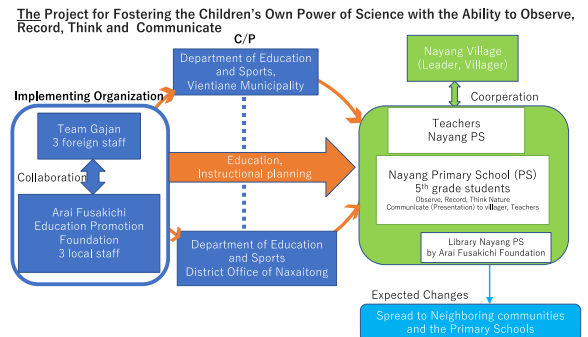
(1) A butterfly workshop by a specialist; everyone is listening intently.

(2) A workshop for teachers; the role of third-graders, the teachers seem to be enjoying themselves.

(3) The story of the butterflies observed in Nayang Village was presented as a puppet show. Pupils assisted each other without prompting.

(4) We have that butterfly in Laos, too! The children gain an expanding world view.

Implementation Structure



3. Activities related to presentation; The results of (2) were presented in the form of a puppet theater
4. Activities aimed at the local community; Butterflies collected by the children were mounted as specimens and the children together with scientists and Laotian literary scholars recorded their scientific and Laotian names.
5. Interaction between elementary school students of Ogimi Village in Okinawa and Nayang Village in Laos (with a particular emphasis on butterflies)

Way Forward & Message from the Project

(1) Over the year of activities, the children's powers of observation as indicated by their observational sketches improved greatly. (2) They gained the confidence to challenge themselves. They participated in classes with smiles, excitement and delight. (3) Teachers also changed, wanting to introduce into their classes the methods, aims and objectives of interactive teaching. (4) The nature of the local area was recorded with the help of scientists.

Team Gajan

Representatives 1 SAITO Mika, 2 SAIKI Mitsuko

TEL : +81-90-8292-9703, Email : dropcat2015@gmail.com

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Please Contact

 ml-eduport@k-rc.co.jp



文部科学省

MINISTRY OF EDUCATION,
CULTURE, SPORTS,
SCIENCE AND TECHNOLOGY-JAPAN