

## EDU-Port Symposium Expectation for International Cooperation in Education

# Learning through implementation of Japanese style of music education and return to Japanese education



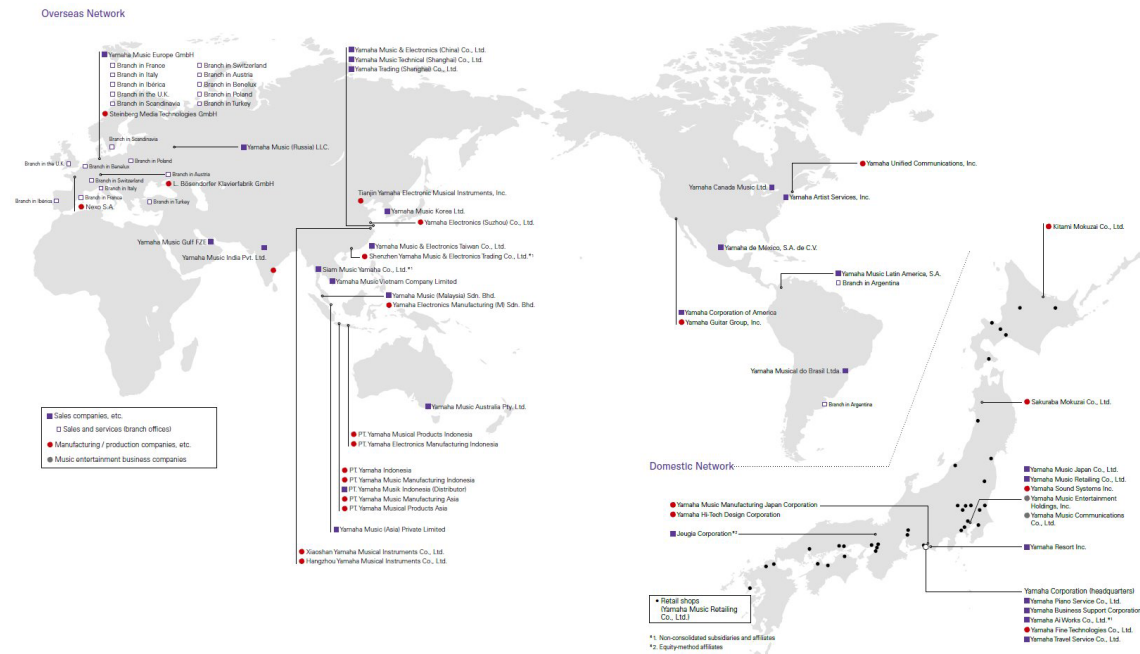
- 1. The footsteps of Yamaha's School Project and EDU-Port Japan**
- 2. Learning through the projects and return something to Japanese education**

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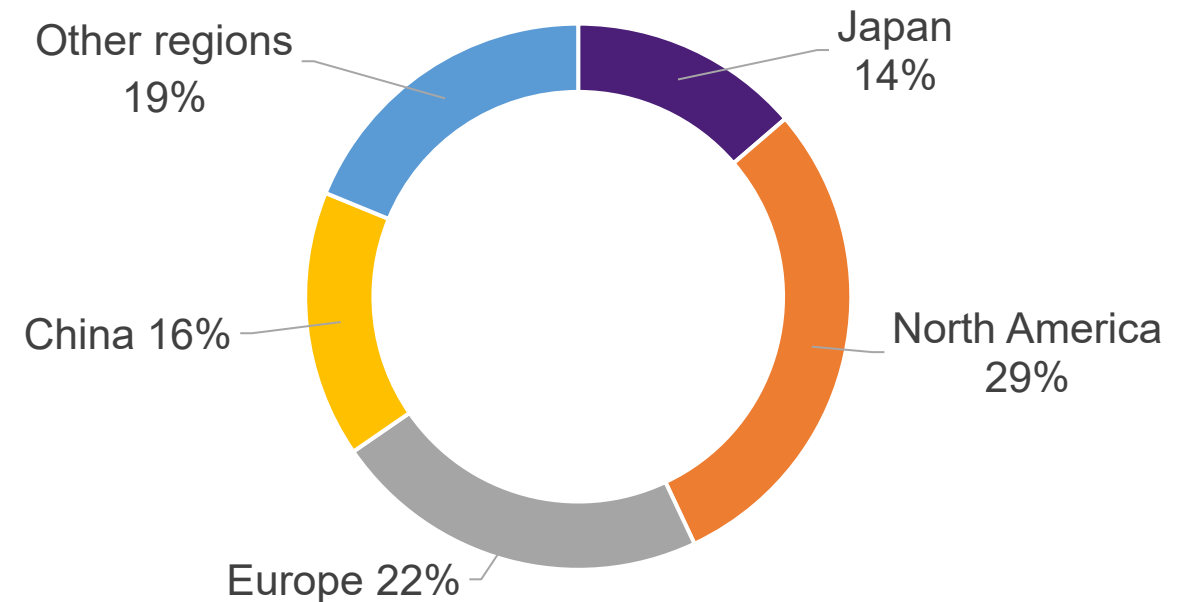
## 【Corporate Philosophy】 Sharing Passion & Performance

With our unique expertise and sensibilities, gained from our devotion to sound and music, we are committed to creating excitement and cultural inspiration together with people around the world.

## 【Global Network】 Sales/ production subs. in more than 30 countries



## 【Regional sales share of products of Musical instruments and Audio Equipment】

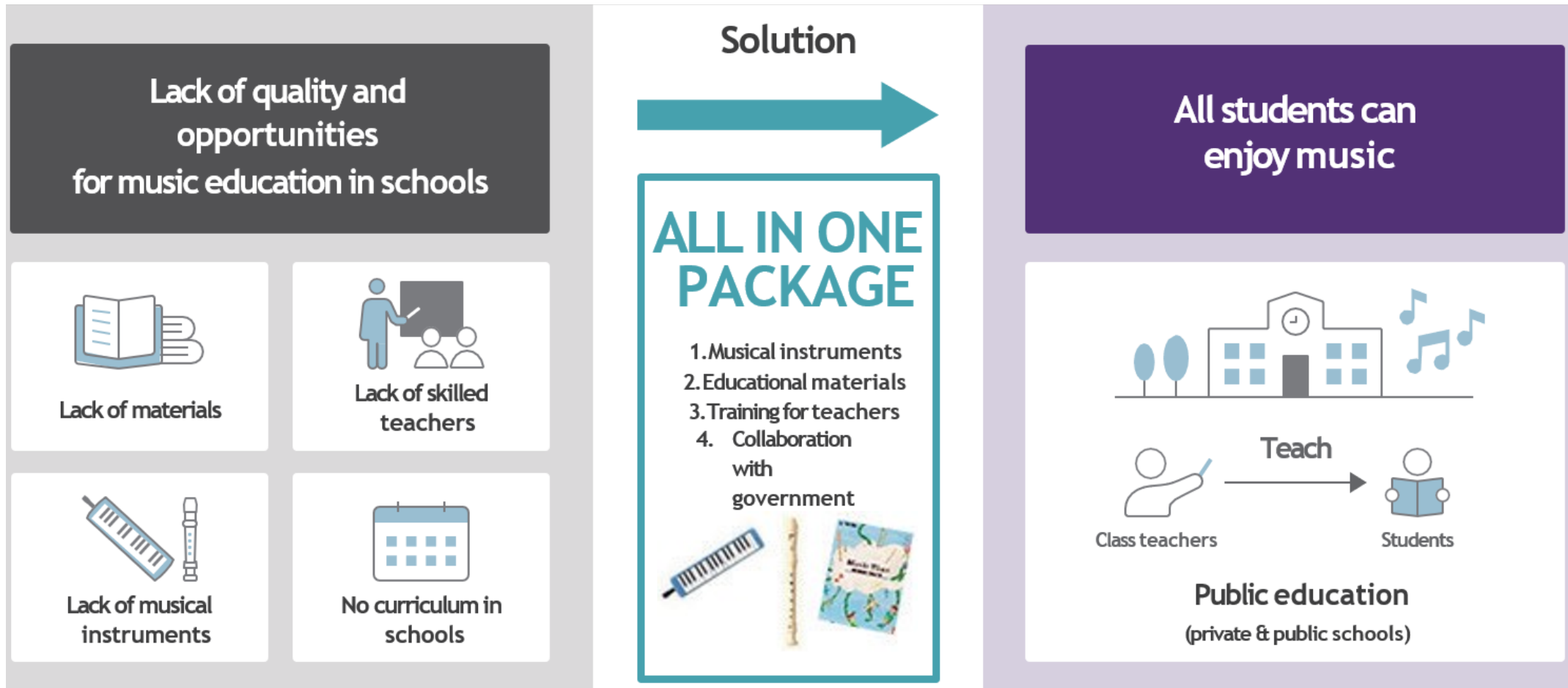


**Activities aiming to contribute for music culture sustainability through business**

**Yamaha is developing activities around the world  
with the aim of popularizing activities using music and musical instruments  
in public education in order to provide more children  
to play and convey the joy of music and musical instruments.**



School Project assist the implementation of **the education through music and musical instruments** which is customized and proposed as a package solution to fit **each country's concerns**.



**3 million** students at **7.100**  
schools in **7** countries

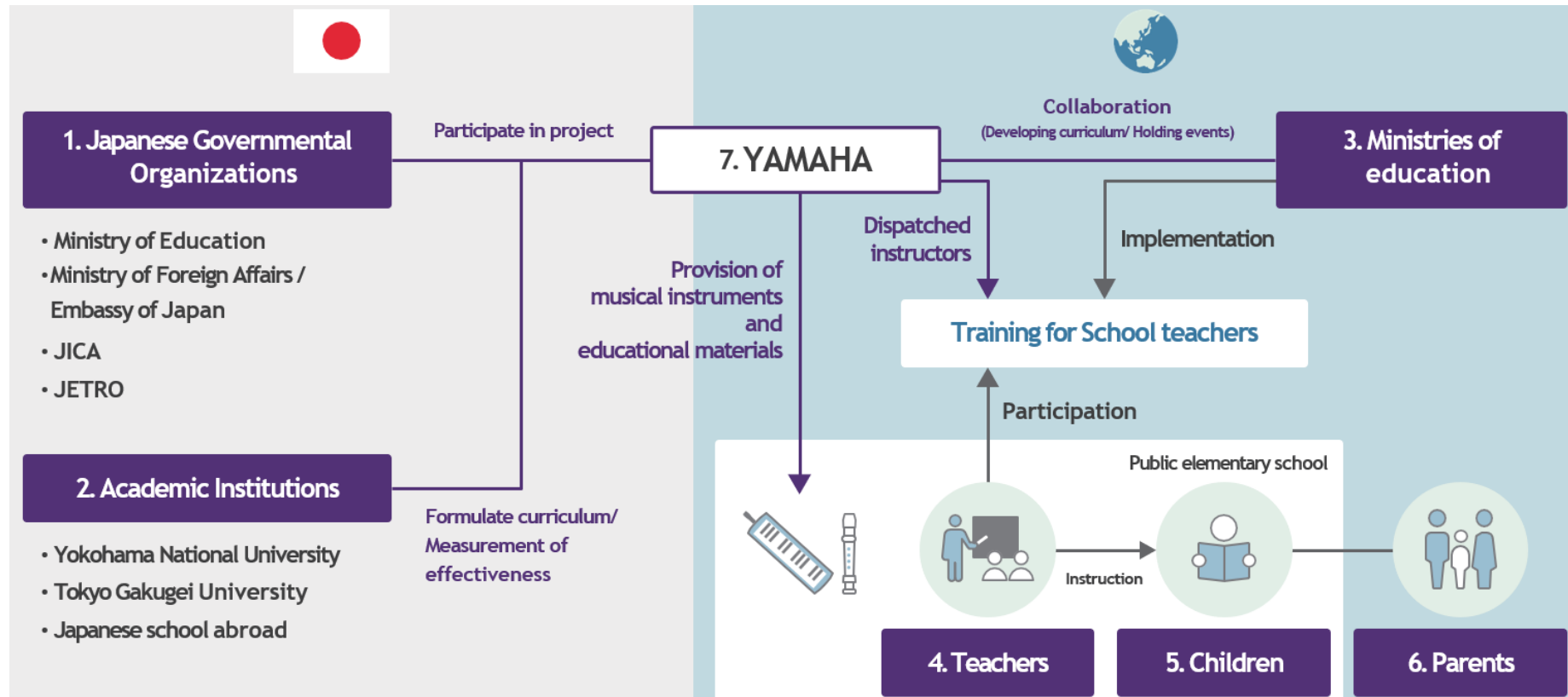
\*Cumulative total/ As of Mar 2024

- Malaysia
- Vietnam
- Brazil
- UAE
- Indonesia
- India
- Egypt

Collaborations with **Governmental organizations and academic institutions** are essential to implement **the education through music and musical instruments** in public education. **Japanese education** is now spotlighted from all over the world regarding their **holistic education develops non-cognitive skills**. Yamaha contributes the introduction of “Japanese-style education” by participating Japanese government’s education activity.

## “EDU-Port Japan”

- Enrich children’s mind, social and emotional skills through instrumental music education aiming “holistic education”
- Teacher training  
We value teacher training because teacher is the key for quality education
- Whole package of both public and private education





## 【SDGs】

### • Adopted in UN Summit in Sep 2015

Added new tasks and global change on 'MDGs (Millenium Development Goals)' which was adopted in 2001

### • Set comprehensive 17 goals by 2030

Aiming to achieve 'No one will be left behind' society based on philosophy of human security

### • Emphasis role of any kinds of stakeholders

(developed countries/ emerging countries/ private sectors/ NGO/ experts etc.)

## 【Matching point with School Project】

### • Purpose of activity

Popularization of music education with musical instruments in public education and the philosophy of 'No one will be left behind'

### • Providing 'Qualified education'

### • Sustainability

### • Collaboration with various stakeholders

## 【EDU-Port Japan】

• Started from 2016

## 【Relationship with School Project】

• Approach to MEXT triggered by an article of Nikkei on 16Sep2015, 'Exporting "Japanese-style education"'





## Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan “Introduction of Japanese-style Education Using the Public-Private Collaborative Platform (EDU-Port Japan)”

- 2016 EDU-Port Certified Project: Introduction of playing musical instruments to the primary and secondary music classes in Vietnam
- 2018 EDU-Port Supported Project: In-service training for musical instruments to take root in music education in Vietnam
- 2020 EDU-Port Supported Project: Introduction of Japanese-style Instrumental Music Education in Primary Education in Egypt
- In progress** • 2022 EDU-Port Supported Project: Introduction of Japanese-style music education in primary education in Egypt
- In progress** • Introduction of Japanese-style instrumental music education in primary education in Brazil
- In progress** • Introduction of Japanese-style music education in primary education in India
- In progress** • 2023 EDU-Port Supported Project: Introduction of Japanese-style music education in primary education in Colombia



MOFA  
Japan

## Ministry of Foreign Affairs (MOFA), Japan “Japan’s Grant Assistance for Cultural Grassroots Projects (The GCGP/ KUSANONE)”

- 2021 Project: Project to maintain musical instruments and audio equipment in Hanoi Educational University, Vietnam



## Japan External Trade Organization(JETRO) “J-challenge Program”

- 2018 Project: Project to Introduce Instrumental Music Education in Vietnam



## Japan International Cooperation Agency (JICA) “SME/SDG Business Support Projects”

- 2020 Project: Study on the introduction of Japanese instrumental music education into Egypt’s primary education

# Case 1: Vietnam



- 2016 EDU-Port Certified Project: Introduction of playing musical instruments to the primary and secondary music classes in Vietnam
- 2018 EDU-Port Supported Project: In-service training for musical instruments to take root in music education in Vietnam

**【Goal】 Introduction of playing musical instruments to primary and secondary music education**

**【Before】 Existing music subject, only singing and learning knowledge without musical instruments**

**【Solution】 Introduce musical instruments (recorders/ keyboard harmonica) in new curricula from 2020**

**【After】 Decided to implement musical instruments in new curricula. Supporting teacher training to be settled**

Year	Topics
2016	Adopt EDU-Port Japan Certified Project
2017	Conclude MOU with MoE (Photo-1), Start recorder club activity in extra curriculum (Photo-2) Co-host 'Yamaha Recorder Festival' with the Japanese Embassy in Vietnam (Photo-3) Dr. Ogawa of Yokohama National Univ. who did joint research with Yamaha was assigned as a foreign consultant for new curriculum sponsored by World Bank
2018	Adopt EDU-Port Japan Supported Project Adopt JETRO 'J-Challenge Program' Establish half-year recorder course at Hanoi Educational Univ., Yamaha dispatched core teachers from Japan and provide music education with instruments (Photo-4)
2019	Invite MoE high level officers to Japan, visit to MEXT, textbook company and observe music class in elementary school etc.
2020	Start new curricula > introducing musical instruments from G1 to G12, but due to COVID-19, schools were closed
2021	Adopt Ministry of Foreign Affairs (MOFA), Japan "Japan's Grant Assistance for Cultural Grassroots Projects (The GCGP/ KUSANONE)"
2022	Restart F2F class, start teacher training for G4 which starts in 2023





- 2020 EDU-Port Supported Project: Introduction of Japanese-style Instrumental Music Education in Primary Education in Egypt
- 2022 EDU-Port Supported Project: Introduction of Japanese-style music education in primary education in Egypt

**【Goal】 Realization of music education with musical instruments which is mentioned in curriculum**

**【Before】 Existing independent music subject and introduced music education with musical instruments, but in the fact not introduced generally**

- 【Solution】**
- Applying JICA's 'SME/SDG Business Support Projects,' started Japanese-style music education using Recorders in Egypt-Japan Schools (EJS) which were established by 'Egypt Japan Education Partnership (EJEP) in 2016  
→ Make it as a model case to expand nationwide
  - Cooperating with 'Gakugei Univ. Children Institute for the Future,' implementing measurement of 'Non-cognitive skills' in the schools to measure the effect to achieve 'autonomous and collaborative human resource development' which Egyptian government sets forth in new educational policy 'EDUCATION 2.0'



Teacher training with pair work



Teaching and learning each other





• 2022 EDU-Port Supported Project: Introduction of Japanese-style music education in primary education in India

**【Goal】 Realization of music education with musical instruments in 1 M public schools and 200K private schools**

**【Before】 There are various Education Board in India and some curricula which are set by them includes music education. But not implemented due to lack of teachers who can conduct the class or teaching material**

**【Solutions】 • In private schools: Exhibiting in educational exhibition (ex. DIDAC), making connections to schools and approach them**

**• In Public schools: Starting trial of collaboration with Education Board in Delhi + Measurement of development of 'Non-cognitive skills' through music education using musical instruments  
→ Will utilize as an evidence to expand to other Education Board**



Exhibit in DIDAC (Oct, 2023)



Music class using recorders in private school



Music class using recorders in public school

# Why education through music and musical instruments?

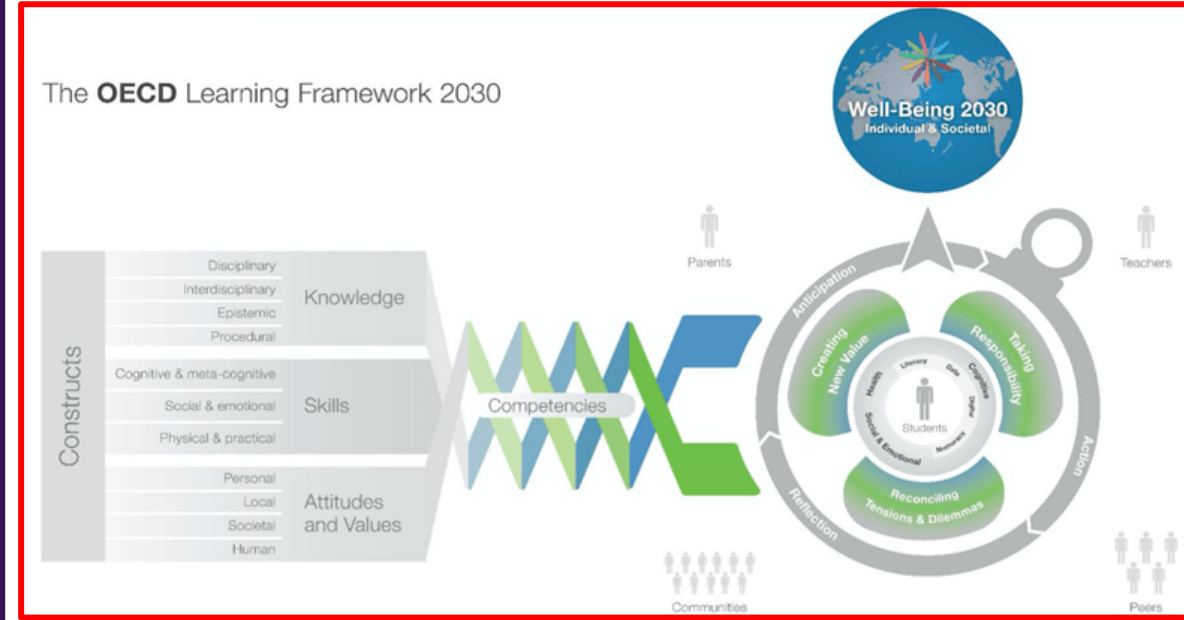


Many researchers are finding that **the education through music and musical instruments can foster the “non-cognitive skills,”** which is currently spotlighted in education industry.



We are conducting the assessment about the relationship between our program and fostering “non-cognitive skills” with academic institutions.

OECD Education 2030 mentioned social emotional skills will be essential for future education.



## Example of essay for non-cognitive skills and musical instruments

### 1) “Impact of arts education on the cognitive and non-cognitive outcomes of school-aged children.”

B. H. and Kokotsaki, D. (2015) Durham University, United Kingdom

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For primary school pupils:

Integration of music in the classroom and **playing an instrument has favorable effects** on young children’s learning outcomes, in particular cognitive abilities, and to some extent self-esteem and social behavior.

### 2) “For the Love of Music: The Influence of **After-School Music Programs** on the Academic and Non-Cognitive Development of Disadvantaged Youth”

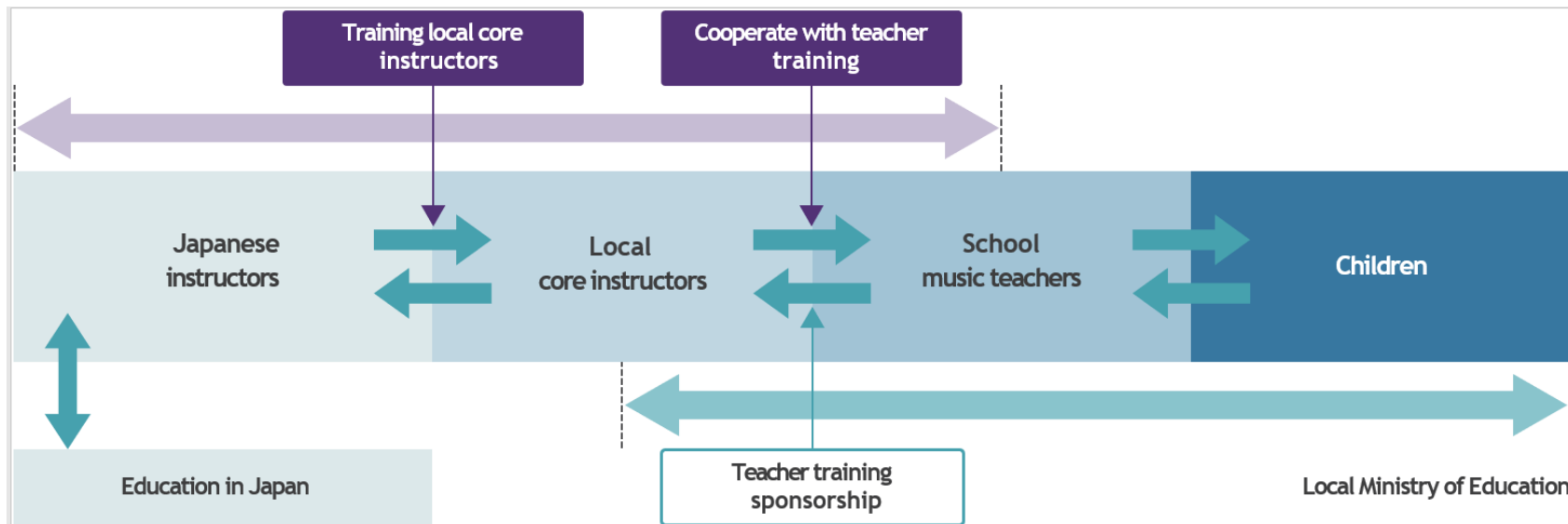
Alexandra Andreassen (2013) Villanova University, United States of America

Page.58

**Non-cognitive skills**, future plans, school connection, risk behaviors, friendship — all are positively influenced **by participation in a music program**, according to the students themselves.

According to current SDGs idea that countries cooperation should be “not one way assistance, but **horizontal, interactive learning and collaboration** which makes education put forward,” so Yamaha is considering the way of feedback to Japanese education about what we found through teacher training.

Introduction of Japanese holistic education ⇔ Learning through teacher training in the country



Teacher training (Vietnam)

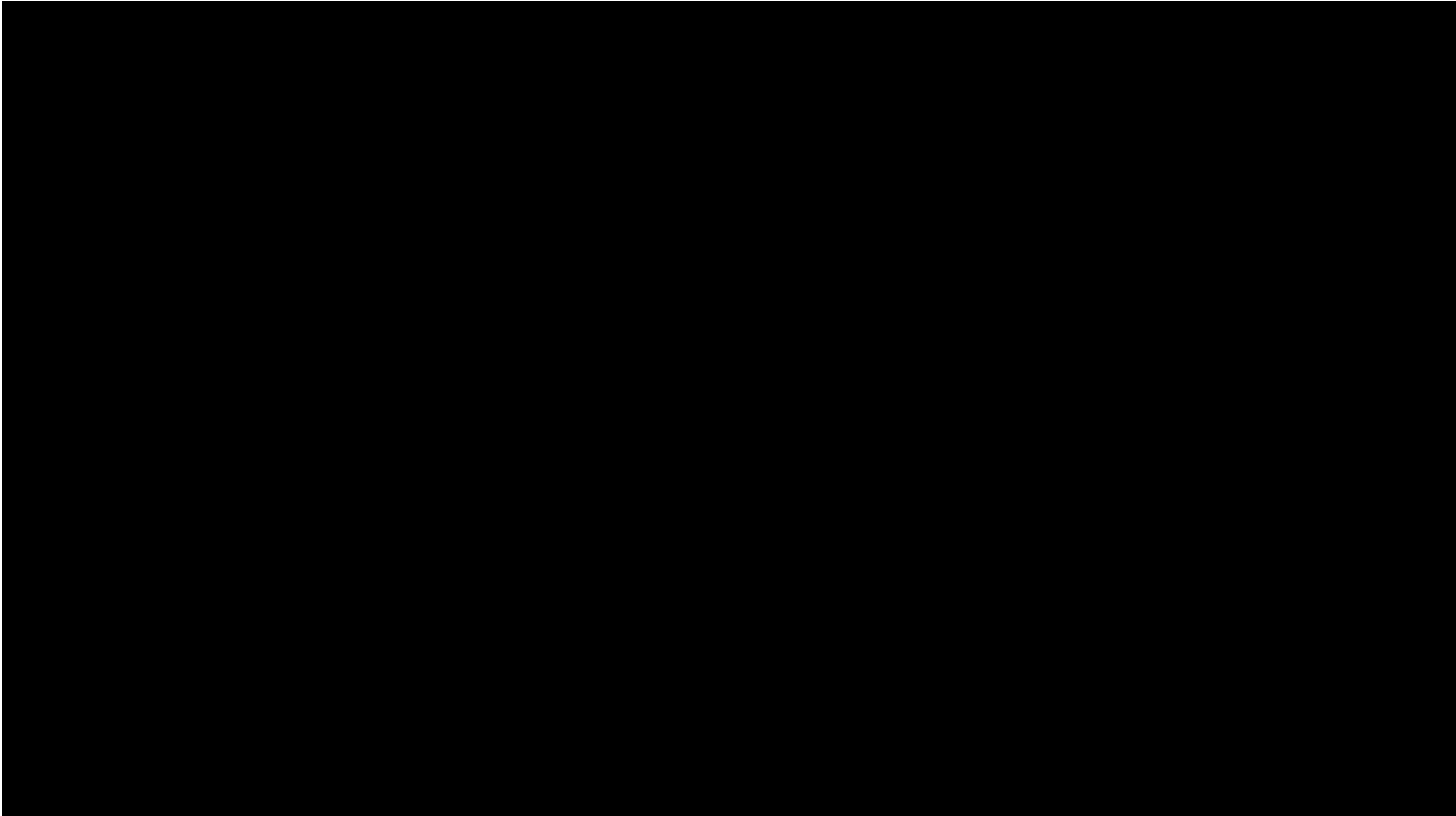
Photo by Yamaha Music Vietnam

1. The footsteps of Yamaha's School Project and EDU-Port Japan
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私がこのプログラムから学んだのは





子供達は放課後も、自宅でも熱心に練習し



## 1. Measurement of development of 'Non-cognitive skills' through the project

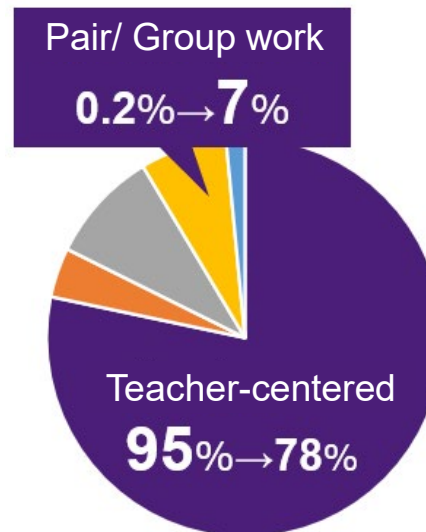
→ Reconfirmation of value of Japanese-style music education

◇ Implementing measurement how develops 'Non-cognitive skills' through Japanese-style music education in Egypt, cooperating with 'Gakugei Univ. Children Institute for the Future'

→ Will start in Colombia with 'Institution for Global Society' Corp.

◇ Will share the result with MEXT and other academic conferences if it shows positive impact

◇ Will feedback to MoE which School Project is implemented, utilize to expand music education using musical instruments



## 2. Utilization of digital material in the project

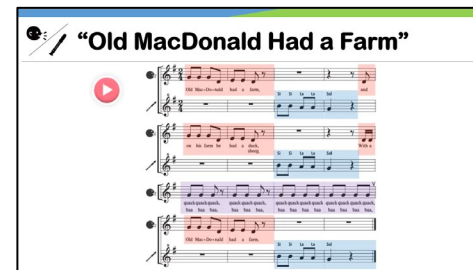
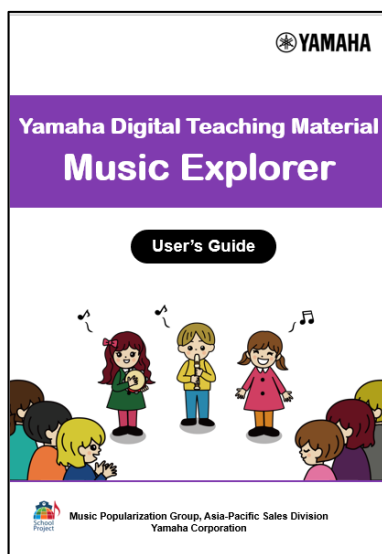
→ Proposal to Japan to support reducing burden of teachers

◇ Material of School Project: Adjusted and translated to circumstances and levels in each country/ Producing digital material and supplemental material

→ Breaking down essences of Japanese-style music education for teachers in emerging countries/  
Verbalization of teaching method which has been become 'Tacit knowledge'

◇ In Japan, decreasing well-trained music teachers

→ Will be able to adjust the contents which are used in emerging countries for Japan/ Can be offered a package of the material and teacher training



## **3. Exchange through music between School Project's implementing countries and Japan →Contribution for cross-cultural exchange and understanding for students**

- ◇ **Implementing exchange program by playing recorder between schools which are implementing School Project and schools in Japan**
  - Dec 2022: EJS in Egypt and Akami Elementary School in Ichinomiya, cooperated by JICA Chubu**
  - Jul 2023: Yamaha's School Project's reps in 7 countries observed a music class and did a discussion with school teachers at Sato Elementary School in Hamamatsu**
  - Feb 2024: Music class's video exchange between a school in Delhi, India and a school in Fukuoka, Japan**
- ◇ **Giving an opportunity to know and experience other culture through performing local songs with recorders**

## 4. Introduction through books and medias as an example of SDGs activities

→ Helping for students to recognize SDGs as 'my own topic'

◇ School project was introduced in a book for children which is introducing SDGs

→ Having been received inquiries from elementary to high school students who are studying SDGs and setting interviews to exchange the information

→ Providing an opportunity to review their normal music class from different angles



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とを手助けし  
に成長するこ  
を伝え、心豊か  
演奏の楽しさ  
子どもたちに  
など7か国の  
ア、マレーシア  
す。インドネシ  
実施していま  
という活動を  
「スクールプロジエクト」  
会に恵まれない開発途上国の子どもたちを対象に、

う活動を行っています。  
楽器を演奏する楽しさを実感してもら  
感性を生かし、世界中の子どもたちに  
ヤマハは、音・音楽で培った技術と

ヤマハの取り組み



- Situation of primary music education is differed in each country**
- Continuing verbalization and systematization of ‘Japanese-style music education’ through the project**
- Needs for digital materials or contents for e-Learning platform for school teachers**
- Characteristic of music which can connect people**



**Return what we learn through the project to music education in Japan for the future**

